

The KBSR programme was introduced as a pilot scheme in 1982 following the Cabinet Committee Report on Education. A 1981 Curriculum Development Centre Report on Proficiency Levels of Primary School Children in Basic Schools revealed some shocking findings. Only 55 per cent of Standard 6 pupils achieved the required proficiency level in reading skills, while only 50 per cent had sufficient writing skills. Only 37 per cent of pupils in national schools could do arithmetic. The KBSR programme at the lower primary level can therefore be viewed as a basic literacy programme.

The implementation of the KBSR immediately brought about a change in the profile of instructional materials. Most significantly, it did away with basic texts (except for Mathematics and Ugama) with the intention of increasing contact between the teacher and the pupil. Readers instead of basic texts were designed to be the core of the KBSR scheme. What has happened in reality is that the KBSR has spawned a proliferation of a new order of materials, mainly workbooks, some readers, and a few texts and kits. Since workbooks are the mainstay of the KBSR publisher, this paper will review that category of publishing.

Before this, however, let us look at a more fundamental issue. If one of the principles of the KBSR is to reduce the dependence on texts at the lower primary level, why have books at all? There are practical considerations that argue in favour of supplementary materials. For a start, it has not been possible to increase the teacher-pupil ratio to the desired level and, therefore, teachers are not able to give the individual attention to the child — in the small class — that the syllabus and the methodology demand. Teacher training and in-service training will take some time to produce enough teachers to fulfil the desired ratio. In the meantime, there is the valid argument that good supplementary materials can ease the teacher's burden in teaching large classes. However, the writing of materials is a specialist task that re-

quires creative input and it is not possible, or time-effective, for every teacher to develop his or her own materials. Moreover, stencilled worksheets lack the colour and the design input that are so important in capturing a child's attention.

There are also varying levels of proficiency in primary classes. The KBSR recognizes three such levels — high, medium and low. Individualized worksheets can help cater to these differences. In view of the limited contact hours and time constraints worksheets also offer an alternative to classroom instruction. Class time can be devoted more profitably to aural/oral work while much of the written consolidation can be done outside class time. Worksheets also provide a means of individual assessment.

Over and above these specific reasons there is a more cogent and universal argument for the use of published materials. Books are crucial to education; to the development and maintenance of literacy. Books interpret the curriculum and as tools of instruction they help to give definition and direction to the curriculum. Good books provide an analysis of the curriculum and help to raise standards of quality. Books provide a consistent factor against which we can measure learning and achievement in a larger context.

Books also play a major role in the growth of a national culture. They are a major vehicle in the schooling process. They play a vital integrative role by introducing to pupils a common socializing experience. Most importantly, they help shape values, views and opinions at a formative stage in the child's development.

The publisher, therefore, has an onerous responsibility to produce good books that contribute to the production and distribution of knowledge. The publisher plays the role of mediator/facilitator between the curriculum planner as the theoretician and the teacher as the practitioner. The relationship between theory and practice is represented in this diagram:



Publishers should produce materials that help alleviate shortcomings in our system rather than take advantage of them. Good books require planning and creativity as a rationale for production so that the product is attractive in form and sound in content.

Currently there are about fifteen series of KBSR Bahasa Malaysia and English workbooks on the market. There has been some innovation and creativity in this new order of publishing. Some of the workbooks have attractive covers and decorative as well as functional artwork. Many include innovative features such as tear away/perforated pages, files for storage and teacher's guides which provide help in methodology. All these features represent considerable advances in workbook publishing. Formerly, workbooks were generally single colour adjuncts to texts and not books in their own right.

In quantitative terms, then, there has been a tremendous expansion in the book trade at the primary level. In qualitative terms, however, there is room for improvement. We reviewed some of the English workbooks in use and found the following shortcomings:

- poor design and layout
- sub-standard artwork
- poor punctuation and typographical errors
- absent or confusing rubrics
- deviation from the suggested activities, skills, or topics specified in the *Buku Panduan Khas*
- the lack of an overall approach
- a focus on form rather than on function/meaning
- incorrect/confusing handling of concepts
- lack of contextualization leading to mechanical language work
- poor grading of vocabulary
- inappropriate/incorrect language forms; non-standard language forms
- a discrete item approach instead of an integrated skills approach
- the neglect of the aural/oral aspect
- lack of consolidation: writing exercises do not

- consolidate aural/oral and reading exercises
- lack of variety of exercise types
- the absence of a communicative approach to language teaching
- the lack of guidance for the teacher

Publishers are not entirely to blame for these shortcomings. Market demands are partly the reason for the type of supplementary materials, especially workbooks, that have emerged. Ostensibly the official view does not encourage the use of published workbooks. Schools are therefore ambivalent in their use of supplementary materials. Teachers favour worksheets that are not readily visible in the classroom and which provide material for homework. This type of material, therefore, can't be teacher led, can't encourage interactive/communicative work, has to be self-explanatory, and has to allow for self-access. The result is often mechanical, unstimulating and unchallenging exercises that do little for the pupil.

