



KEMENTERIAN PENDIDIKAN MALAYSIA

**HURAIAN SUKATAN PELAJARAN
KURIKULUM BERSEPADU SEKOLAH MENENGAH**

BAHASA INGGERIS

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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.

Kata Pengantar

Huraian Sukatan Pelajaran ialah dokumen yang memperincikan Sukatan Pelajaran yang bertujuan untuk memenuhi cita-cita murni dan semangat Falsafah Pendidikan Kebangsaan, dan menyediakan murid menghadapi arus globalisasi serta ekonomi berasaskan pengetahuan pada abad ke-21.

Dokumen ini menyarankan strategi pengajaran dan pembelajaran yang merangkumi pelbagai aktiviti dan penggunaan sumber. Guru digalakkan menggunakan kreativiti untuk memilih, menyusun dan mengolah aktiviti mengikut kesesuaian murid. Huraian ini diharapkan dapat membantu guru merancang dan melaksanakan pengajaran dan pembelajaran secara berkesan.

Dalam melakukan aktiviti pengajaran dan pembelajaran, guru diharapkan dapat memberikan penekanan pada unsur bernilai tambah, iaitu kemahiran berfikir, kemahiran teknologi maklumat dan komunikasi, kemahiran belajar cara belajar, kajian masa depan, kecerdasan pelbagai, pembelajaran kontekstual, dan pembelajaran konstruktivisme. Di samping itu, nilai murni dan semangat patriotik dan kewarganegaraan tetap diutamakan. Semua elemen ini diharapkan dapat memberikan keyakinan kepada murid dan boleh diaplikasikan dalam kehidupan harian dan dunia pekerjaan.

Huraian Sukatan Pelajaran ini menjelaskan hasil pembelajaran yang perlu dikuasai oleh murid berasaskan pendekatan masteri. Hasil pembelajaran tersebut diperolehi dari Sukatan Pelajaran dan diperincikan mengikut tahap kesukaran isi kandungan dan tahap keupayaan murid. Perincian hasil pembelajaran diperingkatkan kepada tiga aras, iaitu Aras 1 (aras asas), Aras 2 (aras sederhana), dan Aras 3 (aras cemerlang).

Perincian hasil pembelajaran dalam Huraian Sukatan Pelajaran Tingkatan Dua menggariskan kemahiran yang perlu dikuasai oleh murid pada tahun ini. Pernyataan dalam perincian hasil pembelajaran memberikan cabaran yang sesuai dengan murid pada tahap tertinggi dalam pendidikan sekolah menengah. Huraian ini seharusnya dapat membantu guru merancang dan melaksanakan pengajaran dan pembelajaran yang berkesan.

Dalam menyediakan Huraian Sukatan Pelajaran yang disemak semula ini banyak pihak yang terlibat terutama guru, pensyarah maktab dan universiti, pegawai Kementerian Pendidikan, dan individu yang mewakili badan-badan tertentu.

Kepada semua pihak yang telah memberikan sumbangan kepakaran, masa, dan tenaga sehingga terhasilnya Huraian Sukatan Pelajaran ini, Kementerian Pendidikan merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih.

(Dr. SHARIFAH MAIMUNAH BT. SYED ZIN)

Pengarah

Pusat Perkembangan Kurikulum
Kementerian Pendidikan Malaysia.

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 incorporated into the curriculum 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 Form 1 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 word list 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 2. 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 Form 5;
- 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

that 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 language use. Thus, when learners use the language, they not only engage in conversation by talking to and listening to each other, they also correspond with each other by writing messages and letters. 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 / topics) has been provided for Form 2.

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

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 centre 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. OBJECTIVES FOR FORM 2

By the end of Form 2, learners should be able to:

- Make friends and talk about themselves, recount experiences and also enquire about the person(s) they are talking to;
- Make enquiries about services, make a booking /appointment, and fill out an application form;
- Socialize with friends and in groups make plans and arrangements for joint activities;
- Obtain information from various text-types such as articles and reports and present the information briefly to others orally and in writing;
- Read and enjoy poems and short stories;
- Have a positive outlook and act appropriately in social situations; and
- Show an awareness and appreciation of moral values and love towards the nation.

