

**ENGLISH LANGUAGE – FORM 4
SCHEME OF WORK 2019**

WEEK	THEME / TOPIC	LEARNING OUTCOMES	L 1	L 2	L 3	ACTIVITIES	EDUCATIONAL EMPHASIS	GRAMMAR	SOUND SYSTEM
MINGGU 1 1-4 JANUARI 2019	CHAPTER 1 People	<i>Language For Interpersonal Use</i> a. take part in discussions	√			1. Group discussion.	Thinking Skills: identifying causes	Subject-verb Agreement	Vowel /e/
MINGGU 2 6-11 JANUARI 2019	Social Issues	b. introducing oneself c. keep a daily journal d. write an informal letter	√ √ √			2. Answer wh-questions 3. Talking about oneself (experiences, etc.) 4. Writing down significant happenings form time to time. 5. Scanning for specific ideas.	Multiple Intelligences		Intonation
MINGGU 3 13-18 JANUARI 2019		<i>Language For Informational Use</i> a. identifying main ideas b. reading materials in print		√ √	6. Look for required information in a text. 7. Following sequence of ideas. 8. Reciting a poem				
		<i>Language For Aesthetic Use</i> a. reciting poem LIVING PHOTOGRAPH b. composing simple poems	√		9. Composing a poem.				

<p>MINGGU 4 20-25 JANUARI 2019 MINGGU 5 27 JANUARI - 1 FEBRUARI 2019 MINGGU 6 3-8 FEBRUARI 2019</p>	<p>CHAPTER 2 People</p>	<p><i>Language For Interpersonal Use</i> a. talk about oneself b. give instructions and advice <i>Language For Informational Use</i> a. read a web page b. identify main idea c. interpreting non-linear text <i>Language For Aesthetic Use</i> LIVING PHOTOGRAPH a. structural element b. conveying message</p>	<p>√ √</p>	<p>√ √</p>	<p>√ √</p>	<p>1. Talk about experiences such as helping to look after grandparent, etc. 2. Responding to questions politely by giving required information. 3. Skimming and scanning for specific ideas. 4. Summarize: identify main idea. 5. Jot down key words and phrases. 6. Describing characters and setting 7. Explanation of plot and sequence of events</p>	<p>Thinking Skills: evaluating Multiple Intelligences</p>	<p>Modals: need to, should Articles</p>	<p>Vowel // /i:/</p>
<p>MINGGU 7 10 - 15 FEBRUARI 2019 MINGGU 8 17-22 FEBRUARI 2019 MINGGU 9 24 FEBRUARI - 1 MAC 2019</p>	<p>CHAPTER 3 Environment</p>	<p><i>Language For Interpersonal Use</i> a. carrying out a variety of language function. <i>Language For Informational Use</i> a. obtain information b. process information c. composing short text <i>Language For Aesthetic Use</i> a. elements in a short story b. explaining the message SHORT STORY - TANJUNG RHU</p>	<p>√ √</p>	<p>√ √</p>	<p>√ √</p>	<p>1. Persuading someone to do something in simple language. 2. Silent reading & reading aloud of current interest. 3. Drawing conclusions 4. Understand context clues. 5. True / False statements 6. Writing a short article on the environment. 7. Talking about the message of the poem.</p>	<p>Thinking Skills: Identifying true /false statements Multiple Intelligences</p>	<p>Present Perfect Tense Punctuation: Capital letters, commas, question marks, quotation marks</p>	<p>Consonant /w/ . /v/</p>

<p>MINGGU 14 31 Mac - 5 APRIL 2019 MINGGU 15 7-12 APRIL 2019 MINGGU 16 14 - 19 APRIL 2019</p>	<p>CHAPTER 5 Health</p>	<p><i>Language For Interpersonal Use</i> a. carrying out language function. b. respond to questions politely.</p> <p><i>Language For Informational Use</i> a. scanning for specific information. b. Linking the main ideas. c. Expanding notes and outlines.</p> <p><i>Language For Aesthetic Use</i> a. elements in short story b. structural element SHORT STORY - LEAVING</p>	<p>√ √</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>1. Express concern and offer help. 2. Arranging conversation in the right order. 3. Reading for main ideas. 4. Summarizing the main idea from a web diagram. 5. Write a fact sheet on a common illness. 6. Describe characters and write a description of a character. 7. Write the theme of the story.</p>	<p>Thinking Skills: Making inferences Multiple Intelligences: Linguistic-verbal/bodily-kinesthetic</p>	<p>Past Perfect Tense Verb Forms Punctuation: colon</p>	<p>Consonant /r/</p>
<p>WEEK</p>	<p>THEME / TOPIC</p>	<p>LEARNING OUTCOMES</p>	<p>L 1</p>	<p>L 2</p>	<p>L 3</p>	<p>ACTIVITIES</p>	<p>EDUCATIONAL EMPHASIS</p>	<p>GRAMMAR</p>	<p>SOUND SYSTEM</p>	

