

(APPENDIX 3.0)

Teacher Checklist

APPENDIX (3.0)

CHECKLIST: INFORMATION REGARDING TEACHER'S BACKGROUND

1. Name: _____
2. Age: _____ Sex: _____
3. School: _____
4. Subjects taught in school: _____
5. Academic Qualifications: _____

Courses, workshops or In-house-training attended related to Literature Programme
in Primary School

Course Title	Year	Duration	Conducted by

6. Professional Qualifications: _____

7. Years of Teaching Experience: _____
8. Years of Teaching English Language: _____
9. Number of years teaching Literature in ESL reading classes: _____

Signature: _____

Date: _____

(APPENDIX 3.1)

Pre-Reading Questionnaire

APPENDIX (3.1)

Pre-Reading Questionnaire : Students' perception towards reading storybooks in the ESL classes.

Below are a list of statements about the storybooks which you have read during your English reading lessons. There are no right or wrong answers for the statements.

Please **circle** only **one answer** that applies to you for each statement whether you:

- 5 Strongly agree
- 4 Agree
- 3 Not sure
- 2 Disagree
- 1 Strongly disagree

Please take your time and try to be as honest as possible.
Thank you for your participation.

1. I like reading English storybooks	1	2	3	4	5
2. I enjoy reading English storybooks in the class	1	2	3	4	5
3. I find the English storybooks read in the class easy to read	1	2	3	4	5
4. I like sharing and reading a storybook with my classmates in class	1	2	3	4	5
5. I enjoy the activities based on a storybook I read in the class	1	2	3	4	5
6. I understand the story I read in English better in the class	1	2	3	4	5
7. I have the ability to tell the story I read on my own	1	2	3	4	5
8. I would like to read more than two English storybooks in class a year	1	2	3	4	5
9. I read at least one English storybook in a month on my own	1	2	3	4	5
10. I borrow one English book a month from the the school library	1	2	3	4	5

(APPENDIX 3.2)

Pretest

APPENDIX (3.2)

Pretest : Reading of a Literary Text

Name: _____

Year: _____

Date: _____

School: _____

Read and complete all section from A to L.

A Complete the following details about the book.

1. Title of the story book: _____
2. Retold by _____
3. The story took place in _____
4. There are _____ characters in the story.
5. The main character is _____ who is the farmer's daughter.

B. Read and complete the sentences by choosing the character given below.

servants

Czar

Katya

farmer

1. The _____ travelled in a coach and lived in a palace.
2. _____, a good baker, a good worker and a good singer.
3. The _____ bowed low to the Czar and gave the Czar, bread to eat.
4. The _____ brought the cart to take the chest of clothes.

C. Underline the correct word in the brackets for each sentence.

1. 'This is the (**big**, **best**, **bad**) bread I have ever tasted,' said the Czar.
2. 'I'm sowing (**baked**, **best**, **boiled**) beans, your Majesty,' said Katya.
3. Katya began to sing (**softly**, **strongly**, **sadly**) before the Czar fell asleep in his chair.
4. The cushion was very soft, the Czar (**cleaned**, **can**, **closed**) his eyes and fell asleep.

D. Match the phrases in Box (A) with phrases in Box (B) by numbering the empty brackets according to the sequence of the story .

(A)	(B)
1. The Czar of Russia was out ...	() that his daughter was the cleverest person in Russia.
2. Then the Czar asked the farmer...	() Katya was very clever and wanted her to marry him.
3. The farmer boasted to the Czar...	() a twig and a cup to find out if Katya was cleverer than he.
4. On the way to the farmer's...	(4) house, the Czar saw Katya singing and throwing beans.
5. The Czar gave eggs, wool,...	(2) who made the bread, the best he had tasted.
6. The Czar got to know that.....	() in his coach when he saw a farmer eating some bread.

E. The three characters in the story are given below. Put a tick (/) for only one word that explains each character in the box provided

Katya	Czar	Farmer
<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;">↓</div> <div style="border: 1px solid black; padding: 5px; width: 100%;"> worried () cruel () clever () </div> </div>	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;">↓</div> <div style="border: 1px solid black; padding: 5px; width: 100%;"> humble () afraid () poor () </div> </div>	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;">↓</div> <div style="border: 1px solid black; padding: 5px; width: 100%;"> brave () boastful () rich () </div> </div>

F Underline the correct word in the bracket for each sentence given below.

1. The Czar stopped the coach when he saw a (**girl, servant, farmer**) eating some bread.
2. 'We're poor, too poor to buy a (**curtain, spinning wheel, dam**) said Katya to the Czar.
3. 'If your Katya is so clever, see if she can hatch these (**beans, eggs, wool**) into chickens,
said the Czar to the farmer.
4. When Katya began to sing softly, the Czar fell asleep in his (**chair, bed, chest**).
5. 'Will you let me take the thing I (love, promise, marry) in the palace, if you ever send
me back home?' asked Katya to the Czar.

G Fill in the blanks with the most suitable phrase.

woke up

dam up

sat up

1. The Czar knew he couldn't _____ all the rivers.
2. The Czar _____ from the chest and saw Katya sitting in front of him.
3. The Czar _____ and came to know that Katya and the farmer had kidnapped him.

H. Read the conversation between the farmer and the Czar below, then underline the correct word in each bracket.

Farmer: 'Oh, she's a wonderful girl,' said the farmer.

Czar: 'Is she (**clever, cleverer, cleverest**) too?

Farmer: 'She's the (**clever, cleverer, cleverest**) person in
Russia.'

Czar: 'What? (**Clever, Cleverer, Cleverest**) than me?'

Farmer: 'Your Majesty. I'm sorry, I didn't mean that.'

I. Underline the correct word within the brackets for each sentence given below.

1. The basket of eggs which the Czar gave to the farmer were (**soft, hard**) boiled.
2. The Czar saw a girl throwing some beans (**into, onto**) the ground.
3. The cup that Katya gave back to the Czar was (**empty, full**).
4. The farmer looked (**happy, frightened**) when he saw the Czar fast asleep in the chest.
5. The Czar considered Katya a (**clever, silly**) girl and asked her to marry him.

J. The word 'out' is missing in every sentence below. Use the symbol ^ to show where the word 'out' should appear in each sentence given below.

1. The Czar got of the coach and asked the farmer for some bread.
2. The Czar wanted Katya to make curtains of the handful of wool he gave her.
3. The Czar wanted Katya to make a spinning wheel of the twig he gave Katya.
4. The Czar laughed and jumped of the chest and hugged Katya.

K. Underline a correct word within the brackets to complete the paragraph .

The Czar laughed. 'How can boiled beans grow, you silly girl?' he (**ask, asked, asking**). 'They can grow just as quickly as hard (**boil, boiled, boiling**) eggs can hatch out,' (**reply, replied, replying**) Katya. The Czar (**laugh, laughed, laughing**) again. 'That's a clever reply,' he said. 'I (**think, thought, thinking**) I could trick you but you were too clever for me.'

L Choose and write the correct word in the blank from the words given below.

off in into onto on

Katya gave the servants a big chest and told them to put it _____ the cart. 'My clothes are _____ there,' she said. 'Your clothes are very heavy,' said the servants, but they heaved the chest _____ the cart. When they reached Katya's home, the servants heaved the big chest _____ the cart and took it _____ the house.

(APPENDIX 3.3)

While-Reading Questionnaire



APPENDIX (3.3)

While-Reading Questionnaire

Please circle only one choice for each statement below.

5= Always	4= most of the time	3= sometimes	2= hardly	1= never
1. I speak English at home			5	4 3 2 1
2. I speak English in school with my friends in the class			5	4 3 2 1
3. I speak English in class with my friends during English lessons			5	4 3 2 1
4. I speak English in school outside my class			5	4 3 2 1
5. I read English storybooks			5	4 3 2 1
6. I can easily understand an English storybook read on my own			5	4 3 2 1
7. I think I understand an English storybook read in class with a teacher better than on my own			5	4 3 2 1
8. I think by reading English storybooks, will improve my English			5	4 3 2 1
9. I have done activities based on English storybooks read in class, in the past			5	4 3 2 1
10. I found the activities based on English storybooks in class done in the past, interesting			5	4 3 2 1
11. I found the activities based on English storybooks read in class in the past enjoyable			5	4 3 2 1
12. I like to be involved with my classmates in activities based on the content of an English storybook that I have read in class			5	4 3 2 1

(APPENDIX 3.4- (Lesson1 to 5))

CBI- Lesson & Activities with Teacher's Guide

CBI 1

Teacher's guide:

Lesson Objective: By the end of this lesson students should be able to gather information based on the book 'Clever Katya' by answering 20 questions.

