Semua Pengarah Pendidikan Negeri

Y.Bhg. Dato'/Datin/Tuan/Puan,

**SURAT PEKELILING IKHTISAS BIL. 1/1999:**
Garis Panduan Pengendalian Aktiviti Sokongan Bahasa Ingeris Di Sekolah

Kementerian Pendidikan Malaysia mendapat bahawa penguasaan Bahasa Ingeris, dari segi pembinaan minat dan pencapaian pelajar, boleh dipertingkatkan dengan menambah masa pendedahan pelajar kepada bahasa tersebut. Ini terbukti di sekolah-sekolah yang telah pun menjalankan aktiviti-aktiviti sokongan. Namun demikian, kebanyakan sekolah didapati membataskan aktiviti pengajaran dan pembelajaran Bahasa Ingeris hanya kepada peruntukan masa dalam jadual waktu sahaja.


Sekian,

“BERKHIDMAT UNTUK NEGARA”

DATO’ DR. ABDUL SHUKOR ABDULLAH
Keluan Pengarah Pendidikan Malaysia
1. Y.B. Dato’ Sri Mohd Najib Tun Haji Abdul Razak
   Menteri Pendidikan Malaysia

2. Y.B. Dato’ Haji Mohd Khalid Yunus
   Timbalan Menteri Pendidikan Malaysia

3. Y.B. Datuk Dr. Fong Chan Onn
   Timbalan Menteri Pendidikan Malaysia

4. Ketua Setiausaha Kementerian Pendidikan

5. Timbalan-Timbalan Ketua Setiausaha Kementerian Pendidikan

6. Timbalan-Timbalan Ketua Pengarah Pendidikan

7. Ketua-Ketua Bahagian Kementerian Pendidikan

8. Ketua Nazir Sekolah

9. Pegawai Perhubungan Awam
PANDUAN MENGENDALIKAN AKTIVITI SOKONGAN BAHASA INGGERIS DI SEKOLAH

1. TUJUAN

Garis Panduan ini bertujuan untuk mempertingkatkan langkah-langkah bagi menambah "contact time" Bahasa Inggeris di kalangan semua pelajar melalui aktiviti sokongan Bahasa Inggeris di Sekolah.

2. LATAR BELAKANG

Mesyuarat Jawatankuasa Perancangan Pendidikan, Kementerian Pendidikan telah meluluskan beberapa cadangan untuk meningkatkan penguasaan Bahasa Inggeris di kalangan pelajar di sekolah. Salah satu cadangan yang dikemukakan ialah peningkatan penguasaan Bahasa Inggeris di kalangan pelajar melalui aktiviti sokongan Bahasa Inggeris di luar jadual waktu persekolahan.

3. RASIONAL

- Masa yang diperuntukkan bagi Bahasa Inggeris adalah terhad dan peruntukan masa ini tidak boleh ditambah tanpa menjejaskan masa bagi mata pelajaran lain.

- Langkah-langkah perlu diambil bukan sahaja untuk mempertingkatkan motivasi pelajar tetapi juga mengubah sikap pelajar supaya pembelajaran Bahasa Inggeris dapat dimaksimakan. Oleh itu, pengendalian aktiviti sokongan Bahasa Inggeris yang terencang akan meningkatkan keberkesanan pengajaran dan pembelajaran Bahasa Inggeris secara menyeluruh.

- Aktiviti sokongan Bahasa Inggeris akan mewujudkan peluang yang lebih luas bagi pelajar menggunakan Bahasa Inggeris terutamanya di luar bilik darjah.

- Aktiviti sokongan Bahasa Inggeris akan memberi keyakinan kepada pelajar untuk menggunakan Bahasa Inggeris dalam pelbagai situasi.

4. OBJEKTIF

- Mewujudkan suasana dan persekitaran yang kondusif dan positif terhadap pembelajaran Bahasa Inggeris di Sekolah.

- Memastikan semua aktiviti dan projek Bahasa Inggeris yang dilancarkan dijalankan secara berterusan.

- Menentukan Pengetua/Guru Besar memainkan peranan selaku pemimpin kurikulum untuk memberi nasihat dan membimbing Jawatankuasa Kurikulum Sekolah serta Panitia Bahasa Inggeris dalam merancang dan melaksanakan aktiviti sokongan Bahasa Inggeris.

- Meningkatkan motivasi pelajar untuk menguasai Bahasa Inggeris melalui aktiviti yang dilaksanakan.
5. PELAKSANAAN

(i) Peranan dan Tanggungjawab


*Ketua Panitia Bahasa Inggeris* akan menyelaras semua aktiviti. Tumpuan adalah kepada perkara-perkara berikut:

(a) jenis-jenis aktiviti (sila lihat lampiran)
(b) rancangan tahunan/bulanan
(c) jadual pelaksanaan
(d) pembahagian tugas dan jadual tugas bagi setiap guru Bahasa Inggeris


*Guru Bahasa Inggeris* juga bertanggungjawab dalam menyediakan pelan tindakan yang terperinci dan memastikan status pelaksanaan semua aktiviti sokongan. Guru-guru "rotation" digalakkan mendapatkan bantuan guru lain, pengawas dan pelajar dalam melaksanakan semua aktiviti sokongan.

Jabatan Pendidikan Negeri (JPN)/Pejabat Pendidikan Daerah (PPD) perlu memastikan bahawa semua sekolah dalam negeri/daerah melaksanakan aktiviti-aktiviti sokongan seperti yang ditetapkan dalam garis panduan ini. JPN/PPD perlu memberi khidmat nasihat dan bimbingan kepada sekolah-sekolah yang memerlukannya. JPN/PPD dikehendaki juga mengambil kira aktiviti sokongan Bahasa Inggeris dalam agenda yang perlu dilakukan semasa mereka menjalankan pemantauan. Pihak JPN/PPD akan melaporkan kemajuan program ini kepada Kementerian Pendidikan apabila diperlukan.

(ii) Kumpulan Sasaran

Penyertaan semua pelajar dalam aktiviti sokongan Bahasa Inggeris adalah diwajibkan dan tidak hanya terhad kepada ahli persatuan Bahasa Inggeris.

(i) Faktor Masa

Semua pelajar dimestikan melibatkan diri sekurang-kurangnya satu jam seminggu di luar waktu persekolahan dalam aktiviti-aktiviti sokongan ini.
(iv) **Faktor Persekitaran**

Aktiviti-aktiviti perlu menggalakkan semua pelajar menggunakan Bahasa Inggeris dalam persekitaran yang selesa. Suasana perlu diwujudkan agar pelajar tidak berasa malu atau segan silu untuk menggunakan Bahasa Inggeris. Suasana yang kaya dengan bahan-bahan visual, auditori dan kinestetik perlu diadakan untuk mengambil kira pelbagai gaya pembelajaran pelajar.

(v) **Jenis-jenis Aktiviti**

Aktiviti yang dilaksanakan perlu mengambil kira minat dan kebolehan pelajar yang berbeza. Kegiatan ini perlu dipelbagaikan dan boleh berbentuk perseorangan, berpasangan dan berkumpul. (Sila rujuk lampiran bagi contoh-contoh aktiviti).

(vi) **Kekerapan Aktiviti**


(vii) **Tahap Penyertaan**

Aktiviti yang dijalankan perlu melibatkan semua pelajar. Pertandingan perlu diadakan pada semua peringkat iaitu dalam kelas, antara kelas dan antara Tahun/Tingkatan. Penyertaan juga boleh dikategorikan mengikut kumpulan urum.

(viii) **Insentif dan Hadiah**

Hadiah dan pelbagai insentif termasuk sijil boleh ditawarkan sebagai tanda penglibatan pelajar dalam aktiviti-aktiviti sokongan. Bagi pelajar-pelajar yang lemah dalam Bahasa Inggeris dan telah menunjukkan peningkatan pencapaian dalam penguasaan Bahasa Inggeris, penghakiman seperti pemberian hadiah/sijil adalah digalakkan.

(ix) **Pemantauan**

Pemantauan perlu dijalankan untuk memastikan keberkesanan pelaksanaan aktiviti-aktiviti sokongan Bahasa Inggeris. Pihak yang bertanggungjawab dalam menjalankan tugas ini ialah Panitia Bahasa Inggeris dan Teacher Support Team. Panitia Bahasa Inggeris di sesetengah sekolah harus memantau segala jenis aktiviti dan kekerapan aktiviti yang dijalankan di sekolah dengan terperinci, serta menerapkan penglibatan pelajar dalam aktiviti-aktiviti tersebut. Pasukan TST pada peringkat negeri dan daerah perlu saling membantu usaha-usaha yang dijalankan oleh panitia sekolah. Pasukan TST yang mempunyai perspektif luas tentang keadaan di daerah atau negeri akan memberi cadangan dan nasihat tentang jenis dan cara pelaksanaan aktiviti yang boleh memberi manfaat pelajar.

**PENUTUP**

CONTOH AKTIVITI UNTUK MEMAKSIMUMKAN PENGUNAAN
BAHASA INGGERIS

• Bulletin Board

Papan Buletin merupakan papan yang disediakan bertujuan untuk mempamerkan projek,
item-item berita, hasil penulisan/kreatif pelajar, peribahasa, pepatah, item-item berbentuk
perkataan dan sebagainya. Susun atur papan adalah penting. Guru-guru perlu memberi
perhatian kepada penggunaan tajuk, kapsyen, bahan ilustrasi, penggunaan warna dan
sebagainya. Bahasa-bahasa yang dipamerkan perlu kerap ditukar. Jawatankuasa khas perlu
ditugaskan untuk merancang pengendalian papan buletin ini. Pelajar-pelajar pula perlu
didorong untuk menyumbang idea dan bahasa-bahasa yang baik untuk tujuan kesan khas.

• Choral Reading

"Choral Reading" adalah satu aktiviti di mana sesuatu bahan atau teks dipilih dan dibaca
oleh pelajar secara kumpulan dengan penuh perasaan. Dalam persembahan "Choral Read-
ing" pelajar-pelajar perlu memikirkan tentang makna teks, irama dan bunyi setiap baris
atau ayat. Mereka juga perlu mengenal pasti tempat-tempat berhenti sekertaka dan perkataan-
perkataan yang perlu diberi penekanan. "Choral Reading" membantu pelajar mempelajari
proses sebutan secara tepat dan mempelbagaikan nada suara, tempo dan kualiti suara
yang baik untuk tujuan kesan khas.

• Jazz Chants

"Jazz Chants" melibatkan teks atau rangkap yang dilafaz atau dideklamaskan mengikut
rentak atau irama tertentu. Rangkap ini boleh didendangkan secara perseorangan atau
dalam kumpulan. Selalunya, teks dilafazkan dalam pelbagai rentak dan nada bersesuaian
dengan maksud rangkap berkenaan.

• Poetry Recital

Aktiviti deklamasi sajak boleh dipersembahkan oleh pelajar secara individu atau berkumpulan
semasa perhimpunan mingguan atau masa-masa lain dianggap sesuai. Pelajar dibenarkan
memilih jenis sajak yang ingin dideklamasikan. Contohnya, sajak berlirik, naratif atau satira.
Pertandingan mendeklamasikan sajak juga boleh dianjurkan dan markah boleh diberikan
berdasarkan sebutan, kaedah pengucapan dan penyataan, gaya dan lain-lain.