3. THEMES AND TOPICS

The themes stipulated for Form 2 are listed below. These are broad areas from which topics can be drawn for activities and exercises so that learners can read, talk and write about them. Learners are not expected to deal with these topics in depth or thoroughly. Rather, these topics serve as the subject matter through which the three areas of language use are taught using meaningful tasks and activities. Since values are part of the syllabus, teachers should take every opportunity to incorporate moral values and socio-cultural elements when carrying out classroom activities. Words in the accompanying wordlist must be utilized in the teaching and learning of these themes and where necessary, a limited number of words can be added to deal with a topic meaningfully.

People	: - People and who they are (e.g. people in the family or village and what they do; famous people)
Environment	: - Developments in one's community (e.g. having modern facilities as opposed to crowding and noise and loss of trees and open ground)
Social Issues	: - Using time wisely - Choosing friends wisely
Health	: - Knowing oneself; one's behaviour towards others; liking oneself (self image and self esteem)
Science & Technology	: - Plants (e.g. keeping a garden; importance of jungles; descriptions of plants – e.g. the pitcher plant).

LEARNING OUTCOMES AND SPECIFICATIONS

The Learning Outcomes have been extracted from the syllabus in its original form. They represent skills to be achieved by the end of Form 5. Teachers, however,

should be guided by the second column when planning lessons. The second column spells out the Skills Specifications that are specific to the Form 2 programme.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
1.0 LANGUAGE FOR INTERPERSONAL USE 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, past events, feelings, personal experiences and understanding when others talk about themselves; and d. exchanging ideas, information and opinions on topics of interest.	<u>Level 1</u> i. Talking about (describing) one's hobbies, pastimes, routines, ambitions and hopes, etc. ii. Asking questions politely to get information. iii. Responding appropriately to questions by stating, refuting and giving details. iv. Listening to and identifying similarities and differences involving initial and final consonants, long and short vowels, diphthongs; and pronunciation of past tense forms, plural forms and contractions.	- At Level 1, accept descriptions of 1-2 simple sentences, but encourage elaboration. <i>e.g. What....?, Where....? When....? Who...? Why...? Is...? Do...? Does...? Are....?</i> - Activities include role playing. Teacher assigns roles to students e.g. interviewers (such as a newspaper reporter or TV host) talking to a famous sports personality, a computer wizard, etc. - See Sound System at the back of the document.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
	<u>Level 2</u> v. Asking questions and making statements with the correct intonation, word stress and sentence rhythm, and pronouncing words clearly and correctly. vi. Participating in teacher-guided class discussions on topics of interest by - agreeing to another and saying so - disagreeing politely with another and giving one's opinions - defending one's point of view . vii. Seeking clarification on what was said and responding appropriately. viii. Writing a short letter (with guidance) to a friend about one's hopes and ambitions, etc.	• See Sound System at the back of the document. • e.g. Discussing the fairness or unfairness of certain school rules and regulations; the distribution of duties in class, school, club; how not to be influenced by friends; discussing rules set by parents such as the time to be home at night or about doing certain things. • Teachers can also point out that body language (facial expressions and gestures) also convey meaning of disagreement or agreement. They can also point out and demonstrate how tone and manner of speaking also carries meaning. • e.g. describing what life will be like when one leaves school – the type of work one would like to do, the type of house one would like to have, and how one would like to help people.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
	<u>Level 3</u> ix. Writing letters to friends (with little or no guidance) on topics of interest. x. Reading newspaper articles, letters to the editor, etc. and discussing points of interest with friends: - recalling ideas - giving opinions.	• Teachers can model letter writing on the board. They can ask leading questions and get students to answer them, at the same time writing the answers in the form of a short letter. • e.g. on how to study in the best manner. • Activities include class/group discussions on newspaper articles selected by teacher where students agree/disagree and give opinions. <i>e.g. "I read an interesting article. It was about.... "</i> <i>" I like the article because...."</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
1.2 Take part in social interaction by a. carrying out a variety of language functions; b. participating in conversations and discussions; and c. making plans and arrangements.	<u>Level 1</u> i. Expressing congratulations and responding appropriately. ii. Giving compliments and responding appropriately. iii. Offering help and responding appropriately. iv. Giving oral and written instructions to do something <u>Level 2</u> v. Writing simple messages to friends and family members relating to the above functions. . vi. Participating in a conversation by: agreeing politely with others - disagreeing politely - interrupting politely - taking leave vii. Making decisions with others to do something.	• Role playing where teacher creates the situation; e.g. congratulating a teacher on her award, complimenting a friend on her new hair style, offering condolences to a student in another class, offering help to the neighbour. • e.g. <i>Giving instructions on how to operate a new computer programme.</i> • e.g. <i>writing messages or sending an e-mail asking for help in fixing one's bicycle.; or reminding the friend about the club meeting, or about the trip to the dinosaurs exhibition at the weekend.</i> • e.g. <i>Discussing some ways in which friends can be helped to manage their time better so that they can complete their homework and do other things as well.</i> • e.g. <i>Deciding on a gift for a friend; deciding on who to send on an errand.</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
	<u>Level 3</u> viii. Writing simple letters to friends and relatives	• Relate to the above functions. Clear context must be provided as to the purpose and the relationship between sender and receiver so that the correct register and the correct choice of words can be used.
1.3 Obtain goods and services by: - making enquiries; and - ordering goods and services.	<u>Level 1</u> i. Enquiring as to what a facility has. ii. Understanding the types of services available as posted outside the facility. <u>Level 2</u> iii. Making further enquiries (face-to-face, via telephone) as to details about the services offered with the correct intonation, word stress and sentence rhythm and pronouncing words clearly and correctly.	• e.g. <i>Asking questions about the facilities available in a public library or a youth club.</i> • e.g. <i>Reading a poster outside the library or club and understanding the services available such as Internet facilities, a CD Rom library, squash courts, coaching services.</i> • e.g. <i>opening hours, schedules and time-table, entrance payment, subscription fee, cost of coaching.</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
	iv. Responding appropriately on receiving the information. <u>Level 3</u> v. Filling out an application form.	• <i>e.g. asking more details about things that are not clear; expressing satisfaction; saying thank you.</i> • <i>e.g. for membership or for booking a facility such as a badminton court.</i> • Teachers may also need to draw attention to certain requirements that may appear on the form: <i>e.g. writing one's name in block letters; underlining surname or family name; writing correspondence address, residential address, etc.</i>

