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A COURSE IN CONVERSATIONAL MALAY
Kursus Perbualan Bahasa Malaysia
With Equivalent Indonesian Vocabulary

(Third Edition)

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PENDAHULUAN
Introduction

PENDAHULUAN • Introduction

The Malay represented in these lessons is conversational Malay. This style of language should be useful to students in most of their encounters with people in Malaysia, Singapore and Brunei. For students who plan on travelling or studying in Indonesia, equivalent Indonesian vocabulary and expressions are given where these differ from the Malay.

Students should realise, however, that neither the Malay of Malaysia nor the Indonesian of Indonesia is one, single unified language. There are many variations depending on where you are and who you are talking to. There are a number of major dialect areas in Malaysia, and in Indonesia Indonesian is noticeably influenced by various local languages, languages such as Javanese, Sundanese, Balinese, Madurese, Batak, and more than four hundred others. Many of the notes in this text indicate that certain words are more commonly used in either Malaysia or Indonesia, but this does not mean that the same words as well as alternatives are not used in both countries as well.

Students must go to a country prepared to learn, prepared to listen to the language around them, and prepared to adjust to the language they hear. Any set of lessons can only represent a selected part of a particular language. There is much more to learn of a language than that represented in any one text, and students should always be ready to add new language material gathered from people they themselves meet.

STYLISTIC VARIATION

Malay, as is the case with all languages, has a great deal of stylistic variation. The language of writing and formal speaking differs from the conversational language most noticeably in the use of affixes which are added to nouns and verbs. Conversational Malay tends to make use of far fewer affixes than are used in formal speech or writing. There are also some differences in vocabulary preference and sentence structure.

Speech must be suited to the situation in which it occurs and to the people who are present. Speaking formally in a context which calls for informal speech is just as unsuitable as speaking informally in a situation requiring formal speech.

Ideally, any person who learns a language should be able to command more than one style. Certainly all native speakers of any language are able to do this. What makes the acquisition of language styles difficult, however, is that there is often no set division between various styles. There is a sliding scale from very formal to very informal. Degrees of formality or informality may be signalled by place - where you are; participants - who you are talking to; and topic - what you are talking about. These are things a student must learn, just as he or she learns the sounds, structure, and vocabulary of the language.

These lessons teach conversational Malay. They will enable a student to talk politely at a conversational level to anyone in Malaysian society. Where there are variations

in style, or where forms are introduced which are considered more colloquial than the general level of speech contained in the lessons, these are accompanied by a note.

If the aim of the course is to teach only conversational Malay, then these lessons will suffice to introduce the basic structures of the spoken language. The vocabulary is sufficient for the particular situations introduced, but will need expansion for other situations as they arise. The vocabulary load is deliberately lightened in these lessons to enable more time to be spent on structure.

It is suggested that these lessons form the major speaking component of the course. It would be best if 14 of the 25 lessons included here be studied before any other material is introduced. This will allow the students to be able to both hear and speak one style of Malay, the style that will be most useful to them in their everyday encounters, without experiencing any confusion which might arise from the early exposure to other styles of the language. The introduction of reading will expose the students to a more formal Malay, a form which not only introduces different language structures, but also includes the affixes which are used less frequently in conversation. A complete course should include all of the various skills and styles of language competence.

REGIONAL VARIATION

There are other types of variation in language besides style. There is, most noticeably, geographical variation leading to regional dialects.

The standard Malay of Malaysia and Singapore is said to be based on the Malay of the Riau Archipelago located off the southern tip of the Malay peninsula in what is now Indonesia. The dialects of the southern and central Malay peninsula, including the national capital of Kuala Lumpur, are said to be similar to this dialect. Other major dialect areas are located on the south central coast in the state of Negeri Sembilan, in the northwest in the states of Perlis, Kedah and Penang, and in the northeast in the states of Kelantan and Trengganu. In addition, there are numerous smaller dialect areas in both the Malay peninsula and Singapore, as well as in Sabah, Sarawak, Brunei, the east coast of Sumatra and southern Thailand. The Malay of these lessons reflects the standard language of Malaysia.

It must be remembered that Malay is not the only indigenous language in Malaysia. There are various Negrito and Aboriginal languages in the Malay peninsula, and the languages of the major ethnic groups in Sabah and Sarawak. There are also major foreign languages spoken by the immigrant groups. Among the various Indian languages, Tamil is the strongest numerically and the most widely spoken. Hokkien and Cantonese are the most widely used of the Chinese languages. English, too, while it is not the native language of any major immigrant group, is a language still widely used in the country as a result of Malaysia's colonial heritage.

