



KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

**KURIKULUM STANDARD SEKOLAH MENENGAH**

# **Bahasa Inggeris**

**Dokumen Standard Kurikulum dan Pentaksiran**

**Tingkatan 3**





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**Dokumen Standard Kurikulum dan Pentaksiran**

## **Tingkatan 3**

**Bahagian Pembangunan Kurikulum**

**APRIL 2018**

Terbitan 2018

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## **RUKUN NEGARA**

BAHAWASANYA Negara kita Malaysia mendukung cita-cita hendak:  
Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;  
Memelihara satu cara hidup demokratik;  
Mencipta satu masyarakat yang adil di mana kemakmuran negara  
akan dapat dinikmati bersama secara adil dan saksama;  
Menjamin satu cara yang liberal terhadap tradisi-tradisi  
kebudayaannya yang kaya dan berbagai 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 KESUSILAN**



## **NATIONAL PRINCIPLES**

Indeed, our country Malaysia aspires to achieving a greater unity for all her peoples:

Maintaining a democratic way of life;

Creating a just society in which the wealth of the nation shall be equitably shared;

Ensuring a liberal approach to her rich and diverse cultural traditions, and;

Building a progressive society which shall be oriented to modern science and technology;

We, the people of Malaysia, pledge our united efforts to attain these ends, guided by these principles:

**BELIEF IN GOD**

**LOYALTY TO KING AND COUNTRY**

**SUPREMACY OF THE CONSTITUTION**

**RULE OF LAW**

**GOOD BEHAVIOUR AND MORALITY**



## **FALSAFAH PENDIDIKAN KEBANGSAAN**

“Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk mewujudkan 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”

Sumber: Akta Pendidikan 1996 (Akta 550)

## **NATIONAL EDUCATION PHILOSOPHY**

“Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large”

Source: Education Act 1996 (Act 550)

## **DEFINISI KURIKULUM KEBANGSAAN**

### **3. Kurikulum Kebangsaan**

(1) Kurikulum Kebangsaan ialah suatu program pendidikan yang termasuk kurikulum dan kegiatan kokurikulum yang merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur kebudayaan dan kepercayaan untuk membantu perkembangan seseorang murid dengan sepenuhnya dari segi jasmani, rohani, mental dan emosi serta untuk menanam dan mempertingkatkan nilai moral yang diingini dan untuk menyampaikan pengetahuan.

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997

[PU(A)531/97.]

# NATIONAL CURRICULUM DEFINITION

## 3. National Curriculum

(1) An educational programme that includes curriculum and co-curricular activities which encompasses all the knowledge, skills, norms, values, cultural elements and beliefs to help develop a pupil fully with respect to the physical, spiritual, mental and emotional aspects as well as to inculcate and develop desirable moral values and to transmit knowledge.

Source: Education Regulations (National Curriculum) 1997

[PU(A)531/97.]

## KATA PENGANTAR

Kurikulum Standard Sekolah Menengah (KSSM) ini digubal bagi memenuhi keperluan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 agar kualiti kurikulum Bahasa Inggeris yang dilaksanakan di sekolah menengah setanding dengan standard antarabangsa.

Sehubungan dengan itu, KSSM bagi mata pelajaran Bahasa Inggeris yang diajarkan dengan *Common European Framework of References* (CEFR) telah digubal melalui usaha sama Kementerian Pendidikan Malaysia (KPM) dan Cambridge English (CE), United Kingdom.

Melalui usaha sama ini, satu kurikulum berasaskan standard telah dijelmakan menerusi pembinaan Standard Kandungan dan Standard Pembelajaran yang diajarkan dengan CEFR. Silibus dan Rancangan Pengajaran Tahunan (*Schemes of Work*) juga dibina bagi membantu guru bahasa Inggeris melaksanakan proses pengajaran dan pembelajaran yang berkesan.

Dokumen Standard Kurikulum dan Pentaksiran (DSKP) Bahasa Inggeris yang disediakan juga mengandungi Standard Pentaksiran untuk membantu guru mengenal pasti tahap penguasaan murid dan

mbolehkan guru membuat tindakan susulan bagi mempertingkatkan pencapaian murid dalam mata pelajaran Bahasa Inggeris.

DSKP Bahasa Inggeris yang dihasilkan juga telah menyepadukan enam tunjang Kerangka KSSM, mengintegrasikan pengetahuan, kemahiran dan nilai, serta menggabungkan Kemahiran Abad Ke-21 dan Kemahiran Berfikir Aras Tinggi (KBAT) secara eksplisit. Penyepaduan tersebut dilakukan untuk melahirkan insan seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani seperti yang dihasratkan dalam Falsafah Pendidikan Kebangsaan.

Kementerian Pendidikan Malaysia merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penggubalan kurikulum ini secara langsung mahupun tidak langsung. Semoga pelaksanaan KSSM Bahasa Inggeris yang diajarkan dengan CEFR ini akan mencapai hasrat dan matlamat pendidikan kebangsaan.

**SHAZALI BIN AHMAD**

Pengarah  
Bahagian Pembangunan Kurikulum  
Kementerian Pendidikan Malaysia



## INTRODUCTION

In this era of global competitiveness, the mastery of English is essential for pupils to gain access to information and knowledge. As English Language is also dominantly used in Information and Communications Technology (ICT), pupils need to master it to enable them to have easy access to information that is available via the electronic media such as the Internet. Besides, it is paramount that pupils equip themselves with the necessary skills in order to keep pace in a rapidly emergent global economy as indicated in the Malaysia Education Blueprint 2013 – 2025.

The Blueprint also stipulates the importance of the development and the application of 21<sup>st</sup> Century curriculum and assessment. This is in line with the government's policy to enhance the mastery of English Language amongst teachers and pupils as well as internationally benchmark the English Language curriculum. The Blueprint also specifies that every pupil should be independently proficient in the English language as defined by the Common European Framework of References (CEFR) for Languages. The latter has been adopted by many countries as an international framework for language teaching, learning and assessment.

Thus, collaboration between the Ministry of Education, Malaysia (MOE) and Cambridge English, United Kingdom (CE) has been

fostered to enable the development of the Standards-Based English Language Curriculum (SBELC). The SBELC document incorporates a mapping of the English Language Content and Learning Standards as well as pedagogical approaches which are aligned to the CEFR.

In addition, the CEFR levels and descriptors form the basis in the development of the curriculum standards for preschool as well as for primary and secondary schools. The SBELC document includes the syllabus containing key components of a lesson namely; Themes, Topics, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies and Assessment Standards.

The framework is also used as a reference to develop the SBELC's target proficiency levels (A1 and A2 or Basic User; B1 and B2 or Independent User; and C1 and C2 or Proficient User). These curriculum target levels describe what the pupils are expected to achieve at each stage of learning from Preschool to Form Five. These target levels will enable pupils to measure their own progress, and facilitate teachers in gauging the pupils' proficiency level.

Table 1 indicates the minimum curriculum target levels for primary and secondary based on the CEFR. The curriculum standards for Form 3 are aligned to the CEFR proficiency level B1 Low.

Table 1: Curriculum Target Levels Based on the CEFR

| Primary            |        |        |         |        |        | Secondary    |           |         |        |        |         |
|--------------------|--------|--------|---------|--------|--------|--------------|-----------|---------|--------|--------|---------|
| 1                  | 2      | 3      | 4       | 5      | 6      | Remove Class | 1         | 2       | 3      | 4      | 5       |
| Working Towards A1 | A1 Low | A1 Mid | A1 High | A2 Low | A2 Mid | A2 Mid       | Revise A2 | A2 High | B1 Low | B1 Mid | B1 High |

In conclusion, the CEFR aligned Standards-Based English Language Curriculum (SBELC) is built on the foundations of communicative competence and fully caters for cognitive progression in its learning standards through increasing expectations of pupils' ability to grasp concepts as they progress from preschool to secondary level. Therefore, this curriculum of an international standard will further maximise pupils' learning outcomes.



**AIM**

The SBELC aims to enable pupils to communicate confidently, proficiently and competently; be knowledgeable, respectful of other cultures and well-versed in emergent literacies; make calculated decisions through critical and analytical thinking, and collaborate with others to solve problems creatively and innovatively.

The aim of learning English in Form 3 is to continue providing pupils with positive and successful experiences with English, along with an integrated focus on grammar and, a varied and continued practice of the four skills (listening, speaking, reading and writing) and Literature in Action.

**OBJECTIVES**

By the end of secondary education, pupils are able to achieve the following objectives:

1. Understand meaning in a variety of familiar contexts.
2. Recognise features of spoken genres on familiar topics.
3. Communicate information, ideas, opinions and feelings intelligibly on familiar topics.
4. Understand a variety of texts by using a range of appropriate strategies to construct meaning.
5. Explore and expand ideas for personal development by reading independently and widely.
6. Communicate intelligibly through print and digital media on familiar topics.
7. Communicate with appropriate language, form and style in a variety of contexts.
8. Respond to, analyse and evaluate a variety of literary text types.
9. Appreciate and inculcate values, positive attitude, patriotism and citizenship through language activities.

## **THE CURRICULUM FRAMEWORK**

The Standards-Based Curriculum for Secondary Schools (KSSM) is based on the six strands which are Communication, Spirituality, Attitudes and Values, Humanities, Personal Competence, Physical Development and Aesthetics, and Science and Technology.

These six strands are the main domains that complement one another and are integrated with critical, creative and innovative thinking. The integration aims to develop human capital that inculcates moral values based on religion, knowledge, competence, critical, creative and innovation as illustrated in Figure 1.

