

**The Requirements of Basic Academic Attainments (Primary Education):
English (*Second Language)**

***English not being used as the primary language of instruction**

2016

1. Rationales

English is a widely used language, especially for communication in the international community. Through the study of English, students build the foundation for further personal enrichment and using English to communicate with others. Therefore, the Primary English Curriculum (Second Language) should follow the following basic rationales:

1) To attach importance to nurturing students' interests and abilities in learning English

In order to motivate students and enable them to learn consistently, there should be an integration of students' life experiences with the curriculum so that students apply what they have learned. A variety of materials should be used to accommodate different learning levels and to help students acquire practical experience in using English.

2) To enable students to communicate with others using English by means of developing students' basic English skills

It is important to cultivate students' basic communicative competence in English. The four skills, listening, speaking, reading and writing, represent the essential components needed to gain competence in a language. Each skill should complement and advance each other in language learning and communication. Therefore, students are expected to improve their personal communication abilities, thinking skills and self-confidence through various kinds of learning experience, practice, participation and cooperation under the teacher's guidance and assistance. While helping students to develop independent reading skills is the key to increasing students' vocabulary, it is also important for them to achieve good grammar and sentence structure, a high level of reading comprehension, conversation level, and a foundation of writing skills. By integrating the four language skills, students' comprehensive English skills can be improved and brought closer towards the goal of effective communication.

3) To promote a wide variety of teaching methods

Language teaching needs to attend to students' individual differences. Diversified teaching methods enhance students' self-confidence and learning potential. Through a wide variety of teaching methods, group activities, and performances, students are encouraged to participate actively, giving them opportunities to learn from social interactions and to apply meaningful learning within their daily lives.

2. Curriculum Goals

- 1) Enable students to master the basic skills of English language proficiency in listening, speaking, reading and writing and begin communicating and applying English learned in their daily lives;
- 2) Develop students' positive attitudes towards learning English. Provide students with opportunities to listen, speak, read, write, question and think in order to acquire the relevant skills;
- 3) Nurture students' interest and self-confidence in learning English in order to enhance their motivation to learn English and to improve their proficiency;
- 4) Nurture students' spirit of cooperation and respect for a collaborative environment in learning English;
- 5) Cultivate students' ability to analyze and organize information, develop their creativity and problem-solving ability in English;
- 6) Cultivate students' respect for cultural differences and broaden their views;
- 7) Cultivate students' abilities and strategies to learn English on their own in order to establish a foundation for future development of English skills;
- 8) Prepare students for practical application of skills and competencies learned in the classroom.

3. The content of the requirements of basic academic attainments in various domains

Explanation of coding:

- 1) The English capital letters refer to the various learning domains for the requirements of basic academic attainments, A-“Listening”, B-“Speaking”, C-“Reading”, D-“Writing”;
- 2) The first number after the letter refers to the requirements for different class levels, 1-Primary 1 to 3, 2-Primary 4 to 6;
- 3) The second number after the letter refers to the serial number for the requirements of basic academic attainments in certain class level in that particular learning domain.

Learning Domain A. Listening

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| A-1-1 | Recognise basic consonant and vowel sounds in words; |
| A-1-2 | Recognise rhyming words; |
| A-1-3 | Segment a syllable into its constituent sounds/phonemes; |
| A-1-4 | Write a word with reference to its constituent sounds/phonemes; |
| A-1-5 | Understand simple classroom language and be able to follow the |

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- development of a lesson and the arrangement for homework;
- A-1-6 Understand the meaning of simple descriptions and stories with the help of clues such as real objects, pictures and body language;
- A-1-7 Listen to others attentively;
- A-1-8 Demonstrate interest in listening to children's songs, nursery rhymes, chants, etc.;
- A-2-1 Identify stressed syllables in words;
- A-2-2 Identify consonants and vowels, and consonant blends in initial and final position of words;
- A-2-3 Segment polysyllabic words and write them correctly;
- A-2-4 Identify key words in sentences by recognizing the stress;
- A-2-5 Recognise different intonation patterns in statements, questions, commands, etc.;
- A-2-6 Understand and follow language and instructions for classroom activities;
- A-2-7 Understand the development of spoken texts by making reference to cohesive devices such as *and*, *but*, *or*;
- A-2-8 Understand references in spoken texts by recognizing the use of articles and pronouns;
- A-2-9 Deduce the meaning of unknown words from the context and phonetic clues;
- A-2-10 Understand descriptions and explanations presented by teachers and teaching materials .