Because Malay has traditionally been the lingua franca among the groups that speak different native languages, a form called Bazaar Malay has developed. This is a

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pidginised language which is primarily Malay in vocabulary, characterised by a simplified grammar and a sound system showing obvious adjustment to a particular speaker's native language. Bazaar Malay is different from the Malay represented in these lessons.

FONOLOGI Phonology

The section on phonology presents the sound system of Malay. Each sound is discussed as to where it occurs in Malay words, how it is represented in the writing system, how it is pronounced, and how it compares to similar sounds in English.

PELAJARAN Lessons

These lessons comprise approximately 150 classroom hours of language learning. The number of hours will vary depending upon factors such as how much time is allotted for discussion and explanation, examination, and review, and most importantly, how much time is given to students to expand the exercises included in each lesson into natural conversations. A basic course should cover Lessons 1 through 14.

There is a total of 25 lessons consisting generally of four small conversations. Each lesson has a title and the conversations included in the lesson describe situations which in some way relate to that title. The conversations, however, are not static. They form a progression of situations that might reasonably represent what people might talk about given the context of the lesson.

Lessons 1-5 are set in the classroom and contain structures and vocabulary necessary for giving and requesting basic information. Lessons 6-14 are set on a university campus, and Lessons 15-25 are either set in the wider context of the community, or call for discussions set in a community context. Some element, either of person, place, action, or topic serves to tie Lessons 6-25 together in a progression from one to the other.

The major unit of the lesson is the conversation or Dialogue (*Perbualan*). Each dialogue is followed by a section on Notes (*Nota*), Structure (*Struktur*), and Exercises (*Latihan*). Where there is extra vocabulary added to the dialogue, this follows immediately after the dialogue and is included under the heading of Additional Vocabulary (*Perkataan Tambahan*). Where there are variations in the dialogue involving minor differences in structure, these are included under the heading Variation (*Kelainan*).

PERBUALAN Dialogues

The dialogue introduces the language material which is later discussed and drilled. Each dialogue presents the language of everyday situations and thus the language contained in it should be immediately useful to students studying the language both within and outside the country where it is spoken.

Presenting useful language in common situational contexts has been the overriding guide in constructing these dialogues. This is the basis of each lesson, and not progressive structural, lexical, or cultural development. The language of a particular situation is presented, then discussed and drilled. It is in the exercises that the wider use of the particular structures introduced is shown. The notes attempt to bring to the student's attention any problems associated with the language material in the dialogues, but students should ask for clarification of any points they do not understand. This is particularly important as there is no separate grammar section included in the lessons.

The dialogues attempt to isolate a finite portion of the language being studied so that it may be presented and drilled within specific bounds. Students should become familiar with the dialogues before going on to the exercises. To the right of the Malay of each dialogue is a translation into conversational English. A word for word translation may be found in the Structure section.

PERKATAAN TAMBAHAN Additional Vocabulary

Where additional vocabulary can conveniently be introduced in the context of a particular dialogue, this is signalled by the underlining of a particular word in the dialogue. For example, in Dialogue 1.1 of Lesson 1 the opening utterance is *Selamat pagi*. *Pagi* is underlined to indicate that at least one additional vocabulary item which can occur in the same context may be found directly below in the section entitled Additional Vocabulary. If no additional vocabulary is introduced, then this section will not appear following the dialogue. In this particular instance, three vocabulary items in addition to *pagi* [morning] are introduced with their English gloss:

<i>tengah hari</i>	noon
<i>petang</i>	afternoon
<i>malam</i>	evening, night

KELAINAN Variation

Under this heading are variations of particular utterances of the dialogue which involve minor structural changes. These variations, unlike those contained in the section Additional Vocabulary, contain more than just a change of word.

In general, variations are included only to present to the student a variety of ways of asking or responding to a particular question introduced in the dialogue. It is felt that with these variations students will have a greater amount of choice in performing a dialogue in a way which more closely represents what they would actually like to say, and not what they have to say because they lack vocabulary and structure.

NOTA Notes

The notes contain all additional information which is relevant to either the structure, content, or context of the dialogue. At times the discussion in the Notes is purely

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grammatical, giving information perhaps on the form of affixes or the meaning of particular grammatical particles. At other times the discussion is mainly cultural, indicating when certain expressions are used, where they are used, and what possible interpretations they may have. Many notes make comments on the use of particular words, often discussing them in terms of comparable English usage.

The Notes have been written for the express purpose of answering anticipated questions which it is felt will arise from the language material in the dialogue. Not all individual questions, however, can be anticipated, and it is suggested that all additional questions which arise be asked and answered during the class session. It is not anticipated that questions will be answerable in absolute terms, that is in terms of why a particular form exists or why it is used. It will, however, be possible to give an answer in terms of comparison, for example, how the use of one form relates to another in the same language, or how it relates to comparable forms in English.