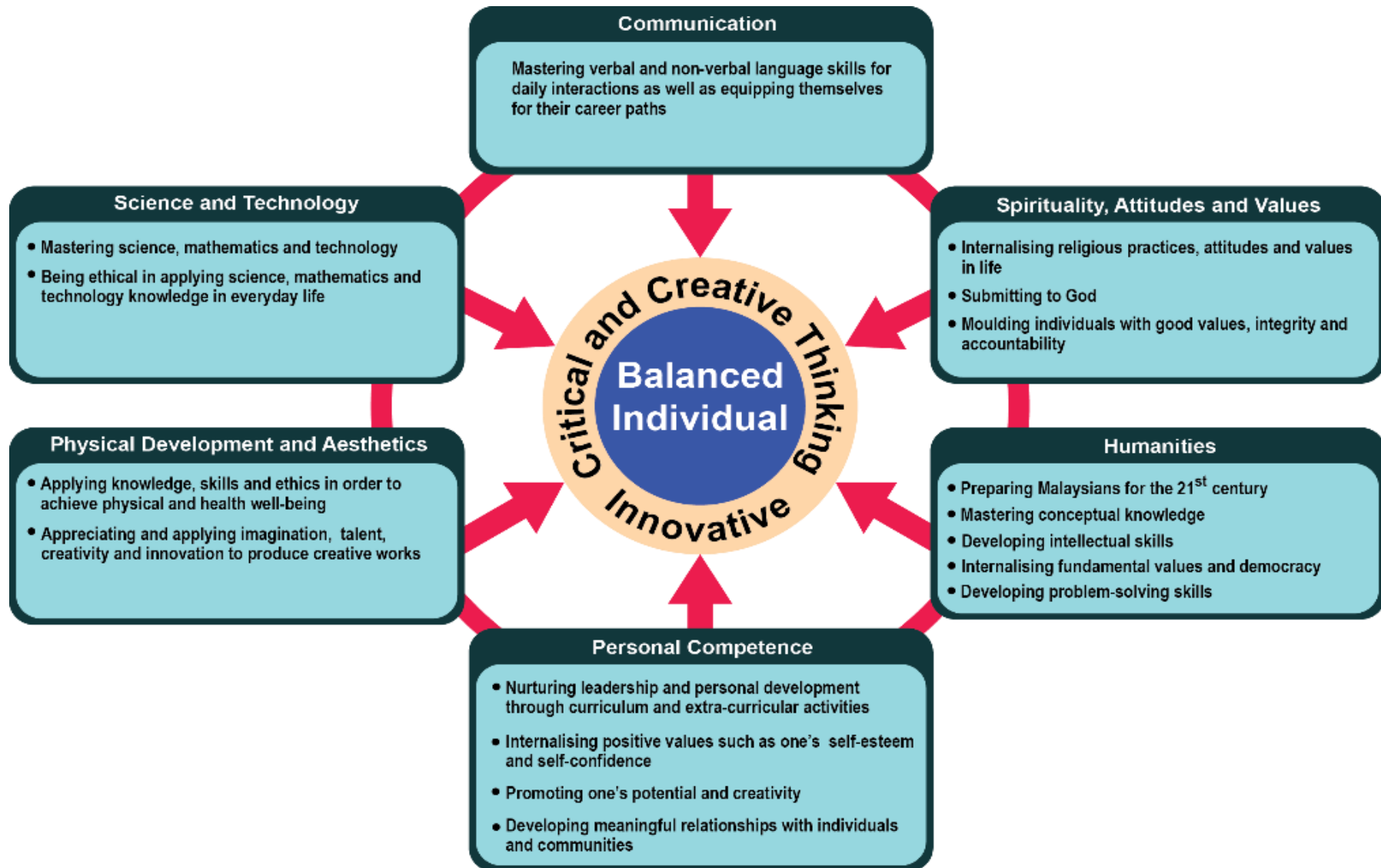


Figure 1: The Standards-Based Curriculum Framework for Secondary Schools

## FOCUS

The SBELC has four focus areas that are imperative in enabling pupils to meet the challenges and demands of a diverse, globalised and dynamic era. These areas are curriculum principles, curriculum organisation, curriculum approach and lesson organisation.

### Curriculum Principles

The SBELC is based on the following five guiding principles that meet the challenges and demands of the 21<sup>st</sup> century:

- Preparing for the Real World
- Sustaining Language Use
- Acquiring Global Competencies
- Acknowledging Pupils' Differences
- Developing Confident and Competent Communicators

#### 1. Preparing for the Real World

The challenges of the 21<sup>st</sup> century demand an education system that prepares pupils to be competent, knowledgeable and confident. The SBELC takes into account skills and knowledge that are necessary for pupils to function in the real world. This is achieved by making use of real-life issues which are meaningful

and “hands-on” in nature for classroom activities and project work. Hence, pupils are able to apply knowledge and skills to real world settings which would lead to greater success in their future work place.

#### 2. Sustaining Language Use

The SBELC emphasises the importance of sustaining the use of English language within and beyond the classroom. The curriculum adopts an inter-disciplinary approach and this is realised through four broad themes:

- People and Culture
- Health and Environment
- Science and Technology
- Consumerism and Financial Awareness

These themes are incorporated into the teaching and learning process, allowing pupils to engage in classroom activities that relate to real life situations. Pupils are able to develop a deeper understanding and awareness of their surroundings, and work towards sustaining an English language environment.

### 3. Acquiring Global Competencies

The world today is highly interconnected and is important in preparing pupils to become competent global citizens. The concept of global competence incorporates the knowledge and skills that pupils need in the 21<sup>st</sup> century. Globally-competent pupils are equipped with the knowledge and skills to:

- investigate the world; being aware, curious, and interested in learning about the world and how it works;
- communicate ideas to diverse audience on various topics through different mediums and rapidly emerging technologies; and
- become global players by taking responsibility for their actions and weighing the consequences.

### 4. Acknowledging Pupils' Differences

In implementing the teaching approaches, lessons and curriculum materials, teachers must take into account the varying needs and abilities of pupils. In addition, sufficient opportunities to practise the desired language skills should be provided to ensure that Learning Standards are achieved. Therefore, it is important that appropriate activities and materials be used for pupils of different learning styles so that their full potential can be realised.

### 5. Developing Confident and Competent Communicators

Effective communication is pivotal in today's fast-paced world. We need to be able to communicate our thoughts and ideas in a coherent and cohesive manner through various modes, verbally and non-verbally. Therefore, our pupils need to acquire the language skills and engage in activities that further develop their confidence and competence in communication to face the real world.

#### Curriculum Organisation

The English Language curriculum for primary and secondary schools in Malaysia are organised into four key stages (Table 2).

Table 2: Key Stages in the SBELC

|              |   |
|--------------|---|
| Stage One    | Year 1, Year 2 and Year 3 (Lower Primary)   |
| Stage Two    | Year 4, Year 5 and Year 6 (Upper Primary)   |
| Remove Class |   |
| Stage Three  | Form 1, Form 2 and Form 3 (Lower Secondary) |
| Stage Four   | Form 4 and Form 5 (Upper Secondary)         |

The curriculum is organised in these stages to build a strong foundation in the teaching and learning of the English Language.

### **Curriculum Approach**

The SBELC emphasises the modular approach. This approach ensures that all the four language skills; Listening, Speaking, Reading and Writing, and the aspects of Grammar and Literature in Action are given due focus and attention during the teaching and learning process.

During teaching and learning, the four language skills and the aspects of Grammar and Literature in Action are connected through topics that are related to the following themes:

- People and Culture
- Health and Environment
- Science and Technology
- Consumerism and Financial Awareness

These themes are developed based on the aims and objectives of the SBELC. These themes are essential in enhancing the development of the four language skills through the selection of a variety of topics. Thus, language strategies and activities can be planned and carried out successfully.

### **Lesson Organisation**

The SBELC focuses on the four language skills; starting with Listening, Speaking, Reading and Writing. In addition to the four

language skills, Grammar and Literature in Action are also given due focus during the teaching and learning process.

A teacher may begin a topic by focusing on Listening skills while other skills such as Speaking, Reading and Writing are incidental. This may take up one or more lessons until the objectives are met. Then, the teacher progresses to Speaking skills during which Listening, Reading and Writing skills are incidental. When the Reading skills or Writing skills are in focus, all other language skills are incidental. The SBELC does not specify any specific order of teaching the language skills.

All the four language skills are linked through a topic of a selected theme. Aspects of Grammar are evidently present during each focus. Grammar is infused during the teaching of these language skills. It is advisable that before embarking on a new topic, the teacher decides on the Grammar item to be infused in all the language skills.

To optimise learning, proper planning is required prior to teaching and learning. Teachers can plan lessons using the Standards-Based Curriculum and Assessment Document (DSKP) and the Scheme of Work which tie the various key components of a lesson namely; Themes, Topics, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies and Assessment together. Collaborative planning is encouraged through Professional Learning

Communities (PLC). PLC enables teachers to meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of their pupils.

When planning lessons, teachers should take into account that pupils learn through connecting new knowledge to prior knowledge. This new knowledge becomes meaningful when pupils are able to relate it to their experiences in the real world.

Teachers are encouraged to plan an action-oriented task at the end of each topic. This task depicts meaningful real life situations for pupils to explore their language usage. In their daily lives, pupils can relate to these tasks to face various situations that may require them to use English.

The Literature in Action (LiA) aspect mainly focuses on the Literature Component of the SBELC. This component involves the use of literary texts of different genres namely; poetry, dramas, short stories, graphics novels, and novels to inculcate reading habits and enhance thinking skills. LiA provides pupils opportunities to explore their creativity and potential thus allowing them to participate actively and express themselves without much reservation. The SBELC lesson organisation is represented in Figure 2.

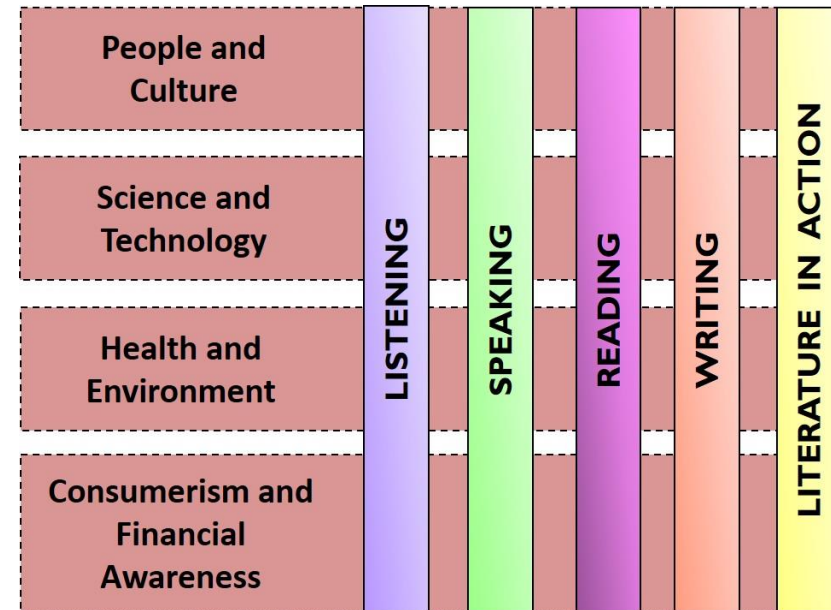


Figure 2: Lesson Organisation

Figure 2 shows how the themes, the four language skills and LiA are organised to realise the aims and objectives of the SBELC. The organisation does not reflect any specific order on how the language skills and LiA are to be carried out during the teaching and learning process.