2.0 LANGUAGE FOR INFORMATIONAL USE

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
2.0 LANGUAGE FOR INFORMATIONAL USE 2.1 Obtain information for different purposes by: a. listening to spoken texts such as talks, speeches, and from other multi-media sources; and b. reading materials such as articles in print and in electronic media.	<u>Levels 1, 2, 3</u> i. Listening to and understanding a variety of texts of suitable length (e.g. instructions, announcements, directions, messages, advertisements, descriptions, plans). ii. Reading silently and aloud with understanding a variety of texts of suitable length (e.g. signs, notices, labels, warnings, instructions, descriptions, advertisements, directions, messages, simple passages, annotated series of pictures, information in tables). iii. Acquiring informational skills: using the table of contents to look for information inside a book.	• This section lends itself well to knowledge acquisition. Teachers should ensure that passages chosen have useful knowledge content. • Include in reading texts, tables, charts, diagrams, and pictures. Students must know how these graphic forms can support the written text. This will also help to develop students' visual and spatial intelligences. • When reading aloud, learners need to observe: - correct pronunciation - emphases - intonation patterns - stress - pauses - correct phrases - fluency and rhythm • Set authentic activities – e.g. reading aloud from a newspaper article to other team members, or giving information over the telephone. • <i>e.g. getting information from an encyclopaedia, a magazine.</i>

