

# DUE 50032 COMMUNICATIVE ENGLISH 3

**Description of Graphs and  
Charts**

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# SUMMARY

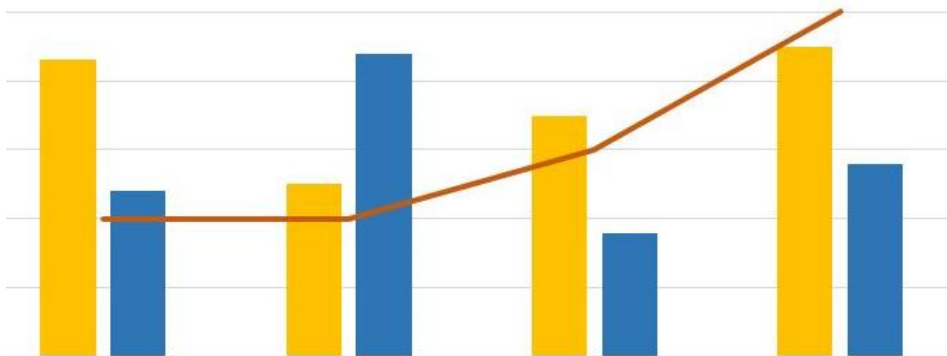
E-book on Description of Graphs and Charts developed as an initial guide for Politeknik Sandakan Sabah (PSS) students whom taking Diploma in Agrotechnology and Diploma in Aquaculture.

This book focuses on developing the necessary skills in students to analyse and interpret graphs and charts from data collected. Students will learn to gather data and present them through the use of graphs and charts.

With the production of this book, PSS students will be able to present gathered data in graphs and charts form effectively using appropriate language forms and functions.

# UNIT 1

## DESCRIPTION OF GRAPHS AND CHARTS



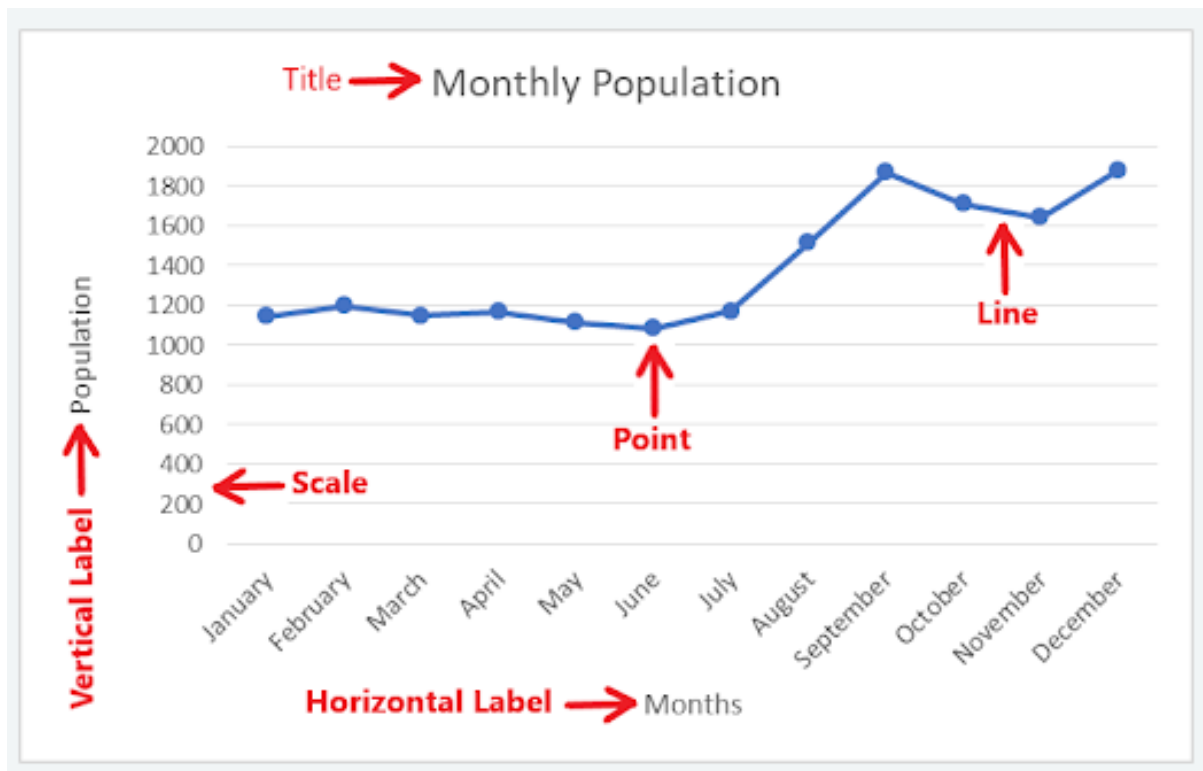
## UNDERSTANDING GRAPHS AND CHARTS

### INTRODUCTION

Graphs and Charts is the most effective ways to present information in a simple manner. A graph is a chart that shows the relationship between changing things. Common graphs and charts used are bar graph, line graph, pie chart and table. Pictogram is also used to display data and information.

### TYPES OF CHARTS AND GRAPHS

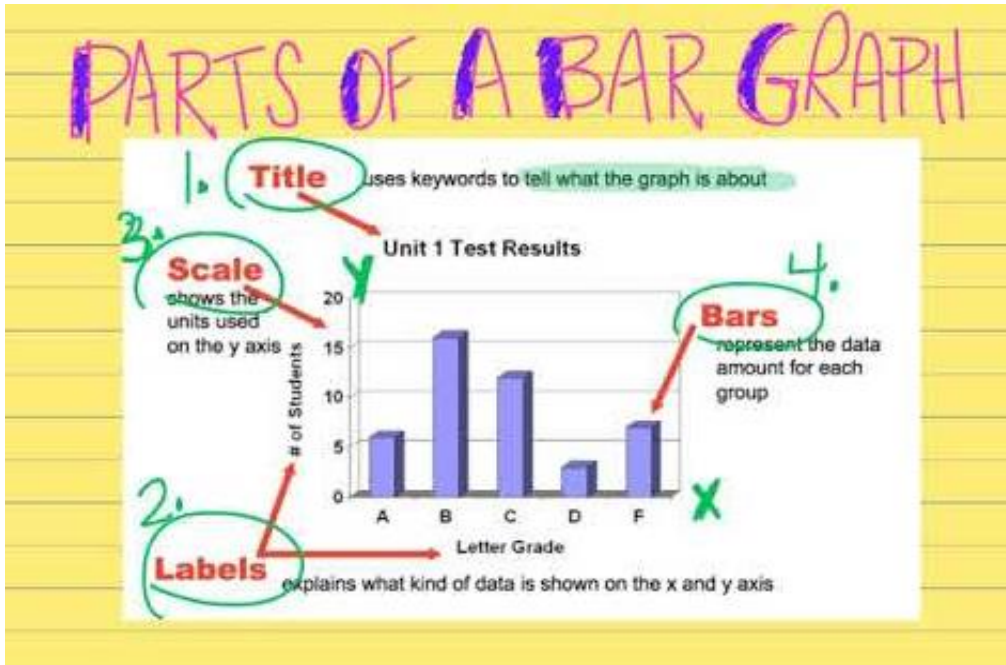
1. **LINE GRAPH** is used to show trends. It shows the relationship between two variables. When studying line charts, you should identify the labels such **Graph Title**, **Legend**, **Y-axis** or **vertical axis**, **The Data Labels**, and **X-Axis** or **horizontal axis**.



(Formplus, 2020)

**2. BAR GRAPH** is very similar to line graph. It shows categories of value or data. The things that you need to be alert in bar graphs are stated as follow:

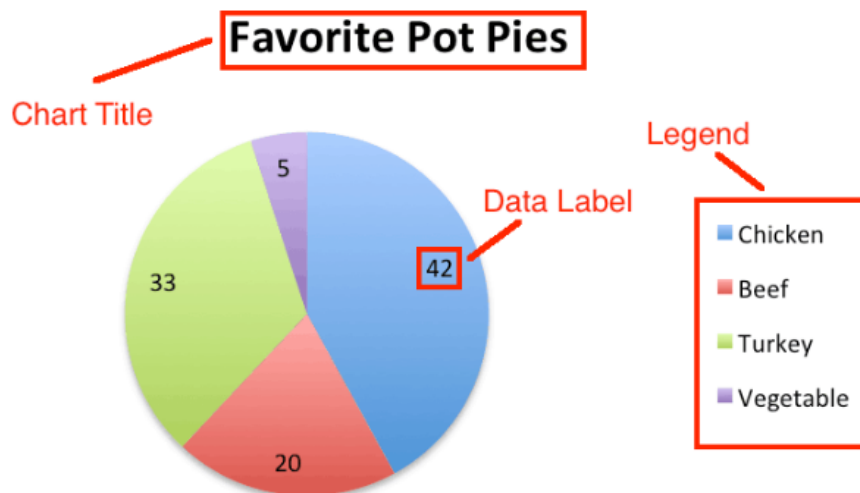
- What** is the subject of the chart?
- How** the sections relate to the topic?
- What** is the relative statistic that each bar represents?



(Tonya Sides, 2020)

**3. PIE CHART** is a circle divided into slices/ segments/ sectors. (Ranjini Valauthan, 2007) It is usually to show percentage. The things that you need to be alert in pie charts are stated as follow:

- What** does the entire circle represent?
- What** do the various parts of the circle represent?
- How** to make the percentages comparison?



