



教育暨青年局

Direcção dos Serviços de Educação e Juventude

# **Primary English Curriculum Guide for Schools Using English as the Primary Language of Instruction**

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## Foreword

With the publication of the *Curriculum Framework for Formal Education of Local Education System* (Macao SAR Government Administrative Regulation No. 15/2014) , the Government of the Macao SAR has been developing the curriculum framework for the various stages of education, as well as the *Requirements of Basic Academic Attainments* (hereafter *BAA Requirements*) which stipulate the knowledge, skills, abilities, emotions, attitudes and values that students should acquire at the end of the various stages of education.

The purposes of this Curriculum Guide for English Language are:

- to enable schools and teachers to have a clear and complete knowledge and understanding of the *BAA Requirements* for English Language for primary schools using English as the medium of instruction (hereafter *BAA Requirements English EMI Primary*) , so as to make systematic arrangements for the implementation and assessment of the teaching and learning activities of the curriculum;
- to implement the *BAA Requirements English EMI Primary* with reference to the relevant provisions in the abovementioned curriculum framework; and
- to provide schools with substantial support for school-based curriculum development and teacher professional development.

This Curriculum Guide is a resource for all who are involved in English Language education for primary schools (using English as the medium of instruction) .

These stakeholders may include:

- government education officials
- school administrators
- curriculum leaders at different levels
- teacher educators
- teachers
- developers of teaching and learning resources
- parents
- students

- educational researchers, and
- others in related areas.

This Curriculum Guide serves two main functions:

- provide guidance as to how the *BAA Requirements English EMI Primary* may be operationalized in the school-based curriculum and day-to-day teaching; and
- provide guidance and suggestions on the various aspects of the teaching and learning of English Language in the abovementioned school setting.

The contents of the Curriculum Guide are as follows:

Chapter 1: Curriculum orientation and development direction

Chapter 2 Interpretation of the Requirements of Basic Academic Attainments

Chapter 3: Developing the school-based English Language curriculum

Chapter 4: Curriculum implementation

Chapter 5: Assessment

Chapter 6: Curriculum resources

# **Chapter 1: Curriculum orientation and development**

## **direction**

The development of this Curriculum Guide has taken into consideration global trends of language curriculum development. The development of the Curriculum Guide has also been based on rationales that are specific to the situation of the Macao SAR.

### **1.1 Global trends of curriculum development in English language teaching**

Advances in language curriculum development in recent years have highlighted the following principles. (Hereafter, terms such as *language development*, *language curriculum*, and *language teaching*, are to be interpreted in the context of second/foreign language, especially with reference to English language teaching.)

#### **1.1.1 Attempts to identify the needs of the learner and of the education system**

Previously, syllabus design in language teaching occupied itself with linguistic content. A language teaching programme typically consisted of inventories of grammar and vocabulary. The content of the programme was graded according to linguistic difficulty. Currently, curriculum development in second language teaching begins with identifying the needs of the learner, of the education system, and of the larger social needs (Richards, 2001; Graves, 2000). For example, what uses might the learner be putting the target language to? What is the status of the target language in the education system and in the community at large?

#### **1.1.2 Communicative competence as the major goal of language learning**

Whatever teaching methodology is adopted, there is currently the recognition that the ultimate goal of learning a second language is the ability to communicate in that language. Success in language learning is not measured by the size of the learners' vocabulary, or the number of grammar rules that they can articulate,

but by the proficiency with which they can communicate in the target language.

### **1.1.3 Language as knowledge and language as skills**

In the case of instructed learning, as opposed to naturalistic acquisition, explicit knowledge of the target language (e.g., grammar, vocabulary) is needed. However, it cannot be assumed that this explicit knowledge will be translated into proficiency in using the target language. There are specific skills in listening, speaking, reading and writing that lead to successful communication. The learning outcomes of second language curriculum, therefore, should be organized around skills.

### **1.1.4 Language skills development should be contextualized and integrated**

A second language syllabus today typically consists of lists of skills in listening, speaking, reading, and writing, to be covered in a stage of schooling. However, although these skills are usually listed separately for easy reference, they are not to be treated as discrete items to be presented, and then crossed off, one at a time. The development of these skills should be carried out in meaningful contexts. Since real-life communication events often involve more than one language skill, as far as possible, different language skills should be integrated into individual activities and lessons.

### **1.1.5 Development of supportive language learning attitudes**

Successful second language learning requires a positive attitude towards the target language and the learning process. A second language curriculum, therefore, should not confine itself to knowledge and skills. It should also include desirable values and attitudes that the curriculum aims to inculcate in learners.

### **1.1.6 Effective employment of technology and learning resources**

A second language curriculum is more about skills development than the learning of subject matter content. The development of a particular skill item can be carried out through different activities. Thus, teachers have more space in using their own teaching ideas, and subsequently, their own teaching and learning resources. Today, a lot of such resources are in digital format, and

technology has opened up more classroom activity ideas. Teachers should be encouraged to make use of technology in delivering the curriculum.

## **1.2 Rationale analysis and orientation of the Primary English Language curriculum**

The 4 general rationales are set out below (1.2.1-1.2.4), and are followed by the orientation (1.2.5)

### **1.2.1 To develop students' English for the purpose of enhancing students' personal and intellectual development and cultural understanding.**

The learning of English encourages students' intellectual curiosity and independent, critical and creative thinking which will maximize their potential and promote growth as a whole person. The English language serves a social function for successful interaction and communication in everyday life. As English has become the medium by which most people gain access to information and knowledge around the world, students studying English in Macao will have access to global communication, science and technology.

### **1.2.2 The curriculum should be student-centered, valuing each student as a unique learner. A rich environment of learning materials and teaching techniques will help to diversify the classroom and promote motivation for life-long learning.**

The student is at the center of the learning process. Teaching approaches, lessons and curriculum materials need to be differentiated according to the student's academic abilities and emotional needs. Textbook materials play a supportive role for language-learning goals; they should not determine curriculum. Students' rich learning environments should include a variety of literature, resources, language experiences, and stimulating learning materials in order to promote language development and to help students stay motivated.

### **1.2.3 Students should develop a basic competence of language skills of listening, speaking, reading and writing for the purpose of communication. They will also grow as individuals as they develop knowledge and values through the learning of English.**

Understanding, using and creating oral, written, and visual texts of increasing



complexity is at the heart of English teaching and learning. Learning about English includes the enjoyment of the English language and its literature. Students should use English for a range of purposes and audiences and in a variety of text forms. The aim of teaching English as the primary language of instruction is for students to become successful communicators and critical thinkers as they develop opinions and values.

In order to improve independent reading and writing fluency, students need to be taught phonic decoding skills and phonological awareness. Extensive reading is a key to increasing students' vocabulary, which will enable them to read materials at a higher academic level. As students gain reading comprehension and increased vocabulary, they will develop a base for improved writing skills, while also practicing various grammatical and sentence structures. While students develop comprehensive English skills, they will also develop creativity and cultural awareness.

#### **1.2.4 To use a variety of teaching methods which value higher level thinking skills and multiple kinds of intelligence.**

The teaching of English is an active process in which students construct new ideas or concepts based on their own knowledge. They learn by participating and by being motivated through individual and group activities. Students can learn by engaging in meaningful experiences; by representing what they have learned; and by reflecting on their own learning. Students should be encouraged to share their ideas and reactions. Students need opportunities and purposes to talk. Thoughtful classroom discussion helps students think extensively and build connections between ideas.

#### **1.2.5 Orientation of the Primary English Language curriculum**

##### **1.2.5.1 Following the BAA Requirements document as the foundation of the curriculum**

The official curriculum for Primary English (for schools using English as the medium of instruction) should be developed from the corresponding *BAA Requirements*, which set out the major learning objectives in respect of Listening, Speaking, Reading, and Writing. The *BAA Requirements* document has gone through a rigorous procedure of revision, consultation, and

legislation.

#### **1.2.5.2 Responding to the needs of the Macao SAR**

The official language curriculum should not exist in a vacuum. It should take into consideration the current practice of English Language teaching in the Macao SAR, as well as her specific needs for English.

#### **1.2.5.3 Creating space for school-based curriculum development**

While the official language curriculum should set out the major learning objectives, and make suggestions with regard to teaching methodology, it should serve as a foundation, and provide space, for schools to further develop their school-based programmes for English, so that they can best serve the needs of their own students.

#### **1.2.5.4 Paying attention to second language teaching methodology**

Unlike subjects in the content area, much of second language teaching is concerned with developing learners' proficiency in the target language. As such, appropriate teaching methodology, i.e. *how to teach*, is as important as relevant teaching content, i.e. *what to teach*.

#### **1.2.5.5 Sustaining interest and motivation**

Language learning is a long process that can last for many years. If students develop sufficient interest and motivation in the early years, this will keep up their effort for many years to come. In fact, motivated language learners often go beyond what is taught to them in the classroom. As far as possible, classroom teaching should be interesting, and at the same time provide students with a sense of development in the language. Excessive homework that is mechanical should be avoided as this will undermine students' motivation in the long term.

#### **1.2.5.6 Maximising opportunities for learning English**

English Language learning need not be confined to English lessons. Outside of the English classes, there are many opportunities for students to develop their

language proficiency. Extensive reading, accessing English Language media, extra-curricular activities, and making use of English resources in the community, are some examples that will help develop students' English proficiency beyond the classroom.

#### **1.2.5.7 Paying attention to students' need for English in studying the content subjects**

In schools where English is used as the medium of instruction, the English language plays a dual role. It is a subject in its own right; it may also be the language through which students study subjects in the content area (e.g., General Studies, Mathematics). In recent years, the issue of Language Across the Curriculum has received increasing attention. While this question is too multi-faceted and complex to be addressed in this curriculum guide for English Language, it still merits stakeholders' future attention.

## **Chapter 2: Interpretation of the Requirements of Basic**

### **Academic Attainments**

#### **2.1 The Requirements of the Basic Academic Attainments explained**

##### **2.1.1 The meaning and values of the Requirements of Basic Academic Attainments**

2.1.1.1 The "requirements of basic academic attainments" refer to the basic requirements for competences that students should acquire after completing a certain education level. The key elements include knowledge, skills, abilities, emotions, attitudes and values. It is necessary to pay attention to the comprehensiveness and integrity of students' competences when the "requirements of basic academic attainments" are being set.

2.1.1.2 The "requirements of basic academic attainments" are the foundation for students' future development and lifelong learning; therefore:

- The “basic” academic attainments refer to the essential, the most fundamental and the most important competences that students are expected to acquire. They are the “basic requirements”, rather than the “highest requirements”, for students.
- The “requirements of basic academic attainments” are achievable by the majority of students after having tried hard (the fundamental nature).
- The “requirements of basic academic attainments” reflect the tradition of Macao education and are based on the existing standard (the realistic nature).
- The “requirements of basic academic attainments” can satisfy the individual and social development needs in the future (the developmental nature).

## **2.1.2 The Functions of the “Requirements of Basic Academic Attainments”**

2.1.2.1 To set the curriculum standards for various subjects and learning areas and to regulate school curriculum and teaching.

The “requirements of basic academic attainments” and “curriculum framework” are the essential component parts of the curriculum system of Macao. They are the fundamental bases and standards for Macao schools to develop curriculums for various learning areas and subjects, as well as to carry out education and teaching; they are the criteria for managing and evaluating curriculums, guiding and regulating teaching, as well as assessing the quality of school education.

2.1.2.2 To guide the compilation and selection of teaching materials

The “requirements of basic academic attainments” are the fundamental basis for compilation and selection of teaching materials. In accordance with the “requirements of basic academic attainments” of the learning areas or subjects of the related education level, the specific contents of teaching materials will be selected for designing learning activities for students. The “requirements of basic academic attainments” will guide the compilation and selection of teaching materials.

## **2.1.3 Relationship between the Requirements of the Basic Academic**

## **Attainments and the School-based Curriculum**

The Requirements of the Basic Academic Attainments provide the general directions for the school-based curriculum to move towards. The Requirements themselves do not constitute a teaching curriculum, but serve as a foundation on which schools can develop their school-based curriculum. Different schools have different strengths, and their students have different needs. Schools, while drawing up their school-based curriculum, should consider their strengths and their students' needs, but should ensure that as far as possible, the Basic Academic Attainments are all covered in their school-based curriculum. At the same time, they should be alert to the possibility of progressing beyond the Basic Academic Attainments if their school situation and their students' ability warrant it, since the Requirements represent the basic expected learning outcomes only.

### **2.2 The structure and design ideas of the *BAA Requirements for English (EMI Primary)***

Currently, the global trend of specifying the principal learning outcomes in English Language education within an education system is to set out the target language skills in the 4 areas of Listening, Speaking, Reading, and Writing. The organization of the *BAA Requirements English EMI Primary* follows the same trend. Specifically, the 4 domains of Basic Academic Attainments for English Language are Listening, Speaking, Reading, and Writing (hereafter, the "4 macroskills").

Within each macroskill, the Basic Academic Attainments are divided into 2 levels: Lower Primary and Upper Primary. This division is made with reference to (a) the difficulty level of the Basic Academic Attainment Requirements in question, and (b) students' general linguistic and cognitive development in different stages of primary education. However, the division is not to be followed rigidly, as there may be considerable difference in students' language ability between schools, and between the students themselves.

#### **2.2.1 Communication skills, attitudes, and learning strategies**

A language curriculum for an education system is different from the syllabus of a short course offered by a language school in that the former has to take into consideration students' long-term development in the language. Therefore, the

Basic Academic Attainments for English Language should not be confined to purely instrumental macroskills that are needed for communication. Some of the Basic Academic Attainments are hence attitudinal, aiming to foster positive attitudes towards learning English over a long period of time. There are also Basic Academic Attainments that are concerned with learning strategies. This not only corresponds with one of the broad aims of education, which is to develop students as self-directed learners, but also aligns with one of the recent trends in language teaching, which points to the fact that given the nature of language learning, learners can learn much of the target language on their own if they have received appropriate learner training.

### **2.2.2 Process and product**

One approach to specifying the learning outcomes in a curriculum is to set out what learners should be able to *do* by the end of a stage of learning. These outcomes should be observable and measurable.

However, this approach is not always possible for language curricula which are based on macroskills. This has to do with the nature of language use and communication. A language skill can operate at many levels, depending on the context, the subject matter concerned, and the language (e.g., vocabulary, discourse) involved. For instance, whether a learner has mastered the reading skill 'Understanding the main points of a text' depends very much on the text itself – the vocabulary difficulty, the kind of language being used, and the subject matter of the reading text.

Another consideration is that some language skills can only be mastered through practice over a long period of time. For example, while it is relatively manageable for students to pronounce the 26 letters of the English alphabet within a matter of weeks, speaking English with an acceptable level of pronunciation with respect to proper pronunciation of individual phonemes, word stress, weak form, sentence stress, rhythm, and intonation, requires practice and improvement over a long period of time.

It is for the above reasons that while some of the Basic Academic Attainment Requirements or English Language specify more specific learning outcomes (i.e. product-oriented), others describe certain desirable learning activities (i.e., process-oriented).

### **2.2.3 The need for recycling, and integration**

The distinction between product-oriented and process-oriented Basic Academic Attainment requirements points to the need for recycling. In other words, the lists of macroskills in the 4 domains are not to be taken as a simple 'to-do' list, the items of which are to be crossed off once they are 'covered'. Most of the skills, and in particular the process-oriented ones, need to be recycled from time to time and at different grade levels, using contexts, language, and content ideas, that match the students' linguistic and cognitive development.

Furthermore, although the Basic Academic Attainment Requirements are presented through 4 different domains (i.e., 4 macroskills), real-life communication is often integrated in terms of the use of language skills. A conversation, for example, involves both listening and speaking. Hence, the 4 domains are not to be taken as discrete categories which are unrelated to each other.

## **2.3 Interpretation of the curriculum goals set by the Requirements of Basic Academic Attainments for Primary English Language**

2.3.1 Develop students' language proficiency by creating a balance between decoding and meaning-based instruction; word recognition and text comprehension; phonics and whole language; and principles and practice. They need to understand how the language system works in formal and daily situations.

*(While it may be necessary to break down language into discrete units for classroom instruction, real-life language use is integrative. Hence, in teaching, attention should not be placed solely on the individual units of language.)*

2.3.2 Enable students to acquire their language skills, values and attitudes and expose them to learning experiences in the context of classroom language community. Give them more opportunities to listen, speak, read, write and think in order to acquire language learning skills effectively.

*(Language development comes from intensive learning activities that focus on specific units of language or objectives; it also comes from exposure to English for authentic communications in the classroom.)*

2.3.3 Nurture students' interest and self-confidence in learning English, in order to strengthen their self-initiative to learn English and improve their proficiency level.

*(The most successful language learners are those who are self-initiated; they do not simply respond to input and instructions from teachers. Self-initiative learners are usually interested in the language and have self-confidence that they will excel. It is therefore important that the learning experienced they are provided with will nurture their interest and self-confidence in learning English.)*



2.3.4 Improve students' confidence to use English for various purposes and to respect a collaborative environment.

*(Language is about communication. Hence, students should be trained to work with their peers collaboratively.)*

2.3.5 Cultivate students' critical thinking skills, good learning habits, imagination and creativity in order to promote positive learning in other subjects.

*(This is particularly important for students studying in English-medium schools, as they will be applying those skills and attitudes in studying subjects in the content area.)*

2.3.6 Help students improve their understanding of different cultures while learning English so that they can learn to respect cultural differences, broaden their views, and establish proper attitudes.

*(English often serves as a channel of communication between people from different cultures. Hence, students should be helped to realise this function of language learning.)*

2.3.7 Help students lay a good foundation in learning English, paving the way for independent, lifelong learning and effective communication of knowledge, ideas, values, attitudes and experiences.

*(English is not simply an academic subject within the school. There are many opportunities for English to continue to be used by students after they finish school. Development of proficiency in English can be a lifelong endeavor.)*

2.3.8 Lead students to become independent learners who can self-correct, self-reflect, assess their peers, and take initiative to improve their work.

*(Guide students to understand that the nature of language learning is such that if they take enough initiative in learning, they can bring their proficiency in the language to a very high level. This is particularly the case today when online language reference resources are readily available.)*

2.3.9 Encourage students to apply their learned knowledge to purposeful communication in real-life. Cultivate personal and social development while developing students' knowledge and use of the English language.

*(English is a medium through which students can develop themselves personally, for example, through reading English fiction and non-fiction; and socially, through communicating with others in English.)*

## **2.4 Detailed explanation of the requirements of basic academic attainments for various areas of the subject**

The specific Basic Academic Attainments in the 4 domains for Primary English Language are set out below. Where necessary, explanations and examples are provided for each attainment statement.

*Explanation of coding:*

- 1) The English capital letters refer to the various learning domains for the requirements of basic academic attainments, e.g. 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 levels in that particular learning domain.

### **Learning Domain A. Listening**

A-1-1 Recognise basic consonant and vowel sounds in words;

\*Students need not be able to enumerate all the consonant and vowel sounds in English, but should be able to hear the differences when the phonemes are used in words. For example, they should be able to hear the difference between 'ten', 'pen', and 'hen', or between 'pin', 'pen', and 'pan'. They should have an awareness that these sounds (consonants; vowels) are not haphazard but recur in words.)

A-1-2 Recognise rhyming words;

\*For example, they should be able to tell that 'Sam' rhymes with 'ham' and 'jam' when they hear these words.

One way to segment a syllable in English is to break it down into 'onset', and 'rhyme'. The onset is the initial consonant (which sometimes does not occur). For example, the onset in the word 'fin' is /f/; in 'bet', the onset is /b/. The word 'in' has no initial consonant, hence no onset. The rhyme is the whole segment that comes after the initial consonant. In 'fin', for example, the rhyme is /in/; in 'bet', it is /et/. For the word 'in', which has an onset, the rhyme is /in/.

The rhyme example given above (Sam, ham, ham) is often referred to as a case of perfect rhyme, i.e., under the 'onset + rhyme' analysis, they have exactly the rhyme (/æm /).

Note that sometimes, people may apply a less stringent criterion in determining whether two words rhyme. For example, they may simply look at whether the final vowel in Word A is the same as that in Word B. Hence, 'bed' and 'bet' may also be considered a rhyming pair, though not a 'perfect' one.

A-1-3 Segment a syllable into its constituent sounds/phonemes;

\*This is part of phonics learning. For example, students should be able to segment the syllable /bin/ (from the word 'bin') into /b/, /ɪ/ and /n/.

This skill is important because if they know the grapheme usually associated with the sounds /b/, /l/ and /n/ respectively, they will be able to work out the spelling 'bin'.

A-1-4 Identify the number of syllables in words;

\*For example, students should be able to tell that the words *but*, *butter*, and *butterfly* have 1, 2, and 3 syllables respectively.

Note that in English, the central notion of 'syllable' is the 'vowel'. If a syllable has one vowel, then whether it has an initial consonant and a final consonant or not, it is still considered having one syllable. Hence, 'in', 'pin', 'spin', and 'spinned' all have one syllable only,

A-1-5 Understand and respond to simple language of instruction and interaction used by the teacher;

\*E.g. "Stand up", "Sit down" or "Open the book". In addition, teachers use language of interaction, typically questions, to engage and interact with students.

A-1-6 Understand directions for classroom activities and homework;

\*One main function of classroom language by the teacher is giving instructions for classroom activities and homework. Students need to understand such language so that they can take part in a classroom activity efficiently, and to do the right homework at home. Again, this points to the need for teachers to use classroom language that is clear and accurate, and that suits the students' language level.

A-1-7 Listen attentively in order to communicate with others and to give appropriate response;

A-1-8 Demonstrate interest in listening to children's songs, nursery rhymes, chants, etc.;

A-1-9 Demonstrate interest in watching videos and movies;

A-1-10 Understand simple descriptions and stories with teacher support;

\*Presenting simple descriptions (e.g., a person; a place) and stories to children in the lower primary grades is often accompanied with a variety of clues, e.g., pictures; cutouts; and non-verbal means (gestures; facial expressions) if the presentation is done by the teacher verbally. Students should be able to make use of these clues to make sense of what they hear.

A-2-1 Identify stressed syllables in words;

\*Students should be aware that the syllables in a word with more than one syllable do not carry equal weight, and that one/some of the syllables are more 'stressed' than the other. For example, the first syllable in 'children', 'candle', and 'mother', is stressed; while the second syllable in 'again', 'because', and 'return', is stressed. More able students should be able to tell which syllable/s is/are stressed in a polysyllabic word.

A-2-2 Identify consonants, vowels and consonant blends in initial and final position of words;

\*This skill is extended from A-1-1. Students should now be able to segment and tell the consonants and vowels, and consonant blends in initial and final position of words. Consonant blends (or 'consonant clusters') are certain established combinations of consonants that occur either in initial or final position of words. Examples of consonant blends in initial position are 'glue', 'bread', 'truck', 'store', and 'grow'. Examples of consonant blends in final position are 'post', 'send', and 'kicked'.

Note that consonant blends are not the same as digraphs. Digraphs are two juxtaposed letters that together form one consonant sound. Examples are 'sh', 'th', 'ch', and 'ng'.

A-2-3 Segment polysyllabic words and write them correctly;

\*This skill is extended from A-1-3, but now students will first segment polysyllabic words into their individual syllables. For example, they

should be able to break down 'sister' into 'sis + ter'; 'dictation' into 'dic + ta + tion', 'comprehension' into 'com + pre + hen + sion', etc. Of course, with many English words, the syllable boundary is not always clear-cut, i.e., a consonant letter may be considered part of the previous syllable and part of the next syllable. For example, the sound represented by the letter 'n' in 'corner' is the final consonant of 'corn' and also the initial consonant of 'ner'.

A-2-4 Identify key words in sentences by recognizing the stress;

\*This is different from word stress and is sometimes referred to as sentence stress. Sometimes, speakers give a certain word, or certain words, more stress (in terms of tempo, pitch, and volume) in order to signal the key point(s). This skill is important in recognizing speakers' intended meaning or emphasis.

A-2-5 Recognize the emotions or attitudes of the speaker as conveyed by intonation;

\*This is different from A-2-10. Here, the focus is on the emotions or attitudes expressed by speakers through intonation. For example, though Wh-questions are usually said with a falling intonation, speakers may use a rising intonation for a Wh-question to show that they are genuinely interested in the answer. Conversely, a routine Yes/No question can be said with a falling intonation

A-2-6 Understand and respond to more complex classroom language;

Students should now be able to understand and respond to more complex classroom language, for example when the teacher sets up a group activity, or gives instructions about a more elaborate piece of homework.

A-2-7 Understand the development of spoken text by making reference to cohesive devices such as *and, but, or*;

Speakers often use cohesive devices such as *and, but, or*, to signal the development of a spoken discourse. Students should be able the

understand the meaning relationship between what comes before and what comes after these cohesive devices.

A-2-8 Understand references in a spoken text by recognizing the use of articles and pronouns;

\*Speakers often avoid repeating the same noun or noun phrase when giving a more extended description or narration. For example, instead of repeating 'John' throughout a story, the speaker may refer to 'John' as 'the boy' or 'he' later in the discourse.

A-2-9 Deduce the meaning of unknown words from the context and phonetic clues;

\*Context here includes both the situation that is being talked about, and the sentences that have been said so far. Listeners can often deduce the meaning of unknown words from this context. Examples of phonetic clues include stress and intonation. For example, speakers may stress an affix (prefix or suffix – 'unhappy', happiness) to signal the meaning of a new word, or use intonation to convey word meaning (e.g., using 'High-fall' to convey the meaning of an emphatic adjective, such as 'excellent' and 'wonderful').

A-2-10 Recognize different sentence types and meanings conveyed by intonation;

\*Examples of intonation patterns are 'Fall', 'Rise', 'Fall-rise', and 'Rise-fall', with the first two patterns occurring more often than the others. Students should be able to tell, at least, whether an utterance they hear has a rising or falling intonation pattern. Note that although the pattern 'Fall' is often associated with statements and Wh-questions and 'Rise' with Yes/No questions, the relationship between sentence types and intonation patterns is not a rigid one.

A-2-11 Understand more complex descriptions and stories;

\*This is extended from-A-1-10, but now students should be listening to descriptions, explanations, and stories, which are more complex.

Teachers should be conscious of the language level of the English language (whether from the teacher or recorded audio materials) that their students listen to, and ensure that there is increasing linguistic challenge in the students' listening experience.

A-2-12 Listen to others patiently and show respect for their points of view;

A-2-13 Understand daily conversations that take place in familiar situations;

A-2-14 Understand subject matter in the content area that is delivered in English.

\*In Upper Primary, students should more or less be able to follow lessons in the content area (e.g., General Studies; Maths) that are delivered in the medium of English.

### **Learning Domain B. Speaking**

B-1-1 Pronounce the 26 letters of the alphabet correctly;

B-1-2 Pronounce words accurately enough for easy understanding;

\*It takes time for children to master the pronunciation of English in general, and the pronunciation of individual words. While it may not be practical to expect students to be able to pronounce words with 100% accuracy, they should aim for a pronunciation level which makes them easily intelligible to others.

B-1-3 Actively respond to teachers' questions and participate in classroom activities.

B-1-4 Introduce oneself briefly;

\* E.g. "My name is Peter. I am eight years old. I like to eat ice-cream."

B-1-5 Describe someone briefly;



\*E.g., "This is my friend John. He is nine years old."

B-1-6 Know when to use formal and informal greetings and farewells;

B-1-7 Use simple classroom language;

\* E.g. "May I be excused?" "May I drink some water, please?"

B-1-8 Briefly describe familiar objects and matters in daily life in simple sentences;

B-1-9 Discuss simple topics with others with teacher support;

\*For example, teachers may provide students with guiding questions, or actually lead the discussion with questions.

B-1-10 Take part in simple conversations on everyday life, with guidance from the teacher;

B-1-11 Participate in simple role-play and storytelling activities with guidance from the teacher;

\*E.g. Create and then act out a dialogue between a shopkeeper and a customer; retell the story "The Three Little Pigs".

B-1-12 Speak with others willingly and politely;

B-1-13 Demonstrate interest in singing, rhymes and chants;

There is not a rigid distinction between rhymes and chants. Here, they both refer to short texts consisting of lines that rhyme, and which can be said, and perhaps memorized, easily.

B-2-1 Say common everyday expressions with appropriate intonation;

B-2-2 Use correct pronunciation and appropriate intonation, pace and volume when participating in different script-based performances or activities;

\*Script-based performances and activities are based on a script.

Examples are reading aloud a text, or a dialogue; readers' theatre; classroom drama, etc.

B-2-3 Show organization when presenting ideas;

B-2-4 Show an acceptable level of grammatical accuracy when communicating;

\*Students may not be able to produce error-free utterances in this stage, but they should have an awareness of how grammatical accuracy will contribute to intelligibility.

B-2-5 Use a wider range of sentence structures when presenting one's ideas;

B-2-6 Share personal experiences with some details;

B-2-7 Tell longer stories;

;

Students may need some guidance from the teacher. Such guidance, if given, may include words, phrases, visuals, verbal prompts given by the teacher, etc.

B-2-8 Briefly summarise a story or a group discussion for presenting to others;

This has to take into consideration students' language level. Initially, the story or discussion concerned may have to be a simple one. With more able students, more complex stories and discussions may be used.

B-2-9 Sustain longer conversations on everyday life and familiar topics by contributing ideas;

This is often done by providing more details or examples.

