KEMENTERIAN PENDIDIKAN MALAYSIA

HURAIAN SUKATAN PELAJARAN
KURIKULUM BERSEPADU SEKOLAH MENENGAH

BAHASA INGGERIS

TINGKATAN 5

2003

RUKUN NEGARA

BAHAWASANYA negara kita Malaysia mendukung cita-cita hendak mencapai perpaduan yang lebih erat di kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaan yang kaya dan berbagai-bagai corak; membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan prinsip-prinsip berikut :

KEPERCAYAAN KEPADA TUHAN

KESETIAAN KEPADA RAJA DAN NEGARA

KELUHURAN PERLEMBAGAAN

KEDAULATAN UNDANG-UNDANG

KESOPANAN DAN KESUSILAAN

FALSAFAH PENDIDIKAN KEBANGSAAN

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara.

CONTENTS

1. INTRODUCTION

English is taught as a second language in all primary and secondary schools in line with its status as a second language in the country.

Learners are taught the English language to enable them to use the language to further their studies and for work purposes. For those who have the facilities, the use of English in ICT has been included to enable learners to access knowledge on the Internet and to network with people both locally and overseas. This is in keeping with the growing use of English in the field of Information and Communications Technology (ICT).

AIMS

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

OBJECTIVES

The English language curriculum enables learners to:

    i.   form and maintain relationships through conversation and correspondence; take part in social interaction; and interact to obtain goods and services;

    ii.   obtain, process and use information from various audio-visual and print sources; and present the information in spoken and written form;

    iii.   listen to, view, read and respond to different texts, and express ideas, opinions, thoughts and feelings imaginatively and creatively in spoken and written form; and

    iv.   show an awareness and appreciation of moral values and love towards the nation.

THE SYLLABUS

The English syllabus at the secondary level specifies the content to be taught from the Remove Class through to Form 5.

The English language curriculum is organized in a manner that reflects the way English is used in society in everyday life

The **Curriculum Content** of the syllabus outlines three main sections, namely, the Learning Outcomes to be achieved by learners, the Language Content to be incorporated into lessons, and the Educational Emphases to be given due regard.

The **Learning Outcomes** of the syllabus specify the skills to be achieved by learners in the three areas of language use, namely the interpersonal, the informational and the aesthetic. These areas incorporate the integration of the four language skills of listening, speaking, reading and writing. The **Language Content** outlines the grammar, the sound system, and the wordlist to be taught, while the section on **Educational Emphases (**incorporated in the introduction) highlights thinking skills, ICT skills, values and citizenship education and others that are to be taken into account.

CURRICULUM SPECIFICATIONS

Curriculum Specifications for the English language syllabus have been prepared as separate documents for each year of the secondary school and these are termed as *Huraian Sukatan Pelajaran*. Each document serves as a guide to teachers with regard to the skills to be achieved, the topics or themes to be dealt with, and the vocabulary, grammar items, and the sound system to be taught.

This document is the Curriculum Specifications for Form 5. The first section states the Learning Outcomes to be achieved and these are set out in columns in the following manner:

- the first column states the skills to be achieved by learners by the end of the year;

- the second column presents the learning outcomes for the year. These have been set out at three levels ranging from the simple to the more complex. Level 1 outlines the simpler skills to be achieved by all learners. Levels 2 and 3 represent more challenging skills that learners have to progress to after having mastered the skills at the earlier stage; and

- the third column is entitled *Examples/Activities/Notes.* These are directed at the teacher and are suggestions which include teaching points, examples of activities and explanations.

LANGUAGE SKILLS

The four language skills of listening, speaking, reading and writing do not appear as discrete items in the syllabus or in this document but are integrated into the areas of language use. Thus, when learners use the language, they not only engage in conversation by talking to and listening to each other, they also write to each other letters and messages. The second column entitled *Specifications* spells out in greater detail the different language skills and sub-skills that help learners achieve the Learning Outcomes for the year.

THE LEARNING CONTENT

In teaching learners to use the language for various purposes, the content or topic of the lesson can be sourced from various areas. Knowledge from subject disciplines such as science and geography can be utilized or content or topics be drawn from current issues. Learners begin with issues and concerns in their immediate surroundings, i.e. the school, town and country and later progress to issues and concerns outside the country. A list of contexts (themes) has been provided for Form 5.

GRAMMAR

Grammar items have been selected from the list provided in the syllabus and these are to be incorporated in the three areas of language use. In addition, sentence patterns have been listed to enable learners to master the structures of the English Language.

WORD LIST

The list of words selected for teaching is drawn from a sample of the more common or high frequency words used in daily life. This suggested word list is only the minimum for the year. Teachers are encouraged to widen this list according to the level, ability and maturity of their learners.