(Diana Ramos, 2018)

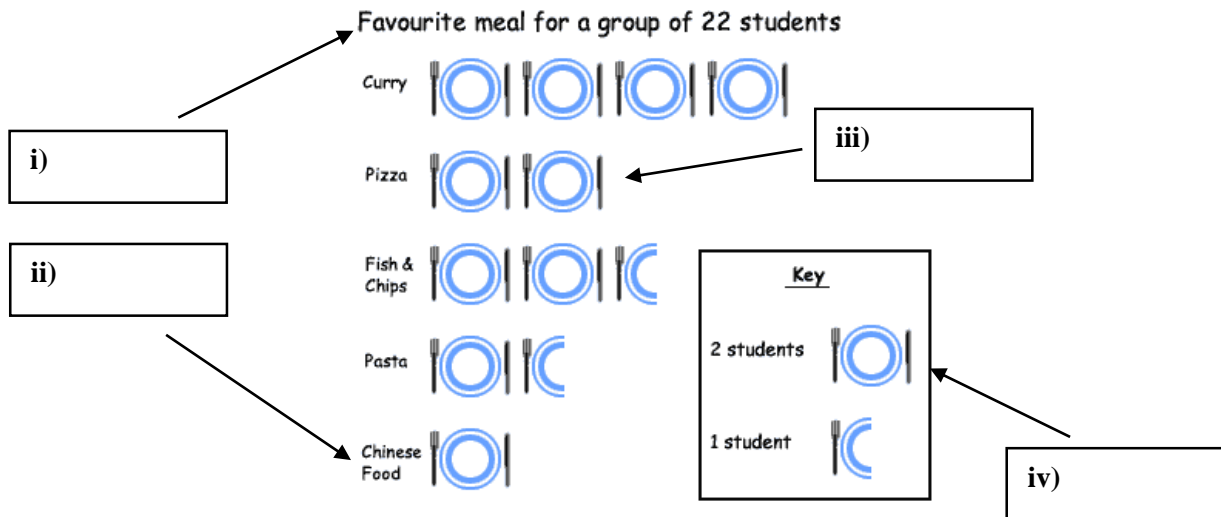
4. **TABLE** is a collection of numbers and words arranged in rows and used for displaying data.

**Vaccine Injection in Sandakan Health Clinic, January 2016**

		Gender of respondent	
		Male	Female
Age of respondent	11-16 years	23	15
	17-20 years	50	32
	21-24 years	51	44
	25-34 years	108	84
	35-44 years	49	42
	45-54 years	32	23
	55-64 years	16	17
	65+ years	10	6

(UNICOM Intelligence, 2016)

5. **PICTOGRAM** is used to display data or information using pictures. Fill in the correct answer in the box given.



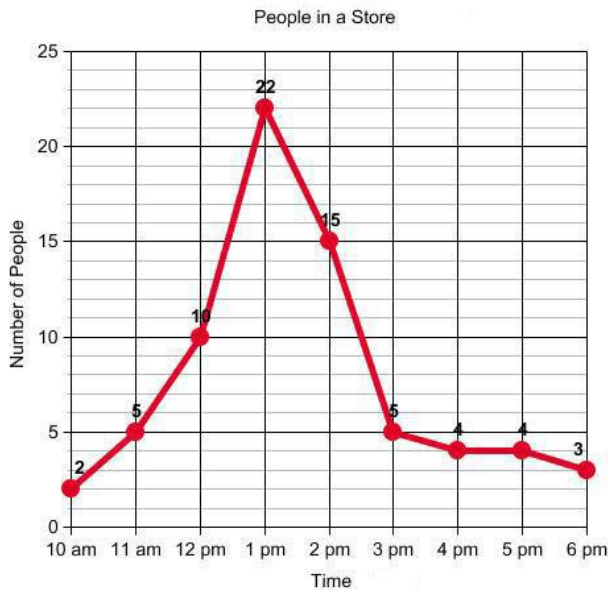
(BBC, 2011)



**Exercise 1:** State the best graph of presenting the following data.

1. The relationship between the sales of the car and the petrol price. ....
2. The number of students failed in final test. ....
3. People in stores. ....
4. Progress of the sales of book for a two- year period. ....
5. Sales of car. ....
6. The number of visits to three music websites by Teenagers in 4 weeks. ....
7. The number of road accidents by category of drivers between 2018 and 2020. ....

**Exercise 2:** Based on the line graph, answer question 1 – 7.



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1. What is the type of graph shown in exercise 2?

\_\_\_\_\_

2. When is the peak hour at the store?

\_\_\_\_\_

3. When does business start to slow down?

\_\_\_\_\_

4. State the number of people are in the store when it opens.

\_\_\_\_\_

(Math Goodies, 2020)

5. How many people are in the store at 12:30 pm?

\_\_\_\_\_

6. What was the highest number of people in the store?

\_\_\_\_\_

7. Other than “People in a Store”, suggest a suitable title for this line graph.

\_\_\_\_\_

**Exercise 3:** Sketch different types of graphs and charts in the space given.

a) Bar Graph

Horizontal Bar Graph	Vertical Bar Graph	Stacked Bar Graph

b) Pie Chart

Single Pie Chart	Exploded Pie Chart

c) Line Graph

Multiple Line Graph	Compound Line Graph

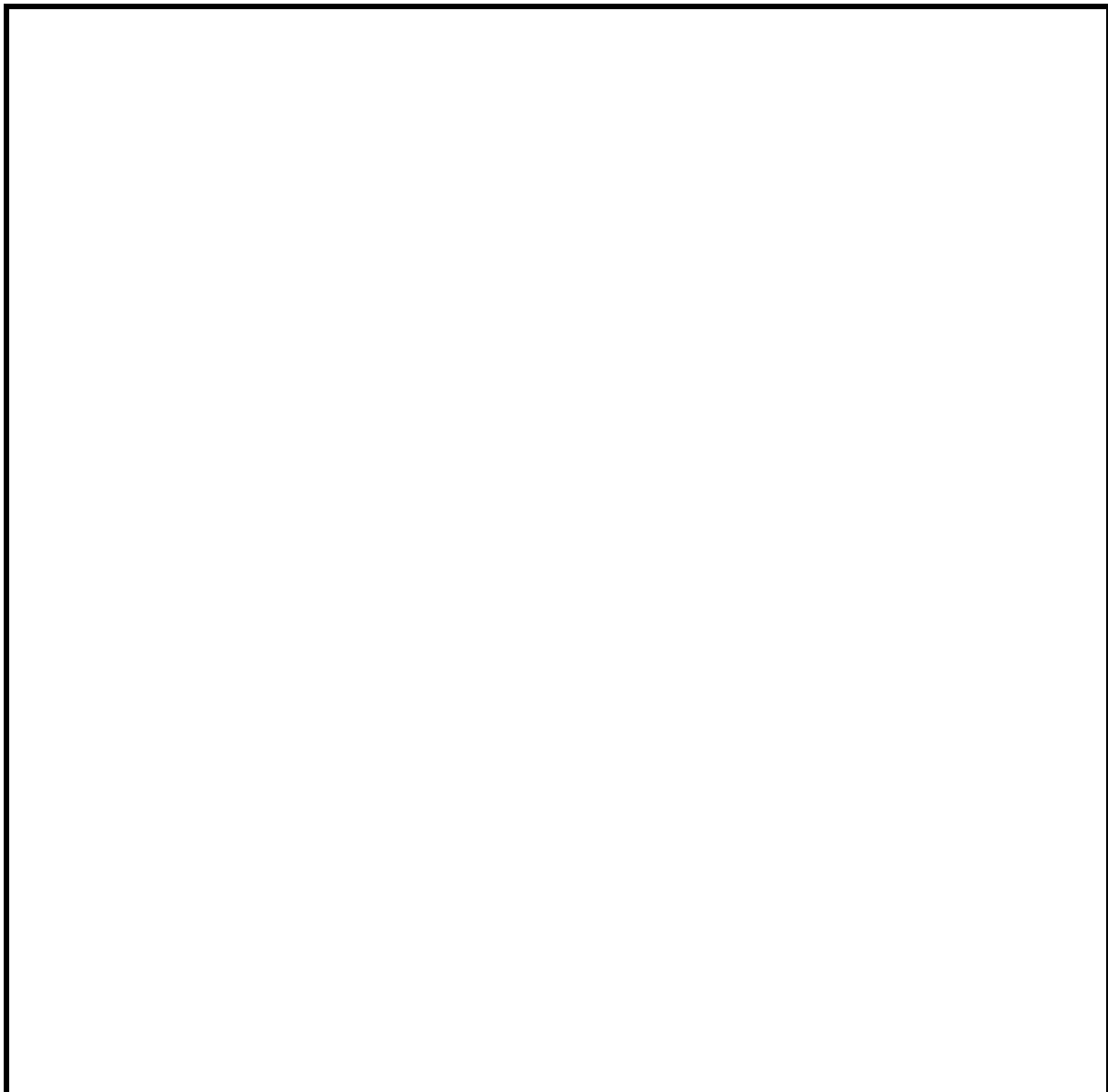
**Exercise 4:** Name the following charts correctly.

