

APPENDIX A TAKEN FROM ENGLISH YEAR FOUR SK TEXTBOOK

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.

Text 4

Pg 98

Everyone Is Good At Something

Read the following extract from “Everyone Is Good At Something” by Peter Etherton.

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.

Text 6

Pg 112

The Elves and the Shoemaker – Grimm Brothers

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.

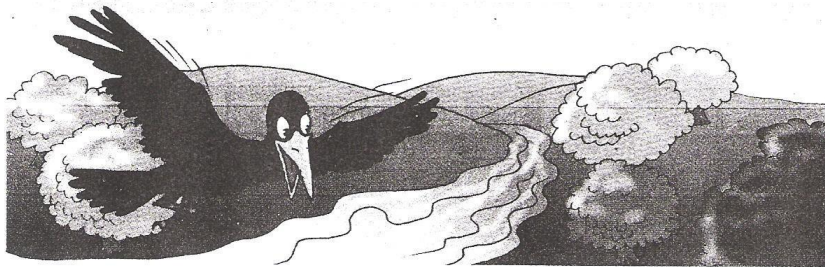
The next morning, there were four pairs of shoes. Things began to get even better. More people wanted shoes. The shoemaker cut out more and more shoes. And every morning there were shoes on his work table.

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.

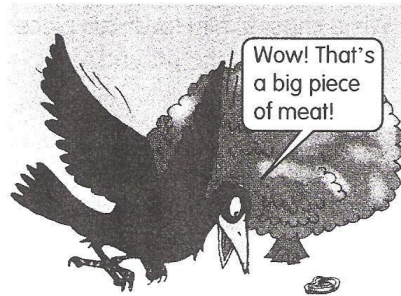
The next night, they put the sweaters and the shoes on the work table. The elves were happy. “Thank you!” they cried. They laughed and ran away. They never went back to the workroom again.



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.



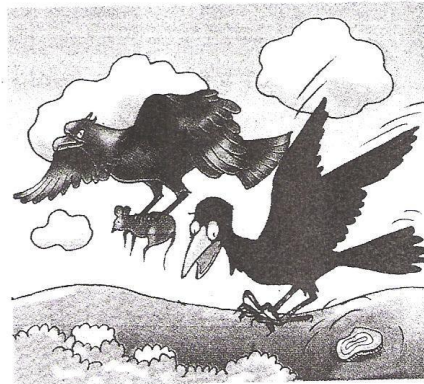
He **took** the piece of meat up to a branch of a nearby tree. He **was** very happy.



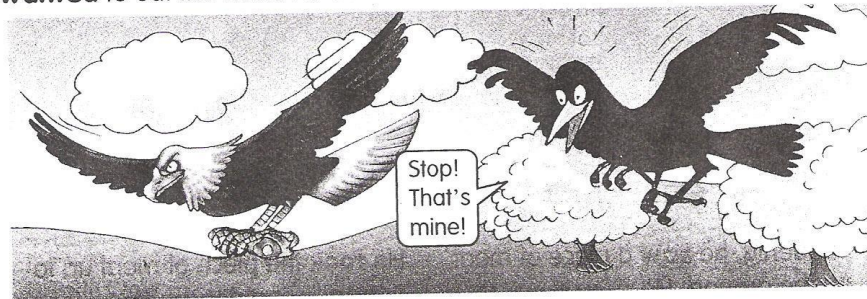
As Mr Crow **was** about to eat, he **saw** Mr Hawk. Mr Hawk **had** a dead rat in his claws.



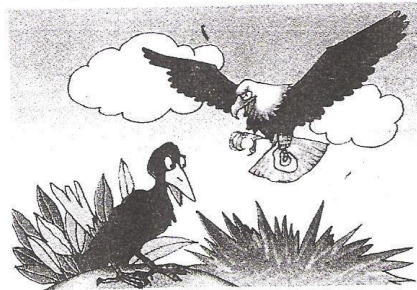
Mr Hawk **did not** reply. He **flew** off as fast as he **could**. Mr Crow **decided** to follow Mr Hawk. He **wanted** to eat the dead rat as well.



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.



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?

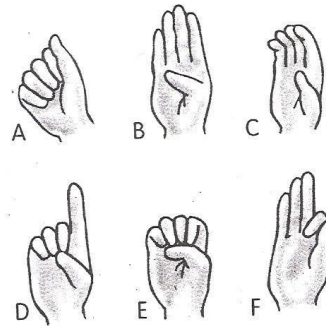




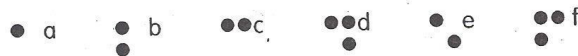
2. Let's read

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.



Braille Alphabet





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."