• Story-telling

Aktiviti bercerita lazimnya dilakukan secara individu. Pelajar dibenarkan untuk memilih kisah-
kisah benar atau yang berunsur khayalan. Dalam menganjurkan pertandingan bercerita,
pihak pengatur perlu menetapkan kadar masa, contohnya 10-15 minit dan peserta juga
perlu diberitahu bahawa mereka akan dinilai dari segi penyampaian, sebutan, kaedah
pengucapan dan penyataan, gaya dan lain-lain.

• Aktiviti Drama dan Sketsa

Drama dan sketsa merupakan aktiviti yang menarik minat dan mendapat sambutan baik
daripada pelajar. Pertandingan drama dan sketsa antara kelas / tingkatan adalah digalakkan.
Syarat-syarat pertandingan boleh ditentukan oleh setiap sekolah mengikut tahap dan kebolehan pelajar. Aktiviti drama atau sketsa ini akan memberi peluang kepada pelajar untuk meluahkan perasaan serta memperkembangkan kreativiti mereka. Aktiviti ini juga akan memberi peluang kepada pelajar untuk berinteraksi dengan lebih luas dalam Bahasa Inggeris untuk tujuan hiburan dan pendidikan.

**Daily News Recap**

Masa yang sesuai seperti masa rehat perlu dikhasikan untuk memberi peluang kepada pelajar mengimbas semula berita-berita penting-yan dilaporkan dalam Bahasa Inggeris sama ada dalam suratkhabar atau media-media lain.

**Assembly Presentations**


**Air waves**

Beberapa minit setiap hari perlu diperuntukkan supaya pengumuman dan laporan mengikut tajuk-tajuk tertentu dapat disiaran dalam Bahasa Inggeris melalui sistem siar raya.

**English Day/Week**


**Spelling Bee**

"Spelling Bee" merupakan gelaran yang diberi kepada seseorang pelajar yang paling dalam ejaan. Untuk mengenal pasti individu ini perbandingan ejaan akan diadakan di mana pelajar perlu mengeja senarai perkataan yang ditetapkan. Pemenang ialah pelajar yang dapat mengeja semua perkataan yang diberi dengan tepat.

**DEAR (Drop Everything and Read) Project**

Ini adalah satu projek bacaan luas. Peruntukan masa selama 20 minit atau 30 minit dalam seminggu diadakan untuk memberi peluang kepada pelajar, guru dan kakitangan sekolah membaca bahan dalam Bahasa Inggeris. Pelajar-pelajar boleh membawa bahan bacaan sendiri atau meminjamnya daripada perpustakaan sekolah.

**Readathon**

"Readathon" merupakan pertandingan membaca di kalangan pelajar. Pada jangka masa yang ditetapkan (3 hingga 6 bulan) pelajar dikehendaki membaca seberapa banyak buku...
Debate

Pertandingan bahasa antara kelas adalah amat digalakkan. Ini adalah kerana aktiviti perbualan memberi peluang kepada pelajar-pelajar yang mempunyai penguasaan Bahasa Inggeris yang baik untuk menunjukkan kebolehan masing-masing dalam teknik berbual. Secara tidak langsung, pelajar-pelajar ini juga akan menjadi "role model" kepada pelajar-pelajar lain. Topik-topik semasa dan kontroversial boleh dipilih sebagai stimulus ke arah sesi perbualan yang menarik, berkesan dan berfaedah.

English Quiz

Pihak sekolah boleh menganjurkan kuiz dalam Bahasa Inggeris. Soalan-soalan boleh diperinkatkan daripada topik-topik umum kepada topik-topik yang lebih spesifik seperti sukan, personaliti terkenal, sejarah dan geografi. Pelajar perlu dimaklumkan tentang peraturan-peraturan asas terutama sekali mengenai bilangan cobaan yang dibenarkan.

Language Games


Corridor of Knowledge

Koridor sekolah boleh dijadikan koridor pergetahuan. Dinding koridor boleh dijadikan sebagai tempat mempamerkan hasil penulisan pelajar seperti karangan, berita dalam Bahasa Inggeris dan bahan-bahan lain. Papan bergerak boleh digunakan sekiranya koridor terlalu sempit.
Semua Pengetua,
Negeri Selangor Darul Ehsan.

Ruj Tuan :
Ruj. Kami : Bil.(39) dlm. JPS 74728 Jld 2
Tarikh : 5 September 2000

Tuan Puan,

Senarai Karya Baru Untuk Mata Pelajaran Elektif Kesasteraan Dalam Bahasa Inggeris Sekolah Menengah Atas

Dengan segala hormatnya dimaklumkan bahawa satu senarai karya yang baru bagi mata pelajaran elektif Kesasteraan dalam Bahasa Inggeris telah ditetapkan oleh Jawatankuasa Pemilihan Karya-Karya Kesasteraan Dalam Bahasa Inggeris.


<table>
<thead>
<tr>
<th>Tahun</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ting. 4</td>
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<tr>
<td>Ting. 5</td>
<td>/</td>
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</tr>
</tbody>
</table>

3. Bersama-sama ini disertakan perkara-perkara berikut:

i. senarai lengkap karya baru yang telah ditetapkan (Lampiran 1)

ii. syarat-syarat peperiksaan SPM bagi Kertas Kesasteraan Dalam Bahasa Inggeris untuk sekolah menengah (Lampiran 2).

4. Untuk makluman tuan/pan, pihak Pusat Perkembangan Kurikulum, Kementerian Pendidikan Malaysia telah menghasilkan satu kompilasi cerpen dan puisi dan guru-guru boleh mendapatkannya daripada Unit Bahasa Inggeris, PPK. Untuk karya novel dan drama, guru-guru boleh membelinya dari kedai-kedai buku.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah.

(MOHHD. ISA BAHAJI ABU)
Ketua Sektor Pengurusan Akademik,
b.p Pengarah Pendidikan,
Jabatan Pendidikan Negeri Selangor.

s.k. Fail timbul
NOVELS
i) R.K. Narayan : Bachelor of Arts
ii) Jack Schaeffer : Shane
iii) Jane Austen : Mansfield Park

DRAMA
i) Shakespeare : Macbeth
ii) Willie Russell : Educating Rita
iii) Eugene O'Neill : Long Day's Journey Into Night

SHORT STORIES
i) Henry Slesar : Examination Day
ii) S. Othman Kelantan : The Champion Bullfighter
iii) A. Rashid Ngah : The Lamp
iv) R. Tagore : The Man from Kabul
v) O. Henry : The Leaf
vi) Katherine Mansfield : The Doll's House
POETRY

THEME: CHILDHOOD

i) 'The Schoolboy' : William Blake
ii) Last Lesson of the Afternoon : D.H. Lawrence
iii) Where Children Live : Naomi Shihab Nye
iv) The Children : William Soutar
v) Children's Song : R.S. Thomas
vi) Near the School for Handicapped Children : Thomas Shapcott

THEME: ANIMALS AND OTHER CREATURES

i) Mosquito : D.H. Lawrence
ii) A Crow that Came for the Chickens : John Foulcher
iii) Tiger : William Blake
iv) Jaguar : Ted Hughes
v) Thrush's Nest : John Clare
vi) Design : Robert Frost

THEME: PERCEPTIONS OF THE END OF LIFE

i) Futility : Wilfred Owen
ii) Death Like Conception : Muhammad Haji Saleh
iii) Mid-Term Break : Seamus Heaney
iv) Lesson : Edward Lucie-Smith
v) Song : Christina Rossetti
vi) She Dwelt Among the Untrodden Ways : William Wordsworth
Syarat-syarat Peperiksaan

1. Pelajar dikehendaki menjawab dalam Bahasa Inggeris.
2. Pelajar mestilah menjawab soalan dari keempat-empat genre, iaitu Novel, Drama, Cerpen dan Puisi.
3. Walau bagaimanapun pelajar hanya perlu memilih beberapa bilangan karya sahaja dari setiap genre seperti berikut:

<table>
<thead>
<tr>
<th>GENRE</th>
<th>Bilangan pilihan karya yang ditawarkan</th>
<th>Bilangan karya untuk dijawab dalam peperiksaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novel</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Drama</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Cerpen</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Puisi</td>
<td>3 tema ditetapkan</td>
<td>12 puisi dari 2 tema 6 puisi bagi setiap tema</td>
</tr>
</tbody>
</table>
Appendix A:
Using Performance As A Strategy To Develop Student Responses In –
Class and Out-Of-Class

<table>
<thead>
<tr>
<th>Domain</th>
<th>Type of Performance</th>
<th>Genre</th>
<th>Text</th>
<th>Text Adaptation</th>
<th>Literary Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class</td>
<td>Dramatisation</td>
<td>Drama</td>
<td><em>Educating Rita</em></td>
<td>Adapted play script</td>
<td>Character</td>
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<tr>
<td></td>
<td>Dramatisation</td>
<td>Short Story</td>
<td><em>The Lamp</em></td>
<td>Play script</td>
<td>Plot</td>
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<td>Character</td>
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<td>Theme</td>
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<td>Symbolism</td>
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<td></td>
<td>Recitation/Mime</td>
<td>Poetry</td>
<td><em>Children’s Song</em></td>
<td>Scripting the poem</td>
<td>Theme</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Literary Devices</td>
</tr>
<tr>
<td>Out-of-class</td>
<td>Dramatisation</td>
<td>Short Story</td>
<td><em>The Man From Kabul</em></td>
<td>Play script</td>
<td>Language</td>
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<td>Character</td>
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<td></td>
<td>Theme</td>
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<tr>
<td></td>
<td>Choral Speaking</td>
<td>Poetry</td>
<td><em>Greed</em></td>
<td>Adaptation scripting the poem</td>
<td>Character</td>
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<td>Theme</td>
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<td>Literary Devices</td>
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<td>Setting</td>
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</tbody>
</table>
APPENDIX B:

Student Participants' written responses to the plot, characters, symbolism in the Short story (The Lamp)

The story starts with Salim's mother accusing Salim for no apparent reason. Even though Salim is doing no harm, Salim's mother still scolds and thrashes him. He was sent to buy some oil. Salim buys 10 cents worth of oil at home. Salim's mother interrogates him and questions him on how much did he spend.

Salim is like a thorn to poor Salim. Salim feels as though he is an orphan. Salim lights the sole lamp in his house. His mother brings the lamp to somewhere else so Salim cannot do his work. This leads him to making a lamp of his own. He smuggled some oil and makes his own lamp sneaksily. His younger brother sees him and tells on him to his mother who immediately bursts out in anger. He does it and after dinner creeps towards the lamp and did his work. Suddenly, his mother seized the lamp and put it out. She has no consideration for Salim. So Salim makes his own lamp due to his carelessness. The lamp falls and the house catches fire. That is the end of the story.
After watching the performance my friends put up I learnt this

Salim - Salim is 12 years old and in Standard Six. He wears a pair of dark blue trousers which is his school uniform. He also wear an old sariung after school. It is not said whether Salim wears anything else. Salim has two younger brothers. He is the oldest in his family. Salim is very terrified of his angry ridden mother. He is also very determined as he invents his own lamp so that he can do his homework. An intelligent student, Salim is very keen in schoolwork. He is a creative boy and is good at creating lies to escape his mother's anger.

