



KEMENTERIAN PENDIDIKAN MALAYSIA

HURAIAN SUKATAN PELAJARAN
KURIKULUM BERSEPADU SEKOLAH MENENGAH
CURRICULUM SPECIFICATIONS

BAHASA INGGERIS
ENGLISH LANGUAGE

TINGKATAN 3
FORM 3

2003

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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 NEGARA

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 diperingkatkan kepada tiga aras, iaitu Aras 1 (aras asas), Aras 2 (aras sederhana), dan Aras 3 (aras cemerlang).

Kandungan Huraian Sukatan Pelajaran Tingkatan Tiga 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.

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 3. 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 3.

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 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 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. OBJECTIVES FOR FORM 3

By the end of Form 3, students should be able to:

- Make friends and talk about themselves, recount experiences and also enquire about the person they are talking to;
- Make enquiries about services and products and place an order for the product or service;
- Socialize with friends and in groups make plans and arrangements for joint activities;
- Obtain information from various text-types such as instructions and notices and obtain factual information on a topic from short texts and present the information briefly to others orally and in writing;
- Read and enjoy poems and 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. THEM ES AND TOPICS

The contexts for teaching the English language in Form 3 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 know ledge of these topics. Rather, these topics serve as the subject matter through w hich 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 w ord list and also introduce other w ords that are essential to the topic at hand.

People	:	Well know n personalities and their achievements - e.g. their contribution in improving the lives and health of people.
Environment	:	Natural phenomena - e.g. w hat causes floods and earthquakes and how to deal w ith them.
Social Issues	:	Problems facing young people today and how to overcome these problems - e.g. bullying, peer pressure
Health	:	Problems of growing up among young people - e.g. bad breath, dandruff, facial hair
Science & Technology	:	What we know of the seas and oceans of the world - e.g. are the seas shrinking? Life in the oceans