Learning Domain B. Speaking

- B-1-1 Pronounce the 26 letters of the alphabet correctly;
- B-1-2 Pronounce words with comfortable intelligibility;
- B-1-3 Repeat words and phrases presented by the teacher or in teaching materials with pronunciation that is to be understood easily;
- B-1-4 Briefly introduce oneself;
- B-1-5 Briefly describe someone;
- B-1-6 Address other people appropriately;
- B-1-7 Use simple classroom language;
- B-1-8 Briefly describe familiar objects and matters in daily life in simple sentences;
- B-1-9 Discuss with others simple everyday topics with guidance from the teacher;
- B-1-10 Retell short stories presented by the teacher or in storybooks with

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- teacher's guidance;
- B-1-11 Express personal feelings and emotions in simple sentences;
- B-1-12 Communicate with others politely;
- B-1-13 Demonstrate interest in participating in performances and oral activities;
- B-2-1 Say common everyday expressions with appropriate intonation;
- B-2-2 Use appropriate pronunciation and intonation while participating in different performances or activities;
- B-2-3 Read aloud expressively and rhythmically;
- B-2-4 Carry out simple dialogue activities;
- B-2-5 Describe oneself and familiar people detailedly;
- B-2-6 Share personal experiences briefly;
- B-2-7 Tell brief stories;
- B-2-8 Discuss familiar topics with others under teacher's guidance;
- B-2-9 Briefly describe or explain matters with the help of clues such as real objects, pictures and body language;
- B-2-10 Express emotions and feelings appropriately while communicating with others;
- B-2-11 Show respect and politeness while communicating with others;
- B-2-12 Show self-confidence in communicating with others;
- B-2-13 Show interest in developing one's oral communicative ability.

Learning Domain C. Reading

- C-1-1 Recognize upper and lower case letters in print type;
- C-1-2 Understand the basic conventions of English writing;
- C-1-3 Guess the pronunciation of a new word from its spelling;
- C-1-4 Recognize previously learnt words in texts;
- C-1-5 Understand the usage of commas, full-stops, question marks and exclamation marks;
- C-1-6 Recognise common text types such as notices, short stories, poems, etc.;
- C-1-7 Understand simple verses, song lyrics and poems under teacher's guidance;
- C-1-8 Scan a text to look for specific pieces of information;
- C-1-9 Understand the key points of a text with some guidance from the teacher;
- C-1-10 Acquire an interest in reading and enjoy extensive reading;
- C-1-11 Share post-reading thoughts with others;

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- C-2-1 Have an understanding of how punctuation functions in texts and its communicative purposes;
- C-2-2 Skim through a text quickly to get a general idea of its content;
- C-2-3 Read or re-read a text to look for specific pieces of information;
- C-2-4 Make use of background knowledge in making sense of a text;
- C-2-5 Understand the main points of articles on different topics and be able to respond in different formats such as oral summary and brief reading report;
- C-2-6 Infer the meaning of words and sentences from context, sentence structure, illustrations, etc.;
- C-2-7 Understand the connection between ideas by identifying cohesive devices such as *also, however, because*;
- C-2-8 Have an awareness of how ideas in a text are developed;
- C-2-9 Expand vocabulary knowledge through reading;
- C-2-10 Be able to tackle various text types;
- C-2-11 Have an awareness of the similarities and differences between various cultures through reading;
- C-2-12 Make effective use of the dictionary to assist reading;
- C-2-13 Know how to find required information with the help of the library and the Internet;
- C-2-14 Read attentively and with purpose;
- C-2-15 Choose a variety of reading materials for pleasure reading.

Learning Domain D. Writing

- D-1-1 Write upper case and lower case printed letters according to the correct stroke order for letters; write on the line from left to right, with suitable spacing between words;
- D-1-2 Use commas, full-stops and question marks properly;
- D-1-3 Write sentences using vocabulary items and sentence structures learned;
- D-1-4 Complete simple practical tasks in writing;
- D-1-5 Begin to write short paragraphs under teacher's guidance;
- D-1-6 Rewrite simple stories with teacher support or prompts given;
- D-1-7 Write simple sentences to describe pictures and on familiar topics;
- D-1-8 Write neatly and have a conscientious attitude towards writing;
- D-2-1 Develop one's handwriting in order to write legibly, fluently, and with increasing speed;

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- D-2-2 Use apostrophes, quotation marks and exclamation marks properly;
- D-2-3 Use the correct format when writing in common text types;
- D-2-4 Write sentences with reasonable grammatical accuracy and vocabulary range;
- D-2-5 Write simple narratives and descriptions with teacher support;
- D-2-6 Present one's own ideas coherently;
- D-2-7 Elaborate on main points;
- D-2-8 Use cohesive devices such as *and*, *but*, *or* to show relationships between ideas more clearly;
- D-2-9 Use paragraphs to segment a longer piece of writing;
- D-2-10 Apply the proofreading process to one's own and others' writing;
- D-2-11 Begin to edit drafts for better effect;
- D-2-12 Show willingness to improve on earlier drafts with rewriting or editing;
- D-2-13 Begin to show creativity.