EDUCATIONAL EMPHASES

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

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

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

Information and Communications Technology (ICT) Skills
In line with globalisation and the ICT age, skills related to ICT are incorporated in the learning outcomes. These skills include the use of multimedia resources such as TV documentaries and Internet resources as well as the utilization of computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

Values and Citizenship

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

Multiple Intelligences

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

Preparation for the Real World

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

IMPORTANT CONSIDERATIONS FOR TEACHING

The following considerations should be taken into account in teaching the curriculum specifications.

Planning and Organization of Lesson

These specifications must be organized in a manageable form for teaching taking into account the time allocated for teaching. The three areas of language use may be planned around a topic.

Learner-Centredness

The learner is at the center of the learning process. Teaching approaches, lessons and curriculum materials for learning must be adjusted to suit the differing needs and abilities of students.

Integration

The principle of integration can help teachers cover areas of the syllabus in several lessons. Once a topic is decided upon, teachers can plan tasks and activities reflecting the three areas of language use.

In all of these lessons, moral values should be infused. This can be done through the appropriate selection of materials and activities. Elements of patriotism, environmental education, and health education should also be taken into account.

Repetition, Reinforcement and Consolidation

Language skills, vocabulary, grammar items and the parts of the sound system must be repeated often and used constantly to maximize learning and bring about retention. Teachers should set a variety of tasks that will enable learners to use the language items

often so that they gradually develop the ability, knowledge and confidence to use them effectively.

Teaching-Learning Activities

In order to bring about effective learning, learners must be given every opportunity to take part in activities that require them to use the language they have learnt. In addition, teachers should also emphasize thinking skills and apply the principles of multiple intelligences.

Evaluation

Evaluation is an important aspect of the teaching-learning process. Continuous feedback is essential if learners are to keep track of their progress. After every lesson, teachers are encouraged to assess their set of learners through simple questioning techniques or some other simple exercise so that they can pace their lessons in accordance with their learners' progress.

Other Considerations

As far as possible, teachers should use the Malaysian setting as a base to teach the language skills and language contents. Teachers should also use materials that emphasize the principles of good citizenship, moral values, and the Malaysian way of life.

This document only lists a number of essential activities for the attainment of the English language. Teachers need to use their initiative, imagination and creativity to extend the experiences of their learners, to reinforce what has been learnt and to create challenging language tasks for their learners.

2.   CONTEXTS FOR TEACHING

The contexts for teaching the English language in Form 5 are listed below. These are broad contexts and need to be translated into topics to enable learners to read, write and talk about them. Learners are not expected to have a comprehensive academic knowledge of these topics. Rather, these topics serve as the subject matter through which the three areas of language use are taught and meaningful tasks and activities are set. Since values are embedded in these themes, teachers should take every opportunity to discuss socio-cultural and moral values related to them as well as in the activities that are set. Teachers should make use of the accompanying word list and also introduce other words that are essential to the topic at hand.

People : **Planning for a career**
- current careers and understanding the hard work and sacrifice involved in preparing for such careers

Environment : **Protecting our rivers, lakes, and oceans** in order that they continue to play a useful role in the lives of people living near them.
- e.g. protecting the environment from oil spills and acid rain

Social Issues : **Social freedom and responsibility**
- how young people can use the freedom given to them responsibly

Health : **Dangers of getting into bad habits** such as smoking and other indisciplined behaviour

Science & Technology : **Responsible waste management**
- e.g. industrial waste, hospital waste

3.   OBJECTIVES FOR FORM 5

By the end of Form 5, learners should be able to

- Talk about their experiences and exchange ideas with friends and relatives;

- Ask questions and respond to questions with relevant answers;

- Make plans and arrangements with friends to do something or go somewhere;

- Obtain information from various sources and present these ideas to friends orally and in writing;

- Read widely and enjoy poems and short stories; and

- Show an awareness and appreciation of moral values and love towards the nation.

