



KEMENTERIAN PENDIDIKAN MALAYSIA  
MINISTRY OF EDUCATION OF MALAYSIA

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

**BAHASA INGGERIS**  
ENGLISH LANGUAGE

**TINGKATAN 1**  
FORM 1

**2003**

## **RUKUN NEGARA**

BAHAWASANYA negara kita Malaysia mendukung cita-cita hendak mencapai perpaduan yang lebih erat di kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaan yang kaya dan berbagai-bagai corak; membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan prinsip-prinsip berikut:

KEPERCAYAAN KEPADA TUHAN

KESETIAAN KEPADA RAJA DAN NEGARA

KELUHURAN PERLEMBAGAAN

KEDAULATAN UNDANG-UNDANG

KESOPANAN DAN KESUSILAAN

### **FALSAFAH PENDIDIKAN KEBANGSAAN**

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara.

## Kata Pengantar

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

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

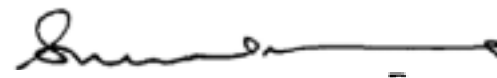
Dalam melakukan aktiviti pengajaran dan pembelajaran, guru diharapkan dapat memberikan penekanan pada unsur bernilai tambah, iaitu kemahiran berfikir, kemahiran teknologi maklumat dan komunikasi, kemahiran belajar cara belajar, kajian masa depan, kecerdasan pelbagai, pembelajaran kontekstual, dan pembelajaran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

Huraian Sukatan Pelajaran ini menjelaskan hasil pembelajaran yang perlu dikuasai oleh murid berasaskan pendekatan mastery. Hasil pembelajaran tersebut dinyatakan secara eksplisit mengikut tahap kesukaran isi kandungan dan tahap keupayaan murid. Hasil pembelajaran diperingkatkan 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 to further their studies and for work purposes. For schools who have ICT 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 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 Form 1 through to Form 5.

The English language curriculum is organized in a manner that reflects the way English is used in society in everyday life. **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, 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** highlights thinking skills, ICT skills, values and citizenship education and other emphases that the teacher has to take into account.

## 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 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 learnt.

This document is the Curriculum Specifications for Form 1. There are 2 sections. Section 1 outlines the Learning Outcomes and Specifications. Section II 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 is as follows:

- the first column states the Learning Outcomes to be achieved by learners by the end of Form 5;

- the second column attempts to break down these larger outcomes into more manageable skills and sub-skills for teaching and learning purposes. These have been set out at three levels ranging from the more basic to the more complex. Level 1 outlines the basic skills to be achieved by all learners. After having completed the specific tasks that reflect the mastery of these skills, learners then progress to Level 2, and subsequently to Level 3; and
- the third column is entitled *Examples/ Activities/ Notes*. These are directed at teachers and they include teaching points, examples of activities and explanations.

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 work 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 proficiency and develops in them the ability to express themselves creatively.

## **OBJECTIVES FOR FORM 1**

By the end of Form 1, learners should be able to:

- Make friends and talk about themselves, recount experiences and also enquire about the person(s) they are talking to;
- Make enquiries about services and products and place an order for the product or service;
- Socialize with friends and in groups and 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 short stories;
- Have a positive outlook and act appropriately in social situations; and
- Show an awareness and appreciation of moral values and love towards the nation.

## THEMES AND TOPICS

The themes stipulated for Form 1 are listed below. These are broad areas from which topics are to be drawn for activities and tasks so that learners can read, talk and write within these contexts. Learners are not expected to deal with the topics in depth. Rather, these topics serve as the subject matter through which the three areas of language use are developed using meaningful tasks and activities. 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. Where necessary, a limited number of words can be added in order to deal with a topic meaningfully.

People	:	Self, family, friends - personal details, interests - recounting personal experiences
Environment	:	Care of open/common grounds in the community e.g. recreational areas
Social Issues:		Road Safety – e.g. obeying road signs and the do's and don'ts of road safety Personal discipline at home and in school
Values	:	Patriotism and citizenship Compassion, responsibility, physical and mental cleanliness
Health	:	Healthy lifestyle – e.g. balanced diet, exercise
Science & Technology	:	Discoveries – inventions that have changed the lifestyle of people e.g. telephone



