

2017 / 2018

Academic year

Name of School:	School Code:
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Subject : English\_using English as the primary language of instruction

The Requirements of Basic Academic Attainments at Senior Education <sup>(1)</sup>		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	F4	F5	F6			
example	C-18 Determine and explain an author’s point of view, intention, attitudes and feelings with words and details used within the writing;	Topic title: 3D: Adding Depth and Delight to Movies				Read to Achieve 3 From 100 Articles to 100 points Rich Issak CENGAGE Learning	
A.Listening	A-1 Understand degrees of certainty expressed orally through a range of language resources;						
	A-2 Understand feelings, attitudes and opinions of speakers or interlocutors from grammar and vocabulary as well as from phonology;						
	A-3 Understand more formal language commonly used in a range of school subjects;						
	A-4 Take down notes on the main points and supporting details of a talk;						
	A-5 Identify the purposes, either explicit or implicit, of a spoken text;						
	A-6 Follow detailed spoken instructions on more complex matters;						
	A-7 Follow the reasoning of an oral argument or exposition;						
	A-8 Distinguish between fact and opinion when listening;						
	A-9 Recognise common roles and relationships between						

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	interlocutors when listening;						
A-10	Recognise the connections between ideas in spoken texts from a range of cohesive devices, and the logical relationships between the ideas themselves;						
A-11	Make connections between spoken discourse and a range of other sources of information including written texts;						
A-12	Follow the sequence of events in a spoken recount and recognise their significance;						
A-13	Make connections between everyday language and more formal language used to refer to the same phenomenon;						
A-14	Begin to understand playful use of language;						
A-15	Follow an oral explanation of a more complex process or phenomenon, using visual support provided where necessary;						
A-16	Process spoken discourse on less familiar, although not necessarily technical, topics at a pace adequate for sustaining a dialogue;						
A-17	Understand speakers who						

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	use a range of accents and varieties of English;						
	A-18 Use information gained from spoken discourse for new purposes and in different texts and formats;						
	A-19 Make decisions about how to listen and respond to listening depending on the text and its purpose, and also for different elements of one text.						
B.Speaking	B-1 Pronounce a monosyllabic or multisyllabic new word from its spelling with reasonable accuracy and proper word stress;						
	B-2 Use a wider range of vocabulary and language patterns in speaking for intended effect;						
	B-3 Demonstrate a higher level of pronunciation accuracy;						
	B-4 Use intonation to support more effective communication and convey different attitudes;						
	B-5 Employ more complex and varied sentence structures, especially in prepared presentations;						
	B-6 Recount personal experiences in a well-organized manner;						

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	B-7 Express personal feelings and opinions effectively and appropriately;						
	B-8 Speak with a fairly high degree of fluency without hesitations, especially in prepared presentations;						
	B-9 Organise and deliver a short presentation on a more complex topic with ideas logically sequenced;						
	B-10 Use a wider range of cohesive devices proficiently when presenting information, ideas, etc.;						
	B-11 Highlight important points during a presentation using a variety of techniques;						
	B-12 Use formal and informal vocabulary appropriate to the topic and context;						
	B-13 Give clear instructions on a more complex process in daily life;						
	B-14 Use a wider range of strategies proficiently to develop main ideas;						
	B-15 Use a wider range of communication strategies, both verbal and non-verbal, when taking part in a discussion;						
	B-16 Play an appropriate and effective role in a group						

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	interaction;						
	B-17 Speak with a fairly high degree of grammatical accuracy;						
	B-18 Provide elaboration and clarification during or after a presentation, when requested;						
	B-19 Show respect for, and understanding of, diverse and opposing opinions during a discussion;						
	B-20 Self-correct or re-phrase according to interlocutor’s reaction;						
	B-21 Ask for clarification on ideas not fully grasped while following a presentation on concrete subject-matter;						
	B-22 Provide clear explanation on an event, a procedure, a phenomenon, etc. on an academic topic.						
C.Reading	C-1 Accumulate new vocabulary from reading and organize them with proper use of vocabulary building skills;						
	C-2 Infer the meaning of new words by making use of the co-text and context, background knowledge, and common word affixes;						
	C-3 Understand a word’s denotative and connotative						

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	meaning and discuss the writer’s reasons for selecting the word;						
C-4	Understand how punctuation organizes meaning in a written text and explain how the punctuation affects the reader's interpretation of it;						
C-5	Read a text at an appropriate pace with accuracy and fluency to achieve the purpose of reading;						
C-6	Read intensively and extensively a wide range of texts for various purposes;						
C-7	Construct meaning and locate information from a wide range of information graphics;						
C-8	Gather, comprehend, evaluate and use relevant information effectively, efficiently and ethically;						
C-9	Recognize a variety of complex text types and identify their purpose, structure and associated language features;						
C-10	Make predictions about the content and development of a complex text using prior knowledge, contextual clues, and features of text;						
C-11	Understand connections						

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	between ideas by identifying cohesive devices such as articles, pronouns, synonyms and connectors;						
C-12	Make effective use of an English-English dictionary for advanced learners to assist reading and understanding how new words are used in texts;						
C-13	Take notes on the main points of a written text proficiently;						
C-14	Make connections between a text and personal experiences or real life;						
C-15	Give personal response to a text and interact with others around a text after reading;						
C-16	Make inferences and draw conclusions by reading between the lines and look carefully at the facts and information supplied and implied;						
C-17	Ask and answer questions, and re-read, to help identify, determine or clarify the main ideas and key details of a text;						
C-18	Determine and explain an author’s point of view, intention, attitudes and feelings with words and						

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	details used within the writing;						
C-19	Demonstrate understanding of how a writer’s style can impact readers’ interpretation of a text in terms of its purpose, context and culture;						
C-20	Demonstrate understanding of complex texts through a variety of verbal and graphic presentations;						
C-21	Recognize common literary devices and explain the deeper meaning conveyed by the author and the impact made on the readers;						
C-22	Integrate and evaluate multiple sources of information for deeper understanding.						
D-1	Convey intended meaning using a range of vocabulary, language structures, and linguistic devices accurately and appropriately;						
D-2	Include well-developed content and relevant supporting details in writing;						
D-3	Use a wide range of techniques to create structured and coherent texts;						
D-4	Write texts using appropriate tone, style and register, as						



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	well as the salient features of the target genres;						
D-5	Write a variety of texts for different purposes, contexts and audiences;						
D-6	Research writing topics independently and develop ideas from different sources into an adequate overall plan before writing;						
D-7	Demonstrate ability to revise, edit and proofread texts with independence;						
D-8	Respond critically to peers' drafts through questions, suggestions and comments;						
D-9	Act on teacher feedback and use it to improve own writing;						
D-10	Avoid plagiarism by paraphrasing ideas from source texts effectively and accurately;						
D-11	Use relevant resources, including dictionaries, thesauruses and online resources, to enhance own writing;						
D-12	Indicate properly, where necessary, the sources of others' ideas or materials made use of in own writing;						
D-13	Demonstrate ability to work collaboratively with peers at						

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	different stages of the writing process, such as brainstorming, outlining, drafting and revising;						
	D-14 Demonstrate creativity, originality and critical thinking in writing;						
	D-15 Write with increasing fluency, confidence and motivation.						

Note: (1) Dispatch of Secretary of Social and Cultural Affairs No. 55/2017 ( Annex V )

Data : ( D ) / ( M ) / ( Y )