A second reason is the general lack of assurance in negotiating the syllabus. The official view does not specify that the skills listed in the *Buku Panduan Khas* have to be followed in their order of appearance. In fact, in a spiral syllabus, the skills are cyclical and they are not set out in any order of developmental sequence. Yet teachers would like to see a ready congruence between the skills of the *Buku Panduan Khas* and a workbook so that the organization of classroom lessons can be structured accordingly. Publishers, sensitive to market demands, adhere to the syllabus order without an overall rationale and structure of their own. The result is a workbook that takes a discrete skills approach when an integrated skills one would be more meaningful and interesting.

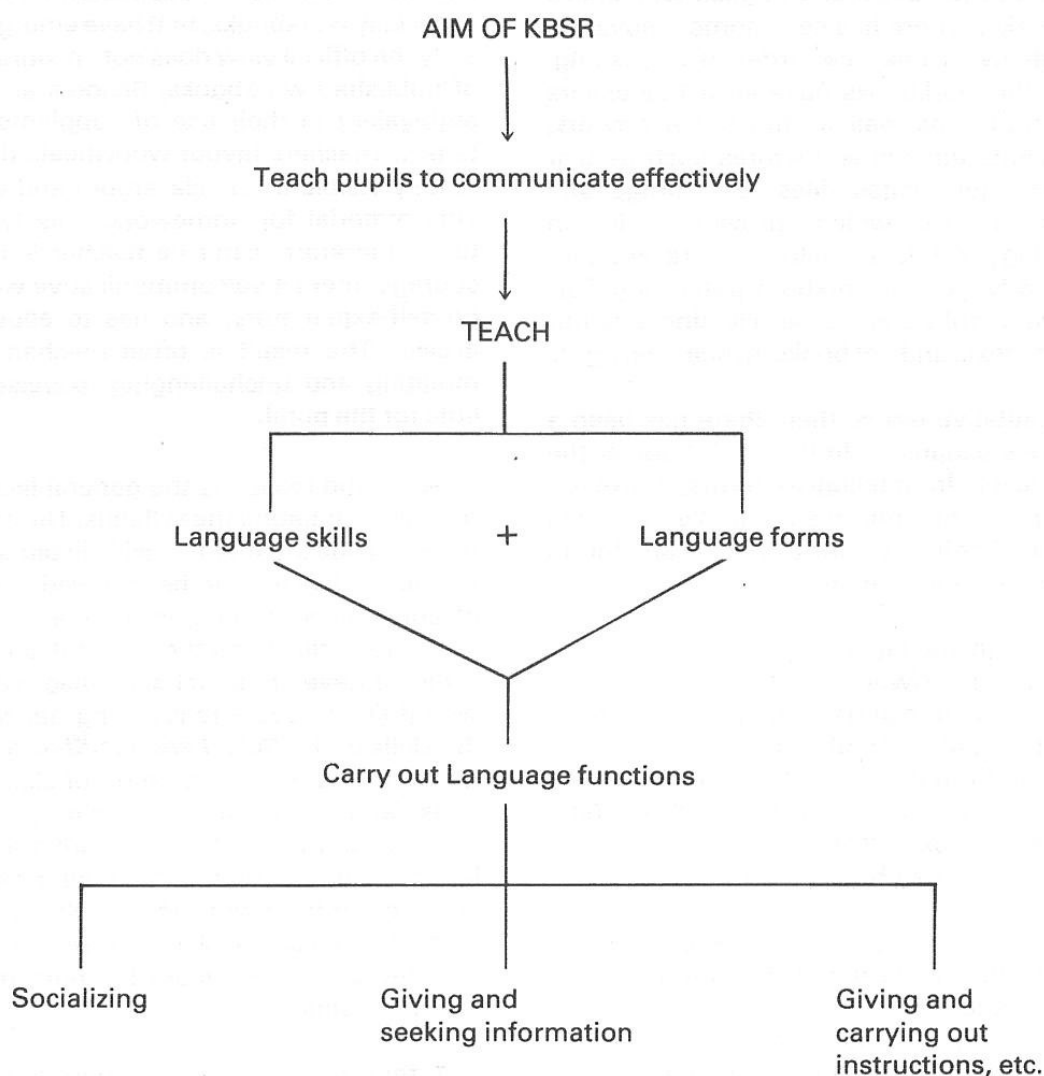
A third reason is the fickleness of the market. Workbooks have a high attrition rate; they have a life span of not more than two years before they are discarded for another series. High artwork costs and relatively low published prices compound the issue. Publishers are therefore not wil-

ling to invest too much in the production or conception of the short-lived workbook. The result is inadequately conceived and poorly produced materials that match rapid obsolescence.

A fourth reason is the general lack of awareness of the overall principles and aims of the KBSR English syllabus, the objective of which is to teach the pupils to communicate effectively (See diagram below.) This involves the teaching of language skills and language forms in order to carry out language functions, for example, socializing, giving and seeking information and

giving and carrying out instructions. KBSR exercises should, therefore, be high in communicative value and place a high premium on the functional use of language.

The publisher, therefore, is up against a wall of circumstances. Despite this, there are areas for improvement that are well within the publisher's scope. We will press a case for a more systematic and well thought out approach to publishing primary language materials, focusing on the content — the exercises that make the book.