Activity/Step

1. Students sit in groups of four. Two books ('Clever Katya') are given to each group.
2. Each group is given a blank paper and each student is given an instruction sheet which consist 20 questions.
3. Students are to read and answer as group activity within the time given.
4. Groups are to give the answers to each questions orally
5. Peer correction is allowed and teacher gives answers only when necessary.
6. Groups are to check their scores with correct answers and identify the group with the most correct answers.

Activity CBI 1

Instructions: In groups read the questions listed below and give the correct answers.

All groups will be given a specific time to complete this task. Write down answers on the blank paper given to the group.

1. What is the title of the story?
2. From which country does the story originate?
3. Who retold the story and who illustrated the story?
4. When and where was this book published?
5. What is the name of the company that published this book?
6. Apart from the front and back covers of the book, how many printed pages are based solely on the story?
7. What type of a tale is this story?
8. How many characters are there in this story?
9. Who is the main character and what is his or her name?
10. Which character is similar to a king or an emperor?
11. Which character or characters work in the palace?
12. Which character is always worried and afraid?
13. Which character is always solving problems?
14. Which character is always trying to outwit another?
15. What is the beginning sentence in the story?
16. When do you think the climax of the story starts?
17. Why do you think the Czar wanted to test the farmer's daughter?
18. What happened after he came to know that she was clever?
19. What is the last sentence in the story?
20. Does this story end with a happy or sad ending?

CBI 2

Teacher's guide:

Lesson Objective: By the end of this lesson students should be able to

- i) sequence the pictures given from the pages of the storybook according to the plot.
- ii) complete the missing words in the sentences given in the form of a story line (plot) mapping.

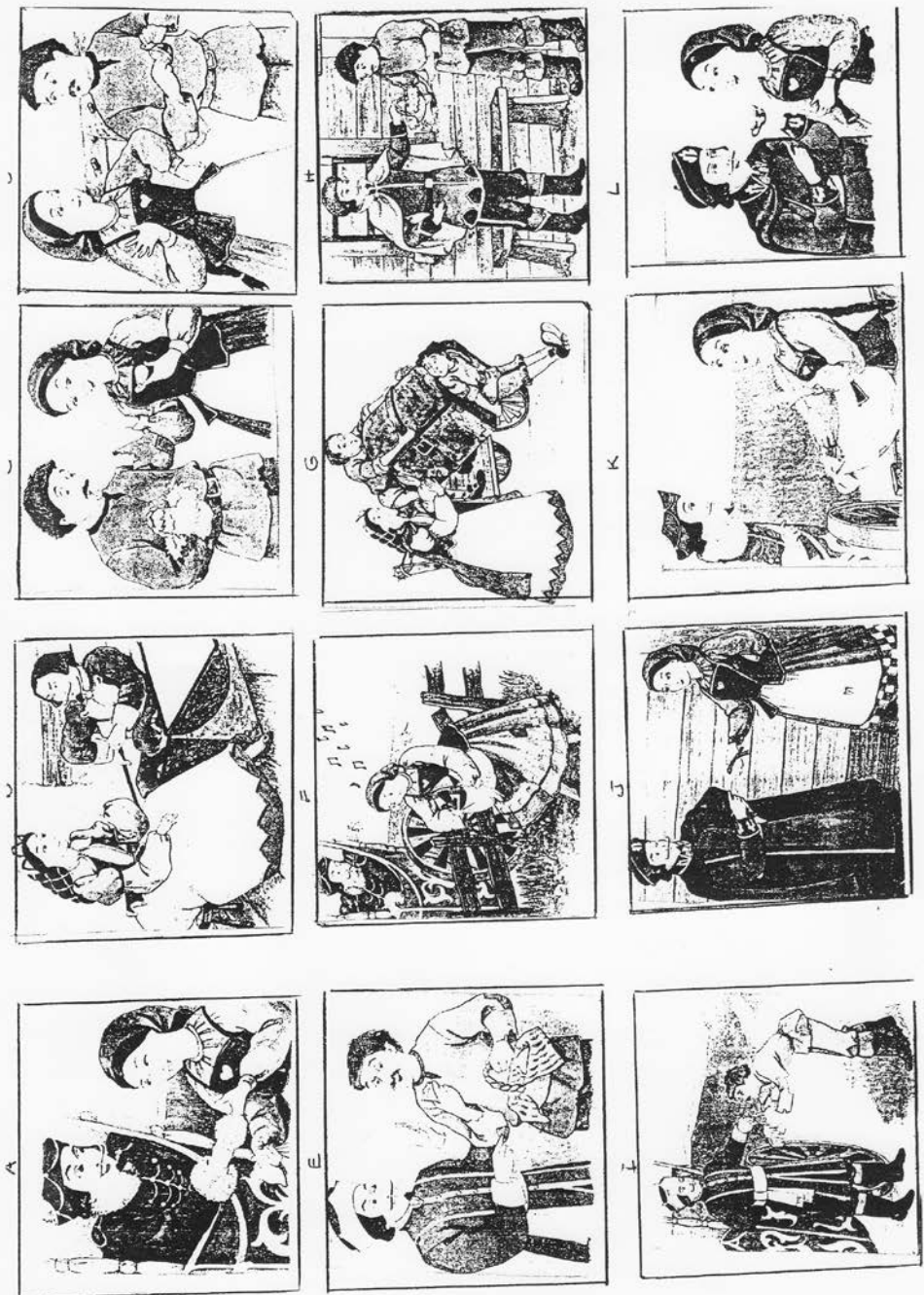
Activity/Step

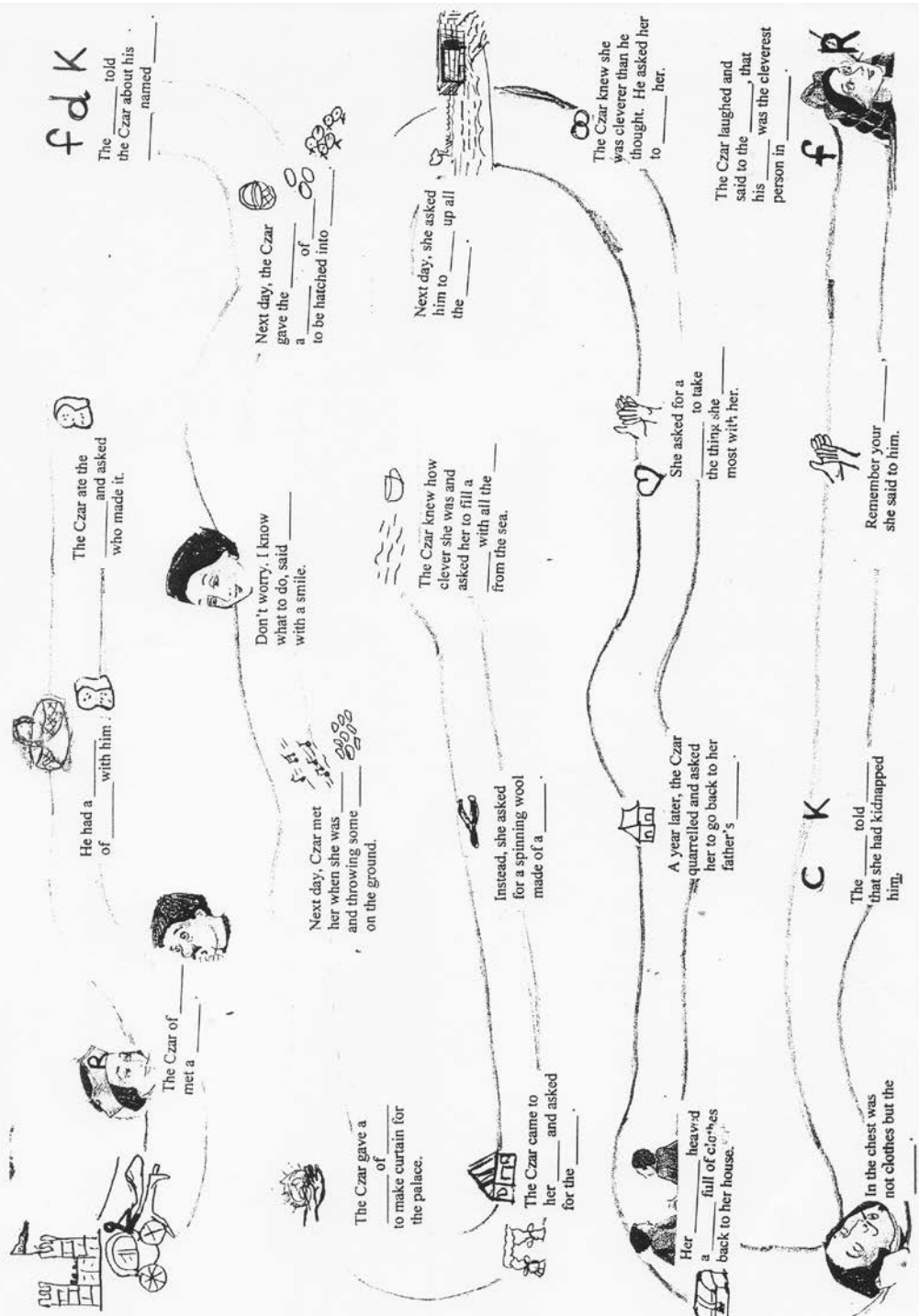
CBI - Tasks 2A- Pair work.