## SECTION I: 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 1 programme.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>1.0 LANGUAGE FOR INTERPERSONAL USE</b></p> <p><b>1.1 <u>Make friends and keep friendships</u> by</b></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 discussions.</p>	<p><u><b>Level 1</b></u></p> <p>i. <b>Introducing</b> oneself.</p> <p>ii. <b>Talking</b> about</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Family</li> </ul> <p>and writing a short paragraph on these topics.</p> <p>iii. <b>Asking</b> simple <b>questions</b> politely to get information and responding appropriately to questions.</p>	<ul style="list-style-type: none"> <li>• See appropriate sentence patterns at the back of this document.(pg. 24)</li> <li>• At Level 1, accept descriptions of 1-2 simple sentences, but encourage elaboration.</li> <li>• Self - e.g. personal details: where one lives, what one does during the weekend.</li> <li>• Family - e.g. parents' occupation, what the family does together during weekends – describe family outings and get-togethers.</li> <li>• Encourage 'true' sentences. e.g. 'Wh' questions.</li> <li>• Activities include role-playing. Teachers should structure the situation of a first meeting. For example at 1<sup>st</sup> meeting –general introductions and small talk about oneself, one's school, where one stays, and other common adolescent topics.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p>iv. <b>Responding to questions</b> politely by giving the required information:</p> <p>v. <b>Listening to and discriminating</b> between initial and final consonants, long and short vowels, plural forms and contractions.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>vi. <b>Giving an account</b> of experiences or preferences and <b>describing</b> feelings with the correct intonation, word stress, and sentence rhythm (orally) in a face-to-face-situation and <b>writing</b> simple paragraphs.</p>	<p>2<sup>nd</sup> meeting – exchange more information and personal details about each other. 3<sup>rd</sup> meeting – talk about personal experiences, etc.</p> <ul style="list-style-type: none"> <li>Responses include: <ul style="list-style-type: none"> <li>- giving information</li> <li>- agreeing</li> <li>- refuting</li> <li>- informing politely that one does not know something</li> </ul> </li> <li>When speaking to another, get students to pay attention to the speaker and his/her use of gestures.</li> <li>See Sound System at the back of this document.(pg. 28)</li> <li>e.g. Giving a recount of a visit to a place of interest such as a place of recreation. Telling about an incident one saw or experienced and describing one's feelings.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p>vii. <b>Asking questions</b> to clarify using correct intonation, and <b>responding</b> appropriately.</p> <p>viii. <b>Writing</b> short <b>messages</b> to friends (such as birthday wishes, bits of news, etc.) to keep the friendship alive.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>ix. <b>Writing</b> simple <b>letters</b> to friends and family members observing correct format with salutation and ending.</p> <p>x. <b>Reading</b> articles, etc. and <b>discussing</b> points of interest with friends and saying what one thinks about the ideas in the article.</p>	<ul style="list-style-type: none"> <li>e.g. A: Did it take place on the 25<sup>th</sup> or the 26<sup>th</sup>? B: The 26<sup>th</sup>!</li> <li><u>Note</u>: messages to contain receiver's name, sender's name, date, place, salutation, theme, message itself, leave-taking.</li> <li>e.g. Recounting about a visit to a place of interest, etc. Where facilities are available, encourage e-mail activities.</li> <li>Learners can read articles in a newspaper or magazine and talk about the information in the article with their friends.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>1.2 <u>Take part in social interaction</u> by</b></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;"><b><u>Level 1</u></b></p> <p>i. <b>Inviting</b> friends to a function.</p> <p>ii. <b>Accepting</b> and <b>declining</b> the <b>invitation</b>.</p> <p>iii. <b>Welcoming</b> or inviting friends to one's house and <b>responding</b> appropriately to invitations.</p> <p>iv. <b>Expressing thanks</b> and <b>responding</b> appropriately.</p> <p>v. <b>Apologizing</b> for mistakes or when one has hurt or offended someone and writing a short note of apology.</p> <p>vi. Giving and following <b>directions</b> to a friend's house or a place where an event is being held with the aid of a short map.</p> <p>vii. Giving and following <b>instructions</b> (oral).</p>	<ul style="list-style-type: none"> <li>• e.g. Inviting friends to one's house, to a birthday party, to a <i>kenduri</i></li> <li>• This section lends itself well to emotional intelligence especially in relationships with people (e.g. welcoming friends to one's house).</li> <li>• Refer to sentence patterns at the back of this document.</li> <li>• e.g. Thanking someone for a lift, for a favour, for giving information, etc.</li> <li>• e.g. For forgetting to do something, for saying or doing the wrong thing.</li> <li>• Tasks include tracing the route or drawing the route on a given map as directions are being given.</li> <li>• e.g. On how to make simple snacks and drinks.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p>viii. <b>Writing</b> simple instructions.</p> <p>ix. <b>Writing</b> simple invitations.