Appendix A

Text 1

Pg 88

Read about what Lagang and Wei Jet do in their neighbourhood.

I live in Taman Kemuncak. Wei Jet is my neighbour. He lives two doors away from me. Jothi was also my neighbour. She moved to Bandar Jaya a few months ago. Now, her house is empty.

Lagang and I are neighbours. We are also classmates. We go to school together. In the evenings, we play at the park. Sometimes, I go to Lagang’s house to study or to play computer games.

Wei Jet’s mother and my mother are good friends. They always do things together. They go to work, go jogging and even go shopping together. Our fathers are good friends too. They always help each other. Our neighbours are friendly and kind. We live in a nice neighbourhood.

Text 2

Pg 45-46

The Greedy Crow

Mr Crow was very hungry. He flew everywhere to look for food. Suddenly, he saw a piece of meat on the ground. He flew down to get it. He took the piece of meat up to a branch of a nearby tree. He was very happy.

As Mr Crow was about to eat, he saw Mr Hawk. Mr Hawk had a dead rat in his claws. Mr Crow asked Mr Hawk what he had. Mr Hawk did not reply. He flew off as fast as he could. Mr Crow decided to follow Mr Hawk. He wanted to eat the dead rat as well. Mr Crow could not fly fast enough, so he did not get the dead rat. While chasing Mr Hawk his piece of meat fell to the ground. Mr Eagle saw the incident. He quickly flew down to get the piece of meat.
Mr Eagle flew down towards Mr Crow. The piece of meat was between his claws.

Text 3

Pg 60

Getting Connected

Azad has a school project on “Keeping in Touch”. He is talking to his parents.

Azad : Dad, I have a project on “Keeping in Touch”. What shall I write?

Father: Azad, do you know how people stayed in touch a long time ago?

Azad : They wrote letters.

Father: Yes, writing is an important means of communication. People learnt to write about 6,000 years ago. At first, they used a lot of signs and symbols. Today, we use alphabets to write.

Azad : Mum, what about the blind? How do they keep in touch with others?

Mother: People who cannot see use Braille to read and write.

Azad : What is Braille?

Mother: Braille is a writing system that uses raised dots to form letters. It was invented by Louis Braille.

Father: Do you know that people who cannot speak or hear use sign language to communicate?

Azad : I have learnt a lot. Now, I can do my project.
The day went very quickly. At 5:25 p.m. Ben ran towards the cable car station quickly. He saw Gary and Martin there.

“Hello!” he said. “Are you waiting for me?”

“No,” said Gary, “We want to be the last ones! All the others from our school have gone.”

“Oh,” said Ben, unhappily.

Then, one of the workers at the Jungle Park shouted at the boys. “It’s half past five. The Park is closing now. You must leave now, boys!”

“Thanks, Martin,” said Ben.

The boys got into a cable car. It went up into the trees.

It was colder now.

It started to rain. The cable car went up, but the boys could not see the ground. They could not see anything out of the windows at all.

“I think we are over the crocodile pool now,” said Ben.

But before Gary and Martin could speak, the boys heard a loud noise. Then, their car fell downwards. The boys shouted and fell on the floor of the car. The car stopped.

“What is it?” shouted Gary.

“Oh, no! The cable’s broken!” said Martin.

“I knew it.”
“No, the cable’s isn’t broken,” said Ben. “Look, a tree’s on the cable.”

**Text 5**

**Pg 111**

**Poem**

Three little kittens

called Hattie, Betty and Mittens

rolled a ball

across the hall.

The kittens were happy
to see their daddy
eating his supper

near a ladder.

His supper was a parrot

who was called Carrot.

She lived next door

along a narrow corridor.

Carrot’s brothers watched in horror

their hearts filled with terror.

What Daddy Cat did was terrible

and now he is in deep trouble.
Once upon a time, there was a shoemaker who made very good shoes. He worked very hard but still did not have enough money to buy food.

One night, he had only enough leather for a pair of shoes. “After I cut this leather, I will have no more leather. What will I do?”

He went to bed. The next morning, he saw a beautiful pair of shoes on his work table. “How pretty they are!” he said. “Who made these for me?”

A lady came and bought the shoes. The shoemaker had enough money to buy food and more leather. That evening he cut out more shoes.

The next morning, there were four pairs of shoes. Things began to get even better. More people wanted shoes. The shoemaker cut out more and more shoes. And every morning there were shoes on his work table.

One night, the shoemaker and his wife wanted to see what went on. They looked into the workroom. There, they saw two elves. “They are so good to us. I’ll make shoes for them,” said the shoemaker. “And I’ll make sweaters for them,” said his wife.