STRUKTUR Structure

In the Structure section, each utterance found in the dialogue is set out with a literal English gloss. This section is meant to complement the conversational English gloss given as part of the dialogue. It is hoped that most structural features of the language, the most obvious being word order, will be clarified in this section, eliminating the need for a lengthy grammatical discussion.

Again, where there is any confusion, the student is encouraged to ask for clarification. As has been mentioned, the lessons contain dialogues which attempt to represent conversational language. As a result, a certain amount of variation will naturally occur. For example, there is variation in the placement of time phrases which may occur at the beginning, middle or end of the sentence. An important question which might be raised by the student is if this variation is accompanied by any significant change in meaning. The answer, that the change in position is accompanied by a change more in emphasis than meaning, much as in English, should enable the student to then turn his or her attention to other problems that arise.

LATIHAN Exercises

Following each dialogue is a set of exercises which further elaborate and expand the material presented. The exercises have two major goals. The first is to generalise the structures introduced in the dialogues to wider contexts of use. The second is to enable the student to be creative with language using the structures and vocabulary that have been introduced.

Each exercise contains language material which is cumulative. This means that the language material found in each exercise contains not only the vocabulary and structures found in the immediately preceding dialogue, but potentially the structures and vocabulary found in all the lessons which preceded it. In this way, the exercises serve to practise new material as well as to review the old. All exercises should be prepared in advance before the time of the class in which they are to be performed.

If this is not done, the class will move too slowly and not enough new material will be covered.

Many of the exercises rely on the use of translation. Such use will enable students to progress more rapidly in their language learning. Students will be able to use more complicated structures and express themselves more fully at an earlier stage in the language learning process.

In the beginning stages of language learning, students tend to transfer to their new language the language structures of their mother tongue. By relying on translation it is hoped that students will become acquainted quickly and easily with the Malay structures which are the equivalents of the English structures they already know. It must be emphasised that the equivalence which is intended is not an equivalence of words, but meaning. An attempt is made to show how equivalent meanings in particular situations are expressed in two different languages, and which structures and vocabulary are used to express this meaning. The English must always be seen only as a cue to a Malay utterance which has, in all cases, previously been presented in the lessons.

Each exercise should be seen as the basis for a potential conversation, and as many conversations as possible should be developed within the time constraints of the class. There must be a balance, however, between drilling the new structures introduced in each dialogue, and reviewing the previous structures through these short conversations.

The exercises must be prepared at home, but the creative work of developing these into conversations should be done in class. Examples of how to extend the basic exercises into short conversations are given in Section (b) which follows.

There are four basic types of exercises contained in these lessons. These are:

- (a) grammar
- (b) straight translation
- (c) substitution
- (d) cued conversation

(a) Grammar Exercises

The least common exercise type is the Grammar Exercise which serves to highlight particular grammatical processes such as verb and noun affixation and reduplication. An example of this exercise type is found in Lesson 8, Dialogue 3, Exercise 4 (8.3.4). Here a model is given followed by a list of word forms which are to be treated in the same way as the model.

8.3.4 Model: <i>makan</i> to eat <i>makanan</i> food
--

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Based on the model, form nouns from the following verbs by adding the suffix *-an*. After forming the nouns, determine a meaning for each.

1. *bayar*
2. *pakai*
3. *kenal*

(b) Straight Translation Exercises

Straight translation is used to drill particular structures which are difficult to drill in a conversational context. These exercises contain a structural model upon which the translations are based. The most common exercise of this type contains translations from both Malay to English and from English to Malay. The translations from English to Malay dominate. Underlined words appearing in the model should form a part of each translation. The models are usually either Statements or Questions.

7.3.2 Statement: *Cikgu Ali yang pakai baju hitam.*

Translate the following statements.

1. *Saya yang pakai seluar biru.*
2. *Saya yang ada kereta besar.*
3. *Kami yang datang lambat.*

Make the following statements.

4. He was the one who took the train.
5. He is the one who doesn't know.

The exercise may be expanded into a short conversation in the following way. Once the student translates Number 1: "I am the one wearing blue trousers" the teacher may ask: *Mengapa pakai seluar warna biru?* [Why are you wearing blue trousers?] to which the student can respond in any relevant way. Another possible question is: *Adik suka pakai seluar warna apa?* [What colour trousers does your younger brother like to wear?] This conversation can be extended even further using only the vocabulary and structures introduced up to Dialogue 7.3.

