



KEMENTERIAN PENDIDIKAN MALAYSIA

**SUKATAN PELAJARAN
KURIKULUM BERSEPADU
SEKOLAH MENENGAH**

**BAHASA
INGGERIS**

2000



PUSAT PERKEMBANGAN KURIKULUM
KEMENTERIAN PENDIDIKAN MALAYSIA

RUKUN NEGARA

BAHAWASANYA negara kita Malaysia mendukung cita-cita untuk mencapai perpaduan yang lebih erat di kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil bagi kemakmuran negara yang akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaannya 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 atas prinsip-prinsip yang berikut :

KEPERCAYAAN KEPADA TUHAN

KESETIAAN KEPADA RAJA DAN NEGARA

KELUHURAN PERLEMBAGAAN

KEDAULATAN UNDANG-UNDANG

KESOPANAN DAN KESUSILAAN

FALSAFAH PENDIDIKAN KEBANGSAAN

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembang potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi, dan jasmani, berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

Kata Pengantar

Kurikulum persekolahan kebangsaan mendukung hasrat mulia negara bagi menyediakan pendidikan bertaraf dunia kepada generasi masa kini dan akan datang. Penyemakan kurikulum bertujuan memantapkan Akta Pendidikan, memenuhi semangat Falsafah Pendidikan Kebangsaan, dan menyediakan warga Malaysia menghadapi cabaran pendidikan pada abad 21.

Kurikulum yang disemak memberi penekanan kepada nilai murni dan semangat patriotik bagi menyedarkan murid akan peranan dan tanggungjawab mereka sebagai warganegara maju dan ahli mesyarakat berilmu. Murid dididik untuk berfikir, berilmu pengetahuan luas, bertataetika tinggi, bijaksana, serta dapat menggunakan teknologi maklumat dan komunikasi secara berkesan. Diharapkan kurikulum ini dapat melahirkan murid yang berkeyakinan dan tabah mengatasi segala rintangan dan cabaran dalam kehidupan.

Bahasa Inggeris merupakan bahasa kedua dan adalah satu mata pelajaran wajib di peringkat sekolah rendah dan sekolah menengah. Kini Bahasa Inggeris menjadi penting selaras dengan perkembangan pesat negara ke arah negara maju berlandaskan Teknologi Maklumat dan Komunikasi. Sukatan Pelajaran Bahasa Inggeris akan menyediakan murid untuk menggunakan Bahasa Inggeris bagi mendapatkan maklumat dan pengetahuan daripada pelbagai sumber serta membina jaringan dengan masyarakat setempat dan sedunia.

Kementerian Pendidikan merakamkan penghargaan dan ucapan terima kasih kepada setiap individu dan institusi atas sumbangan kepakaran, masa dan tenaga sehingga terhasilnya sukatan pelajaran ini.



(DATU' SERI DR. ABDUL SHUKOR BIN ABDULLAH)
Ketua Pengarah Pendidikan Malaysia
Kementerian Pendidikan Malaysia

INTRODUCTION

English is a compulsory subject in all primary and secondary schools curriculum in line with its status as a second language in Malaysia.

The Cabinet Committee Report on the Review of the Implementation of the Education Policy 1979 states that the teaching of English is to enable all school-leavers to use English in certain everyday situations and work situations. It is also to allow students to pursue higher education in the medium of English.

At present, English is still taught for further studies and for work. However, English is becoming increasingly important in Information and Communications Technology (ICT) and as a global language. Therefore, the use of English for ICT has been included in the curriculum. English for ICT will enable learners to access knowledge on the Internet and to network with people locally and overseas.

The English curriculum uses knowledge not only from subject disciplines such as science and geography to provide the content for learning but also from current issues. Wherever possible, learners are to carry out project work so that they will apply inquiry skills to solve problems and issues. Learners begin with issues and concerns in their surroundings, i.e. the school, town and country, and later progress to issues and concerns outside the country. These activities will assist them to discuss and analyse issues and at the same time instill in them the habit of acquiring knowledge throughout their lives.

With ICT, learners can share in joint activities with other schools through networking. In this way, they will develop their interpersonal skills and be prepared to go out into the world when they leave school.

A small literature component has been added to the curriculum. This will enable learners to engage in wider reading of good works for enjoyment and for self-development. They will also develop an understanding of other societies, cultures, values and traditions that will contribute to their emotional and spiritual growth.