An active planning strategy is intrinsic to a good book. It selects goals and sub-goals; it recognizes stages in learning and has a developmental sequence; it allows for active pupil participation in the learning process; and it relates to the child's total cognitive development. The overall aim should be to make the child think. Language is thought. Language is bound up with meaning and thinking. Learning a language involves learning to think in that language. We will, therefore, argue for exercise types that are meaning based and which seek to integrate the cognitive and linguistic skills of the learner.

The relationship between language and other aspects of human psychology has been explored since the early twentieth century. In 1904 Binet's efforts to measure intelligence relied on the knowledge of words in the first language and on the understanding of verbal relationships. Piaget (1923) demonstrated that language development and the functional use of language in childhood reflected the mental development of the child. Language was seen to have a formative influence on perception and cognition.

By the 1950s it was generally accepted that language played a key role in determining the cognitive and affective states of the individual. This school of thought had obvious relevance to language learning and can be termed the cognitive theory of learning. It laid emphasis on innate organizing principles in human perception, cognition, sensorimotor skills, learning and social conduct.

The cognitive theory of learning stressed 'meaningful learning'. Meaning is defined as 'a clearly articulated and precisely differentiated conscious experience that emerges when potentially meaningful signs, symbols, concepts, or propositions are related to and incorporated within a given individual's cognitive structure ....'

(Ausubel 1967:10) (Stern, p. 30).

The cognitive approach to learning has had a powerful impact on curriculum development. One of its most useful contributions was the definition of varieties of learning. Gagne (1977) identifies five types of learning:

- learning intellectual skills, concepts and rules
- learning problem solving or cognitive strategies
- verbal information learning
- motor skill learning
- the learning of attitudes

Recently there has been some concern that pre-university and university students in Malaysia have difficulty understanding concepts, negotiating meaning and dealing with the abstract. They are not able to connect, assess or criticize. In short, the thinking process is lacking. It is reflective of an education that is product rather than process orientated.

It is too late to correct this deficiency at tertiary level. We can and must begin with a different orientation at primary level itself. Bearing in mind that language involves thinking, writers should develop materials that are intended to develop the cognitive skills of the pupil and which provoke thought and discussion. They should help develop the basic skills involved in reading and thinking — sequencing, matching, classifying, deducing, comparing, assessing, justifying, interpreting, generalizing, etc. Such materials will ensure that the pupil is able to *comprehend* what he reads. This, in fact, is what the KBSR syllabus is all about — the commonsense notion that every pupil at the end of primary education should be able to think and read effectively.

What then is a cognitive/thought-based activity in language teaching? Consider these two types of exercise:

#### EXERCISE 1

A *Rewrite these sentences in the past tense.*

I brush my teeth in the morning.

I have eggs for breakfast.

B *Change these sentences to the plural form.*

The cat sits on the mat.

The bag is on the chair.



## EXERCISE 2

### A *Where will you hear these sentences?*

- 1 Can I have chicken rice and coffee, please.
- 2 Take this medicine three times a day.
- 3 Turn to page 6 and do the exercise.

### B *Find the person.*

John is my son. John's brother is my son.  
*Who am I?*

a clinic  
a classroom  
a restaurant  
a hospital  
a coffee shop

Exercise 1 focuses on grammatical form. It involves knowledge of a rule. Exercise 2A focuses on meaning. The pupil has to understand and work out who said what to whom and where. The pupil is being asked to do something, to perform a task. He finds the meaning based on his experience of the real world. The exercise, therefore, taps the experience and knowledge that the child has. He processes the information given and thinks it out before he performs. This type of thought-based exercise is often termed 'task-based activity'.

The task-based activity usually has a problem-solving element as Exercise 2B demonstrates. The advantage of this type of exercise is the potential for multi-level deployment that is built into

the exercise type. There is usually more than one correct answer or varying degrees of correctness in answers. This helps even the weakest child to feel a sense of achievement that he has got an answer right. For the better child, it encourages divergent and parallel thought. It helps him make connections and expands his field of thought.

The KBSR syllabus aims to teach language skills and language forms in order to carry out language functions. Language skills may be viewed as:

1. The four language skills — listening, speaking, reading and writing;
2. The skills that help develop the child's cognitive ability — matching, sequencing, classifying, comparing, etc.

### Skills in Reading/Language Skills

Matching  
Arranging — letters — words — sentences — story  
Sequencing  
Classifying  
Grouping  
Solving (problems)/Deducing

Discussing  
Identifying  
Listening  
Reading } and Doing  
Understanding  
Deducing  
Comparing

The KBSR syllabus, in fact, lists some of these skills in the *Buku Panduan Khas*. The skill of **matching**, for instance, is treated at various levels of complexity, from matching shapes at the lowest level to matching words and pictures at a higher level. At an even higher level, pictures and sentences are matched. At the highest level,

ideas are matched. This is the most complex level of thought. There is thus vertical development of the skill. At the same time, there is horizontal development via the recycling of items in later units. However, not every cognitive skill is recycled in this way in the KBSR.

