

SEQUENCE III

Education in Malaysia

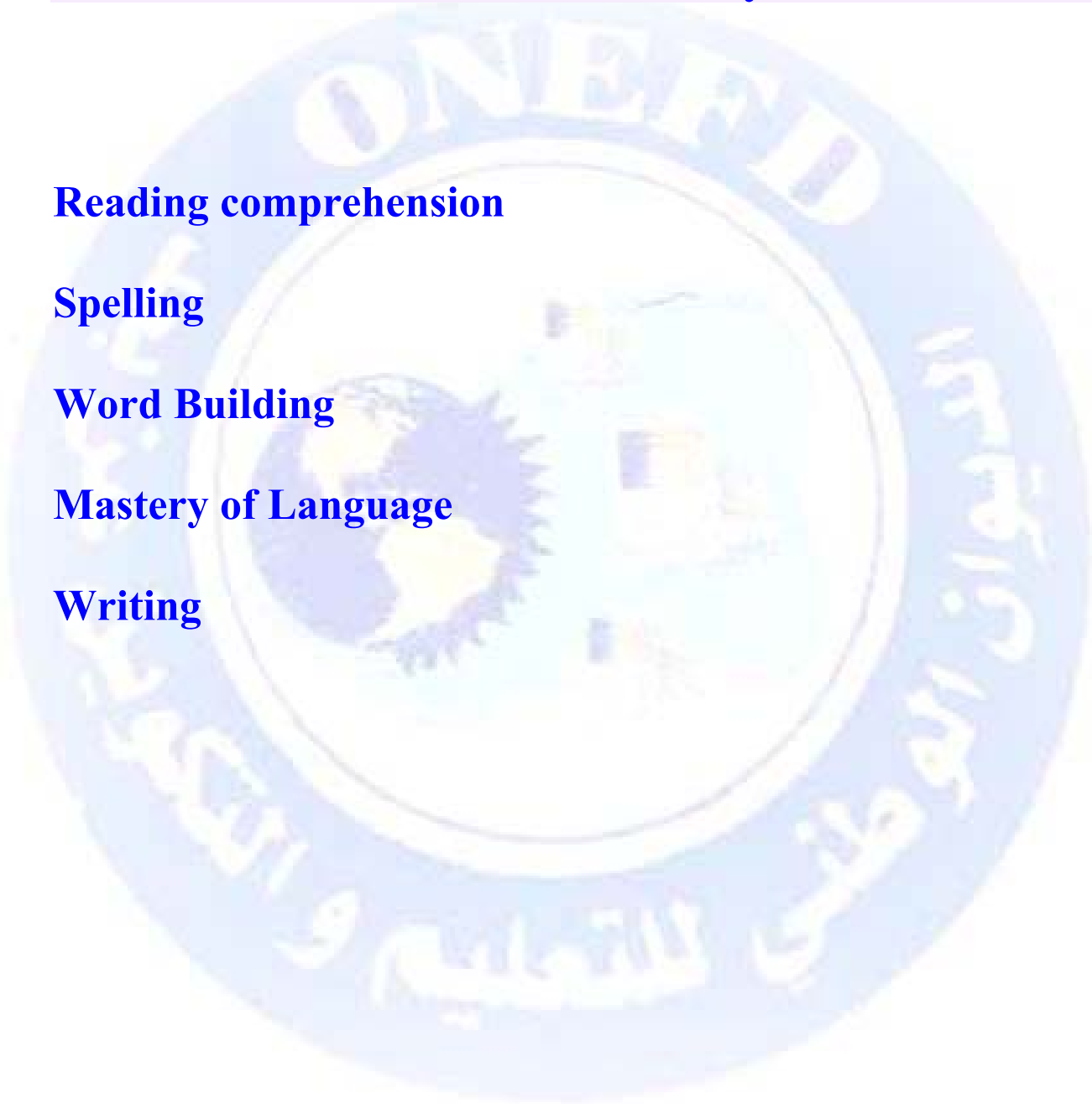
Reading comprehension

Spelling

Word Building

Mastery of Language

Writing





A- Reading Comprehension

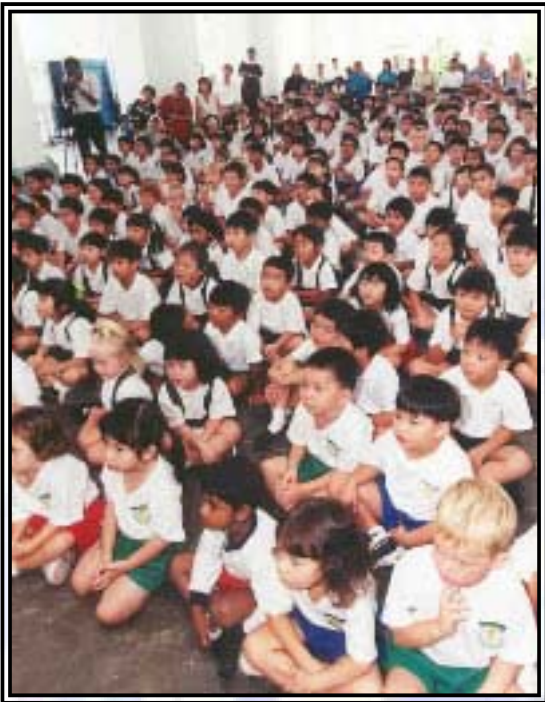
Education in Malaysia broadly consists of a set of stages which are:

- Pre-school
- Primary Education
- Secondary Education
- Tertiary Education
- Postgraduate.

Only Primary Education in Malaysia is mandated by law, hence it is not a criminal offence to neglect the educational needs of a child after six years of Primary Education.

Primary and Secondary Education in government schools is handled by the Ministry of Education, but policies regarding tertiary education are handled by the Ministry of Higher Education created in 2004.

Pre-school:



Attendance in a pre-school programme is not universal, and only affluent families can afford to send their children to private pre-schools. The government has no formal pre-school curriculum for pre-schoolers except a training and certificate to principals and teachers before they can operate a pre-school.

Primary Education



Primary education consists of six years of education, referred to as year 1 to year 6 (or Standard 1 to Standard 6).

Year 1 to year 3 are classified as Level One while year 4 to year 6 is called Level Two. Primary education begins at the age of 7 and ends at 12. Students are promoted to the next year, regardless of their academic performance.

At the end of primary education, students must undergo the (UPSR) or Primary school Evaluation Test. The subjects tested are Malay comprehension, written Malay, English, Science and Mathematics.