</p> <p style="text-align: center;"><u><b>Level 2</b></u></p> <p>x. <b>Discussing plans</b> with others</p> <ul style="list-style-type: none"> <li>- to go somewhere</li> <li>- to do something</li> </ul> <p>(taking into account date, time, place for meeting, what to bring, duties given to each team member etc.)</p> <p style="text-align: center;"><u><b>Level 3</b></u></p> <p>xi. <b>Writing out plans</b> to go somewhere or do something for others to follow.</p>	<ul style="list-style-type: none"> <li>• e.g. In note form on postcards and self-made cards and e-mail. Include receiver's name, sender's name, date, place, salutation, message, leave-taking.</li> <li>• e.g. making plans to go on a field trip, to visit an industry; making plans to carry out a <i>gotong-royong</i> exercise in school.</li> <li>• Note: plans can be drawn up in the form of charts, rosters, duty lists, letters. At Level 2, all learners should take part in the discussion. At Level 3, the more proficient learner acts as the secretary for the group i.e. writes down the points discussed and the decisions taken</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p>1.3 <u>Obtain goods and services</u> by</p> <p>a. making enquiries; and</p> <p>b. ordering goods and services.</p>	<p><b><u>Level 1</u></b></p> <p>i. <b>Asking</b> for the price of goods.</p> <p>ii. <b>Stating</b> whether the price is agreeable or too high.</p> <p><b><u>Levels 2, 3</u></b></p> <p>iii. <b>Making enquiries</b> to get certain information about services and responding appropriately on receiving the information (face-to-face, via telephone).</p> <p>iv. <b>Making enquiries</b> about a product for example, its price, make, weight (face-to-face, via telephone).</p> <p>v. <b>Placing the order</b> (face-to-face, via telephone).</p> <p>vi. <b>Completing an order form</b> to purchase an item.</p>	<ul style="list-style-type: none"> <li>• e.g. price of books, food, games, toys i.e. adolescent purchases</li> <li>• Ask 'Wh' questions when making enquiries: e.g. opening and closing hours of the library, swimming pool; enquiring when the products that have been ordered will arrive.</li> <li>• Telephone skills - emphasize politeness.</li> <li>• e.g. At a sports goods shop (when buying racquets, balls, hoops, etc.)</li> <li>• Activities include role-playing as buyer and seller.</li> <li>• Teacher to use an actual order form or make one up.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>2.0 LANGUAGE FOR INFORMATIONAL USE</b></p> <p><b>2.1 <u>Obtain information for different purposes</u> by</b></p> <p>a. listening to spoken texts such as talks, speeches, and from other multi-media sources;</p> <p>b. reading materials such as articles in print and in electronic media.</p>	<p><b><u>Levels 1, 2, 3</u></b></p> <p>i. <b>Listening to and understanding</b> a variety of texts of suitable length.</p> <p>ii. <b>Reading</b> silently and aloud with understanding a variety of texts of suitable length.</p>	<ul style="list-style-type: none"> <li>• This section lends itself well to knowledge acquisition. Teachers should ensure that passages chosen have useful knowledge content.</li> <li>• e.g. instructions, announcements, directions, advertisements, messages, descriptions, plans.</li> <li>• e.g. signs, notices, labels, warnings, instructions, advertisements, directions, messages, simple passages, annotated series of pictures, information in tables. <u>Note:</u> As far as possible select authentic materials. Also include use of diagrams, pictures etc. to add interest to learners with visual and spatial intelligences.</li> <li>• When reading aloud, learners need to observe: <ul style="list-style-type: none"> <li>- correct pronunciation      - emphases</li> <li>- intonation patterns          - stress</li> <li>- pauses                              - correct phrasing</li> <li>- fluency and rhythm</li> </ul> </li> <li>• Set authentic activities - e.g. reading aloud from a manual to assemble something to other team members who are doing the assembling, or giving instructions over the telephone.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>2.2 <u>Process information</u> by</b></p> <ul style="list-style-type: none"> <li>a. skimming and scanning for specific information and ideas;</li> <li>b. extracting main ideas and supporting details;</li> <li>c. following sequence of ideas;</li> <li>d. getting the explicit meaning of the text;</li> <li>e. predicting outcomes;</li> <li>f. using dictionaries;</li> <li>g. getting meaning of unfamiliar words by using word attack skills;</li> </ul>	<p><b>A. <u>Processing texts listened to</u> by</b></p> <p style="text-align: center;"><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>i. Telling <b>what the text is about</b>.</li> <li>ii. Noting important <b>details</b> (e.g. quantity, date, place, event, people).</li> <li>iii. Following <b>sequence</b> of ideas.</li> </ul> <p style="text-align: center;"><b><u>Levels 2 and 3</u></b></p> <ul style="list-style-type: none"> <li>iv. Finding more <b>details</b> in simple texts.</li> <li>v. Identifying <b>main ideas</b> involving simple texts.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop learners' listening skills, teachers can set either while- listening or post-listening tasks.</li> <li>- e.g. "This announcement tells us to be in the hall at 12 noon."</li> <li>- e.g. "First, what happened? And then?... .... Go on? .... And finally?"</li> <li>• Examples of some tasks that can be set for a listening exercise are:</li> <li>- guessing the meaning of the word written on the board.</li> <li>- finding specific information</li> <li>- answering comprehension questions</li> <li>- checking True / False statements</li> <li>- sequencing.</li> </ul>



LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p><b>B. <u>Processing texts read by</u></b></p> <p><b>Level 1</b></p> <p>i. Telling <b>what the text is about</b>.</p> <p>ii. <b>Scanning</b> for certain details - e.g. time, place, quantity, names of people.</p> <p>iii. Following <b>sequence</b> of ideas in simple texts.</p> <p>iv. Using the <b>dictionary</b> to find the meaning of unfamiliar words.</p> <p>v. Acquiring a range of vocabulary by:</p> <ul style="list-style-type: none"> <li>grouping words according to <b>categories</b>;</li> <li><b>discriminating small words</b> in big words;</li> <li><b>building new words</b> from a given word.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension of the text read can be done in several ways, for example by <ul style="list-style-type: none"> <li>- answering comprehension questions (e.g. multiple choice questions)</li> <li>- completing a text</li> <li>- putting information in graphic form</li> <li>- sequencing</li> <li>- labelling</li> <li>- checking True/False statements</li> </ul> </li> <li>It is important that teachers be sensitive to the differing levels of proficiency of their Form 1 classes and set appropriate texts.</li> <li>Teach students the function of the first guide word, the second guide word. Also teach them how to use the Pronunciation guide etc.</li> <li>e.g. Categorizing words: 'Put in suitable categories <i>duck, papaya, hibiscus, dog, bougainvillea, banana, duckling, puppy.</i>'</li> <li>e.g. Finding words in big words: postman – <i>post man so pot</i> tablecloth – <i>table cloth able cot</i></li> <li>e.g. Building words: PIN - <i>pins, pine, pinch, ping pong, pineapple</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p><b>Level 2</b></p> <p>vi. Identifying <b>main ideas</b> in simple paragraphs.</p> <p>vii. Identifying <b>supporting details</b> or ideas in simple paragraphs.</p> <p>viii. Reading and understanding <b>non-linear texts</b> using simple diagrams and tables.</p> <p>ix. Understanding meaning of words and a wider range of <b>vocabulary</b> by:</p> <ul style="list-style-type: none"> <li>• understanding word formation by the use of <b>prefixes</b> un-, dis-, im-</li> <li>• identifying <b>base words</b>;</li> <li>• using <b>contextual clues</b>: - pronouns and other demonstratives (e.g. They, It, She, He, Their, Our);</li> <li>• distinguishing <b>homographs</b>;</li> <li>• identifying <b>words that associate</b> with other words.</li> </ul>	<ul style="list-style-type: none"> <li>• One strategy: get learners to identify the topic sentence in a paragraph (usually the first sentence). Then get them to identify supporting ideas. In this way, learners get to know how a good paragraph is crafted.</li> <li>• e.g. kind – <i>unkind</i>; like – <i>dislike</i> polite – <i>impolite</i></li> <li>• e.g. beautifully - beauty</li> <li>• e.g. Liza and Lina.... The girls.... The twins...They....</li> <li>• e.g. Homographs: e.g. wind - strong <i>wind</i>; to <i>wind</i> the clock</li> <li>• e.g. Word association: e.g. NIGHT - <i>dark, moon, stars, cool, silent, soft bed, sleep, dreams</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>2.3 <u>Present information to different audiences by</u></b></p> <p>a. writing directions, instructions, recounts, announcements, using appropriate format and conventions;</p> <p>b. giving instructions, describing, and narrating orally;</p> <p>c. composing, revising and editing drafts, and checking accuracy of spelling, punctuation, and grammar;</p> <p>d. reading aloud written materials clearly and fluently.</p>	<p><b><u>Level 3</u></b></p> <p>x. Making simple <b>predictions</b> of outcomes giving reasons.</p> <p>xi. Identifying <b>cause and effect</b> in simple texts.</p> <p>xii. Drawing obvious <b>conclusions</b> in simple texts.</p> <p><b><u>Presenting information</u></b></p> <p><b><u>Level 1</u></b></p> <p>i. Giving simple <b>instructions</b> orally and in writing.</p> <p>ii. Giving a simple <b>recount</b> orally.</p> <p>iii. <b>Writing and presenting</b> plans and directions.</p>	<ul style="list-style-type: none"> <li>Employ Futures Studies Skills: e.g. forecasting what would happen if people do not bother to take care of parks and other 'green lungs' in the city.</li> </ul> <p>As far as possible use real-life issues.</p> <ul style="list-style-type: none"> <li>e.g. how make a book rack, photo frame.</li> </ul> <p>- Format of <i>Instructions</i>:  <i>Goal : what is to be achieved</i>  <i>Materials that will be used</i>  <i>Procedure - step 1...</i>  <i>step 2...</i>  <i>(Grammar: present tense, linkers)</i></p> <ul style="list-style-type: none"> <li>A simple recount of an event or incident would answer these questions: <i>Who? What? Where? When?</i></li> <li>e.g. drawing a plan to storm a bank where robbers are holding some people hostage and explaining the plan/route to members.</li> <li>Tell learners that to be good speakers, they need to pay attention to presentation, voice projection, pronunciation, facial expressions, gestures.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p>iv. Taking <b>spelling</b> and <b>dictation</b> of seen texts:</p> <ul style="list-style-type: none"> <li>• Apply spelling rules for irregular verbs and plurals.</li> </ul> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>v. <b>Writing</b> out and <b>making announcements</b>.</p> <p>vi. <b>Punctuating</b> meaningfully using capital letters, commas, full stops, question marks.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>vii. <b>Writing</b> recounts.</p>	<ul style="list-style-type: none"> <li>• <b>For spelling rules</b> see grammar section.</li> <li>• e.g. Announcements for a fire drill tell students that announcements should also contain relevant details – e.g. the people involved, what people should do, where they should go, what time to meet etc.</li> <li>• e.g. "Write about what you did during the school holidays."</li> <li>• e.g. Format of <i>Recount</i>:  <i>Background (where, when, who, what)</i>  <i>Event 1     }</i>  <i>Event 2     }</i>   <i>a paragraph each</i>  <i>Event 3 ... }</i>  <i>Conclusion.</i>  <i>(Grammar: e.g. past tense, use of linkers Paragraphing)</i> </li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
