

DOKUMEN STANDARD KURIKULUM DAN PENTAKSIRAN (DSKP)

Form	Subject	Syllabus
Form 1	Literature	<ol style="list-style-type: none"> 1. Listen and respond orally to literary works 2. Read and understand 3. Share personal responses, develop new ideas or solve problems 4. Identifying meaning of words 5. Produce a new genre 6. Produce graphic presentation 7. Share responses through performances
	Grammar	<ol style="list-style-type: none"> 1. Common nouns, proper nouns countable nouns, uncountable nouns, singular nouns, plural nouns and SVA 2. Possessive, demonstrative and interrogative pronouns 3. Adjective of quality, possessive and comparison of adjectives 4. Indefinite article 'a' and 'an' 5. Regular, irregular and auxiliary verbs 6. Adverbs of manner, time and place 7. Simple present tense, simple past tense, future tense 8. Prepositions of place, time, directions, positions and phrasal verbs

		<p>9. Modals; can, may, might</p> <p>10. Use and, but, so, or, because</p> <p>11. Positive and negative questions</p> <p>12. Simile</p> <p>13. Construct simple sentences</p>
	<p>Writing</p> <ul style="list-style-type: none"> - People and Culture - Health and Environment - Science and Technology - Consumerism and Financial Awareness 	<p>1. Simple sentence</p> <p>2. Organise ideas for illustrations, posters and cartoons</p> <p>3. Brainstorming, note-taking and outlining</p> <p>4. Write an email/messages, process, procedures and letters</p> <p>5. Write e-diary, journals, posters and slogans</p>
Form 2	Literature	<p>1. explain in simple language connections between characters, places or events in texts and their own lives.</p> <p>2. identify and describe in simple language the key characters and themes in a text.</p> <p>3. respond imaginatively and intelligibly through creating board games, puzzles and quizzes.</p>
	Grammar	<p>1. Review of present simple and present continuous</p> <p>2. Growing range of quantifiers all, both, any, a few, a lot (of), a lot, (too) much, (too) many</p>

		<p>3. Review of past simple and past continuous</p> <p>4. Question forms and indirect questions.</p> <p>5. Adjectives ending with -ed / -ing</p> <p>6. Comparatives and superlative adjectives</p> <p>7. Countable and uncountable nouns</p> <p>8. Modal verbs to talk about rules and obligation in past and present must, mustn't, have to, don't have to, had to, didn't have to</p> <p>9. Question tags to show interest / request clarification</p> <p>10. Passive (present and past simple)</p> <p>11. Infinitive of purpose She went to the shops to buy a new bag for school.</p>
	<p>Writing</p> <ul style="list-style-type: none"> - People and Culture - Health and Environment - Science and Technology - Consumerism and Financial Awareness 	<p>1. explain simple content from what they have read.</p> <p>2. make and respond to simple requests and suggestions.</p> <p>3. summarise the main points of a simple story, text or plot.</p> <p>4. express opinions and common feelings such as happiness, sadness, surprise, and interest.</p> <p>5. organise, and sequence ideas within short texts on familiar topics.</p> <p>6. punctuate written work with moderate accuracy.</p>

		<p>7. spell written work with moderate accuracy.</p> <p>8. produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently.</p>
Form 3	Literature	<p>1. explain why a part or aspect of a text interests them.</p> <p>2. explain briefly the development of plot, characters and themes in a text.</p> <p>3. identify key stylistic features of a text and explain briefly why the author uses them.</p> <p>4. respond imaginatively and intelligibly through creating power points, visuals, posters, blogs and web pages.</p>
	Grammar	<p>1. Present perfect simple (with just, already and yet)</p> <p>2. Present perfect simple (with for and since)</p> <p>3. Present perfect simple vs. past simple</p> <p>4. Articles (a, and, the or no article)</p> <p>5. Adverbs of manner and comparison</p> <p>6. Indefinite pronouns (everyone, no one, someone, etc.)</p> <p>7. Present perfect continuous</p> <p>8. Present perfect continuous vs. present</p>