Learners are also expected to understand the grammar of the English language and be able to use it accurately. They are required to speak internationally intelligible English with correct pronunciation and intonation.

The use of English to acquire knowledge, to interact with people and to enjoy literature aspire to fulfil the aims and objectives of the National Philosophy of Education and the Educational Act of 1996, which seek to optimise the intellectual, emotional, spiritual and physical potential of learners.

The curriculum also recognises that learners differ from each other in the way they learn. Learners possess their own strengths and unique intelligences, and where possible these considerations are to be taken into account in the learning outcomes.

This document, which is the Syllabus, gives an overview of the English language curriculum for secondary schools. There are five other documents called Syllabus Specifications, one for each year ranging from Form 1 through to Form 5, that explain the curriculum in more detail.

The syllabus outlines the Aims, Objectives and Learning Outcomes to be achieved. Also included are descriptions of Language Content. The Language Content provides the context for the learning outcomes.

AIMS

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

OBJECTIVES

By the end of their secondary school education, learners should be able to:

- i. form and maintain relationships through conversations 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.

CURRICULUM ORGANISATION

The English language curriculum is developed in line with the way English is used in society in everyday life, when interacting with people, when accessing information and when understanding and responding to literary works. This is reflected in the learning outcomes of the curriculum. The learning outcomes are based on the four language skills of listening, speaking, reading and

writing which in turn incorporate grammar, the English sound system and the appropriate use of vocabulary. In addition, the curriculum takes into account other educational emphases such as thinking skills, ICT skills and values and citizenship education.

Language Use

The three areas of language use are the Interpersonal, the Informational, and the Aesthetic. Language for Interpersonal purposes enables learners to establish and maintain friendships and also collaborate with people to do certain things; Language for Informational purposes enables learners to use language to obtain, process, and give information. Language for Aesthetic purposes enables learners to enjoy literary texts at a level suited to their language and to express themselves creatively.

Language Skills

The language skills of listening, speaking, reading, and writing form the core of the curriculum. Learners use these skills to interact with people, obtain information and present information, respond to literary texts, and express themselves creatively. The skill of **listening** enables learners to understand and extract information relevant to their needs or to enjoy the sounds and rhythm of speech as in poetry and song. **Oral skills** will enable learners to convey their thoughts and ideas clearly in speech when they pronounce words correctly and observe correct stress and intonation. The skill of **reading** a variety of texts will enable learners to adjust the speed and style of their reading to suit the purpose at hand and to extract both implicit and explicit meanings from the text. Writing skills will enable learners to present their ideas in a logical and organised manner.

Language Content

The Language Content of the curriculum comprises the Sound System, the Grammar of the English language, the texts in the literature component, and the Word List to guide teachers.

Educational Emphases

In addition, current developments in education and in English language teaching are included. These are Thinking Skills, skills of Learning How to Learn and other educational emphases such as values and citizenship education. Language content also takes into account learners' multiple

intelligences and emphasises the importance of using real-life issues and problems to prepare learners for the real world.

Learning Outcomes

Learning Outcomes are statements to guide teachers in teaching and are derived from the objectives.

Learning outcomes incorporate the skills of listening, speaking, reading and writing. Learning outcomes combine skills with aspects of language content.

More details on learning outcomes and language content are given in the Syllabus Specifications documents.

CURRICULUM CONTENT

I Learning Outcomes

The Learning Outcomes which have been identified for the three areas of language use require learners to perform tasks and achieve outcomes both in oral and written form.

1.0 Language Use for Interpersonal Purposes

Language use for interpersonal purposes refers to the use of language to make friends and keep friendships through conversation and correspondence and interacting with others. Language is also used interpersonally when obtaining goods and services in both the oral and written mediums. The interpersonal use of language prepares learners for harmonious personal and work relationships after they leave school.

Language for interpersonal use requires learners to speak intelligibly using correct pronunciation, observe correct stress and intonation. Learners are also required to write appropriately using the correct conventions and format and with good grammar.

In all of the interactions above, moral values and good citizenship should be integrated into classroom activities and materials.

The Learning Outcomes for interpersonal use are as follows:

1.1 Make friends and keep friendships by

- a. introducing oneself;

- b. taking part in conversation and engaging in correspondence on personal matters;
- c. talking about self, family and friends, interests, past events, future plans, personal experiences, and feelings and understanding others when they they talk about themselves;
- d. exchanging ideas, information and opinions on topics of interest.