<p><b>1.</b></p>		<hr/>
<p><b>2.</b></p>		<hr/>
<p><b>3.</b></p>		<hr/>
<p><b>4.</b></p>		<hr/>

**Exercise 5:** Draft a bar graph information in the table below.

No.	Parts/ Labels	Information
1.	Title	
2.	Vertical axis	
3.	Horizontal axis	
4.	Bars/Columns	
5.	Legend	
6.	Explanatory notes	
7.	Source of Information	

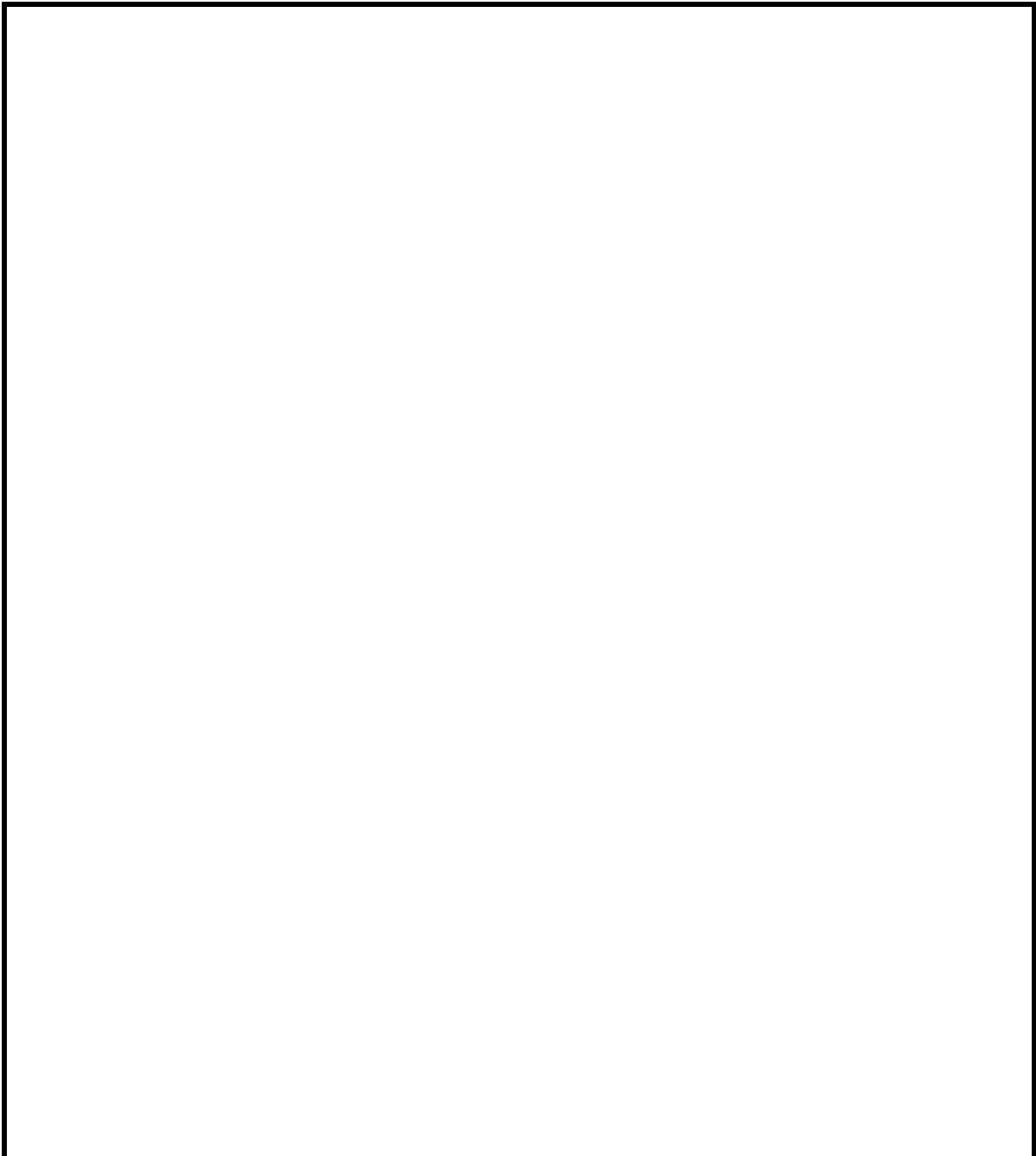
**Exercise 5.1:** Draw a suitable bar graph by using the information stated in **Exercise 5**.



**Exercise 6:** Draft a pie chart information in the table below.

No.	Parts/ Labels	Meaning
1.	Title	
2.	Sections/ segments/ slices	
3.	Legend	
4.	Explanatory notes	
5.	Source of Information	

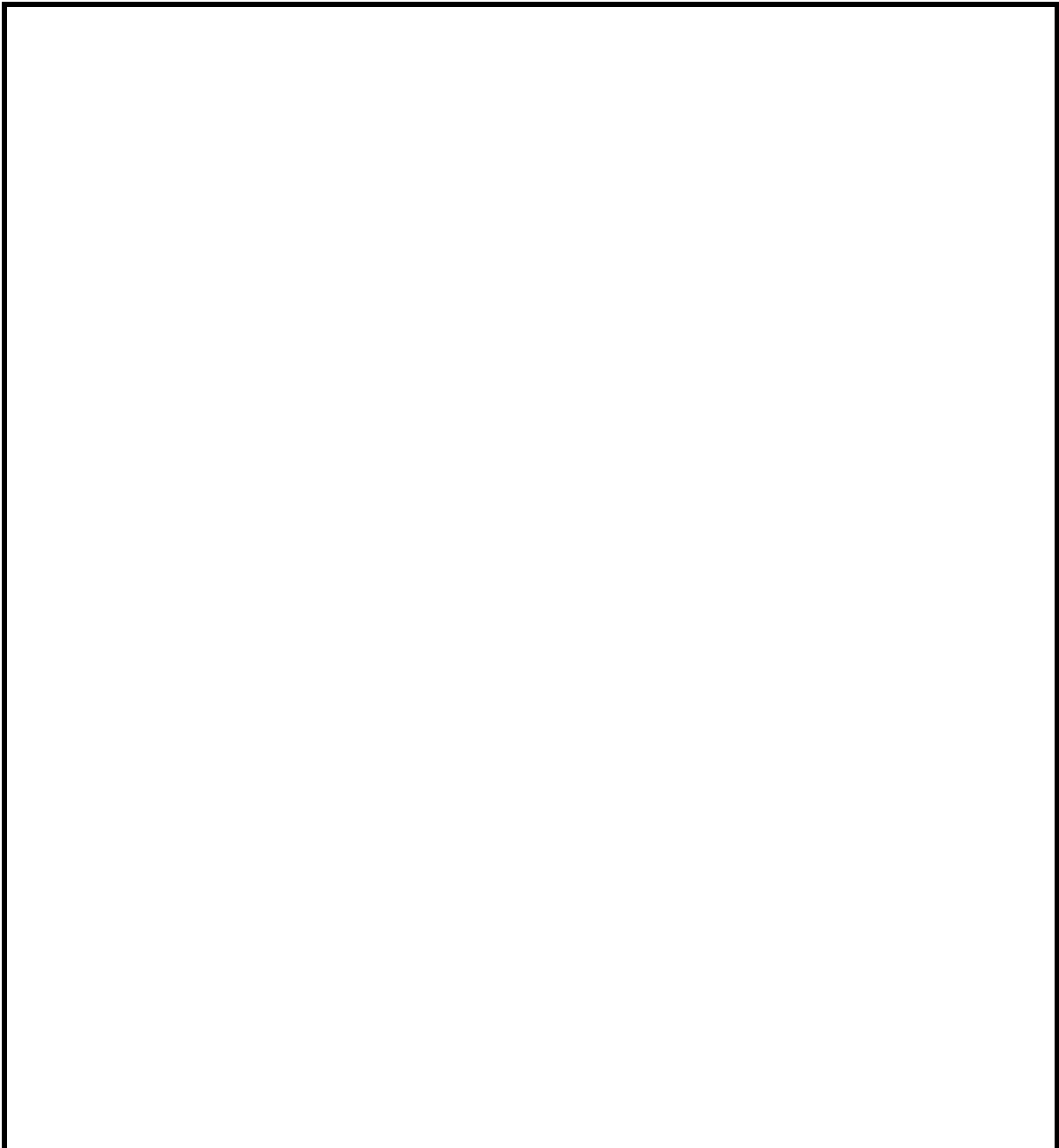
**Exercise 6.1:** Draw a suitable pie chart to explain the parts/labels in **Exercise 6**.



**Exercise 7:** Draft a line graph information in the table below.

No.	Parts/ Labels	Meaning
1.	Title	
2.	Vertical axis	
3.	Horizontal axis	
4.	Lines	
5.	Explanatory notes	
6.	Source of Information	

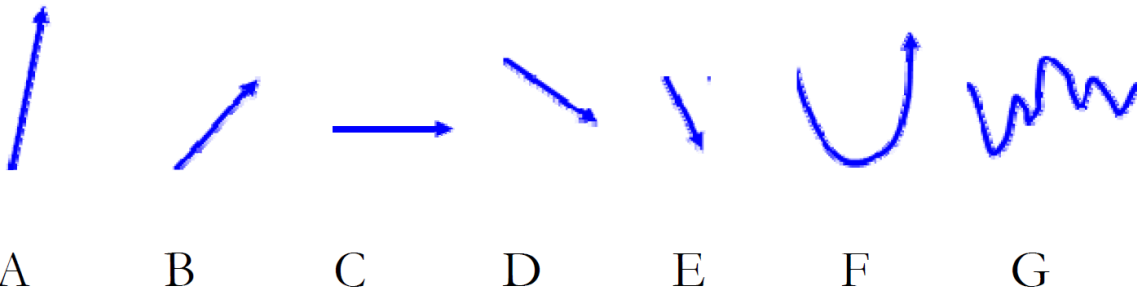
**Exercise 7.1:** Draw a suitable line graph to explain the following parts/labels in **Exercise 7**.



