

EXPRESS SCOPE

4

A Course in Secondary English



A.R.B. Etherton MA (Lond), PhD. (Lond)
Anne Etherton BA (Lond), MA (Lanc)
Peter Etherton MA (Lond), MA (Lanc)

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FOREWORD

This course follows the EXPRESS/SPECIAL syllabus for ENGLISH LANGUAGE. Its aims are thus identical with those in the syllabus, namely:

- to consolidate and extend existing knowledge and skills of English;
- to provide pupils with the language proficiency that will enable them to learn their content subjects;
- to provide the necessary skills for functional literacy;
- to enable pupils to communicate clearly and efficiently in both oral and written forms.

The aims in each specific area of skills are those set out in the syllabus.

APPROACH

The books integrate listening, speaking, reading, writing and the language work needed for communication. The overall aim of the series is to produce students who are able to pass their public examination at a high standard and who are skilled in communicating in English.

This series has been extensively revised to take into account suggestions from teachers. The number of content chapters has been increased from 14 to 18, and a larger page size has been used. To make way for the additional chapters, the REFERENCE AND REVIEW section has been incorporated in the content chapters or moved to a separate supporting series, CEG (Communicative English Grammar). At the same time, the READING and WRITING sections have been revised to increase the number of specific skills taught or revised and to present them in a more clearly structured sequence. Additional material has been provided for a separate set of tapes, which are accompanied by their own activity books. The course now consists of:

- 4 pupils' textbooks, SEC 1 to SEC 4
- Accompanying teachers' handbooks
- CEG 1 – 4, Communicative English Grammar 1 – 4
- Listening and Speaking Tapes with activity books

READING SKILLS

Specific obstacles to comprehension are dealt with in Books 1–3. These are revised in Book 4 at a more advanced level. In addition, more attention is paid in Book 4 to the techniques which are necessary when answering comprehension questions in a public examination. Every year, many candidates fail to do themselves justice because they are unaware of the types of answers expected. In Book 4, therefore, pupils are shown how to differentiate between weak, average and good answers to comprehension questions. This practice should result in improved scores in their public examination.

WRITING SKILLS

Whenever possible, composition work is related to the theme developed in each chapter by the comprehension passage. Specific composition skills are taught or revised in close conjunction with comprehension skills.

In Book 4, the emphasis is on three main types of composition:

- a) The longer compositions required in the GCE examination, often involving writing a story, describing a person or an event, tackling an argumentative topic or giving a factual account.
- b) The shorter compositions required in the GCE examination, involving the use of given notes or pictures.
- c) Messages, reports, letters and other forms of writing connected with business.

The aim in each case is to help pupils to write at the highest level of which they are capable.

SUMMARY

The basic skills involved in making a summary have been dealt with in earlier books in this series. These skills are revised in Book 4, where further practice is given. Pupils are required to give both oral and written summaries.

AURAL-ORAL SKILLS

In preparation for the G.C.E. examination, pupils are given advice and practice in reading aloud, answering oral comprehension questions and in carrying on a conversation. They are also given opportunities to join in discussions and to speak to the class.

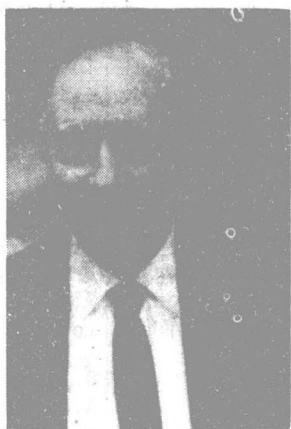
Aural work is dealt with mainly on the tapes which accompany the series and in the separate Listening Practice activity book.

LANGUAGE

The language work in the pupils' books comes from two main sources: items specified in the syllabus and items revealed by an analysis of errors made over the past 30 years. The latter source has been particularly useful since it includes many items which are common at Secondary 4 level.

