

English Language Education Key Learning Area English Language Curriculum Guide (Primary 1 - 6)



Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education and Manpower Bureau
HKSAR
2004

Curriculum Development Documents and Supporting Resources

Learning to Learn –
The Way Forward in
Curriculum Development
(2001)



Exemplars of Curriculum
Development in Schools

Basic Education Curriculum Guide –
Building on Strengths
(2002)



Key Learning Area Curriculum Guides
(2002)

Chinese
Language
Education



English
Language
Education



Mathematics
Education



Technology
Education



Science
Education



Personal,
Social &
Humanities
Education



Arts
Education



Physical
Education



Subject Curriculum Guides



Learning and Teaching
Resources

Teaching Kits, Videos, Tapes,
CD-ROMs, Booklets, Leaflets, Reports



Preamble

This Curriculum Guide is one of the series prepared by the Hong Kong Curriculum Development Council for use in primary schools.

The Curriculum Development Council is an advisory body giving recommendations to the Hong Kong Special Administrative Region Government on all matters relating to curriculum development for the school system from kindergarten to sixth form. Its membership includes heads of schools, practising teachers, parents, employers, academics from tertiary institutions, professionals from related fields or related bodies, representatives from the Hong Kong Examinations and Assessment Authority and the Vocational Training Council, as well as officers from the Education and Manpower Bureau.

This Curriculum Guide is recommended by the Education and Manpower Bureau for use in primary schools.

The Curriculum Development Council will review the curriculum from time to time in the light of classroom experiences. All comments and suggestions on the Curriculum Guide may be sent to:

Chief Curriculum Development Officer (English Language Education)
Curriculum Development Institute
Education and Manpower Bureau
Room 1206
Wu Chung House
213 Queen's Road East
Wanchai
Hong Kong
(e-mail address: ccdoe@emb.gov.hk)

Contents

Preamble

Chapter 1	Introduction	3
	1.1 Background	3
	1.2 Position of English Language Education KLA in the School Curriculum	4
	1.3 Rationale and Direction for Development	4
	1.4 Emphases for Design and Implementation	5
	1.5 Strategies for School-based Curriculum Development	7
Chapter 2	English Language Education Key Learning Area Curriculum Framework	11
	2.1 Aims, Learning Targets and Objectives	11
	2.2 Components of the Curriculum Framework	13
	2.2.1 Strands and Targets	14
	2.2.2 Learning Objectives	15
	• Language Forms and Communicative Functions	15
	- Text Types	15
	- Vocabulary	18
	- Communicative Functions	19
	- Grammar Items and Structures	21
	• Language Skills and Language Development Strategies	51
	- Listening Skills	51
	- Speaking Skills	53
	- Reading Skills	55
	- Writing Skills	57
	- Language Development Strategies	59
	• Attitudes Specific to English Language Learning	62
	• Generic Skills	63
	• Values and Attitudes	65

(Pages 67-90 provide details about the Components of the Curriculum Framework.)

Chapter 3	Curriculum Planning, Development and Management	93
	3.1 Principles in Curriculum Planning and Development	93
	3.1.1 A Learner-centred Curriculum	93
	3.1.2 A Balanced Curriculum	94
	3.1.3 Five Fundamental Intertwining Ways of Learning and Using Knowledge	95
	3.1.4 Communicative Purposes	95
	3.1.5 Integrative Language Use	96
	3.2 Developing and Organizing a School-based English Language Curriculum	96
	3.2.1 Components of a School-based English Language Curriculum	97
	• General English Programme	99
	• Reading Workshops	99
	• Intervention Programme	100
	• Enrichment Programme	101
	3.2.2 Modules, Units and Tasks	101
	3.2.3 The “Four Key Tasks”	103
	• Reading to Learn	103
	• Project Learning	104
	• Information Technology (IT) for Interactive Learning	105
	• Moral and Civic Education	106
	3.2.4 Cross-curricular Linkage	107
	3.2.5 Life-wide Learning	108
	3.2.6 Creating a Language-rich Environment	109
	3.3 Curriculum Management and Leadership	111
	3.3.1 Strategic Planning for Curriculum Implementation	111
	• Time Allocation	111
	• Collaborative Lesson Preparation	114
	• Flexible Grouping	114
	3.3.2 Roles of Curriculum Leaders	115

Chapter 4	Learning and Teaching	127
	4.1 Task-based Approach	127
	4.2 Generic Skills	130
	4.3 Language Skills	133
	4.3.1 Integrated Use of Skills	133
	4.3.2 Listening Skills	138
	4.3.3 Speaking Skills	142
	4.3.4 Reading Skills	146
	4.3.5 Writing Skills	152
	4.4 Text Types	158
	4.5 Grammar	160
	4.6 Vocabulary	164
	4.6.1 Sight Vocabulary	166
	4.6.2 Vocabulary Building Skills	168
	4.7 Phonics	171
	4.8 Dictation	174
	4.9 Language Arts Activities	178
	4.10 IT for Interactive Learning	181
	4.11 Meaningful Homework	184
Chapter 5	Assessment	191
	5.1 Purposes of Assessment	191
	5.2 Assessment for Learning	191
	5.2.1 Effective Planning of Learning, Teaching and Assessment	192
	5.2.2 Effective Modes of Assessment for Learning	194
	5.2.3 Learning and Teaching Process for Effective Assessment for Learning	199
	5.3 Assessment of Learning	201
	5.3.1 Effective Modes of Assessment of Learning	201
	5.4 Learning Outcomes Framework and Basic Competency	203
	5.4.1 Learning Outcomes Framework	203
	5.4.2 Basic Competency	205
	5.4.3 Relationship between Learning Outcomes Framework and Basic Competency	205
	5.5 Reporting	207

Chapter 6	Quality Learning and Teaching Resources	211
6.1	Textbooks	211
6.1.1	Choosing Textbooks	211
6.1.2	Using Textbooks	212
6.2	Other Learning and Teaching Resources	213
6.2.1	Choosing Other Resources	213
6.2.2	Using Other Resources	214

Exemplars

Appendices

References

Glossary

**Membership of the CDC Ad Hoc Committee on English Language
Curriculum Guide (Primary 1 - 6)**

Exemplars

	Summary Grid: Key Features and Emphases of Exemplars	E4
1	A Cross-curricular Approach to Organizing Modules of Learning: “Wonderful Water” (Primary 1-3)	E6
2	A Snapshot of a School-based English Language Curriculum: “Wonderful Seasons and Weather” (Primary 1-3)	E12
3	A Creative Way of Using Big Books to Develop Young Learners’ Positive Attitudes and Interests in Reading: “Ants in my Pants” (Primary 1-3)	E17
4	Effective Learning and Teaching of Vocabulary and Grammar in Context: “Buying Things” (Primary 1-3)	E20
5	Effective Learning and Teaching of Grammar and Text Types in Task-based Learning: “First News from Marmalade” (Primary 4-6)	E24
6	Effective Teaching Strategies and Learning Activities for the Reading Workshops: “Changes” (Primary 4-6)	E28
7	Dictation for Learning: “A Visit from the Winter Fairy” (Primary 4-6)	E32
8	Learner Autonomy and Empowerment: “English Chief Scheme” (Primary 1-6)	E37
9	IT for Interactive English Language Learning – Breaking Boundaries: “Our Inventions” (Primary 4-6)	E43
10	Shared Writing as a Scaffolding Tool to Cater for Learner Diversity: “Thank-you Letter” (Primary 4-6)	E47

Appendices

1	Suggested Modules and Units for Key Stages 1 and 2	A5
2	Sample Tasks for Key Stage 1	A6
3	Sample Tasks for Key Stage 2	A11
4	English for Classroom Interaction	A23
5	The Development of Reading Skills	A27
6	Template for Project Learning	A36
7	Template for Developing and Conducting an Intervention Programme to Support Less Able Learners in English Language Learning	A38
8	Teaching Plans for an Intervention Programme (Primary 3)	A40
9	A Framework of School Assessment Practices	A48
10	Feedback Sheet – Speaking: Oral Presentation (Generic)	A49
11	Feedback Sheet – Speaking: Oral Presentation (Generic) (Peer Assessment Form)	A50
12	Feedback Sheet – Speaking: Group Discussion (Generic)	A51
13	Feedback Sheet – Speaking: Group Discussion (Generic) (Self Assessment Form)	A52
14	Feedback Sheet – Writing: Reviewing and Editing (Generic) (Peer and Self Assessment Form)	A53
15	Feedback Sheet – Group Project (Generic) (Self Assessment Form)	A54
16	Feedback Sheet – Group Project (Generic) (Teacher Assessment Form)	A56
17	Feedback Sheet – Collaborative Work (Peer Assessment Form)	A58
18	Sample Assessment Task (KS1)	A59
19	Education & Manpower Bureau’s Publications in Support of the Implementation of the English Language Education Curriculum in Primary Schools	A73
20	Community Resources to Support Life-wide Learning	A76

Figures

1	Components of a School-based English Language Curriculum	98
2	Exemplar Units and Tasks under the Module “Me, My Family and Friends”	102
3	Four Key Tasks	103
4	Suggested Roles of School Heads as Curriculum Leaders	117
5	Suggested Roles of English Panel Chairpersons as Curriculum Leaders	120
6	Suggested Roles of English Teachers as Curriculum Leaders	121
7	Suggested Roles of Teacher Librarians as Curriculum Leaders	123
8	Learning-teaching-assessment Cycle	192
9	Assessment Activities	194
10	Relationship between the Curriculum Framework, Learning Outcomes Framework and Basic Competency	203
11	Relationship between the Learning Outcomes and Basic Competency for any of the Language Skills (Listening, Speaking, Reading and Writing)	206

Chapter One

Introduction

Chapter 1 Introduction

1.1 Background

The *English Language Curriculum Guide (Primary 1 - 6) (2004)* is prepared by the Curriculum Development Council (CDC) Ad Hoc Committee on English Language Curriculum Guide (Primary 1 - 6). It is written in support of the *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) (2002)*, which puts forth a coherent, flexible English Language Education curriculum framework that meets the varied needs, interests and abilities of learners and sets the main direction for the learning and teaching of English Language for the nine years of basic education in Hong Kong.

The *English Language Curriculum Guide (Primary 1 - 6) (2004)* incorporates the key recommendations made in the CDC's *Basic Education Curriculum Guide - Building on Strengths (2002)*, the final report on its Holistic Review of the School Curriculum entitled *Learning to Learn - The Way Forward in Curriculum Development (2001)* and the Education Commission's education reform final report, *Learning for Life, Learning through Life (2000)*. The latter three documents provide the overall direction for both education and curriculum development in Hong Kong now and in the years to come, and seek to facilitate the accomplishment of the principal educational aims of lifelong learning and whole-person development.

The *English Language Curriculum Guide (Primary 1 - 6) (2004)* highlights the emphases of the curriculum reform in the design and implementation of the English Language curriculum. It provides in detail the Learning Targets and Objectives for Key Stages 1 and 2, and elaborates pedagogical principles and recommendations conducive to learning English as a second or foreign language. It also aims to provide guidelines, teaching ideas, suggestions and exemplars to promote effective learning, teaching and assessment practices, and to help primary school principals and teachers plan, develop and implement their own school-based English Language curriculum.

The *English Language Curriculum Guide (Primary 1 - 6) (2004)* is the updated edition of the *CDC Syllabus for English Language (Primary 1 - 6) (1997)*. It is also closely related to the *CDC Syllabus for English Language (Secondary 1 - 5) (1999)* and its revised editions. It is meant to be read in conjunction with them as they share the pedagogical principles laid down in the *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) (2002)*. Together, they give support to schools in Hong Kong on English Language learning and teaching.

1.2 Position of English Language Education KLA in the School Curriculum

English Language Education is one of the eight Key Learning Areas* in the school curriculum. As a Key Learning Area, English Language Education aims to provide primary school learners with a wide range of contexts and learning experiences to:

- develop their English Language proficiency;
- enhance their personal and intellectual development; and
- extend their understanding of other cultures through the English medium.

1.3 Rationale and Direction for Development

The English Language curriculum in primary schools aims to help learners lay a good foundation in learning English, paving the way for independent and lifelong learning and effective communication of knowledge, ideas, values, attitudes and experience. It is built on existing good practices, with emphases on learner-centredness and task-based learning, promoting a balanced use of approaches appropriate to the needs and interests of second or foreign language learners. To facilitate effective learning and teaching, teachers are encouraged to enhance learners' experience through:

* Subjects in primary schools are chosen from the five Key Learning Areas of Chinese Language Education, English Language Education, Mathematics Education, Arts Education, and Physical Education; and General Studies for Primary Schools. Please refer to pp.21-23 of *Learning to Learn - The Way Forward in Curriculum Development (CDC, 2001)* for details.

- providing ample opportunities and a conducive environment for the learning and practice of language forms (including text types, vocabulary, and grammar items and structures), communicative functions, and language skills in meaningful contexts;
- making extensive use of a variety of text types (including stories, informational reports, expositions) to develop critical thinking and encourage free expression and creativity; and
- promoting the development of learning and language development strategies, values and attitudes to enhance effective, independent and lifelong learning.

1.4 Emphases for Design and Implementation

The following emphases, which are by no means exhaustive, can serve as entry points and convenient platforms for teachers to design and implement their schools' English Language curriculum based on the central curriculum framework:

- *Facilitating the development of a "reading to learn" culture, helping learners acquire effective reading skills and develop good reading habits through the use of language arts materials and texts, incorporating a wide variety of text types to develop their critical thinking skills, creativity and cultural awareness*
- *Developing learners' generic skills, values and attitudes and exposing them to rich learning experiences through moral and civic education, project learning, reading to learn, information technology (IT) for interactive learning (the four key tasks promoted in the curriculum reform)*
- *Using a learner-centred and a task-based approach in the planning and organization of learning, teaching and assessment materials and activities, ensuring that emphases are put on helping learners master both language forms and communicative functions for use in appropriate contexts*
- *Catering for learner diversity through developing a wide range of open-ended learning tasks and activities, and employing teaching strategies that suit the specific needs of both less able learners and more able learners, as well as the needs of learners with different learning styles*

- *Promoting learner independence* through the development of lifelong language learning skills and strategies such as vocabulary building skills, phonics skills and information skills, and providing opportunities for the mastery of these skills through purposeful tasks and in meaningful contexts
- *Creating a language-rich environment* through promoting a cross-curricular approach to learning, and making use of community resources to facilitate learner participation in life-wide learning activities
- *Promoting assessment for learning* in addition to assessment of learning through greater use of formative and criterion-referenced assessment to gain insights into learners' strengths and weaknesses, to provide feedback informing learners about their performance, and to indicate how to make further progress in their learning

Roles of the Teacher

In addition to being the organizer and manager of class activities, language resource person, materials developer and assessor, the teacher plays the roles of:

- Facilitator who supports learning through interacting with learners and providing guidance to help them construct knowledge, and develop skills, positive values and attitudes;
- Curriculum developer who contributes to the development of a school-based English Language curriculum based on the focuses in this Guide and the needs of learners in collaboration with colleagues or independently; and
- Curriculum leader by initiating innovative curricular changes.

Roles of the Learner

In addition to being a diligent worker, cooperative listener and class participant, the learner plays the roles of:

- Active learner and negotiator of language learning activities;
- Motivated and independent worker who sets meaningful goals for his or her own learning, takes the initiative to inquire and discuss with teachers and fellow-learners, and reflects on and evaluates his or her own learning experiences;
- Confident and creative learner who is willing to take risks in language learning; and
- Reviewer of learning progress through active participation in peer and self assessment.

1.5 Strategies for School-based Curriculum Development

Schools and teachers need to exercise their professional autonomy to develop a school-based curriculum which is based on the central curriculum framework on the one hand, and on their schools' strengths and pupils' learning needs, abilities and orientations on the other. The development of a school-based English Language curriculum may include re-adjusting the Learning Targets, varying the organization of the contents, adding optional studies or adapting learning, teaching and assessment strategies.

School-based curriculum development involves the collaboration among all stakeholders in the process of designing, implementing and continuously improving learning, teaching and assessment, in line with both central policies and the needs of the schools and their learners. The table on the next page outlines the focuses for English Language Education curriculum development in primary schools in the short term (from 2001-02 to 2005-06), medium term (from 2006-07 to 2010-11) and long term (beyond 2011). More suggestions on curriculum planning, development and management are provided in Chapter 3.

Focuses for English Language Education Curriculum Development in the Short, Medium and Long Terms in Primary Schools

		2001 > > > > >	2006 > > > > >	2011 > >	Beyond 2011
		Short-term focuses (From 2001-02 to 2005-06)	Medium-term focuses (From 2006-07 to 2010-11)	Long-term focuses (Beyond 2011)	
			Schools and teachers continue to work on the focuses listed in the short-term phase and add the following:	Schools and teachers continue to work on the focuses listed in the short- and medium-term phases and add the following:	
Key Stage 1 (P1-3)	Our Learners	<ul style="list-style-type: none"> Enjoy participating in meaningful English learning activities Become motivated to speak, read and listen to English Enjoy listening to stories and participating in reading aloud Develop basic reading skills and strategies conducive to reading to learn Develop phonics skills and vocabulary building skills Develop simple IT skills through participating in interactive activities like reading e-books and playing matching games Reflect on own learning (e.g. using checklists and self assessment forms) and make improvements with teacher support 	<ul style="list-style-type: none"> Enjoy reading books with a variety of text types (e.g. stories, expositions) and engaging in language arts activities (e.g. singing, show-and-tell, role-plays, dramas) with teacher support Develop confidence in free expression, imagination and creativity 	<ul style="list-style-type: none"> Attain proficiency in designing quality learning, teaching and assessment materials and activities Build a good network among schools for the sharing of resources and good practices Formulate and implement a comprehensive and effective school-based assessment policy 	
	Our Teachers	<ul style="list-style-type: none"> Motivate learning and encourage creativity through language arts activities such as puppet shows, games and show-and-tell Develop learners' language skills through activities such as shared reading of big books and storytelling Use effective strategies to enhance learning to read and reading to learn Avoid excessive use of dictation and mechanical language practice exercises Make flexible use of textbooks and a wide range of language arts and multi-media resource materials Give timely and constructive feedback to learners to enhance learning effectiveness 	<ul style="list-style-type: none"> Make greater use of text types and literary or imaginative texts to provide pleasurable and enjoyable learning experiences and encourage free expression, imagination and creativity Motivate learning through a diversity of activities such as reading awards, IT-supported interactive games and dramas in addition to those listed as short-term focuses Develop learners' language skills through activities such as shared writing, choral speaking in addition to shared reading of big books and storytelling 		
Key Stage 2 (P4-6)	Our Learners	<ul style="list-style-type: none"> Enjoy doing tasks and projects which involve life-wide learning using community resources Have more opportunities for reading, writing, speaking and listening to English Communicate effectively by using suitable grammar structures and text types Develop dictionary, information and study skills through participating in tasks and projects Participate in self and peer assessment to improve learning and develop positive attitudes towards different points of view 	<ul style="list-style-type: none"> Enjoy reading books with a variety of text types (e.g. jokes, brochures, expositions) Take the initiative to inquire and discuss with teachers and fellow-learners and be willing to take risks in language learning Make use of opportunities to participate in activities involving the integrated use of listening, speaking, reading and writing skills, both inside and outside the classroom Develop strategies and engage in self-access language learning on their own initiative Reflect on and evaluate their own learning experiences Participate actively in peer and self assessment 		
	Our Teachers	<ul style="list-style-type: none"> Facilitate the integrative use of language and help develop dictionary and information skills through tasks and projects Make extensive use of language arts materials and open-ended questions to stimulate critical thinking, creativity and cultural awareness Facilitate grammar learning through the use of materials with a variety of text types and task-based activities Use a wide range of resource materials, including IT resources, with a variety of text types Provide opportunities for life-wide learning making use of community resources Use different modes of formative assessment to enhance learning and teaching 	<ul style="list-style-type: none"> Motivate learning and creativity through a variety of activities such as dramas, oral presentations, storytelling and interactive writing activities Work on developing a positive, open-minded attitude towards learning English, and respect for different points of view and cultures among learners Support learners to construct knowledge and develop skills, positive values and attitudes through interacting with them and providing them with guidance, and making closer cross-curricular links in designing learning modules and activities Make extensive use of a diversity of text types and literary or imaginative texts to stimulate critical thinking and encourage free expression and creativity Strengthen the learning-teaching-assessment cycle by using criterion-referencing principles in judging and describing learners' achievement 		

Chapter Two

English Language Education
Key Learning Area
Curriculum Framework

Chapter 2 English Language Education Key Learning Area Curriculum Framework

The curriculum framework for English Language Education is the overall structure for organizing learning and teaching for the subjects of English Language and Literature in English*. The framework comprises a set of interlocking components including:

- subject knowledge and skills, which are expressed in the form of Learning Targets under the Strands of Interpersonal, Knowledge and Experience, as well as Learning Objectives;
- generic skills; and
- positive values and attitudes.

The curriculum framework sets out what learners should know, value and be able to do at various stages of schooling. It gives schools and teachers flexibility and ownership to plan and develop alternative curriculum modes to meet their varied needs.

2.1 Aims, Learning Targets and Objectives

Aims

The overall aims of the English Language Education curriculum are:

- to provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
- to enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

* Literature in English is the extended and optional subject in the English Language Education curriculum. Please refer to pages 18 and 29 of the *English Language Education KLA Curriculum Guide (P1-S3) (CDC, 2002)* for details.

Learning Targets and Objectives

Subject Target

The Subject Target of English Language is for learners to develop an ever-improving capability to use English:

- to think and communicate;
- to acquire, develop and apply knowledge;
- to respond and give expression to experience;

and within these contexts, to develop and apply an ever-increasing understanding of how language is organized, used and learned.

Strand Targets

The Subject Target is supported by three interrelated Strands:

- Interpersonal Strand
- Knowledge Strand
- Experience Strand

Strands define the general purposes of learning English and serve as content organizers of the curriculum. They refer to the categories for organizing the curriculum content for the purpose of developing knowledge, skills, values and attitudes as a holistic process.

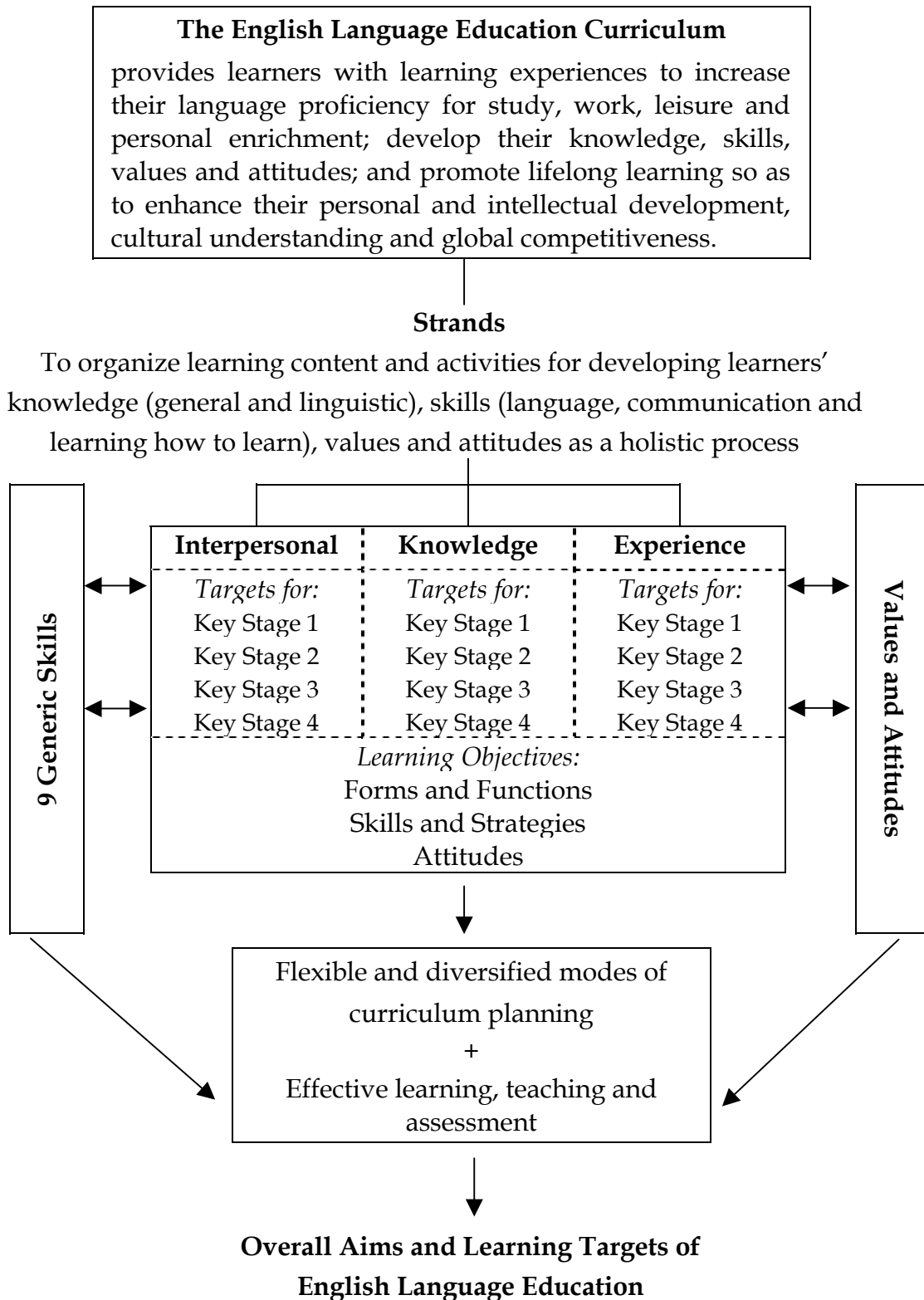
Learning Objectives

The Learning Objectives are the essential focuses of learning. They form the content of learning for the subject, embodying:

- language forms and communicative functions;
- language skills and language development strategies;
- attitudes specific to English Language learning;
- generic skills; and
- positive values and attitudes.

2.2 Components of the Curriculum Framework

Diagrammatic Representation of the English Language Education KLA Curriculum Framework



2.2.1 Strands and Targets

Strands are categories within which the curriculum can be organized. The three interrelated Strands in the English Language Education KLA – Interpersonal, Knowledge and Experience – have been employed as content organizers for the purpose of developing knowledge, skills, values and attitudes as a holistic process. These interrelated Strands define the broad purposes for learning English and give rise to meaningful tasks and contexts in which language skills, knowledge of the language, and values and attitudes can be developed to achieve the Subject Target. Few authentic situations of language use involve only one of the Strands. Almost all authentic situations involve two or three of the Strands. The targets within the three Strands are:

Interpersonal Strand (IS)

To develop an ever-improving capability to use English

- to establish and maintain relationships;
- to exchange ideas and information; and
- to get things done.

Knowledge Strand (KS)

To develop an ever-improving capability to use English

- to provide or find out, interpret and use information;
- to explore, express and apply ideas; and
- to solve problems.

Experience Strand (ES)

To develop an ever-improving capability to use English

- to respond and give expression to real and imaginative experience.

The Learning Targets for each Strand for each key stage define more clearly and specifically how learners progress from one key stage to another. Please refer to pages 67 and 68 for details.

2.2.2 Learning Objectives

The Learning Objectives set out more explicitly what pupils are to learn and use at Key Stages 1 and 2 in order to work towards the Learning Targets for the key stages. They cover language forms and communicative functions, language skills, language development strategies, attitudes specific to English Language learning, generic skills, and positive values and attitudes.

Language Forms and Communicative Functions

In order to develop an ever-improving capability to use English for the various purposes identified in the Learning Targets, learners need to master different aspects of the language system, and be able to make use of this knowledge in completing tasks. It is not sufficient for learners merely to know the rules and focus on the forms. They must also learn how to apply such knowledge to purposeful communication in real-life or simulated situations. Meaningful use of the language elements should be given as much emphasis as mastery of the forms. Language forms include text types, vocabulary, and grammar items and structures. These are presented in the following sections.

Text Types

Text types refer to different varieties of spoken and written discourse. They are organized in different ways and use different structures according to the purposes they serve. The intended purpose and audience of each text type determine its structural, stylistic and linguistic features. It is important to introduce a variety of text types to learners at primary level. Conscious learning and explicit teaching of different text types enable learners to become more effective readers and proficient language users. Learners need to acquire familiarity with different text types and the structures that they use, and be able to use them in their own real-life communication. Mastery of an authentic text (such as the ability to read a set of instructions for assembling a toy) gives learners a strong feeling of achievement and motivates them for further development. More information regarding the learning and teaching of some common text types is provided in Section 4.4.

Text types also provide authentic and meaningful contexts within which learners can learn how grammar works for purposeful communication. For example, when learners read a recount of a school function held a year ago, they see how the past tense is used to record past events. Similarly, when they read or write rules for a game, they practise the use of imperatives to give instructions.

The table on the next page is a list of text types that learners of Key Stages 1 and 2 should be exposed to and produce, when appropriate. They are organized under the categories of narrative texts, information texts, exchanges, procedural texts, explanatory texts and persuasive texts according to the purposes being served, as described in the Learning Targets. The sequence of these categories is mainly based on learners' interests, needs and cognitive development. However, it is not a prescriptive sequence to be followed in the learning and teaching of text types. Teachers may agree, however, that narrative texts are usually more appealing to young learners than persuasive texts.

Complexity increases within and across text types according to the level of learning. Items under each category are not exhaustive. It is possible that the same text type may have more than one defined purpose. For example, posters can be persuasive texts as well as information texts. Posters are put under the category of persuasive texts here, since the main purpose of posters is seen as more persuasive than informative in most authentic situations. Similarly, expositions can be information texts or persuasive texts. Expositions are put under the category of information texts for Key Stage 1 here, as they tend to refer to texts that describe objects or processes (e.g. texts about the characteristics of dinosaurs). Expositions are put under the category of persuasive texts for Key Stage 2 here, as they tend to refer to texts that present and convey an argument or present and explain a point of view (e.g. texts about reasons for keeping a class pet).

Categories of Text Types*	Examples of Text Types for Key Stage 1	Additional Examples of Text Types for Key Stage 2
Narrative Texts	<ul style="list-style-type: none"> • Cartoons and comics • Diaries • Fables and fairy tales • Personal recounts • Poems • Rhymes • Songs • Stories 	<ul style="list-style-type: none"> • Accounts • Autobiographies • Biographies • Jokes and riddles • Journals • Myths • Plays • Tongue twisters
Information Texts	<ul style="list-style-type: none"> • Charts • Coupons • Expositions • Labels • Leaflets • Lists • Menus • Notices • Personal descriptions • Picture dictionaries • Product information • Rules • Signs • Tables • Time-tables 	<ul style="list-style-type: none"> • Announcements • Catalogues • Children's encyclopaedias • Dictionaries • Directories • Informational reports • Maps and legends • News reports • Pamphlets • Questionnaires • Weather reports
Exchanges	<ul style="list-style-type: none"> • Cards • Conversations • Notes and messages • Personal letters • Postcards 	<ul style="list-style-type: none"> • E-mails • Formal letters • Telephone conversations
Procedural Texts	<ul style="list-style-type: none"> • Directions • Instructions 	<ul style="list-style-type: none"> • Procedures • Recipes
Explanatory Texts	<ul style="list-style-type: none"> • Captions • Illustrations 	<ul style="list-style-type: none"> • Explanations of how and why
Persuasive Texts	<ul style="list-style-type: none"> • Advertisements • Posters 	<ul style="list-style-type: none"> • Brochures • Discussions • Expositions

* The sequence of the categories of text types presented here is **not** a prescriptive one to be followed strictly for learning and teaching.

Vocabulary

Vocabulary is best introduced in context using language games and tasks. A judicious combination of tasks organized under Modules and Units helps learners progress towards the Learning Targets, because it provides experience in relevant uses of English for particular purposes.

Tasks address learners' needs and interests and provide authentic contexts for vocabulary use. The vocabulary items that learners encounter, acquire and use at each key stage vary with the tasks and amount of language support that learners experience in the learning environment. It is therefore not advisable to prescribe a vocabulary list out of context for each key stage.

In selecting vocabulary, it is necessary for teachers to predict the vocabulary that learners will need for the meaningful completion of tasks and then decide how the vocabulary items are to be introduced through interesting contexts. Both spoken and written texts of a variety of text types need to be used in order to help learners acquire a wide range of vocabulary.

The choice of vocabulary should take into consideration learners' needs and interests in using English. Teachers may begin with words that learners need to:

- follow classroom routines, commands, directions, requests and activities in the classroom;
- identify or describe people, things and events in the family, school and their daily experiences; and
- express personal experiences and imaginative ideas, which are essential in fostering motivation and enjoyment in learning.

Then, teachers should move to words that learners need to:

- understand and express opinions on general topics;
- appreciate and interpret texts of different types for enjoyment and personal enrichment, and to pave the ways for future study; and

- express a wide range of ideas and experiences for communicative purposes and for pleasure and self-fulfilment.

Gradually, learners become intrinsically motivated and intellectually inquisitive. They will build on their own existing vocabulary and further explore the meanings of words for enjoyment on their own initiative.

Communicative Functions

Communicative functions set out what learners should be able to do in English through listening, speaking, reading and/or writing.

Communicative Functions for Key Stage 1

- Ask a person's name and make other simple inquiries
- Ask and describe what people are doing
- Ask and tell the time, days and dates
- Ask permission to do simple things
- Bid farewell
- Describe the weather
- Describe what people do regularly and when and how they do it
- Express and respond to oral and written prohibitions
- Express and respond to thanks
- Express basic needs and wants
- Express good wishes
- Express inability to understand or respond to something
- Express likes and dislikes
- Give a simple description of oneself and others in terms of name, age, members of the family, occupations, personal characteristics, habits and abilities
- Give and respond to simple rules and instructions
- Greet people and respond to greetings
- Identify common animals and plants and give simple descriptions
- Identify common objects and describe their sizes, shapes and colours
- Identify common signs in Hong Kong
- Identify names of some places in Hong Kong
- Introduce oneself

- Make and respond to apologies
- Make simple requests
- Seek and provide information and elucidation
- State opinions and express feelings
- Talk about locations
- Talk about past events
- Talk about personal possessions
- Talk about prices and quantities

Additional Communicative Functions for Key Stage 2

The communicative functions listed for Key Stage 1 should be consolidated and extended to a greater degree of complexity in Key Stage 2. In addition, learners should be able to do the following in Key Stage 2 through listening, speaking, reading and/or writing.

- Ask and describe what people do regularly and when and how they do it
- Ask for and give explanations
- Describe simple processes, situations and conditions
- Describe the manner and frequency with which people carry out actions, and the purposes and results of these actions
- Draw others' attention to people and things and describe them briefly
- Express concern and sympathy
- Express preferences, ideas and plans
- Give a simple account of past events and what people did in the past
- Identify names of some cities and countries
- Make excuses and give responses
- Make predictions and refer to future actions
- Make simple comparisons of various kinds
- Make simple conditional statements
- Make simple suggestions
- Offer one's services
- Open, maintain and close telephone conversations
- Set regulations and give warnings
- Talk about future events, actions and processes

Grammar Items and Structures

Learners need to use a range of grammar items and structures to serve various communicative functions. In the tables from pages 22 to 50, grammar items and structures have been combined with communicative functions to illustrate the relationship between them. The grammar items and structures listed for Key Stage 1 should be consolidated for learning in Key Stage 2.

Nouns

KS1

	Examples
Use nouns or noun phrases to <ul style="list-style-type: none">• identify people, animals, events and objects• indicate time, days and dates• show possession	He is <u>a teacher</u> . I like <u>dogs</u> . Today is <u>my birthday</u> . This is <u>a beautiful bag</u> . It is <u>half past ten</u> now. Today is <u>Monday</u> . It is <u>2nd July</u> today. It is <u>Peter's toy car</u> .
Use singular forms of countable nouns to <ul style="list-style-type: none">• refer to one person, animal, event and object	I have a <u>bicycle</u> .
Use plural forms of countable nouns to <ul style="list-style-type: none">• refer to more than one person, animal, event and object	Jo has two <u>brothers</u> . She has four <u>balloons</u> .
Use plural nouns to <ul style="list-style-type: none">• refer to some clothes and other things that people wear	Where are my <u>shorts</u> ? Miss Lee wears <u>glasses</u> .
Use uncountable nouns to <ul style="list-style-type: none">• refer to uncountable objects• refer to general things which are not used with numbers	I have <u>milk</u> for breakfast. This is good <u>work</u> .
Use proper nouns to <ul style="list-style-type: none">• refer to people and places	<u>Ann</u> is a taxi-driver. Mr. Wu lives in <u>Kowloon</u> .

Nouns

KS2

	Examples
Use nouns or noun phrases to <ul style="list-style-type: none">• describe conditions• refer to quantities or units	I have <u>a headache</u> . I need <u>a piece of paper</u> . I bought <u>a pair of trousers</u> yesterday.
Use “-ing” nouns or noun phrases to <ul style="list-style-type: none">• refer to activities	I enjoy <u>singing</u> . My brother likes <u>collecting stamps</u> .
Use plural nouns to <ul style="list-style-type: none">• refer to some tools and other things that people use	You can use <u>scissors</u> to cut the thread. Put on your <u>headphones</u> .
Use collective nouns to <ul style="list-style-type: none">• refer to a group of people	Our <u>class</u> is very smart. The shopkeeper called the <u>police</u> .
Use possessive form of nouns to <ul style="list-style-type: none">• refer to a point in time	I have to hand in the project in a <u>week’s</u> time.
Use proper nouns to <ul style="list-style-type: none">• refer to cities and countries• refer to festivals• refer to organizations and events	Her uncle lives in <u>London</u> . He visited <u>Japan</u> last year. <u>Easter</u> is coming. He is a member of the <u>Cubs</u> . Which country will hold the next <u>Olympic Games</u> ?

Pronouns

KS1

	Examples
Use the personal pronouns “I, we, you, he, she, it, they” as subjects to <ul style="list-style-type: none">• identify people, animals and objects	<u>I</u> have a cat. <u>It</u> is very naughty.
Use the personal pronouns “me, us, you, him, her, it, them” as objects to <ul style="list-style-type: none">• identify people, animals and objects	Mr. Chan is a good teacher. We like <u>him</u> very much.
Use the impersonal pronoun “it” to <ul style="list-style-type: none">• express facts about time, day, date and weather	<u>It</u> is nine o’clock. <u>It</u> is Wednesday today. <u>It</u> is 2 nd July today. <u>It</u> is sunny today.
Use the introductory “there” to <ul style="list-style-type: none">• express that something exists/existed or happens/happened	Once upon a time, <u>there</u> were three little pigs. Look, <u>there</u> is a fire over there.
Use the demonstrative pronouns “this, that, these, those” to <ul style="list-style-type: none">• refer to people and things	<u>These</u> are my classmates. <u>That</u> is a magic hat.
Use the interrogative pronouns “who, what” to <ul style="list-style-type: none">• find out a person’s identity• find out time• find out specific information about a person, object or event	<u>Who</u> is she? <u>What</u> is the time? <u>What</u> is his name?

Pronouns

KS2

	Examples
Use the impersonal pronoun "it" to <ul style="list-style-type: none">describe a situation	<u>It</u> is quiet here.
Use the possessive pronouns "mine, ours, yours, his, hers, its, theirs" to <ul style="list-style-type: none">show possession	Is this your lunch box? Where is <u>mine</u> ? My cat is brown. <u>Hers</u> is white.
Use the indefinite pronouns "someone, anyone, everyone, no one, somebody, anybody, everybody, nobody, something, anything, everything, nothing" to <ul style="list-style-type: none">refer to people, events and objects in a general and indefinite way	<u>Somebody</u> has left a green umbrella in the music room. There's <u>no one</u> outside. Is there <u>anything</u> in that box?
Use the reflexive pronouns "myself, ourselves, yourself, yourselves, himself, herself, itself, oneself, themselves" to <ul style="list-style-type: none">emphasize that the object of a verb is the same person as the subjectemphasize that someone does something without any help from anyone else	The boy cut <u>himself</u> when he was preparing dinner. You must finish the work <u>yourself</u> by Thursday. This time the children must find the way home <u>themselves</u> .