B-2-10 Express emotions and feelings appropriately while communicating with others;

\* E.g., Student A: It's my birthday!  
Student B: That's great!

B-2-11 Show cultural awareness while communicating with others;

B-2-12 Show self-confidence in communicating with others;

B-2-13 Ask for repetition, clarification and elaboration while listening to an explanation;

\*Interactive talk does not mean participants taking turns to produce monologues. Students should listen actively, and ask for repetition, clarification, and elaboration tactfully while listening.

B-2-14 Begin to use a range of strategies for sustaining a conversation, e.g., agreeing, disagreeing, asking questions, responding, giving suggestions, etc.

\*This is different from B-2-9. Here, the emphasis is on the application of conversation strategies.

### **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;

Examples: The beginning and end of sentences; space between words; capitalization, etc.

C-1-3 Work out the pronunciation of a new word from its spelling;

\*This is a phonics skill. Some people might argue whether this should be placed under Speaking, since it involves oral production. But this process also involves reading – studying the spelling of a word. It is often an arbitrary decision whether this should come under Speaking or Reading. It may be added that initial phonics instruction is sometimes followed by students reading (aloud) decodable readers. (Decodable readers are storybooks that have a high frequency of words that have regular sound-spelling correspondence.)

C-1-4 Use various clues to guess the meaning of new words;  
\*E.g. 'The *irate* teacher threw the papers on the floor and shouted' – Students guess that *irate* means angry from the context of the sentence.  
E.g. 'Is he a friend or a *foe*?' – Students guess that *foe* means enemy because it is the opposite of friend.

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. ;  
\*Text types are socially constructed text organisations and designs that serve different purposes. Examples are notices, short stories, poems, comics, tables of contents, newspaper reports, postcards, etc. Each text type has its own structure and appearance.

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;

\*In real life, we often start with a specific purpose or question in mind when we go about reading. For example, we may scan a dictionary entry just to look for a particular usage; or a table of contents just to find a chapter relevant to our need.

C-1-9 Use a range of reading skills and strategies to make sense of a text;

When reading with a purpose, we often apply a range of skills and strategies to make sense of the text. For example, we may scan a page of a newspaper to see if there is a news report that may interest us. We may make use of the accompanying photograph to get an initial idea of the report. We may skip the paragraphs which we find unimportant. When we come across a new word, we may either skip it if we decide that it is not important, or use the context to deduce its meaning

C-1-10 Read aloud texts fairly accurately and fluently;

\*Whether to put this skill under Speaking or Reading is an arbitrary decision. In any case, reading aloud is a common activity in the classroom, and involves reading a text with understanding.

C-1-11 Share post-reading thoughts with others;

This is often done in real life. While this may be done through speaking or writing, this skill is put here to highlight its relation to the act of reading.

C-1-12 Recognise the main idea(s) of a text after reading;

C-1-13 Make predictions about the content and development of texts using various clues (e.g., illustrations, headings);

In reading in real life, we seldom read whatever is printed on paper. We often decide how to go about the reading by making use of various clues such as the main heading and subheadings, the illustrations, etc. We then make predictions about the content and development of the text, which will inform us as to how to tackle the text, and which will help us gain a higher level of understanding,

For example, before students start reading a storybook in its entirety, they may be invited to study the picture on the cover page, and then thumb through the whole book to make predictions about the development of the story.

C-1-14 Demonstrate understanding of texts through a variety of response formats;

\*Response formats need not be confined to the traditional MC, blank-filling, True or False, etc. There are many other response formats by which students can demonstrate understanding of texts, such as drawing, sequencing, mind-mapping, matching, etc.

C-1-15 Participate in teacher-led discussion before, during and after reading;

\*E.g. Predict the content of a story according to the title before reading. Discuss and predict the ending with classmates after reading a half. Discuss and talk about the hidden meaning with teacher after reading the whole story.

C-1-16 Demonstrate enthusiasm and interest in reading;

C-2-1 Have an understanding of how punctuation functions in texts to achieve different communicative purposes;

\*The choice of various punctuation marks is often governed by grammar. For example a fullstop is to be used after a complete sentence; a question mark is to be used after a question. But sometimes, the choice is also influenced by the communicative purpose of the writer, with the exclamation mark being the most notable example. Sometimes an exclamation mark might even replace a question mark even if grammatically the sentence is a question in structure. A comma is sometimes used, even when it is optional, to bring about a pause in the flow of a sentence.

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;

\*Current writers in reading pedagogy claim that the act of reading involves both bottom-up and top-down processes. Bottom-up processes refer to decoding individual words, then sentences, then the whole text. Top-down processes refer to making use of one's background knowledge in making sense of the text. In reading pedagogy, therefore, teachers should first activate students' previous knowledge before getting them to tackle a text

C-2-5 Read aloud texts with meaning;

\*This is extended from-C-1-10. Now, students should recognize the

importance of conveying the meaning of a text through different verbal (e.g. stress, intonation, pace) and non-verbal means (e.g., gestures, facial expressions).

C-2-6 Infer the meaning of words and sentences from context, sentence structure, illustrations, etc. ;

\*E.g. Student is able to tell the teacher: *Fancy* is a new word for me. I think it means “special” because the writer is talking about a new dress and he says that girl looks beautiful.

C-2-7 Understand the connection between ideas by identifying cohesive devices, (e.g. *also, however, because*);

C-2-8 Have an awareness of how ideas in a text are developed;

For example, in a passage consisting of a few paragraphs, what is the writer doing in the first paragraph? What is the writer doing in each subsequent paragraph? How does the writer end the text?

C-2-9 Recognize previously learned vocabulary and expand vocabulary knowledge through reading;

C-2-10 Be able to tackle a larger variety of text types;

\*This is extended from C-1-6. Students should now be able to tackle a larger variety of text types.

C-2-11 Have an awareness of the similarities and differences between various cultures through reading;

\* Students learn different greetings in different cultures. Students learn about Christmas, Halloween, Thanksgiving, Easter, Chinese New Year and Dragon Boat Festival etc. Also, they learn about weather and season differences.

C-2-12 Use more complex dictionary skills;

\*Present-day dictionaries provide a wealth of information related to a word. Students should not simply pick up the first definition that comes

under a headword. Dictionary skills have to be specifically taught.

C-2-13 Know how to find required information with the help of the library and the Internet;

\*E.g. Be able to look for information from books, articles, magazines, and internet.

Students should be taught not to copy materials from a published source. If they wish to cite part of an article, they should acknowledge the source.

C-2-14 Recognize the letters of cursive writing;

C-2-15 Pronounce new polysyllabic words from their spelling;

C-2-16 Demonstrate understanding of texts through different presentation formats;

\*E.g. Show understanding of text through drama, summary, writing out main ideas, making posters or writing reports.

C-2-17 Demonstrate interest in reading various reading materials and demonstrate good reading habits by frequent reading;

\*E.g. Show interest in fiction, non-fiction, poems, comics, songs, news reports, and biographies.

C-2-18 Begin to infer meaning from a text using a range of reading strategies;

\*This is different from C-2-6. Here the emphasis is on inferring meaning from a whole text. For example, students may pay attention to the writer's choice of words. They may examine why the writer has ended the text in a certain way. They may make use of their own background knowledge.

C-2-19 Summarize or retell articles or stories in different formats;

\*E.g. Role-play, collect information and make a poster, present main ideas orally or in written form.

C-2-20 Understand author's point of view or purpose after reading;



C-2-21 Process texts actively by making predictions, asking questions while and after reading.

\*E.g. Before reading: What do I know about the topic? What do I think the book is about? Why do I think I will like or not like the book based on its introduction?

During reading: Can I predict what will happen next? Can I use the next to help me understand in context the meaning of a new word?

After reading: Did I enjoy the reading? Why or why not? What parts of the text help to describe the characters? What parts of the story show plot development? (introduction, problem, climax, resolution, conclusion) What parts of the text are an example of foreshadowing? Do I understand the text?

### **Learning Domain D. Writing**

D-1-1 Write upper and lower case printed letters correctly;

D-1-2 Use simple punctuation (e.g., commas, full-stops and question marks) and capitalise words correctly;

\*E.g. Students are able to use full stops, commas and question marks correctly. Students are able to use capitals in the first word of a sentence and people's names.

D-1-3 Apply basic conventions of writing;

Examples: Write sentences from left to right; indent the first word of each paragraph; begin a sentence with a capital letter; end a sentence with a fullstop; etc.

D-1-4 Begin to apply correct grammar in writing;

\*E.g. Students are able to use present tense, present continuous tense and simple past tense . E.g. *I eat every day. I am eating. I ate.*

It takes time for students to demonstrate a high level of grammatical mastery in writing. While over-emphasis on grammatical accuracy may stifle students' interest in writing, they should still be made aware of the importance of grammatical accuracy. Here, the teacher has to look for the

right balance of accuracy and creativity, with reference to the students' language level and the writing task in hand.

D-1-5 Apply previously-learnt vocabulary in writing sentences and questions;

\*E.g. Students know how to apply the vocabulary items like *car, chair, book, take, eat*, etc to make sentences.  
*I eat an apple every day. I am sitting on a chair.*

D-1-6 Write/Rewrite simple stories with teacher support;

\*E.g. Students are able to write like this:  
*Once upon a time, it's a sunny day (setting)*  
*There is a girl called Mary. She is kind. (introduction)*  
*She is going to visit her grandmother but she gets lost. (problem)*  
*She asks a policeman for help. (solution)*

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-1-9 Begin to organize information for simple reports;

\*E.g. A student is creating a report about bears. He collects information from books or websites about bears' food, habitat, description, and what country they live in and makes notes in a web format. He then uses the notes to make complete sentences and organizes sentences into paragraphs.

D-1-10 Create simple stories with teacher support or prompts given;

\*E.g. Students are given a box to fill in for each part of the story: Intro of setting, protagonist description, antagonist description, what happened first, what happened next, finally what happened.

D-1-11 Complete simple practical tasks in writing;

\*E.g. Be able to fill in a form with name, sex, age, nationality, birth date, address, telephone no, school, class, class no. etc.

D-2-1 Use cursive letters to write words and sentences on lines;

\* There is currently a debate in certain English-speaking countries on whether students should learn cursive writing. Those against point to the increasingly widespread practice for people to type rather than to write by hand. Those defending cursive writing highlight the psychological effect and aesthetic value of hand-writing.

While it will be more and more difficult to arrive at a consensus on this issue, schools that do value cursive writing will need to consider the timing for students to begin to learn cursive writing.

D-2-2 Show mastery of the basic conventions of writing including punctuation;

This is developed from D-1-1 to D-1-3. By now, students should show mastery of the basic conventions, e.g. upper and lower cases, write from left to right with enough spacing between words, correct punctuation marks, capitalization

D-2-3 Write more elaborate stories with teacher support or using prompts given;

D-2-4 Show a reasonable level of grammatical accuracy and vocabulary range in writing;

\*The more students attempt to present their own ideas and the more complicated their ideas become, the more grammatical errors they will make. This is unavoidable. While students should be trained to be mindful of correct grammar, an exclusive focus on grammatical accuracy will stifle students' creativity and motivation to write. The balance between grammatical accuracy and creativity needs to be handled with care.

D-2-5 Write simple narratives and descriptions, or more elaborate narratives and descriptions with teacher support;

D-2-6 Present one's own ideas coherently;

\*Students should be taught a range of techniques for coming up with

ideas for a piece of writing, such as using mind maps, jotting down ideas that come to mind, talking about a topic with a classmate, reading up about a topic, etc. They should also be taught how to organize their ideas coherently before they write their first drafts.

D-2-7 Elaborate on main ideas;

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 writing and others' writing;

\*E.g. Check for: beginning words of sentences needing capitals; ends of sentences needing full-stops; words needing past tense; read aloud to see if the sentence is complete and makes sense.

D-2-11 Begin to use drafts as an initial step of writing;

D-2-12 Show willingness to improve on earlier drafts with rewriting or editing;

\*As above, though this may not be a writing skill per se, students should recognize its importance when carrying out a writing task that is based on information collected.

D-2-13 Begin to show creativity;

D-2-14 Complete common practical writing tasks (e.g., letters, reports, form-filling) with teacher support;

D-2-15 Write short summaries of stories;

D-2-16 Research and gather relevant information to complete tasks independently or for group projects;

\*This is often a precursor to a writing task that is based on information collected.

D-2-17 Demonstrate interest and enjoyment in writing.

## REMARKS

1. The basic academic attainments are phrased as items under 4 macroskills (Listening, Speaking, Reading, and Writing), and these are most representative of what students attain (the learning outcomes) at the end of a key stage of schooling (e.g., end of Primary 3; end of Primary 6).
2. The 4 skill sets are separate in this document. This is for ease of reference. Real-life language use often involves more than one skill (e.g., reading a textbook and writing down some notes). Activities in the classroom often involves more than one skill (eg., students listening to the teacher telling a story, and then answering the teacher's questions during the process). Hence, in designing a particular lesson or a particular classroom activity, teachers need not confine themselves to one particular macroskill.
3. The basic academic attainments consist of some items which are more affective and/or attitudinal nature. This has to do with the fact that this document is primarily for teaching rather than for assessing. Those are the values, attitudes, etc., that teachers should inculcate in their students during the schooling process. They are not skills that are to be taught directly at one particular point in the curriculum, but should be conveyed, in day-to-day teaching, through the teacher's example, encouragement, reminders, etc.
4. Although the skill statements come in the form of discrete items, many of them require revision, and recycling at different grade levels, for example, using more complex vocabulary, more demanding cognitive content, etc. They must not be treated as items that are to be ticked off as long as they are covered in one particular lesson.
5. The skill statements under the 4 macroskills provide a general direction for teachers to work towards. They assist teachers in ascertaining that their school-based schemes of work, and the lessons they deliver, will lead students towards the stated learning outcomes. However, given the nature of language acquisition, an equally important consideration is classroom methodology – how to plan lessons and activities that will help students acquire those skills. Hence, teachers should refrain from simply taking each skill and explaining what it means or its importance to students. Instead, they should give attention to designing lessons and classroom activities that help students acquire the target language skill.

## **Chapter 3. Developing the School-based English**

### **Language Curriculum**

#### **3.1 Principles for developing the school-based English Language curriculum**

School-based curriculum development is a highly context-laden endeavor. Each school has its own characteristics. Developing the school-based curriculum is seldom a strictly linear process, as it involves a variety of factors and decisions. The following are some principles that merit attention in the process.

##### **3.1.1 A widened notion of the school-based curriculum**

In the literature on curriculum development, a distinction is made between a (teaching) syllabus and a curriculum. A syllabus is a list of the major teaching contents (e.g., topics) to be covered. A curriculum contains the teaching syllabus, but also all the teaching and learning activities that, when taken together, contribute to the achievement of the ultimate curriculum goals.

For the subject English Language, the school-based curriculum should not be construed as simply the totality of what goes on during the timetabled lessons. It also covers all the learning experiences related to English that students will go through. These may be in the form of after-school extra-curricular activities, enrichment or intervention programmes, English Week, English-related competitions and displays, short morning reading sessions, campus radio/television, extensive reading programmes, etc.

##### **3.1.2 Integrative use of English for communicative purposes**

For operational reasons, the school-based English Language curriculum may consist of different components and activities. The individual components, lessons, and activities may have their specific objectives. One way to ascertain whether these different parts are working together to form a coherent and effective teaching and learning programme is to ask whether the individual

components and activities are helping students acquire the ability to use English for communicative purposes. In this regard, the Basic Academic Attainments are useful points of reference, as they specify the language skills for communication that students should aim towards in each phase of schooling.

### **3.1.3 The needs and interest of students in different phases of schooling**

In primary education, a Primary One student and a Primary Six student may differ enormously in terms of their needs and interest. These differences should be taken into account when drawing up the school-based English Language curriculum. For example, lower primary students may enjoy, and in fact learn more effectively through, singing, games, and kinesthetic activities. When they read, they may enjoy fun stories about animals. Upper primary students may wish to share their thoughts and ideas through speaking and writing. When they read, they may also enjoy learning about other people and things, on top of stories.

### **3.1.4 The school's strengths and characteristics**

Each school has its own strengths and characteristics. It has its own culture and missions. Its staff members may have special areas of expertise. Its students are also different. These factors should also be taken into consideration, so that the school-based English Language curriculum can capitalize on the school's strengths and characteristics.

### **3.1.5 Compartmentalised vs Integrated?**

Some schools have the practice of compartmentalizing the English lessons, labelling them as GE, Reading, Oral, etc., while others follow a more flexible and integrative approach, using each English lesson on the weekly timetable according to the progress in connection with the unit plan. Both approaches have their own merits. The important consideration is that whichever approach is followed, developing students' communicative competence and working towards the Basic Academic Attainment items (hereafter *BAAs*, or *BAA items*, when reference is made to the individual Attainment items) should be at the forefront of teachers' attention.

### **3.1.6 The need for recycling**

Given the nature of language use, some of the BAA items for English are more holistic and others. A BAA item can often be dealt with at different cognitive and linguistic levels. For example, how difficult is the subject matter of the reading text? How difficult is the language of the reading text in terms of, for instance, vocabulary and sentence structures?

Hence, while compiling the school-based English Language curriculum, it is necessary to note that many of the BAA items need recycling at successive higher grade levels, using contexts, subject matter content, and language, that are increasingly demanding. The BAA items should not be taken as a simple to-do list, in that once an item is dealt with in a certain grade level, it is crossed off and never re-visited again.

### **3.1.7 Moving beyond the BAAs**

For English Language, the BAA items set out the basic language skills that students should work towards. However, as pointed out in 3.1.4, each school has its own strengths and characteristics. Schools need not confine themselves to the BAA items when drawing up their school-based English Language curriculum. They should be alert to the possibility of moving beyond the BAAs, especially if their own situation allows it.

### **3.1.8 School-based curriculum as an ongoing process**

While it is necessary to engage in sufficient planning prior to actual teaching, it should be recognized that in essence, any school-based curriculum compiled is only a tentative decision, based on our professional knowledge and judgment at a particular point in time. Its actual efficacy has to be ascertained through classroom implementation. Furthermore, the students also vary from year to year in terms of their ability, needs, and interest. School-based curriculum development should be taken as an ongoing process. It is advisable, therefore, that a system of noting down how well a unit/activity has gone, no matter how brief the system is, will facilitate the revision of the yearly schemes of work.



## **3.2 How to develop the school-based English Language curriculum**

Below are some suggestions that may facilitate the process of developing the school-based English Language curriculum.

### **3.2.1 Using real-life themes to contextualize learning activities**

The contents of the school-based English Language curriculum will consist of:

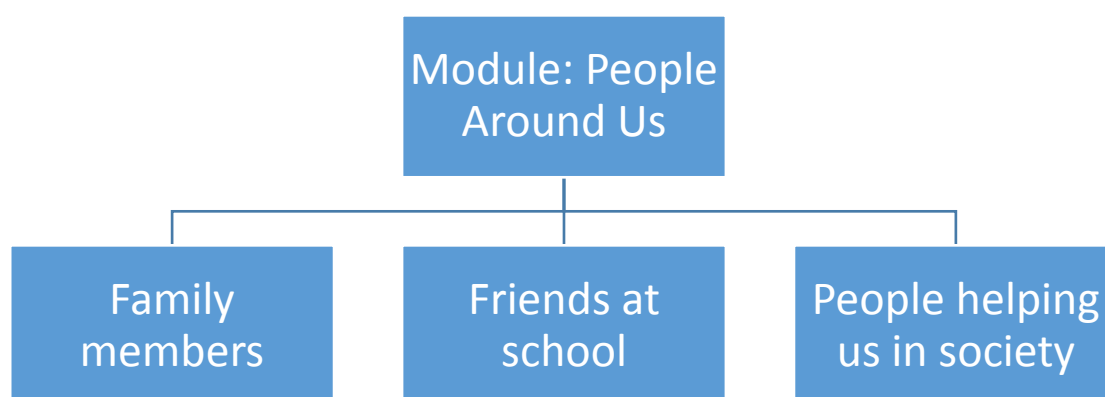
- (a) development in the skills of listening, speaking, reading, and writing;
- (b) activities that serve to nurture positive attitudes towards learning English and to develop students' learning skills and strategies; and
- (c) aspects of the language itself, e.g., phonics, pronunciation, vocabulary, grammar, etc.

While there are times when teachers may focus on a particular element above, for example, when they are presenting a grammar item and getting students to practise the grammar item, or when they conduct a reading lesson to help students develop certain reading skills or learn certain new vocabulary items, these various teaching and learning activities should be contextualized within real-life situations as far as possible, so that students will find the language learning experience purposeful and meaningful, as well as interesting. Contextualising learning activities will also increase the chances of students' being able to apply their language knowledge and skills in real-life situations.

### **3.2.2 Organising teaching and learning activities into units**

The above paragraph has underscored the importance of contextualizing teaching and learning activities. However, to avoid having to create a new context every time a new teaching or learning activity commences, one handy solution is to use the same theme for linking a series of related lessons. Each series of related lessons will comprise a *unit*. All the teaching and learning activities within a unit will be derived from the theme of the unit.

The theme of a unit will be a topic related to a real-life situation or matter that is of relevance and interest to the students. Since a theme may be broad enough (e.g., people around us) to include smaller themes (e.g., family members; friends at school; people helping us in society), it is possible that units that have related themes be grouped into modules:



Some suggested themes are provided in 3.3.2.

### 3.2.3 The contents and organization of a unit

A unit is a series of lessons that are united by a common theme. Each unit will have its major/major aims, which set out in broad terms what students will be learning within that unit. The specific teaching and learning activities, as listed in 4.2.1, need to be organized into more tangible sections for classroom treatment. More detailed information can then be presented for each section, such as the focus linguistic content (e.g., a grammar item; a vocabulary set; a phonics pattern), and the main classroom activities. Additional information such as the related teaching and learning resources can be provided. The target BAAs of the unit will also be specified.

The template below shows one way to organise the BAA-oriented scheme of work (yearly plan):

Week	Dates	Module/Unit	Major Content	Target	Remarks
------	-------	-------------	---------------	--------	---------

							BAA	
		Title	Module/Unit objectives	Unit/Chapter/Section	Number of lessons	Learning objectives and activities	Resources	

Some exemplars of BAA-oriented schemes of work can be found in Appendix 4.

As it will be seen, there are some slight differences in format between the exemplar schemes of work as the schools follow slightly different approaches to organizing the school-based English Language curriculum. However, it is advisable that the same format be adopted for all the grade levels within a school.

### 3.2.4 The role of the coursebook

A school may develop its own school-based English Language curriculum from scratch. In practice, many schools will adopt a coursebook, and use the coursebook as the basis for developing the school-based curriculum. While this is a practical strategy, the school-based curriculum should not simply be a replicate of the table of contents of the coursebook. The principles set out in Section 4.1 should be referred to when drawing up the school-based curriculum.

### 3.2.5 A balanced coverage of the BAAs

In actual practice, the responsibility for developing the whole-school English Language curriculum may be shared among different teachers. If this is the case, attention should be paid to ensuring continuity, progression, and linkage between the schemes of work for different grade levels. This will also ensure that there is a balanced coverage of the BAA items. To achieve that end, there should be provisions in the schools for teachers to get acquainted with the schemes of work of the grade levels other than the ones they are currently teaching, as well as personnel who are responsible for checking or monitoring the vertical coverage (P1 to P2 to P3 and so on) of the BAA items.

### **3.3 Content and Topics**

English language differs from the subjects in the content area (e.g., General Studies) in that the ultimate goal of language learning is communicative competence, not knowledge of the linguistic system of the English language itself. This section elucidates the notion of content and topics with regard to the school-based English Language curriculum.

#### **3.3.1 The content of the school-based English Language curriculum**

In second language teaching, it is not always possible or advisable to separate *knowing what* (knowing about the language itself) and *knowing how* (being able to use the language for effective communication), especially in contexts of instructed learning (as opposed to naturalistic acquisition). For example, explicit knowledge of how each punctuation mark should be used can, after conscious practice, be turned into intuitive ability to use punctuation appropriately in all writing situations.

Communicative language teaching, the current paradigm methodology in second language teaching, does not rule out knowledge of the language itself in the curriculum. What is important is that this knowledge should support, and be linked to, effective communicative in the target language.

For the subject English Language, content knowledge refers to the various linguistic aspects of the language, such as grammar, vocabulary, phonics, pronunciation, communicative functions, text types, discourse features, etc. In selecting what language knowledge to include while planning the school-based English Language curriculum, teachers should strive to ensure that such knowledge is not presented or learnt in an isolated manner, but that it should contribute to the overall communicative aims and objectives of the various teaching units and activities.

Five major areas of language content are discussed in greater detail below. They are vocabulary, grammar, communicative functions, text types, and sound-spelling correspondence.

### 3.3.1.1 Vocabulary

One fundamental consideration in developing the school-based English Language curriculum is whether to specify the target vocabulary items for each unit. This consideration is often accompanied by the question of what sources to refer to when deciding on what vocabulary items to select for teaching.

It was common practice in the past to prescribe an official word list in central English Language curricula. Teachers would then refer to the official word list when making decisions about what words to teach. Such official word lists were usually based on frequency counts, and included what would be referred to as high frequency words. However, this practice has been increasingly questioned in recent years. Some of the reasons are as follows:

- What is the corpus (a large collection of language data from authentic sources) from which the list of high frequency words is derived? Is this corpus representative enough?
- Language use is changing all the time. For instance, it is obvious that many lexical items related to computer technology have entered daily usage in recent years. Societal and political developments will also impact on the vocabulary that people use. Would an official word list be able to catch up with changes in real-life vocabulary use?
- What about spoken language? Would there be a major difference between spoken language and written language in terms of the lexical items used?
- High frequency words that are derived from corpus-based investigations may not be the ones that are important or relevant to schoolchildren's experiences or interest.

As a result, in recent years, most official English Language curricula have refrained from providing a word list.

Another reason which has led to the absence of official word lists is related to second language teaching methodology. As can be seen from previous sections, current teaching methodology emphasizes contextualization by choosing thematic topics that are of relevance and interest to students. In other words, the selection of what words to teach should come after the selection of topics.

Subsequently, further selections should be made with reference to what vocabulary items students need to learn in order to follow the teaching and learning activities derived from the topic chosen.

In summary, in line with the current trends in second language curriculum development, this Curriculum Guide will not include a word list. In coming up with the school-based English language curriculum, teachers should make decisions about vocabulary selection with reference to: (a) the thematic topic chosen for a teaching unit, and (b) students' readiness, interest, and needs.

### **3.3.1.2 Grammar**

Grammar is another important component of the second language curriculum, as mastery of grammar enables us to comprehend spoken and written language, and to express ourselves accurately through speaking and writing. While we acquire much of the grammar of our native language naturalistically, in instructed second language learning, grammar has to be acquired through conscious effort.

In developing the school-based English Language curriculum, decisions have to be made regarding what grammar items to teach, and when. Traditionally, such decisions were based on subjective assessments of the formal difficulty (i.e., difficulty in terms of language form) of various grammar items (e.g., Simple Past tense is more 'difficult' than Simple Present tense; Active sentences are considered 'easier' than Passive sentences). A grammar syllabus, beginning with the 'easiest' items, would then be drawn up.

Current communicative methodologies have challenged (a) teaching grammar for its own sake, (b) compartmentalizing the teaching of grammar, and (c) prescribing a sequence for the grammar items to be taught based on perceived formal difficulty. The emphasis on contextualizing language teaching through thematic topics has also led to the practice of selecting grammar items that (a) are related to the topic in question and (b) are needed for the teaching and learning activities related to the exploitation of that topic.

Nevertheless, many teachers, based on their learning and teaching experience, will still be able to make intuitive judgments as to which grammar items are easier or more difficult and hence when they should be taught. As a result, decisions regarding the grammar component in the school-based curriculum development have to be based on both considerations: (a) those grammar

items needed for the topic and the teaching and learning activities for a teaching unit, and (b) perceived difficulty of the various grammar items. Teachers should also be aware of the need for recycling previously taught items for enhanced mastery by students, and for extending the meanings and functions of those items.

A suggested grammar inventory is given in Appendix 3. This is not a prescribed grammar syllabus, and is included for reference only. Teachers should select from, or go beyond, the list according to the needs of their students.

### **3.3.1.3 Communicative functions**

Communicative functions are the more specific objectives for using language in certain common social situations. For example, when we meet someone we know, we greet them, and respond to greetings. There may be certain expressions that people often use for such social communication purposes, as when people meet each other. Students may be taught directly the expressions for fulfilling these purposes, especially since some of them are culture-specific (e.g., asking for permission to do something; apologizing). In fact, some of the BAA items capture specific communicative functions.

It should be noted, however, that if we are mindful of the communicative purposes of what we teach on a daily basis, we will also be dealing with a large range of communicative functions all the time. For example, while teaching the Simple Past tense, if we do not get fixated on the language form, i.e., how to form verbs in the Past Tense, but also attend to the purpose of using the Past Tense, we will naturally be dealing with the communicative function “Talking about past events.”

Hence, although a list of common communicative functions is provided below, it is for illustration purposes only. The list is not exhaustive, and teachers need not hesitate to include other communicative functions when they draw up their school-based English Language curriculum.

- Greetings.
- Farewells.
- Taking leave.
- Introduction.