<p>MINGGU 17 21 - 26 APRIL 2019</p> <p>MINGGU 18 28 APRIL - 3 MEI 2019</p>	<p>CHAPTER 6</p> <p>Science and Technology</p>	<p><i>Language For Interpersonal Use</i></p> <p>a. obtain goods and services</p> <p><i>Language For Informational Use</i></p> <p>a. listening to a radio talk.</p> <p>b. discerning sequence of ideas.</p> <p>c. expanding notes</p> <p>d. drawing conclusion</p> <p>e. presenting information in non-linear forms.</p> <p><i>Language For Aesthetic Use</i></p> <p>a. elements in short story</p> <p>b. structural element</p> <p>SHORT STORY - LEAVING</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>1. Make enquiries about a product.</p> <p>2. Identify the correct statements.</p> <p>3. Read and identify the sequence of ideas in an informal talk.</p> <p>3. Writing an informal talk.</p> <p>4. Drawing conclusions from an informal talk.</p> <p>5. Search occupations that are relevant in the field of science and technology</p> <p>6. Identify imagery in the poem.</p> <p>7. Understand the messages in the poem.</p>	<p>Thinking Skills:</p> <p>Comparing and contrasting</p> <p>Preparation for the real world:</p> <p>Occupations in the field of science and technology</p>	<p>Sentence connectors</p> <p>Sequence connectors</p> <p>Nouns functioning as adjectives</p>	<p>Diphthong</p> <p>/əʊ/</p> <p>Stress in four syllable words</p>
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<p>MINGGU 19 5-10 MEI 2019</p> <p>MINGGU 20 12-17 MEI 2019</p>	<p>CHAPTER 7</p> <p>People</p>	<p><i>Language For Interpersonal Use</i></p> <p>a. talking about personal experiences.</p> <p><i>Language For Informational Use</i></p> <p>a. listening to spoken text.</p> <p>b. presenting information.</p> <p>c. reading materials in print.</p> <p>d. extracting main ideas.</p> <p>e. write recounts.</p> <p><i>Language For Aesthetic Use</i></p> <p>Revision: Poems and short stories</p> <p>CHARGE OF THE LIGHT BRIGADE</p> <p>a. structural elements</p> <p>b. conveying message</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>1. Discuss about personal experiences (helping people, etc.) in pairs/groups.</p> <p>2. Note important details.</p> <p>3. Convert information into a graph.</p> <p>4. Identifying supporting details.</p> <p>5. Find evidence to support statements.</p> <p>6. Identify main events in the correct sequence.</p> <p>7. Write a simple narrative.</p> <p>8. Describe characters and setting.</p> <p>9. Identifying the plot.</p> <p>10. Identifying the message and values in the short story.</p>	<p>Thinking Skills:</p> <p>Drawing conclusions</p>	<p>Adjectives of quality for describing a character</p> <p>Negative Prefixes</p> <p>Punctuation: semi colon</p> <p>Infinitives as objects of verbs</p>	<p>Vowel /ʌ/</p>
<p>MINGGU 21 19 - 24 MEI 2019</p>										

MINGGU 22 26 - 31 MEI 2019		CUTI PERTENGAHAN PENGGAL							
MINGGU 23 2-7 JUN 2019									
WEEK	THEME / TOPIC	LEARNING OUTCOMES	L 1	L 2	L 3	ACTIVITIES	EDUCATION AL EMPHASIS	GRAMMAR	SOUND SYSTEM
MINGGU 24 9-14 JUN 2019	CHAPTER 8 Social Issues	<i>Language For Interpersonal Use</i> a. carrying out language function. b. identifying different points of view. <i>Language For Informational Use</i> a. listening to spoken text. b. reading materials in print. <i>Language For Aesthetic Use</i> CHARGE OF THE LIGHT BRIGADE a. structural element b. conveying message	√	√	√	1. Express concern and sympathy. 2. Exchange ideas on how society can help the elderly. 3. Design a card / write a letter to express concern and to comfort. 4. Listen to a telephone conversation and note important details. 5. Read a poem and seek correct answers to multiple choice questions. 6. Identifying the theme.	Thinking Skills: Making inferences Multiple Intelligence: Linguistic-verbal/bodily-kinesthetic	Infinitive as complements of the verb 'to be' Concrete and abstract nouns Present Continuous Tense	Consonant clusters /bl/, /br/ Contractions I' d, I' m