As already explained, most of the original REFERENCE AND REVIEW section has been included in the integrated chapters. Other items have been moved to a separate supporting series called CEG (Communicative English Grammar) and this has allowed the authors to expand it at the same time. Teachers will find the CEG series very helpful in providing supplementary language work and in enabling them to refer individual students to areas where their work discloses weaknesses.

ABOUT THE AUTHORS



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Peter Etherton



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Singapore Airlines — pages 110, 111, 191

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1 FARMER OF THE SEA



1.1 Do Punctuation Marks Matter?

1. Yes, they do in examinations. You will lose marks for errors of punctuation.
2. Yes, they do when you get a job or study at a university. Mistakes in punctuation make people think that the writer is uneducated. Then they have less confidence in him or her. You may become a brilliant scientist, businessman or politician. If your reports are full of punctuation mistakes, people will laugh at you behind your back. If you are going to become a lawyer, you must be an expert at punctuation because a comma put in or left out of a contract or a person's will can change the meaning completely.

Exercise 1

Study each pair of sentences. Say whether they are the same in meaning or different. Understand how the punctuation changes the meanings.

1. In a foreign country, an opposition M.P. criticised a Minister and accused him of committing 'criminal acts' by not increasing the state payments to unemployed people. Two newspapers reported the M.P.'s speech with these headlines:

- a) Opposition attacks Minister's 'criminal acts'.
- b) Opposition attacks Minister's criminal acts.

Which headline may cause the Minister to sue the newspaper for libel?

2. a) I'll introduce you to my brother who works in a bank and also collects stamps.
b) I'll introduce you to my brother, who works in a bank and also collects stamps.

Which sentence suggests that the speaker has more than one brother?

3. a) A number of people attended the meeting: Sarjit Singh, the secretary of the Staff Union, Miss Mary Chen, the Production Controller, Abdul Latif, the internal auditor, Mrs Teresa Lin, and the Managing Director.
b) A number of people attended the meeting: Sarjit Singh, the secretary of the Staff Union; Miss Mary Chen; the Production Controller, Abdul Latif; the internal auditor, Mrs Teresa Lin; and the Managing Director.

Is there another way of punctuating this sentence? How will it change the meaning of the sentence?

4. a) I didn't approve his application because he offered me \$500.
b) I didn't approve his application, because he offered me \$500.

Which sentence suggests that the man's application WAS approved?

5. a) She says her friend is seriously ill.
b) She says, 'Her friend is seriously ill.'

In each case, whose friend does the sentence refer to?

Exercise 2

The following sentences are taken from published books or newspapers. In each case, say how the punctuation should be changed.

1. But John Brown was ill, there could be no question of the severity of his illness.
2. It was impossible not to like John Wang, he had many fine qualities.
3. You're extremely run down, Miss Li, all your reflexes are on edge, you're in a very nervous state.
4. Again I refer you to the termites and the bees, they build complicated structures and run complex societies without the use of the mind, they cooperate for defence and attack without a directing mind.
5. The Nikon EM is a fully automatic camera, with it's electronic shutter, it automatically selects the right shutter speed which matches the lens aperture and gives you perfect results every time.
6. The suspect was unable to say where he had been between 3pm and midnight on the previous day?
7. Manufacturers complained that imported goods were cheaper than theirs'.
8. Tugs were unable to move the stricken tanker. Because it was wedged firmly on the rocks and its back was broken.

1.2 A Singapore Farm

This article first appeared in an in-flight magazine of Singapore Airlines. One of the aims of the magazine is to give interesting information to travellers and try to persuade them to visit various places in or near Singapore.

In the serene waters of the Johore Straits (off Lim Chu Kang Village) in the north-eastern part of Singapore, a specialised form of marine farming takes place. Here, mussels or 'dan cai' (pronounced 'ton cai') grow by the thousands; and for fishing folk like Mr Guo Yaowei, their livelihood **hangs** on these wooden boards floating on the water.

- 5 It took 47-year-old Guo fourteen long years to arrive at where he is today — the owner of his own floating farm, created by himself and built single-handedly.

Guo recalled: 'The progress was slow when I first started building the raft because my children were young then and were not able to lend me a hand.'