The next night, they put the sweaters and the shoes on the work table. The elves were happy. “Thank you!” they cried. They laughed and ran away. They never went back to the workroom again.
4. Let's read the fable ‘The Greedy Crow’

Mr Crow was very hungry. He flew everywhere to look for food.

Suddenly, he saw a piece of meat on the ground. He flew down to get it. He took the piece of meat up to a branch of a nearby tree. He was very happy.

As Mr Crow was about to eat, he saw Mr Hawk. Mr Hawk had a dead rat in his claws.
Mr Hawk did not reply. He flew off as fast as he could. Mr Crow decided to follow Mr Hawk. He wanted to eat the dead rat as well.

Mr Crow could not fly fast enough, so he did not get the dead rat. While chasing Mr Hawk, his piece of meat fell to the ground.

Stop! That’s mine!

Mr Eagle saw the incident. He quickly flew down to get the piece of meat.

Mr Eagle flew down towards Mr Crow. The piece of meat was between his claws.

How did Mr Crow feel?
2. Let’s read

Azad has a school project on ‘Keeping in Touch’. He is talking to his parents.

Azad: Dad, I have a project on ‘Keeping in Touch’. What shall I write?
Father: Azad, do you know how people stayed in touch a long time ago?
Azad: They wrote letters.
Father: Yes, writing is an important means of communication. People learnt to write about 6,000 years ago. At first, they used a lot of signs and symbols. Today, we use alphabets to write.
Azad: Mum, what about the blind? How do they keep in touch with others?
Mother: People who cannot see use Braille to read and write.
Azad: What is Braille?
Mother: Braille is a writing system that uses raised dots to form letters. It was invented by Louis Braille.
Father: Do you know that people who cannot speak or hear use sign language to communicate?
Azad: I have learnt a lot. Now, I can do my project.
17. Let’s read and answer

Read the following extract from ‘Everyone Is Good At Something’ by Peter Etherton. Then, answer the questions that follow.

The day went very quickly. At 5:25 p.m. Ben ran towards the cable car station quickly. He saw Gary and Martin there.

“Hello!” he said. “Are you waiting for me?”

“No,” said Gary. “We want to be the last ones! All the others from our school have gone.”

“Oh,” said Ben, unhappily.

Then, one of the workers at the Jungle Park shouted at the boys. “It’s half past five. The Park is closing now. You must leave now, boys!”

“Thanks, Martin,” said Ben.

The boys got into a cable car. It went up into the trees.

It was colder now.

It started to rain. The cable car went up, but the boys could not see the ground. They could not see anything out of the windows at all.

“I think we are over the crocodile pool now,” said Ben.

But before Gary and Martin could speak, the boys heard a loud noise.

Then, their car fell downwards. The boys shouted and fell on the floor of the car. The car stopped.

“What is it?” shouted Gary.

“Oh, no! The cable’s broken!” said Martin.

“I knew it.”

“No, the cable isn’t broken,” said Ben. “Look, a tree’s on the cable.”
Let's say

Three little kittens
called Hattie, Betty and Mittens
rolled a ball
across the hall.

The kittens were happy
to see their daddy
eating his supper
near a ladder.

His supper was a parrot
who was called Carrot.
She lived next door
along a narrow corridor.

Carrot's brothers watched in horror
their hearts filled with terror.
What Daddy Cat did was terrible
and now he is in deep trouble.

Say this fast:
Betty Botter bought some butter,
But she said the butter's bitter.
If I put it in my batter,
It will make my batter bitter.
20. Let’s read another fairy tale
by the Grimm Brothers
The Elves and the Shoemaker

Once upon a time, there was a shoemaker who made very good shoes. He worked very hard but still did not have enough money to buy food.

One night, he had only enough leather for a pair of shoes. “After I cut this leather, I will have no more leather. What will I do?”

He went to bed. The next morning, he saw a beautiful pair of shoes on his work table. “How pretty they are!” he said. “Who made these for me?”

A lady came and bought the shoes. The shoemaker had enough money to buy food and more leather. That evening he cut out more shoes.

The next morning, there were four pairs of shoes. Things began to get even better. More people wanted shoes. The shoemaker cut out more and more shoes. And every morning there were shoes on his work table.