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 supporting details; c. following sequence of ideas; d. predicting outcomes; e. using dictionaries; f. getting meaning of unfamiliar words by using word attack skills.	A. <u>Processing texts listened to by Level 1</u> i. Telling what the text is about. ii. Noting important details. <u>Level 2</u> iii. Following sequence of ideas. iv. Identifying important ideas by listening and checking a list. <u>Level 3</u> v. Jotting down key ideas of a text listened to: (e.g. who, what, when, how, why)	• e.g. "This text is about a newly discovered herb plant that can help treat asthma." • e.g. leaf, seeds, flower, stem, sap of the plant. Other details for other topics may include costs, number of people involved, date, place, event, size, colour, shape. • e.g. chronological order, sequence of process. • This is guided listening. Activities include underlining key words, mapping out key words, completing tables, charts, diagrams, detecting errors in a written text. • e.g. listening to tips on a talk show on the radio as to how students can use their time wisely in relation to studies, recreation, household chores, etc.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	B. <u>Processing texts read by:</u> <u>Level 1</u> i. Stating the type of text that is being read. ii. Scanning for details. iii. Following sequence of ideas iv. Using the dictionary to find the meaning of unfamiliar words. v. Acquiring a range of vocabulary by: - stating words of the same meaning - stating words opposite in meaning - stating one word for a group of words. <u>Level 2</u> vi. Identifying main ideas in simple texts. vii. Identifying supporting details or ideas in simple texts. viii. Reading and understanding non-linear texts such as simple diagrams and tables.	- e.g. <i>a report, a procedure, instructions to assemble something, a narration.</i> - e.g. <i>number, place, names, colour, size.</i> - Note chronological order - Learners to use their dictionary skills to find the meanings of words. - e.g. <i>big, huge, enormous, gigantic</i> - e.g. <i>big - small; tall - short</i> - e.g. <i>furniture = chairs, tables, desks.</i> - Examples of activities include: - question and answer sessions to elicit main ideas and supporting details - finding specific information - checking True / False statements - sequencing. - Example of task is extracting information from a table.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	ix. Acquiring the meaning of words by • understanding word formation with the use of prefixes: mis- re- • understanding word formation with the use of suffixes: -ful -less • Identifying base words • Using contextual clues: - pronouns and other demonstratives Level 3 x. Identifying cause and effect in simple texts. xi. Making simple predictions of outcomes, giving reasons.	• e.g. <i>misplace, misread, misunderstand; re-play, rewrite, rewind</i> • e.g. <i>useful, harmful, mouthful, careful; useless, harmless, toothless</i> • e.g. <i>harmless, misuse</i> • e.g. <i>They, It, She, He, Their, Our</i> – all these refer to the people mentioned earlier in the text. • e.g. <i>He woke up late this morning because he slept late last night.</i> • e.g. <i>As a young man, the man worked very hard at his uncle's shop. After several years, he had saved enough money. What do you think he did next?</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	xii. Drawing obvious conclusions in simple texts.	e.g. As a young man, the village headman worked very hard at his uncle's shop. After several years, he saved enough money. What does this tell you about the boy?
2.3 Presenting information to different audience by: a. writing directions, instructions, recounts, announcements, using appropriate format and conventions; b. giving instructions, describing, narrating orally; c. composing, revising and editing drafts, and checking accuracy of spelling, punctuation, and grammar; d. reading aloud written materials clearly and fluently	Presenting information <u>Level 1</u> xiv. Recounting orally what events took place. xvi. Taking spelling and dictation of seen texts. <u>Level 2</u> xvii. Writing recounts.	- e.g. Talking about the events that led to the boy fainting in class. - Set meaningful contexts where 'dictation' is carried out in everyday life – e.g. dictating a paragraph to a friend over the telephone because she was away on an errand during class time. Format of Recount: <i>Paragraph 1: Background: where, what who, when, why</i> <i>Paragraph 2: Event 1</i> <i>Paragraph 3: Event 2</i> <i>Paragraph 3: Event 3</i> <i>Conclusion</i> (Grammar: past tense, use of linkers, paragraphing)

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	xviii. Writing descriptions. xix. Punctuating meaningfully using capital letters, commas, full stops, question marks. <u>Level 3</u> xix. Writing a simple report complete with tables and/or pie-charts.	• Relate to topics: <i>e.g. of a dream house, of people with healthy lifestyles to emulate.</i> • <i>e.g. writing a simple report of how one grew and took care of a plant.</i> <i>Example of format of a simple report:</i> Paragraph 1: Aim of growing a plant Paragraph 2: Procedure – e.g. filling the pot with soil, etc. Paragraph 3: Care and maintenance of plant Paragraph 4: Development stage at present – e.g. bigger, flowering.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	xx. Applying process writing skills by: a. discussing the topic with teacher and peers and jotting down ideas; b. writing out an outline; c. writing paragraphs with a clear focus; d. revising and editing the draft until it is clear and flows well by - reordering sentences - rephrasing sentences - substituting words e. proof-reading the draft to eliminate mistakes: - spelling - punctuating correctly - correcting grammar at a level appropriate to students f. writing the final draft of the text.	