- 10 His six children, aged from 16 to 26, now assist him on the raft, performing tasks like changing fishing nets (this is done every four weeks), harvesting the mature mussels for sale, and even building extensions to the raft. Besides this, they also take turns to work on Guo's kelong (local fishing trap) which is located a few kilometres from the mussel farm.

- 15 His farm currently consists of about 4 000 square metres of sea and he plans to expand it to its maximum limit of 5 000 square metres. For this area, he pays an annual licence fee of S\$500 and a deposit of S\$5 000 to the Singapore government.

'I can't extend beyond this limit because then my licence fee will be increased,' he added.

- 20 He explained: 'Mussel growing, unlike fish and prawn farming, does not require any scientific research or technical know-how. Mussels grow from eggs which can be found in the sea water, and as long as they find a clinging support, they can breed abundantly. There is no special food for them at all. In fact, they just feed on micro-plankton living in the sea.

As mussels cling together in huge clusters weighing tens of kilos, they have to be plucked off when they reach marketing size, usually when they are about seven to ten centimetres long. At first, the infant mussels are a bright green shade; when they are mature, they turn greenish-black.

25 Guo's marine farm is situated at a spot
where the depth of the sea-water is 10.6
metres. The wooden raft consists of wooden
bars joined together at right angles. These
wooden bars, about 15 cm in width, divide
30 the floating raft into 6 sq m ponds. Double
layers of fishing nets are cast 3 metres into
these ponds, where garoupas and prawns are
also bred.

35 To give mussel eggs clinging support,
plastic barrels float across these ponds. They
are joined together in a row, and on their base
hundreds, if not thousands, of mussels of all
sizes grow. Thick, heavy ropes are also
40 dropped into the water with one end tightly
secured to the wooden bars.

'My mussel farm produces a harvest of
between 700 kilos to 1000 kilos daily. Mussels
are sold to fish retailers at a low rate of 30
cents per kilo. If there is an excess, I
45 normally take them to the market for sale.
However this seldom happens, said Guo. He
also sells quite a lot of his mussels across the Causeway to the Johore markets.

How do people normally eat their mussels? 'Well, they cook them in curry,' Guo said.

50 With his farm, Guo is one of the pioneers in this mussel-growing venture. As growing
mussels does not involve much labour or cost, Guo also maintains his other fishing interests
— breeding several types of garoupas and prawns. As his raft is in the middle of the Straits, it
is an ideal spot for breeding fishes and prawns. This is because oxygen is plentiful farther out
in the sea. Fish survival is better as the oxygen content is higher.

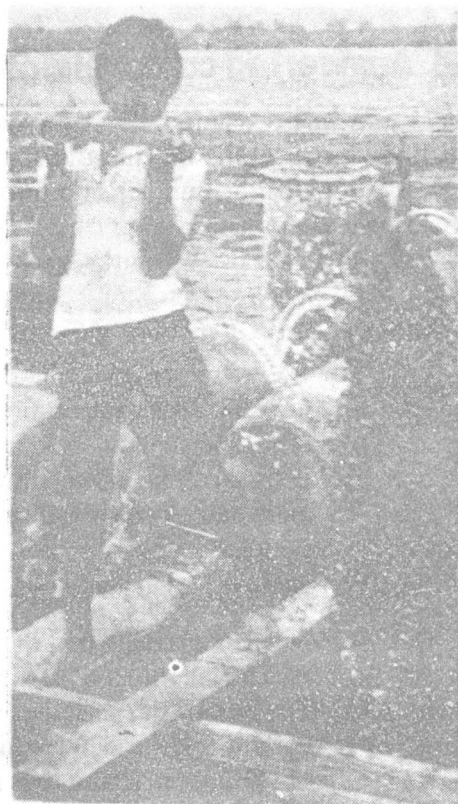
55 His garoupas feed on fresh feed he buys from markets or other fishing folk at about 30
cents per kilo. The trash feed consists of crushed fish. Feeding is carried out twice a day, once
in the morning and once in the evening. The garoupas are bred from fry bought from
breeders. When they are ten months old and weigh about one to one and a half kilos, they are
ready for the market.