### Some Skills in the KBSR

#### MATCHING

- |                    |   |
|--------------------|---|
| 10.9, 11.11, 12.7  | To read and match sentences with pictures                     |
| 10.10, 11.12, 12.9 | To read and match sentence parts to make meaningful sentences |
| 10.11, 12.10       | To read and match statements to questions                     |
| 12.8, 14.7         | To read and match words with ideas and events                 |
| 13.7, 15.8         | To read and match sentences with ideas and events             |

#### SEQUENCING

- |                    |                              |
|--------------------|------------------------------|
| 12.15, 13.13       | To sequence plots and events |
| 13.4, 14.10, 15.13 | To follow plot sequence      |
| 12.18              | To predict outcomes          |

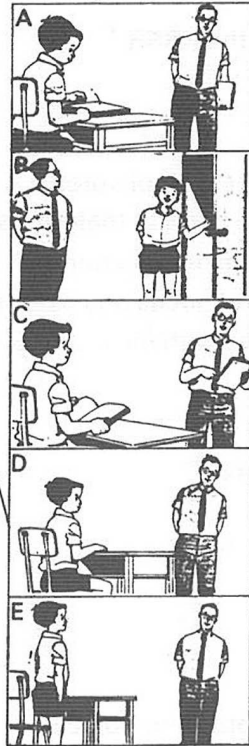
#### COMPARING

- |            |   |
|------------|---|
| 13.2, 14.3 | To compare people                         |
| 13.3       | To compare animals and plants and objects |

Just as teaching functions rather than forms is a more effective way of teaching language, taking a skills-based approach rather than a mechanical grammar-based approach is a more economical way of teaching language. A lot more language can be generated for a start, as the following exercises on the skill of **matching** show. Learning is not going to stop at the words that ap-

pear on the page. There will be questioning, arguing, reasoning, deciding as the pupils 'work out' the answers. Such activities are therefore mind-engaging and, at the same time enjoyable. Enjoyment is very important. Children live in the here and now. They don't learn because they have to learn but because they enjoy it. All task-based activities, in fact, have this element of fun.

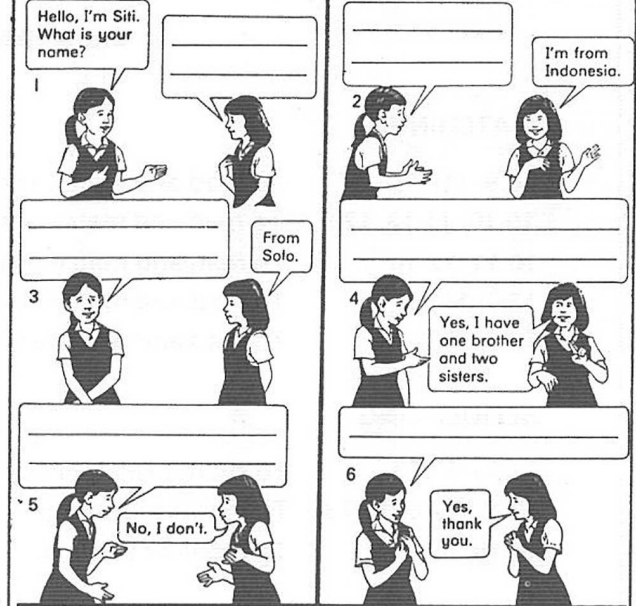
# 1 Listen. Read and match.



12 To carry out simple instructions in classroom activities

# 2 Write.

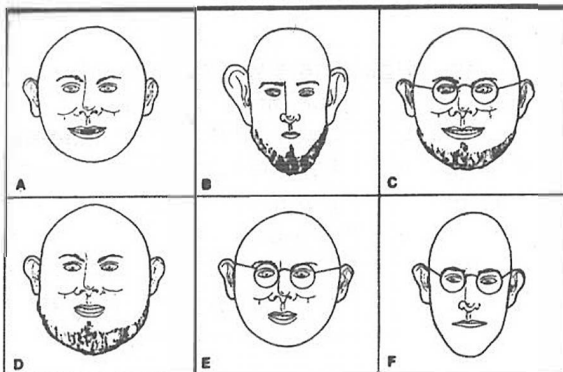
## The New Girl



Where are you from?  
Do you have any brothers and sisters?  
I am Yati Sumitro.  
Which town do you come from?  
Will you be my friend?  
Do you have any friends here?

13 To read and match sentences with pictures  
13.1 To read and match sentences to pictures

# 3 THE WILSON GANG



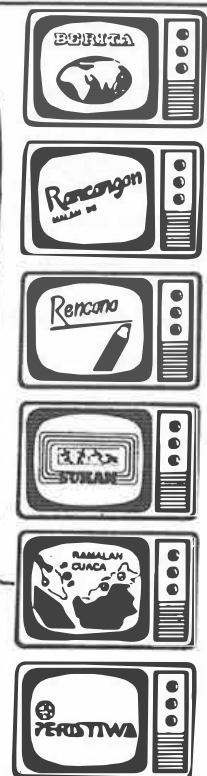
What to do  
Match the faces with the descriptions.  
Write your answers like this: 1. Sid = B

1. Sid Wilson Sid has a long thin face. He has a small mouth and big ears. He has a beard.
2. Sam Wilson Sam has a round face. He does not wear glasses. He has no front teeth.
3. Tom Wilson Tom has glasses. He has a beard.
4. Mick Wilson Mick has a round face. He wears glasses. He does not have a beard.
5. Jim Wilson Jim has a beard. He does not wear glasses. He has a fat round face.
6. Bob Wilson Bob wears glasses. He does not have a beard. He has a long thin face.