The primary education system is divided into the national schools and vernacular schools. Both are public schools. In January 2003, a mixed medium of instruction was introduced so that in standard 1, science and mathematics are taught in English while other subjects are taught in Malay.

Another type of schools available in Malaysia is the Islamic religious schools that teach Muslim students subjects related to Islam such as early Islamic history, Arabic language and Fiqh. It is not compulsory but in some states like Johor, all Muslim children have to attend these schools and sit an examination for graduation. Most of these schools are managed by the states' religious authorities.

Secondary education



Secondary education consists of 5 years of schooling referred to as Form 1 to Form 5.

At the end of Form 3, students must take the (PMR) or Lower Secondary Evaluation. Based on their results, they will be streamed into either the Science stream or Arts stream. The Science stream is generally more desirable than the Arts one.

At the end of Form 5, students must take the (SPM) or Malaysian Certificate of Education examination, in order to graduate from secondary school.

Pre-University



After the SPM, students would have a choice of either studying Form 6 or the matriculation (pre-university).

If they choose to continue studying Form 6 (2 years of study), they will take the Malaysian Higher School Certificate examination (STPM) which British equivalent is the general Certificate of Education "A" levels examination. The STPM is taken by those desiring to attend a public university and also to enter private local universities.

Additionally all students may apply for admission to matriculation, but not all applicants are admitted. However, the matriculation programme is considered easier than the STPM and serves to help the Bumiputeras enter the public university easily.