3.0 LANGUAGE FOR AESTHETIC USE

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
3.0 LANGUAGE FOR AESTHETIC USE 3.1 Listen to, read, view and respond to literary works by: a. understanding and telling in one's own words the story and poem heard and/or read and giving one's opinion; 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's life; d. understanding other people's cultures, traditions, customs and beliefs; e. reciting poems with feeling and expressions.	<u>Level 1</u> i. Reciting a poem with feeling and expression and with correct pronunciation, intonation, stress and rhythm. ii. Finding out the meaning of unfamiliar words by using contextual clues and /or the dictionary. iii. Retelling the story or content of the poem in one's own words. <u>Level 2</u> iv. Giving the sequence of events. v. Talking about the place and time the story took place or the place the poem describes and writing a simple paragraph on it.	<u>Note:</u> The use of sounds, music and movement in activities will be especially beneficial to learners with a leaning towards musical and kinaesthetic intelligences. • Students will be able to recite a poem meaningfully and with expression once they have understood the meaning of the poem. • Story-telling can be done in groups. • Get students to mark the events on a time line or graph, sequence pictures, sequence sentences, etc. • These exercises can be guided.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<u>Level 3</u> vi. Talking about characters in a story and writing a simple paragraph on one or two characters/ vii. Making simple predictions as to what might happen next. viii. Talking about values found in a text. ix. Talking about how events, characters and values in the text are similar to those experienced in one's life. x. Saying what one thinks about the text and writing a paragraph or two. <u>Level 3</u> xi. Talking about the theme and writing a simple paragraph about the theme of the story. xii. Understanding some figurative language in the text suitable to students' proficiency level.	• For example when discussing about Character A, get students to take note of what other characters say about A or what the author says of A. • Draw students' attention to the fact that although values and beliefs held by other societies and cultures may be strange to use, they must be respected anyway. • Get students to draw similarities and differences about their life and that of the characters'. • Learners should give reasons as to why they like or do not like the text – e.g. the story-line, the events described. • Detailed analysis of the figurative language is not required.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
3.2 Express themselves creatively and imaginatively by: a. dramatizing texts and role-playing characters; b. retelling a story from a different point of view and presenting it in another genre c. composing simple poems, and stories and dialogues	<u>Level 1</u> i. Acting out sections of a text. Retelling a story from a different point of view and presenting it in another genre. <u>Level 2</u> ii. Changing the text to another form (genre). <u>Level 3</u> iii. Composing simple poems, stories and dialogues at a level suitable to learners.	• Get learners to choose the sections they want to act out, to know the story thoroughly, to understand how and why the characters behave in that way. Then get them to write out the dialogue. Finally get them to practise reading out their dialogues with expression and emotion. • e.g. Writing out the dialogue of 2 characters for a certain episode in a story. • Use pictures or key words 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 2. 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 4 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. *Mars, Apollo 13*
- ii. **Abstract nouns**
 - names of qualities, states, activities
e.g. *health, poverty; laughter, arrival*
- iii. **Countable nouns**
e.g. *spaceships, planets, moons*
- iv. **Uncountable nouns**
e.g. *sand, water*
- * v. **Collective nouns**
e.g. *a flock of birds*
- vi. **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*
- **Words ending in -f, change to -ves**
e.g. *knife - knives; life - lives*

b. Irregular plurals

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

*c. Nouns with no change in number in the plural form:

e.g. *trousers, scissors, news*

vii. **Concord (subject-verb agreement)**

- a. Singular subject takes singular verb
e.g. *Johan has*

National Science Centre, yet?

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

viii **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**

– **with article, with no article**

e.g. *test tubes*

We’ve got the newspapers here.

We’ve got newspapers here.

* iii **With singular uncountable nouns**

– **with article, with “some”**

e.g. *petrol*

There’s petrol in the car.

There’s still some petrol in the car.

*iv. **Articles with proper nouns**

- using ‘the’ with the names of hotels, cinemas, places, buildings

e.g. *Have you been to the*

3. **ADJECTIVES**

i. **Adjectives in terms of colour, size and shape**

e.g. *big boy blue sky 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-**

e.g. *an unkind person, a dishonest mechanic*

iv. **Comparison adjectives – regular forms**

e.g. *big - bigger - biggest*

* v. **Comparison adjectives – irregular comparative and superlative forms**

e.g. *good, better, best; bad, worse, worst*

* vi. **Comparison adjectives – longer adjectives of 3 or more syllables taking ‘more’, ‘most’ forms.**

e.g. *more beautiful, most beautiful*

*vii. **Using as....as to compare things and people that are the same**

e.g. *The lady astronauts were as tall as the male astronauts.*

*viii. **Using not as....as to compare things and**

people that are not the same
e.g. *The cost of a computer is not as high as it was a year ago.*

I'm you're he's she's it's
we're you're, they're.
I'm not you aren't he isn't she isn't
it isn't we aren't you aren't they aren't
e.g. *They 're conducting the experiment.*

- 4.
- i. **PRONOUNS**
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.
- 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 not here.*
They cannot go to the party.
- *iii. • Using the contracted form (affirmative and negative) forms especially in conversation
- VERBS**

- iv. **TENSES** – present, past, continuous
- 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."*
 - * When talking about facts that are generally true
e.g. *Tobacco smoke contains a lot of poisonous substances.*
- b. Simple Past 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 writing the report now (verb+ -ing).*
- *d. Talking about the Future**

- ***Using the present continuous tense to talk about the future.**

e.g. I am meeting Diana at 5.00 today.
Haris is not playing basketball on Friday.