SECTION 1: LEARNING OUTCOMES AND SPECIFICATIONS

The learning outcomes in the first column 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 spells out the skills specifications that are specific to the from programme.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>1.0 LANGUAGE FOR INTERPERSONAL USE</p> <p>1.1 Make friends and keep friendships by:</p> <p>a. introducing oneself;</p> <p>b. talking about self, family, friends, interests, past events, feelings, and understanding when others talk about themselves;</p> <p>c. exchanging ideas and giving opinions on topics of interest;</p> <p>d. taking part in conversations and discussion.</p>	<p style="text-align: center;"><u>Level 1</u></p> <p>i. greeting people and exchanging pleasantries.</p> <p>ii. Talking about one’s experiences.</p> <p>iii. Asking questions politely to get information.</p> <p>iv. Responding appropriately to questions by stating, refuting and giving details.</p> <p>v. Listening to and discriminating between long and short vowels, diphthongs, consonant clusters, homophones, homographs, past</p>	<ul style="list-style-type: none"> • e.g. Greeting people at a sports meeting, English Camp, etc. e.g. “Good morning, Suzi. You look happy today.” • e.g. in school, on the way home, about holidays. e.g. relating experiences such as attending football / netball matches, school concert, celebrations such as birthdays, National Day etc. • see appropriate sentence patterns at the back of the document. • Engaging in a conversation or discussion by adding and clarifying information • e.g. Wh Questions; Do... Does... Is... Are... • Refer to the Sound System at the back of the document for details.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p>tense, and stress in compound words.</p> <p style="text-align: center;"><u>Level 2</u></p> <p>vi. Asking questions and making statements with correct intonation and word stress to show emphasis and sentence rhythm; and pronouncing words clearly and correctly.</p> <p>vii. Participating in teacher-guided class discussions on topics of interest by</p> <ul style="list-style-type: none"> - agreeing to another and saying so - disagreeing politely with another and giving one's opinions - defending one's point of view . <p>viii. Asking questions seeking clarification and responding to questions appropriately.</p> <p>ix. Writing a short letter with guidance to a pen-pal in Malaysia on topics of interest.</p>	<ul style="list-style-type: none"> • e.g. discussing social issues such as problems faced by teenagers, deciding what is acceptable behaviour, etc. • See sentence patterns at the back of the document. • e.g. writing a letter to a friend in Kuching telling him about the haze, fire or recycling project in the neighbourhood.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><u>Level 3</u></p> <p>x. Writing a longer letter to a pen-pal overseas with little or no guidance on topics of interest.</p>	<ul style="list-style-type: none"> • e.g. writing a letter to a pen-pal in New Zealand telling him about the haze/fire or recycling project in the neighbourhood. More details may be added.
<p>1.2 Take part in social interaction by</p> <p>a. carrying out a variety of language functions;</p> <p>b. participating in conversations and discussions;</p> <p>c. making plans and arrangements.</p>	<p style="text-align: center;"><u>Level 1</u></p> <p>i. Requesting assistance.</p> <p>ii. Expressing appreciation and gratitude.</p> <p>iii. Expressing hope.</p> <p>iv. Expressing support for others.</p> <p style="text-align: center;"><u>Level 2</u></p> <p>v. Taking down phone messages for friends and family members.</p> <p>vi. Relaying phone messages orally or in writing to people concerned.</p> <p>vii. Writing notes:</p> <ul style="list-style-type: none"> - requesting for assistance - thanking another. 	<ul style="list-style-type: none"> • e.g. role playing. Requesting assistance to get to the school where your team is going to participate in a hockey competition. • See appropriate sentence patterns at the back of the document. • e.g. role playing a phone call conversation and taking down the message intended for your father. • e.g. informing your father about the phone call and telling him about the message. • e.g. writing a note to a friend asking her to help you choose healthy fish for your aquarium.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><u>Level 3</u></p> <p>viii. Discussing plans to visit a particular place: - comparing places - deciding on preference - reasons for choice.</p> <p>ix. Writing out the itinerary for the visit.</p> <p>x. Writing a letter requesting permission for visit.</p>	<ul style="list-style-type: none"> • e.g. deciding on which place to visit: the Petro Sains Centre or the Planetarium or the Museum and deciding which is a better choice. • Get students to provide a detailed itinerary. • e.g. writing a formal letter requesting permission to visit the Planetarium.
<p>1.3 Obtain goods and services by</p> <p>a. Making enquiries; and</p> <p>b. Ordering goods and services.</p>	<p style="text-align: center;"><u>Level 1</u></p> <p>i. Enquiring about the service offered.</p> <p>ii. Clarifying the type of service offered.</p> <p style="text-align: center;"><u>Level 2</u></p> <p>iii. Making enquiries about the same services from other companies - making comparisons - deciding on the company and giving reasons.</p> <p>iv. Filling out a service form.</p>	<ul style="list-style-type: none"> • e.g. services offered by an organization, company or individual such as transport, courier services, home delivery of goods. • e.g. other services that might be offered by a sundry shop such as photostating, selling of stamps and stationery. • e.g. asking for a better deal in terms of price, samples, after-sales service. • e.g. install a phone, to get someone to fumigate the house because of dengue mosquitoes.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><u>Level 3</u></p> <p>v. Writing out a simple guided letter requesting a particular service.</p>	<ul style="list-style-type: none">• e.g. Writing a formal letter to an optical company inviting the optician to give a talk on eye care to students of the Health Club.