4.   LEARNING OUTCOMES AND SPECIFICATIONS

LANGUAGE FOR INTERPERSONAL PURPOSES

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
1.0 LANGUAGE FOR INTERPERSONAL PURPOSES **1.1 Make friends and keep friendships by** a. introducing oneself; b. taking part in conversations and discussions; c. talking about self, family and friends, interests, part events, feelings, personal experiences and understanding when others talk about themselves; d. exchanging ideas, information and opinions on topics of interest.	**Level 1** i. Introducing oneself to a friendly stranger and **initiating a conversation**. ii. Relating **personal experiences**. iii. **Keeping a record** of events. iv. **Asking questions** politely and responding politely to questions asked. v. Listening to, **repeating** and **knowing the difference** between consonants, vowels, diphthongs, consonant clusters, homophones, homographs, and words borrowed from other languages.	• The context can be at a bus stop, at the clinic, at a payment queue in the post office. • Talking about experiences e.g. as a customer who got 'cheated'. • Noting significant changes e.g. noting the dates and the nature of the problem of a product bought recently; the days the garbage was not collected; of the time someone got ill and how he or she got better after that. • Understanding a person's mood (e.g. anger, sadness, surprise) from the tone and volume of his speech. • See Sound System at the back of this document.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	Level 2 vi. **Pronouncing words** clearly and correctly and asking questions and making statements with the correct intonation, word stress and sentence rhythm. vii. Reading topics of current interest and **exchanging ideas**. **Level 3** viii. **Giving opinions** on articles read or accounts heard.	• Current topics include for example: being aware of AIDS; of the dangers of dangerous driving; oil spills and the cost to the environment. • Activities include class and group discussions, and role-playing.
1.2 Take part in social interaction by a. Carrying out a variety of language functions; b. discussing plans and arrangements, solving problems, and making decisions.	**Level 1** i. **Asking** about **one's health** / physical state. ii. **Asking** one **to think about / decide** on something. iii. **Persuading** someone not to do something. iv. **Asking about** satisfaction and **expressing satisfaction** /**dissatisfaction**.	• E.g. when a friend does not look too well. • E.g. one friend tells another friend to make up his/her mind as to what to buy as it is getting late. • E.g. persuading one's friend not to skip school to be with another group of friends. • E.g. about a new haircut; a new recipe.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	Level 2 v. Participating in a **conversation**: - explaining one's views - accepting the views of others - defending one's point of view with reasons. vi. Making a **decision** based on agreement of all members of a group. **Level 3** vii. **Responding** to problem page letters in the newspaper or in popular magazines by first **discussing** them and then **writing** letters to the editor.	• E.g. discussing topical and moral issues: e.g. about AIDS - to tell or not to tell others. • E.g. persuading others not to go to a certain place because of the dangers posed (e.g. the possibility of being stranded because of landslides due to the heavy rains) and reaching a compromise. • E.g. whether to inform or not the parents of a friend who has joined a group of wayward boys and girls.
1.3 Obtain goods and services by a. making enquiries and ordering goods and services; b. making complaints and responding to complaints.	**Level 1** i. **Making enquiries** after reading the adverts column in the newspaper / yellow pages and identifying a number of similar services and products. **Level 2** ii. **Comparing and contrasting** the information obtained and deciding on a choice.	• E.g. enquiring about sports equipment such as badminton racquets, hockey sticks, footballs. • E.g. by systematically making tables to compare the information.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	iii. **Confirming** the service/product and placing an order for it orally and in writing.	• E.g. by filling in a form or writing a short note stating precisely what is required.
	Level 3 iv. **Expressing satisfaction** and **offering thanks** about the service or product orally and in writing.	• Role-playing appropriate ways of expressing satisfaction to the person serving / waiting on one or to a person of authority e.g. in a shop / restaurant.
	v. **Responding** to a complimentary letter expressing satisfaction and thanking the writer orally and in writing.	

LANGUAGE FOR INFORMATIONAL PURPOSES

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
2.0 LANGUAGE FOR INFORMATIONAL PURPOSES **2.1 Obtain information for different purposes by** a. listening to spoken texts such as talks, speeches and viewing television documentaries and multimedia; b. interviewing and using questionnaires; c. reading materials in print such as reports and articles and using other electronic media such as the Internet.	**Levels 1, 2 and 3** i. **Listening to** and understanding **a variety of texts.** ii. **Reading** silently **a variety of materials** in print and from the Internet. **Levels 2 and 3** iii. **Interviewing people** to get more information on topics under study.	• Examples include instructions, advertisements, messages, descriptions, reports, speeches. • Examples include instructions, passages, articles from newspapers and magazines, reports, speeches, brochures. • When reading aloud, learners need to observe: - correct pronunciation - intonation patterns - correct phrasing - pauses - stress - emphases - fluency and rhythm • Activities include role-playing and simulation. • Get students to brainstorm on the types of questions they will ask.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
2.2 Process information by a. skimming and scanning for specific information and ideas; b. extracting main ideas and details; c. discerning sequence of ideas; d. Getting the explicit and implicit meaning of the text; e. predicting outcomes; f. drawing conclusions; g. identifying different points of view; h. using print and electronic dictionaries; i. interpreting non-linear texts such as maps, charts, diagrams, tables, graphs; j. making short notes and mapping out ideas.	**A. Processing texts <u>listened</u> to by:** **Level 1** i. Listening to a text and **recalling** what the text is about. ii. Listening to and **recalling** important **details** (e.g. place, date, time, number) of the text. iii. **Answering** a variety of **questions** to demonstrate understanding of the text heard. iv. **Taking notes** of the text heard. **Level 2** v. Identifying **main ideas** in the text heard. vi. **Predicting outcomes**. vii. Identifying different **points of view**. **Level 3** viii. Identifying **cause and effect**. ix. Drawing **conclusions**.	• Teachers can prepare their students for the text they are going to listen to by providing them with key words or the title of the passage. • Example of recall would be: "The text was about how careful consumers should be when buying goods.." • Questions can take many forms: completing information gaps; detecting errors; sequencing; filling in details, etc. • The text may be an interview of several people who had witnessed or been involved in an accident.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	B. Processing texts <u>read</u> by	
	<u>Level 1</u>	
	i. Stating the **type of text** being read.	• Example: a review of a book/ movie.
	ii. **Skimming** for the gist of the text.	• Taking note of chapter headings, sub-titles, key words in a text.
	iii. **Scanning** for details.	
	iv. Following the **sequence** of ideas.	
	v. Highlighting **key words** and phrases in a text.	• Taking note of important ideas is an important study skill.
	vi. Using the **dictionary** to find the meanings of words.	
	vii. **Acquiring vocabulary** through • word association • word collocation.	• E.g. word association: Aquaculture= prawns, fish, demand, high prices, disease, ruin • E.g. word collocation: bread and butter and not butter and bread.
	<u>Level 2</u>	
	viii. Identifying **main ideas** in the text read.	
	ix. Listing important **details**.	

