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Subject : English_using English as the primary language of instruction

The Requirements of Basic Academic Attainments at Junior Education ⁽¹⁾		Teaching Content to be covered through the following teaching activities (State the name and content of the relevant modules / school-based curriculum / other learning activities)			If not covered, please state the reason(s) and provide possible solution(s)	Textbook	Remark(s):
Learning Domain	Concrete Content	F1	F2	F3			
example	C-2 Work out the meaning of unfamiliar words from clues in the word or the text, and background knowledge;	Ch. 1 Only one dollar and eighty-seven cents				Name of textbook: The Christmas stories Foreign Language Teaching and Research Press	
A.Listening	A-1 Recognise key words in connected speech;						
	A-2 Deduce the meaning of unknown words while listening;						
	A-3 Follow spoken instructions;						
	A-4 Identify the purpose of a spoken text;						
	A-5 Understand various types of descriptions;						
	A-6 Recognise the level of formality of spoken discourse;						
	A-7 Recognise the connections between ideas in a simple spoken text from cohesive devices including pronoun reference and connectors;						
	A-8 Distinguish between main points, specific details and examples in a spoken text;						
	A-9 Predict the development of a spoken text and check predictions when listening;						
	A-10 Follow the sequence of events in a spoken recount;						
	A-11 Follow an oral explanation of how something happens,						

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	with visual support where suitable;						
A-12	Recognise the structure of more proceduralised oral exchanges;						
A-13	Make connections between spoken discourse and other sources of information such as diagrams and maps;						
A-14	Process spoken discourse on familiar topics at a pace adequate for sustaining a dialogue;						
A-15	Identify new or important information from stress and intonation;						
A-16	Recognise the use of intonation for topic management and turn-taking;						
A-17	Understand degrees of certainty and of obligation in spoken discourse;						
A-18	Understand feelings, attitudes and opinions of speakers or interlocutors from their stress and intonation, and tone of voice;						
A-19	Follow the reasoning of a simple oral argument or exposition;						
A-20	Request clarification during or after listening;						
A-21	Take down notes on the main						

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	points of a talk;						
	A-22 Use information gained from spoken discourse for new purposes.						
B.Speaking	B-1 Pronounce a new word from its spelling with reasonable accuracy;						
	B-2 Use discourse markers to signal the organisation of spoken discourse;						
	B-3 Establish cohesion through lexical and grammatical choices;						
	B-4 Rephrase own utterances in light of an interlocutor’s response;						
	B-5 Recount the sequence of events of a personal experience;						
	B-6 Give instructions for carrying out a task;						
	B-7 Explain how or why a simple process occurs;						
	B-8 Start and close a spoken interaction appropriately;						
	B-9 Adjust the formality of speaking according to the context or relationship with the interlocutor;						
	B-10 Indicate agreement and disagreement, directly and indirectly as appropriate;						
B-11 Use strategies to cope with the pressures of unplanned,							

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	spontaneous spoken discourse;						
	B-12 Summarise or rephrase own or interlocutor’s stretch of discourse;						
	B-13 Give reasons to support a point of view;						
	B-14 Respond appropriately to unplanned dialogues on familiar and school-related topics;						
	B-15 Ask for clarification from the interlocutor, and give clarification when asked;						
	B-16 Use stress and intonation patterns to highlight important or new information;						
	B-17 Use appropriate intonation to express attitudinal meaning;						
	B-18 Manage turn-taking and changes of topic with intonation and discourse markers;						
	B-19 Show interest in what is said by an interlocutor, and tolerance and respect for opposing views.						
C.Reading	C-1 Recognise previously learned vocabulary and accumulate vocabulary through various reading strategies;						
	C-2 Work out the meaning of						

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	unfamiliar words from clues in the word or the text, and background knowledge;						
C-3	Understand meanings of words on different levels, including denotative and connotative levels, and words with more technical meanings;						
C-4	Set a purpose for reading and meet it by selecting appropriate reading strategies;						
C-5	Make predictions about the content of a text using prior knowledge, contextual clues, and features of text;						
C-6	Apply a variety of comprehension skills to understand a new text;						
C-7	Understand connections between ideas by identifying a larger range of cohesive devices such as pronoun and article reference and connectors;						
C-8	Make inferences and draw conclusions based on information supplied;						
C-9	Ask and answer questions while reading, and re-read to help determine or clarify the main ideas and key details of a text;						

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	C-10	Recognise a variety of basic text types and identify their purpose, structure and associated language features;					
	C-11	Construct meaning and locate information from complex texts;					
	C-12	Identify texts as more formal or less formal;					
	C-13	Recognise all punctuation marks and demonstrate understanding by reading aloud sentences with the right pausing and intonation;					
	C-14	Make effective and judicious use of the dictionary and language references to assist reading and understanding new words in texts;					
	C-15	Take notes on the main points of a written text;					
	C-16	Apply information gained from reading to new purposes and formats;					
	C-17	Distinguish between presentations of an event in different genres;					
	C-18	Interact with others around a text before, during and after reading;					
	C-19	Gather information independently from multiple print and digital sources;					
	C-20	Recognise writers’					

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	expression of greater or lesser certainty;						
	C-21 Recognise writers’ points of view, attitudes, intended meaning, and feelings;						
	C-22 Demonstrate interest in reading for pleasure.						
D.Writing	D-1 Use a range of vocabulary for everyday topics, along with some more school-related vocabulary;						
	D-2 Demonstrate full control of basic conventions of English writing, such as spelling and punctuation;						
	D-3 Use varying combinations of clauses;						
	D-4 Use a wider range of grammar structures with reasonable accuracy;						
	D-5 Use language to express degrees of certainty and of obligation in writing;						
	D-6 Express attitudes, feelings and opinions in ways appropriate to the context;						
	D-7 Write texts with structures and language features appropriate to their purpose;						
	D-8 Use a simple range of resources, including paragraphs, connecting phrases, and word order, to organise text;						

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	D-9 Establish cohesion through lexical and grammatical choices;						
	D-10 Write with a clear understanding of the purpose and audience awareness;						
	D-11 Gather and organise ideas before writing by researching (from the Internet or other resources) and using pre-writing strategies such as mind-mapping;						
	D-12 Write more formally or less formally according to the context;						
	D-13 Write dialogues that simulate real-life conversations;						
	D-14 Write personal and factual recounts to retell past events;						
	D-15 Use appropriate formats for texts, such as for formal and informal letters;						
	D-16 Write short stories that arouse the reader’s interest;						
	D-17 Write simple texts to explain a sequential process or phenomenon;						
	D-18 Write procedural texts to give instructions;						
	D-19 Write simple argumentative texts to present a point of view;						
	D-20 Proofread final drafts and						

2017 / 2018
Academic year

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	correct mistakes in grammar, vocabulary, and mechanics;						
D-21	Improve own and peers’ drafts by enriching content, and improving textual organisation and wording;						
D-22	Acknowledge sources of information in writing by giving references.						

Note: (1) Dispatch of Secretary of Social and Cultural Affairs No.56/2017 (Annex V)	Data : (D) / (M) / (Y)
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