



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

# Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

**TINGKATAN 1**





**KEMENTERIAN PENDIDIKAN MALAYSIA**

**KURIKULUM STANDARD SEKOLAH MENENGAH**

# **Bahasa Inggeris**

**Dokumen Standard Kurikulum dan Pentaksiran**

## **Tingkatan 1**

**Bahagian Pembangunan Kurikulum**

Terbitan 2017

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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 prinsip-prinsip yang berikut:

**KEPERCAYAAN KEPADA TUHAN  
KESETIAAN KEPADA RAJA DAN NEGARA  
KELUHURAN PERLEMBAGAAN  
KEDAULATAN UNDANG-UNDANG  
KESOPANAN DAN KESUSILAAN**



## **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 memperkembangkan lagi 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 memberi 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

membolehkan 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 with 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 curriculum target levels for primary and secondary based on the CEFR. The curriculum standards for Form 1 are aligned to the CEFR proficiency level A2 Mid Revised.

Table 1: Curriculum Target Levels Based on CEFR

Primary						Secondary				
1	2	3	4	5	6	1	2	3	4	5
Working Towards A1	A1 Low	A1 Mid	A1 High	A2 Low	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 move through the preschool to secondary levels. Therefore, this curriculum of an international standard will further maximise pupils' learning outcomes.



**AIMS**

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 in the real world.

The aim of learning English in Form 1 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.

**OBJECTIVES**

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

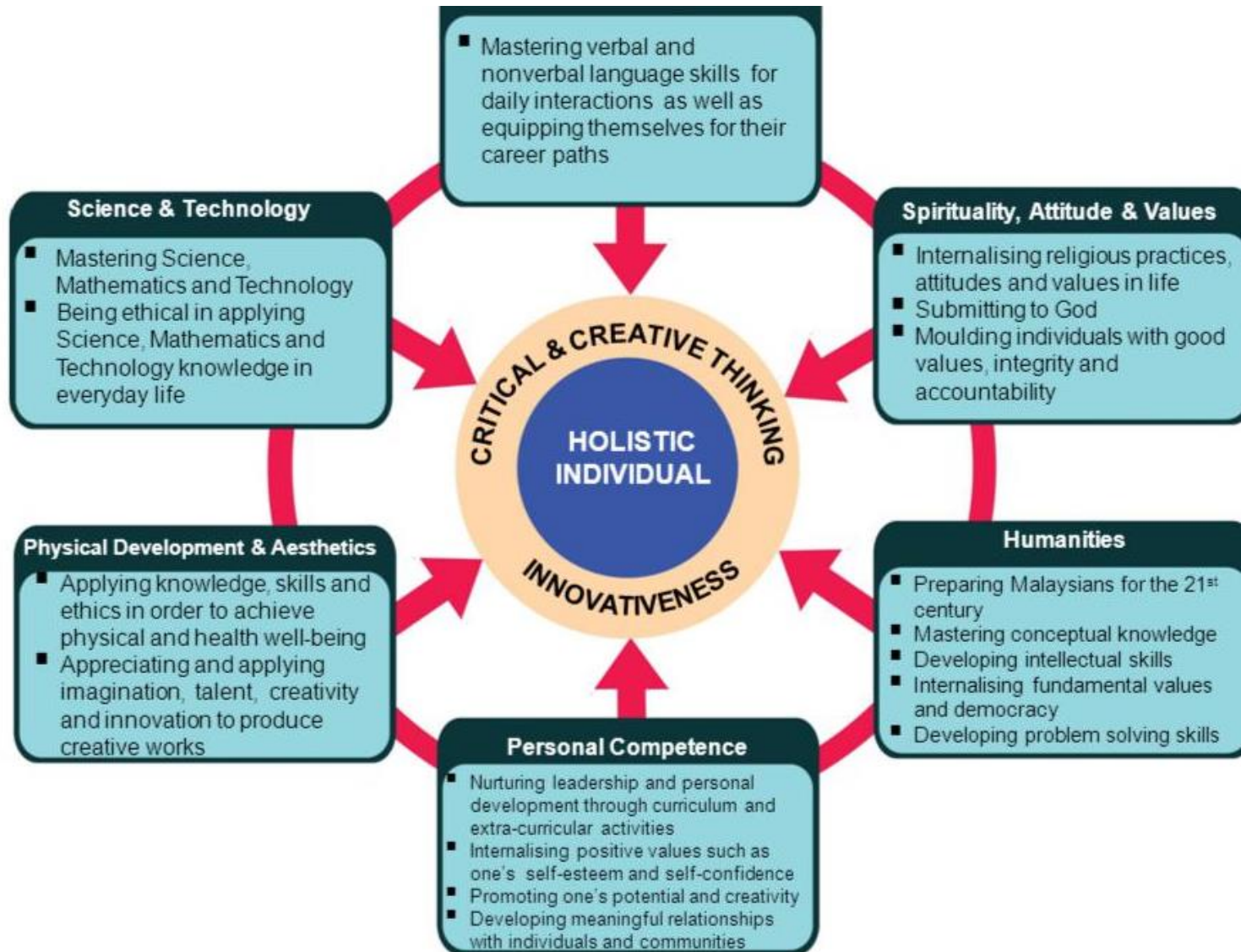
1. understand meaning in a variety of familiar contexts.
2. use appropriate listening strategies in a variety of contexts.
3. recognise features of spoken genres on familiar topics.
4. communicate information, ideas, opinions and feelings intelligibly on familiar topics.
5. use register appropriately.
6. use appropriate communication strategies.
7. communicate appropriately to a small or large group on familiar topics.
8. understand a variety of texts by using a range of appropriate reading strategies to construct meaning.
9. explore and expand ideas for personal development by reading independently and widely.
10. communicate intelligibly through print and digital media on familiar topics.
11. communicate with appropriate language, form and style.
12. engage with, respond to and interpret a variety of literary text types.
13. analyse and evaluate a variety of literary text types.
14. express an imaginative response to literary texts.

