



KEMENTERIAN PENDIDIKAN MALAYSIA
MINISTRY OF EDUCATION OF MALAYSIA

HURAIAN SUKATAN PELAJARAN
KURIKULUM BERSEPADU SEKOLAH MENENGAH
CURRICULUM SPECIFICATIONS

BAHASA INGGERIS
ENGLISH LANGUAGE

TINGKATAN PERALIHAN
REMOVE CLASS

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.

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.

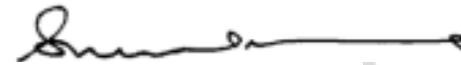
Dalam melakukan aktiviti pengajaran dan pembelajaran, guru diharapkan dapat memberikan penekanan pada unsur bernilai tambah, iaitu kemahiran berfikir, kemahiran teknologi maklumat dan komunikasi, kemahiran belajar cara belajar, kajian masa depan, kecerdasan pelbagai, pembelajaran kontekstual, dan pembelajaran 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 mastery. Hasil pembelajaran tersebut dinyatakan secara eksplisit mengikut tahap kesukaran isi kandungan dan tahap keupayaan murid. Hasil pembelajaran diperingkat kepada tiga aras, iaitu Aras 1 (aras asas), Aras 2 (aras sederhana), dan Aras 3 (aras cemerlang).

Kandungan Huraian Sukatan Pelajaran Tahun Satu menggariskan hasil pembelajaran yang perlu dikuasai oleh murid. Pernyataan dalam Huraian Hasil Pembelajaran memberikan cabaran yang sesuai dengan murid pada tahap tertinggi dalam pendidikan sekolah rendah. 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.

CONTENTS

	PAGE
RUKUNEGARA	v
FALSAFAH PENDIDIKAN KEBANGSAAN	vii
KATA PENGANTAR	ix
INTRODUCTION	1
THEMES FOR TEACHING	7
OBJECTIVES	8
LEARNING OUTCOMES AND SPECIFICATIONS	
World of Self	9
World of Stories	12
World of Knowledge	15
GRAMMAR	18
SOUND SYSTEM	20
WORD LIST	21

INTRODUCTION

English is taught as a second language in all Malaysian primary and secondary schools in the country.

The terminal goal of the English language curriculum for schools is to help learners acquire the language so that they can use it in their everyday life, to further their studies, and for work purposes. English is important, as with globalization, Malaysians will need to be proficient in the language and to communicate with people in other countries. The use of English in Information and Communications Technology (ICT) has also been incorporated into the curriculum to enable learners to access knowledge on the Internet and to network with people both locally and overseas.

AIMS AND OBJECTIVES OF THE ENGLISH LANGUAGE SYLLABUS IN THE REMOVE FORM

The Remove Class acts as a transition stage for students completing their primary education in national-type schools or SJK (Chinese & Tamil schools) and moving on to secondary education. As such, the aim of the English curriculum in the Remove Class is to provide students with a basic understanding of the English language so that they are able to read, write and talk more in the language to follow lessons in English, especially in Mathematics and Science.

By the end of Remove Class, learners should be able to:

- i) listen to and understand simple spoken English to be able to function in common everyday situations;
- ii) speak clearly using simple language;

- iii) read and understand stories and simple factual texts for enjoyment and information;
- iv) write (including e-mail) using simple language; and
- v) show an awareness and appreciation of moral values and love towards the nation.

THE SYLLABUS

The English language syllabus for Remove Class draws upon the primary school syllabus. The Syllabus emphasizes the four language skills of listening, speaking, reading, and writing as well as the sound system, grammar and vocabulary.

CURRICULUM SPECIFICATIONS

What is to be taught in Remove Class is stated in a document known as the Curriculum Specifications or '*Huraian Sukatan Pelajaran*'. This document serves as a guide to teachers with regard to the skills to be acquired by learners, the themes to be dealt with, and the vocabulary and grammar items that students must know in order for them to learn the language.

This document is the Curriculum Specifications for Remove Class. There are two sections to this document. Section 1 outlines the Learning Outcomes to be achieved by the end of the year. Section 11 outlines the Language Content to be dealt with.

Teaching Contexts

Some themes have been identified to help teachers make lessons more meaningful. These themes have been stated as

the World of Self, the World of Stories, and the World of Knowledge. A number of topics can be set under each theme. Care must be taken to integrate the four skills, grammar the sound system and the word list when teaching a topic.