1. Students are to get into pairs.
2. Storybooks will not be provided but they will be given a worksheet with a set of pictures labelled from A to L.
3. Pairs are given 10 minutes to sequence the pictures by numbering the pictures according to the story.
4. All pairs are to exchange worksheets and are to correct by saying aloud the labelled pictures loudly as the teacher asks which picture comes first, till last.

CBI - Task 2B – Pair work

1. Students are given a story line mapping of the story read.
2. Students are to fill in the blanks by relating the missing words to the pictures provided as guidance. Students are to complete the story line in pairs and exchange the completed story line with another pair.
3. Students are to read aloud the story line to the teacher as a whole class. While reading, students will correct errors with their own peers.





f d k

The _____ told the Czar about his _____ named _____.

Next day, the Czar gave the _____ a _____ of _____ to be hatched into _____.

Next day, she asked him to _____ up all the _____.

The Czar knew she was cleverer than he thought. He asked her to _____ her.

The Czar laughed and said to the _____ that his _____ was the cleverest person in _____.

f



Remember your _____, she said to him.

C K

The _____ told _____ that she had kidnapped him.

The _____ in the chest was not clothes but the _____.

CBI 3

Teacher's guide

Lesson Objective: By the end of this lesson students will be able to

- i) rearrange jumbled sentences in the correct order according to the sequence of the story.
- ii) identify collective nouns in the story and beyond the story.

Language Skills: Reading

Literary Skills: Sequencing

Activity/Steps

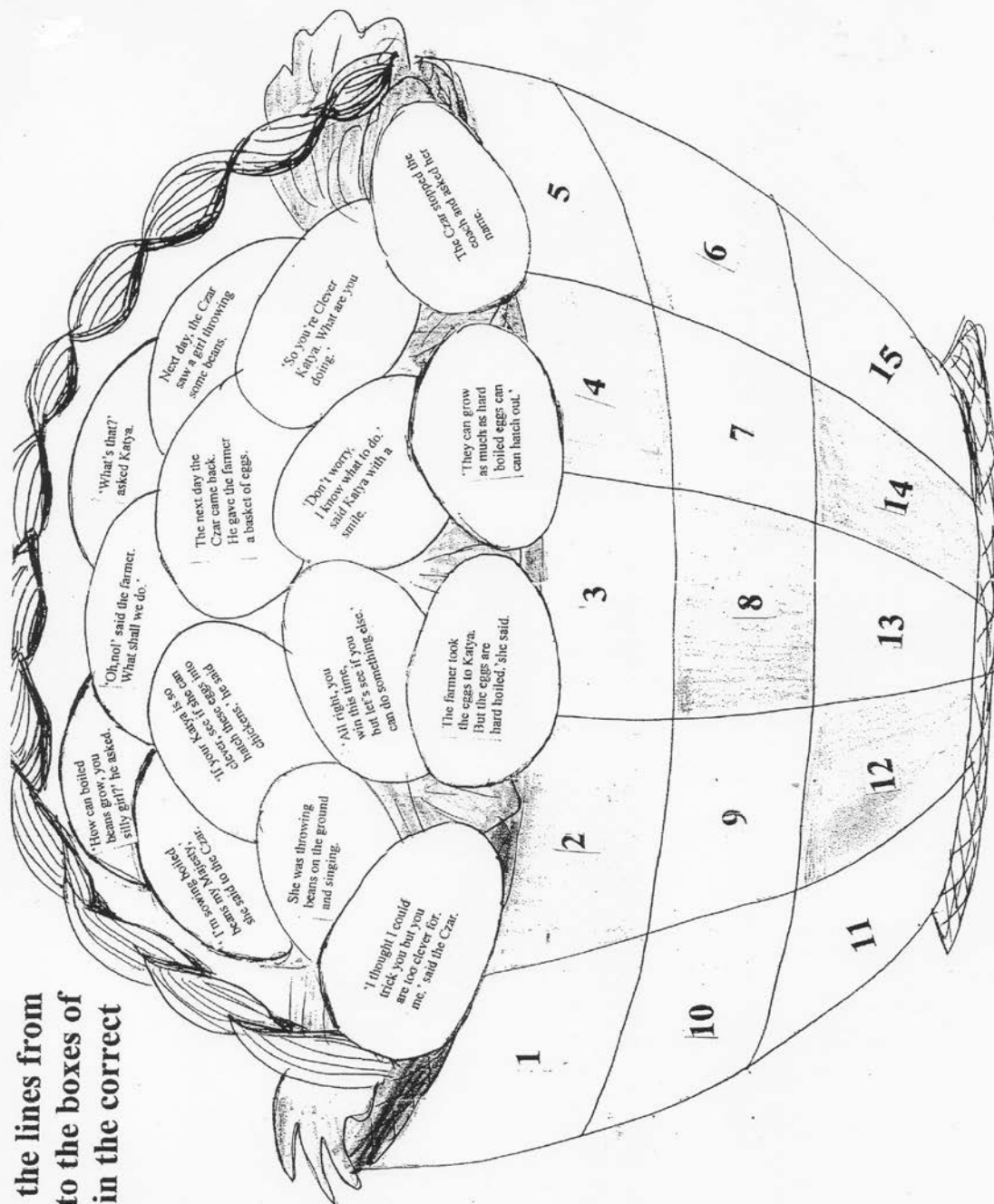
A Content-based instruction Task 3A- Pair work

1. Students get into pairs, Each pair is given a task sheets.
2. They are to read the jumbled sentences and choose them according to the sequence of the story, pages 6 to 11 Time is allocated. (5 minutes)
- 3 Teacher informs the page where the story line starts by giving the first clue. (Pg 6).
4. Each group is to read and number the jumbled sentences to finish the task in their own group by using the story book.
5. Once finished they are to say 'Bingo'. When all group finishes, they have to exchange their tasks sheet with other group members.
6. Teacher will guide groups by asking for the correct sequence of story line (Pg 6-11)
7. Groups may take turns to read aloud.
















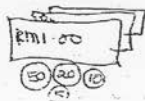
B Content-based instruction- Tasks 3B - Whole Class

1. Students are given task sheet which are to be shared with another peer.
2. Teacher gives the first clue by inviting students to identify a collective noun through the pictures, in the form of a cross picture game. (Whole class activity)
3. Students are to identify the pictures and to cross out a pair of pictures once they detect the collective nouns found in the story, e.g., a handful of wool and beyond.
4. Students need to detect more collective nouns from the pictures in the task sheet and say read aloud in the form of collective nouns. Teacher guides along,encouraging peer correction. Text is used to identify the pages from where the collective nouns occur.