## **THE CURRICULUM FRAMEWORK**

The curriculum is based on the six strands which are; communication, spirituality, attitude and values, humanities, personal competence, physical development and aesthetics, and science and technology (Figure 1). In the SBELC, knowledge, skills and good values are elements integrated into each strand.

These elements are woven into every lesson to inculcate awareness, understanding and respect for the diversity amongst individuals and various communities leading to unity and harmony in our multicultural society. In preparing pupils to meet the challenges of the 21<sup>st</sup> century, due emphasis is given to developing perseverance, critical, creative and innovative thinking, and current Information and Communication Technology (ICT) skills. As future leaders, pupils need to improve their proficiency in English, as well as leadership qualities and ethical decision-making skills in order to be globally competitive.

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 depicted in the 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 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 SBELC

Stage One	Year 1, Year 2 and Year 3 (Lower Primary)
Stage Two	Year 4, Year 5 and Year 6 (Upper Primary)
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 with the intention of building 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 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 skill or Writing skill is 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 that he/she wants to infuse in all the language skills.

To optimise learning, proper planning is required prior to teaching and learning. In SBELC, teachers can plan lessons using the Syllabus document and the Scheme of Work which ties 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

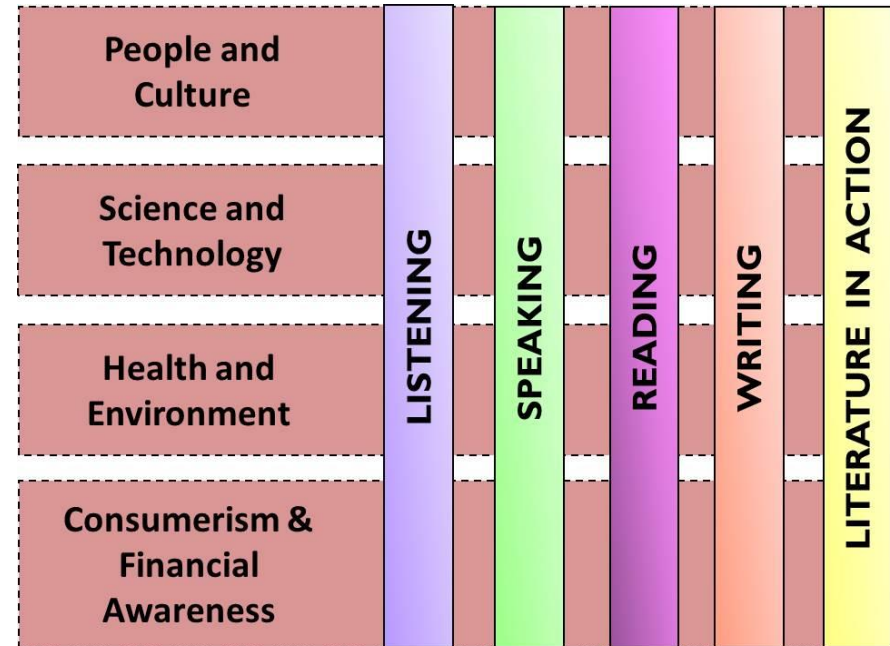


Figure 2: Lesson Organisation

Figure 2 shows how the themes, the four language skills and LiA are organised to realise the aims and objectives of 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 Standards-Based Secondary Curriculum (KSSM) aspirations is to develop pupils with the 21<sup>st</sup> Century Skills which give emphasis on thinking skills as well as life skills and one's career based on pure value practices. The 21<sup>st</sup> Century Skills aim at producing pupils with characteristics defined in the pupil's profile in order to be able to compete globally as stated in Table 1. The mastery of Content and Learning Standards in the English Language curriculum contributes to the pupils' acquisition of the 21<sup>st</sup> Century Skills.

Learning skills refer to the ability to think critically and creatively, to collaborate and communicate effectively. Literacy skills refer to information literacy, media literacy and technology literacy. Life skills refer to the ability to navigate the complex life and work environments, by being flexible and adaptable, having initiative and self-direction, having social and cross-cultural skills, being productive and accountable and displaying leadership and responsibility.

By cultivating 21<sup>st</sup> Century Skills, pupils are able to develop the aspired characteristics as mentioned in the pupils' profile (Table 3).

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 opened 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 creatively, 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, pity and respect towards the needs and feelings of others. They are committed to serve the society and ensure 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 the ability to apply knowledge, skills and values in reasoning, reflecting, problem-solving, decision-making, innovating and creating. In the Standards-Based Curriculum for secondary schools (KSSM), due emphasis has been given to HOTS in all aspects of teaching, learning and assessment. In SBELC, emphasis on HOTS refer to the four cognitive levels namely, application, analysis, evaluation and creation (Table 4).

Table 4: Higher Order Thinking Skills

Cognitive Levels	Explanation
<b>Application</b>	Using knowledge, skills and values in different situations to complete a piece of work.
<b>Analysis</b>	Ability to break down information into smaller parts in order to understand and make connections between these parts.
<b>Evaluation</b>	Ability to consider, make decisions using knowledge, experience, skills, and values and justify decisions made.
<b>Creation</b>	Produce an idea or product using creative and innovative methods.

In teaching and learning, HOTS is incorporated through activities that promote critical thinking and creativity, and utilise thinking strategies and reasoning skills. 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 judgments 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.

## 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, in controlling resources required in the teaching and learning activities such as time, effort, affect 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:

### **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.

### **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.

In the SBELC, PBL is mainly implemented during LiA. Pupils are given small inter-connected projects leading to and culminating in the production of a performance. The teacher guides the pupils to ensure that the implementation of the project progresses smoothly and is completed as planned. In total, PBL promotes hands-on, minds-on, and hearts-on activities that lead to the holistic development of pupils and to be ready to face the challenges of the 21<sup>st</sup> century.

### **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 such as the Internet, 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.

## 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 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 as follow:

### 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 SBELC so that pupils understand and practise them in their daily lives. These values encompass aspects of spirituality, humanity and citizenship.

