

2017 / 2018

Academic year

Name of School:	School Code:
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Subject : English_not 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-1	Accumulate new vocabulary from reading and organize them with proper use of vocabulary building skills;	Unit 5 Eat well at university			Name of textbook: Athens Anthologyfor the HKDSE Exam Athens Education	
A.Listening	A-1	Understand more complex descriptions of things, people and places;					
	A-2	Understand basic expressions of certainty and obligation in spoken discourse;					
	A-3	Understand a range of questions from the teacher;					
	A-4	Take down the main points and some details or examples of a simple spoken text on a familiar topic if given a framework;					
	A-5	Identify the purpose of a spoken text on a familiar topic;					
	A-6	Recognise the setting and follow the plot of a simple oral narrative;					
	A-7	Recognise the structure of more proceduralised oral exchanges;					
	A-8	Recognise some common formulaic openings and closings for dialogues;					
	A-9	Distinguish between more formal and less formal spoken discourse;					

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	A-10 Distinguish between main points, specific details and supporting examples in a simple spoken text;						
	A-11 Make connections between spoken discourse and other sources of information such as diagrams and pictures;						
	A-12 Follow the sequence of events in a simple spoken recount;						
	A-13 Follow a simple oral explanation of how something happens, with visual support where suitable;						
	A-14 Follow common spoken instructions on more complex matters;						
	A-15 Request clarification during or after listening;						
	A-16 Provide appropriate feedback to the speaker when listening, either verbally or non-verbally;						
	A-17 Understand speakers who use the more commonly encountered accents and varieties of English;						
	A-18 Understand the importance of listening for different purposes.						
B.Speaking	B-1 Pronounce a monosyllabic or multisyllabic new word from						

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	its spelling with reasonable accuracy;						
B-2	Use a wider range of vocabulary and language patterns in speaking;						
B-3	Use a level of pronunciation that can be understood easily;						
B-4	Use intonation to support more effective communication;						
B-5	Employ more complex sentence structures, especially in prepared presentations;						
B-6	Recount personal experiences in an organized manner;						
B-7	Express personal feelings and opinions effectively;						
B-8	Speak with greater fluency and fewer hesitations, especially in prepared presentations;						
B-9	Organise and deliver a short presentation on a topic with ideas logically sequenced;						
B-10	Use a wider range of cohesive devices when presenting information, ideas, etc.;						
B-11	Highlight important points during a presentation;						
B-12	Show an awareness of the						

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	audience and of the communicative purpose during a presentation;						
	B-13 Give clear instructions on a simple process in daily life;						
	B-14 Use a range of strategies to develop main ideas;						
	B-15 Use a wider range of communication strategies when taking part in a discussion;						
	B-16 Play an appropriate role in a group interaction;						
	B-17 Speak with a higher degree of grammatical accuracy;						
	B-18 Show understanding and respect for diverse or opposing opinions during a discussion.						
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 Set a purpose for reading and meet it by selecting appropriate texts;						
	C-4 Understand how punctuation organizes meaning in a written text and explain how						

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	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	Recognize the format and language features of a variety of text types;						
C-7	Construct meaning and locate information from visually complex texts;						
C-8	Gather, comprehend, evaluate and use relevant information effectively and ethically;						
C-9	Apply a variety of comprehension skills to understand a new text;						
C-10	Make predictions about the content and development of a text using prior knowledge, personal experiences and text features;						
C-11	Understand connections between ideas by identifying cohesive devices such as articles, pronouns and connectors;						
C-12	Make effective and judicious use of the dictionary, language references, and online resources to assist reading;						

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	C-13 Take notes on the main points of a written text;						
	C-14 Demonstrate the habit of reading various texts, including fictional and non-fictional texts, independently;						
	C-15 Give personal response to a text and interact with others around a text after reading;						
	C-16 Make inferences and draw conclusions based on 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 author’s point of view, attitudes and feelings;						
	C-19 Make connections between a text and personal experiences or real life;						
	C-20 Demonstrate understanding of texts through a variety of verbal and graphic presentations.						
D. Writing	D-1 Use a range of vocabulary, sentence patterns and verb forms with consistency and accuracy;						
	D-2 Use a range of resources, including paragraphs,						

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	connecting phrases, and word order, to organize text;						
D-3	Write texts with structures and language features appropriate to their purpose;						
D-4	Write with a clear understanding of the purpose, context and audience of a range of texts;						
D-5	Establish cohesion through lexical and grammatical choices;						
D-6	Develop an adequate plan or outline using a range of pre-writing strategies;						
D-7	Proofread own and peers' final drafts to correct mistakes in grammar, vocabulary and mechanics ;						
D-8	Interact with peers in pairs or small groups at different stages of the writing process;						
D-9	Review own and peers' drafts with the help of a feedback sheet or rubrics provided by the teacher;						
D-10	Appreciate teacher feedback and use it to improve own writing;						
D-11	Acknowledge sources of information in writing by providing references;						
D-12	Write with increasing fluency and confidence.						

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Note: (1) Dispatch of Secretary of Social and Cultural Affairs No. 55/2017 ( Annex VI)	Data : (D) / (M) / (Y)
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