- Thanks.
- Responding to thanks.
- Getting attention.
- Asking for repetition.
- Expressing good wishes.
- Asking and telling the time, days and dates.
- Invitations.
- Accepting invitations
- Declining invitations.
- Apologies.
- Responding to apologies.
- Making appointments.
- Asking the way.
- Making a request.
- Responding to a request .
- Starting and ending a (telephone) conversation.
- Giving praise and encouragement.
- Expressing basic needs and wants.
- Offering something/offering to help.
- Accepting offers.
- Decline offers.
- Making suggestions.
- Responding to suggestions.
- Intentions and plans.
- Reminding.
- Rules, warnings and prohibitions.
- Ability and inability.
- Giving advice.
- Responding to advice.
- Likes and dislikes.
- State opinions.
- Agreement and disagreement.
- Expressing feelings.
- Showing concern.
- Predictions about the future.
- Stating preferences.
- Hopes and wishes



### 3.3.1.4 Text types

The term “text type” has been defined in different ways, but in the context of second language curriculum design, it refers to the way a piece of discourse (usually written though the term can also apply to spoken discourse) is organized in terms of its information structure and physical appearance. For example, a recipe, a comic strip, and an email are different text types. Each has a special appearance, and its content ideas are presented in a different way. The notion of text type has particular significance for the teaching of reading, since students need to recognize the various text types and understand how the information in each text is organized.

A list of text types is provided below for illustration purposes. This list is neither exhaustive nor prescriptive. It should also be noted that text types may overlap in terms of content or purpose. For example, a leaflet may be an advertisement. It may also be a factsheet.

- Advertisements
- Biographies
- Cards
- Captions
- Cartoons and comics
- Charts
- Conversations
- Diaries
- Dictionary entries
- Directories
- Emails
- Fables
- Factsheets
- Instructions
- Jokes
- Leaflets
- Lists
- Magazine articles
- Maps
- Newspaper reports
- Notes

- Notices
- Personal letters
- Poems
- Postcards
- Questionnaires
- Recipes
- Rhymes
- Riddles
- Rules
- Short plays
- Short reports
- Short stories
- Signs
- Songs
- Tables
- Table of contents
- Timetables
- TV/Radio programmes

### **3.3.1.5 Sound-spelling correspondence**

This is the central concept in terms of content in the teaching of phonics. Although the English language is not 100% regular in terms of the relationship between pronunciation and spelling, most of the time, there is some correspondence between the spelling of a word and its pronunciation. In English-as-a-first language context, phonics is a method of teaching young children to read. Students are trained to match words in print to the listening-speaking vocabulary that they have already acquired. This purpose of promoting early independent reading is also found in contexts where English is taught as a foreign/second language, although to a lesser extent since students will usually have a smaller listening/speaking vocabulary. In such contexts, phonics serves the additional purposes of teaching spelling and pronunciation.

The smallest phonological unit in a language is a phoneme. In the case of British English, there are 44 phonemes, including 20 vowels (12 monothongs and 8 diphthongs) and 24 consonants. In phonics instruction, the smallest orthographic unit that represents a phoneme is a grapheme. Most graphemes

are made up of 1 letter, though some graphemes can be made up of two letters, or even three.

Phonics instruction consists of teaching students the correspondences between graphemes and phonemes, or grapheme-phoneme correspondences (GPCs). It has to be noted that a grapheme may represent more than one phoneme (e.g., the grapheme 'c' has different pronunciations in 'cake' and 'cell'). The same phoneme can be represented by more than one grapheme (e.g., the phoneme /f/ can be represented by 'f' or 'ph').

A summary of GPCs to be taught in a course makes up its phonics syllabus. Different phonics syllabi can be found, and they vary in terms of how they identify GPCs. In practice, most schools will follow published phonics courses for phonics instruction. The summary below illustrates one approach to organizing the phonics syllabus. This overview will provide an idea of what phonics instruction is about in terms of teaching content.

- initial and final consonants, e.g., m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y
- initial short vowel sounds: a, e, i, o, u
- syllables (post-onset) with vowel-consonant patterns, e.g., -at, -an, -ad, -ap, -et, -en, -ill, -ig, -in, -ot, -op, -og, -ug, -un
- consonant digraphs in initial (onset) position, e.g., th, sh, ch, wh
- vowel digraphs, e.g., oo, ee, ea, oa, aw, ai, ay
- initial consonant blends, e.g., sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu
- final consonant blends, e.g., nd, nk, nt, mp
- initial consonant blends, e.g., thr, str, scr
- double consonants, e.g., tt, pp, rr, gg, nn, ss, ll, ck
- word endings, e.g., -ple, -ble, -dle, -tle, -ng, -tch
- r-controlled vowels, e.g., ar, ir, ur, or
- diphthongs, e.g., ou, ow, oi, oy
- inflectional suffix, e.g., -s, -es, -ing, -ed
- silent letters, e.g., comb, knee, write, walk, fasten
- sight words, e.g., the, I, she, to, was, he, one, they
- syllable structures, e.g., vowel-consonant (VC), consonant-vowel (CV), consonant-vowel-consonant (CVC)

### 3.3.2 Topics

Given the nature of language teaching and learning, the notion of topics is different from that for subjects in the content area (e.g., general studies). In English Language teaching, topics are themes from real life that are used for contextualizing teaching and learning activities. In some cases, they might involve authentic subject matter knowledge, such as when students find out how eclipses happen or the types of eclipse there are from a reading text. Nevertheless, the primary function of topics is still to provide a context for language work. In recent years, there have been calls to imbue the second language curriculum with more content knowledge (which is often referred to as *Content and Language Integrated Learning*, or CLIL). For schools using English as the medium of instruction, there is an even stronger rationale for making some kind of link between the topics chosen for the school-based English language curriculum, and those covered in the content subjects (General Studies, Mathematics, etc.) The purpose is to make the language curriculum more meaningful. Teachers may look out for opportunities to use topics that, in addition to the role of contextualization, may impart content knowledge to students at the same time.

The following is a list of example topics. This list is not exhaustive; nor is it prescriptive. The examples only serve to illustrate the idea of using topics for contextualizing language activities. Teachers should feel free to think of topics that they find useful or interesting to students.

- School life
- Myself
- Family members
- Friends
- Festivals
- People around us
- Places
- After-school/Weekend activities
- Holidays
- Macao SAR
- Other countries
- Feelings
- Food and drinks

- Weather
- Nature
- Caring for others
- Eating habits
- Hobbies
- Growing up
- Sports and games
- My home
- Fun activities
- Travelling
- Cultural heritage
- Animals and pets
- Society
- Jobs
- Neighbours
- Proper behaviour
- Leisure
- Seasons
- Objects around us (e.g., water, air, fire)

### 3.4 Allocation of Time for Teaching Activities

According to *the Curriculum Framework for Formal Education of Local Education System* (Macao SAR Government Administrative Regulation No. 15/2014), the time of teaching activities for English Language in primary schools using English as the medium of instruction is stated as follows:

For the entire 6 years of primary education	A total of 49,920-83,200 minutes
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In working out the number of lessons per week and the length of each lesson, the following requirements should be taken into account:

- The time of teaching activities does not include the time of examination at the end of each term/ semester.

- The minimum time of each lesson is 35 minutes and the maximum is 45 minutes.
- For Primary 1 to Primary 5, there are 39 weeks in each school year. (Schools have full autonomy in deciding the number of teaching weeks of each school year on condition that they follow the regulation of 195 school days.) Primary 6 can be exempt from the regulation of 195 school days as long as the requirements of the time of teaching activities and leisure activities of primary education are met.
- The total teaching time of the 6 school years of primary education is counted as 208 weeks. (There are 35 weeks for each grade level from Primary 1 to Primary 5. There are 33 weeks for Primary 6, not including the examination time at the end of each semester or term.)

Below is an example for transferring total number of minutes to be covered from Primary 1 to Primary 6 to the number of English lessons to be conducted for each week with the condition that each lesson will last for 40 minutes:

$$49,920 \text{ minutes} \div (35 \times 5 + 33 \times 1) \text{ weeks} \div 40 \text{ minutes}$$

$$= 49,920 \text{ minutes} \div 208 \text{ weeks} \div 40 \text{ minutes}$$

$$= 6 \text{ periods}$$

$$83,200 \text{ minutes} \div (35 \times 5 + 33 \times 1) \text{ weeks} \div 40 \text{ minutes}$$

$$= 83,200 \text{ minutes} \div 208 \text{ weeks} \div 40 \text{ minutes}$$

$$= 10 \text{ periods}$$

Please be aware that the number of weeks may vary among different schools and the number of minutes for each lesson may range from 35 to 45 minutes. In case these two factors vary, the number of lessons for each week will vary accordingly.

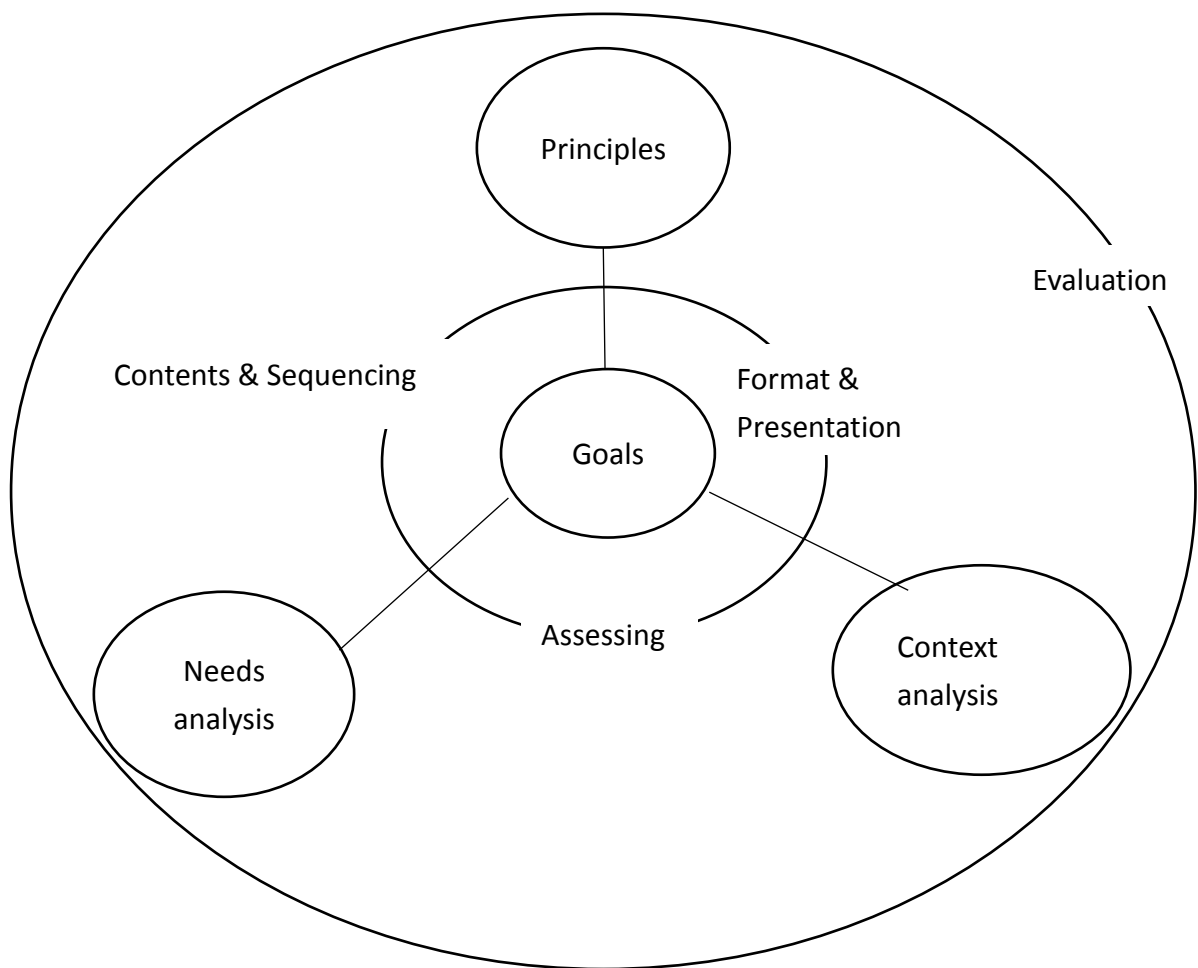
## **4. Curriculum Design and Implementation**

### **4.1 Basic theories for curriculum design and implementation**

#### **4.1.1 English language curriculum design process**

English language curriculum design involves the integration of knowledge from a number of areas in the field of Applied Linguistics, including English language teaching methodology, second language acquisition, language assessment, language curriculum design, and language materials development. Figure 1 presents an adapted English language curriculum design model comprising a subdivided inner circle and three outer circles. The components of the curriculum design process shown in Figure 1 are defined as follows.

**Goals:** Goals and objectives are the general intended purposes and desired achievements of a particular educational environment. Crucially, they provide a framework for assessing the effectiveness of an English language curriculum. Goals and objectives generally characterize three types of language learning: knowledge, skills, and attitudes. The goals of a language lesson can focus on one or more of the following: language, ideas, skills, or text (discourse).



**Figure 1 A model of English curriculum design process** (Nation & Macalister, 2010)

**Principles:** Principles provide a structure for examining the variables that constitute the reality of curriculum design and the inter-relationships among them. Principles must be based on research and theory about English language education and allow variety and flexibility in their application to suit various



teaching and learning contexts. The application of principles first involves determining which principles are the most important, and then monitoring their application throughout the design process. The result of that application is a course in which learning is given the utmost support.

**Needs and context analysis:** Needs as an internal factor and the context as an external factor constitute situational analysis, and needs analysis looks into necessities, lacks, and wants. It investigates what the language learners know already and what they need to know. Context analysis is defined as a detailed examination of the environment within which the curriculum is to be administered and the application of that analysis to curriculum planning. In undertaking context analysis, a curriculum developer is required to perform a needs assessment to identify problems, select appropriate factors, collect and analyze data, analyze the environment, and finally make recommendations as a basis for curriculum development. There is also a need to examine the nature of learners, teachers, and the teaching context. The steps are as follows.

- i. Identifying local needs
- ii. Understanding the local curriculum context
- iii. Facilitating subsequent curriculum development
- iv. Providing a database for devising curriculum goals and objectives

**Contents and sequencing:** This part of the inner circle represents the language items to teach and learn in a language course, the order in which they occur, and the ideas content used as a vehicle for the language items. The lessons of a language course can be organized in two major different ways – a linear

development (the material in one lesson depends on the learning that has occurred in previous lessons) and a modular arrangement (each lesson is separate from the others and the lessons can be conducted in any order).

**Assessing:** It represents the necessity to give attention to observing learning, testing the results of learning, and providing feedback to the language learners about their performance and progress.

**Format and presentation:** At the format and presentation stage of the curriculum design process, the information gathered from needs and context analysis and the principles selected to promote learning come together in activities that involve the language learners. Decisions regarding constraints, needs, principles, content, and sequencing will be only indirectly observable through the format and presentation of the lessons. To provide a balanced range of opportunities for language learning, an English language lesson needs to consist of four strands – meaning-focused input, meaning-focused output, language-focused-learning and fluency development.

**Evaluation:** Evaluation is the process by which we attempt to gauge the value and effectiveness of any particular educational activity. The large outer circle can involve examining various aspects of a curriculum to see if the course is effective and adequate and where it needs improvement.

This model has illustrated the procedure of designing English language curriculum in various teaching and learning contexts. English language teachers

can refer to this model when they face curriculum issues or design their own curriculum in specific contexts.

#### **4.1.2 Effective implementation**

There are various perspectives of curriculum implementation, and researchers have developed different curriculum implementation models. While these theoretical perspectives and curriculum implementation models have their own advantages and disadvantages, it is recommended that English language curriculum design should be flexible, dynamic and recursive. English language curriculum implementation requires restructuring and replacement, and primary in this restructuring is fostering and molding changes in people. English language curriculum implementation occurs in specific and individual teaching and learning settings with varying history, unique competencies among staff, particular expectations among community members and various capacities with regard to materials and monetary resources. The implementation of the English language curriculum is more than delivering new course materials. It requires an understanding of the purpose of the program, the roles people will play, and those affected. This process needs to be planned, but not rigid. It requires constant fine-tuning and a community of trust.

Successful curriculum implementation results from careful planning with a focus on three factors: people, progress, and processes. To ensure that English courses are implemented effectively, both internal and external factors should be taken into consideration, and the key players in curriculum implementation must become involved in the process. Educators need to understand the structure of

the school, its traditions and power relationships, and how school members see themselves and their roles. Successful curriculum implementers should realize that implementation must appeal to participants not only logically, but also emotionally and morally.

#### 4.1.2.1 Incrementalism/Improvement

Many educators view implementation as a procedure for managing change. Implementers must engage in self-reflection on the actual purpose of the change being considered. Focusing on changing the curriculum and the school culture places emphasis on change management. Also, as improvement equals increased quality and performance over time, sufficient time should be allowed for the change.

A control mentality often governs the improvement process, with various power groups striving to direct various avenues of change to serve their own particular purposes. Power groups range from political and parent power groups to educator power groups, and there must be cooperation among them if curricula that benefit students are to be implemented. Sufficient time must be allocated for English curriculum implementation if improved teaching and learning effects are to be achieved. Schools as a power group are encouraged to make flexible use of lesson time, school time (other than lesson time), and time during holidays to facilitate learning and teaching in the following ways.

- Arrange for double- or triple-period sessions per week or cycle, and allow uninterrupted stretches of time for extended tasks, projects, visits, and learner or professional activities.
- Set aside a short, regular period of time each day for reading to help

learners to build up their reading habits and skills for lifelong learning.

- Plan school timetables and calendars that incorporate flexibility.

Teachers, as another power group, also need to manage their classrooms effectively and flexibly. Flexible grouping is one of the strategies that can be used to cater for variations in learners' needs, abilities, and interests. When grouping learners, the teacher should:

- recognize the individual differences in the group;
- avoid possible labeling effects on learners by changing the size and composition of groups as appropriate; and
- make decisions relating to the ability (i.e., similar- or mixed-ability grouping) and size of groups according to the purposes and requirements of the tasks at hand.

#### 4.1.2.2 Communication

To ensure adequate communication, a curriculum specialist must understand a school's communication channels. Communication channels can be either vertical (between people at different levels of the school hierarchy) or horizontal (between people at the same hierarchical level). For example, communication between a principal and teacher is vertical, whereas communication between two teachers is horizontal.

Horizontal networking among peers is being encouraged in many school restructuring efforts. Collaborative lesson preparation, which constitutes a type of horizontal communication, is essential to curriculum development within schools. It provides a good opportunity for teachers to discuss experiences and ideas and to build rapport and team spirit within the English panel. Teachers do

not work in isolation, in fact, they can make full use of networking and multimedia technology. During collaborative lesson preparation, teachers are encouraged to:

- review current practices with reference to the latest developments of the central English language curriculum;
- improve the school-based English language curriculum based on a review of current practices and learners' work, performance, and feedback;
- develop appropriate teaching plans or strategies;
- select teaching content and design learning, teaching, assessment, and homework activities that suit learners' needs;
- share or develop teaching materials and learning resources; and
- establish mutual support and develop a collaborative culture within the panel.

## **4.2 Teaching and Learning**

Successful curriculum implementation depends on effective teaching and learning as well as informed curriculum design. This section discusses some of the major principles for the effective teaching and learning of English.

### **4.2.1 Attention to the communicative dimension of language teaching and learning**

Traditional language teaching focused on explicit knowledge, especially of grammar and vocabulary. Grammar and vocabulary were often taught for their own sake. Even when there was an awareness of language use as the ultimate goal of learning, the assumption was often that as learners had built up sufficient knowledge of grammar rules and lexical items, they would be able to 'use' the target language for 'communication' in due course.

Today, the field of second language teaching recognizes that communicative competence, rather than knowledge of grammar and vocabulary, is the goal of learning for the majority of second language learners. Success in language learning is not measured by how many grammar rules or lexical items learners knows, but by how efficiently and effectively they can use the target language through listening, speaking, reading, and writing in different situations in real life.

Research in second language acquisition has also refuted the earlier assumption that the ability to communicate would surface as long as learners had accumulated sufficient knowledge of grammar and lexis. Communicative competence, in the form of listening, speaking, reading, and writing, needs to be purposefully developed, and from the early stage of language learning.

Hence, while there will be times when teachers may need to focus on teaching grammar and vocabulary, they should not lose sight of communicative competence being the general goal of teaching.

#### **4.2.2 Language form and language function**

Two sets of concepts emerge from recognizing communicative competence as the general goal of language teaching and learning. Traditional language teaching concentrated on teaching language form, e.g., *has/have + past participle* being the form of the Present Perfect tense. Much of the teaching would aim to ensure that learners could produce the verb form for the tense correctly.

Communicative language teaching, which is the current paradigm in language teaching methodology, points to the need for addressing the function of a language item as well. For example, what do people use the Present Perfect tense for? That the Present Perfect tense serves a particular function can be seen in the following exchange between Speaker A and Speaker B:

*A: Let's go to Tokyo this summer.*

*B1: I've been there three times.*

*B2\*: I was there three times.*

Obviously, the Present Perfect tense used in response B1 carries a function that is

not served by the Simple Past tense used in response B2.

Hence, when dealing with a specific language item, teachers should also be aware of the function that the particular language item is serving, on top of its form.

### **4.2.3 Macro skills as modes of practice vs macro skills as channels of communication**

The four macro skills of communication are listening, speaking, reading, and writing. Of these four macro skills, listening and reading can be categorized as receptive skills, which require users to make sense of language input. Speaking and writing can be categorized as productive skills, which require users to produce language for communication.

It is imperative that teachers distinguish the four skills as modes of practising new language items taught, from the four skills as channels of language communication in real life. In the classroom, the presentation of a new language item often begins with the teacher getting students to listen to examples of the target language item (a new grammar structure; new vocabulary items, etc.). This is often followed by students repeating the examples, or taking part in teacher-guided practice, orally, and/or looking at the examples in written form. Finally, the students will practise the target language item in writing, either as classwork or as homework.

While the above activities involve listening, speaking, reading, and writing, they are modes of practicing a language item, rather than channels through which human beings communicate meaning. The implication for teaching is that while the former activities are necessary, teachers also need to ensure that there are macro skill activities that involve genuine exchange of meaning.

### **4.2.4 Accuracy and Fluency**

As mentioned above, a macro skill can be employed as a mode of practice, or used as a channel for communication. For example, after presenting a grammar structure, say, the Present Continuous tense, the teacher may conduct a series of controlled oral practices to enable students to produce sentences in the correct “*is/am/are + ing*” form. The purpose of such practices is that students will master



the correct form of the Present Continuous tense. It is thus understandable that such practice activities should aim for a high level of accuracy. When students make an error, the teacher may correct them instantly.

While this initial emphasis on accuracy is necessary, it cannot be assumed that the level of accuracy thus attained can be carried immediately over to authentic and communicative language use. After the initial controlled practice, students need practice activities (sometimes called pre-communicative activities) which are freer and more meaning-oriented. In these activities, students begin to use the language items that they have learnt and practiced under controlled condition, to convey meaning. The purpose of such activities is not simply to produce sentences which are correct in terms of language form, but sentences that express the intended meaning. Later, depending on the level of the students, the teacher may move on to activities which are highly communicative, i.e., activities which are free, which do not confine students to one or two language structures, and which get more attention to the content ideas to be conveyed.

Such pre-communicative and communicative activities, whether they are in the form of speaking or writing, are necessary if students are to achieve a high level of communicative competence. However, once students pay more attention to expressing meaning than production of the correct language form, errors will inevitably occur. In fact, the more risks that students take in expressing themselves, the more language errors they may produce. This is a natural part of language learning, and teachers should put such errors in proper perspective. The ability to produce language for genuine communication, whether in speech or writing, with accuracy and communicative effectiveness, does not take place overnight.

There are two solutions that teachers can consider. The first is that at the end of an activity (speaking or writing) which has a major focus on communication of ideas, invite students to reflect on the language that they have used to see if any improvement can be made. For example, while students are engaged in a pair-work activity that involves an information gap, the teacher may move around, listen to the language produced by the students, and make a note of the errors that they have produced. When the students have finished, present some of these errors to the whole class and ask the students how they may be corrected. Similarly, in writing tasks which are more communicative, when students have finished saying what they have wanted to say, encourage them to

look back on the language that they have used to see if there are any errors or sentences that can be improved.

The second solution is to promote extensive listening and reading. Students' mastery of the target language, in terms of both mastery of language form and communicative effectiveness, will be enhanced through additional exposure to the language they are learning.

#### **4.2.5 Task orientation**

Communicative language teaching (CLT) is usually taken to represent a set of principles that guide language teaching. One approach to realizing communicative language teaching in terms of curriculum design and classroom pedagogy is known as task-based learning (TBL), which puts *tasks* as the central concept in how we organize our teaching program and classroom activities.

Different models of TBL have been proposed. Some of these models have very stringent criteria for what counts as a *task*. These different models are based on different assumptions of second language acquisition, the goal of the second language curriculum, teaching environments, etc., and hence need not be followed to the letter in any particular education system, the broad notion of *task* is worth our attention.

Traditional language teaching resorted to much one-way lecturing by the teacher, which was based on the assumption that students learnt a language by listening to explanations on language points provided by the teacher. Listening to the teacher's explanations was equated with 'learning' the target language. Today, our understanding is that such listening constitutes only one part of the language acquisition process. The emphasis on *tasks*, even if the term is to be interpreted loosely, is a reminder that on top of teacher explanations, much of class time needs to be devoted to engaging students in a variety of activities, whether they are in the form of teacher-led interaction, whole-class repetition, pair work, group work, games, or individual reading or writing. This is particularly important in the primary school since primary schoolchildren usually have shorter attention spans.

One way to guide the creation of learning tasks is to think along the lines of

linguistic challenge and/or cognitive challenge. Linguistic challenge refers to the language difficulty involved in processing the task. Is the language involved, whether it is for receptive or productive use, too difficult or too easy for the students? If the language required for completing the task is way above the students' present level, they will not be able to handle it. If the language required for completing tasks remains too easy for the students, then their language ability will not develop for lack of challenge. Cognitive challenge refers to the mental demand that is involved in completing the task. Does the task require some thinking? Is this thinking too simple or too complicated for the students? An appropriate level of cognitive challenge not only satisfies students' psychological needs, but also shows indirectly how language learning is intertwined with real life activities.

There are times when we need to give students that sense of security of being able to complete task with some effort, and times when we need to stretch their ability so that their language ability will develop and their motivation will be sustained.

#### **4.2.6 Learning to learn**

Recent advances in language teaching methodology have paid increasing attention to the role of the learner in the teaching and learning process. This is in line with the general trend, in curriculum and teaching, of developing the learner as a self-directed, autonomous, learner. This development has particular significance for language teaching given the nature of language learning. Specifically, when students are motivated enough, they can learn a lot more about the language through extensive listening and reading, and looking up language references themselves, than from the teacher's input only. One way to facilitate that is to provide students with learner training. For example, instead of explaining all the new vocabulary items in a reading text to students, students should be encouraged to guess the meanings from the context, and/or look up some of them in the dictionary before/after the lesson.

Showing students how to use a dictionary is a form of learner training. But learner training can take many forms. In their day-to-day training, as long as teachers refrain from imparting all the target information to students, and instead provide students with examples and guide them to deduce a pattern,

work out a generalization, etc., they are providing students with learner training. This heightened language awareness will be invaluable to students as they continue to learn the language. For instance, in presenting count nouns and non-count nouns, rather than explain the 'rules' to the students, teachers can show students examples of the two types of nouns from a context, and guide students to see the difference between them. This heightened sensitivity will be useful to students when they come across special cases of count nouns and non-count nouns later.

#### **4.2.7 Differentiated Instruction**

Learners differ in terms of their beginning proficiency, rate of language acquisition, learning style, and motivation. It is not uncommon today to find students with different levels of language ability within the same class. Catering for individual differences is becoming a core responsibility of the teacher.

There is now a literature on differentiation instruction in general, and on mixed ability teaching in language pedagogy. It may take some time for teachers to master the techniques for catering for individual differences, but an awareness and acceptance that learners are different is a necessary first step. For a start, teachers may pay more attention to grading their teaching content for different ability levels. For example, in whole-class teaching, teachers may have a stock of questions that range from easy to difficult, and distribute these questions accordingly during a lesson so that most students, whatever their ability, have a chance to display their knowledge and ability. For written classwork and homework, teachers may use graded worksheets (at 3 different difficulty levels) with students of different abilities.

Of course, sometimes other considerations may be at play. For example, when putting students together for pair-work or group work, there are times when the teacher may pair up a more able student with a less able student, so that the latter can learn from the former.

A word of caution may be necessary here. With the awareness that less able students should also be attended to, some teachers may constantly simplify the task demand, thinking that such learners will then get a sense of accomplishment. While this may be necessary in the beginning to build up students' confidence,

continuing to do so indiscriminately may result in less able students falling further and further behind the average students. Hence, teachers need to be alert to such students' progress, and raise the linguistic and/or cognitive challenge of the learning activities, when the students are ready.

#### **4.2.8 Rhymes, chants, tongue-twisters, songs, stories and games**

These are activities particularly useful for teaching English in the primary school. Children enjoy such activities. They help to keep up students' interest in learning English, and build a pleasurable atmosphere in the classroom for language learning. These activities also have the advantage of catering for less confident or adventurous students, who are often less willing to speak out.

