



**KEMENTERIAN PENDIDIKAN MALAYSIA**

**HURAIAN SUKATAN PELAJARAN**  
**KURIKULUM BERSEPADU SEKOLAH MENENGAH**  
***CURRICULUM SPECIFICATIONS***

**BAHASA INGGERIS**  
***ENGLISH LANGUAGE***

**TINGKATAN 4**  
***FORM 4***

**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 KESUSILAANS

## **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.

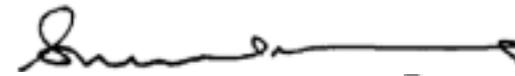
Dalam melakukan aktiviti pengajaran dan pembelajaran, guru diharapkan dapat memberikan penekanan pada unsur bernilai tambah, iaitu kemahiran berfikir, kemahiran teknologi maklumat dan komunikasi, kemahiran belajar cara belajar, kajian masa depan, kecerdasan pelbagai, pembelajaran kontekstual, dan pembelajaran 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.

## INTRODUCTION

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

Learners are taught the English language to enable them to use the language in everyday life, to further their studies and for work purposes. With globalization, all Malaysians will need to be proficient in English as a medium for communicating with people from other countries. 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.

## AIMS

The English language 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 interactions; and 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 Form 1 through to Form 5.

The English language curriculum is organised in a manner that reflects the way English is used in society in everyday life. **Three areas of language use** have been delineated and these are the Interpersonal, the Informational, and the Aesthetic.

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 the lessons, and the Educational Emphases to be woven into materials and activities.

The **Learning Outcomes** of the syllabus specify the skills to be achieved by learners in the three areas of language use: the Interpersonal, the Informational and the Aesthetic. These areas incorporate the integration of the four language skills of Listening, Speaking, Reading and Writing. The **Language Content** outlines the grammar, the sound system and the word list to be taught, while the section on **Educational Emphases** incorporates worldwide developments in education

such as thinking skills, ICT skills and the theory of Multiple Intelligences.

## **CURRICULUM SPECIFICATIONS**

The English Language Syllabus is detailed out in the Curriculum Specifications. These have been prepared as separate documents for each year of the secondary school and are termed *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 learnt.

This document is the Curriculum Specifications for Form 4. There are two sections to this document. Section 1 outlines the Learning Outcomes and Specifications, and Section 11 outlines the Language Content.

### **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 Form 1. The elaboration in the columns are as follows:

- the first column contains final Learning Outcomes related to skills to be achieved by learners by the end of Form 5;
- the second column sets out the skills to be achieved in Form 4. This second column attempts to break down these larger outcomes into more manageable skills and sub-skills for teaching and learning. These have been set out at three levels ranging from the more basic to the more advanced. Level 1 outlines the basic skills to be achieved

by all learners. After having completed the specific tasks in Level 1 successfully, learners then progress to Level 2, and subsequently to Level 3.

- the third column is entitled *Examples /Activities /Notes*. These are directed at teachers and they include teaching points, examples of activities and explanations for the attainment of the Learning Outcomes. 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.

In preparing the specifications, care has been taken to ensure that this document is reader-friendly. As such, the use of terminology has been omitted as far as was possible and a simpler word substituted (e.g. *unity* in place of *coherence*).

### **Areas of Language Use**

The curriculum is based on three areas of language use. They are the Interpersonal, the Informational and the Aesthetic.

Language for interpersonal purposes enables learners to establish and maintain friendships and to collaborate with people in undertaking certain things. Language for informational purposes enables learners to use the English language to obtain, process and give information. Language for aesthetic purposes enables learners to enjoy literary texts at a level suited to their language proficiency and develops in them the ability to express themselves creatively.

By the end of the year, learners should be able to use the English language for these purposes.

### **Language Skills**

The four language skills of Listening, Speaking, Reading and Writing do not appear in their pure form as Learning Outcomes but are integrated with the three areas of language use. Thus, when learners use the language, say for interpersonal purposes, they not only engage in conversation by talking and listening to each other, but also engage in written work when they write messages and letters. However, in the *Specifications* column, the more specific skills and sub-skills that appear in this column will build towards achieving 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 alternatively, topics can 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 at a more international level. Some themes and topics have been suggested as examples to help teachers decide upon their own themes and topics that are suitable for their class.

## **SECTION II: LANGUAGE CONTENT**

### **Grammar**

In this section, grammar items have been selected from the list in the syllabus and these are to be taught within the context of the three areas of language use. In addition, sentence patterns have been listed to enable learners to master the structures of the English language. Teachers are advised to limit the number of structures used and to ensure that learners master

these structures well. Teaching too many complex structures may be counter-productive when it involves weaker learners.