12

# 4 Join.

- 1 Perak and Selangor will have rain in the afternoon. There will be no rain in Melaka the whole day.
- 2 Today is Children's Day. There was a party for the children at the Lake Gardens.
- 3 Ali bin Mahmud is the fastest schoolboy in Pohang. He is also a good swimmer. Ali is a Standard 6 pupil in SRK Sultan Idris.
- 4 This big snake come to a farm in Sepang. It ate the chickens and goats. Former Lin caught the snake. It is 10 metres long. He will give it to the zoo.
- 5 The elephant is the largest animal in the world. Elephants live together in herds. Elephants in a herd look after each other. If one elephant in the herd is sick, the others help it. Elephants also help man. They work for him.
- 6 There was a big fire in a rubber factory in Batu Enom. Firemen took three hours to put out the fire. Nobody was hurt.
- 7 Walt Disney will be shown at 3.00 p.m. At 4.00 p.m. there will be a documentary on elephants. At 5.00 p.m. you can see another Superman show.



13.7 To read and match sentences to events and times  
13.8 To read main ideas from stories

15

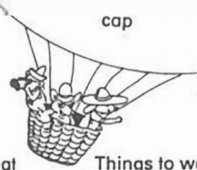
## MATCHING EXERCISES

Exercises on **classification** help children recognize sets and the natural order of things. At the simplest level, it is a useful vocabulary and grouping activity. At a higher level, it helps chil-

dren to categorize, rationalize and give their opinions on sets. It also encourages them to generate ideas on other sets.

**1 Put in the right column.**

grandfather	belt	meat	vegetables
shoes	daughter	socks	cousin
mee	butter	cabbage	skirt
brother	aunt	blouse	beans
dress	cakes	grandmother	uncle
	son	ice-cream	fish
	shorts	shirt	
	cap	sister	





Things to eat	Things to wear	The family
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

26 To name common food 32 To name common clothing  
27 To name and differentiate members of a family 33 To repeat and group words according to categories

35

**2 Fill in the blanks.**

**A**

	Legs	Pairs of wings	Food
1 an ant 	_____	none or two pairs	seeds
2 a bee 	_____	2 pairs	nectar
3 a beetle 	_____	2 pairs	leaves, wood
4 a butterfly 	_____	2 pairs	nectar
5 a fly 	_____	1 pair	dead animals
6 a cockroach 	_____	2 pairs	dirt, cloth
7 a dragonfly 	_____	2 pairs	other insects
8 a grasshopper 	_____	2 pairs	leaves, grass
9 a praying mantis 	_____	1 pair	leaves

**B**


- Insects with two pairs of wings  
bee \_\_\_\_\_
- Insects with one pair of wings  
\_\_\_\_\_
- Insects that drink nectar  
\_\_\_\_\_
- Insects that eat leaves.  
\_\_\_\_\_
- Dirty insects \_\_\_\_\_
- All insects have \_\_\_\_\_ legs.

44 To name and relate the identity of common insects

40

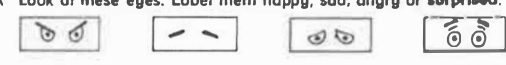
**3 Draw.**

Here are four faces.




A happy face    A sad face    An angry face    A surprised face


**A Look at these eyes. Label them happy, sad, angry or surprised.**







**B Look at these mouths. Label them happy, sad, angry or surprised.**



**C Look at these eyebrows. Label them happy, sad, angry or surprised.**



**D Draw Ali's face.**

1 Ali's little sister tore his book.		3 Ali got the highest marks for English.	
2 Ali's best friend went away to another town.		4 Ali found ten ringgit in a library book.	

54 To follow written directions in carrying out a simple project








45

**4 T OP III**

Wild, Tame and Domestic Animals

Cross out the animal that does not belong. Choose a title.

Animals that crawl	Tame animals
Animals that fly	Wild animals
Animals that swim	Animals without horns
Animals that give us food	

1  Animals that fly	2 
3 	4 
5 	6 
7 	

57 A, B, C

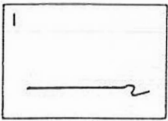
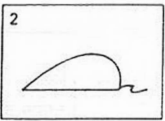
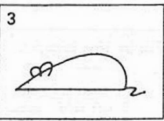
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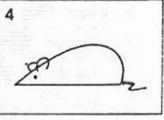
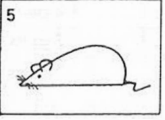
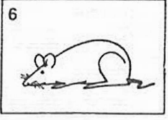
## CLASSIFICATION EXERCISES

Exercises on **ordering and sequencing** help develop the deductive skills and are the basis for

logical thinking. They also lend themselves to oral activities on instructing.