Section 1: Learning Outcomes and Specifications

Section 1 forms the main focus of the document because it contains the Learning Outcomes to be achieved by the end of the year. The contents of the Curriculum Specifications are set out under each of the three themes (or worlds) and in three columns. The elaboration of the columns are as follows.

- ❖ The first column is the LEARNING OUTCOMES column. These are skills and attitudes to be acquired by pupils and are drawn from the primary school syllabus.
- ❖ The second column is the SPECIFICATIONS column. Here, the larger Learning Outcomes are broken down into manageable skills and sub-skills for teaching and learning. These specifications represent important aspects of the learning outcomes to be acquired in the Remove Form.

To help teachers further, these specifications have been categorized into 3 levels ranging from the more basic to the more advanced.

Level 1 outlines the basic skills to be achieved by all learners. On completing their tasks successfully, learners then progress to Level 2, and then to Level 3. The teacher should guide weak learners to proceed to Level 3.

- ❖ The third column is entitled EXAMPLES / ACTIVITIES / NOTES. These notes are directed at teachers and they include explanations, teaching points and examples of activities to help pupils achieve the skill specifications.

Language Skills

A close link with the skills of listening, speaking, reading and writing is maintained. Vocabulary and sentence patterns introduced in the oral component also need to be taught and used by pupils in reading and writing. Grammar items taught and learnt must be applied both in speech and in writing exercises.

The Spoken Language

In teaching students the sounds of English, the aim is for them to be understood by others. As such, teachers should ensure that learners pronounce words clearly with the correct stress and intonation so as to enable the listener to understand what is being said.

Section 11: Language Content

Grammar

In this section, grammar items and sentence patterns have been selected to help students master the structures of English. Teachers are advised to limit the number of structures used in any one lesson to ensure that learners master the structures well. Teaching too many structures may not be advisable for weak learners as these may only serve to confuse them.

Sound System

To help learners pronounce words correctly and speak with correct intonation, stress and rhythm, specific sounds such as blends and diphthongs have been identified for teaching. The objective of this exercise is to aim for clear speech and intelligibility.

Word List

The list of words selected for teaching is based on a sample of the more common words and high frequency words and can be used and recycled in different contexts and topics. The suggested word list can be widened if pupils demonstrate that they are capable of receiving more.

EDUCATIONAL EMPHASES

Educational emphases given below outline current developments in education that will help learners prepare for the world of work eventually as well as social life. In this respect, the incorporation of moral education, citizenship education, patriotism and thinking skills in the specifications will contribute towards the building of a modern and progressive Malaysian society.

Thinking Skills

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

Values and Citizenship

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

Learning How to Learn Skills

Learning How to Learn skills are also integrated with 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 access sources of information more efficiently and help them become independent life-long learners.

Information and Communications Technology (ICT) Skills

In line with globalization and the ICT Age, skills relating to ICT are incorporated in the learning outcomes. These skills have been added to cater for schools that have ICT facilities. Schools that do not have ICT facilities are not obliged to teach these skills. 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.

Multiple Intelligences

The learning outcomes also reflect the incorporation of the theory of Multiple Intelligences. This is illustrated, for example, in the use of interpersonal skills in social interaction, the

application of kinaesthetic intelligence in the dramatisation of texts, and spatial intelligence in the interpretation of maps.

Knowledge Acquisition

Learning outcomes utilise subject matter disciplines such as science and geography, and incorporate educational emphases such as environmental studies and consumerism to provide contexts for language use.

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. To some extent this is achieved through structuring the curriculum in terms of the Interpersonal, Informational and Aesthetic uses of language. It is also achieved by making use of real-life issues for classroom activities and project work. Whenever the opportunity presents itself, learners are encouraged to meet with people outside of the classroom so that they learn to operate in real-life situations.

IMPORTANT CONSIDERATIONS FOR TEACHING

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

Planning and Organisation of Lessons

Keeping in mind the time allocated for teaching the English language in Remove Class, these specifications must be reorganised in a manageable form for teaching. Whatever

theme is used, the skills of listening, speaking, reading and writing have to be integrated in a natural manner.

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 learning abilities of students. It is important that suitable activities and materials be used with students of different proficiency levels so that their full potential can be realized.

