

THE UNIFIED EXAMINATION (JUNIOR MIDDLE LEVEL)
MALAYSIAN INDEPENDENT CHINESE SECONDARY SCHOOLS
ENGLISH LANGUAGE SYLLABUS

I Test Description

The UEC Junior level English Language examination is intended to measure candidates' use of language skills and language knowledge. It is specifically designed for Junior Middle Three candidates. The test results are used as a main reference to determine if candidates have reached the required standard.

II Test Objectives

The Junior level English Language UEC examination aims to assess candidates' use of language knowledge and language skills. Specifically, language knowledge refers to vocabulary, grammar and forms and functions, while language skills refer to reading and writing skills.

1. Language Skills

1.1 Reading

Generally, it is to assess candidates' use of reading skills to read and understand passages. Specifically, it is to assess the candidates' ability of:

- 1.1.1 understanding and retrieving information from a passage.
- 1.1.2 using contextual clues to understand words, phrases and sentences of a passage.
- 1.1.3 discerning main ideas and supporting details of a passage.
- 1.1.4 making inferences from a passage.
- 1.1.5 understanding logical relationships within and between sentences and paragraphs.

1.2 Writing

Generally, it is to assess candidates' use of writing skills to write in different text forms for different audiences and various purposes. Specifically, it is to assess the candidates' ability of:

- 1.2.1 constructing structurally and grammatically correct sentences.
- 1.2.2 developing coherent and cohesive paragraphs using correct language discourse markers, styles and formats.
- 1.2.3 writing a summary.

2. Language Knowledge

To assess candidates' understanding and application of language knowledge of vocabulary, grammar as well as forms and functions in specific contexts.

III Test Structure

The examination is administered on paper that requires the candidates to perform a set of skills. The structure of the examination is as follows:

This examination comprises two papers.

Paper 1: Subjective Questions (40%) Time allocated: 105 minutes

Section A: Composition (20%)

Candidates are to choose one out of five topics and write the essay in not less than 120 words. The topics may cover the following modes of writing: narrative essays, facts and opinions, descriptions of people, things, places and scenes, processes and procedures, articles and reports, speeches and talks, imaginative, reflective and expository essays.

Section B: Summary Writing (10%)

A passage of 180-250 words will be provided. Candidates are required to read the passage and summarise it in not more than 60 words.

Section C: Cloze Test (10%)

A passage of about 150 words with ten blanks will be given. Every 5th, 6th or 7th word in the passage is removed. Candidates are required to fill in each blank with one word.

Paper 2: Multiple-choice Questions (60%) Time allocated: 80 minutes

Section A: Comprehension (20%)

Two passages of 300-400 words with 20 multiple-choice questions will be provided. The passages may either be original or extracts taken from newspapers, magazines or books.

Section B: Forms and Functions (5%)

Five multiple-choice questions will be provided.

Section C: Closest in Meaning (10%)

Two conversational situations with a total of ten multiple-choice questions will be provided.

Section D: Structure and Usage (25%)

Two short passages with a total of 25 multiple-choice questions will be provided.

IV Test Contents

1. Context

- 1.1 Beliefs
- 1.2 Entertainment
- 1.3 Festivals
- 1.4 Food and Drinks
- 1.5 Giving Directions
- 1.6 Health and Exercise
- 1.7 History
- 1.8 Lifestyles
- 1.9 People
- 1.10 Places and Buildings
- 1.11 School and Study
- 1.12 Science and Technology
- 1.13 Social Issues and Civic-mindedness
- 1.14 The Natural World
- 1.15 Transport
- 1.16 Travel and Holidays
- 1.17 Work and Jobs

2. Text Types

- 2.1 Articles and Reports
- 2.2 Conversations, Dialogues and Interviews
- 2.3 Descriptions of People, Things, Places, Scenes
- 2.4 Facts and Opinions
- 2.5 Journals and Diaries
- 2.6 Letters
- 2.7 Messages
- 2.8 Processes and Procedures
- 2.9 Speeches and Talks
- 2.10 Narratives

3. Forms and Functions

- 3.1 Asking for and Giving Advice
- 3.2 Expressing Agreement and Disagreement
- 3.3 Arguments
- 3.4 Asking for and Giving Directions
- 3.5 Asking for and Giving Information
- 3.6 Making Comparisons