1 Put the sentences in the right order.

Then draw the eye.  
 Lastly give the mouse a pair of legs.  
 Draw a line like this on your paper.  
 Now draw the whiskers.  
 Then draw another line like this.  
 After that draw the ears.

Write the sentences.  
 I Draw a line like this on your paper.

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2 Put in the right order. Write.

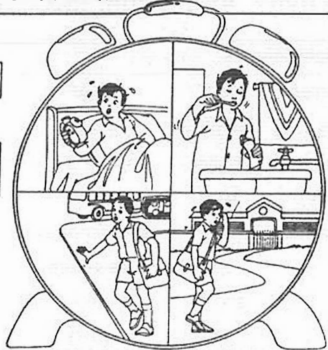
got up late

brushed his teeth

jumped out of bed

walked to school

missed the bus








He missed the bus.  
 He jumped out of bed.  
 He brushed his teeth.  
 He walked to school.  
 He got ready for school very quickly.  
 Last Monday morning Said got up late.

Last Monday morning

4

3 Arrange the pictures to fit each of the stories.

1 One day a mother left a baby in the pram. The baby stood up in the pram. The baby fell down and began to cry. The mother took the baby for a walk in its pram. They saw some boys playing football.

2 One day a mother took her baby for a walk in a pram. The baby stood up in the pram and fell down. It began to cry. The mother showed it some boys playing football.

3 Some boys were playing football in the field. A mother had left her baby in the pram in the corner of the field. The baby stood up to see the boys. It fell down and began to cry. So the mother took it for a walk to make it stop crying.

34

4 Cut and join this letter correctly.

very interesting to tell you.  
 holidays I went to visit my  
 farm near Ipoh.  
 babies. The cat had five  
 The dog had three puppies  
 body and black spots.  
 had a kid There were

and chicks.  
 Grandfather also keeps  
 pigeons, parrots, canaries and  
 Here are some  
 animals. We are going to  
 come with us.

Dear Mat,  
 I have something  
 During the Chinese New Year  
 grandparents. They live on a  
 kittens. They were white and grey.  
 Two were black. One had a white  
 The cow had a calf and the goat  
 also ducklings

Your friend,  
 Soon Peng

56, Jalan Raja,  
 Seremban.  
 24th March, 1984.

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## ORDERING AND SEQUENCING EXERCISES


**Problem-solving** or **deduction** activities especially engage the interest and attention of the child. They make him think as he seeks to support his decisions with reasons and examples. Many of these exercises lead children to see what is not obvious, to make connections and then to justify


their choice. There are often differing degrees of correctness and complexity in the answers of such exercises so that children of varying abilities have a good chance of getting something right.

**1**

**How many?**

1 How many  ?  
\_\_\_\_\_

2 How many  ?  
\_\_\_\_\_

3 How many  ?  
\_\_\_\_\_

4 Take away 4 sticks and leave 5 squares.  
\_\_\_\_\_

5 Take away 2 and leave 6.  
\_\_\_\_\_

6 How many are left?  
\_\_\_\_\_

12

L5 To name and differentiate numbers 1 to 9  
L2 To name and differentiate numbers 0 to 9

**2**

**What do they need?**

1 I a broom, a dustpan, a dustbin  


2 

3 

4 

5 

6 

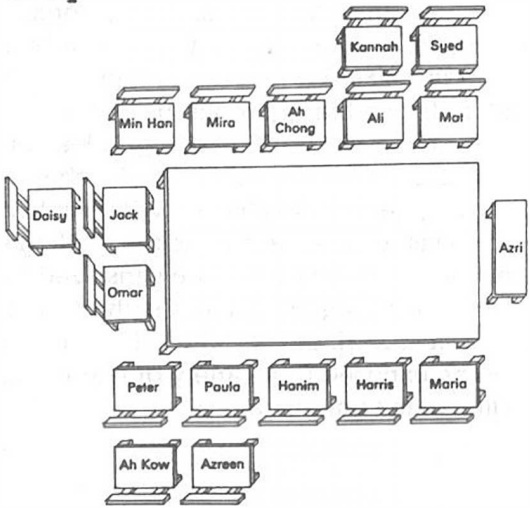
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8 

11 To request for specific objects

**3**

**Who am I?**



1 I am sitting next to Harris and opposite Ah Chong. \_\_\_\_\_ Hanim  
2 I am sitting opposite Azri and in front of Daisy. \_\_\_\_\_  
3 I am sitting beside Mira and near Jack. \_\_\_\_\_  
4 I am sitting in the centre of the row to the left of Azri. \_\_\_\_\_  
5 I am sitting behind Ali and beside Syed. \_\_\_\_\_


26


12.7 To mark, state and relate the locations of people in relation to one another  
12.7 To read and match sentences with pictures  
12.8 To read and match words with ideas

**4**


**Look, say and write.**


**A**




 Ali is \_\_\_\_\_ but Raja is \_\_\_\_\_.  
They are both \_\_\_\_\_. They are carrying \_\_\_\_\_ boxes. Raja's box is \_\_\_\_\_ than Ali's.