The mother - Salim's mother is a typical village woman. She is not fully clothed, wearing only a bottle sariung tied in around her.

Her hair is in a mess, drained of all energy to mother her own children. She is perpetually tired and has a haggard look on her face. It is clear in the text that she abuses her eldest son both mentally and physically. She is very rough towards her family in both speech and behavior. She prefers her younger two children to Salim. She shows favoritism.
The lamp, here, carries a lot of symbolism. The lamp symbolizes the path of education away from ignorance. Once the lamp is broken, Salim's chance for education is also gone. His future is bleak. Salim desperately wants the lamp, the light for education. The lamp also symbolizes happiness and joy, things Salim never experiences. For instance, U.S.0 urbanites take light for granted, but here, Salim's family doesn't even have it and Salim craves for a simple lamp.
Education: Given to the village boys and girls.

The point understood in this whole story is the importance of education. He goes to different measures just to ensure his homework is done. This is poor Salim's awareness of the importance of education.

Poverty:

The two terms are related in this story: poverty and importance of education.

Jhansi

Nani

Ram

Nandini
Scene 1

(Salim is sitting at his desk at school.)

Teacher (casting a quizzical look at his charges): Less than two months from now all of you will be taking your exams. I want all of you to pass! Yes, even you Ali!

Ali (seems grinning uneasily): But sir...

Teacher: No buts! Be sure to study at home... as much as you can! You are all big now. No more small children. Spend more time on Science than on your games!

Badrul: Sir, we can't all be like Salim!

Teacher: Silence! Salim is the only boy to complete his work on time! I am sure Salim will produce 5 A's whereas the rest of you... Now, do this work at home and have it ready by tomorrow! I want to see it!

Scene 2

(Salim is in the principal's office, trembling like a leaf.)

Principal (staring benevolently at the petrified boy): Salim, is it true that you cannot pay the three dollar examination fee?

Salim (staring blankly at principal, eyes pleading for mercy): I... I...

Principal (leaning forward): Did you tell your father about it?

Salim (tears filling up his eyes): I...

Principal (after a long silence): What does your father do for a living?

Salim (softly): He's... a fisherman.

Principal (sighing and placing a bulu hond on Salim's shoulder): You go ahead and

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We the exam. I'll pay the fee for you now. Go back to class, boy. I know you can do well.

Scene 3

Salim is doing his homework sleepily for it is late. The oil lamp burns unceasingly little too close to his hair. Finally, Salim surrenders and falls asleep beside the lamp. His hand falls down and knocks the lamp over. Oil spills out and spreads on his back and the straw mat. They go up in flames. Salim is startled and screams.

Salim (crouching in a corner): Help! Help! The house is on fire!

Salim's mother (stumbling out sleepily): Oh my god! The house is burning down!

Abang, wake up! You damn good for nothing, boy, what have you done?!!

Salim's father (trying to douse the fire): Help! Help! My baby! My baby!

The villagers (rushing over): Oh God, what happened? Don't worry, we will help.

Salim's mother (screaming hoarsely at the top of her voice): That damn son of mine!! He's really great at making lamps! Look now what you have done! That's why he bought the extra oil today.

Salim (cowering): I... I'm sorry, maa... I'm... sorry...
Salam is doing his homework sleepily for it is late. The oil lamp burns ominously a little too close to his hair. Finally, Salim surrenders and falls asleep beside the lamp. His hands fall down and knocks the lamp over. Oil spills out and spread onto his book and the straw mat. They go up in flames. Salim is startled and screams.

Salam (crashing in a corner): Help! Help! The house is on fire!
Salam’s mother (stumbling out sleepily): Oh my god! The house is burning down! Abang! Wake up! You damn good for nothing boy. What have you done?!!
Salam’s father (trying to douse the fire): Help! Help! My baby! My baby!
The villagers (ushing over): Oh God what happened? Don’t worry we will help.
Salam’s mother (screaming housely at the top of her voice): That damn son of mine!! He’s really great at making lamps! Look now what you have done! That’s why he bought the extra oil today!
Salam (cowering): I….. I’m sorry Mok, I’m….. sorry.
Students' written responses to the literary elements in the poem

(Children's Song)

Theme:

(a) Adults are not welcome into a children's world
In this poem, R.S. Thomas writes through the eyes of a child. It is as if a child is speaking, telling adults that they have their own world away from the prying and prying eyes of adults. No matter how hard adults try, they cannot experience this paradise.

(b) The difference of viewpoint at heaven of a child's as an adult
Adults view heaven as a place the soul goes after mortality. Children on the other hand get to experience paradise in mortal life, full of secrets and activities.

Literary Devices:

Metaphors - In this poem, we see 2 metaphors, they are:
- Under the closed flower
- Under the smooth shell
Metaphors make the poem more interesting.

Imagery - Images of nature that we see in this poem are:
- Closed flower
- Smooth shell of eggs
- Cupped nest

Personification - Personification, the act of putting a human trait onto a non-living thing, is prominent in this poem. For instance:
- That mock the fatted blue
Children's Song

Theme:

(a) Adults are not welcome into a child's world.

In this poem, R.S. Thomas writes through the eyes of a child. It is as if a child is speaking, telling adults that they have their own world away from the peering and prying eyes of adults. No matter how hard adults try, they cannot experience this paradise.

(b) The difference of viewpoint of heaven of a child's and adults

Adults view heaven as a place the soul goes to after mortality. Children on the other hand get to experience paradise in mortal life full of secrets and activities.

Literary devices:

Metaphors - In this poem we see 2 metaphors, they are:

1) under the closed flower
2) under the smooth shell

These metaphors make the poem more interesting.

Imagery - Images of nature that we see in this poem are:

1) closed flower
2) smooth shell of eggs
personification. Personification, the act of putting a human trait onto a non-living thing, is prominent in this poem. For instance:

a) that mock the faded blue
APPENDIX D

Students' written responses to the literary elements in the play (Educating Rita)

What are your impressions of Frank and Rita?

My first impression of Frank is he is a lecturer in the open university who is in his early fifties and is obsessed with alcohol. He is a married man who often goes to the pub after work as he is an alcoholic. Accoring to Frank, he has not seen the picture of the nude religious scene that hangs on the wall for over ten years. Frank is a person who works at the open university for money according to the text. frank is also an educated person so he has a wide knowledge in poetry and information relevant to poetry. Apart from that, Frank does not seem to be interested in entertainment as he does not often have a clue on what is happening around him who is often a very popular actress who used to act in charity's angels. Frank is a man with great promise as he smoked again although he made a promise not to smoke. The lecturer also confesses that he has not had a student like Rita before but he is very amused with her.

Rita, on the other hand, is a disssiited hairdresser who speaks four language. She is a 26 year old married woman who thinks that it is not enough for her to just be married and live 'happily ever after.' She realizes that life is incomplete without education and education can help her to be a better person in society. According to Rita, if we want to change, we have to do it from the inside. Change made physically is not enough to change her personality. Although her husband objects to her studying, she still holds on to her wish to be an educated and modern woman. She is a hairdresser who will only be in her best if she wants to. Sometimes, she would mistakenly hurt her customer when she was cutting her customer's hair. However, in the ending of drama, there is a big difference in her language which she does not use four language anymore and had turned into a modern and educated woman.
How did the performance help you understand the text?

First of all, the performance helps me to have a clearer picture of what the drama is all about. The conversation between Frank, Nga and Rita had assisted me to understand the text better as I get to imagine myself in the characters' shoes. Nowadays, students usually do not bother to read or go through the notes for revision. So, with the performance, students not only get to figure out the intended meaning of the drama but we will be more interested in the drama and will appreciate it too. It helps me to have a better view of what the story is all about as we are able to see it with our own eyes, the performance and their facial expressions.
STUDENT B

The performance between Michelle (Frank) and Stephanie (Rita) really helped me a lot to understand the text. It is because both of them gave me a true picture of the drama. By seeing the way they express and the tone when they are reading dialogue gave me the feeling that Frank and Rita are really having a conversation. Their performance is quite good that it makes me think as if I was at right there too. Although there are sometimes mispronunciation which causes all of us to laugh, at the same time, we could remember the text more vividly. Besides that, once there are doubtful about the text, teacher immediately explains to us, and so we could get the intended meaning of the text.

Frank is a lecturer in an Open University. He is in his early fifties. From the text, we know that Frank is an alcoholic because he often goes to pub. Frank was curious about Rita because he had had no student like her before. At first, Frank does not want to accept Rita as his student when he notice Rita speak Faul language. Besides that, Frank seems not to be interested in entertainment because he does not even know who is Farrah Fawcett Majois who used to act in Charlie's Angel. He most probably break his promise not to smoke as he accept Rita's offer. Frank According to Rita, Frank's hair looks like a garuristic hippie. Rita came to him to learn everything, but end up he leaves a lot from her too. Rita, who is a hairdresser at came to Frank because she wanted to get a degree of English Literature. She is also a married woman. Yet, she choose to leave her husband who does not want her as she wants to further her studies. Rita has the courage that few people will have. "It is because she think that woman are not only to do housechore, but has the right to study as woman and men are equal now. It is not enough for her to get married and be a housewife because she wanted a better way of living her life. Rita also does not want to have baby now as she wanted to discover herself. Then, it is depend on her whether she wants to have baby after she managed..."
to get a degree in English Literature. Rita speaks foul language at the beginning, but we noticed that the difference at the end, as she speaks perfect English.

STUDENT C

Frank, a lecturer, who is in his early fifties, is a person who likes to drink beer. He has a highly educated Rita's determination to study has impressed him and this caused him to, despite his age, to teach her. Frank is probably a patience lecturer. He would entertain Rita although she is just talking nonsense. Carefully listen and note how she is like a good teacher. He had changed Rita to an educated woman. He is a considerate person. He understands what Rita needs. While her husband, he try to provide all sort of knowledge to Rita, and it won't start her from getting higher education. Although he is a lecturer, he is not paid at all. He do it because he

prefecture sends on it who is in a hardress. Rita, thirty six years old, is a hardress. She is a strong woman. She does to leave her husband who try to start her from getting higher education. She just wants to study, she wants to become a better woman. A
dadly, husband and child are not enough for her. Once she had decided to study, she prepared to sacrifice anything. She is also an independent woman. She can move by herself and didn't depend on anyone before proceeding to Open University. We can see a totally different Rita at the end of the story. This situation can prove that Rita's success is from her never give up belief.
It is in my opinion that group discussions, choral speaking and dramatization of a literary text helps us learners understand and remember it better. Take me for example, being a learner of the text Educating Rita. At first I found the text incredibly yawn-inducing when we first read the piece. I could not understand it at all. Then our teacher told us, or rather barked at us to get into groups and "Start discussing!!" and we meekly obeyed her. We found out that, yes, it does help us. It was like friends teaching friends. We friends got together and discussed the text. "Other" topics of interest kept popping out every now and then but we slowly gained interest in the text.