### **Word List**

The list of words selected for teaching at the upper secondary is based on a sample of the more common words and high frequency words. However, this suggested word list is only the minimum for the year. Teachers are encouraged to widen this list if their learners show the ability to cope with more advanced vocabulary.

### **Sound System**

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

## **EDUCATIONAL EMPHASES**

Educational emphases given below outline current developments in education that will help learners prepare for the world of work and 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 analyse information, make decisions, solve problems, and express themselves accurately and creatively in the target language.

### **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. 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 Education 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 use of interpersonal skills in social interaction, the application of kinaesthetic intelligence in the dramatisation of texts, and the application of 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**

The Learning Outcomes must be organised in a manageable form for teaching, taking into account the time allocated for English in the time-table. The three areas of language use, taken singly or in combination, are usually planned around a theme or topic.

### **Integration**

The principle of integration can help teachers cover a cluster of skills in several lessons. Once a topic is selected, teachers can plan tasks and activities that seek to integrate the three areas of language use.

Thus, for the theme of *Conservation* for example, a topic for teaching may be *Save Our Forests and Save Lives*. Students can first be asked to read articles from different newspapers on how landslides in highland areas have destroyed homes and lives as a result of land clearing for development. Students then talk to each other recounting the different points of view, namely that of the victims or the developers who made the decision to clear the forest, etc. They then give their own opinions of the incident, drawing their own conclusions (interpersonal purpose). Students may then write letters offering help to the families concerned. The teacher then assigns groups of students to find more information from the Internet or other sources on how clearing of forests can have a disastrous impact on the environment resulting in soil erosion, landslides, etc. (informational purpose). Students then write group reports and present them to the class. Finally, students can be asked to read and then discuss poems on the environment, and then try their hand at composing haikus and simple poems (aesthetic).

In all of these lessons, moral values should be infused. This can be done through the appropriate selection of materials and activities. Besides this, elements of patriotism, environmental education, and health education are considered essential in building a disciplined society.

### **Repetition, Reinforcement, Consolidation and Mastery**

Language skills, vocabulary, grammar items and the sound system must be repeated often to maximize learning and bring about retention. To this end, teachers should set a variety of tasks and activities that will enable learners to use the language items repeatedly so that items are reinforced. Repetition should be carried out using new material to avoid boredom.

Teachers are advised not to go on to a new level of work or new set of skills until learners master the skills being taught.

### **Teaching-Learning Activities**

In order to bring about effective learning, learners must be given every opportunity to engage in real or simulated activities that require them to use the language i.e. lessons should be activity-based and learner-centred and revolve around real-life tasks to ensure relevance. Learners must be able to cope with the task that is set and care should be taken to ensure that they are not operating at a frustration level. Teachers may need to control structures and vocabulary to ensure successful completion of a task or activity.

### **Classroom Evaluation**

Evaluation is part and parcel 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 other tasks so that they can pace their lessons in accordance with learners' progress. Ideally, teachers should ensure mastery before moving on to the next set of skills.

### **Centralised Assessment**

The Syllabus Specifications is a document to guide teaching. Teachers should understand its potential to be stretched or reduced according to the ability level of learners in a particular class. Not all Learning Outcomes are suitable to be tested at the central level where levels of proficiency vary widely among learners. Use of the Syllabus Specifications for examination purposes therefore takes into account other considerations such as the national norm and the need to set realistic and realizable standards for the majority of test-takers.

### **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 emphasise Malaysian values and the Malaysian way of life. Learners are to be nurtured to be proud to be Malaysians.

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.

## **OBJECTIVES FOR FORM 4**

By the end of Form 4, students should be able to:

- Make conversations and talk on various topics with friends and with people whom they meet for the first time;
- Interact with people and develop skills in forming and maintaining friendships by expressing care and concern and willingness to help, and creating a sense of togetherness;
- Give feedback on products and services and respond appropriately to feedback given;
- Obtain information from various sources including factual material and present the information clearly and accurately to others both orally and in writing;
- Read and respond to 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.

## CONTEXTS FOR TEACHING

The themes and topics stipulated for Form 4 are listed below. Some of these have been delineated into further areas to enable learners to talk, read, and write about them. Learners are not expected to have a comprehensive academic knowledge of these topics. Rather, these topics serve as the subject matter through which the three areas of language use are taught and meaningful tasks and activities are set. Since values are embedded in these themes and topics, teachers should take every opportunity to discuss socio-cultural and moral values related to them as well as in the functions and activities that are set. Words related to these themes and topics are found in the accompanying word list.