- 3.7 Making and Responding to Complaints
- 3.8 Showing Concern
- 3.9 Giving Descriptions
- 3.10 Expressing Doubt
- 3.11 Giving Encouragement
- 3.12 Conveying Greetings
- 3.13 Expressing Hesitation
- 3.14 Making Introductions
- 3.15 Expressing Likes and Dislikes
- 3.16 Making Predictions
- 3.17 Giving Offers
- 3.18 Expressing Opinions
- 3.19 Seeking and Granting Permission
- 3.20 Expressing Possibility
- 3.21 Making Promises
- 3.22 Giving Reasons
- 3.23 Making Requests
- 3.24 Expressing Satisfaction and Dissatisfaction
- 3.25 Making and Giving Suggestions
- 3.26 Showing Sympathy
- 3.27 Issuing Warning
- 3.28 Making Enquiries
- 3.29 Congratulations
- 3.30 Making Apologies
- 3.31 Extending Invitations

4. Vocabulary

- 4.1 Glossary
- 4.2 Idioms
- 4.3 Proverbs
- 4.4 Phrasal Verbs
- 4.5 Synonyms

5. Grammar

- 5.1 Nouns
 - 5.1.1 Countable and Uncountable Nouns
 - 5.1.2 Collective Nouns
- 5.2 Pronouns
 - 5.2.1 Subject Pronouns and Object Pronouns
 - 5.2.2 Possessive Adjectives and Possessive Pronouns

- 5.2.3 Reflexive Pronouns
- 5.2.4 Possessive Nouns
- 5.2.5 Relative Pronouns
- 5.2.6 Interrogative Pronouns
- 5.2.7 Indefinite Pronouns
- 5.3 Articles
 - 5.3.1 A, An, The
 - 5.3.2 Zero Articles
- 5.4 Adjectives and Comparison of Adjectives
- 5.5 Adverbs
 - 5.5.1 Adverbs of Manner
 - 5.5.2 Adverbs of Frequency
 - 5.5.3 Adverbs of Time
 - 5.5.4 Adverbs of Degree
 - 5.5.5 Adverbs of Place
 - 5.5.6 Comparison of Adverbs
- 5.6 Prepositions
 - 5.6.1 Prepositions of Place
 - 5.6.2 Prepositions of Time
 - 5.6.3 Prepositions of Direction
- 5.7 Conjunctions
- 5.8 Verbs
 - 5.8.1 Action Verbs and Verbs-to-be
 - 5.8.2 Subject-verb Agreement
 - 5.8.3 Tenses
 - 5.8.3.1 The Simple Present Tense
 - 5.8.3.2 The Present Continuous Tense
 - 5.8.3.3 The Simple Past Tense
 - 5.8.3.4 The Past Continuous Tense
 - 5.8.3.5 The Simple Future Tense
 - 5.8.3.6 The Future Continuous Tense
 - 5.8.3.7 The Present Perfect Tense
 - 5.8.3.8 The Past Perfect Tense
 - 5.8.3.9 The Present Perfect Continuous Tense
 - 5.8.3.10 Active and Passive Voice
- 5.9 Infinitives and Gerunds
- 5.10 The Participles
 - 5.10.1 Present Participles
 - 5.10.2 Past Participles
- 5.11 The Conditional Tenses

- 5.12 Determiners
- 5.13 Modals
- 5.14 Direct and Indirect Speech
- 5.15 Question Tags
- 5.16 Negative Form and Interrogative Form
- 5.17 Punctuations
- 5.18 Phrases and Clauses
 - 5.18.1 Noun
 - 5.18.2 Adjectival
 - 5.18.3 Adverbial
- 5.19 Sentence Types
 - 5.19.1 Simple Sentences
 - 5.19.2 Compound Sentences
 - 5.19.3 Complex Sentences

N.B. The textbooks *English* (Junior Middle 1, Junior Middle 2 and Junior Middle 3) compiled by the Curriculum Department of the Malaysian Independent Chinese Secondary Schools (MICSS) Working Committee will be used as the main reference for the examination.