Students undertake their pre-university studies in private colleges and may opt for programmes such as the British "A" Levels programme, the Canadian matriculation programme, the Australian NSW Board of Studies Higher school Certificate and the American High School diploma.



Tertiary education

Applicants to public universities must have completed the matriculation programme or have an STPM grade. Excellence in these examinations does not guarantee a place in a public university.



* **Bumiput(e)ra** (noun): a Malaysian of indigenous Malay origin

Activity 1:

Read the text and find the suitable definition (B) for each word (A)

A		B
1. affluent (adj)	.....	a. that must be done.
2 compulsory (adj)	.....	b. of the country in question.
3. matriculation (n)	.....	c. make a choice.
4. promote (verb)	.....	d. wealthy, prosperous
5. opt (verb)	.....	e. control, run a business etc...
6. vernacular (adj)	.....	f. examination required to be admitted at a university.
7. manage (verb)	.....	g. raise to a higher rank, position

Activity 2:

Choose the best answer (a, b, c or d)

1. In Malaysia

- a) a child receives only primary education.
- b) only primary education is compulsory .
- c) the law prevents a child from continuing studying.

2. Going to a private pre-school

- a) requires a lot of money.
- b) is possible for all the children.
- c) is obligatory for all the children.

3. Students are promoted to the next year in primary school.

- a) despite their young age.
- b) without paying attention to their results.
- c) according to their results.

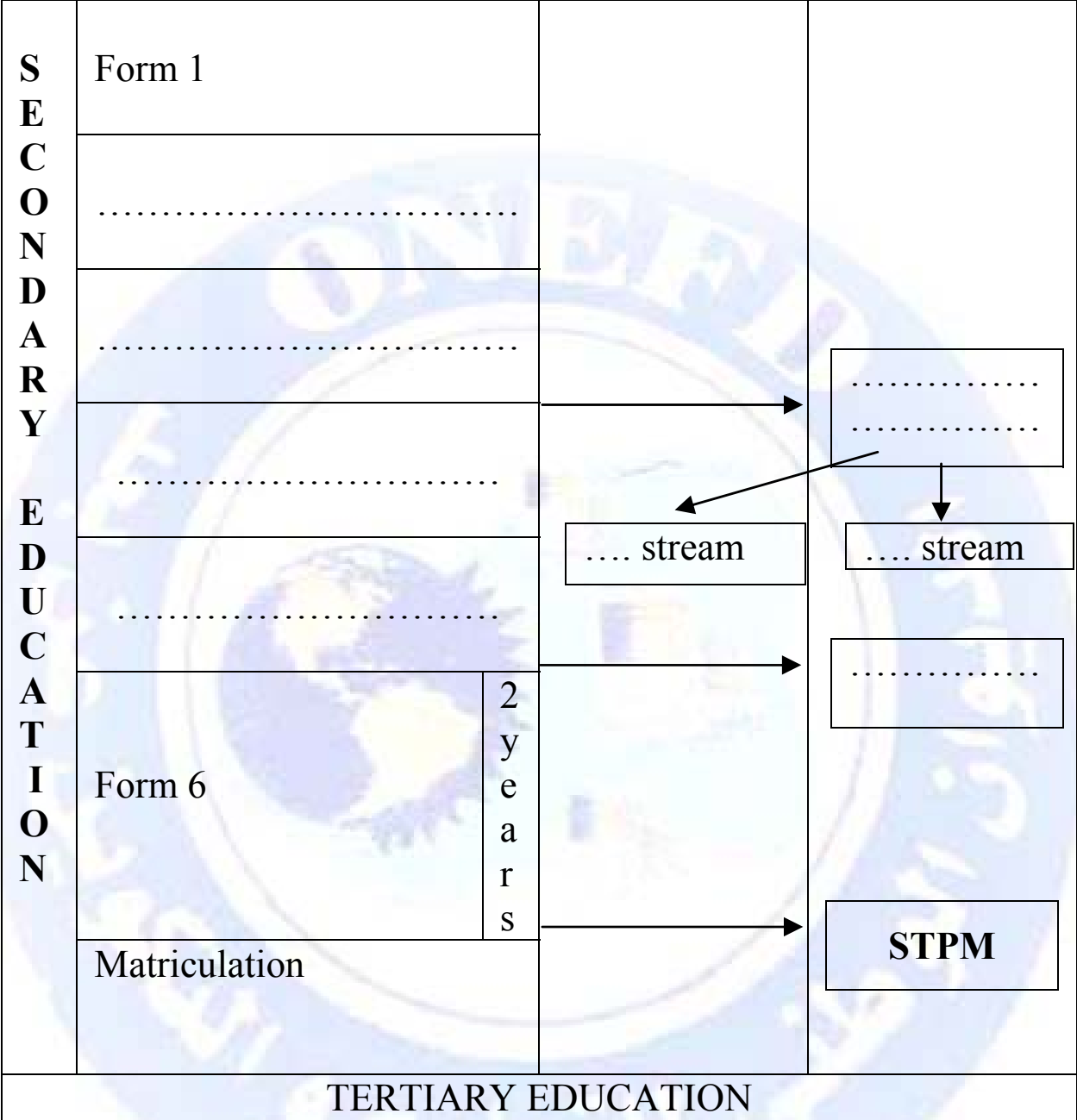
4. In the Islamic religious schools, teaching subjects related to Islam

