UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
FIRST SEMESTER 2008/2009 SESSION

CODE/COURSE : GDB3113 STORYTELLING IN THE PRIMARY CLASSROOM
DATE : 6 NOVEMBER 2008 (THURSDAY)
TIME : 9.00 A.M. – 11.30 A.M. (2 ½ HOURS)
VENUE : IPP PULAU PINANG

INSTRUCTIONS:
1. This exam paper contains TWO (2) sections i.e., Section A and Section B, in ELEVEN (11) printed pages, excluding the cover page.
2. Section A contains FIFTEEN (15) structured questions. Section B contains TWO (2) essay questions. You are required to answer ALL the questions.
3. Answer Section A on the exam booklet and Section B on the answer sheets provided.
4. Answers to Section A and Section B should be tied together.
5. You are NOT ALLOWED to remove the exam paper from the examination hall.

MATRIC NO.: (in words) (in figures)
IDENTITY CARD NO.: 
LECTURER:
GROUP: 
TABLE NO.: 

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO

CONFIDENTIAL
SECTION A (60 marks)

INSTRUCTIONS:
Answer ALL the questions.

1 Give TWO (2) examples of early recordings of stories before the invention of writing.

__________________________________________________________________________________________
(2 marks)

2 State ONE (1) way in which stories can promote intercultural understanding and communication among children.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
(2 marks)

3 Explain briefly the following terms:
(a) Folklores

__________________________________________________________________________________________
__________________________________________________________________________________________
(2 marks)

(b) Myth

__________________________________________________________________________________________
__________________________________________________________________________________________
(2 marks)
4 List TWO (2) characteristics of the following genre:

(a) Fable


(2 marks)

(b) Realistic adventures


(2 marks)

5 Read the extract of the story in the text box and answer the questions below:

**Little Red Riding Hood**

One day Little Red Riding Hood’s mother packed some treats in a basket. “Granny is ill,” she said. “Please take this basket to her.” “Be careful when going through the forest,” said Mother. “Do not stop to talk to anyone.”

A wolf was passing by the forest when he saw Little Red Riding Hood. “Where are you going?” he asked. “I am going to Granny’s,” said Little Red Riding Hood.

While Little Red Riding Hood picked some flowers for Granny, the wolf ran on ahead...... The wolf came in and gobbled up Granny. Soon Little Red Riding Hood knocked on Granny’s door...... “Oh Granny, why do you have big ears?” asked Little Red Riding Hood. “All the better to hear you with,” said the wolf.

“And why do you have big eyes?” asked Little Red Riding Hood

“All the better to see you with!” said the wolf.

“And what big teeth you have!” said Little Red Riding Hood.

“All the better to eat you with!” said the wolf. And he gobbled up Little Red Riding Hood. ............
(a) What is the genre of the story above?

__________________________________________________________________________

(1 mark)

(b) Describe THREE (3) areas of grammar which you can incorporate during English lesson for Standard 3 pupils using the story “Little Red Riding Hood.” Give examples for each area of grammar.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(3 marks)

6 State FOUR (4) factors you would consider when selecting stories for different listeners.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(4 marks)
Below are two storybooks which you have selected for use in your storytelling lessons for Year 1 and Year 6 classes. State and justify your choice of the storybooks for the two classes.

My choice of storybook for Year 1 class is ____________________________

(i) Justification:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

(2 marks)

My choice of storybook for Year 6 class is ____________________________

(ii) Justification:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

(2 marks)
One of the techniques used for Storyreading is Choral Reading. Give **FOUR (4)** reasons how Choral Reading can help enhance the reading skills of primary school pupils.

(4 marks)

Below is an extract of the *Chicken Little* story. You are using the story to plan a storytelling lesson in your Year 3 class.

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**Chicken Little**

One day Chicken Little was walking in the woods when — KERPLUNK — an acorn fell on her head.

"Oh my goodness!" said Chicken Little. "The sky is falling! I must go and tell the king."

On her way to the king's palace, Chicken Little met Henny Penny. Henny Penny said that she was going into the woods to hunt for worms.

"Oh no, don't go!" said Chicken Little. "I was there and the sky fell on my head! Come with me to tell the king."

So Henny Penny joined Chicken Little and they went along as fast as they could.

Soon they met Cocky Locky, who said, "I'm going to the woods to hunt for seeds."

"Oh no, don't go!" said Henny Penny. "The sky is falling there! Come with us to tell the king."

So Cocky Locky joined Henny Penny and Chicken Little, and they went along as fast as they could.