		<p>perfect simple</p> <p>9. Future forms (using: present simple, present continuous, going to, will/won't)</p> <p>10. The passive (present simple, past simple, present continuous, present perfect)</p>
	<p>Writing</p> <ul style="list-style-type: none"> - People and Culture - Health and Environment - Science and Technology - Consumerism and Financial Awareness 	<p>1. explain simple content from what they have read or heard.</p> <p>2. explain simple processes.</p> <p>3. summarise the main points and explain key details of a story, text or plot.</p> <p>4. express and respond to opinions and common feelings such as happiness, sadness, surprise, and interest.</p> <p>5. organise, sequence and develop ideas within short texts on familiar topics.</p> <p>6. punctuate written work with moderate accuracy.</p> <p>7. spell written work with moderate accuracy.</p> <p>8. produce a plan or draft of two paragraphs or more and modify this appropriately independently.</p> <p>9. begin to use formal and informal registers appropriate to the target audience in familiar situations.</p>
Form 4	Literature	<p>1. explain briefly the feelings and opinions a text provokes in them.</p> <p>2. explain in detail the</p>

		<p>development of plot, characters and themes in a text.</p> <p>3. evaluate and explain briefly stylistic features an author uses to show character, events or place.</p> <p>4. respond imaginatively and intelligibly through writing scripts and creating props for a short play.</p>
	Grammar	<p>1. Broader Range Of Intensifiers(too,so,such)</p> <p>2. Used to and would (for past habits, routines and states)</p> <p>3. Would for imaginary situations</p> <p>4. Be able to/ can/ manage to</p> <p>5. I wish (Wish + Past Simple – Regrets about now)</p> <p>6. Zero, First and Second Conditional (unless in first conditional)</p> <p>7. Neither ... nor / Either ... or</p> <p>8. Reflexive pronouns</p> <p>9. Reported speech (requests / reporting verbs and their various patterns: agree to,remind someone to, suggest that, accuse of, deny + ing, refuse to)</p> <p>10. Connecting words expressing a contrast: although, even though, however, in case, despite, in spite of</p> <p>11. Connecting words</p>

		<p>expressing cause: because, because of, as a result of, due to</p> <p>12. Connecting words expressing an effect: so, consequently, as a result, thus, therefore</p> <p>13. Wh- questions in the present and past</p> <p>14. Indirect questions with know, wonder etc.</p> <p>15. Asking for help / offering advice (Would you mind/like + -ing?)</p>
	<p>Writing</p> <ul style="list-style-type: none"> - People and Culture - Health and Environment - Science and Technology - Consumerism and Financial Awareness 	<p>1. explain information from (i) diagrams, (ii) charts, (iii) tables, (iv) graphs or other visuals.</p> <p>2. explain causes and consequences of (i) actions, (ii) events or (iii) simple processes.</p> <p>3. explain the main points of an idea or argument.</p> <p>4. express and respond to opinions and common feelings such as amusement, anger and regret.</p> <p>5. organise, sequence and develop ideas within a text of several paragraphs on familiar topics.</p> <p>6. punctuate written work on a range of text types with reasonable accuracy.</p> <p>7. spell written work on a range of text types with reasonable accuracy.</p> <p>8. produce an extended plan or draft and modify this appropriately in response to feedback or independently.</p>

		<p>9. use formal and informal registers appropriate to the target audience in most familiar situations.</p>
Form 5	Literature	<p>1. explain in detail the feelings and opinions a text provokes in them.</p> <p>2. compare and contrast the way in which different literary extracts treat the same theme.</p> <p>3. evaluate and explain in detail stylistic features an author uses to show character, events or place.</p> <p>4. respond imaginatively and intelligibly through live performance of stage plays.</p>
	Grammar	<p>1. Modals, such as for requests, offers and suggestions, necessity, deduction, advice, criticism</p> <p>2. The passive: impersonal and personal structures</p> <p>3. Causative forms (using: have or got)</p> <p>4. Explaining effects using determining verbs (caused, led to)</p> <p>5. Making comparisons to explain opinion (for time using in the old days, in the past, nowadays, now)</p> <p>6. Connecting words expressing a contrast (using: although, however, on the other hand)</p> <p>7. Using conditional sentences to explain reasons</p>

		8. Phrases to show opinion (for example: in my opinion)
	Writing <ul style="list-style-type: none"> - People and Culture - Health and Environment - Science and Technology - Consumerism and Financial Awareness 	<p>1. explain and evaluate (i) visual (ii) read (iii) heard information.</p> <p>2. explain advantages and disadvantages of (i) ideas(ii) plans or (iii) arrangements.</p> <p>3. explain the main points for and against an idea or argument.</p> <p>4. express and respond to real or imagined opinions and feelings.</p> <p>5. organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics.</p> <p>6. punctuate written work on a range of text types with reasonable accuracy.</p> <p>7. spell written work on a range of text types with reasonable accuracy.</p> <p>8. produce a plan or draft and modify this appropriately independently.</p> <p>9. use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations.</p>