### 4. Science and Technology

- . Inculcating pupils' interest in science and technology will accelerate their literacy in science and technology.
- The use of technology in teaching and learning will capture pupils' interest thus making teaching and learning effective and fun.
- The development of scientific and technological attitudes, approaches and skills is necessary to cope with the rapidly changing environment for problem-solving and decision making in our daily lives. The use of scientific and technological approaches enhances teaching and learning to meet personal, local and global requirements.

### 5. Patriotism and Citizenship

- The importance of instilling good values, knowledge, and the understanding of the duties, obligations and responsibilities of each and every citizen of this country is crucial for the well being of the country.
- Similarly, patriotism is instilled through pupils' participation in curricular and co-curricular activities. This enables pupils to work together and collaborate towards nation-building.

### 6. Creativity and Innovation

- Creativity is the ability to use the 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 closely related and are vital components for the development of individuals to face the challenges of the 21<sup>st</sup> century. Through creative and innovative teaching approaches, pupils will display interest, curiosity, excitement and greater growth in learning. Creativity and innovation in pupils should be exploited and nurtured to ensure that their full potential is realised.

## 7. Entrepreneurship

- The infusion of entrepreneurship in the curriculum introduces entrepreneurial knowledge, skills and practice to pupils.
- Entrepreneurial mind-set amongst pupils can be fostered through relevant and meaningful activities which inculcate attitudes or qualities such as diligence, honesty and responsibility as well as developing a creative and innovative mind to develop products and propel ideas.

## 8. Information and Communications Technology

- Information and Communications Technology (ICT) is intended to ensure pupils apply and enhance their knowledge and ICT skills. Application of ICT will not only drive pupils to be creative but also makes teaching and learning more interesting and fun, and subsequently improves the quality of learning.
- In line with globalisation, ICT-related skills are incorporated into the Learning Standards in the SBELC. These skills involve using resources such as multimedia and the Internet in teaching and learning. Some examples of activities that can be carried out include e-mailing, chatting, blogging and tweeting as well as networking and

interacting with electronic software and course.

## 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 at the local, national and global level.

## 10. Financial Education

- The integration of financial education is crucial to develop pupils who are capable of making calculated, sound financial decisions, practising ethical financial management and managing finances with skill and accountability.
- In SBELC, financial education is given due importance with the introduction of the Consumerism and Financial Awareness theme.

## SCHOOL ASSESSMENT

School assessment involves the process of collecting information about pupils' progress in the classroom. The school assessment is planned, implemented and reported by respective teachers. This process is continuous and can be formal or informal in tracking pupil's actual level of proficiency and mastery.

Two types of school assessments are carried out in schools; the formative assessment and summative assessment.

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 students' progress in learning.

The main purpose of formative assessment is to improve pupils' learning and teachers can modify their approach to instructional strategies, amend and modify the learning materials and lesson design based on their post-lesson reflections, external observation and other methods of assessment mentioned above. This is to allow teachers to actively plan the lesson materials and approach to suit pupils' actual levels and needs. To help teachers carry out the

formative assessment effectively, the Performance Standards are incorporated into this document together with the Content and Learning Standards.

The summative assessment is an assessment of learning, carried out to evaluate pupils' learning, skills acquisition and academic achievement at the end of an instructional period; as a conclusion of a topic, as mid-term tests and year-end examinations, and as standardised national examinations. The aim of the summative assessment is to determine the extent of pupils' learning as stipulated in the curriculum. The summative assessment can also be utilised as part of school improvement efforts to help teachers monitor pupils' academic progress or whether they are meeting the expected Learning Standards. The results of the summative assessment are used to inform modifications to instructional strategies, learning materials and lesson designs.



## Performance Standards

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 and learning objectives, then review, re-strategise and modify their teaching to enhance pupils' learning.

The performance levels are arranged in an ascending manner to differentiate the levels of pupils' achievement. In Table 5, a general Performance Standards Guide is provided to assist teachers in assessing their pupils' overall progress. Similarly, specific Performance Standards Guides for the four language skills; Listening, Speaking, Reading and Writing are also provided.

These specific Performance Standards Guides provide teachers with reference to gauge pupils' progress in the four language skills. Teachers may use the specific descriptors provided to determine the performance level of their pupils in the respective language skill. Once the performance level of each language skill has been identified, teachers can then determine their pupils' overall performance level using the guide in Table 5.

In addition, the assessment for Grammar and Literature in Action is based on the Performance Standards Guide of the four language skills.

Table 5: General Performance Standards Guide for A2  
(Basic 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 for 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 Curriculum Standards are developed jointly by the Ministry of Education, Malaysia and Cambridge English. 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 5.</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 Standards.</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>

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 CEFR principles.

# 1.0 LISTENING

## LISTENING

Effective communication is to articulate thoughts and ideas in various forms and purposes, contexts and for various purposes using both verbal and nonverbal communication skills.

The two 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 1.2.1. 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 lessons.

### Objectives for Listening in Form 1

By the end of Form 1, pupils are able to:

1. understand with little or no support the main ideas in simple longer texts on a range of familiar topics.
2. understand with little or no support specific information and details in simple longer texts on a range of familiar topics.
3. understand longer sequences of supported classroom instructions.
4. understand more complex supported questions.
5. understand with support longer simple narratives on a wide range of familiar topics.
6. guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics.