Integration

The curriculum adopts an integrated approach. For example, a particular lesson may begin with a story about how the electric lamp was discovered. The teacher can then take off from the reading to teach certain terms and vocabulary such as battery or wire or bulb. The teacher can then get students to set up a simple electrical circuit by following the instructions in the story. Students are encouraged to ask questions if they do not understand the diagram accompanying the text.

In addition, moral values should also be infused in lessons through the selection of appropriate materials and activities. Elements of patriotism, environmental education, study of the local environment and health education should also be integrated in lessons.

Repetition, Reinforcement and Consolidation

Language skills, vocabulary, grammar items and the sound system must be repeated often and used constantly to

consolidate learning. Teachers should set a variety of tasks that will enable pupils to use the specific skills often so that they gradually develop the ability, knowledge and confidence to use the language effectively.

Teaching-Learning Activities

In order to help students learn the language, students must be given every opportunity to take part in activities that require them to use the language skills taught. Some activities have been suggested in this document. However, teachers are encouraged to set more creative and challenging tasks and activities based on the needs and interests of students.

Evaluation

Evaluation plays an important role in the teaching-learning process and continuous formative evaluation is important to find out how learners are progressing. This will enable teachers to plan activities for further development.

Other considerations

As far as possible, teachers should use the Malaysian setting when planning lessons. Teachers should also use materials that emphasize the principles of good citizenship, moral values, and the Malaysian way of life.

The Curriculum Specifications makes only a few suggestions as to the number of activities required for teaching and learning. Teachers need to use their initiative, imagination and creativity to enrich students' experiences.

TEACHING-LEARNING STRATEGIES

The English language curriculum for Remove Class focuses on the four skills, namely Listening, Speaking, Reading and Writing. The curriculum focuses on providing sufficient practice in the English language to enable students to follow the teaching of Mathematics and Science in English as well as the English curriculum in the secondary school.

Listening

Listening is an important skill as learners learn what they hear. Learners should be familiar with the sounds of English including the pronunciation of words and the rhythm of speech to be able to understand what is being said so that they can obtain information and follow instructions and directions.

In order to develop pupils' listening skill, teachers should make them listen to stories, dialogues and conversations. To show their understanding of what they have heard, students can be asked to answer questions that require them to recall ideas, give details and even talk about the ideas heard.

Oral Work

Students should be given lots of opportunities to talk in class so that they gain confidence to speak the language. Pair and group work activities allow for all students to engage in speaking activities at the same time.

To this end, specific sounds such as blends and diphthongs have been identified for teaching. These sounds can be found in the section entitled *Sound System*. The objective of this exercise is to aim for clear speech and intelligibility.

Reading

Students should be reading both fiction and non-fiction such as stories and information books on animals, buildings, plants, and so on. Students should be encouraged to read with understanding and enjoyment building on what they already know.

Writing

At this stage, students should be writing simple paragraphs of several sentences each. To make writing enjoyable, students should be given opportunities to write what they know and feel in response to stories and non-fiction they have read. They should also be writing very simple descriptions. Teachers need to set guided writing exercises relaxing the amount of control as pupils show greater confidence.

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.

THEMES FOR TEACHING

The themes stipulated for Remove Class are listed below. These are broad areas from which topics are to be drawn for activities and tasks so that learners can read, write and talk in English within these contexts. Learners are not expected to deal with the topics in depth. Rather, these topics serve as the subject matter through which the language skills, grammar and vocabulary can be taught. Words from the world list must be used in the teaching of these themes and topics. Where necessary, a limited number of words can be added in order to deal with the topic meaningfully.

- World of Self : Self, Family and Friends
- e.g. talking about one's ambitions and one who one admires.
- World of Stories : e.g. Inventions, Discoveries.
- World of Knowledge : e.g. Electricity, Classification of Animals
Shapes and Sizes, Saving Up.

OBJECTIVES

By the end of Remove Class, students should be able to:

- talk to friends about themselves and ask questions about their friends;
- write simple letters to friends and family members;
- read simple stories and poems and talk about ideas and values gathered from these texts;
- read and understand non-fiction texts and pick up terms and vocabulary;
- write simple descriptions and stories; and
- show an awareness and appreciation of moral values and love towards the nation.

SECTION 1: LEARNING OUTCOMES AND SPECIFICATIONS

The learning outcomes represent skills to be achieved by the end of Remove Class. The learning outcomes are stated in the form of the four language skills that have been translated into curriculum specifications as specified in the second column. Teachers should refer to this second column when planning lessons for the year. The skills to be taught for the year are presented under the three themes, namely, the world of self, the world of stories, and the world of knowledge. In each theme, the four language skills have been integrated under the different levels. Further explanations on the skills and suggestions as to the type of activities that can be carried out in the classroom have also been given in the third column. The specifications have been planned to cater for teaching and learning throughout the year.