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	x. Acquiring **meaning of words** by understanding • word formation through the use of prefix and suffix, • contextual clues. **Level 3** xi. **Predicting outcomes** with reason. xii. Identifying **cause and effect**. xiii. Making **inferences**. xiv. Drawing **conclusions**. xv. Identifying and discussing **points of view**. xvi. **Comparing and contrasting data** collected from graphs, tables, charts and diagrams.	• Prefix: bi- il- • Suffix: -able • Encourage students to give logical reasons. • Get students to read and tell the views of different people who saw the incident as reported in the newspaper.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
2.3 Present information to different audiences by a. writing descriptions, instructions, recounts, explanations, messages, letters, speeches, reports and articles; b. instructing, describing, narrating, explaining and reporting orally; c. responding to questions and comments orally and in writing; d. presenting information in non-linear forms including tables, graphs, diagrams, charts and vice-versa; e. expanding notes and outlines; f. composing, revising and editing drafts; and checking accuracy of spelling, punctuation and grammar; g. summarising information; h. reading aloud written materials such as instructions, directions and reports clearly and fluently; i. using appropriate format , conventions, and grammar when presenting the information.	**Level 1** i. **Presenting information in** the form of **tables, graphs and charts**. ii. Responding to questions and **comments** orally and in writing. iii. **Making notes** and outlines. **Level 2** iv. **Expanding notes** and outlines. v. **Summarizing** ideas in a text. **Level 3** vi. Writing **reports** on specific topics. vii. Writing **articles** on specific areas. viii. Writing a **simple speech** on a particular topic. ix. **Presenting / Making** the **speech**.	• This could be in the form of explanations or descriptions. • Get students to mind map ideas in various ways. • Get students to use the process approach to writing. Provide framework or structure of the intended report. • Provide also the framework / structure / scaffolding of the text to be written. • Make students aware of the purpose and the audience to whom they are writing for. • Give students tips on how to present a speech for example addressing the audience, making eye contact. Help them overcome fears of presentation.