People	:	Intercultural understanding at national and international levels e.g. customs, lifestyles Relationship with parents and friends
Environment	:	Conservation e.g. water Pollution (e.g. air, water, sea, greenhouse effect)
Social Issues	:	Care of the old folk and disabled children Consumerism – misleading advertisements, defective products, complaints, rights of the consumer Drug Abuse – causes, damage, prevention
Values	:	Patriotism and citizenship ( understanding debtable national issues e.g. building dams in areas that may endanger Orang Asli settlements Love for world peace and harmony, cooperation and respect
Health	:	Diseases and illnesses (e.g. AIDS, virus outbreaks) Impact on society, preventive measures
Science & Technology	:	Malaysian industries (e.g. the making of fertilizers, silicon chips)

**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 when planning lessons. The second column spells out the skills specifications that are specific to the Form 4 programme.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>1.0 LANGUAGE FOR INTERPERSONAL USE</b></p> <p><b>1.1 Make friends and keep friendships by</b></p> <p>a. taking part in conversations and discussions;</p> <p>b. introducing oneself;</p> <p>c. talking about self, family and friends, interests, past events, feelings, personal experiences and understanding when others talk about themselves;</p> <p>d. exchanging ideas, information and opinions on topics of interest.</p>	<p style="text-align: center;"><u><b>Level 1</b></u></p> <p>i. Talking about oneself to others, sharing information about each other that is of interest to both parties.</p> <p>ii. Responding to questions politely by giving the required information.</p> <p>iii. Relating personal experiences.</p> <p>iv. Keeping a journal of daily activities.</p> <p>v. Listening to and discriminating between consonants, vowels, diphthongs, consonant clusters, homophones, homographs, contractions.</p> <p style="text-align: center;"><u><b>Level 2</b></u></p> <p>vi. Pronouncing words clearly and correctly and asking questions and making statements with the correct intonation, word stress and sentence rhythm.</p>	<ul style="list-style-type: none"> <li>• E.g. Talking about oneself such as past experiences &amp; preferences in clothes, sports, music, movies, and idols.</li>   <li>• E.g. Talking about experiences such as helping to look after a sick grandparent or a disabled sibling.</li>   <li>• E.g. Writing down significant happenings from time to time: <i>e.g. 13 June: Met a new friend.</i></li>   <li>• See Sound System at the back of the book.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p>vii. Reading topics of current interest and exchange ideas.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>viii. Reading articles and giving opinions in the following ways:                      - agreeing with the writer                      - disagreeing with the writer and giving reasons.</p>	<ul style="list-style-type: none"> <li>• Example of suitable topics: “ Promoting international understanding through sports” – e.g. Thomas Cup, Formula 1 Grand Prix”.</li> <li>• E.g. Treatment of the old and the disabled by family and society.</li> <li>• Where there are facilities, articles from the Internet can be downloaded.</li> </ul>
<p><b>1.2 Take part in social interaction by</b></p> <p>a. carrying out a variety of language functions; and</p> <p>b. discussing plans and arrangements, solving problems, and making decisions;</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>i. Disagreeing politely in simple language.</p> <p>ii. Offering advice in simple language.</p> <p>iii. Expressing concern in simple language.</p> <p>iv. Persuading someone to do something in simple language.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>v. Carrying on a conversation with people one meets for the first time.</p>	<ul style="list-style-type: none"> <li>• This sections lends itself well to emotional intelligence in relationships with people (e.g. disagreeing with people)</li> <li>• E.g. Giving advice to a student about remaining calm in relation to another student who annoys him / her.</li> <li>• E.g. With regard to health or a difficult time someone is going through.</li> <li>• E.g. Getting one’s friend to undertake some social or community work such as helping at an old folks home.</li> <li>• E.g. Talking to visitors in school; meeting a new friend at a gathering.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p>vi. Making a decision regarding an action to be taken based on agreement of all members of a group.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>vii. Suggesting ways to solve a problem</p> <p>viii. Initiating and keeping a conversation going.</p>	<ul style="list-style-type: none"> <li>• E.g. Deciding on a camp-site, or entertainment for the weekend.</li> <li>• E.g. Solving a problem – e.g. lack of safe drinking water, outbreak of an epidemic.</li> <li>• Demonstrate the skills of initiating, maintaining a conversation &amp; taking leave.</li> </ul>
<p><b>1.3 Obtain goods and services by</b></p> <p>a. making enquiries and ordering goods and services;</p> <p>b. making complaints and responding to complaints.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>i. Making enquiries about a product in simple language.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>ii. Making enquiries about a product (orally and in writing) of different brand names, making comparisons, and choosing the one that gives value for money and giving reasons.</p> <p>iii. Placing an order for a product orally and in writing.</p> <p>iv. Giving feedback about a product or service as a consumer.</p>	<ul style="list-style-type: none"> <li>• E.g. Encourage role-playing of buyers and sellers in various situations involving various products.</li> <li>• E.g. Placing an order by filling out a form or writing a short note stating clearly what is wanted.</li> <li>• Where there are facilities, simulate ordering of goods.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>v. Making a complaint about services and products orally and in writing.</p> <p>vi. Respond to a complaint orally and in writing.</p>	<ul style="list-style-type: none"><li>• Role-playing appropriate ways of expressing dissatisfaction e.g. informing the Head Waiter about poor service in a restaurant.</li><li>• Role-playing a Head Waiter dealing with a customer's complaint.</li></ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>2.0 LANGUAGE FOR INFORMATIONAL USE</b></p> <p><b>2.1 Obtain information for different purposes by</b></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><b>Obtaining information by:</b></p> <p><b><u>Levels 1, 2 &amp; 3</u></b></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>	<ul style="list-style-type: none"> <li>• This area lends itself well to the area of knowledge acquisition.</li> <li>• Examples include messages, descriptions, reports, fact sheets, speeches.</li> <li>• Examples include notices, passages, articles from newspapers and magazines, reports, speeches, brochures.</li> </ul> <p><i>Note: authentic articles should be used as far as possible. Also include diagrams, pictures to cater to students' visual and spatial intelligences.</i></p> <ul style="list-style-type: none"> <li>• When reading aloud, learners need to observe: correct pronunciation, pauses, intonation patterns, stress, correct phrasing, emphases, fluency and rhythm.</li> <li>• Where there are facilities, students can look for information on the Internet.</li> <li>• This helps to develop learning-how-to-learn skills and good study habits.</li> <li>• Get students to brainstorm on the types of questions they will ask. Also get students to interact with people outside school concerning real-life issues. e.g. visiting children with Down's Syndrome in the community.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>2.2 Process information</b> 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>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><b>A. Processing texts <u>listened</u> to by:</b></p> <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>i. Stating what the text is about.</p> <p>ii. Noting important details (e.g. place, time, date).</p> <p>iii. Asking and answering questions.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>iv. Identifying main ideas and jotting down key words and phrases.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>v. Taking notes of the text heard</p>	<ul style="list-style-type: none"> <li>• To hone students' listening skills, teachers can set pre-listening, while-listening and post-listening tasks.</li> <li>- <i>Pre-listening</i> tasks include guessing the answers to several questions.</li> <li>- <i>While-listening</i> tasks include completing the information, detecting errors, sequencing.</li> <li>- <i>Post-listening</i> tasks include checking true/false statements, sequencing, filling in details.</li> <li>• Guide weaker students by giving them an outline in which they underline key words and main ideas.</li> <li>• To teach higher-order skills, texts must be chosen at a level that is manageable. Teachers must strike a balance between the need for students to be stretched and the need that the task given is manageable. Use simple texts to teach higher-order listening skills.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p><b>B. Processing texts <u>read</u> by:</b></p> <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>i. Identifying simple texts.</p> <p>ii. Skimming for gist and stating what the text is about.</p> <p>iii. Scanning for details.</p> <p>iv. Following sequence of ideas.</p> <p>v. Taking note of main ideas.</p> <p>vi. Using the dictionary to find the meanings of words.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>vii. Identifying main ideas in a simple text.</p> <p>viii. Identifying supporting details in a simple text.</p> <p>ix. Reading and interpreting non-linear texts such as diagrams, tables, graphs.</p>	<ul style="list-style-type: none"> <li>• A good strategy would be to get Learners to bring to class a number of different text-types and to find out and discuss with the teacher the characteristics of each text-type.</li> <li>• E.g. Reports, speeches, announcements.</li> <li>• Time this activity to train learners/ eye movements to rapidly look for the required information without getting the meaning of the text.</li> <li>• One strategy for weak students is to get them to underline the key words in a sentence, and then a paragraph. Then teach them to set out the points in a mind map.</li> </ul>