WORLD OF SELF

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
<p>By the end of the Remove Form, students should be able to:</p> <p style="text-align: center;">1.0 LISTEN</p> <p>1.1 Listen to and discriminate sounds in the English language.</p> <p>1.2 Listen to and repeat accurately the correct pronunciation of words.</p> <p>1.3 Listen to and understand information and ideas.</p> <p>1.4 Obtain information from texts listened to.</p>	<p style="text-align: center;"><u>LEVEL 1</u></p> <p>a. Discriminate sounds:</p> <ul style="list-style-type: none"> • short and long vowels • words with initial sound /sh/ • silent letters. 	<ul style="list-style-type: none"> • Example of activities include: <ul style="list-style-type: none"> - students underlining words with the short vowel sound e.g. <i>ship sheep still steal</i> <i>bit beat bill bin</i> - students circling words with the stated initial sound e.g. <i>sound of /sh /:</i> <i>sail, shift, sound, sure, shampoo, same, shell</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
<p style="text-align: center;">2.0 SPEAK</p> <p>2.1 Speak clearly with the correct stress and intonation.</p> <p>2.2 Ask questions politely.</p> <p>2.3 Give relevant information politely in response to enquiries.</p> <p>2.4 Talk about things heard, seen and read.</p> <p>2.5 Perform a variety of functions in a social context.</p>	<p>b. Listen to and pronounce words correctly.</p> <p>c. Talk about oneself.</p> <p>d. Talk about things heard and read.</p> <p style="text-align: center;"><u>LEVEL 2</u></p> <p>e. Make suggestions.</p>	<ul style="list-style-type: none"> • Get students to chant rhymes and limericks, for example: <i>There was a girl with flu, Who saw a doctor named Balu, He gave her some pills, And said, "Eat only after meals," And she went home feeling blue.</i> • For example, students can talk about their ambitions, or about a famous person whom they admire: <i>e.g. Nicol Davis, Michael Owen, Siti Nurhaliza, Azhar Mansor.</i> • Get students to read and discuss news articles – for example, someone’s achievements, the sacrifices he/she had to make. • Provide a situation where students have opportunities to make suggestions: E.g. The group has to set up a stall during Family Day. Group members are encouraged to give their suggestions as to what they should do. <i>"I suggest we set up a..."</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
<p style="text-align: center;">3.0 READ</p> <p>3.1 Skim and scan texts for gist and specific information.</p> <p>3.2 Read and understand texts.</p> <p>3.3 Read and respond to texts.</p> <p>3.4 Read aloud expressively and fluently.</p> <p>3.5 Understand meanings of words and acquire vocabulary.</p>	<p>f. Agree or disagree politely.</p> <p>g. Persuade someone to do or not to do something.</p> <p style="text-align: center;"><u>LEVEL 3</u></p> <p>h. Read and discuss articles and other interesting pieces of information with friends.</p> <p>i. Write messages to friends.</p>	<ul style="list-style-type: none"> • Provide sentence patterns as to how group members can disagree politely. <i>e.g. "I agree but"</i> <i>"Let's do it this way."</i> • Sentence patterns include: <i>"No, I don't think so..."</i> <i>"Please come to the play...."</i> • Get students to read interesting articles from the newspapers and discuss the event with students. • E.g. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="1469 1023 1704 1174" style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 100px;"> <p>Din, Football this afternoon. Be early! Mat</p> </div> <div data-bbox="1749 1038 1939 1222" style="border: 1px solid black; padding: 10px; width: 100px;"> <p>Lisa, I've borrowed your pen. Jen</p> </div> </div>