I then saw Rita as a person. As a thinking, intelligent hairdresser who wanted to learn so badly. We learnt a lot from her and from ourselves. By having group discussions we managed to air out our views and mull over our questions together and come out with an answer. Two heads are better than one, goes one popular maxim. I must agree with that when it comes to group discussions.

Dramatizing the text was a whole new kettle of fish altogether. The whole process of dramatizing Educating Rita was a fun yet enlightening one. Being actively involved, (I was chosen to play the part of Rita in this mostly 2 man play) I managed to use it for my benefit. You see, when we dramatized the play in class, I found that it helped me remember vital information needed for the examination. Tiring to remember her lines and struggling to get her coarse speech under my thumb paid off in the end. I was able to remember distinct quotes and whole lines from the play that was so useful in the examination. All my friends, whether actively involved or not agreed with
me on that point. We managed to score well thanks too the dramatization and group discussions of the play.

Written by,
APPENDIX E:

FROM KABUL: Students’ written responses to the literary elements in *The Man* character

From Kabul and their written responses to the performance of the dramatization of the same short story.

Kabuliwallah

The kabuliwallah here is portrayed as a travelling peddler, a man of giant proportions. He travels from house to house selling his wares. One a year he returns to the barren mountains of Afghanistan, his homeland. He stops by the writer’s home and befriends Mini, the daughter of the writer. Their friendship blossoms and Mini gets along well with the kabuliwallah. But, the kabuliwallah is sentenced to 8 years in jail for an alleged charge of murder and assault. Upon release, he promptly goes to see his ‘little friend’ but it is her wedding day. He realizes that with the passage of time his friendship is no more. He remembers his own daughter back home and how much she would have grown.

Mini

Mini is an inquisitive and bright five year old. She is very bubbly and intelligent. Mint is introduced to the kabuliwallah and is frightened of him at first but soon the kabuliwallah’s ‘bride’ convinces her to open up and they become good friends. She grew up into a young bride and stands before the kabuliwallah 8 years later elegantly.

Theme

human relationships and friendships that exist in the world irrespective of age, sex, religion, race and creed. The relationship between Mini and the kabuliwallah are close. They even joke together.

message to parents is another theme. Mini’s father works from home yet the kabuliwallah is closer to his own daughter than he ever was.

prejudice is a prevalent issue in this story. Due to the fact that the kabuliwallah is a travelling peddler of a different race and religion as well as creed the people of Kabul were prejudiced against him.

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The short story The Man from Kabul which was dramatised by my friends was a very enlightening experience for me. This is because when I read the story, I couldn’t imagine it very well. It was quite alien to me because it was not something familiar to me. But when I saw the drama being dramatised it became clearer and more interesting. I also became more involved in the story. This experience is sure to help me to understand other books as well because I can now dramatise it in my head and imagine it being acted out. So I feel I have learnt to understand my literature books and can write about it.

When I watched The Man from Kabul I became involved with the play and understood the themes and characters better. The characters became more real and more alive. I was able to appreciate a father’s love more deeply. The scenes remained fresh in my mind and even during the exams I was able to recall easily. Seeing and experiencing is definitely much better than just reading about it and being bored to death.

As for Educating Rita which we did in class, I could change from role to role while reading the play because we worked in groups. As most of the 1 books I have been reading are novels, I found doing a play a different experience. To tell the truth, it was the first play I have ever read. I could ‘hear’ the characters Rita and
Frank having a dialogue between themselves and imagine the actions going on. When we were doing the play in class, I felt that it was rather boring at first. However, when we acted out the parts we had more fun and enjoyed ourselves. In class it was boring because the teacher goes on talking on and on about themes, setting, character etc. Then we had to copy lots and lots of notes and that was really tedious. But doing the drama was more fun and interesting.

In conclusion I can say that acting out plays in more effective and dramatising plays has helped me to understand literature better.
Putting up a play helps us to understand literature. Sri Devi, who directed our play, asked me to do the role of Mini, which I reluctantly agreed as I wasn't sure whether I could do it. You see, I am a Chinese and this role was that of an Indian child. But I needn't have worried. With Mrs. Mag's guidance and Sri Devi's coaching, I was able to put up a creditable performance. (That was what my friends said anyway.)

As a result, I was able to understand the characters and although it was time consuming, it was a worthwhile experience. Sometimes it was frustrating getting the lines right and coordinating the actions and working on our expressions etc. To make matters worse, we had to stay back often after school. But the end result was it made me understand the whole story, themes etc. better. We had discussions and worked together as a group and had our fair share of arguments but at the end it opened my eyes to a whole new way of looking at the boorish words whether on a page of a book would remain mere words! But dramatizing it made the story more real and meaningful. Now I feel more confident about studying literature books.
APPENDIX F:

Samples of the teaching and learning materials

PEPERIKSAAN PERTENGAHAN TAHUN 2002
KESUSASTERAAN DALAM BAHASA INGERIS
TINGKATAN 4

2 jam 30 minit

Answer all the questions.

1. Literature reveals to us the joys and sorrows of life. Discuss this statement with close reference to TWO TEXTS (short stories) that you have studied. (20 marks)

2. The Lamp
   a) Explain the significance of the title of the story. (4 marks)
   b) Which character in this story do you sympathise with? Why? Explain with close reference to the text. (6 marks)
   c) Discuss the issues of life depicted in the story. (10 marks)

3. Examination Day
   a) What happened on the morning of Richard’s birthday? (4 marks)
   b) Mrs. Jordan hardly says much but quite a lot is revealed about her. Discuss with reference to the text. (6 marks)
   c) Do you agree with the ending of the story. Give reasons to support your answer with close reference to the text. (10 marks)

4. The Man From Kabul
   a) Why was Rahman sentenced to several years of imprisonment? (4 marks)
   b) Discuss Mini’s and Rahman’s friendship before and after his return from the prison. (6 marks)
   c) One of the issues discussed in this story is ‘father-daughter relationship’. Discuss with close reference to the text. (10 marks)

5. Select any ONE of the short stories that you have studied and answer the following questions.
   a) Name one character that you admire and state why you admire him/her. (4 marks)
   b) Describe the relationship between the main characters in the story. (6 marks)
   c) Which particular aspect of the story did you find most interesting. Illustrate, giving reasons with close reference to the text. (10 marks)

Prepared by
Time: 10.55-11.35

Class: 4 H

Topic: The Lamp

Objectives: 1. Read and understand short stories

2. Discuss and describe themes and messages

3. Role play scenes from text

Activities: In pairs complete the true/false statements.

In groups of ¾ discuss and describe themes

In groups, act out scenes from the story

Teaching Aids: Pictures, whiteboard, transparencies

Teacher's notes: 80% achieved the objectives.
Time: 12:10-12:55

Class: A

Topic: 'The Children'

Objectives: Describe the inferential analysis

Identify technical devices

Identify literary devices

Dramatise the poem

Activities; In pairs complete the technical analysis

In groups of \( \frac{3}{4} \) discuss and describe the inferential analysis

In groups of \( \frac{3}{4} \) dramatise the poem

Note taking

Teaching aids: worksheets, whiteboard

Teacher's note: 90% achieved the objectives
APPENDIX F:

Comprehension:

Samples of the teaching and learning materials

1. How old is Mini?
   Mini is five years old

2. What is Mini's father occupation?
   Mini's father is a novelist

3. What did the Kabuliwallah carry on his back?
   He carried nuts and raisins

4. Why did Mini run to her mother when the Kabuliwallah turned to her house?
   Because she had blind belief that inside the bag which the Kabuliwallah carries contains other children like her

5. How did the Kabuliwallah overcome Mini's terror?
   By judicious bribe of nuts and almonds

6. Why was Mini's mother unhappy with Mini's new friend?
   Because she was afraid that they are either, thief, kidnapper, or drunkard.

7. What function was on when Rahman returned?
   Mini's marriage

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Synopsis
This story is about a travelling peddler who stops by the writer's house and befriends his five years old daughter, Mini. He is a patient listener and their relationship blossoms. One morning the 'Kw' is taken away by two policemen for an alleged assault on one of his customer who had refused to pay what he owed the 'Kw' as a result he was jailed for 8 years. Times passed and he is forgotten. Years later the 'Kw' comes to the writer's house to visit his little friend. However, his little friend is now a budding bride. It is her wedding day, the 'Kw' wants to meet her and her father is at first reluctant but he gives in when the 'Kw' shows him and ink smeared hand print of his daughter. The 'Kw' wants to badly meet Mini because she reminds him of his own daughter back in Kabul. Mini's father calls for her despite many objections, when she comes the 'Kw' is amazed that she has grown up so fast and is going to her father in law's house. He realises that she finally understands the meaning of that term. The writer gives him some currency notes which enables him to go back and see he's own daughter.
**Character Analysis**

Mini → 5 year old, talkative, inquisitive. She has childlike innocence at the beginning, she was afraid of the 'Kw' for she thinks he has two or three kidnapped children in his bag. A feleci aquared by the adults. She clinks w father in fear w the 'Kw'. She becomes close to him. She is able to relate to him. After eight years, she meets the 'Kw'. She is young, brave and she is shy because she knows the meaning of the "father in laws house".

Mini's father is a writer who works in his own home, loves his daughter very much and doesn't want to tell her things that can upset her. He is a generous man and a human at heart when he sees ink smeared handprint. He feels deeply because he himself is a father kind hearted, he has noble intentions (sacrifice).

Mini's mother is an open-minded person. She is quiet because she doesn't want Mini to talk. Not a patient listener. Causes blind believes to her daughter. Also very suspicious. She is a timid person a slight noise could get her worried.
Issue of life / theme

Communication verses misc - communication we can see how the water could not freely communicate with the daughter but the Kw' was able to draw his attention although they are worlds apart in distant, culture and age (irony) situation.

Message to parents

Mini's father works at home and cannot communicate with her unlike the Kw' in the end, he does not lose his daughter physically but has lost the time to know her. Lack of care shown by parents can jeopardise the parents - children relationship.

World of a child

The Kw' is close to Mini because he sees the world through her eyes thus they can laugh and joke.

Society pressure

We can see that Mini's mother is cautious of the Kw' the stranger as it is a normal fear of any mother. The mother request the husband to keep a watchful eye. On the day of Mini's wedding when the Kw' comes to see her the father is relucted to let him see her because conforms to the norms of traditional thinking that this meeting a bad omen. Prejudice due to the fact that the Kw' was a travelling peddler of the town had certain prejudicial use against him and they were suspicious to this notice. Some took advantage on him. For an example: customer bought the Rampuri shawl but refuse to pay for it. In anger over the quarrel the Kw' attacked the customer but was punished with several years in prison.
Moral Values

It does not matter of what faith we are deep down. The human value life, love, human relationship and compassion and transcends all barriers. This story explores the theme of human relationship of friendship that exist in people irrespective of race, religion, age and sex. The story also explores father-daughter relationship and the lack of care shown parents to their children.

Setting
A house somewhere in Calcutta with a verandah over looking at a street.