- a) is optional in all the Malaysian states.
- b) is not compulsory in the state of Johor.
- c) is compulsory in some states.

Activity 3:

Complete the following diagram which summarizes the educational system in Malaysia.

	Age			Examinations
P R I M A R Y E D U c a T I O N		pre-schoolOne	
		1		
		year		
			
		Level.....	
			
		year.....		



B. SPELLING

Spelling rules for comparatives:

- If the adjective
 - has got one syllable
 - doesn't end in -e
 - hasn't got two vowels
 - doesn't end in 2 consonants

we double the last letter

e.g.: big → bigger

- If the adjective
 - has got one syllable
 - ends in – e –

we add **r** to the adjective

e.g.: nice → nicer

- If the adjective
 - has got one syllable
 - has got two vowels
 - doesn't end in – e –

we add **er**

e.g.: loud → louder

- If the adjective - has got two syllables
- ends in -y

we change y to i and add **er**

e.g.: easy → easier

- If the adjective - has got two syllables
- doesn't end in -y
- has got more than two syllables

we write the comparative by using **more** + adjective

e.g.: handsome → **more** handsome

interesting → **more** interesting

Activity 1:

Write the comparatives of these adjectives:

Adjectives	Comparative	Adjectives	Comparative
old	fat	.....
slim	big	.....
fine	important	.....
intelligent	clean	.....
free	lazy	.....
thin	noisy	.....

C. WORD BUILDING

- We use the suffix **ing** to form
- ✓ Verbal nouns denoting an action or its result.
e.g.: hunting painting washing
 - ✓ Nouns denoting an occupation or event
e.g.: bricklaying wedding

Activity 1:

Match each word in A with its definition in B:

A	B
1- lodging	a. reproduction of a map, design made by marking out the lines of something.
2- shipping	b- room(s) (not in a hotel) rented to live in.
3- learning	c- framework in which something is fixed
4- setting	d- all the ships of a country, a port.
5- tracing	e- advanced knowledge gained by careful study.

1.	2.	3.	4.	5.
b	...	...	...	...