**Rearrange the lines from
the eggs into the boxes of
the basket in the correct
order**



Game: Cross A Boxful Of Boxes

a	oo	oo	wool
			
			
			 water
	 noodle		 RM1.00 50 20 10
scores	of	scores	

CBI 4

Teacher's guide::

Lesson Objectives: By the end of this lesson students will be able to

- i) identify missing words from certain pages of the story.
- ii) identify words that occur frequently throughout the story.

Activity/Steps

A Content-based instruction – Task 4A- Pair work

1. Students are given a task sheet with several pages of the book.
2. There will be some words missing in between the sentences in the pages provided.
3. Students are to fill in the blanks in pairs and read aloud to the teacher.
4. Peer correction is encouraged. If students were to struggle to identify words, then they are to be given books to identify and write the correct words.

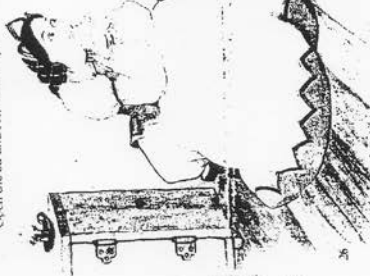
B Content-based instruction- Task 4B - Whole class

1. Students are asked to share the story book and teacher gives instructions.
2. Students are to identify and detect the pages, where the:
 - i) identify a simile in the story. (as quickly as hard boiled eggs, Pg 11)
 - ii) word '**out**' occurs throughout the story
(got out Pg 1, hatch out Pg 7, make curtains out of this Pg 12, spinning wheel out of this twig Pg 15, jumped out Pg 32,)
 - iii) two words that come in alliteration – closely related/starting with same letter or sound.
(best bread Pg 3, boiled beans Pg11, after all Pg 18, so strong Pg 4, laughed louder Pg20, sing softly pg 23)

Next day the Carr was on his way back to his house when he saw a girl singing on the ground. She was singing very, very, 'twas the song.



They heaved the big chest, the cart and took it to the house. 'It's very heavy,' said Karyu's father. 'What's in it?' 'Open the lid and see,' said Karyu.



The Carr opened the lid of the chest. There lay the Carr, fast asleep. 'That have you done!' asked the farmer. He looked frightened.



The Carr replied the 'What is your name?' he asked the girl. 'Karyu,' she replied. 'So you're Clever Karyu,' said the Carr. 'What are you doing?' 'I'm sewing,' beams, your Majesty,' said Karyu, and she went on with her song.



The servants took Karyu home. 'It's good to see you, Karyu,' said her father, but he looked worried. 'Why are you back? Did you go with the Carr?' 'Yes,' said Karyu. 'But don't worry, I won't be back for long.'



The Carr came back, Karyu gave to the chest and told them to put it in the house. 'Where?' she said. 'The chest is very heavy,' said the servants, heaved the chest to the cart.

The Carr came up and looked around. He saw Karyu's father. 'You're the girl!' he said to Karyu. 'He's done you kidnapping the Carr of Russia!'



CBI 5

Teacher's guide:

Lesson Objective: By end of this lesson students should be able to:

- i) scan and identify words with same mid -diphthongs or same word - endings throughout the story.
- ii) read and identify sentences spoken by three characters in the story.
- iii) read and tell the story in groups via spontaneous choral speaking.

Activity/Steps

Content-based instruction – Task 5A- Group work

1. Students are to sit into groups of four. Two students are given the story book.
2. They are to search for the words that are given on the task sheet in the form of a puzzle in a limited time.
3. Once students solve the puzzle, then exchange their task sheet with another group to check the words completed in the puzzle. Teacher guides along with instructions.

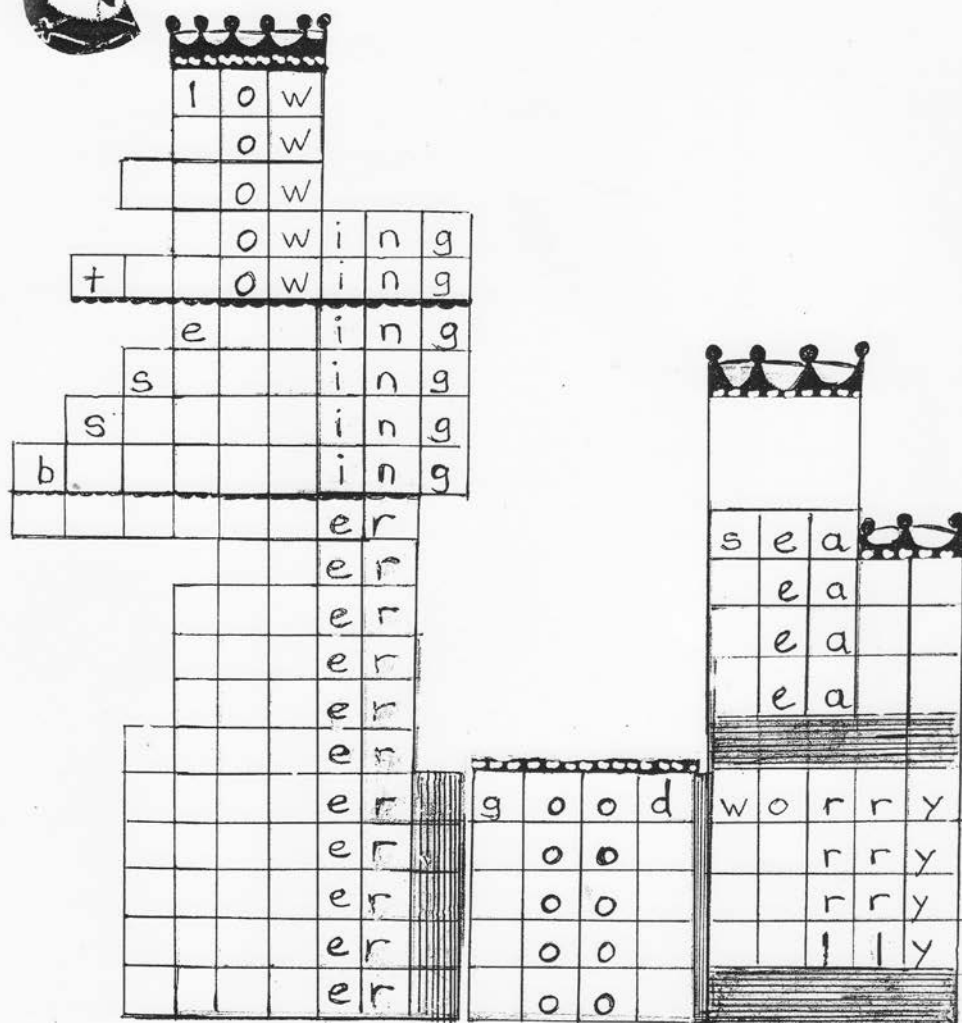
Content-based instruction – Task 5B- Group work

1. Class is divided into 3 groups. Each group will take a character role.
2. Students are instructed to only read aloud the sentences that have been uttered by the characters they are portraying. Peer correction via group response is encouraged where have to say, 'He or she didn't say so'. Then the group who is reading must try to correct the mistake, identified by the two groups.

Content-based instruction - Task 5C – Pair and Group work

1. Students in pairs are given a task sheet and they are to identify four sentences given in the first task to identify according to the correct sequence of the story.
2. Each group is then given four sentences to be identified in the correct sequence.
3. Once the sequence have been identified each group must read out in spontaneous story telling in the form of choral speaking.

Czar's palace puzzle.



Who said so?

Read and match the lines given in the box with the characters from *Clever Katya*.
Who do you think said so?

CZAR

KATYA'S FATHER/FARMER

KATYA

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Don't worry, I know what to do.	'Oh no! What shall we do.	You think your're so clever.
I'll think of something.	But that's impossible.	Majesty, it's like this. You wicked girl.
There's one more thing I want you to do.	Don't you remember your promise?	
What promise?	Why are you back?	Oh! she's a wonderful girl.

Spontaneous Story.

Clever Katya



Group 1

- A. The Czar gave Katya a handful of..
- B. The Czar gave Katya a basket of ..
- C. The Czar gave Katya a promise ..
- D. The Czar gave Katya a cup..