Soon they met Goosey Poosey, who was planning to go to the woods to look for berries.

"Oh no, don't go!" said Cocky Locky. "The sky is falling there! Come with us to tell the king."

So Goosey Poosey joined Cocky Locky, Henny Penny and Chicken Little, and they went along as fast as they could.
(a) Identify a language component in the story which you would like to teach your students during the pre-storytelling stage.

(2 marks)

(b) Describe how you intend to teach the language component mentioned in 8(a).

(4 marks)

10 Using the story "Chicken Little", illustrate a memory technique you would use to help you remember the story.

Memory Technique:

(2 marks)
11 Stories told to young learners help to demonstrate the importance of oral language. As an English teacher, describe TWO (2) ways you can help your pupils become storytellers in the classroom.

(2 marks)

12 Describe how you would create a positive atmosphere for storytelling in your primary classroom.

(4 marks)

13 Using the story given below, create a variation in your storytelling by making some changes in the story. Describe your story variation in the box given.

The Cat and the Mouse

Once upon a time, a mouse fell into a big barrel of rice wine. Suddenly, he saw a cat walking past the barrel. He thought he was drowning, so he shouted, ‘Help! Please, get me out of here! I’m drowning! Get me out, and then eat me if you like!’

The cat got him out of the barrel and put him safely onto the floor. The mouse said, ‘Let me dry a little and then you can eat me.’

But suddenly, he ran away into his mouse hole. So the cat said, ‘Liar! You said I could eat you!’

And from its hole, the mouse answered, ‘If I said that, I must have been drunk!’
14 Based on the "The Cat and the Mouse Story" above, explain TWO (2) Beyond Storytelling techniques which you would use in your lesson.

(i) Beyond Storytelling technique 1:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(4 marks)
(ii) Beyond Storytelling technique 2:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
(4 marks)

15 Read the poem below and answer the following question.

**In A Cabin in the Woods**

In a cabin in the woods  
Little man by the window stood  
Saw a rabbit hopping by  
Frightened as can be  
"Help me, help me, help!" he said  
Or the snowman will cover my head  
Little rabbit come inside  
Safely you'll hide

Based on the poem above, list down **FOUR (4)** different activities you can create for your Year 4 pupils.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
(4 marks)
SECTION B (40 Marks)

INSTRUCTION:
Answer BOTH questions.

1. You need to coach your Standard 6 pupils for a storytelling competition. Describe FIVE (5) specific areas of storytelling skills that you need to work on so that your pupils can excel during the storytelling competition. Elaborate the main points with appropriate examples.

(20 marks)

2. You are planning a reading lesson for a Year 3 class based on a story from a big book.

The Sparrow Who Couldn’t Sing

A little sparrow did not know how to sing.
When he tried, he made a horrible sound, “crawk, crawk, crawk.” All the other birds would cover their ears.
He told the Wise Owl about his problem. The Wise Owl said, “All you need is someone to show you how to sing.” They asked Cow to teach Sparrow how to sing. Cow said to just go moo, moo, moo, moo.
The Sparrow liked Cow’s singing and he tried to sing like the cow but all that came out was “crawk, crawk, crawk.” The Wise Owl and the Cow covered their ears as the sounds made by the Sparrow were horrible. So they asked a tiny mouse how to sing which he did and he went,” squeak, squeak, squeak.”
Sparrow tried to sing but he still made a terrible sound.
So they asked a Mother Duck how to sing and she said to just go, “quack, quack quack.” But Sparrow still sang, “crawk, crawk, crawk.”
Wise Owl told Sparrow not to give up but to keep trying.
A sad Sparrow sat by the pond and tried to sing very quietly so as not to make that horrible noise, “crawk, crawk, crawk.” A Green Frog heard him practising and said, “What a beautiful song you are singing. Let’s sing together.”
Sparrow was very surprised. He had never met anyone who liked his singing. “All I can do is croak,” he answered. The Big Green Frog replied, “I know and it sounds so beautiful.” The frog and the Sparrow sang together. All the frogs joined in the song with Big Green Frog and the Sparrow.
“I can sing! I can sing!” shouted the Sparrow.
Write a lesson plan for a story reading lesson in a Year 3 class using the English Hour lesson plan format. Your lesson plan should focus on the four steps of the English Hour. Describe how you intend to carry out the activities for each of the four steps in the English Hour.

a. Step 1: Shared Reading
b. Step 2: Focused Word Work
c. Step 3: Guided Reading/Writing and Independent Work
d. Step 4: Summing Up

(20 marks)