	Examples
<p>Use the relative pronouns “which, who, that, whose, where” to</p> <ul style="list-style-type: none"> link ideas or add information to a noun or noun phrase 	<p>The boy <u>who</u> usually waters the plants is called John.</p>
<p>Use the reciprocal pronouns “each other, one another” to</p> <ul style="list-style-type: none"> indicate that people do the same thing and feel the same way 	<p>My twin brother and I are proud of <u>each other</u>. Our classmates often help <u>one another</u>.</p>
<p>Use the interrogative pronouns “which” to</p> <ul style="list-style-type: none"> find out one’s preferences 	<p><u>Which</u> would you like, the apple or the orange?</p>

Determiners

KS1

	Examples
Use the indefinite articles "a, an" to <ul style="list-style-type: none">refer to a person, animal, event, time or object in general*	Hong Kong is <u>a</u> big city. Wait <u>a</u> minute. Lily eats <u>an</u> apple every day.
Use the definite article "the" to <ul style="list-style-type: none">refer to a specific person, animal, event, time or objectrefer to people or things that are unique	<u>The</u> baby smiled. <u>The</u> kitten is naughty. My friends came to <u>the</u> party. <u>The</u> King was kind. <u>The</u> moon is very bright.
Use the demonstratives "this, that, these, those" to <ul style="list-style-type: none">refer to people or objects	<u>This</u> boy is polite. <u>Those</u> pictures are beautiful.
Use the general determiners "a lot of, all, any, every, many, more, most, much, no, some" to <ul style="list-style-type: none">show quantities	<u>All</u> balloons in the shop are red. Is there <u>any</u> bread in the box? I can see <u>many</u> people. One <u>more</u> song, please. There is not <u>much</u> water in the glass. Put <u>some</u> pictures on the wall.

* No article is used with plural and uncountable nouns to refer to people, animals, events, time or objects in general, e.g. _ Milk is good for you.

Determiners

KS2

	Examples
<p>Use the general determiners “a few, a little, both, each, enough, several, too many, too much, plenty of” to</p> <ul style="list-style-type: none">• show quantities	<p><u>A few</u> pupils in my class wear glasses.</p> <p>I found <u>a little</u> ice cream in the refrigerator.</p> <p><u>Both</u> my sister and I will come to see you.</p> <p>Some people stood because there were not <u>enough</u> chairs.</p>
<p>Use the general determiners “another, other” to</p> <ul style="list-style-type: none">• show the same type of things or people	<p>Please give me <u>another</u> pencil.</p> <p>You may also read <u>other</u> pages of the book.</p>
<p>Use the interrogative determiners “which, whose” to</p> <ul style="list-style-type: none">• find out about a specific person or object• find out which person something belongs to	<p><u>Which</u> room is bigger?</p> <p><u>Whose</u> handbag is this?</p>

Adjectives

KS1

	Examples
Use adjectives to <ul style="list-style-type: none">• describe people, animals, objects and conditions• show quantities• show position or order• describe weather	My father is <u>tall</u> . The <u>hungry</u> baby is crying. She likes <u>fat</u> cats. The sky is <u>blue</u> . I have <u>three</u> rulers. Mary sits in the <u>second</u> row. Today is <u>cold</u> .
Use adjective phrases to <ul style="list-style-type: none">• describe age• describe height• describe length	I am <u>six years old</u> . She is <u>120 centimetres tall</u> . This box is <u>10 centimetres long</u> .
Use the possessive adjectives "my, our, your, his, her, its, their" to <ul style="list-style-type: none">• show possession or connection	<u>My</u> brother is cute. <u>His</u> eyes are big.

Adjectives

KS2

	Examples
Use “-ing” adjectives to <ul style="list-style-type: none">describe effects that something has/had on one’s feelings	This storybook is <u>interesting</u> . The football match was <u>exciting</u> .
Use “-ed” adjectives to <ul style="list-style-type: none">describe feelings that someone has/had about something	All of us are <u>interested</u> in the game. The children were <u>excited</u> about the picnic.
Use adjectives to <ul style="list-style-type: none">make comparisons	Our shoes are <u>similar</u> , but our socks are <u>different</u> .
Use comparative adjectives or adjective phrases to <ul style="list-style-type: none">make comparisons	John’s hair is <u>longer</u> than Tom’s. Peanut butter is <u>better</u> than butter. This dress is <u>more beautiful</u> than that one.
Use superlative adjectives or adjective phrases to <ul style="list-style-type: none">make comparisons	John is the <u>tallest</u> boy in the class. Mary is the <u>best</u> reader in the class. This is the <u>most comfortable</u> chair.

Verbs

KS1

	Examples
Use the simple present tense to <ul style="list-style-type: none">• describe habitual actions• talk about present states• express simple truths • express interests, feelings and opinions	I <u>brush</u> my teeth every day. My father <u>is</u> a policeman. Lemons <u>are</u> sour. Cows <u>eat</u> grass. I <u>like</u> swimming. She <u>is</u> afraid of snakes. Mr. Cheung <u>is</u> a nice teacher.
Use the present continuous tense to <ul style="list-style-type: none">• describe actions taking place at the time of speaking	They <u>are singing</u> in the playground now.
Use the simple past tense to <ul style="list-style-type: none">• talk about past activities or events• talk about past states• describe activities or events in a story	Daddy <u>washed</u> the dishes. I <u>was</u> a fat baby. Alice <u>opened</u> the pink box. A little fairy <u>jumped</u> out.
Use the verbs "am, is, are, was, were, has, have, had" to <ul style="list-style-type: none">• seek information	<u>Is</u> she a nurse? <u>Were</u> they hungry? <u>Have</u> you any pets?
Use the auxiliary verbs "am, is, are, do, does, did" to <ul style="list-style-type: none">• seek information	<u>Are</u> they playing basketball? <u>Do</u> you speak English? <u>Does</u> he like sweets? <u>Did</u> he cry?

	Examples
Use the modals “can, may, will” to <ul style="list-style-type: none"> • talk about abilities • ask permission • offer help • make requests • seek information 	I <u>can</u> dance. I <u>cannot</u> play the piano. <u>Can</u> I start now? <u>May</u> I go out? <u>Can</u> I help you? <u>Will</u> you help me, please? <u>Can</u> you swim?
Use imperatives to <ul style="list-style-type: none"> • give instructions and directions • express prohibitions • make requests 	<u>Switch on</u> the lights. <u>Turn</u> left. <u>Don't walk</u> on the grass. <u>Give</u> me a crayon, please.
Use phrasal verbs to <ul style="list-style-type: none"> • indicate actions 	I <u>get up</u> at seven o'clock. The mouse <u>ran away</u> .

Verbs

KS2

	Examples
Use the simple present tense to <ul style="list-style-type: none">• express needs• express preferences • express thoughts and ideas• talk about schedules• talk about future possibilities or plans	I <u>need</u> a new schoolbag. I <u>like</u> playing volleyball more than basketball. I <u>think</u> Siu Man is correct. The train <u>leaves</u> at 3:00 p.m. If it <u>rains</u> , we shall stay at home.
Use the simple past tense to <ul style="list-style-type: none">• express past conditions• express past needs, interests and feelings• express past thoughts	I <u>had</u> a cold last week. I <u>enjoyed</u> the movie last night. I <u>thought</u> the visit was interesting.
Use the past continuous tense to <ul style="list-style-type: none">• refer to actions which were going on when a second one took place• refer to actions which were in progress at a given time in the past	They <u>were watching</u> TV when the fire broke out. At 3 p.m. yesterday, we <u>were playing</u> hide-and-seek under a tree.
Use the present perfect tense to <ul style="list-style-type: none">• relate past events to the present	I <u>have done</u> my homework already. Mary <u>hasn't sent</u> the letter yet.
Use the future tense to <ul style="list-style-type: none">• talk about future events, actions and processes	He <u>will go</u> swimming tomorrow.
Use "be + going to" to <ul style="list-style-type: none">• describe events that will occur quite soon	It <u>is going to</u> rain.

	Examples
<p>Use the auxiliary verbs “was, were, has, have, will, shall” to</p> <ul style="list-style-type: none"> • seek information 	<p><u>Were</u> you doing your homework when he called? <u>Has</u> he seen this movie? <u>Have</u> you ever been to Japan? <u>Will</u> he join us after school?</p>
<p>Use the modals “can, could, may, might, must, ought, shall, should, will, would” to</p> <ul style="list-style-type: none"> • express obligations and prohibitions • make requests • express future possibilities • express duties • make suggestions • make offers or invitations • express preferences 	<p>You <u>can't</u> stay here. I <u>must</u> work harder. You <u>shouldn't</u> throw rubbish out of the window. <u>Could</u> you take some photographs for us? We <u>might</u> go to an English Camp this summer. She is our class prefect. She <u>ought</u> to collect the exercise books from us. <u>Shall</u> we go on a picnic? <u>Would</u> you like to come with me? I <u>would</u> like some tea.</p>
<p>Use imperatives to</p> <ul style="list-style-type: none"> • give warnings • make suggestions 	<p><u>Break</u> it, and you will pay for it. <u>Let's</u> take a rest.</p>
<p>Use phrasal verbs to</p> <ul style="list-style-type: none"> • indicate actions • indicate conditions • show prohibitions 	<p>I don't want to <u>throw away</u> the toys. The car <u>broke down</u>. <u>Keep off</u> the grass.</p>
<p>Use infinitives* to</p> <ul style="list-style-type: none"> • talk about activities 	<p>The teacher <u>asked</u> Mary <u>to read</u> the story.</p>

* Some verbs such as “let, make” are used with an infinitive without “to”, e.g. My teacher let me bring my favourite toy to school last Tuesday.

Adverbs

KS1

	Examples
Use adverbs or adverb phrases to <ul style="list-style-type: none">• express degree• indicate positions• express similar opinions	I like my school <u>very much</u> . <u>Here</u> it is. Put the books <u>there</u> . Mr. Chan is kind. Miss Lee is kind, <u>too</u> .
Use the interrogative adverbs “how, when, where” to <ul style="list-style-type: none">• ask about age• ask about prices• ask about quantities• ask about time• ask about location	<u>How</u> old are you? <u>How</u> much is the robot? <u>How</u> many people are there? <u>When</u> can I come? <u>Where</u> are you?

Adverbs

KS2

	Examples
<p>Use adverbs or adverb phrases to</p> <ul style="list-style-type: none">• express degree• express frequency • express general practice• describe manner• express similar opinions • express time	<p>Don't make <u>so much</u> noise. The uniform is <u>too</u> small for me. Susan <u>always</u> goes to school by bus. My aunt <u>often</u> visits us. My friends <u>sometimes</u> go camping during long holidays. I <u>seldom</u> go to the cinema. Peter <u>never</u> plays video games. I <u>usually</u> take a bath before dinner. I do my homework <u>carefully</u>. Susan doesn't like swimming, <u>either</u>. See you <u>soon</u>.</p>
<p>Use the interrogative adverbs "how, when, why" to</p> <ul style="list-style-type: none">• express concern• ask about ways of doing something• ask about distance • ask about the length of a period of time• ask about time• ask about reasons	<p><u>How</u> are you getting on? <u>How</u> do you come to school?</p> <p><u>How</u> far is it from here to Mongkok? <u>How</u> long have you lived here?</p> <p><u>When</u> do they have P.E. lessons? <u>Why</u> did she get up so early?</p>

Prepositions

KS1

	Examples
Use prepositions or prepositional phrases to <ul style="list-style-type: none">• indicate days and dates• indicate directions• indicate means• indicate places • indicate positions • indicate time	See you <u>on</u> Monday. I have a test <u>on</u> 1 st October. Look! The monkey is climbing <u>up</u> the tree. We go home <u>by</u> bus. The children are <u>in</u> the park. How many animals are there <u>on</u> the farm? I live <u>in</u> Shatin. The cat is <u>under</u> the table. Look at the picture <u>on</u> the wall. I put the ruler <u>in</u> my bag. Stand <u>by</u> the door. Joe is sitting <u>in front of</u> Amy. He goes to school <u>at</u> half past seven. I play the piano <u>at</u> night. They go to the library <u>in</u> the morning. Christmas is <u>in</u> December. It is hot <u>in</u> summer.

Prepositions

KS2

	Examples
Use prepositions or prepositional phrases to <ul style="list-style-type: none">• describe objects• describe people• indicate a time in the future• indicate directions• indicate festivals• indicate periods of time• indicate positions	Miss Lee lives in the house <u>with</u> the red door. Who's that woman <u>in</u> a blue dress? I'll be back <u>in</u> a minute. Walk <u>along</u> this street and you will find a fast food shop. We had a big party <u>at</u> Christmas. Uncle John has stayed with us <u>for</u> a month. I have put the key <u>on the top of</u> the shelf. The restaurant is <u>next to</u> the post office.

Connectives

KS1

	Examples
Use the connectives "and, but, or" to <ul style="list-style-type: none">• link similar ideas or add information• link contrasting ideas• show choices or express alternatives	He has fish <u>and</u> rice for lunch. Mr Wong is rich <u>but</u> he is not happy. You can go there by bus <u>or</u> on foot.

Connectives

KS2

	Examples
Use the connectives "because, since, although, so, so that, when, while, therefore, first, next, then, if, unless, either... or, neither... nor" to <ul style="list-style-type: none">• give reasons• link contrasting ideas• show results• show purposes• express time	I'm late <u>because</u> I missed the bus. <u>Since</u> the rain is so heavy, we can only stay at home. <u>Although</u> Jane is shortsighted, she does not wear glasses. She swims every morning, <u>so</u> she is healthy. The dog barked at the burglar. <u>Therefore</u> he ran away. He drank some hot milk <u>so that</u> he could sleep well. The dog barked <u>when</u> the postman came. Wendy ate all the chips <u>while</u> her grandfather was sleeping.

	Examples
<ul style="list-style-type: none"> • express sequences • express conditions • show choices or express alternatives • show two things that are not true or possible 	<p><u>First</u> he takes out a large bag. <u>Next</u> he opens it quickly. <u>Then</u> he takes out a rabbit.</p> <p><u>If</u> it is sunny tomorrow, we will go on an outing. We wear shorts <u>unless</u> it is very cold.</p> <p>You can have <u>either</u> soup <u>or</u> salad.</p> <p><u>Neither</u> Man Yee <u>nor</u> I enjoyed the movie.</p>

Capitalization and Punctuation

KS1

	Examples
Use capitalization in <ul style="list-style-type: none">• first words of sentences• the pronoun "I"• names of people and titles• names of places• days of the week• months of the year• abbreviations and initials	<u>B</u> tterflies are beautiful. My brother and <u>I</u> play games at home. <u>K</u> itty is a good girl. She is very helpful. <u>M</u> r. <u>W</u> ong is a fireman. I live in <u>C</u> auseway <u>B</u> ay. We have music lessons every <u>W</u> ednesday. My birthday is in <u>F</u> ebruary. Where is the <u>C</u> D? Please see Miss <u>R</u> . Chan after lunch.
Use full-stops <ul style="list-style-type: none">• at the end of sentences• in abbreviations and initials	The sun rises in the east. <u>M</u> r. <u>L</u> ee is my English teacher. Please see Miss <u>R</u> . Chan after lunch.
Use question marks <ul style="list-style-type: none">• at the end of questions	Where is the library?
Use exclamation marks <ul style="list-style-type: none">• at the end of sentences to show strong feelings	What a good idea!

	Examples
Use commas <ul style="list-style-type: none"> • in lists of items • after “yes” and “no” • before and after addressing a person 	I like apples, oranges, mangoes and grapes. Would you like some tea? Yes, please. No, thank you. Hello, John. Sam, can you help?
Use apostrophes <ul style="list-style-type: none"> • to show possession • in contractions* 	This is Mary's schoolbag. Hello, I'm John. I like sports but I don't like playing basketball.

* It is more natural to use contractions in spoken English, e.g. “Im six years old.” However some young learners may find it too demanding to learn the full form and the contracted form at the same time, e.g. I am/I'm, cannot/can't. They may also confuse contractions with plural forms and possessive forms of nouns, e.g. The dog's barking. The dogs are running. The dog's tail is long. As learners progress towards the later stage of Key Stage 1 and when they are able to master the meaning and use of full forms, they can be exposed to the use of contracted forms in appropriate contexts.

Capitalization and Punctuation

KS2

	Examples
<p>Use capitalization in</p> <ul style="list-style-type: none">• first words in direct speech• key words in titles of books• names of cities and countries• names of festivals• names of organizations and events	<p>The teacher said, “<u>W</u>ho can help me count the books?”</p> <p>The title of the book is <u>M</u>onsters in the <u>H</u>ills.</p> <p>My aunt won an air ticket to <u>P</u>aris.</p> <p>I like the <u>D</u>ragon <u>B</u>oat <u>F</u>estival.</p> <p>You can get the leaflet from the <u>H</u>ong <u>K</u>ong <u>T</u>ourist <u>A</u>ssociation.</p> <p>Are you coming to the <u>S</u>chool <u>O</u>pen <u>D</u>ay?</p>
<p>Use commas</p> <ul style="list-style-type: none">• in complex sentences• to divide direct speech from the rest of the sentence• to write an address• around a phrase for modifying the preceding noun	<p>When I was five years old, I had my first birthday party.</p> <p>“I have finished all my homework,” said Peter.</p> <p>Alice answered, “I’ve made a lot of friends.”</p> <p>She lives at 200 Water Road, Kowloon.</p> <p>Miss Lee, my class teacher, will take us to the Central Library next week.</p>

	Examples
Use colons to <ul style="list-style-type: none"> • indicate direct speech in play scripts • introduce examples, explanations or lists 	Chris: Take a look at my photo. Mary: Oh! You look so cute in that cap. You can choose one gift: a lollipop, an ice cream or a bar of chocolate.
Use quotation marks <ul style="list-style-type: none"> • to denote direct speech 	“How was your first day at school?” asked Mrs. Chan.

Formulaic Expressions for Interpersonal Communication

KS1

	Examples
<p>Use formulaic expressions to</p> <ul style="list-style-type: none"> • greet people and respond to greetings • introduce oneself and others • express and respond to thanks • express good wishes • offer invitations • accept or decline invitations • accept or decline offers • make and respond to apologies • make and respond to requests • ask for repetition or rephrasing • get attention or interrupt in speech • express lack of comprehension • express approval or encouragement • take leave • begin and end personal letters 	<p>Good morning. Hello. How are you? I am Peter. This is my sister, Sally. Thank you. Thank you very much. You're welcome. Happy Birthday! Happy New Year! Will you come to the party? Yes, thank you. Sorry, I can't. Sorry, I cannot come on Friday. Yes, please. No, thank you. Sorry, I don't know. I'm sorry. That's all right. Can you pass the spoon, please? Here you are. Pardon? Sorry, I can't hear you. Excuse me.</p> <p>Sorry, I don't understand.</p> <p>Good. Very good. Well done! Good-bye. Dear Susan, Write soon. Hope to see you soon. Love, Yours,</p>

Formulaic Expressions for Interpersonal Communication

KS2

	Examples
<p>Use formulaic expressions to</p> <ul style="list-style-type: none">• make and respond to suggestions• show agreement or disagreement• open telephone conversations• identify oneself in telephone conversations• show concern • express and respond to good wishes• begin and end formal letters	<p>Let's go to Stanley this weekend. That's a good idea. I'm sorry. I can't. Yes, I agree. No, I don't think so. Hello. May I speak to Tony, please? Speaking. This is Peter. What's wrong? Take care. Merry Christmas. Same to you. Dear Mr. Lee, Yours sincerely,</p>

Structural Patterns

The following nine structural patterns for the main clauses are for teachers' reference. Familiarity with these patterns helps learners in primary schools construct sentences by analogy and edit their own writing. With enough exposure, they will master the patterns for use in appropriate contexts. It must be emphasized that the use of grammar rules and terms should be kept to a minimum, especially in teaching Key Stage 1 learners. Teachers should refer to the grammar items and introduce compound and complex sentences at appropriate stages of learning. Please refer to Section 4.5 for further discussion on the learning and teaching of grammar rules and terms.

KS1

	Examples
<ul style="list-style-type: none">• Subject + Verb	The baby is sleeping. Sit down*.
<ul style="list-style-type: none">• Subject + Verb + Object	I am brushing my teeth.
<ul style="list-style-type: none">• Subject + Verb + Complement (Be) (Noun or Adjective)	Jo is a nurse. He is tall.
<ul style="list-style-type: none">• Subject + Verb + Complement (Gerund)	I like swimming.
<ul style="list-style-type: none">• It/There/This + Verb + Subject (Be)	It is a monster. There are ten balloons. This is a hamster.
<ul style="list-style-type: none">• Subject + Verb + Adverb phrase	The children are playing in the park.

* The subject of an imperative sentence is "you" which is usually omitted.

KS2

The structural patterns listed as examples for Key Stage 1 should be consolidated and extended to cover more patterns and communicative functions in Key Stage 2. Teachers should not plan for the learning and teaching of the passive constructions of all possible patterns. It is recommended that passive constructions of simple language forms be introduced to learners only when there is a genuine communicative reason for using the passive.

	Examples
<ul style="list-style-type: none">• Subject + Verb + Indirect Object + Direct Object	My mother gave me a sandwich.
<ul style="list-style-type: none">• Subject + Verb + Complement (Be) (Possessive Pronoun)	That lunch box is mine.
<ul style="list-style-type: none">• Passive construction	The poem is written by Anthony Browne.

Types of Sentences

The nine structural patterns for Key Stage 1 and Key Stage 2 generate the following three types of sentences necessary for the achievement of the various communicative functions and Learning Targets in the two key stages.

KS1

	Examples
Use declarative sentences to <ul style="list-style-type: none">• make statements	Ben is singing. Susan loves dogs. My brother is strong. The children like reading. There are many flowers. Mary came at two o'clock.
Use interrogative sentences to <ul style="list-style-type: none">• ask questions	Is Mr. Wong cooking? May I close the door? Are you hungry? Do you like swimming? Are there many books? Is the dog playing in the garden?
Use imperative sentences to <ul style="list-style-type: none">• give commands	Don't shout. Draw a cat. Be quiet. Stop talking.

KS2

The types of sentences listed as examples for Key Stage 1 should be consolidated and extended to a greater degree of complexity, serving a variety of functions in Key Stage 2.

	Examples
Use declarative sentences to <ul style="list-style-type: none">• make statements	The Headmaster will sing us a song. The pictures are hers. The computer was stolen.
Use interrogative sentences to <ul style="list-style-type: none">• ask questions	Will May send you some flowers? Have you brought yours? Were the doors closed?
Use imperative sentences to <ul style="list-style-type: none">• give commands	Bring me something to drink, please.

Note:

Learners in Key Stage 1 and Key Stage 2 may need to recognise and use exclamations to express feelings and attitudes, as in the following examples:

- Wonderful!
- Hurray, more cakes!
- Oh dear, I'm sorry.
- Oh! Look! How beautiful!
- How kind of you!
- What a lovely picture!
- What a lovely baby he is!
- Well done!

These exclamatory expressions may not necessarily fall into the nine structural patterns and are in addition to the three types of sentences. Learning the structural patterns for all these exclamatory expressions is too demanding and unnecessary for learners in Key Stage 1 and Key Stage 2. It is recommended that learners be exposed to and practise some exclamations in appropriate contexts.

Language Skills and Language Development Strategies

Language Skills

Language skills include the skills of listening, speaking, reading and writing. They enable learners to communicate effectively for the various purposes described in the Learning Targets. Please refer to pages 69 and 70 for the Learning Targets and language skills that learners are to achieve at Key Stage 1 and Key Stage 2.

Listening Skills for Key Stage 1

- Identify and discriminate sounds, stress and intonation
 - identify basic consonant sounds, e.g. pen, thin, head, ball, rang, and discriminate between a small range of initial and final sounds in words, e.g. walk/talk, cat/cap
 - identify a small range of consonant blend sounds, e.g. black, milk, school, and discriminate between a small range of initial and final consonant blend sounds in words, e.g. glass/grass
 - identify basic vowel sounds and discriminate between different middle vowel sounds in words, e.g. hot, tape, sit/sat
 - recognize features of language use such as alliteration, rhyme, onomatopoeia and rhythm in simple spoken texts
 - recognize the stress in an utterance
 - recognize the difference in the use of intonation in simple questions, statements, commands and warnings
- Listen for explicit and implicit meaning
 - identify key words in short utterances by recognizing the stress
 - identify the gist or main ideas in simple spoken texts, e.g. short stories, with the help of cues
 - locate or provide specific information in response to simple instructions or questions
 - recognize the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)
 - recognize pronoun references, e.g. The children are in the park. They are playing happily.

- recognize repeated expressions in simple spoken texts
- recognize language patterns and vocabulary items previously encountered in new spoken texts
- guess the topic and the likely development of the topic by using personal experiences and knowledge of the world
- work out the meaning of unknown words using contextual or pictorial clues
- recognize that audio clues (tone, volume) convey meaning
- recognize that clues from gestures and facial expressions convey speakers' intention, feelings and opinions

Listening Skills for Key Stage 2

- Identify and discriminate sounds, stress and intonation
 - identify consonant blend sounds, e.g. cry, lft, and discriminate between different initial and final consonant blend sounds in words, e.g. smoke/ snake, mask/mast
 - identify long vowel sounds, e.g. boy, chain, care, and discriminate between different long vowel sounds in words, e.g. dear/pear, drew/dry
 - recognize the stress in words, e.g. enjoy, wonderful
 - recognize the stress in connected speech
 - recognize differences in the use of intonation in expressing approval, disapproval, queries and doubts
- Listen for explicit and implicit meaning
 - identify the gist or main ideas by recognizing the stress in connected speech
 - locate specific information in spoken texts, e.g. take down details of messages
 - understand the connection between ideas supported by cohesive devices, e.g. although, at last, because, before, first, if
 - predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world
 - use audio clues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts
 - understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions

Speaking Skills for Key Stage 1

- Present information, ideas and feelings clearly and coherently
 - pronounce correctly letters of the alphabet and words in isolation, e.g. girl /gɜ:l/
 - pronounce correctly words in connected speech by linking words together and using appropriate stress, e.g. Thank you/ 'θæŋkjʊ:/
 - produce simple phrases and sentences involving repetition or lists, e.g. I like bananas, apples and oranges.
 - use simple phrases and sentences to communicate with others with the help of cues
 - connect ideas by using cohesive devices, e.g. and, but, or
 - imitate appropriate stress, rhythm and intonation
 - give a simple description to express meaning of an unknown word in response to teacher's prompts
- Participate effectively in an oral interaction
 - open an interaction by
 - ♦ using simple formulaic expressions to greet someone politely
 - ♦ introducing oneself briefly
 - ♦ eliciting a response, e.g. How are you?
 - maintain an interaction by
 - ♦ using single words and formulaic expressions to acknowledge, agree and disagree, ask questions and reply
 - ♦ providing information in response to factual or yes/no questions
 - ♦ verbalizing inability to understand or asking for slower repetition of an utterance, e.g. Pardon?
 - ♦ asking for spelling, e.g. Can you spell 'Mary' for me?
 - ♦ repeating questions and answers if they are not understood
 - ♦ getting help from other learners or the teacher, e.g. Can you help me?
 - close an interaction by
 - ♦ using simple formulaic expressions, e.g. Good-bye.

Speaking Skills for Key Stage 2

- Present information, ideas and feelings clearly and coherently
 - use appropriate registers when speaking to familiar interlocutors such as teachers and peers, e.g. May I go to the toilet?
 - apply grammar rules such as subject-verb agreement correctly, e.g. Peter plays football every Sunday.
 - connect ideas by using cohesive devices, e.g. also, at last, before
 - use gestures and facial expressions to convey meaning and intention
 - use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings
- Participate effectively in an oral interaction
 - open an interaction by
 - ♦ greeting someone in an appropriate manner
 - ♦ introducing oneself giving some details
 - ♦ eliciting a response by asking questions or providing information on a topic, e.g. I've borrowed three very interesting books. Would you like to have a look?
 - maintain an interaction by
 - ♦ controlling participation in an interaction or group activities, e.g. taking one's turn at the right moment and recognizing others' desire to speak, e.g. It's my turn . . . It's your turn now.
 - ♦ asking and responding to others' opinions, e.g. Do you like that book? What do you think of (name of a character in the book)?
 - ♦ acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate
 - ♦ self-correcting or rephrasing questions and answers if they are not understood
 - ♦ predicting the likely development of a conversation and responding accordingly
 - close an interaction by
 - ♦ using appropriate formulaic expressions, e.g. See you tomorrow.
 - ♦ giving reasons, e.g. Sorry, I have to see my teacher now.

Reading Skills for Key Stage 1

- Understand the basic conventions of written English
 - follow left to right directionality
 - identify and name all the letters of the English alphabet
 - recognize the beginning and end of sentences
 - distinguish between capital and small letters
 - sight read common, phonically irregular words, e.g. are, a, you
 - recognize known clusters of letters in unknown words, e.g. in, chin, thin
 - recognize familiar words in new texts
 - use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts
 - use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts
 - use phonological strategies to decode words, e.g. identifying the onsets and rimes in words, breaking words up into syllables
- Construct meaning from texts
 - recognize common abbreviations and contracted forms, e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.
 - work out the meaning of unknown words by recognizing the base word within other words, e.g. mother/grandmother, rain/rainy
 - guess the meaning of unfamiliar words by using contextual or pictorial clues
 - identify key words for the main idea in a sentence
 - confirm meaning by re-reading a sentence or paragraph
 - understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)
 - understand the information provided on the book cover (e.g. title, author and illustrator), contents page and page numbers
 - guess the topic and the likely development of the topic by using personal experiences and knowledge of the world
 - recognize the format and language features of some common text types, e.g. signs, stories
 - make predictions about stories, characters, topics of interest using pictorial clues and book cover

- skim a text to obtain a general impression and the gist or main ideas with teacher support
- Locate information and ideas
 - locate specific information in a short text in response to questions
 - scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters

Reading Skills for Key Stage 2

- Understand the basic conventions of written English
 - sight read a wide range of common, phonically irregular words, e.g. have, said, was
 - use knowledge of basic letter-sound relationships to read aloud a variety of simple texts
- Construct meaning from texts
 - use known parts of words or word association to work out the meaning of unknown words, e.g. happy/unhappy, care/careless, bath/bathroom
 - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world
 - recognize recurrent patterns in language structure, such as word structure, word order, sentence structure
 - understand the information provided on the book cover (e.g. on the spine or blurb), index and glossary
 - recognize the format and language features of a variety of text types, e.g. journals, letters, menus, reports
 - read written language in meaningful chunks
 - understand the connection between ideas by identifying cohesive devices, e.g. also, at last, because, first, however, if, therefore
 - predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world
 - re-read the text to establish and confirm meaning
 - self-correct by using strategies such as checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help

- recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation
- understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language
- skim a text to obtain a general impression and the gist or main ideas
- Locate information and ideas
 - scan a text to locate specific information by using strategies such as looking at headings and repeated phrases
 - identify details that support the gist or main ideas

Writing Skills for Key Stage 1

- Use the basic conventions of written English
 - use the left to right directionality sequence
 - use print script
 - combine letters to form words
 - space letters, words and sentences
 - use capital and small letters
 - use basic sentence punctuation
 - use neat and legible handwriting
- Present information, ideas and feelings clearly and coherently
 - put words in a logical order to make meaningful phrases or sentences
 - reproduce sentences based on teacher's model and use words from print in the environment
 - provide personal ideas and information based on a model or framework provided
 - use appropriate cohesive devices, e.g. and, but, or, too
 - use concepts of order and time, e.g. last night, this morning
 - use appropriate formats and conventions of short written texts such as greeting cards, notes, personal letters, signs
 - gather and share information, ideas and language by using strategies such as brainstorming, building concept maps, listing and observing
 - express imaginative ideas with the help of cues
 - use available resources such as word books

- make changes to incorrect spelling, punctuation and grammar, and add details if necessary
- draft, revise and edit short written texts with teacher support

Writing Skills for Key Stage 2

- Use the basic conventions of written English
 - use cursive script
 - use paragraphs, capitalization and conventional punctuation
- Present information, ideas and feelings clearly and coherently
 - gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing
 - plan and organize information, and express own ideas and feelings by
 - ♦ identifying purpose and audience for a writing task
 - ♦ deciding on the sequence of content
 - use appropriate cohesive devices, e.g. also, at last, because, however, therefore
 - write paragraphs which develop main ideas
 - present main and supporting ideas, and where appropriate with elaboration
 - use a small range of language patterns such as different verb forms and structural patterns
 - use appropriate formats, conventions and language features when writing a variety of text types, e.g. journals, e-mails, procedures
 - use story structure that comprises setting, characters, problems, events, and solutions
 - draft, revise and edit written texts with teacher and/or peer support by
 - ♦ using a range of techniques such as combining ideas, rearranging the order of ideas, adding details, deleting irrelevant ideas, substituting words or phrases with more appropriate ones
 - ♦ re-reading the draft and correcting spelling, punctuation, grammar and vocabulary
 - ♦ using available references or resources, e.g. dictionaries, glossaries

- present writing using appropriate layout and visual support such as illustrations, tables and charts

Language Development Strategies

Language Development Strategies include, among others, study skills and ways to plan, manage and evaluate one's own learning. All these are very important, because they enable learners to become motivated, independent and responsible for their own learning.

Language Development Strategies for Key Stage 1

- Develop thinking skills
 - distinguish between positive and negative values
 - recognize and solve simple problems in a given situation
 - generate new ideas and meanings by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking
- Develop reference skills
 - use given materials to find out required information
 - locate simple information in materials such as price lists and menus
 - use organized information to check spelling or meaning, such as locating vocabulary cards in a word bank
 - classify the materials and put them into files of different topics or themes with teacher support
- Develop library skills
 - observe some simple class library rules, such as when to return the book and not to write or draw on the book
 - find books of interest from the class library with reference to the simple coding system, e.g. different colours or labels for different topics
- Develop information skills
 - extract information and ideas from texts with the help of visual clues
 - organize words into alphabetical order and refer to them as a resource for spelling when writing

- Plan, manage and evaluate one's own learning
 - concentrate on one's work
 - make use of opportunities to learn and use English in the classroom, such as trying to talk to the teacher and classmates in English
 - review samples of own writing over time and note the improvement in areas such as accuracy
- Develop self-motivation and positive attitudes
 - participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties
 - tell the teacher one's feelings concerning English learning in general and specific tasks
- Work with others
 - ask others for help with the meaning and pronunciation of words
 - work with others to complete a task

Language Development Strategies for Key Stage 2

- Develop thinking skills
 - recognize and solve simple problems with reasons
 - compare and contrast ideas to find similarities and differences
 - find out, organize and classify information on familiar topics
 - make inferences from given information
 - identify values, attitudes and beliefs expressed in texts
 - develop simple and valid rules as a basis for action
 - review and revise ideas in the light of new information or evidence
 - generate new ideas and meanings by using an idea or a description as a springboard for new ideas or ways of thinking
- Develop reference skills
 - use an English dictionary to check meaning or spelling
 - categorize the materials of different topics or themes into different files for easy access
 - use children's encyclopaedias for finding out required information
 - use directories for purposes such as locating places, services and addresses

- Develop library skills
 - obtain information from the different parts of a publication such as the cover, title, table of contents and blurb
 - use library classification systems to find specific reading materials
- Develop information skills
 - skim and scan through texts or listen to locate relevant information and ideas
 - focus on important information in reading materials through a variety of emphasis techniques such as underlining, starring or colour coding
 - organize words into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning
 - extract relevant information and ideas and record them by using strategies such as making simple notes as a study aid
 - review at intervals materials such as notes
 - classify or reclassify information and ideas into meaningful groups, either mentally, in drawing or in writing, and make reference to them from time to time
- Plan, manage and evaluate one's own learning
 - plan a time-table for study and test/examination revision
 - prepare for an upcoming task by practising the necessary language forms and functions
 - evaluate one's own progress in learning English through means such as reviewing samples of one's own work over time and noting the improvement in areas such as accuracy, organization of ideas and social appropriateness
 - seek or create opportunities to learn and use English in natural, realistic settings such as selecting materials of interest and increasing challenge to read for pleasure, joining an international pen-pal club, watching English TV or listening to English radio programmes
- Develop self-motivation and positive attitudes
 - make positive statements to oneself as an encouragement before and while engaging in a language task
 - push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties

- discover and express own feelings, attitudes and motivation concerning English learning in general and specific language tasks through means such as discussing with others including the teacher, sharing one’s own English learning experiences with others
- Work with others
 - ask questions to clarify information and seek correction
 - appreciate the use of English by others
 - work cooperatively with others and treat others' suggestions positively to complete a task
 - offer help to others in English learning situations when appropriate

Attitudes Specific to English Language Learning

Attitudes to be Developed at Key Stage 1

- Enjoyment of reading
- Confidence in using English
- Keeness to participate in activities leading to improvement of knowledge and skills in the language
- Sensitivity towards language use in the process of communication
- Appreciation of the beauty of the language

Attitudes to be Developed at Key Stage 2

The attitudes listed for Key Stage 1 should be further developed at Key Stage 2. Additional attitudes to be developed at Key Stage 2 are:

- Enjoyment of reading independently
- Awareness of English as an international language of communication
- Respect for the different cultures of the English speaking world

Generic Skills

Generic skills are fundamental in helping pupils learn to acquire knowledge, construct knowledge and apply knowledge to solve new problems. Altogether, nine types of generic skills have been identified across the school curriculum:

Generic Skills	Learners will learn to:
Collaboration skills	<ul style="list-style-type: none">engage effectively in tasks and teamwork, and benefit from collaborative relationships
Communication skills	<ul style="list-style-type: none">interact with people and express their ideas effectivelyspeak, listen, read and write effectively in accordance with the audience, the purpose and the context for communication
Creativity	<ul style="list-style-type: none">develop the ability to produce original ideas and solve problems appropriate to the context
Critical thinking skills	<ul style="list-style-type: none">draw out meaning from given data or statements, generate and evaluate arguments, and make their own judgement
Information technology skills	<ul style="list-style-type: none">seek, absorb, analyze, manage and present information critically and intelligently. IT motivates and empowers learners to learn at their own pace and helps them develop habits of self-learning
Numeracy skills	<ul style="list-style-type: none">master basic computation in daily life, use basic mathematical concepts in practical situations, make reasonable estimates, understand graphs, charts and numerical concepts in language
Problem-solving skills	<ul style="list-style-type: none">use thinking skills to resolve a difficulty and determine the best course of action
Self-management skills	<ul style="list-style-type: none">build up self-esteem and accomplish goals
Study skills	<ul style="list-style-type: none">develop good learning habits, abilities and attitudes for lifelong learning

These skills are to be developed through learning and teaching in all the KLAs. The English Language Education KLA provides greater opportunities for the development of collaboration skills, communication skills, creativity, critical thinking skills, problem-solving skills and study skills. Please refer to pages 71 to 88 for examples of how the English Language Education KLA contributes to the development of the generic skills conducive to lifelong learning in Key Stages 1 and 2.

The nine generic skills are not new to the English Language curriculum. Some of them are related to the development of strategies in learning English. The following table highlights the relationship between generic skills and language development strategies.

Generic Skills	Language Development Strategies
<ul style="list-style-type: none"> • Collaboration skills • Communication skills 	<ul style="list-style-type: none"> • Work with others
<ul style="list-style-type: none"> • Creativity • Critical thinking skills • Problem-solving skills 	<ul style="list-style-type: none"> • Develop thinking skills
<ul style="list-style-type: none"> • Self-management skills 	<ul style="list-style-type: none"> • Plan, manage and evaluate one's own learning • Develop self-motivation and positive attitudes
<ul style="list-style-type: none"> • Study skills 	<ul style="list-style-type: none"> • Develop reference skills • Develop library skills • Develop information skills

Values and Attitudes

Values are qualities that learners should develop as principles underlying conduct and decision-making, while positive attitudes are personal dispositions needed to perform a task well. They are to be developed through learning and teaching in all KLAs. In the English Language Education KLA, opportunities for the development of positive values and attitudes are provided through learning tasks.

Examples of positive values include self-esteem, perseverance, interdependence and tolerance. Instances of positive attitudes are responsibility, open-mindedness, confidence in using English and respect for the different cultures of the English-speaking world. Please refer to pages 89 to 90 for a full list of the personal and social values and attitudes deemed essential for learners' all-round development and the exemplars of implementation in English Language education in Key Stages 1 and 2.

Further details of Learning Targets, Language Skills, Generic Skills and Values and Attitudes are provided from pages 67 to 90.