- ***Using 'going to'**

Using 'going to' to talk about something that we have decided to do in the future.

e.g. They are going to fine the company
RM 20,000 for polluting the river.
She is not going to work on Tuesday.

- ***Using 'will'**

- Using 'will' when we decide to do something now.

e.g. Oh no! I'm late! I will call him now.

- Using will when we decide to do something in the future or when we think something will happen.

e.g. This weekend I will go to Ipoh.
I think it will rain this evening.

v. **Modal Verbs - can must may might**

- Using 'can' to talk about ability

e.g. He can climb mountains but he can't dance.

- Using 'must' when we think it is necessary.

e.g. You must put away your things.

- Using 'may'/'might' to say that perhaps something will happen in the future.

e.g. It may rain later on.
It might rain later on.

(Note: the difference between 'may' and 'might' is very small – 'might' is a little less sure than 'may'.)

6. **ADVERBS**

i. **Adverb of manner**

To show how an action was done

- using the suffix -ly.

e.g. She sang sweetly.

ii. ***Adverb of time**

e.g. She will call him tonight.

ii. ***Adverb of place**

e.g. Leave the book there, please.

7. **PREPOSITIONS**

i. **Preposition of place**

in, on, near, under, behind, in front of, by, *at, *between

e.g. They stood at the entrance.

The bank is between the supermarket and the post office.

ii. **Prepositions of time – at, on, by, before, after**

e.g. Please be home by 2 o'clock.

iii. ***Prepositions of direction – *to *from**

e.g. The spaceship was launched from Cape Canaveral.

That bus goes to Jalan Semantan and back.

iv. **Preposition of quantity - *of**

e.g. He drinks 8 glasses of water every day.

e.g. I went to the doctor's yesterday.

8. **CONNECTORS**

- i. **Conjunctions - and but or *so**
e.g. The tea was very hot so I added an ice cube.
- ii. ***Sequence Connectors – first next then finally**
e.g. First, wash the parts in kerosene. Then wipe them dry.
Next, re-assemble the parts, Finally, put in new batteries.

9. **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. **Positive statements**
e.g. My name is
He/ She/It/They were
- iv. **Negative statements**
e.g. They are not
We were not

10 **PUNCTUATION**

- i. **Capital letters** – proper nouns, pronoun 'I', beginning of sentences

- ii. **Commas** - to separate items in a list
e.g. Julia has a cat, a bird and a goldfish for pets.
- iii. **Exclamation mark**
For greetings
e.g. Hi! Hello!
- iv. **Full stop**
For end of statement
e.g. Yesterday, we went to the zoo.
- v. **Apostrophe**
 - For contractions
e.g. Be careful! Don't run. The road is slippery!
 - For possessives
e.g. the man's briefcase
- vi. **Question mark**
At the end of questions
e.g. What time is it, please?

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.

1. Congratulating someone A : Congratulations, Azmi. <u>I am so happy for you.</u> B : Thank you, Raju. 2. Giving compliments A : <u>You sing the song beautifully.</u> B : Thank you. 4. Offering help A : Can I help you <u>carry the books</u>? B : Yes, please. Thank you. 5. Agreeing politely A : <u>I think the room needs a new paint.</u> B : Yes, I think so too.	6. Disagreeing politely C: I don't think so. <u>The room still looks good.</u> 7. Interrupting politely D: I'm sorry to interrupt. <u>Lunch is ready.</u> 8. Taking leave A: I have to <u>go now</u>. Please excuse me. B: <u>Sure</u>.
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SOUND SYSTEM

The sound system forms part of the language contents in the Form 2 Curriculum Specifications. The items listed below are to be taught in Form 2. In each item, there are examples of the sounds to be taught and more examples are to be given.