<p>MINGGU 25 16-21 JUN 2019 MINGGU 26 23 - 28 JUN 2019</p>	<p>CHAPTER 9 Social Issues</p>	<p><i>Language For Interpersonal Use</i> a. responding to complains. <i>Language For Informational Use</i> a. reading materials in print. b. skimming for ideas. c. meaning of text. d. expanding outlines. <i>Language For Aesthetic Use</i> CHARGE OF THE LIGHT BRIGADE a. structural element b. conveying message</p>	<p>√ √ √ √ √ √ √</p>	<p>√ √ √ √ √ √</p>	<p>1. Respond to questions politely by giving the required information. 2. Give feedback about a service. 3. Read extracts from letters of complain and skim for gist. 4. Understand context clues. 5. Writing a formal letter of complain. 6. Revision on poems and short stories.</p>	<p>Using the bibliography Values and Citizenship Education: Courageous acts</p>	<p>Adjectives functioning as nouns Gerunds as compliments of the verb 'to be' Punctuation: exclamation mark</p>	<p>Consonant /ek/, /z/</p>
<p>MINGGU 27 30 Jun - 5 JULAI 2019 MINGGU 28 7-12 JULAI 2019</p>	<p>CHAPTER 10 Environment Science & Technology</p>	<p><i>Language For Interpersonal Use</i> a. exchanging ideas and opinions. b. solving problems and making decision. <i>Language For Informational Use</i> a. scanning for specific information. b. identifying point of views. c. writing description. <i>Language For Aesthetic Use</i> DRAMA: FIVE SHORT PLAYS - THE RIGHT THING TO DO a. elements in DRAMA b. structural element</p>	<p>√ √ √ √ √</p>	<p>√ √ √ √ √</p>	<p>1. Offer advice. 2. Exchange ideas on topics of interest. 3. Make recommendations and suggest ways to solve a problem. 4. Read a brochure - scan for details. 5. Identifying supporting details. 6. Use headings to understand main points. 7. Write a brochure for water campaign. 8. Identify theme and message of poem. 9. Identify setting and cultural background. 10. Identify the poetry devices - personification, metaphor, etc.</p>	<p>Multiple Intelligence: visual-spatial ICT Skills: Search for information</p>	<p>Prepositions of direction Preposition of purpose</p>	<p>Diphthongs /aɪ/, /ɔɪ/</p>

WEEK	THEME / TOPIC	LEARNING OUTCOMES	L 1	L 2	L 3	ACTIVITIES	EDUCATIONAL EMPHASIS	GRAMMAR	SOUND SYSTEM
<p>MINGGU 29 14-19 JULAI 2019</p> <p>MINGGU 30 21 - 26 JULAI 2019</p>	<p>CHAPTER 11</p> <p>Science & Technology</p> <p>Values</p>	<p>Language For Interpersonal Use</p> <p>a. exchanging opinions on topics of interest.</p> <p>b. discussing plans and arrangements.</p> <p>c. making decisions.</p> <p>Language For Informational Use</p> <p>a. listening to spoken text.</p> <p>b. extracting main ideas.</p> <p>c. interpreting non-linear text.</p> <p><i>Language For Aesthetic Use</i></p> <p>Revision: Poems and short stories</p> <p>LIVING PHOTOGRAPH</p> <p>CHARGE OF THE LIGHT BRIGADE</p> <p>a. structural elements</p> <p>b. conveying message</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>1. Talk about one' s preferences.</p> <p>2. Discuss plans and arrangements - writing a report about an event.</p> <p>3. Listen to a report and note important details.</p> <p>4. Read a report and identify main ideas and supporting ideas; interpret non-linear text such as tables and graphs; understand contextual clues.</p> <p>5. Retell a story in one' s word.</p> <p>6. Narrating sequence of events.</p> <p>7. Identify characters, themes.</p> <p>8. Identify theme, setting and cultural background.</p> <p>9. Identify the values embedded in the short story</p>	<p>Thinking Skills:</p> <p>Making interpretations;</p> <p>sequencing</p> <p>Multiple Intelligence: musical, logical-mathematical</p>	<p>Prepositions of time</p> <p>Preposition of place or position</p> <p>Adjectives of comparison - regular forms</p> <p>Punctuation: hyphen</p>	<p>Consonant clusters</p> <p>/f/, /s/</p> <p>Homographs</p>