	<p>x. Acquiring the meaning of words by</p> <ul style="list-style-type: none"> <li>• Understanding word formation through the use of prefixes and suffixes;</li> <li>• Understanding contextual clues such as synonyms, antonyms and word equivalents.</li> </ul> <p>xi. Identifying and writing down in full abbreviations and vice versa.</p> <p style="text-align: center;"><u>Level 3</u></p> <p>xii. Predicting outcomes that are obvious in a text, giving reasons.</p> <p>xiii. Identifying simple cause and effect.</p> <p>xiv. Drawing conclusions that are obvious from the facts given.</p> <p>xv. Identifying points of view in simple texts.</p>	<ul style="list-style-type: none"> <li>• Prefix: ex- anti- uni- super-</li> <li>• Suffix: -ment -tion -sion</li> <li>• <i>E.g. The monster.... The beast.... The evil creature....</i></li> </ul> <ul style="list-style-type: none"> <li>• Use texts containing abbreviated words such as in telegrams, advertisements, classifieds.</li> <li>• Encourage students to give outcomes based on evidence in the text at a level suitable to students' ability.</li> <li>• Futures Studies skills can also be employed. For Example, getting students to forecast what may happen to the world in 20 years' time if forests continue to be cut down.</li> <li>• <i>E.g. The hill slope was cleared for development. After a year, new houses were ready for occupancy. The owners moved in quickly. But it was difficult to rent out the houses. (Q: Why was it difficult to rent out the houses?)</i></li> <li>• E.g. Getting to know different eye-witness accounts to an incident.</li> </ul>
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LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>2.3 Present information to different audiences</b> 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>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;</p> <p>i. using appropriate format, conventions and grammar when presenting information.</p>	<p><b>A. Presenting information by:</b></p> <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>i. Drawing tables, graphs, charts, diagrams, etc.</p> <p>ii. Converting information into tables, graphs, diagrams, etc.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>iii. Responding to questions and comments spontaneously (oral).</p> <p>iv. Expanding notes and outlines.</p> <p>v. Summarizing and paraphrasing the main ideas in a simple text.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>vi. Presenting reports with the aid of diagrams, graphs:</p> <ul style="list-style-type: none"> <li>• on specific topics researched</li> <li>• from interviews (field work)</li> </ul> <p>and responding appropriately to questions and comments from the floor.</p>	<ul style="list-style-type: none"> <li>• Relate to topics under study. (e.g. water consumption, using available data)</li> <li>• Extension of 2.2 A (v) and 2.2 B (v).</li> <li>• Extension of 2.2 B (v) and 2.2 B (v).</li> <li>• In making oral presentations, students need to use appropriate non-verbal signal. This includes looking at the audience, making use of facial expressions and gestures, controlling tone of voice, etc.</li> <li>• Get students to structure the presentation: For example: <ul style="list-style-type: none"> <li>- Beginning a presentation: <ul style="list-style-type: none"> <li>e.g. Greeting the audience: <ul style="list-style-type: none"> <li><i>Good morning friends...</i></li> </ul> </li> </ul> </li> </ul> </li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p>vii. Writing brief reports, descriptions.</p> <p>viii. Applying process writing skills.</p>	<ul style="list-style-type: none"> <li>- Introducing the topic: <i>"Today I'm going to talk about....."</i></li>   <li>- Giving an overview: <i>"First, I will talk out ..... Then..... And finally....."</i></li>   <li>- Ending it: <i>"And finally..... Thank you."</i></li>   <li>• E.g. "How my family saved water during the dry season" or "Characteristics of children with Down's Syndrome".</li>   <li>• Process writing skills include:             <ul style="list-style-type: none"> <li>- making an outline</li> <li>- jotting down ideas on the topic.</li> <li>- writing out 1<sup>st</sup> draft</li> <li>- revising and editing the draft by                 <ul style="list-style-type: none"> <li>➤ focusing on the topic</li> <li>➤ ensuring sufficient length</li> <li>➤ ensuring sentences are linked</li> <li>➤ ensuring paragraphs are linked</li> <li>➤ rearranging sentences</li> <li>➤ combining ideas</li> <li>➤ removing/substituting ineffective words.</li> </ul> </li> </ul> </li>   <li>- rewriting 2<sup>nd</sup> draft</li> <li>- proof-reading draft and checking for grammar, punctuation, spelling</li> <li>- writing out the final draft.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>3.0 LANGUAGE FOR AESTHETIC USE</b></p> <p><b>3.1 Listen to, read, view and respond to literary works by:</b></p> <p>a. understanding and telling in one's own words the story and poem heard and read, and giving one's own opinion of the text;</p> <p>b. recognizing elements in a story such as characters and setting;</p> <p>c. explaining the message the writer is trying to convey and discussing how this relates to one's life;</p> <p>d. understanding other people's cultures, traditions, customs and beliefs;</p> <p>e. reciting poems with feeling and expression.