WORLD OF STORIES

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
<p>By the end of Remove Class, students should be able to:</p> <p style="text-align: center;">1.0 LISTEN</p> <p>1.1 Listen to and discriminate sounds in the English language.</p> <p>1.2 Listen to and repeat accurately the correct pronunciation of words.</p> <p>1.3 Listen to and respond to short stories and poems.</p> <p style="text-align: center;">2.0 SPEAK</p> <p>2.1 Speak clearly.</p> <p>2.2 Ask and answer questions.</p> <p>2.3 Tell stories and recite poems.</p> <p>2.4 Talk about the people, places and moral values of the stories heard.</p>	<p style="text-align: center;"><u>LEVEL 1</u></p> <p>a. Listen and discriminate sounds such as:</p> <ul style="list-style-type: none"> • voiced and voiceless /th/ • short and long vowels • silent letters <p>b. Listen to and pronounce words correctly.</p> <p>c. Read aloud stories and poems pronouncing words clearly and with the correct stress and intonation.</p> <p>d. Spell correctly a range of words.</p>	<ul style="list-style-type: none"> • Activities include: <ul style="list-style-type: none"> - students listening to tongue twisters and identifying voiced and voiceless sounds e.g. / th / <i>I thought a thought.</i> <i>But the thought I thought</i> <i>Wasn't the thought</i> <i>I thought I thought.</i> - teacher reading out several sentences that contain words with silent letters and students calling out the target word. e.g. <ul style="list-style-type: none"> a) <i>One day, Azwan injured his <u>knee</u> during a rugby match.</i> b) <i>He then went to see a doctor, Dr. Jujur, an <u>honest</u> doctor.</i> • Students listen to minimal pairs and pick out the long or short vowel sounds. e.g. <ul style="list-style-type: none"> <i>ship - sheep bit - beat dip - deep</i> <i>slip - sleep rid - read lip - leap</i> • Teachers are encouraged to give students sets of words to be learnt before spelling is tested.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
<p style="text-align: center;">3.0 READ</p> <p>3.1 Read aloud expressively and fluently phrases, sentences, numerals.</p> <p>3.2 Understand the meanings of words by looking at contextual clues or by using the dictionary.</p> <p>3.2 Skim and scan texts for gist and specific information.</p> <p>3.3 Read and respond to simple stories and poems.</p> <p style="text-align: center;">4.0 WRITE</p> <p>4.1 Spell correctly and take dictation.</p> <p>4.2 Construct sentences.</p> <p>4.3 Punctuate appropriately.</p> <p>4.4 Write short simple descriptions complete texts.</p> <p>4.5 Write for different purposes and for different audiences using correct conventions.</p>	<p style="text-align: center;"><u>LEVEL 2</u></p> <p>e. Listen to stories and poems and ask and answer questions on:</p> <ul style="list-style-type: none"> • what the story or poem is about • characters • sequence of events • moral values. <p>f. Read simple stories and poems and answer questions on:</p> <ul style="list-style-type: none"> • what the story or poem is about • characters • sequence of events • moral values 	<ul style="list-style-type: none"> • E.g. Students listen to a story on how the electrical lamp was discovered. Before telling the story, teachers can write certain science terms on the blackboard and explain these items or show pictures. e.g. battery, bulb, wire, switch <p>Then the teacher tells the story.</p> <p><i>“John! Wake up!” said his teacher. John was just looking at the lamp on the ceiling. “Oh, sorry, Mrs Tan. I was just looking at the lamp,” said John. “I was wondering how it works?”</i></p> <p><i>“Just use the switch!” said Atan. Everyone laughed.</i></p> <p><i>“Ok! Let’s do an experiment,” said Mrs. Tan. “We’ll set up an electrical circuit! We’ll need a few things, though. Let me see... we need a <u>battery</u>, a <u>bulb</u>, some <u>wire</u> and a <u>switch</u>,” she continued.</i></p> <ul style="list-style-type: none"> • Teachers can ask <i>Wh</i> questions to find out if students have understood the text or to provoke thinking. • Other comprehension activities include rearrange strips or pictures according to the order of events in the story.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ ACTIVITIES/ NOTES
	<p style="text-align: center;"><u>LEVEL 3</u></p> <p>g. Tell a story.</p> <p>h. Give one's opinion about the story.</p> <p>i. Write simple stories.</p>	<ul style="list-style-type: none">• Provide stimulus such as pictures to get stories to tell a story.• Get students to tell whether they like the story or not and encourage them to give reasons.• Provide guidance - e.g. pictures and notes.