Videos of such activities can now be found quite easily on the Internet. When choosing such activities for a lesson, teachers may make their own choice on the basis of either the topic, i.e. something which is related to the theme of the current teaching unit, or the language, i.e., something which is related to the current target language focus (e.g., phonics, grammar and vocabulary).

However, teachers need also to consider the age and development of the students. For example, with upper primary students, avoid using resources or activities that make students think that they are being treated as very young children.

#### **4.2.9 Application of technology**

The field of computer-assisted language learning has advanced phenomenally quickly in the last ten years. Technology has opened up many possible language learning activities which hitherto could not even be conceived of.

Certainly the application of technology in language teaching depends on factors such as the availability of hardware, and schools' mobile infrastructure. If teachers are teaching at a school which is well-equipped for e-learning, they should then look for opportunities to enhance their teaching with technology.

Of course, it has to be emphasized that teachers should not use technology just for the sake of using it. After all, it is the teacher's creativity and teaching ideas that are crucial. Technology should be supporting teachers' teaching ideas, and not replacing teachers. But, as discussed above, technology makes many language

learning activities possible which would be otherwise impossible. Hence, if their teaching situations permit, teachers should keep an eye open for opportunities of enhancing their teaching with technology.

### **4.3 Development, construction and utilization of school curriculum resources**

To facilitate English language curriculum implementation, curriculum designers must provide the necessary support for their recommended curricular innovations or modifications by developing, constructing and utilizing school curriculum resources. They and the entire school community must facilitate the building of capacity and capability.

#### ***In-service training and staff development***

In-service training and staff development are necessary for teachers who lack a good understanding of the curriculum and its creation process:

- Effective in-service programs result from collaborative efforts and address the needs of those who will be affected by the new curriculum.
- In-service programs are sufficiently flexible to respond to changing staff needs.
- In-service programs should be scheduled at convenient times for curriculum implementers.
- Open discussions of curricula and the numerous modern technologies available, as well as professional training in particular fields, are necessary.

#### ***Financial support***

Funding is required to obtain new materials and equipment and to pay those

involved in new curriculum implementation. At the local level, five steps are involved in budgeting for new programs: preparation, submission, adoption, execution, and evaluation. When a new program is going to be adopted, the school board needs to allocate funds for specific educational materials.

### ***Trusting relationships***

There must be a trusting relationship among all parties in the school for effective curriculum implementation, particularly between administrators and teachers. In addition, good peer relationships among teachers and a trusting relationship among different administrative departments are also conducive to smooth implementation.

## **4.4 School curriculum leadership**

School leaders, usually the school principal, English course supervisor, and curriculum director, serve as the curriculum leaders within schools, although English teachers and curriculum consultants can also be curriculum leaders in initiating curricular changes. In the planning, development, and management of a school-based English language curriculum, curriculum leaders are expected to take up different roles in serving as change agents. Sometimes, students, parents, and members of the wider community can also get involved if given the chance to provide feedback on the new curriculum and its implementation process.

### **4.4.1 School Heads/Principals**

The school principal's leadership is critical to the success of curriculum implementation. Principals determine the organizational climate and support those involved in curricular change. They need to take responsibility for piloting the change and leading administrative and instructional departments at various levels. Principals thus need to:

- adopt effective policies of instruction and evaluation;
- allocate and apply resources rationally and promote new types of educational technology;
- plan school-based training for teachers' professional development;
- invite curriculum consultants and experts to discuss educational theories and effective teaching models and to support such innovations as flipped classrooms and learning communities;
- make arrangements for peer communications, class observations among teachers, and collaborative lesson preparation to allow teachers' to benefit from one another's practical experience;
- establish and maintain positive relationships with parents; and
- create a favorable language environment informed by cultural knowledge of the target language.

#### **4.4.2 English Curriculum Supervisors and Curriculum Directors**

Curriculum implementation must be supervised and monitored. Supervisors provide direction and guidance, and make sure that teachers have the skills to deliver courses and implement changes in the desired ways. Effective supervisors realize that they must adjust their tactics to the situation and participants at hand. They serve as a bridge linking superiors and subordinates and a channel for collecting and delivering messages. Curriculum supervisors:

- organize teaching seminars and meetings for same-grade English teachers in which they prepare teaching plans or syllabuses together, analyze textbooks, and collect suggestions for further teaching research;
- evaluate the curriculum and teachers and analyze the outcomes to improve curriculum design and implementation;
- help teachers to acquire the requisite pedagogic and curricular knowledge for curriculum implementation to ensure that they are positioned to develop, evaluate, and revise school-based textbooks to suit student needs;
- design teachers' schedules and timetables flexibly; and
- coordinate with other administrative staff to promote effective communication.

#### **4.4.3 English Teachers**



Teachers are central to any curricular improvement, as they are directly involved with its implementation in the classroom. Teachers should thus possess the expertise to:

- adhere to the essence of the innovation while adapting to student needs;
- cultivate students' English skills using scientific and effective methods from the English Research Group and teacher training;
- bring their own knowledge, experience, and disposition to the curriculum and modify it to fit the current situation;
- modify their methods of teaching based on the outcomes of curriculum and teacher evaluation;
- discuss their experiences with colleagues and supervisors and engage in self-reflection;
- be creative and innovative in the teaching process; and
- adopt interactive strategies to create a positive English language learning atmosphere in the classroom.

#### **4.4.4 Curriculum Consultants**

At times, a school district may wish to bring in an external facilitator or coordinators. External consultants can help schools to analyze and assess programs and obtain grant funding. Most are based in colleges and universities, and can:

- cooperate with teachers in addressing development or implementation issues;
- work with teachers throughout the curriculum development and implementation process;
- establish peer support systems, coaching, and networks for working with internal facilitators; and
- guide teachers toward information that will help them to become comfortable with, and knowledgeable about, the innovation in question.

### **4.5 Professional development of teachers**

Lifelong teacher professional development plays a crucial role in upholding the quality of education offered to students. In this regard, implementing the school-based curriculum provides useful and practical impetus for professional development as teachers (a) continue to reflect on and refine the school-based teaching program on an on-going basis, and (b) strive to effectively implement the teaching program effectively in day-to-day classroom teaching. Teachers should, therefore, recognize the importance of, and be open to, lifelong professional development.

Some of the principles for professional development have been mentioned in Section 4.4. Below are examples of specific professional development activities that teachers may like to engage in:

- peer lesson observation;
- producing and sharing teaching and learning resources with colleagues;
- in-house workshops for teachers to share their teaching ideas with each other;
- action research projects;
- collaborative lesson planning;
- keeping a teaching journal;
- joining professional organisations and taking part in their activities;
- reading, and writing to, professional journals and magazines;
- attending professional development courses, events, etc.;
- mentoring new teachers;
- team teaching;
- making use of online resources for teacher development;
- visiting, volunteer teaching, etc.
- taking part in activities, competitions, etc. organized by professional organisations.

## 5. Curriculum Assessment

### 5.1 Purposes and Significance of Curriculum Assessment

Assessment is an essential curriculum element, and is crucial to the learning-teaching-evaluation cycle. It can be defined as the application of scientific methods such as examining, testing, and observing to the collection and interpretation of information about students' learning, and its effects in relation to the syllabus and learning outcomes. English language assessment can provide information about a student's abilities as an English user/learner in relation to the curriculum and its learning outcomes. This information collection and interpretation process serves a wide range of purposes, assisting teachers in optimizing their teaching design and students in the learning process and outcomes.

In general, assessment enables teachers to measure and report on students' attainment and then rank and select them accordingly. Assessment also enables teachers to predict future performance, identify students' strengths and weaknesses, and diagnose any learning problems, for which they can then offer support and scaffolding. In primary education, English language assessment measures and reports on primary students' listening, reading, writing, speaking, vocabulary, and grammar in relation to curriculum objectives, or other more generic skills. This provides invaluable information to teachers and educators, enabling them to track students' language development and pinpoint any linguistic deficiencies, and give quality feedback for improvement.

### 5.2 Approaches to Assessment

English language education enables oral and linguistic knowledge to be developed, and also aims to improve students' generic skills such as collaboration, communication, problem-solving, etc. With this in mind, it is important to adopt different modes of assessment that relate to specific teaching and learning objectives. The three approaches - assessment *for* learning, assessment *of* learning, and assessment *as* learning serve related but different educational purposes. Assessment *of* learning has a cumulative assessment purpose, and is about grading and reporting, while assessment *for* and *as* learning have formative assessment purposes, and are explicitly intended to

make assessment a part of teaching to support students' language learning.

### 5.2.1 Assessment of Learning

Assessment of learning is usually carried out through cumulative assessment (e.g., tests or examinations) at a particular point of time (e.g., the end of a school term or year), and the results are usually expressed symbolically as grades or marks. The purpose is to certify the learning of students, informing them and their parents of their relative position among peers. Unlike assessment for learning, teachers do not provide students with any additional direction or advice for improvement but direct their efforts to marking, grading, and producing a rank of order. Students are assessed at the end of a learning stage, so their overall performance can be reflected. Assessment of learning is long-established in education, and is widely accepted by parents and the public and will influence students' future development. The assessment tasks of learning should therefore be used in teaching as a reference for long-term planning.

The practice of *assessment of learning* requires the use of assessment tasks that provide appropriate contexts for learners to apply their language knowledge, skills and strategies, generic skills, and values and attitudes. Students are required to complete the tasks independently. Following is a list of substantiated guidelines that should be used by teachers to design assessment tasks:

- Include a variety of tasks and activities that cater to primary learning and teaching targets and objectives. It is better to use pen-and-paper activities to test receptive vocabulary knowledge and oral presentations to measure the ability to produce language. Teachers should enrich task types by including open-ended questions in reading tasks to stimulate creative language use and critical thinking.
- Contextualize activities and relate them to learners' experiences. Reading passages are selected and adapted from real-world sources and different forms of text (e.g., academic, fiction, news, etc.) that students may encounter, or listening materials that feature natural language with pauses or repetitions.
- Develop clear, concise and accurate rubrics, task-specific criteria and marking schemes. Inter-rater reliability should be achieved among teachers when scoring in alignment with specified learning targets and

objectives.

### 5.2.2 Assessment for Learning

The purpose of assessment for learning is to provide quality feedback that will benefit students and improve their performance. Assessment for learning is carried out during the teaching process, and helps teachers diagnose students' needs, expectations, abilities, and interests. It enables them to monitor the content and process of learning, improve their teaching strategies, and provide timely and useful feedback for the enhancement of learning and teaching.

Learning assessment is usually carried out using multiple formative assessments throughout the learning process. In-school assessment activities can provide the appropriate method to track students' progress:

- Provide to-the-point feedback on mistakes made in *homework*.  
Homework can be in written or oral form, and should allow teachers to diagnose students' strengths, weaknesses and progress. Teachers should summarize the underlying reasons for why students make certain mistakes (e.g., L1 influence on L2 phonetic acquisition) and provide appropriate remedies.
- Use an evaluation checklist to assess students' *oral presentations* and involve peer-feedback.  
Oral presentations are designed for communicative and informative purposes in language classrooms. Teachers should assess students' performance according to a detailed evaluation checklist, which allows for the assessment of pronunciation, communication and critical thinking skills.
- Initiate questions concerning learning difficulties by *conferencing*.  
Conferencing is a discussion between a teacher and a student or a group of students during which the teacher should ask questions that motivate students to discuss, reflect and express their views voluntarily. For example, in a reading course, a teacher can check students' understanding of the textbook, their reading interest and difficulties, and use their findings to provide students with the appropriate support.
- Provide feedback on *learning tasks and activities* and *assessment tasks*.

Learning tasks and assessment tasks should be designed in accordance with the learning targets and objectives. They can be in diverse forms, such as show-and-tell, games, presentations, group discussions and skits. Teachers should conduct pre-, during and post-activities, and provide language support activities for learning tasks but not necessarily for assessment tasks.

- Guide peer- and self-review and editing on *shared writing* and *process writing* activities.

In shared writing, the whole class and the teacher compose an essay together. In process writing, students go through different stages of writing, including planning (i.e., brainstorming, researching and outlining), drafting (i.e., writing, rewriting and revising) and finalizing (i.e., editing) before achieving a final product. As the teacher leads both exercises, the associated pressures are reduced.

- Consider the use and application of language and generic skills in *projects*.

Teachers should assess both products and processes. Both language skills and generic skills, such as communication and collaborative skills, are examined. For instance, in a process-writing exercise, teachers get involved by observing, conferencing, reading the final product and giving timely feedback.

- Track developmental progress using *portfolios*.

A portfolio is a collection of a student's work that captures their development of language knowledge, skills and attitudes. For instance, dictation marks, classroom quizzes, writing tasks, oral presentations and conferencing records for an entire semester can be included in a portfolio.

- Develop *self-assessment* and *peer assessment* skills.

Self-assessment refers to the assessment that learners give themselves. Peer assessment refers to the feedback that students give to others on their performance. Teachers can show students how to edit and proofread their writing, and provide them with self/peer assessment forms, questionnaires or checklists.

The purpose of conducting various assessment activities is to collect information about a learner's language knowledge and skills, and their values and attitudes. To facilitate learning and enhance teaching, teachers should provide encouraging, constructive and specific

feedback that is clearly linked to the criteria for successful learning.

### 5.2.3 Assessment as Learning

Assessment as learning highlights the role of the student in connecting assessment and their learning by understanding information, linking new knowledge to known information and constructing new learning. They regulate their learning process by using teachers' feedback to adjust and adapt the learning. For teachers, their focus is directed to support students to develop and practice skills to become critical self-assessors who are good at reflecting and interpreting their learning process and outcome. Self-assessment, self-monitoring and self-regulation are the core of learning and the focus of assessment as learning. The task of teachers is to co-work with students to decide what and how to keep record of learning and assist students in forming the habit of reflecting on their work and making judgments in making future learning on the basis of present work. Take giving feedback as an example. The teacher should provide descriptive instead of evaluative feedback which is in the form of grades or short comments expressing approval or disapproval.

There are several steps teachers should take when giving *descriptive feedback*:

- Tell students they are right or wrong.
- Describe why an answer is correct or incorrect.
- Tell students what they have achieved or have not achieved.
- Specify or suggest better approaches to learning.
- Encourage children to suggest ways to improve.

To develop students' self-assessment strategies, teachers should pay attention to the following techniques:

- Encourage students to embrace and engage in self-assessment by regularly providing opportunities for emotionally safe and successful learning. For example, assign oral tasks that are suitable for the students' abilities and commend their performance.
- Show students multiple "expert" examples of work to set a standard of achievement that they can apply to their own work. For example, encourage students by using exemplary works to set writing standards.
- Provide current, accurate and focused feedback, with examples that allow students to understand the gap between their work and the "expert"

examples. For instance, informal feedback on the oral presentation of a speech can refocus attention on techniques used in successful public speaking.

- Keep descriptive records of students' learning in addition to grades. For instance, establish a portfolio.
- Launch discussion sessions for students to exchange, discuss and analyze ideas and performance. For instance, arrange for the class to sit in a circle and have a detailed discussion before giving peer-feedback.
- Practice. Self-assessment is a complex skill that can only become an automatic habit of learning through industrious and repeated practice. For instance, constructive feedback should be implemented in different aspects of teaching reading, writing, listening and speaking.

Despite the different focuses of the three approaches to assessment, it is necessary to strike a balance under the school curriculum. The following table summarizes the features of the three types of assessment and shows the relationship of the approaches to one another.

**Table 2. Features of Assessment *of, for and as* learning**

<i>Approach</i>	<i>Purpose</i>	<i>Reference Points</i>	<i>Key Assessor</i>	<i>Strategies</i>
Assessment <i>of</i> learning	Judgment about placement, selection, promotion, credentials, etc.	Other students, standards or expectations	Teacher	Evaluative feedback, standardized tests
Assessment <i>for</i> learning	Information for teachers' instructional decisions and to clarify student learning and understanding	External standards or expectations	Teacher in charge and student as contributor	Descriptive feedback, self-assessment and peer assessment and reflection
Assessment <i>as</i> learning	Self-monitoring and self-correction or adjustment	Personal goals and external standards	Student in charge and teacher for guidance	



	for student to develop self-initiative and responsibility for their own learning			
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### 5.3 Principles and Strategies of English Language Assessment

Primary English language assessments should take into account the following specific principles and strategies.

#### 5.3.1 Comply with language teaching and learning requirements

Assessment design and conduct is an integral part of the teaching-learning-assessment cycle and should be in line with the English language education/learning curriculum. Teachers should adhere to the education guidelines when formulating objectives and key assessment points, and when designing test items.

#### 5.3.2 Provide balanced and adequate coverage of the learning targets and objectives

English language education provides the potential for oral and linguistic knowledge development and to enhance generic collaboration, communication, and problem-solving skills. Assessment activities should be designed to focus on the integration of these four language skill areas and the general learning ability of students. For example, pen-and-paper tests can address content, organization, and language use while performance tasks and projects are suitable for evaluating students' collaboration skills, critical thinking, and attitudes.

#### 5.3.3 Select the assessment method by considering the learning targets and objectives

A variety of assessment content and methods should be considered and carefully

selected, as the range of learning outcomes can be very broad. Teachers should choose the appropriate assessment methods and activities for both basic linguistic competency and generic skills. Pen-and-paper tests, for example, should not be solely used to assess students' performance in achieving spoken learning targets.

#### **5.3.4 Develop assessment guidelines that cater to specific needs**

The needs of both school and students should be considered when developing the language education curriculum. The school should encourage discussions that include all teachers, to attempt to establish a consensus. Assessment guidelines relevant to the classroom context and the whole school can then be formulated. The specific teaching context and individual differences should also be considered so that assessment activities suitable for students' particular learning styles and needs can be devised.

#### **5.3.5 Contextualize and relate activities and items to students' experience**

The assessment principle of authenticity can be applied when designing a language test in the following ways: 1) the language in the test is as natural as possible; 2) items are contextualized rather than isolated; 3) topics and situations are interesting, and relevant; 4) items are thematically organized (e.g., through a storyline); and 5) tasks represent, or closely approximate, real-world tasks (Brown & Lee, 2015).

#### **5.3.6 Align the assessment framework with the teaching curriculum**

Assessment is an integral part of the teaching-learning-assessment cycle, and its purpose is to promote and improve students' learning. For learners of English, it can establish their capabilities, on the basis of the aims and learning outcomes set out in the curriculum. Therefore, assessment should be aligned with instructional planning decisions. The advantages of considering teaching and learning objectives are that it makes the assessment process easier, and it identifies the key points and difficulties in teaching, which in turn makes teaching and learning more effective.

#### **5.3.7 Focus on Basic English Competency**

Primary education focuses on cultivating basic communicative competence in English. The four skills (listening, speaking, reading and writing) represent the essential components needed to gain competency in a language. Therefore, an appropriate assessment should examine students' basic communicative competence in English by evaluating the student's mastery of vocabulary, grammar and syntax, reading level, listening comprehension, conversation ability and writing skills. Tests that assess all four language skills should also be implemented, as these skills promote overall communicative ability.

### **5.3.8 Plan a balanced assessment framework**

Schools and teachers should incorporate both cumulative and formative methods into their assessment frameworks. Formative assessment, or assessment *for* and *as* learning, can be implemented regularly in daily teaching and used to identify learning problems, enabling the teaching approach to be adjusted accordingly. Cumulative assessment, or assessment *of* learning, can be conducted at the end of each learning stage to fully evaluate students, and long-term teaching plans can be developed from its conclusions. The relationship of the different approaches should be based on the requirements of the school and the teaching objectives. The assessment framework should assess the listening, reading, speaking, and writing skills of the students, and their grammar and vocabulary, in a valid, reliable, and holistic manner. Assessing general development and ability should not, however, be ignored.

### **5.3.9 Identify students' learning gaps and needs**

Schools and teachers should plan according to students' individual learning strengths and weaknesses. For example, schools can stream students according to their competency and set exams accordingly, enabling the assessment results to accurately reflect students' needs and provide convincing evidence for any necessary adjustments to teaching objectives or design.

### **5.3.10 Weigh Objective and Subjective Tests**

Assessment should be offered in a wide range of formats, including objective and subjective evaluations. Objective tests include quizzes, multiple-choice tests, true/false and fill-in-the-blanks tests. The advantages of objective tests are that

they are less ambiguous in defining and implementing scoring, they are more comprehensive and demonstrate a good level of discrimination. The disadvantages are that objective evaluations require greater expertise to compile valid and reliable tests, and they cannot reflect generic skills, which are also learning targets for the students. Subjective tests include essay writing, oral activities and discussions. It is easier for teachers to give an overall judgment of both linguistic ability and generic skills using subjective tests. However, the biggest disadvantage is the possible influence of raters' judgments. Therefore, schools and teachers should aim to balance the two types of assessments.

### **5.3.11 Provide rich, qualitative, and formative feedback**

Teachers should provide students with feedback both formally and informally, according to the different modes of assessment used, so a wide range of language skills, learning strategies, attitudes, and behavior can be developed. Students will then receive confirmative appraisals and if necessary can be supported through timely modifications to teaching practices.

## **6. Introduction to English language curriculum resources**

### **6.1 English language teaching and learning resources**

Materials for language learning refer to anything that can be used to facilitate the learning of a language, such as textbooks, worksheets, magazines, videos, websites and mobile phone interfaces (Tomlinson, 2012). These learning materials can be delivered in print or through electronic displays (e.g., CD-ROMs, DVDs and the computer) to provide learners with language experience and guide and encourage them to practice the target language. The learning materials in English language instruction can be classified into three groups: textbooks, supplementary teaching and learning materials, and electronically delivered teaching and learning materials

#### **6.1.1 Textbooks**

The textbook is the basic teaching material in the majority of primary English classrooms. Quality textbooks benefit both language learners and teachers by allowing learners to achieve the set learning goals progressively, while saving teachers' time and energy in preparing lessons. Textbooks also help school administrators guarantee uniform and standardized language teaching. However, language teachers should not be constrained by the textbook in their classroom instruction. Instead, teachers should select and modify textbook materials to cater to the actual needs and wants of their students and in accordance with their learning abilities.

While considering the use of textbooks, primary English language teachers should take note of the following:

- Using different parts of the textbooks flexibly to cater to the interests, needs and abilities of language learners.
- Avoiding any adaptation that violates the rationale underlying the design of the textbooks.
- Adding relevant background knowledge to contextualize the content of each lesson and activity.
- Excluding overlapping sections that have already been taught and activities that do not meet learners' needs or maintain their interest and motivation.
- Dividing challenging parts into subsections to decrease difficulty and facilitate learning and the completion of tasks.
- Designing task-based and project-based group activities to promote further language learning.

### **6.1.2 Supplementary teaching and learning materials**

In addition to textbooks, a wide range of print materials can be used as alternative or supplementary materials in English language classroom instruction. Magazines, reference books, worksheets, flash cards and other language arts materials are all important materials for language learning. These print materials are effective for English language education as they prompt English teachers' classroom instruction and enrich curriculum design. English teachers can use these learning materials to design collaborative learning activities both inside and outside of the classroom to enhance learner interest and knowledge integration ability. Some examples of supplementary teaching and learning materials are listed in the table below.

**Table 3 Examples of supplementary learning materials**

Category	Examples
Language Arts	<ul style="list-style-type: none"><li>● Two Little Bluebirds; In a Cottage in a Wood</li><li>● <i>The Happy Prince; Journey to the Centre of the Earth</i></li><li>● Twinkle Twinkle Little Star; Jack and Jill</li><li>● <i>Let's Experience and Appreciate Poetry</i> (Key Stage 1, 2);</li><li>● <i>Poems, Songs and Games for the Primary English Classroom</i></li></ul>
Listening and Speaking	<ul style="list-style-type: none"><li>● <i>Speak Out</i></li></ul>
Reading	<ul style="list-style-type: none"><li>● <i>Starting Reading Directions</i></li><li>● <i>Using Storytelling to Develop Students' Interest in Reading</i></li></ul>
Writing	<ul style="list-style-type: none"><li>● <i>The Best Ever Writing Models from Children's Literature</i></li></ul>
Phonics	<ul style="list-style-type: none"><li>● <i>Phonic Fun</i></li></ul>
Magazines	<ul style="list-style-type: none"><li>● <i>Children's Digest</i></li><li>● <i>Creative Kids</i></li></ul>
Encyclopedia	<ul style="list-style-type: none"><li>● <i>My First Encyclopedia</i></li><li>● <i>Children's Encyclopedia</i></li></ul>
Other categories	Daily life pictures, cartons, plays, advertisements, etc.

While considering the use of supplementary materials, primary English language teachers should take note of the following (to name a few):

- Using worksheets on vocabulary and grammar exercises.
- Using flashcards for memorizing vocabulary and drilling activities.

- Using language arts materials (e.g., poems, encyclopedias and magazines) to cultivate learners' cross-cultural awareness, reading ability and interest in language learning.

### 6.1.3 Electronic teaching and learning materials

The information technology (IT) era has introduced new technologies in the field of developing materials for English language teaching. English teachers and learners now have access to a wide range of English language learning and teaching materials available through computer software, courseware and websites (e.g., Facebook, blogs and YouTube). These electronic materials provide learners with authentic texts and allow them to connect with the outside world where English is used for real communicative tasks, thus making their language learning more meaningful, interactive, and authentic. Furthermore, electronic materials free teachers from the constraints of textbook use and give them choice and rapidity in finding information (Maley, 2011). Some common electronic materials used for language teaching and learning are listed in the tables below (Motteram, 2011).

**Table 4 Examples of electronic materials**

Type	Examples
Multi-media resources	<ul style="list-style-type: none"> <li>● CD-ROMs</li> <li>● PowerPoint</li> <li>● Courseware</li> <li>● Podcasts</li> <li>● Audio-visuals</li> </ul>
Web-based resources	<ul style="list-style-type: none"> <li>● Wikipedia</li> </ul>



	<ul style="list-style-type: none"> <li>● YouTube</li> <li>● Blogs</li> </ul>
Information technology tools	<ul style="list-style-type: none"> <li>● Facebook</li> <li>● Wiki</li> <li>● Google Docs</li> <li>● Classroom activity tools (e.g., Socrative, Kahoot, Quizlet, Nearpod)</li> </ul>

**Table 5 On-line resources and useful websites**

Category	Website title	Website Address
Useful websites related to DSEJ	Center of Educational Resources	<a href="http://www.dsej.gov.mo/cre/index-c.htm">http://www.dsej.gov.mo/cre/index-c.htm</a>
	Education Cloud	<a href="http://education.cloudmacau.com/">http://education.cloudmacau.com/</a>
	Community of Youth and Community	<a href="http://portal.dsej.gov.mo/www/portal space/discuz/dsej_main_index.php?styleid=3">http://portal.dsej.gov.mo/www/portal space/discuz/dsej_main_index.php?styleid=3</a>
	On-line Public Access Catalogue of DSEJ Library	<a href="http://lib.dsej.gov.mo/">http://lib.dsej.gov.mo/</a>
	Teaching Media Delivery Service	<a href="http://www.dsej.gov.mo/cre/media/express_e.htm">http://www.dsej.gov.mo/cre/media/express_e.htm</a>
On-line resources of English teaching and learning	Teaching resource base (including instructional design, pictures, websites, etc)	<a href="http://portal.dsej.gov.mo/www/portal space/discuz/dsej_getcontent_page.php?con=portalspace/teachmai/resource/main.html&amp;styleid=1">http://portal.dsej.gov.mo/www/portal space/discuz/dsej_getcontent_page.php?con=portalspace/teachmai/resource/main.html&amp;styleid=1</a>
	Recommendations of books,	<a href="http://www.dsej.gov.mo/cre/recom_m">http://www.dsej.gov.mo/cre/recom_m</a>

	CDs, and DVDs	<a href="#">edia/main e.htm</a>
	Recommendations of English learning Apps	<a href="http://education.cloudmacau.com/apps/index.php?b=3">http://education.cloudmacau.com/apps/index.php?b=3</a>
	Recommendations of useful websites	<a href="http://portal.dsej.gov.mo/www/portal space/discuz/forumdisplay.php?fid=57">http://portal.dsej.gov.mo/www/portal space/discuz/forumdisplay.php?fid=57</a>
	Recommendations of teaching pictures	<a href="http://portal.dsej.gov.mo/www/portal space/discuz/dsej_getcontent_page.php?con=portalspace/teachmai/resource /pic.html&amp;styleid=1">http://portal.dsej.gov.mo/www/portal space/discuz/dsej_getcontent_page.php?con=portalspace/teachmai/resource /pic.html&amp;styleid=1</a>
	Information of new book (Cont.)	<a href="http://www.dsej.gov.mo/cre/recom_m edia/book e/book3 e.htm">http://www.dsej.gov.mo/cre/recom_m edia/book e/book3 e.htm</a>
	Award-winning works of instructional design	<a href="http://www.dsej.gov.mo/cre/tplan/aw ard.php">http://www.dsej.gov.mo/cre/tplan/aw ard.php</a>
Drama	Learning English through drama	<a href="http://202.175.82.54/edu_digest/30/01e.pdf">http://202.175.82.54/edu_digest/30/01e.pdf</a>
Reading	Team teaching of Chinese-English reading	<a href="http://202.175.82.54/tplan/2012/pla n/P032.pdf">http://202.175.82.54/tplan/2012/pla n/P032.pdf</a>
Listening	The Sunday Smile – English Radio Programme for Primary Students	<a href="http://app1.rthk.org.hk/special/sunda ysmile/">http://app1.rthk.org.hk/special/sunda ysmile/</a>
Grammar learning	Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities	<a href="http://www.dsej.gov.mo/cre/recom_m edia/2015/1503 e.htm">http://www.dsej.gov.mo/cre/recom_m edia/2015/1503 e.htm</a>
	ESL Helper Center	<a href="http://escafe.com/help/">http://escafe.com/help/</a>
Phonetics	More! Phonics through Poetry:	<a href="http://www.dsej.gov.mo/cre/recom_m">http://www.dsej.gov.mo/cre/recom_m</a>

	Teaching Phonemic Awareness Using Poetry	<a href="http://www.dsej.gov.mo/cre/recom_media/2014/1412_e.htm">edia/2014/1412_e.htm</a>
Writing	Into Writing: the Primary Teacher's Guide to Writing Workshop	<a href="http://www.dsej.gov.mo/cre/recom_media/2014/1409_e.htm">http://www.dsej.gov.mo/cre/recom_media/2014/1409_e.htm</a>
Vocabulary learning	Enhancing English vocabulary learning and teaching at primary level	<a href="http://cd1.edb.hkedcity.net/cd/eng/vocab09/index.htm">http://cd1.edb.hkedcity.net/cd/eng/vocab09/index.htm</a>
Dictionary	Longman photo dictionary	<a href="http://www.dsej.gov.mo/cre/recom_media/2014/1408_e.htm">http://www.dsej.gov.mo/cre/recom_media/2014/1408_e.htm</a>
Encyclopedias	Britannica On-line	<a href="http://www.eb.com/">http://www.eb.com/</a>
Fairy tales, nursery rhymes, stories	Childrenstory.com	<a href="http://www.childrenstory.com/">http://www.childrenstory.com/</a>
Games	Sesame Street Homepage	<a href="http://www.ctw.org/">http://www.ctw.org/</a>
	The Disney Company	<a href="http://www.disney.com/">http://www.disney.com/</a>
	Five-minute Activities for Young Learners	<a href="http://www.dsej.gov.mo/cre/recom_media/2014/1404_e.htm">http://www.dsej.gov.mo/cre/recom_media/2014/1404_e.htm</a>
Search tool	Yahoo! Kids	<a href="http://kids.yahoo.com/">http://kids.yahoo.com/</a>
ESL/EFL activities and games	ESL Discussion Center for English Lesson Plans and Materials	<a href="http://eslcafe.com/discussion/">http://eslcafe.com/discussion/</a>
Education Press	Cambridge University Press	<a href="http://www.cambridge.org/">http://www.cambridge.org/</a>
	Oxford University Press	<a href="http://www.oup.com/">http://www.oup.com/</a>
	People's Education Press,	<a href="http://www.pep.com.cn/xs/">http://www.pep.com.cn/xs/</a>

	Mainland China (Primary School English Education)	
	Foreign Language Teaching and Research Press, Mainland China (Primary and Secondary English Education)	<a href="http://www.fltrp.com/solution/engschool/fulltime/">http://www.fltrp.com/solution/engschool/fulltime/</a>
	Shanghai Foreign Language Education Press, Mainland China (Primary and Secondary English Education)	<a href="http://pas.sflep.com/">http://pas.sflep.com/</a>

While considering the use of electronic materials, primary English language teachers should take note of the following:

- Avoiding excessive reliance on electronically delivered learning materials by integrating different types of materials into classroom instruction.
- Using multi-media resources to design authentic and meaningful tasks and promote language learners' engagement in classroom interactions.
- Using authentic, attractive and appropriate information and learning experiences from online resources such as Wikipedia and YouTube to build classroom games and activities.
- Using IT-based social networks (e.g., Facebook, Wiki and Google Docs) to encourage learners' language output and develop their communicative abilities.