	<p>viii. Apply <u>process writing skills</u> by</p> <p>a. <b>discussing</b> the topic with teacher and peers, and jotting down ideas;</p> <p>b. writing out an <b>outline</b>;</p> <p>c. writing <b>paragraphs</b> with a clear focus;</p> <p>d. <b>revising and edit</b> the draft until it is clear and flows well by</p> <ul style="list-style-type: none"> <li>- reordering sentences,</li> <li>- rephrasing sentences</li> <li>- substituting words;</li> </ul> <p>e. <b>proof-reading</b> the draft to eliminate mistakes:</p> <ul style="list-style-type: none"> <li>- spelling</li> <li>- punctuation</li> <li>- grammar at a level appropriate to students.</li> </ul> <p>f. writing the <b>final draft</b>.</p>	<ul style="list-style-type: none"> <li>• Writing exercises can be guided. Learners can write based on models, or expand on points given.</li> <li>• Paragraphs can contain 2 - 3 sentences. But sentences should be linked in terms of idea and flow.</li> <li>• Encourage learners to write in clear cursive writing for extended writing. However, for captions, labels, graphs, etc, learners need to write in clear, neat legible print.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>3.0 LANGUAGE FOR AESTHETIC USE</b></p> <p><b>3.1 <u>Listen to, read, view and respond to literary works by</u></b></p> <p>a. understanding and telling in one's own words the story and poem heard and/or read, and giving one's 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><b><u>Level 1</u></b></p> <p>i. <b>Reciting</b> a poem with feeling and expression and with correct pronunciation, intonation, stress and rhythm.</p> <p>ii. Finding out the <b>meaning</b> of unfamiliar words by using contextual clues and/or the dictionary.</p> <p>iii. <b>Retelling</b> the story or poem in one's own words.</p> <p><b><u>Level 2</u></b></p> <p>iv. Giving the <b>sequence</b> of events.</p> <p>v. Talking about the <b>place and time</b> the story took place or the place the poem describes and writing a simple paragraph on it.</p> <p>vi. Talking about <b>characters</b> in a story and writing a simple paragraph on one or two characters.</p>	<p><u>Note</u>: The use of sounds, music and movement in activities will be especially beneficial to learners with a leaning towards musical and kinesthetic intelligences.</p> <ul style="list-style-type: none"> <li>Note that once students have understood the full meaning of a poem, the poem can then be recited with feeling and expression.</li> <li>Story telling can be done in groups.</li> <li>Students can draw a time line and mark the various events taking place.</li> <li>e.g. Geographical location, the year or century the story is set in.</li> <li>e.g. Physical descriptions: facial features, height, mannerisms, etc.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES / ACTIVITIES / NOTES
<p><b>LIST OF TEXTS FOR THE LITERATURE COMPONENT IN THE ENGLISH LANGUAGE SYLLABUS</b></p> <p><b>POEMS</b></p> <ol style="list-style-type: none"> <li>1. <i>Life's Brief Candle</i> by William Shakespeare</li> <li>2. <i>The Dead Crow</i> by A. Samad Said</li> <li>3. <i>The Lake Isle of Innisfree</i> by W. B. Yeats.</li> </ol> <p><b>SHORT STORIES</b></p> <ol style="list-style-type: none"> <li>1. <i>The Pencil</i> by Ali Majod</li> <li>2. <i>How Dalat Got Its Name</i> by Heidi Munan</li> <li>3. <i>Of Bunga Telur and Bally Shoes</i> by Che Husna Azhari</li> </ol> <p><u>Note:</u> Texts will be changed after a certain number of years. Schools will be notified of these changes.</p>	<p>vii. Making simple <b>predictions</b> as to what might happen next.</p> <p>viii. Talking about <b>values</b> found in the text.</p> <p>ix. Telling how <b>events, characters and values</b> in the text is <b>similar to one's life</b>.</p> <p>x. Saying <b>what one thinks</b> about the text and writing a simple paragraph.</p> <p style="text-align: center;"><b>Level 3</b></p> <p>xi. Talking about the <b>theme</b> and writing a simple paragraph about the theme of the story.</p> <p>xii. Talking about the <b>message</b> the writer is putting across and writing a simple paragraph on it.</p> <p>xiii. Understanding some <b>figurative language</b> in the text suitable to students' proficiency level.</p>	<ul style="list-style-type: none"> <li>• Emphasize the fact that values and beliefs held by other societies and cultures may seem strange to us but must be respected nevertheless.</li> <li>• Encourage learners to tell how a certain character or event in a story reminds them of a person or event they know of and in what way this character or event is similar to that someone the learner knows or to that experience.</li> <li>• Encourage learners to give reasons as to why they like or dislike a text. Reasons can range from the way the text is written, to the characters, the events described, the theme or message discussed, or the values raised.</li> <li>• Detailed analysis of the figurative language is not required, only the more important words and phrases 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><b>Level 1</b></p> <p>i. <b>Acting</b> out sections of the text.</p> <p>ii. <b>Retelling</b> the story as one understands it and writing a short paragraph.</p> <p><b>Level 2</b></p> <p>iii. <b>Changing</b> the text to another form.</p> <p><b>Level 3</b></p> <p>iv. <b>Composing</b> simple poems, stories and dialogues at a level suitable to learners.</p>	<ul style="list-style-type: none"> <li>Get learners to choose the sections they want to act out. Get them to know the story thoroughly, understand how and why the characters behave in that way and the kind of people they are. Then get them to write out the script (dialogues with stage directions if manageable). Then get them to practise reading out their parts with expression and emotion.</li> <li>e.g. Rewrite a poem in prose form; turn a narrative into pictures or cartoons.</li> <li>This can be a guided activity. A simple activity is getting students to choose a headline or a suitable paragraph from the newspaper and convert it into a poem. This can be done by arranging the words to form a verse. Pay attention to punctuation.</li> </ul>