## 21<sup>ST</sup> CENTURY SKILLS

One of the aspirations in the Standards-Based Curriculum for Secondary Schools (KSSM) is to develop pupils with the 21<sup>st</sup> Century Skills which emphasise on thinking skills as well as life skills and one's career based on values. The 21<sup>st</sup> Century Skills aim at producing pupils with characteristics defined in the Pupils' Profile (Table 3) in order to be able to compete globally. Mastery of the Content and Learning Standards in the English Language curriculum contributes to the pupils' acquisition of the 21<sup>st</sup> Century Skills.

Table 3: Pupils' Profile

| PUPILS' PROFILE     | DESCRIPTION   |
|---------------------|---|
| <b>Resilient</b>    | Pupils are steadfast in facing and overcoming hardship and challenges with wisdom, confidence, tolerance and empathy.   |
| <b>Thinker</b>      | Pupils are able to think critically, creatively and innovatively; solve complex problems and make ethical judgments. They are able to think about learning and about being pupils themselves. They generate questions about learning and are open towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas. |
| <b>Communicator</b> | Pupils are able to voice out and express their thoughts, ideas and information with confidence and creativity, orally and in written form using various types of media and technologies.  |
| <b>Team Player</b>  | Pupils are able to co-operate effectively and harmoniously with one another. They share responsibility, respect and appreciate the contributions by each member in the team. They gain interpersonal skills through collaboration, which in turn makes them better leaders and team members.  |



| PUPILS' PROFILE    | DESCRIPTION   |
|--------------------|---|
| <b>Inquisitive</b> | Pupils are able to develop natural inquisitiveness to explore new strategies and ideas. They learn skills that are necessary for inquiry-learning and research, as well as display independent traits in learning. The pupils are able to enjoy continuous life-long learning experiences.                    |
| <b>Principled</b>  | Pupils have a sense of integrity, sincerity, equality, fairness, high moral standards and respect for individuals, groups and the community. They are responsible for their actions, reactions and decisions.   |
| <b>Informed</b>    | Pupils are able to obtain knowledge and develop a broad and balanced understanding across the various disciplines of knowledge. They can explore knowledge effectively in terms of local and global contexts. They understand issues related to ethics or laws regarding information that they have acquired. |
| <b>Caring</b>      | Pupils are able to show empathy, sympathy and respect towards the needs and feelings of others. They are committed to serving the society and ensuring the sustainability of the environment.   |
| <b>Patriotic</b>   | Pupils are able to show their love, support and respect for the country.  |

## HIGHER ORDER THINKING SKILLS

Higher Order Thinking Skills (HOTS) is stated explicitly in the curriculum so that teachers can interpret them in teaching and learning to promote structured and focused thinking among pupils. In the SBELC, emphasis on HOTS refers to the four cognitive levels as presented in Table 4.

Table 4: Higher Order Thinking Skills

| COGNITIVE LEVELS  | EXPLANATION   |
|-------------------|---|
| <b>Applying</b>   | Using knowledge, skills and values in different situations to complete a piece of work.                       |
| <b>Analysing</b>  | Breaking down information into smaller parts in order to understand and make connections between these parts. |
| <b>Evaluating</b> | Considering, making decisions using knowledge, experience, skills, and values and justifying decisions made.  |
| <b>Creating</b>   | Producing an idea or product using creative and innovative methods.   |

Higher Order Thinking Skills (HOTS) is the ability to apply knowledge, skills and values in reasoning, reflecting, problem-solving, decision-making, innovating and creating.

**Critical thinking skills** refer to the ability to evaluate an idea logically and rationally in order to make good judgment using logical reasons and evidences.

**Creative thinking skills** refer to the ability to produce or create something new using imagination and thinking out of the box.

**Reasoning skills** refer to an individual's ability to make judgment through logical and rational evaluation.

**Thinking strategies** refer to structured and focused thinking that require the analysis and synthesis of data or facts to solve problems.

HOTS can be applied in the classroom through reasoning, inquiry, problem solving activities and projects. In order to encourage pupils to think, thinking tools such as mind maps as well as high level of questioning techniques can be used by teachers and pupils.

## TEACHING AND LEARNING STRATEGIES

Teaching and learning in the 21<sup>st</sup> century is pupil-centred and the teacher acts as a facilitator. Teaching and learning is more effective when strategies are applied appropriately in supportive environments. These teaching and learning strategies involve:

- cognitive processes in learning and understanding information, such as paraphrasing sentences and summarising texts.
- metacognitive processes, which is thinking about thinking, encompasses planning, regulating, monitoring and modifying the cognitive learning processes so as to acquire and understand information. For example, while reading pupils may decide to change their reading strategy in order to achieve a specific purpose.
- resource management which includes time, effort, skills and support.

The following teaching and learning strategies accommodate differences in learning styles. Teachers are encouraged to use their professional judgment to review the suggested strategies and then decide on the most appropriate for meeting the needs of their pupils. As teachers know their pupils' learning styles and needs, they may need to select alternative teaching and learning strategies or adapt

those suggested to deliver the content. Some of the strategies recommended in the SBELC are:

### 1. Inquiry-Based Learning

The purpose of inquiry in the teaching and learning of language is to plan strategic pupil-centred learning activities based on explorative learning. Pupils will be actively involved and engaged during the duration of the teaching and learning process, subsequently, improving their language proficiency. This language teaching approach is dynamic and effective in raising curiosity, shaping proactive attitudes, instilling critical and creative ability and sustaining pupils' interest. Pupils are trained to pose questions, give opinions and suggestions, gather, organise, and analyse information, to explore, make judgments, solve problems, apply learning to new situations and make reflections.

In addition, teachers can pose questions that require pupils to think creatively, innovatively, logically, critically, and respond appropriately as well as being able to evaluate their own learning. Besides questioning, inquiry in language learning can also be realised through methods and techniques such as project-based learning, surveys, brainstorming, demonstration, simulation, role-play, group

work, drama, forum, and dialogue for pupils' continued engagement in the teaching and learning process.

## **2. Project-Based Learning**

Project-based learning (PBL) emulates the real world experiences. Pupils learn to plan and document the progress of their projects. In implementing the plan, pupils might need to make necessary improvements and adjustments as they proceed to complete the project within the stipulated time frame. Therefore, time management, critical and analytical thinking as well as creativity and collaborative work determine the effective completion of the project.

Teachers should take note that the final two lessons (Lessons 111 and 112) provide teachers with the opportunity to create Project-Based Lessons (PBL). This could be one project over the two lessons or two separate projects. Teachers will also have the opportunity to select appropriate Content and Learning Standards for these two project-based lessons depending on the specific needs and interests of their pupils.

## **3. Pupil-Centredness**

In pupil-centred classrooms, the learning tasks or activities are geared towards discovery learning. Pupils engage in tasks that require inquiry learning and collaborating with one another.

Pupils are encouraged to get information through communicating with others, reading or sourcing information through various media in order to complete the tasks. In reality, an increasing proportion of learning occurs online outside formal school hours. As such, pupils have to keep abreast with rapid changes in technology.

In addition, the pupils' awareness and knowledge of filtering relevant information from various sources are important; to differentiate the facts from the fiction; the good from the bad; the ethical from the unethical; and the truth from the lies.

As facilitators, teachers guide the pupils throughout the learning process while completing their tasks. Pupils have to be taught to think methodically and coherently, and this can be done through the use of various thinking tools. During the learning process, making mistakes is inevitable; however, it should be seen in a positive light as pupils learn through making mistakes.

#### 4. Cooperative Learning

Group work is recommended for activities or tasks to familiarise pupils with the idea of working in teams. To ensure that every group member is productive and responsible, it is recommended that the size of groups is kept small. Every pupil should take turns to play the role of a group leader as leadership qualities are pivotal in the 21<sup>st</sup> century.

Through group work, pupils learn to manage time, practise soft skills, learn to compromise and collaborate in completing their task. Simultaneously, they learn to be responsible for their part, to deal with differences amongst themselves, to come up with creative and innovative alternatives in solving problems and to make informed judgment and calculated decisions through consensus.

#### CROSS-CURRICULAR ELEMENTS

The Cross-Curricular Elements are embedded into the teaching and learning process and are concurrent with the Content and Learning Standards in the SBELC. This benefits the pupils because today's complex and multi-dimensional world requires them to have the ability to make connections between various sources of knowledge.

A selection of key elements across the curriculum is provided for teachers to achieve the goals of developing pupils' ability to communicate accurately, confidently and effectively in the English Language, and to face the challenges of the 21<sup>st</sup> Century. These cross-curricular elements are:

##### 1. Language

- The correct usage of the medium of instruction in all subjects should be emphasised.
- Emphasis on correct language use, as well as focus on pronunciation, sentence structure, grammar, terminology and language registers must be stressed during teaching and learning in order to help pupils develop ideas and communicate effectively.

## 2. Environmental Sustainability

- This refers to anything that furthers the goal of making life sustainable for the planet, and must be instilled and nurtured in pupils through teaching and learning.
- Knowledge about the importance of environmental conservation will cultivate appreciation of the environment and subsequently affect positive behaviour.

## 3. Values

- Values are given due emphasis in all the subjects so that pupils are aware of its importance and practise them.
- Values encompass aspects of spirituality, humanity and citizenship to be practised in their daily lives.

## 4. Science and Technology

- Inculcating pupils' interest in Science and Technology can increase their literacy level in these areas.
- The use of technology in teaching can contribute to more efficient and effective learning.
- The integration of Science and Technology in teaching and learning encompasses four areas:
  - (i) Scientific and technological knowledge (facts, principles, concepts related to Science and Technology);

- (ii) Scientific skills (specific processes of thinking and manipulative skills);
- (iii) Scientific behaviour (such as accuracy, honesty, safety); and
- (iv) The use of technology in teaching and learning activities.

## 5. Patriotism

- Patriotism can be cultivated in all subjects, co-curricular activities and community services.
- Patriotism helps to produce pupils who love the country and are proud to be Malaysians.