LANGUAGE FOR AESTHETIC PURPOSES

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
3.0 LANGUAGE FOR AESTHETIC PURPOSES **3.1 Listen to, read and respond to literary works by** a. understanding and telling in one's own words the story and poem heard and read, and giving one's opinion of the text; b. recognizing elements in a story such as characters and setting; c. explaining the message the writer is trying to convey and discussing how this relates to one' life; d. understanding other people's cultures, traditions, customs, and beliefs; e. reciting poems with feeling and expression.	**Level 1** i. **Reciting** poems with feeling and expression and with correct pronunciation, intonation, stress and rhythm. ii. Finding out the **meaning** of words by using the dictionary and /or contextual clues. iii. **Retelling** the story or poem in one' s own words. **Level 2** iv. Describing the **setting** of a story. v. Narrating the **sequence** of events. vi. Describing **characters** and writing a paragraph or two about them. vii. **Making predictions** as to what might happen next.	• Students can only recite poems with feeling and expression, once they have understood the poem well. • Set group work for this activity. • Get students to look for words and phrases that describe the place and location. • Get students to look for words and phrases that describe characters – either what the author says or what the other characters say about these characters.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	viii. Discussing **values** explored in the text.	• Draw students' attention to the fact that some cultures have different customs and beliefs from our culture but they must be respected nevertheless.
	ix. **Relating** events, characters and values **to one's life.**	• Encourage learners to tell how a certain character or event in the story reminds them of a certain character or event in real life. Get them to note the similarities and differences.
	Level 3 x. Discussing the **theme and message** of stories and poems.	
	xi. Giving **one's opinion** of the poem or story.	• Encourage learners to express views on the theme/message, character, events and values explored in the text.
	xii. Understanding the **figurative language** of the text.	• E.g. similes, metaphors, turns of phrase. Note these items are items for teaching only and **not to be examined**.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
3.2 **Express themselves creatively and imaginatively by** a. Dramatizing texts and role-playing characters;	**Level 1** i. **Dramatizing** sections of a text and **role-playing** characters.	• Get learners to choose the sections of the text they want to dramatize. Then get them to know the story thoroughly, interpreting how the characters behave and the kind of personalities they are. Then get learners to write out the dialogues with stage directions if possible. Get them to practise reading out their parts with suitable expression and emotion.
b. Retelling a story form a different point of view, and presenting it in another genre;	**Level 2** ii. Retelling a story from another character's **point of view**.	• Get learners to look at events and characters from the perspective of another character's point of view.
c. Composing simple poems, stories and dialogues.	**Level 3** iii. Presenting the text in **another genre**.	• E.g. rewriting a poem in prose form; looking at a cartoon strip and writing a poem / story; writing a dialogue based on a story; representing a prose text in a series of pictures.
	iv. **Composing** simple poems, stories and dialogues.	• Use pictures, unusual news items, etc. to get learners to start writing.

SECTION II: LANGUAGE CONTENT

a)   GRAMMATICAL ITEMS

Grammar forms part of the language contents in the Curriculum Specifications for Form 5. Grammar items are specified under the different grammar categories. To illustrate what is meant by each category and at the same time to specify the scope and depth of the items to be taught examples are given. Teachers are encouraged to teach these grammatical items in the context of topics. Items to be focused on in Form 5 are marked with an asterisk(*). If extra practice is required for better understanding or retention, items can be taught in isolation.

1. **Nouns**
   i. **Concrete nouns**
      a. **Common nouns** – e.*g. book, house, school*
      b. **Proper nouns**   – e.*g. Ahmad, Malaysia*

   ii. **Abstract nouns**
      - names of qualities, states, activities
        e.g. health, poverty; laughter, arrival

   iii. **Countable nouns**
        e.g. girls, beakers, air conditioners

   iv. **Uncountable nouns**
        *e.g. sand, sugar, *baggage, *advice, *damage*

   v. **Number -** Formation of the plural
      a. **Adding suffix -s, -es**
         - **For regular words**
            e.g. birds, trees

         - **Words ending in -s -sh -ch   -x**
            e.g. glass - glasses, brush - brushes,
            church - churches, box - boxes

- **Words ending in -y**
  e.g. toy - toys; lorry - lorries

b. **Irregular plurals**
   Indicated by a change of vowel
   e.g. man - men; mouse - mice; tooth - teeth

vi. **Concord (subject-verb agreement)**
   a. Singular subject takes singular verb
      * e.g. Of the 3 friends, Mary has ….

   b. Plural subject takes plural verb
      * e.g. Peter, John and Paul are ….

vii. **Gender – masculine, feminine**
   a. -er -or : traditionally used to mark male
      e.g. waiter, actor

   b. -ess : traditionally used to mark female
      e.g. waitress, heiress

2. **Articles**
   i. **With singular countable nouns – a an the**
      e.g. a book   an oven   the house
      Note: 'an' is usually used before vowels but
      note 'a university' , 'an hour'

   ii. **With plural countable nouns**
      e.g. test tubes

   *iii. **The use of 'some' with plural countable nouns**
      e.g. I've seen some good films lately. *(= a number of)*

3. Adjectives

i.   Adjectives in terms of colour, size and shape
e.*g. a big boy   a blue sky   a round eraser*

ii.   Adjective that show qualities
e.*g. an honest mechanic, a kind by-stander*

iii. Formation of the negative of adjectives by adding prefixes: un-   dis-   im- *il- *bi-
e.*g. an unkind person, a dishonest mechanic, an illegal entry, a bi-annual meeting*

iv.   Comparison adjectives – my, your, his her, our
e.*g. This is my/your/his/her/ our book.*

v.   Comparison adjectives – regular forms
e.*g. big - bigger - biggest*

* vi. Adjectives functioning as nouns
e.*g. The <u>blind</u> are taught special skills.*
The <u>wounded</u> from the crash were sent home after treatment.