It is also possible for the teacher to ask other students to direct questions to the student who is answering the exercise. Once a student answers Number 2: "I'm the one who has a big car", the teacher may ask another student to say: "Ask John if he drove to the university". Once John replies, the teacher may ask another student to say: "Ask John where he parked". Students should be encouraged to ask their own questions if there is enough time.

There are also exercises which ask only for translations from English to Malay, and very rarely, from only Malay to English. The following are examples of these.

6.3.1 Statement: *Saya datang dengan bas.*

Make the following statements.

1. I came on foot.
2. I came by bicycle.

7.5.2 Question: *Bagaimana rupa Cigku Ali?*

Translate the following questions.

1. *Bagaimana kelas bahasa Malaysia?*
2. *Bagaimana encik datang ke sini?*

This exercise may also be expanded into a short conversation. Once the student translates Number 1: "How's the Malay class?" the teacher may ask: *Bagaimana?* [How is it?] to which the student then gives a relevant reply. Another possible question is: *Bagaimana kelas bahasa Cina?* [How's the Chinese class?] After the student's reply, the teacher may ask: *Belajar bahasa apa lagi?* [What other languages do you study?]

The teacher may also ask other students to direct questions to the student. For example, the teacher may ask a student to say: "Ask Sally who she studies Chinese with?". After the reply, the teacher may ask another student to say: "Ask Sally what a particular word means in Chinese". This can continue on as long as time permits.

(c) Substitution Exercises

All substitution exercises are set in a conversational context and so require at least two students to perform them. The students are identified by letters, usually A or B. Beside each student's designation is a model utterance which the student is to say. Within some of the utterances there is a space filled by a number. Following these model utterances is a list of substitutions, again identified by number. Each word or phrase listed under a particular number in the substitutions can be used in the space filled by that same number in the model utterance. If the substitutions are given in English, then the student must find the Malay equivalent before proceeding with the exercise. The following is an example from Lesson 10.

10.1.1 A. *Douglas 1 pada pukul berapa pagi tadi?*
 B. *Saya lambat pagi tadi.*
Saya 1 lebih kurang pada pukul 2.

Substitutions

- | | |
|----------------|---------|
| 1. get up | 2. 8:00 |
| go to the bank | 8:30 |
| bathe | 10:00 |

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Here, any of the phrases under substitution number 1, such as get up, go to the bank, bathe, may be substituted where number 1 appears in the model utterance. This means that both Students A and B will use this substitution once. In addition, Student B must choose a time phrase listed under substitution number 2. The phrase he or she chooses should be appropriate for the action indicated in the first substitution. After substitutions have been made, the dialogue may appear as follows:

- A. *Douglas mandi pukul berapa pagi tadi?*
B. *Saya lambat pagi tadi.*
Saya mandi lebih kurang pada pukul lapan.

Some substitution exercises are less controlled than the example presented above. In these exercises, instead of being given specific substitutions, the student is given instructions on what to say, the specific utterance being left up to the student.

- 9.1.1 A. *Nampak 1-kah?*
B. *Tadi dia 2.*
A. *Di mana dia sekarang?*
B. *3.*

Substitutions

1. Use any appropriate name or title.
2. Indicate an appropriate place or action.
3. Give an appropriate reply.

After substitutions have been made, the dialogue may appear as follows:

- A. *Nampak Douglaskah?*
B. *Tadi dia ada di rumah.*
A. *Mana dia sekarang?*
B. *Dia pergi ke kedai.*

(d) Cued Conversation Exercises

The majority of the exercises in the lessons are of the cued conversation type. In each of these exercises, a model is set up giving the utterances for the participants in the conversation. Most of these exercises are for the participation of two students. It is assumed that Student A will take the first part, and Student B the second, even though the particular utterances are not marked A and B. The model, in general, gives only one set of exchanges, but in all cases, whether stated or not, students are encouraged to extend the conversation further using previously learned knowledge.

Cued conversation exercises are of three types: (i) Statement-Response, (ii) Question-Reply, and (iii) Exchange. In the first type a model is given for an utterance which is a statement, followed by a relevant response. In the second type a model utterance is given for a question and a relevant reply. In the third type there are at least three utterances which may involve two or three participants. Although these exercises are

entitled Exchange, they are basically the same as the Statement-Response and Question-Reply exercises mentioned above with the addition of at least one further utterance. The following are examples of cued conversation exercises beginning with Statement-Response.

(i) Statement-Response

In the first example, only the statement changes. The reply is fixed. The cue as to what Student A must say is given in English, but must be spoken in Malay.

6.4.1 Statement: Saya tak ada kereta.
 Response: Saya pun tak ada.

Student A makes a statement repeating the underlined portion of the model and adding one of the English cues. Student B then replies using the standard response given in the model.