## 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 with little or no support the main ideas in simple longer texts on a range of familiar topics
	Understand specific details when listening to texts on familiar topics	1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics
	Understand attitude or opinion when listening to texts on familiar topics	1.1.3 <i>No learning standard (will be taught in subsequent years)</i>
	Understand classroom instructions about familiar topics	1.1.4 Understand longer sequences of supported classroom instructions
	Understand questions on familiar topics	1.1.5 Understand more complex supported questions
	Understand narratives on familiar topics	1.1.6 Understand with support longer simple narratives on a wide 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 known words and by context on a range of familiar topics
1.3 Recognise features of spoken genres on familiar topics	Recognise typical features of spoken texts	1.3.1 <i>No learning standard (will be taught in subsequent years)</i>

### Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>• Hardly understands the main ideas and specific details in a text.</li> <li>• Hardly shows any understanding of classroom instructions, complex questions and the meaning of unfamiliar words even with a lot of support.</li> </ul>	Requires support to achieve curriculum target (Revise A2)
2	<ul style="list-style-type: none"> <li>• Acquires limited understanding of the listening skills in identifying the main ideas and specific details in a text with a lot of support.</li> <li>• Shows limited understanding of classroom instructions, complex questions and the meaning of unfamiliar words.</li> </ul>	On track to achieve curriculum target (Revise A2)
3	<ul style="list-style-type: none"> <li>• Acquires adequate understanding of the listening skills in identifying the main ideas and specific details in a text</li> <li>• Shows satisfactory understanding of classroom instructions, complex questions and the meaning of unfamiliar words.</li> </ul>	Achieves expectations to achieve curriculum target (Revise A2)
4	<ul style="list-style-type: none"> <li>• Acquires good understanding of the listening skills in identifying the main ideas and specific details in a text.</li> <li>• Shows good understanding of classroom instructions, complex questions and the meaning of unfamiliar words.</li> </ul>	On track to exceed expectations to achieve curriculum target ( A2 High)
5	<ul style="list-style-type: none"> <li>• Acquires very good understanding of the listening skills in identifying the main ideas and specific details in a text.</li> <li>• Shows very good understanding of classroom instructions, complex questions and the meaning of unfamiliar words.</li> </ul>	Working towards exceeding expectations to achieve curriculum target (A2 High)
6	<ul style="list-style-type: none"> <li>• Acquires and uses the listening skills in identifying the main ideas and specific details independently.</li> <li>• Shows excellent understanding of longer sequences of classroom instructions, more complex questions and the meaning of unfamiliar words.</li> <li>• Displays exemplary model of language use to others.</li> </ul>	Exceeds expectations to achieve curriculum target (A2 High)

# 2.0 SPEAKING

## 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 lessons.

## Objectives for Speaking in Form 1

By the end of Form 1, pupils are able to:

1. ask about and give detailed information about themselves and others.
2. ask about and express rules and obligations.
3. ask about and describe future plans or events.
4. explain and give reasons for simple advice.
5. ask about and describe personality.
6. keep interaction going in short exchanges by checking understanding of what a speaker is saying.
7. agree on a set of basic steps needed to complete extended classroom tasks.
8. narrate short stories, events and experiences.



## 2.0 Speaking Skills

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
SPOKEN INTERACTION		
2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Communicate information clearly	2.1.1 Ask about and give detailed information about themselves and others
	Find out about and communicate information clearly	2.1.2 Ask about and express rules and obligations
	Communicate plans and ambitions clearly	2.1.3 Ask about and describe future plans or events
	Communicate a point of view clearly	2.1.4 Explain and give reasons for simple advice
	Communicate feelings clearly	2.1.5 Ask about and describe personality
2.2 Use register appropriately	Use register appropriately in familiar contexts	2.2.1 No learning standard (will be taught in subsequent years)
2.3 Use appropriate communication strategies	Manage interaction appropriately	2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying
	Negotiate classroom tasks appropriately	2.3.2 Agree on a set of basic steps needed to complete extended classroom tasks

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
SPOKEN PRODUCTION		
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 Narrate short stories, events and experiences

### Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>• Hardly finds out about and communicates information clearly.</li> <li>• Hardly manages interaction by communicating a point of view appropriately even with a lot of support.</li> <li>• Hardly narrates short stories and events to an audience even with a lot of support.</li> </ul>	Requires support to achieve curriculum target (Revise A2)
2	<ul style="list-style-type: none"> <li>• Displays limited ability to find out about and communicate information clearly.</li> <li>• Shows limited response in managing interaction by communicating a point of view appropriately.</li> <li>• Provides limited response in narrating short stories and events to an audience.</li> </ul>	On track to achieve curriculum target (Revise A2)
3	<ul style="list-style-type: none"> <li>• Displays adequate ability to find out about and communicate information clearly.</li> <li>• Shows satisfactory response in managing interaction by communicating a point of view appropriately.</li> <li>• Provides satisfactory response in narrating short stories and events to an audience.</li> </ul>	Achieves expectations to achieve curriculum target (Revise A2)
4	<ul style="list-style-type: none"> <li>• Displays good response in finding out about and communicating information clearly.</li> <li>• Shows good response in managing interaction by communicating a point of view appropriately.</li> <li>• Provides good response in narrating short stories and events to an audience.</li> </ul>	On track to exceed expectations to achieve curriculum target ( A2 High)
5	<ul style="list-style-type: none"> <li>• Displays very good response in finding out about and communicating information clearly.</li> <li>• Shows very good response in managing interaction by communicating a point of view appropriately.</li> <li>• Provides very good response in narrating short stories and events to an audience.</li> </ul>	Working towards exceeding expectations to achieve curriculum target (A2 High)
6	<ul style="list-style-type: none"> <li>• Displays excellent response in finding out about and communicating information clearly.</li> <li>• Shows excellent response in managing interaction by communicating a point of view appropriately.</li> <li>• Provides excellent response in communicating opinions about a story and events to an audience.</li> <li>• Displays exemplary model of language use to others.</li> </ul>	Exceeds expectations to achieve curriculum target (A2 High)



# 3.0 READING

## 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 lessons.

## Objectives for Reading in Form 1

By the end of Form 1, pupils are able to:

1. understand the main points in simple longer texts.
2. understand specific details and information in simple longer texts.
3. guess the meaning of unfamiliar words from clues provided by other known words and by context
4. use with some support familiar print and digital resources to check meaning.
5. read and enjoy fiction / 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 simple longer texts
	Understand specific details in a variety of text types on familiar topics	3.1.2 Understand specific details and information in simple longer texts
	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 known words and by context
	Use dictionary skills appropriately to check and extend understanding	3.1.4 Use with some support familiar print and digital resources to check meaning
	Recognise the attitude or opinion of the writer in a variety of text types on familiar topics	3.1.5 No learning standard ( <i>will be taught in subsequent years</i> )
	Recognise typical features of texts on familiar topics	3.1.6 No learning standard ( <i>will be taught in subsequent years</i> )
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 and enjoy fiction / 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 in identifying the main ideas and specific details in a text.</li> <li>• Hardly shows any ability to use dictionary skills to check meaning and guess the meaning of unfamiliar words even with a lot of guidance.</li> <li>• Hardly shows any ability to read and understand a variety of fiction or non-fiction texts.</li> </ul>	Requires support to achieve curriculum target (Revise A2)
2	<ul style="list-style-type: none"> <li>• Displays limited understanding in identifying the main ideas and specific details in a text with a lot of guidance.</li> <li>• Shows limited ability to use dictionary skills to check meaning and guess the meaning of unfamiliar words.</li> <li>• Displays limited ability to read and understand a variety of fiction or non-fiction texts.</li> </ul>	On track to achieve curriculum target (Revise A2)
3	<ul style="list-style-type: none"> <li>• Displays adequate understanding in identifying the main ideas and specific details in a text</li> <li>• Shows satisfactory ability to use dictionary skills to check meaning and guess the meaning of unfamiliar words.</li> <li>• Displays satisfactory ability to read and understand a variety of fiction or non-fiction texts.</li> </ul>	Achieves expectations to achieve curriculum target (Revise A2)
4	<ul style="list-style-type: none"> <li>• Displays good understanding in identifying the main ideas and specific details in a text.</li> <li>• Shows positive attitude in using dictionary skills to check meaning and guess the meaning of unfamiliar words correctly.</li> <li>• Shows interest to read and understand clearly a variety of fiction or non-fiction texts.</li> </ul>	On track to exceed expectations to achieve curriculum target (A2 High)
5	<ul style="list-style-type: none"> <li>• Displays very good understanding in identifying the main ideas and specific details in a text.</li> <li>• Uses dictionary skills to check meaning and guess the meaning of unfamiliar words skilfully and precisely.</li> <li>• Shows a lot of interest to read and give opinion to a variety of fiction or non-fiction texts with some guidance.</li> </ul>	Working towards exceeding expectations to achieve curriculum target (A2 High)



PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
6	<ul style="list-style-type: none"><li>• Acquires and uses the reading skills in identifying the main ideas and specific details excellently.</li><li>• Uses dictionary skills to check meaning and guess the meaning of unfamiliar words independently.</li><li>• Reads and gives opinion on a variety of fiction or non-fiction texts independently.</li><li>• Displays exemplary model of language use to others.</li></ul>	Exceeds expectations to achieve curriculum target (A2 High)



# 4.0 WRITING

## 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 career.

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 lessons.

## Objectives for Writing in Form 1

By the end of Form 1, pupils are able to:

1. give detailed information about themselves and others.
2. describe future plans or events.
3. narrate factual and imagined events and experiences.
4. describe personality.
5. connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns.
6. use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level.
7. spell most high frequency words accurately in independent writing.
8. produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback.

## 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 Give detailed information about themselves and others
	Communicate information clearly	4.1.2 Describe future plans or events
	Communicate ideas clearly	4.1.3 Narrate factual and imagined events and experiences
	Communicate feelings and opinions clearly	4.1.4 Describe personality
	Organise information coherently	4.1.5 Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns
4.2 Communicate with appropriate language, form and style	Punctuate texts appropriately	4.2.1 Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level
	Spell written work accurately	4.2.2 Spell most high frequency words accurately in independent writing
	Plan, draft and edit work appropriately	4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback
	Use register appropriately	4.2.4 No learning standard (will be taught in subsequent years)

## 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 express ideas, opinions and organise information coherently.</li> <li>• Hardly punctuates appropriately and spells accurately even with a lot of guidance.</li> <li>• Hardly plans, drafts and edits written work even with a lot of guidance.</li> </ul>	Requires support to achieve curriculum target (Revise A2)
2	<ul style="list-style-type: none"> <li>• Displays limited ability to express ideas, opinions and organise information coherently.</li> <li>• Shows limited ability to punctuate appropriately and spell accurately.</li> <li>• Shows limited ability to plan, draft and edit written work.</li> </ul>	On track to achieve curriculum target (Revise A2)
3	<ul style="list-style-type: none"> <li>• Displays adequate ability to express ideas, opinions and organise information coherently.</li> <li>• Shows adequate ability to punctuate appropriately and spell accurately.</li> <li>• Shows the ability to plan, draft and edit written work in response to feedback adequately.</li> </ul>	Achieves expectations to achieve curriculum target (Revise A2)
4	<ul style="list-style-type: none"> <li>• Displays a commendable level to express ideas, opinions and organise information coherently.</li> <li>• Shows a commendable level to punctuate appropriately and spell accurately.</li> <li>• Shows the ability to plan, draft and edit written work correctly in response to feedback</li> </ul>	On track to exceed expectations to achieve curriculum target ( A2 High)
5	<ul style="list-style-type: none"> <li>• Displays a high level of ability to express ideas, opinions and organise information coherently.</li> <li>• Shows a high level of ability to punctuate appropriately and spell accurately.</li> <li>• Shows the ability to plan, draft and edit written work effortlessly and precisely.in response to feedback.</li> </ul>	Working towards exceeding expectations to achieve curriculum target (A2 High)
6	<ul style="list-style-type: none"> <li>• Expresses ideas, opinions, common feelings and organises information independently.</li> <li>• Shows excellent ability to punctuate appropriately and spell accurately.</li> <li>• Shows the ability to plan, draft and edit written work independently.</li> <li>• Displays exemplary model of language use to others.</li> </ul>	Exceeds expectations to achieve curriculum target (A2 High)

# 5.0 LITERATURE IN ACTION

**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 1**

By the end of Form 1, pupils are able to:

1. describe in simple language a character's actions or feelings and explain the reasons for them.
2. identify and describe in simple language the key characters in a text.
3. respond imaginatively and intelligibly through creating simple stories.