Prejudice

Due to the fact that the 'kw' was a travelling peddler, the people of the town had certain prejudicial views against him and they were suspicious of his motive. Some took advantage of him. For example, the customer bought the rampuri shawl. The 'kw' attack the customer but was punished with several years imprisonment. The customer may have not done likewise had the vendor been a man of his own town or of his own kind.
Comprehension

1. Where does the story take place?
   Fishing village - east coast of Malaysia

2. Imagine Salim's hut. Draw it the hut

3. Would you like to spend a day or visit Salim's hut as a friend?
   Yes, because I could know and get some experience of a
   fishermen's life.

4. How does it feel like to sleep in Salim's hut?
   Cold because it's by the sea side, many holes in the hut, don't
   have enough clothes

5. What does Salim need to have in his hut?
   Lamp, table, chair, reference books, stationary, uniform, money, clothes, bed.
Synopsis
The story is about a poor fisherman's son, Salim, who lives in a hut by the sea with his fisherman father, a mother who treats him harshly and two younger brothers, one of them is still a baby. Salim has trouble completing his homework because there is only one single lamp to illuminate the whole hut at night. Eventually, he secretly makes his own lamp from an empty milk tin, steals some oil from the kitchen and when everyone is asleep, he lights the lamp and does his homework. He fell asleep over his work and his sleep knocks the lamp over and causes a fire that burned a whole in the wall of the hut. His mother throws out the lamp in the darkness.

Setting
The story takes place in a little fishing village, probably somewhere in a coastal area in Jerengganu. Most of the events in the story unfold within the shabby and bear one room hut belonging to Salim and his family. The bear hut consist of just a single bear room and a kitchen area. The family eats and sleeps in the same common space in the center of the hut. At night there is only a single lamp for light. From Salim's recollection, we get a glimpse of the village school, we see a sympathetic and generous, who helps Salim pay for the examination fee. There is also a strict teacher who trashes the pupils sometimes.
1) Literature reveals how the joys and sorrows of life through the two texts I've studied, I began to realize that literature isn't all about language, it also depicts the real world. In other things which almost every human being can relate to in the short story 'The man from Kabul' reveals both the joys and sorrows of life. This story revolves around Mini and Rahman, a street pedlar. Mini, known as a 'Kabuliwallah', Mini is portrayal of a happy, intelligent child. Five years old girl who loves to chatter. A beautiful friendship develops between her and the 'Kabuliwallah' is formed. This Mini, and the Kabuliwallah laugh and chat about silly things adults wouldn't understand. Mini and Rahman are able to bond so well that despite the age gap, and the text above, proves that happiness and joy are a part of life. Trouble, hurt, and sorrow creep into the story when Rahman is caught by the police for attempting hunting a fellow woman'serman. Rahman actually did this because the man refused to pass a sum of money he owed Rahman for hunting a beast. Scared, Rahman is taken away with his hands bound and he still manages to joke about the situation and says to Mini that he is going to his father's law's house. The term 'father in law' house is an euphemism word phrase used by Kabuliwallah to replace the word 'jail'. This is because the Kabuliwallah are very looked down upon their families in law's because of their work. Eight years pass and Mini soon Rahman is seen forgotten by Mini. This is sad actually because a 6 friendship that took so little effort to be forged is now been broken. Her heart has been lost. Now lost Mini's father is very sorrowful on her wedding day for he knows he'll be giving her away to someone else. Rahman appears out of nowhere.
is very frustrated to be forgotten by Min. He is too busy with work to take little effort to be forgotten by Min. This is sad for a real friend.

Min, on the other hand, is very sad. She still manages to find time in her busy household to visit her father.

The text talks about the relationship between Min and her father.

The text also mentions Min's father's death and how Min continues to visit him in his house.

The text talks about the importance of family and how Min's father's death has affected her.

The text also mentions the role of Min in keeping the family together and how she is able to handle well the family's problems.

The text also talks about the importance of Min's family and how she is able to keep them together.

The text also mentions the role of Min's father in the family and how he was able to keep the family together.

The text also talks about the importance of Min's father and how she is able to keep the family together.
On Friday's wedding day and shows mini's father a fingerprint
of his daughter's veins whom he has not seen for
eight years. Mini's father is touched and offers him money
to enable to go home. In the end, joy and happiness prevail.
Although they don't last forever. The lamp foretells
a very harrowing and sad picture. The camp reveals to
about how the suffering that the hardcore poor
got go through. Salim lives in poverty, and his
family lives in poverty. It makes me sad that
his mother treats him with no love. This is because
Salim has become fed up with life and carries on
through day-to-day life but is supposed to be meaningful
despite hardship. It is very sad that Salim's mother
has to go through so much sorrow. Salim's mother
from Salim has to go through poverty at a young age.
What, however, he only longs to be loved by his mother
and father, who show no emotion towards him. Despite
his sorrow, Salim still tries to be helpful and obedient boy.
In the end, there are pictures of the joy in the story
of the like who, for example, Salim when there was a time
when Salim played with a lantern with his friends. This scene
because of Salim's flashbacks. Salim also reveals series of
joy when he manages to light up his lamp. However, this
lamp causes the hut to burn a fire which leaves
a hole in the hut because of Salim's carelessness.
In the end, sorrow befalls the family already impoverished
The lamp symbolises a ray of any of hope in Salim's life. It also symbolises the mere faint light which shows the family's situation and goes on through life despite their hardships. The lamp is very significant in the story as it revolves around the poverty faced by Salim's family. I sympathise with Salim. This is because Salim is not loved by his family. His mother always harasses him, pinching him in pulling his ears and pinches his tight thighs for very small mistakes. Salim is an obedient boy who just wants a normal childhood but cannot escape because of poverty. As Salim's well-behaved and obedient manner fails to open up his mother's eyes, I pity Salim because he tries so hard to be loved but gains nothing in the end. The reluctance of Salim's mother against him, to let him study and eat with the family disgusts me. Salim sits apart in a corner while his family gathers in the centre of the hut to eat. Whenever Salim tries to study, his mother shoves him by cruelly snatching the lamp away. I also sympathise with Salim because of the fire caused by him. The fire happened which never meant for that to happen but was driven by his will to study. In order to study, he needed a lamp.

The issues of poverty and hardship problems and problems faced by Salim's family because of Salim's father, a fisherman whose job and wages are in the hands of
the sea. Salim’s mother is a character which
shows no love towards her son. Salim deals with
his problems by the salim is very hurt by
his mother’s ways but still loves her.
He still obeys her and carries out her wishes.
Salim is facing problems at a very young
age. Poverty and hardship are a part of
the family’s life. They live on fish
very little money obtained from Salim’s father.
When the sea is rough, the family goes hungry.
Salim has to go through a lot of hardship being
painful moments when his mother’s mistreats
him. The story tells us that poverty can
make man nonchalant and lose the ability
to live joyful. Salim’s mother is an example.
Salim’s problem however, shows sometimes it is
in the fees and this shows us that there are
people who are kind and merciful in life.

b) Everyone Richard’s parents; Mr. and Mrs. Jordan
tried their best to be happy on the morning of Richard’s
birthday. Dayeven bright packages of gifts which
were for Richard greeted him in the morning.
A cake was made for Richard
was brought out by Mrs. Jordan. The

Mrs. Jordan is a loving mother who loves her
son very much and is terrified at the thought
of losing him. She bakes a cake for him on
his birthday. Mrs. Jordan is also a home person. Mrs. Jordan
also worried a lot in the story and was anxious while waiting for the Government decision. She loves her son so much and waits for him after finding out that he was murdered by the Government.

No! I certainly do not agree with the ending of the story. The totalitarian Government in the story has no right to take away the lives of innocent children. Richard was an alert and intelligent youngster whose life was shortened by a cruel Government. The lives of the people in the story seemed to be controlled by the Government. Intelligence isn't a bad and ugly thing! But the Government in the story thinks otherwise and requires all citizens who reach a certain age to take an test which will determine their level of intelligence. Any clever ones will be put to death. The ending of the story should have been different. Children should be given the right to live and the citizens in the story should be given free rights for in choosing their jobs, type of lifestyle, and their lifestyle and their readers. Mr. Jordan's action of bringing Richard to the Government Education Building was a big mistake. He should have sent Richard to a faraway, safe place but he wasn't dumb even to wasn't bright enough to do so.
a) Rahman was sentenced to several years of imprisonment because of a brawl with a fellow man over a Kaghun shawl. The other fellow man refused to pay Rahman what he owed for the shawl and Rahman hit him. Rahman was charged by the police for attempting a murder.

b) Mini's friendship with Jaa Rahman when he was still a free man was very strong. Mini and Rahman met everyday and Rahman would sit at her feet laughing and listening patiently to her endless chatter. Mini loved Rahman like her own. Their friendship was like a 'father - daughter' relationship. Mini's father wasn't able to take care of Mini like how the Kabuqainullah did. When Rahman returned to Mini's house after their friendship was already lost due to the ravage of time. Mini was no longer the 5-year-old five years old she was. Mini's was very shy when she saw Rahman and they only exchanged a few words. However, Rahman was very happy to see her.

c) The issue 'father - daughter relationship' is a part of our daily lives. Mini and her father are close but her father does not take the initiative to communicate and laugh with her while he can. When he realises that she is all grown-up.
and about to get married, he regrets her path for not laughing and chattering with her as much as he could. There is also a father-daughter relationship between Ben Rahman and Mini. Rahman and Mini are very close when she was young, and Rahman took the opportunity to bond with her. He was very patient with her, and was like a father figure to her. Meanwhile, Rahman never could bond with his own daughter because of his imprisonment. This dear father-daughter relationship is very precious and should be strengthened.

5) I admire Salim from The Lamp. Despite Salim's poverty throughout his childhood, he never gives up. He tries very hard to sell in order to make his lamp sell to obtain the oil he needs. He tries very hard to study and complete his homework and risks being hit by his mother every time he does so. I also admire Salim because of his patience. He obeys his mother and loves her very much even though she is harsh and unkind towards him.