1. I don't have a younger sister.
2. I don't have a house.
3. I don't have a black bag.

A dialogue based on cue number 1 would appear as follows:

- A. *Saya tak ada adik perempuan.*
- B. *Saya pun tak ada.*

In the next example, the statement must follow the English cue. The response, however, is free and can be any relevant utterance.

8.1.3 Statement: Mari kita makan sekarang.
 Response: Saya tak lapar.

Student A makes a statement following the English cue and the structure of the model. Student B then responds in any appropriate manner. New information may be requested by using the structures introduced in Lesson 2.

1. Let's take off our shoes.
2. Let's bring (*bawa*) a book.
3. Let's sit down first.

A possible dialogue using the first English cue is as follows:

- A. *Mari kita buka kasut.*
- B. *Saya tak mahu.*

There are also Statement-Response exercises in which the response is partially fixed and partially free. In these exercises the student must use the underlined words in

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the model. The rest of the response, however, is free within the bounds of relevancy and appropriateness.

9.1.3 Statement: Saya tak tahu di mana Siti sekarang.
Response: Saya tahu. Siti ada di sini.

Student A makes a statement following the English cue. Student B then replies positively, first following the underlined portion of the model, then going on to supply further relevant information.

1. I don't know how many brothers and sisters Shariah has.
2. I don't know where he works.
3. I didn't know Kassim was coming tonight.

A possible dialogue based on cue number 1 is:

- A. *Saya tak tahu berapa adik-beradik Shariah.*
B. *Saya tahu. Lapan orang.*

For certain Statement-Response exercises, English cues are given for both the statement and the response. Cued responses have been included to facilitate the review of language material, and to show how this material may be used in different contexts. In most cases, the responses are specified as suggested and students are free to make up their own.

10.4.4 Statement: *Saya nak ikut pergi sama.*
Response: *Tunggulah dulu.*

Student A makes a statement following the English cue. Student B then responds, also following the given cue.

- | | |
|---|--------------------|
| 1. I want to eat together (with you). | Have a seat first. |
| 2. I want to go home together (with you). | Eat first. |
| 3. I want to leave together (with you). | Pay first. |

The dialogue constructed from the first English cues would be as follows:

- A. *Saya nak ikut makan sama.*
B. *Duduklah dulu.*

Statement-Response exercises may have partially specified responses. The following is an example of this.

11.3.2 Statement: Mari kita pergi ke library sekarang.
Response: Saya tak boleh pergi. Saya ada hal.

Student A makes a statement following the English cue. Student B then replies that he is *unable* to do something, and gives a reason.

Suggested reasons are given below the statement cues, but students should feel free to give an appropriate reason of their own.

1. Let's go out now.
Mother told me to bathe first.
2. Let's go to Aziz's house tomorrow.
I'm going to study tomorrow.
3. Let's have a drink later this evening.
I'm going home early this evening.

A possible dialogue based on cue number 1 is as follows:

- A. *Mari kita keluar sekarang.*
- B. *Saya tak boleh keluar sekarang.
Emak suruh saya mandi dulu.*

(ii) Question-Reply

The Question-Reply exercises follow the same format as that described for the Statement-Response exercises above, except that there is never a completely fixed reply. Replies may be completely free, partially fixed, completely specified or partially specified, as the following examples illustrate.

Completely free reply:

10.3.3 Question: *Pertunjukan yang mana ada di Bilik Kuliah 25?*
Reply: *Pertunjukan wayang gambar.*

Student A asks a question following the English cue. Student B then replies in any appropriate manner.

1. Which film usually starts at 8:45?
2. Which person was born in Adelaide?
3. Which sale ends at 10:15?

A possible dialogue using cue number 1 as follows:

- A. *Kelas yang mana biasanya mula pukul 8:45?*
- B. *Kelas bahasa Malaysia.*

Partially fixed reply:

10.2.4 Question: *Mengapa Swee Lan lapar sekarang?*
Reply: *Sebab saya tak sempat makan tadi.*

Student A asks a question following the English cue. Student B then replies in an appropriate manner incorporating the underlined words in the model.

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1. Why did you come late?
2. Why are you waiting outside?
3. Why is Hassan asking you for a cigarette?

The following is a possible dialogue using cue number 1:

- A. *Mengapa datang lambat?*
- B. *Sebab saya tak sempat tumpang kereta.*

Completely specified reply:

- 13.1.1 Question: *Apa hal Baljit?*
Reply: *Saya cari Bilik Kuliah 25.*

Student A asks the question set out in the model. Student B then uses one of the given replies as his response.