## 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 Describe in simple language a character's actions or feelings and explain the reasons for them.
	Interpret a variety of literary text types	5.1.2 Identify and describe in simple language the key characters 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 No learning standard (will be taught in subsequent years)
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 simple stories and simple poems  Other imaginative responses as appropriate.

Note:

Literature in Action (LiA) is assessed through the four skills; Listening, Speaking, Reading and Writing. However, LiA is taught by using the modular approach.



# FORM ONE SYLLABUS

## Form 1 English Language Syllabus

### Overview:

The aim of the Form 1 English Language Syllabus is to provide 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, topics, grammar and vocabulary pupils will learn in Form 1. It also provides a list of suggested text types suitable for pupils in Form 1.

### 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 selected textbook for Form 1 (Pulse 2 Units 1 – 5) and the lessons that teachers will create themselves (i.e. the non-textbook-based lessons) will all be based on the above four themes. Details of themes and lessons can be found within the Scheme of Work document.

**Grammar:**

In Form 1 there will be a number of lessons where grammar is explicitly focused on. These will cover a range of grammatical structures and functions at the A2 level of the CEFR. Although grammar is explicitly taught, it should be noted that teachers will need to ensure that grammatical structures and functions are integrated where possible within lessons focusing on the four skills Literature in Action. For this reason, grammar lessons are referred to as Language Awareness lessons within the Scheme of Work.

This syllabus will provide teachers with the list of grammatical structures and functions covered within the Pulse 2 textbook, and an additional list which teachers will need to refer to when creating their own non-textbook-based lessons.

**Vocabulary:**

The Form 1 syllabus lists vocabulary in two ways: by textbook unit and by category.

The words in the Form 1 wordlist come from the Pulse 2 textbook, Units 1 – 5. These words are repeated within the textbook units, and so pupils will have the opportunity to recycle them as they learn to use them. There is also a Study Guide section at the end of each unit to provide consolidation of vocabulary (and of language structures). The non-textbook-based lessons should ideally aim to recycle some of the textbook-based vocabulary whenever possible.

Pupils are **not** expected to learn all these words by heart, or to spell all of them with 100% accuracy; although good accuracy in spelling is a requirement at A2 level, complete accuracy in spelling is above the A2 target in the CEFR.

The wordlist does **not** show all the words which pupils will meet in Form 1. Teachers can, of course, choose other words for pupils to learn or omit some words from the wordlist, if this is appropriate to their local context.

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

1. **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 A2 – appropriate words.

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

2. **Cambridge English: Key for Schools Wordlist:** Although this is a wordlist which teachers can use to prepare their pupils for the A2 Key for Schools Examination, teachers will find this to be a user-friendly resource as this provides A2 words within an accessible wordlist document.

<http://www.cambridgeenglish.org/images/22105-ket-vocabulary-list.pdf>

### **Higher Order Thinking Skills (HOTS):**

Pupils have frequent opportunities to develop higher order thinking skills as they learn English in Form 1 using The Pulse 2 textbook. For example, in Unit 3, pupils read a text about lightning and are then asked to investigate this subject further on the internet which requires them to evaluate the content of various web pages before making their selection. Pupils then compare the information they have found and collaborate to design and produce a fact sheet. This gives pupils opportunities to analyse, evaluate and prioritise information. Pupils will also need to justify their reasoning behind the selection of their chosen facts. The practice of these skills is repeated throughout the textbook.

In the non-textbook-based lessons, teachers have the opportunity to expand their pupils' higher order thinking skills according to observed needs within the class. 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.

**Text types:**

It is important to ensure that pupils are exposed to a variety of text types. The selected text types should be based on pupils' needs and interests. The selected text types below are varied and are appropriate to the A2 level within CEFR. The Pulse 2 textbook contains several of the chosen text types below (e.g. magazine article, magazine interview, news reports, online news article). Teachers are also encouraged to incorporate a range of text types within their own non-textbook-based lessons. Teachers should note that other text types which suit their pupils' needs or interests are of course possible.

**Suggested Text Types:**

Articles	Leaflets
Adverts	Maps
Blog posts	Message boards
Charts	Online articles
Comics	Poems
Dialogues	Questionnaires
Graphs	Quizzes
Guides	Stories
Instructions	Web pages
Interviews	

**Text content:**

When creating, selecting or adapting text content for Form 1, teachers should focus on content which is within their pupils' interest or experience and can widen their world knowledge. The concepts within the text should be varied in order to integrate concrete specific and some abstract concepts such as national identity, cultural values etc.)

Text content should include support for pupils when suitable (e.g. pictures to support a text about geographical descriptions). They 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.

**Form 1 Textbook scope and sequence**

Theme	Unit	Topic	Language Awareness Content	Vocabulary
People and Culture	1	What do you like?	<p><b>Present simple</b></p> <p><b>a. Affirmative</b>  <i>I / We / You <b>wear</b> casual clothes.</i>  <i>He / She / [It] <b>watches</b> films.</i></p> <p><b>b. Negative</b>  <i>I / We / You / They <b>don't study</b> art.</i>  <i>He / She / [It] <b>doesn't play</b> rugby.</i></p> <p><b>c. Questions and short answers</b>  <i><b>Do</b> I / you / we / they <b>live</b> in a house?</i>  <i>Yes, I do. / No, I <b>don't</b>.</i>  <i><b>Does</b> he / she / [it] <b>like</b> to sing?</i>  <i>Yes, he / she / [it] <b>does</b>.</i>  <i>No, he / she / [it] <b>doesn't</b>.</i></p> <p><b>Present continuous</b></p> <p><b>a. Affirmative</b>  <i>I'm <b>dancing</b>.</i>  <i>You / We / They're <b>cooking</b>.</i>  <i>He / She / [It]'s <b>watching</b> a DVD.</i></p>	<p><b>Free-time activities</b></p> <ul style="list-style-type: none"> <li>chat online</li> <li>do water sports</li> <li>go to a café</li> <li>go to a concert</li> <li>go to the gym</li> <li>go for a run</li> <li>go shopping</li> <li>hang out with friends</li> <li>listen to music</li> <li>play computer games</li> <li>play volleyball</li> <li>send text messages</li> <li>surf the internet</li> <li>watch DVDs</li> </ul> <p><b>Skills and abilities</b></p> <ul style="list-style-type: none"> <li>act</li> <li>bake a cake</li> <li>cook</li> <li>dance</li> </ul>