By the end of the year, learners must 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 as discrete items in the syllabus or in this document but are integrated into 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 correspond with each other by writing messages and letters. The second column entitled *Specifications* spells out in greater detail the specific 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, themes and topics are used to make lessons meaningful. These 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 provided 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 to ensure that learners master these structures well. Teaching too many complex structures may be counter-productive to weaker learners.

### **Word List**

The list of words selected for teaching at lower secondary is based on a sample of the more common or high frequency words. However, 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.

### **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**

The 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 society.

### **Thinking skills**

Critical and creative thinking skills are incorporated in the learning outcomes to enable learners to analyze 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 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 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 IT 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 interpersonal use of the language in social interaction, the application of kinesthetic intelligence in the dramatization of texts, and the application of spatial intelligence in the interpretation of maps and other such activities.

### **Knowledge Acquisition**

Learning outcomes utilize subject matter disciplines such as science, 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. 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 Organization of Lessons

These specifications must be organized 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, may be planned around a topic.

### Integration

The principle of integration can help teachers cover areas of the syllabus 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 topic *Nutrition* for example, learners can read articles on how teenagers have become obese or ill because they have been eating too much of junk food and other unnutritious foods and then tell each other what they have read (Inter-personal). The teacher then assigns students to look up the different aspects of nutrition for the healthy adolescent and present it to the class (Informational). Learners can then exchange some recipes on preparing certain kinds of food.

Moral values should be infused in the lessons through the selection of appropriate materials and activities. Elements of patriotism, environmental education, and health education are considered essential in building a disciplined society.

### Repetition, Reinforcement and Consolidation

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

### 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. Care must be taken to ensure that learners can cope with the task so 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.

### 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 some other exercise 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.

**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.

## II LANGUAGE CONTENT

### a. GRAMMATICAL ITEMS

Grammar forms part of the language contents in the Curriculum Specifications for Form 1. Grammar items to be taught 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. Words underlined highlight significant points of grammar. Teachers are encouraged to teach all of these items in the context of various topics.

#### 1. Nouns

##### i. Concrete nouns

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

##### ii. Abstract nouns

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

##### iii. Countable nouns

*e.g. girls, oranges, dresses*

##### iv. Uncountable nouns

*e.g. sand, sugar*

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

##### Adding suffix -s, -es

##### a. Regular plurals

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

- Words ending in -o after a vowel, takes -s  
*e.g. bamboo-bamboos, radio-radios*

- Words ending in -o, add -es  
*e.g. mango - mangoes;*  
**Exception:** piano - pianos

- Words ending in y  
- if there is a vowel before 'y'  
add -s : *e.g. toy - toys*  
- if there is no vowel before 'y'  
drop 'y' and add -ies  
*e.g. 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. The man is here.*
- b. Plural subject takes plural verb  
\* *e.g. The men are here.*