Activity 2:

Complete each sentence with a word from the box

rioting – skiing – landing – building – dismantling – hunting – lightning – boarding

1. Passengers are asked to present a card before embarking on the plane.



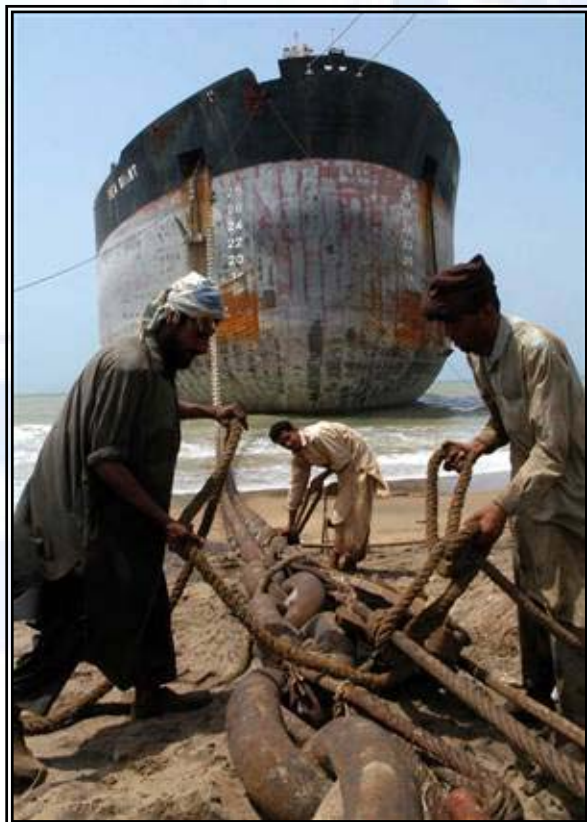
2. The of the future school took longer than they had expected it as the workers were not qualified.





3. The pilot had to make an emergency
when he realized that one of the wings was on fire.

4. The
of ships is synonymous
of diseases from exposure
to toxic substances.





5. has struck the city suddenly.



6. Because of social inequalities, in Great Britain is becoming more and more violent.



7. Game is attracting more and more women in the USA nowadays.



8. remains one of the favourite activities in winter holidays.

D. MASTERY OF LANGUAGE

1. Comparatives

Look at these sentences:

- The Science stream is **more desirable than** the Arts stream.
- The matriculation programme is **easier than** the STPM examination.
- Education in primary schools is **less strict than** education in secondary schools.
- The matriculation programme is **not as difficult as** the STPM examination, but it is **as necessary as** the STPM to enter university.

KEEP IN MIND:

	Short adjectives	Long adjectives
Comparative of superiority	adjective+(er)+than	more+adjective+than

Irregular adjectives	
- good	better than
- bad/ ill	worse than
- far	farther / further than

comparative of inferiority

... less + adjective + than...

comparative of equality

... as +adjective + as ...

comparative of inequality

... not as / not so
+ adjective + as ...

Activity 1:

Correct the following sentences.

They all contain comparatives

1. London is more old than New York.

.....

2. The Pacific Ocean is deeper as the Atlantic.

.....

3. A Renault car is more economical as a Mercedes.

.....

4. Swimming is more easy than wind-surfing.

.....

5. My house is not as big than yours.

.....