2.0 LANGUAGE FOR INFORMATIONAL USE

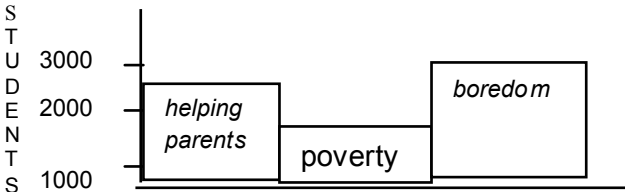
LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p>2.0 LANGUAGE FOR INFORMATIONAL USE</p> <p>2.1 Obtain information for different purposes by:</p> <p>a. Listening to spoken texts such as talks, speeches and viewing television documentaries and multimedia;</p> <p>b. Interviewing and using questionnaires; and</p> <p>c. Reading materials in print such as reports and articles and using other electronic media such as the Internet.</p> <p>2.2 Process information by:</p> <p>a. skimming and scanning for specific information and ideas;</p> <p>b. extracting main ideas and details;</p> <p>c. discerning sequence of ideas ;</p>	<p>Obtaining information by:</p> <p><u>Levels 1, 2 & 3</u></p> <p>i. Listening to and understanding a variety of texts.</p> <p>ii. Reading silently and aloud with understanding a variety of texts.</p> <p>A. Processing texts <u>listened to</u> by:</p> <p><u>Level 1</u></p> <p>i. Telling what the text is about.</p> <p>ii. Giving important details.</p>	<ul style="list-style-type: none"> • Examples of texts include messages, descriptions, simple reports. • Content of these texts must relate to the themes. • Examples of listening activities include: <ul style="list-style-type: none"> - listening to a new year’s message from the Prime Minister or principal of a school and ticking the ideas mentioned. - listening to plans on how a group of friends will spend the weekend together and writing down the activities. • Students should be able to state for example, that the text is about problems faced by young people today. • These details include place, time date and other features.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p>(contd) Process information by:</p> <p>d. getting the explicit and implicit meaning of the text;</p> <p>e. predicting outcomes;</p> <p>f. drawing conclusions;</p> <p>g. identifying different points of view;</p> <p>h. using print and electronic dictionaries;</p> <p>i. interpreting non-linear texts such as maps, charts, diagrams, tables, graphs; and</p> <p>j. making short notes and mapping out ideas.</p>	<p>iii. Asking and answering questions.</p> <p style="text-align: center;"><u>Level 2</u></p> <p>iv. Following sequence of ideas.</p> <p>v. Identifying important ideas.</p> <p style="text-align: center;"><u>Level 3</u></p> <p>vi. Writing down key ideas of a text listened to.</p>	<ul style="list-style-type: none"> • e.g. Asking and answering questions based on the different views expressed in a conversation recorded. • A useful kinesthetic activity to do is to get students to arrange strips in sequence while listening to the text rather than merely numbering events or ideas in sequence. • Activities include getting statements in relation for example, to the recycling of rubbish, or checking a list. • Key ideas often answer the questions Who, What, When, Where, How and Why. For example, in listening to the biography of a prominent personality, the following questions can be asked: <i>When and where was he / she born?</i> <i>Which school did he / she go to?</i> <i>What did he / she do after experiencing his / her first failure?</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p>B. Processing texts <u>read</u> by:</p> <p style="text-align: center;"><u>Level 1</u></p> <p>i. Stating the text type that is being read.</p> <p>ii. Scanning for details.</p> <p>iii. Following sequence of ideas in simple texts.</p> <p>iv. Using the dictionary to find the meaning of unfamiliar words.</p> <p>v. Acquiring a range of vocabulary by :</p> <ul style="list-style-type: none"> • stating words of the same meaning • stating words opposite in meaning 	<ul style="list-style-type: none"> • Students must be able to recognise the type of text read and identify it as an advertisement, or an article, or a book review , etc. • Get students to look quickly for details in relation to time, place, number of people involved, etc. • Get students to recall the sequence of ideas by rearranging strips in the correct order. e.g. arranging events according to chronological order.

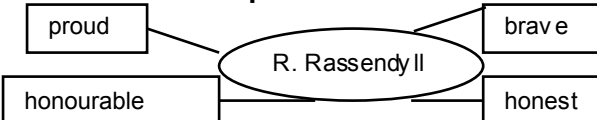
LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<ul style="list-style-type: none"> • stating one word for a group of words • stating phrasal quantifiers <p style="text-align: center;">Level 2</p> <p>vi. Identifying main ideas in texts.</p> <p>vii. Identifying supporting details or ideas in texts.</p> <p>viii. Acquiring the meaning of words by</p> <ul style="list-style-type: none"> • understanding word formation with the use of prefixes; • understanding word formation with the use of suffixes; 	<p>e.g. <i>diamonds, rubies, pearls jewels</i> <i>fork, spoon, knife cutlery</i></p> <p>e.g. <i>a bundle of newspapers,</i> <i>a roll of string,</i> <i>a box of bottle caps</i></p> <ul style="list-style-type: none"> • For weaker students, in each paragraph, get them to underline key words paragraph by paragraph. • Teach students to identify which are topic sentences and which are supporting ideas. <ul style="list-style-type: none"> • e.g. <i>inter inter-school</i> <i>non non-smoker</i> <i>pre pre-school</i> (prefixes) • e.g. <i>cautious cautiously</i> <i>kind kindness</i> (suffixes)