Learning Targets for Key Stage 1 and Key Stage 2

English Language Learning Targets for Key Stage 1 (P1-3)		
Interpersonal Strand (IS)	Knowledge Strand (KS)	Experience Strand (ES)
<ul style="list-style-type: none"> • To establish and maintain relationships • To exchange ideas and information • To get things done 	<ul style="list-style-type: none"> • To provide or find out, interpret and use information • To explore, express and apply ideas • To solve problems 	<ul style="list-style-type: none"> • To respond and give expression to real and imaginative experience
<ul style="list-style-type: none"> a. To establish and maintain relationships and routines in carrying out classroom activities b. To converse about feelings, interests and experiences c. To exchange short simple messages through activities such as writing greeting cards and notes d. To express preferences in making simple arrangements with others for carrying out events e. To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role-play 	<ul style="list-style-type: none"> a. To provide or find out and present simple information on familiar topics b. To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions c. To state opinions using information and ideas in simple spoken and written texts d. To recognize and solve simple problems in given situations e. To clarify one's own written expression with support from the teacher f. To recognize some obvious features of the English Language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one's initial learning and use of the language 	<ul style="list-style-type: none"> a. To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking b. To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"> - making predictions - making simple evaluative remarks - drawing pictures, making simple models or objects - creating captions - describing one's related experiences - participating in the telling of stories c. To give expression to imaginative ideas through oral, written and performative means such as: <ul style="list-style-type: none"> - supplying captions and/or describing sequences of pictures that tell a story - supplying captions and/or describing pictures that depict a scene, object or character - experimenting with simple sound and word patterns in creating rhymes and poems based on given models d. To give expression to one's experience through activities such as making illustrations of selected events, and describing and/or providing captions for them

**English Language
Learning Targets for Key Stage 2 (P4-6)**

Interpersonal Strand (IS)	Knowledge Strand (KS)	Experience Strand (ES)
<ul style="list-style-type: none"> • To establish and maintain relationships • To exchange ideas and information • To get things done 	<ul style="list-style-type: none"> • To provide or find out, interpret and use information • To explore, express and apply ideas • To solve problems 	<ul style="list-style-type: none"> • To respond and give expression to real and imaginative experience
<ul style="list-style-type: none"> a. To establish and maintain relationships and routines in school and other familiar situations b. To converse about feelings, interests, preferences, ideas, experiences and plans c. To exchange messages through activities such as writing simple letters, making telephone calls and sending postcards and invitations d. To participate with others in making choices and decisions for carrying out events e. To obtain and provide objects, services and information in classroom situations and through activities such as interactive games and simple open-ended role-play 	<ul style="list-style-type: none"> a. To provide or find out, organize and present information on familiar topics b. To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, comparing, explaining, predicting, drawing conclusions; and to follow instructions c. To identify ideas in simple spoken and written texts, form opinions and express them d. To recognize and solve simple problems in given situations, and describe the solutions e. To see the need for clarifying one's own written expression and then make changes with support from the teacher and classmates f. To understand some aspects of how the English Language works, including how grammar features contribute to meaning and how simple texts are organized; and apply this understanding to one's learning and use of the language 	<ul style="list-style-type: none"> a. To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs and presenting short simple plays b. To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"> - making predictions - making inferences - making evaluative comments - describing one's feelings towards characters and events - relating things to one's experiences - imagining oneself to be a character in the story and describing one's feelings and reactions - participating in dramatic activities c. To give expression to imaginative ideas through oral, written and performative means such as: <ul style="list-style-type: none"> - constructing with appropriate support simple stories that show some understanding of setting and events - providing simple oral and written descriptions of a situation, object or character - creating simple rhymes and poems with support from the teacher d. To give expression to one's experience through activities such as providing simple oral and written accounts of events and one's reactions to them

Note: Additional features embodied in Key Stage 2 are presented in bold.

Learning Targets and Language Skills for Key Stage 1 (P1-3)

English Language Learning Targets			
Interpersonal Strand (IS)	Knowledge Strand (KS)	Experience Strand (ES)	
<ul style="list-style-type: none"> To establish and maintain relationships To exchange ideas and information To get things done 	<ul style="list-style-type: none"> To provide or find out, interpret and use information To explore, express and apply ideas To solve problems 	<ul style="list-style-type: none"> To respond and give expression to real and imaginative experience 	
Language Skills			
Listening	Speaking	Reading	Writing
<p>Identify and discriminate sounds, stress and intonation</p> <ul style="list-style-type: none"> identify basic consonant sounds, e.g. <i>pen, thin, head, ball, rang</i>, and discriminate between a small range of initial and final sounds in words, e.g. <i>walk/talk, cat/cap</i> identify a small range of consonant blend sounds, e.g. <i>black, milk, school</i>, and discriminate between a small range of initial and final consonant blend sounds in words, e.g. <i>glass/grass</i> identify basic vowel sounds and discriminate between different middle vowel sounds in words, e.g. <i>hot, tape, sit/sat</i> recognize features of language use such as alliteration, rhyme, onomatopoeia and rhythm in simple spoken texts recognize the stress in an utterance recognize the difference in the use of intonation in simple questions, statements, commands and warnings <p>Listen for explicit and implicit meaning</p> <ul style="list-style-type: none"> identify key words in short utterances by recognizing the stress identify the gist or main ideas in simple spoken texts, e.g. <i>short stories</i>, with the help of cues locate or provide specific information in response to simple instructions or questions recognize the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. <i>and, but, or</i>) and pronouns (e.g. <i>he, them, my</i>) recognize pronoun references, e.g. <i>The children are in the park. They are playing happily.</i> recognize repeated expressions in simple spoken texts recognize language patterns and vocabulary items previously encountered in new spoken texts guess the topic and the likely development of the topic by using personal experiences and knowledge of the world work out the meaning of unknown words using contextual or pictorial clues recognize that audio clues (tone, volume) convey meaning recognize that clues from gestures and facial expressions convey speakers' intention, feelings and opinions 	<p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> pronounce correctly letters of the alphabet and words in isolation, e.g. <i>girl /gɜ:l/</i> pronounce correctly words in connected speech by linking words together and using appropriate stress, e.g. <i>Thank you /'θæŋkjʊ:/</i> produce simple phrases and sentences involving repetition or lists, e.g. <i>I like bananas, apples and oranges.</i> use simple phrases and sentences to communicate with others with the help of cues connect ideas by using cohesive devices, e.g. <i>and, but, or</i> imitate appropriate stress, rhythm and intonation give a simple description to express meaning of an unknown word in response to teacher's prompts <p>Participate effectively in an oral interaction</p> <ul style="list-style-type: none"> open an interaction by <ul style="list-style-type: none"> using simple formulaic expressions to greet someone politely introducing oneself briefly eliciting a response, e.g. <i>How are you?</i> maintain an interaction by <ul style="list-style-type: none"> using single words and formulaic expressions to acknowledge, agree and disagree, ask questions and reply providing information in response to factual or yes/no questions verbalizing inability to understand or asking for slower repetition of an utterance, e.g. <i>Pardon?</i> asking for spelling, e.g. <i>Can you spell 'Mary' for me?</i> repeating questions and answers if they are not understood getting help from other learners or the teacher, e.g. <i>Can you help me?</i> close an interaction by <ul style="list-style-type: none"> using simple formulaic expressions, e.g. <i>Good-bye.</i> 	<p>Understand the basic conventions of written English</p> <ul style="list-style-type: none"> follow left to right directionality identify and name all the letters of the English alphabet recognize the beginning and end of sentences distinguish between capital and small letters sight read common, phonically irregular words, e.g. <i>are, a, you</i> recognize known clusters of letters in unknown words, e.g. <i>in, chin, thin</i> recognize familiar words in new texts use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts use phonological strategies to decode words, e.g. identifying the onsets and rimes in words, breaking words up into syllables <p>Construct meaning from texts</p> <ul style="list-style-type: none"> recognize common abbreviations and contracted forms, e.g. <i>Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.</i> work out the meaning of unknown words by recognizing the base word within other words, e.g. <i>mother/grandmother, rain/rainy</i> guess the meaning of unfamiliar words by using contextual or pictorial clues identify key words for the main idea in a sentence confirm meaning by re-reading a sentence or paragraph understand the connection between ideas by identifying cohesive devices, including connectives (e.g. <i>and, but, or</i>) and pronoun (e.g. <i>he, them, my</i>) understand the information provided on the book cover (e.g. <i>title, author and illustrator</i>), contents page and page numbers guess the topic and the likely development of the topic by using personal experiences and knowledge of the world recognize the format and language features of some common text types, e.g. <i>signs, stories</i> make predictions about stories, characters, topics of interest using pictorial clues and book cover skim a text to obtain a general impression and the gist or main ideas with teacher support <p>Locate information and ideas</p> <ul style="list-style-type: none"> locate specific information in a short text in response to questions scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters 	<p>Use the basic conventions of written English</p> <ul style="list-style-type: none"> use the left to right directionality sequence use print script combine letters to form words space letters, words and sentences use capital and small letters use basic sentence punctuation use neat and legible handwriting <p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> put words in a logical order to make meaningful phrases or sentences reproduce sentences based on teacher's model and use words from print in the environment provide personal ideas and information based on a model or framework provided use appropriate cohesive devices, e.g. <i>and, but, or, too</i> use concepts of order and time, e.g. <i>last night, this morning</i> use appropriate formats and conventions of short written texts such as greeting cards, notes, personal letters, signs gather and share information, ideas and language by using strategies such as brainstorming, building concept maps, listing and observing express imaginative ideas with the help of cues use available resources such as word books make changes to incorrect spelling, punctuation and grammar, and adding details if necessary draft, revise and edit short written texts with teacher support

Learning Targets and Language Skills for Key Stage 2 (P4-6)

English Language Learning Targets			
Interpersonal Strand (IS)	Knowledge Strand (KS)	Experience Strand (ES)	
<ul style="list-style-type: none"> To establish and maintain relationships To exchange ideas and information To get things done 	<ul style="list-style-type: none"> To provide or find out, interpret and use information To explore, express and apply ideas To solve problems 	<ul style="list-style-type: none"> To respond and give expression to real and imaginative experience 	
Language Skills			
Listening	Speaking	Reading	Writing
<p>Identify and discriminate sounds, stress and intonation</p> <ul style="list-style-type: none"> identify consonant blend sounds, e.g. <i>cry, left</i>, and discriminate between different initial and final consonant blend sounds in words, e.g. <i>smoke/snake, mask/mast</i> identify long vowel sounds, e.g. <i>boy, chain, care</i>, and discriminate between different long vowel sounds in words, e.g. <i>dear/pear, drew/dry</i> recognize the stress in words, e.g. <i>enjoy, wonderful</i> recognize the stress in connected speech recognize differences in the use of intonation in expressing approval, disapproval, queries and doubts <p>Listen for explicit and implicit meaning</p> <ul style="list-style-type: none"> identify the gist or main ideas by recognizing the stress in connected speech locate specific information in spoken texts, e.g. <i>take down details of messages</i> understand the connection between ideas supported by cohesive devices, e.g. <i>although, at last, because, before, first, if</i> predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world use audio clues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions 	<p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> use appropriate registers when speaking to familiar interlocutors such as teachers and peers, e.g. <i>May I go to the toilet?</i> apply grammar rules such as subject-verb agreement correctly, e.g. <i>Peter plays football every Sunday.</i> connect ideas by using cohesive devices, e.g. <i>also, at last, before</i> use gestures and facial expressions to convey meaning and intention use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p>Participate effectively in an oral interaction</p> <ul style="list-style-type: none"> open an interaction by <ul style="list-style-type: none"> greeting someone in an appropriate manner introducing oneself giving some details eliciting a response by asking questions or providing information on a topic, e.g. <i>I've borrowed three very interesting books. Would you like to have a look?</i> maintain an interaction by <ul style="list-style-type: none"> controlling participation in an interaction or group activities, e.g. taking one's turn at the right moment and recognizing others' desire to speak, e.g. <i>It's my turn . . . It's your turn now.</i> asking and responding to others' opinions, e.g. <i>Do you like that book? What do you think of (name of a character in the book)?</i> acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate self-correcting or rephrasing questions and answers if they are not understood predicting the likely development of a conversation and responding accordingly close an interaction by <ul style="list-style-type: none"> using appropriate formulaic expressions, e.g. <i>See you tomorrow.</i> giving reasons, e.g. <i>Sorry. I have to see my teacher now.</i> 	<p>Understand the basic conventions of written English</p> <ul style="list-style-type: none"> sight read a wide range of common, phonically irregular words, e.g. <i>have, said, was</i> use knowledge of basic letter-sound relationships to read aloud a variety of simple texts <p>Construct meaning from texts</p> <ul style="list-style-type: none"> use known parts of words or word association to work out the meaning of unknown words, e.g. <i>happy/unhappy, care/careless, bath/bathroom</i> work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world recognize recurrent patterns in language structure, such as word structure, word order, sentence structure understand the information provided on the book cover (e.g. <i>on the spine or blurb</i>), index and glossary recognize the format and language features of a variety of text types, e.g. <i>journals, letters, menus, reports</i> read written language in meaningful chunks understand the connection between ideas by identifying cohesive devices, e.g. <i>also, at last, because, first, however, if, therefore</i> predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world re-read to establish and confirm meaning self-correct by using strategies such as checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language skim a text to obtain a general impression and the gist or main ideas <p>Locate information and ideas</p> <ul style="list-style-type: none"> scan a text to locate specific information by using strategies such as looking at headings and repeated words identify details that support the gist or main ideas 	<p>Use the basic conventions of written English</p> <ul style="list-style-type: none"> use cursive script use paragraphs, capitalization and conventional punctuation <p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing plan and organize information, and express own ideas and feelings by <ul style="list-style-type: none"> identifying purpose and audience for a writing task deciding on the sequence of content use appropriate cohesive devices, e.g. <i>also, at last, because, however, therefore</i> write paragraphs which develop main ideas present main and supporting ideas, and where appropriate with elaboration use a small range of language patterns such as different verb forms and structural patterns use appropriate formats, conventions and language features when writing a variety of text types, e.g. <i>journals, e-mails, procedures</i> use story structure that comprises setting, characters, problems, events and solutions draft, revise and edit written texts with teacher and/or peer support by <ul style="list-style-type: none"> using a range of techniques such as combining ideas, rearranging the order of ideas, adding details, deleting irrelevant ideas, substituting words or phrases with more appropriate ones re-reading the draft and correcting spelling, punctuation, grammar and vocabulary using available references or resources, e.g. <i>dictionaries, glossaries</i> present writing using appropriate layout and visual support such as illustrations, tables and charts

Developing Generic Skills in the English Language Education KLA

Collaboration Skills

Problem-solving, planning and making decisions in a small group require collaboration skills, namely the skills of listening, appreciation, communication, negotiation, making compromises, asserting leadership, making judgements, as well as influencing and motivating others. Learners with these skills will be able to engage in tasks and teamwork effectively. Ultimately, learners will be able to form relationships that are mutually beneficial.

(The expected achievements of learners in this type of generic skill cannot be suitably classified according to key stages.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Understanding working relationships</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules • recognize that individuals as well as the team have to take the consequences for their own actions 	<p>Learners</p> <ol style="list-style-type: none"> 1. clarify information and seek correction 2. recognize rules and regulations in and outside the school setting 3. identify and accept different roles in collaborative work
<p>Developing attitudes which contribute to good working relationships</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others • be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas • recognize and avoid stereotypes; withhold premature judgement until the facts are known • be willing to adjust their own behaviour to fit the dynamics of various groups and situations 	<p>Learners show readiness or initiative to</p> <ol style="list-style-type: none"> 1. appreciate the use of English by others 2. respect others' views in a class discussion 3. assume different roles in group work and role-play 4. work cooperatively with others and treat others' suggestions positively to complete a task 5. employ a range of negotiation skills to reach consensus, compromise, or bargain 6. offer help to others in English learning situations when appropriate

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Achieving effective working relationships</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • select a strategy and plan cooperatively to complete a task in a team • understand the strengths and weaknesses of members and build on the strengths to maximize the potential of the team • liaise, negotiate and compromise with others • reflect on and evaluate the strategy used by the group and make necessary adjustments 	<p>Learners</p> <ol style="list-style-type: none"> 1. appreciate the use of English by others 2. respect others' views in a class discussion 3. assume different roles in group work and role-play 4. work cooperatively with others and treat others' suggestions positively to complete a task 5. employ different negotiation skills to reach consensus, compromise or bargain 6. offer help to others in English learning situations when appropriate

Communication Skills

Communication is a dynamic and ongoing process in which two or more people interact, in order to achieve a desired outcome or goal. In learning to communicate effectively, learners should learn to listen, speak, read and write effectively. They should learn to select the most appropriate means to convey a message in accordance with the audience, the purpose and the context of the communication. They should use accurate and relevant information and organize it systematically and coherently for their audience. They should also evaluate the effectiveness of their communication and identify areas of improvement for action.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 1 (P1-3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • comprehend and act appropriately on spoken instructions • use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings • read and write simple texts 	<p>Learners</p> <ol style="list-style-type: none"> 1. interact with teachers and classmates in classroom situations and activities (e.g. understanding and responding to simple instructions or a short sequence of simple instructions, and participating in action rhymes and shared reading) 2. understand, respond to and make short simple requests and instructions 3. use appropriate expressions to exchange greetings 4. use short expressions to establish and maintain routines and relationships in the classroom context 5. provide, use and exchange simple information on familiar topics 6. converse about feelings, interests, experience and ideas on familiar topics 7. enjoy and respond to short, simple imaginative texts and give expression to one's experiences and imaginative ideas by simple means and based on models (e.g. completing simple stories, poems and rhymes)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 2 (P4-6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • comprehend and respond to different types of text • use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas • work and negotiate with others to develop ideas and achieve goals 	<p>Learners</p> <ol style="list-style-type: none"> 1. understand, enjoy and respond to short imaginative texts, and give expression to their experiences in short descriptions, simple stories, plays, rhymes and poems based on models 2. use short notes and short personal letters to exchange information with others on a wider range of familiar topics 3. make and respond to simple requests for information on familiar topics 4. find out, interpret, organize and present simple information with others on a wider range of familiar topics including family and friends (e.g. constructing short texts such as simple instructions, rules, and regulations) 5. express opinions and converse about preferences, ideas and plans 6. participate with others meaningfully in games, structured situations, simulation and role-play activities, including planning and carrying out events, and in making simple choices and decisions to get things done 7. understand some aspects of how the English Language works, including how grammar features contribute to meaning and how simple texts are organized; and apply this understanding to their learning and use of the language to convey meaning (e.g. text types such as conversations, notices, posters, advertisements, recipes and stories)

Creativity

Creativity is an important but elusive concept. It has been defined in a variety of ways. Some people define it as an ability to produce original ideas and solve problems, others see it as a process, and yet others take it as certain personal qualities. In brief, creativity is a complex and multifaceted construct. Within the individual, creative behaviour is the result of a complex of cognitive skills/abilities, personality factors, motivation, strategies, and metacognitive skills. A person's creative performance may not correspond to his/her developmental stage.

Although the demanding process of teaching for creativity is hard to make routine, some principles apply in general. To develop learners' creativity, we ask them to go beyond the given information, allow them time to think, strengthen their creative abilities, reward their creative efforts, value their creative attributes, teach them creative thinking techniques and the Creative Problem Solving model, and create a climate conducive to creativity¹. These principles can be employed in all KLAS.

(The expected achievements of learners in this type of generic skill cannot be suitably classified according to key stages.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Learners will learn to</p> <ul style="list-style-type: none"> • strengthen creative abilities: fluency², flexibility³, originality⁴, elaboration⁵, sensitivity to problems⁶, problem defining⁷, visualization⁸, imagination, analogical thinking⁹, analysis, synthesis, evaluation, transformation¹⁰, intuition, logical thinking, etc. • develop creative attitudes and attributes: imagination, curiosity, self-confidence, independent judgement, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/methods/approaches, deferment of judgement, adaptability, willingness to take sensible risks, etc. • use and apply the Creative Problem Solving (CPS) Model and creative thinking techniques: brainstorming, 6W thinking technique, 6 hats method, attribute listing¹¹, idea checklists, synectics¹², mind mapping, etc. 	<p>Learners</p> <ol style="list-style-type: none"> 1. respond and give expression to experiences, events, characters or issues through creative writing (e.g. writing a poem or a play about the effects of TV on children) 2. express freely ideas, views or feelings about a range of topics (e.g. giving a personal response to a certain news event in class discussion) 3. strengthen their creative abilities through reading and listening to a broad range of imaginative texts including poems, novels, short stories, plays, films, jokes, advertisements, songs, radio and television programmes, etc., and demonstrate sensitivity in their critical appreciation of these texts 4. cultivate and demonstrate free and open attitudes towards different opinions, ideas, values and cultures 5. use and apply different creative thinking and problem-solving techniques to explore alternatives and speculate on consequences before deciding on the best approach to undertaking an activity or resolving a problem (e.g. discussing the pros and cons of different proposed ways of celebrating the last day of the school term) 6. exercise their creative imagination and independent judgement to set their own learning agenda (e.g. proposing their own topic for a language learning project, and when approved, they plan, research and carry out the project)

Notes:

1. Climate conducive to creativity: Respecting the novel and unusual, providing challenges, appreciating individuality and openness, encouraging open discussion, rewarding imaginative ideas, absence of conflict, allowing time for thinking, encouraging confidence and a willingness to take risks, appreciating and supporting new ideas, etc.
2. Fluency: The ability to produce many ideas in response to an open-ended problem, question or task.
3. Flexibility: The ability to take different approaches to a task or problem, to think of ideas in different categories, or to view a situation from several perspectives.
4. Originality: Uniqueness, nonconformity in thought and action.
5. Elaboration: The ability to add details to a given idea, e.g. to develop and embellish the idea.
6. Sensitivity to problems: The ability to identify problems, list out difficulties, detect missing information, and ask good questions.
7. Problem defining: The capability to 1) identify the “real” problem, 2) isolate the important aspects of a problem, 3) clarify and simplify a problem, 4) identify sub-problems, 5) propose alternative problem definitions, and 6) define a problem broadly.
8. Visualization: The ability to fantasize and imagine, “see” things in the “mind’s eye” and mentally manipulate images and ideas.
9. Analogical thinking: The ability to borrow ideas from one context and use them in another; or the ability to borrow the solution to a problem and transfer it to another.
10. Transformation: The ability to adapt something to a new use, to “see” new meanings, implications, and applications, or to change an object or idea into another creatively.
11. Attribute listing: A creative thinking technique that involves listing out all the important characteristics of an item and suggesting possible changes or improvements to the various attributes.
12. Synectics: The joining together of apparently unrelated elements. This technique gives rise to analogies and metaphors to help the thinker analyze problems and form different viewpoints.

Critical Thinking Skills

Critical thinking is drawing out meaning from given data or statements. It is concerned with the accuracy of given statements. It aims at generating and evaluating arguments. Critical thinking is the questioning and enquiry we engage in to judge what to believe and what not to.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 1 (P1-3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • extract, classify and organize information from a source • identify and express main ideas, problems or central issues • understand straightforward cause-and-effect relationships • distinguish between obvious fact and opinion • recognize obvious stereotypes, assumptions, inconsistencies and contradictions • formulate questions, make predictions/ estimations and hypotheses • draw simple but logical conclusions not contradictory to given evidence and data 	<p>Learners</p> <ol style="list-style-type: none"> 1. provide, use, find out, interpret and present simple information on familiar topics (e.g. preparing a simple class project on animals) 2. identify main ideas in simple spoken and written texts and state opinions (e.g. listening to a conversation about what children are doing at recess in the playground and expressing opinions towards their behaviour) 3. understand cause-and-effect relationships conveyed in simple texts (e.g. cause and consequence in stories) 4. distinguish between positive and negative values and recognize inconsistencies in behaviour (e.g. recognizing the moral of a simple story with teacher support) 5. ask questions, make predictions and draw logical conclusions with the aid of objects, pictures or other visual devices about development of events and characters based on information given in simple narrative texts

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 2 (P4-6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • understand and make deductions/ inferences from sources • cross reference other sources to determine the reliability of a source • understand the concepts of relevance and irrelevance • distinguish fact and opinion as well as source and evidence • question obvious bias, propaganda, omissions, and less obvious fallacies • formulate appropriate questions, make reasonable predictions and hypotheses • draw logical conclusions based on adequate data and evidence, and make predictions about consequences 	<p>Learners</p> <ol style="list-style-type: none"> 1. interpret and use information in spoken and written texts, and make deductions and inferences from different sources (e.g. listening to a telephone conversation about arrangements of activities and reading about the likes and dislikes of the people involved to decide on the best activity for the group) 2. understand different versions (spoken or written) of a news story (e.g. an accident or a theft), identify main ideas, decide on relevance, distinguish fact from opinion, compare and contrast ideas to find similarities and differences and re-construct the event or form views about its cause or who the suspect is 3. make predictions, inferences and evaluative comments about characters and events in simple narrative texts (e.g. expressing their own ideas to complete a story with illustrations or providing a different ending to a story) 4. identify values, attitudes and beliefs expressed in texts (e.g. reading an article about shoplifting and expressing personal views with teacher support) 5. identify and question bias and omissions in texts such as posters and advertisements 6. formulate hypotheses, and develop simple reasoning as a basis for action (e.g. suggesting measures to prevent pollution) 7. review and revise ideas in the light of new information or evidence (e.g. revising one's writing after discussing with classmates and/or the teacher)

Information Technology Skills

IT skills include the ability to use IT to seek, absorb, analyze, manage and present information critically and intelligently. IT motivates and empowers our learners to learn at their own pace and helps them develop habits of self-learning.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 1 (P1-3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • operate computers in school • input Chinese characters with a handwriting recognition device • use multi-media resources to support learning with the help of teachers • communicate and handle information with IT tools in learning activities 	<p>Learners use IT tools to</p> <ol style="list-style-type: none"> 1. provide, sort, classify and use simple information (e.g. using a drawing device to make a picture dictionary) 2. state opinions and solutions to simple problems (e.g. using a word processor to list the food items for a school picnic) 3. give expression to imaginative ideas or their own experiences (e.g. using a word processor to supply captions or labels to their own drawing based on an imaginative text) 4. initiate and respond to simple requests (e.g. using a software package to prepare a greeting card or an invitation card) 5. enjoy and respond to short, simple imaginative texts; and to participate in games and role-plays in software packages (e.g. listening to and reading an electronic storybook and completing related tasks)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 2 (P4-6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • use a number of software packages for different purposes • input Chinese characters with devices and the aid of an input method • access information via computer networks and other media • process information using IT tools 	<p>Learners use IT tools (including the Internet) to</p> <ol style="list-style-type: none"> 1. provide, find out, organize, interpret, use and present information (e.g. using the Internet to search for relevant information for a project and present the product with IT tools) 2. state and express opinions based on information and ideas (e.g. using an online communication tool to respond to and exchange opinions on given topics) 3. solve problems and present the solutions (e.g. using an electronic dictionary or encyclopaedia to find out relevant information and using a presentation software to organize and present the solution) 4. give expression to imaginative ideas or their own experience (e.g. using word processing software to make a multi-media storybook, present poems or class publications of different text types) 5. initiate and respond to a range of messages such as simple letters, post cards, invitations and requests (e.g. using e-cards to send greetings and wishes to friends, or e-mail to invite schoolmates to join a school function) 6. enjoy and respond to short imaginative texts; and participate in simulations and role-plays in software packages and on the Internet (e.g. listening to and reading an electronic storybook and rewriting the story into a short play, or reading a poem on the Internet and writing their own poem based on it)

Numeracy Skills

Numeracy skills include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in language, to manage data, to handle money, and to do stock inventories.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 1 (P1-3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • perform basic computations • recognize and describe shapes, positions and directions • develop an intuitive knowledge of measurement and measuring units, and use appropriate tools for measurements e.g. ruler, thermometer • formulate and solve simple problems arising from collected data and constructed graphs • read and use simple quantitative information 	<p>Learners</p> <ol style="list-style-type: none"> 1. provide or find out and present simple information on familiar topics such as their weight and height, the quantity of objects in their classroom, the measurement of objects or places (e.g. the length and width of a blackboard), or tell time by the hour 2. understand, interpret and use simple information which involves numerical, graphic forms or spatial concepts through processes or activities such as labelling, matching, describing, classifying (e.g. classifying and labelling the shapes of various food items such as cookies, sandwiches, hamburgers)
<p>Key Stage 2 (P4-6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • perform numerical computations, calculate mentally and provide quick estimates of the accuracy of a calculation • understand intuitively the properties of shape, position and direction • extend measurement skills to concept areas such as volume • collect, process, present and evaluate quantitative information • use mathematical concepts to solve simple real-life problems 	<p>Learners</p> <ol style="list-style-type: none"> 1. provide or find out, organize and present simple information on familiar topics such as telling time by the quarter or the minute, and presenting in graphic form the results of surveys 2. understand, interpret and use simple information through processes or activities such as describing, classifying, comparing, explaining, predicting and drawing conclusions to solve simple real life problems (e.g. what and how much food to buy for the school outing, and to ask for or give directions)

Problem-solving Skills

Problem-solving involves using thinking skills to resolve a difficulty. In problem-solving we assemble facts about the problem and determine the best course of action.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 1 (P1-3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • develop ideas about the problem and identify sources of information and help • identify, under guidance, different ways of tackling the problem • choose and implement a solution plan, using support and advice given • follow the given step-by-step methods to check and describe the outcomes 	<p>Learners</p> <ol style="list-style-type: none"> 1. recognize and solve simple problems in given situations (e.g. choosing an appropriate present for a classmate) 2. plan and make simple arrangements with others for carrying out events (e.g. preparing a duty roster for a class picnic) 3. use, locate and organize information with teacher support (e.g. classifying the materials and putting them into files of different topics or themes to check spelling or meaning)
<p>Key Stage 2 (P4-6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • identify the problem and describe its main features • propose alternative courses of action for solving it • plan and try out the selected option, obtain support and make changes when needed • develop an appropriate method to measure the outcomes and examine the approach chosen 	<p>Learners</p> <ol style="list-style-type: none"> 1. recognize and solve simple problems (e.g. figuring out the rules of a game) 2. make and respond to simple requests and describe the solutions (e.g. in groups, suggesting a series of activities for a visitor to the school and comparing and selecting activities to draw up a schedule) 3. find out, organize and classify information on familiar topics, recommend action and evaluate results (e.g. comparing descriptions of books, working out a shopping list and developing ways to find out whether they have made good choices) 4. use directories for purposes such as locating places, services and addresses (e.g. studying brochures to identify appropriate activities and venues for a visit)

Self-management Skills

Self-management skills are essential for the building up of self-esteem and the accomplishment of goals. Learners who have mastered self-management skills understand their own feelings and preserve emotional stability. They are positive and proactive towards work. They set appropriate goals, make plans and initiate actions to achieve them. They manage time, money and other resources well. They are able to handle stress and tolerate ambiguity.

Learners will learn to

1. evaluate their own feelings, strengths, weaknesses, progress and objectives (self-assessment)
2. consider aspects of their performance, attitudes and behaviour in order to change or enhance future outcomes (self-reflection)
3. be confident of their own judgement, performance and capabilities (self-confidence)
4. make informed decisions and safe choices in reaching goals and carrying out tasks, develop good habits and maintain a healthy life style (self-discipline)
5. work under unfamiliar, stressful or adverse conditions, accept changes and new ideas and be able to handle diversity and tolerate ambiguity (adaptability/ability to work with diversity)
6. make decisions and initiate actions on their own and draw satisfaction from their own efforts (self-motivation)
7. keep promises and fulfil obligations (responsibility)
8. control their own emotions and impulses and maintain emotional balance (emotional stability)

(The expected achievements of learners in this type of generic skill cannot be suitably classified according to key stages.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<ul style="list-style-type: none"> • Self-assessment • Self-reflection • Self-confidence • Self-discipline • Adaptability/Ability to work with diversity • Self-motivation • Responsibility • Emotional stability 	<p>Learners</p> <ol style="list-style-type: none"> 1. set meaningful and realistic goals for their own learning of English Language or Literature in English 2. plan studies and make preparations for completing tasks such as practising the necessary language elements and functions, gathering information, data and ideas in support of their learning 3. reflect positively on their learning experiences and evaluate their own progress or achievements against set goals and through means such as reviewing samples of their own work over time and noting the improvement in areas including content, organization of ideas, tone, accuracy and style 4. show confidence in using English, e.g. in performing tasks through working in groups or individually and making judgements independently 5. seek or create opportunities to learn and use English in natural, realistic settings such as selecting materials of interest and increasing challenge to read for pleasure, joining an international pen-pal club, watching English TV programmes, listening to radio programmes or making use of community resources 6. participate actively in English learning tasks although there are risks of making mistakes or encountering difficulties 7. discover and express their own feelings, attitudes and motivation concerning English learning in general and specific language tasks, through means such as discussing with others including the teacher, sharing their own English learning experiences with others 8. appreciate the use of English by others 9. work cooperatively with others and treat suggestions positively in carrying out English Language learning tasks or activities

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
	<p>10. identify and assume different roles in group activities (e.g. in language games or project work), such as leader, partner, organizer, participant</p> <p>11. become aware of and capitalize on the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking to reach consensus</p> <p>12. identify and accept their own strengths and weaknesses in learning and maintain sufficient self-esteem</p> <p>13. show respect for different cultures through appreciating texts and films originating from different countries and cultures</p> <p>14. cultivate perseverance and develop endurance (e.g. making positive statements to themselves as an encouragement before and while engaging in a language task)</p>

Study Skills

Study skills help to improve the effectiveness and efficiency of learning. They underpin the learning habits, abilities and attitudes that form the essential foundation for lifelong learning.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 1 (P1-3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • identify the main points and ideas in different types of straightforward reading materials • use different forms of writing to present main ideas clearly • collect information from given sources, organize them into predetermined categories and analyze them according to preset guidelines • understand the need to set up a study plan and follow a given plan to meet short-term targets 	<p>Learners</p> <ol style="list-style-type: none"> 1. locate and extract specific information and main ideas from short given texts such as charts, tables and posters 2. develop written texts using appropriate format and conventions when a model or framework is provided (e.g. writing simple greeting cards based on given models) 3. organize words into alphabetical order and refer to them as a resource for spelling help (e.g. making vocabulary cards and classifying them into files of different topics or themes with teacher support) 4. use a simple coding system in the class library to find books of interest (e.g. recognizing and using different colours or labels for different topics) 5. plan, manage and evaluate their own learning (e.g. reviewing their own work over time and noting the improvements in areas such as handwriting and spelling)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage 2 (P4-6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • identify main lines of reasoning, skim materials to gain general ideas of content and scan texts to obtain main points • use different forms and styles of writing for different purposes and present main ideas coherently in a given form and style of writing • locate required information from a variety of sources, organize it into self-defined categories and assess it for completeness, accuracy and relevance • develop short-term and intermediate study plans to meet targets and purposes of study identified by oneself 	<p>Learners</p> <ol style="list-style-type: none"> 1. skim and scan through texts or listen to locate relevant information and main ideas 2. obtain information from the different parts of a publication (e.g. making use of the book cover, title, table of contents and blurb) 3. develop written texts using appropriate format, contexts and language features to express their own ideas and feelings and to present main and supporting ideas (e.g. writing simple letters with some language support) 4. use a variety of emphasis techniques to focus on important information in reading materials (e.g. underlining, starring or colour-coding the key words or key points) 5. organize words and expressions into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning 6. use library classification systems to find specific reading materials 7. develop a time-table for study and test or examination revision, and practise the necessary language elements and functions for a task 8. evaluate their own progress in learning English (e.g. reviewing their own work over time and noting the improvement in areas such as accuracy and organization of ideas) 9. seek or create opportunities to learn and use English in natural, realistic settings (e.g. listening to English songs)

Personal and Social Values and Attitudes and Exemplars of Implementation in Key Stage 1

<u>Values and attitudes</u>			Exemplars of implementation in English Language Education
			Key Stage 1
<p>Core Values: Personal</p> <ul style="list-style-type: none"> - sanctity of life - truth - aesthetics - honesty - human dignity - rationality - creativity - courage - liberty - affectivity - individuality 	<p>Sustaining Values: Personal</p> <ul style="list-style-type: none"> - self-esteem - self-reflection - self-discipline - self-cultivation - principled morality - self-determination - openness - independence - enterprise - integrity - simplicity - sensitivity - modesty - perseverance 	<p>Attitudes:</p> <ul style="list-style-type: none"> - optimistic - participatory - critical - creative - appreciative - empathetic - caring - positive - confident - cooperative - responsible - adaptable to changes - open-minded - with respect for <ul style="list-style-type: none"> • self • others • life • quality and excellence • evidence • fair play • rule of law • different ways of life, beliefs and opinions • the environment - with a desire to learn - diligent - committed to core and sustaining values 	<p>Learners</p> <ol style="list-style-type: none"> 1. develop confidence in using English through performing tasks on their own or in groups, etc. 2. show keenness to participate in activities leading to improvement of knowledge and skills in the language and not worry about making mistakes 3. develop sensitivity towards language use in the process of communication 4. appreciate the beauty of the language through enjoying singing English songs and reading simple rhymes, etc. 5. show care and concern towards others through expressing good wishes 6. participate actively and work with others to complete a task, respecting their rights 7. develop self-motivation through telling the teacher their feelings concerning English learning in general and in specific tasks 8. evaluate their own learning through reviewing samples of their writing over time and note the improvement or inadequacies in areas such as accuracy and the organization of ideas 9. distinguish between positive and negative values
<p>Core Values: Social</p> <ul style="list-style-type: none"> - equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - inter-dependence - sustainability - betterment of human kind 	<p>Sustaining Values: Social</p> <ul style="list-style-type: none"> - plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilization - heritage - human rights and responsibilities - rationality - sense of belonging - solidarity 		

Personal and Social Values and Attitudes and Exemplars of Implementation in Key Stage

<u>Values and attitudes</u>			Exemplars of implementation in English Language Education
			Key Stage 2
<p>Core Values: Personal</p> <ul style="list-style-type: none"> - sanctity of life - truth - aesthetics - honesty - human dignity - rationality - creativity - courage - liberty - affectivity - individuality 	<p>Sustaining Values: Personal</p> <ul style="list-style-type: none"> - self-esteem - self-reflection - self-discipline - self-cultivation - principled morality - self-determination - openness - independence - enterprise - integrity - simplicity - sensitivity - modesty - perseverance 	<p>Attitudes:</p> <ul style="list-style-type: none"> - optimistic - participatory - critical - creative - appreciative - empathetic - caring - positive - confident - cooperative - responsible - adaptable to changes - open-minded - with respect for <ul style="list-style-type: none"> • self • others • life • quality and excellence • evidence • fair play • rule of law • different ways of life, beliefs and opinions • the environment - with a desire to learn - diligent - committed to core and sustaining values 	<p>Learners</p> <ol style="list-style-type: none"> 1. develop confidence in using English through working on their own and in groups, making judgements independently, etc. 2. appreciate the use of English by others and offer help to others when appropriate 3. work cooperatively with others and treat others' suggestions positively to complete a task 4. develop enjoyment of reading through reading children's stories and poetry, etc. 5. appreciate the beauty of the language through performing plays and choral speaking 6. show care towards others through expressing concern, sympathy and offering help to others in English learning situations when appropriate 7. develop self-motivation through participating in activities (although there is the possibility of encountering difficulties), discovering and expressing their own feelings and attitudes concerning English learning through discussing with others including the teacher 8. evaluate their own progress in learning English by reviewing samples of their own work over time and noting the improvement or inadequacies in areas such as accuracy, organization of ideas and social appropriateness 9. develop simple and valid rules as a basis for action 10. identify values, attitudes and beliefs expressed in texts 11. show awareness that English is an international language of communication 12. show understanding and respect for the different cultures of the English-speaking world through participating in learning activities concerning themes of other places (e.g. Halloween, Mother's Day) 13. recognize that there are different types of work in the community through learning the names of occupations and types of work in English and value them
<p>Core Values: Social</p> <ul style="list-style-type: none"> - equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - inter-dependence - sustainability - betterment of human kind 	<p>Sustaining Values: Social</p> <ul style="list-style-type: none"> - plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilization heritage - human rights and responsibilities - rationality - sense of belonging - solidarity 		

Chapter Three

Curriculum Planning, Development and Management

Chapter 3 Curriculum Planning, Development and Management

3.1 Principles in Curriculum Planning and Development

The following are some of the major principles on which the design of the central English Language curriculum is based. The planning and development of a school-based English Language curriculum should also follow the same principles.