60 'The hardest task I face when it comes to breeding the garoupas is when it's time to
change the nets. It's necessary to replace old nets because of wear and tear,' Guo said.

There is no fear of pilferage as the raft is far out in the Straits, plus the fact that there is
always someone, usually one of the boys, on 24-hour guard duty. As a long shed is
constructed on the raft and houses two rooms and one kitchenette, this little house
represents a home for the family when they are working on the farm.

65 The garoupas are sold for about \$17 to \$18 a kilo, mainly to fishmongers who place their
orders through the telephone. These fishmongers are regular customers and they wait for their
fish at the Lim Chu Kang coast.

70 Guo and his children depend on small motor boats for transportation to and from the
floating raft. Although life for them is hard as work starts before dawn, they enjoy what they
are doing and have no complaints.



1.3 Answering comprehension questions in an examination

Every year, many examination candidates get a lower grade than they expected because they do not know how to answer questions accurately. Study the following questions and the possible answers. Look at the number of marks for each question. Discuss in class how many marks you would give each answer. You can use half marks. Discuss why you would not give some of the answers full marks or any marks.

In the serene waters of the Johore Straits ... a specialised form of marine farming takes place.

1. Q: What does 'serene' mean here? (1 mark)

- A:
- a) Here serene means calmly.
 - b) clean and shallow
 - c) It means 'placid' or 'tranquil', and this is because the sea is not deep at this place and there is not much pollution because it is a long way from the industrial and populated areas.
 - d) calm

2. Q: What evidence is there that the farming is both specialised and marine? (2 marks)

- A:
- a) We can tell that it is marine because the farming is done at sea and not on the land.
 - b) The farming is specialised because only mussels, garoupas and prawns are 'farmed'.
 - c) It is a special kind of farming because it is different from ordinary farming on land.
 - d) Mr Guo breeds and sells mussels, garoupas and prawns in the sea, so his farming is specialised and marine.

for fishing folk ... their livelihood hangs on these wooden boards floating on the water

3. Q: Give a word or short expression similar in meaning to 'livelihood' here. (1 mark)

- A:
- a) ability to earn a living
 - b) daily work and energy
 - c) life
 - d) This refers to the profit that the people can get by breeding mussels and other things in the sea.

4. Q: Give two possible meanings of 'hangs' here: a literal meaning and a figurative one. Say which of your meanings is literal and which is figurative. (2 marks)

- A:
- a) was suspended from — literal
depended — figurative
 - b) The literal meaning is 'is suspended (from)', the figurative meaning is 'relies, depends or comes from'.
 - c) is suspended from — literal meaning
depends — figurative meaning
 - d) fell down — a literal meaning
relies on — a figurative meaning

It took 47-year-old Guo fourteen long years to arrive at where he is today.

5. Q: Why does the writer use 'long' here? (2 marks)

- A:
- a) He wants to show that Mr Guo started his farm a long time ago.
 - b) 'Long' means 'complete' here.
 - c) 14 yrs is a long time.
 - d) The adjective emphasizes the hardship and difficulty which Mr Guo had in building up his farm.

6. Q: In your own words and as briefly as possible, describe 'where (Guo) is today'.
- A:
- He is working in Singapore as a fish-farmer.
 - He has a successful fish farm in the Johore Straits with a good business for himself and his family.
 - He is the owner of his own floating farm, created by himself and built single-handedly.
 - He has built up a very successful business breeding mussels, prawns and garoupas in the Johore Straits, this has created a profit-making living for himself and his family.

1.4 Understanding (1)

Answer these questions about the passage in Section 1.2. Give written answers.