- 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, actress*

## 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'.
- ii. With plural countable nouns & zero article  
e.g. *the entrance – entrances*
- iii. Using **the** with the superlative  
e.g. *the biggest, the largest*
- iv. For unique nouns or one that is one and only  
e.g. *the sun, the East, the earth*
- v. Using **the** with *same ... as*  
e.g. *He lives along the same road as she.*

## 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 adjective by adding prefixes:**  
**un- dis- im-**  
e.g. *an unkind person, a dishonest clerk*

- 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*

## 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 cap is mine / yours / his / hers.*
- iii. **Demonstrative Pronouns: this that these those**
- iv. **Interrogative Pronouns: Who Which What Whose**
- v. **Some** as adjective / pronoun to express indefinite quality or number  
e.g. *I want some toothpaste. (adjective)*  
*If you have no string, I'll give you some. (pronoun)*
- vi. **Each** as an adjective:  
e.g. *Each must do his best.*  
e.g. *They were given a T-shirt each.*

## 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 miss sports practice.*
- using the contracted form especially in conversation  
e.g. *He isn't her.*  
*They can't miss sports practice.*

### iii. Tenses – present, past, continuous

#### a. Simple Present Tense

- For habitual actions  
e.g. *Every day we say our prayers.*
- For instructions and directions  
e.g. *First, mix the colours.*
- Describing feelings and senses  
e.g. *I feel happy today.*

#### b. Simple Present Tense – was were

- Regular verbs, Irregular verbs  
e.g. *walk-walked; sit-sat; go-went*
- Time expressions:  
Responses to when  
e.g. *was in Ipoh; in January;  
on January 21<sup>st</sup>; during the festival*

- Place expressions:  
e.g. *in Ipoh; on the corner of Jalan Gasing;  
at 23 Jalan Gasing*

- Using words that signal past time  
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. Future tense – will, going to

e.g. *I will be going to the ....*

### e. Special finites or modals

**Must to show necessity:**

e.g. *You must complete your project on time*

**Will to affirm**

e.g. *I will do it tomorrow*

**Will to show request**

e.g. *Will you help me?*

**Should – to show have to**

e.g. *You should wash whites and colours separately.*

## 6. Adverbs

### i. Adverb of manner

- to show how an action was done by using the suffix -ly.  
e.g. *He always dresses smartly.*

### ii. Adverb of time

- to show time – tomorrow, today, yesterday, now, early, soon  
e.g. *Yesterday was the inter-state takraw finals.*

**7. Prepositions**

- i. **Prepositions of place:**  
**in, on, near, under, behind, in front of, by**  
*e.g. Niza's house is next to the mosque.*
- ii. **Prepositions of time – at, on, by, before, after**  
*e.g. Please be here by 2 o'clock.*
- iii. **Prepositions of direction – to, from**  
*e.g. How far is the bus-stop from your house?*
- iv. **Phrasal verbs – break down, break into, call off, look after, take off**  
*e.g. You must look after your health.*

**8. Connectors**

- i. **Conjunctions - and but or**  
*e.g. He kicked the ball and scored a goal.*
- ii. **Sequence connectors – first, next, then, finally**  
*e.g. First, write your name down.*

**9. Sentences**

- i. **Simple sentence**  
*e.g. They went to the concert.*
- ii. **Compound sentence**  
*e.g. They woke up early and went jogging.*
- iii. **Positive statements**  
**e.g. My name is ...**  
*He / She / It / They were .....*

**iv. Negative statements**

*e.g. They are not ....*  
*We are not...*

**v. Using question words: Who What Which When Why**

- **Yes / No questions**  
*e.g. Were you at home? Yes / No*
- **Why questions**  
*e.g. Why did the food turn bad?*  
*It turned bad because...*

**10. Punctuation**

- i. **Capital letters – proper nouns, pronoun 'I', beginning of sentences**  
*e.g. Yesterday, we went to the Science Centre.*
- 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. Please don't walk on the grass.*
- vi. **Question mark**  
*e.g. When are you coming to visit us?*

**11. Conditional clauses – 'if' clauses**

**e.g. If you help me, I will help you.**  
*If you see her, tell her I called.*



**12. Prefixes**

**dis- im- in- un-** – to show not  
*e.g. I disagree with you.*

**13. Suffixes**

**-er -or** (from verbs to nouns)  
*e.g. act - actor; visit - visitor*

**-ess** (shows feminine gender)  
*e.g. waiter - waitress; steward - stewardess*

**14. Homonyms**

i. **Homophones** - words with the same sound but different spelling  
*e.g. ate – eight*

ii. **Homographs** – words with the same spelling but different sounds  
*e.g. bow - bow*

**15. Figurative language**

**i. Similes – like, as ....as**

*e.g. My heart sank **like** a stone.*  
*e.g. The young boy was as tall as a coconut tree.*

ii. **Proverbs** – *e.g. A friend in need is a friend indeed.*  
*Laughter is the best medicine.*

**16. Phrasal Quantifiers**

*e.g. a loaf of bread*  
*a pair of shoes*

**17. Collective Nouns**

*e.g. a band of musicians*  
*a crew of sailors*

**b. Suggested Sentence Patterns**

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

**1. Introducing oneself**

- i. Hello / Hi, I am/I'm Rahim.
- ii. A: What is your name, please?  
B: My name is Nurul Ashikin./ Nurul Ashikin.