## 6. Creativity and Innovation

- Creativity is the ability to use imagination to gather, comprehend and generate ideas to create something new and original.
- Innovation on the other hand, is the application of creativity through modification, revision and development of an idea.
- Creativity and innovation are mutually compatible and necessary to ensure the development of human capital to face the 21<sup>st</sup> Century challenges.

- Creativity and innovation elements need to be integrated in teaching and learning.

## **7. Entrepreneurship**

- Integration of entrepreneurial elements aims to cultivate entrepreneurial characteristics and practices amongst pupils.
- Entrepreneurial features in teaching and learning can nurture attitudes such as diligence, honesty, trust and responsibility as well as develop creative and innovative minds to generate marketable ideas.

## **8. Information and Communications Technology**

- Integration of Information and Communications Technology (ICT) elements in teaching and learning ensures pupils can apply and enhance their basic knowledge and ICT skills.
- The application of ICT encourages pupils to be creative, makes teaching and learning more interesting and fun, as well as enhances the quality of learning.
- ICT is integrated in teaching and learning to help pupils understand the content of the subject.
- Computational thinking is one of the skills emphasised in

all subjects. It is a skill that uses logical reasoning, algorithm, frequency, contour analysis, abstraction and evaluation in solving problem with the help of computer.

## **9. Global Sustainability**

- This element aims at developing pupils' awareness, knowledge and values relating to global environmental change as well as human well-being and development. These knowledge and values can be applied in these areas; consumerism and sustainable products, global citizenship and unity.
- The acquisition of global sustainability knowledge is imperative in preparing pupils to face the 21<sup>st</sup> Century challenges and current issues at the local, national and global level.
- This element is inserted in lessons or taught directly in related subjects.

## 10. Financial Education

- The integration of Financial Education elements aims to create a future generation that is capable of making sound financial decisions, practising ethical financial management and managing financial affairs skillfully and with accountability.
- Financial Education elements can be applied directly or embedded in teaching and learning through topics such as Money that contains explicit financial elements, namely the calculation of simple interest and compound interest. It can also be embedded or integrated through other topics across the curriculum. Exposure to financial management is vital to provide pupils with knowledge, skills and values that can be applied effectively and meaningfully in real life.

## CLASSROOM ASSESSMENT

Classroom assessment involves the process of collecting information about pupils' progress in the classroom. The on-going assessment is planned, implemented and reported by respective teachers to determine the pupils' mastery level.

Two types of classroom assessments are carried out by the teachers in schools; formative assessment and summative assessment. Formative assessment is carried out during teaching and learning, whereas summative assessment is implemented at the end of an instructional period; as a conclusion of a learning unit as well as mid-semester and year-end examinations. Teachers should plan, construct assessment or instruments, examine, record and report levels of acquisition based on the Standards-Based Curriculum and Assessment Document (DSKP). To ensure that assessment improves the ability and mastery level of the pupils, teachers should carry out assessment that has the following characteristics:

- Use of various methods of assessment such as observations, oral presentations, quizzes, question and answer, task sheets or written assignments to document pupils' progress in learning.
- Use of various assessment strategies that can be carried out by teachers and pupils.



- Take into account the various levels of knowledge and skills learned.
- Allows pupils to exhibit various learning capabilities.
- Assess the pupil's mastery level based on the Learning Standards and Performance Standards.
- Perform follow-up action for remedial and enrichment purposes.

Performance Standards refer to the six levels of pupils' progress in the acquisition of the four language skills; Listening, Speaking, Reading and Writing. Teachers can diagnose the learning strengths and weaknesses, measure pupils' progress against the teaching.

The formative assessment is an important aspect of teaching and learning in the classroom. Formative assessment is an ongoing and continuous process. It is carried out during teaching and learning and provides immediate feedback. Various methods of assessment such as checklists, observations, oral presentations, quizzes, question and answer, task sheets or written assignments can be used to document pupils' progress in learning.

Specific Performance Standards Guides for Listening, Speaking, Reading and Writing are provided in the Standards-Based Curriculum and Assessment Document (DSKP). These Guides provide teachers with reference to gauge pupils' progress in the four language skills. Teachers can use the specific descriptors to

determine the performance level of their pupils in the respective language skill.

The performance levels indicate pupils' progress in learning. There are six levels which indicate pupils' progress in the four language skills that are arranged in a hierarchy. The levels take into account the knowledge, skills and values stipulated in the curriculum.

Teachers can record pupils' progress in the record book, exercise book, notebook, checklist, schedules or through other appropriate methods. The performance levels are recorded in the reporting template that has been provided after the teachers have completed the Content and Learning Standards.

### Overall Performance Level

The Overall Performance Level for each subject should be determined at the end of each year. This covers aspects of knowledge, skills and values. Teachers need to assess pupils collectively and holistically by looking at all aspects during the learning process. Teachers should use professional judgment in assessing and determining the overall performance level. Professional judgment can be carried out based on the teachers' knowledge and experience, teachers' interaction with pupils and also discussions with colleagues. Once the performance level of each language skill has been identified, teachers can then determine their pupils' overall performance level as shown in Table 5.

Table 5: Overall Performance Level for Target Level CEFR B1 (Independent User)

| PERFORMANCE LEVEL | NOTES   |
|-------------------|---|
| 1                 | Pupil hardly achieves the curriculum target even with a lot of support. |
| 2                 | Pupil is on track to achieve the curriculum target.                     |
| 3                 | Pupil achieves expectations of the curriculum target.                   |
| 4                 | Pupil works towards exceeding expectations of the curriculum target.    |
| 5                 | Pupil is on track to exceed expectations of the curriculum target.      |
| 6                 | Pupil exceeds expectations of the curriculum target.                    |

## CONTENT ORGANISATION

The implementation of English Language is in accordance with the Circular Letter (KP/KPPM/6 Jld.2(23) dated 2 November 2016) which is in effect now. A minimum of 112 contact hours per year is allocated for English Language learning. The Curriculum Standards that encompass the Content Standards, Learning Standards and Performance Standards are explained in Table 6.

Table 6: The Curriculum Standards

| CONTENT STANDARDS  | LEARNING STANDARDS   | PERFORMANCE STANDARDS   |
|--|--|---|
| <p>Specific statements on what pupils should know, understand and be able to do within a schooling period, encompassing aspects of knowledge, skills and values, work habits and personal character traits that are cultivated in stages throughout the pupils' secondary education.</p> <p>The Content Standards are over-arching educational goals that should be achieved by the end of Form Five.</p> <p>The focus section provides an idea or the expected achievement by the end of Form Five.</p> | <p>The Learning Standards are concise educational objectives that pupils are expected to know and be able to do at a particular stage of their secondary education.</p> <p>It is a set of criteria or indicator for learning quality and achievements that can be measured for each Content Standard.</p> <p>These standards should be mastered by all pupils at the end of each Form.</p> | <p>Express the degree or quality of proficiency that pupils are expected to display in relation to the Content and Learning Standards.</p> <p>These standards allow pupils to reflect, think and act upon their learning strategies for self-improvement.</p> |

The SBELC adopts the behavioural curriculum design, whereby pupils' learning outcomes are measured based on the Performance Standards. For the receptive skills such as listening and reading, the action verb 'understand' is used in the Learning Standards to describe the thinking process which are measurable through the learning outcomes. In addition, the Content and Learning Standards in the SBELC document cover all aspects of thinking skills which are consistent with the principles of the CEFR for Languages.

## LISTENING

Effective communication is to articulate thoughts and ideas in various forms and contexts and for different purposes using both verbal and non-verbal communication skills.

The three Content Standards focus on pupils' ability to understand meaning, to use appropriate listening strategies, and to recognise typical features of spoken texts.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 1.1.1 and finishes with 1.3.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different listening skills in varied sequences in their English language lessons.

The Performance Standards for listening are provided for teachers to assess their pupils' progress in listening. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievements.

## Objectives for Listening in Form 3

By the end of Form 3, pupils are able to:

1. understand independently the main ideas in simple longer texts on an increased range of familiar topics.
2. understand independently specific information and details in longer texts on an increased range of familiar topics.
3. recognise with little or no support attitudes or opinions in longer texts on an increased range of familiar topics.
4. understand independently longer sequences of classroom instructions.
5. understand independently more complex questions.
6. understand independently longer simple narratives on a range of familiar topics.
7. guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics.
8. recognise with support typical features at word, sentence and text levels of a small number of spoken genres.

## 1.0 Listening Skills

| CONTENT STANDARDS   | FOCUS   | LEARNING STANDARDS   |
|---|---|--|
| 1.1 Understand meaning in a variety of familiar contexts          | Understand the main idea when listening to texts on familiar topics       | 1.1.1 Understand independently the main ideas in simple longer texts on an increased range of familiar topics                          |
|   | Understand specific details when listening to texts on familiar topics    | 1.1.2 Understand independently specific information and details in longer texts on an increased range of familiar topics               |
|   | Understand attitude or opinion when listening to texts on familiar topics | 1.1.3 Recognise with little or no support attitudes or opinions in longer texts on an increased range of familiar topics               |
|   | Understand classroom instructions about familiar topics                   | 1.1.4 Understand independently longer sequences of classroom instructions  |
|   | Understand questions on familiar topics                                   | 1.1.5 Understand independently more complex questions  |
|   | Understand narratives on familiar topics                                  | 1.1.6 Understand independently longer simple narratives on a range of familiar topics  |
| 1.2 Use appropriate listening strategies in a variety of contexts | Use strategies to understand meaning on familiar topics                   | 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics |
| 1.3 Recognise features of spoken genres on familiar topics        | Recognise typical features of spoken texts                                | 1.3.1 Recognise with support typical features at word, sentence and text levels of a small number of spoken genres                     |