- Give one advantage and one disadvantage which Mr Guo encountered when he first started his business.
- According to the passage, how is the amount of the licence fee calculated by the government?
- What does Mr Guo use plastic barrels and long ropes for on his raft?
- About how much does Mr Guo receive a day from the sale of mussels?
 - What must he spend some of this money on in connection with his farm?
- We are told that Mr Guo's farm is 'far out in the Straits'. In two sentences of your own, explain what two advantages this brings to Mr Guo.
- Who would be most likely to read this article about Mr Guo?

1.5 Vocabulary (1)

Briefly explain the meaning of the words in *italics* as they are used in the passage.

- harvesting the *mature* mussels for sale (line 10)
- His farm *currently* consists of about 4 000 square metres of sea. (line 13)
- Mussel growing ... does not require ... technical *know-how*. (lines 17–18)
- They can breed *abundantly*. (line 19)
- Mussels are sold to fish *retailers* at a low rate. (lines 42–43)
- Guo is one of the *pioneers* in this mussel-growing venture. (line 49)
- It is an *ideal* spot for breeding fishes and prawns. (lines 51–52)
- The *trash* feed consists of crushed fish. (line 55)
- The garoupas are bred from *fry* bought from breeders. (line 57)
- There is no fear of *pilferage* as the raft is far out in the Straits. (line 61)

1.6 Making a Summary (1)

Guidelines

- Check the question to make sure that you know *exactly* what you are looking for. For example, questions about the passage in Section 1.2 could ask you to make a summary of any of the following:
 - the whole article
 - growing mussels
 - breeding and selling garoupas and prawns
 - how Mr Guo developed his activitiesIf a question asks about (b) and you give information about (a) or (c), you will not succeed.

2. ignore the following unless some of them are required for a particular situation:
 - a) Details (Look for the main points only.)
 - b) Repeated points. (Don't repeat ideas.)
 - c) Examples and illustrations. (Mention the main point and not the examples.)
 - d) Negative statements. (Try to summarise positive points.)
 - e) Irrelevant information. (But check that you include ALL relevant information.)
3. Use a coloured pencil to underline relevant points. If you have to look through the passage again for information about a different point, use a pencil with a different colour.
4. Either use your underlined points or (better) make your own rough notes, and then write a draft summary in your own words. Key words from the original can be included.
5. Check your draft summary for length. Make it longer or shorter, as necessary. An experienced student can often make his draft summary his final one. Imagine that he has ten points to include in a draft summary. He can use the first seven points and then check his draft summary to see how many words he has used. If he has used many words, he can express his last three points very briefly. If he has not used many words, he can expand the last three points. This method saves time because you do not have to make major changes to the whole summary.
6. In an examination, CROSS OUT all rough work and your draft summary. If you don't do this, an examiner may accidentally start to mark your draft summary. Then he may become angry when he discovers that your final answer is on the other side of the piece of paper.

Practice

Read the following passage and answer the questions about it.

In the past fifty years, attitudes to wild animals have changed drastically. Before World War II, it was common for both wealthy and poor people to slaughter animals. Rich men went on safaris with the aim of bringing back as many trophies of the hunt as possible. Tigers, elephants, rhinoceroses, lions, leopards and other animals were killed for sport. At the same time, local people had their own reasons for slaughtering wild animals. In some cases, the animals served as food at a time when no other source of meat was available. Other animals were hunted down because their hide, horns or tusks commanded a very high price on international markets. By killing an elephant or tiger, a poacher could get as much money as he could earn in a year by orthodox farming. Poachers also killed thousands of animals each year, and few people stopped to wonder what the result might be.

In the last 20 years, however, some wild animals have become extinct, while others are threatened with extinction. Thus a strong movement has grown up in defence of wild animals. Conservationists argue that wild life is a precious heritage for future generations and that all animals have the right to live.

Their opponents are often farmers or local people who claim that the animals damage their crops, and kill or frighten workers in villages and in the fields. Conservationists reply that it is the duty of farmers to fence their land properly. They also point out that very few wild animals attack human beings unless they have been attacked or wounded first.