**2. Inviting, accepting and declining invitations**

- i. A: Would you like to join us for lunch?  
B: Yes, thank you. / Yes, I'd love to.  
B: I'm sorry, I can't.  
I have to get home early today.

**3. Inviting one into the home.**

- A: Hello! / Hi! Welcome. Please come in and  
make yourself comfortable.
- B: Yes, thank you.

**4. Apologising**

- i. I'm sorry, Beth. I broke your vase.
- ii. I'm sorry I'm late. I missed the bus.
- iii. I'm sorry. I did not complete my homework.  
I was not feeling well last night.

**5. Expressing thanks and responding appropriately**

- A: Thank you for the lift.
- B: You're most welcome.

**6. Seeking clarification**

- i. A: I beg your pardon.  
Could you repeat that, please?  
B: Sure. / Yes, of course.
- ii. A: I'm sorry. I did not understand that.  
Can you repeat that please?  
B: Certainly.
- iii. A: Was that on the 25<sup>th</sup> or the 26<sup>th</sup>?  
B: The 26<sup>th</sup>!

**7. Seeking information/ Enquiring**

- i. A: How much does this magazine cost?  
B: It's five ringgit./ Five ringgit.
- ii. A: What time does the library open, please?  
B: At 10.00 am

**8. Placing orders**

- i. A: I would like to order .....
- ii. A: Can I place my order now, please.

**9. Telephone skills**

- A: Hello! Could I speak to ....., please?
- B: Who's calling, please?

### c. SOUND SYSTEM

The sound system forms part of the language contents in the Form 1 Curriculum Specifications. The items listed below are to be taught in Form 1. In each item, there are examples of the sounds to be taught and more examples should be given.

#### 1. Consonants - initial or/and final position

1.1	p / p /	<b>pen, cup</b>	1.2	b / b /	<b>bin, cab</b>
1.3	t / t /	<b>tin, hat</b>	1.4	d / d /	<b>door, card</b>
1.5	k / k /	<b>key, cat, sock, chemist</b>	1.6	g / g /	<b>girl, beg</b>
1.7	s / s /	<b>sad, piece</b>	1.8	z / z /	<b>zoo, buzz</b>
1.9	sh / /	<b>shoe, sugar</b>	1.10	ch / /	<b>chips, catch</b>
1.11	j / /	<b>jeep, jam</b>	1.12	f / f /	<b>fell, sniff</b>
1.13	v / v /	<b>van, leave</b>	1.14	th / θ /	<b>thin, path</b>
1.15	th / ð /	<b>those, this</b>	1.16	w / w /	<b>water, wheel</b>
1.17	y / j /	<b>year, yard</b>	1.18	h / h /	<b>hot, hop</b>
1.19	m / m /	<b>man, money</b>	1.20	n / n /	<b>no, tin</b>
1.21	l / l /	<b>lamp, fell</b>	1.22	ng / ŋ /	<b>king, sing</b>

## 2. Vowels - long and short sounds

2.1 ee / i: / see, easy, leave

2.3 e / e / help, jealous

2.5 u / ʌ / cup, hut

2.2 i / ɪ / ship, slip

2.4 a / æ / sad, bad

2.6 a / a: / march, heart, laugh

## 3. Plural Forms

3.1 -s / s / - pens, cups

-z / z / - boys, ties

-es / ɪz / - boxes, houses

-ies / aɪz / - flies, tries

## 4. Contractions - n't, sn't

4.1 can't, won't

4.2 isn't, wasn't

**Word List For Lower Secondary Form 1 – Form 3**

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

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

Curriculum Specifications for English  
Form 1

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

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



Curriculum Specifications for English  
Form 1

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

strict  
strike  
string  
summer  
surround  
swallow  
system  
table  
take  
talk  
tail  
tame  
taste  
taxi  
tea  
teach  
technology  
telegraph  
telephone  
tell  
temper  
temple  
terrible  
test  
that  
the  
them  
there  
these  
therefore  
they  
thick  
thin  
think, thought

those  
threaten  
throw  
thunder  
ticket  
tide  
tight  
tin  
tip  
tired  
today  
toe  
toenails  
tone  
too  
toothbrush  
toothpaste  
tough  
towards  
towel  
toy  
translate  
travel  
treat  
tree  
true, truth  
try  
turn  
tyre  
ugly  
under  
upper  
wait  
wall

ward  
wash  
water  
weapon  
wear  
weather  
welcome  
week  
which  
who  
wicked  
wild  
will  
winter  
witness  
window  
wise  
wish  
without  
woman  
worry  
worship  
would  
wrap  
write  
wrong  
year  
yellow  
yes  
yesterday  
young  
zero