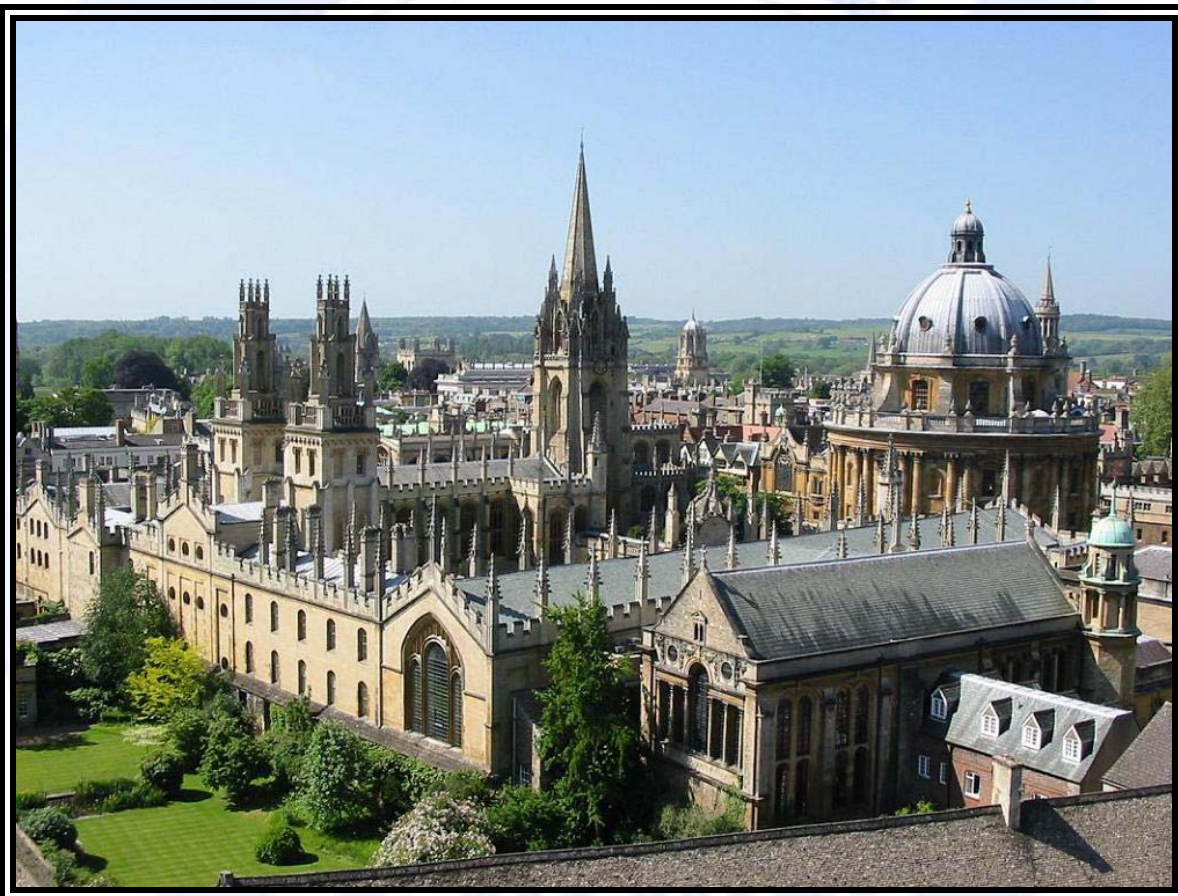
Activity 2

Read the information about three colleges in England, Great Britain.

Oxford

109,000 inhabitants

University created in the 12th century



Cambridge

101,000 inhabitants

University created in 1284



Eton

- 4,000 inhabitants

- College created in 1440



- Now write sentences using comparatives
(superiority, inferiority or inequality).

.....

.....

.....

.....

.....

Activity 3:

Rewrite these sentences, keeping the same meaning.

1. Paris is less friendly than London.

Paris is

2. Britain is not as cold as Denmark.

Denmark is

3. Scotland is less crowded than England.

Scotland is

4. The “Daily telegraph” is not as informative as “The Guardian.”

“The Guardian is

2. I WISH



Look at these sentences:

- A lot of children are uneducated.
- **I wish** all the children **were** educated.
- They don't go to school.
- **I wish** they **went** to school.

- We use :

I wish + the past simple tense

- to say that we regret something,
- to indicate an unreal situation in the present.

e.g.: I wish I spoke French. = I'm sorry I don't speak French.

I wish he didn't smoke. = I'm sorry he smokes.

Activity 4:

Choose the best possible answer (a, b or c) for each picture.

1. I wish

- a)- I travelled by bus.
- b)- I had a car.
- c)- the bus were not full.



2. I wish

- a)- he worked harder.
- b)- he had some rest.
- c)- he didn't use the computer.



3. I wish

- a)- I were famous.
- b)- I could win the competition.
- c)- I could afford this sports car.



4. I wish

- a)- she didn't phone while driving.
- b)- she didn't look at herself in the mirror.
- c)- she drove slowly.



5. I wish

- a)- the land were dry.
- b)- it didn't rain in this area.
- c)- it rained.