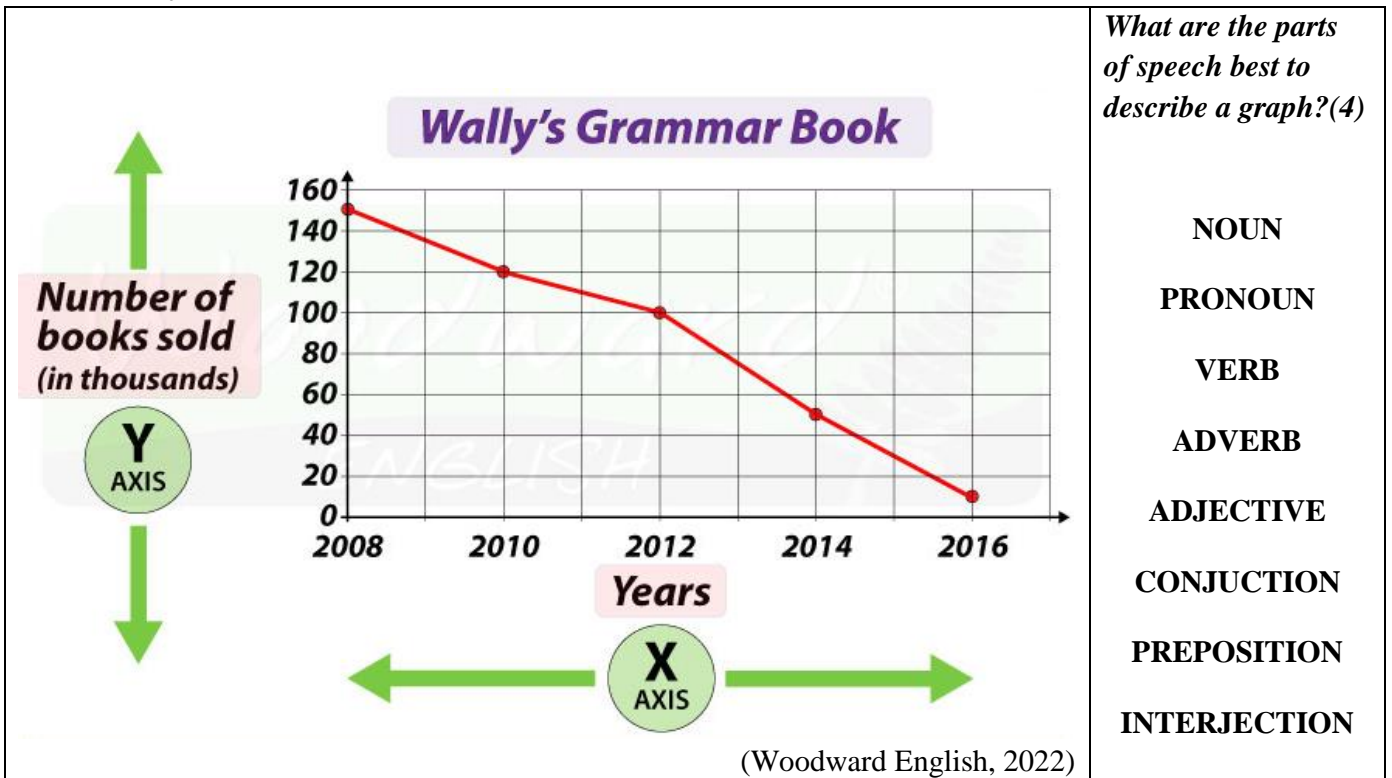
**LANGUAGE OF GRAPHS AND CHARTS**

**Exercise 8:**  
Place your answer in the box given.

- |                                   |                                 |                                   |                                    |                                      |                                      |
|-----------------------------------|---------------------------------|-----------------------------------|------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> slump    | <input type="checkbox"/> rise   | <input type="checkbox"/> recover  | <input type="checkbox"/> plunge    | <input type="checkbox"/> pick up     | <input type="checkbox"/> plummet     |
| <input type="checkbox"/> drop     | <input type="checkbox"/> soar   | <input type="checkbox"/> climb    | <input type="checkbox"/> fall      | <input type="checkbox"/> rally       | <input type="checkbox"/> bounce back |
| <input type="checkbox"/> take off | <input type="checkbox"/> crash  | <input type="checkbox"/> escalate | <input type="checkbox"/> slide     | <input type="checkbox"/> stabilize   | <input type="checkbox"/> flatten out |
| <input type="checkbox"/> decline  | <input type="checkbox"/> rocket | <input type="checkbox"/> dip      | <input type="checkbox"/> fluctuate | <input type="checkbox"/> hold steady |                                      |



**Exercise 9:**  
Circle your correct answer.



## What language to use in describing a graph?

### VERB + ADVERB

alter	approximately
decline	
decrease	dramatically
double	
drop	gradually
exceed	
fall	rapidly
fluctuate	
halve	slightly
hover	
increase	steadily

### ADJECTIVE + NOUN

A	downward	decline
	gradual	decrease
	huge	drop
	sharp	fall
	slight	increase
An	stable	peak
	subsequent	period
	upward	rise
		trend

(Lydia Dakin, 2015)

**Exercise 10:** Transform the VERB sentence in Activity 1 into a Noun sentence in Activity 2. The first one has been done for you.

<p><b>Activity 1:</b></p> <ol style="list-style-type: none"> <li>McD sales <u>bottomed out</u>.</li> <li>The population <u>rose slightly</u> from 9.9 million to 10 million between 2010 and 2020.</li> <li>Proton sales <u>grew steadily</u> over the year.</li> <li>The percentage of PSS students' intake <u>remained</u> in 2020 and 2021.</li> <li>The number of road accident <u>dropped sharply</u> from June to August.</li> <li>Mega sales at Bataras Hypermarket <u>inclined gradually</u> through the year.</li> <li>The number of fresh graduates <u>reduced slowly</u> from 16,000 to 15,500 in 2018 and 2019.</li> <li>The percentage of school students' preferable nasi lemak <u>boost a little</u> in the first three months.</li> </ol>	<p><b>Pre-test Activity 2:</b></p> <ol style="list-style-type: none"> <li>There was <b>a bottom out</b> in McD sales.</li> <li>There was a _____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ol>
---	---



## HOW TO DESCRIBE GRAPHS AND CHARTS

### LINE GRAPH

The function of many graphs is to describe the trends. Trends refer to the changes or movements in facts and a direction of price over a period time. Basically, there are four trends;

- ⬆️ upward movement : ↗️
- ⬆️ downward movement : ↘️
- ⬆️ no movement : →
- ⬆️ change in direction : ↘️ or ←

The table below shows example of words that can used in describing the trends and movements:-

#### 1. Indicating upward movement: ↗️

VERB		NOUN
Simple Present Tense	Simple Past Tense	
1. grow	grew	A <u>growth</u>
2. increase	increased	an <u>increase</u>
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

**2. Indicating downward movement: ↘**

VERB		NOUN
Simple Present Tense	Simple Past Tense	
1. decrease	decreased	a <u>decrease</u>
2. reduce	reduced	a <u>reduction</u>
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

**3. Indicating no movement: →**

VERB		NOUN
Simple Present Tense	Simple Past Tense	
1.		
2.		
3.		

**4. Indicating a change of direction: ↘ or ←**

VERB		NOUN
Simple Present Tense	Simple Past Tense	
1.		
2.		

**TRANSITIVE AND INTRANSITIVE VERBS**

A **transitive verb** is an action verb which it requires a direct object in the sentence to complete its meaning.

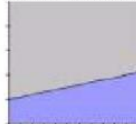
- ❖ The population **increased** dramatically in the first half of the century.
- ❖ All the shirts were **reduced** to RM10.

An **intransitive verb** is an action verb without a direct object.

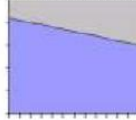
- ❖ The price of oil **increased**.
- ❖ Inflation has begun to **level off**.

**Exercise 1:** To test your understanding, make your own transitive verb and intransitive verb sentences for the following graphs. The first one has been done for you.

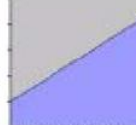
*Minimal movement:*



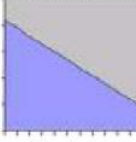
*Minimal movement:*



*Maximal movement:*



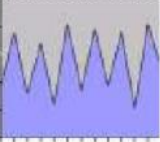
*Maximal movement:*



*Inconsistent movement*



*Inconsistent movement*



*No movement:*



**Transitive verb:**

1. The Big Mac sale rose slightly from January to December 2018.

2.

3.

4.

5.

6.

7.

**Intransitive verb:**

1. In 2018, the Big Mac sale has continued to raise.

2.

3.

4.

5.