The English Language curriculum:

- is learner-centred, taking into account the diverse needs and background of learners;
- has a balanced coverage of the Learning Targets and Objectives;
- embodies the five fundamental intertwining ways of learning and using knowledge;
- emphasizes the use of English for communicative purposes; and
- reflects an integrative use of English.

3.1.1 A Learner-centred Curriculum

Learning efficiency is enhanced when teachers take into account learners' needs, interests and abilities, which vary at different stages and in different settings.

Learner-centred instruction may be provided through:

- designing learning activities that suit learners' age, needs, interests, abilities, learning styles, prior knowledge and experiences;
- engaging learners in group work or pair work for quality interaction and genuine communication;
- applying suitable questioning techniques to stimulate thinking and creativity, to encourage experimentation and to facilitate knowledge construction; and
- encouraging learners to contribute to the learning process by:
 - sharing their views and learning experiences;
 - playing an active role in consulting the teacher; and

- helping to select learning materials and appropriate activities such as singing, show-and-tell, role-plays, dramas, games, projects and presentations.

3.1.2 A Balanced Curriculum

To ensure that learners are provided with different learning experiences for the development of appropriate knowledge, skills, positive values and attitudes, it is essential, when planning and developing the English Language curriculum within and across year levels, to ensure that there is a balanced and progressive coverage of the:

- Learning Targets in the three Strands: Interpersonal Strand, Knowledge Strand and Experience Strand; and
- Learning Objectives including language forms and communicative functions, language skills, language development strategies, attitudes specific to English Language learning, generic skills, and positive values and attitudes.

Clear and appropriate Learning Targets enable teachers to help learners work towards the overall aims of the curriculum. The Subject Target and the Learning Targets of English Language are stated in Chapter 2. The Learning Targets identify the purposes of learning and using English across all levels of education from Primary 1 to Secondary 5, as well as the more specific ones for each key stage of learning. They are relevant to the functions of English within the Hong Kong context, especially in view of the language needs for personal development, interpersonal relations, further education and work.

To enable learners to achieve the Learning Targets, teachers need to focus on a range of Learning Objectives. They indicate what teachers should teach or foster and what learners are expected to learn or develop in the course of their study.

3.1.3 Five Fundamental Intertwining Ways of Learning and Using Knowledge

In the process of language learning, learners should be given opportunities to acquire, construct and apply knowledge through the following five fundamental intertwining ways of learning and using knowledge:

- communicating
- conceptualizing
- inquiring
- problem-solving
- reasoning

These modes of learning will help learners develop the generic skills: communication skills, collaboration skills, creativity, critical thinking skills, problem-solving skills and study skills in the context of English Language learning. Generic skills are essential for learners to become independent and lifelong learners. Teachers have to infuse the development of generic skills into the planning, development and implementation of the English Language curriculum. For details of generic skills, please refer to pages 71 - 88.

3.1.4 Communicative Purposes

The purpose of the English Language curriculum is to help learners acquire effective language skills for fulfilling various communicative tasks such as establishing and maintaining relationships, studying and working, and using language for a range of experiential and leisure purposes. In order to enable learners to communicate effectively, language learning activities need to be authentic and purposeful, engaging learners in genuine acts of communication. These activities should also be related to learners' needs, interests, imagination and daily life experiences as well as appreciation of other cultures of the world.

The use of English in English lessons is, by its very nature, communicative and purposeful, and the experiences of trying to work

out what the teacher and fellow-learners are saying replicate the process of interpersonal communication in real life. Learners are deprived of this exposure and of the opportunities to learn English from it, if they are taught English through their mother tongue. The use of English is therefore insisted upon for all English lessons, except for Primary One learners during their first term.

3.1.5 Integrative Language Use

Language used in real-life situations is almost always integrative, bringing together:

- the three Strands: Interpersonal Strand, Knowledge Strand and Experience Strand;
- the skills of listening, speaking, reading and writing;
- a range of language forms and communicative functions such as sentence structures, tenses, etc.; and
- a number of language development strategies.

To ensure that the language that learners acquire is authentic, it is essential that the learning and teaching of English are also integrative. In this regard, language tasks and projects, which involve integrative use of a range of text types, language knowledge, skills and strategies in the process, are effective activities for the development of communicative competence. Learning through these communicative activities enhances learners' long-term language development.

3.2 Developing and Organizing a School-based English Language Curriculum

The English Language curriculum framework allows space and flexibility for schools to develop a balanced and coherent school-based English Language curriculum for their learners. While schools are advised to build on their strengths in curriculum development, they are also advised to ensure a balanced coverage of the following key learning elements that help learners achieve the goal of lifelong language learning:

- subject knowledge, skills and attitudes (as embodied in the Learning Targets and Objectives);
- generic skills; and
- positive values and attitudes.

When developing and implementing their school-based English Language curriculum, schools are advised to provide a wide range of learning experiences for their learners through the use of a variety of activities and a range of learning and teaching materials, including textbooks and community resources.

The development of a school-based English Language curriculum is a collaborative venture involving all teachers in the English panel, not just the School Head, the English Subject Panel Chairperson and/or Coordinators. The school-based English Language curriculum reflects the panel's beliefs, experiences and expectations in English Language learning, teaching and assessment. It is the outcome of conscious deliberation, taking into consideration the school context, learners' needs, interests and abilities, as well as parental and societal expectations.

3.2.1 Components of a School-based English Language Curriculum

There are various ways to organize and implement a school-based English Language curriculum. Schools may consider including, but should not limit themselves to, the following four key components:

- General English Programme
- Reading Workshops
- Intervention Programme
- Enrichment Programme

The following figure serves to illustrate the relationships between these four key components in terms of the:

- learning and teaching of knowledge and skills in the English Language as embodied in the Learning Targets and Objectives;
- use of learning and teaching resources; and
- use of learning time.

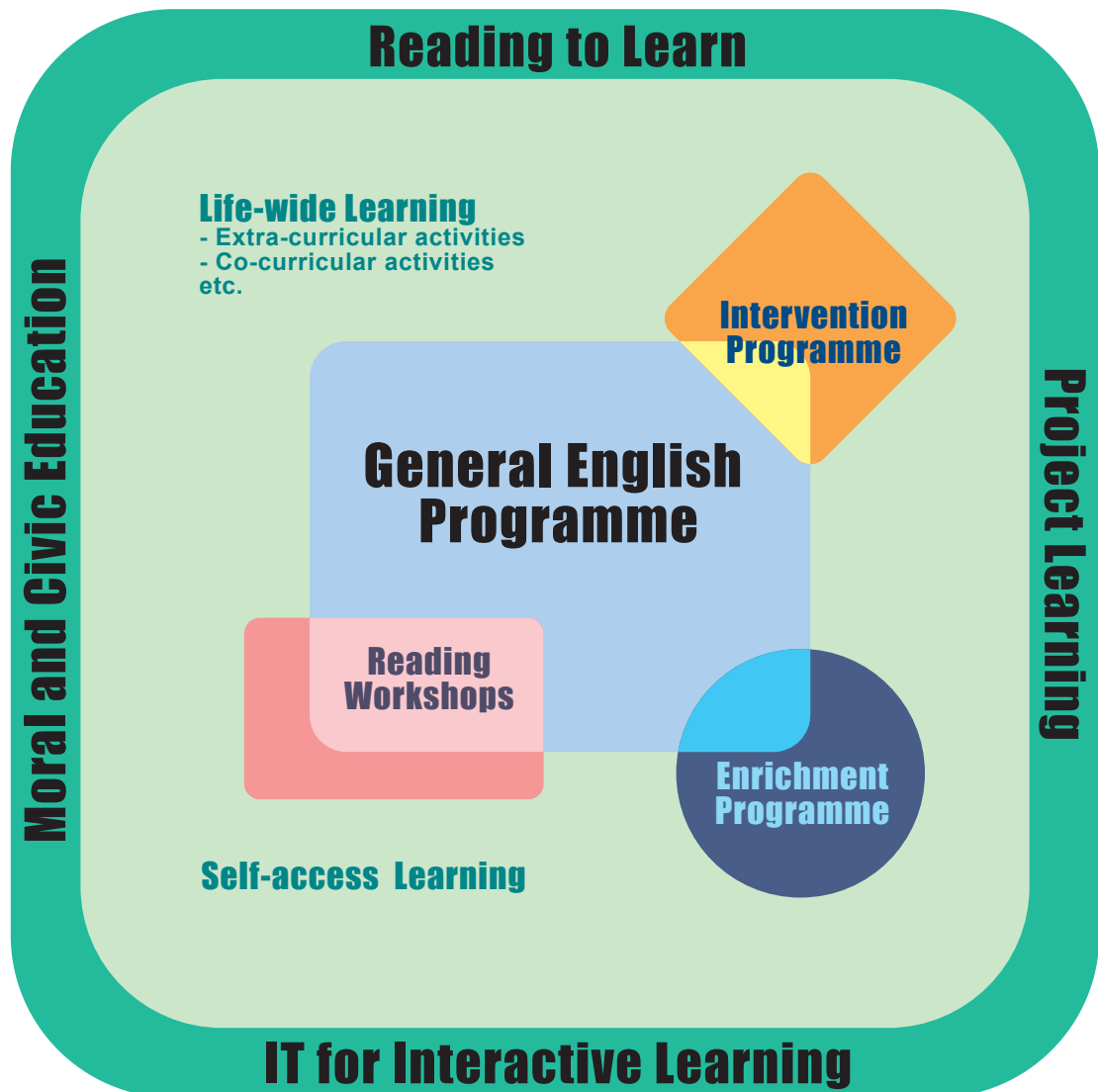


Figure 1: Components of a School-based English Language Curriculum

General English Programme

The General English Programme focuses on intensive learning and teaching of the English Language knowledge and skills set out in the English Language curriculum framework for all learners. It is implemented during the English lessons in the school time-table and may take up more than half of them. For example, about 60% of the lesson time (say five out of eight English lessons) can be allocated to the General English Programme. A task-based approach and the concept of Modules, Units and Tasks are used to organize the learning and teaching of the English Language in the General English Programme. Learners participate in pedagogical and real-world tasks to develop the four language skills for effective communication for the various purposes set out in the Learning Targets. Please refer to Section 3.2.2 and Chapter 4 for further details on the suggested learning and teaching strategies.

Reading Workshops

Reading Workshops are specially devoted to the development of reading skills. They can help learners acquire language knowledge such as grammar and vocabulary in appropriate contexts. They are conducted on a regular basis and take up less than half of the English lessons. For example, about 40% of the lesson time (say three out of eight English lessons) can be allocated to the Reading Workshops. Additional Reading Workshops may also be conducted as extra-curricular activities, or in the Intervention or Enrichment Programme to enhance the learning and teaching of reading.

Teachers use various reading activities and strategies to engage learners in whole-class, group and individual work in the Reading Workshops. Learners are supported in their development of reading skills and strategies. Teacher support gradually diminishes as learners progress from Key Stage 1 to Key Stage 2. At the same time, more learner input is expected as learners become more mature in their cognitive development and experience of the world. Please refer to Section 4.3.4 and Appendix 5 for further details and discussion about the learning and teaching of reading skills and the suggested reading activities and strategies to be used in the Reading Workshops.



It is suggested that English textbooks, if adopted for the General English Programme, are used for integrative language development, as advocated in the task-based approach. Real books with a variety of text types are used in the Reading Workshops for boosting learners' interests and reading skills, and helping them become lifelong readers of English. A wide range of learning and teaching resources designed by teachers, publishers, or taken or adapted from authentic contexts should be used where appropriate.

The exploration or adoption of similar themes across the General English Programme, the Reading Workshops and the other English programmes will help learners find their English Language learning experiences coherent and related.

Intervention Programme

The Intervention Programme is a short, focused programme, which provides timely support for learners who have exhibited difficulties in learning English. The Learning Objectives of an Intervention Programme are based on those of the regular General English Programme.

A task-based approach, which does not exclude the use of some short and form-focused pre-task grammar exercises, is recommended to teachers conducting the Intervention Programme. Features of an Intervention Programme are additional time, additional opportunities and focused learning. Schools may incorporate an Intervention Programme as part of the Remedial Programme* or as an additional programme focusing on particular areas of learning. It may be conducted during class time in a withdrawal mode or outside class time. Making use of the available resources for remedial teaching of English is a possible way of running an Intervention Programme for learners at different levels. Please refer to Appendices 7 and 8 for suggestions on the design of an Intervention Programme.

* Remedial programme is introduced for learners who need extra support in the subject of English Language on a half-yearly or yearly basis. Additional resources are provided to run remedial programmes.

Enrichment Programme

The Enrichment Programme is designed to extend the more able learners through different activities conducted during or after class time, inside or outside the school premises. Teachers may design challenging tasks based on the prior knowledge and learning experiences already provided in the regular General English Programme to extend or intensify gifted learners' language learning experiences. Teachers will find open-ended tasks that encourage creativity and critical thinking most useful. They may also seek and provide opportunities to further develop gifted children's capabilities in learning English through life-wide learning. Please refer to Exemplar 13 of the *English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 3)* on the design of an Enrichment Programme.

A grey arrow-shaped graphic pointing to the right, containing the text 'EXEMPLAR 13', 'ELE KLA CG', and '(P1-S3)'.

EXEMPLAR 13
ELE KLA CG
(P1-S3)

3.2.2 Modules, Units and Tasks

Modules, units and tasks are used to organize learning and teaching. A module is a broad organizing focus, which usually contains a number of units that are thematically or conceptually related. These themes and concepts are explored through tasks. A list of suggested modules and units for Key Stages 1 and 2 is provided in Appendix 1.

The figure on the next page shows how units, tasks, extended tasks and projects can be developed and organized under the module "Me, My Family and Friends". This is one of the modules suggested for learners in Key Stage 1. Please refer to Appendix 2 for details.

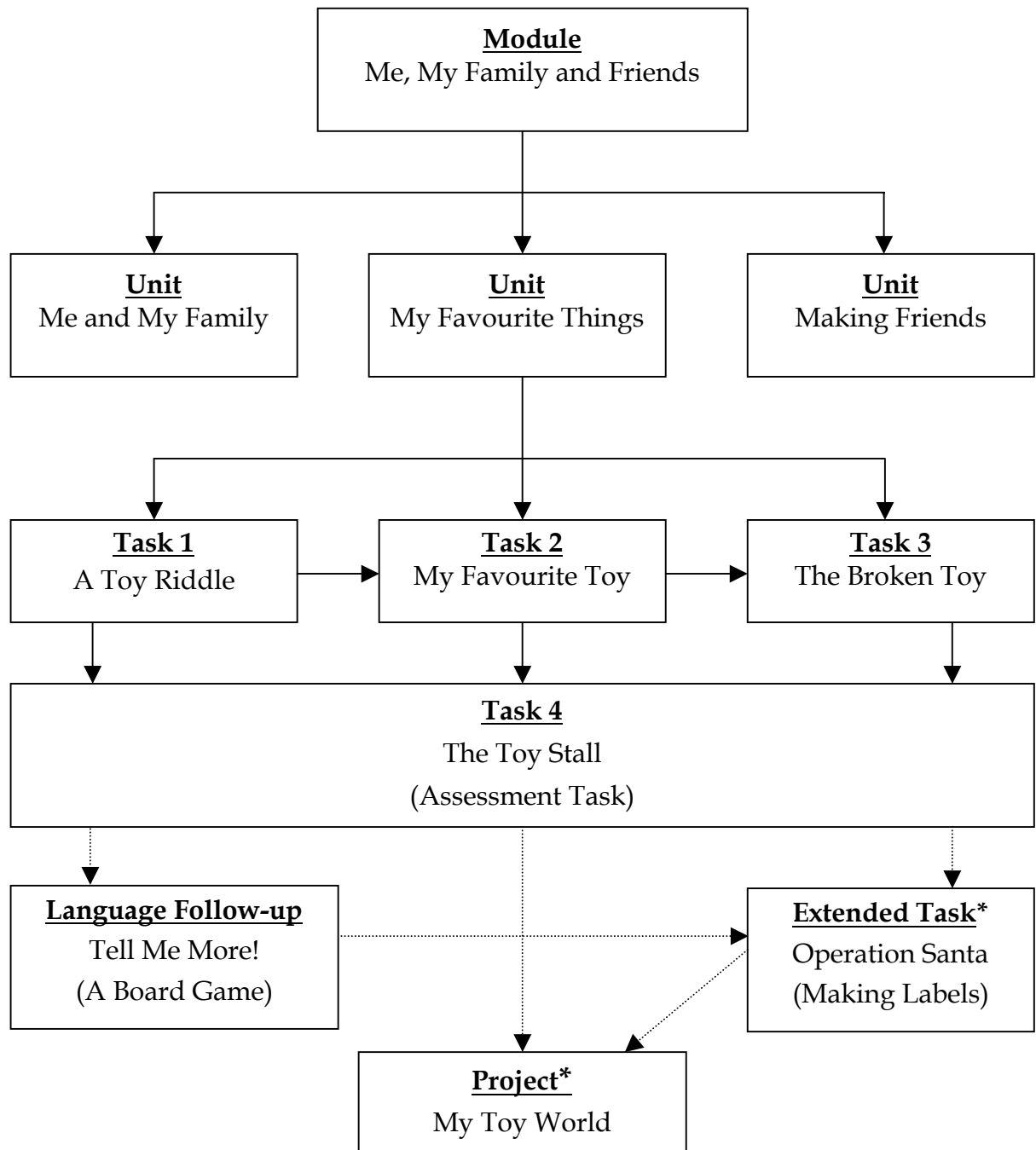


Figure 2: Exemplar Units and Tasks under the Module “Me, My Family and Friends”

* Extended tasks and projects can be developed from tasks in a unit or module to help learners develop knowledge, skills, values and attitudes conducive to lifelong learning.

3.2.3 The “Four Key Tasks”

To help learners develop independent learning capabilities, it is recommended that four key tasks – Reading to Learn, Project Learning, Information Technology (IT) for Interactive Learning and Moral and Civic Education – be incorporated into the English curriculum. Taking into consideration learners’ needs and interests, schools can flexibly use any one of these four key tasks as an entry point to enliven learning and teaching, and for helping learners progress towards the vision of whole-person development and learning how to learn. The following figure shows the relationship between the four key tasks:

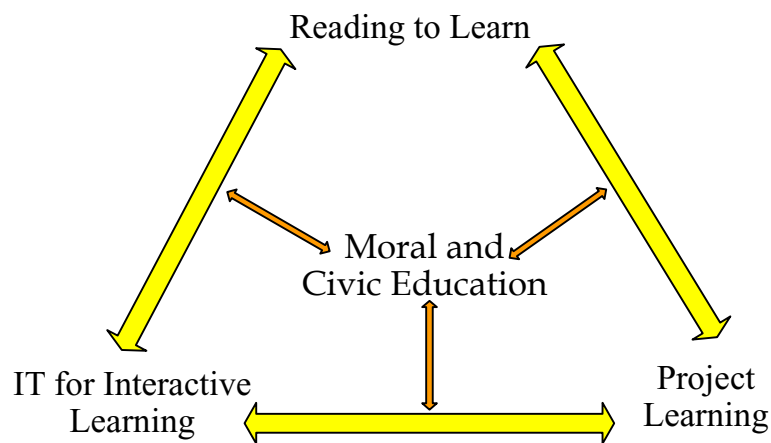


Figure 3: Four Key Tasks

Reading to Learn

Reading is a means to help learners seek information, develop thinking skills, enrich knowledge, enhance language proficiency and broaden perspectives. Reading is promoted across all KLAs and in the whole-school curriculum. Emphasis has to be placed on motivating learners and providing them with proper guidance and opportunities to enhance their enjoyment, learning capacity and personal growth through reading.

EXEMPLARS
2, 3 & 6

Language teachers can help promote a “reading to learn” culture through encouraging learners to read a wide range of text types with different subject content. Teachers select or develop appropriate learning activities based on texts that interest learners, so that they will learn to

EXEMPLARS 3 & 4
ELE KLA CG
(P1-S3)

appreciate the value of reading and become motivated to make reading a lifelong pleasure. Reading is integrated into regular English Language lessons with the other skills of listening, speaking and writing. Please refer to Section 4.3.4 and Appendix 5 for further details and discussion about the learning and teaching of reading skills.

Schools can help learners develop the habit of reading by encouraging them to read outside class time and school, such as during morning assembly, recess and after school. Learners can be encouraged to notice and read the signs, display boards, notices and advertisements in their immediate environment. These materials can facilitate the development of functional reading skills and help learners relate English Language learning to the rest of their school life.

Project Learning

In English Language learning and teaching, project work typically involves a theme-based investigation that engages learners in integrative language use.

Projects have the advantages of:

- Providing an effective framework for language use and language learning – Through the process of planning, searching for information, note-taking, interviewing, data analysis, discussion, drafting and re-drafting, editing, presentation and other steps that are often involved in project work, learners are able to use language skills and language learning strategies in an integrated way.
- Helping learners develop independence and a sense of responsibility – Projects allow learners to pursue a topic of their own interest, set their own learning targets, and plan and reflect on their course of action. Personal involvement of this sort enables learners to become more responsible for their own learning.
- Facilitating lifelong and life-wide learning – Projects encourage learners to move out of the classroom into the community, allowing them to connect what they learn at school with the working world and the world at large. Through participating in real-life

investigations which involve exploring problems from multiple perspectives, presenting information in various modes, as well as planning and organization, learners develop not only language knowledge and skills but also the generic skills, positive values and attitudes that are conducive to lifelong development.

The teacher plays a crucial role in facilitating project learning. Co-ordination across KLAs may be necessary not only for interdisciplinary projects, but also for ensuring that learners are assigned a manageable number of projects at the same time. Before assigning project work, the teacher needs to plan and make appropriate arrangements, taking into consideration the theme or topic, Learning Targets, Learning Objectives, generic skills, values and attitudes, resources, amount of time required, parties involved and products. For details, please refer to the template for project learning in Appendix 6.

For project work to be genuinely learner-centred, the teacher needs to be flexible and open-minded when working with learners, and to provide appropriate support in the following three stages of project work:

- Preparation Stage – Idea initiation and brainstorming
- Implementation Stage – Enquiry process
- Concluding Stage – Knowledge building, sharing and reflection

An arrow-shaped icon pointing to the right, containing the text 'EXEMPLAR 2', 'ELE KLA CG', and '(P1-S3)'.

EXEMPLAR 2
ELE KLA CG
(P1-S3)

Information Technology (IT) for Interactive Learning

An arrow-shaped icon pointing to the right, containing the text 'EXEMPLAR 9'.

EXEMPLAR 9

Effective use of IT can facilitate both classroom and self-access language learning. Through making use of the Internet, computer-assisted language learning (CALL) software, educational CD-ROMs and application software such as word processors, teachers enable learners to interact with their peers, resources and others in the process of knowledge acquisition and construction, as well as to express feelings and show creativity. For example, teachers can:

- enhance learners' motivation and language skills when they design activities in which learners make use of different sensory modes to gain quick and easy access to information, to interact with the multi-

media resources and to get immediate feedback from the interlocutors online or in person;

- provide opportunities for learners to take charge of their own learning through online conferencing to negotiate the learning goals;
- encourage learners to become active users of English when they apply their skills for critical thinking, information evaluation and knowledge management, using information on the Internet; and
- engage learners in interactive and collaborative work through online discussions and sharing of ideas.

Moral and Civic Education

Central to the framework of the four key tasks is Moral and Civic Education. Learning opportunities within and beyond the English Language Education KLA should be provided for learners to reflect on their values and attitudes. The five priority values for personal and social development of learners to be promoted during the short-term phase are:

- National identity
- Commitment
- Responsibilities
- Respect for others
- Perseverance

In planning and implementing the school-based English Language curriculum, the English panel can ensure that the development of the five priority values has been included, by:

- selecting or developing materials or activities with relevant themes (e.g. showing respect for people from different cultures, showing how one's commitment to society and the nation can be put into action) and providing opportunities for learners to discuss the relevant values in class;
- assigning tasks (e.g. group work and projects) to create opportunities for collaborative work requiring learners' commitment, responsibility and perseverance;

- building peer learning and peer assessment into the learning process, so as to provide opportunities for learners to practise showing respect for others and to take more responsibility for their own learning; and
- scheduling co-curricular activities (e.g. during assembly) in which learners share stories, read poems, sing songs or stage short plays promoting good personal qualities and virtues, or view and discuss films or multi-media resource materials on how people face adversities in life positively.

3.2.4 Cross-curricular Linkage

Schools are encouraged to establish cross-curricular linkage when developing their school-based English Language programme. The aims are to develop learners' language skills and enrich their experience of language learning through tasks or activities in contexts that are related to one or more KLAs. A cross-curricular approach to organizing modules of learning enables learners to establish meaningful links among concepts and ideas acquired in different KLAs and to construct and apply knowledge in the process. It provides them with opportunities to develop a broad range of generic skills and to cultivate positive values and attitudes in learning, in particular, laying a good foundation for lifelong learning.



To facilitate planning and implementation of cross-curricular learning, teachers of English and those of other KLAs have to work collaboratively to:

- decide on the themes or topics to establish meaningful cross-curricular links;
- draw up an overall plan of Learning Targets and Objectives, relevant learning activities and schedule of work; and
- develop and evaluate the learning, teaching and assessment materials and activities.

The choice of themes or topics should take into consideration learners' interests, life and learning experiences, and prior knowledge, in particular in other KLAs.

3.2.5 Life-wide Learning

Life-wide learning refers to pupils' learning in real contexts. It is effective in promoting language learning because it provides opportunities for experiential learning through meaningful use of the language in authentic settings.



EXEMPLAR 7
ELE KLA CG
(P1-S3)

Language learning can take place within and beyond the confines of the classroom. To enrich the language environment for the learning of English, it is important for schools to provide learners with relevant, pleasurable and meaningful learning experience through engaging them in life-wide learning activities.

Making use of community resources and public facilities provides learners with first-hand experience of authentic language use. Schools can explore opportunities for life-wide learning in the community to widen learners' exposure to the authentic and integrative use of English. Examples of life-wide learning activities are listening to stories and talks (e.g. in public libraries or bookshops), watching puppet shows and dramas delivered in English (e.g. in performances by theatrical troupes), paying visits to museums and exhibitions, and participating in community services involving the use of English.

Extra-curricular and co-curricular activities that engage learners in the use of English also provide life-wide learning opportunities. Such activities can be developed from class activities or introduced to learners on their own. They can be held as class, inter-class or school activities. They are selected, designed and organized after teachers have considered the learners' needs, interests and abilities. They can be conducted as individual projects or in groups as class, inter-class, whole-school or inter-school activities. Examples of such activities are storytelling, choral speaking, puppet shows, dramas, language games, or using computers to design posters or greeting cards for special occasions. English Days and English Camps are also interesting and purposeful life-wide learning activities for learners in primary schools.

It is important that learners of all language abilities are given equal opportunities to take part in different kinds of life-wide learning activities to extend their experience in the use of the language and to enhance the development of generic skills, positive values and attitudes conducive to both language and whole-person development.

3.2.6 Creating a Language-rich Environment

The learning environment is important in arousing learners' interests in learning and using English. A language-rich environment incorporates, for example,

- the use of English in all English lessons and beyond:
 - teachers should teach English through English and encourage learners to interact with one another in English. Classroom English forms part of the Learning Objectives for learners in primary schools. From Primary One, learners should be taught to understand and follow simple instructions and be supported to take part in learning activities in English effectively. Relevant classroom language, including the language needed for quality interaction in group discussions, has to be selected and taught. Teachers are encouraged to refer to Appendix 4 for the suggested items; and
 - learners should be encouraged to seek opportunities to interact in English with teachers and the NET outside the classroom;
- the provision of an English-rich environment in school and at home:
 - around the school premises, there should be space for boards to display authentic materials in English, such as posters and mobiles;
 - staircases are good places to display signs, slogans and learners' work;
 - the corridors, walls or even lift lobby can be used to show more learners' work such as writings and project work; and
 - the covered playground can be used for displays or language activities. Books or other materials can be made easily available for independent learning;
- the layout and decorations of the classrooms or special areas such as the English Corner, English Room and school library, and the provision of relevant resource materials in these areas:



- a word wall, a display board with learners' written work and stimulating surroundings with posters and mobiles can all create a language-rich environment. Even a piece of string hung on the wall or over the windows in the classroom can provide display space for word cards, formulaic expressions and rhymes; and
- a well-stocked classroom library and an English corner displaying tapes of the books or learners' story presentations, mini dramas and other performances. Self-access learning corners can be stocked with teacher-made materials or audio CDs, CD-ROMs and computer software;
- a lively and encouraging school and classroom atmosphere:
 - established through daily routines or practices such as morning reading time, show-and-tell activity or reciting during assembly; and
 - fostered through special occasions such as drama performances, celebration of festivals, English Days and English Camps. Even if English Camps are held on the school campus, they can provide a quasi-immersion environment to boost motivation and interest in learning and using English in an informal manner.

The language-rich environment created in schools can arouse learners' curiosity and interests in observing language use in the real world. For example, teachers can ask them to observe and collect materials illustrating the use of English in the community (such as advertisements, signs), watch television programmes in English at home, take the initiatives to interact with English-speaking people, or search for information on the Internet.

Learners who are exposed to the use of English in an attractive and stimulating environment, as well as natural and authentic situations develop interests and positive attitudes towards learning English. School management, teachers and parents need to work together to create a more motivating and language-rich environment for learners to use English for purposeful communication both inside and outside the classroom.

3.3 Curriculum Management and Leadership

3.3.1 Strategic Planning for Curriculum Implementation

Time Allocation

The *Basic Education Curriculum Guide (CDC, 2002)* recommends that schools allocate 17% to 21% of lesson time to the English Language Education KLA for each key stage from Primary 1 to Primary 6. Schools are free to vary the allocated percentage time for different year levels of a key stage as long as the total lesson time falls within the recommended range.

It is important to note that pupils' learning is not confined to English lessons or to the school itself. Schools are encouraged to make flexible use of school time other than lesson time, and time during holidays to facilitate learning and teaching. The concept of total learning time needs to be developed. In the English Language Education KLA, pupils' total learning time within a year or a key stage includes:

- lesson time (calculated according to the number of English lessons per week or cycle);
- school time other than lesson time (e.g. assembly, recess, lunch, before/after school, open day, post examination activity day); and
- time during holidays (e.g. Sundays, Christmas Holidays, Summer Holidays).

To facilitate learning and teaching, schools are advised to:

- arrange for more double or triple period sessions per week or cycle and include half-day or whole-day activity sessions shared among different KLAs in the school time-table, to allow continuous stretches of time for extended tasks, projects, visits, learner or professional performances, etc.;
- in addition to the regular English Language lessons, of which reading is an integral part, set aside a short, regular period of time every day for reading to help learners build up their reading habit and skills for lifelong learning; and

- plan their time-table and school calendar flexibly (e.g. adjusting the number and arrangement of lessons in each term to cater for special requirements of the learning programmes, exploring the use of Saturdays, Sundays and long holidays for life-wide learning or project learning).

Figure 1 “Components of a School-based English Language Curriculum” in Section 3.2.1 shares the same concept of learning time as discussed above. The proposed General English Programme, taking up about 60% of English lesson time, focuses on intensive learning and teaching of English knowledge and skills and their integrative uses. Activities such as dictation and listening can be conducted in lesson time allocated to the General English Programme. However, designating lessons as dictation, listening, etc. in a rigid manner, and confining the learning of English to the English lessons in the time-table may fail to enable learners to maximize all learning opportunities and to construct and apply knowledge and skills coherently and integratively, as is required in real life.

In the proposed Reading Workshops, which take up about 40% of English lesson time and can be extended beyond that lesson time, teachers are expected to provide learners with plenty of opportunities to listen, speak and write based on the reading materials. Teachers help the pupils learn to read and read to learn through careful selection of reading materials that share some commonality with the learning going on in the General English Programme and that are conducive to the development of specific reading skills and strategies.

The following time-table illustrates how to make flexible use of the learning time during and outside school hours:

	MON	TUE	WED	THU	FRI	SAT	
Before school	· Let's Read Together etc.		· Story Time	· Project Display		<ul style="list-style-type: none"> · Pleasurable Reading Time · Enrichment Programme: e.g. Book Clubs, English Camps, Cartoon Time, Magic Shows · Talks · Projects · Writing Labs · English Fun Days etc. 	
	Assembly						
		General English		General English			
	Recess						
					Reading Workshops		
	Lunch						
	Reading Workshops						
			General English	Reading Workshops			
After school	· Intervention Programme · Story Time		· Chat with our NETs* · Drama Workshops	· Verse-speaking etc.			

- Drama Competitions
- Verse-speaking
- Storytelling Competitions
- Show-and-tell
- etc.

- Song Dedication
- Language Games
- Pleasurable Reading Time
- etc.

HOLIDAYS

- Visits
- Projects
- English Camps
- Home Reading Express
- Games Days
- Creative Writing Packages
- Variety Shows
- Writing Letters and E-mails
- etc.

Suggested allocation of learning time and activities

Note: The suggested allocation of learning time and activities are for schools' reference only. Schools are encouraged to use their professional autonomy to maximize the use of learning time. They can select or design their own activities appropriate to their learners' needs and their school context, in order to provide learners with a wide range of learning experiences.

* NETs: Native-speaking English Teachers

Collaborative Lesson Preparation

Collaborative lesson preparation is essential to curriculum development in schools. It provides a good opportunity for teachers to discuss, share experiences and ideas, and build up the rapport and team spirit of the English panel. During collaborative lesson preparation, teachers are encouraged to:

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

Flexible Grouping

Flexible grouping is one of the strategies used to cater for variation in learners' needs, abilities and interests. When grouping learners, the teacher should:

- recognize the individual differences in the group;
- avoid possible labelling effects on learners through changing the size and composition of groups as appropriate; and
- make decisions relating to the ability (similar or mixed ability grouping) and the size of groups according to the purposes and requirements of tasks (e.g. pair work offers maximum opportunities for learners to communicate and practise in English; board games work better in smaller groups; video shows or educational television programmes can be conducted in larger groups to maximize the use of resources and sharing of ideas among learners).

Appropriate seating arrangements can also enhance effectiveness in the carrying out of activities. The less able groups can be seated nearer to the teacher so that they can get more attention and support. Groups that are more able, more independent and do not require so much teacher attention may be seated at the side or the back of the classroom.

In pair work or group work, a more able learner can be seated next to a less able one and assist the latter in carrying out the tasks when necessary. This is a kind of co-operative learning or peer tutoring, which is a common and effective strategy to promote peer relationships and help learners build up confidence. The more able learner, who usually completes the work ahead of others, can anticipate the difficulties faced by the less able learner and offer appropriate assistance.

3.3.2 Roles of Curriculum Leaders

School heads, vice school heads, school curriculum development co-ordinators, English panel chairpersons and level co-ordinators are bona fide curriculum leaders, while English teachers and teacher librarians may also be curriculum leaders in initiating curricular changes. In the planning, development and management of the school-based English Language curriculum, the curriculum leaders are expected to take up their different roles and be change agents. The roles they assume may vary from school to school, depending on the school context.

School Heads

School heads are key persons in planning, directing and supporting school-based English Language curriculum development. They would need to understand the direction of the central curriculum development and be sensitive to contextual factors such as the needs of the learners, the strengths of the English Panel and the organizational culture of the school. In addition, they might like to focus on some of the following suggested roles of school heads for development, taking into account the needs of their own pupils:

- create a language-rich environment and friendly atmosphere in the school, so that learners are provided with ample opportunities to use English for communicative purpose and are not afraid of taking risks when learning English;
- plan curriculum, instructional and assessment policies that facilitate learning to learn and lifelong learning in both learners and teachers;
- set up a curriculum development group as a strategic way to facilitate school-based English Language curriculum development and professional development;
- provide support (e.g. curriculum space and time with flexible time-tabling, and opportunities for professional development) for trying out new initiatives in learning and teaching English;
- make arrangement for teachers teaching the same year level to have convenient time (e.g. common free lessons) for collaborative lesson preparation;
- shape a positive and harmonious school culture and climate in which teachers can work collaboratively for a shared goal in second language learning and teaching;
- appreciate and commend progress made, and sustain appropriate curriculum initiatives, treasuring quality rather than quantity; and
- establish and maintain positive relationships with parents to help them understand the school's beliefs, rationale and practices in the implementation of the English Language curriculum, and their roles in supporting learners at home.

The suggested roles of school heads as curriculum leaders are presented in diagrammatic form below:

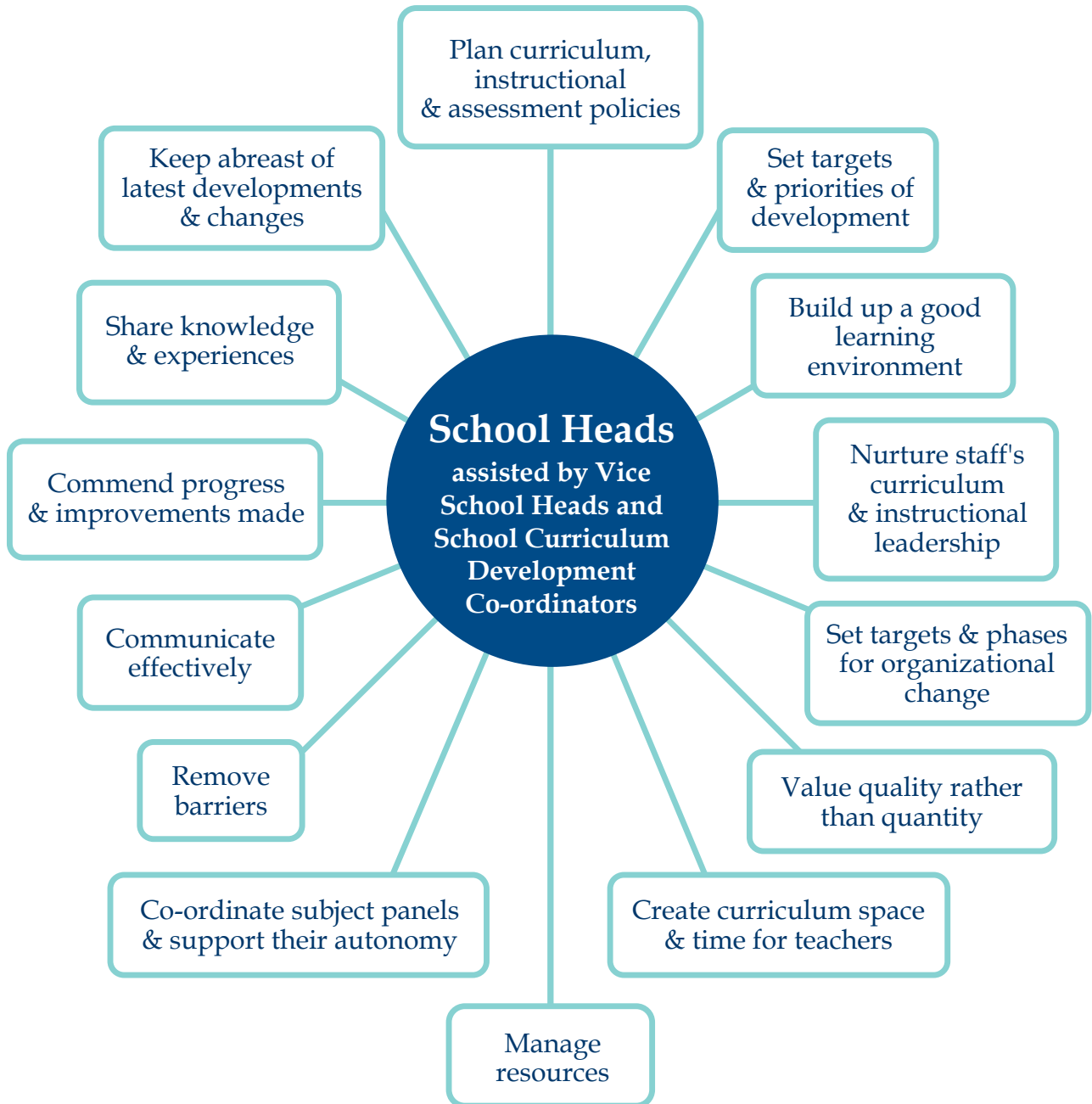


Figure 4: Suggested Roles of School Heads as Curriculum Leaders

English Panel Chairpersons

The English panel chairpersons lead, plan and manage the school-based English Language curriculum and its implementation. They are also the “bridge” between the school administrative personnel (i.e. the school heads, vice school heads, school curriculum development co-ordinators) and the other English panel members.