* vii. Nouns functioning as adjectives
e.*g. a <u>stone</u> wall, a <u>leather</u> jacket, a <u>gold</u> card*

4. Pronouns

i.   Personal Pronouns:

I	-	first person
You	-	second person
He/She/It	-	third person

    ii.   Possessive Pronouns :
    mine, yours, his, hers, ours, theirs
    e.g. That book is mine / yours / his / hers.

    iii.   Demonstrative Pronouns:
    this, that, these, those

    iv.   Interrogative Pronouns:
    Who, Which, What, Whose

5.   Verbs
    i.   Regular and Irregular Verbs
    e.g. walk – walked; sweep - swept

    ii.   Negative Verbs
- adding the word **not** after the verb
    e.g. He is <u>not</u> here.
      They <u>cannot</u> go to the party.

- using the contracted form especially in conversation
    e.g. He <u>isn't</u> here.
      They <u>can't</u> go to the party.

    iii.   Tenses – present, past, continuous, * perfect
    a.   Simple Present Tense
- For habitual actions
    e.g. Every day we play football.

- For instructions and directions
    e.g. First, mix the solutions.

- Describing feelings and senses
  e.g. "I feel upset over what has happened."

b.   Simple Present Tense –   was   were
- Regular verbs, Irregular verbs
  e.g. walk-walked; sit-sat; go-went

- Using words that signal the past tense
  e.g. Yesterday, Last week

c.   Present Continuous Tense
- The action is happening at the time of speaking
  e.g. I am …… verb + -ing;

d.   Present Perfect Tense
- *e.g. has / have + past participle
  She has walked 5 miles.*

e.   Past Perfect Tense
- Had + past participle
  e.g. They had changed the wheel in 10 minutes.

iv.   **Gerunds**
a.   Gerunds as **complements of verb to be**
  e.g. My favourite hobby is <u>reading.</u>

b.   Gerunds as **objects of preposition**
  e.g. They are not interested <u>in buying</u> the house.

c.   Gerunds as subject
  e.g. Jogging is my favourite activity.

v.   Special Finites or Modals - * may, * might

a. **May or might**   - meaning 'possibility'
e.g. It <u>may</u> be true.   OR   It <u>might</u> be true.

Negative: may not *or* **might not**
e.g. He <u>may not</u> be at home.   OR   He <u>might not</u> be at home.

b. **For the past**: use **may have** OR **might have**
*e.g. A: I wonder why he did not answer the telephone.
    B: He may have been asleep. OR   He might have been asleep.*
(=perhaps he was asleep)

vi. Infinitives

a.   **As object of verbs**
*e.g. We want <u>to know</u> the answer.
      He must learn <u>to save</u> money.*

b.   **As complements of verb "to be"**
*e.g. This house is <u>to let</u>.
      Jack and Jill are <u>to be</u> married soon.*

* vii.   Passive Construction – using * is done, *was done
*e.g. Somebody built this house in 1960. (= active)
      This house <u>was built</u> in 1960 (by somebody).   (= passive)
      This room is cleaned every day (by somebody)   (= passive)*

6. Adverbs

Adverb of manner, time, frequency, *degree,
- To show how an action was done – using the suffix -ly.
  e.g. of degree: *thoroughly, completely, nearly (adv. of degree)*
      *certainly, *surely.

7. Prepositions

    i.   **Prepositions of place:**
        In, on, near, under, behind, in front of, by
        e.g. The shop is <u>next to</u> the bank

    ii.   **Prepositions of time – at, on, by, before, after, since, during, until, within**

    iii.   **Prepositions of direction - * out of, * away from**

    iv.   **Prepositions of purpose - for, so that, in order to**

    v.   **Prepositions of association - among, between**

    vi.   *** Verb and preposition combination**
        (Phrasal verbs)
        e.g. put off, attend to, rely on

    vii.   *** Adjective and preposition combination**
        (Phrasal verbs)
        e.g. proud of, happy with, famous for

8. Connectors

    i.   **Conjunctions :**
        either …. or, neither ….. nor, although, however

    ii.   **Logical connectors:**
        * furthermore

    iii.   **Sequence connectors:**
        later

9. ***Reported Speech (He /She /They said that….)**

   i.   *e.g. Jee Ann said "I am not feeling well". (direct speech)*
      Jee Ann said that she was not feeling well. (reported speech)

     *** In general, the rules are: am/is →was; are →were; do/does→did;
      have/has →had; will →would; can →could.**

10. **Sentences**

   i.   **Simple sentence**
     e.g. They went to the exhibition early.

   ii.   **Compound sentence**
     e.g. They woke up early and went jogging.

   iii.   **Complex sentence**
     E.g. The volunteer, who is a retired engineer, comes to school once a week to tutor some boys who are weak in Mathematics.

   iv.   **Positive statements**
     *e.g. My name is ….
       He/ She/It/They were …..*

   v.   **Negative statements**
     *e.g. They are not ….
       We were not …….*

11. **Punctuation**

   i.   **Capital letters –** proper nouns, pronoun 'I', beginning of sentences
     e.g. Yesterday, we went to the Experimental Theatre.

   ii.   **Commas -** to separate items in a list
     e.g. Julia has a cat, a bird and a goldfish for pets.