**B**



 **Rani:**

Art	87
Arithmetic	95
English	100
B. Malaysia	100
Writing	85
Singing	85

 **Ronnie:**

Art	80
Arithmetic	70
English	80
B. Malaysia	90
Writing	85
Singing	90

Rani and Ronnie are both \_\_\_\_\_ pupils. Rani is \_\_\_\_\_ than Ronnie. She has \_\_\_\_\_ marks than Ronnie in Art, Arithmetic, English and Bahasa Malaysia. Ronnie sings \_\_\_\_\_. He sings \_\_\_\_\_ than Rani.

**C**

1 Mat and Din are brothers. Mat is 4 years younger than Din. Din is 12 years old. How old is Mat? \_\_\_\_\_  
2 Lily's sister is 3 years older than her. Lily is 7 years old. How old is Lily's sister? \_\_\_\_\_  
3 Kim San is 1.5 m tall. Kim Teck is 0.5 m taller. How tall is Kim Teck? \_\_\_\_\_

12.7 To compare things  
12.7 To read and match sentences with ideas and words  
12.8 To write sentences using adjectives

3

## PROBLEM-SOLVING EXERCISES



5 A Where do they live?

1 Mr Lee lives above Encik Harun.  
He lives in Flat 3B.

2 Miss Tan lives next to Encik Harun.  
Her flat is near the stairs.  
She \_\_\_\_\_

3 Puan Minah lives next to Encik Harun.  
She \_\_\_\_\_

4 Mr John lives above Miss Tan.  
\_\_\_\_\_

5 Miss Chin lives below Puan Minah.  
She \_\_\_\_\_

6 Encik Din lives below Miss Tan.  
\_\_\_\_\_

7 Encik Hari lives above Puan Minah.  
\_\_\_\_\_

B Mark true ☐ or not true ☐

1 Mr Hari lives next to Mr Lee.

2 Miss Tan lives next to Miss Chin.

3 Encik Harun lives between Puan Minah and Miss Tan.

4 Mr Lee doesn't live above Encik Harun.

5 Puan Minah doesn't live below Mr Hari.

C Match.

Who lives next to Encik Harun?	Mr Lee Puan Minah
Who lives above Miss Chin?	
Who lives below Mr Hari?	
Who lives between Mr Hari and Mr John?	
Who lives above Encik Harun?	

28

6 Read.

**Selangor plays Pahang**

"Tonight we are watching Selangor play Pahang in the final of the Malaysia Cup."

"What an exciting game! Both teams are fighting for the ball all the time. The crowd is loving it. They're shouting for their favourite teams. They're waving flags and beating drums."

"Jamal has the ball now. He is playing very well tonight."

"Jamal passes the ball to Zainal. Zainal kicks it over the heads of the Selangor players towards the goal. But he's too far away. Arumugam, the Selangor goalkeeper picks it up easily, and kicks it to Santokh Singh on the left."

"The score is one goal each, and there is only one minute left of the game. Anything can happen. Santokh kicks the ball across to Huang Meng. It's a beautiful kick, but Suriamurthy jumps and stops the ball with his head. But Azlan is there. He passes the ball to Mokhtar. Mokhtar without waiting a second, puts the ball into the goal. What a beautiful goal!"

"And the game is over. Selangor has won the cup."

A Complete the table.

Player	State	Action	Where the ball went to
Jamal	Pahang	passes	the ball to Zainal
Zainal			the ball to
Arumugam			the ball to
Santokh			the ball to
Suriamurthy			the ball to
Azlan			the ball to
Mokhtar			the ball into

B Complete the diagram with the names of the players.

60

## PROBLEM-SOLVING EXERCISES

Problem-solving or deduction exercises can also aid pupils in the negotiation of longer reading passages. Passages with the usual WH- comprehension questions do little to 'teach' pupils, especially when many of the questions ask for recall of facts, and don't demand any thought. It is much more stimulating and challenging to give pupils activity-based tasks, such as the completion of a chart or diagram, that require an understanding of the passage. (See Exercise 6 above.)

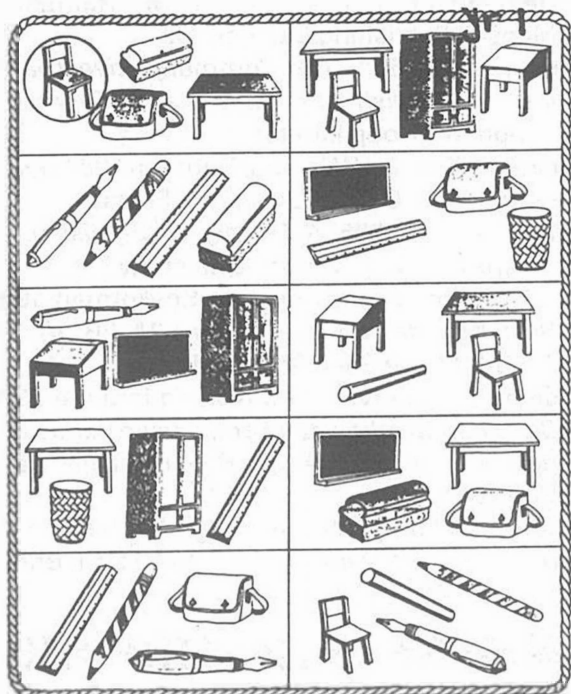
Reading texts, too, need not be continuous pieces of prose. Reading texts come in a variety

of forms — tables, dialogues, descriptions, diagrams, maps, cartoon-strips, etc. — and all should be used to make the task of reading interesting and stimulating. Many people suffer from the belief that one is not really reading unless one is reading prose. For this reason, worksheets are often relegated to practising writing when, in fact, they can be used to extend the reading skill. Moreover, if children are to be sensitized to the variety of learning resources in their environment that contribute to their learning, they should be exposed to a variety of reading texts, both linear and non-linear.