One night, the shoemaker and his wife wanted to see what went on. They looked into the workroom. There, they saw two elves. “They are so good to us. I’ll make shoes for them,” said the shoemaker. “And I’ll make sweaters for them,” said his wife.
The next night, they put the sweaters and the shoes on the work table. The elves were happy. “Thank you!” they cried. They laughed and ran away. They never went back to the workroom again.
# APPENDIX B

## SYLLABUS

### English Language Year Four

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme / Topic</th>
<th>Learning Outcomes</th>
<th>Specifications</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>World of Book: Relationships (Personal Details)</td>
<td>By the end of the lesson pupils should be able to:</td>
<td>Level One:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Listen to and discriminate similar and different sounds.</td>
<td>1.1. Listen to and identify initial sounds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Listen and repeat the rhythm, rhymes and tunes.</td>
<td>1.2. Listen to and enjoy children’s songs and rhymes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Pronounce words accurately.</td>
<td>1.3. Repeat initial sounds correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Add and remove question intonation.</td>
<td>1.4. Repeat initial sounds correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Acquire word recognition and word attack skills.</td>
<td>1.5. Repeat initial sounds correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Write simple sentences.</td>
<td>1.6. Repeat initial sounds correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Copy correctly.</td>
<td>1.7. Repeat initial sounds correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Complete test with missing words.</td>
<td>1.8. Repeat initial sounds correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Spell words and take dictation.</td>
<td>1.9. Repeat initial sounds correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Write simple sentences.</td>
<td>1.10. Repeat initial sounds correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Level Two:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Listen to and identify different types of letter sounds.</td>
<td>2.1. Ask questions with the correct intonation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ask questions with the correct intonation.</td>
<td>2.2. Ask other forms of questions to test for information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify letter shapes by touch senses.</td>
<td>2.3. Read and understand simple sentences using all the letters, high in context writing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify letter shapes by touch senses.</td>
<td>2.4. Complete simple descriptions with the correct sounds each time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Read and understand simple sentences using all the letters, high in context writing.</td>
<td>2.5. Apply spelling rules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Read and understand simple sentences using all the letters, high in context writing.</td>
<td>2.6. Write simple sentences with the correct sounds each time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Complete simple test with the correct sounds.</td>
<td>Level Three:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Take dictation of paragraphs given to be heard.</td>
<td>3.1. Listen to and repeat the pronunciation of irregular sounds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Test pupils knowledge and demonstrate understanding by pointing to pictures.</td>
<td>3.2. Listen to and repeat the pronunciation of irregular sounds.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>World of Book: Relationships (Personal Details)</td>
<td>By the end of the lesson pupils should be able to:</td>
<td>Level One:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Listen to and pronounce words and phrases with correct intonation and word stress.</td>
<td>1.1. Listen to and repeat the pronunciation of irregular sounds.</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>Personal</td>
<td>World of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Experiences</strong></td>
<td><strong>Experiences</strong></td>
<td><strong>Experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Recognize complete words in text.</td>
<td>1. Read and trace the meaning of 5 key words for each topic taught.</td>
<td>1. By the end of the lesson pupils should be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Read and understand phrases by matching simple phrases to pictures.</td>
<td>3. Form simple sentences by matching words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ask simple questions.</td>
<td>4. Complete missing letters in texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Exchange greetings.</td>
<td>5. Form simple sentences by matching sentence parts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Know meanings of key words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Read and understand phrases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Fill in missing words in sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Write simple and compound sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level 1**
- Listens to and repeats correctly phrases and expressions.
- Knows how to ask simple questions.
- Form simple sentences by matching sentence parts.

**Level 2**
- Read and trace the meaning of 5 key words for each topic taught.
- Form simple sentences by matching words.

**Level 3**
- By the end of the lesson pupils should be able to:
- Read and understand simple sentences.
- Complete simple sentences with missing words.
- Form simple sentences by matching sentence parts.
<table>
<thead>
<tr>
<th>Personal Relationship (Telephone Calls)</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen to and discriminate similar and different sounds.</td>
<td>1.1.1</td>
<td>1.1.2</td>
<td>1.1.3</td>
</tr>
<tr>
<td>2. Obtain information from text listened to.</td>
<td>1.1.3</td>
<td>1.1.4</td>
<td>1.1.4</td>
</tr>
<tr>
<td>3. Pronounce words correctly.</td>
<td>2.1.1</td>
<td>2.1.2</td>
<td>2.1.3</td>
</tr>
<tr>
<td>4. Ask questions politely.</td>
<td>2.1.3</td>
<td>2.1.4</td>
<td>2.1.5</td>
</tr>
<tr>
<td>5. Make and receive telephone calls.</td>
<td>2.1.5</td>
<td>2.1.6</td>
<td>2.1.7</td>
</tr>
<tr>
<td>6. Acquire and recognize sounds.</td>
<td>2.1.7</td>
<td>2.1.8</td>
<td>2.1.9</td>
</tr>
<tr>
<td>7. Read aloud fluently with correct pronunciation and intonation.</td>
<td>2.1.8</td>
<td>2.1.9</td>
<td>2.1.10</td>
</tr>
<tr>
<td>8. Complete texts with missing words.</td>
<td>2.1.9</td>
<td>2.1.10</td>
<td>2.1.11</td>
</tr>
<tr>
<td>9. Write simple messages.</td>
<td>2.1.10</td>
<td>2.1.11</td>
<td>2.1.12</td>
</tr>
</tbody>
</table>