1.2 Take part in social interaction by

- a. carrying out a variety of language functions in spoken and written forms ranging from invitations to persuasion;
- b. discussing plans and arrangements, solving problems, and making decisions.

1.3 Obtain goods and services by

- a. making enquiries and ordering goods and services;
- b. making complaints and responding to complaints.

2.0 Language Use for Informational Purposes

The informational purpose of language use involves obtaining information for various purposes, processing the information, and presenting it to a variety of audiences. This requires learners to search for relevant information in spoken form, print, and multimedia texts in various subject disciplines and topics on current issues. Learners develop critical thinking skills and information-seeking skills so that they become independent in acquiring knowledge throughout their lives. In all these activities and materials, moral values and good citizenship should be incorporated.

The learning outcomes for informational use are as follows:

2.1 Obtain information for different purposes by

- a. listening to spoken texts such as talks, speeches; and viewing television documentaries and multimedia resources;
- b. interviewing and using questionnaires;

- c. reading materials in print such as reports and articles; and articles and using other electronic media such as the Internet.

2.2 Process Information for various purposes by

- a. skimming and scanning for gist and specific information;
- b. extracting main ideas and supporting details from various audio, audio-visual and print materials;
- c. discerning cause-effect relationships, and sequence of ideas;
- d. getting at the explicit and implicit meaning of various oral and written texts;
- e. predicting outcomes, and drawing conclusions;
- f. deducing the meaning of unfamiliar words and metaphors by applying word attack skills;
- g. identifying different points of view and bias;
- h. using print and electronic dictionaries;
- i. interpreting non-linear texts such as maps, charts, diagrams, tables, graphs;
- j. making short notes and mapping out ideas.

2.3 Present the information to different audiences by

- a. writing directions, instructions, recounts, descriptions, explanations, messages, letters, speeches, reports and articles;
- b. instructing, describing, narrating, explaining, and reporting orally;
- c. responding to questions and comments orally and in writing;
- d. presenting information in non-linear forms including tables, graphs, diagrams, charts and vice-versa;
- e. expanding notes and outlines;
- f. composing, revising and editing drafts; and checking accuracy of spelling, punctuation and grammar;

- g. summarising information;
- h. reading aloud written material such as instructions, directions, reports clearly and fluently;
- i. using appropriate format, conventions, and grammar when presenting information.

3.0 Language Use for Aesthetic Purposes

The aesthetic purposes of language use involves the ability to enjoy literary texts at a level appropriate to learners' ability. Learners are also expected to be able to express ideas, thoughts, beliefs and feelings creatively and imaginatively. The study of moral values is also given emphasis in this area of language use.

The Learning Outcomes for aesthetic use are as follows:

3.1 Listen to, read, view and respond to literary works by

- a. understanding and retelling in one's own words the story, play, poem and song heard and read and the film viewed and giving one's opinion of the text;
- b. recognising elements in a story such as characters, events;
- c. explaining the message the writer is trying to convey and discussing how this relate to one's life;
- d. understanding other peoples' cultures, traditions, customs and beliefs;
- e. reciting poems with feeling and expression.

3.2 Express themselves creatively and imaginatively by

- a. dramatising texts and role-playing characters ;
- b. retelling a story from a different point of view and presenting it in another genre;
- c. composing simple poems, stories and dialogues.

The list of texts for study is appended with this document. The literature list may be changed every few years.

II Language Content

1.0 Grammar

The grammar items listed below are to be taught over the five years of secondary schooling. These items are part and parcel of the learning outcomes.

The classification given below is one of many classifications available to the English teacher. Other classifications may also be used.

1.1 Nouns

- Kinds: Countable, Uncountable, Collective, Compound
- Number: Plurals-Regular; Irregular; Foreign; Compound; Concord (subject-verb agreement);
- Nouns with no Singular/Plural Form; Plurals with different meanings

1.2 The Articles

- Indefinite; Definite; Zero article.