1. I'm hungry. I want to eat.
2. My brother's crying. I don't know what to do.
3. I just remembered that I have a class now.

The dialogue created by the first option is:

- A. *Apa hal Baljit?*
- B. *Saya lapar. Saya nak makan.*

Partially specified reply:

- 11.4.2 Question: *Hassan, sudah habis latihan kita?*
Reply: *Belum lagi. Esok saya nak habis.*

Student A asks Student B if something has already been done, following the English cue. Student B first answers that it still has not been done, as shown in the model, then indicates when she will do it. Suggestions for part of Student B's reply are given after the relevant statement cues.

1. Have you already spoken to Hamid?
Today ...
2. Has the show already started?
Later at 5:30 ...
3. Have you already bathed?
Now ...

A possible dialogue using cue 1 is:

- A. *Sudah cakap dengan Hamid?*
- B. *Belum lagi. Hari ini saya nak cakap dengan dia.*

(iii) Exchange

The Exchange exercises follow the same formats described for the Statement-Response and Question-Reply exercises. More than a single format, however, may be included in one exercise since there is a greater number of utterances. These exercises are generally for only two participants, though there are few exercises which are for three. Three examples follow.

- 9.1.2 Exchange: A. *Tadi saya belajar bahasa Cina.*
 B. *Sekarang nak belajar apa?*
 A. *Sekarang saya nak belajar bahasa Malaysia.*
- Student A makes a statement cued in English indicating what he did earlier. Student B then asks what he is going to do now. Student B's question should take into account what A has previously said. Student A then replies appropriately.
1. Earlier I had (drank) some coffee.
 2. Earlier we ordered a cup of tea.
 3. I put in sugar before.

A possible dialogue using cue 1 is as follows:

- A. *Tadi saya minum kopi.*
 B. *Sekarang nak minum apa?*
 A. *Sekarang saya nak minum air saja.*

- 9.3.4 Exchange: A. *Saya tunggu di sini..*
 B. *Saya kurang dengar. Apa A kata?*
 C. *Dia kata dia tunggu di sini.*

Student A makes a statement following one of the English cues. Student B then asks Student C what A said, and Student C replies appropriately. Both Students B and C follow the structure of the model.

1. They left the restaurant earlier.
2. Siti and Surinder said the weather was hot.
3. Zainal's father certainly wants to meet me later.

A possible dialogue following from cue number 1 is:

- A. *Mereka keluar dari restoran tadi.*
 B. *Saya kurang dengar. Apa A kata?*
 C. *Dia kata mereka keluar dari restoran tadi.*

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- 14.3.3 Exchange: A. *Nanti Mei Ling tengok wayang, tak?*
B. *Ya, kenapa?*
A. *Boleh saya ikut sama?*
B. *Boleh.*

Student A asks a question following the English cue. Student B replies using the utterance in the model. Student A then continues the conversation, answering B's question, and Student B ends the exchange with a final reply. Student A may use *kan* in place of *tidak* to indicate he anticipates Student B's answer and is only asking for confirmation.

1. You took my keys from the table, didn't you?
2. It was raining yesterday, wasn't it?
3. You know where Lecture Room 16 is, don't you?

The following dialogue may be constructed based on cue 1:

- A. *Encik ambil kunci saya dari meja, tak?*
B. *Ya, kenapa?*
A. *Boleh pulangkan balik kunci itu esok?*
B. *Boleh.*

ULANG KAJI Review

The first review exercise appears at the end of Lesson 5 and the second at the end of Lesson 10. Subsequently, these exercises appear at increasingly frequent intervals. For the review, students are given instructions on how to construct possible conversations between two people. These conversations are then written out. Answers to the exercises are provided in Appendix 3: *Jawapan Ulang Kaji* [Answers to the Review Exercises]. A sample review exercise from Lesson 5 follows. Sample answers are also provided.

Perbualan 1: Majid dan Mat

1. Majid picks something up and asks Mat what it is.
Majid: *Apa ini, Mat?*
2. Mat says: "That one?"
Mat: *Yang itu?*
3. Majid replies: "Yes, this one".
Majid: *Ya, yang ini.*
4. Mat tells Majid that it is his cassette from Malaysia.
Mat: *Itu kaset saya dari Malaysia.*
5. Majid asks Mat how many cassettes he has from Malaysia.
Majid: *Mat ada berapa kaset dari Malaysia?*
6. Mat answers that he only has five.
Mat: *Lima saja.*

LATIHAN TAMBAHAN Additional Exercises

The Additional Exercises are found in Appendix 1 and Appendix 2. These have been included to give students further chances to use language in interaction with their fellow students.