By the end of the lesson pupils should be able to:

9. Listen and repeat final consonants. | 1.1.1 | 1.1.2 | 1.1.3 |
10. Listen to simple telephone conversations and understand messages. | 1.1.3 | 1.1.4 | 1.1.5 |
11. Obtain information from text listened to. | 2.1.1 | 2.1.2 | 2.1.3 |
12. Pronounce words correctly. | 2.1.3 | 2.1.4 | 2.1.5 |
13. Ask questions politely. | 2.1.5 | 2.1.6 | 2.1.7 |
14. Make and receive telephone calls. | 2.1.7 | 2.1.8 | 2.1.9 |
15. Acquire and recognize sounds. | 2.1.8 | 2.1.9 | 2.1.10 |
16. Read aloud fluently with correct pronunciation and intonation. | 2.1.9 | 2.1.10 | 2.1.11 |
17. Complete texts with missing words. | 2.1.10 | 2.1.11 | 2.1.12 |
18. Write simple messages. | 2.1.11 | 2.1.12 | 2.1.13 |
APPENDIX C

Page : 88

TEST 1

Name:……………………………………….. Class:……………………

Read the text on page 88 and answer the questions that follow:

1. Where do Lagang and Wei Jet live?

   Lagang and Wei Jet live in Taman Kemuncak

2. Who is Jothi?

   Jothi was their neighbor.

3. Why is Jothi’s house empty?

   Jothi’s house is empty because she had moved to Bandar Jaya.

4. How far is Wei Jet’s house from Lagang’s house?

   Wei Jet’s house is two doors away fro Lagang’s house.

5. What does Wei Jet do in Lagang’s house?

   He plays or studies in Lagang’s house.

6. What do the boys do together?

   They go to school and play in the park.

7. Do the boys’ mother’s know each other?

   Yes, they do.

8. Which sentence tells you that?

   The third sentence or The boys’ mothers go jogging in the evenings.
9. What do the boys’ mothers do together?

A. cook, jog and eat

B. work, jog and shop

C. work, shop and cook

10. Why should you be nice to your neighbours?

Accept any logical answer.

For example: so that we can live in peace, so that we can help each other.

Pg 45-46

TEST 2

The Greedy Crow

Read the text on page 45 and 46 and answer the questions that follow:

1. Name the characters in the story.

Mr. Crow, Mr. Hawk and Mr. Eagle.

2. What did Mr. Crow find on the ground?

Mr. Crow found a piece of meat.

3. When did Mr. Crow drop the meat?

Mr. Crow dropped the meat when he wanted to get the dead rat.

4. Why did Mr. Crow want the rat?

Mr. Crow wanted the rat because he was greedy.

5. Describe Mr. Hawk in your own words.
Mr. Hawk was selfish.

6. Describe Mr. Crow in your own words.

   Mr. Crow was greedy and selfish.

7. What do you learn from the story?

   We must not be greedy.

Pg 60

TEST 3

Getting Connected

Read the text on page 60 and answer the questions that follow:

1. What is Azad’s project called?

   Azad’s project is called “Keeping In Touch”.

2. Who is Azad talking to?

   Azad is talking to his father.

3. How did people stay in touch a long time ago?

   They wrote letters.

4. When did people learn to write?

   People learned to write 6 000 years ago.

5. How do blind people read and write?

   They use Braille.

6. Who is Louis Braille?

   Louis Braille invented the Braille.
7. How do people who cannot speak or hear communicate?

   They use sign language.

8. How do people communicate today?

   a) telephone
   b) e-mails
   c) letters

Pg 98

TEST 4

**Everyone Is Good At Something- Peter Etherton**

Read the text on age 98 and answer the questions that follow:

1. Where were the boys?
   A. in the car
   B. at the park
   C. among the trees
   D. at the crocodile pool

2. Gary and Martin …
   A. were waiting for Ben
   B. wanted to see the crocodiles
   C. **were waiting for the cable cars**
   D. wanted to be last ones to leave
3. Why couldn’t the boys see anything?