Group 2

- A. that she can take the thing she loved best in the palace.
- B. wool to make curtain for the palace.
- C. boiled eggs, so that she can hatch them into chickens.
- D. to fill it up with all the water from the sea.

Group 3

- A. Instead, she asked for a spinning wheel out of a little twig.
- B. Instead, she asked the Czar to first dam up all the rivers first.
- C. Instead, of a thing she took the Czar, she loved most in a chest.
- D. Instead, she sowed boiled beans to grow.

Group 4

- A. How can boiled beans grow, you silly girl?
- B. How dare you kidnap the Czar of Russia!
- C. How can I make a spinning wheel out of a little twig?
- D. How can I dam up all the rivers?

Group 5

- A. You, couldn't that is why I left the cup empty, said Katya.
- B. I know you couldn't make a spinning wheel out of a little twig.
- C. As quickly as hard boiled eggs can hatch, replied Katya.
- D. You promised that I can take the thing I loved best in the palace, and that's you.

Group 6

- A. You're right. You're the cleverest person in Russia.
- B. I thought I could trick you but you're too clever for me.
- C. You're a very clever girl. Will you marry me?
- D. You, win again.

(APPENDIX 3.5)

Post-Reading Questionnaire

APPENDIX (3.5)

Post Reading Questionnaire

Please circle only one choice for each statement based on the five lessons you have done in your reading class using 'Clever Katya'

5= Strongly agree 4= agree 3= not sure 2= disagree 1= strongly disagree

- | | |
|-------------------------------------------------------------------------------------------------------------------|-------------------|
| 1. Activity in Lesson 1 encouraged me to gather information from the content of the story book | 5 4 3 2 1 |
| 2. Activity 2(A) in Lesson 2 encouraged me to know better the sequence of the story through jumbled pictures | 5 4 3 2 1 |
| 3. Activity 2(B) in Lesson 2 encouraged me to detect the missing words through picture clues and story mapping | 5 4 3 2 1 |
| 4. Activity 3(A) in Lesson 3 encouraged me to rearrange jumbled sentences in correct sequence | 5 4 3 2 1 |
| 5. Activity 3(B) in Lesson 3 encouraged me to match words to form phrases through a pictorial language game | 5 4 3 2 1 |
| 6. Activity 4(A) in Lesson 4 encouraged me to identify missing words in selected pages from the story book | 5 4 3 2 1 |
| 7. Activity 4(B) in Lesson 4 encouraged me to scan the pages to identify words that occur frequently in the story | 5 4 3 2 1 |
| 8. Activity 5(A) in Lesson 5 encouraged me to solve a word puzzle | 5 4 3 2 1 |

9. Activity 5(B) in Lesson 5 encouraged me to match given sentences with three different characters in the story	5	4	3	2	1
10. Activity 5(C) encouraged me to rearrange sentences in order to be involved in spontaneous storytelling	5	4	3	2	1
11. In general instructions of all 10 activities were easy to follow	5	4	3	2	1
12. In general all 10 activities were interesting to follow	5	4	3	2	1
13. In general the level of all ten activities were appropriate for me	5	4	3	2	1
14. In general all 10 activities encouraged me to listen	5	4	3	2	1
15. In general all 10 activities encouraged me to speak	5	4	3	2	1
16. In general all 10 activities encouraged me to read	5	4	3	2	1
17. In general all ten activities encouraged me to write	5	4	3	2	1
18. In general all ten activities helped me to understand the story better	5	4	3	2	1
19. In general I think all ten activities encouraged me to learn English	5	4	3	2	1
20. In general I liked all ten activities done in class	5	4	3	2	1

(APPENDIX 3.6)

Posttest

APPENDIX (3.6)

Posttest: Reading of a Literary Text

Name: _____

Date: _____

School: _____

Class: _____

This test consist of section A; to K. Read the instructions for each section and complete accordingly.

Section: A

Choose and underline the correct information regarding the book you have read in the paragraph given below.

The title of the book I have read is 'Clever Katya' which was published in the year (1997, 1998, 1999). It is a story from a country called Russia but the story was publishd in (New York, Oxford, America). The story is a (fairy, modern, traditional) Russian tale which was illustrated by (Julia Donaldson, Jane Kochnewitz, Easterhouse) and the story consist of (thirty, thirty one, thirty two) printed pages.

Section B

Read the question and circle the correct letter from the choice of answers given

1. Which sentence begins the story?

- A- The Czar of Russia was out in his coach when he saw a farmer eating some bread.
- B- The Czar of Russia was out in his coach when he saw a girl sowing some beans.
- C- The Czar of Russia was out in his coach when he saw a farmer with his daughter.

2. When does the climax of the story starts?

- A- When the Czar asks Katya to go back home.
- B- When the Czar asks Katya to marry him.
- C- When the Czar came to know he was kidnapped

3. What did the Czar come to know as soon as he woke up from the chest?

- A- he was in his chair sleeping.
- B- Katya was clever.
- C- he had been kidnapped

4. What happened when the Czar came to know that Katya was too clever after he tested her for the third time?

- A- tested her further.
- B- married her
- C- asked her to go back home to her father.

5. Which is the last sentence in the story?

- A- 'You are right,' he said to the farmer.
- B- He jumped out of the chest and hugged Katya.
- C- 'Your daughter is the cleverest person in Russia, and I'll never send her away again'

Section: C

For each sentence given below, choose and circle only one character in the bracket.

1. 'Your clothes are very heavy,' said (Katya, the Czar, the farmer, the servants).
2. 'Oh, she is a wonderful girl,' said (Katya, the Czar, the farmer, the servants).
3. 'We are too poor to buy a spinning wheel' said (Katya, the Czar, the farmer, the servants)
4. 'I thought I could trick you but you are too clever for me.' said (Katya, the Czar, the farmer, the servants).
5. 'Why are you back, did you quarrel with the Czar?' asked (Katya, the Czar, the farmer, the servants).

Section D

Match the phrases in Box A with phrases in Box B by writing down the correct number in each given bracket.

- | A | B |
|-----------------------------------------|---------------------------------------------------------------|
| 1. The Czar gave Katya a handful of. | () that she can take the thing she loved best in the palace. |
| 2. The Czar gave Katya a basket of .l.. | () that she was a wicked girl. |
| 3. The Czar gave Katya a promise.... | (2) boiled eggs, so that she can hatch them into chickens. |
| 4. The Czar gave Katya a cup.... | () to fill it up with all the water from the sea. |
| 5. The Czar sat up and told Katya | () wool to make curtain for the palace. |

Section E

Select and tick (/) **TWO words** that explains each character in the bracket given.



wicked ()
clever ()
poor ()



proud ()
humble ()
rich ()



brave ()
frightened ()
worried ()

Section F

Fill in the blanks with the words given in the box below.

around out back up

1. He got _____ of the coach and asked the farmer for some bread.
2. Just then the Czar woke _____ and saw Katya.
3. 'I thought I told you to go _____ to your father's house,' he said.
4. 'I did,' replied Katya. The Czar sat up and looked _____

Section G

Underline the correct word to complete each sentence given below.

1. Katya (**smile, smiled, smiling**) and gave the Czar a little twig
2. He called the servants and (**tell, told, telling**) them to get a cart ready to take Katya home.
3. The Czar jumped out of the chest and (**hug, hugged, hugging**) Katya.
4. Katya (**marry, married, marrying**) the Czar and lived happily for a year.
5. The farmer (**bow, bowed, bowing**) low and gave the Czar the bread to eat.

Section H

Read and circle only ONE word in each bracket given below.

Czar: You think (**you, you're**) so clever. Well, (**you, you 're**) can go back to your father's house.

Katya: Don't you remember (**you, your**) promise?

Czar: What promise?

Katya: (**You, your**) promised that I can keep that best thing I loved in the palace.
'Well, that's (**you, your**)!'

Section I

Read the sentences given below then insert (of) using the symbol (^) where it should appear in the sentence.

1. The Czar gave the farmer a basket eggs .
 2. 'And is she a good baker,' said the Czar with his mouth full bread.
 3. The Czar gave Katya a handful wool.
 4. He asked Katya to make a spinning wheel out a twig.
 5. The servants heaved a chest full clothes onto the cart.
-

Section J

Underline the correct word for each sentence.