### Performance Standards Guide for Listening Skills

| PERFORMANCE LEVEL | DESCRIPTORS FOR LISTENING SKILLS   | NOTES   |
|-------------------|--|---|
| 1                 | <ul style="list-style-type: none"> <li>• Hardly understands main ideas, specific details and attitude or opinions on an increased range of familiar topics even with a lot of support.</li> <li>• Hardly understands longer sequences of classroom instructions, more complex questions, longer simple narratives, and to guess the meaning of unfamiliar words even with a lot of support.</li> <li>• Hardly recognises typical features of a small number of spoken genres even with a lot of support.</li> </ul>                                    | Requires support to achieve the curriculum target ( B1 Low) |
| 2                 | <ul style="list-style-type: none"> <li>• Shows limited ability to understand main ideas, specific details and attitude or opinions on an increased range of familiar topics with a lot of support.</li> <li>• Shows limited ability to understand longer sequences of classroom instructions, more complex questions, longer simple narratives and to guess the meaning of unfamiliar words with a lot of support.</li> <li>• Shows limited ability to recognise typical features of a small number of spoken genres with a lot of support.</li> </ul> | On track to achieve the curriculum target (B1 Low)          |
| 3                 | <ul style="list-style-type: none"> <li>• Shows adequate ability to understand main ideas, specific details and attitude or opinions on an increased range of familiar topics.</li> <li>• Shows adequate ability to understand longer sequences of classroom instructions, more complex questions, longer simple narratives and to guess the meaning of unfamiliar words.</li> <li>• Shows adequate ability to recognise with support typical features of a small number of spoken genres.</li> </ul>   | Achieves expectations of the curriculum target (B1 Low)     |

| PERFORMANCE LEVEL | DESCRIPTORS FOR LISTENING SKILLS   | NOTES  |
|-------------------|--|--|
| 4                 | <ul style="list-style-type: none"> <li>• Shows good ability to understand main ideas, specific details and attitude or opinions on an increased range of familiar topics.</li> <li>• Shows good ability to understand longer sequences of classroom instructions, more complex questions, longer simple narratives and to guess the meaning of unfamiliar words.</li> <li>• Shows good ability to recognise typical features of a small number of spoken genres.</li> </ul>                | Working towards exceeding expectations of the curriculum target (B1 Mid) |
| 5                 | <ul style="list-style-type: none"> <li>• Shows very good ability to understand main ideas, specific details and attitude or opinions on an increased range of familiar topics.</li> <li>• Shows very good ability to understand longer sequences of classroom instructions, more complex questions, longer simple narratives and to guess the meaning of unfamiliar words.</li> <li>• Shows very good ability to recognise typical features of a small number of spoken genres.</li> </ul> | On track to exceed expectations of the curriculum target (B1 Mid)        |
| 6                 | <ul style="list-style-type: none"> <li>• Shows excellent ability to understand main ideas, specific details and attitude or opinions on an increased range of topics.</li> <li>• Shows excellent understanding of longer sequences of classroom instructions, more complex questions, longer simple narratives and to guess the meaning of unfamiliar words.</li> <li>• Shows excellent ability to recognise typical features of a small number of spoken genres.</li> </ul>               | Exceeds expectations of the curriculum target (B1 Mid)                   |

## SPEAKING

The four Content Standards focus on pupils' ability to communicate meaning, to use register appropriately, to use appropriate communication strategies, and to communicate appropriately when speaking alone to a small or large group. There are two sections; *Spoken Interaction* mainly for interacting with others, and *Spoken Production*, when speaking alone to a group.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 2.1.1 and finishes with 2.4.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different speaking skills in varied sequences in their English language lessons.

The Performance Standards for speaking are provided for teachers to assess their pupils' progress in speaking. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievements.

## Objectives for Speaking in Form 3

By the end of Form 3, pupils are able to:

1. paraphrase short simple texts.
2. ask about and explain simple processes.
3. describe future plans and ambitions.
4. explain own point of view.
5. express and respond to common feelings such as happiness, sadness, surprise, and interest.
6. use formal and informal registers appropriately in some familiar contexts.
7. keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said.
8. summarise the main points of a story.



## 2.0 Speaking Skills

| CONTENT STANDARDS   | FOCUS   | LEARNING STANDARDS   |
|---|---|--|
| <b>SPOKEN INTERACTION</b>   |   |  |
| 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics | Communicate information clearly   | 2.1.1 Paraphrase short simple texts  |
|   | Find out about and communicate information clearly                          | 2.1.2 Ask about and explain simple processes   |
|   | Communicate plans and ambitions clearly                                     | 2.1.3 Describe future plans and ambitions  |
|   | Communicate a point of view clearly   | 2.1.4 Explain own point of view  |
|   | Communicate feelings clearly  | 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise and interest                               |
| 2.2 Use register appropriately  | Use register appropriately in familiar contexts                             | 2.2.1 Use formal and informal registers appropriately in some familiar contexts  |
| 2.3 Use appropriate communication strategies  | Manage interaction appropriately  | 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said |
| <b>SPOKEN PRODUCTION</b>  |   |  |
| 2.4 Communicate appropriately to a small or large group on familiar topics                | Communicate information, events, stories, feelings and ideas to an audience | 2.4.1 Summarise the main points of a story   |

### Performance Standards Guide for Speaking Skills

| PERFORMANCE LEVEL | DESCRIPTORS FOR SPEAKING SKILLS   | NOTES   |
|-------------------|---|---|
| 1                 | <ul style="list-style-type: none"> <li>• Hardly shows any ability to find out about and communicate information, plans, ambitions and feelings clearly even with a lot of support.</li> <li>• Hardly manages interaction in communicating a point of view and to use formal and informal registers appropriately in some familiar contexts even with a lot of support.</li> <li>• Hardly shows any ability to summarise the main points of a story even with a lot of support.</li> </ul> | Requires support to achieve the curriculum target ( B1 Low) |
| 2                 | <ul style="list-style-type: none"> <li>• Shows limited ability to find out about and communicate information, plans, ambitions and feelings clearly with a lot of support.</li> <li>• Shows limited ability to manage interaction in communicating a point of view and to use formal and informal registers appropriately in some familiar contexts with a lot of support.</li> <li>• Shows limited ability to summarise the main points of a story with a lot of support.</li> </ul>     | On track to achieve the curriculum target (B1 Low)          |
| 3                 | <ul style="list-style-type: none"> <li>• Displays adequate ability to find out about and communicate information, plans, ambitions and feelings clearly.</li> <li>• Displays adequate ability to manage interaction in communicating a point of view and to use formal and informal registers appropriately in some familiar contexts.</li> <li>• Displays adequate ability to summarise the main points of a story.</li> </ul>   | Achieves expectations of the curriculum target (B1 Low)     |

| PERFORMANCE LEVEL | DESCRIPTORS FOR SPEAKING SKILLS   | NOTES  |
|-------------------|---|--|
| 4                 | <ul style="list-style-type: none"> <li>• Displays good ability to find out about and communicate information, plans, ambitions and feelings clearly.</li> <li>• Displays good ability to manage interaction in communicating a point of view and to use formal and informal registers appropriately in some familiar contexts.</li> <li>• Displays good ability to summarise the main points of a story.</li> </ul>   | Working towards exceeding expectations of the curriculum target (B1 Mid) |
| 5                 | <ul style="list-style-type: none"> <li>• Displays very good ability to find out about and communicate information, plans, ambitions and feelings clearly.</li> <li>• Displays very good ability to manage interaction in communicating a point of view and to use formal and informal registers appropriately in some familiar contexts.</li> <li>• Displays very good ability to summarise the main points of a story.</li> </ul>  | On track to exceed expectations of the curriculum target (B1 Mid)        |
| 6                 | <ul style="list-style-type: none"> <li>• Displays excellent ability to find out about and communicate information, plans, ambitions and feelings clearly.</li> <li>• Displays excellent ability to manage interaction in communicating a point of view and to use formal and informal registers appropriately in some familiar contexts.</li> <li>• Displays excellent ability to summarise the main points of a story.</li> <li>• Displays exemplary model of language use to others.</li> </ul> | Exceeds expectations of the curriculum target (B1 Mid)                   |

## READING

The two Content Standards for Reading focus on pupils' ability to understand meaning and to extend thinking through independent reading. The Learning Standards have five main strands. These are: understanding main ideas, understanding details, using reading strategies, using reference resources, and reading to develop thinking.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 3.1.1 and finishes with 3.2.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different reading skills in varied sequences in their English language lessons.

The Performance Standards for reading are provided for teachers to assess their pupils' progress in reading. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievements.

## Objectives for Reading in Form 3

By the end of Form 3, pupils are able to:

1. understand the main points in longer texts on an increased range of familiar topics.
2. understand specific details and information in longer texts on an increased range of familiar topics.
3. guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics.
4. use independently familiar print and digital resources to check meaning and extend understanding.
5. recognise with support the attitude or opinion of the writer in simple longer texts on an increased range of familiar topics.
6. recognise with support typical features at word, sentence and text levels of a range of genres.
7. read, enjoy and give a personal response to fiction or non-fiction and other suitable print and digital texts of interest.

### 3.0 Reading Skills

| CONTENT STANDARDS   | FOCUS   | LEARNING STANDARDS   |
|---|---|--|
| 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | Understand the main idea in a variety of text types on familiar topics                        | 3.1.1 Understand the main points in longer texts on an increased range of familiar topics  |
|   | Understand specific details in a variety of text types on familiar topics                     | 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics                             |
|   | Guess the meaning of unfamiliar words in a variety of text types on familiar topics           | 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics |
|   | Use dictionary skills appropriately to check and extend understanding                         | 3.1.4 Use independently familiar print and digital resources to check meaning and extend understanding                                 |
|   | Recognise the attitude or opinion of the writer in a variety of text types on familiar topics | 3.1.5 Recognise with support the attitude or opinion of the writer in simple longer texts on an increased range of familiar topics     |
|   | Recognise typical features of texts on familiar topics  | 3.1.6 Recognise with support typical features at word, sentence and text levels of a range of genres                                   |
| 3.2 Explore and expand ideas for personal development by reading independently and widely                 | Read and understand a variety of fiction and non-fiction texts with confidence and enjoyment  | 3.2.1 Read, enjoy and give a personal response to fiction or non-fiction and other suitable print and digital texts of interest        |