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<ul style="list-style-type: none"> • identifying base words • using contextual clues <p style="text-align: center;">Level 3</p> <p>ix. Identifying cause and effect in simple texts.</p> <p>x. Making simple predictions giving reasons.</p> <p>xi. Drawing obvious conclusions in simple texts.</p>	<ul style="list-style-type: none"> • e.g. <i>agricultural</i> — <i>agriculture</i> (base word) • e.g. looking at words before and after a particular word. <i>e.g. Youth today are <u>restless</u>. They do not seem to know what to do. They get involved in many activities, but they do not complete any activity.</i> • e.g. <i>If it rains, what happens to the soil? So what is one cause of soil erosion?</i> • e.g. A : <i>If there is a landslide here, what will happen next?</i> B : <i>The houses will be buried. The road may be blocked. No traffic can pass.</i> • e.g. <i>“Landslides were caused by illegal logging. I know this because that is the only activity that is taking place in the highlands.”</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p>2.3 Present information to different audiences by:</p> <p>a. writing recounts, descriptions, explanations, speeches, reports and articles;</p> <p>b. instructing, describing, narrating, explaining, and reporting orally;</p> <p>c. responding to questions orally and in writing;</p>	<p>xii. Interpreting information from notices, articles from magazines, advertisements, simple passages, simple diagrams, tables, simple reports, charts and graphs.</p> <p>Presenting information by:</p> <p>Level 1</p> <p>i. Narrating orally the events that took place.</p> <p>ii. Taking spelling and dictation of texts: apply spelling rules for - one word or two - silent 'e'</p> <p>Level 2</p> <p>iii. Responding to questions and comments spontaneously orally.</p>	<ul style="list-style-type: none"> e.g. Interpreting information from a chart. The cause of high level of truancy is boredom.  <p>STUDENTS</p> <p>3000</p> <p>2000</p> <p>1000</p> <p>helping parents</p> <p>poverty</p> <p>boredom</p> <p>REASONS FOR TRUANCY</p> <ul style="list-style-type: none"> e.g. “The landslide happened at 10.00 a.m. on 20th June. It rained all night long. This caused the soil to be soft and there was a landslide. e.g. every day; all right e.g. completed, completing e.g. “Some people say that space exploration is important. Can you give reasons to support this statement?”

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES						
<p>d. presenting information in non-linear forms including tables, graphs, diagrams, charts, and vice-versa;</p> <p>e. expanding notes and outlines;</p> <p>f. composing, revising and editing drafts; and checking accuracy of spelling, punctuation and grammar;</p> <p>g. summarising information;</p> <p>h. reading aloud written materials such as reports clearly and fluently; and</p> <p>i. using appropriate format, conventions and grammar when presenting information.</p>	<p>iv. Expanding notes and outlines.</p> <p style="text-align: center;">Level 3</p> <p>v. Summarising main ideas in simple texts.</p> <p>vi. Writing brief simple descriptions.</p> <p>vii. Writing simple reports.</p> <p>viii. Expanding notes and outlines.</p> <p>ix. Applying process writing skills.</p>	<ul style="list-style-type: none"> e.g. Get students to take notes or make a mind-map of the reasons given in support of space exploration and the reasons that do not support space exploration. <table border="1" data-bbox="1491 515 2029 700" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;"><i>SPACE EXPLORATION</i></th> </tr> <tr> <td style="text-align: center;">Reasons for</td> <td style="text-align: center;">Reasons against</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <ul style="list-style-type: none"> e.g. Get the students to summarize a passage on the importance of seas and oceans to mankind. Before students can write descriptions, get them to collect newspaper articles for example, of the Hillview landslide tragedy. Get them to make notes answering the questions - <i>When, What, Why, How, etc.</i> Then get them to write a simple description of the tragedy. e.g. Elaborating notes on the Hillview landslide tragedy. 	<i>SPACE EXPLORATION</i>		Reasons for	Reasons against		
<i>SPACE EXPLORATION</i>								
Reasons for	Reasons against							