1. 'This is the (**good, better best**) bread I have tasted, sad the Czar.'
 2. 'If your Katya is so (**clever, cleverer, cleverest**), see if she can hatch these eggs.
 3. The Czar laughed (**loud, louder, loudest**) than ever when he knew she couldn't dam up all the rivers.
-

Section K

Choose and 'How' or 'What' for the each question given below.

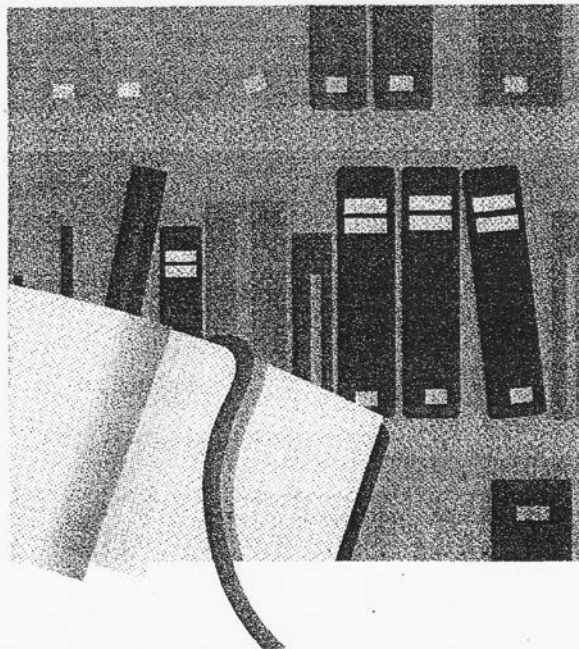
1. ' _____ can boiled beans grow, you silly girl?'
2. ' _____ have you done?' asked the farmer to Katya when he opened the chest.
3. ' _____ dare you kidnap the Czar of Russia!'

(APPENDIX 3.7)

**UPPER PRIMARY SCHOOL
OVERVIEW OF LITERATURE
PROGRAMME**

CONTEMPORARY CHILDREN'S LITERATURE

OVERVIEW AND ASSESSMENT



KURSUS PELAKSANAAN PROGRAM BACAAN
SASTERA KONTEMPORARI KANAK-KANAK
BAHASA INGGERIS TAHUN 6 (2006)

**CONTEMPORARY
CHILDREN'S LITERATURE
OVERVIEW & ASSESSMENT**



PUSAT PERKEMBANGAN KURIKULUM
KEMENTERIAN PELAJARAN MALAYSIA

1

**CONTEMPORARY
CHILDREN'S LITERATURE**

Definition

- Children's literature can be defined as "the material created for and widely read, viewed and heard by children, that has an imaginative element."
- Research shows that children learn better on their own, actively and in-depth about something via Children's Literature
- Children's literature can be divided into 5 main categories namely:
 - Fiction
 - Non-fiction
 - Folktales
 - Biography
 - Poems

2

AIMS AND OBJECTIVES

Aim

- To help pupils improve their English through reading simple fiction
- To provide a continuum for the literature component introduced in secondary school
- To create an enjoyable learning environment

Objectives

- To instil and inculcate the reading habit among pupils.
- To enrich pupils' vocabulary and language content.
- To enhance pupils' thinking skills.
- To promote cultural understanding in the Malaysian context
- To improve English language proficiency of pupils.
- To provide lively, enjoyable and high-interest readings.

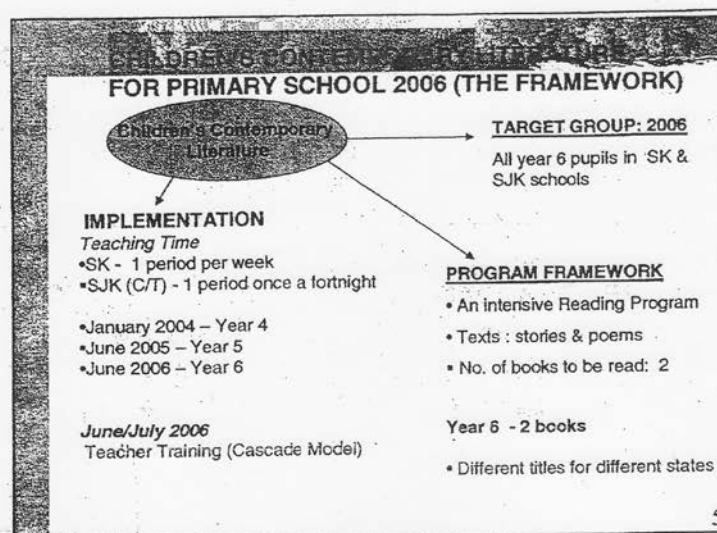
3

Why was the programme launched?

1. The Cabinet decided that Children's Contemporary Literature be taught in Year 4, 5 and 6.
2. To provide an early beginning and a foundation in literature.
3. Pupils will develop an understanding of other societies, cultures, values and traditions that will help them in their emotional and spiritual growth.
4. A follow-up programme to the structured reading programme for Year 1 and 2 pupils.

84w 2002/03

4



- Year 6 pupils will be provided with 2 books to read.
 - **Pupils need to read 2 books in a year**
1 book every 4 months
At any one time, pupils will have one book to read.
 - **Implementation in the classroom: "books on rotation basis".**
- 6

What is the Programme about?

- An intensive reading programme based on 2 prescribed texts.
- Texts consist of short stories and poems.
- Every class is provided with 2 titles (assuming that a pupil will be able to complete 1 book in 4 months).
- Different texts for different states.

7

Year 6 (SK & SJK)

- | | |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1. The Perfect Present – Marcia Vaughan
(Ginn & Company) Johore Central Store Sdn. Bhd. | } Selangor,
Terengganu,
Pahang, Sabah
& Labuan |
| 2. Noble Tales Untold – Sheikh Hassan Seylan Abad
Abad Ceria Enterprise | |
| 3. Dan's Secret Weapon – Therese Rea
(Rigby Heinemann)- Alpha Sigma Sdn. Bhd. | } Johor, Melaka,
Negeri Sembilan,
Kuala Lumpur &
Perak |
| 4. Clever Katya – Julia Donaldson
(Ginn & Company) Johore Central Store Sdn. Bhd. | |

8

Titles for Contemporary Children's Literature

Year 6 (SK & SJK)

- | | |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 5. The Case of the Missing Maths Teacher – Suzanne Weyn
(McGraw Hill) - Refined Contour Sdn. Bhd. | } Sarawak,
Perlis, Pulau
Pinang, Kedah
& Kelantan |
| 6. Shorty – Christine Rule
SP Smart Resources Sdn. Bhd. | |

Selected poems supplied by CDC or chosen by teachers.

9

Requirements of the primary school syllabus

- 3.0 The Skill of Reading
- 3.10 Read and enjoy simple stories and poems and respond to them by
 - talking about the people, animals and moral values in the story or poem, and
 - relating it to one's life
- 3.11 Read simple texts and predict outcomes at a level suited to learners' ability.
- 3.12 Read simple texts and make inferences and draw obvious conclusions

10

Benefits of having Children's Literature

Personal and Emotional gains

- Literature gives enjoyment.
- It enriches their understanding of themselves and the world around them.
- It develops imagination.
- It helps children make sense of their own experience.
- It evokes one's feelings on issues related to life.

Learning Gains

- It allows children to learn new ideas and knowledge.
- It adds to their understanding of concepts.
- It allows children to understand cultural traditions and values and issues in life.
- It allows children to develop respect for self and others.
- It encourages them to become aware of their audience.

Language Gains

- It helps children develop an awareness of how language works in communication.
- It helps them develop an understanding of the meaning of words.
- It allows them to experience new ways of using language that bridges the gap between written and spoken language.
- It allows them to experience the form of narratives.

11

Teacher's Role in Teaching Stories

- Read story thoroughly
Take note of the :
 - story line
 - characters in the story
 - message or moral of the story
- Carry out activities as suggested in the course.
- Develop worksheets for pupils.
- Plan activities that pupils can put in their folio.
- Assess the work that pupils complete (portfolio).
- Create an enjoyable learning environment by devising activities suited to your pupils.