6) Salim and his mother have a very poor relationship in the story. This is because she always scolds him and shows no trace of motherly love towards him.
Salim obeys her commands but his actions often cause his mother to make him angry. Salim and his father hardly communicate, and his father is pictured as a selfish man who doesn't want to improve his family's living conditions. Salim longs to help his father carry the fish caught out at sea home, but his father is too busy. In his own words, he notices that:

"Salim's attitude towards his hardships makes me like him. Salim's tenacity towards his mother's bickering and harshness towards him interests me a lot. Salim doesn't even retaliate against her. He only looks at her with piercing eyes once in the story. His mother is a cruel, unkind creature who shows no mercy and love towards her son. Yes, it cannot be denied that she ate after Salim, but she often hit him and scolded him with cruel, harsh words. Salim even obeys his commands and carries them out without a word of complaint. Salim's will-power to continue to study and complete his homework despite his mother's objections also intrigue me. He tries very hard to obtain oil, and doesn't give up his self-made lamp. He doesn't ponder and whine, but instead finds a way to obtain oil. One day when his mother gives him a bucket of water, in the end, he succeeds in studying. His carelessness causes a fire to burn a hole in the wall of the fragile, unstable hut. I still admire his determination to carry on with his interests and overall..."
In the story from Kabul, this text reveals to us the joys of life. This is because Mini, a 5-year-old girl who lives somewhere in Calcutta with her father, a writer, and her mother, Mini's mother is a very caring and loving daughter and this is proved in the situation when the Kabuliwallah from Kabul came to Mini's place and befriends her. Mini's mother is prejudicial towards Rahman, the Kabuliwallah as she thinks that Rahman would kidnap her daughter. We could also see happiness and joy in a child's world. Mini, a young girl with a child-like innocence who gives us a chance to see her world. She has no worries and seems to be happy all the time. However, she feared Rahman when she saw him the first time. Rahman was carrying a big bag on his neck. Mini thought that inside there were two or three children like herself inside. Despite Rahman's different origin, culture, race, and Mini managed to overcome her fears after receiving a judicious bribe from Rahman. From this situation, we definitely feel the joy of Rahman and Mini as they are friends and this probably proves to us that friendship is irrelevant of race, culture, and origin. The joy and laughter they shared were priceless. However, this friendship which blossoms does not go on forever. Then, the text reveals to us the sorrow when Rahman struck a customer. Rahman struck one of his customers as he denied trying to buy a Rampuri Shawl and refused to pay for it. With anger, Rahman struck the customer and was jailed for eight years. Then, Rahman is slowly forgotten. This text shows that human are caring people. If Rahman was a vendor from the same town and he was from the similar culture, the people would not have treated him the way they did. Rahman is a person who treasures friendship as after eight years of imprisonment, he still remembers his little friend and visited her with the bribe he used to give Mini. However, there is sorrow when Mini's father is reluctant to let Rahman see his daughter. Then, Rahman.
showed Mini's father the ink-smeared handprint of his own daughter and Mini's father feels deeply for Rahman as he himself is a father. Thus after that, the joy arises when Rahman sees Mini, but he was probably surprised that his "little friend" had grown up and is now a budding bride. From this text, we get to feel the joy and sorrow of the people. Mini's father, who works at home, still cannot communicate with her. However, Rahman is able to believe that she is a patient listener. I would say that this text reflects do us more joy than sorrow. In another story, "The Examinations Day," we definitely feel the sorrow of Mr. and Mrs. Jordan. From this story, we learned that this is probably a totalitarian government. This is because this type of government controls practically every aspect of citizens' life. The citizens fear that the government would not jeopardize their lives should they disobey the government. On the other hand, the sorrow of the citizens, including Mr. and Mrs. Jordan, is real. Every child who has to sit for the government intelligence test. If their intelligence quotient exceeded the government's regulation, the child would be eliminated by the government. We can feel sorrow from the Jordan's feeling and emotions as although the particular day was Dickie's birthday, they do not seem to enjoy the day but they feel sad and lost. The Jordan's is what they are probably because they fear that Dickie would be eliminated by the government or he is not intelligent. However, Dickie does not feel the sorrow and terrible ordeal his parents are going through and he, himself, does not fear of the test. The sorrow of the parents cannot be explained in words. From the beginning of the story, we learned that the Jordan's family is not a normal family. There is no happy chatter and noises that a normal, full and busy household has. This proves that the parents' reveals to us that their emotion there is sorrow in that this family. The sorrow might start even at the birth of
a child. If the child is not intelligent, the percentage of
the child to reach adulthood is high but if the the child is
intelligent, then he would be at the risk of dying. Even the
child feels sorrow as he does not understand why his parents'
are feeling so sad and worried. Instead of enhancing Dickie's
knowledge, his knowledge is stunted. So, the parents Dickie's parents
want to stunt his knowledge and provided him with easy reading
material like comics. The sorrow of the Jordons' arises when
Dickie has to be eliminated. The cry of pain that in the
ending is the cause to this sorrow the sorrow they felt.

2. a) This story is titled The Lamp as this story revolves
around a boy named Salim. Salim is an intelligent boy and
this is proved by the teacher who praised his as he is often
praised by the teacher because of his imagination and innovation.
Salim comes from a poverty stricken family and they have no money
to buy more oil. Salim's family lives in a small hut with
only a small bare room to support the family. Salim's family
cannot even afford to pay the three dollar examination fee.
So, Salim created a lamp from a milk tin so that when everyone
is asleep, he can do his homework. The reason why Salim made
his own lamp is that his family only has one lamp to
illuminante the whole hut and the lamp is also Salim's mother
always snatch away the lamp from Salim. This caused Salim
to make his own lamp, which he later knocks down in his sleep
and burned a hole in the wall of the hut.
(b) In this story, I sympathise with Salim because his family has no money to even buy some more oil for another lamp. This has caused Salim not to have any light to do his homework as his mother always snatches away the lamp when Salim is doing his homework. Therefore, Salim never manages to finish his homework although he planned to finish it. Salim, too, might not have a chance to advance to a better school as his father rather not see him advancing to a better school than to be ashamed when his poverty is exposed. This dilemma had saddened Salim who has his books as his nocturnal companion. Salim, too, as a student does not have enough money to buy reference books or a pair of proper school uniform, a lamp and also a school bag. Salim is also often thrashed and beaten by his mother although he might not make any mistakes. He is often scolded and beaten and is also referred as an accomplished liar. The sadness, hopelessness and helplessness that Salim feels cannot be explained in words.

(c) There are a few issues of life depicted in the story. The poor life lived by some people might not be known by the society. The poverty-striken family lives a tough life and is also filled with a prevailing sense of wanting and going through a better life. This kind of life might be probably only lived by a small amount of family. Salim is also often abused by his mother. Whenever he comes back from school, he would be beaten, scolded and that thrashed by his mother. The small but lived by so many people shows that the family is poverty-striken. The imagination of a child is also an issue of life. Salim is able to use his imagination and creativity to make his own lamp that helped him in doing his homework. Without a lamp to illuminate, for him at night, Salim would not be able to do complete his homework. However, tragedy happens when Salim falls asleep and the lamp...
the lamp in his sleep. The issues of life depicted in the story are
comprised of the parents-son relationship. Salim's mother, who was present
given up hope and in her poverty stricken life often breaks and
beats Salim to release her pressure. However, Salim did not complain
as he understands that his mother is tensed up when he serão
her husband's evening meal. The relationship between Salim and his
mother does not exist as her love towards his eldest son has dried
up. However, her relationship towards her younger children is good
and warm. She treats her younger children well. Apart from that,
Salim too Salim's family, no leave their lives to fate. They show
when the writer said that instead of sending Salim's younger
brother to the hospital to treat him, they however left him
in his life to fate that made Salim's younger brother died. They
could not do anything to change their lives which is always
sinister but they however leave their lives to fate. Since it
not able to continue advance his studies to another place.
although Salim's education in the only flicker of hope in
the dark to change the Salim's family life.
4. (a) Rahman is a Kabulwallah from Kabul and he is a travelling peddler. He travelled all the way from Kabul to Calcutta to sell his goods. He would go back to his country once a year to see his daughter. Rahman was sentenced to several years of imprisonment and as he stroked one of his customer’s in a fight. He stroked the customer as to the customer denied saying a Ramputi shawl and refused to pay for it. Because of anger, Rahman struck this customer and was taken away by policemen for eight years imprisonment. Rahman was charged with murder assault.

(b) At first, Mini, who is 6 years old feared the Kabulwallah Rahman as she thought that he carried a few or three other children like herself. Therefore, she complained to her mother in fear of Rahman. However, after receiving a judicious dose of nuts and almonds, Mini and Rahman soon became close friends. Rahman is able to communicate with Mini as he is a patient listener. For Mini, to be quiet is unnatural as she is a very talkative child. They laughed and joked together happily and their friendship blossoms. Rahman is able to be close to Mini as he sees Mini’s world through her eyes.

Eight years later, after being sentenced to eight years imprisonment, Rahman is slowly forgotten by the people of the town and even Mini.

Eight years later, Rahman came back to Calcutta with nuts and almonds to tempt his little friend. He still remembers his friendship with Mini eight years ago. However, he is disappointed as his “little friend” is no more little. Although Mini’s father was reluctant to let Rahman see his daughter because it would mean badmen, Mini’s father let Rahman to see Mini when he saw the ink-covered handprint of Rahman’s daughter. When Rahman saw Mini, Mini is
In this story, there are two "father-daughter relationships". Although Mimi's father works as a war-time infantryman, he is not able to communicate with his daughter. Mimi is very upset with her father and would ask him to go outside and play with her. One day, Mimi said, "Father, I'm trying to communicate with you through the war. However, Mimi's father really does not have enough courage to let his daughter know the details of what is happening. He is worried that his daughter is getting married and he is trying to protect his daughter. The feeling of love and care is real and the father-daughter relationship is very strong. But as the war continues, the separation between them increases. Mimi's father is about the same age as Mimi's father. His health is very poor and he cannot help Mimi. Mimi's father is very worried about Mimi. He is worried that Mimi's father will not return. He is worried that Mimi's father will not return to his daughter. In the end, Mimi's father is able to return to his daughter.
(a) The character that I admire the most is Mini. She is a 5-year-old girl who lives in Calcutta somewhere on Connaught Road with her father and mother. Mini is a talkative person as according to her father, for Mini to be quiet is unnatural. I like Mini because she is talkative and would ask her father questions and this is what a normal child would do. Mini is also has a child-like innocence. This is shown when she feared the babuliwallah as she had a blind belief that Rahman had two or three other children like herself in the bag on his back. Mini also was able to befriend Rahman although he comes from a different culture, origin and race. This shows that human relations is irrespective of origin, culture and race. Mini also does not understand what the term ‘father in law’s house’ meant. This also proved to her child-like innocence which I prefer.

(b) The relationship between Mini and her father is not very close. Although Mini’s father works at home as a writer, he still fails to communicate with his daughter and make their relation. He, however, still loves Mini very much and would do anything so that she want he would not hurt her feelings. Mini’s father realised that he had not known his daughter well and he regrets neglecting her when she was young. However, the relationship between Mini and Rahman blossoms. They were close friends although Rahman comes from a different culture and he is much older than Mini. Their friendship were beautiful and they laughed and joked together. They remained as close friends until Rahman was sentenced to several years imprisonment and Mini soon forgets Rahman. Rahman came back to see Mini after eight years of imprisonment and discovered that his little friend is no more little. She is now abducting bride and their friendship is home. Mini’s relationship with her mother is also not very close. This shows that the parents neglect their children although they are living together.
The particular aspect of the story that I find most interesting is in the beginning of the story. At that point, Mini is 5 years old, and she is a very immature person. She used to play outside. One day, it was a normal day, and Mini was playing outside in front of the house. Her father was sitting inside his room, which had a window overlooking the street.

Then came a Kabuliwallah who is dressed in a long robe of his people. He has a gigantic frame, and he also has a tall turban on his head. The Kabuliwallah is carrying a bag on his back, and he walks towards Mini. Mini is playing. She saw the Kabuliwallah and she feared him, the Kabuliwallah, as she had a brief brief that Rahma had heard of these other children playing near the road. Mini quietly ran towards her mother and complained in fear of the Kabuliwallah.