18. Let's say

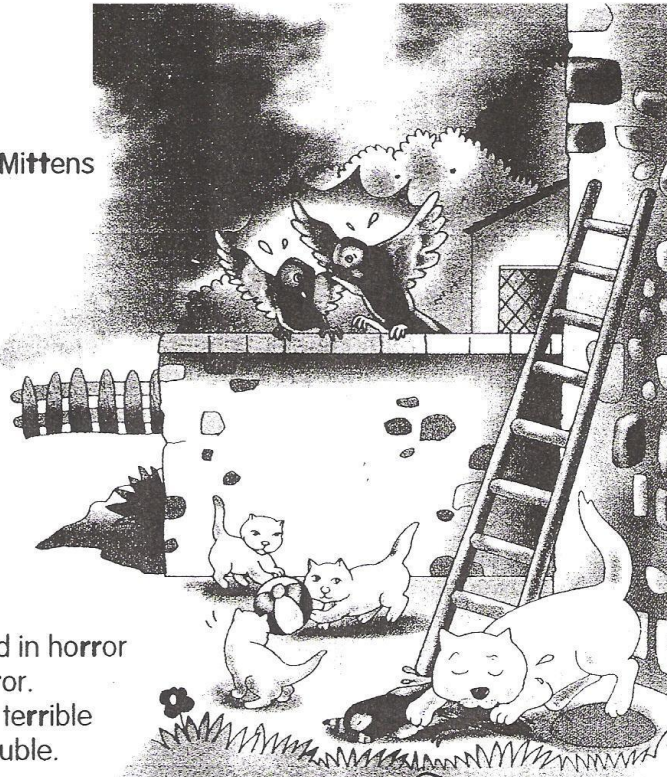
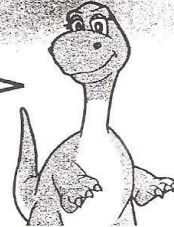
Three little kittens
called Hattie, Betty and Mittens
rolled a ball
across the hall.

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?"

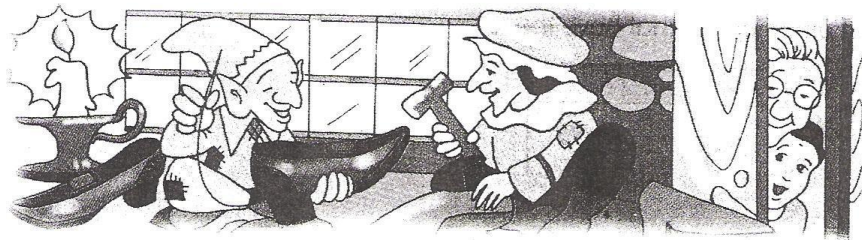
He went to bed. The next morning, he saw a beautiful pair of shoes on his work table. "How pretty they are!" he said. "Who made these for me?"

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.



SYLLABUS

APPENDIX B

English Language Year Four

Week	Theme/ Topic	Learning Outcomes	Specifications	Notes
1	World of Personal Relationship. (Personal Details)	By the end of the lesson pupils should be able to:- 1. Listen to and discriminate similar and different sounds. 2. Listen and enjoy the rhymes, rhythms and sounds in poems and songs. 3. Copy words and sentences neatly. 4. Ask and answer questions politely. 5. Acquire words recognition and word attack skills. 6. Read and understand sentences. 7. Copy correctly. 8. Complete text with missing words. 9. Spell words and take dictation. 10. Write simple sentences.	Level One 1.1 Listen to and repeat initial vowels. 1.2 Listen to and repeat initial consonants and rhymes. 2.1 Repeat initial vowels correctly. 2.2 Ask 'wh' questions to seek information. 3.1.1 Look at letters and say about the following sounds: - small letters - small vowels Read and understand phrases by matching simple phrases to pictures. 4.1.1 Copy letters of the alphabet in clear and legible writing. 4.1.2 Copy words and sentences. 4.2.1 Copy words and sentences. 4.2.2 Spell words that are given to be memorized. 4.3.1 Write a message for a purpose. Level Two 1.1 Listen to and identify different types of letter sounds. 1.2 Listen and to repeat correctly phrases and expressions. 2.1.4 Ask questions with the correct intonation. 2.2.1 Ask questions to seek information. 2.2.2 Identify letter shapes by their sounds. 3.3.2 Read and understand simple sentences. 4.1.2 Copy words, phrases and sentences with the missing words with guidance given in the form of words or pictures. 4.2.2 Apply spelling rules. 4.3.2 Write simple sentences with word and picture cues. Level Three 1.1.3 Listen to and group words according to the same sounds. 2.1.5 Chant rhymes, jazz, riddles and songs pronouncing words clearly. 3.1.3 Compare words for similar and different sounds. 3.3.3 Read and understand simple paragraphs. 4.4.3 Complete simple texts with the missing words (with a little guidance in the form of a composite picture). 4.6.3 Take dictation of paragraph given to be learnt. 4.8.3 Write simple descriptions with picture cues.	
2	World of Personal Relationship. (Greetings and	By the end of the lesson pupils should be able to:- 1. Listen to and pronounce words and phrases with correct intonation and word stress.	Level 1 1.2.1 Listen to and repeat the pronunciation of 3-syllable words. 1.3.1 Listen to key words in stories and texts heard and demonstrate understanding by pointing to pictures. 2.2.1 Ask 'wh' questions to seek information. 2.7.1 Talk about oneself to neighbours and friends.	