To develop the school-based English Language curriculum, the English panel chairpersons should lead the panel to:

- make use of the open and flexible curriculum framework and the general directions, key emphases and specific focuses provided in the central curriculum documents;
- take into account learners’ needs, interests and abilities, as well as teachers’ strengths and the school context;
- use the Learning Targets and Objectives provided in the curriculum documents as a good starting point for planning learning and instructional programmes for each key stage and level-specific activities; and
- collect and analyze evidence of pupils’ learning to make informed decisions.

Please refer to Sections 1.3 - 1.5 of Chapter 1 and Chapter 2 for details.

For curriculum management, the English panel chairpersons should facilitate co-ordination of work and collaboration among panel members, as well as monitor the implementation of the curriculum by:

- Appointing level co-ordinators and working closely with them to ensure co-ordination, coherence in planning and collaboration among teachers teaching the same year level and across year levels, especially in the choice and design of learning and teaching content and materials
- Holding regular, formal and informal meetings to
 - discuss, review and evaluate schemes of work, assessment policies, choice of textbooks and other resource materials,

- curriculum implementation strategies and evidence of learners' performance, etc.
- share teaching ideas, experiences and reflections, so that teachers can support and learn from one another
- explore and plan for innovative curriculum initiatives or changes to enhance the quality of learning and teaching
- Giving support and guidance on subject-related professional issues to inexperienced teachers
- Keeping a clear record of the work of the English panel, including minutes of panel meetings and lists of available resources. These records provide valuable information for the future planning of the work of the English panel and are useful if there is a change of personnel within the panel

Together the panel should make professional decisions that are crucial in achieving the educational aims of whole-person development and lifelong learning in the context of the English Language Education KLA under the leadership of the English panel chairpersons.

The English panel chairpersons should plan for the professional development of teachers in the English panel, taking into account factors such as teachers' needs, experiences and stages of development. Peer coaching, peer lesson observation, collaborative lesson preparation and regular exchange of teaching ideas or experiences should be promoted. The English panel chairpersons must also facilitate the development of a learning culture by various means, such as encouraging teachers to prepare learning and teaching plans and materials collaboratively, trying out different teaching strategies, conducting peer lesson observation, and participating in action research projects. Most importantly, they should provide opportunities for the sharing of information, knowledge and experiences gained from the tryouts, projects and professional development courses or workshops at panel meetings or on staff development occasions.

The suggested roles of English panel chairpersons as curriculum leaders are presented in diagrammatic form below:



Figure 5: Suggested Roles of English Panel Chairpersons as Curriculum Leaders

English Teachers

English teachers can contribute to the development of a school-based English Language curriculum as an individual or in collaboration with other English teachers. They can also take the roles of curriculum leaders by initiating innovative curricular changes. (Please refer to Section 1.4 for details.)

The suggested roles of English teachers as curriculum leaders are presented in diagrammatic form below:

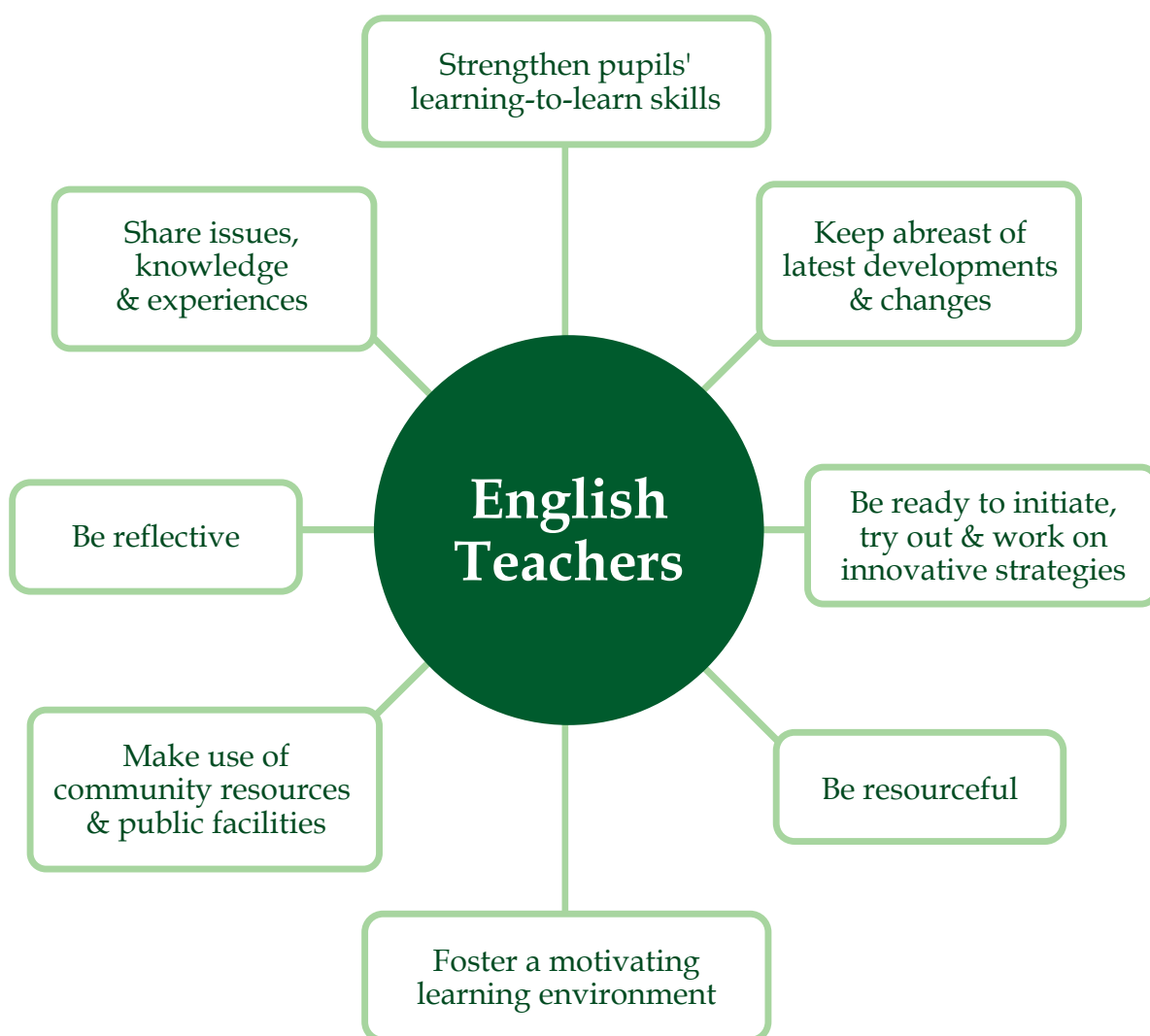


Figure 6: Suggested Roles of English Teachers as Curriculum Leaders

Teacher Librarians

The successful implementation of a school-based English Language curriculum lies in the collaborative effort of various parties in school, including teacher librarians. Teacher librarians serve as:

- resource managers who maintain a well-stocked library with a wide variety of resource materials and books to:
 - give learners enjoyable experiences; and
 - provide substantial exposure to different themes, authors, text types, etc.
- consultants who provide necessary support to teachers of English in selecting books and materials which enhance the effectiveness of learning and teaching; and
- project co-ordinators who work with teachers in implementing activities such as reading programmes or cross-curricular projects to provide the learners with the maximum opportunity for positive learning experiences relevant to their needs, interests and abilities.

The suggested roles of teacher librarians as curriculum leaders in learning to learn are presented in diagrammatic form below:

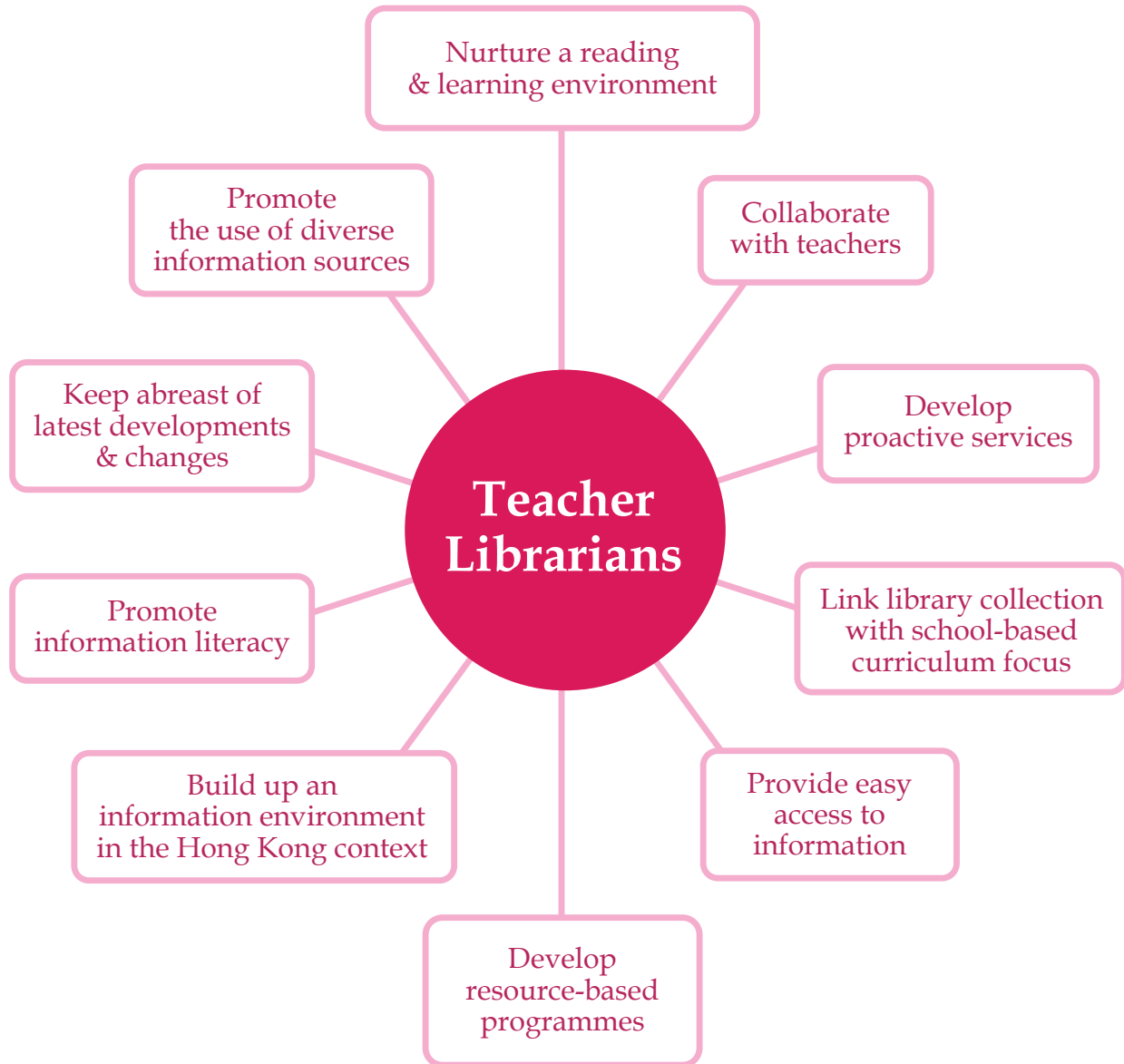


Figure 7: Suggested Roles of Teacher Librarians as Curriculum Leaders

Chapter Four

Learning and Teaching

Chapter 4 Learning and Teaching

4.1 Task-based Approach

In implementing the English Language curriculum framework, it is recommended that a task-based approach be used. Tasks are purposeful and contextualized activities in which learners draw together a range of elements in their framework of knowledge and skills to fulfil the task set.

Learners in primary schools have characteristics that are different from those of older learners. Teachers in primary schools need to consider the following in using a task-based approach in the English classroom:

- A young learner's language, thoughts and experiences are different from an adult's. Teachers should be open-minded and flexible enough to accept his or her attempts and efforts, in order to foster confidence and risk-taking.
- To achieve communicative competence, learners should have the opportunity to talk with one another in school, and to explore or negotiate meaning and ways to do things in the context of tasks. Social interaction, particularly when it is centred on actual experiences, promotes intellectual growth.
- An activity can motivate learners only when it is comprehensible and purposeful, and at the same time provides some degree of challenge and a sense of achievement.
- In an effective communicative task, learners are allowed time for processing information, formulating questions and responses, and making connections. Through the process of observing, discovering, experimenting, practising, discussing and sharing, learners' communication skills can be developed.
- Learning tasks involving information and ideas from other subjects or KLAs, in both the formal and informal curricula, contribute to the development of the learners' framework of knowledge and skills.

Five Features of a Task

A good learning task should:

- have a purpose which involves learners in the use of English for the various purposes in the Learning Targets and Objectives;
- have a context in which the purpose for using English emerges;
- involve learners in a mode of thinking and doing;
- require learners to draw upon their framework of knowledge and skills in the process; and
- engage learners in carrying out a purposeful activity leading towards a product.

Pedagogical and Real-world Tasks

Most tasks given to young learners in Hong Kong primary English classroom are pedagogical tasks which focus on the use of English in meaningful contexts. Pedagogical tasks, which replicate real-world tasks, are introduced to develop confidence in using English in real-life situations. Real-world tasks enable learners to experience the use of English for authentic communication. Depending on the needs of the learners and the contexts used, tasks can be of a small or large scale, carried out inside or outside the classroom, and conducted individually or collaboratively. A judicious combination of tasks provides learners with the experience of using language as a means of communication and enjoyment, and helps them progress towards the Learning Targets in the three Strands of Interpersonal, Knowledge and Experience.

Exercises

To prepare and support learners for carrying out a task, exercises can be given. Well-planned exercises are contextualized activities that focus on the practice of specific grammar points or grammar items and structures such as vocabulary, sentence structures or phonics, helping learners achieve the Learning Objectives or develop language knowledge and skills. Teachers should avoid giving mechanical drills as exercises since young learners may find them boring and lose interest in learning

English. Language games that serve the function of drills are effective with young learners and can be used more. IT-supported language learning activities can also be used to facilitate independent and interactive learning. Specially designed exercises are necessary to provide post-task support for learners who have not mastered the use of specific grammar points or grammar items and structures in the process of completing a task. A cluster of well-planned tasks and exercises can enhance learners' confidence, interest and skills in learning English at an early stage. Please refer to Appendices 2 and 3 for details.

Learning and Teaching Resources

All teachers of English must take on the responsibility for selecting and adapting suitable tasks from various sources such as the Internet, published materials for designing tasks for their own learners. An adequate number of exercises must also be provided to support the learners in the completion of tasks. It is advisable for teachers of the same school or level to develop and collect resource materials collaboratively, and thus build up a bank of tasks and exercises. When drawing on such resources at a later date, teachers need to re-evaluate the effectiveness of the selected tasks and exercises and modify them, if necessary.

Extended Tasks and Projects

Extended tasks and projects are optional activities in a framework of modules, units and tasks. They provide more challenging opportunities for learners to further develop their knowledge and skills. They are suitable for use with learners of different abilities and at all levels of learning.

Extended tasks are given after learners have carried out a few tasks in a unit or module. The design is based on the learners' experience, and knowledge and skills acquired through participating in various tasks from the same unit or module. Extended tasks challenge learners in the integrated use of previously acquired knowledge and skills in new contexts. Learners of different abilities may all be given extended tasks,

but teachers will need to have variable expectations. Through carrying out extended tasks, learners apply different parts of their language resource in an integrated manner.

Projects involve topic-based study conducted by learners individually or collaboratively, and are designed to foster independence. Although projects share all the five features of tasks, they require learners to take more responsibility for their own learning and work more independently. Projects provide authentic opportunities for learners to develop generic skills and positive attitudes towards learning English. They also help learners develop the ability to practise the five intertwining ways of learning and using knowledge, i.e. communicating, conceptualizing, inquiring, problem-solving and reasoning. Learners identify a topic of interest, plan their own work and work at their own pace. In the process, they search for and organize information, review and compile it, design a way of presenting the findings, present them, and then evaluate their own work. Projects need not be of a very large scale, nor do they always lead to the production of a piece of written work. The product of a project may be an oral presentation, a simple performance or a displayed item. Learners do not always work entirely on their own in every project. Sometimes they may be involved in group projects and work collaboratively with their peers. It is necessary that teachers provide guidance, check progress and give feedback at different stages of a project. Please refer to Appendix 6 for details.

4.2 Generic Skills

The development of generic skills is fundamental to learning how to learn. They are developed in the context of all subjects or KLAs and are transferable from one situation to another. Teachers should infuse the development of generic skills into the learning and teaching of English to help learners in primary schools acquire, construct and apply knowledge.

The nine generic skills are:

- communication skills,
- creativity,
- critical thinking skills,
- collaboration skills,
- study skills,
- self-management skills,
- problem-solving skills,
- information technology skills, and
- numeracy skills.

Amongst these generic skills, the English Language Education KLA provides greater opportunities for learners to develop communication skills, creativity, critical thinking skills, collaboration skills, study skills and problem-solving skills. The CDC recommends that schools give priority to the development of communication skills, creativity and critical thinking skills (3Cs) for the years 2001-2006. To enhance the development of the 3Cs, teachers of English can ask more open-ended and thought-provoking questions in lessons and in assessment. For examples of the six types of questions that can be asked, please refer to Section 4.3.4 and Appendix 5. Teachers need to accept different but reasonable or imaginative answers to strengthen the development of these three generic skills and to foster risk-taking in language learning. They are also advised to refer to the resource package on promoting quality interaction^{*} for ideas as to how best to enhance communication and collaboration in the English classroom.

Development of Generic Skills through Tasks

A task-based approach infuses the development of generic skills naturally into the learning and teaching process. Teachers need to understand that the purpose and design of the tasks, the use of learning and teaching activities and resources provide different contexts for the

* The resource package *Promoting Quality Interaction in the Primary English Classroom* was produced by the English Language Education Section of CDI and distributed to schools in August 2004.

development of the nine generic skills. The following example illustrates the development of generic skills in the process of carrying out a task:

In primary schools, extra-curricular activities (ECAs) may be conducted inside or outside class time. However, the activities are usually selected by the teachers in charge of ECAs. In this task, learners are given a chance to propose some ECAs for themselves. In groups, they find out information about different ECAs which they like in English after looking up reference books and surfing the Internet. Then they give them new names. In order to explain the different activities, each group compiles an information poster with pictures on the front and the English names of the activities on the back of the poster. Then they discuss how to “sell” their ideas to their peers. They practise in groups to improve their pronunciation and intonation, and determine their presentation strategies.

Each group takes a turn to present their proposed activity with the poster and tries to persuade their peers to support their ideas. Then each member of the class casts a ballot (with a written reason) for his or her favourite ECA. The information is collated and the top three to five activities are identified. The learners use the information and write a letter to the teacher in charge of ECAs to propose some new ECAs.

- Learners develop communication skills, collaboration skills, critical thinking skills, problem-solving skills, information technology skills, study skills, and creativity when they prepare and present the information posters for the different ECAs.
- Learners develop communication skills, collaboration skills and numeracy skills when they collect and compile the information on the preferences for the various extra-curricular activities.
- Learners develop communication skills, critical thinking skills, creativity, collaboration skills and problem-solving skills when they write a letter to the teacher in charge of ECAs.

Development of Generic Skills in the Four Key Tasks in the Curriculum Reform

Engaging learners in the learning of English through the Four Key Tasks identified by the CDC (i.e. Reading to Learn, Project Learning, Information Technology for Interactive Learning and Moral and Civic Education) is also conducive to the development of generic skills.

Well-chosen English reading materials can help learners explore the various themes on moral and civic education, develop different skills in reading to learn, and enhance the development of generic skills. For example, after reading a story about a selfish animal in the jungle, learners may be guided to evaluate its behaviour and suggest ways to help it improve its relationship with the other animals. If the texts are about some endangered species, learners may be asked to find out what they can do to save such animals. In the process, learners also develop generic skills like communication skills, critical thinking skills, creativity and problem-solving skills.

Please make reference to pages 71-88 for more examples illustrating how the English Language Education KLA contributes to the development of generic skills.

4.3 Language Skills

4.3.1 Integrated Use of Skills

Most real-life activities involve the use of more than one language skill, although in a few situations, one may simply listen, speak, read or write to the exclusion of the other skills. When we listen, we often respond to what we hear by speaking. When we read, we may make a note in writing of information we have gained, or we may tell someone about it. The purpose of English Language teaching is to prepare learners to operate in the real world. Since real-world tasks involve the interaction of language skills in an integrated manner, it is essential that in the primary English classroom, learners are given the opportunity and support to develop the four language skills in ways that reflect such

integration. In order to develop the ability to communicate effectively for the various purposes described in the Learning Targets, learners need to be given the opportunity to experience the integrated use of skills for authentic communication. They need to participate in pedagogical tasks or simulations, which replicate real-world tasks and enable them to focus on the integrated use of the skills in meaningful contexts. Where possible, these classroom learning experiences should develop the four language skills and rehearse them in a natural and combined manner, even though there will be certain components focusing on only one or two skills at a time. The starting point is to examine relevant contexts of language use in order to establish the natural occurrence and sequencing of language skills appropriate to different situations.

Integrated Use of Skills in Tasks

Learners in primary schools can be given tasks organized under modules and units. These tasks may form a sequence of activities in which the successful completion of prior activities contributes to succeeding ones. The purpose and context of each task decides the coverage and sequencing of the language skills to be used.

The following is an example showing how learners engage in activities which simulate real-world language use in the process of doing a cluster of well-planned pedagogical tasks, and practise integrated use of the four language skills.

Task: Think Big, Start Small - We Can Help

The teacher designs a sequence of tasks to help learners develop an understanding and awareness that every citizen in Hong Kong has an obligation to prevent the spread of an infectious disease, e.g. Atypical Pneumonia or Dengue Fever. Learners in primary schools, like everyone else, need to play an active role in combating the outbreak and spread of the disease.

The teacher uses authentic materials, such as promotion leaflets, pamphlets, posters or video clips, to provide background information

and introduce the context for the tasks. With teacher support, learners read or view the materials, record the name of the disease in English and show an understanding of key messages on measures to take against the outbreak and spread of the disease. Depending on their readiness and ability, they can be asked to complete a diagram or an outline with blanks, or put a tick or a cross against some pictures. They are then encouraged to “think big but start small” in discussing the roles which they can play in the home, in school and in the community. For example, they can pay attention to personal hygiene and contribute to the prevention of the disease; or prevent the spread of the disease in their immediate environment by following the Government’s suggestions and influencing people around them.

In groups, learners make notes about the current situation in the school through observations, taking photographs and drawing sketches. They find out if their schoolmates are keeping the school clean, e.g. the toilets or the playgrounds. They share their observations in class and suggest ways to improve the situation so that everybody understands the importance of keeping the school clean, and learns how to do it.

Learners work in groups and choose the tasks they will undertake to arouse their schoolmates’ interest in and awareness of the issue. Examples might include displaying photographs with captions, preparing a short radio play, organizing a banner design competition, writing a list of rules, writing a song on personal hygiene, designing a poster and devising a slogan to remind schoolmates to keep the school clean. They may also write a letter to the School Head to ask permission to launch some of these activities for their schoolmates during school assembly, lunch time or on visits to different classes.

Learners also observe and collect evidence of change in the behaviour of their fellow schoolmates resulting from enhanced awareness. They can take photographs or interview schoolmates and teachers to gather views on the effectiveness of the measures which have been implemented. Learners can share their observations and their evidence of behavioural change, personal feelings and reflections on the issue by means of classroom and school bulletin boards.

While engaging in the various activities involved in this task, learners practise combinations of skills in an integrated manner.

Learners develop their reading, listening and writing skills when they:

- read the promotion leaflets, pamphlets and posters, and watch the video clips; and
- record the names of the disease in English and note down the key messages given to prevent its spread.

Learners develop their listening and speaking skills when they:

- are engaged in group discussions on roles they can play in preventing the outbreak and spread of the disease;
- work in groups to discuss how best they can arouse their schoolmates' attention to the issue and when they should conduct the activities; and
- interview their schoolmates and teachers to gather their views on the effectiveness of measures implemented.

Learners practise the skills of drafting, revising and editing their work for a real-life purpose when they engage in the following tasks:

- writing captions for the photographs
- preparing a script for a short radio play
- writing a list of rules
- writing a song
- designing a banner, a poster and a slogan
- writing a letter to the School Head to ask permission to organize activities
- sharing observations, evidence of behavioural change, personal feelings and reflections

Please refer to Section 4.1 for suggestions on using a task-based approach to the learning and teaching of English.

Another way of providing learners with the opportunity to use the four language skills in an integrated, communicative way is by using themes with cross-curricular links and asking them to do projects. Both provide a useful way for learners to integrate their learning experiences and the use of the four skills.

Development of the Integrated Use of Skills in the School “Reading Workshops”

EXEMPLAR 2

It is suggested in Section 3.2.1 that one of the components of the school-based English programme is a series of “Reading Workshops”, which aim at developing learners’ reading skills at an early stage of language development. Young learners enjoy listening to stories and reading books and this context is also suitable for the development of other language skills as well. The learning and teaching activities in these Reading Workshops do not focus on reading skills alone. Teachers can provide their learners with opportunities to use skills in an integrated manner at different stages of a workshop in a natural and authentic way. For example:

Learners develop their listening, speaking and reading skills when they:

- are introduced to the books through storytelling, reading aloud or shared reading;
- answer questions related to the content of the books and discuss with the teacher or their peers in the while-reading stage;
- pay attention to the letter-sound relationships of words in the books and enter words into their phonics books with teacher support;
- learn songs, action rhymes and poems related to the themes and content of the books; and
- role-play the characters in the books, act out or dramatize parts of the books.

Learners develop their reading and writing skills when they:

- rewrite part of the books collaboratively after discussion;
- compile a class word bank by grouping words from the books under themes; and

- write captions under pictures based on the content of the book.

Learners develop their listening, speaking, reading and writing skills when they participate in a variety of communicative games which can also help them internalize grammar items and structures learnt from the books.

4.3.2 Listening Skills

Effective listening skills are essential for successful interpersonal communication, whether in socializing with English-speaking people or in getting things done. Good listening ability also increases opportunities for leisure and entertainment. In the process of listening, the listener activates various types of knowledge, e.g. knowledge of a topic, the culture or the context, in order to construct a personal interpretation of what has been said. Successful listening requires the interpretation of contextual information such as physical setting, the number of listeners and speakers, their roles, and their relationship to each other. Listening can be demanding because learners often have little control over the speed and complexity of the listening texts, and they cannot re-listen in real-life situations. Listening to what the teacher says in the primary English classroom and understanding it are of key importance in the development of listening skills. Teacher language in the classroom is authentic and purposeful. Successful listening to the teacher can enhance motivation, and the feedback on listening difficulties can be provided immediately. Further discussion on the importance of classroom English can be found in Section 3.2.6.

At primary level, the listening skills to be developed include skills for

- identifying and discriminating sounds, stress and intonation; and
- listening for explicit and implicit meaning.

Details of the listening skills to be developed in Key Stage 1 and Key Stage 2 can be found in Section 2.2.2.

Development of Listening Skills through Task-based Activities

Good listening skills enable learners to understand what they hear in English even before they can communicate effectively in the language. Teachers need to engage learners in various types of tasks and activities to help them develop and practise their listening skills. Good task-based listening activities provide learners with a purpose for listening and enable learners to acquire skills in a meaningful context. Listening activities are more effective if they use purposes and contexts as close to authentic situations as possible. There are two main types of task-based listening activities: activities that require learners to listen and make non-linguistic responses (e.g. listen and colour); and activities that require learners to listen and make linguistic responses (e.g. listen and complete a written plan for the weekend's activities).

The following example serves to highlight how listening skills can be developed through a series of task-based activities.

Task: The Chinese New Year Fair

In the task, each group of learners is required to make a handicraft for a Chinese New Year Fair in school.

- Learners learn or revise some relevant vocabulary items and grammar structures in preparation for the task. For example, the teacher plays a game of bingo with the learners to help them identify words beginning with different letter sounds. This practice helps them discriminate the initial sounds of the target vocabulary items.
- Learners listen to a taped dialogue in which two children discuss what and how to prepare for a Chinese New Year Fair in school. They also listen to short descriptions of the materials used to make the handicraft. They complete a matching activity. They circle the pictures of these materials on a task sheet. In this activity, learners recognize the stress in connected speech to identify the main ideas. They also recognize the differences in the use of intonation to indicate the speaker's preferences and feelings in the discussion.

- After this activity, the teacher invites the class to share their observations about the use of intonation or recurrent sentence structures in the discourse. If necessary, the teacher re-plays a selected part to highlight the learning point.
- Learners work in groups and discuss the handicraft they want to make with some of the materials mentioned in the dialogue. They also write a short text to describe the handicraft they are going to make and how they are going to make it. During the group discussion, they find out the group members' preferences and the materials to be used for making the handicraft. In this way, they listen for main ideas and supporting details.
- When all groups are ready, a game of "Twenty Questions" begins. Each group describes the materials they will use to make the handicraft, and lets the class guess what they are going to make. Other learners listen, ask questions and guess what is to be made. In this activity, they listen for specific information.
- The whole class can then choose the ideas they like best and make the handicraft for an activity or a stall to be included in the Chinese New Year Fair.

Other Considerations for the Development of Listening Skills

- Teachers should consider using a variety of task-based activities that require learners to listen and do, listen for information, and listen to stories, to help them develop their listening skills. These activities need not be conducted formally with worksheets and listening tapes. If teachers can introduce them as games and as regular classroom interactions, learners will develop good listening skills even at an early stage of learning.
- To develop the good habit of listening to the whole before reacting prematurely, learners need to be given opportunities to practise listening to the whole recording once to get the gist or main ideas the first time they listen. In subsequent listening, they should be guided to locate and understand specific details.
- It is useful to expose learners to authentic listening materials covering a wide range of text types such as advertisements, announcements, and telephone conversations, in order to prepare them for listening to

English in real-life situations. If the materials seem to be too demanding or difficult for the learners, teachers may set simple tasks while maintaining the real-life settings. The content of the listening materials should increase in complexity as learners progress from Key Stage 1 to Key Stage 2.

- As discussed in Section 3.2.1, schools are encouraged to adopt different teaching strategies to promote reading to learn. It is in storytelling, reading aloud and shared reading that learners are provided with the best opportunity to develop their listening skills. These are contexts in which young learners are relaxed and enjoy their English lessons most. With the use of appropriate facial expressions, gestures, stress and intonation in storytelling and reading aloud, teachers can help learners understand the explicit and implicit meaning of what they hear. Learners may also develop their phonological awareness, if the teacher focuses their attention on words which have a common sound as a post-reading activity.
- Poems, songs and rhymes are very useful resources to help learners recognize English sound patterns. They are fun to learn and can help learners discriminate sounds and identify the stress in connected speech. Learners will be helped to develop sensitivity towards the sounds and rhythm of the English Language. They may also begin to appreciate the beauty of the language and develop positive attitudes towards learning English.
- Resources such as educational television programmes, cartoons, audio books, e-books and web-based listening materials can be useful materials for learners to pick up correct pronunciation, stress and intonation. These materials usually provide good models of speech and pronunciation from native speakers of English. Multi-media listening materials can engage learners in an interactive mode of learning. These materials allow learners to work at their own pace and help them become independent learners.
- Learners' development of listening skills should not be confined to classroom learning activities. Teachers may draw learners' attention to the use of spoken English in their daily life, e.g. the announcements on the MTR or the programmes on English-medium television channels.

- As stated at the beginning of this section, listening and responding to teacher's instructions in English is an authentic situation through which learners can develop their listening skills. English used for classroom management is fully contextualized and appropriate to the setting. Examples of English for classroom interaction for teachers and learners are provided in Appendix 4.

4.3.3 Speaking Skills

Language serves a social function for interactive communication in everyday life. Speaking is sometimes regarded as the most important skill for language learners, as most people use speech far more frequently than writing. Effective oral communication involves the use of correct pronunciation, stress, rhythm, intonation, grammar and vocabulary as well as an appropriate choice of topic content. Learners must also learn how to interact with others including developing skills for opening, maintaining and ending an oral interaction. The teacher's model in the use of English for teaching, maintaining classroom routines and interaction, and for social interaction is of vital importance in exemplifying this. Various types of oral activities are needed to help learners acquire speaking skills for the various purposes described in the Learning Targets. Learners should also be encouraged to use English as a means of communication both inside and outside the classroom.

At primary level, the speaking skills to be developed include skills for

- presenting information, ideas and feelings clearly and coherently; and
- participating effectively in an oral interaction.

Details of the speaking skills to be developed in Key Stage 1 and Key Stage 2 can be found in Section 2.2.2.

Development of Speaking Skills through Task-based Activities

Task-based activities provide a purpose and a meaningful context for learners to practise the different speaking skills and strategies. In preparing learners to carry out a speaking task, in addition to teaching the

target grammar items and structures required by the task, the teacher also needs to provide adequate support to help learners in the interactive aspects of the task (e.g. in how to discuss the topic, argue for a choice, seek information, or get help from others). During the task, the teacher observes learners' performance and provides timely support and feedback.

The following example shows how speaking skills can be developed through task-based activities.

Task: An Interview with Our Teacher

After teaching the unit "My Favourite Things" in the module on "Me, My Family and Friends", the teacher asks learners to form groups, and each group interviews a teacher they like in English. They draft and practise questions in the interview, e.g. asking about the teacher's likes and dislikes, hobbies and personal views of the class or being a teacher. Before conducting the interview, learners also work in groups to discuss appropriate language to be used for starting, carrying on and ending the interview. After conducting the interview, the groups select, organize information collected and present their findings orally or do a dramatic performance.

With appropriate teacher support, learners are provided with opportunities to practise and develop their speaking skills and interactive strategies at different stages of the task.

- When asking questions in the interview, learners have to convey meaning clearly and coherently, using correct pronunciation, stress, intonation, grammar and vocabulary. Learners are advised to use appropriate gestures and facial expressions when they are asking for information and seeking clarification during the interview. They are also reminded to maintain eye contact with the interviewee and speak in a tone and at a volume appropriate to the situation.
- Before conducting the interview, learners practise how to open, maintain and end a conversation. They establish a relationship with the interviewee by using appropriate formulaic expressions for greeting (e.g. Good morning, Miss Wong.). During the interview,

they repeat questions if they are not understood (e.g. Do you like our class? Do you like teaching us?). They may also practise asking for repetition or rephrasing (e.g. Pardon?), checking understanding (e.g. Did you say “purple”, Miss Wong?) or spelling (e.g. How do you spell “purple”?). After the interview, they use formulaic expressions to express thanks (e.g. Thank you very much.) and take leave (e.g. Good-bye.).

- When the groups present their oral reports or perform their dramas, learners can be asked to do peer observation or assessment, making judgements as to whether their classmates have conveyed their ideas clearly and coherently (i.e. judgements on selection and organization of information and ideas, and on use of correct pronunciation, stress, rhythm and intonation). They can also be asked to focus on the behaviour of a good speaker (e.g. facing the audience, speaking at an appropriate pace and volume). The purpose is to turn the class into a learning community with an understanding that errors are a normal part of learning and that members can continually improve their capability, given the appropriate trust and mutual support.

Other Considerations for the Development of Speaking Skills

- In selecting, adapting or designing speaking activities, teachers need to ask whether an activity embodies such characteristics as the following:
 - Does it require learners to speak a lot in English?
 - Is it interesting and does it draw on learners’ personal experiences?
 - Is it realistic and does it simulate a real-life situation?
 - Does it require learners to exchange information or express feelings?
 - Does it allow learners to work collaboratively or creatively with peers?
- To prepare learners for speaking tasks, teachers may predict what language will be appropriate and determine how to provide it to help learners carry out the task effectively. There may be times when disguised drills, meaningful and purposeful rehearsals and practices are necessary before, during or after the tasks.

- Show-and-tell is a suitable speaking and listening activity for learners in primary schools. It is a whole-class sharing activity in which one learner after another gets up, takes the centre stage, and talks about something of his or her own choice – often some objects brought from home. Other learners are expected to listen quietly and not to interrupt. In the process, they relate the information provided by the speakers to their existing knowledge to build personal meaning. They are also encouraged to ask questions about the objects which the speaker is discussing. In order to help learners develop greater confidence in speaking before an audience, learners may rehearse in groups before the performance.
- Teachers need to understand that with young learners, fluency should be emphasized before accuracy. The development of fluency depends on the nurturing of confidence in a supportive environment. Teachers should encourage learners to participate actively in oral activities and help them develop confidence in speaking up. In communicative tasks, the focus should be on what learners say (i.e. the message) rather than the accuracy of the English they use.
- For formative assessment, teachers can walk round the classroom and listen to groups of learners engaged in speaking tasks. While guidance and assistance may be necessary, frequent interruptions and corrections should be avoided as they can be demotivating. Examples of good performance as well as common mistakes should be noted down for post-task discussion so that follow-up remedial work can be done. With some coaching and specific guidance, learners can even be asked to do peer assessment and self assessment with or without the help of recordings of their own performance.
- When designing speaking activities, teachers should identify and make use of resources that will motivate their learners best. Songs, rhymes, poems, stories and dramas can be motivating and can provide pleasurable language experiences. They may help learners acquire sensitivity towards English sounds, stress and rhythm, which in turn helps in the acquisition of correct pronunciation and oral fluency. The content and special features of these language arts resources provide ideas and information for learners to talk about.
- Multi-media learning resources such as episodes or clips from educational television programmes, educational CD-ROMs, audio

CDs, VCDs and Internet resources can be effective in arousing learners' interest. Audio books provide very good models to assist learners to develop correct pronunciation and oral fluency. With teacher guidance, learners can choose and use multi-media resources for self-directed and independent learning.

- Learners need to speak with correct pronunciation so that other speakers of English can understand them. The use of phonics can help in this and should be introduced at the junior level. Phonetic symbols, however, should only be selectively introduced to learners at a much later stage since learners may confuse the symbols with the letters of the alphabet. For information about the learning and teaching of phonics, please refer to Section 4.7.
- Daily classroom interaction provides the most authentic situation in which learners can learn to speak English. The use of classroom instructions and explanations in English by the teacher, and the use of clarifying questions or requests for permission to do something by the learners are authentic pieces of communication. Classroom English can be simple and context-dependent, and so it is easy to understand. With the aid of a good teacher model and with appropriate guidance, encouragement and persistence, learners gradually develop the skills and the confidence to use English inside and outside the classroom for communication. Please refer to Section 3.2.6 for a discussion on the use of classroom English to facilitate learning. Examples of English for classroom interaction for teachers and learners are provided in Appendix 4.

4.3.4 Reading Skills

Reading plays a very important role in second language learning and teaching. To learners in Hong Kong primary schools, reading material is the main source of English, and the one that they can most easily access. The teaching of reading skills does not need to be delayed until learners have acquired a degree of competence in spoken English. Children can learn to read at the same time as they develop oral competence. Reading leads to oral and written language development, because it provides content and language for the learners to converse and write about.

To help young learners lay a strong foundation for lifelong learning, key reading skills must be developed at an early stage of learning. These include:

- understanding the basic conventions of written English;
- constructing meaning from texts; and
- locating information and ideas.

These skills enable learners to read with understanding, fluency, accuracy and enjoyment. In the process of developing these skills, they also acquire, apply and develop their knowledge of written symbols, letter-sound relationships and grammar, as well as develop skills in word recognition and contextual understanding from an early stage of learning. Details of the reading skills to be developed in Key Stage 1 and Key Stage 2 can be found in Section 2.2.2.

Development of Reading Skills through Task-based Activities

Reading effectiveness depends on having a purpose for reading and previous knowledge. Task-based reading activities provide a purpose and a context for reading. Based on an understanding of the learners' semantic, syntactic and graphophonic knowledge, teachers design or select activities to involve learners in reading for meaning. Learners acquire and practise specific reading skills before, during and after the reading process.