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iii. **Exclamation mark**
e.g. For greetings - Hi! Hello!

iv. **Full Stop – for end of statement**

v. **Question mark**

vi. **Apostrophe - for contractions**
e.g. Don't allow the bacteria culture to grow for more than 4 days.

vii. **Semi-colon (;) - indicates a relationship between two pieces of information in the same sentence.**
e.g. The lawn needs mowing; I will do it this weekend.

viii. **Underlining – for emphasis**
e.g. The closing date is on the 15th of May.

ix. **Brackets ( ) – used to separate extra information**
e.g. The crash (between two goods trains) occurred at 7 o'clock in the evening yesterday.

x. **Hyphen (-)**
- used to connect parts of a compound word
  e.g. It's not expensive because it's a <u>second-hand</u> skate- board.

xi. **Colon (:)**
- announces something (a fact or a list) that the first part of the sentence has led us to believe.
  e.g. There were so many flavours to choose from: strawberry, chocolate, mint, vanilla, etc.

- serves to introduce a quotation or a report.
  e.g. The Minister began his speech as follows:
      "Ladies and gentlemen,
      In the name of peace, let's reach a common understanding."

b. **Suggested Sentence Patterns**

In this section some suggested patterns have been listed for the language functions as stipulated in the Curriculum Specifications. It is important that teachers teach these sentence patterns (including responses) in context and in a meaningful way. Words underlined may be substituted.

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1. Asking about one's health

A: How do you feel, today?
 OR Do you feel all right?

.   B: Not too well, I'm afraid.

2. Asking one to think about something

A: Think about it.
B: Okay

3. Asking one to decide upon something.
A: Make up your mind, please.

 OR So what have you decided, now?

B: Yes please and thank you.

4. Persuading someone not to do something.

A: Please don't do that. It's not good for you.

5. Asking about satisfaction

A: Is everything, OK?
B: Fine, thank you.

6. Expressing satisfaction

A: Everything is fine, thank you.

 OR   I really like this.

(c) The Sound System

The Sound System forms part of the language contents in the Form 5 Curriculum Specifications. The items listed below are to be taught in Form 5. In each item, examples of sounds to be taught are provided and teachers should provide further examples of these sounds. The teaching of the sounds should be done in integration with other skills particularly with the Listening and Speaking skills.

1.0   Consonants

i.	bb / b/	-	bu*bb*le; co*bb*le
ii.	ff / f /	-	snu*ff*; blu*ff*
iii.	ll / l /	-	gu*ll;* se*ll*
iv.	gg/ g /	-	wi*ggl*e; ga*gg*le
v.	tt / t /	-	wri*tt*en, ro*tt*en
vi.	th / /	-	*th*ick; *th*ief
vii.	th / /	-	*th*is; *th*en
viii.	…tch / /	-	wa*tch*; cru*tch*

2.0   Vowels

i.	/ D/	-	p*o*t; h*o*t
ii.	/ :/	-	*a*sk' p*a*rt
iii.	/ /	-	c*ou*ld; st*oo*d
iv.	/ e /	-	*e*mpty; r*e*st

3.0   Diphthongs

1.11	/ e /	-	*ai*rport; fl*are*
1.12	/ /	-	s*u*re; m*oor*
1.13	/ /	-	c*oi*n; t*oy*
1.14	/ /	-	p*ier*; f*ear*

4.0   Consonant Clusters

i.	spr…/spr/	-	*spr*ing; *spr*ain
ii.	scr…/skr/	-	*scr*eam; *scr*ub
iii.	spl…/spl/	-	*spl*ash; *spl*endid
iv.	…stl /sl/	-	hu*stl*e; bu*stl*e
vi.	…ckle / kl /	-	chu*ckl*e; bu*ckl*e
vii.	…gl /gl /	-	tin*gl*e; wan*gl*e
viii.	…pl / pl /	-	sam*pl*e; tem*pl*e

5.0   Past Tense

i.	…um /vm/	-	sw*um*
ii.	…ied / /	-	relied, plied

6.0   Sentence Stress and Intonation

i.   Sentence stress in statements
ii.   Sentence stress in questions
iii.   Stress in exclamations.
    e.g. "How *wonderful* !" she exclaimed.

