

English Language Syllabus - Junior Middle Level (2018)

1. Introduction

English is taught as a second language in Malaysian Independent Chinese Secondary Schools. The English language syllabus for the Junior Middle level is built upon the five aspects of education, namely 'moral', 'intellectual', 'physical', 'social' and 'aesthetic' education. The focus of the Junior Middle English syllabus is on the teaching of four skills, i.e. listening, speaking, reading and writing, and language contents, i.e. grammar, sound system and vocabulary. It deals with the topics that are drawn from the contexts of People, School and Study, Giving Directions, Travel and Holidays, Lifestyles, Science and Technology, The Natural World, Entertainment, History, Food and Drinks, Health and Exercise, Transport, Festivals, Social Issues and Civic-mindedness, Places and Buildings, Belief, as well as Work and Jobs.

The three-year Junior Middle English language syllabus focuses on laying the foundation of the English language and the application of English for a variety of everyday learning. Specifically, the Junior Middle English language syllabus comprises a wide range of objectives that help students to consolidate what they have learnt through Primary education and then master the language.

2. Aims

The English language syllabus for Junior Middle levels aims to:

- 2.1 Develop the language competencies through the teaching of listening, speaking, reading and writing skills as well as the mastery of grammar, sound system and vocabulary;
- 2.2 Enhance the language competencies students have developed through the English language teaching in Primary education so that they are able to use English for everyday learning and interaction with other people;
- 2.3 Develop interest and confidence for everyday use and for aesthetic purposes;
- 2.4 Develop an appreciation of positive values and attitudes.

3. Objectives

At the end of the Junior Middle level, students should be able to:

- 3.1 Listen to and understand a wide range of texts based on communication in daily life;
- 3.2 Speak fluently and confidently to different audiences and for various purposes;
- 3.3 Read and understand a variety of texts;

- 3.4 Write proficiently in different text forms to different audiences and for various purposes;
- 3.5 Apply language skills and knowledge to facilitate learning and interaction with other people;
- 3.6 Appreciate literary works for aesthetic purposes;
- 3.7 Be aware of and appreciate positive values and attitudes.

4. Curriculum Organisation

4.1 Language skills

The four language skills are Listening, Speaking, Reading and Writing. These skills form the core of the syllabus. Listening skills enable students to understand information from a wide range of fiction and non-fiction texts, extract information relevant to their needs and listen to the different sounds and rhythms. Speaking skills enable students to express their opinions in accurate and fluent English that is appropriate for purpose, audience, context and culture, as well as communicate with others. Reading skills enable students to read and view with understanding and accuracy, a wide range of fiction and non-fiction texts. Writing skills enable students to respond to different texts and present their ideas in a logical and organised manner.

4.2 Language content

The language content consists of Grammar, the Sound System and Vocabulary (Enrichment).

4.3 The focus of English language teaching

The focus of English language teaching includes theme-based approach, ICT skills, collaboration skills through task-based learning as well as values and attitudes.

5. Curriculum Specifications

5.1. Listening

- 5.1.1 Listen to and understand speeches, talks, interviews, conversations, dialogues, scripts, descriptions, reports and articles.
- 5.1.2 Listen to and understand words, phrases and sentences.
- 5.1.3 Listen to and discern main ideas and supporting details.
- 5.1.4 Listen to take down notes.
- 5.1.5 Listen for inference.
- 5.1.6 Listen to determine relevance.
- 5.1.7 Listen for sequence and to follow instructions or directions.
- 5.1.8 Listen to complete a form.

5.2 Speaking

5.2.1 Speak with correct pronunciation, intonation, word stress and sentence rhythm with accuracy and fluency.

5.2.2 Tell stories.

5.2.3 Practise role-playing.

5.2.4 Practise interviews.

5.2.5 Ask questions and give responses.

5.2.6 Hold conversations and discussions.

5.2.7 Know and practise language forms (e.g. expressing opinions, making predictions, giving advice, etc.) and social skills.

5.2.8 Use formal and informal registers.

5.3 Reading

5.3.1 Read and understand messages, stories, facts and opinions, descriptions of people, things, places, scenes and processes and procedures, poems, journals and diaries, conversations, dialogues and interviews, and reflexive, argumentative and imaginative texts.

5.3.2 Read and understand words, phrases and sentences.

5.3.3 Read with correct pronunciation, intonation, word stress and sentence rhythm.

5.3.4 Read and discern main ideas and supporting details.

5.3.5 Read to determine relevance.

5.3.6 Read to use contextual clues.

5.3.7 Read for inference.

5.3.8 Read to make generalisation.

5.3.9 Read to summarise.

5.4 Writing

5.4.1 Write messages, stories, facts and opinions, descriptions of people, things, places, scenes and processes and procedures, speeches and talks, poems, journals and diaries, formal and informal letters, narrative, reflexive, argumentative, expository and imaginative texts.