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>i. Reciting poems with feeling and expressions and with correct pronunciation, intonation, stress, and rhythm.</p> <p>ii. Finding out the meaning of unfamiliar words by using contextual clues and the dictionary.</p> <p>iii. Retelling the story or poem in one's own words.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>iv. Narrating sequence of events.</p> <p>v. Describing the place and time the story took place.</p> <p>vi. Describing characters and writing simple descriptions.</p> <p>vii. Making predictions as to what might happen next in the story.</p>	<ul style="list-style-type: none"> <li>• Note: once students have understood the full meaning of the poem, the poem can be recited with meaning and expression.</li> <li>• The use of sounds, music and movement in recitation will be especially beneficial to learners with a leaning towards musical and kinaesthetic intelligence.</li> <li>• Story telling can be done in groups.</li> <li>• Students can draw a time-line and mark the various events taking place along the line.</li> <li>• E.g. describing the location, and the year or century the story took place.</li> <li>• Activities include jotting down characteristics of the main characters as students read the text.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>Texts prescribed for study in Form 4 are as follows:</b></p> <p><b>SHORT STORIES</b></p> <ul style="list-style-type: none"> <li>• <i>The Necklace</i> by Guy de Maupassant</li> <li>• <i>The Lotus Eater</i> by Somerset Maugham</li> <li>• <i>The Drover's Wife</i> by Henry Lawson</li> <li>• <i>The Sound Machine</i> by Roald Dahl</li> <li>• <i>Looking for a Rain God</i> by Bessie Head</li> </ul> <p><b>POEMS</b></p> <ul style="list-style-type: none"> <li>• <i>If</i> by Rudyard Kipling</li> <li>• <i>Sonnet 18</i> by William Shakespeare</li> <li>• <i>si tenggang's homecoming</i> by Muhd. Hj. Salleh</li> <li>• <i>Monsoon Hiistory</i> by Shirley Lim</li> <li>• <i>The Road Not Taken</i> by Robert Frost</li> <li>• <i>There's been a death in the opposite house</i> by Emily Dickinson</li> </ul>	<p>viii. Talking about values in the text and whether they are meaningful to one's life and writing out a simple paragraph on this.</p> <p>ix. Talking about how events, characters and in the texts remind one of people and events in real life.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>x. Talking about the theme in a story and writing a simple paragraph on it.</p> <p>xi. Talking about the message the poet is trying to put across in his/her poem and writing a simple paragraph on it.</p> <p>xii. Saying orally what one thinks about the text and writing a simple paragraph stating one's opinion.</p> <p>xiii. Understanding some of the figurative language of the text.</p>	<ul style="list-style-type: none"> <li>• Encourage learners to tell how a certain character or event in the story reminds them of a certain character or event in real life. Get them to note the similarities and differences.</li> <li>• Encourage learners to express their views on the theme or message, characters, events and values explored in the text.</li> <li>• Select the more significant similes, metaphors and turns of phrase. Detailed analysis of figurative language is not required, only the more important words and phrases are required for an adequate understanding of the text.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>3.2 Express themselves creatively and imaginatively by</b></p> <p>a. Dramatizing texts and role-playing characters;</p> <p>b. Retelling a story from a different point of view, and presenting it in another genre;</p> <p>c. Composing simple poems, stories and dialogues.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>i. Writing short and simple dialogues and staging it in class.</p> <p>ii. Role playing characters.</p> <p>iii. Writing a short paragraph to recount an event in the story.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>iv. Retelling the story from another character's point of view.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>v. Writing the story in another genre.</p> <p>vi. Composing simple poems, stories and dialogues.</p>	<ul style="list-style-type: none"> <li>• Different groups can act out different dialogues.</li> <li>• Get learners to look at events and characters from the perspective of another character's point of view.</li> <li>• E.g. rewriting a poem in prose form:             <ul style="list-style-type: none"> <li>- looking at a cartoon strip and writing a poem / story;</li> <li>- writing a dialogue based on a story;</li> <li>- representing a prose text in a series of pictures.</li> </ul> </li> <li>• Use various stimuli to develop learners' imagination and creativity and to start writing.</li> </ul>