7.0   Homonyms
i.   **Homophones**
    e.g. pail; pale / peI /

ii.   **Homographs**
    e.g. wound; wound - / wu:nd/; /wavmd/

8.0   Words borrowed form other langugages

i.   **French**
         e.g. ballet   /b ei/
              bouquet   / bu:ckei/

ii.   **Italian**
         e.g. pizza   / pits /
              Spaghetti   /sp geti/

iii.   **German**
          e.g. kindergarten   / kind ga:tn /
               marzipan   /ma:z lp n/

iv.   **Latin**
         e.g. vice-versa   /valsl v3:s /

v.   **Malaysian**
         e.g. kampung   /ka:mpon /
              sampan   /s mpa:n/

WORD LIST

This suggested word list comprises general words in alphabetical order. These are base words and teachers are encouraged to use them when teaching the learning outcomes.

Some of these words have several meanings and the meanings are best made clear if they are illustrated in different passages/contexts. For example, *boil* can be taught as a verb ("to *boil* water") or as a noun ("The *boil* on my shoulder is painful").

Nouns are listed in their singular form. Their plural forms need to be taught as well (e.g. *kite – kites*)

Teachers are also encouraged to add prefixes and suffixes to words if the context so requires. For example, to teach adverbs the learner is told that the suffix *–ly* is added to the word sweet to get the sentence, "The girls sang *sweetly*". Similarly the prefixes *un-* or *dis-* or *im-* can be added to words to mean not. e.g. *unkind, disappointed, impossible.*

Verbs are also given in their base word forms. To these teachers are expected to teach the various part of speech if the context so requires. For example, *dig* can be taught in its present tense form (*digs*), in its past tense form (*dug*) and in its *–ing* form (*digging*). As such word endings such as *–ed, -ied, -s, -ies, -ing* can be added to verbs. However derivatives from the base words should be used prudently, For example, (*deliver*) should be limited to *delivered* and *delivers* but the derivative deliverance should be omitted.

The word list for upper secondary is given so that teachers are aware of the range of words to be covered. The number of base words used for teaching in both form 4 and Form 5 should not exceed 1600 words for Form 4 and 1800 words for Form 5. However, teachers can add other words to ensure that the topic at hand is dealt with meaningfully. Teachers should however exercise prudence when adding new words to the basic list given. Students are, however, free to extend their vocabulary to the highest level they are capable of through their own initiative.

Word List For Upper Secondary Form 4 – Form 5

absolutely	bound	conscience	discount	extend
actual	boundry	conscious	disease	extort
advance	brass	consider	disgust	extraordinary
advantage	breadth	content	dismiss	extreme
amuse	calculate	control	disappoint	faith
annoy	canal	convenient	distinguish	fake
anxious	cape	conversation	district	familiar
applaud	carriage	co-operate	doubt	fancy
appoint	cause	copper	eager	fault
approve	caution	cottage	earnest	favour
arise	chance	council	earthquakes	feast
arrest	character	course	effect	fellow
artificial	charge	cream	elder	figure
aside	charm	creature	else	fire
association	chemical	creep	employ	firm
astonish	cheque	deal	empire	fit
autumn	civilise	debt	enclose	fix
avenue	claim	decay	encourage	flame
average	cliff	deceive	entire	flash
awkward	colony	declare	envy	fond
baggage	combine	decrease	essence	forbid
bar	comfort	deed	essential	force
bare	command	delicate	except	foreigner
barrel	commerce	delight	excess	formal
beam	committee	demand	exchange	former
beast	companion	department	excite	forth
berry	complicated	depend	expect	freedom
besides	compose	descend	expense	frequent
beyond	concern	desire	experience	funeral
bind	condition	despair	experiment	gather
blade	confess	destroy	explain	general
bless	confident	detail	explode	generous
board	confuse	determine	explore	glad
bold	conquer	different	express	glory

govern	list	ought	remain
gradual	literature	overcome	remedy
grain	lone	overdose	remind
grateful	mandatory	owe	represent
grave	manufacture	opinion	reputation
grease	master	patriot	request
harbour	mention	peace	rescue
harvest	mere	perform	resign
haze	minister	permanent	rise
heaven	miserable	pirate	rival
highland	moderate	plough	rule
hollow	moment	poet	sacrifice
host	motion	poison	sale
human	multiple	pollute	scratch
hunger	murder	poverty	seize
imagine	nation	practise	share
immediate	native	price	sharp
improve	nature	pride	slope
include	neglect	prison	smoke
increase	noble	private	soil
influence	nonsense	procession	sore
inform	nuisance	produce	sow
inquire	observe	profession	spare
instead	occasion	prompt	succeed
intend	offend	proof	suggest
introduce	omit	property	suit
judge	oil	purpose	supply
keeper	operate	public	surface
kind	opinion	recommend	surround
landslide	opportunity	reduce	temper
lead	ordinary	reflect	terrible
legal	organise	refresh	threaten
lift	ornament	relation	tide
liquid	origin	relieve	ward

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