



KEMENTERIAN PENDIDIKAN MALAYSIA

***KURIKULUM STANDARD SEKOLAH MENENGAH***

*English Language*

***Syllabus***

***Secondary Form 4***



## Secondary Form 4 English Language Syllabus

### 1. Overview

The aim of learning English in Form 4 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 pupils will learn in Form 4. It also provides a list of suggested text types suitable for pupils in Form 4.

### 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 any non-textbook lessons (except for Literature in Action lessons), which teachers will create themselves, will all be based on the 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 4. 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 4 Content and Learning Standards and Progress Through the CEFR

The learning standards for Form 4 indicate what language skills pupils develop when they learn new structures, functions and vocabulary and recycle<sup>1</sup> language from Form 3.

By the end of Form 4, pupils should reach a B1 Mid level of the Common European Framework of Reference (CEFR) in the content and learning standards for Form 4 for Listening, Speaking, Reading and Writing. The content and learning standards for Form 4 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 the B1 level within the CEFR. Teachers are also encouraged to incorporate a range of text types within their own non-textbook-based lessons.

#### 6. Suggested Text Types

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

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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.

<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.

When creating, selecting or adapting text content for Form 4, teachers should focus on content that 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 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.

## **7. Grammar and Language Functions**

Pupils encounter grammar and language functions all the time as they learn English. In Form 4 there will be a number of lessons where grammar is explicitly focused on. These will cover a range of grammatical structures and functions at a B1 Mid 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 4 is to build on the learning at a B1 Low level of grammar and language functions in Form 3. Form 4 teachers should also refer to Appendix 1 at the back of this syllabus that lists the grammar and main language functions introduced in Form 3.

This syllabus will provide teachers with the list of grammatical structures and language functions that need to be covered in Form 4 (see Section 8 below).

## **8. Form 4 Grammar and Language Functions**

The following is a list of grammar and language functions that are suitable for Form 4. 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 3.

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

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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.

#### Form 4 Grammar

1. Broader range of intensifiers (*too, so, such*)
2. *Used to* and *would* (for past habits, routines and states)
3. *Would* for imaginary situations
4. *Be able to/ can/ manage to*
5. *I wish* (Wish + Past Simple – Regrets about now)
6. Zero, First and Second Conditional (*unless* in first conditional)
7. *Neither ... nor / Either ... or*
8. Reflexive pronouns
9. Reported speech (requests / reporting verbs and their various patterns: *agree to, remind someone to, suggest that, accuse of, deny + ing, refuse to*)

#### Recycle and consolidate (from Form 3)

1. Present perfect simple vs. past simple
2. Present perfect continuous vs. present perfect simple
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. Modals for prediction and possibility (*might, may, will, probably*)
5. Showing agreement using: *So (do I); Neither / Nor (do I)*
6. Phrases to show opinion (*in my opinion*)
7. Phrases for describing mood and emotion (*it makes me feel*)
8. Connecting words: to describe and inform (*in addition*); to sequence (*first, next, finally*); for conclusions and recommendations (*to summarise*)

#### Form 4 Main Language Functions

1. Connecting words expressing **a contrast**: *although, even though, however, in case, despite, in spite of*
2. Connecting words expressing cause: *because, because of, as a result of, due to*
3. Connecting words expressing **an effect**: *so, consequently, as a result, thus, therefore*
4. Wh- questions in the present and past
5. Indirect questions with know, wonder etc.
6. Asking for help / offering advice (*Would you mind/like + -ing?*)

## 9. Vocabulary

The Form 4 syllabus indicates the vocabulary to be covered and learned in Form 4. The wordlists are organised by category and alphabetically (see Section 10 on page 6).

The Form 4 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 4. Many of the words that are introduced in the textbook will be recycled across Form 4 lessons in the Scheme of Work. The textbook has a longer list of vocabulary from each unit, see the Word List at the back of the textbook. 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 4 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 Form 3 in their new vocabulary for Form 4.

Pupils in Form 4 are expected to spell their written work on a range of text types with reasonable accuracy. It is important for pupils to check their spelling of words. Pupils in Form 4 need to consolidate their understanding of spelling rules in English. In addition, pupils are expected to use a particular variety of English with a degree of consistency in their spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

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

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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).