The following example serves to highlight how reading skills can be developed through task-based reading activities:

Task: Treasure Hunt

Learners read a story about a boy searching for his birthday gift at home. They find out how the boy finds the gift on his birthday, by following a series of instructions written on cards and hidden in different places in the home. With support from the teacher, learners understand how to use imperatives and vocabulary items for giving instructions.

After reading the story, learners work in groups of five and prepare materials for a treasure hunt in the school hall. First, each group discusses and decides where to hide something considered valuable, e.g. a password to play a computer game in the school, some “stickers” for free drinks at the school’s tuck shop. They work collaboratively and write a sequence of instructions on cards, which are then hidden in different locations in the school hall. To be able to include more directions than are given in the book, the learners also study common road signs and look up children’s word books. When all groups are ready, they start searching for the treasure hidden by other groups. To find the treasure, each group must work together to read, understand and follow the instructions. In the process, they practise specific reading skills at different stages of the task.

- When learners are reading the story, they come across familiar words in printed form. While reading, they practise the skills of constructing meaning from text. They use visual clues, context and knowledge of the world to work out the meaning of unknown words, e.g. Stop at the shelf and turn to page 5 of the book *The Happy Prince*. They also learn to recognize the imperative pattern which is repeated throughout the instructions, e.g. Turn left. Take three steps forward.
- When learners are writing their instructions, they draft, revise and edit their work with a real-life purpose. In the process, they correct and improve their work by using strategies such as re-reading the story and asking for help from their peers or the teacher.
- When learners are hunting for the treasure, they read the instructions set by other groups. They locate specific information and recognize familiar words in printed form. They also see how grammar patterns are related to meaning when they recognize the recurrent use of imperatives for instructions, and when they infer the meaning of unfamiliar words by using contextual clues.

Development of Reading Skills in the School “Reading Workshops”

Teachers need to understand that learning to read is not an automatic process. Children need to be taught to read through a variety of strategies and techniques. In addition to using a task-based approach to

reading, reading skills are best developed in the context of reading real books and authentic materials. This prepares learners for learning to read on their own, and becoming lifelong learners. It is suggested in Section 3.2.1 that one of the major components of the school English Language curriculum should be a series of Reading Workshops conducted during English lessons. The following five effective teaching strategies can be adopted in the workshops for developing learners' interests, skills and positive attitudes towards reading:



- storytelling
- reading aloud
- shared reading
- supported reading
- independent reading

These strategies help learners practise listening to, looking at, and deriving meaning from words, sentences and texts in the development of reading skills. They need not be carried out one at a time, nor in a strict sequence at different stages of learning although due to learners' differences in cognitive development, experience of the world and psychological needs, more storytelling, reading aloud and shared reading may be done with learners in Key Stage 1 and greater teacher support is required. As learners become more mature in Key Stage 2, more supported reading and independent reading may be carried out and greater pupil input is required. Please refer to Appendix 5 for further discussion about each of these strategies.

Other Considerations for the Development of Reading Skills

- Different text types have their own particular textual structure, style, grammar features and vocabulary. Narrative texts, e.g. stories, fairy tales, rhymes and poems stimulate the learners' imagination and are suitable reading materials for learners in primary schools. Information texts such as expositions and notices also need to be introduced to learners at an early stage of learning, so that they learn to appreciate the value of reading for information.

- It is important and necessary to help learners see connections between different subjects. Teachers need to choose some books that are related to other subjects, so that young learners have an opportunity to recognize concepts developed in other subjects and learn to read books for information about other subjects and topics that interest them. With careful preparation, teachers can sometimes introduce reading texts with interesting content that involve concepts or language, which at first sight might appear difficult to explain in English to young second language learners.
- The questions that the teacher sets for supported and independent reading must be carefully chosen to motivate learners and make them want to read for meaning. The following examples help to illustrate six types of questions which teachers may ask during or after learners have read the book *This is Our House**. This is a story about a boy, George, who does not let anyone into a paper house in the playground. His friends teach him a lesson by getting into the house when he goes to the bathroom. The story has a happy ending because the children forgive George and they play together happily.

Example

- | | |
|-----------------|---|
| – Knowledge | ♦ Where were the children? |
| – Comprehension | ♦ Why did Charlene say “This house isn’t for people with red hair.”? |
| – Application | ♦ Which other stories have a happy ending like this? |
| – Analysis | ♦ Why did George start to shout, cry and kick the wall when he came back from the bathroom? |
| – Synthesis | ♦ Can you use three words to describe George? |
| – Evaluation | ♦ Do you think George is right? |
- Asking relevant and stimulating questions can help learners develop the skills for locating and interpreting information in a text, and help teachers find out whether learners have understood the text. Challenging questions related to learners’ application, analysis,

* Rosen, M. (1996). *This is Our House* (ISBN 0-7636-0290-6)

synthesis and evaluation of the reading content help learners develop critical thinking skills and appropriate attitudes towards reading. Such questions also lend themselves naturally to a discussion which provides a suitable context involving creativity.

- Allow “wait time” for learners to formulate their responses individually, in pairs or groups.
- To make sense of a printed text, learners need to develop a bank of sight vocabulary, before reading texts aloud or silently. Being able to recognize some written words swiftly leaves the reader free to concentrate on the meaning of the text. These words are usually function words such as “a, the, and”. The “Look and Say Method” and the use of flash cards, activities and games can effectively help learners read and recognize these words at an early stage of learning. “Sight Vocabulary” is further discussed in Section 4.6.1.
- Phonics activities are effective in helping learners develop confidence and interest in reading. The use of phonics helps learners decode unfamiliar words in reading aloud, and encode words in spelling, but it does not necessarily help learners read for meaning, especially in second language learning, when the primary source of language data or input may not be aural as in the case of learning one’s mother tongue. Learners cannot acquire all the reading skills through phonics. Phonics enables learners to understand letter-to-sound correspondences, decode new words and gradually achieve reading independence. “Phonics” is further discussed in Section 4.7.
- Audio books (i.e. books with text recorded on cassette tapes or CDs) are useful resources for boosting learners’ interest and confidence in reading. Learners may listen to them before reading the books for motivation and after reading the books for consolidation.
- Electronic books (i.e. books available on the Internet or CD-ROMs) are popular multi-media resources to enhance learners’ reading skills. Their interactive features enable learners to work at their own pace and according to their needs and interests. Learners may also develop a positive attitude towards independent learning.

4.3.5 Writing Skills

In real life, people often communicate with each other in writing, whether through paper-and-pen or electronic means. Through writing, people can communicate at a distance with each other. They can also record information which will last over time, and present information, ideas and feelings for a variety of purposes and audiences. Writing is an essential element in English lessons and it can be made enjoyable. It enhances oral development and reinforces the language structures and vocabulary that learners acquire. In the process of writing, learners activate their knowledge, take in information, generate ideas, organize and reorganize ideas, and sometimes recreate meanings. Writing provides learners with the opportunity to develop their communication skills to inform, influence and entertain others as well as to demonstrate their creativity and critical thinking.

At primary level, the writing skills to be developed include the skills for:

- using the basic conventions of written English; and
- presenting information, ideas and feelings clearly and coherently.

Details of the writing skills to be developed in Key Stage 1 and Key Stage 2 can be found in Section 2.2.2.

Development of Writing Skills through Task-based Activities

All beginning writers need to master the mechanics of writing and at the same time develop skills in writing for meaning. Tasks, which may be set at various levels of difficulty, provide learners with an authentic context and purpose for writing. There should be an emphasis on the process of writing as well as the product. Learners may work in groups, pairs or individually.

In primary schools, learners go through four stages in developing their writing skills, i.e. copying, controlled writing, guided writing and independent writing. Different writing activities help them develop writing skills in these four stages.

- Copying is necessary to help learners acquire and apply concepts about basic conventions in writing and put language into use at an early stage of learning. Copying activities help learners reinforce the language that they have come across through reading or listening. If teachers engage learners in jotting down words and sentences they come across for a communicative purpose, copying need not be a mechanical and boring exercise. For example, primary pupils may find it interesting to:
 - copy words from source materials such as textbooks or storybooks onto cards to label objects in the classroom;
 - copy words onto pictures for the display board;
 - copy information from a label or a wrapping as an aid to a show-and-tell activity in class; and
 - match pictures with sentences after reading a short text to make a book for sharing.
- In controlled writing, learners are given a limited choice in what language to use, and few errors are likely to occur. Learners can have some initial writing practice within a safe setting. Re-ordering words to work out five sentences on the daily activities of a child and sequencing these five sentences to form a paragraph is an example of controlled writing. Creating a riddle by providing new words or sentences to substitute for those in a familiar riddle for a class competition, and writing a different version of a story or poem by providing new words or sentences to substitute for the appropriate parts of the original one, are also examples of controlled writing.
- In guided writing, learners are encouraged to use the language they know and to write for a range of purposes and audiences with substantial assistance from the teacher. Completing a poster for the school's fund-raising day or an advertisement on books or sports shoes based on a given model using their own ideas is a kind of guided writing. Practising the use of connectives in presenting a summary of a survey on the classmates' favourite colours or sports, or writing about a visit to the Central Library or Hong Kong Heritage Museum based on an outline discussed in class are other examples of guided writing suitable for learners in primary schools.
- In independent writing, learners activate their linguistic knowledge in new contexts. They make use of their creativity and express personal

ideas and feelings. In primary schools, learners still need to be assisted in getting started and in organizing their ideas. Guidance and language preparation are required for independent and free writing. Teachers need to encourage learners to take risks, to innovate and then to reflect on their work in order to improve it by themselves. Free writing tasks based on learners' imagination and experiences are suitable for independent writing and can stimulate learners' creativity and the development of their critical thinking skills. Writing invitation cards to friends for a Christmas party, introducing a children's web site to classmates, writing a short narrative about a baby animal's adventure in their own school or in Ocean Park, creating a poem about a talking toy or pet are suitable activities for independent writing.

The following is an example showing how to develop skills in the writing process through task-based activities:

Task: Writing about Experiences at an English Camp

Going to an English camp has become a very popular activity for learners in primary schools. This task suggests how to engage learners in a writing task based on their experiences at the English Camp.

Before the camp, learners read a leaflet about the facilities in the campsite with support from the teacher. They find out details about the different activities, e.g. when and where the activities are held and what they should bring. Then they fill in a form to send to the teacher, indicating their preferences for camp activities and why they should be given a chance to join them (e.g. by choosing from a list of reasons).

By the end of the camp, learners are invited to work in groups to introduce an activity they enjoy most. Through shared writing, the teacher demonstrates to the learners how to gather and present information. After that, learners who like the same activity work together to discuss how to present the available information. The process approach is adopted to involve learners in the development of a piece of work through collaboration. Their work produced is posted in the school library for everyone in the school to read.

- In the first pre-task activity, learners read a leaflet about the campsite and fill in a form. Through this activity they learn vocabulary items and other things that may be used for the writing task. They need to understand and copy appropriate words from the leaflet. They also present personal information when they fill in their names, class etc. as well as personal views on activities that they would like to engage in. In the process, learners develop skills in presenting information and in persuasion, using neat and legible handwriting in print script and capital and small letters.
- In the second pre-task activity, the teacher demonstrates the writing process pointing out explicitly the appropriate format, conventions and language features in writing an informational report, e.g. the use of the simple past tense to present information and ideas, the use of paragraphs to present main ideas and supporting details.
- In the while-task stage, learners write about one of the activities in groups. They first gather and share information and ideas by using strategies such as listing and questioning. They plan their writing by using a range of techniques such as combining ideas and ordering ideas. They discuss the appropriate format, conventions and features to produce the first draft. Then they re-read their work, revise the ideas and organization, and if necessary, add or delete details and edit their work by making changes to incorrect spelling, punctuation and grammar with teacher or peer support. When they present their writing, learners are encouraged to use layout and visual support such as photographs and drawings.

Other Considerations for the Development of Writing Skills

- Teachers need to develop a sense of community and sharing amongst the learners so that writing can become a collaborative and co-operative effort. Shared writing occurs when the whole class composes a text collaboratively, with the teacher writing on the blackboard, flip chart or broadsheets. Shared writing is an effective teaching strategy to help learners in primary schools progress from the stage of guided writing to independent writing. The activity usually begins with the teacher and the class discussing the topic for the writing task, clarifying the purpose and audience for the writing,



and discussing the format, conventions and language features to be used. The teacher takes the class through the following processes of writing as he or she writes on the blackboard, flip chart or broadsheets:

- The class and the teacher brainstorm ideas, and the teacher records these either on pieces of paper, or as a list/lists or diagram.
- The class and the teacher discuss which ideas should come at the beginning, middle and end of the writing. Then the teacher arranges the ideas in the order in which they will appear in the text to form a plan.
- Working from the plan, the class and the teacher begin to compose the writing. The class puts forward ideas to the teacher orally and the teacher writes them down.
- The initial ideas are re-worked, words are changed and sentences are composed until the first draft is complete.
- The first draft is read through, revised and edited before the teacher and the class produce the final draft together.
- The final draft is then displayed in the classroom.
- Process Writing focuses on the development of writing skills through the various steps involved in drafting and redrafting a piece of work. In primary schools, teachers need to develop learners' skills in the various phases of the writing process, viz. pre-writing, drafting, revising, and editing.
 - Pre-writing: Learners are mainly involved in generating and organizing ideas. Strategies that teachers can use to help learners generate ideas include brainstorming, free writing, questioning, role-play, reading, listening, and interviewing. For organizing a piece of writing, learners can be engaged in listing, mind mapping, outlining and identifying the purpose and audience.
 - Drafting: Learners focus on getting the content right and leave matters like grammar, punctuation and spelling until later. They can be involved in class or peer conferencing, during which they share ideas about the content and the development of the writing, i.e. the beginning, ending and the relationships between the parts. Examining the text structure of a relevant text type that learners have come across may be useful. Learners will then write their

text developing their ideas through sentences and paragraphs, using cohesive devices.

- Revising: The teacher and other learners respond to individual learners' writing, helping them to rethink, revise, and edit. Individual learners or the group re-read(s) the draft, concentrating on how to convey the content effectively. Learners combine ideas and rearrange their order, add or delete details and substitute words or phrases with more appropriate ones to make the writing clearer.
- Editing: Learners proofread the draft, focusing on grammar, spelling and punctuation. They make necessary changes, using available resources such as dictionaries, word books or glossaries. They can also seek support from the teacher or peers.
- They then write the final draft to present their ideas, using the appropriate format, conventions and language features.
- Assessment of learners' writing skills is on-going during the process of writing. The teacher needs to observe learners' behaviour and skills, assess progress, and give feedback and suggestions on drafting and revising. Learners should be guided to identify areas for improvement and correct their own mistakes. The teacher can use the mistakes found in learners' writing as a basis for activating their grammar knowledge. Exercises can be designed to address areas of weaknesses identified in the use of language. While mistakes in learners' writing provide a good reason and context for grammar learning and teaching, the teacher must be sensitive to the feelings of the learners, and appreciate learners' attempts to use their grammar knowledge to communicate ideas.
- Dictation is an activity that helps learners practise the skills of listening, spelling and handwriting in controlled or guided situations. It should be used as a teaching strategy rather than a testing device. Please refer to Section 4.8 for more discussion on the role of dictation in the learning and teaching of English in primary schools.
- Besides providing information and content for writing, reading materials of different text types are useful resources as models of writing. Exposure to and discussion about a variety of text types help learners understand the conventions, structures, styles and language features of written texts. A range of well-chosen language arts

 EXEMPLAR 7

materials such as stories, poems, plays or television programmes can help stimulate learners to give written responses to express their feelings and ideas.

4.4 Text Types

Different types of spoken or written texts have different purposes and are intended for different audiences. In this Guide, text types that are crucial to pupils' learning in Key Stage 1 and Key Stage 2 are put under six broad categories. (Please refer to Section 2.2.2 for details.) Teachers need to select from the six categories and plan for a coverage of the various text types in each key stage. Exposure to a variety of text types helps learners in primary schools work towards the Learning Targets in the Interpersonal, Experience and Knowledge Strands more effectively.

EXEMPLARS 2, 4 & 5

The learning and teaching of text types can take place in the context of tasks. Learners should be introduced to the purpose and audience of the text as well as to its structure and language features. Conscious learning and explicit teaching of text types helps learners identify and increase their understanding of the purposes, structures, grammar features and vocabulary of a particular text type. Learners need to be exposed to different examples of the same text type. The knowledge and skills also enable them to produce texts of the same type when it is required.

The following is an example showing how the learning and teaching of text types can take place in the context of a task following a series of reading lessons:

Task: Baby Duck and the New ...

EXEMPLAR 6

In the Reading Workshops, learners read a story called *Baby Duck and the New Eyeglasses** through supported reading. This is a story, an example of a narrative text, about Baby Duck who does not like her new eyeglasses and becomes very quiet and unhappy. Mummy Duck and Daddy Duck cannot cheer her up, and so Grandpa Duck intervenes. He

* Hest, A. (1998). *Baby Duck and the New Eyeglasses* (ISBN 0-7445-5220-6)

tells Baby Duck that he also has a pair of eyeglasses like hers. Baby Duck is encouraged to play in the park and finds that she feels comfortable with her new eyeglasses. She becomes happy again and the story ends.

In the process of reading the story, the teacher helps learners identify different features of a story. When the whole book is read, the teacher invites learners to analyze the structure of a story by completing a story map. Learners fill in the setting, characters, problems, events and solutions. Then the teacher discusses with the class the use of tenses in the story. Special attention is drawn to the speaking verbs. After that a blank story map and an envelope with some picture cards are distributed to each group of learners. In groups, learners discuss and construct a new story about Baby Duck's new problems. They first fill in the story map. Then they write a new story based on this structure collaboratively.

- All young learners enjoy listening to stories and reading them. Knowing about the text structure helps them understand the stories better and encourages them to construct their own stories.
- The use of a story map as a framework to help learners analyze the story structure is simple and easy to follow. Discussion on the use of the past tense in a story provides learners with a clear direction on the use of this tense, which is difficult to most learners in primary schools. Pointing out the use of different speaking verbs after the quotation marks illustrates one kind of vocabulary building skills and indicates how learners can improve their writing.

Teachers have to note that not all text types listed in Section 2.2.2 need to be taught explicitly as in the example above or the learning of English will become too structural and technical. Teachers working in the same school should discuss and decide how many common text types will be covered in a particular year level or key stage.

4.5 Grammar

To young second language learners, grammar learning is only meaningful and purposeful if it is used in play or in effective communication, rather than for the mastery of individual language forms. Children have an amazing ability to absorb language through play. Teachers should note that grammar learning is not a simple linear process, i.e. the mastery of one form after another, nor does memorization of rules guarantee effective communication. Grammar learning depends on meeting the same form again and again in different contexts, so that an ever fuller understanding of when and how a form is used develops. Teachers may also provide support by pointing out the grammar rules to the learners explicitly at appropriate stages of learning. Ample opportunities should be given to learners to have fun with English, to become familiar with the language form and to use it in a purposeful and meaningful way, so that links between form, meaning and use can be forged.

Learning and Teaching Grammar in Context



- The task-based approach to learning and teaching English provides suitable contexts in which grammar can be shown as a means to convey meaning or achieve an outcome, rather than taught as a set of items and rules. Tasks not only provide an appropriate and meaningful context for learners to become aware of when, why and how target grammar items and structures are used for communication, but they also provide a purpose for learners to put grammar to use for communication. In task-based learning, grammar can be learnt and taught at different stages of the task cycle. Teachers can draw learners' attention to target grammar items and structures in some way when preparing them to carry out a task, and later they can design exercises and activities, including games, which enable learners to practise and use them.
- In the process of doing a cluster of well-planned tasks and exercises, learners can be exposed to both authentic and non-authentic texts. Through these, they can explore the form, meaning and use of target



grammar items and structures, internalize them through practice, and apply them in suitable communicative contexts. Below are some suggestions for the learning and teaching of grammar at different stages of a task:

- In the pre-task stage, the teacher selects the target grammar items and structures that learners may need in order to do the task. For example, in conducting a class survey on the classmates' likes and dislikes for food, learners may need to make use of the question form "Do you like ... ?" to ask about their classmates' preferences. They may also need to use some nouns or noun phrases to refer to food items. The teacher can play a guessing game with the class to practise the use of the question form and food items before they carry out the class survey. The teacher prepares a set of silhouettes of food items and invites learners to guess what they are. In this way, the class practises the use of the question form and food items before they carry out the class survey.
- In the while-task stage, grammar exercises or activities can be provided to facilitate work on the task if learners are experiencing difficulties in using the language. For example, in the process of taking telephone messages, if learners are not able to ask short questions about the name of the caller, his or her phone number, and the message itself, communication may break down. Exercises or activities may be needed to help learners revise or practise the different question forms, before learners can carry out the task.
- In the post-task stage, the teacher should cover those grammar items and structures which learners were having difficulty with during the task. For example, when writing a report on the things that happened on a particular sports day, the learners may show that they are having problems with the use of the past tense to describe past events. If so, the teacher can play a matching game to help them revise the form and spelling of past tense verbs. In the matching game, learners are given two sets of cards and they identify those verbs that can be used with adverbs of time like "yesterday" and "two days ago".



- Reading texts can serve to introduce the context of a task, and they can also serve to show how grammar items and structures are used to

convey meaning. Texts with repeated structures can facilitate the learning and teaching of grammar in the primary English classroom by exemplifying how the same structure can be used in different sentences. Through shared reading, the teacher can draw the learners' attention to the use of specific grammar items and structures in context. After repeated reading and re-reading of the same text over a period of several days, learners will internalize the target grammar items and structures without too much conscious effort. Then teachers can design appropriate follow-up activities or tasks to help learners use the grammar items and structures for communication in a new context. It is a good idea to engage learners in games, which provide them with the opportunities to play with language and explore it in a meaningful, fun-filled context.

- The learning and teaching of grammar is also effective in the context of improving writing skills. For example, learners are usually asked to go through stages of drafting, revising and then editing their work in process writing. The teacher can help learners improve their writing by guiding them to draw upon their knowledge of grammar when revising and editing. It helps when the teacher sets a limited and specific focus in the process of editing and redrafting. Learners may be asked to focus on subject-verb agreement when they edit their first draft, and focus on the use of tenses and punctuation when they edit their second draft. Learners may also be provided with an opportunity to apply the same skills when editing their peer's written work.

The Teaching of Grammar Rules and Terms

- The modes of grammar learning and teaching suggested above might lead teachers to question whether the teaching of grammar rules and terms is being given due attention. Teachers need to understand that young children's ability to use a foreign language does not depend on the number of grammar rules that they can explain or terms that they can use. Very often, children can use the grammar effectively and accurately to convey messages, but they are not yet ready to articulate their understanding of grammar as sets of rules. With enough exposure in the primary English classroom, children learning a

second language can develop intuitive understanding of grammar rules and be able to put them to use in communication, without being able to explain how they do it.

- Grammar rules are abstract concepts and different models of grammar exist. There are controversies about which type of grammar is most appropriate for pedagogical purposes. Understanding language conceptually as sets of grammar rules put to use in communication requires a sophisticated analytical ability. The introduction of grammar terms should be kept to a minimum at the primary level, especially in teaching young learners in Key Stage 1, as they do not need to develop a command of the use of grammar terms at this stage of learning. Asking them to use analytical skills that are more appropriate to later stages of cognitive development may be counter-productive and could demotivate children.
- Teachers should be aware that although explanation of grammar rules is sometimes necessary, it may only help learners use English to a limited extent. Learners differ in learning styles and strategies. Some of them may not benefit from a deductive approach. In other words, some do not learn very effectively when the teacher just explains the rules and meaning to them. They need to listen to, read and use the language to master the grammar rules. Teachers should not introduce grammar through a heavy concentration on decontextualized and mechanical drills. Formal explanation and memorization of rules are not always useful in helping learners internalize the forms. While the notion that learning about grammar is less useful and sometimes unpleasant for young second language learners is true in general, this does not preclude all learning and teaching of grammar in an explicit and deliberate way in primary schools. According to the age of the learners and their cognitive development, teachers may decide to introduce a small number of useful and not overly complex grammar rules and terms to help them develop a conscious understanding of the language forms they are using. It is important from time to time that learners are given an opportunity to discover language patterns and rules for themselves.
- Learners can be exposed to the use of different aspects of grammar through careful planning by their English teachers. For example, through strategic selection of text types, the learners can be gradually

exposed to the nine structural patterns included in Section 2.2.2. This may help learners construct sentences by analogy and edit their own writing to refine the expression of meaning.

- Although mastery of the use of the linguistic system is a basic requirement for using the language to communicate one's meaning effectively, teachers are advised to give equal emphasis to the development of fluency in their learners. Too much emphasis on accuracy will intimidate the learners, since they will always be frightened of making mistakes and this will discourage them from taking risks and exploring what they can do with the language.

4.6 Vocabulary

The vocabulary of a language means the words in it. Words can be represented by spoken sounds and written symbols. When a person learns a language, he or she begins with learning to hear words and the sounds in them, developing concepts about letters, words and print as well as associating meanings to the words he or she hears or reads. Words are necessary in the process of communication. Learners need to acquire good vocabulary so that they can understand messages from others and combine words to form phrases, combine phrases to form sentences and combine sentences to form continuous texts. When learners do not have adequate or appropriate words to understand others or to express themselves, communication will be hindered.

- Vocabulary is best introduced in context such as through language games and tasks. Tasks address learners' needs and interests, and provide authentic contexts for vocabulary use. The actual words that learners encounter, acquire and use vary according to the context. It is, therefore, not advisable to prescribe a vocabulary list out of context for each key stage. For example, in the Module "Places and Activities" and the Unit "Let's Go Shopping", one of the tasks can be a survey about the prices of items to buy in shops. The target language structure is "How much is ... ?" and different vocabulary items can be used when learners ask about the prices of food (e.g. How much is the orange juice/bread?) and toys (e.g. How much is the robot/kite?). Teachers need to make plans for vocabulary

learning and teaching at different stages of learning so that new vocabulary items are introduced in a meaningful context and learnt vocabulary items are revisited and practised in new contexts. Teachers should not overburden learners in primary schools with too many new vocabulary items in each lesson, although they need to set reasonably high expectations of them.

- Teachers also need to include the teaching of vocabulary building skills in the plans for a school-based English Language curriculum. It is not enough to stop at anticipating and addressing the needs of their learners for specific vocabulary items to respond to questions, express views and feelings, and carry out given tasks. Over time, teachers need to model different ways in which learners can attack and organize words. Such opportunities arise naturally when teachers help learners understand new words in a text and when teachers elicit words or respond to impromptu requests for words from the learners.
- Reading extensively is effective in helping learners acquire vocabulary in natural contexts. Books of a variety of text types are chosen so that learners are exposed to the use of a range of vocabulary items in appropriate contexts. Learners need to be taught how to take an active role in learning. In the Reading Workshops, learners are taught how to make use of their semantic, syntactic and graphophonic knowledge to read for the meaning of new words. (Please refer to Appendix 5 for details on reading strategies.)
- Words which learners can recall and use appropriately in speech and writing are categorized as active vocabulary. Passive vocabulary generally refers to words that are recognized and understood in the context of listening and reading materials. It is not necessary for learners to learn to use every word they come across in such materials. It is usually the teacher who decides which words are worth learning for active use and which for recognition only. As the learners' language competence develops, some of the passive grammar items and structures will become active. This transition of learners' passive vocabulary to active use is a gradual process. It is useful to bear this distinction in mind when teaching vocabulary.

4.6.1 Sight Vocabulary

Sight vocabulary refers to the words that learners recognize instantly and automatically. Teachers need to help learners develop a bank of known words that they recognize on sight. Through deliberately highlighting some words during the reading and re-reading of familiar stories in shared reading sessions, teachers can help the learners achieve the development of sight vocabulary. Supported reading sessions may also focus on discussions of interesting words learners come across in the reading text. (Please refer to Appendix 5 for details on teaching strategies for reading.)

Phonics knowledge helps learners decode words and sound them out in reading. However teachers need to understand that phonics skills do not enable learners to read for meaning. (For details on the learning and teaching of phonics, please refer to Section 4.7.)

High-frequency words are important-to-know sight words. Mastery of them frees learners to concentrate on the meaning of the text being read. The known words become the anchor they can depend on, as they encounter unknown words. Sight words include function words and content words, and require different strategies in the learning and teaching process.

Function Words

Function words are grammar words including pronouns, articles, auxiliary verbs, prepositions and connectives. All reading texts contain a high percentage of function words and most of them are abstract. It is difficult to predict their meaning from the context and they are phonically irregular. Words like “a, the, and, of, to” are typical high-frequency function words, which some young readers find it difficult to learn.

Function words should not be taught through mechanical drilling or decontextualized activities. As the high-frequency function words appear in many books for young readers, teachers can draw learners’

attention to their occurrence and use in the reading materials and in the context of individual and shared reading activities at an early stage of learning. Reading a variety of books alone and with others should provide young learners with sufficient exposure to establish a bank of function words that can be recognized on sight. If additional practice is required, it can be provided through the use of flash cards and fun-filled activities such as singing songs, playing games, or reciting poems and rhymes that use the target words repeatedly.

One very effective way of helping learners remember high-frequency function words is by associating them with the content words that learners know. For example, some learners are confused with “in” and “on” in reading. Teachers may introduce phrases with the use of these two words on separate flash cards, e.g. in the box/tree, on the table/road. Pictures and acting out can help learners associate the use of the function words in meaningful contexts. Learners can further consolidate their learning through putting real objects in a box and on a table or manipulating toys or models. These activities help learners overcome the difficulty in using words that are close in spelling and difficult to distinguish due to their abstract meaning. Displaying sentence strips with the target function words highlighted in familiar sentences taken from readers will give visual and language support to the learners. Teachers may lead the class to revisit them with ease.

Content Words

Content words carry a higher information content and are syntactically structured by function words. They include nouns, adjectives, verbs and adverbs such as bird, blue, fly and quickly. They are words that communicate the most important ideas in sentences or texts. Sight vocabulary should also include words that learners need to identify or describe people, things and events in their family or school environment.

Displays in the classroom provide the best support to develop sight vocabulary. Teachers may create a print-rich environment by displaying word cards, word walls and word charts to help learners associate and remember words that are topical or important. The words displayed will

be mainly those that learners have come across in tasks or in reading and listening materials. They may also be expressions that learners need to understand in following classroom rules and instructions. Labelling objects in the classroom and appropriate places in the school is effective with learners in Key Stage 1. Pictures of the same theme can be collected from magazines and mounted for display. Learners can be involved in the production of the displays and labels. After some time, they can be encouraged to add some descriptive words, like adjectives and adverbs to the nouns or verbs as appropriate. This provides learners with experience in learning through doing and enhances their skills in writing.

4.6.2 Vocabulary Building Skills

Developing vocabulary building skills provides a crucial foundation for learners to become competent language learners and users. A good sight vocabulary enables learners to recognize a bank of high-frequency words for reading and spelling. Learners need knowledge and strategies to decode and figure out the meaning of a large number of unknown words encountered in tasks and reading texts, and to memorize some for future use. Explicit teaching of vocabulary building skills is useful since it empowers learners to carry on learning on their own. With such skills, they can guess the meaning of unknown words and organize known words for use in new contexts.

Guessing and Inferring Meaning

Learners need to understand how to make guesses and inferences about new words. Explicit teaching of reading strategies provides learners with ways of working out meanings for themselves. In Reading Workshops as well as in other English lessons, teachers demonstrate how proficient readers make use of their semantic, syntactic and graphophonic knowledge to guess and infer the meaning of unknown words. The use of big books and thinking aloud is effective with learners at an early stage of learning, as the enlarged texts enable all learners to see how the teacher makes use of pictorial and contextual clues to work out the meaning of unknown words. In supported reading, both the

teacher and the learners use real books. Learners are supported to make intelligent guesses when they encounter new words.

Organizing Vocabulary

Organizing vocabulary is useful as an aid to learn new words or memorize words in some cases. Learners need to learn how to sort and organize the words they have learnt and retrieve them for use when it is necessary.

Studying how words are formed is one way of organizing vocabulary for learning and teaching. The use of topic as a framework for vocabulary organization is very common too. Maps and grids are one way of presenting words according to meaning-relations. They can be used as visual presentation devices, as gap-filling activities for group work, as reference devices, or as a recording device in the vocabulary notebook. They offer no guarantee that the words will be better remembered or more correctly used, but they do offer an alternative to the disorganized word list or the more conventional ways of arranging related words in lists of synonyms and antonyms.

Word Formation

Learners can increase their word power if they understand the three main ways in which words are built:

- affixation is the process of adding prefixes and suffixes to the base word and modifying the meaning and/or part of speech
- compounding is the formation of words with two or more separate words which can stand independently in other circumstances
- conversion is the process by which an item may be used in different parts of speech, yet does not change its form

Learners' attention can be drawn to the method of word formation when they come across words in natural contexts. Common forms such as prefixes (un-, dis-) and suffixes (-ly, -ful, -less) can be pointed out to learners. This helps them understand how some new words can be decoded and enables them to infer the meanings of words. It is feasible

to teach the more advanced learners some generative rules for compounding (foot+ball=football) and conversion (cook, a cook) as well as derivation (excite, exciting, excited, excitement).

Word Association

Learners should develop the awareness that words can be associated in sets. To enrich learners' vocabulary and to help them remember words learnt, word association activities can be designed. In a word association activity, learners are given a word or a list of words (e.g. drink) and asked to respond by saying or writing another word or words that come to their minds (e.g. eat, water, bottle). Learners listen to or read each other's words and try to understand how they are associated with one another. Such activities can be used to raise learners' awareness of how words can be related to each other. Follow-up work such as collating or building phrases can be done to extend learners' knowledge of the meanings of words. Homonyms (e.g. "catch" – catch a bus, a cold, a thief) are also interesting and useful in vocabulary learning. They can often be acquired through fun activities.

Vocabulary Books

Learners in primary schools are encouraged to take an active role in learning. They can be taught to keep a vocabulary book for recording words or simple expressions that they have learnt or come across in different contexts, including those outside the classroom. Learners may be encouraged to draw pictures, keep cut-outs or copy down examples to help them record the meanings of the words. They can be taught to organize the newly learnt items in meaningful groups, e.g. colours, furniture, feelings. The teacher is the most appropriate person to work out the possible group categories for the learners at the beginning of the term since he or she knows what words the learners will probably come across during the term. Learners are encouraged to add other word groups, writing down not just the meanings but also sample sentences in which the words are used. This vocabulary book is used for the learners' own reference. It is not meant to be marked by teachers, but teachers should look at it from time to time to support learners to keep it going.

Using and Making Dictionaries

Learners should learn to use a picture-dictionary towards the end of Key Stage 1. They have to be trained during lessons to make the best use of the dictionary for spelling and finding out the meanings of words.

Learners can also be encouraged to make their own dictionaries, with the words they have learnt in the textbooks, readers or any other contexts. It is useful to have a theme for each of the dictionaries they make, e.g. a dictionary of games, clothing.

4.7 Phonics

Phonics usually refers to a useful strategy in the learning and teaching of reading. It involves supporting learners to recognize basic letter-sound relationships in English words and to apply this knowledge in reading and spelling.

Phonics differs from phonetics, as it does not require the learners to master a set of symbols to represent the sounds found in English. Phonics can help learners build up strategies for decoding (in reading) and encoding (in spelling) words at an early stage of learning. It can facilitate the development of the four language skills. Application of phonics knowledge helps young learners gain proficiency, confidence and competence in reading aloud, which in turn may help them develop an interest in reading books in English. Phonics skills help young learners develop strategies in discriminating sounds, in listening and speaking in English, and use accurate spelling in writing.

Teachers need to understand the limitation of phonics. The letter-sound relationships are irregular in many English words and phonics rules do not always apply (e.g. "or" in short and doctor, "s" in sugar and song are pronounced differently). Phonics is a useful tool for attacking a lot of monosyllabic but not multi-syllabic words (e.g. man, policeman). Over-emphasis on phonics skills may lead to confusion and frustration in learning and teaching English. Phonics does not enable young learners to find out the meaning of unknown words. Learners of English as a

second language do not of course have the aural-semantic repertoire of a native-speaker. Teachers need to help them develop skills in reading for meaning. It is recommended that the learning and teaching of phonics should be covered in Key Stage 1.

Learning and Teaching Phonics in Context

Phonics can be taught to Primary 1 learners when they can recognize some words through listening or sight reading. Schools are advised to incorporate phonics learning into the school English programme, instead of adopting and implementing a separate phonics programme. It is not recommended that some regular English lessons be assigned to the learning and teaching of phonics. Teachers need to understand that there are more than a hundred letter sounds, and the teaching of all of them will overload the children as well as the school English programme.

Learners need to be helped to develop an awareness of the letter-sound relationships in English words through explicit teaching at an early stage of learning. Learning and teaching phonics in context helps young learners retain what they have learnt and transfer the knowledge and skills in new situations. Most primary learners learn phonics fast but also forget the letter-sound relationships very easily if they do not apply the knowledge and skills in meaningful contexts.

EXEMPLARS
1, 2 & 6

Phonics can be taught and practised in the schools' General English Programme as well as Reading Workshops. Shared reading lessons in the Reading Workshops provide a good setting to incorporate the teaching of phonics as an exploration or application of previous knowledge, and as a kind of follow-up activity. Learners may have learnt some letter sounds before and they can be guided to apply their knowledge and skills to sound out similar but new words in the texts. They can also learn one or two letter sounds that appear frequently in a reading text. Then they can apply what they have learnt in context every time they read aloud the same text and transfer the skills when they read other texts. Learning through doing is more effective with young learners. Teachers may invite learners to frame the target letter sounds

EXEMPLARS 3 & 4
ELE KLA CG
(P1-S3)

in the big books and develop visual aids (e.g. a word tree, a word wall) of the words collected to display in the classroom. Similar techniques can also be used with the reading materials used in the General English Programme. Teachers should help learners connect their learning experience gained in both kinds of lessons.

Different strategies can be introduced to help young learners consolidate their learning in phonics. Letter cards or picture cards with the meaning of a word that has the target sound (e.g. the drawing of a tiger for the “t” letter sound) can be used to ask young learners to show their recognition of the target letter-sound relationships. Worksheets that require learners to provide a non-linguistic response to the target letter sounds (e.g. colouring, matching) may help young learners consolidate their learning and serve as a record of learning for revision purpose. Keeping personal phonics books promotes independent learning and can help young learners retrieve the letter sounds they have learnt quickly. This is a kind of learning-to-learn skills and should be encouraged more.

Short, interesting and purposeful activities or games can also help young learners practise the target letter sounds in context. Examples of suitable activities^{*} are:

- Funny sentences/rhymes
- Letter-sound word steps
- Phonics board game
- Phonics tic-tac-toe
- Tongue twisters
- Word hunt
- Word pyramid
- Word search/maze

^{*} For further explanation and elaboration on the teaching of phonics and examples of phonics activities and games, please refer to the resource packages *Strategies and Activities to Maximize Pleasurable Learning Experiences* and *Phonics in Action* produced by the English Language Education Section of CDI.

Selecting and Sequencing Letter Sounds

There are two main groups of letter sounds: consonants and vowels. Consonant letter sounds include consonants with a single letter (e.g. d, k, s), consonant digraphs (e.g. ch, sh, th) and consonant blends (e.g. bl, dr, st). Vowel letter sounds include short vowels (e.g. a, i, o), long vowels (e.g. ay, ee, oa) and other vowels (e.g. ar, u, ou). These sounds may appear in the initial, medial or ending part of words.

Teachers working in the same school need to develop a plan on the letter sounds to cover and the sequence for introducing them. Selection and sequencing can be based on whether words bearing the letter sounds occur frequently in the learning resources and on whether the letter sounds are likely to cause difficulties to learners in reading and spelling. Both consonant and vowel letter sounds need to be covered in a school year so that opportunities are provided for learners to practise the skills of blending and chunking letters and syllables and of working out the pronunciation and spelling of a whole word.

4.8 Dictation

Dictation is an activity that helps learners practise the integrated use of the skills of listening, spelling and handwriting under controlled or guided situations. It is focused, easy to administer and objective in marking, and so it is popular among teachers and parents. However, dictation is a mind-boggling task to a lot of learners in primary schools, especially to those who have not developed any strategies (e.g. applying phonological awareness and phonics skills) for the task. Traditionally, dictation is used as an assessment tool, although teachers understand that it reflects only a part of learners' performance in the English subject. This section provides more ideas on how to make better use of dictation in primary schools.