There are two types of Additional Exercises, those that relate to the Lessons (Appendix 1), and those that relate to the Thematic Glossary (Appendix 2).

The additional exercises for the Lessons are presented in five groups representing each set of five lessons in the text. The exercises should be attempted after these five lessons are completed. The material contained in these exercises, however, is cumulative. While the focus is on the preceding five lessons, each exercise implies a knowledge of material in all of the preceding lessons. A sample exercise included after Lessons 1-5 follows.

STUDENT INFORMATION FORM	
<p>Translate the various headings on the Student Information Form into Malay. Choose a partner and interview him or her in Malay to get the information required to fill in the form. When both partners have filled in their forms, they choose a new partner each. They may either exchange information with their new partner by giving a summary of the information collected or, alternatively, each partner can question the other to elicit the information each of them has collected. Relevant new vocabulary is given.</p>	
<p>Borang Maklumat Mahasiswa <i>Student Information Form</i></p>	
_____:	_____
<i>Name:</i>	
_____:	_____
<i>Address:</i>	
_____ <u>telefon:</u>	_____
<i>Telephone number:</i>	

The additional exercises for the Thematic Glossary are presented in 11 groups which relate to the 11 sections of the Glossary. These exercises should be attempted as students work through the glossaries. It should help internalise the new terms. An sample exercise follows.

3

BAGAIMANA CUACA
What's the Weather Like

SITUATIONS

Students choose a partner and perform the following exchange.

1. Student A is the pilot of an executive jet that is one hour away from landing at a regional airport. She is in touch with ground control and inquires about the landing conditions at the airport. The ground controller, Student B, describes increasingly poor weather conditions which are expected by the time Student A arrives for landing.

Student A, however, tells of a possible emergency situation in which she might run out of fuel if she is not allowed to land. She first asks for detailed information about the weather so that she can make a judgement about whether to land or not. She then asks for an alternative location and a description of the weather there.

JAWAPAN ULANG KAJI Answers to the Review Exercises

Appendix 3 contains the answers to the conversations written for the *Ulang Kaji* [Review] exercises. Students should bear in mind that the sample answers given are not the only possible correct answers. There are also alternatives which should be checked with the teacher, or with other members of the community who have knowledge of the language.

DAFTAR KATA Glossaries

There are three glossaries in this text. The first is Thematic, giving Malay words arranged in semantic groups which expand the vocabulary contained in the Lessons. The second is an alphabetic listing of English words contained in the text and their Malay equivalents, and the third is an alphabetic listing of Malay words and their English equivalents.

(i) BERTEMA Thematic

Glossary 1 contains lists of vocabulary items which are arranged in thematic groups such as: Driving a Car, At the Beach, Feelings and Attitudes, etc. Selected vocabulary lists and the situations they represent serve to supplement the basic conversation classes and should be introduced once these classes are fairly well advanced.

(ii) BAHASA INGGERIS - BAHASA MALAYSIA English - Malay

The English-Malay glossary (Glossary 2) contains a list of English equivalents of all of the Malay words used in the lessons. Each entry shows the Malay meaning and an indication of where the word first appeared in the lessons.

(iii) BAHASA MALAYSIA - BAHASA INGGERIS Malay - English

The Malay-English glossary (Glossary 3) contains a list of all the Malay words occurring in the lessons. Shown beside each entry is the English meaning and an indication of where the word first appeared in the lessons. The examples below show how words are listed in the Malay-English glossary.

The majority of the words are introduced directly into the dialogues or the section on additional vocabulary. There are exceptions, however, and some words do appear first in the notes, in the exercises, and in the variations. An entry such as the following indicates that the Malay word *mata*, which means "eye" in English, first appeared in *Pelajaran 4, Perbualan 3* [Lesson 4, Dialogue 3]. Words appearing in the *Perkataan Tambahan* [Additional Vocabulary] will also have this same notation since this section contains words which can substitute for those found in the dialogue.

mata - eye 4.3

When words appear first as part of a lesson title and do not appear in the Dialogues for that lesson, they bear only the Lesson number as part of their entry. An entry such as *berlainan* [differing] appeared first in the title of Lesson 15.

berlainan - differing 15

If words appear first in the *Kelainan* [Variation] section, they have the same entry as entries appearing in the Dialogue.

seorang - alone (one person) 5.1

Words which appear first in the *Nota* [Notes] are entered as follows. The notation indicates that *hodoh* [ugly] first appeared in the Notes for Lesson 6, Dialogue 2.

hodoh - ugly 6.2N

Words appearing first in the *Latihan* [Exercises] have the following entry. This indicates that *cuaca* [weather] first appeared in the Exercises for Lesson 8, Dialogue 4.