The aural and oral skills are often neglected in the primary classroom, especially the listening skill. 'Listen and Do' type exercises are excellent

for training in listening and for follow-up oral work.

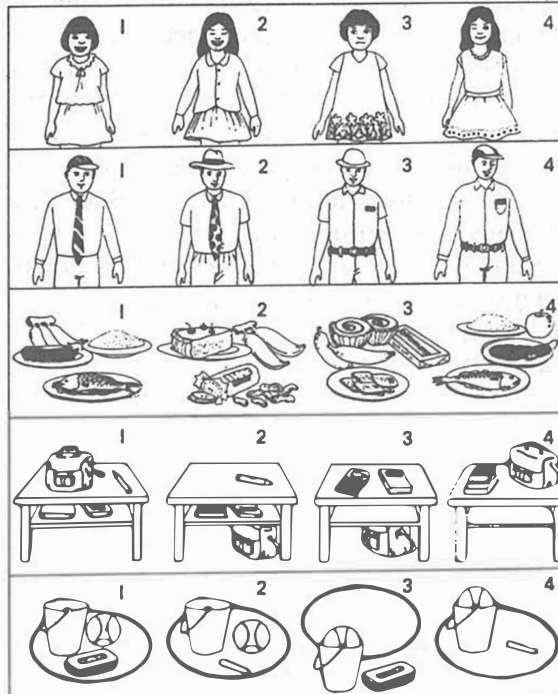
1 Listen and circle.



6

14 To name objects in the classroom

2 Which picture am I thinking of?



40

26, 28, 32, 35

3 Listen and write.

A



Ahmad's mother gives him 60 sen every day.

Ahmad spends:

Monday	sweets	20¢
	mee	30¢
Tuesday	coke	30¢
	ice-cream	20¢
Wednesday	drinks	—¢
	sweets	—¢
Thursday	ice-cream	—¢
	sweets	—¢
Friday	nosi lemak	—¢
	sweets	—¢

B

Days	Spends	Saves
Monday	50¢	10¢
Tuesday		
Wednesday		
Thursday		
Friday		
Total		

Ahmad spends \_\_\_\_\_ in one week.

Ahmad saves \_\_\_\_\_ in one week.

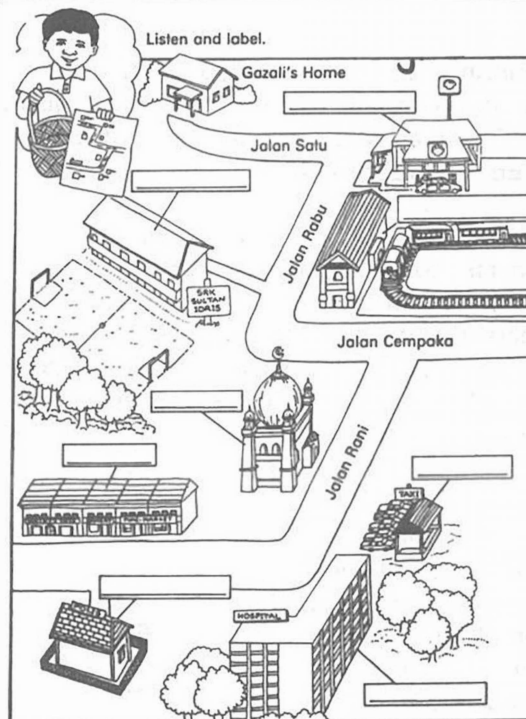
46

9.16

C

Things he spends on	sen
1. Sweets	60¢
2. Mee	30¢
3. Cake	
4.	
5.	
6.	
Total	

4



34.8

29

LISTEN AND DO EXERCISES

The advantage of all the exercise types just described is that a large number of language forms are generated — far more than in mechanical grammar-based work. Moreover, it is done in an interesting manner; it engages and involves the child. Learning does not take place in a vacuum. In thinking out an exercise, the child may sequence, make connections, decode information, and make guesses. In doing so, he is actually reading. This brings us back to the point that reading is essentially a thinking activity. Such exercise types, therefore, have high transfer value. They have the advantage of extending beyond the language taught to equipping the learner with skills, concepts, values and attitudes that have a general significance.

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	Credit	%
1. Basic Course (Humanities)	12	9
2. Technical Course (TESL and Literature)	69	51
3. Professional courses (Education)	32	24
4. Minor Courses	22	16
	<hr/> 135	<hr/> 100%

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