Dictation should not be given too much attention, as spending too much time and effort on it may not lead to any great improvement in language proficiency. Experience shows that excessive use of dictation may lead to a lack of interest and even create a negative attitude towards learning

English among young learners. If dictation is used for assessment purposes, it should not take up more than 10% of the total subject marks; nor should marks be deducted for repeated mistakes. Teachers need to note the following when assigning dictation:

- Not every word found in the learning materials, including the textbooks, must be learnt by heart by the learners. It is not a good practice to ask learners to memorize large chunks of texts or long lists of words as homework to prepare for dictation.
- Except for the very young ones, learners need to be assigned sentences or passages from textbooks for dictation. Passages from set readers should be avoided as far as possible, since the purpose of using readers is for exposure rather than for intensive learning. A small number of useful vocabulary items selected from the readers may be assigned for dictation to enrich learners' vocabulary in writing.
- Formulaic expressions (e.g. Good morning.) or classroom instructions (e.g. Stand up.) are often performed in the speaking mode; learners should not be asked to study them for dictation, especially when they are only in Primary 1.
- The spoken way of giving the date differs greatly from its written form (e.g. spoken – the thirty-first of October, two thousand and five; written – 31st October 2005 or 31-10-2005). Learners should not be asked to write the spoken form in full words, as it will only induce a wrong concept.

EXEMPLAR 7

Dictation can be turned into an effective learning activity if it is used with well-planned teaching strategies rather than just being a testing device. The following examples illustrate how to make good use of dictation for effective learning and teaching of English:

- Dictation is not difficult if learners in primary schools are taught the enabling skills and prepared well in the learning and teaching process. Learners need to learn to relate sounds to spellings, so a good, accurate model in reading must be provided by the English teachers. Phonological awareness and phonics in general can facilitate pronunciation and spelling, although at appropriate points

of time, learners' attention should also be drawn to the "exceptions". Learners who are shown how to use analogy to decode words (i.e. explicit teaching of the enabling skills) may find it easier to encode words in dictation. For more focused practice in phonics, dictation of letter sounds instead of whole words can be given at an early stage of learning. Learners can be asked to fill in some letters representing the target sounds as they hear the words in context or at a later stage, they write down the rhyming words in short poems.

- Dictation, like all English learning activities, should be contextualized to illustrate the communicative use of language and help learners progress towards the Learning Targets. To provide more encouragement for learners in primary schools, more seen dictation should be given than unseen. Rote learning of word lists, sentences and passages for dictation is not encouraged.
- Dictation can be designed and conducted as a listening activity for young learners. Instead of writing down words, learners listen to teachers' reading and draw or complete a picture on a worksheet. This type of "listen and do" activity can become interactive, when learners work in pairs and compare and talk about the products in the tasks.
- Dictation for lower and upper primary learners should differ. For example, while it is too demanding to ask Primary 2 pupils to spell the name of common insects found in Hong Kong, they can be expected to recognize them in spoken or written texts. It may be appropriate to expect an upper primary learner to be able to spell some of them in meaningful contexts, e.g. in writing about a personal experience after listening to a similar experience.
- It is useful to teach learners what to look for when they check their own work in dictation and in other kinds of writing. The habit of self correcting and editing can start early. Learners should be taught to apply their grammar knowledge when checking what they have written in dictation. They can also be taught to check the use of punctuation.
- To motivate young learners and promote autonomy in language learning, theme-based "free dictation"* can be given regularly as a

* Headmaster and teachers of CUHKFAA Thomas Cheung School have designed and implemented "free dictation" for their learners over the past few years. We thank the school for sharing their experience.

short, meaningful activity to help learners achieve a specific learning objective. Learners study not only assigned materials from the textbooks but also materials they prepare for a theme on their own. For example, learners prepare vocabulary on “animals” in “free dictation” by looking up picture dictionaries, word books, readers and their English textbooks. They decide the number of words to study on their own, but need not show the teacher what they have prepared. In the pre-dictation stage, learners are invited to write the words on the board for revision. They may learn a few more words from the collections of others. Even those who have not prepared for “free dictation” may learn a few words from their peers. After completing the dictation on the assigned materials, learners are given one or two minutes to write down as many “animals” as they know in English. Extra marks are given to correct spelling but no marks are deducted for wrong spelling.

- Dicto-comp

One way of extending the use of dictation is to combine it with other English learning activities. Teachers may consider the use of a dicto-comp procedure that combines traditional dictation and task-based writing activities.

- In dicto-comp, learners listen to the teacher’s reading of a short text at normal speed but just jot down familiar words as they listen. Then they work in groups and reconstruct the text collaboratively, using their memory and the words they wrote down. After that, they edit the text in groups, using their grammar knowledge and practising their writing skills. Learners follow the original outline of the text and may use other words and expressions in the process of reconstruction.
- In dicto-comp, dictation is meaningful as it provides the content and necessary vocabulary for a writing task. When learners compose the writing, they are engaged in an interactive activity when they discuss and decide how to reconstruct the text. When learners draft, revise and edit the writing, they consolidate their use of grammar and further develop their writing skills in an appropriate context.

- Dicto-comp may be adapted for younger learners in primary schools, as in the following two examples:
 - ♦ Learners listen to the teacher's reading of a story at normal speed. Then, as in traditional dictation, they listen to the teacher's reading of five to seven sentences from the story but in a jumbled order three times. In the first reading, learners just listen and do not write down any words. In the second reading, the teacher breaks each sentence into sensible groups so that learners can write down the sentences in their dictation books. Then the teacher reads the sentences a third time for learners to check their work. Afterwards, learners reconstruct the text by arranging the sentences in the right order in groups or individually.
 - ♦ Learners listen to the teacher's reading of a story at normal speed. Then they listen to the teacher's reading of some words from the story and fill in a mind map or a concept map. The class and the teacher discuss the mind map and work out the sequence of the words according to the content of the story. Based on this sequence, the class and the teacher compose the story in a shared writing activity.

4.9 Language Arts Activities

At primary level, the motivation for second language learning usually comes through pleasure and enjoyment since learning English for work or even for study is too distant a goal for young learners. Language arts activities seek to exploit the potential that English offers for pleasurable experiences and the development of language awareness. Activities that give expression to real and imaginative experiences, not only help learners work towards the Learning Targets in the Experience Strand, but also provide opportunities for language practice and use.

In the implementation of the English Language curriculum, the use of a wide range of language arts materials such as songs, rhymes, poems, stories, tongue twisters and plays is advocated. Language arts materials can be organized under categories of text types such as narrative, information and persuasive texts. Exposure to a variety of text types

provides opportunities for the development of cultural awareness and generic skills, in particular, critical thinking skills and creativity.

When young learners are engaged in language arts activities such as singing songs and making up rhymes, English becomes a source of pleasure and entertainment. This helps young learners develop interest and a positive attitude towards learning a second language.

As far as possible, language arts activities should be integrated into learning modules to stimulate learners' thinking and creativity, to help them make connections to the knowledge they have acquired and to guide them to express their observations, thoughts, feelings and communicate their emotions and personal experiences.

The following are some language arts activities suitable for learners in primary schools:

- **Singing:**

Singing encourages risk-free language play and allows children to make mistakes as they experiment with the new phonemic system in the process of learning a second language. More importantly, singing helps learners overcome shyness and boosts their confidence in using a second language. Catchy tunes and lively melodies make songs fun to learn and easy to remember. The repetition and chorus in songs helps young learners gain fluency and control over the pronunciation and use of the repeated words and phrases. Singing can be introduced as an activity for the Reading Workshops as it enhances literacy development in young learners. Many songs are suitable for learners in primary schools. Teachers can write the songs on chart paper or present them in the format of a big book. Before and during singing, the teacher can use a pointer to run under the words. Singing shared reading texts using the melodies of familiar tunes (e.g. London Bridge is falling down) is also effective and can help learners internalize the use of the target grammar items and structures in an enjoyable way. Learners in Key Stage 1 may also enjoy finger plays or miming while they are singing, as the movements provide clues to the meaning and enhance understanding of the content of the songs or the shared reading texts.

- Listening to, reading aloud and making up rhymes and tongue twisters:

Rhymes (e.g. Mix a pancake) and tongue twisters (e.g. She sells seashells) have a natural rhythm and motivate learners to say the sentences or expressions quickly. They usually contain elements of fun or playing with the language. As young learners repeat rhymes and tongue twisters, they manipulate the sounds and intonations of familiar and new language. Some rhymes involve learners in movements and are called action rhymes. Doing the actions while reciting helps young learners understand and remember the rhymes, and so they are more suitable for learners in Key Stage 1. Making up rhymes and tongue twisters provides opportunities for learners to experiment with words and sounds and develop creativity, so this kind of activity is more suitable for learners in Key Stage 2.

- Listening to stories and storytelling:

All children enjoy being told stories and should be provided with ample opportunities to listen to stories. Through storytelling, young learners develop their listening skills and confidence in reading English books on their own. In storytelling, teachers use simple language, rich facial expressions and appropriate gestures to help young learners understand the content of the stories. Props, pictures and cut-outs are often necessary to help learners understand and interact with the content of the stories better. Learners need opportunities to become storytellers themselves, so that they can experiment with the use of facial expressions, gestures and intonation patterns. Learners may retell their favourite stories from reading, or create their own stories. Storytelling can be collaborative or individual and can be easily linked with dramatic plays and writing tasks. (Please refer to Appendix 5 for suggestions on using storytelling as a teaching strategy for reading.)

- Role-plays and dramas:

Role-plays or dramas provide opportunities for learners to take on roles and use make-believe to act out situations and play episodes. For example, learners can pretend to be the Gingerbread Man or the crocodile after reading the storybook and they can act out the episode in which the Gingerbread Man meets a crocodile. In the activity, learners use the language that is appropriate to their roles, i.e. the

Gingerbread Man, the crocodile or the narrator, as well as the sort of language used for interacting with their peers about the play itself. The experience helps learners develop empathy, critical thinking, collaboration skills, creativity and positive attitude in the use of English for purposeful communication.

- **Show-and-tell:**

Young learners are eager to talk about what they like and find an interest in. Show-and-tell is an interactive and meaningful language activity. Learners can bring to class something they want to talk about. They can talk about their favourite toys, storybooks they have read, songs they like or poems they have created, or photographs or drawings they have. The teller is encouraged to be creative and the learners who listen are encouraged to participate by asking questions after the show. The teacher has to model questioning and encourage elaboration and clarification. This can be a group activity as well as a class activity from Key Stage 1 onwards.

4.10 IT for Interactive Learning

The use of Information Technology (IT) can facilitate interaction and collaboration between teachers, learners and resources for knowledge sharing and building. IT can arouse learners' interest in learning and can attract them into taking charge of their own learning. Well-designed learning activities involving the use of IT can engage learners in working actively and interactively through searching for information, participating in discussions, critiquing views of others, as well as expressing their feelings and creativity. Teachers may also select from a wide range of multi-media resources such as audio CDs, CD-ROMs, VCDs, DVDs and Internet resources and design IT-supported language learning tasks to enhance second language learning in the primary English classroom. Young learners usually enjoy using IT and are proud of being able to do this. The benefits of using IT for interactive learning have been discussed in Section 3.2.3.

The following are activities that illustrate effective use of IT for promoting independent and interactive language learning:

- As almost all electronic storybooks integrate the use of text, graphics, sound and animation to help young learners understand the stories, teachers can identify some of them which are related to the topics covered in the General English Programme or Reading Workshops and ask the learners to view, read and share their evaluation or recreation of them with their peers via electronic or other modes. They can also do some language arts activities as a follow-up.
- Some CD-ROMs on phonics may generate a large number of examples for practice games or exercises. Some skilled-based programs on vocabulary building may require learners to classify words under different themes. Some authoring programs can facilitate the development of language skills and language development strategies through turning mechanical and boring pronunciation drills into interactive games which young learners enjoy playing. The computer acts like an untiring tutor, giving instant feedback to learners and providing assistance in learning English, as they often include answer keys and explanations, which learners may refer to immediately and as often as they like afterwards. To build a closer tie between classroom learning and self-access learning, learners may be allowed access to these resources as many times as they like. Learners can also be asked to record their choices, attempts and results for themselves, as well as to make recommendations for their peers. This not only provides opportunities for young learners to progress at their own pace and control their own learning, but also nurtures learner independence and autonomy.
- While some multi-media learning resources act as an untiring tutor, some application software, such as word processors, can provide untiring help. There is software, e.g. children word processors, which enables young learners to draft, revise, edit, extend and present their writing tasks with very little manual effort. They facilitate the drafting and revision processes in writing as learners do not have to copy the different versions, nor will they be discouraged by having to edit a messy piece of writing after several rounds of revision.

Learners can also be asked to work in groups looking at a piece of work together on the screen at a work station, rather than blocking each others' sight over an exercise book on a pupil's desk. The practice of process writing is greatly facilitated.

- There are packages that facilitate collaborative learning and self-improvement, e.g. some presentation tools enable young learners to present their group projects neatly and to work collaboratively to generate more ideas and strive for better products.
- The Internet provides quick and easy access to information on a wide range of topics, products and formats. The homepages of different organizations, products and services are vast sources of information. For example, learners can search for information or make use of e-books, e-greeting cards, cartoons, games, dictionaries, encyclopaedias, etc. which are free in the public domain according to their needs and interests. With guidance from the teachers, they can work collaboratively on a project or investigate the use of words or language features in texts they come across.
- The Internet enables young learners to communicate electronically with one another through e-mail. It also offers additional authentic opportunities for communication in English, such as uploading learners' work onto the school or class homepage. The viewers, including the learners themselves, can then be invited to read this, contribute ideas and comments or ask a question (e.g. tell why they like a specific poem, story, pet or drawing, or ask a question to elicit more information). With some encouragement and organization by the teachers, learners from different year levels may even share their knowledge or work on a similar topic. This enhances purposeful communication in English.

Attainment Targets for IT Skills

The following table lists what learners in Key Stage 1 and Key Stage 2 are expected to achieve in the development of IT skills:

Key Stage 1	Key Stage 2
Operate computers and multi-media educational software.	Use a number of software packages, such as simple word-processing and graphical packages for communication and learning purposes.
Communicate and handle information with simple IT tools in writing and other learning activities.	Select and determine information from a variety of sources, such as electronic encyclopaedias on CD-ROMs and the Internet.

English teachers in primary schools need to consider the above in designing IT-supported language learning tasks so that learners use IT to learn English and learn IT skills at the same time.

4.11 Meaningful Homework

Meaningful homework refers to assignments that encourage learners to use the English they have learnt during their lessons in purposeful and meaningful situations. Homework helps learners consolidate and extend their learning outside formal class time. It gives learners a chance to practise skills learned in one setting at one time (school) and in another setting at a different time (home). When set well, homework fosters motivation and perseverance in learning English, and the development of independent learning and learner autonomy.

A well-coordinated homework policy helps learners form good learning habits, develop a positive attitude towards learning English, and acquire skills for lifelong learning. Learners enjoy doing homework when they find a real communicative purpose in using English after school. It is recommended that homework given to primary learners, especially learners in Key Stage 1, should not focus on written work alone. Young second language learners should be assigned homework that:

- follows up on what has been done in class, reinforcing the development of listening and speaking skills; and
- widens their English learning capacity.

While an appropriate amount of exercises is necessary to help learners practise the mechanics of written English, too much copying or too many mechanical exercises may foster a negative attitude towards learning English in young learners.

The following types of homework can be assigned to learners in primary schools:

- Using neat and legible handwriting is one of the writing skills learners need to develop. Learners can be asked to practise at home the basic conventions of written English that they have learnt at school. Meaningful and contextualized copying activities which integrate language practice with handwriting practice can be given to ensure that learners' time and effort in homework is well spent. For example, learners can be asked to make their own small books by rewriting sentences in different ways, such as from speech bubbles to a short text using appropriate sentence punctuation. Meaningless and mechanical exercises like penmanship should be minimized.
- After learning some grammar items and structures for a communicative purpose or reading a rhyme, a poem or a book, learners can be given speaking activities as follow-up work. For example, as homework, learners may be asked to use appropriate formulaic expressions to greet their family members, or act out the rhyme, the poem and the story, or tell the most interesting part of the book to a family member. They can also be asked to practise the above at home, so that they can do it for their classmates, or record their speech acts for teacher's feedback or for sharing with classmates.
- Young learners do not mind listening to the same story or song again and again. Listening to tapes or audio CDs is a very good practice to enhance the development of listening and speaking skills. If the tapes are recorded by native speakers of English, it will be easier for learners to pick up native-like intonation and pronunciation from the early years onwards. Repeated listening also provides learners with confidence to read English books on their own. This kind of

homework prepares learners to conduct independent reading at an early stage of learning. It would also be interesting and useful for the learners to listen carefully to public announcements or advertisements in English. Assignments can be set to heighten learners' awareness of spoken English around their environment, e.g. announcements on MTR, KCR or television.

- Home reading is a very meaningful and practical activity if real books are used for reading aloud, storytelling, shared reading and supported reading in the Reading Workshops. Learners may read books to their family members aloud, or to their toys, or record their reading on tapes for sharing during lessons. They may also read silently on their own for a short period of time (e.g. 30 minutes) each day at home.
- Good reading habits are also developed when home reading of books is assigned as regular homework or holiday assignments. Learners may read books with themes related to books used in the Reading Workshops or choose books they like for themselves. In this way, learners apply their reading skills, widen their capacity for learning English and develop positive attitudes towards reading to learn. Learners should not be asked to do a book report on each of the books read, as this can be demotivating. Learners can be given the opportunities to recommend books they enjoy reading to their peers orally.
- In a task-based approach to the learning and teaching of English, learners are provided with the necessary language input for carrying out tasks in class. Vocabulary and grammar practice exercises may be given as homework to help them internalize the use of the target grammar items and structures, and to consolidate and apply what has been learnt in new contexts. For example, learners build a concept map or web to display the connections between vocabulary items used in a task and other relevant words they find interesting from other sources, e.g. picture dictionaries or independent reading materials. They can also be asked to use the target grammar items in parallel writing tasks to express their own experiences or feelings.
- Extended tasks are open-ended tasks that are usually more challenging than learning tasks. Learners may need more time to carry them out, and so they can be assigned as homework. Extended

tasks can involve the use of the words, structures and patterns which learners have been learning in class. They should be manageable, within the ability of the learners, and related to other tasks carried out in class. They help learners work towards the Learning Targets and achieve the Learning Objectives in a self-directed way.

- Projects encourage learners to conduct topic-based study independently. Learners have to search, collect and compile information from various sources. Projects may be given as homework when learners take a longer break, e.g. during Christmas. In doing cross-curricular projects, it should be made clear to the learners that they are encouraged to explore the use of English at a pace and depth set by themselves. Criteria for success should be agreed and shared between the teacher and the class before the projects begin. Teachers need to estimate the time needed and give timely feedback during the process of carrying out extended tasks or projects.

Feedback to Learners on their Homework

Homework is a useful tool in assessment for learning. It provides information on learners' strengths and weaknesses in learning English, reflects their progress in learning and assists teachers to plan for future learning and teaching.

- Homework enhances effectiveness in learning, especially when it is checked, and when appropriate and timely feedback is given. Quality feedback, including encouraging remarks and verbal praise, where appropriate, must be given to all types of homework so that learners' efforts are recognized.
- Not all homework needs to be marked by the teacher. Peer feedback is an effective means to help learners evaluate each other's work and reflect on their own learning. For example, learners can be asked to give a grade to their classmates' projects and comment on them. They should be given time to compare each other's projects and ask questions about them, turning the class into an interaction-rich learning organization.

Chapter Five

Assessment

Chapter 5 Assessment

5.1 Purposes of Assessment

Assessment is an integral part of the learning-teaching-assessment cycle. It is the practice of collecting and interpreting information about pupils' learning, and serves a variety of purposes. In the context of the English Language curriculum, assessment serves the overall purpose of providing information about learners' progress and achievements in relation to the Learning Targets and Objectives, thereby helping learners, teachers and parents understand learners' strengths and weaknesses, and plan for further improvement. Assessment may serve formative or summative purposes:

- Formative assessment is on-going assessment which teachers conduct continuously to look for specific information about learners' progress to inform learning and teaching. It is usually informal and carried out during the learning and teaching process.
- Summative assessment is more formal overall assessment that happens only periodically (e.g. at the end of a school term or school year) to measure attainment and provide a comprehensive summary of learners' achievements at that particular point of time. It is usually carried out through a test or an examination.

For a framework of school assessment practices, please refer to the diagram in Appendix 9.

5.2 Assessment for Learning

Through assessment, teachers identify learners' strengths and weaknesses and try to diagnose their learning problems. Assessment benefits learners, when information is collected and interpreted for the purpose of providing quality feedback on how to improve performance. This is assessment for learning. It is also assessment for learning when teachers seek and interpret evidence in the process of conducting assessment to help review their expectations of pupils' learning, the content of learning, and their teaching strategies to enhance learning and teaching. The following figure illustrates assessment as an integral part of the learning-teaching-assessment cycle.

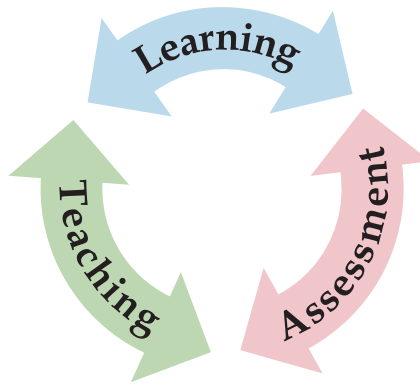


Figure 8: Learning-teaching-assessment Cycle

As formative assessment is conducted more informally and on a continual daily basis, it lends itself more to assessment for learning. As for summative assessment, it does not necessarily have to end up merely as a tool for reporting the results of learning using grades or marks. It can also generate information for providing useful quality feedback to learners for further improvement. This is assessment for learning in a rather broad sense.

5.2.1 Effective Planning of Learning, Teaching and Assessment

The English Language Education KLA provides opportunities for the development of verbal and linguistic knowledge as well as generic skills such as collaboration skills, communication skills, creativity, critical thinking skills, problem-solving skills and study skills. In order to collect valid evidence of pupils' learning towards the different Learning Targets and Objectives for English Language, different modes of assessment should be adopted (e.g. role-plays for interpersonal communication, projects for integrative use of knowledge and skills, discussions for collaboration, presentations and performances for creativity). Over-reliance on pen-and-paper tests cannot adequately assess learners' performance in achieving all the Learning Targets and Objectives.

The planning of learning, teaching and assessment should also include strategies to ensure that learners understand what they are going to learn (the learning intentions) and the criteria that will be applied in assessing their performance (the success criteria). Sharing of learning intentions is

different from giving task instructions (i.e. about what teachers want the learners to do during the task), though both are usually conducted at the beginning of a lesson. The former helps learners focus on what they will learn, whereas the latter on what they will do. Whenever possible, teachers are encouraged to involve learners in deciding on the learning intentions and determining the criteria for successful performance, so that they can develop a sense of ownership and commitment in their learning.

Teachers need to be aware that there are learners who are stronger in intelligences other than the verbal or linguistic one, e.g. visual/spatial, bodily/kinesthetic or interpersonal intelligence. Therefore, the school must develop a balanced curriculum, so that all learners are provided with the opportunities to enhance their intelligence strengths as well as to make progress in areas that are more challenging to them. To provide the impetus for learning, English teachers should harness as many of the intelligences as they can on top of the verbal or linguistic one that they are inevitably focusing on by:

- aiming for a balanced and comprehensive coverage of the Learning Targets and Objectives within and across year levels, ensuring that there is a wide and varied range of learning experiences in the three Strands (Interpersonal, Knowledge and Experience) and different modules (e.g. The World Around Us, Using My Five Senses, Relationships, Changes);
- planning and devising appropriate and purposeful language learning materials, activities, tasks and projects to develop learners' language abilities, critical thinking skills, creativity, strategies of learning to learn, and positive values and attitudes conducive to lifelong learning;
- exposing learners to a variety of text types (e.g. stories, forms, posters, tables, diaries, menus, plays, expositions, weather reports) which are characterized by specific language and stylistic features so that learners can be helped to develop appropriate language knowledge, and learners with different learning interests and styles can be stimulated to learn English and become proficient language users; and

- providing opportunities for learners to use a combination of their intelligences and choose how they will present their knowledge and skills (e.g. writing stories with the support of illustrations, singing, presenting survey findings in tables or graphs, drawing pictures or making models to express their imaginative ideas, acting out stories or plays, designing questionnaires and interviewing people to obtain information, designing puzzles and riddles for the whole class to solve) so that they can develop enjoyment in and commitment to learning.

5.2.2 Effective Modes of Assessment for Learning

Different assessment activities provide appropriate contexts for carrying out assessment for learning through observation, effective questioning and quality feedback in the learning and teaching process. The following figure illustrates some assessment activities that provide appropriate contexts for carrying out assessment for learning.

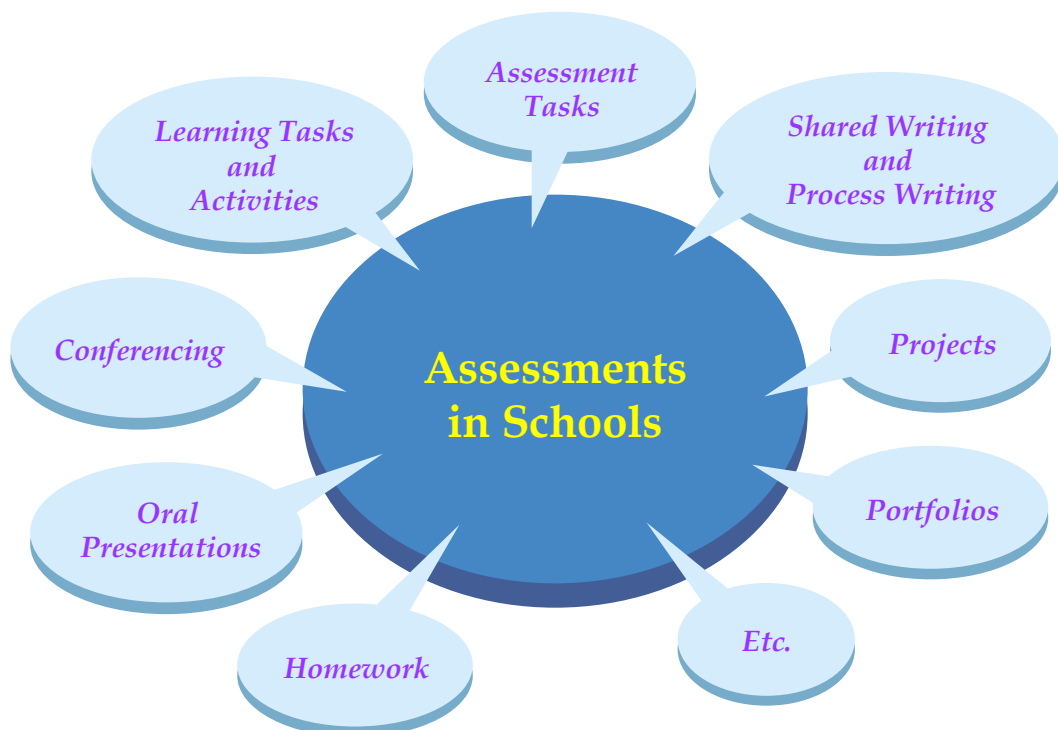


Figure 9: Assessment Activities

Evidence gathered provides invaluable information for teachers to identify learners' strengths and weaknesses and to give quality feedback to learners for improving their own learning.

Homework

When marking learners' written homework or assessing their oral homework, teachers gain information on learners' strengths, weaknesses and progress in learning English. For example, learners who make spelling mistakes may be confused over a few letter sounds. Learners who do not articulate the final consonant sounds need to be reminded of the importance of these sounds in making differences in meaning in English. Teachers may use such information for providing timely and quality feedback to their learners, so that they understand how to improve their learning.

Oral Presentations

Oral presentations provide opportunities for learners to use language for purposeful communication. They help teachers collect evidence about learners' progress in areas such as communication skills, speaking skills and critical thinking skills. Oral presentations are the products of tasks which learners have been engaged in. For example, learners are asked to collect and present information about familiar topics such as their classmates' or family members' favourite food, and then to present the information collected orally. Through using an evaluation checklist, the teacher can assess learners' performance and give them feedback for improvement. Other learners can also be asked to comment on their classmates' performance based on the criteria listed in the checklist. Examples of feedback sheets relating to evaluating learners' oral presentations are provided in Appendices 10 and 11.

Conferencing

Conferencing involves a discussion between a teacher and an individual learner or small group of learners. During conferencing, teachers ask open questions that encourage discussions and give learners ample

opportunities to express their views. It also provides opportunities for teachers to identify pupils' learning needs, monitor and discuss learning progress, and give feedback.

Conferencing may have different objectives in the primary English classroom. For example, reading conferences are conducted to collect evidence of learners' progress in reading. In reading conferences, learners may be asked to read books of their own choice aloud or silently and in the process teachers can observe their reading behaviour and use of strategies. Teachers can then ask questions to check learners' response to the books, their general reading interests and their difficulties. They can help learners develop positive attitudes towards reading, discover their reading preferences, monitor progress and identify what to read next.

Learning Tasks and Activities

When taking part in well-designed learning tasks, learners demonstrate their progress towards the Learning Targets and Objectives. Such tasks may include show-and-tell, games, presentations, group discussions and drama performances. In these tasks, teachers need to conduct appropriate pre-, while- and post-task activities along with other supporting language activities where learners are encouraged to actively engage in constructing and applying knowledge in order to complete the task satisfactorily. It is not always necessary to record learners' performance formally, but the evidence of learning collected forms the basis of feedback to promote further learning. Please refer to Appendices 2 and 3 for illustration on how a learning task can provide a context for assessment for learning. Examples of feedback sheets on group discussion are provided in Appendices 12 and 13.

Assessment Tasks

The design of learning tasks and assessment tasks is basically the same. Assessment tasks provide appropriate contexts for learners to apply their language knowledge, skills and strategies, generic skills as well as values and attitudes. In conducting assessment tasks, teachers do not provide pre- and while-task activities to help learners complete them. Learners are

required to carry out the assessment tasks independently. Based on the evidence of learners' performance in the assessment tasks, teachers then develop appropriate plans and strategies to enhance learning and teaching.

Shared Writing and Process Writing

Writing is considered a challenging task to the majority of learners in primary schools. Shared writing and process writing are two effective approaches that help learners develop skills and confidence in writing. They also provide opportunities for teachers to observe learners' performance, ask effective questions and give quality feedback.

EXEMPLARS
5, 7 & 10

In shared writing, the whole class and the teacher compose a text collaboratively. There is less pressure on the learners as the teacher takes the class through the different stages of writing, making use of the opportunity to identify learners' needs and provide timely and appropriate feedback to enhance their development of writing skills. Shared writing can be followed by process writing.

EXEMPLAR 15
ELE KLA CG
(P1-S3)

In process writing, learners experience that well thought-out writing involves the recursive stages of planning (i.e. brainstorming, researching, outlining), drafting (i.e. writing, rewriting, revising) and finalizing (i.e. editing). At appropriate stages of the writing process, the teacher can give feedback on learners' drafts. With adequate preparation, learners can also be asked to provide feedback on their own drafts or those of their classmates. Based on the feedback, learners can improve their drafts with suitable revisions. Initial feedback can focus on ideas, organization and text type requirements. Thereafter, feedback can be given on language (grammar and mechanics) and style. An example of a feedback sheet on peer and self reviewing and editing is provided in Appendix 14.

Projects

Projects provide suitable contexts for carrying out assessment for learning. Teachers should assess the process involved in carrying out the project as well as the product when evaluating learners' performance on

projects. They can do so through a variety of means, such as observation, conferencing and looking at a learner's drafts in the writing process. Continuous feedback should be given with the aim of stimulating learners' critical reflection and helping them improve their learning. Areas to be considered in assessing projects should include the content, organization and language use in the final product of the project. Learners' application of generic skills such as collaboration skills, critical thinking skills, creativity, and attitudes in the process of the project should also be assessed. Examples of feedback sheets on self and teacher assessment for group project are provided in Appendices 15 and 16.

Portfolios

A portfolio is a collection of a learner's work that demonstrates progress in the development of knowledge, skills, values and attitudes in a given area. Portfolios provide useful information and invaluable evidence for teachers to keep track of what learners know and can do in the area being assessed in order to carry out assessment for learning. Samples of the learner's oral or written work such as recordings of oral presentations and writing tasks can be included in a portfolio. A good portfolio is characterized by clear learning intentions, learner's involvement in choosing what goes into the portfolio and the use of success criteria to define quality performance. It provides a basis for communication between learners, teachers and parents, and self-reflection through which learners share what they think and feel about themselves and their work.

Self Assessment

Learners have an important role to play in assessment. Teachers should help learners develop the necessary skills to assess and monitor their own progress, so that they develop responsibility and ownership for their learning. Self assessment has the advantages of enhancing intrinsic motivation for learning, and helping pupils learn how to learn. Techniques for self assessment include:

- Editing and proofreading: Learners can read through their own writing and try to correct their own mistakes.

- Using self assessment forms: Learners can assess their own performance through the use of checklists or self assessment forms. Examples of feedback sheets on self assessment for speaking, writing and group project are provided in Appendices 13, 14 and 15.
- Filling in questionnaires: Learners can fill in a questionnaire to provide information about their learning, e.g. preferences for books and classroom language learning activities, evaluation about what they have learnt or read, and what they need to further work on or improve. An example of a feedback sheet presented in the form of a questionnaire is provided in Appendix 13.

Peer Assessment

Peer assessment is a valuable mode of assessment. In the process of peer assessment, learners are encouraged to give feedback on each other's work or performance. Peer assessment can also be conducted through the use of questionnaires or checklists. This kind of assessment enhances interaction among learners and enables them to have a better understanding of each other's points of view. Examples of peer assessment feedback sheets are provided in Appendices 11 and 17.

5.2.3 Learning and Teaching Process for Effective Assessment for Learning

Observation

By observing learners' performance, teachers can collect valid evidence of their learning. While learners engage in different types of learning activities such as oral presentations, group discussions or conferencing, teachers can observe how they use language and how they interact with their classmates using body language and facial expressions in authentic contexts.

Effective Questioning

Teachers can collect a lot of information about learners' knowledge and skills in the language, as well as their values and attitudes towards specific topics or learning in general, through appropriate use of a

variety of question types. Questions can be content-centred questions that go beyond the surface meaning. Open-ended questions that ask learners to analyze, synthesize or evaluate information are more useful than closed ones. Appropriate use of wait-time and prompts is also essential in the process of soliciting responses from learners.

Quality Feedback

Assessment is an integral part of the learning-teaching-assessment cycle. How learners perform is observed, assessed and interpreted, and then judgements are made about the best way to help learners improve. Teachers should make use of the opportunities to provide feedback after assessment to enhance learning and teaching. Most teachers' feedback, e.g. grades or marks on worksheets, homework and tests, tends to focus on the results of learning. After receiving grades or marks, learners usually move on to a new task and activity and work for another set of grades or marks. This kind of feedback does not often improve learning because learners are not informed about how they can build on their strengths and address their weaknesses. Feedback is most conducive to learning when learners can use it to identify to what extent the task has been completed, to reflect on their learning and to narrow the gap between current and desired performance. Feedback should be motivating, specific, constructive and clearly linked to the success criteria that have been established between the teacher and the learners at an earlier stage.

Distracting feedback on other aspects that are not part of the learning focuses should be avoided. Praise in the form of short, general remarks such as "well done", "good" to acknowledge learners' good work and make learners feel good does not necessarily help much to enhance their learning. Teachers should go beyond a few words of praise and ask for more information. For example, when the teacher asks learners to describe a ship they saw during a visit, learners may say "big" or "very big". Then when a learner says "enormous", the teacher can give remarks like "Good. 'Enormous' is an excellent word to describe the size of a ship. It's good that you have used a word from the storybook *An Enormous Turnip*. Could you tell me more about the ship?" Suggestions

for improvement should be practical and feasible, so that learners willingly take up whatever challenge they are faced with. It is equally important to give feedback at the right time. Sometimes it is not advisable for teachers to interrupt during the process of pupil-pupil interaction or pupil presentation, as this may undermine learners' confidence and enthusiasm. Feedback motivates learners when specific guidance is provided to improve their performance, and when learners are guided to reflect on effective ways to work towards the Learning Targets and Objectives.

5.3 Assessment of Learning

In assessment of learning, assessment is used for the purposes of measuring learners' attainment, checking on learners' achievement, reporting, ranking, selecting learners and accountability. Assessment of learning is usually carried out in the form of summative assessment (e.g. tests or examinations) at a particular point of time (e.g. end of a school term or school year), and the results are usually recorded using grades or marks. As discussed in Section 5.2, teachers are encouraged to make use of the results of assessment of learning to benefit the learners by reviewing their performance in the assessment activities with them and working out a plan for further improvement. In this way, the purpose for conducting assessment activities is extended from assessment of learning to assessment for learning.

5.3.1 Effective Modes of Assessment of Learning

To evaluate learners' performance against the Learning Targets and Objectives, teachers are encouraged to use assessment tasks, which are basically the same as learning tasks. However, in learning tasks, teachers need to support learners to actively engage in constructing knowledge, so that they can complete the tasks satisfactorily. In assessment tasks, teachers do not provide learners with any additional language or knowledge-building support. Rather they require learners to carry out the tasks independently so that teachers can assess their performance and provide appropriate feedback.

In designing assessment tasks for summative purpose, teachers should ensure the following:

- There is an appropriate, balanced and adequate coverage of the Learning Targets and Objectives involved. Summative assessment can comprise a number of tasks or activities to ensure that the major aspects of learning and teaching are covered. It is not confined to pen-and-paper tests only. Performance tasks and projects are effective modes of assessment. Other modes of assessment are oral presentations and portfolios. Teachers are encouraged to design different modes of assessment activities that stress the integration of the four language skills and provide information on pupils' learning in the three Strands.
- The activities are appropriately contextualized and related to learners' experiences. It is suggested that every assessment task comprises a few sections which are contextualized and thematically linked. The sections that are not thematically linked should also have an appropriate context illustrating the purposeful use of language. However, testing of language use through discrete items is not recommended under any circumstances.
- The questions set for reading tasks should include open-ended questions. These can stimulate critical thinking and facilitate learners' integrative and creative use of the language. Questions which check learners' knowledge and comprehension of a reading text can be set, but more importantly, there should be questions which check learners' application, analysis, synthesis and evaluation of what they have read.
- A variety of text types is included.
- The rubrics are clear, concise and correct. The choice of words is appropriate to the level of learners.
- Task-specific criteria and marking schemes are agreed upon by teachers of the same year level, when deciding how to measure the extent to which the Learning Targets and Objectives have been achieved.
- Due acknowledgement is given to fluency instead of just accuracy in writing and speaking assessments.

Please refer to Appendix 18 of this Guide and Appendix 9 of the *English Language Education KLA Curriculum Guide (Primary 1 - Secondary 3) (2002)* for exemplars of assessment tasks for Key Stages 1 and 2.

5.4 Learning Outcomes Framework and Basic Competency

5.4.1 Learning Outcomes Framework

The concept of individual progress is fundamental to all learning and teaching. To help teachers use a common scale and language to describe learners' performance and progress in English Language learning, a learning outcomes framework (LOF) for Key Stage 1 to Key Stage 4, which has been endorsed by the CDC, is being developed for the reference of schools, parents and the wider community. The figure below illustrates the relationship between the Curriculum Framework, Learning Outcomes Framework and Basic Competency.