1.3 Adjectives

- Attributive and Predicative use;
- Adjectives functioning as nouns
- Nouns functioning as Adjectives
- Comparison Adjectives

1.4 Pronouns

- Personal
- Relative
- Possessive
- Demonstrative
- Reflexive
- Interrogative

1.5 Verbs

- Regular and Irregular; Transitive and Intransitive
- Verbs – Tenses: Simple Past, Future, Continuous, Perfect
- Verbs – Negative, Interrogative, Question phrases

- Special finites (Modals): be; have, can, could, should, would, may, might, must, need, ought
- Infinitives: to, do
- Gerunds

1.6 Adverbs

- Formation
- Types: Adverbs of manner, time, place, direction, agent
- Comparison

1.7 Prepositions

- Positions - e.g. time, place, direction, agent
- Preposition in fixed phrases

1.8 Connectors

- Conjunctions
- Logical connectors
- Sequence connectors

1.9 Sentences

- Simple, Compound, Complex, Questions, Imperatives, Exclamatives
- Negation

1.10 Direct and Indirect Speech

- Statements, Questions, Commands

1.11 Punctuation

2.0 The Sound System

The English sound system comprises the items listed below which are to be taught over the five years of secondary schooling. The listing below is meant as a guide for teachers to enable learners to pronounce words correctly as well as to observe word stress, intonation and rhythm correctly.

- Consonants, vowels, and diphthongs of English
- Consonant clusters in different combinations
- Past tense and plural forms
- Stresses in two-, three-, and four-syllable words
- Stresses in compound words

- Sentence stress and intonation
- Homonyms – homographs, homophones
- Contractions
- Words borrowed from other languages

3.0 The Word List

A word list for the lower secondary (Forms 1, 2, 3) and upper secondary (Forms 4 and 5) is found in the Syllabus Specifications. The words in the lists are the minimum to be mastered. However, teachers may need to teach other words when dealing with themes and topics as suggested in the syllabus specifications. Teachers are encouraged to adapt and change the words in the list according to the level and ability of their learners.

4.0 Literature Component

A range of texts are offered in the secondary school curriculum and covers Malaysian, British, European, Australian, American and African works. Learners are expected to be able to follow a story-line and understand a poem and to give their own personal response to the text. The study of these texts is meant to inculcate values and broaden learners' outlook.

III 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.

1.0 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 language.

2.0 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.

3.0 Information and Communications Technology (ICT) Skills

In line with globalisation and the ICT Age, skills relating 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 utilisation of computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

4.0 Values and Citizenship

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

5.0 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 language among people in social interactions, kinesthetic intelligence in the dramatisation of texts, and spatial intelligence in the interpretation of maps, and other such activities.

6.0 Knowledge Acquisition

Learning outcomes utilise subject matter disciplines such as science, geography, and incorporate educational emphases such as Environmental Studies and Consumerism to provide contexts for language use.

7.0 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.

APPENDIX

LIST OF TEXTS FOR THE LITERATURE COMPONENT IN THE ENGLISH LANGUAGE SYLLABUS

FORM 1

POEMS

1. *Life's Brief Candle* by William Shakespeare
2. *The Dead Crow* by A. Samad Said
3. *The Lake Isle of Innisfree* by W.B. Yeats

SHORT STORIES

1. *The Pencil* by Ali Majod
 2. *How Dalat Got Its Name* by Heidi Munan
 3. *Of Bunga Telur and Bally Shoes* by Che Husna Azhari
- (Learners are to study all of the above poems and short stories)

FORM 2

NOVELS

1. *Potato People* by Angela Wright
 2. *Robinson Crusoe* by Daniel Defoe
 3. *Phantom of The Opera* by Gaston Leroux
- (Learners are to select **one** of the above novels for study)

FORM 3

NOVELS

1. *The Prisoner of Zenda* by Anthony Hope Hopkins
 2. *Dr. Jeckyll and Mr. Hyde* by R.L Stevenson
- (Learners are to select **one** of the above novels for study)

FORMS 4 & 5

POEMS

1. *If* by Rudyard Kipling
2. *Sonnet 18* by William Shakespeare
3. *Si Tenggang's Homecoming* by Muhammad Hj. Salleh
4. *Monsoon History* by Shirley Lim
5. *The Road Not Taken* by Robert Frost
6. *There's Been A Death in the Opposite House* by Emily Dickinson

SHORT STORIES

1. *The Lotus Eater* by Somerset Maugham
 2. *The Necklace* by Guy de Maupassant
 3. *The Drover's Wife* by Henry Lawson
 4. *The Sound Machine* by Roald Dahl
 5. *Looking for a Rain God* by Bessie Head
- (Learners are to study all of the above poems and short stories)

NOVELS

1. *Jungle of Hope* by Keris Mas
 2. *The Return* by K.S Maniam
 3. *The Pearl* by John Steinbeck
- (Learners are to select **one** of the above novels for study)