Her mother was suspicious of the Kabuliwallah and told her to go inside the house. Then Rahma walked towards the door, and she noticed the door. Mini's father opened the door, and Rahma is seated inside. He is interested in befriending Mini. He is probably noticing her art. Because he has also had a daughter about the same age, and he is fond of girls. At first, Mini hesitated. Rahma, but she was soon won over by her after receiving a judicious bribe from Rahma. They soon became friends, and their friendship blossomed. Their friendship was beautiful, and they laughed and joked together irrespective of race and age. This particular aspect of the story tells us that human relationships transcend all barriers, and it does not count on your age, culture, and origin. The beautiful friendship between Rahma and Mini is very touching, and I deeply feel what Rahma felt about Mini. Rahma is able to befriend Mini as he is a patient listener and could see Mini's tears through words through her eyes. Rahma is probably able to do so because he, too, has a daughter living in India. I have also learned that humans are very cooperative towards other people from another culture and can be understood.
Suspect the person would harm them. In this story, I learned that parents too often neglect their children. This is proved within the aspect where Mini's father seldom talks to her although he is working in her home. In short, this particular aspect has touched my heart because of the friendship that blossoms between Mini and Rahman. Apart from that, I also learned that Mini has a child-like innocence when she feared Rahman would kidnap her. The judiciary probe that Rahman gave Mini comprises of almonds and nuts and that is enough to create a great friendship between the two of them.
APPENDIX G : Play text of the short story (Man From Kabul)

The Man From Kabul

Narration

The city of Kabul has made global headlines in recent years because it has become synonymous with terrorism and opium. Ladies and gentlemen, the Drama Club of SMK (P) Methodist Klang would like to present to you, a very refreshing and heart- warming tale from this poverty stricken and barren nation. We have great pleasure in presenting the adapted version of the eminent playwright R.T’s short story, The Kabaliwallah (SITAR MUSIC)

S.A : (Reading newspaper) Look! The afghan farmers are at it again. Although they know opium will destroy the lives of millions of people, they keep planting more and more of the crop.

S.B : (Nods) Oh! Ya! They are also famous for harbouring terrorists

S.C : I beg to differ. Human beings all over the world adhere to the same values. Let me narrate a story. The Kabaliwallah (curtains open). This story unfolds in a modest suburban home of a writer in Calcutta, Bengal. He is busy writing the 17th chapter of his latest novel. His 5 year old daughter, Mini, is busy mastering the alphabets of the English language. Meanwhile, the servants are busy with their respective chores (music becomes softer).

Teacher: M for mango

Mini : No, milk

Teacher: Fine

Mini : M is also for Mini. My name starts with ‘M’. ‘M’ is also for mother. You know, teacher, last night mother told me that there’s a man on the moon? Have you been to the moon? Why is it round? What is.....

Teacher: (very irritated) Hush! Its been a whole month and we have only reached the letter ‘M’. Well my dear Mini, you are only 5 years old- but you have 19 teachers. It’s time your father looks for the twentieth! (Teacher walks out). (Mini shrugs her shoulders and skips to the servants. One servant who is polishing the brassware walks to the front).

Mini : Bhola, why do you think it rains?

Bhola : (Placing the brassware) Miss Mini, there’s an elephant in the clouds, and he blows water out of his trunk. That’s why it rains.

Mini : Oh! Ramdayal, What is that bird called (sound of a crow)

R.D : It’s a crew

Mini : (Giggles and skips to her father who is busy typing). Papa, Ramdayal calls a crow a crew. He doesn’t know anything does he? And you know what, Bhola says that there’s an elephant in the clouds that blows water out of his trunk and that’s why it rains?
Father : Actually Mini…….

Mini : Papa, what relation is mother to you?

Father : (sighs) Mini, go out and play. Can’t you see l’m busy. (Mini skips to the front—looks out at the audience. KW walks in from the side door. She points and shouts KW! KW! He walks towards the house. Mini rushes to her father).

Mini : Papa the KW is coming towards our house. Is he going to take me away?
Father : Oh! No. Now he’ll come in ad my 17th chapter will never be finished!
Mini : Mother says he kidnaps children (tries to run but her father holds her hand).
KW : Salaam sir, come here little one (Mini hides behind her father, shakes her head)
Father : How are you Rahman and how’s business?
KW : Fine sir, I brought plenty of new things from Kabul (places a mat and spreads items)
Mini : Papa, has he got any children like me in his bag? Is he going to take me away?
Father : No Mini……(the phone rings)
    Bhola (shouts and walk to the phone Bhola walks in)
Bhola : What have you got this time?
KW : I bought delicious almonds from Kabul, try some (Bhola tries the almonds and is impressed)
Bhola : hmmm…delicious (Mini moves closer)
KW : Little one, try some. It will make you clever and beautiful. Why don’t you try these raisins and nuts. They will give you a lovely complexion (Mini slowly accepts and eats)
Father : (walks in) Oh! She’s taken some food stuff (takes out money) here’s the money. I’ve got to see my editor. Bye Mini (leaves).
KW : (gives money to Mini) Little one this money is all yours. I’ll come and see you again soon. Bye my little one. (packs and leaves).
Mini : Bye……
(Mother walks in)
Mother : Where did you get this from? (pulls Mini’s ear)
Mini : The KW gave it to me.
Mother : The KW gave it to you or you took it from him. (Hits her forehead). How could you do that? How many times must I tell you not to talk strangers, let alone take things from them! Wait till your father comes home…(about to spank her)

(Father walks in)
Father : Madhuri, what has she done this time?
Mother : What has she done…. Run along Mini. Do you know what this girl has done? She’s taken money from that KW. That man from the mountains! Why did you let him come in? Couldn’t you shoo him away? What if he kidnaps our only child and……
Father : No Madhuri. There is no such thing.
Mother : No such thing? Were children never kidnapped? Wasn’t there a time that there was slavery in Kabul? Don’t you think that this big man could easily take a little child away. What will we do if…………
Father : Calm down, Madhuri. OK OK I’ll explain it to Mini and remind her to stay away from the KW. Why don’t you have some tea and prepare some for me as well (Mother goes to the kitchen).
    Mini, come here. (Mini skips in and at the same time there is a knock on the door and the editor walks in).
Father : Oh! Mr. Chatterji. I was on my to see you. Actually I came back to pick up my novel and you were already here!
Mr. C: Mr. Sinha, yes I’m here to remind you that you are supposed to have sent in the draft one week ago. The publishers are after me you know.

Father: I know! I know! My novel is ready.

Mini: Papa, why did you call for me?

Father: Hush! Mini! I’ll see you later. Mr. Chaterji, why don’t you come into my study and I’ll show you my latest novel.

Mr. C: Let’s see what you have done so far (they walk in)

(Mini walks to the audience and sees the KW and shouts).

Mini: Oh! KW! KW! You’re here.

KW: Of course my little friend. How can I not come and see you. (walks up and sits next to her)

Mini: What have you got in your bag this time?

KW: An elephant! (Mini laughs and laughs).

Mini: I’ve got something to ask you. What happens to a red coloured stone when it is thrown into blue coloured water?

KW: hmm…. (thinks)

Mini: Quick, KW why are you so slow. It’s so easy.

KW: Hmm, I know, it turns blue.

Mini: (laughs and laughs) No! It becomes wet. Ha! Ha! Ha!

KW: Why didn’t I think of that. You’re a clever little girl. Now let me ask you something—when are you going to your father-in-law’s house?

Mini: Father-in-law’s house? Who is that? Does he look like you? Does he have a beard like yours?

KW: Ha! Ha! Ha!

Mini: When are you going to your father-in-law’s house?

KW: Oh! I will trash my father-in-law if I ever go there! (laughs loudly)

KW: Come little one, let me tell you a story about a man and a donkey. (music comes in).

Narrator

Ladies and Gentlemen,

Most Indian maidens are trained from young about social etiquette and behaviour. At the future father-in-law’s home. In Mr. Sinha’s home, the topic of father-in-law was never discussed. However amongst the KW’s class it is well known that the phrase father-in-law has a double meaning. It is a euphemism for jail where inmates are all fed and well-cared for at the expense of the government.

NEXT SCENE (MARKET SCENE)

(sellers and buyers—merchandise) Haggling over their merchandise.

KW: (To one of the sellers) When are you going to pay me for the Rampuri shawl that you took? You have been giving me so many excuses for far too long.

Seller: (shouts) What shawl? I didn’t buy anything from you? Have you any witness? Do you have any proof?

KW: (catches him by the collar) you cheat? You’d better pay me…. or else….

Seller: Or else what?

KW: (strikes him)

Seller: Help! Help! This dirty KW wants to kill me! He claims I took his shawl! Help me! (People rush in to stop the fight and police come in with handcuffs)

Police: You trouble-maker. Lets teach you a lesson (handcuff him and drags him away) (People laugh) (Mini walks with her father)

Mini: Oh KW- are you going to your father-in-laws house?

KW: (laughs) That’s just where I’m going little one. Ah! I would have thrashed that old father-in-law but my hands are bound.
Police: Let's see who gets trashed
Mini: Papa, what's happening?
Father: Nothing Mini-let's go.

NEXT SCENE- WEDDING SCENE
Narrator: Time passes and the Kabaliwallah is forgotten. Rahman the Kabaliwallah was
sentenced to several years in prison on a charge of murderous assault. Well ladies and
gentlemen, this miscarriage of justice took place because Rahman is a poor traveling
peddler trying to earn a decent living in a strange land. Rahman here is an innocent
victim of social prejudice and this is a worldwide phenomenon. Now let's get back to the
story. As years passed, Mini spent more of her time with other girls her age and rarely
had time to go to her father's study. Several more years rolled by and Mini had
completely forgotten about her old friend, the kabaliwallah. Soon it was time for Mini to
get married and wedding preparations were on full swing (open curtains tabla music).
(Father instructing people on the decorations) The house is full of guests. (Suddenly a
stranger walks in)

Father: Who are you? I don't know you.
KW: Salaam Sir, I'm Rahman. I was released from jail last evening (two ladies walk to the
front to gossip)

Lady1: released from jail? What a terrible omen to have a prisoner coming here on such an
auspicious day!

Lady2: My, my, what a misfortune is going to take place now for Madhuri.

Father: There are ceremonies going on Rahman and I'm busy. Could you come another day?
Rahman: (shocked, sad- walks slowly-turns slowly) May I not see the little one sir, for a moment
please. I've missed her a great deal (father still reluctant).

Father: There is a ceremony in the house. You'll not be able to see anyone today!
Rahman: (Takes out the gift). I've brought this for the little one sir-can you give it to her?

Father: (accepts and takes out some money)
Rahman: You're very kind sir, please do not offer me money. Keep me in your memory, you
have a little girl. I too have one like her in my own house. I think of her and bring this
fruit to your child not to make a profit for myself. (Takes out an ink-smeread hand print
and shows it to the audience). This is the hand-print of my daughter, Salma. I have
always kept it close to my heart.

Father: (Aside) How could I be so cruel. He too is a father and he has not seen his daughter in
the past 8 years (To Lady 1) Rani, bring Mini out. Forget about the bad omen.

Lady 1: But, but...
Father: Just bring her out (lady goes in to get her)
KW: (amazed) Oh! My little one, you're all grown up now. What a beauty you've become.
Little one are you going to your father-in-law's house today? (Mini blushes and leaves)
(Kabaliwallah sits sadly on the floor and sighs)

KW: My, my own Salmah would have grown up by now. I've been away for too long. She
might not even remember me. How do I make up for lost time? Besides, I have no
money to return to Kabul.