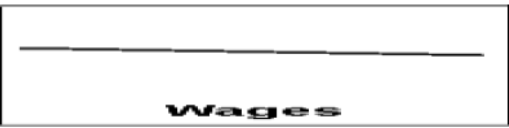


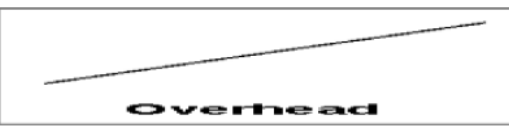



6.

7.



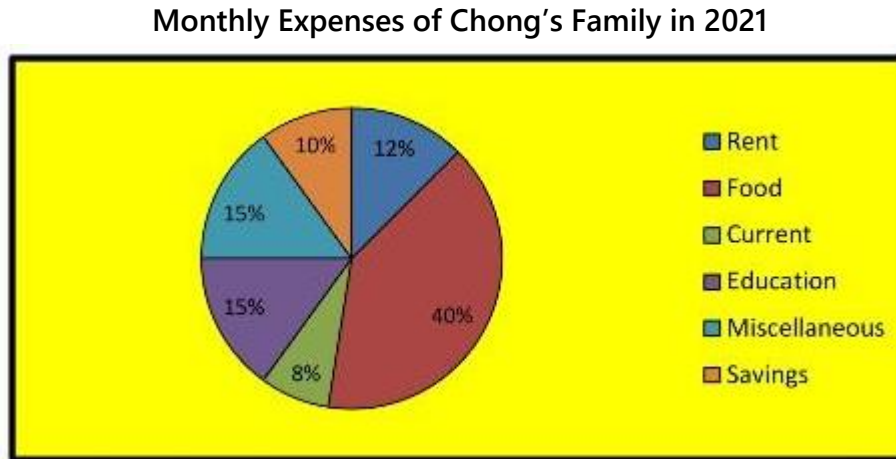
**Exercise 3:** Choose the correct words to describe the following line graphs:

rose sharply	increased gradually	remained constantly	reached a peak
fluctuated	fell gradually	levelled off	declined dramatically

1.	 <b>Sales</b>	
2.	 <b>Wages</b>	
3.	 <b>Inventory</b>	
4.	 <b>Costs</b>	
5.	 <b>Overhead</b>	
6.	 <b>Production</b>	
7.	 <b>Supply</b>	
8.	 <b>Unemployment</b>	

**Attention! We can further describe a trend and movement by adding amount. Right here, a pie chart is used to make you understand in detail. As we know that fractions or percentages can be used to measure the segments of a Pie Chart.**

**Exercise 4:**



(Chegg, 2019)

In order to describe the amount in a pie chart, you need different ways to express them. Some vocabulary to describe amount are:

Vocabulary	Meaning
a tenth	
a fifth	
a quarter	
a third	
a half	
three quarters	
slightly more than a fifth	
slightly less than a third	
more than half	
approximately	
close to	
the vast majority	

Look at the following table which shows a figure in different years. Numbers, fractions and percentages are the special words best to describe the figures in a sentence.

2017	2018
1200	1800

You could describe the above table using numbers, fractions or percentages.

1. The number went up *by 600*, from 1200 to 1800. (**Number**)
2. The number went up *by half*, from 1200 to 1800. (**Fraction**)
3. The number went up *by 50%*, from 1200 to 1800. (**Percentage**)
4. The number went up *150%*, to 1800. (**Percentage**)

2012	2014	2016	2018
500	1000	3000	12000

1. The number *doubled* between 2012 to 2014.
2. The number went up *six fold* between 2012 and 2016.
3. The figure in 2016 is *a quarter* of year 2018.
4. The figure in 2016 was *three times* the figure in 2012.

## WRITING DESCRIPTION OF GRAPHS AND CHARTS

Before writing the description, you should identify;

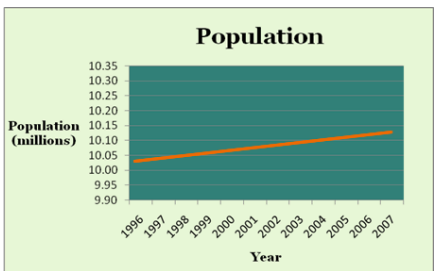
- a. The title
- b. Axes
- c. Changes
- d. How did it change?
- e. What comparison you can make from the data?

There are two patterns of writing the description:

**1. Subject + Verb / Subject + Verb + Adverb**

**2. There + was a/an noun + in something**

**There + was + a/an adjective + noun + in something**

Graph	Subject + Verb / Subject + Verb + Adverb	There + was a/an + noun + in something There + was + a/an adjective + noun + in something
	<p>The population rose <b>slowly</b>.</p> <p>The population rose <b>steadily</b>.</p> <p>The population rose <b>slightly</b>.</p> <p>The population rose <b>gently</b>.</p> <p>The population rose <b>gradually</b>.</p>	<p>There was a <b>slow rise</b> in the population.</p> <p>There was a <b>steady rise</b> in the population.</p> <p>There was a <b>slight rise</b> in the population.</p> <p>There was a <b>gentle rise</b> in the population.</p> <p>There was a <b>gradual rise</b> in the population.</p>

### PREPOSITIONS AND OTHER EXPRESSIONS:

**1. To stand at / To start at / Verb to be**

*Sales stood at \$125 million in January. Then, in February they rose slightly to \$ 127 million.*

**2. From \_\_\_\_\_ to \_\_\_\_\_**

*The share price fell sharply **from** \$100 million **to** \$60 million last year.*

**3. To \_\_\_\_\_**

*The number of Internet subscribers dropped slightly **to** 50,000 people.*

**4. Between \_\_\_\_\_ and \_\_\_\_\_**

*The market share fluctuated **between** 10 **and** 50 percent in the first quarter.*

**5. By \_\_\_\_\_ / Of \_\_\_\_\_**

*My salary increased **from** 300,000 baht **to** 400,000 baht a year.*

*It increased **by** 100,000 baht.*

*There was an increase **of** 100,000 baht.*

**6. At \_\_\_\_\_**

*The company's income **remained constant at** \$ 100 million from 1990 to 1997.*



**USING APPROXIMATION:**

If you want to indicate:

a) an estimated figure, you can use: *about, around, approximately, roughly*

Figure	Approximation
100,003	<i>about</i> one hundred thousand
£502.09	<i>around</i> five hundred pounds
40.4°C	<i>approximately</i> 40 degrees Celsius
60.08%	<i>roughly</i> sixty per cent

b) a figure is less than your approximation, use *under, less than, below, almost*

Figure	Approximation
199,998	<i>just/ a little/ slightly</i> under two hundred thousand
58.3 seconds	<i>slightly/ a little/ just/ a bit</i> less than a minute
39.7%	<i>just/ slightly/ marginally</i> below forty per cent
€14.9bn	<i>almost</i> 15 billion Euros

c) a figure is more than your approximation, use *over, more than, above*

Figure	Approximation
100,008	<i>just/ a little / slightly / not much</i> over one hundred thousand
23 hours 6 minutes	<i>a little/ a bit/ slightly/ barely</i> more than twenty-three hours
30.1°F	<i>just/ a little/ barely/ marginally</i> above thirty degrees Fahrenheit

d) Other words: *nearly, close to, approaching*

Adverb	Figure	Approximation
<i>nearly</i>	99,998	<i>nearly</i> one hundred thousand
<i>close to</i>	9.8%	<i>close to</i> ten per cent
<i>approaching</i>	€14.7bn	<i>approaching</i> fifteen billion Euros

e) precision you can use: *precisely, exactly*

Adverb	Figure	Approximation
<i>precisely</i>	32.1°F	<i>precisely</i> thirty-two point one degrees Fahrenheit
<i>exactly</i>	2.5 cm	<i>exactly</i> two point five centimetres

(EssayBuilder, 2020)

## READING DESCRIPTION OF GRAPHS AND CHARTS

Before sketching a graph, from the description given, you should identify;

- a. The title
- b. Axes
- c. Changes
- d. How did it change?
- e. What comparison you can make from the data?

### Exercise 1:

**Try this! Read the information below and sketch a suitable graph.**

The pie chart shows what the average Singaporean throws away.