5.4.2 Use correct punctuation and grammar.

5.4.3 Improve spelling (root words, prefixes, syllabication) and take dictation.

5.4.4 Recognise and apply different genres, forms and formats.

5.4.5 Understand topic sentences, control ideas and paragraphing and write using simple, compound and complex sentences.

5.4.6 Develop coherence and cohesive paragraphs.

5.4.7 Use formal and informal registers.

5.4.8 Write summary of different types of texts.

5.5 Grammar

Knowledge of grammar and its applications contribute to effective language use. Thus, learning grammar at the Junior Middle level is essential. The grammatical items include:

5.5.1 Action and Non-action Verbs

5.5.2 Subject-verb Agreement

5.5.3 The Simple Present Tense

5.5.4 The Present Continuous Tense

5.5.5 The Simple Past Tense

5.5.6 The Past Continuous Tense

5.5.7 The Simple Future Tense

5.5.8 The Present Perfect Tense

5.5.9 The Past Perfect Tense

5.5.10 The Present Perfect Continuous Tense

5.5.11 The Past Perfect Continuous Tense

5.5.12 The Present Participle

5.5.13 The Active and Passive Voice

5.5.14 To-infinitives

5.5.15 Gerunds

5.5.16 If Conditional Clauses

5.5.17 Direct and Indirect Speech

5.5.18 Subject Pronouns and Object Pronouns

5.5.19 Possessive Adjectives and Possessive Pronouns

5.5.20 Reflexive Pronouns

- 5.5.21 Possessive Nouns
- 5.5.22 Relative Pronouns
- 5.5.23 Interrogative Pronouns
- 5.5.24 Interrogative Pronouns
- 5.5.25 Indefinite Pronouns
- 5.5.26 Countable and Uncountable Nouns
- 5.5.27 Collective Nouns
- 5.5.28 Articles
- 5.5.29 Determiners
- 5.5.30 Adjectives
- 5.5.31 Comparison of Adjectives
- 5.5.32 Adverbs
- 5.5.33 Comparison of Adverbs
- 5.5.34 Conjunctions
- 5.5.35 Modals
- 5.5.36 Prepositions
- 5.5.37 Phrasal Verbs
- 5.5.38 Question Tags
- 5.5.39 Negative Form and Interrogative Form
- 5.5.40 Capital Letters
- 5.5.41 Punctuations
- 5.5.42 Sentences, Clauses and Phrases
- 5.5.43 Noun Clauses, Adjective Clauses and Adverbial Clauses

5.6 Sound System

Besides teaching the sounds, stresses and intonations distinctively, they should also be taught in integration with other skills. The items included in Sound System are:

5.6.1 Consonants

/p/	/ð/
/b/	/θ/
/t/	/ʃ/
/d/	/ʒ/
/k/	/dʒ/
/g/	/j/
/m/	/s/
/n/	/z/
/l/	/ʒ/
/r/	/w/
/f/	/h/
/v/	/ŋ/

5.6.2 Vowels

/i:/
/ɪ/
/e/
/æ/
/ʌ/
/ə/
/ɜ:/
/u:/
/ʊ/
/ɔ:/
/ɒ/
/ɑ:/

5.6.3 Diphthongs

/eɪ/
/aɪ/
/ɔɪ/
/ɪə/
/eə/
/ʊə/
/əʊ/
/aʊ/

5.6.4 Stress

5.6.4.1 Words

5.6.4.2 Sentences

5.6.5 Intonation

1	Asking Yes-no Questions
2	Answering Yes-no Questions
3	Commands
4	Contradicting
5	Expressing Certainty or Doubt
6	Expressing Certainty and Surprise Using 'Must' and 'Can't'
7	Asking WH Questions
8	Making Questions out of Statements
9	Showing Contrast
10	Intonation with Stress
11	Responding to Requests or Questions

5.7 Vocabulary

The Reading and Enrichment sections are prepared for vocabulary building purposes. Some teaching ideas are included in Enrichment, such as Vocabulary Network, Mind Map, Taboo, Newspaper in Education, Acrostic Poem, Tongue Twister, Comics and Hangman. Teachers may need to teach other words when dealing with themes and topics as suggested in the syllabus. Teachers may also adapt and adopt the suggested vocabulary according to the English proficiency level of the students. The items included in Enrichment are:

1	Occupation	11	Forming Adverbs
2	Gender	12	Idioms
3	Singular and Plural Nouns	13	Proverbs
4	Abbreviations	14	Acronyms
5	Synonyms	15	Compound Words
6	Forming Adjectives	16	British and American English
7	Antonyms	17	Prefixes and Suffixes
8	Homophones	18	Contrary Proverbs and Proverb Humour
9	Similes	19	Common Errors in English
10	Forming Nouns	20	Phrasal Verbs

5.8 Focus of English Language Teaching

5.8.1 Theme-Based Approach

Students are not required to have a comprehensive academic knowledge of all the topics. Rather, these topics serve as the subject matter through which language skills are taught and meaningful tasks and activities are set. The topics revolve around:

1	People	11	Health and Exercise
2	School and Study	12	Transport
3	Giving Directions	13	Festivals
4	Travel and Holidays	14	Social Issues and Civic-mindedness
5	Lifestyles	15	Places and Buildings
6	Science and Technology	16	Belief
7	The Natural World	17	Work and Jobs
8	Entertainment		
9	History		
10	Food and Drinks		

5.8.2 ICT Skills

Skills relating to ICT such as the use of multimedia resources (e.g. the Internet, e-mails etc.) and the utilisation of computer-related activities (e.g. Word, PowerPoint, etc.) are incorporated into the learning of English (refer to Teacher's Guide of Junior Middle 1-3).

5.8.3 Collaborative Skills through Task-Based Learning

Collaborative skills are essentially important when working as a team. Students with these skills, for instance, the skills of listening, communication, negotiation, making judgements, etc. will be able to engage effectively in tasks given to small groups.

5.8.4 Values and Attitudes

The positive values and attitudes of the four aspects: self, family and community, social community as well as a national and global community are cultivated through the learning of English.