Consonants 1.1.1 r /r/ - run, rate 1.1.2 l /l/ - late, oil 1.1.3 z /z/ - zebra, raise 1.1.4 s /s/ - sail, class 1.1.5 v /v/ - view, weave 1.1.6 w /w/ - wind, week Vowels 1.2.1 a /æ/ - flat, bank 1.2.2 a /ɑ:/ - arm, heart 1.2.3 oo / / - put, foot 1.2.4 oo, u /u:/ - tool, prune 1.2.5 au, ou / / - taught, bought 1.2.6 u, ir, ea, ur / / - urn, bird, learn, turn Diphthongs 1.3.1 ow, ou / / - brown, bough 1.3.2 o, oa / / - home, roam 1.3.3 er, ar / e / - there, care 1.3.4 oo, ou / / - poor, tour Past Tense Forms 1.5.1 -d /d/ - freed, saved 1.5.2 -d /t/ - placed, raced 1.5.3 -ed /t/ - placed, raced	1.5.4 ed /d/ - feared, warned 1.5.5 ed /id/ - wanted, waited 1.5.6 ed /t/ - walked, jumped 1.5.7 ied /aid/ - fried, cried Plural Forms 1.6.1 -s/s/ - pens, cups 1.6.2 -s/z/ - boys, ties 1.6.3 -es/iz/ - boxes, houses 1.6.4 -ies /aiz/ - flies, tries 1.6.5 -ves/vz/ - knives, lives Stresses in two and three syllable words 1.7.1 PREsent, present, Refuse, refuse 1.7.2 HOSpital, PASsenger, Manager Stresses in compound words 1.8.1 HARDware 1.8.2 ICE-CREAM Contractions 1.9.1 I'll 1.9.2 I've, we've
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Word List For Lower Secondary Form 1 – Form 3

absence	alone	ask	beard	blow
above	along	asleep	beat	boast
abroad	aloud	at	beauty, beautiful	boat
accept	also	attack	because	body
accident	altogether	attempt	become	boil
account	already	attract	bed	bone
accuse	always	attend	before	book
ache	ambition	audience	beg, beggar	border
across	among	autumn	begin	born
act	amount	aunt	behave, behaviour	borrow
add	ancient	avoid	behind	both
address	and	awake	being	bottle
admire	angle	away	belief	bottom
adopt	angry	baby	believe	bow
adventure	animal	back	bell	bowl
advertisement	another	backbone	belong	box
advice	answer	background	below	boy
advise	any	backward	belt	brain
aeroplane	apart	bag	bend	branch
afford	appear	bake	beneath	brave
afraid	apologise	balance	beside	bread
after	apply	ball	better	break
afternoon	arch	band	between	breakfast
again	argue	bank	bicycle	breathe, breath
against	arm	bargain	big	bribe
ago	army	base	bill	brick
agree	arrange	base	bird	bridge
agriculture	arrest	basic	birth	bring
ahead	arrive	basket	bite, bit	broad
aim	arrow	bath, bathe	black	brother
air	art	be (aux)	blame	brown
all	article	beak	blind	brush
allow	as	bean	block	build
almost	ashamed	bear	blood	bunch

Curriculum Specifications for English
Form 1

bundle	certain	collar	crash	dictionary
burn	chain	collect	create	die, death
burst	chair	college	crop	diet
bury	chalk	colour	cross	difficult
bus	change	comb	crow	dig
business	cheap	common	crowd	dinner
bush	cheat	company	cruel	direction
busy	check	compare	cup	dirt, dirty
but	cheese	compete	cupboard	discipline
butter	chest	complain	cure	discover
button	chicken	complete	current	discuss
buy	chief	congratulate	curtain	dish
by	child	contain	cushion	distance
cage	chimney	continue	cut	disturb
cake	choose	control	danger	divide
call	church	conquer	dark	dive
calm	circle	cook	dance	doctor
camera	city	cool	dare	dog
camp	class	copy	date	dollar
can	clay	corn	daughter	donkey
cap	clean	correct	day	door
capital	clear	corner	dead	dot
captain	clerk	cost	deaf	double
car	clever	cough	dear	dozen
care	climb	count	decide	drag
cart	clock	counter	deep	draw er
carry	close	country	degree	dream
castle	cloth	courage	delay	dress
catch	club	court	deliver	drink
cat	coal	cousin	describe	drop
cave	coast	cover	desert	dry
centre	coat	cow	develop	duck
century	coffee	cow ard	devil	due
ceremony	coin	crack	diamond	dull