Dustbin Waste	Percentage (%)
Paper	25
Plastic	50
Glass	13
Metal	7
Cloth	5

### Contents of the Average Singaporean's Dustbin

- glass
- paper
- cloth
- metal
- plastic

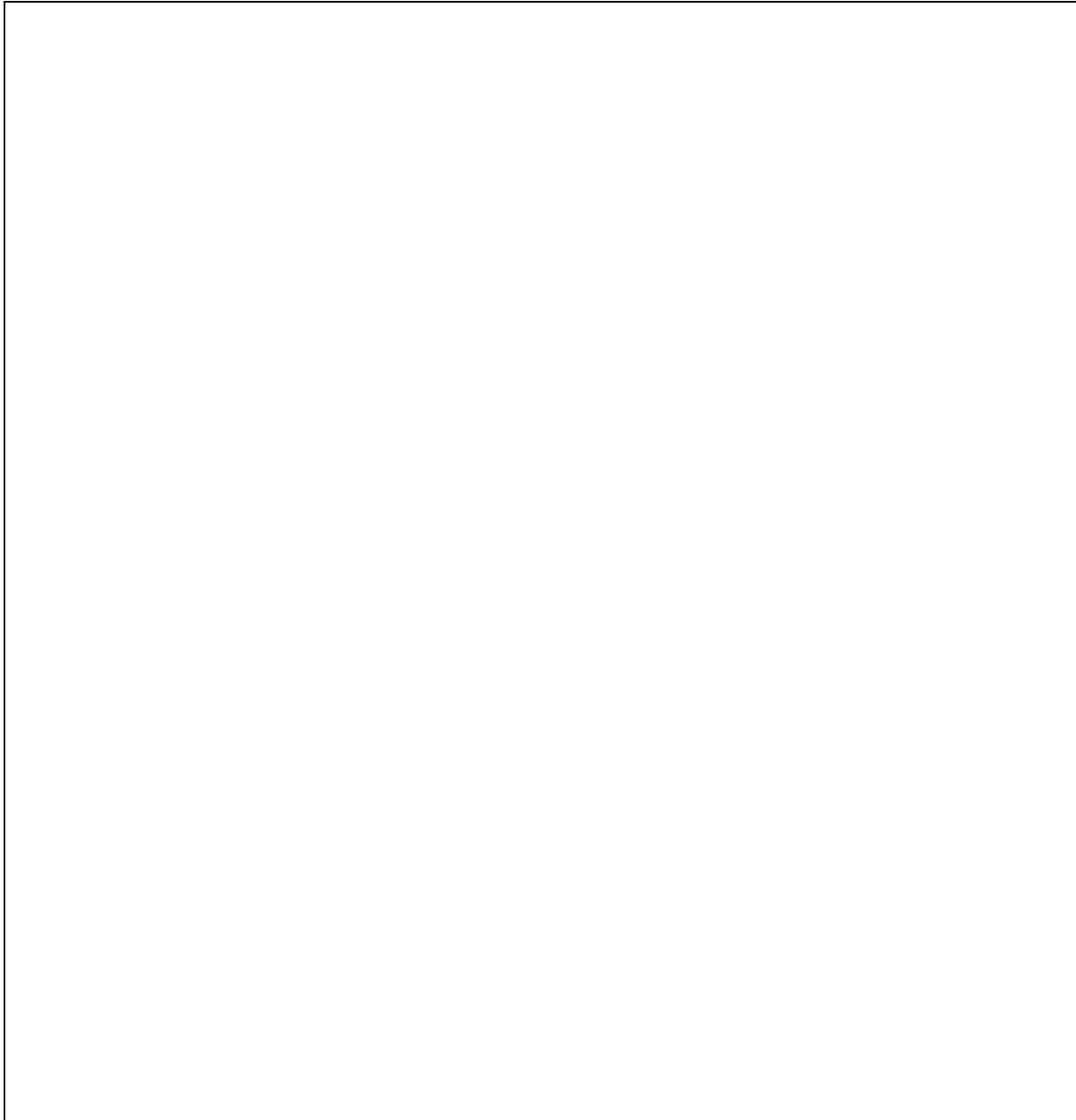
**Exercise 2:**

**Try the second description! Read the description below and sketch a suitable graph.**

In January, gold sales were about 200 million Ringgit Malaysia per month. In February, they increased slightly to RM 220 million, rising sharply to a peak of 350 million Ringgit Malaysia in March. Over the next four month, sales declined steadily, reaching a low point of 120 million Ringgit Malaysia in July.

In August, there was a sudden increase. Sales almost doubled, rising from RM 120 million in July to RM 210 million in August. This was followed by a drop in September to RM 120 million. From September to October, sales recovered from RM 120 million to RM 180 million. In October and November, sales reminded steady, and there was a small increase in December to 190 million Ringgit Malaysia.

(Dafah Ahmad, 2002)

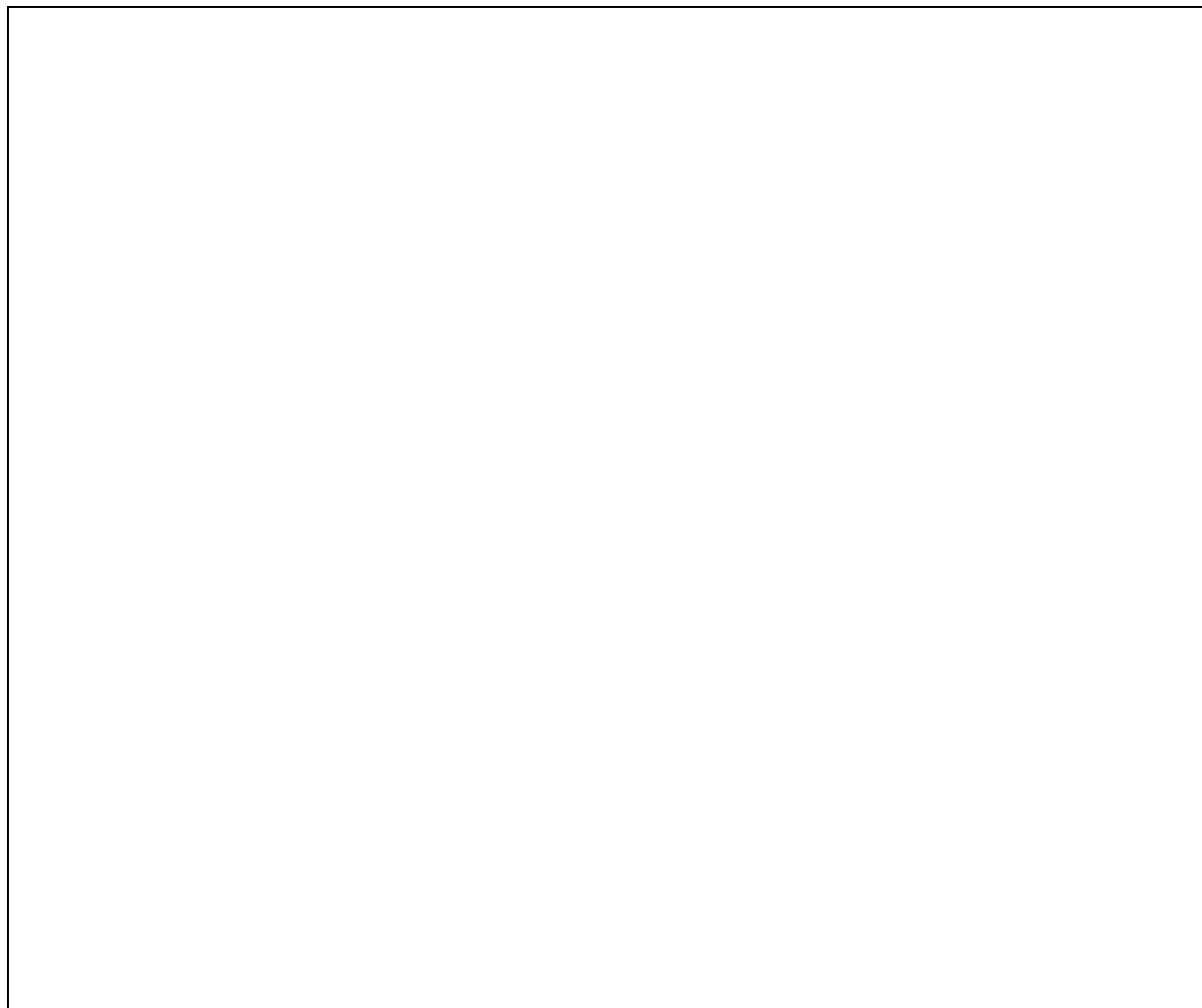


**Exercise 3:**  
**Study the table below carefully and sketch a suitable graph.**

A survey about “Why Go to the College Library?” among PSS students was carried out. The table below shows the result of this survey. Create a suitable graph or chart. Use accurate **label** and **legend** in the graph or chart. (CLO1, C4)

**Full responses:**

Study alone	77%
Use the online databases	51%
Use reference materials	39%
Meet my study group	34%
Check out books	29%
Use books my instructor has placed on reserve	22%
Look up job/career resources	19%
Socialize with friends	13%
Attend events	10%
Read non-circulating materials (e.g., magazines and journals)	8%
Sleep	6%
Take classes on how to use the library's resources	5%
Other	9%



**GRAPHS AND CHARTS REPORT WRITING**

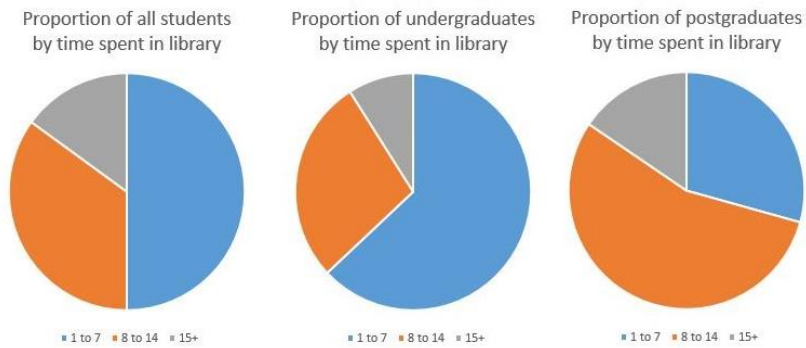
**Exercise 1:**

You are advised to spend 40 minutes on this task.

The pie charts below show the number of hours spent in a Malaysian university library by undergraduates, postgraduates, and the total student population over the past year.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write between 150 to 200 words.