WORLD OF KNOWLEDGE

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/NOTES
<p>By the end of Remove Class, students should be able to:</p> <p style="text-align: center;">1.0 LISTEN</p> <p>1.1 Listen to and follow simple Instructions.</p> <p>1.2 Listen to and repeat the correct pronunciation of words.</p> <p style="text-align: center;">2.0 SPEAK</p> <p>2.1 Speak clearly.</p> <p>2.2 Ask questions.</p> <p>2.3 Give relevant information to questions asked.</p> <p>2.4 Ask for and give instructions.</p>	<p style="text-align: center;"><u>LEVEL 1</u></p> <p>a. Listen to and ask for and follow simple instructions.</p> <p>b. Listen to and repeat the correct pronunciation of words and terms.</p> <p>c. Read simple texts aloud and pronounce words accurately.</p> <p>d. Complete texts with the missing words or phrases.</p> <p>e. Match words to pictures or symbols.</p> <p>f. Take spelling and dictation.</p>	<ul style="list-style-type: none"> • E.g. Instructions on ‘How To Set Up An Electrical Circuit’. • Also encourage students to ask questions if they are not sure about anything. • E.g. words read in an electrical circuit diagram: <i>battery, switch, light bulb, wire, filament, conductor</i> • E.g. <i>If you join the light bulb to the _____, the bulb will light up. The filament _____ will get hot.</i> • E.g. bulb battery switch connecting wire

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/NOTES
<p style="text-align: center;">3.0 READING</p> <p>3.1 Read and understand simple factual texts.</p> <p>3.2 Read and obtain information from non-linear texts.</p> <p>3.3 Understand meanings of words.</p> <p style="text-align: center;">4.0 WRITING</p> <p>4.1 Write simple instructions.</p> <p>4.2 Construct simple and compound sentences</p> <p>4.3 Match words to linear and non-linear texts.</p>	<p style="text-align: center;"><u>LEVEL 2</u></p> <p>g. Listen to simple factual texts and answer comprehension questions.</p> <p>h. Read simple factual texts and answer questions on:</p> <ul style="list-style-type: none"> • ideas and information • details • sequence • cause and effect relationships. 	<ul style="list-style-type: none"> • Example of questions are: “What is the text about?” “How many batteries are needed to light up the bulb?” <p>Note: Teachers must make sure diagrams are provided to help students understand the listening text.</p> <ul style="list-style-type: none"> • E.g. Comprehension questions can be set in the form of : <ul style="list-style-type: none"> - open-ended questions - true / false questions - multiple choice questions • Texts for study include simplified extracts from children’s encyclopedia, or from the Internet. <p>e.g. wood, metal, iron, paper</p> <ol style="list-style-type: none"> 1. <i>Which of these things conduct electricity?</i> 2. <i>What are these things made of?</i> A: _____ B: _____ C: _____ D: _____

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/NOTES
	<p>i. Acquire meanings of words by using contextual cues or a dictionary.</p> <p>j. Read and obtain information from non-linear texts such as diagrams, charts and tables.</p> <p style="text-align: center;"><u>LEVEL 3</u></p> <p>k. Write simple and compound sentences with guidance and independently.</p> <p>l. Write simple reports and instructions.</p>	<ul style="list-style-type: none"> • <i>E.g. They are called wiring in <u>series</u>. Get good <u>conductors</u> of heat.</i> • E.g. the electrical circuit. • <i>E.g. This is an electrical circuit and it has a battery, a switch and a light bulb. To light up the bulb, we need to...</i> <p><u>Note</u>: For weaker students, teacher needs to discuss orally the instructions for setting up an electrical circuit.</p> <p>Students are required to use sequence connectors when giving instructions:</p> <ul style="list-style-type: none"> - Firstly, - After that, - Next, - Lastly,

Section 11: LANGUAGE CONTENT

(a) GRAMMATICAL ITEMS

Grammar forms part of the language contents in the Curriculum Specifications for the Remove Class. Grammar items to be taught are specified under the different grammar categories. To illustrate each category and to specify the scope and depth of the items to be taught, examples are given. Words underlined highlight significant points of grammar. Teachers are encouraged to teach these grammar items under the various topics.

1 Number – Forming plurals

a. Regular plurals

- Words ending in -s -sh -ch -x
*e.g. box – boxes, house – houses,
patch – patches, sash – sashes*
- Words ending in y
 - if there is a vowel before ‘y’
add -s : *e.g. boy – boys*
 - if there is no vowel before ‘y’
drop ‘y’ and add -ies: *e.g. battery –
batteries*

b. Irregular plurals

Indicated by a change of vowel
e.g. goose – geese, woman – women

2 Subject-verb Agreement

- a. Singular subject takes a singular verb
e.g. The battery is new.
- b. Plural subjects takes plural verb
e.g. The batteries are new.