### Performance Standards Guide for Reading Skills

| PERFORMANCE LEVEL | DESCRIPTORS FOR READING SKILLS   | NOTES   |
|-------------------|--|---|
| 1                 | <ul style="list-style-type: none"> <li>• Hardly understands the main points and specific details in longer texts even with a lot of support.</li> <li>• Hardly shows any ability to use familiar resources to check meaning and extend understanding, and guess the meaning of unfamiliar words even with a lot of support.</li> <li>• Hardly shows any ability to give personal response to a variety of texts, recognise the attitude or opinion of the writer on an increased range of familiar topics and typical features of a range of genres even with a lot of support.</li> </ul> | Requires support to achieve the curriculum target ( B1 Low) |
| 2                 | <ul style="list-style-type: none"> <li>• Shows limited ability to understand the main points and specific details in longer texts with a lot of support.</li> <li>• Shows limited ability to use familiar resources to check meaning and extend understanding, and guess the meaning of unfamiliar words with a lot of support.</li> <li>• Shows limited ability to give personal response to a variety of texts, recognise the attitude or opinion of the writer on an increased range of familiar topics and typical features of a range of genres with a lot of support.</li> </ul>     | On track to achieve the curriculum target (B1 Low)          |
| 3                 | <ul style="list-style-type: none"> <li>• Displays adequate ability to understand the main points and specific details in longer texts</li> <li>• Displays adequate ability to use familiar resources independently to check meaning and extend understanding, and guess the meaning of unfamiliar words.</li> <li>• Displays adequate ability to give personal response to a variety of texts, recognise the attitude or opinion of the writer on an increased range of familiar topics and typical features of a range of genres with support.</li> </ul>                                 | Achieves expectations of the curriculum target (B1 Low)     |

| PERFORMANCE LEVEL | DESCRIPTORS FOR READING SKILLS  | NOTES  |
|-------------------|---|--|
| 4                 | <ul style="list-style-type: none"> <li>• Shows good ability to understand the main points and specific details in longer texts.</li> <li>• Shows good ability to use familiar resources independently to check meaning and extend understanding, and guess the meaning of unfamiliar words.</li> <li>• Shows good ability to give personal response to a variety of texts, recognise the attitude or opinion of the writer on an increased range of familiar topics and typical features of a range of genres.</li> </ul>   | Working towards exceeding expectations of the curriculum target (B1 Mid) |
| 5                 | <ul style="list-style-type: none"> <li>• Displays very good ability to understand the main points and specific details in longer texts.</li> <li>• Displays very good ability to use familiar resources independently to check meaning and extend understanding, and guess the meaning of unfamiliar words.</li> <li>• Displays very good ability to give personal response to a variety of texts, recognise the attitude or opinion of the writer on an increased range of familiar topics and typical features of a range of genres.</li> </ul>   | On track to exceed expectations of the curriculum target (B1 Mid)        |
| 6                 | <ul style="list-style-type: none"> <li>• Displays excellent ability to understand the main points and specific details in longer texts.</li> <li>• Shows excellent ability to use familiar resources independently to check meaning and extend understanding, and guess the meaning of unfamiliar words.</li> <li>• Displays excellent ability to give personal response to a variety of texts, recognise the attitude or opinion of the writer on an increased range of familiar topics and typical features of a range of genres.</li> <li>• Displays exemplary model of language use to others.</li> </ul> | Exceeds expectations of the curriculum target (B1 Mid)                   |

## WRITING

The Content Standards focus on pupils' ability to communicate meaning and to use appropriate language, form and style when doing so. Learning Standards are divided almost equally between the two Content Standards. This reflects the importance of both fluency and accuracy in writing at this stage of the pupils' school experience.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 4.1.1 and finishes with 4.2.4. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different writing skills in varied sequences in their English language lessons.

The Performance Standards for writing are provided for teachers to assess their pupils' progress in writing. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievements.

## Objectives for Writing in Form 3

By the end of Form 3, pupils are able to:

1. explain simple content from what they have read or heard.
2. explain simple processes.
3. summarise the main points and explain key details in of a story, text or plot.
4. express and respond to opinions and common feelings such as happiness, sadness, surprise, and interest.
5. organise, sequence and develop ideas within short texts on familiar topics.
6. punctuate written work with moderate accuracy.
7. spell written work with moderate accuracy.
8. produce a plan or draft of two paragraphs or more and modify this appropriately independently.
9. begin to use formal and informal registers appropriate to the target audience in familiar situations.



#### 4.0 Writing Skills

| CONTENT STANDARDS   | FOCUS                                     | LEARNING STANDARDS   |
|---|---|--|
| 4.1 Communicate intelligibly through print and digital media on familiar topics | Communicate information clearly           | 4.1.1 Explain simple content from what they have read or heard   |
|   | Communicate information clearly           | 4.1.2 Explain simple processes   |
|   | Communicate ideas clearly                 | 4.1.3 Summarise the main points and explain key details in of a story, text or plot                          |
|   | Communicate feelings and opinions clearly | 4.1.4 Express and respond to opinions and common feelings such as happiness, sadness, surprise, and interest |
|   | Organise information coherently           | 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics                             |
| 4.2 Communicate with appropriate language, form and style                       | Punctuate texts appropriately             | 4.2.1 Punctuate written work with moderate accuracy  |
|   | Spell written work accurately             | 4.2.2 Spell written work with moderate accuracy  |
|   | Plan, draft and edit work appropriately   | 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately independently          |
|   | Use register appropriately                | 4.2.4 Begin to use formal and informal registers appropriate to the target audience in familiar situations   |

### Performance Standards Guide for Writing

| PERFORMANCE LEVEL | DESCRIPTORS FOR WRITING SKILLS   | NOTES  |
|-------------------|--|--|
| 1                 | <ul style="list-style-type: none"> <li>• Hardly shows any ability to summarise the main points and explain key details in of a story, text or plot even with a lot of support.</li> <li>• Hardly shows any ability to express and organise information, ideas, opinions and feelings even with a lot of support.</li> <li>• Hardly shows any ability to use formal and informal registers appropriately, punctuate and spell written work with moderate accuracy even with a lot of support.</li> <li>• Hardly shows any ability to plan or draft two paragraphs or more and modify appropriately even with a lot of support.</li> </ul> | Requires support to achieve the curriculum target (B1 Low) |
| 2                 | <ul style="list-style-type: none"> <li>• Shows limited ability to summarise the main points and explain key details in of a story, text or plot with a lot of support.</li> <li>• Shows limited ability to express and organise information, ideas, opinions and feelings with a lot of support.</li> <li>• Shows limited ability to use formal and informal registers appropriately, punctuate and spell written work with moderate accuracy with a lot of support.</li> <li>• Shows limited ability to plan or draft two paragraphs or more and modify appropriately with a lot of support.</li> </ul>                                 | On track to achieve the curriculum target (B1 Low)         |
| 3                 | <ul style="list-style-type: none"> <li>• Shows adequate ability to summarise the main points and explain key details in of a story, text or plot.</li> <li>• Shows adequate ability to express and organise information, ideas, opinions and feelings.</li> <li>• Shows adequate ability to use formal and informal registers appropriately, punctuate and spell written work with moderate accuracy.</li> <li>• Shows adequate ability to independently plan or draft two paragraphs or more and modify appropriately.</li> </ul>   | Achieves expectations of the curriculum target (B1 Low)    |

| PERFORMANCE LEVEL | DESCRIPTORS FOR WRITING SKILLS  | NOTES  |
|-------------------|---|--|
| 4                 | <ul style="list-style-type: none"> <li>• Shows good ability to summarise the main points and explain key details in of a story, text or plot.</li> <li>• Shows good ability to express and organise information, ideas, opinions and feelings.</li> <li>• Shows good ability to use formal and informal registers appropriately, punctuate and spell written work with moderate accuracy.</li> <li>• Shows good ability to independently plan or draft two paragraphs or more and modify appropriately.</li> </ul>  | Working towards exceeding expectations of the curriculum target (B1 Mid) |
| 5                 | <ul style="list-style-type: none"> <li>• Shows very good ability to summarise the main points and explain key details in of a story, text or plot.</li> <li>• Shows very good ability to express and organise information, ideas, opinions and feelings.</li> <li>• Shows very good ability to use formal and informal registers appropriately, punctuate and spell written work with moderate accuracy.</li> <li>• Shows very good ability to independently plan or draft two paragraphs or more and modify appropriately.</li> </ul>  | On track to exceed expectations of the curriculum target (B1 Mid)        |
| 6                 | <ul style="list-style-type: none"> <li>• Displays excellent ability to summarise the main points and explain key details in of a story, text or plot.</li> <li>• Displays excellent ability to express and organise information, ideas, opinions and feelings.</li> <li>• Displays excellent ability to use formal and informal registers appropriately, punctuate and spell written work with moderate accuracy.</li> <li>• Displays excellent ability to independently plan or draft two paragraphs or more and modify appropriately.</li> <li>• Displays exemplary model of language use to others.</li> </ul> | Exceeds expectations of the curriculum target (B1 Mid)                   |

## LITERATURE IN ACTION

The Literature in Action Content Standards focus on pupils' ability to enjoy and appreciate different text types, to analyse and evaluate texts, and to respond imaginatively to texts.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 5.1.1 and finishes with 5.3.1. Pupils need to develop Literature in Action skills simultaneously over the school year, and so will learn from opportunities to practise different Literature in Action skills in varied sequences in their English lessons.

## Objectives for Literature in Action in Form 3

By the end of Form 3, pupils are able to:

1. explain why a part or aspect of a text interests them.
2. explain briefly the development of plot, characters and themes in a text.
3. identify key stylistic features of a text and explain briefly why the author uses them.
4. respond imaginatively and intelligibly through creating power points, visuals, posters, blogs and webpages.

## 5.0 Literature in Action

| CONTENT STANDARDS |  | FOCUS  | LEARNING STANDARDS   |
|-------------------|--|--|--|
| 5.1               | Engage with, respond to and interpret a variety of literary text types | Give a personal response to a variety of literary text types         | 5.1.1 Explain why a part or aspect of a text interests them  |
|                   |  | Interpret a variety of literary text types                           | 5.1.2 Explain briefly the development of plot, characters and themes in a text   |
| 5.2               | Analyse and evaluate a variety of literary text types                  | Analyse and evaluate a variety of literary text types                | 5.2.1 Identify key stylistic features of a text and explain briefly why the author uses them   |
| 5.3               | Express an imaginative response to literary texts                      | Plan, prepare and produce creative work with a focus on language use | 5.3.1 Respond imaginatively and intelligibly through creating power points, visuals, posters, blogs and webpages<br>Other imaginative responses as appropriate |

Note:

Literature in Action (LiA) is assessed through the four skills; Listening, Speaking, Reading and Writing.

## Secondary Form 3 English Language Syllabus

### 1. Overview

The aim of learning English in Form 3 is to continue providing pupils with positive and successful experiences with English, along with an integrated focus on grammar and varied and continued practice of the four skills (listening, speaking, reading and writing) and Literature in Action. This syllabus sets out the themes, language skills, grammar, language functions and vocabulary which pupils will learn in Form 3. It also provides a list of suggested text types suitable for pupils in Form 3.