(Clara2608, 2020)

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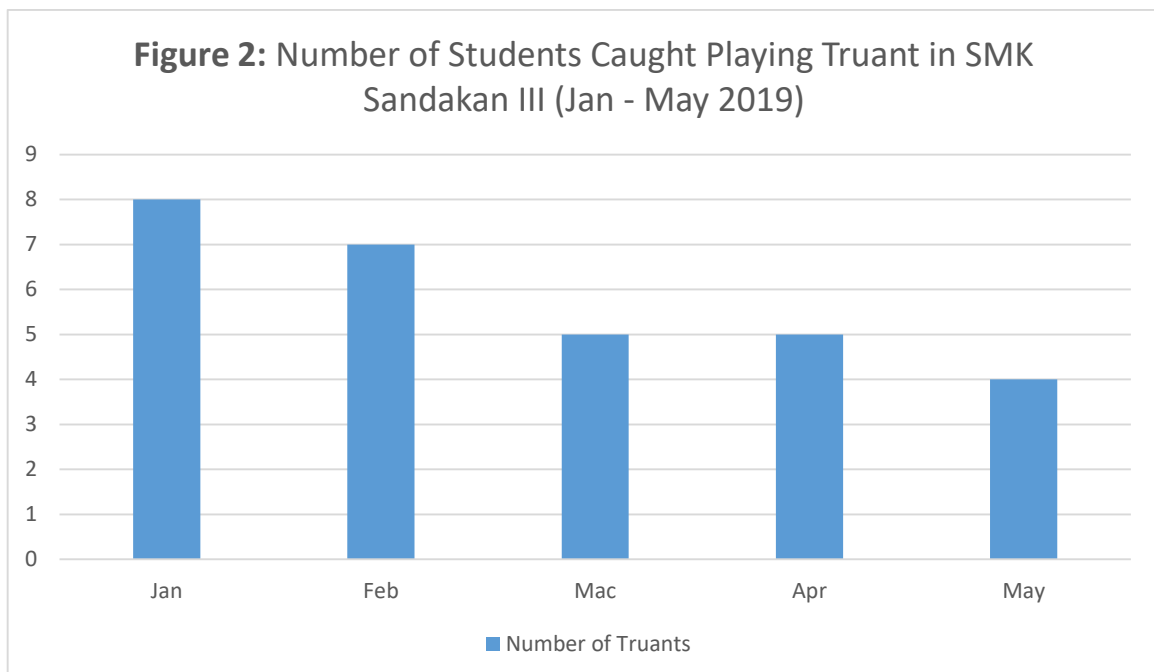
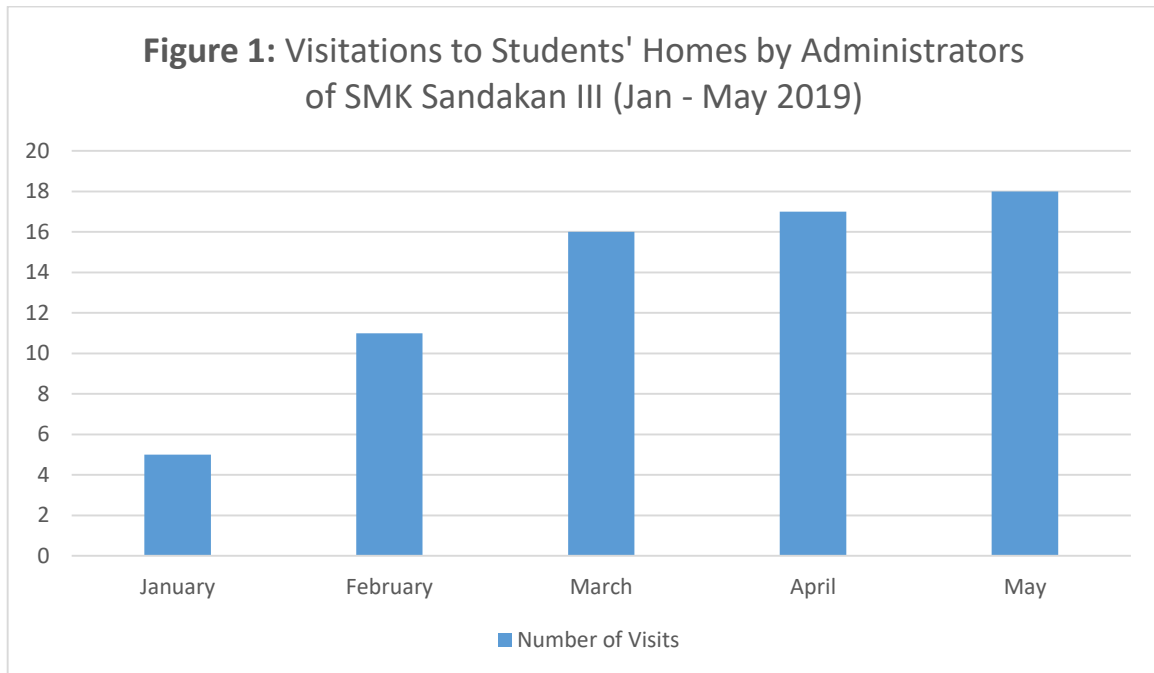
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**Exercise 3:**

You are the secretary of the Prefects Board of SMK Sandakan III. Write a report on the effect of visitations to students' homes on the level of truancy in the school. You should include information from both the visuals. Your report should not be more than 200 words.




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# Past Papers





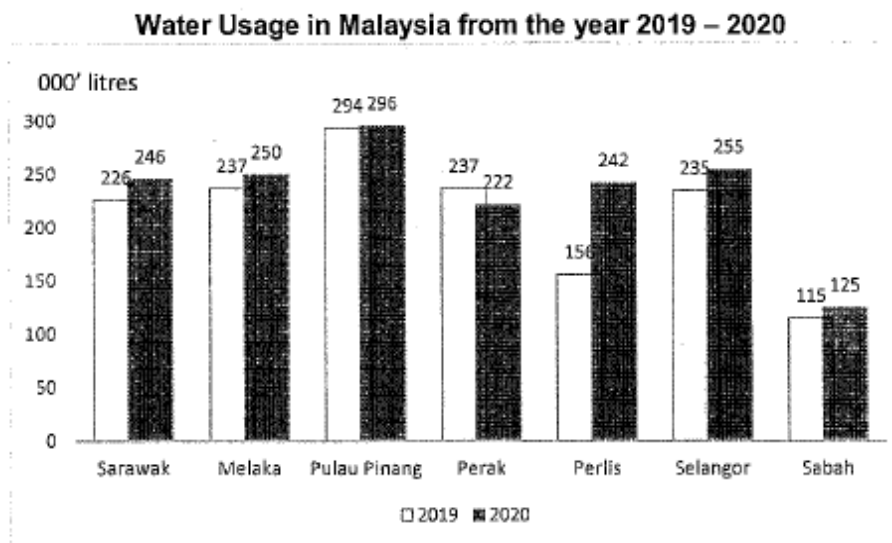
JABATAN PENGAJIAN AM		
DUE 50032 COMMUNICATIVE ENGLISH 3	ASSESSMENT	TEST 1 (15%) T1
NAME : MATRIC NO. : CLASS : DATE :	MARKS	15

**SECTION A: (5 marks)**

**Instructions:**

Questions 1 – 5 are based on the following graph.

Study the following graph carefully and answer questions 1 to 5.

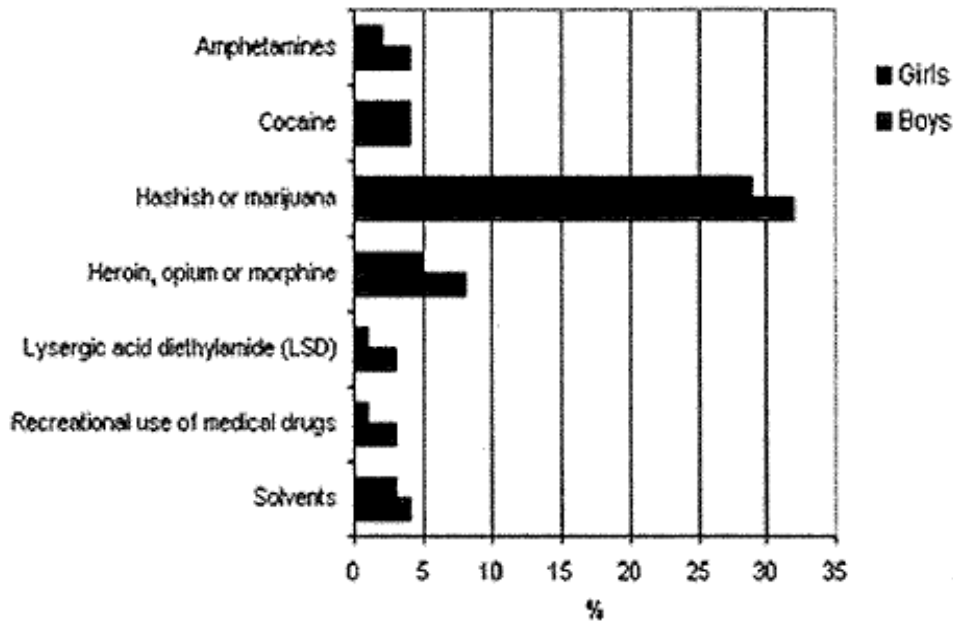


- CLO1;C1
1. There are seven states mentioned in the bar graph. (True/False)
2. The vertical axis shows the total of water usage in hundred litres. (True/False)
- CLO1;C2
3. Sabah's water usage dropped in the year from 2019 to 2020. (True/False)
4. There was an inclination in Selangor's water usage from 2019 to 2020. (True/False)
5. Melaka's water usage grew doubly from 2019 to 2020. (True/False)

**SECTION B: (5 marks)****Instructions:**

Questions 6 – 10 are based on the following bar graph.