They could not see anything because it was raining.

4. Why was there a loud noise?

There was a loud noise because their car fell downwards.

5. How did the boys feel when they heard the loud noise?

They were frightened.

6. What would you do if you were in the cable car?

Accept any logical answer. For example: I would shout for help.

7. How would you prepare yourself for the outdoors?

Accept any logical answer. For example: I would pack a torchlight, some water, dry food and some camping equipments.
There were three kittens.

Hattie, Betty and Mittens

They were happy to see their Daddy.

He was eating his supper at the staircase.

Daddy’s supper was a parrot.

The parrots were filled with terror.

Accept any suitable answer.
The Elves And The Shoemaker- Grimm Brothers

Read the text on page 112 and 113 and answer the questions that follow:

1. What did the shoemaker buy with the money?

He bought some more leather and food.

2. What did the shoemaker do every evening?

He cut out more shoes.

3. Why did things get better?

Things got better because the shoemaker…

A. sold more shoes

B. made more shoes

C. had four pairs of shoes

D. found more shoes on his work table

4. The shoemaker and his wife made presents for the elves because they…

A. were good

B. were happy

C. helped them to make shoes

D. did not have sweaters and shoes

5. Why do you think the elves never went back to the workroom again?

They thought the shoemaker had enough money.
6. What can you learn from this story?

Accept suitable answers. For example: We should help those in need.
APPENDIX D       QUESTIONNAIRE

Dear Pupils,

I would like to know more about you, your friends and family. This questionnaire is for the purpose of a research. Your scores will not be recorded in the report cards and your identity will not be disclosed.

Please sign the consent form below. You may withdraw from participating in the questionnaire at any time.

Thank you.

Consent Form

I,…………………………………………………………………... of Year Four 
………………………………. do hereby consent to participate in the Questionnaire on this day……………………………………. 2007.

Yours faithfully,

…………………………………………..

(                                                                )
Please mark (x) in the most suitable box. I shall go through every question with you. If you do not understand or if you want me to repeat myself, please raise your hands.

1. Write down your full name …………………………………………

2. Are you:

- Malay □
- Chinese □
- Indian □
- Sabahan □
- Sarawakian □
- Other □

3. Are you a:

- boy □
- girl □

4. Did you attend kindergarten?

- Yes □
- No □

5. What language/s do you speak at home?

- Malay □
- English □
- Mandarin/Chinese □
- Tamil/Indian □
- Other (please specify □
6. What TV programs do you usually watch?

Malay  □

Chinese  □

Indian  □

Arabic  □

7. Tick the types of shows that you like the most. You can tick more than one.

Cartoons  □  News  □  Dramas  □  Sports  □  Geography  □

Thrillers  □  Game shows  □  Animal shows  □  Movies  □

Music  □  Talk shows  □

8. Do you use the school library to read English books?

Yes  □  No  □
9. According to your Buku Nilam, how many English books have you read this Year?

0-1 □ 2-5 □ 6-10 □ 11-16 □

17-22 □ 23-28 □ More than 29 □

10. Look at the type of reading materials below. Using the scale, mark how often you read (in English) each of the items below in a week.

<table>
<thead>
<tr>
<th>Material</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>(more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others…..</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Who do you speak English to in school?

Friends □

Teachers □
12. When do you speak English in school?

- During recess  
- During English  
- During PLBS  
- Answering questions from Teacher  
- Rarely speak English  

13. What language do you use to speak to your neighbours?

- English  
- Malay  
- Chinese  
- Indian  
- Bahasa Sabah  
- Others (please specify) ............  

14. What language do you think in? You may tick more than one.

- English  
- Malay  
- Chinese
15. Who are your friends? You may tick more than one.

- Indian
- Sabahan
- Others

16. What languages do you speak to your friends?

- English
- Malay
- Chinese
- Indian
- Sabahan
- Other (please specify) …
17. How many hours of extra English do you currently attend.

One □
Two □
Three □
Four □
Five □
Six □
Other (please specify) .................................. □

18. How do you feel about English?

Interesting □
Boring □
I don’t understand □
I’m not sure □
Other (please specify) ................................. □

19. How do you find Tests 1-6?

Easy □ Moderate □ Difficult □
20. Why do you find it easy to answer some of the comprehension questions?

- Simpler words
- More pictures
- Easier questions
- Other (please specify) ........................................

21. Which was the easiest test?

1  2  3  4  5  6

22. Which was the most difficult test?

1  2  3  4  5  6

Thank you for answering all the questions.