## 10. Form 4 Core Vocabulary

### Vocabulary by category

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

chain  
collar  
earring  
fashion  
fit (v)  
fold (v)  
glove  
handbag

handkerchief  
jewellery / jewelry  
make-up  
match (v)  
necklace  
perfume  
purse  
sleeve(less)

suit  
swimming costume  
swimsuit  
tracksuit  
trainers  
wallet  
wool(len)

#### ***Environment***

bottle bank  
litter

recycle  
recycled

recycling  
rubbish (bin)

#### ***Health***

bleed (v)  
blood (n)  
breath  
breathe  
chemist

gym  
gymnastics  
illness  
injure  
pharmacy

pill  
prescription  
problem  
recover  
tablet

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

accommodation  
address  
apartment

flat  
flatmate  
neighbour

property

**Money and shopping**

ad  
advert  
advertise  
advertisement  
bargain  
cheap

cheque  
expensive  
inexpensive  
luxury  
reasonable  
receipt

reduce  
reduced  
second-hand  
try on

**Personal Issues**

amazed  
amazing  
amusing  
awful  
beautiful  
brilliant  
careful  
cheerful  
confident

confused  
confusing  
curious  
excellent  
excited  
exciting  
keen  
miserable  
negative

nervous  
pleasant  
reasonable  
relaxed  
reliable  
satisfied  
surprised

**Work and jobs**

application  
apply  
architect  
banker  
boss  
break (n)  
businessman

businesswoman  
candidate  
career  
colleague  
conference  
contract  
department

diploma  
manager  
profession  
professional  
qualification

#### Form 4 vocabulary in alphabetical order

accommodation  
ad  
address  
advert  
advertise  
advertisement  
amazed  
amazing  
amusing  
apartment  
application  
apply  
architect  
awful  
banker  
bargain  
beautiful  
bleed (v)  
blood (n)  
boss  
bottle bank  
break (n)  
breath  
breathe  
brilliant  
businessman  
businesswoman  
candidate

career  
careful  
chain  
cheap  
cheerful  
chemist  
cheque  
collar  
colleague  
conference  
confident  
confused  
confusing  
contract  
curious  
department  
diploma  
earring  
excellent  
excited  
exciting  
expensive  
fashion  
fit (v)  
flat  
flatmate  
fold (v)  
glove

gym  
gymnastics  
handbag  
handkerchief  
illness  
inexpensive  
injure  
jewellery / jewelry  
keen  
litter  
luxury  
make-up  
manager  
match (v)  
miserable  
necklace  
negative  
neighbour  
nervous  
perfume  
pharmacy  
pill  
pleasant  
prescription  
problem  
profession  
professional  
property

purse  
qualification  
reasonable  
reasonable  
receipt  
recover  
recycle  
recycled  
recycling  
reduce  
reduced  
relaxed  
reliable  
rubbish (bin)  
satisfied  
second-hand  
sleeve(less)  
suit  
surprised  
swimming costume  
swimsuit  
tablet  
tracksuit  
trainers  
try on  
wallet  
wool(len)

## Appendix 1: Form 3 Grammar and Language Functions

### 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)

### 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...*)

## Appendix 2: Form 3 vocabulary by category

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

cotton  
dress (v)  
glasses  
jacket  
jeans  
jumper  
leather

material  
pattern  
plastic  
sandal  
scarf  
silk  
stripe

sunglasses  
sweater  
tie  
underpants  
underwear  
undress (v)

### ***Colours***

(dark/light/pale)  
black  
blue  
brown  
gold

green  
grey  
orange  
pink  
purple

red  
silver  
white  
yellow

### ***Health***

accident  
ambulance  
ankle  
bandage  
damage  
danger  
dangerous

emergency  
feel better/ill/sick  
fever  
get better/worse  
heel  
medicine  
nurse

operate  
operation  
pain  
painful  
patient (n)  
temperature  
well (adj)

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

basin  
bath(tub)  
bathroom  
digital (adj)  
downstairs  
duvet

electric(al)  
laptop  
plug  
plug in  
remote control  
safe (adj)

stay (v)  
telephone  
television  
TV (screen/set)  
upstairs (adv)  
video

**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

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