cuaca - weather 8.4.E

Words appearing in the *Ulang Kaji* [Review] section which do not appear elsewhere have the following entry. *Pelayan* appeared in the Review section of Lesson 5, Dialogue 5.4.

pelayan - waiter, waitress 5.4R

Words which appear in the *Latihan Tambahan* [Additional Exercises] in the *Lampiran* [Appendices] have the following entry. *Borang* first appeared in the Additional Exercises for Lessons 1-5.

borang - form 1-5A

PENDAHULUAN • Introduction

Words which appear in *Daftar Kata 1: Bertema* [Glossary 1: Thematic] which were not introduced elsewhere have the following entry. *Kemah*, for example, first appears in Thematic Glossary 5.

kemah [camp, tent] T5

Words appearing in the *Fonologi* [Phonology] section which appear nowhere else in the lessons are marked with a P.

ilmu - knowledge P

When complex forms are entered in the glossary, the root word is underlined. If the root word has been altered due to affixation, the original form appears in the parenthesis following the entry.

berasal - originate 1.1; menangis (*tangis*) - cry 12.5

The various personal names which are used in the Dialogues and Exercises also appear in the Malay-English glossary. These entries tell the students if the name is male (m) or female (f).

Ahmad - name (m); *Peak Lim* - name (f)

SCHEDULE

The following schedule divides the text into hour-long sessions which allows time to expand the basic material presented into longer conversational exchanges between students. Time will also have to be scheduled for review and examination.

In the schedule below the indication *Perbualan* [Dialogue] refers to both the dialogue and its accompanying *Latihan* [Exercises]. Where not all the exercises associated with a particular dialogue are meant to be covered in a single lesson, the precise exercises to be covered are stated. The schedule only specifies dialogues up to *Pelajaran 15* [Lesson 15]. Beginning with Lesson 15 each dialogue and its accompanying exercises should be allotted one hour.

The first number following the Dialogue is the number of the lesson; the second is the number of the dialogue within the lesson. Dialogue 2.3, for example, can be found in Lesson 2, and is the third dialogue within that lesson.

- | | |
|--|--|
| 1. Introduction to the course;
Perbualan 1.1, 1.2 | 9. Perbualan 5.4 Latihan 1 - 3, Ulang
Kaji 5.4.1 |
| 2. Perbualan 1.3, 1.4, 2.1 | 10. Perbualan 5.4 Ulang Kaji 5.4.2;
Perbualan 6.1 Latihan 1 - 2 |
| 3. Perbualan 2.2, 2.3 | 11. Perbualan 6.1 Latihan 3 - 6 & 6.2 |
| 4. Perbualan 2.4, 3.1, 3.2 | 12. Perbualan 6.3, 6.4 |
| 5. Perbualan 3.3, 3.4, 4.1 | 13. Perbualan 7.1, 7.2 |
| 6. Perbualan 4.2, 4.3, 4.4 | 14. Perbualan 7.3, 7.4, 7.5 Latihan 1, 2 |
| 7. Perbualan 5.1 | 15. Perbualan 7.5 Latihan 3 - 7, 7.6 |
| 8. Perbualan 5.2, 5.3 | |

PENDAHULUAN • Introduction

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|---|--|
| 16. Perbualan 8.1, 8.2
17. Perbualan 8.3, 8.4
18. Perbualan 8.5, 8.6
19. Perbualan 9.1, 9.2
20. Perbualan 9.3
21. Perbualan 9.4
22. Perbualan 10.1, 10.2 Latihan 1, 2
23. Perbualan 10.2 Latihan 3 - 5, 10.3
Latihan 1 - 3
24. Perbualan 10.3 Latihan 4, 10.4
25. Perbualan 11.1, 11.2 Latihan 1, 2
26. Perbualan 11.2 Latihan 3, 4, 11.3
Latihan 1 - 3
27. Perbualan 11.3 Latihan 4, 11.4 | 28. Perbualan 12.1
29. Perbualan 12.2, 12.3 Latihan 1, 2
30. Perbualan 12.3 Latihan 3, 12.4,
12.5 Latihan 1
31. Perbualan 12.5 Latihan 2 to 5,
13.1 Latihan 1
32. Perbualan 13.1 Latihan 2, 3, 13.2
33. Perbualan 13.3, 13.4 Latihan 1, 2
34. Perbualan 13.4 Latihan 3, 13.5
35. Perbualan 14.1
36. Perbualan 14.2, 14.3 Latihan 1
37. Perbualan 14.3 Latihan 2 - 5
38. Perbualan 14.4 |
|---|--|