3.0 LANGUAGE FOR AESTHETIC USE

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p>3.0 LANGUAGE FOR AESTHETIC USE</p> <p>3.1 Listen to, read and view and respond to literary works by:</p> <p>d. Understanding and telling in one's own words the story and giving one's opinion;</p> <p>e. Recognizing elements in a story such as characters and setting;</p> <p>f. Explaining the message the writer is trying to convey and discussing how this relates to one's life;</p> <p>g. Understanding other people's cultures, traditions, customs and beliefs;</p> <p>h. Reciting poems with feeling and expression.</p>	<p style="text-align: center;"><u>Level 1</u></p> <p>i. Reciting a poem with feeling and expression and with correct pronunciation, intonation, stress and rhythm.</p> <p>ii. Finding out the meaning of unfamiliar words by using contextual clues and /or the dictionary.</p> <p>iii. Retelling the story or the content of the poem in one's own words.</p> <p style="text-align: center;"><u>Level 2</u></p> <p>iv. Telling the sequence of events in a story.</p> <p>v. Describing the place where the story took place and writing a simple paragraph on it.</p> <p>vi. Describing characters in the story and writing a simple paragraph of each character.</p>	<ul style="list-style-type: none"> • Use 'Suggestopaedia' – create a suitable atmosphere (mood) for students to get the feel of the poem (play background music, use realia, etc) • e.g. Role-playing a situation in which one person convinces the other person to read the story or poem by telling that person what the story or poem is about. • Get students to rearrange sentences in sequence and then tell them to elaborate upon the events. • Drawing a plan of the place with details on the surroundings, buildings, etc. • Get students to draw the characters based on the description given. Also get them to draw mind-maps of the characters. 

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p style="text-align: center;"><u>Level 3</u></p> <p>vii. Making predictions as to what might happen next in the story.</p> <p>viii. Relating events, characters and values in a story to one's life.</p> <p>ix. Giving one's opinion of the story.</p>	<ul style="list-style-type: none"> • e.g. Making a 'chain composition' using one's creativity to predict what will happen next in the story. Students take turns to continue the story based on their own predictions. • e.g. get students to talk about people, they know or events in their own life that is similar to the characters or events depicted in the text. • Writing a book review.
<p>3.2 Express themselves creatively and imaginatively by:</p> <ol style="list-style-type: none"> a. Dramatizing text and role-playing characters; b. Retelling a story from a different point of view and presenting it in another genre; c. Composing simple poems, stories and dialogues. 	<p style="text-align: center;"><u>Level 1</u></p> <ol style="list-style-type: none"> i. Acting out sections of a text. ii. Retelling the story from a different point of view. 	<ul style="list-style-type: none"> • Dramatizing a scene. • Retelling the story from the point of view of another character in the story (e.g. from the doctor's point of view in <i>The Pearl</i> or from the pearl itself.)

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p style="text-align: center;"><u>Level 2</u></p> <p>iii. Changing the text to another form (genre).</p> <p style="text-align: center;"><u>Level 3</u></p> <p>iv. Composing a dialogue relating to the story.</p> <p>v. Composing simple stories at a level suitable to learners.</p>	<ul style="list-style-type: none"> • e.g. making cartoon strips from a poem or short story or novel. • e.g. Writing a short script for two characters in a story read. • e.g. The story can be based on the student's everyday life or on people known to students.

SECTION II: LANGUAGE CONTENT

(a) GRAMMATICAL ITEMS

Grammar forms part of the language contents in the Curriculum Specifications for Form 3. 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 3 are marked with an asterisk. If extra practice is required for better understanding or retention, items can be taught in isolation in isolation.

1. NOUNS

- i. Concrete nouns
 - a. **Common nouns** – e.g. *car, hospital, playground*
 - b. **Proper nouns** – e.g. *The Invisible Man, Malaysia*
- ii. Abstract nouns
 - names of qualities, states, activities
e.g. *smile, wealth, anger*
- iii. Countable nouns
e.g. *students, parents*
- iv. Uncountable nouns
e.g. *hair, salt*
- * v. Collective nouns
e.g. *a shoal of fish*
- 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*
 - b. **Words ending in -y**
e.g. *toy - toys; lorry - lorries*
 - Words ending in -f, change to v+es
e.g. *knife - knives; life – lives*
- b. **Irregular plurals**
Indicated by a change of vowel
e.g. *louse- lice; foot - feet; goose - geese*
- *c. **Nouns with no change in number in the plural form:**
e.g. *trousers, scissors, news; *sheep, *deer, *news*
- vii. **Concord (subject-verb agreement)**
 - a. Singular subject takes singular verb
e.g. *Johan has*
 - *b. Plural subject takes plural verb
e.g. *Fauzi, Kiran and Cheng Ho 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 student an office the story*
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 have the beakers here.
- iii. With singular uncountable nouns – with article, **with “some”**
e.g. petrol
There’s salt in the bowl.
There’s still some salt in the bowl.
- iv. Articles with proper nouns
- using ‘the’ with the names of hotels, cinemas, places, buildings
e.g. *Have you seen the new film?*