## 6.2 Materials development in English language teaching and learning

Materials development involves the evaluation and adaptation of available materials and the production of new materials. The following are some criteria for the evaluation of English language teaching materials (Tomlinson, 2013):

- Do the materials have a noticeable effect on learners' language learning?
- Do the materials cater to the needs of all learners in the target group?
- Do the materials engage learners cognitively and affectively?
- Do the materials provide opportunities to use the target language for communication?
- Do the materials help learners to continue their language learning outside of the classroom?

In English language teaching and learning practices, teachers may choose to adapt the current teaching materials or even develop their own teaching materials for more effective English teaching. The development of teaching materials must satisfy the needs and wants of language learners and teachers. Multiple factors need to be considered in the development of teaching materials (Howard & Major, 2004):

- The language learner: interests, motivation, individual needs and educational background (e.g., language learning experience, learning styles and prior language proficiency).
- The curriculum and context: the current school or state curriculum, and the cultural and situational context (e.g., primary-level English learning environment)
- Resources and facilities: the availability of and access to computers, the Internet, video players, etc.
- Energy and time: Availability of time.

Some guidelines can be used by English language teachers to adapt and develop teaching materials for classroom instruction:

- Teaching materials should be contextualized to and appropriate for the target learners' comprehension levels. Specifically, the materials should be integrated into the school's English curriculum and contextualized with reference to the learning experiences and actual needs of learners.
- Teaching materials should promote communication and generate language output. Specifically, teachers should adopt an interactive teaching approach in accordance with the materials and ensure that learners use the teaching materials to generate new language.
- Teaching materials should be useful in developing learners' language skills and language learning strategies. The materials should promote the development of both receptive and productive skills beyond the classroom.
- Teaching materials should equally cover language forms and communicative functions, helping teachers to make classroom activities more communicative rather than using mere grammar and vocabulary drills.
- Teaching materials should use authentic texts and encourage authentic tasks in real life. For instance, the use of short clips of YouTube videos can give learners' authentic language experiences. Simulation activities of real-world tasks can also be prepared, such as finding out how to get somewhere or selecting presents for friends.
- Teaching materials should be attractive enough to arouse young learners' curiosity, interest and motivation in English language learning. For

instance, teachers can use challenging topics, illustrations and activities that encourage learners to think.

- Teaching materials should be flexible in content by allowing learners to make choices according to their actual needs and cognitive abilities. For instance, teaching materials should have a range of tasks applicable to learners of differing abilities so that they have the freedom to choose which tasks to complete.

### **6.3 Materials selection in English language teaching and learning**

While choosing English language teaching and learning materials, schools and teachers should take into account learners' needs, learning styles and motivation to learn English. Specifically, the following four questions can work as general guidelines (Ghosn, 2013):

- Are the materials appropriate for learners in the target age group?
- Are the materials relevant enough to arouse learners' interest in learning?
- Are the materials helpful in developing learners' confidence and academic achievement?
- Do the materials match certain language learning theories?

#### **6.3.1 Selecting textbooks**

Given the variety of available international and localized textbooks, primary school and language teachers need to consider the following (Arnold & Rixon, 2008; Tomlinson, 2011, 2013):

- Textbooks should be student-friendly and appropriate for the age and context of language learners who differ in cognitive ability and affective attitude.

- Textbooks should accommodate different learning styles—aural, oral, visual and kinesthetic.
- Textbooks should involve sufficient tasks and activities to engage individual learners or groups of learners to promote language skills, higher level thinking skills and problem solving skills.
- The content of the textbooks should provide authentic and contextualized texts that are relevant and useful to learners' daily lives.
- The language used in textbooks should equally address the development of the four basic language skills.
- Vocabulary and grammar learning should be placed in specific contexts through tasks or activities. Reading activities should be divided into stages of pre-reading, reading and post-reading. Writing activities should be integrated in the use of texts.
- Textbooks should incorporate various English teaching and learning approaches and techniques, such as the interactive/communicative approach, task/project approach and the total physical response (TPR) approach, among others.
- The design and format of textbooks should be appealing in content and attractive in presentation (e.g., attractive colours, lots of white spaces and cartoon-type visuals).
- Textbooks should support positive educational values, cross-cultural awareness and intellectual themes and promote the systematic study of language in particular.

### **6.3.2 Choosing supplementary materials**

Some considerations for deciding what to use as supplementary materials in



English language teaching at the primary level are listed below:

- Supplementary materials should be closely aligned with the school's English curriculum and syllabus.
- The content should preferably incorporate elements of fun and pleasure and provide themes that appeal to learners' curiosity and everyday experiences.
- The language should be of appropriate difficulty level—rich but avoiding complicated vocabulary, grammar and sentences.
- The materials should be engaging and effective in enhancing learners' interest and motivation to learn.
- Storybooks, magazines, poems and other language arts materials should promote the development of learners' reading ability.

### **6.3.3 Selecting electronic resources**

English language teachers should have a clear rationale for choosing electronic materials when teaching English at the primary level. The following are some general considerations for the selection of these materials:

- Multi-media resources and IT tools (e.g., courseware and online courses) should allow for genuine interaction and communication between teachers and learners.
- Texts, graphics, sound and animations should be integrated well enough to arouse learners' interest in and motivation in language learning.
- The design of online courses and activities should get students involved in collaborative and interactive language learning in simulated environments.
- As the Internet provides a useful resource for a variety of authentic texts,

language learning experiences and information, teachers should choose materials that are appropriate for the intellectual and linguistic abilities of language learners at the primary level and that support them in completing web-based tasks.

## Appendix 1: Grammar Items and Structures

### Nouns

Different types of nouns:

° Common nouns:

- count nouns (e.g., pencil)
- non-count nouns (e.g., rice)
  
- singular nouns (e.g., pencil)
- plural nouns - regular (e.g., pencils)
- plural nouns – irregular (e.g., children)
- nouns with same spelling for singular and plural (e.g., sheep)

° Proper nouns (e.g., Peter, Macao)

° Possessive form (e.g., Peter's pencil)

° Collective nouns (e.g., group, family)

° Abstract nouns (e.g., love, happiness)

Nouns in the form of gerunds (e.g., reading, swimming)

### Articles

- indefinite: a/ an (e.g., *a* pencil, *an* orange)
- definite: the (e.g., *the* pencil)
- zero article: (e.g., books; people)

° **Quantifiers**

- numerals:
  - a) cardinal (e.g., one, two)
  - b) ordinal (e.g., first, second, last)
- some, few/little, a few/a little, several, many/much, a lot of, plenty of, a great deal of
- no, both, all
- each, every

- fewer, less, more
- another, other

### **Possessives**

- my, your, his, her, its, our, their

### **Demonstratives**

- this, that (e.g., this house, that book)
- these, those (e.g., these houses, those books)

### **Interrogatives**

- who, what, which, when, why, where, whose, how
- how many, how much, how long, how far, how old, etc.

### **Pronouns**

#### ° Personal pronouns:

- As subject: I, you, he, she, it, we, they
- As object: me, you, him, her, it, us, them

° Demonstrative pronouns: this, that, these, those (e.g., *This* is the right answer.)

° Possessive pronouns: mine, yours, his, hers, ours, theirs

° Indefinite pronouns: anyone, anybody, anything, everyone, everybody, everything,

° someone, somebody, something, no one, nobody, nothing

° reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

° reciprocal pronouns: each other, one another

° relative pronouns: who, which, that, whose, where (e.g., That is the girl *who* won the prize.

## Adjectives

- adjectives before nouns (e.g., a thin man, a long holiday)
- adjectives after verbs (e.g., The man is thin; the holiday is long)
  
- Some common forms of adjectives (e.g., *beautiful*, *comfortable*, *musical*)
  
- comparative and superlative adjectives
  - regular (e.g., long, longer, longest)
  - irregular (e.g., good, better, best)
  -
- 'more' for comparative adjectives (e.g., more beautiful)
  
- 'most' for superlative adjectives (e.g., most beautiful)
  
- adjectives with -ed/ -ing participle (e.g., The book is interesting/  
The boy is bored)

## Verbs

- lexical verbs (e.g., go, see, run, think, write)
- the forms of a verb (e.g., write, wrote, written, writes, writing)
- regular verbs and irregular verbs: past and past participle forms (e.g., finish/finished/finished; eat/ate/eaten)
- auxiliary verbs:
  - Verbs-to-be (e.g., I *am* running; He *is* sleeping)
  - Verbs-to-have (e.g., He *has* done it; They *have* finished)
  - Verbs-to-do (e.g., He *does* not like it; They *did* not go there)
  
- modal auxiliary verbs: shall, should, will, would, may, might, can, could, must, ought to
  
- Phrasal verbs (e.g., look after, turn on, wake up)

**Subject-verb agreement, e.g.,:**

- The boy is playing in the park.
- The children are playing in the park.

### **Infinitives**

- 'to' infinitive (e.g., He wanted his brother to go to bed early.)
- bare infinitive (e.g., He made his brother go to bed early.)

### **Imperative verb form** (e.g., *Go* to bed early)

### **Tense**

#### ° Simple present:

- for habitual actions (e.g., I go to school every day.)
- for current facts and universal statements (e.g., He speaks three languages/The sun rises in the east.)
- for scheduled future actions/ events (e.g., I leave at 7 o'clock./ The movie begins at half past three.)

#### ° Simple past:

- for completed actions/ events, with or without mention of a specific time (e.g., The movie *started* at half past three/ I saw a tiger this morning.)
- for regular actions in the past (e.g., I *went* to school on foot for six years.)

#### ° Present continuous:

- for actions taking place at the time of speaking (e.g., I am writing a letter./The children are playing in the park.)

#### ° Past continuous:

- for actions that were in progress at some time in the past (e.g., Everyone was walking slowly because the pavements were slippery.)
- for an action that was going on when a second one took place (e.g. I saw a strange man when I was leaving the room.)

#### ° Present perfect:

- for actions in the past that still affect the present (e.g., I have

finished my homework (so I can take a break now))

- for actions begun in the past that have continued to the present and possibly continuing into the future (e.g., I have studied in this school for five years.)

° Future:

- *will/ shall* future (e.g., I will/shall call you tonight/ He will go to Japan next month.)

- *going to* future (e.g., She is going to tell the teacher about it/ They are going to report the case to the police.)

- - Simple Present to express an unchangeable plan (e.g., Tomorrow *is* a holiday.)

° *Used to*

for a regular activity in the past (e.g., I used to go to school on foot (but now I take the bus).)

## **Adverbs**

- Adverbs of place (e.g., there, here)
- Adverbs of time (e.g., soon)
- Adverbs of frequency (e.g., often)
- Adverbs of manner (e.g., quickly)
- Adverbs of degree (e.g., very, really)
- Adverbs emphasizing time relationships (e.g., already, still, yet)
- Adverbs that are also adjectives (e.g., John can run *fast*/ John is a *fast* runner.)

Use of 'more' and 'most' for comparative and superlative adjectives (e.g., carefully, more carefully, most carefully)

## **Prepositions**

- Position and direction (e.g., on the desk; towards the house)
- Time (e.g., on Tuesday; during the week)
- Purpose and means (e.g., for fun, with a pencil)
- Possession (e.g., the book with a red cover)
- Accompaniment (e.g., went with her)

## **Connectors**

- for addition (e.g., and, too, as well as)
- for sequence (e.g., then, while, before)
- for contrast (e.g., but, however, although)
- for reason (e.g., because, as)
- for purpose (e.g., so that, in order to, so as to)
- for condition (e.g., if, unless)
- for cause-and-effect (e.g., so that, therefore, since)
- for showing possibilities (e.g., or)

## **Sentence Structures**

- Simple sentences:
  - Subject + Verb (e.g., The baby is sleeping.)
  - Subject + Verb + Object (e.g., The baby is drinking some milk.)
  - Subject + Verb + Complement (e.g., I am a boy; He is tall; She feels fine.)
  - Subject + Verb + Adverbial (e.g., The baby is sleeping soundly.)
  - There is/are ... (e.g., There is a cat; There are some dogs)
  - It ... (e.g., It is raining.)
  - Subject + Verb + Indirect Object + Direct Object (e.g., They sent him a postcard.)
- Simple sentences with:
  - a direct object (e.g., Tommy asked *the teacher*.)
  - an indirect object (e.g., Tommy asked the teacher a question.)
- Compound sentences: 'and' and 'but' to join two simple sentences



° Various types of complex sentences with If, While, Before, Because, As, Since, Until, Unless, etc.

Forming negative sentences.

Forming Yes/No questions and Wh-questions.

Passive sentences

Direct speech and indirect speech

Conditional sentences:

- factual (e.g., If you heat water to 100 degrees, it boils.)
- predictive (e.g., If it rains, I will stay at home.)
- counterfactual (e.g., If I were you, I would stop going there.)

## Appendix 2: Designing assessments: Principles & Examples

### Part A General questions to guide assessment planning

<b>Purposes and objectives of assessment</b>	<ul style="list-style-type: none"> <li>• Which aspects of language learning do I want to assess?</li> <li>• How does this relate to the learning experience of the children?</li> <li>• What do I want to use the assessment outcomes for?</li> <li>• Who else will use the outcomes? And for what purposes?</li> </ul>
<b>Methods of assessment</b>	<ul style="list-style-type: none"> <li>• How will information be gathered to assess the aspects of language?</li> <li>• How will the information that is collected be interpreted?</li> <li>• How will pupils be involved in gathering the information?</li> </ul>
<b>Quality management in assessment</b>	<ul style="list-style-type: none"> <li>• How can I make sure the assessment is valid?</li> <li>• How can I make sure the assessment is reliable?</li> <li>• How can I make sure the assessment is fair?</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Who will I share the assessment outcomes with?</li> <li>• How will I communicate the outcomes of assessment?</li> </ul>
<b>Uses of assessment</b>	<ul style="list-style-type: none"> <li>• How will the outcomes of assessment inform future teaching, planning and learning opportunities?</li> </ul>
<b>Impact of the assessment</b>	<ul style="list-style-type: none"> <li>• What washback effects from assessment to teaching and learning may occur?</li> <li>• What will the impact be on pupils' motivation?</li> </ul>

### Part B General guidelines for language test item formats

- Is the item format correctly matched to the purpose and content of the item?
- Is there only one correct answer?
- Is the item written at the students' level of proficiency?

- Have ambiguous terms and statements been avoided?
- Have negatives and double negatives been avoided?
- Does the item avoid giving clues that could be used in answering other items?
- Are all parts of the item on the same page?
- Is only relevant information presented?
- Have race, gender, and nationality bias been avoided?
- Has at least one other colleague looked over the items?

### **Part C Guidelines for receptive response items and sample assessment tasks**

Receptive response items like True-False, Multiple-Choice and Matching require students to select a response rather than actually produce one.

Below, for each response format, a checklist is given, which is followed by exemplar assessment items.

#### **C-1 True-False**

*Checklist:*

- Is the statement worded carefully enough so it can be judged without ambiguity?
- Have “absoluteness” clues been avoided?

**Exemplar C-1-1: Please read the following passage and decide whether the statements are true or false.**

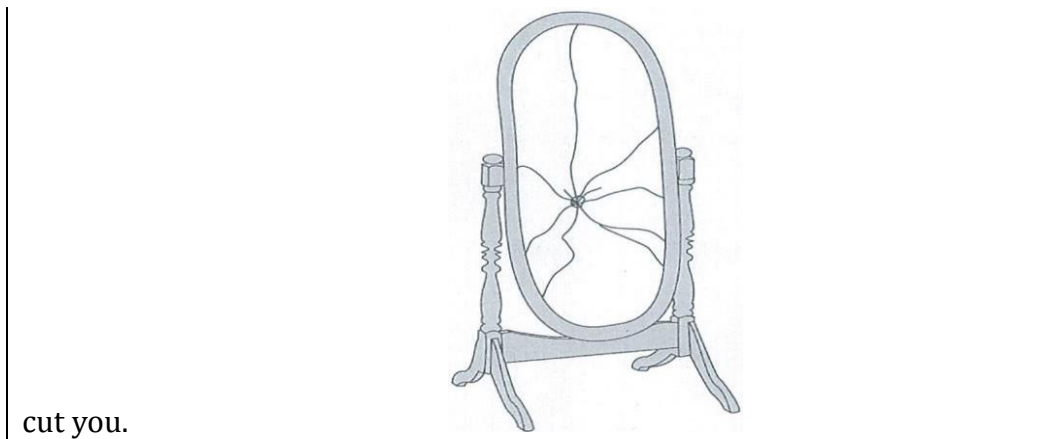
#### **A Broken Mirror and Bad Luck**

Will you have bad luck if you break a mirror? Many people believe this. There is an old story about breaking mirrors.

Long ago, people happened to see their face in ponds and lakes. Some people were frightened. ‘That must be my soul,’ a person would say.

The first mirrors were made of shiny metal. Later, people used glass mirrors. They were careful not to break them. Breaking a mirror could harm the soul. That is how a broken mirror came to mean bad luck. The bad luck is supposed to last for seven years.

You may not believe this story. You may have no bad luck with mirrors. But you should handle mirrors carefully. A broken mirror could



**Write 'True' or 'False'.**

- 1.This passage is not a story about breaking mirrors.
- 2.People happened to see their face in ponds and lakes long ago.
- 3.Breaking a mirror will cause bad luck just because it will hurt the body.
- 4.You should handle mirrors carefully because a broken mirror could cut you.

**Exemplar C-1-2: True or False. In the brackets, write "T" if the statement is true or "F" if the statement is false. If the statement is false, the mistake in the statement and write the correct word(s) on the line. If the statement is true, put a "5c" on the line.**

**Crazy Monday**

Jamie was a Primary 4 student. One Monday morning, Jamie picked up his backpack beside the front door and headed out to catch the school bus. His sister Jessi, who was in the grade below his, picked up her backpack and followed Jamie to the bus stop.

The first lesson of the morning was General Studies. When Jamie looked into his backpack for his General Studies textbook, however, he couldn't find it anywhere. Luckily Jake, who sat at the desk beside him, let Jamie share his book.

English was the next class of the day for Jamie. He found his textbook in his backpack,

however, he realized it was the English textbook he had used the year before. How could this happen?

On his way to the cafeteria at lunch time, Jamb stopped into the restroom to comb his hair. When he reached into his backpack to find his comb, he found Jessi's hairbrush instead! Could Jessi be playing a trick on him?

Then Jamie went to the cafeteria and sat down to eat his lunch when he unwrapped his sandwich, instead of the peanut butter, he found Jessi's favorite, tomatoes and cheese. Jamie's parents knew he didn't like tomatoes. Why would they have given him this sandwich? As he was about to take a bite of the sandwich, Jamie saw Jessi marching towards him. "Can we trade our sandwiches?" she asked. "I hate peanut butter and jelly!"

"Before we exchange our sandwich," said Jamie, "let me give you back your hairbrush. I don't know how it ended up in my backpack, but you may have it hick." Jamie knew from Jessi's look of surprise that Jessi was not the one putting her hairbrush into his backpack.

As Jessi opened her backpack to put her brush away, Jamie began to notice how similar their backpacks looked. They were of the same shape, colour and size. Jeri must have noticed too, because they both exclaimed, "Oh, I've got your backpack!"

1. The schoolbags of Jamie and Jessi were close to each other. ( ) \_\_\_\_\_
2. Jessi loved to eat peanut butter sandwich. ( ) \_\_\_\_\_
3. Jessi met Jamie in the restroom. ( ) \_\_\_\_\_
4. Jamie could not find his General Studies textbook because the book was with Jessi. ( ) \_\_\_\_\_
5. Jamie had his lunch at the tuck shop. ( ) \_\_\_\_\_
6. Jessi played a trick on Jamie. ( ) \_\_\_\_\_

## **C-2 Multiple-Choice**

*Checklist:*

- Have all unintentional clues been avoided?
- Are all of the distracters plausible?
- Has needless redundancy been avoided in the options?
- Has the ordering of the options been carefully considered? Or are the correct answers randomly assigned?
- Have distracters like “none of the above”, “A and B only”, etc. been avoided?

**Exemplar C-2-1: Choose the best answer and write only the letter.**

1. Lily: Do you have any \_\_\_\_\_?

John: Of course. I like playing the piano and basketball.

- A. hobbies
- B. dances
- C. sports
- D. movies

2. Mia: It is really hot outside. What are you going to wear?

Kim: I think I'll wear \_\_\_\_\_.

- A. shoes and socks
- B. a dress and gloves
- C. a scarf and a hat
- D. shorts and a shirt

3. Dad: Henry, come and help me prepare the \_\_\_\_\_. We're going to have dinner soon.

Henry: Ok, Dad. Let me finish this game first, please.

- A. window
- B. desk
- C. bed
- D. table

4. Meggy: “Watch out! You step on my toe.”

Mary: \_\_\_\_\_

- A. I beg your pardon.
- B. I’m so sorry.
- C. I beg to be forgiven.
- D. That’s quite all right.

5. Ellen: “We have to cancel the picnic because of the typhoon.”

Alex: \_\_\_\_\_

- A. Oh, how a pity!
- B. Forget it.
- C. Oh, how dreadful!
- D. It’s all right.

6. A: “Thank you for showing me the way.”

B: “\_\_\_\_\_”

- A. Don’t thank me.
- B. It’s my pleasure.
- C. Don’t be so polite.
- D. It’s nice you thank me.

7. Paul: “How are you getting on?”

Karen: “\_\_\_\_\_”

- A. I am getting on a bus.
- B. Fine, thank you.
- C. I’m getting on nothing.
- D. I’ve got a cold, thank you.

**Exemplar C-2-2: The following passage is followed by a number of**

**questions about it. Please choose the one best answer, A, B, C or D, to each question.**

### **Baba**

Baba is an African boy. He is ten years old and he lives in a small but near a river. He is the oldest child in the family. He has got a grandfather, three younger brothers and two younger sisters. His father is a farmer and his mother is a housewife.

Every morning Baba has to get up early and help his father work in the farm. In the afternoon Baba has to go to the market to buy some food for the dinner. He has to carry his baby sister with him, too. If they do not have enough money, they will eat the sweet potatoes from their own farm. If there are not enough sweet potatoes for them to eat, he has to go to bed with empty stomach.

Although Baba is a clever boy, he cannot go to school. He has to look after his younger brothers and sisters.

**Choose the best answer and write down the letter.**

1. Baba and his families live in \_\_\_\_\_.  
a. Africa  
b. Asia  
c. India  
d. America
2. \_\_\_\_\_ goes to the market to buy food every day.  
a. Baba's father  
b. Baba's mother  
c. Baba's sister  
d. Baba
3. Baba's father works in a \_\_\_\_\_.  
a. school  
b. farm  
c. market  
d. factory

### **C-3: Matching**



*Checklist:*

- Are there more options than premises?
- Are options shorter than premises to reduce reading?
- Are the options and premise lists related to one central theme?

**Exemplar C-3-1: Match the words with the meanings and write the letters in the boxes below.**

- |               |  |
|---------------|--|
| 1. companions | (a) adapted or designed for actual use; useful         |
| 2. practical  | (b) a person who joins together with another or others |
| 3. swamps     | (c) changed by man from a wild state into disciplined  |
| 4. tame       | (d) a tract of wet, spongy land, often with vegetation |
| 5. basic      | (e) of, being, or serving as a starting point          |

1.	2.	3.	4.	5.
----	----	----	----	----

**Exemplar C-3-2: Match the names with the mysteries on the right. Write the letters only.**

- |                                |                                       |
|--------------------------------|---------------------------------------|
| _____ 1. Sphinx                | a. enormous temple                    |
| _____ 2. Stonehenge            | b. discovered ancient bones in a cave |
| _____ 3. Angkor Wat            | c. carved in the ground in Peru       |
| _____ 4. Henry Mahout          | d. circle of massive stones           |
| _____ 5. Nazca lines           | e. abandoned city                     |
| _____ 6. Machu Picchu          | f. cave with ancient paintings        |
| _____ 7. Marcelino de Sautuola | g. rediscovered a temple in Cambodia  |
| _____ 8. Altamira              | h. large sculpture in the desert      |
| _____ 9. Yucatan               | i. student wizard                     |

\_\_\_\_\_10. Harry Potter

j. wells with ancient bones

k. Spanish biologist

l. the tallest man in the world

### **Part D Guidelines for productive response items.**

Productive response items including *fill-in*, *short-response* and *task* require students to actually produce responses rather than just select them receptively. Below, for each response format, a checklist is given, which is followed by exemplar assessment items.

#### **D-1 Fill-In**

*Checklist:*

- Is the required response concise?
- Is there sufficient context to convey the intent of the questions to the students?
- Are the blanks of standard length?
- Does the main body of the question precede the blank?
- Has a list of acceptable responses been developed?

#### **Exemplar D-1-1: Fill in the blanks with the words given in the box.**

unbelieving	leaflet	responsibility	mosaic	aggressive	dusty
enclosure	bare	catch	light-hearted	evacuated	ceremony
guides	approaching				

1. After the volcano eruption, all the people are \_\_\_\_\_to safety.
2. He\_\_\_\_\_ her to the front row and sat beside her.
3. My bookshelf was all \_\_\_\_\_, so I cleaned it up.
4. Some young pandas are very \_\_\_\_\_ when they feel threatened.
5. Kintu often look off his shoes and ran in his\_\_\_\_\_ feet.
6. We could just see the train\_\_\_\_\_ in the distance.

7. A boy fell into the panda \_\_\_\_\_ by accident, but the panda did not hurt him.
8. Every student has the \_\_\_\_\_ to keep the school estate clean.
9. We received a \_\_\_\_\_ about dengue fever yesterday.
10. I have to give a speech at the graduation \_\_\_\_\_.
11. A \_\_\_\_\_ uses small pieces of colored glass or stone to make a picture.
12. I could not \_\_\_\_\_ the bus this morning, so I am late for school.