<p>MINGGU 31 28 JULAI - 2 OGOS 2019 MINGGU 32 4 - 9 OGOS 2019</p>	<p>CHAPTER 12 Environment People</p>	<p><i>Language For Interpersonal Use</i> a. carrying out language function. b. reading materials in print. c. responding to questions orally.</p> <p><i>Language For Informational Use</i> a. listening to spoken text. b. scanning for specific information. c. identifying different points of view. d. drawing conclusions. e. summarizing information.</p> <p><i>Language For Aesthetic Use</i> DRAMA: FIVE SHORT PLAYS - RIGHT THING TO DO a. elements in DRAMA b. structural element</p>	<p>√ √ √ √</p>	<p>√ √ √ √</p>	<p>1. Respond to questions politely by giving the required information. 2. Read topics of current interest. 3. Exchange opinions. 4. Listen to panel discussion and note important details. 5. Identify main ideas - jot down key words and phrases. 6. Read point of view to identify supporting details and to understand context clues. 7. Draw conclusions - identify cause and effect. 8. Summarize - identify points of view. 9. Recite the poem. 10. Write a paragraph stating one's opinion of the poem. 11. Identify theme, setting and cultural background.</p>	<p>Thinking Skills: Evaluating; Making interpretations</p>	<p>Connectors: conjunction, logical connectors Simple compound and complex sentence</p>	<p>Consonant clusters /kl/, /kr/</p>	
<p>MINGGU 33 11 - 16 OGOS 2- 18</p>	<p>Cuti pertengahan penggal 2</p>								
<p>WEEK</p>	<p>THEME / TOPIC</p>	<p>LEARNING OUTCOMES</p>	<p>L 1</p>	<p>L 2</p>	<p>L 3</p>	<p>ACTIVITIES</p>	<p>EDUCATION AL EMPHASIS</p>	<p>GRAMMAR</p>	<p>SOUND SYSTEM</p>

<p>MINGGU 34 18-23 OGOS 2019</p>	<p>CHAPTER 13 Environment People</p>	<p><i>Language For Interpersonal Use</i> a. carrying out language function. b. talking about oneself. c. exchanging opinions. d. solving problems <i>Language For Informational Use</i> a. reading materials in print. b. scan for specific information. c. summarizing information. d. predicting outcomes. e. expanding notes and outline. <i>Language For Aesthetic Use</i> DRAMA: FIVE SHORT PLAYS - a. elements in DRAMA b. structural element</p>	<p>√ √ √ √ √ √ √ √ √ √ √ √</p>	<p>√ √ √ √ √ √ √ √ √ √ √ √</p>	<ol style="list-style-type: none"> 1. Persuade someone to do something. 2. Keep a journal - a trip. 3. Exchange opinions about the clearing of a forest for development. 4. Suggest ways to solve environmental problems. 5. Read a journal and scan for details. 6. Identify context clues and supporting details. 7. Summarize: identify relevant information. 8. Make inferences: meaning of words and phrases. 9. Write a journal entry about a place based on articles, books, magazine and brochures. 10. Talk about values in the poem. 11. Write a paragraph whether the values in the poem are meaningful to one's life. 12. Identify theme in the poem. 	<p>Values and Citizenship Education: Collective responsibility, Involvement in world organization.</p>	<p>Possessive adjectives and possessive pronouns Demonstrative pronouns Punctuation: brackets Dictation</p>	<p>Consonant clusters ps/s/, gn/n/</p>
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<p>MINGGU 35 25-30 OGOS 2019</p>	<p>CHAPTER 15</p> <p>Values</p> <p>People</p>	<p><i>Language For Interpersonal Use</i></p> <p>a. solving problems and making decisions.</p> <p>b. exchange ideas and opinions.</p> <p><i>Language For Informational Use</i></p> <p>a. reading materials in print.</p> <p>b. identifying point of views.</p> <p>c. predict outcomes.</p> <p>d. summarizing information.</p> <p><i>Language For Aesthetic Use</i></p> <p>DRAMA: FIVE SHORT PLAYS</p> <p>a. elements in DRAMA</p> <p>b. structural element</p>	<p>√</p>	<p>√</p>	<p>√</p>	<ol style="list-style-type: none"> 1. Write a message to persuade youths to support world peace. 2. Discuss about events and activities that could promote intercultural understanding and harmony. 3. Read an article and give opinions. 4. To predict the future based on a text pertaining to UNESCO. 5. Summarize: ensuring readability. 6. Identify cultural background. 7. Identify the sequence of events and plot. 	<p>Thinking Skills:</p> <p>Making associations,</p> <p>Comparing and contrasting</p>	<p>Adjective and preposition combination</p> <p>Adverbs of time</p> <p>Adverbs of frequency</p> <p>Punctuation: underline for emphasis</p>	<p>Consonant clusters</p> <p>/l m/, /m/</p>
<p>WEEK</p>	<p>THEME / TOPIC</p>	<p>LEARNING OUTCOMES</p>	<p>L 1</p>	<p>L 2</p>	<p>L 3</p>	<p>ACTIVITIES</p>	<p>EDUCATIONAL EMPHASIS</p>	<p>GRAMMAR</p>	<p>SOUND SYSTEM</p>