Father: (pats KW) Here Rahman. Use this money and go back home and see your Salmah. May
the happiness of your meeting bring good fortune to my Mini (close curtain).

Narrator: The Kabaliwallah took the currency note and began his journey back to Kabul to be
reunited with his daughter Salmah. His own future was bleak after being in prison for
several years. His only wish was to see his daughter and make up for lost time (Open
curtain).

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SCENE IN KABUL

(Kabaliwallah walks in slowly-wife recognizes him)

Wife : Oh my husband, is that really you? You have lost so much weight. What happened? Are you all right? It’s been 8 years since you last came home.

KW : (shakes his head) Is this... Is this my......

Wife : Yes, this is your Salmah

Salmah : Mother, is this my father? (Shocked). Is it really my father? I don’t remember him at all.

KW : My child, I’m so sorry. I’ve been away in a far away land to earn a living. With the blessings of God, we are together again. I promise never to leave you two again.

(Embraces wife and child).

Narrator: Dear friends, we should not allow prejudice, superstitious and age-old traditions to stand in the way of human relationships. People all over the world need friendship, strong family ties understanding and tolerance. Besides parents must also be able to see things from a child’s perspective and cater not only to their physical needs but also emotional and spiritual needs. They should not neglect the child’s needs in pursuit of careers and wealth, as the breakdown of family ties will threaten the unity and stability of society. Ladies and gentlemen, we hope you enjoyed our performance. Thank you.
APPENDIX H:

Script of the poem (Greed) which was used for choral recitation

GREED

Ladies and Gentlemen, listen to our tale of greed, deceit AND sweet revenge

All: Once upon a time, in a land, far away..
Priest: Do you, George Forrestier take this woman, to be your lawfully wedded wife?
George (solo): Yes, I do..
Priest: Do you, Suzanne Cruzelle, take this man to be your lawfully wedded husband?
Suzanne (solo): Yes, I do.
Priest: I now pronounce you MAN and WIFE…….
Row A: YES!!!!! After all these years of misery, working day and night for a living, I…
Row B: A big mansion to live in !!!
Row C: A Rolls Royce complete with a chauffeur!!
Row A: Servants at my beck and call!!!
All: And free shopping sprees for life!!!

Butler (solo): Madame, we have reached the mansion.
All: As Suzanne, gracefully got out of the car, she gazed at the beautiful mansion that was hers now.
Row A: As she was about to put her right foot on the marble floor… a little girl rushed out to meet them.

Arlene: Daddy, Daddy…..
George: Arlene, this is your new mummy.
Row C (Arlene): Mummy, mummy, look at the new doll daddy bought for me…it can even talk!!! Listen, Listen!
Doll (solo): Mama, …Mama..
Row A (Suzanne): Yes, it is so adorable…(sarcastically)
Row B & C: BUT, what she really meant was…
Row A: It’s as ugly as you!! Hmmmm…unfortunately, I’m also the mother…
NO, the stepmother of a five year old pest! A daughter from his previous marriage… Anyway, it won’t be long before I get rid of her.

PAUSE

All: She walked through a long corridor. She was attracted to a bright pink door and the sight of it disturbed her. Out of curiosity, she turned the knob..
Row A: What is this! A whole room filled with dolls from the top to bottom? OH! How He pampers her! This has to be stopped soon!. Dolls and dollhouses and dolls that go “Mama Mama”
All: It had been two years and Suzanne had had enough! She waited for the day the Fool would die but no! his heart seemed to be getting stronger and stronger and Arlene was to be blamed for it. Suzanne decided that it was time to take matters into her own hands.

George (solo): Arrrgghh…...I…….need.. my... medicine… Suzanne…where… are you… Arlene….help……
All: The funeral was held on a gloomy Sunday. The will was read out but Suzanne was not left a single cent! The heir was no other than....

Row A (Suzanne): Arlene!! ARLENE!!!!
Row C (Arlene): Mummy, mummy! Look, I'm cycling!
Row A: Good for you dear!
All: Immediately, a plan came to her mind. She realized that her mansion was actually on a cliff! PERFECT!! for an accident. With that plan in mind, she called her stepdaughter..

Row A: Arlene dear, do you want to see your Daddy?
Row C: Where... where is he?
Row A: just down that cliff, honey....
Row C: Where mummy?
Row A: THERE!!!!!!
Arlene (solo): (screams)
Row A: And... and send my regards to daddy!!!(sarcastically)
Suzanne (solo): Laughs cruelly

All: A small funeral was held for Arlene. NOW, Suzanne had everything. She was overjoyed. There were wild parties everyday from dusk to dawn! And this went on for months and months. One stormy night, after all her friends had left....

Sound Effects: (whispering of wind in the trees), (storm), (howling of wolves and barking of dogs)

(Silence)
All: She heard a sound from the room with the pink door and turned the knob.
Sound effect: (Door creaks open)

All: She felt weak in the knees when she saw...
Row A: The music box was playing!
Row B: The jack-in-the-box was bouncing up and down!
Row C: It was all like a funfair except.....
All: Where were the people? (pause). She thought she was drunk and needed some rest. She hurried to her bedroom but to her horror...

Sound effect (solo): Mama, Mama, Mama ....
All: The doll was on her bed! She ran down to the living room.....
Sound Effect (row C): Mummy, mummy, mummy.....
George (solo): Suzanne.....my medicine (gasp)....where are you?
Doll (solo): Mama...Mama...Mama...

All: Filled with terror, she ran out of the house. She saw the bicycle, brand new moving towards the cliff. She followed the bicycle....
Sound Effect: (storm), (howling of the wolf)
Row C: Mummy, mummy, mummmmmy....
Row B: Suzanne.....Suzanne.....Suzannnne
Doll (solo): Mama...Mama..Mamaaa....

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Row B: Come....come to us....
Row A: I'm sorry!!! Please forgive me!!!!
Suzanne (solo): (Screams hysterically)

All: Three days later, the remains of Suzanne were found at the bottom of the cliff. No one knew what had happened. It remains a mystery.......

So, ladies and gentlemen, GREED DESTROYS !!!

Thank you.
APPENDIX I:

Students’ written responses to choral speaking

WE MADE IT!!

So what is Choral Speaking? Well to those who seem lost when this word is mentioned, Choral Speaking is a poem recited by a bunch of students in a synchronized manner. However, to this year’s team, Choral Speaking was more than a poem. Some of us put in every single ounce of energy we had in it. Others put their dreams and hopes in it. Whatever it might be, one thing is for sure, it was the only time that even the most unconfident girl in school had the ability to believe in herself.

Okay okay I know I’m getting a little emotional here, but unless you’ve noticed, Choral Speaking is a good effort. Imagine this, forty strangers stranded in school working hard for a competition less than a month away and the only tool of survival we had was to work together and overcome our differences. We got along well even if we sometimes felt that a certain someone was exceeding her limits.

Practice was always a time most of us hated. We got to see the mean side of our conductress, Shahreedhan who made us practice and repeat our lines over and over again because someone forgot her lines. And there were always those annoying people who cut practice giving lame excuses, not to forget the seniors who often insulted us calling us expressionless losers. But that was just the downside of it.

We practiced again and again and again. Without fail, everyday after school, most of us stayed back to rehearse for D-Day. We then managed to explore poetry and the forms in which it is expressed in a very fun and competitive way. Choral Speaking has opened my mind to poetry and the wonderful world of literature.

The great stuff came along when we qualified to round 2 holding the highest marks in our qualifying zone. Everyone was so excited that we went all out during our last few practices. We DID want to win the finals and show the others that we were just as good, if not better than the teams of yesteryear.

Friday, June 16th, a day certainly to be remembered. It was the day everyone was waiting for. Everyone came sharp at 6.45 am and we assembled at the porch for the final practice. Nobody came even a minute late. It was the last chance we had to prove that we were not losers but winners. As usual we arrived late and by the time everyone
got inside the bus that arrived at its own sweet time it was already 8.45 am. We were VERY LATE!!

When we arrived we were duly informed that we were school number two and would go on stage in exactly 15 minutes. Quickly we got into our lines and obediently stood there awaiting our turn. As soon as school number one got off stage we got on it. We started out as we normally did and had the audience applauding our every gesture. We carried off the climax to a finish and were generally very proud of ourselves at having not done a single mistake.

Finally, the moment of truth. Holding hands all of us prayed hard. We terribly wanted to bring home the title this year and prove to all and sundry that we did it. And as the third place winner was announced our hearts did a frantic drumbeat. The second place was announced. Our hearts then did a fast salsa. And with a flourish the announcer announced the first place winner. I never did remember much of what happened that exact moment or what she said for all I could hear were my teammate's joyous shouts and screamings. I felt myself enveloped in bear hugs by my fellow teammates.

Yes. We had won. We made it!

Written by,
Being part of the school's first placing choral speaking team is one experience I'll always cherish. In the beginning, choral speaking practices were a real bore! During the 3rd day of the first term holidays, only 7 people turned up for practice! We're not going to make it, I thought to myself. Luckily, more people began to come for the practice sessions. The last 2 weeks before the competition got really intense. Real 'drama' unfolded while we were practicing. A bench from the canteen broke and that certainly was trouble! I also snapped at Stephanie (the girl standing next to me). Oh boy, I was in hot soup as she was annoyed with me.

Unrefined Manglish could be heard everywhere during practices. 'Shut up lah!!!,' Woi, listenlah'! 'Do properly lah girls... Poor Fitri (our petite conductress) had to endure our childish antics. We recited a story entitled 'GREED.' Joining the school's choral speaking team actually improved my English. I learnt how to pronounce my words properly and appreciate English more after going through all the practices. The essence of Literature combined with the melodramatics of drama can produce interesting results...... Reading poems would never be the same again for one who has had choral speaking experience. One would be able to feel the poet's emotions even better and dwell into the deeper meaning of the poem. Frankly speaking, choral speaking brings English to life in a very quirky way, 40+ students with weird facial expressions telling a tale, reciting a poem or just simply presenting a few interesting facts.
APPENDIX J

Student's written response to the literary elements in the poem (Greed)

Characters

The main character in the poem 'Greed' is Suzanne Cruzelle, the second wife of George Forrestier, a wealthy widower who marries Suzanne who is an evil, manipulative woman. Suzanne just wants to inherit all her husband's wealth but does not love George at all. Arlene is George's five year old daughter who just longs for maternal love that she lacks.

Theme

The themes of the poem are that greed can cause a person's ruin, greed destroys happiness and a person who commits a crime will be punished in the end. One should not be greedy for you reap what you sow.

Setting

'Greed' is set in 19th century France, a fabulous mansion set on a cliff with beautiful surroundings with the ocean below.

Literary devices

Repetition is used in this poem to a haunting effect, for example, the dolls repeating the same phrase 'mama mama' casts an eerie effect on the poem.

The imagery used is interesting - the cobra pint is a warm, happy and soft tone contrasting to the sad and gloomy ending. The howling winds and wolves, the creaking door and whistling wind through the trees all help to create a ghostly, ghostly scene.

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