**Exemplar D-1-2: Fill in each blank with the correct possessive adjective from the box.**

my	your	his	her
its	our	their	

1. That is a dog. \_\_\_\_\_ tail is long
2. Victoria has a sister. \_\_\_\_\_ name is Renee.
3. We are Coco and Yoyo. This is \_\_\_\_\_ room.
4. You have a cat. \_\_\_\_\_ cat is grey.
5. This is John. \_\_\_\_\_ father is a policeman
6. These are my classmates. \_\_\_\_\_ names are Anna and Faye.
7. I walk to the park every day. The park is next to \_\_\_\_\_ house.

**Exemplar D-1-3: Rearrange the following words in the correct sentence order:**

1. did / have / yesterday / Where / dancing / Karen / lesson / ?

---

2. tall / when / five / you / were / you / How / were / ? \_\_\_\_

---

3. candies / uncle / some / last / us / weekend / brought / My / .

---

4. over / jumped / thief / fence / the / The/ .

---

**Exemplar D-1-4: Rewrite the following by joining the given sentences with suitable conjunctions. You may leave out some words if necessary.**

**[SRLP4]**

1. I like sugar in my tea. I don't like milk in it.

---

2. Listen to the story. Answer the following questions.

---

3. Is it Thursday today? Is it Friday today?

---

4. He was late. The bus didn't come.

---

5. The weather was very bad. They stayed at home.

---

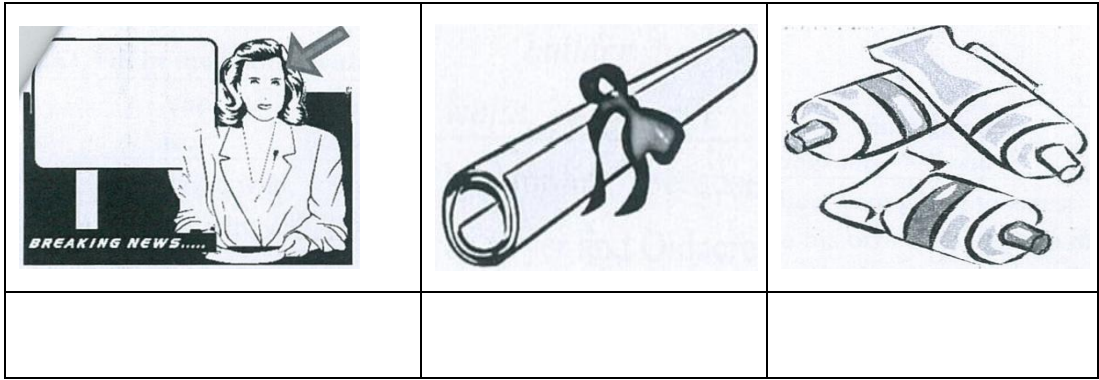
**Exemplar D-1-5: Fill in the blanks with personal pronouns or possessive adjectives.**

1. Baby birds cannot fly. Their mother has to feed\_\_\_\_\_
2. Jenny and I are sisters.\_\_\_\_\_ share a bedroom together.
3. If we ask her, she will teach\_\_\_\_\_ how to play chess.
4. 'Children, \_\_\_\_\_ are making too much noise!' said the teacher.
5. May\_\_\_\_\_ borrow \_\_\_\_\_ pen?
6. The teacher told me not to bring\_\_\_\_\_ cell phone to school.
7. Jose and Maria are dancers.\_\_\_\_\_ elder brother is a singer.
8. I'm not happy with the children. They don't listen to\_\_\_\_\_.
9. Tony isn't well. Dad is taking\_\_\_\_\_ to see a doctor.
10. Billy likes football, \_\_\_\_\_ favorite team is Manchester United.
11. I have a dog. She is big and\_\_\_\_\_ name is Jane.

**Exemplar D-1-6: Fill in the blanks with the correct forms of the verbs given.**

1. \_\_\_\_\_ Tom \_\_\_\_\_ (wash) his face at seven o'clock yesterday?
2. Listen! Your dog \_\_\_\_\_ (bark).
3. I \_\_\_\_\_ (not have) money. I cannot buy this book.
4. Jenny and I \_\_\_\_\_ (clean) the living room last week.
5. \_\_\_\_\_ Lisa \_\_\_\_\_ (get) up early every day?

**Exemplar D-1-7: Write the vocabulary for the following pictures.**



**Exemplar D-1-8: Fill in the blanks with the correct form of verb.**

Simple Present Tense	Simple Present Tense (3 <sup>rd</sup> Person Singular)	Present Continuous Tense (is/am/are/+.....)
climb	1.	2.
3.	flies	4.
knock	5.	6.
7.	8.	washing
run	9.	10.
11.	12.	teaching
study	13.	14.
15.	grows	16.

**D-2 Short-Response**

*Checklist:*

- Is the item formatted so that only one relatively concise answer is possible?

- Is the item framed as a clear and direct question?

**Exemplar D-2-1: Answer the questions**

**with short answers according to the prompts.**

1. Are you going to play volleyball?

(✓)

Ans. \_\_\_\_\_

2. Are they going to have piano lessons? (x)

Ans. \_\_\_\_\_

3. Is Sam going to visit his grandparents? (✓)

Ans. \_\_\_\_\_

4. Is Dad going to go to the party with us? (x)

Ans. \_\_\_\_\_

**Exemplar D-2-2: Read the menu. Answer the questions.**

1. Are there any desserts on the menu?

Ans: \_\_\_\_\_

2. Is there any seafood salad on the menu?

Ans: \_\_\_\_\_

3. Is there any taro cake on the menu?

Ans: \_\_\_\_\_

<u>MENU</u>	
<u>Sandwiches</u>	<u>Soups and Salads</u>
Cheese	Chicken Soup
Tuna	Tomato Soup
Beef	Fruit Salad
<u>Side Orders</u>	Seafood Salad
Chips	
Pickles	<u>Drinks</u>
Beans	Lemon Tea
<u>Desserts</u>	Orange Juice
Ice Cream	Milkshake
Apple Pie	
Cheesecake	

4. Are there any burgers on the menu?

Ans: \_\_\_\_\_

5. Is there any hot chocolate on the menu?

Ans: \_\_\_\_\_

**Exemplar D-2-3: Read the following passage carefully**

**Tourism**

Every year, millions of people travel around the world to visit the islands in the Caribbean Sea. But is it a good thing?

There are some very good things about tourism in the Caribbean islands. Firstly, it is good for people to see the culture and history of other places. Secondly, tourists spend money in hotels, restaurants and shops. This is good for local people. Thirdly, tourism often means that better roads and airports are built, which is also good for local people.

However, not everything about tourism in the Caribbean islands is good. Firstly, tourists can make peaceful places busy and noisy because there are more people, cars and planes than before. Secondly, tourism can destroy wildlife because hotels are sometimes built on their natural habitat.

Finally, many foreign businesses own the hotels, shops and restaurants. So, sometimes big companies get all the money, not the local people.

It seems to me that although tourism can be good for islands in the Caribbean, it can have bad sides too. In my opinion, it's always important for tourists to respect the local culture.

**a. Answer the following questions in complete sentences.**

1. Where do tourists often spend money?

Ans. \_\_\_\_\_

2. How does tourism hurt wildlife?

Ans.

\_\_\_\_\_

3. What is good about tourism in the Caribbean islands?

Ans. \_\_\_\_\_



4. Where do you like to travel? Why?

Ans.

---

### D-3 Task

*Checklist:*

- Is the student's task clearly defined?
- Is the task sufficiently narrow (and/or broad) for the time available?
- Have scoring procedures been worked out in advance with regard to the approach that will be used?
- Have scoring procedures been worked out in advance with regard to the categories of language that will be rated?
- Have scoring procedures been clearly defined in terms of what each score within each category means?
- Is scoring to be as anonymous as possible?

**Exemplar D-3-1: There is a wrong tense in each sentence. Circle it and write the correct one on the line.**

1. I have not do my homework yet. \_\_\_\_\_
2. Emilia lives in Macao for ten years. \_\_\_\_\_
3. The children played outside the house  
now. \_\_\_\_\_
4. He wears a new T-shirt yesterday. \_\_\_\_\_
5. Listen! Someone knock on the door  
outside. \_\_\_\_\_
6. Have you ever be to Scotland? \_\_\_\_\_

7. Someone has steal my wallet. \_\_\_\_\_
8. Henry is a firefighter since 2006. \_\_\_\_\_
9. Josephine plays tennis with her friend  
last Friday. \_\_\_\_\_
10. Susan has just finish her works. \_\_\_\_\_

**Exemplar D-3-2: There is ONE mistake in each of the following sentences. Pick out the mistake and correct it.**

1. My brother isn't like sports.  
\_\_\_\_\_
2. My brother was so exciting when he was playing with his new toys.  
\_\_\_\_\_
3. My mother hanged the clothes outside last night.  
\_\_\_\_\_
4. The wind is blowing stronglier than it did just now.  
\_\_\_\_\_
5. There is a man at the door. Do you know he?  
\_\_\_\_\_



**Exemplar D-3-3: Look and write.**

1. What does she do?

2. What does he do?

**Exemplar D-3-4: Matthew is writing a letter to his parents. Help him to finish it using the correct pronouns and possessive adjectives.**



Dear Daddy and Mummy,

I am setting on well in Peace Town. (1)\_\_\_\_\_ have a new Mend called Tommy. He and (2)\_\_\_ family treat(3)\_\_\_\_\_ well. I am staying at (4)\_\_\_\_\_home now. Every day, I help (5)\_\_\_\_\_with the housework and they often show (6)\_\_\_\_\_around at weekends.

Tommy wants to go to (7)\_\_\_\_\_ town during the summer holidays. Do you think he can stay with (8)\_\_\_\_\_? I can share(9)\_\_\_\_\_ bedroom with (10)\_\_\_\_\_.

Love,

Matthew

### APPENDIX 3: BAA-aligned Lesson Plans

#### Sample 1: 2015-2016 Lesson Plan

<b>School name:</b> Sacred Heart Canossian College (English Section)	<b>Subject:</b> English	
<b>Class:</b> 1C	<b>Room:</b> A202A	
<b>Number of students:</b> 42		
<b>Date:</b> 16/5/2016	<b>Time:</b> 9:40 ~ 10:20 (40 minutes)	
<b>Topic:</b> Grammar Zone (Sentence Structure: Is there? & Are there?) <b>(This is the <u>second</u> period of this topic.)</b>		
<b>General goals:</b> <ol style="list-style-type: none"> <li>1. Students will be able to ask questions by using “Is there” or “Are there”</li> <li>2. Students will be able to give proper responses to the questions</li> </ol>		
<b>Specific objectives:</b> (By the end of the lesson, students will be able to...)	<b>Coding of the Requirements of BAA</b>	<b>Goal attainments within this level</b>
<ol style="list-style-type: none"> <li>1. Ask questions correctly about what is in a place by using “Is there...”, or “Are there” with teacher’s support</li> <li>2. Answer questions appropriately about what is in a place by using “<i>there is</i>”/“<i>there are</i>” for affirmative answers, “<i>there isn’t</i>”/ “<i>there aren’t</i>” for negative answers</li> </ol>	B-1-3	Actively respond to teachers’ questions and participate in classroom
	A-1-7	Listen attentively in order to communicate with others and to give appropriate response
	C-1-7	Understand simple verses, song lyrics and poems under teacher’s guidance
	A-1-5	Understand and respond to simple language of instruction
	B-1-10	Take part in simple conversations on everyday life, with guidance from the teacher
	A-1-9	Demonstrate interest in watching videos

<p><b><u>Preparation</u></b></p> <p><b>-Previous learning:</b></p> <ol style="list-style-type: none"> <li>1. Some animal names. (e.g.. hippo, snake, giraffe, tiger...)</li> <li>2. To say that something exists somewhere by using “there is” (singular) or “there are” (plural).</li> <li>3. “is not”=“isn’t” &amp; “are not”=“aren’t”</li> <li>4. To use <b>a</b> before words beginning with a consonant sound. Use <b>an</b> before words beginning with a vowel sound.</li> </ol> <p><b>-Material and teaching aids:</b></p> <ol style="list-style-type: none"> <li>1. PPT</li> <li>2. Puppets</li> <li>3. Video</li> </ol>		

<b>Timing (approx)</b>	<b>Steps</b>	<b>Class Organizatio n</b>	<b>Purposes</b>
5 mins	<p><b><u>Motivation &amp; Revision</u></b></p> <p>T introduces a new friend to Ss---John</p> <p>Video: “Fun Farm Animal Song” Ss sing aloud the song.</p> <ul style="list-style-type: none"> <li>● Ss clap their hands when they hear the animal names.</li> </ul>	<p>T → C</p> <p>T ↔ Ss</p>	Arouse students’ interest and boost their learning motivation

10 mins	<p><b><u>Development</u></b></p> <p><b>Guessing Game</b></p> <p>T gives some more examples about the usage of “Is there” and “Are there” by playing guessing game.</p> <p>T shows some animal pictures. T will not show the whole picture but only part of it. Then let Ss guess what is in the picture. Ss can ask John (the puppet) whether the animal(s) is (are) in the farm by using “Is there...”/ “Are there...”. John (the puppet) answers students’ questions.</p> <p>(The below dialogue will be shown together with some related pictures.)</p> <p>E.g.</p> <p><b>In the farm...</b></p> <p>Is there a dog? (Yes, there is.)</p> <p>Is there a duck? (Yes, there is.)</p> <p>Is there a pig? (Yes, there is.)</p> <p>Is there an elephant? (No, there isn’t.)</p> <p>Is there a giraffe? (No, there isn’t.)</p> <p>Is there a tiger? (No, there isn’t.)</p> <p><b>In the zoo...</b></p> <p>Are there any hippos? (Yes, there are.)</p> <p>Are there any lions? (Yes, there are.)</p> <p>Are there any snakes? (Yes, there are.)</p> <p>Are there any monkeys? (No, there aren’t.)</p>	<p>T ↔ C</p> <p>T ↔ Ss</p>	<p>Strengthen students’ knowledge on the topic.</p> <p>Give sufficient support to help students become successful communicators</p>
15 mins	<p>Are there any ducks? (No, there aren’t.)</p> <p>Are there any pigs? (No, there aren’t.)</p>	<p>T → Ss</p>	

	<p>T asks Ss to read aloud all these dialogues.</p> <p><b><u>Consolidation</u></b>  <b>Game: “What’s in my mind?”-Part I</b>  T shows four pictures on the screen. T invites some Ss come out (one student each time). The student needs to cover her eyes and teacher points to one picture on the screen(the one who comes out doesn’t know what the picture is while the rest of the class knows the picture).</p> <p>The student needs to ask questions by using “Is there...”/ “Are there...”, then the rest of the class gives answers by using “Yes(No), there is(isn’t).”or“ Yes(No), there are(aren’t).”  The one who asks fewer questions and get the correct answer wins the game.</p> <p><b>“What’s in my mind?”- Part II</b>  Ss have oral practice with their partners.</p>	<p>Ss ↔ Ss</p> <p>Ss ↔ Ss</p>	<p>Consolidate what students have learnt using activity approach</p> <p>Encourage students to share their ideas and reactions</p>
5 mins	<p><b><u>Conclusion:</u></b>  <b>Mini Challenge</b>  Guide students the sum up the lesson by answering some questions.</p>	<p>Ss ↔ Ss</p>	<p>Guide the students to become independent learners by self-reflecting.</p>
	<p><b><u>Assignments:</u></b>  Do Grammar Zone P. 29 (Ex. 4)</p>	<p>T ↔ Ss</p>	<p>Do exercises in the book to reinforce their knowledge.</p>
<p><b><u>Materials</u></b></p> <ol style="list-style-type: none"> <li>1. PPT</li> <li>2. Puppets</li> <li>3. Video</li> </ol>			
<p><b><u>Assessment</u></b></p>			



Test Grammar Zone Lesson 10 "Is there" and "Are there"

## Sample 2: 2015-2016 Lesson Plan

<b>School name:</b> Sacred Heart Canossian		<b>Subject:</b> English	
<b>College (English Section)</b>			
<b>Class:</b> 2C	<b>Room:</b> A202A		
<b>Number of students:</b> 42			
<b>Date:</b> 13/5/2016		<b>Time:</b> 9:40 ~ 10:20 (40 minutes)	
<b>Topic:</b> Where does she work? <b>(This is the <u>second</u> period of this topic.)</b>			
<b>General goals:</b> 1. Students can talk about their parents' jobs or work. 2. Students can ask and answer questions using the question word "Where".			
<b>Specific objectives:</b> (By the end of the lesson, students will be able to...)	<b>Coding of the Requirements of BAA</b>		
	1. Use the words (jobs, workplaces and family members) learnt to write a dialogue carried out by playing different roles in class 2. Identify different work places and jobs.	B-1-10	Take part in simple conversation on everyday life, with guidance from the teacher
		B-1-11	Participate in simple role-play with guidance from the teacher
		A-1-7	Listen attentively in order to communicate with others and to give appropriate response
		A-1-9	Demonstrate interest in watching videos
		C-2-16	Demonstrate understanding of texts through different presentation formats
		D-1-5	Apply previously- learnt vocabulary in writing sentences and questions

**Preparation**

**-Previous learning:**

1. Names of some jobs: policeman, fireman, pilot, teacher, doctor, nurse, etc.
2. Family members: dad, mum, grandpa, grandma, etc.
3. Give short answers to Yes/No questions

**-Material and teaching aids:**

- PPT
- Flash card
- Printout dialogue slip

Timing (approx )	Steps	Class Organization	Purposes
	<p><b><u>Motivation &amp; Revision</u></b></p> <p>Show flash cards of some places and let Ss tell T the places in English.</p> <p>Show some flash cards of some jobs and let Ss match the jobs with the places.</p>	T ↔ C	Recall the names of jobs learnt and recognize the names of different places
	<p><b><u>Development</u></b></p> <ol style="list-style-type: none"> <li>1. Watch the video about the story on page 64. Focus on Pic 1 and 2, let Ss role play the 2 boys.</li> <li>2. Let Ss make dialogues about their own dads in pairs. Have pair-work presentation in class.</li> <li>3. Focus on pic 4, let Ss make questions and answers about their own mums.</li> <li>4. T simplifies the dialogues of pic 1, 2 and 4, and let Ss make up their own dialogues about their dads and mums in pairs. Then let them present in class.</li> </ol>	<p>T → C</p> <p>Ss → Ss</p> <p>Ss → C</p>	<p>Let Ss speak more in class and show self-confidence in communicating with others.</p> <p>Contribute their own ideas and show organization when presenting.</p>
	<p><b><u>Consolidation</u></b></p> <p>Ss need to write down the dialogues in the bubbles on the paper.</p>	Ss → Ss	Guide the students to creative simple conversation on the topic with teacher's support and prompts given.
	<p><b><u>Conclusion:</u></b></p> <p>With PPT, T helps Ss understand that they</p>	Ss → Ss	Lead the students to become

	should not give Yes/No answers to questions with the question word “Where”. They should give specific answers using the “place” words learned. T guides Ss find out the differences between different types of questions.		independent learners by self-reflection
	<b><u>Assignments:</u></b> Do Family and Friends (2) Workbook page 64 Ex. 1, 2 + page 65 Ex. 1	T ↔ Ss	Do exercises in the book to reinforce their knowledge.
<b><u>Materials</u></b>			
<ul style="list-style-type: none"> <li>- PPT</li> <li>- Flash card</li> <li>- Printout dialogue slip</li> </ul>			
<b><u>Assessment</u></b>			
Test FF. Unit 2 book and workbook			

### Sample 3: 2015-2016 Lesson Plan

<b>Name of school:</b> Colégio Dom Bosco (Yuet Wah)		<b>Subject:</b> English
<b>Class:</b> P3A		<b>Room:</b> Room 203
<b>Number of students:</b> 34		
<b>Date:</b> 5 <sup>th</sup> November, 2015		<b>Time:</b> 9:00 a.m. ~ 9:35 a.m. (35 minutes)
<b>Topic:</b> Superheroes <b>(This is the <u>2nd</u> period of this topic.)</b>		
<b>General goals:</b> <ul style="list-style-type: none"> <li>➤ Students will be able to name and identify some electrical appliances by learning and using the words for them.</li> <li>➤ Students will be able to tell the functions of different appliances.</li> <li>➤ Students will be able to make sentences using the correct sentence structure. ('We use ... to ...' ) e.g. "We use <u>a microwave oven to cook and heat food quickly.</u>" "We use <u>a blender to mix food or liquid together.</u>"</li> </ul>		
<b>Analysis of main points and difficult points / Anticipated problems:</b> <b>Main point:</b> Students need to identify the different electrical appliances and their functions. <b>Difficult point:</b> Students often make mistakes when using "to-infinitive".		
<b>Specific objectives:</b> By the end of the lesson, students will be able to <ul style="list-style-type: none"> <li>● talk about the household items and electrical appliances in their own houses.</li> <li>● introduce the functions of different electrical appliances.</li> <li>● Talk about their own kitchens (with a simple drawing ) and</li> </ul>	<b>Coding of the Requirements of BAA</b>	<b>Goal attainments within this level</b>
	A-1-7	Listen attentively in order to communicate with others and to give appropriate response.
	A-1-10	Understand simple descriptions and stories with teacher support.
	B-1-8	Briefly describe familiar objects and matters in daily life in simple sentences.
	C-1-4	Use various clues to guess the meaning of new words.

write sentences about the functions of the electrical appliances in their home kitchens .	D-1-5	Apply previously-learnt vocabulary in writing sentences and questions.
	D-1-7	Write simple sentences to describe pictures and on familiar topics.
<p><b><u>Preparation</u></b></p> <p><b>-Previous learning:</b></p> <p>1) how to name and identify the words for different rooms in a house (bedroom, bathroom, living room, kitchen and dining room)</p> <p>2) how to say and write complete sentences about what people do at home</p> <p>3) how to name and identify the words for household items (a curtain, a drawer, a carpet, an armchair, a cushion, a pillow, a bathtub, a stool, a dining table, a bookcase)</p> <p><b>-Material and teaching aids:</b></p> <ul style="list-style-type: none"> <li>* Riddle cards</li> <li>* Word cards</li> <li>* Phrase cards</li> <li>* Picture cards</li> <li>* PowerPoint</li> <li>* Wall picture</li> <li>* Worksheet</li> </ul>		

Timing (approx )	Steps	Class Organizatio n	Purposes
2 min	<p><b><u>Motivation&amp; Revision</u></b></p> <p>1) T tells riddles and asks C to guess the vocabulary about different rooms and household items.</p>	<p>T → C</p> <p>C → T</p>	<p>1) To recall C's memory of the target vocabulary items learnt in the previous lessons.</p>
5 min	<p><b><u>Development</u></b></p> <p><b>Brainstorming:</b></p> <p>2) T sets a scene and asks C questions about the electrical appliances that they need when cooking.</p> <p>→ T: "Today we are going to make different dishes and drinks in the kitchen. Do you know what kinds of electrical appliances we need?"</p> <p>→ T: "Now we are going to boil some water. What kind of electrical appliances do we need?" <i>(T then shows the picture card of a kettle)</i></p> <p>→ T: "Suppose we want to make egg toasts. What kind of electrical appliances do we need to make slices of bread brown and crispy?" <i>(T then shows the picture card of a toaster)</i></p> <p>→ T: "I want to drink some coffee. What kind of electrical appliances do I need?" <i>(T then shows the picture card of a coffee)</i></p>	<p>T → C</p> <p>C → T</p> <p>T → Ss</p> <p>Ss → T</p>	<p>2)</p> <ul style="list-style-type: none"> <li>● To arouse C's learning interest.</li> <li>● To carry out the main theme "Electrical Appliances".</li> </ul>

<p>4 min</p>	<p><i>maker</i>)</p> <p><b>Presentation:</b></p> <p>3) Matching word cards with pictures.</p> <p>→ T shows C a picture of a kitchen with different kinds of electrical appliances and some word cards (names of electrical appliances).</p> <p>→ T asks Ss to match the word cards with the pictures of the electrical appliances.</p>	<p>T → C</p> <p>C → T</p> <p>T → Ss</p>	<p>3)</p> <ul style="list-style-type: none"> <li>● To arouse C's learning interest.</li> <li>● To help C name these electrical appliances correctly.</li> </ul>
<p>9 min</p>	<p><b>Practice:</b></p> <p>4) Sentence making</p> <p>→ T shows C phrase cards with the functions of different electrical appliances.</p> <p>→ T shows C a sentence structure on board and asks Ss to put word cards and phrase cards correctly in order to make a complete sentence.</p> <p>1) "We use <u>a toaster</u> to <u>make slices of bread brown and crispy.</u>"</p> <p>2) "We use <u>a microwave oven</u> to <u>cook and heat food quickly.</u>"</p> <p>3) "We use <u>a kettle</u> to <u>turn tap water into hot water.</u>"</p> <p>4) "We use <u>a rice cooker</u> and <u>steam</u> to <u>make rice soft.</u>"</p> <p>5) "We use <u>an oven</u> to <u>bake food.</u>"</p> <p>6) "We use <u>a coffee maker</u> to <u>make coffee.</u>"</p>	<p>T → C</p> <p>C → T</p> <p>T → Ss</p> <p>Ss → T</p> <p>Ss → Ss</p>	<p>4)</p> <ul style="list-style-type: none"> <li>● To present the sentence structure clearly to C.</li> <li>● To introduce C the functions of the electrical appliances.</li> </ul>



9 min	<p>7) “We use <u>a blender to mix food or liquid together.</u>”</p> <p>→ T also teaches C to read the sentences aloud.</p> <p><b>Production:</b></p> <p>5) Peer-Practice (Consolidation of Sentence Structure)</p> <p>→ Ss work in pairs. T gives each pair several picture cards, asks them to take turn to pick one of the cards and practice asking and answering questions. e.g. S1 picks a picture card of a cup of coffee and asks S2: “What kind of electrical appliances do we use to make coffee?” S2: “We use a coffee maker to make coffee.”</p> <p>→ T asks several pairs of Ss to describe their own kitchens in class,</p>	Ss → Ss	<p>5)</p> <ul style="list-style-type: none"> <li>● To provide opportunities for C to practice, recognize and use the language form through practice.</li> <li>● To get C familiar with the form of the sentence structure.</li> <li>● To provide opportunities for Ss to engage themselves in peer learning.</li> </ul>
3 min	<p><b>Conclusion:</b></p> <p>6) T shows pictures of electrical appliances and asks C to tell the functions of those electrical appliances.</p>	<p>T → C</p> <p>C → T</p>	<p>6)</p> <ul style="list-style-type: none"> <li>● To make sure C can produce the target structure correctly.</li> <li>● To consolidate C’s knowledge of the target sentence structure and to help them use this language form correctly.</li> </ul>
3 min	<p><b>Assignments:</b></p> <p>7) Creating their own kitchens</p>	T → C	7)

	<p>→ T asks Ss to design and draw a dream kitchen with different kinds of electrical appliances individually. Ss need to write about the functions of the electrical appliances.</p> <p>→ T asks Ss to introduce their own kitchens to C in the next lesson.</p>		<ul style="list-style-type: none"> <li>● To make sure C can produce the target structure correctly.</li> <li>● To consolidate C's knowledge of the target sentence structure and to set them using the language form.</li> <li>● To make sure that Ss can produce the target sentences.</li> </ul>
<p><b><u>Assessment</u></b></p>			

**Sample 4: 2015-2016  
Lesson Plan**

<b>School name: Colégio Dom Bosco ( Yuet Wah )</b>		<b>Subject: English</b>
<b>Class: P 4A</b>		<b>Room: Room 215</b>
<b>Number of students: 34</b>		
<b>Date: 5<sup>th</sup> September, 2015</b>		<b>Time: 9:40 ~ 10:15 (35 minutes)</b>
<b>Topic: I help at home!</b> <b>(This is the first period of this topic.)</b>		
<b>General goals:</b>		
<ul style="list-style-type: none"> <li>➤ Students will be able to use the vocabulary items/words relating to housework.</li> <li>➤ Students will be able to use the simple present tense to ask and talk about the routine housework that one has to do.</li> </ul>		
<b>Analysis of main and difficult points/ Anticipation problems:</b>		
<b>Main points:</b> 1. Students learn to name different housework items correctly. 2. Students learn to use simple present tense to talk about the housework that one has to do.		
<b>Difficult points:</b> Students often make mistakes with plural forms and articles. For example: <u>a</u> mop, <u>a</u> bucket, rubber gloves, scrubbing brushes.		
<b>Specific goals:</b> By the end of the lesson, students will be able to use the simple present tense to talk and write about the housework items that people use to help out at home.	<b>Coding of the Requirements of BAA</b>	<b>Goal attainments within this level</b>
	A-2-12 A-2-13	<ul style="list-style-type: none"> <li>● Listen to others patiently and show respect for their points of view.</li> <li>● Understand daily conversations that take place in familiar situations.</li> </ul>
	B-2-3 B-2-6	<ul style="list-style-type: none"> <li>● Show organization when presenting ideas.</li> <li>● Share personal experiences with some details.</li> </ul>
	C-2-5	<ul style="list-style-type: none"> <li>● Read aloud texts with meaning.</li> </ul>

	C-2-9	<ul style="list-style-type: none"> <li>● Recognize previously learned vocabulary and expand vocabulary knowledge through reading.</li> </ul>
	D-2-5	<ul style="list-style-type: none"> <li>● Write simple narratives and descriptions, or more elaborate narratives and descriptions with teacher support.</li> </ul>

## **Preparation**

### **-Previous learning:**

Students have learned:

1. how to name and identify the words for the household items (bucket, brush, rubbish bins, mops, cloths, vacuum cleaner)
2. the question-word “What …?” “Why …?” “How …?” “Where …?”
3. how to use the simple present tense to express the chores they do/ help at home

### **-Materials and teaching aids:**

1. Word cards
2. Picture cards
3. Whiteboard
4. Whiteboard pens
5. Projector
6. PowerPoint
7. Chalk
8. Blackboard
9. Realia: Housework items (broom, bucket, dustpan, feather duster, mop, pedal bin, rubber gloves, scrubbing brush)
10. A set of guessing game cards
11. A set of paper strips (the names of the housework items, the pictures of the housework items and the description(s) of housework items)

Timing (approx )	Steps	Class Organizatio n	Purposes
4 min	<p><b><u>Motivation: Warm-up</u></b></p> <p>1. T brings the housework items to class. T uses a broom and a dustpan to clean a part of the classroom. T: I like doing housework.</p> <p>2. T asks Ss questions about their likes/dislikes of doing housework. T: Do you like doing housework? Why? T: What housework do you help with at home?</p>	<p>T → Ss</p> <p>T → Ss</p> <p>Ss → T</p>	<p>1. To introduce the topic of this lesson.</p> <p>2. To activate prior knowledge about housework.</p>
<p>4 min</p> <p>5 min</p> <p>8 min</p> <p>2 min</p>	<p><b><u>Development</u></b></p> <p>3. T puts the housework items near the teacher's desk.</p> <p>4. T asks Ss about the function of each housework item.</p> <p>5. T shows picture cards and asks Ss to name each piece of housework.</p> <p>6. Guessing Game: Housework items S1 picks up one of the description cards of each household item. S1 reads it aloud. The class guesses the name of the household item.</p> <p>7. Ss read out the names of the items. Ss put the Picture Cards and the corresponding Word Cards side by side on the board.</p>	<p>T → Ss</p> <p>T → Ss</p> <p>T → Ss</p> <p>T → Ss Ss → Ss</p> <p>Ss → Ss</p>	<p>3. To arouse Ss' interest in this topic.</p> <p>4. To arouse Ss's interest in this topic.</p> <p>5. To learn the names of different housework items.</p> <p>6. To provide opportunities for Ss to practice.</p> <p>7. To get Ss familiar with the names of the housework items.</p>

2 min	8. T invites Ss to read all the housework items after T.	T → Ss	8. To ensure Ss' correct pronunciation of the target vocabulary items.
5 min	9. Ss work in pairs. T gives each group a set of paper strips which include the names of the housework items, the pictures of the housework items and the description(s) of housework items. T asks Ss to put the names, the pictures and the descriptions of the housework items to the corresponding columns.	T → Ss Ss → Ss	9. To engage Ss in pair-work . To consolidate Ss' knowledge of the target vocabulary items.
3 min	<b><u>Conclusion:</u></b> 10. T asks Ss to go around the classroom to ask their classmates about what kind of housework items they would like to use to help out at home.	Ss → Ss	10. Allow time for Ss interactions.
2 min	<b><u>Assignments:</u></b> 11. Ss draw two housework items that they would like to use to help out at home and write the description(s) of the items.	T → Ss	11. To further consolidate Ss' knowledge on the topic.