### (c) The Sound System

The Sound System forms part of the language contents in the Form 4 Curriculum Specifications. The items listed below are to be taught in Form 4. In each item, examples of sounds to be taught are provided and teachers should provide further examples of these sounds. Armed with the knowledge of how letters and combination of letters are to be sounded, students should then make an attempt to apply the knowledge of these sounds in speech.

#### 1.0 Consonants

1.1	w / w /	- wall; forward
1.2	v / v /	- veil; event
1.3	q / k /	- Queen; frequent
1.4	x / ks /	- x-ray; waxing
1.5	x / z /	- xylophone; anxiety
1.6	rr / r /	- sorrow; terrible

#### 2.0 Vowels

2.1	i / i /	- it; fit; city
2.2	l / l : /	- eat; meal; plea
2.3	e / e /	- elders; bed
2.4	u / /	- umbrella; fun

#### 3.0 Diphthongs

3.1	/ /	- bay, beige, glade
3.2	/ /	- buy, die, style
3.3	/ /	- boy, foil, groin
3.4	/ /	- no, dough, told

#### 4.0 Consonant Clusters

4.1	bl / bl /	- blue; able
4.2	fl / fl /	- flute; rifle
4.3	sl / sl /	- slay; tussle
4.4	cl / kl /	- clay; tentacle
4.5	cr / kr /	- crayon; hovercraft
4.6	br / br /	- bride; fabric
4.7	ps / s /	- psychology
4.8	sm / zm /	- prism; chasm
4.9	gn / n /	- gnaw; alignment (silent 'g')
4.10	sp / sp /	- spark; clasp
4.11	lm / lm /	- film; helm
4.12	lm / m /	- calm; balm (silent 'l')

#### 5.0 Stress in four-syllable words

INvitation; deVEloPMENT; CONfrONTation

## 6.0 Sentence Stress and Intonation

### 6.1 Sentence stress in statements

- Initial - He won the first prize.
- Medial - He won the first prize
- Final - He won the first prize.