12

(APPENDIX 3.8)

KBSM English Language Secondary School Syllabus



KEMENTERIAN PENDIDIKAN MALAYSIA

SUKATAN PELAJARAN
KURIKULUM BERSEPADU
SEKOLAH MENENGAH

BAHASA INGGERIS

2000



PUSAT PERKEMBANGAN KURIKULUM
KEMENTERIAN PENDIDIKAN MALAYSIA

INTRODUCTION

English is a compulsory subject in all primary and secondary schools curriculum in line with its status as a second language in Malaysia.

The Cabinet Committee Report on the Review of the Implementation of the Education Policy 1979 states that the teaching of English is to enable all school-leavers to use English in certain everyday situations and work situations. It is also to allow students to pursue higher education in the medium of English.

At present, English is still taught for further studies and for work. However, English is becoming increasingly important in Information and Communications Technology (ICT) and as a global language. Therefore, the use of English for ICT has been included in the curriculum. English for ICT will enable learners to access knowledge on the Internet and to network with people locally and overseas.

The English curriculum uses knowledge not only from subject disciplines such as science and geography to provide the content for learning but also from current issues. Wherever possible, learners are to carry out project work so that they will apply inquiry skills to solve problems and issues. Learners begin with issues and concerns in their surroundings, i.e. the school, town and country, and later progress to issues and concerns outside the country. These activities will assist them to discuss and analyse issues and at the same time instill in them the habit of acquiring knowledge throughout their lives.

With ICT, learners can share in joint activities with other schools through networking. In this way, they will develop their interpersonal skills and be prepared to go out into the world when they leave school.

A small literature component has been added to the curriculum. This will enable learners to engage in wider reading of good works for enjoyment and for self-development. They will also develop an understanding of other societies, cultures, values and traditions that will contribute to their emotional and spiritual growth.

Learners are also expected to understand the grammar of the English language and be able to use it accurately. They are required to speak internationally intelligible English with correct pronunciation and intonation.

The use of English to acquire knowledge, to interact with people and to enjoy literature aspire to fulfil the aims and objectives of the National Philosophy of Education and the Educational Act of 1996, which seek to optimise the intellectual, emotional, spiritual and physical potential of learners.

The curriculum also recognises that learners differ from each other in the way they learn. Learners possess their own strengths and unique intelligences, and where possible these considerations are to be taken into account in the learning outcomes.

This document, which is the Syllabus, gives an overview of the English language curriculum for secondary schools. There are five other documents called Syllabus Specifications, one for each year ranging from Form 1 through to Form 5, that explain the curriculum in more detail.

The syllabus outlines the Aims, Objectives and Learning Outcomes to be achieved. Also included are descriptions of Language Content. The Language Content provides the context for the learning outcomes.

AIMS

The syllabus aims to extend learners' English language proficiency in order to meet their needs to use English in certain situations in everyday life, for knowledge acquisition, and for future workplace needs.

OBJECTIVES

By the end of their secondary school education, learners should be able to:

- i. form and maintain relationships through conversations and correspondence; take part in social interaction; and interact to obtain goods and services ;
- ii. obtain, process and use information from various audio-visual and print sources, and present the information in spoken and written form;
- iii. listen to, view, read and respond to different texts, and express ideas, opinions, thoughts and feelings imaginatively and creatively in spoken and written form; and
- iv. show an awareness and appreciation of moral values and love towards the nation.

CURRICULUM ORGANISATION

The English language curriculum is developed in line with the way English is used in society in everyday life, when interacting with people, when accessing information and when understanding and responding to literary works. This is reflected in the learning outcomes of the curriculum. The learning outcomes are based on the four language skills of listening, speaking, reading and writing which in turn incorporate grammar, the English sound system and the appropriate use of vocabulary. In addition, the curriculum takes into account other educational emphases such as thinking skills, ICT skills and values and citizenship education.

Language Use

The three areas of language use are the Interpersonal, the Informational, and the Aesthetic. Language for Interpersonal purposes enables learners to establish and maintain friendships and also collaborate with people to do certain things; Language for Informational purposes enables learners to use language to obtain, process, and give information. Language for Aesthetic purposes enables learners to enjoy literary texts at a level suited to their language and to express themselves creatively.

Language Skills

The language skills of listening, speaking, reading, and writing form the core of the curriculum. Learners use these skills to interact with people, obtain information and present information, respond to literary texts, and express themselves creatively. The skill of **listening** enables learners to understand and extract information relevant to their needs or to enjoy the sounds and rhythm of speech as in poetry and song. **Oral skills** will enable learners to convey their thoughts and ideas clearly in speech when they pronounce words correctly and observe correct stress and intonation. The skill of **reading** a variety of texts will enable learners to adjust the speed and style of their reading to suit the purpose at hand and to extract both implicit and explicit meanings from the text. Writing skills will enable learners to present their ideas in a logical and organised manner.

Language Content

The Language Content of the curriculum comprises the Sound System, the Grammar of the English language, the texts in the literature component, and the Word List to guide teachers.

Educational Emphases

In addition, current developments in education and in English language teaching are included. These are Thinking Skills, skills of Learning How to Learn and other educational emphases such as values and citizenship education. Language content also takes into account learners' multiple intelligences and emphasises the importance of using real-life issues and problems to prepare learners for the real world.

Learning Outcomes

Learning Outcomes are statements to guide teachers in teaching and are derived from the objectives.

Learning outcomes incorporate the skills of listening, speaking, reading and writing. Learning outcomes combine skills with aspects of language content.

More details on learning outcomes and language content are given in the Syllabus Specifications documents.

CURRICULUM CONTENT

I Learning Outcomes

The Learning Outcomes which have been identified for the three areas of language use require learners to perform tasks and achieve outcomes both in oral and written form.

1.0 Language Use for Interpersonal Purposes

Language use for interpersonal purposes refers to the use of language to make friends and keep friendships through conversation and correspondence and interacting with others. Language is also used interpersonally when obtaining goods and services in both the oral and written mediums. The interpersonal use of language prepares learners for harmonious personal and work relationships after they leave school.

Language for interpersonal use requires learners to speak intelligibly using correct pronunciation, observe correct stress and intonation. Learners are also required to write appropriately using the correct conventions and format and with good grammar.

In all of the interactions above, moral values and good citizenship should be integrated into classroom activities and materials.

The Learning Outcomes for interpersonal use are as follows:

1.1 Make friends and keep friendships by

- a. introducing oneself;
- b. taking part in conversation and engaging in correspondence on personal matters;
- c. talking about self, family and friends, interests, past events, future plans, personal experiences, and feelings and understanding others when they talk about themselves;
- d. exchanging ideas, information and opinions on topics of interest.

1.2 Take part in social interaction by

- a. carrying out a variety of language functions in spoken and written forms ranging from invitations to persuasion;
- b. discussing plans and arrangements, solving problems, and making decisions.

1.3 Obtain goods and services by

- a. making enquiries and ordering goods and services;
- b. making complaints and responding to complaints.

2.0 Language Use for Informational Purposes

The informational purpose of language use involves obtaining information for various purposes, processing the information, and presenting it to a variety of audiences. This requires learners to search for relevant information in spoken form, print, and multimedia texts in various subject disciplines and topics on current issues. Learners develop critical thinking skills and information-seeking skills so that they become independent in acquiring knowledge throughout their lives. In all these activities and materials, moral values and good citizenship should be incorporated.

The learning outcomes for informational use are as follows:

2.1 Obtain information for different purposes by

- a. listening to spoken texts such as talks, speeches; and viewing television documentaries and multimedia resources;
- b. interviewing and using questionnaires;
- c. reading materials in print such as reports and articles; and articles and using other electronic media such as the Internet.

2.2 Process Information for various purposes by

- a. skimming and scanning for gist and specific information;
- b. extracting main ideas and supporting details from various audio, audio-visual and print materials;
- c. discerning cause-effect relationships, and sequence of ideas;
- d. getting at the explicit and implicit meaning of various oral and written texts;
- e. predicting outcomes, and drawing conclusions;
- f. deducing the meaning of unfamiliar words and metaphors by applying word attack skills;
- g. identifying different points of view and bias;
- h. using print and electronic dictionaries;
- i. interpreting non-linear texts such as maps, charts, diagrams, tables, graphs;
- j. making short notes and mapping out ideas.