	<i>Social Expressions</i>	<p>2. Understand the meaning of words and phrases in context.</p> <p>3. Ask simple questions.</p> <p>4. Exchange greetings.</p> <p>5. Learn meaning of key words.</p> <p>6. Read and understand phrases in context.</p> <p>7. Write simple and compound sentences.</p>	<p>3.2.1 Recognize complete words in texts.</p> <p>3.2.2 Read and learn the meaning of 5 key words for each topic taught.</p> <p>3.3.1 Read and understand phrases by matching simple phrases to pictures.</p> <p>4.4.1 Complete missing letters in texts.</p> <p>4.5.1 Form simple sentences and questions by arranging words.</p> <p>Level 2</p> <p>1.2.1 Listen and repeat correctly phrases and expressions.</p> <p>1.2.2 Listen to all the words in the word list and demonstrate understanding of their meaning by matching them to pictures and the spoken words.</p> <p>2.2.2 Ask other forms of questions to seek information.</p> <p>2.7.2 To request for specific objects in school when carrying out a task.</p> <p>3.3.2 Read and understand simple sentences.</p> <p>4.4.2 Complete simple instructions with missing words.</p> <p>4.5.2 Form simple sentences by matching sentence parts.</p> <p>Level 3</p> <p>2.7.3 To ask for help from neighbours and friends.</p> <p>2.7.4 To respond to someone asking for help.</p> <p>3.3.3 Read and understand simple paragraphs.</p> <p>4.5.3 Construct simple sentences independently (3 to 5 words) by looking at a picture.</p>
3	<p><i>Personal Relationships (Greetings and Social Expressions)</i></p>	<p>By the end of the lesson pupils should be able to:-</p> <p>9. Listen to and pronounce words and phrases with correct intonation and word stress.</p> <p>10. Understand the meaning of words and phrases in context.</p> <p>11. Exchange greetings.</p> <p>12. Exchange greetings.</p> <p>13. Learn meaning of key words.</p> <p>14. Read and understand phrases.</p> <p>15. Fill in missing words in sentences.</p> <p>16. Write simple and compound sentences.</p>	<p>Level 1</p> <p>1.2.1 Listen to and repeat the pronunciation of 3-syllable words.</p> <p>1.2.2 Listen to key words in stories and texts heard and demonstrate understanding by pointing to pictures.</p> <p>2.2.3 Ask 'why' questions to seek information.</p> <p>2.7.5 Talk about oneself to neighbours and friends.</p> <p>3.2.3 Recognize complete words in texts.</p> <p>3.2.4 Read and learn the meaning of 5 key words for each topic taught.</p> <p>3.3.3 Read and understand phrases by matching simple phrases to pictures.</p> <p>4.4.1 Complete missing letters and words in texts.</p> <p>4.5.4 Form simple sentences and questions by arranging words.</p> <p>Level 2</p> <p>1.2.4 Listen and repeat correctly phrases and expressions.</p> <p>1.3.4 Listen to all the words in the word list and demonstrate understanding of their meaning by matching them to pictures and the spoken words.</p> <p>2.2.4 Ask other forms of questions to seek information.</p> <p>2.7.6 To request for specific objects in school when carrying out a task.</p> <p>3.3.4 Read and understand simple sentences.</p> <p>4.4.3 Complete simple instructions with missing words.</p> <p>4.5.5 Form simple sentences by matching sentence parts.</p> <p>Level 3</p> <p>2.7.7 To ask for help from neighbours and friends.</p> <p>2.7.8 To respond to someone asking for help.</p> <p>3.3.4 Read and understand simple paragraphs.</p> <p>4.5.6 Construct simple sentences independently (3 to 5 words) by looking at a picture.</p>
4	<i>World of</i>	By the end of the lesson pupils should be	Level 1