### 6.2 Sentence stress in questions

- Initial - Did you watch the finals last night?
- Medial - Did you watch the finals last night?
- Final - Did you watch the finals last night?

## 7.0 Homonyms

### 7.1 Homophones

e.g. rights, rites; tale, tail; ate, eight

### 7.2 Homographs

e.g. refuse (rɪfjuːz), refuse (refjuːs)  
I refuse to pay more for this.  
Please put the refuse in the rubbish bin  
outside the house.

## 8.0 Contractions

'd / aid / - I'd  
'm / aim / - I'm

## 9.0 Words borrowed from other languages

### French

cafe  
chef  
delicatessen  
eau de cologne  
croissant  
restaurant

### Italian

pizza  
soprano  
spaghetti  
cappuccino  
gratis

### Malaysian

kampung  
sampan  
sarung  
amok  
halal

## SECTION II: LANGUAGE CONTENT

### (a) GRAMMATICAL ITEMS

Grammar forms part of the language contents in the Curriculum Specifications for Form 4. Grammar items are specified under the different grammar categories. To illustrate what is meant by each category and at the same time to specify the scope and depth of the items to be taught, examples are given. Teachers are encouraged to teach these grammatical items in the context of topics. Items to be focused on in Form 4 are marked with an asterisk. If extra practice is required for better understanding or retention, items can be taught in isolation.

#### 1. Nouns

##### i. Concrete nouns

- a. **Common nouns** – e.g. *book, house, school*
- b. **Proper nouns** – e.g. *Ahmad, Malaysia*

##### ii. Abstract nouns

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

##### iii. Countable nouns

e.g. *girls, beakers, air conditioners*

##### iv. Uncountable nouns

e.g. *sand, sugar*

##### v. Number - Formation of the plural

##### a. Adding suffix -s, -es

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

- **Words ending in -y**

e.g. *toy - toys; lorry - lorries*

##### b. Irregular plurals

Indicated by a change of vowel

e.g. *man - men; mouse - mice; tooth - teeth*

#### vi. Concord (subject-verb agreement)

- a. Singular subject takes singular verb  
\* e.g. *Of the 3 friends, Mary has ....*

- b. Plural subject takes plural verb

\* e.g. *Peter, John and Paul are ....*

#### vii. Gender – masculine, feminine

- a. **-er -or** : traditionally used to mark male  
e.g. *waiter, actor*

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

#### 2. Articles

##### i. With singular countable nouns – a an the

e.g. *a book an oven the house*

Note : 'an' is usually used before vowels but note 'a university', 'an hour'

ii. **With plural countable nouns**

*e.g. test tubes*

3. **Adjectives**

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

*e.g. big boy blue sky round eraser*

ii. **Adjectives that show qualities**

*e.g. an honest mechanic, a kind by-stander*

iii. **Formation of the negative of adjectives by adding prefixes: un- dis- im-**

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

iv. **Possessive adjectives – my, your, his, her, our**

*e.g. This is my/your/his/her/ our book.*

v. **Comparison adjectives – regular forms**

*e.g. big - bigger - biggest*

\* vi. **Adjectives functioning as nouns**

*e.g. The blind are taught special skills.  
The wounded from the crash were sent home after treatment.*

\*vii. **Nouns functioning as adjectives**

*e.g. a stone wall, a leather jacket, a gold card*

4. **Pronouns**

i. **Personal Pronouns:**

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

ii. **Possessive Pronouns :**

**mine, yours, his, hers, ours, hers**  
*e.g. That book is mine / yours / his / hers.*

iii. **Demonstrative Pronouns:**

this, that, these, those

iv. **Interrogative Pronouns:**

Who, Which, What, Whose

5. **Verbs**

i. **Regular and Irregular Verbs**

*e.g. walk – walked; sweep - swept*

ii. **Negative Verbs**

- adding the word **not** after the verb  
*e.g. He is not here.  
They cannot go to the party.*
- using the contracted form especially in conversation  
*e.g. He isn't here.  
They can't go to the party.*