during	excellent	first	garage	head
dust	expensive	fish	gas	headache
duty	explore	flood	gate	heal
ear	extra	floor	get	health, healthy
early	eye	flour	gentle	heap
earn	face	flow	girl	hear
earth	fact	flow er	give	heart
east	factory	fold	glad	heat
easy	fail	food	go	heaven
eat	faint	foot	god	heavy
edge	false	forest	good	hello
educate, education	family	forget	gold	helmet
egg	famous	forgive	govern, government	help, helpful
elastic	fan	fork	grand	helpful
electricity	far, farther	form	great	her
elephant	fashion	former	greed	here
empty	fast	forwards	greet	hide
encourage	fat	frame	grey	high, height
end	fate	freedom	group	hill
enemy	father	frequent	grow	hire
engine	fault	freeze	guard	his
enjoy	fear	friend	guess	history
enough	feel	fresh	guilty	hit
enter, entrance	female	fright, frighten	handsome	hold
envelope	fence	from	happy	hole
escape	fever	fruit	hard, hardly	holidays
equal	field	fry	hardw orking	home
even	fierce	full	hardly	honest
evening	fight	fun, funny	harm	hook
event	film	future	haste	hope
every	find	furniture	hat	horse
evil	finger	further	hate	hospital
examination	finish	game	have	hot
exercise	fire	garden	he	hour

Curriculum Specifications for English
Form 1

house	just	like, likely	meet	net
hunger	kill	limb	melt	never
hunt	kind, unkind	limit	metal	new
hurry	kiss	line	middle	nice
hurt	kitchen	lip	mild	niece
ice	knife	listen	mill	night
idea	knock	live	mine	no
if	lady	loaf	mix	none
ignore	ladder	log	modern	nor
ill	lake	lonely	money	north
in	lamp	long	moon	notice
inch	land	look	mosque	number
indoors	language	loose	mother	nurse
industry	large	lot	motor	nut
ink	last	loud	mountain	oar
insect	late	love	mouth	obey, obedient
inside	latter	low	mouse	object
instead	laugh	loyal	move	ocean
intelligent	law	lunch	much	of
interest	lazy	lamp	mud	off
international	lean	library	music	office
into	least	machine	my	often
introduce, introduction	lesson	mad	mystery	on
invent	left	make	nail	once
invite	leg	mail	name	one
iron	less	male	narrow	onto
island	let	manner	naughty	or
jealous	letter	map	near	out
join	level	market	neat	outdoor
joint	liberty	material	neck	out of
joke	library	may	neighbour	opposite
journey	life	measure	neither	owe
jump	light	mean	nephew	pad
juice	lightning	meat	nest	page

pain	quarter	ribbon	search	small
pair	queen	rice	second	smell
parcel	question	rid	secret	smile
patient, patience	quick	ride	secretary	smooth
pattern	rabbit	ring	see	snow
pay	race	ringgit	seed	soap
pedal	radio	roast	seem	society
permit, permission	rail, railing	rod	seldom	socks
picture	raise	roll	separate	soft
piece	rake	roof	sen	soldier
pig	rapid	room	shall	solid
pigeon	raw	root	shallow	solve
pile	reach	rope	shame	space
pin	read	rot	shampoo	spirit
pinch	ready	rough	she	spread
pink	real	round	shelf	spring
plump	reason	row	shell	square
polish	receipt	rub	shelter	staff
population	recent, recently	rude	shield	stage
poor	recycle	seat	shine	star
pot	regret	open	shoe	station
pow der	regular	orange	should	stay
praise	rent	said	shoulder	steady
price	repair	sake	shout	steam
problem	repeat	sad	show	steel
profit	relation	sail	shut	steep
programme	replace	salary	sick	steer
protect	reply	salt	signal	stick
punish, punishment	report	sample	sink	stiff
purple	responsible	satisfy	sir	still
pure	rest	school	slight	strip
put	restaurant	science	slim	struggle
quality	result	scissors	slip	straight
quantity	reward	screw	slow	stretch

Curriculum Specifications for English
Form 1

strict	those	ward
strike	threaten	wash
string	throw	water
summer	thunder	weapon
surround	ticket	wear
swallow	tide	weather
system	tight	welcome
table	tin	week
take	tip	which
talk	tired	who
tail	today	wicked
tame	toe	wild
taste	toenails	will
taxi	tone	winter
tea	too	witness
teach	toothbrush	window
technology	toothpaste	wise
telegraph	tough	wish
telephone	towards	without
tell	towel	woman
temper	toy	worry
temple	translate	worship
terrible	travel	would
test	treat	wrap
that	tree	write
the	true, truth	wrong
them	try	year
there	turn	yellow
these	tyre	yes
therefore	ugly	yesterday
they	under	young
thick	upper	zero
thin	wait	
think, thought	wall	

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