3. ADJECTIVES

- i. Adjectives in terms of colour, size and shape
e.g. *tall man; orange house; square table*
- ii. Adjectives that show qualities -
e.g. *an enjoyable holiday; a happy person* -
- iii. *Formation of the negative of adjectives by adding prefixes: un- dis- im- *non-
e.g. *an unkind person, a dishonest mechanic;*
** non-flowering plants;*

- iv. *Formation of adjectives by adding prefix inter, pre-
e.g. * *inter-school debate; * pre-school children*
- v. Comparison adjectives – regular forms
e.g. *big - bigger - biggest*
- vi. Comparison adjectives – irregular comparative and superlative forms
e.g. *good, better, best; bad, worse, worst*
- vii. Comparison adjectives – longer adjectives of 3 or more syllables taking ‘more’, ‘most’ forms.
e.g. *more beautiful, most beautiful*
- viii. Using *as....as* to compare things and people that are the same
e.g. *The book is as thick as that encyclopaedia.*
- ix. Using *not as....as* to compare things and people that are not the same
e.g. *My bag is not as new as Johan’s.*

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. jump – jumped; sweep – swept

ii. Negative Verbs

- adding the word **not** after the verb
e.g. He cannot go to the meeting.
They are not here.

iii. **Using the contracted form** (affirmative and negative) forms especially in conversation (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. He's here.
We're visiting the factory next Saturday.

iv. TENSES – present, past, continuous

a. **Simple Present Tense**

- or habitual actions
e.g. Every day she wakes up at 6.00 a.m.

- For instructions and directions
e.g. *First, wash your hands.*

- Describing feelings and senses
e.g. *"I feel happy to be in Kuala Lumpur."*

- * 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, two days ago*

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 going to Ipoh at 5.00 p.m. 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 build a new stadium next to the field.

She is not going to the concert on Friday.

- **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 run 100 m fast but he can't play basketball.

- 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.

*

iii. **Adverb of place**

e.g. Leave the book there, please.

7. **PREPOSITIONS**

i. **Prepositions 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. *That bus is from Kelantan.
That taxi is going to Penang.*

iv. **Preposition 'of' to show quantity**

e.g. *She adds 3 cups of sugar to the flour.*

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, cut out the pieces. Then match the parts together.*

Next, check with the diagrams.

Finally, glue them together.

9.

SENTENCES

i. **Simple sentence**

e.g. *They went to the concert early.*

ii. **Compound sentence**

e.g. *They went to the library and borrowed three books.*

iii. **Positive statements**

e.g. *My name is*

He/ She/It was... 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

e.g. *Yesterday, we went for a walk.*

ii. **Commas** - to separate items in a list

e.g. *Julia has a cat, a bird and a goldfish for pets.*

iii. **Exclamation mark**

e.g. *For greetings - Hi! Hello!*

iv. **Full stop** - for end of statement.

v. **Apostrophe**

- for contractions

e.g. *Be careful! Don't run. The road is slippery!*

- for possessives

e.g. *the woman's car*

vi. **Question mark**

e.g. *Where are you going?*

(b) Suggested Sentence Patterns

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

1. Greetings and exchanging pleasantries
 - i. Good afternoon, Miss Lee. You look very pretty today.
 - ii. Hello, Azmi. How was the exam?
2. Asking for information
 - i. Can you please tell me the closing date for the competition?
 - ii. May I know what time the bus leaves for Ipoh.
3. Agreeing to another
 - i. Yes, I agree. The class meeting should be held in the afternoon.
 - ii. I agree with Kiran. We should plan a visit to the Planetarium.
4. Disagreeing politely
 - i. I don't think I agree with you. I think...
 - ii. I am sorry but I don't agree with you. In my opinion...
5. Seeking clarification
 - i. Could you explain again how this machine works?
 - ii. Are you sure the train is leaving at 8.00 p.m.?
6. Requesting assistance
 - i. Can you help me carry these books, please.
* Would you mind posting this letter?
7. Expressing appreciation and gratitude
 - i. *Thank you for your kindness.
 - ii. I do appreciate your help. Thank you.
8. Expressing support for others
 - i. * I will help you sell the coupons for 'Canteen Day'.
 - ii. * I don't mind helping you with the work.

(c) Sound System

The sound system forms part of the language contents in the Form 3 Curriculum Specifications. The items listed below are to be taught in Form 3. In each item, there are examples of the sounds to be taught and more examples are to be given.