Activity 5 :

- Write sentences beginning with I wish:

e.g.: I am bad at mathematics.

I wish I was/were good at mathematics.

1. I don't have a computer.

I wish I

2. My flat is small and I have a lot of furniture.

.....

3. I don't like milk.

.....

4. He is not hard-working.

.....

5. It rains a lot and I want to go out.

.....

6. This lift doesn't work.

.....

3. Expressing purpose

Look at these sentences:

- Students take the Malaysian Certificate of Education examination **in order to graduate** from secondary school.

- A medium of instruction was introduced in 2003 **so that** science and mathematics are taught in English.

- Some students go to Islamic religious schools **to** study subjects related to Islam.

KEEP IN MIND

- We use:

in order to	
or	+ infinitive
to	

- to say **why** somebody does something,
- **why** somebody wants/needs something.

e.g.: We hurried to the bus **to / in order to** catch the last bus.

I am saving money **to / in order to** travel to Turkey.

- We also use **so that** for purposes:

- when one person does something so that another person does something else :

e.g.: I lent her some money **so that she could buy** a car.

- with can and could:

e.g.: He trains 3 hours **so that he can take part** in the competition.

(main verb “trains” in the present => **so that ... can ...**)

He trained 3 hours **so that he could take part** in the competition.

(main verb “trained” in the past => **so that ... could ...**)

- when the purpose is negative:

e.g.: The actress is wearing a wig **so that she won't be** recognized.

(main verb “is wearing” in the present => **so that...won't...**)

The actress was wearing a wig **so that she wouldn't be** recognized.

(main verb “was wearing” in the past
=> **so that ... wouldn't ...**)

Activity 6: Match a sentence from A with a sentence from B to make a new sentence with in order to or to :

e.g.: I have to go to the post office. I want to post a letter.
I have to go to the post office **in order to** post a letter.

A	B
1. The managers are meeting at the firm tomorrow .	a. They want them to put out the fire in the attic.
2. She gets back home early	b. They want to pay homage to their martyrs.
3. The firemen have been called.	c. She wants to watch her favourite show on television.
4. Journalists write articles.	d. They want to discuss the new budget.
5. They have erected a high statue in the town.	e. He wanted to gain time.
6. He took a short cut.	f. They want to inform their readers.

1.
2.
3.
4.
5.
6.

Activity 7:

Use **can** / **could** / **won't** / **wouldn't**
and the right verb from this box:

waste – see – cross – get – lost – recover - repair

1. The surgeons decided to operate on Tim so that he soon
2. She crossed the street so that her
3. I think I'll take my car to the garage tomorrow so that the mechanic..... it.
4. Guides usually accompany tourists in the Sahara so that they
5. As there are frequent traffic jams, Harry has decided to buy a bike so that he..... his time on his way to his office.
6. They built a bridge there so that people the main road safely.

E. Writing

Activity 1:

Martin, a reporter, is interviewing two persons who came to live in London some time ago.

Complete this dialogue using the right word or expression in the right blank:

better than – smaller – as easy as – greener – not as happy – as friendly as

Martin: All of you have moved round, would you like to move again? Peter, you first.

Peter: Well, my wife and I came from the north-west of Scotland to London three years ago. At first, London was great, but now we areas we were. With two babies, we'd like to move out.

Martin: Why?

Peter: It's too noisy for us, and London is not safe enough for small children. We want to move to a town near London.

Martin: I see. Alia, what about you?

Alia: My family came from Egypt nine years ago. At first, life wasn't..... we believed. The English weren't people in Egypt. But now I've made lots of friends at school, and life is much.....before.

Of course. No place is perfect. But it's my home now.

Martin: So Alia is happy to live in London but Peter is not and wants to leave London. It seems that the old saying is true: "The grass ison the other side of the hill.

Activity 2:

Supply punctuation and capital letters where necessary:

" i have personally committed myself to making it a priority for education is a fundamental right set forth in the universal declaration of human rights to pursue the aim of education for all is therefore an obligation for states "

koichiro matsuura director general of unesco

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