2.3 Present the information to different audiences by

- a. writing directions, instructions, recounts, descriptions, explanations, messages, letters, speeches, reports and articles;
- b. instructing, describing, narrating, explaining, and reporting orally;
- c. responding to questions and comments orally and in writing;
- d. presenting information in non-linear forms including tables, graphs, diagrams, charts and vice-versa;
- e. expanding notes and outlines;
- f. composing, revising and editing drafts; and checking accuracy of spelling, punctuation and grammar;
- g. summarising information;
- h. reading aloud written material such as instructions, directions, reports clearly and fluently;
- i. using appropriate format, conventions, and grammar when presenting information.

3.0 Language Use for Aesthetic Purposes

The aesthetic purposes of language use involves the ability to enjoy literary texts at a level appropriate to learners' ability. Learners are also expected to be able to express ideas, thoughts, beliefs and feelings creatively and imaginatively. The study of moral values is also given emphasis in this area of language use.

The Learning Outcomes for aesthetic use are as follows:

3.1 Listen to, read, view and respond to literary works by

- a. understanding and retelling in one's own words the story, play, poem and song heard and read and the film viewed and giving one's opinion of the text;
- b. recognising elements in a story such as characters, events;
- c. explaining the message the writer is trying to convey and discussing how this relate to one's life;
- d. understanding other peoples' cultures, traditions, customs and beliefs;
- e. reciting poems with feeling and expression.

3.2 Express themselves creatively and imaginatively by

- a. dramatising texts and role-playing characters ;
- b. retelling a story from a different point of view and presenting it in another genre;
- c. composing simple poems, stories and dialogues.

The list of texts for study is appended with this document. The literature list may be changed every few years.

II Language Content

1.0 Grammar

The grammar items listed below are to be taught over the five years of secondary schooling. These items are part and parcel of the learning outcomes.

The classification given below is one of many classifications available to the English teacher. Other classifications may also be used.

1.1 Nouns

- Kinds: Countable, Uncountable, Collective, Compound
- Number: Plurals-Regular; Irregular; Foreign; Compound; Concord (subject-verb agreement);
- Nouns with no Singular/Plural Form; Plurals with different meanings

1.2 The Articles

- Indefinite; Definite; Zero article.

1.3 Adjectives

- Attributive and Predicative use;
- Adjectives functioning as nouns
- Nouns functioning as Adjectives
- Comparison Adjectives.

1.4 Pronouns

- Personal
- Relative
- Possessive
- Demonstrative
- Reflexive
- Interrogative

1.5 Verbs

- Regular and Irregular; Transitive and Intransitive

- Verbs – Tenses: Simple Past, Future, Continuous, Perfect
- Verbs – Negative, Interrogative, Question phrases
- Special finites (Modals): be; have, can, could, should, would, may, might, must, need, ought
- Infinitives: to, do
- Gerunds

1.6 Adverbs

- Formation
- Types: Adverbs of manner, time, place, direction, agent
- Comparison

1.7 Prepositions

- Positions - e.g. time, place, direction, agent
- Preposition in fixed phrases

1.8 Connectors

- Conjunctions
- Logical connectors
- Sequence connectors

1.9 Sentences

- Simple, Compound, Complex, Questions, Imperatives, Exclamatives
- Negation

1.10 Direct and Indirect Speech

- Statements, Questions, Commands

1.11 Punctuation

2.0 The Sound System

The English sound system comprises the items listed below which are to be taught over the five years of secondary schooling. The listing below is meant as a guide for teachers to enable learners to pronounce words correctly as well as to observe word stress, intonation and rhythm correctly.

- Consonants, vowels, and diphthongs of English
- Consonant clusters in different combinations
- Past tense and plural forms
- Stresses in two-, three-, and four-syllable words
- Stresses in compound words
- Sentence stress and intonation
- Homonyms – homographs, homophones
- Contractions
- Words borrowed from other languages

3.0 The Word List

A word list for the lower secondary (Forms 1, 2, 3) and upper secondary (Forms 4 and 5) is found in the Syllabus Specifications. The words in the lists are the minimum to be mastered. However, teachers may need to teach other words when dealing with themes and topics as suggested in the syllabus specifications. Teachers are encouraged to adapt and change the words in the list according to the level and ability of their learners.

4.0 Literature Component

A range of texts are offered in the secondary school curriculum and covers Malaysian, British, European, Australian, American and African works. Learners are expected to be able to follow a story-line and understand a poem and to give their own personal response to the text. The study of these texts is meant to inculcate values and broaden learners' outlook.

III Educational Emphases

These outline current developments in education that will help learners prepare for the world of work and social life. In this respect, moral education, citizenship education, patriotism and thinking skills will contribute towards the building of a modern and progressive society.

1.0 Thinking Skills

Critical and creative thinking skills are incorporated in the learning outcomes to enable learners to analyse information, make decisions, solve problems, and express themselves accurately and creatively in language.

2.0 Learning How to Learn Skills

Learning How to Learn skills are also integrated in the learning outcomes and aim to enable learners to take responsibility for their own learning. These skills incorporate information skills, library skills and study skills to enable learners to locate sources of information more efficiently and help them become independent life-long learners.

3.0 Information and Communications Technology (ICT) Skills

In line with globalisation and the ICT Age, skills relating to ICT are incorporated in the learning outcomes. These skills include the use of multimedia resources such as TV documentaries and Internet resources as well as the utilisation of computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

4.0 Values and Citizenship

The values contained in the secondary Moral syllabus have been incorporated in the learning outcomes and include patriotism and good citizenship.

5.0 Multiple Intelligences

The learning outcomes also reflect the incorporation of the theory of Multiple Intelligences. This is illustrated, for example, in the interpersonal use of language among people in social interactions, kinesthetic intelligence in the dramatisation of texts, and spatial intelligence in the interpretation of maps, and other such activities.

6.0 Knowledge Acquisition

Learning outcomes utilise subject matter disciplines such as science, geography, and incorporate educational emphases such as Environmental Studies and Consumerism to provide contexts for language use.

10.0 Preparation for the Real World

The learning outcomes prepare learners to meet the challenges of the real world by focusing on language use in society. This is achieved through structuring the curriculum in terms of interpersonal, informational and aesthetic uses of language. It is also achieved by making use of real-life issues for obtaining information, making decisions and solving problems.

APPENDIX

LIST OF TEXTS FOR THE LITERATURE COMPONENT IN THE ENGLISH LANGUAGE SYLLABUS

FORM 1

POEMS

1. *Life's Brief Candle* by William Shakespeare
2. *The Dead Crow* by A. Samad Said
3. *The Lake Isle of Innisfree* by W.B. Yeats

SHORT STORIES

1. *The Pencil* by Ali Majid
 2. *How Dalat Got Its Name* by Heidi Munan
 3. *Of Bunga Telur and Bally Shoes* by Che Husna Azhari
- (Learners are to study all of the above poems and short stories)

FORM 2

NOVELS

1. *Potato People* by Angela Wright
 2. *Robinson Crusoe* by Daniel Defoe
 3. *Phantom of The Opera* by Gaston Leroux
- (Learners are to select **one** of the above novels for study)

FORM 3

NOVELS

1. *The Prisoner of Zenda* by Anthony Hope Hopkins
 2. *Dr. Jeckyll and Mr. Hyde* by R.L. Stevenson
- (Learners are to select **one** of the above novels for study)

FORMS 4 & 5

POEMS

1. *If* by Rudyard Kipling
2. *Sonnet 18* by William Shakespeare
3. *Si Tenggang's Homecoming* by Muhammad Hj. Salleh
4. *Monsoon History* by Shirley Lim
5. *The Road Not Taken* by Robert Frost
6. *There's Been A Death in the Opposite House* by Emily Dickinson

SHORT STORIES

1. *The Lotus Eater* by Somerset Maugham
 2. *The Necklace* by Guy de Maupassant
 3. *The Drover's Wife* by Henry Lawson
 4. *The Sound Machine* by Roald Dahl
 5. *Looking for a Rain God* by Bessie Head
- (Learners are to study all of the above poems and short stories)

NOVELS

1. *Jungle of Hope* by Keris Mas
 2. *The Return* by K.S. Maniam
 3. *The Pearl* by John Steinbeck
- (Learners are to select **one** of the above novels for study)