Theme	Unit	Topic	Language Awareness Content	Vocabulary
			<p><i>b. Negative</i>  <i>I'm not talking to Jane.</i>  <i>We / You / They aren't listening.</i>  <i>He / She / [It] isn't listening.</i></p> <p><i>c. Questions and short answers</i>  <b>Am I going fast?</b>  <i>Yes, I am.</i>  <b>Are we / you / they eating?</b>  <i>Yes, we are.</i>  <b>Is / he / she / [it] playing the guitar?</b>  <i>No, he / she / [it] isn't.</i></p>	<p>do tricks  draw  drive a car  paint  play a musical instrument  ride a motorbike  sing  speak a language  tell jokes  write songs</p> <p><b>Time words</b>  always  at the moment  every day  now  often  once a week / month / year  never  sometimes  today  tonight  usually</p>

Theme	Unit	Topic	Language Awareness Content	Vocabulary
People and Culture	2	Fact or fiction?	<p><b>Past simple</b></p> <p><b>a. affirmative</b> I <b>read</b> the book in class. They <b>enjoyed</b> the autobiography.</p> <p><b>b. negative</b> I <b>didn't see</b> the film adaptation. They <b>didn't want</b> to read the ending.</p> <p><b>c. questions</b> <b>Did I finish</b> the book? <b>Did you like</b> the main character?</p> <p><b>d. short answers</b> Yes, I / you / he / she / it / we / they <b>did</b>. No, I / you / he / she / it / we / they <b>didn't</b>.</p> <p><b>was / were</b></p> <p><b>a. affirmative</b> He <b>was</b> an actor. Many events <b>were</b> free.</p> <p><b>b. negative</b> It <b>wasn't</b> a good performance. They <b>weren't</b> in the show.</p> <p><b>c. questions</b> <b>Was I / he / she / [it]</b> an explorer? <b>Were</b> we / you / they critical about the novel?</p> <p><b>d. short answers</b> No, I / he / she / [it] <b>wasn't</b>. Yes, we / you / they <b>were</b>.</p> <p><b>could / couldn't</b></p> <p><b>a. affirmative</b> You <b>could visit</b> many places.</p> <p><b>b. negative</b> We <b>couldn't see</b> the stage.</p>	<p><b>Literature</b> adventure story autobiography biography comic novel cookery book detective novel fairy tale historical novel poetry book romantic novel science fiction novel thriller travel guide</p> <p><b>Professions</b> astronaut athlete comedian dancer engineer explorer inventor musician painter pilot politician scientist writer</p>

Theme	Unit	Topic	Language Awareness Content	Vocabulary
			<p>c. questions  <b>Could</b> they <b>perform</b>?</p> <p>d. short answers  Yes, they <b>could</b>. / No, they <b>couldn't</b>.</p>	
Health and Environment	3	Wild weather	<p><b>Past continuous</b></p> <p>a. affirmative  I / He / She / [It] <b>was</b> talking with friends.  We / You / They <b>were</b> doing their homework.</p> <p>b. negative  I / He / She / [It] <b>wasn't</b> tidying her room.  We / You / They <b>weren't</b> eating lunch.</p> <p>c. questions  <b>Was</b> it snowing?  <b>Were</b> we / you / they walking?</p> <p>d. short answers  Yes, it <b>was</b>.  No, we / you / they <b>weren't</b>.</p> <p><b>Adjectives and Adverbs</b></p> <p>It's cold. Dress warmly.  It's foggy. Drive carefully.  It's raining hard today.  I can easily do this exercise.  She speaks English well.</p>	<p><b>Weather</b></p> <p>blizzard  cloudy  damp  dry  foggy  hailstones  heatwave  icy  rainy  snowy  stormy  sunny  thunder and lightning</p> <p>warm  wet  windy</p> <p><b>Natural disasters</b></p> <p>avalanche  drought  earthquake</p>

Theme	Unit	Topic	Language Awareness Content	Vocabulary
			<p><b>Past continuous and past simple</b></p> <p>His mum was cooking dinner <b>when</b> she heard a shout. Lots of brick fell on me <b>while</b> I was lying on the ground.</p>	<p>famine flood hurricane landslide tornado tsunami volcano wildfire</p>
Health and Environment	4	Life on Earth	<p><b>Comparatives and superlatives</b></p> <p>faster - <b>the fastest</b> hotter - <b>the hottest</b> funnier - <b>the funniest</b> <b>more</b> expensive - <b>the most</b> expensive <b>better</b> - <b>the best</b> <b>worse</b> - <b>the worst</b></p> <p><b>a / an, some, any, countable nouns</b></p> <p>Countable nouns</p> <p>He climbed <b>a</b> mountain. There's <b>an</b> elephant. There are <b>some</b> great beaches. I haven't got <b>a</b> car. There aren't <b>any</b> animals on the island. Is that <b>a</b> waterfall? Are there <b>any</b> owls?</p> <p>Uncountable nouns</p> <p>I need <b>some</b> information about volunteering. There isn't <b>any</b> clean water in some countries. Did you try <b>any</b> special food?</p>	<p><b>Geography and landscape</b></p> <p>beach canyon cave cliff coast desert forest island lake mountain ocean reef river valley waterfalls</p> <p><b>Animals</b></p> <p>bee butterfly crocodile elephant giraffe gorilla owl penguin polar bear rhinoceros snake</p>