Underline the appropriate words to describe information on the quantity and types of drugs teenagers in Malaysia take.



CLO1;C2

The bar graph illustrates information on the quantity of drugs 6. \_\_\_\_\_ (youngsters / people / students) in Malaysia take, divided by gender and measured in percentages. Overall, it is immediately apparent that 7. \_\_\_\_\_ (cocaine / hashish or marijuana / solvents) is used more than any of the other drugs, whereas LSD is used the 8. \_\_\_\_\_ (lowest / highest / same). At first glance we can see that boys take more drugs than girls for 6 out of 7 of the drugs listed, however an equal number of boys and girls take 9. \_\_\_\_\_ (cocaine / hashish or marijuana / solvents).

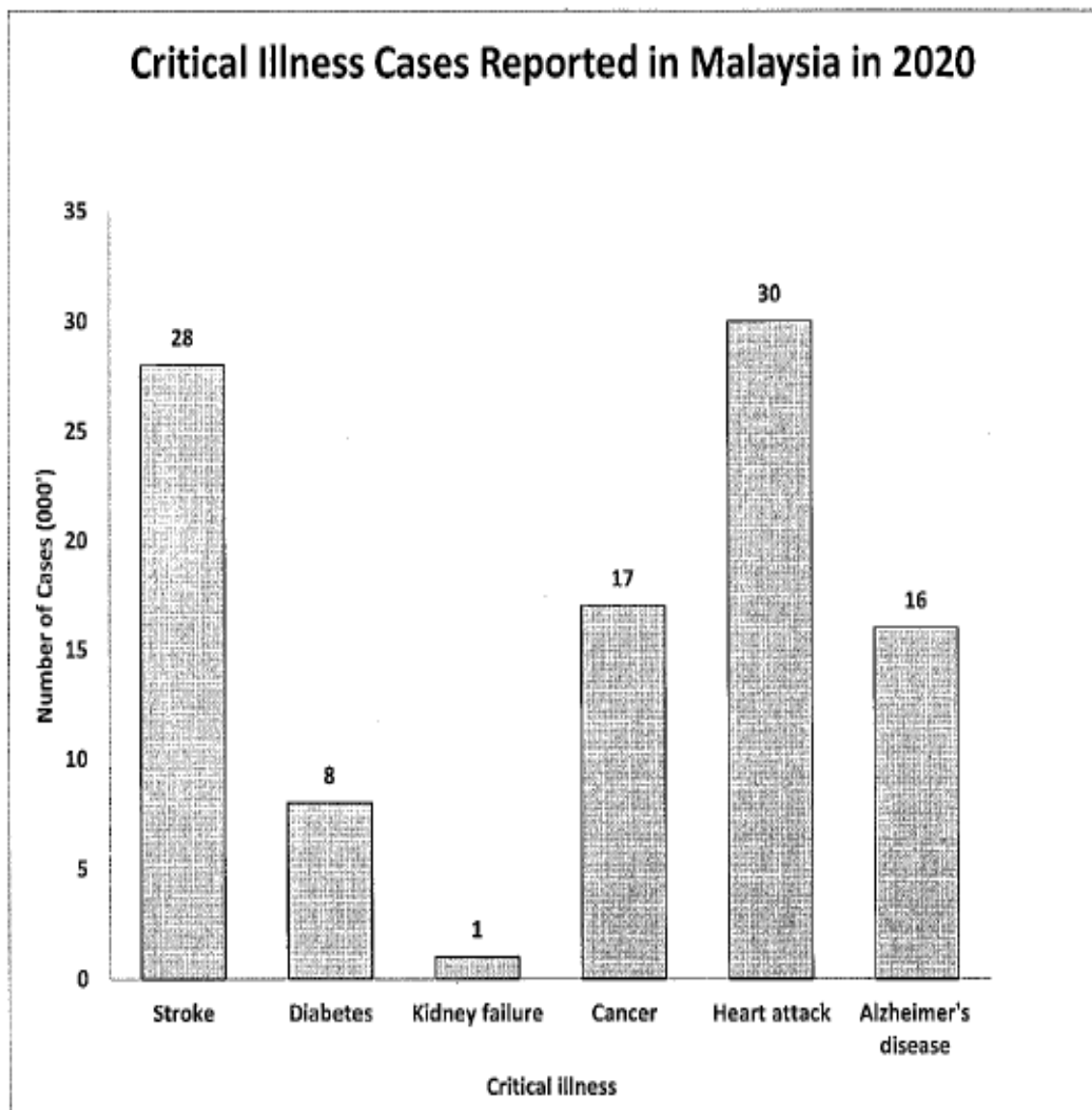
To begin with, boys use more hashish or marijuana than girls at around 33% and 29% respectively. Following this, boys take heroin, opium or morphine at approximately 8%, but girls at only 5%.

On the other hand, the 10. \_\_\_\_\_ (percentages / numbers / quantity) for amphetamines and solvents are similar for both boys and girls at 2% and 3% for girls and 4% for both drugs for boys. Next, the pattern for LSD and medical drugs is exactly the same for both genders at 1% for girls and 3% for boys. Finally, boys and girls take cocaine at the same level, 4%.

**SECTION C: 10 marks****Instructions:**

Question 11 is based on the bar graph below.

Answer the following question based on the bar graph below.



11. What would you do to reduce the chance of getting the highest reported critical illness in 2020?

CLO1;A2

Suggestions	Supporting Details
i.          (1 mark)	(1 mark)
	(1 mark)
ii.          (1 mark)	(1 mark)
	(1 mark)

Content : \_\_\_\_\_ / 6 marks

Language : \_\_\_\_\_ / 4 marks

Total : \_\_\_\_\_ / 10 marks

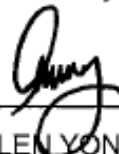
Prepared by:



**LOO SOOK YEE**  
 P. Enyarah Bahasa Inggeris  
 Jabatan Pengajian Am  
 Politeknik Sandakan Sabah  
 Lecturer

Date: 22/9/2021

Approved by:



**HELEN YONG LEE GEOK**  
 Head of Department (JPA)

Date:

JABATAN PENGAJIAN AM		
DUE50032 COMMUNICATIVE ENGLISH 3	ASSESSMENT	TEST 1 (15%) T1
ANSWER SCHEME	MARKS	15

Section A		Section B	
CLO1;C1	1. True	CLO1;C2	6. youngsters 7. hashish or marijuana 8. lowest 9. cocaine 10. percentages
CLO1;C2	2. False		
CLO1;C1	3. False		
CLO1;C2	4. True		
CLO1;C2	5. False		

\*Award 1 mark for each correct answer.

### Section C

CLO1;A2 \*Accept any relevant answer.

- i. **One of the lifestyle habits that Malaysians can adopt to lower the risk of getting heart disease is to exercise regularly.** Regular exercise has many benefits, including strengthening heart and improving blood circulation. It can also help you maintain a healthy body weight and lower the cholesterol and blood pressure. All of these can lower the risk of heart disease.
- ii. **Next, Malaysians have to ensure that they get enough sleep.** This is because if one doesn't get enough sleep, he or she may raise the risk of getting high blood pressure, which one of the major factors can raise his or her risk of getting heart disease. Most adults need 7 to 9 hours of sleep per night, however if a person has a sleeping problem, like sleep apnea, that is frequent interruptions in breathing during

SET A

- ii. **Next, Malaysians have to ensure that they get enough sleep.** This is because if one doesn't get enough sleep, he or she may raise the risk of getting high blood pressure, which one of the major factors can raise his or her risk of getting heart disease. Most adults need 7 to 9 hours of sleep per night, however if a person has a sleeping problem, like sleep apnea, that is frequent interruptions in breathing during sleep can interfere the ability to get a good rest and this can raise the risk of getting heart disease.

Content : 6 marks

Content:

Award 1 mark for each suitable suggestion.  
Award 1 mark for each suitable supporting detail.  
Award 0 mark for any irrelevant answer.

Language : 4 marks


Language:

Award 4 marks for correct grammar, spelling and words used.  
Award 3 marks for less than five errors.  
Award 2 marks for comprehensible sentences with many errors.  
Award 1 mark for comprehensible sentences with gross errors.

Notes:


1. The followings are the specific LOs for Unit 1 Description of Graphs and Charts in DUE50032 Course.
  - 1.1 Organise information in graphs and charts.
    - 1.1.1 Read labels, titles and legends in graphs and charts accurately.
    - 1.1.2 Prepare raw data from various sources of information.
    - 1.1.3 Display the prepared data in suitable graphic forms.
    - 1.1.4 Clarify trends, movements and distribution patterns in graphs and charts using appropriate lexical items.
2. The highlighted LOs above (1.1.1 & 1.1.4) are suggested to be tested because the rest of the LOs (1.1.2 & 1.1.3) will be tested in the 20% presentation.

Prepared by:

  
 Loo Sook Yee  
 Pensyarah Bahasa Inggeris  
 Jabatan Pengajian Am  
 Politeknik Sandakan Sabah  
 Lecturer

Date: 22/9/2021

Approved by:

  
 Helen Yong Lee Geok  
 Head of Department (JPA)

Date:



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