1.0 Consonants

- 1.1 c / k / - cause, call
- 1.2 d / d / - doll, dive
- 1.3 r / r / - ride, rule
- 1.4 dd / d / - add, ladder

2.0 Vowels (long and short)

- 2.1 /æ/, /e/ - black, fan / æ /
set, blend /e/
- 2.2 /ɑ:/, /ʌ/ - farm, cart /ɑ:/
must, fun /ʌ/
- 2.3 /u:/, / / - bloom, June / u:/
cook, look /u/
- 2.4 /ə:/, /ə/ - urn, fern / /
about, amount /ə/

3.0 Diphthongs

- 3.1 ai / ei / - faint, gain
- 3.2 ai / ai / - dry, grind
- 3.3 o / / - grow, slow

4.0 Consonant Cluster

- at the beginning of words

- 4.1 str... **str**aw, **str**ain
- 4.2 sm... **sm**art, **sm**ell
- 4.3 gr... **gr**ain, **gr**ease
- 4.4 gl... **gl**ow, **gl**eam

- 4.5 pl... **pl**ane, **pl**ot
- 4.6 tr... **tr**ail, **tr**umpet

-at the end of words.

- 4.7 -sh **spl**ash, **fresh**
- 4.8 -ch **such**, **lunch**
- 4.9 -sk **disk**, **risk**
- 4.10 -st **gist**, **first**

5.0 Past tense

- 5.1 – ped / pt/ **dipped**, **burped**
- 5.2 – ought / ɔ:t / **bought**, **fought**
- 5.3 – ank / ænk / **blank**, **rank**

6.0 Plural Forms

- 6.1– ee / i:/ - geese, feet
- 6.2 – en / / - children, agent

7.0 Stresses in two and three syllable words

- 7.1 PROduce, prodDUCE, PROcess, proCESS
- 7.2 eLEctron, comPOser, conFUtion

8.0 Stresses in Compound words

SEAShell, ICEball, DRUMstick

9.0 Sentence stress and intonation

Did you *do* your homework?
Please put the *book* on the table.

10.0 Contractions

're – you're, we're

(d) 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 or 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. They are to be taught in their plural form as well, for example, 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 the suffix -ly is added to the word sweet to get the statement "The girls sang sweetly". Similarly, prefixes can be added to words to change their meaning, for example, unkind, disappointed, impossible.

Verbs are also given in their base form. Teachers are expected to teach these verbs in the different tense forms 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, block should be limited to *blocked* and *blocking* but the derivative *blockage* should be omitted.

A degree of flexibility is given to teachers to include other words relevant to the themes and topics suggested in the curriculum specifications. However, the addition of other words should be prudently exercised so that the amount of vocabulary is not too heavy for students to cope with.

Word List For Lower Secondary Form 1 – Form 3

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

breakfast	cap	class	cook	danger
breathe, breath	capital	clay	cool	dark
bribe	captain	clean	copy	dance
brick	car	clear	corn	dare
bridge	care	clerk	correct	date
bring	cart	clever	corner	daughter
broad	carry	climb	cost	day
brother	castle	clock	cough	dead
brown	catch	close	count	deaf
brush	cat	cloth	counter	dear
build	cave	club	country	decide
bunch	centre	coal	courage	deep
bundle	century	coast	court	degree
burn	ceremony	coat	cousin	delay
burst	certain	coffee	cover	deliver
bury	chain	coin	cow	describe
bus	chair	collar	coward	desert
business	chalk	collect	crack	develop
bush	change	college	crash	devil
busy	cheap	colour	create	diamond
but	cheat	comb	crop	dictionary
butter	check	common	cross	die, death
button	cheese	company	crow	diet
buy	chest	compare	crowd	difficult
by	chicken	compete	cruel	dig
cage	chief	complain	cup	dinner
cake	child	complete	cupboard	direction
call	chimney	congratulate	cure	dirt, dirty
calm	choose	contain	current	discipline
camera	church	continue	curtain	discover
camp	circle	control	cushion	discuss
can	city	conquer	cut	dish