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### Sample 5

<b>Name of School: Colegio de Santa Rosa de Lima English Secondary</b>		
<b>Subject: English</b>		
<b>Class: P5 Charity</b>	<b>Room: ---</b>	
<b>Number of students: 34</b>		
<b>Date: 6 April 2016</b>	<b>Time: 2:00 - 2:40 (40 minutes)</b>	
<b>Topic: "A World of Records" (pg 74, 75)</b> This is the 1st lesson of this topic.		
<b>General goal:</b> <ul style="list-style-type: none"> <li>◆ SS get some general ideas and talk about world records</li> <li>◆ SS read and talk about animal records</li> </ul>		
<b>Analysis of main and difficult points / Anticipated problems:</b> There are many new terms/words and new information about the world records.		
<b>Specific goals/Objectives:</b> (By the end of the lesson, students will be able to ...)	<b>Coding of the Requirements of Basic Academic Attainments</b>	<b>Goal attainments within this level</b>
1. use comparisons with the 'most/fewest'+ noun	C-2-8	Have an awareness of how ideas in a text are developed
2. use comparisons with adjectives:-est	C-2-8	Have an awareness of how ideas in a text are developed
<b><u>Preparation</u></b> <b>-Previous learning:</b>		



Students were asked to find out some world records.

**-Material and teaching aids:**

- ◆ **Backpack Gold 6**
- ◆ **CD-ROM**
- ◆ **Smart board (powerpoint)**
- ◆ **Blackboard**

Timing (approx)	Steps	Class Organization/Interactions	Purposes
5'	<p><b><u>Motivation</u></b> Students share what world records they have found.</p>	Ss ---> C	-to arouse students' interest in this topic and let them involve.
5'	<p><b><u>Development</u></b> 1. Listen to the song on pg 74</p>	T ---> C	-pay attention to the song
8'	2. Discuss the song (for example, Who was the tallest person?)	C <---> T	- learn the usage of 'the most', 'the fewest', '-est'
2'	3. Show powerpoint of unfamiliar objects (for example, some Indian films)	T ---> C	- understand the content of the song
5'	4. Look at the pictures on pg 75 and ask students to name the animals.	T < ---> C	- learn the animals' names
5'	5. Listen to the audio	T ---> C	- listen to native speakers and get the information
5'	6. Ask students questions and make sure they understand the content (for example, What is the fastest fish?)	T <----> C	- learn the usage of the most, the fewest, -est

5'	<u><b>Conclusion</b></u> Ask students to make questions using the most, the fewest, -est	T <---> C	Apply the usage
5'	<u><b>Assignments</b></u> Wbk pg 73, 74	T <---> C	To reinforce students' knowledge on the topic taught
<u><b>Record (photos, PowerPoint)</b></u> Powerpoint of pg 74			

Sample 6

<b>Name of School: Colegio de Santa Rosa de Lima English Secondary</b>		
<b>Subject: English</b>		
<b>Class: P6C</b>	<b>Room: 307</b>	
<b>Number of students: 28</b>		
<b>Date: 9th May ,2016</b>	<b>Time: 8:30 ~ 9:10 (40 minutes)</b>	
<p><b>Topic: Good Buy - Vocabulary</b></p> <p><b>(This is the 1st lesson for this topic)</b></p> <p><b>The topic 'A famous shop' covers 2 lessons. The objective of the 1st lesson is to learn new vocabulary of clothes. The 2nd lesson is to read and compare the shopping habits of British teenagers.</b></p>		
<p><b>General goal:</b></p> <p>This lesson is about clothes. The goal is to make the students learn to identify different clothes and apply the new words learned in daily conversation.</p>		
<p><b>Analysis of main and difficult points / Anticipated problems:</b></p> <p>Students may encounter difficulties in identifying different kinds of clothes. Some of them may have little or no interests in fashion or clothes. Moreover, they have to memorize and master some new words in a short period of time. In order to overcome these difficulties, pictures and activities have to be given to arouse their interests in clothes so that they can apply the knowledge and skills in their daily lives.</p>		
<b>Specific goals/Objectives:</b> (By the end of the lesson, students will be able to ...)	<b>Coding of the Requirements of Basic Academic Attainments</b>	<b>Goal attainments within this level</b>
1. Apply new vocabulary in sentences by using suitable adverbs.	B-2-4	Show an acceptable level of grammatical accuracy when communicating.
2. Get the key words about clothes for the correct answer.	A-2-14	Understand subject matter in the content

		area that is delivered in English.
<p><b><u>Preparation</u></b></p> <p><b>-Previous learning:</b> Warm-up activity</p> <p><b>-Material and teaching aids:</b> -Powerpoint -Gateway textbook</p>		

Timing (approx )	Steps	Class Organization/Interactions	Purposes
4'       3'	<p><b><u>Motivation</u></b></p> <p>T: Today we are going to learn some new words for clothes. Do you have a big wardrobe at home? Look at me now, can you tell us about what I am wearing?</p> <p>Ss raise their hands to answer the teacher's question.</p> <p>T: Let's do a warm-up exercise. Skim through the words in your book. Circle the words that you don't know.</p> <p>T: Time's up! How many circles do you get?</p> <p>Ss compare their circles with those of their classmates.</p>	T <--> Ss       T <--> C	Get Ss interested in this topic.       To have a self-check on the previously learnt vocabulary.
10'                5'	<p><b><u>Development</u></b></p> <p>T: Now, we will go through the words one by one. Those who know the words have to describe them to me.</p> <p>Ss raise their hands to describe each vocabulary item that they know.</p> <p>Teacher shows the picture of the clothes to Ss after their description.</p> <p>T: Let's do exercise 2 to listen to Joe talking about clothes and answer the</p>	T <--> Ss                T <--> C	To learn new words and practise how to describe the clothes in a simple way.                To get the key

4'	<p>following questions.</p> <p>Teacher checks the answer with Ss and asks them to draw a picture of Joe's clothes.</p> <p><b><u>Practice 1</u></b></p> <p>Ss have to match the photos in the book with the new words.</p>	T--> C	<p>words from the listening exercise and think about their meaning.</p> <p>To revise what the students have learnt.</p> <p>For further practice.</p>
4'	<p><b><u>Practice 2</u></b></p> <p>Ss are chosen and they have to choose one of the photos in their textbook and describe what the person is wearing for the classmates to guess who he/she is.</p>	T<--> Ss	<p>For further practice.</p>
5'	<p><b><u>Practice 3</u></b></p> <p>Teacher revises adverbs of frequency with the Ss. In pairs, students have to do a speaking task by telling their partners about how often they wear a particular piece of clothes.</p>	Ss<-->Ss	<p>To apply the new words in daily conversation by using correct adverbs.</p>
4'	<p><b><u>Conclusion</u></b></p> <p>Ss have to close their books. Teacher shows pictures of clothes in the powerpoint and ask Ss to name them.</p>	T <--> C	<p>Sum up the lesson, to reinforce learning.</p>
1'	<p><b><u>Assignments</u></b></p> <p>Ss have to complete the exercise of accessories in the textbooks.</p>	T <--> C	<p>To consolidate students' learning and check individual's learning outcomes.</p>
<b><u>Record (photos, PowerPoint)</u></b>			





## **Appendix 4: Sample BAA-aligned Schemes of Work**

### **Sample 1**

Week	Date	Module/ Unit		Learning objectives and activities				Target BAAs
		Title	Module/Unit objectives	Unit/Chap /Section	No. of lessons	Learning objectives and activities	Resources	
1		What's this	Students should be able to: 1. Identify school stationeries and some things in the classroom. 2. Write sentences with "It's". 3. Ask and answer questions about what stationeries Ss have got on in their schoolbag.	1	9	1. Spelling games 2. Role play the story 3. Sing the song with actions 4. Listen and read the story	1. Flash cards 2. Real objectives in the schoolbag 3. Recording of short stories	B-1-2 B-1-11 B-1-13 C-1-7 A-1-8
2		What's this?	1. Pronounce the sound a, b, c, d at the start of a word. 2. Introduce	1	9	1. Chant. 2. Counting games. 3. Listen to the dialogues.	1. Pictures. 2. Schoolbags.	A-1-1 A-1-7 B-1-2 B-1-4 C-1-5

			<p>myself and some of my things.</p> <p>3. Know that a statement is made of words and with a full stop at the end.</p>					
3		Playtime!	<p>1. Identify different toys.</p> <p>2. Use “my’ and ‘your’ to show possession.</p> <p>3. Tell and write short answers to “Yes/No” questions.</p>	2	9	<p>1. Show some pictures of toys and introduce to Ss and let Ss spell the words.</p> <p>2. Pair work: Practice the sentence structure “Is this your...?” and “ Yes, it is.” / “No, it isn’t.”</p> <p>3. Show flashcards of different kinds of objects and read aloud the vocabularies.</p>	<p>1. Pictures</p> <p>2. Flashcards</p> <p>3. Recording</p>	<p>A-1-7</p> <p>A-1-8</p> <p>B-1-13</p> <p>C-1-3</p> <p>C-1-7</p>

						4. Sing the song: "Toys, toys, toys!" with Ss.		
4		Playtime!	<ol style="list-style-type: none"> <li>1. Pronounce the sounds e, f, g, h at the start of the words</li> <li>2. Understand what rhyming words are.</li> <li>3. Ss describe and share their favourite toys in pairs.</li> </ol>	2	9	<ol style="list-style-type: none"> <li>1. Read aloud the story.</li> <li>2. With pictures and words, T introduces the sounds e, f, g, h at the start of a word.</li> <li>3. Ss do chanting and T guides Ss to find out the correct rhyming words.</li> <li>4. Practice the sentence structure "What's your favourite toy?", "It's a ...", "What's your favourite colour?" and "It's ..."</li> </ol>	<ol style="list-style-type: none"> <li>1. Recording</li> <li>2. PPT</li> <li>3. Pictures</li> </ol>	<p>A-1-1 B-1-5 B-2-3 C-2-5 A-1-7</p>
5		He's a hero!	<ol style="list-style-type: none"> <li>1. Identify</li> </ol>	4	9	<ol style="list-style-type: none"> <li>1. Ask Ss to identify</li> </ol>	<ol style="list-style-type: none"> <li>1. Flashcards</li> </ol>	C-1-4

			<p>different jobs.</p> <ol style="list-style-type: none"> <li>2. Say what people's jobs are.</li> <li>3. Understand a short story.</li> </ol>			<p>flashcards of different jobs.</p> <ol style="list-style-type: none"> <li>2. Read the story aloud and role play the story in groups.</li> <li>3. Play guessing game: Demonstrate the pictures of places and tools and ask Ss to guess their jobs.</li> </ol>	<ol style="list-style-type: none"> <li>2. Pictures</li> <li>3. Tools</li> </ol>	<p>B-1-11 C-1-16 B-1-8 A-1-7</p>
6		He's a hero!	<ol style="list-style-type: none"> <li>1. Identify more jobs.</li> <li>2. Use different jobs words in the context of a song</li> <li>3. Pronounce the sounds m, n, o, p at the start of the words</li> </ol>	4	9	<ol style="list-style-type: none"> <li>1. Show more flashcards and introduce the jobs and ask Ss to read aloud the words.</li> <li>2. Sing a song about jobs and do actions.</li> <li>3. Introduce the sounds of "m, n, o, p" to Ss. T says the</li> </ol>	<ol style="list-style-type: none"> <li>1. Flashcards</li> <li>2. Recording</li> <li>3. PPT</li> </ol>	<p>A-1-1 A-1-3 A-1-8 B-1-13 C-1-14</p>

						sounds again as the children draw the letters in the air.		
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## Sample 2

Week	Date	Module/ Unit		Learning objectives and activities				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	

1		They're happy now!	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>4. Identify the words for feelings and emotions.</li> <li>5. Make sentences describing people's feelings.</li> <li>6. Ask questions about people's feelings.</li> </ol>	2	9	<ol style="list-style-type: none"> <li>5. Show pictures of different feelings and emotions. T introduces the words for feelings and emotions with gestures.</li> <li>6. Guessing game: Ss do facial expressions and the others guess her feeling orally.</li> <li>7. Skim through the given dialogue, then role-play a short drama.</li> <li>8. Activity: T introduces the question form of sentences with "are", T encourages Ss to do Q and A dialogues.</li> </ol>	<ol style="list-style-type: none"> <li>4. Pictures</li> <li>5. PPT</li> <li>6. Props</li> </ol>	<p>A-1-5 B-1-8 B-1-11 C-1-6</p>
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2		They're happy now!	<p>4. Use the contracted form and long form of "be".</p> <p>5. Phonics : differentiate between the sounds /tʃ/, /ʃ/ and /θ /.</p> <p>6. Comprehension: read and understand a poem.</p> <p>7. Listen and identify people from descriptions of how they feel.</p>	2	9	<p>4. T introduces more words for feelings and emotions with flashcards.</p> <p>5. Sing a song with gestures to reinforce the feeling and emotions of the learnt words.</p> <p>6. T introduces the sounds made by the combinations "ch", "sh" and "th", make sure Ss notice the differences between them. Ss chant with T a short rhyme.</p> <p>7. Activity: divide Ss into groups, one for each sound /tʃ/, /ʃ/</p>	<p>3. Flashcards</p> <p>4. Recording</p> <p>5. Magnetic cards of "ch", "sh" and "th".</p> <p>6. PPT</p> <p>7. Notebook</p>	<p>A-1-8</p> <p>B-1-13</p> <p>C-1-6</p> <p>C-1-7</p>
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						<p>and /θ /. When Ss hear a word containing the respective sound, they clap their hands.</p> <p>8. Do poetry reading.</p> <p>9. Ss draw pictures or do gestures to show the feelings and emotions and do presentation.</p> <p>10. Listen and number the pictures of a recording of a girl talking about how her friends are feeling.</p>		
3		I can ride a bike!	<ol style="list-style-type: none"> <li>1. Identify some outdoor activities.</li> <li>2. Comprehension: read and</li> </ol>	3	9	<ol style="list-style-type: none"> <li>5. Show pictures of different outdoor activities and introduce the verbs or verb phrase.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures</li> <li>2. Props. (paper plate with "✓" or "x").</li> </ol>	<p>A-1-7</p> <p>B-1-12</p> <p>B-2-3</p> <p>D-1-4</p>

			<p>understand a short comic.</p> <p>3. Ask and answer questions about what people can and can't do.</p> <p>4. Write sentences with can and can't.</p>			<p>6. Miming game: T calls out the outdoor activity and Ss do actions and speak out a complete sentence.</p> <p>7. T introduces the usage of can and can't with the help of pictures and symbols of "✓" and "✗".</p> <p>8. Ss practice questions and answers orally in pairs.</p> <p>9. Ss make sentences with "can" or "can't".</p>		
4		I can ride a bike!	1. Identify and use common prepositions of place.	3	9	5. T introduces common prepositions of place with the help	4. A teddy bear 5. Two boxes 6. Recording	A-1-5 B-1-8 B-1-9 B-1-13

			<p>2. Phonics : differentiate between the sounds /æ/, /e/, /ɪ/, /ɒ/ and /ʌ /</p> <p>3. Read a passage and choose the correct information.</p>			<p>of real objects of a teddy bear and two boxes for students to discuss.</p> <p>6. Play card games using the preposition words.</p> <p>7. Ss sing a song.</p> <p>8. T introduces the different sounds of the vowels.</p> <p>9. Ss draw a picture of their outdoor toys and write sentences describing it in groups. Each group has to present their work in front of the class.</p>	<p>7. Cards</p> <p>8. PPT</p>	<p>D-1-7</p> <p>D-1-8</p>
5		Have you got a milkshake?	<p>4. Identify some words of food.</p> <p>5. Read and</p>	4	9	<p>1. T introduces names of different food with pictures</p>	<p>4. Pictures</p> <p>5. PPT</p> <p>6. Props.</p>	<p>B-1-13</p> <p>C-1-16</p>

			<p>understand a short comic.</p> <p>6. Ask and answer questions about what people have got.</p>			<p>and Ss read aloud.</p> <p>2. Play a guessing game by asking “yes or no” questions.</p> <p>3. Ss role play the comic in groups.</p> <p>4. Pair-work: Ss practice the question structure “Have you got...?” and give short answers in pairs.</p>		
6		Have you got a milkshake?	<p>1. Recognise the numbers 10 to 100</p> <p>2. Phonics : differentiate between the sounds /gr/, /br/ and /fr /</p> <p>3. Understand a caption story,</p>	4	9	<p>1. Play number games with Ss.</p> <p>2. Ss predict the happening of the caption story.</p> <p>3. Ss role play the caption story in groups.</p> <p>4. Group work: T gives a piece of</p>	<p>4. Number cards</p> <p>5. Caption story</p> <p>6. PPT</p>	<p>B-1-10</p> <p>B-1-11</p> <p>C-1-5</p> <p>C-1-11</p> <p>C-1-13</p> <p>D-1-2</p>

			<p>finding specific information in the text</p> <p>4. Identify the positions of “?” and “.” in a sentence.</p>			<p>paper with questions and answers on it to each group. Ss are asked to put “?” and “.” Each group has to represent their work in front of the class.</p>		
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### Sample 3

Week	Date	Module/Unit		Learning objectives and activities				Target BAAs
		Title	Module/ Unit/ Objectives	Unit/ Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
1-4	1/9 – 25/9	<b>Module 1</b>  Places and activities          * <b>Readers</b> (Party Time)	<b>Listening</b> <ul style="list-style-type: none"> <li>Identify basic vowel sounds and discriminate between different middle vowel sounds in words</li> <li>Recognise vocabulary items previously encountered</li> <li>Locate specific information in response to simple questions</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Use simple phrases and sentences to communicate with others with the help of cues</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Identify the order of events</li> <li>Use prior knowledge of known words to read aloud short, simple texts</li> <li>Recognise common abbreviations and contracted forms</li> <li>Recognise the format and language</li> </ul>	<b>Unit 1</b>  At the book fair	20	<ul style="list-style-type: none"> <li>Use the simple past tense to talk about things that happened in the past</li> <li>Differentiate between the simple past tense and the simple present tense</li> <li>Name different kinds of books</li> <li>Talk about things that happened in the past and things that are true now</li> <li>Answer questions about the story</li> </ul>	<ul style="list-style-type: none"> <li>E-Book</li> <li>Course book</li> <li>Workbook</li> <li>Writing Book</li> <li>Grammar Book</li> </ul>	A-1-5 A-1-7 B-1-3 B-1-11 C-1-6 C-1-10 D-1-4 D-1-6

			<p>features of some common text types</p> <ul style="list-style-type: none"> <li>• Locate specific information in a short text in response to questions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Put words in a logical order to make meaningful phrases or sentences</li> <li>• Provide personal ideas and information based on a model or framework provided</li> </ul>			<ul style="list-style-type: none"> <li>• Give speeches about their feelings of the characters</li> <li>• Give opinions about the story</li> <li>• Role-playing</li> </ul>		
5-8	28/9-23/10	<p><b>Module 1</b></p> <p>Places and activities</p> <p>* <b>Readers</b> (Party Time)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Identify basic vowel sounds and discriminate between different middle vowel sounds in words</li> <li>• Locate specific information in response to simple questions</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Open an interaction by using simple formulaic expressions</li> <li>• Provide information in response to factual or yes/no questions</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Ask wh-questions</li> <li>• Understand the connection between ideas by identifying connectives and</li> </ul>	<b>Unit 2</b>	20	<ul style="list-style-type: none"> <li>• Use expressions to ask for ways to go to places</li> <li>• Use the simple past tense to talk about past events</li> <li>• Use 'was' and 'were' to ask and answer about past events</li> <li>• Name places for school trips</li> <li>• Name actions related to school trips</li> </ul>	<ul style="list-style-type: none"> <li>● E-Book</li> <li>● Course book</li> <li>● Workbook</li> <li>● Writing Book</li> <li>● Grammar Book</li> </ul>	<p>A-1-6</p> <p>A-1-7</p> <p>B-1-3</p> <p>B-1-9</p> <p>B-1-11</p> <p>B-1-12</p> <p>C-1-6</p> <p>C-1-10</p> <p>D-1-2</p>



			<p>pronouns</p> <ul style="list-style-type: none"> <li>• Recognise the format and language features of some common text types</li> <li>• Locate specific information in a short text in response to questions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use appropriate cohesive devices</li> <li>• Use concepts of order and time</li> <li>• Use appropriate formats and conventions of short written texts</li> <li>• Make changes to incorrect spelling, punctuation and grammar, and adding details if necessary</li> </ul>			<ul style="list-style-type: none"> <li>• Answer questions about the story</li> <li>• Give speeches about their feelings of the characters</li> <li>• Give opinions about the story</li> <li>• Role-playing</li> </ul>		
9-11	26/10-13/11	<p><b>Module 2</b></p> <p>The world around us</p> <p>* <b>Readers</b> (Travel Around)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Identify basic vowel sounds and discriminate between different middle vowel sounds in words</li> <li>• Identify the gist or main ideas in simple spoken texts</li> <li>• Locate or provide specific information in response to simple instructions</li> <li>• Guess the topic and the likely development of the topic by using knowledge of the world</li> </ul>	<p><b>Unit 3</b></p> <p>Super-heroes</p>	19	<ul style="list-style-type: none"> <li>• Use minutes to tell the time</li> <li>• Use the past continuous tense talk about what people were doing at a given time in the past</li> <li>• Name the household items</li> </ul>	<ul style="list-style-type: none"> <li>● E-Book</li> <li>● Course book</li> <li>● Workbook</li> <li>● Writing Book</li> <li>● Grammar Book</li> </ul>	<p>A-1-8</p> <p>A-1-9</p> <p>B-1-3</p> <p>B-1-11</p> <p>B-1-13</p> <p>C-1-6</p> <p>C-1-7</p> <p>C-1-11</p> <p>C-1-13</p> <p>D-1-10</p>

			<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use simple phrases and sentences to communicate with others with the help of cues</li> <li>• Provide information in response to factual or yes/no questions</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Look for evidence</li> <li>• Guess the meaning of unfamiliar words by using contextual or pictorial clues</li> <li>• Identify keywords for the main idea in a sentence</li> <li>• Make predictions about stories and characters using pictorial clues</li> <li>• Locate specific information in a short text in response to questions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Reproduce sentences based on teacher's model</li> </ul>			<ul style="list-style-type: none"> <li>• Name the electrical appliances</li> <li>• Tell the time</li> <li>• Answer questions about the story</li> <li>• Give speeches about their feelings of the characters</li> <li>• Give opinions about the story</li> <li>• Role-playing</li> </ul>		
12-14	16/11-4/12	<b>Module 2</b> The world	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Identify keywords in short utterances by recognizing the stress</li> </ul>	<b>Unit 4</b> Hong	20	<ul style="list-style-type: none"> <li>• Use 'did' to ask and answer questions about past</li> </ul>	<ul style="list-style-type: none"> <li>● E-Book</li> <li>● Course book</li> </ul>	A-1-9 A-1-10 B-1-3

		<p>around us</p> <p><b>* Readers</b> (Travel Around)</p>	<ul style="list-style-type: none"> <li>• Recognise the connection between ideas supported by appropriate cohesive devices</li> <li>• Identify the gist or main ideas in simple spoken texts</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Pronounce correctly words in connected speech by linking words together and using appropriate stress</li> <li>• Maintain an interaction by providing information in response to yes/no questions</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Identify fact and fiction</li> <li>• Guess the meaning of unfamiliar words by using contextual or pictorial clues</li> <li>• Make predictions about stories and characters using pictorial clues</li> <li>• Recognise the format and language features of some common text types</li> <li>• Locate specific information in a short text in response to questions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Provide personal ideas based on a model or framework provided</li> <li>• Use concepts of order and time</li> </ul>	Kong Stories		<p>events</p> <ul style="list-style-type: none"> <li>• Use the simple past tense to talk about past events</li> <li>• Name some words related to Chinese myths and legends</li> <li>• Name some districts in Hong Kong and Macao</li> <li>• Name some famous places in Hong Kong and Macao</li> <li>• Give and respond to suggestions</li> <li>• Describe events in a story</li> <li>• Answer questions about the story</li> <li>• Give speeches about their feelings of the</li> </ul>	<ul style="list-style-type: none"> <li>● Workbook</li> <li>● Writing Book</li> <li>● Grammar Book</li> </ul>	<p>B-1-11</p> <p>C-1-6</p> <p>C-1-9</p> <p>C-1-11</p> <p>D-1-9</p>
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			<ul style="list-style-type: none"> <li>• Use appropriate cohesive devices</li> </ul>			<p>characters</p> <ul style="list-style-type: none"> <li>• Give opinions about the story</li> <li>• Role-playing</li> </ul>		
15-18	7/12-15/1	<b>Module 3</b>  Fun and Games	<b>Listening</b> <ul style="list-style-type: none"> <li>• Locate specific information in response to simple questions</li> <li>• Recognise the connection between ideas supported by appropriate cohesive devices</li> <li>• Recognise that audio clues convey meaning</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>• Pronounce correctly words in connected speech by linking words together and using appropriate stress</li> <li>• Maintain an interaction by providing information in response to yes/no questions</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>• Paraphrase sentences</li> <li>• Understand the connection between ideas by identifying cohesive devices</li> <li>• Locate specific information in a short</li> </ul>	<b>Unit 5</b>  Free time fun!	22	<ul style="list-style-type: none"> <li>• Use 'too' to talk about similar ideas</li> <li>• Use 'but' to talk about different ideas</li> <li>• Use 'from ... to' to talk about a period of time</li> <li>• Use 'on' to talk about dates</li> <li>• Name some hobbies</li> <li>• Name some things related to hobbies</li> <li>• Ask and talk about one's hobbies</li> <li>• Talk about similar</li> </ul>	<ul style="list-style-type: none"> <li>● E-Book</li> <li>● Course book</li> <li>● Workbook</li> <li>● Writing Book</li> <li>● Grammar Book</li> </ul>	A-1-8 B-1-9 B-1-11 B-1-12 B-1-13 C-1-6 C-1-7 C-1-8 C-1-13 C-1-15 D-1-6 D-1-7 D-1-10