<p>MINGGU 36 1 - 6 SEPTEMBER 2019</p>	<p>CHAPTER 16 Science & Technology</p>	<p><i>Language For Interpersonal Use</i></p> <p>a. talking about one' s interest.</p> <p>b. Exchange ideas and opinions.</p> <p>c. solving problems and making decisions.</p> <p><i>Language For Informational Use</i></p> <p>a. discerning sequence of ideas.</p> <p>b. extracting main ideas and details.</p> <p>c. summarizing information.</p> <p>d. drawing conclusions.</p> <p>e. present information.</p> <p><i>Language For Aesthetic Use</i></p> <p>Revision: Poems and short stories</p> <p>LIVING PHOTOGRAPH</p> <p>CHARGE OF THE LIGHT BRIGADE</p> <p>a. structural elements</p> <p>b. conveying message</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>1. Talking about one' s future.</p> <p>2. Discuss about Earth' s future.</p> <p>3. Discussing ways to solve problems</p> <p>- cause and effect relationships.</p> <p>4. Read descriptive accounts: follow sequence of ideas.</p> <p>5. Identify supporting details and understand context clues.</p> <p>6. Summarize: ensure relevance.</p> <p>7. Stating evidence and reasons based on a text.</p> <p>8. Writing a descriptive account: world in the future.</p> <p>9. Revision: 6 poems and 5 short stories.</p> <p>- theme, plot, characters</p> <p>- setting, cultural background</p> <p>- values, message</p> <p>- poetry devices</p>	<p>Thinking Skills:</p> <p>Solving problems, Identify causes and effects</p> <p>Preparation For The Real World:</p> <p>Vision 2020</p>	<p>Passive construction using 'has' and 'had'</p> <p>Adverbs of manner</p>	<p>Diphthong</p> <p>/eI/</p>
<p>37</p>	<p>REVISION 08/10/18- 12/10/18</p>							
<p>38 - 40</p>	<p>FINAL YEAR EXAMINATION (15/10/18 - 02/11/18)</p>							
<p>41 - 43</p>	<p>POST MORTEM / REFLECTION (05/11/18 - 23/11/18)</p>							
<p>YEAR END HOLIDAYS (24/11/18 - 01/01/18)</p>								

L1 = Level 1 – outlines the basic skills to be achieved by students.

L2 = Level 2 – outlines the continuation of the students' progress after achieving the basic skills.

	<p>POEM:</p> <p>1. LIVING PHOTOGRAPH</p> <p>2. CHARGE OF THE LIGHT BRIGADE</p> <p>SHORT STORY:</p> <p>1. LEAVING NO FOOTPRINT -Tanjung Rhu</p> <p>2. CHANGING THEIR SKIES - Leaving</p> <p>DRAMA:</p> <p>FIVE SHORT PLAYS - THE RIGHT THING TO DO</p>	<p><i>Language For Aesthetic Use</i></p> <p>a. understanding and telling in one's own words the story and poem heard and/or read, and giving one's opinion of the text;</p> <p>b. recognizing elements in a story such as characters and setting;</p> <p>c. explaining the message the writer is trying to convey and discussing how this relates to one's life;</p> <p>d. understanding other people's cultures, traditions, customs and beliefs;</p> <p>e. reciting poems with feeling and expression.</p>	√	√	√	<ol style="list-style-type: none"> 1. Reciting a poem with feeling and expression and with correct pronunciation, intonation, stress and rhythm. 2. Read a story 3. Talking about values found in the text. 4. Talking about the theme and writing a simple paragraph about the theme of the story. 5. Talking about the message the writer is putting across and writing a simple paragraph on it. 6. Telling how events, characters and values in the text are similar to one's life. 7. Giving the sequence of events. 8. Talking about the place and time the story took place or the place the poem describes and writing a simple paragraph on it. 9. Talking about characters in a story and writing a simple paragraph on one or two characters. 	<p>Thinking Skills:</p> <p>Make decisions</p> <p>Solve problems</p> <p>Values:</p> <p>Compassion</p> <p>Courage</p> <p>Self discipline</p> <p>Cooperation</p>
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