Personal Relationship (Telephone Calls)	able to:-	<ol style="list-style-type: none"> 1 Listen to and discriminate similar and different sounds 2 Obtain information from text listened 3 Pronounce words correctly. 4 Ask questions politely 5 Make and receive telephone calls. 6 Acquire and recognize words. 7 Read aloud fluently with correct intonation and stress. 8 Complete texts with missing words 9 Write simple messages. 	<ol style="list-style-type: none"> 1.1.1 Listen and repeat final consonants 1.5.2 Listen to simple telephone conversations and understand messages 2.1.1 Repeat sounds in words correctly - final consonants 2.2.1 Ask 'wh' questions to seek information. 2.7.1 Talk about oneself to neighbours and friends 3.1.1 Look at letters and say aloud the following sounds - final consonants. 3.4.1 Read aloud words and phrases pronouncing them correctly 4.4.1 Complete missing letters in texts 4.8.1 Write a message for purpose. <p>Level 2</p> <ol style="list-style-type: none"> 1.1.2 Listen to identify different types of letter sounds. 1.5.2 Listen to simple texts and recall details by answering 'wh' questions 1.5.3 Listen to simple texts and tell what the text is about. 2.1.3 Say aloud phrases, expressions and exclamations with the correct stress and intonation. 2.2.2 Ask other forms of questions to seek information. 2.7.2 To request for specific objects in school when carrying out a task. 3.1.2 Identify letter shapes by their sounds. 3.1.3 Read aloud words with the letters listed in 3.1.1. 3.4.2 Read aloud sentences in simple texts observing correct stress and intonation. 4.4.2 Complete simple telephone conversations with missing words. <p>Level 3</p> <ol style="list-style-type: none"> 1.1.3 Listen to and group words according to the same sounds. 1.5.4 Listen to simple recounts of what one did and tell the sequence of events. 2.2.3 Ask questions to seek clarifications on how to make things, on places, directions and amounts and quantities 2.7.3 To ask for help from neighbours and friends 2.7.4 To respond to someone asking for help 3.1.4 Compare words with similar and different sounds 3.4.3 Read aloud telephone conversations clearly and expressively. 4.4.3 Complete simple messages with missing word (s)
World of Personal Relationship (Telephone Calls)	By the end of the lesson pupils should be able to:-	<ol style="list-style-type: none"> 10 Listen to and discriminate similar and different sounds 11 Obtain information from text listened 12 Pronounce words correctly. 13 Ask questions politely 14 Make and receive telephone calls 15 Acquire and recognize words. 16 Read aloud fluently with correct intonation and stress. 17 Complete texts with missing words 18 Write simple messages. 	<p>Level 1</p> <ol style="list-style-type: none"> 1.1.1 Listen and repeat final consonants 1.5.3 Listen to simple telephone conversations and understand messages 2.1.2 Repeat sounds in words correctly - final consonants 2.2.4 Ask 'wh' questions to seek information 2.7.5 Talk about oneself to neighbours and friends 3.1.5 Look at letters and say aloud the following sounds - final consonants. 3.4.4 Read aloud words and phrases pronouncing them correctly 4.4.4 Complete missing letters in texts. 4.8.2 Write a message for purpose. <p>Level 2</p> <ol style="list-style-type: none"> 1.1.4 Listen to identify different types of letter sounds. 1.5.5 Listen to simple texts and recall details by answering 'wh' questions. 1.5.6 Listen to simple texts and tell what the text is about. 2.1.4 Say about phrases, expressions and exclamations with the correct stress and intonation

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?

Lang 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 from 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.

Pg 111

TEST 5

Poem

Read the text on page 111 and answer the questions that follow:

1. How many kittens were there?”

There were three kittens.

2. Name them.

Hattie, Betty and Mittens

3. Who were the kittens happy to see?

They were happy to see their Daddy.

4. Where was Daddy eating his supper?

He was eating his supper at the staircase.

5. What was Daddy’s supper?

Daddy’s supper was a parrot.

6. How did the parrots feel?

The parrots were filled with terror.

7. How do you feel about this poem?

Accept any suitable answer.

Pg 112

TEST 6

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 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.

Story books	(0)	(I)	(2)	(3)	(4)	(5)	(more)
Magazines	(0)	(I)	(2)	(3)	(4)	(5)	(more)
Text books	(0)	(I)	(2)	(3)	(4)	(5)	(more)
Work books	(0)	(I)	(2)	(3)	(4)	(5)	(more)
Newspapers	(0)	(I)	(2)	(3)	(4)	(5)	(more)
E- Books	(0)	(I)	(2)	(3)	(4)	(5)	(more)
Others.....	(0)	(I)	(2)	(3)	(4)	(5)	(more)

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 ☐

Indian ☐

Sabahan ☐

Others.....☐

15. Who are your friends? You may tick more than one.

Malays ☐

Chinese ☐

Indians ☐

Sabahans ☐

Other(please specify) ☐

16. What languages do you speak to your friends?

English ☐

Malay ☐

Chinese ☐

Indian ☐

Sabahan ☐

Other (please specify) ... ☐

17. How many hours of extra English 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 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.