Some people argue that all life is sacred, and that it is wrong to kill wild animals for sport. This view is becoming more widespread, especially in urban areas where people never have a chance to see animals in the wild. However, their opponents say that the population of the world is increasing, and that land now inhabited by wild animals must eventually be used to grow food or provide homes for human beings. They say that the life of a wild animal counts for nothing against that of a human being.

The argument continues and the outcome is far from clear. Supporters of **wild animals** frequently live in developed countries which have little wild life left. Their opponents often live in countries where the realities of existence are pressing, and where wild life is slowly being wiped out.

1. Look at this question but do NOT answer it at the moment:

Q: In not more than 40 words, summarise the attitudes to wild animals before World War II.

(i) Now make your own list of points which we can include in the answer. Do not read any further until you have made your own list.

(ii) The question asks us to summarise 'attitudes', so we must do something more than summarise the actions.

Compare your list with the one below. Should anything be deleted from the following list or added to it?

before W.W.II....

neither rich nor poor people protected animals

rich — killed for sport

poor — killed for food or profit

(iii) Can you improve the following answer or not? Notice that it does not follow the notes exactly.

Before World War II, neither rich nor poor people tried to protect or preserve wild animals. Rich people killed many animals for sport. Poor local people killed them for food or because parts of the animals were valuable.

2. Look at this question but do NOT answer it yet:

Q: In not more than 80 words, summarise the attitudes and views of people who seek to prevent wild animals from being killed.

(i) Make your own list of the points which we can include in the answer.

(ii) Compare your list with the following list. Should anything be deleted from this list or added to it? (For convenience in discussing the points, they are numbered but this is not necessary when making a summary unless you are asked to give a numbered list.)

a) conservant defend w.a. against danger of extinction

b) wild life — heritage for descendants

c) all animals should be allowed to live

d) farmers should fence land

e) wild animals damage crops, kill people

f) animals don't normally attack humans

g) all life sacred — common urban view

h) wrong to kill for sport

i) better to photo than shoot

(iii) Which of the points in (ii) must be deleted because it is an argument from the wrong side?

(iv) The relevant notes contain 41 words. This is a useful length because notes should normally be about half as long as your target length (80 words here). Let us now write the notes out in two ways: one too short, and the other too long.

draft summary (short version)

Conservationists want to defend wild animals against the danger of extinction. They say that wild life is a heritage for our descendants. They believe that life is sacred, so all animals should be allowed to live. They point out that farmers should fence their land.

At this point, we have only two points left: points (f) and (h). We have used only 45 words, so we can afford to use more words for the final points.

Conservationists answer the criticism of farmers *and other local people* by pointing out that wild animals do not normally attack human beings unless they are *first* attacked themselves. They feel that *for many good reasons* it is quite wrong to kill wild animals for sport.

This comes to a total of 90 words, so delete the words in italics.

draft summary (too long)

In modern times, many conservationists want to protect and preserve wild animals to defend them against the threat of extinction. They feel very strongly that wild life is a heritage for future generations to enjoy. They think that all animals, including wild ones, should have the right to live. If farmers have trouble with wild animals, they should fence their property securely.

At this stage, we have three points left, (f-h). We have used 62 words, so the final points must be expressed briefly, and/or words must be deleted from the first part.

Conservationists say that animals do not normally attack humans, that all life is sacred and that it is wrong to kill for sport.

This comes to a total of 85 words. Which five words can we omit from the first part of the summary?

1.7 Making a Summary (2)

Look back at the passage in Section 1.2. Make a summary of what Mr Guo does to raise garoupas (and not mussels). Assume that you are writing a brief account for somebody who is interested in fish farming but who knows very little about it. Give brief information about these points:

- a) the nature and place of the fish farm
- b) young fish
- c) feeding and guarding
- d) selling

Do not use more than 80 words in your summary.

1.8 Oral Comprehension

- a) Read the following passage silently for three minutes. Then your teacher will ask some of you to read part or all of this passage aloud.
- b) When another student is reading, underline in your book any words which he or she pronounces wrongly.
- c) Give oral answers to the following questions. You can look at the passage when you are answering the questions.