			<p>text in response to questions</p> <ul style="list-style-type: none"> <li>• Guess the topic and the likely development of the topic by using personal experiences and knowledge of the world</li> <li>• Recognise the format and language features of some common text types</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use capital and small letters</li> <li>• Reproduce sentences based on teacher's model</li> </ul>			<p>ideas</p> <ul style="list-style-type: none"> <li>• Talk about different ideas</li> <li>• Talk about a period of time and dates</li> </ul>		
19	18/1-22/1	5	<b>General Revision</b>					
20	25/1-30/1	0	<b>Examination (1<sup>st</sup> Semester)</b>					

## Sample 4

### Primary 4, 2015-2016, First Semester

Week	Date	Module/Unit		Learning objectives and activities				Target BAAs
		Title	Module/ Unit/ Objectives	Unit/ Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
1-3	1/9-18/9	<b>Module 1</b> Relationships	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Locate specific information in spoken texts</li> <li>- Understand the connection between ideas supported by cohesive devices</li> <li>- Understand the speaker's intention, attitudes and feelings</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Apply grammar rules such as subject-verb agreement correctly</li> <li>- Connect ideas by using cohesive devices</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Use known parts of words or word association to work out the meaning of unknown words</li> <li>- Recognise the format and language features of a variety of text types</li> <li>- Understand the connection between</li> </ul>	<b>Unit 1</b> I help at home!	10	<ul style="list-style-type: none"> <li>- Make and respond to simple requests for information on familiar topics</li> <li>- Express opinions and converse about preferences, ideas and plans</li> <li>- Understand some aspects of how the English language works</li> <li>- Respond and give expression to experiences through creative writing</li> </ul>	<ul style="list-style-type: none"> <li>● E-book</li> <li>● Course book</li> <li>● Workbook</li> <li>● Writing Book</li> </ul>	A-2-5 A-2-7 B-2-4 C-2-7 D-2-7 D-2-8

			<p>ideas by identifying cohesive devices</p> <ul style="list-style-type: none"> <li>- Predict the likely development of a topic by recognising keywords and making use of context</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Use appropriate cohesive devices</li> <li>- Present main and supporting ideas with elaboration</li> <li>- Use a small range of language patterns</li> </ul>			<ul style="list-style-type: none"> <li>- Interpret and use information in spoken and written texts</li> <li>- Make predictions, inferences and evaluative comments about characters and events in simple narrative texts</li> <li>- Skim and scan through texts or listen to locate relevant information and main ideas</li> <li>- Develop written texts using appropriate format, contexts and language features</li> </ul>		
4-6	21/9 – 9/10	<b>Module 1</b> Relationship	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Apply grammar rules such as subject-verb agreement correctly</li> </ul>	<b>Unit 2</b> In good	9	<ul style="list-style-type: none"> <li>- Make and respond to simple requests</li> </ul>	<ul style="list-style-type: none"> <li>● E-book</li> <li>● Course</li> </ul>	<p>B-2-4</p> <p>B-2-6</p>

		s	<ul style="list-style-type: none"> <li>- Connect ideas by using cohesive devices</li> <li>- Open an interaction by asking questions on a topic</li> <li>- Maintain an interaction by asking and responding to others' opinions</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Understand the connection between ideas by identifying cohesive devices</li> <li>- Predict the likely development of a topic</li> <li>- Understand intention, attitudes and feelings conveyed in a text</li> <li>- Identify details that support the gist or main ideas</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Use correct sentence structures</li> <li>- Plan and organise information, and express own ideas and feelings by identifying purpose and audience for a writing task</li> <li>- Use appropriate cohesive devices</li> <li>- Present main and supporting ideas</li> <li>- Use a small range of language patterns</li> <li>- Use appropriate writing formats, conventions and language features</li> </ul>	shape		<p>for information on familiar topics</p> <ul style="list-style-type: none"> <li>- Express opinions and converse about preferences, ideas and plans</li> <li>- Understand some aspects of how the English language works</li> <li>- Respond and give expression to experiences through creative writing</li> <li>- Interpret and use information in spoken and written texts</li> <li>- Make predictions, inferences and evaluative comments about characters and</li> </ul>	<p>book</p> <ul style="list-style-type: none"> <li>● Workbook</li> <li>● Writing Book</li> </ul>	<p>C-2-7</p> <p>C-2-8</p>
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						<p>events in simple narrative texts</p> <ul style="list-style-type: none"> <li>- Skim and scan through texts to locate relevant information and main ideas</li> <li>- Develop written texts using appropriate format, contexts and language features</li> </ul>		
7-9	12/10 – 10/10	<b>Module 2</b> Changes	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Locate specific information in spoken texts</li> <li>- Understand the connection between ideas supported by cohesive devices</li> <li>- Understand the speaker’s intention, attitudes and feelings through their choice and use of language</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Open an interaction by asking questions</li> <li>- Maintain an interaction by asking and responding to others’ opinions</li> <li>- Maintain an interaction by acknowledging and disagreeing using</li> </ul>	<b>Unit 3</b> The good old days	12	<ul style="list-style-type: none"> <li>- Make and respond to simple requests for information on familiar topics</li> <li>- Express opinions and converse about preferences, ideas and plans</li> <li>- Understand some aspects of how the English language works</li> </ul>	<ul style="list-style-type: none"> <li>● E-book</li> <li>● Course book</li> <li>● Workbook</li> <li>● Writing Book</li> </ul>	<p>A-2-5</p> <p>A-2-7</p> <p>B-2-5</p> <p>B-2-14</p> <p>C-2-3</p> <p>C-2-7</p>

			<p>formulaic expressions</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Understand the connection between ideas by identifying cohesive devices</li> <li>- Recognise the format and language features of a variety of text types</li> <li>- Scan a text to locate specific information by looking at headings</li> <li>- Identify details that support the gist or main ideas</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Gather and share information and ideas by questioning</li> <li>- Use appropriate cohesive devices Use appropriate formats, conventions and language features</li> <li>- Use a small range of language patterns</li> </ul>			<ul style="list-style-type: none"> <li>- Interpret and use information in spoken and written texts</li> <li>- Identify values, attitudes and beliefs expressed in texts</li> <li>- Skim and scan through texts or listen to locate relevant information and main ideas</li> <li>- obtain information from the different parts of a publication</li> <li>- Develop written texts using appropriate format, contexts and language features</li> </ul>		
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10-12	2/11 – 20/11	<b>Module 3</b> The Magic of Nature	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Locate specific information in spoken texts</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Ask and respond to others' opinions</li> <li>- Elicit a response by asking questions</li> <li>- Greet someone in an appropriate manner</li> <li>- Use appropriate registers when speaking to others</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Recognise the format and language features of a variety of text types</li> <li>- Understand the connection between ideas by identifying cohesive devices</li> <li>- Recognise the presentation of ideas through headings, paragraphing and diagrams</li> <li>- Scan a text to locate specific information</li> </ul> <p><b>Writing</b></p>	<b>Unit 4</b> The great adventure	<b>12</b>	<ul style="list-style-type: none"> <li>- Make and respond to simple requests for information on familiar topics</li> <li>- Find out, organise and present simple information</li> <li>- Participate with others meaningfully in structured situations and role-play activities</li> <li>- Provide or find out, organise and present simple information on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>● E-book</li> <li>● Course book</li> <li>● Workbook</li> <li>● Writing Book</li> </ul>	<p>A-2-8</p> <p>B-2-14</p> <p>C-2-2</p> <p>C-2-7</p> <p>C-2-8</p> <p>D-2-8</p>

			<ul style="list-style-type: none"> <li>- Identify the steps in process writing</li> <li>- Gather and share information and ideas by interviewing</li> <li>- Use appropriate cohesive devices</li> <li>- Use a small range of language patterns such as different verb forms and structural patterns</li> </ul>			<ul style="list-style-type: none"> <li>- Recognise and solve simple problems</li> <li>- Develop written texts using appropriate format, contexts and language features</li> </ul>		
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3-18	23/11 – 15/1	<b>Module 4</b> Happy Days	<b>Listening</b> <ul style="list-style-type: none"> <li>- Locate specific information in spoken texts</li> <li>- Understand the connection between ideas supported by cohesive devices</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>- Maintain an interaction by replying and using formulaic expressions</li> <li>- Eliciting a response by asking questions</li> <li>- Connect ideas by using cohesive devices</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>- Scan a text to locate specific information</li> <li>- Work out the meaning of an unknown word or expression by using visual clues and knowledge of the world</li> <li>- Predict the likely development of a topic by using personal experiences and knowledge of the world</li> <li>- Understand the connection between ideas by identifying cohesive devices</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>- Use a small range of language patterns</li> </ul>	<b>Unit 5</b> A trip to England	22	<ul style="list-style-type: none"> <li>- Make and respond to simple requests for information on familiar topics</li> <li>- Find out, organise and present simple information on a wider range of familiar topics</li> <li>- Participate with others meaningfully in structured situations and simulation</li> <li>- Provide or find out, organise and present simple information on familiar topics</li> <li>- Make and respond to simple requests and describe</li> </ul>	<ul style="list-style-type: none"> <li>● E-book</li> <li>● Course book</li> <li>● Workbook</li> <li>● Writing Book</li> </ul>	A-2-7 B-2-10 B-2-14 C-2-7 C-2-9 D-2-4 D-2-8
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			<ul style="list-style-type: none"><li>- Use appropriate cohesive devices</li></ul>			<p>the solutions</p> <ul style="list-style-type: none"><li>- Obtain information from the different parts of a publication</li></ul>		
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19-20	18/1 - 25/1	<b>General Revision</b>
20	26/1 - 30/1	<b>Examination (1<sup>st</sup> Semester)</b>

### Sample 5

#### Primary 5 (First Term)

Week	Dates	Module/Unit		Learning Objectives and Activities			Target BAAs	Remarks	
		Title	Module/Unit objectives	Unit/Chapter/Section	NO. of lessons	Learning Objectives and Activities			Resources
1	1/9 - 4/9		<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Ice Breaker</li> </ul>		2	<ul style="list-style-type: none"> <li>- get to know one another through games</li> <li>-</li> </ul>	Teacher's resource	A-2-12 B-2-6	1/9 Orientation Day 3/9 Public holiday
2 - 4	7/9 - 25/9	U.2 Our Stories	<ul style="list-style-type: none"> <li>- talk about personal experiences</li> <li>- use the present perfect with <i>for</i> and <i>since</i></li> <li>- use stress, rhythm and intonation</li> </ul>	Song & Dialogue	1	<ul style="list-style-type: none"> <li>- listen and sing the song</li> <li>- share one's information in small groups using the framework of the song</li> <li>- listen to a conversation</li> <li>- compare the lives of the speakers using the information given in the conversation</li> </ul>	<ul style="list-style-type: none"> <li>- CD-ROM</li> <li>- Textbook</li> </ul>	B-2-6 B-2-10 A-2-13 D-2-14	
			<ul style="list-style-type: none"> <li>- read about personal</li> </ul>	Reading 1	2	<ul style="list-style-type: none"> <li>- read and understand the information in a scrapbook</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> </ul>	C-2-2 C-2-6	10/9 Teachers' Day



			<ul style="list-style-type: none"> <li>experiences</li> <li>- talk about events in the past</li> </ul>			<ul style="list-style-type: none"> <li>by answering questions to show their understanding</li> </ul>			
			<ul style="list-style-type: none"> <li>- help students better understand the difference between the simple past and the present perfect</li> </ul>	Grammar <i>(Simple Past &amp; Present Perfect)</i>	4	<ul style="list-style-type: none"> <li>- study the verb table</li> <li>- talk about past events using the simple past</li> <li>- learn the usage of the present perfect tense</li> <li>- ask and answer questions using <i>how long</i></li> <li>- interview a partner for specific information using the present perfect</li> </ul>	<ul style="list-style-type: none"> <li>- powerpoint</li> <li>- Textbook</li> </ul>	<ul style="list-style-type: none"> <li>A-2-12</li> <li>A-2-14</li> <li>B-2-13</li> </ul>	
			<ul style="list-style-type: none"> <li>- predict content</li> <li>- read text in a magazine format</li> <li>- express opinion or belief</li> <li>- build awareness of reading strategies</li> </ul>	Reading 2	4	<ul style="list-style-type: none"> <li>- make predictions base on the magazine title, the titles of the magazine articles and the pictures</li> <li>- work out the meanings of words from context and pictures</li> <li>- show general</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- Teacher's resource</li> </ul>	<ul style="list-style-type: none"> <li>B-2-8</li> <li>C-2-2</li> <li>C-2-3</li> <li>D-2-1</li> </ul>	18/9 In-class Comprehension practice

			appropriate to purpose			comprehension by answering the questions and sharing their answers with the other students			
			- learn to write captions	Vocabulary/ Writing 1 <i>(Photo Album with captions)</i>	6	- make a photo album - write a short caption to describe the photos	- drawing paper; coloured pencils	D-2-2 D-2-4	
			- listen for main idea and details - use stress, rhythm and intonation	Listening	1	- work in pairs to describe the pictures to predict words they will hear from the listening - listen to the conversation and match the related picture with the correct dialogue - listen to the chant to practise stress, rhythm and intonation	- Textbook - CD-ROM	A-2-1 A-2-3 B-2-4	
			- learn the format of writing an	Writing 1 <i>(email)</i>	2	- write an email to a friend	- Teacher's resource	D-2-10 D-2-11	25/9 Dictation 1

			email - use mind-mapping to organise ideas	<i>writing)</i>				D-2-12 D-2-14	24/9 In-class comprehension practice corrections
5	28/9 - 2/10	28/9 Mid-Autumn Festival 29/9 Test Revision 30/9 General English Test 31/9 Comprehension Test 1/10 National Day 2/10 Fund-raising Walk / School Feast Day Mass							
6 - 9	5/10 - 30/1 0	U.3 Skills and Abilities	- talk about people and their occupations - talk about skills and abilities required for different occupations	Song & Dialogue	1	- sing a song - practise stress, rhythm and intonation - listen to a conversation and discuss the skills/abilities needed for the occupation - work in pairs to discuss what the partner wants to be when she grows up - use the picture clues to guess the occupations of the people	- Textbook - CD-ROM	A-2-1 A-2-3 B-2-3 B-2-12	9/10 General English Test & Comprehension Test corrections

				Reading 1	3	<ul style="list-style-type: none"> <li>- work in pairs to look at the pictures and list all the occupations that could be related to the pictures</li> <li>- read and understand the passage by answering questions to show their understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- CD-ROM</li> </ul>	<p>C-2-4 C-2-6</p>	
		<ul style="list-style-type: none"> <li>- learn how to use the gerund</li> <li>- learn to use the conditional tense</li> </ul>		Grammar 1 ( <i>Gerund &amp; Present True Conditionals</i> )	4	<ul style="list-style-type: none"> <li>- use <i>love, like, enjoy</i> + gerund to show emotions</li> <li>- use <i>good at, excited about, interested in, worried about</i> + gerund to show emotions</li> <li>- practise using conditional through board game</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- powerpoint</li> <li>- Teacher's resource</li> </ul>	<p>B-2-1 B-2-12</p>	16/10 In-class Comprehension practice
		<ul style="list-style-type: none"> <li>- use prior knowledge</li> <li>- read for main idea and details</li> <li>- summarise and clarify</li> <li>- make</li> </ul>		Reading 2	4	<ul style="list-style-type: none"> <li>- make predictions base on the magazine title, the titles of the articles and the pictures</li> <li>- work out the meanings of words from context and pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> </ul>	<p>C-2-2 C-2-3 C-2-4</p>	<p>21/10 Chung Yeung Festival 22/10 Dictation 23/10 In-class Comprehension practice</p>

			associations						corrections
			- write about different careers - do research	Writing 1 <i>(Career Book)</i>	6	- discuss the pros and cons of different occupations - choose an occupation that one likes - do research - write about the work of an interesting occupation	- Teacher's resource	D-2-5 D-2-16 D-2-17	
			- listen for main idea and details - use stress, rhythm and intonation	Listening	1	- describe what the children are doing in each picture - listen and match each dialogue with the corresponding picture	- Textbook - CD-ROM	A-2-5 A-2-10	26/10 Comprehension Test 30/10 General English Test
			- revise the use of the different tenses	Grammar 2 <i>(Simple Present, Present Continuous, Past Continuous, Simple</i>	3	- do practices - prepare and share a story with different scenarios	- Teacher's Resource	B-2-4 B-2-5	

				<i>Future)</i>					
			- learn to write a descriptive essay - use mind-mapping to organise the ideas	Vocabulary/ Writing 2 ( <i>Descriptive writing</i> )	3	- use adjectives to describe the appearance and character traits of a person - write a composition to describe a person that one likes	Teacher's resource	D-2-4 D-2-5 D-2-7 D-2-8	
Week 10 - 14	2/11 - 4/12	U.4 Into the Future	- talk about the future - make predictions with <i>will</i>	Song & Dialogue	1	- sing a song - practise stress, rhythm and intonation - listen to a conversation and predict what life will be like in 2050	- Textbook - CD-ROM	A-2-1 A-2-2 A-2-9 A-2-10	2/11 All Soul's Day
			- talk about the future inventions - express degrees of certainty with <i>may, might, could</i> - ask and answer questions with <i>how</i> and <i>do you think</i>	Reading 1	4	- read and understand the passage by answering questions to show their understanding - guess what each paragraph is about by looking at the pictures and the titles - discuss whether the inventions are feasible in the	- Textbook	B-2-3 B-2-14 C-2-18 C-2-21	

					future by giving reasons to support their ideas			
		- revise the usage of the simple future - use degrees of certainty with <i>could, may, might, will, won't</i>	Grammar 1	2	- write predictions about the future for each picture - discuss and predict some useful inventions that will be made in the future by working in groups	- Textbook - Teacher's resource	B-2-6 B-2-9 D-2-6 D-2-8	
16/11 In-class Comprehension Practice 17-20/11 Sports Days								
	U.4 Into the Future	- predict content - evaluate ideas and give opinions - experience target language and structure in new contexts and relate to students' own lives	Reading 2	5	- make predictions base on the magazine title, the titles of the articles and the pictures - work out the meanings of words by using a dictionary - students answer the questions and share their answers with the other students	- Textbook - dictionary	B-2-9 C-2-5 C-2-12 C-2-21	24/11 General English Test 27/11 Comprehension Test
					- compare the lives in the past			

					and present through group discussions				
			- develop their creativity - use brainstorming to develop their ideas	Writing 1 (Narrative writing)	2	- write a composition about their lives in 20 years' time	- Teacher's resource	D-2-5 D-2-7 D-2-13	
			- listen for main idea and details - use stress, rhythm and intonation	Listening	1	- predict four words the students expect to hear about each picture - listen to the conversation and decide if it is true or false - give reasons to support if the answer is false	- Textbook - CD-ROM	A-2-5 A-2-10	30/11 Composition Writing Competition (2 periods) 4/12 Dictation
			- use nouns to name people, places, animals and things - distinguish between countable and	Grammar 2 (Nouns, Proper Nouns, Countable & Uncountable Nouns)	4	- name the common nouns/proper nouns in the pictures - make a mind-map to differentiate objects that are countable or uncountable	- Teacher's resource	B-2-4 D-2-6	



			uncountable nouns - distinguish between common nouns and proper nouns						
15	7/12 - 11/1 2	7/12 Comprehension Test & General English Test corrections 8/12 Feast of the Immaculate Conception 9/12 - 10/12 Revision and Pre-Exams 11/12 1 <sup>st</sup> Term Examinations							
16	14/12 -18/1 2	14/12 - 17/12 1 <sup>st</sup> Term Examinations 18/12 Christmas Celebration							

### Sample 6

#### Primary 6 (First Term)

Week	Dates	Module/Unit		Major Content			Target BAAs	Remarks	
		Title	Module/Unit objectives	Unit/Chap/Section	NO. of lessons	Learning Objectives and Activities			Resources
1	1/9 - 4/9		<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Ice Breaker</li> </ul>		2	<ul style="list-style-type: none"> <li>- Getting to know each other</li> <li>- Share personal experiences and show self-confidence in communicating with others</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher's resource</li> </ul>	A-2-1 2 B-2-6	1/9 Orientation Day 3/9 Public holiday
2	7/9 - 11/9	Back to School	<ul style="list-style-type: none"> <li>- Discuss the similarities and differences between the</li> </ul>	Reading	2	<ul style="list-style-type: none"> <li>- Pair discussion of the schools in</li> </ul>	Book	C-2-2 C-2-8 C-2-6	10/9 Teachers' Day

			<p>schools of Japan and Macau</p> <ul style="list-style-type: none"> <li>- Skim and scan for specific information</li> </ul>			<p>Japan and their own school</p> <ul style="list-style-type: none"> <li>- Identify if the given texts are true, false or not mentioned in the passage</li> </ul>			
			<ul style="list-style-type: none"> <li>- Understand the usage of present simple affirmative</li> <li>- Practise the usage of prepositions of time</li> </ul>	Grammar	2	<ul style="list-style-type: none"> <li>- Add –s or –es when verbs are in the third person</li> <li>- Identify and use “on”, “at” or “in” with different time expressions</li> </ul>	Book	D-2-4	

			<ul style="list-style-type: none"> <li>- Practise the everyday activities phrases</li> <li>- Learn to pronounce - s and - es with different verbs</li> </ul>	Speaking and writing	1	<ul style="list-style-type: none"> <li>- Make sentences with model phrases</li> <li>- Read the sentences and identify the differences in pronunciation of -s and -es when using with different words</li> </ul>	CD Book	A-2-1 A-2-2 B-2-1 D-2-4 D-2-5	
				Reading Comprehension	1	<ul style="list-style-type: none"> <li>- Read a story and answer questions with different levels of</li> </ul>	Worksheet	C-2-7	

						comprehen sion questions			
				Journal writing	1			D-2-6	
3	14/9 - 18/9	Back to School	- Discuss the similarities and differences between the education system of the UK and Macau	Reading	2	- Read the text and the chart to know about the education system of the UK - Search about the Eton College in the UK and discuss if it is similar to their own school	Book	C-2-6 C-2-11	10/9 Teachers' Day

						- Do the exercise in the book -			
			- Understand the usage of present simple negative - Practise the usage of object pronouns	Grammar	2	- Use don't or doesn't in negative sentences - Use suitable object pronouns to represent the nouns	Book	A-2-8 D-2-4	
			- Learn the structure of informal writing	Writing	1	- Plan to write an informal email to a friend - Do brainstormi	Worksheets	D-2-9 D-2-1 1 D-2-1 7	

						ng - Do prewriting			
				Reading Comprehension	1	- Review the comprehen sion exercise did last week	Workshee t		
				Dictation	1			A-2-3	
				Journal writing	1				
4	21/9 - 25/9	Back to School	- Develop the skill of introducing oneself	Speaking	2	- Work with a partner to make a script of a dialogue between a teacher and a student talking about “yourself”,	Book	B-2-2 B-2-4 B-2-6	

						<p>“your family” and “favourite subjects”</p> <ul style="list-style-type: none"> <li>- Read the dialogue out loud</li> </ul>			
			<ul style="list-style-type: none"> <li>- Practise the usage of present simple affirmative and negative</li> <li>- Revise the usage of Present Continuous Tense</li> </ul>	Grammar	2	<ul style="list-style-type: none"> <li>- Identify different forms of the verb</li> </ul>	Book		
			-	Grammar Quiz	1				
			<ul style="list-style-type: none"> <li>- Able to write an email to a friend (cont.)</li> </ul>	Writing	1	<ul style="list-style-type: none"> <li>- Do writing</li> </ul>	Book Worksheet	D-2-1 0 D-2-1 2 D-2-1	



								4	
				Reading Comprehension Quiz	1				
				Journal writing	1				
5	28/9 - 2/10								28/9 Mid-Autumn Festival 1/10 National Day 2/10 Fund-raising Walk / School Feast Day Mass
6	5/10 - 9/10	Back to School	- Able to write an introduction about oneself	Writing and speaking	4	- With the dialogue done last week, develop an	Book	D-2-1 4 B-2-3 B-2-9	

						introduction of yourself - Present the introduction with powerpoint slides			
			- Practise the usage of past tenses	Grammar	2	- Identify different forms of the verb	Book		
			-						
			- Revise the email	Writing	1	- Do corrections	Worksheet	D-2-1 2	
				Journal writing	1				
7	12/10 - 16/10	Festivals and Celebrations	- Identify different festivals	Reading	2	- Read about different festivals - Discuss	Book	B-2-1 4 C-2-4 C-2-7	

						about the traditions			
			- Able to name the things for different festivals	Vocabulary	2	- Know the vocabulary to describe different festivals	Book	C-2-9	
				Journal writing	1				
				Comprehension quiz and grammar quiz corrections	1				
				General English Test	2				
8	19/10 - 23/10		- Able to present how people celebrate different festivals	Speaking and Listening	4	- Prepare a role play to show how people celebrate different festivals - Aside from	Grading Rubrics	A-2-1 1 A-2-1 2 B-2-1 0 B-2-1 1	21/10 Chung Yeung Festival

						the teacher's assessment, students would do self-evaluation and peer assessment			
				Dictation	1				
				Journal	1				
				General English Test Corrections	1				
9	26/10 - 30/10	Writing Fun	- plan a story	Writing	3	Pre writing - prepare a mind map Core writing - write the story	Worksheet	D-2-1 1 D-2-1 3	
		Time Out	- able to match the photos with the	Reading and Vocabulary	1	- In pairs, students	Book	C-2-21	

			given words - Understand the unit title			discuss the meaning of the unit title "Time Out" - Students match the photos with the words			
			- tell others their free-time activities	Speaking	1	- In pairs, students tell each other what and when they do their free-time activities	Book	B-2-9	
			- able to categorise different free-time activities	Vocabulary	1	- Students record the vocabulary about free-time activities with a mind map	Book	C-2-9	
			- able to give short	Grammar	2	- Make	Book	D-2-4	

			answers to questions with present simple -able to make questions with 5W1H in present simple			questions in the present simple with the suitable usage of "do" and "does" - In groups, students make questions with question words in present simple and suitable usage of "do" and "does"			
10, 11	2/11 - 13/11		- from the recording, students get correct information about New Zealand	Listening	1	-Students read some statements about New Zealand which are wrong	CD Book	A-2-11	2/11 All Soul's Day

						- After listening to the recording of two people describing New Zealand, students correct the mistakes in the sentences			
			- students know about famous people in New Zealand -	Reading	2	-Students read the text and look at the photos to match the person with what they do	Book	C-2-2 C-2-7	
			- able to use adverbs of frequency in sentences	Grammar	2	- Students add adverbs of frequency to enrich the meaning of the	Book	D-2-6	

						sentences			
			<ul style="list-style-type: none"> <li>- Able to know about information of different countries</li> <li>- Able to brainstorm ideas and pool their knowledge</li> <li>- Able to divide the job among themselves according to their strength</li> <li>- Organize the information that they have found and use suitable way to present them</li> </ul>	Project	6	<p>- Students do a project in class time and research information for homework. Divide the class into groups. Each group chooses a different country to collect information about that country. Pictures are necessary. Finally, the groups prepare and present their</p>	Computer Book	A-2-1 2 B-2-1 2 B-2-1 4 D-2-1 6	



						information to the class.			
				Evaluation of the presentation	1				
				General English Test 2	2				
				Reading Comprehension	1				
				Journal	1				
12	16/1 1 - 20/1 1			General English Test 2 corrections	1				17/11-20/1 1 Sports Days
13	23/1 1 - 27/1 1		- Able to write an announcement	Reading and Writing	4	- Read the two announcements from the book. Students choose which club they like to join	Book	C-2-16 D-2-4 D-2-1 4	

						- In pairs, answer the questions about the two clubs - Choose a club in the school and write an announcement for the club			
				English Writing Competition	2				
				Dictation	1				
				Journal	1				
14	30/1 1 - 4/12		- able to answer constructed-response questions about interpreting, integrating and evaluating the content of the	Reading comprehension	2	- students do a reading comprehension with different types of questions, e.g. Focus on and	Worksheet	C-2-6 C-2-7 C-2-20 C-2-21	

			passage			retrieve explicitly stated information, make straightforward inferences, interpret and integrate ideas and information, examine and evaluate content, language, and textual elements			
		Time Out	- Able to prepare a dialogue about asking for information on the phone	Speaking	3	- Students read the movie posters in the book to ask and	Book	B-2-6 B-2-1 0 C-2-1 C-2-5 D-2-5	

						<p>answer questions in pairs</p> <ul style="list-style-type: none"><li>- Students decide which movie they like to watch</li><li>- Students listen to a recording of a girl making a telephone call to a cinema and complete the dialogue in the book</li><li>- Students practise</li></ul>			
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						<p>reading the dialogue</p> <ul style="list-style-type: none"><li>- Students read the task in the book and make a dialogue of asking information by calling the information service of the cinema</li><li>- Students read the dialogue and alternate between the two roles</li></ul>			
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		Gateway to exams	- Students review their learning in writing this term	Writing	3				
15	7/12 - 10/12	Gateway to exams	- Students review their learning in reading this term	reading	1				8/12 Feast of the Immaculate Conception 7/12 - 10/12 Revision and Pre-Exams 11/12 Exams
			- Students review their learning in listening this term	listening	1				
16	14/12 - 18/12	14/12 - 17/12 Exam 18/12 Christmas Celebration							

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