### 2. Themes and Topics

The English Language Curriculum for Malaysian Secondary Schools emphasises the importance of sustaining the use of the English language within and beyond the classroom. The curriculum adopts an inter-disciplinary approach and this is reflected within the four broad themes of:

- People and Culture
- Health and Environment
- Science and Technology
- Consumerism and Financial Awareness

The chosen textbook and non-textbook lessons (except for Literature in Action lessons), which teachers will create themselves, will all be based on the above four themes. Details about the topics and lessons can be found within the Scheme of Work document.

### 3. Higher Order Thinking Skills (HOTS) and 21<sup>st</sup> Century Skills:

Pupils have frequent opportunities to develop HOTS and 21<sup>st</sup> Century Skills as they learn English in Form 3. Lessons encourage developing 21<sup>st</sup> Century Skills by helping pupils develop aspirational characteristics stated in pupils' profile according to the Standards-Based Curriculum and Assessment Document (DSKP), for example, becoming thinkers and communicators. Pupils will collect and compare information and comment on what they already know while working on activities in Form 3 Scheme of Work and other learning resources.

Pupils will develop HOTS during learning English while giving them tasks that encourage using knowledge, skills and values in thinking, applying, reflecting, problem-solving, decision-making, innovating and creating. A particularly good opportunity to do this is within the Literature in Action lessons where pupils are encouraged to respond to a range of texts. Here pupils can be encouraged to infer cause and consequence, speculate on alternative outcomes to storylines, assess and criticise characters' behaviours or choices, invent new endings or outcomes and to create their own expression of the themes explored by writing their own poems and stories.

#### **4. Form 3 Content and Learning Standards and Progress Through the CEFR**

The learning standards for Form 3 indicate what language skills pupils develop when they learn new structures, language functions and vocabulary and recycle<sup>1</sup> language from Forms 1 and 2.

By the end of Form 3, pupils should reach B1 Low of the Common European Framework of Reference (CEFR) in the content and learning standards for Form 3 for Listening, Speaking, Reading and Writing. The content and learning standards for Form 3 are listed in full in the curriculum framework documentation.

#### **5. Text Types**

It is important to ensure that pupils are exposed to a variety of text types that demonstrate a variety of purposes, including: recounting; describing; informing; discussing; instructing; explaining; persuading.

The suggested text types below are varied and are appropriate to B1 level within the CEFR.

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<sup>1</sup> Recycling language refers to re-using previously learned words, structures and language functions in similar or different contexts over a period of time. This helps pupils to experience using these words, structures and language functions in varied, life-like situations.

## 6. Suggested Text Types

|             |                 |                       |
|-------------|-----------------|-----------------------|
| Articles    | Graphs          | Questionnaires        |
| Adverts     | Guides          | Packaging information |
| Blog posts  | Instructions    | Poems                 |
| Biographies | Interviews      | Postcards             |
| Brochures   | Leaflets        | Quizzes <sup>2</sup>  |
| Charts      | Letters         | Recipes               |
| Comics      | Maps            | Song lyrics           |
| Dialogues   | Message boards  | Stories               |
| Emails      | News reports    | Text messages         |
| Fables      | Online articles | Web pages             |

When creating, selecting or adapting text content for Form 3, teachers should build on content that is within their pupils' interest or experience but with the potential to widen their world knowledge (e.g. texts about festivals in other cultures or the latest technology). The concepts within the text should be varied in order to integrate some concrete concepts such as national identity, cultural values, etc.

Text content should include support for pupils when suitable (for example, pictures to support a text about geographical descriptions). Teachers should also provide opportunities for pupils to engage with texts about real life appropriate to their age range and level. Where possible, text content should reflect the Malaysian National Education Policy that aims to develop a greater understanding and sensitivity of the different races and ethnic groups within Malaysia.

<sup>2</sup> Quizzes at secondary level are longer and more sophisticated than in primary. Pupils will be using this text type, which contains different language structures (narrative, instruction, gapped text, etc), to provide output.



## 7. Grammar

Pupils encounter grammar and language functions all the time as they learn English. In Form 3 there will be a number of lessons where grammar is explicitly focused on. These will cover a range of grammatical structures and language functions at a B1 Low level in the CEFR.

Although grammar is explicitly taught, it should be noted that teachers will need to ensure that grammatical structures and language functions are integrated where possible within lessons focusing on the four skills and Literature in Action. This focus on meaning and use of grammar for communicative purposes helps pupils to build positive attitudes and confidence with learning English. For this reason, the grammar lessons are referred to as *Language Awareness* lessons within the Scheme of Work.

One of the aims of learning English in Form 3 is to build on the learning at A2 High level of grammar and language functions in Form 2. Form 3 teachers should also refer to Appendix 1 at the back of this syllabus that lists the structures and language functions introduced in Form 2.

This syllabus will provide teachers with the list of grammatical structures and language functions that need to be covered in Form 3 (see Section 8 below).

## 8. Form 3 Grammar and Language Functions

The following is a list of grammar and language functions that are suitable for Form 3. The Student's Book content page includes some of the grammar areas listed here in the syllabus, while the remaining grammar and language functions that do not appear on the content page are integrated in the activities in the textbook<sup>3</sup> and the Scheme of Work. The list below refers to new and recycled grammar from Form 2.

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<sup>3</sup> The textbook refers to the Student's Book, the Teacher's Book and Audio CDs. The textbook components complement each other and should be used together. Activities that are described in the Teacher's Book but do not appear in the Student's book also reinforce and expand grammar and vocabulary areas listed above.

The scope and sequence are shown on the Student's Book content page.

**Form 3 Grammar**

1. Present perfect simple (with *just, already* and *yet*)
2. Present perfect simple (with *for* and *since*)
3. Present perfect simple vs. past simple
4. Articles (*a, and, the* or no article)
5. Adverbs of manner and comparison
6. Indefinite pronouns (*everyone, no one, someone, etc.*)
7. Present perfect continuous
8. Present perfect continuous vs. present perfect simple
9. Future forms (using: present simple, present continuous, *going to, will/won't*)
10. The passive (present simple, past simple, present continuous, present perfect)

**Recycle and consolidate (grammar from Form 2)**

1. Word formation (from 'root' word)
2. Comparative and superlative adjectives
3. Modal verbs to talk about rules and obligation in past and present: *must, mustn't, have to, don't have to, had to, didn't have to*
4. Question tags to show interest / request clarification
5. Present simple and present continuous (*always* with present continuous)
6. Past simple vs. past continuous
7. The passive (present and past simple)

**Form 3 Main Language Functions**

1. Questions tags to check information / make conversation
2. Modals for prediction and possibility (*might, may, will, probably*)
3. Modals for permission or prohibition in present and past (*can / to be allowed to; can't / not to be allowed; could / couldn't; was / were able to*)
4. Showing agreement using: *So (do I); Neither / Nor (do I)*
5. Phrases to show opinion (*in my opinion*)
6. Phrases for describing mood and emotion (*it makes me feel*)
7. Connecting words: to explain and inform (*in addition*); to sequence (*first, next, finally*); for conclusions and recommendations (*to summarise*)
8. Numbering words to describe (*it has three...*)

## 9. Vocabulary

The Form 3 syllabus indicates the vocabulary to be covered and learned in Form 3. The wordlists are organised by category and alphabetically (see Section 10 below).

The Form 3 wordlist is based on common words used by B1 language learners and collected by the Cambridge English Corpus<sup>4</sup>. There are additional words available in the textbook assigned to Form 3. Many of the words that are introduced in the textbook will be recycled across Form 3 lessons in the Scheme of Work. Lessons in the Scheme of Work and textbook may also suggest additional vocabulary. Teachers can prioritise other words for pupils to learn or omit some words from the wordlist, if this is appropriate to the local context.

Pupils are not expected to learn words from the wordlist by heart but rather to understand and use them in a natural topic or context and in writing and speech in class. Learning vocabulary in Form 3 is cumulative. It is also important to remember that pupils build up their personal vocabulary over time. They consolidate, recycle, re-learn, use and incorporate words from Forms 1 and 2 in their new vocabulary for Form 3.

Pupils in Form 3 are learning to spell their written work with moderate accuracy. In Form 3 it is therefore important for pupils to check their spelling of words. Pupils also need to be made aware of spelling rules in English.

In addition to the provided wordlist within this syllabus document, teachers are encouraged to consult the following additional vocabulary resources:

- **English Vocabulary Profile (EVP):** The EVP shows the most common words and phrases that pupils need to know in British or American English. The meaning of each word or phrase in the wordlist has been assigned a level between A1 and C2 on the CEFR. The EVP can therefore provide teachers with guidance on B1 appropriate words. Please note that EVP is based on an international context so, while it contains vocabulary suitable for B1 learners, some words may be more common in certain parts of the world than in Malaysia. For example,

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<sup>4</sup> The Cambridge English Learner Corpus is an up-to-date database which contains millions of words and structures produced by English language learners across the world. The corpus is created by Cambridge English and Cambridge University Press. It is used for research and the development of teaching and learning materials (e.g. textbooks).

*camel* is common in some parts of the Middle East and Central Asia, while *tiger* is common in the Indian subcontinent and South East Asian countries.

EVP can be accessed at <http://www.englishprofile.org/wordlists>

- **Cambridge English: Vocabulary List:** Although this is a wordlist that gives teachers a guide to the vocabulary needed when preparing students for *Cambridge English: Preliminary*, teachers will find this to be a user-friendly resource as this provides B1 words within an accessible wordlist document.

The list can be accessed at <http://www.cambridgeenglish.org/images/84669-pet-vocabulary-list.pdf>

Form 3 teachers may also wish to refer to the wordlist in Appendix 2 at the back of this syllabus, which lists the words (by category) introduced in Form 2.