distance	edge	fail	flower	gentle
disturb	educate, education	faint	fold	girl
divide	egg	false	food	give
dive	elastic	family	foot	glad
doctor	electricity	famous	forest	go
dog	elephant	fan	forget	god
dollar	empty	far, farther	forgive	good
donkey	encourage	fashion	fork	gold
door	end	fast	form	govern, government
dot	enemy	fat	former	grand
double	engine	fate	forwards	great
dozen	enjoy	father	frame	greed
drag	enough	fault	freedom	greet
draw er	enter, entrance	fear	frequent	grey
dream	envelope	feel	freeze	group
dress	escape	female	friend	grow
drink	equal	fence	fresh	guard
drop	even	fever	fright, frighten	guess
dry	evening	field	from	guilty
duck	event	fierce	fruit	handsome
due	every	fight	fry	happy
dull	evil	film	full	hard, hardly
during	examination	find	fun, funny	hardw orking
dust	exercise	finger	future	hardly
duty	excellent	finish	furniture	harm
ear	expensive	fire	further	haste
early	explore	first	game	hat
earn	extra	fish	garden	hate
earth	eye	flood	garage	have
east	face	floor	gas	he
easy	fact	flour	gate	head
eat	factory	flow	get	headache

heal	house	jump	library	market
health, healthy	hunger	juice	life	material
heap	hunt	just	light	may
hear	hurry	kill	lightning	measure
heart	hurt	kind, unkind	like, likely	mean
heat	ice	kiss	limb	meat
heaven	idea	kitchen	limit	meet
heavy	if	knife	line	melt
hello	ignore	knock	lip	metal
helmet	ill	lady	listen	middle
help, helpful	in	ladder	live	mild
helpful	inch	lake	loaf	mill
her	indoors	lamp	log	mine
here	industry	land	lonely	mix
hide	ink	language	long	modern
high, height	insect	large	look	money
hill	inside	last	loose	moon
hire	instead	late	lot	mosque
his	intelligent	latter	loud	mother
history	interest	laugh	love	motor
hit	international	law	low	mountain
hold	into	lazy	loyal	mouth
hole	introduce, introduction	lean	lunch	mouse
holidays	invent	least	lamp	move
home	invite	lesson	library	much
honest	iron	left	machine	mud
hook	island	leg	mad	music
hope	jealous	less	make	my
horse	join	let	mail	mystery
hospital	joint	letter	male	nail
hot	joke	level	manner	name
hour	journey	liberty	map	narrow

naughty	one	praise	regret	rude
near	onto	price	regular	seat
neat	or	problem	rent	open
neck	out	profit	repair	orange
neighbour	outdoor	programme	repeat	said
neither	out of	protect	relation	sake
nephew	opposite	punish, punishment	replace	sad
nest	owe	purple	reply	sail
net	pad	pure	report	salary
never	page	put	responsible	salt
new	pain	quality	rest	sample
nice	pair	quantity	restaurant	satisfy
niece	parcel	quarter	result	school
night	patient, patience	queen	reward	science
no	pattern	question	ribbon	scissors
none	pay	quick	rice	screw
nor	pedal	rabbit	rid	search
north	permit, permission	race	ride	second
notice	picture	radio	ring	secret
number	piece	rail, railing	ringgit	secretary
nurse	pig	raise	roast	see
nut	pigeon	rake	rod	seed
oar	pile	rapid	roll	seem
obey, obedient	pin	raw	roof	seldom
object	pinch	reach	room	separate
ocean	pink	read	root	sen
of	plump	ready	rope	shall
off	polish	real	rot	shallow
office	population	reason	rough	shame
often	poor	receipt	round	shampoo
on	pot	recent, recently	row	she
once	power	recycle	rub	shelf

shell	spread	taste	today	which
shelter	spring	taxi	toe	who
shield	square	tea	toenails	wicked
shine	staff	teach	tone	wild
shoe	stage	technology	too	will
should	star	telegraph	toothbrush	winter
shoulder	station	telephone	toothpaste	witness
shout	stay	tell	tough	window
show	steady	temper	towards	wise
shut	steam	temple	to wel	wish
sick	steel	terrible	toy	without
signal	steep	test	translate	woman
sink	steer	that	travel	worry
sir	stick	the	treat	worship
slight	stiff	them	tree	would
slim	still	there	true, truth	wrap
slip	strip	these	try	write
slow	struggle	therefore	turn	wrong
small	straight	they	tyre	year
smell	stretch	thick	ugly	yellow
smile	strict	thin	under	yes
smooth	strike	think, thought	upper	yesterday
snow	string	those	wait	young
soap	summer	threaten	wall	zero
society	surround	throw	ward	
socks	sw allow	thunder	wash	
soft	system	ticket	water	
soldier	table	tide	weapon	
solid	take	tight	wear	
solve	talk	tin	weather	
space	tail	tip	welcome	
spirit	tame	tired	week	