3 Articles

With singular countable nouns – a an the

e.g. a switch an elephant the switch

ii. Using the superlative

e.g. the biggest the hardest

iii. For unique nouns or one that is one and only

e.g. the Sun the Earth the Universe

4 Adjectives

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

e.g. red battery long wire round table

5 Verbs

i. Regular Verbs

e.g. look – looked

Irregular Verbs

e.g. eat – ate

ii. **Negative Verbs**

- adding the word **not** after the verb
e.g. He is not here.
- using the **contracted form** especially in conversation
e.g. He isn't here.

6 **Modal Verbs**

- **Must** *e.g. She must spend wisely.*
- **Must not** *e.g. She **must not** buy things that she does not need.*

7 **Connectors**

- Conjunctions – and but**
e.g. Reptiles have dry and scaly skin.
- Sequence connectors – first, next, then, finally**
*e.g. **First**, write the weight.*

8 **Sentences**

- Simple sentence**
e.g. They bought new batteries.
- Compound sentence**
e.g. Press the switch and the bulb will light up.
- Using question words: Who What Which When Why How**

9 **Punctuation**

- Capital letters** – proper nouns, pronoun 'I', beginning of sentences
e.g. Yesterday, we went to the Science Centre.
- Commas** – to separate items in a list
e.g. We need a bulb, a battery and some wires.
- Full stop** – for end of statement
- Apostrophe** – for contractions
*e.g. Please **don't** press the switch.*
- Question mark**
e.g. When are you starting the experiment?

(b) Sound System

The sound system forms part of the language contents in the Curriculum Specifications for Remove Class. The items listed below are to be taught in Remove Class. In each item, examples of the sounds to be taught are given. More examples should be given.

1 Consonants- initial and final positions

- 1.1 th / / through, three
- 1.2 th / / that, then
- 1.3 sh / / shift, sure

2 Initial Blends

- 2.1 qu / kw / queen, quack, quarter
- 2.2 sq / sq / squid, squeal, squeak

3 Final Blends

- 3.1 lm / lm / film, helm
- 3.2 dg / dg / badge, dodge, hedge

4 Contractions – n't, sn't

- 4.1 can't, won't
- 4.2 isn't, wasn't

5 Vowels – long and short sounds

- 5.1 e / / see, easy, sheep
- 5.2 e / / help, ten
- 5.3 u / / cup, love
- 5.4 i / i / pin, ship
- 5.5 a / / sad, bad
- 5.6 a / / heart, part, laugh

6 Plural Forms

- 6.1 -s / s / pens, cups
- 6.2 -z / z / boys, ties
- 6.3 -es / iz / boxes, switches
- 6.4 -ies/ aiz / flies, tries

(c) Word List

The word list consists of words that need to be taught in context. These are high frequency words and topical words which learners will need in reading simple texts. Teachers should teach learners to recognize these words in context when reading and also understand them in the context of what they read. These are also

the words that learners will use when going about their writing task. These words must be used and recycled in various contexts so that pupils can pick up the words. Teachers are encouraged to add to this list according to the maturity level and ability of their learners as well as when teaching a particular topic.

High Frequency Words

a	back	clothes
about	bag	did
above	ball	dog
across	bed	door
afternoon	before	down
all	began	earth
almost	below	eyes
along	belt	father
also	better	first
always	between	follow
am	big	for
an	blue	found
an	book	friends
and	both	get
animals	boy	girl
are	brother	go
at	by	going
at	came	good
away	change	green

hair
happy
has
have
he
help
her
high
him
his
house
how
inside
know
leave
light
money
morning
much
near
never
number
only
opened
other
paper
place

right
round
second
show
small
sound
start
suddenly
sure
think
those
today
together
told
under
until
used
watch
white
with

plus:

- days of the week
- numbers one to hundred
- numbers in hundreds
- pupil's name and address
- name of school
- other personal details

- social expressions and greetings
e.g. good morning
good afternoon
good evening
good night
goodbye
hello
thank you

Topical Words

amphibian
balance
battery
circuit
complete
cone
crawl
cube
pyramid
cuboids
damp
dice
electricity
fierce
filament
gallop
gave
gills
globe
habitats
kangaroo
light bulb
mammal
necessary
peacock

quantity
reptile
scale
spend
phere
switch
symbols
terminal
total
wire
wise