## 10. Form 3 Core Vocabulary

### Vocabulary by category

#### ***Clothes and Accessories***

|           |          |            |             |
|-----------|----------|------------|-------------|
| cotton    | jumper   | sandal     | sweater     |
| dress (v) | leather  | scarf      | tie         |
| glasses   | material | silk       | underpants  |
| jacket    | pattern  | stripe     | underwear   |
| jeans     | plastic  | sunglasses | undress (v) |

#### ***Colours***

|                   |        |        |        |
|-------------------|--------|--------|--------|
| (dark/light/pale) | gold   | pink   | white  |
| black             | green  | purple | yellow |
| blue              | grey   | red    |        |
| brown             | orange | silver |        |

#### ***Health***

|           |                      |           |             |
|-----------|----------------------|-----------|-------------|
| accident  | dangerous            | medicine  | patient (n) |
| ambulance | emergency            | nurse     | temperature |
| ankle     | feel better/ill/sick | operate   | well (adj)  |
| bandage   | fever                | operation |             |
| damage    | get better/worse     | pain      |             |
| danger    | heel                 | painful   |             |

#### ***House and home***

|               |              |                |                 |
|---------------|--------------|----------------|-----------------|
| basin         | duvet        | remote control | TV (screen/set) |
| bath(tub)     | electric(al) | safe (adj)     | upstairs (adv)  |
| bathroom      | laptop       | stay (v)       | video           |
| digital (adj) | plug         | telephone      |                 |
| downstairs    | plug in      | television     |                 |

**Money and shopping**

bargain  
bill  
cash  
change

cheap  
choose  
complain  
customer

exchange  
label  
logo  
price

spend  
store

**Personal Issues**

afraid  
alone  
angry  
bored  
boring  
bossy  
brave  
busy

calm  
clever  
cool  
crazy  
cruel  
cute  
difficult  
fond

glad  
kind  
lazy  
lovely  
lucky  
noisy  
pretty  
quick

quiet  
rude  
slim  
strange  
sure  
sweet  
tired  
worried

**Work and jobs**

assistant  
cv  
diary  
employ (v)  
employee

employer  
employment  
factory  
housework  
instructions

instructor  
journalist  
laboratory  
meeting  
message

occupation  
staff  
unemployed

**Form 3 vocabulary in alphabetical order**

|           |                       |             |
|-----------|-----------------------|-------------|
| accident  | cv                    | jumper      |
| afraid    | damage                | kind        |
| alone     | danger                | label       |
| ambulance | dangerous             | laboratory  |
| angry     | diary                 | laptop      |
| ankle     | difficult             | lazy        |
| assistant | digital (adj)         | leather     |
| bandage   | downstairs            | logo        |
| bargain   | dress (v)             | lovely      |
| basin     | duvet                 | lucky       |
| bath(tub) | electric(al)          | material    |
| bathroom  | emergency             | medicine    |
| bill      | employ (v)            | meeting     |
| black     | employee              | message     |
| blue      | employer              | noisy       |
| bored     | employment            | nurse       |
| boring    | exchange              | occupation  |
| bossy     | factory               | operate     |
| brave     | feel better /ill/sick | operation   |
| brown     | fever                 | orange      |
| busy      | fond                  | pain        |
| calm      | get better/worse      | painful     |
| cash      | glad                  | patient (n) |
| change    | glasses               | pattern     |
| cheap     | gold                  | pink        |
| choose    | green                 | plastic     |
| clever    | grey                  | plug        |
| complain  | heel                  | plug in     |
| cool      | housework             | pretty      |
| cotton    | instructions          | price       |
| crazy     | instructor            | purple      |
| cruel     | jacket                | quick       |
| customer  | jeans                 | quiet       |
| cute      | journalist            | red         |



remote control  
rude  
safe (adj)  
sandal  
scarf  
silk  
silver  
slim  
spend  
staff  
stay (v)  
store  
strange  
stripe  
student  
sunglasses  
sure  
sweater  
sweet  
telephone  
television  
temperature  
tie  
tired  
TV (screen/set)  
underpants  
underwear  
undress(v)  
unemployed  
upstairs (adv)  
video  
well (adj)  
white  
worried  
yellow

**Appendix 1: Form 2 grammar**

1. Review of present simple and present continuous
2. Growing range of quantifiers: *all, both, any, a few, a lot (of), a lot, (too) much, (too) many*
3. Review of past simple and past continuous
4. Question forms and indirect questions.
5. Adjectives ending with *-ed / -ing*
6. Comparatives and superlative adjectives
7. Countable and uncountable nouns
8. Modal verbs to talk about rules and obligation in past and present: *must, mustn't, have to, don't have to, had to, didn't have to*
9. Question tags to show interest / request clarification
10. Passive (present and past simple)
11. Infinitive of purpose: *She went to the shops to buy a new bag for school.*

**Appendix 2: Form 2 vocabulary by category**

| <b>Fixed phrases</b>  | <b>Health</b>  | <b>Jobs and chores</b>  |
|---|--|---|
| <p>Can I ask you a favour?<br/>           Can you say that again?<br/>           Can you repeat that?<br/>           Don't worry.<br/>           Excuse me?<br/>           Go ahead.<br/>           Hurry up!<br/>           Hmm.<br/>           It's a deal!<br/>           Let's go.<br/>           I'm not surprised.<br/>           I don't understand.<br/>           I love your look.<br/>           I see what you mean.<br/>           No problem.<br/>           Ooh!<br/>           Phew!<br/>           I see!<br/>           Yes, of course.<br/>           Sorry, I didn't hear what you said!<br/>           Sure (as in yes).<br/>           That's a great (jacket).<br/>           What does that mean?<br/>           What's the matter?<br/>           Yeah, right.</p> | <p>backache<br/>           bee sting<br/>           cold<br/>           cough<br/>           earache<br/>           eye strain<br/>           headache<br/>           mosquito bite<br/>           spots<br/>           stomach ache<br/>           sunburn<br/>           toothache</p> | <p>babysit<br/>           clean the windows<br/>           deliver newspapers<br/>           do the gardening<br/>           do the ironing<br/>           do the washing up<br/>           lay the table<br/>           make the beds<br/>           pet sit<br/>           take dogs for walks<br/>           tidy your room<br/>           wash cars</p> |

|  |  |  |
|--|--|--|
| <p><b>Money and shopping</b></p> <p>borrow<br/>buy<br/>collect<br/>cost<br/>earn<br/>lend<br/>lose<br/>pay for<br/>save<br/>sell<br/>spend<br/>swap<br/>win</p>                            | <p><b>Personal issues</b></p> <p>appearance<br/>arguments<br/>bullying<br/>depression<br/>diet<br/>exercise<br/>health<br/>relationships<br/>social life<br/>stress<br/>vegetarian</p> | <p><b>Transport</b></p> <p>bicycle<br/>caravan<br/>coach<br/>ferry<br/>helicopter<br/>horse and carriage<br/>hot-air balloon<br/>lorry<br/>motorbike<br/>plane<br/>ship<br/>the Underground<br/>tram<br/>yacht</p> |
| <p><b>Sport and competitions</b></p> <p>captain<br/>champion<br/>coach<br/>goal<br/>loser<br/>match<br/>opponent<br/>race<br/>stadium<br/>supporter<br/>team<br/>tournament<br/>winner</p> | <p><b>Verbs of movement (1)</b></p> <p>arrive<br/>carry<br/>climb<br/>crash<br/>cross<br/>drive<br/>fall<br/>fly<br/>follow<br/>land<br/>pull<br/>push<br/>sail<br/>take off</p>       | <p><b>Verbs of movement (2)</b></p> <p>break<br/>carry<br/>cross<br/>drop<br/>meet<br/>open<br/>pick<br/>put<br/>scratch<br/>spill<br/>touch<br/>walk</p>  |

### PANEL OF WRITERS

- |     |                                       |                                 |
|-----|---------------------------------------|---------------------------------|
| 1.  | Eileen Jessie Ah Guan                 | Curriculum Development Division |
| 2.  | Dr.Rabindra Dev Prasad                | Curriculum Development Division |
| 3.  | Kalaichelvi Subramaniam               | Curriculum Development Division |
| 4.  | Ida Hairani Bakar                     | Curriculum Development Division |
| 5.  | YM Tunku Ireneza Marina Tunku Mazllan | Curriculum Development Division |
| 6.  | Masreen Wirda Mohammad Ali            | Curriculum Development Division |
| 7.  | Anon Sham Che Din                     | Curriculum Development Division |
| 8.  | Fairuz Hamzah                         | Curriculum Development Division |
| 9.  | Noor Azmira Amran                     | Curriculum Development Division |
| 10. | Zilfadhilah Hasni Zakaria             | Curriculum Development Division |
| 11. | Nur Amirah Abdul Manan                | Curriculum Development Division |
| 12. | Prof Madya Dr. Hamidah Yamat @ Ahmad  | Universiti Kebangsaan Malaysia  |
| 13. | Dr. Premalatha a/p Bhaskaran Nair     | IPG Kampus Bahasa Antarabangsa  |
| 14. | Gladys Francis Joseph                 | Pejabat Pendidikan Bangsar Pudu |
| 15. | Eugene Mark Morais                    | SMJK Katholik, Petaling Jaya    |
| 16. | Michelle Lim Pek Sim                  | SMK Bandar Puchong Jaya(B)      |
| 17. | Ruthirayene M.Poologasingam           | SMJK Kwang Hua, Klang           |

## ACKNOWLEDGEMENT

### Advisors

|                           |                                |
|---------------------------|--------------------------------|
| Shazali bin Ahmad         | - Director                     |
| Datin Dr. Ng Soo Boon     | - Deputy Director (STEM)       |
| Dr. Mohamed bin Abu Bakar | - Deputy Director (Humanities) |

### Editorial Advisors

|                                  |                  |
|----------------------------------|------------------|
| Mohamed Zaki bin Abd. Ghani      | - Head of Sector |
| Haji Naza Idris bin Saadon       | - Head of Sector |
| Mahyudin bin Ahmad               | - Head of Sector |
| Dr. Rusilawati binti Othman      | - Head of Sector |
| Mohd. Faudzan bin Hamzah         | - Head of Sector |
| Fazlinah binti Said              | - Head of Sector |
| Mohamed Salim bin Taufix Rashidi | - Head of Sector |
| Haji Sofian Azmi bin Tajul Arus  | - Head of Sector |
| Paizah binti Zakaria             | - Head of Sector |
| Hajah Norashikin binti Hashim    | - Head of Sector |

**Technical Coordinator for Publication and Specifications**

Saripah Faridah binti Syed Khalid  
Nur Fadia binti Mohamed Radzuan  
Mohamad Zaiful bin Zainal Abidin

**Graphic Designer**

Siti Zulikha binti Zelkepli







**Bahagian Pembangunan Kurikulum  
Kementerian Pendidikan Malaysia**

Aras 4-8 Blok E9, Kompleks Kerajaan Parcel E,  
62604 Putrajaya.

Tel: 03-8884 2000 Fax: 03-8888 9917

<http://bnpk.moe.gov.my>