



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

Dokumen Penjajaran Kurikulum

BAHASA INGGERIS

TINGKATAN 4

EDISI 2

| STANDARD KANDUNGAN | | STANDARD PEMBELAJARAN | | | | | |
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| | | KANDUNGAN ASAS | | KANDUNGAN TAMBAHAN | | KANDUNGAN PELENGKAP | |
| 1.0 SPEAKING | | | | | | | |
| 1.1 | Understand meaning in a variety of familiar contexts | 1.1.1 | Understand independently the main ideas in extended texts on a wide range of familiar topics | 1.1.5 | Understand independently more complex questions on a wide range of familiar texts | 1.1.6 | Understand independently longer simple narratives on a wide range of familiar topics |
| | | 1.1.2 | Understand independently specific information and details in extended texts on a wide range of familiar topics | | | | |
| | | 1.1.3 | Recognise independently attitudes or opinions in extended texts on a wide range of familiar texts | | | | |
| | | 1.1.4 | No learning standard | | | | |
| 1.2 | Use appropriate listening strategies in a variety of contexts | | | 1.2.1 | Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics | | |

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| 1.3 | Recognise features of spoken genres on familiar topics | 1.3.1 | Recognise with support typical features at word, sentence and text levels of a range of spoken genres | | | | |
| 2.0 SPEAKING | | | | | | | |
| 2.1 | Communicate information, ideas, opinions and feelings intelligibly on familiar topics | 2.1.1 | Explain simple content on familiar topics from what they read and hear | | | | |
| | | 2.1.2 | Ask about and explain causes and consequences of actions, events, simple processes | | | | |
| | | 2.1.3 | Explain advantages and disadvantages of plans and ambitions | | | | |
| | | 2.1.4 | Explain and justify own point of view | | | | |

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| | | 2.1.5 | Express and respond to feelings such as amusement, anger and regret | | | | |
| 2.2 | Use register appropriately | 2.2.1 | Use formal and informal registers appropriately in most familiar contexts | | | | |
| 2.3 | Use appropriate communication strategies | 2.3.1 | Confirm understanding in discourse-level exchanges by repeating back what a speaker has said | | | | |
| | | 2.3.2 | No learning standard | | | | |
| 2.4 | Communicate appropriately to a small or large group on familiar topics | 2.4.1 | Summarise the main points of a story, text or plot | | | | |

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| 3.0 READING | | | | | | | |
| 3.1 | Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | 3.1.5 | Recognise with little or no support the attitude or opinion of the writer in extended texts on a wide range of familiar topics | 3.1.1 | Understand the main points in extended texts on a wide range of familiar topics | 3.1.4 | Use independently familiar and some unfamiliar print and digital resources to check meaning and extend meaning |
| | | 3.1.6 | Recognise with support typical features at word, sentence and text levels of an increased range of genres | 3.1.2 | Understand specific details and information in extended texts on a wide range of familiar topics | | |
| | | | | 3.1.3 | Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics | | |
| 3.2 | Explore and expand ideas for personal development by reading independently and widely | 3.2.1 | Read a variety of suitable print and digital texts to investigate and analyse national issues | | | | |

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| 4.0 WRITING SKILLS | | | | | |
| 4.1 | Communicate intelligibly through print and digital media on familiar topics | 4.1.1 | Explain information from (i) diagrams (ii) charts (iii) tables (iv) graphs or other visuals | 4.1.4 | Express and respond to opinions and common feelings such as amusement, anger and regret |
| | | 4.1.2 | Explain causes and consequences of (i) actions (ii) events or (iii) simple processes | 4.1.5 | Organise, sequence and develop ideas within a text of several paragraphs on familiar topics |
| | | 4.1.3 | Explain the main points of an idea or argument | | |
| 4.2 | Communicate with appropriate language, form and style | 4.2.3 | Produce an extended plan or draft and modify this appropriately in response to feedback or independently | 4.2.1 | Punctuate written work on a range of text types with reasonable accuracy |

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| | | 4.2.4 | Use formal and informal registers appropriate to the target audience in most familiar situations | 4.2.2 | Spell written work on a range of text types with reasonable accuracy | | |
| 5.0 LITERATURE IN ACTION | | | | | | | |
| 5.1 | Engage with, respond to and interpret a variety of literary text types | 5.1.1 | Explain briefly the feelings and opinions a text provokes in them | 5.1.2 | Explain in detail the development of plot, characters and themes in a text | | |
| 5.2 | Analyse and evaluate a variety of literary text types | 5.2.1 | Evaluate and explain briefly stylistic features an author uses to show character, events or place | | | | |
| 5.3 | Express an imaginative response to literary texts | | | | | 5.3.1 | Respond imaginatively and intelligibly through writing scripts and creating props for a short play Other imaginative responses as appropriate |

Catatan: Guru perlu menggunakan aktiviti yang terkandung dalam *Scheme of Work* berdasarkan Standard Pembelajaran yang tersenarai di atas. Guru boleh mengajar mengikut tahap kebolehan murid dan kesesuaian jadual waktu sekolah.

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