- iii. **Tenses – present, past, continuous, \* perfect**
- a. **Simple Present Tense**
- For habitual actions  
*e.g. Every day we play football.*
  - For instructions and directions  
*e.g. First, mix the solutions.*
  - Describing feelings and senses  
*e.g. "I feel upset over what has happened."*
- b. **Simple Past Tense – was were**
- Regular verbs, Irregular verbs  
*e.g. walk-walked; sit-sat; go-went*
  - Using words that signal the past tense  
*e.g. Yesterday, Last week*
- c. **Present Continuous Tense**  
The action is happening at the time of speaking  
*e.g. I am ..... verb + -ing;*
- \*d. **Present Perfect Tense**  
has / have + past participle  
*e.g. She has walked 5 miles.*
- \*e. **Past Perfect Tense**  
Had + past participle  
*e.g. They had changed the wheel in 10 minutes.*

- \* iv. **Gerunds**
- \*a. Gerunds as **complements of verb to be**  
*e.g. My favourite hobby is reading.*
- \*b. Gerunds as **objects of preposition**  
*e.g. They are not interested in buying the house.*
- v. **Special Finites or Modals - \* need to, \* should**
- a. **Need** - meaning 'have to'  
*e.g. We need to drink at least eight glasses of water a day.*
- Negative: need not  
*e.g. They need not fix the lights.  
We'll call the electrician.*
- b. **Should** - similar to 'must'  
*e.g. People should wash their hands after going to the toilet.*
- Negative: should not  
*e.g. They should not allow the school building to run down.*
- \* vi. **Infinitives**
- \*a. **As object of verbs**  
*e.g. We want to know the answer.  
He must learn to save money.*

\*b. **As complements of verb “to be”**  
e.g. *This house is to let.*  
*Jack and Jill are to be married soon.*

\* vii. **Passive Construction – using \* has, \*had**  
e.g. *The tickets had been sold out by noon yesterday.*  
*The robber has been seen in town.*

6. **Adverbs**  
**Adverb of manner, time, frequency, \* degree**  
- To show how an action was done – using the suffix -ly.  
- \* **thoroughly, \*completely, \* nearly**

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

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

iii. **Prepositions of direction - \* across, \* towards, out**

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

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

\*vi. **Verb and preposition combination (Phrasal verbs)**  
e.g. set out, put forward, put down, put through

\*vii. **Adjective and preposition combination (Phrasal verbs)**  
e.g. good at, made away with, make out, make up for

8. **Connectors**  
i. **Conjunctions :**  
\* **either .... or, \*neither ..... nor, \* although, \* however**

ii. **Logical connectors:**  
\* **however**

iii. **Sequence connectors:**  
\* **later**

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

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

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

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

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

## 10 Punctuation

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

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

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

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

v. **Question mark – to signal a question.**

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

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

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

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

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

\*xi. **Colon (:)**  
• announces something (a fact or a list) that the first part of the sentence has led us to believe.  
e.g. *There were so many flavours to choose from: strawberry, chocolate, mint, vanilla, etc.*  
  
• serves to introduce a quotation or a report.  
e.g. *The Minister began his speech as follows: "Ladies and gentlemen, In the name of peace, let's reach a common understanding."*

## b) Suggested Sentence Patterns

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

### 1. Offering advice

- i. Don't you think that ....
- ii. It might be a good idea to .....

### 2. Expressing concern

Are you all right? You look .....

### 3. Persuading someone to do something

- i. Do come to the Planetarium, Anne.  
It's very educational!
- ii. If you buy this card you will be donating  
to the Spastic Children's Home.

### 4. Giving Feedback /Complaining

Excuse me. This fan is not working well. I bought it two weeks ago. Will you please look at it?

### 5. Recommending

- i. I think we should go for ....because.....
- ii. We would like to recommend .....

### 6. Disagreeing politely

- i. I understand what you are trying to say but .....
- ii. That's fine. But can I add another point of view .....

### 7. Initiating discussion

There was this article in the newspapers

### 8. Taking leave

Excuse me, I have to go now.

**(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/contexts. For example, *boil* can be taught as a verb (“to *boil* water”) or as a noun (“The *boil* on my shoulder is painful”).

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

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

Verbs are also given in their base word forms. To these teachers are expected to teach the various parts of speech if the context so requires. For example, *dig* can be taught in its present tense

form (*digs*), in its past tense form (*dug*), and in its *-ing* form (*digging*). As such, word endings such as *-ed*, *-ied*, *-s*, *-ies*, *-ing* can be added to verbs. However, derivatives from the base words should be used prudently. For example, (*deliver*) should be limited to *delivered* and *delivers* but the derivative *deliverance* should be omitted.

The word list for upper secondary is given so that teachers are aware of the range of words to be covered. The number of base words used for teaching in both Form 4 and Form 5 should not exceed 1,600 words for Form 4 and 1,800 words for Form 5. However, teachers can add other words to ensure that the topic at hand is dealt with meaningfully. Teachers should however, exercise prudence when adding new words to the basic list given. Students are however, free to extend their vocabulary to the highest level they are capable of through their own initiative.

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

Curriculum Specifications for English  
Form 4

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

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