Theme	Unit	Topic	Language Awareness Content	Vocabulary
			<p><b>Much, many, a lot of</b></p> <p>Countable nouns</p> <p>There are a <b>lot of</b> volunteering projects. I didn't go to <b>many</b> boring places. How <b>many</b> people were there?</p> <p>Uncountable nouns</p> <p>We had a <b>lot of</b> time to explore the city. There isn't <b>much</b> rain in summer. How <b>much</b> food will we need?</p>	<p>tiger turtle whale</p>
Science and Technology	5	Let's experiment	<p><b>will / won't</b></p> <p><b>a. affirmative</b> Robots <b>will work</b> for humans. We <b>will be able to</b> do more things we enjoy.</p> <p><b>b. negative</b> Learning a second language <b>won't be</b> necessary.</p> <p><b>c. questions</b> <b>Will</b> humans <b>be able to</b> fly?</p> <p><b>d. short answers</b> Yes, they <b>will.</b> / No, they <b>won't.</b></p> <p><b>First conditional</b></p> <p><b>a. situation – result</b> If scientists <b>continue</b> to experiment, we <b>will find</b> cures for more diseases.</p> <p><b>b. result – situation</b> There <b>will be</b> more explosions in our science class if we <b>aren't</b> careful with the chemicals.</p>	<p><b>Science</b> battery clone cure disease DNA genetically modified crops planet satellite solar panel spacecraft vaccine wind turbine</p> <p><b>Science in the classroom</b> acid air bubbles chemical reaction explosion</p>

Theme	Unit	Topic	Language Awareness Content	Vocabulary
				gas gravity jug laboratory liquid pressure temperature test tube thermometer

### Form 1 Textbook vocabulary by category

<p><b>Animals</b> bee, butterfly, crocodile, elephant, giraffe, gorilla, owl, penguin, polar bear, rhinoceros, snake, tiger, turtle, whale</p>	<p><b>Free time activities</b> chat online, do water sports, go to a café, go to a concert, go to the gym, go for a run, go shopping, hang out with friends, listen to music, play computer games, play volleyball, send text messages, surf the internet, watch DVDs</p>	<p><b>Fixed phrases</b> Congratulations. Cool! Exactly! Great, thanks! Hi there. How's it going? It looks great / nice. Many happy returns! Me too. Nice to meet you. No way! Okay, brilliant! Okay, let's go! Sounds fun. That's a good idea. That's right. That's true. Wow! You're joking. Yeah. Yuk!</p>
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<p><b>Geography and landscape</b> beach, canyon, cave, cliff, coast, desert, forest, island, lake, mountain, ocean, reef, river ,valley waterfalls</p>	<p><b>Literature</b> adventure story, autobiography, biography, comic novel, cookery book, detective novel, fairy tale, historical novel, poetry book, romantic novel, science fiction novel, thriller, travel guide</p>	<p><b>Natural disasters</b> avalanche, drought, earthquake, famine, flood, hurricane, landslide, tornado, tsunami volcano, wildfire</p>
<p><b>Professions</b> astronaut, athlete, comedian, dancer, engineer, explorer, inventor, musician, painter, pilot, politician, scientist, writer</p>	<p><b>Skills and abilities</b> act, bake a cake, cook, dance, do tricks, draw, drive a car, paint, play a musical instrument, ride a motorbike, sing, speak a language, tell jokes, write songs</p>	<p><b>Time words</b> now, at the moment, today, tonight always, usually, often, sometimes, never, every day, once a week /month /year</p>
<p><b>Weather</b> blizzard, cloudy, damp, dry, foggy, hailstones, heatwave, icy, rainy, snowy, stormy, sunny, thunder and lightning, warm, wet, windy</p>	<p><b>Science</b> battery, clone, cure, disease, DNA, genetically modified crops, planet, satellite, solar panel, spacecraft, vaccine, wind turbine</p>	<p><b>Science in the classroom</b> acid, air, bubbles, chemical reaction, explosion, gas, gravity, jug, laboratory, liquid, pressure, temperature, test tube, thermometer</p>

## Grammar (Language Awareness) Syllabus

Many of the key grammatical areas at the A2 level are integrated explicitly in the five units of the Pulse 2 textbook and these areas have been indicated in the above Form 1 textbook scope and sequence table. Teachers will need to ensure that the following grammatical areas are also covered within their own Form 1 non-textbook-based lessons.

1. Indirect questions with present and past tenses  
*Do you know what ...?*  
*Can you tell me ...?*
2. Past tense with a limited range of sequencing adverbs  
*first, then, after that, etc.*
3. Modal verbs to talk about rules and obligations  
*must, mustn't, should, shouldn't*
4. Present continuous, *going to*, *will*, to talk about future events, plans and arrangements  
*Tomorrow we're meeting in the park to play football.*
5. Modal verbs to give and talk about advice  
*Can, could, should, shouldn't, might*
6. Defining relative clauses to describe and give information  
*who, which, and that*
7. Growing range of prepositions  
*against, into, out, of, towards, past, over, near to, in front of, etc.*
8. Infinitive of purpose  
*She went to the shops to buy a new bag for school.*
9. Passive sentences (present simple and past simple)  
*The house is made from wood.*



**PANEL OF WRITERS**

Eileen Jessie Ah Guan	- Curriculum Development Division
Dr.Rabindra Dev Prasad	- Curriculum Development Division
Kalaichelvi Subramaniam	- Curriculum Development Division
Ida Hairani binti Bakar	- Curriculum Development Division
YM Tunku Ireneza Marina binti Tunku Mazlan	- Curriculum Development Division
Masreen Wirda binti Mohammad Ali	- Curriculum Development Division
Anon Sham binti Che Din	- Curriculum Development Division
Fairuz binti Hamzah	- Curriculum Development Division
Noor Azmira binti Amran	- Curriculum Development Division
Zilfadhilah Hasni binti Zakaria	- Curriculum Development Division

**ACKNOWLEDGEMENT****ADVISORS**

Shazali bin Ahmad	- Director
Rusnani binti Mohd Sirin	- Deputy Director
Datin Dr. Ng Soo Boon	- Deputy Director

**EDITORIAL ADVISORS**

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



**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://bpk.moe.gov.my/>**