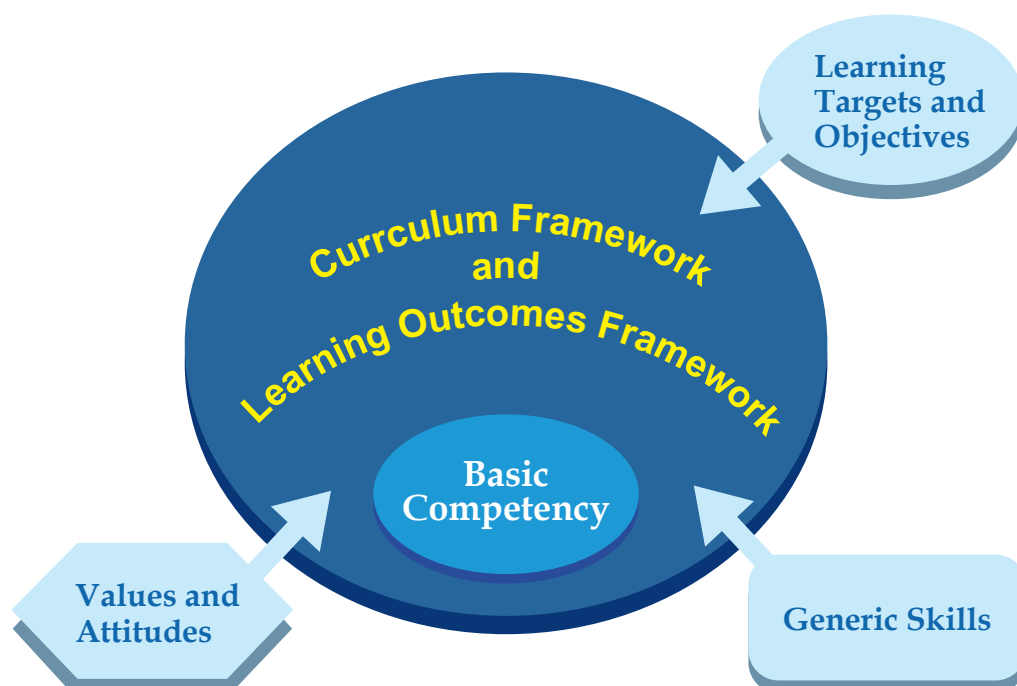


Figure 10: Relationship between the Curriculum Framework, Learning Outcomes Framework and Basic Competency

The LOF, which consists of different levels of learning outcomes (LOs), represents the typical growth of learners on a continuum as they work towards the Learning Targets and Objectives set out in the curriculum. The continuum is divided into 8 levels of attainment for each of the four language skills (i.e. listening, speaking, reading and writing) from a lower and rudimentary level (Level 1) to a higher and more sophisticated level (Level 8). The LOs are supported by indicators which elaborate on what learners are able to do in accomplishing the learning outcomes. It should be noted that the indicators serve to elucidate the LOs only and are neither prescriptive nor exhaustive. Annotated work samples are required to illustrate the expected performance of a learner at different levels for teachers' easy reference.

Since learners may follow different paths as they progress, the continuum of LOs is not a description of the path that all learners must follow as they learn. It describes a path of typical progress and can be used as a frame of reference for studying the developmental patterns of individuals. Although the different levels of LOs may be useful in describing learners' current levels of achievement, it does not specify a sequence of learning activities.

The process of assessing a learner's level of attainment in a particular language skill (i.e. listening, speaking, reading and writing) always involves an 'on-balance' (or best-fit) judgement based on evidence collected over time. Learners are placed at the level at which they are showing the most evidence of progress across the different LOs of that particular language skill. When doing so, the relevant LOs of the adjacent levels should also be considered. When learners are placed at a particular level, it does not mean that they must demonstrate all the knowledge, skills and strategies listed for levels below their level of attainment. It is likely that they will demonstrate most knowledge, skills and strategies from the levels below and a few from levels above. Teachers are encouraged to reach a judgement by using their knowledge of a learner's performance across a range of tasks and activities to determine a learner's level of attainment in the particular language skill. There is no formula for deriving the judgement or prescribed weighting for the different LOs.

5.4.2 Basic Competency

Basic Competency (BC) refers to the basic standard that learners should attain in relation to the Learning Targets and Objectives set out in the curriculum by the end of each key stage of learning. It describes the essential subject knowledge and skills which learners should possess for the various stages of basic education (Key Stage 1 to Key Stage 3) in order to progress to the next stage of learning. The idea of basic competency originates from the proposal by the Education Commission in its report *Education Blueprint for the 21st Century: Learning for Life, Learning through Life – Reform Proposals for the Education System in Hong Kong (2000)* to develop the Basic Competency Assessment from Primary 1 to Secondary 3 for the subjects of Chinese Language, English Language and Mathematics. The proposal aims to enable teachers and parents to understand pupils' learning needs so as to facilitate timely assistance.

5.4.3 Relationship between Learning Outcomes Framework and Basic Competency

The LOF consisting of eight levels of LOs outlines the progress of individual learners within a developmental continuum that describes typical achievement in a learning area, while BC is a subset of the LOF that learners should achieve by the end of each key stage of learning. The figure on p.203 illustrates this relationship. BC should not be viewed as the ultimate set of expectation for all learners. It merely provides a territory-wide reference point of what learners need to know and to be able to do in order to progress to the next stage of learning. The fundamental aim of English Language education is to help learners develop along the continuum in the LOF rather than just identifying their levels of attainment. In brief, the LOF and BC are there to help teachers understand what learners need to achieve as they progress in English. The figure on the next page illustrates the relationship between the LOs and BC for any of the language skills (listening, speaking, reading and writing).

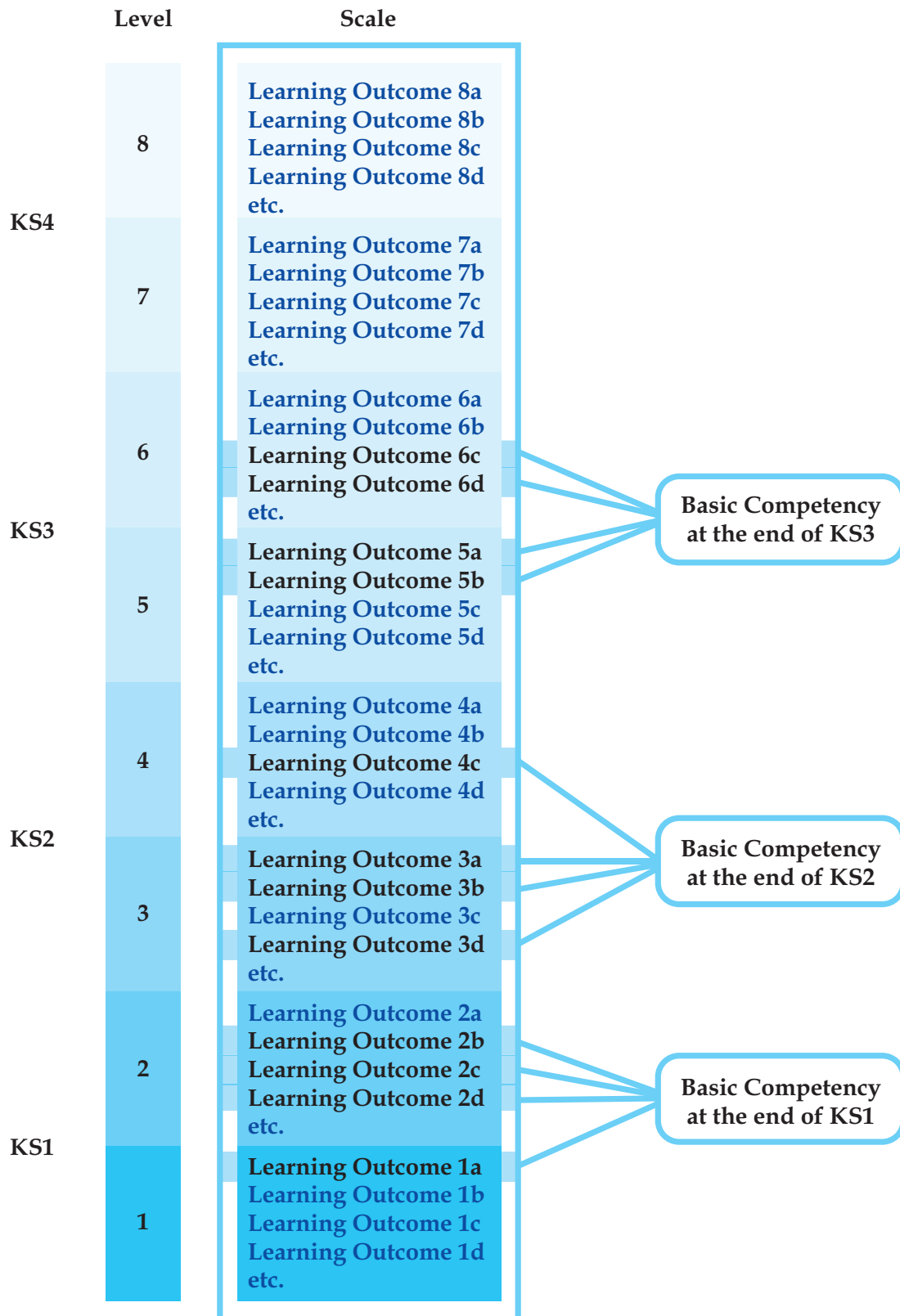


Figure 11: Relationship between the Learning Outcomes and Basic Competency for any of the Language Skills (Listening, Speaking, Reading and Writing)

5.5 Reporting

Schools need to maintain a record of learners' performance as evidence of their progress. Learners' performance can be reflected in grades or marks further substantiated with comments in the form of an attachment (i.e. a short written report or a checklist on a separate sheet). These comments provide parents with more qualitative information on their children's learning in English. Teachers are encouraged to give comments that are positive and forward-looking, pointing out learners' strengths and weaknesses and giving suggestions on ways in which they might improve.

At the end of a period (e.g. end of a school term or school year), teachers can prepare a summary of learners' achievements in relation to the Learning Targets and Objectives. This is usually given out as a school report. The function of the school report is to give parents a comprehensive picture of their children's performance in English Language learning, what their strengths and weaknesses are, and where further improvement or assistance is necessary.

When reporting to parents, teachers should take into consideration learners' performance in the different modes of assessment recorded throughout the school term or school year. The different modes may reflect learners' performance in the integrative use of language or their achievements in individual skill-based assessment activities. Learners' achievements in dictation, which has traditionally been regarded as a central form of assessment of learning, can be included but it should not carry a heavy weighting in the overall performance of the learners. Any weighting of more than 10% on dictation is considered inappropriate. For a discussion on the use of dictation as a learning activity rather than an assessment tool, please refer to Section 4.8.

Chapter Six

Quality Learning and Teaching Resources

Chapter 6 Quality Learning and Teaching Resources

6.1 Textbooks

In most of the primary English classrooms, textbooks are the basic learning materials used to support learning and teaching. With the aid of quality textbooks and good pedagogy, teachers enable learners to achieve the appropriate Learning Targets, and develop subject knowledge and skills, generic skills, and positive values and attitudes. The development of a school-based English Language curriculum does not preclude the use of textbooks. The English Language Education curriculum framework encourages the use of a wide range of learning and teaching materials, including textbooks and community resources, for effective language education.

6.1.1 Choosing Textbooks

Schools should choose textbooks according to the needs, interests and abilities of their learners, taking into account:

- what they already know;
- what they need to learn; and
- what will enhance their motivation and learning effectiveness.

Besides, schools should consider the following when choosing textbooks:

whether:

- the textbooks provide quality resources for a task-based approach in learning, teaching and assessment in English;
- there is a balanced coverage between the learning and teaching of language forms (e.g. text types, vocabulary, grammar items and structures) and communicative functions;
- opportunities for meaningful and appropriate use of English for purposeful communication are provided and language skills are practised integratively;
- a range of text types is introduced at the level appropriate to the learners;

- grammar is learned and taught in context and through tasks;
- enabling skills such as phonics and vocabulary building skills are built in to facilitate lifelong language learning;
- there are opportunities for learners to develop the generic skills and practise the five fundamental intertwining ways of learning and using knowledge;
- there are attempts to cultivate learners' positive values and attitudes in general and promote them to enhance second language learning in particular; and
- the content contains cross-curricular elements to enhance learning by helping learners connect English to other learning experiences.

6.1.2 Using Textbooks

Teachers should not feel obliged to use a textbook from cover to cover. They can exercise their professional judgement and adapt textbook materials flexibly according to the needs, interests and abilities of their learners. The following should be considered when textbooks are used:

- keeping the Learning Targets and Objectives of a key stage in mind and identifying the focus of each unit;
- matching the textbook content against the school's English curriculum and making sure that there is a balanced coverage of the Learning Targets and Objectives, not only at a particular year level but also across year levels;
- omitting certain parts - the more able learners may skip the easy parts and the less able learners may skip the more challenging parts;
- using different parts flexibly for different groups of learners - the parts that overlap with what has already been taught should be omitted, and the parts that are insufficient should be supplemented with other materials;
- adapting learning tasks and activities to cater for the learners' needs, interests and abilities; and
- designing extended tasks and projects to promote further learning.

6.2 Other Learning and Teaching Resources

Teachers can make use of a wide range of learning and teaching resources other than textbooks to arouse interest, broaden learning experiences, enhance learning effectiveness and meet different learning needs and styles. Language arts materials (e.g. stories, poems, songs, rhymes, cartoons), information books, children's magazines, children's encyclopaedias, picture dictionaries, language games, multi-media resources and IT tools available online or offline, and authentic materials are all useful resources to support learning at primary level. To support the implementation of the English Language curriculum, resource packages and publications have been developed by the EMB. Please refer to Appendix 19 for details.

6.2.1 Choosing Other Resources

Given the variety of resources available on the market, teachers should exercise their professional judgement when choosing them. The following are some considerations in choosing resources other than textbooks to support learning and teaching:

- In general, the resources should be relevant to the learners' needs, experiences, prior knowledge, interests and abilities. The content should be interesting and challenging, and the language used should be accurate, authentic, purposeful and not too difficult for the learners. Resources which involve the use of mechanical drills and decontextualized uses of English will not be beneficial to the learning of English at primary level.
- Print materials can be effective in cultivating learners' interests and developing their skills in reading. Teachers can choose books on different themes relevant to the interests and daily experiences of their learners. At times, new or foreign experiences should be introduced as long as the learners can make a link between these experiences and their prior knowledge. Books on different subjects can help learners establish cross-curricular linkage in their learning. This can often arouse interest in reading. Furthermore, teachers should not confine their choices to stories, plays and rhymes. They

should ensure that the selection covers a wide range of text types, including information texts appropriate to the level of the learners.

- Multi-media resources and IT tools such as audio-books, e-books, computer-assisted skill-based programmes such as phonics packages, interactive simulation games or activities can be good tools for enhancing learner motivation and promoting self-directed learning.
- Good multi-media and IT resources should have the following characteristics:
 - They involve good models of English use.
 - The teaching approach is based on sound pedagogical principles.
 - The design is user-friendly. Graphics, sounds and animations are appropriately used to arouse learners' motivation and to support learning.
 - The design of the activities promotes interactive learning and integrated use of language skills.
 - The resources encourage learner input, allow learners to work at their own pace and provide feedback to learners and teachers if applicable.
- Many IT resources are produced in countries where the target users' first language is English. The age range or level specified may not be applicable to local learners. Teachers need to exercise their professional judgement on their suitability.
- The Internet provides a massive amount of information that can be exploited for language learning purposes such as searching for information for a project and accessing online language resources for pleasurable and self-access learning. As most of the web sites are not written primarily for second language learning, teachers should choose the web materials appropriate to the linguistic and cognitive abilities of the learners, and prepare them adequately for Internet-based tasks.

6.2.2 Using Other Resources

- Language arts materials such as rhymes and poems can provide pleasurable experiences for learners who want to have fun with English sounds and rhythms. Storybooks and information books on special themes can cultivate learners' interest in reading and therefore

are conducive to the development of a reading to learn culture. Multi-media resources and IT tools can engage learners in an interactive mode of learning and develop learner independence. Language games provide pleasure in learning and create an opportunity for learners to practise the target language items and the language for interaction. Ideas on how to make use of different resources for effective English Language learning and teaching are discussed in Chapter 4.

- In planning lessons with the use of other resources, teachers should make sure that the use of the resources really helps learners work towards the planned Learning Targets and Objectives. The use of the resources should be purposeful and integrated with the school English curriculum.
- Setting up a school library or a class library that provides a wide variety of learning materials is an effective means of fostering learners' interest in reading, providing enjoyment and greater exposure to the English Language. The resources can also help build up learners' knowledge of English and promote learner autonomy in learning.
- Schools can make use of community resources to provide life-wide learning opportunities for learners. Schools may organize visits to community facilities such as museums with tasks and projects as learning activities. Inter-school functions involving non-Chinese-speaking learners will also generate opportunities for meaningful use of English outside the classroom and for cultural exchange. Please refer to Appendix 20 for the list of community resources to support life-wide learning.



Exemplars

Exemplars

	Summary Grid: Key Features and Emphases of Exemplars	E4
1	A Cross-curricular Approach to Organizing Modules of Learning: “Wonderful Water” (Primary 1-3)	E6
2	A Snapshot of a School-based English Language Curriculum: “Wonderful Seasons and Weather” (Primary 1-3)	E12
3	A Creative Way of Using Big Books to Develop Young Learners’ Positive Attitudes and Interests in Reading: “Ants in my Pants” (Primary 1-3)	E17
4	Effective Learning and Teaching of Vocabulary and Grammar in Context: “Buying Things” (Primary 1-3)	E20
5	Effective Learning and Teaching of Grammar and Text Types in Task-based Learning: “First News from Marmalade” (Primary 4-6)	E24
6	Effective Teaching Strategies and Learning Activities for the Reading Workshops: “Changes” (Primary 4-6)	E28
7	Dictation for Learning: “A Visit from the Winter Fairy” (Primary 4-6)	E32
8	Learner Autonomy and Empowerment: “English Chief Scheme” (Primary 1-6)	E37
9	IT for Interactive English Language Learning – Breaking Boundaries: “Our Inventions” (Primary 4-6)	E43
10	Shared Writing as a Scaffolding Tool to Cater for Learner Diversity: “Thank-you Letter” (Primary 4-6)	E47

Summary Grid: Key Features and Emphases of Exemplars

		<i>A Cross-curricular Approach to Organizing Modules of Learning: "Wonderful Water" (Primary 1 - 3)</i> <i>A Snapshot of a School-based English Language Curriculum: "Wonderful Seasons and Weather" (Primary 1 - 3)</i> <i>A Creative Way of Using Big Books to Develop Young Learners' Positive Attitudes and Interests in Reading: "Ants in my Pants" (Primary 1 - 3)</i> <i>Effective Learning and Teaching of Vocabulary and Grammar in Context: "Buying Things" (Primary 1 - 3)</i> <i>Effective Learning and Teaching of Grammar and Text Types in Task-based Learning: "First News from Marmalade" (Primary 4 - 6)</i>					
		1	2	3	4	5	
Key Emphases	Exemplar No.						
	4 Key Tasks	Information Technology	✓				✓
		Project Learning					
		Reading to Learn	✓	✓	✓	✓	✓
		Moral/Civic Education	✓	✓	✓	✓	
	Catering for Learner Diversity			✓		✓	
	Learner Independence	✓				✓	
	Assessment for Learning		✓	✓		✓	
	Cross-curricular Learning	✓	✓			✓	
	Life-wide Learning	✓			✓		
	Other	Task-based Learning	- Language Arts - Task-based Learning	Language Arts	Grammar through Task-based Learning	Grammar through Task-based Learning	
Generic Skills	Collaboration Skills	✓	✓	✓	✓	✓	
	Communication Skills	✓	✓	✓	✓	✓	
	Creativity	✓	✓	✓	✓	✓	
	Critical Thinking Skills	✓	✓	✓	✓	✓	
	Information Technology Skills	✓				✓	
	Numeracy Skills				✓		
	Problem-solving Skills	✓	✓		✓	✓	
	Self-management Skills					✓	
	Study Skills	✓	✓	✓	✓		

		<i>Effective Teaching Strategies and Learning Activities for the Reading Workshops: "Changes" (Primary 4 - 6)</i> <i>Dictation for Learning: "A Visit from the Winter Fairy" (Primary 4 - 6)</i> <i>Learner Autonomy and Empowerment: "English Chief Scheme" (Primary 1 - 6)</i> <i>IT for Interactive English Language Learning - Breaking Boundaries: "Our Inventions" (Primary 4 - 6)</i> <i>Shared Writing as a Scaffolding Tool to Cater for Learner Diversity: "Thank-you Letter" (Primary 4 - 6)</i>					
		6	7	8	9	10	
Key Emphases	Exemplar No.						
	4 Key Tasks	Information Technology				✓	
		Project Learning				✓	
		Reading to Learn	✓	✓	✓		✓
		Moral/Civic Education	✓		✓	✓	✓
	Catering for Learner Diversity		✓	✓	✓	✓	
	Learner Independence		✓	✓	✓	✓	
	Assessment for Learning		✓	✓	✓	✓	
	Cross-curricular Learning	✓			✓		
	Life-wide Learning				✓		
Other				Task-based Learning			
Generic Skills	Collaboration Skills	✓	✓	✓	✓	✓	
	Communication Skills	✓	✓	✓	✓	✓	
	Creativity	✓	✓	✓	✓	✓	
	Critical Thinking Skills	✓	✓	✓	✓	✓	
	Information Technology Skills				✓		
	Numeracy Skills						
	Problem-solving Skills	✓	✓	✓	✓	✓	
	Self-management Skills		✓	✓	✓	✓	
	Study Skills		✓		✓	✓	

A Cross-curricular Approach to Organizing Modules of Learning: "Wonderful Water"* (Primary 1 - 3)

This exemplar illustrates how a cross-curricular approach to English Language learning and teaching can help learners:

- develop an awareness of the connections between English Language and General Studies;
- broaden their experience of language learning through engaging in activities in context related to more than one subject;
- establish meaningful links among concepts and ideas acquired in different subjects, as well as construct and apply knowledge in the process; and
- develop a broad range of generic skills, positive values and attitudes in learning, and a good foundation for lifelong learning.

Learning and Teaching Process

Planning Stage

Teachers of English Language and General Studies work as a team to:

1. make reference to the curriculum documents and textbook materials when preparing the scheme of work and identify the theme "Wonderful Water" for development of cross-curricular linkage;
2. focus on the theme "Wonderful Water" to design and develop a cross-curricular module that involves two subjects: English Language and General Studies;
3. identify three focus questions to organize the learning content and help learners reflect on their learning:
 - Why is water wonderful?
 - How important is water to us?
 - How can we be a friend to water?
4. use the task-based approach for English Language and the inquiry approach for General Studies;
5. make use of an imaginative text as the backbone of the module to organize the learning content;
6. adapt textbook materials, and use language arts materials as well as other learning and teaching resources;
7. design activities for General Studies to move learners away from content-focused learning to inquiry learning; and
8. design activities for English to help learners practise and use the target language to consolidate and apply the concepts and ideas acquired in General Studies.

* Some of the activities were tried out in Shak Chung Shan Memorial Catholic Primary School. We thank the school for sharing their experience.



Focus questions

1. Why is water wonderful?

Generic skills

- Critical thinking skills
- Communication skills
- Creativity
- Problem-solving skills
- Collaboration skills
- Study skills
- Self-management skills
- IT skills

2. How important is water to us?

Values

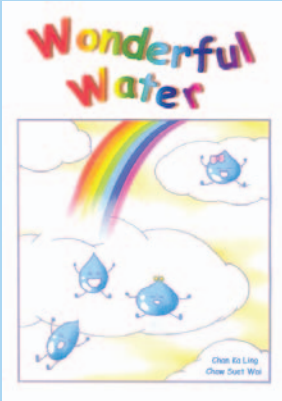

- Self-reflection
- Self-discipline
- Creativity
- Love

3. How can we be a friend to water?

Attitudes

- Positive
- Critical
- Responsible
- Appreciative
- Caring and concerned
- Co-operative
- With a respect for the environment



In the English Language lessons, learners:	Impact on Learning
<ul style="list-style-type: none"> are introduced to the storybook <i>Wonderful Water</i> about the adventure of four water droplets share read the storybook identify words with the initial "w" letter sound to complete a worksheet work in groups and make word trees on the initial "w" predict the next adventure of the water droplets after they fall down from the sky are asked to find out more about the water cycle in their G.S. lessons 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → develop interests and skills in reading; → develop phonics skills in context and the ability to identify words with a particular initial letter sound; and → foster a cooperative attitude through participating in group work. 

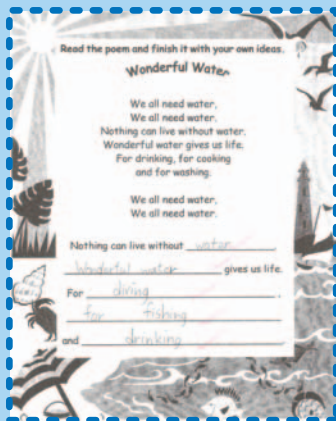


In the General Studies lessons, learners:	Impact on Learning
<ul style="list-style-type: none"> are introduced to the topic "Water Cycle", the three states of water and how they form a part of our daily life make connections to the specific parts of the storybook <i>Wonderful Water</i> which are about the water cycle learn about the different uses of water collect names of hot drinks in both Chinese and English from restaurants or fast food shops to be used in the next English Language lessons 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → establish meaningful links among concepts and ideas acquired in different subjects, and construct and apply knowledge in the process; → widen exposure to the language use in real life; → heighten awareness of the importance of life-wide learning through collecting information from places outside school; and → conceptualize the three states of water through daily life experiences.



In the English Language lessons, learners:

- revise the three states of water in the context of the story
- read specific parts of the storybook and confirm their predictions about the journey of the water droplets, e.g. they land in a reservoir
- discuss the uses of water with teacher support and with reference to what they have learnt in the G.S. lessons
- study the poem *Wonderful Water* and rewrite part of the poem with the structure "for + -ing..." to indicate the uses or purposes of an object

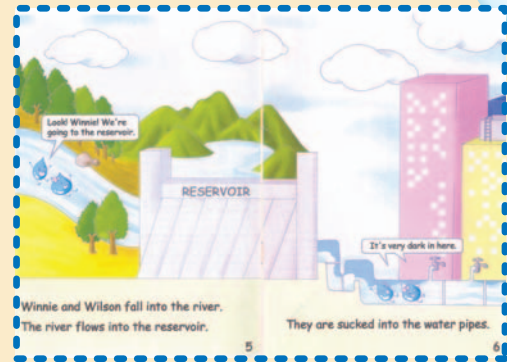


- conduct a survey on the classmates' favourite drinks, making use of the names of drinks collected in restaurants and fast food shops

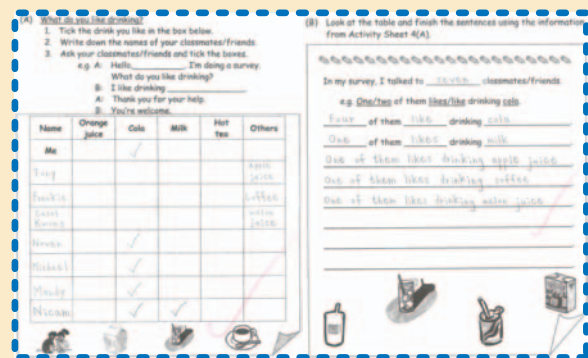
Impact on Learning

Learners

→ develop strategies for predicting and confirming the development of a story;



- transfer useful concepts and ideas across different subjects;
- develop creativity and critical thinking skills in giving expression to imagination and experiences; and
- develop collaboration and communication skills through interaction and group work.



In the General Studies lessons, learners:

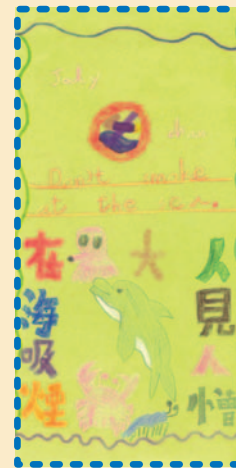
- learn about the water supply in Hong Kong and how water is treated in reservoirs for people's consumption
- draw reference to what they have learnt in the English lessons and develop understanding about the importance of water in daily life
- learn about the proper attitudes towards using water

Impact on Learning

Learners

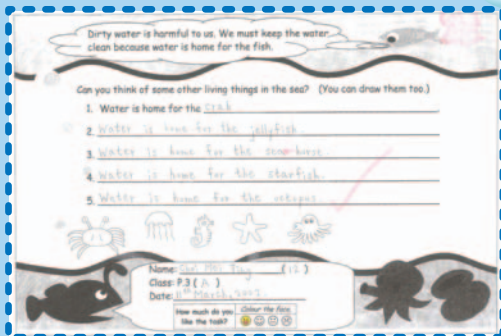
- heighten their awareness of the importance of natural resources and a clean environment;
- make connections between the learning content and daily life experiences;
- develop a positive attitude and self-discipline in using natural resources;
- develop problem-solving skills through finding solutions to a problem; and
- develop creativity through designing posters and slogans.

- discuss ways to save water and keep it clean
- design posters and slogans on the importance of saving water and keeping it clean

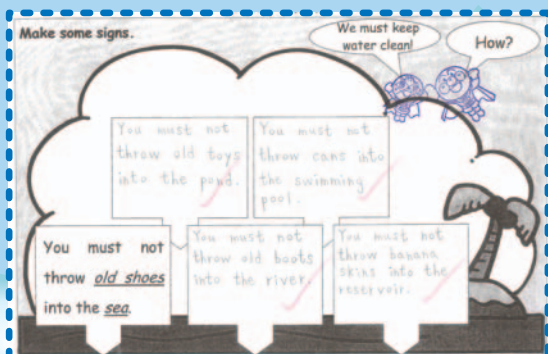


In the English Language lessons, learners:

- read the part of the storybook which is about the journey of the water droplets in the sea
- discuss the importance of keeping water and the sea clean
- find out the names of different sea creatures from the Internet and complete the activity sheet on the protection of sea creatures



- write signs to urge people to keep the sea and water clean



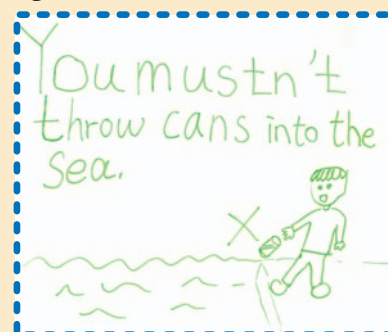
Impact on Learning

Learners

- develop IT and study skills through searching for information on the Internet;
- nurture empathy and respect for animals and other living creatures;



- transfer persuasion skills acquired in G.S., and construct and apply knowledge in the process; and
- develop keenness and interest in participating in fun English Language learning activities.



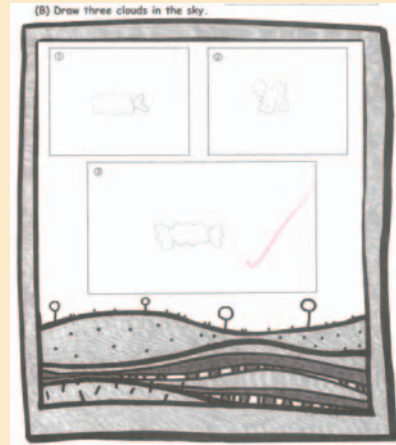
- are introduced to a song and two poems which are related to the theme "Wonderful Water"
- learn the poem *Bubbles* and blow bubbles and find out their different colours
- sing the song *Rainbow* and write a poem with the "colour" words



- learn the poem *Clouds* and play a guessing game to practise how to write about the shapes, sizes and colours of clouds

Learners

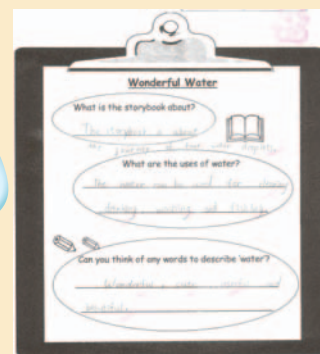
- develop creativity and give expression to their imaginative ideas through participating in language arts activities; and
- practise and consolidate language forms and communicative functions, and grammar items and structures through describing and writing about different objects.



- read the storybook again, reflect on what they have learnt about water in both the English lessons and G.S. lessons and think about the following questions with teacher support:
 - What is the storybook about?
 - What are the uses of water?
 - Can you think of any words to describe "water"?
- work in groups and compile word lists describing "water" from the learning and teaching resources used in the module
- categorize the words collected with teacher support
- collect information from the books in the school library to design the next journey of the water droplets
- write a story about the journey using a concept map

Learners

- deepen their understanding of the content through using and establishing links among knowledge and concepts acquired in different subjects;



- develop study skills and vocabulary building skills through organizing and compiling related words;
- develop reference skills and competence in using a variety of resource materials to generate ideas and language for writing tasks; and
- develop an awareness of the organization and development of a story through drawing a concept map.

A Snapshot of a School-based English Language Curriculum: "Wonderful Seasons and Weather"* (Primary 1 - 3)

This exemplar illustrates how the effective planning of learning, teaching and assessment:

- provides learners with balanced and coherent learning experiences;
- helps learners acquire subject knowledge and skills through a range of learning and teaching resources, and task-based learning activities;
- enhances learners' world knowledge in the process of developing skills in learning to read and reading to learn; and
- lays a good foundation for lifelong learning through developing a broad range of generic skills, and cultivating positive values and attitudes in learning.

Learning and Teaching Process

Planning Stage

Teachers work as a team to:

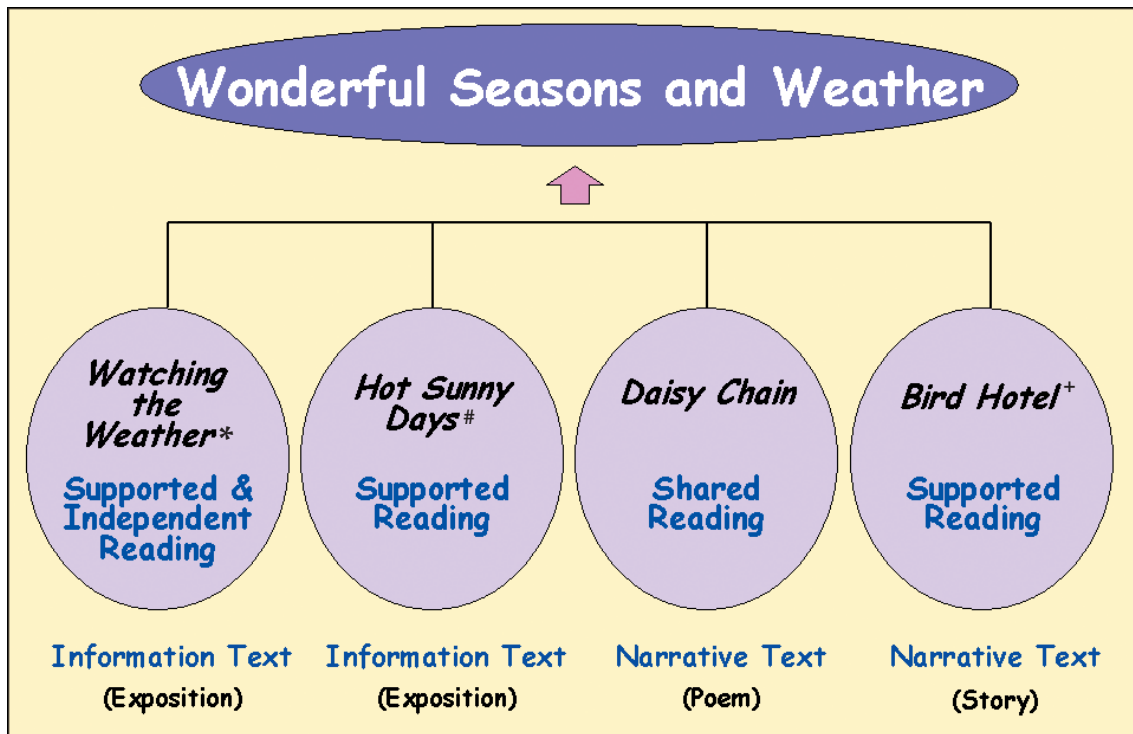
1. focus on the theme "Wonderful Seasons and Weather" to design and develop a unit in the school-based English Language curriculum to help learners work towards the selected Learning Targets and Objectives;
2. identify five focus questions to organize and help learners reflect on learning
 - What is the weather like in different seasons?
 - What is fun to do in different seasons?
 - What is safe/dangerous to do?
 - Is it fun to be by ourselves? Why?
 - How can we enjoy the change of the seasons?
3. design coherent learning activities to help learners acquire, practise and use the target grammar items and structures in the General English Programme and Reading Workshops, using a variety of resources including the textbook and real books;
4. decide on the Learning Objectives to be achieved with each text or book;
5. design assessment activities to collect evidence of learning and for feedback purpose; and
6. allocate the lesson time for the English Language subject to the General English Programme and Reading Workshops.

Learning and Teaching Resources

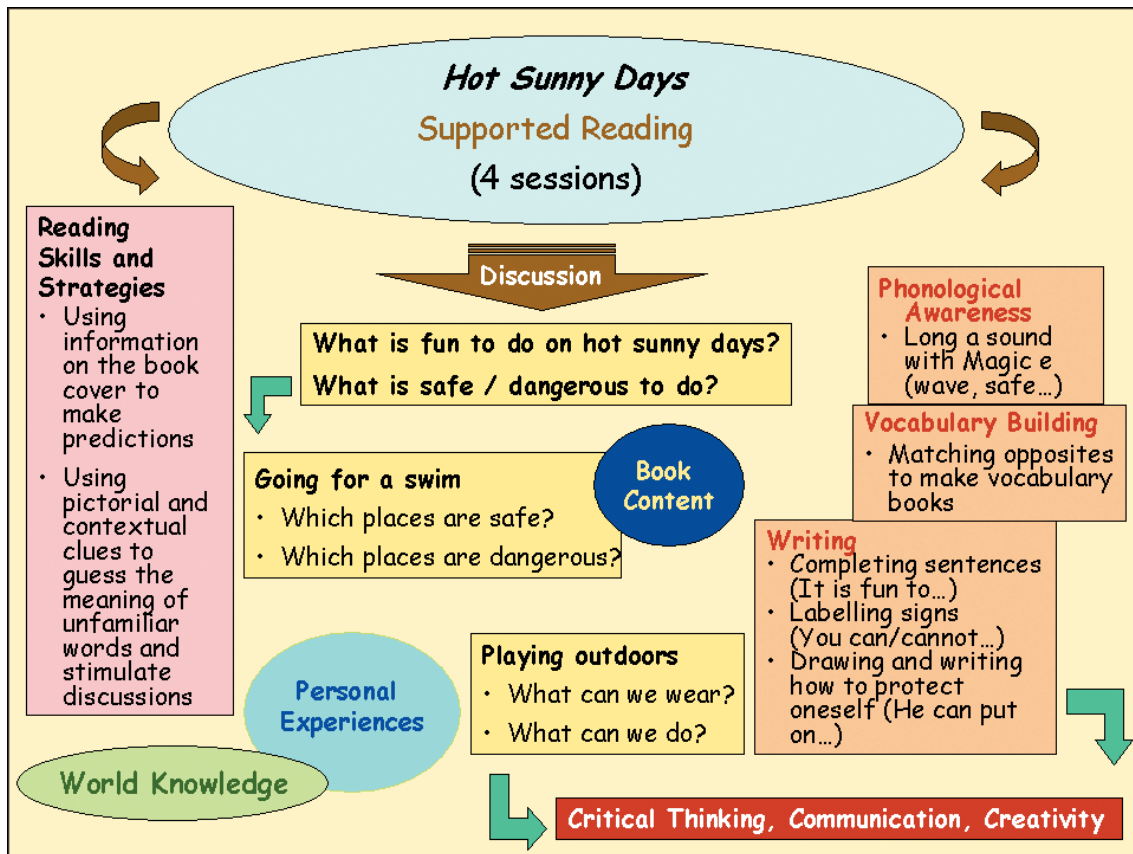
General English Programme (Ten 45-minute sessions)	Reading Workshops (Twelve 45-minute sessions)
<ul style="list-style-type: none"> • Textbook unit: The Seasons • Comprehension passages • Writing tasks • Dictation passage • Grammar exercises 	<ul style="list-style-type: none"> • Watching the Weather • Hot Sunny Days • Bird Hotel • Daisy Chain

* Some of the activities were tried out in Buddhist Wisdom Primary School. We thank the school for sharing their experience.

Learning and teaching resources for the Reading Workshops:



Learning and teaching objectives to be achieved with the book *Hot Sunny Days*:






* Freeman, M. (2000). *Watching the Weather* (ISBN 0-7339-1853-0)

Nelson Thomas Learning. (2000). *Hot Sunny Days* (ISBN 0-17-0096141-6)

+ Eggleton, J. (2001). *Bird Hotel* (ISBN 981-4069-94-9)

Learning and Teaching Stage

In the General English lessons, learners:	Impact on Learning
<ul style="list-style-type: none"> study a text from a textbook unit "The Seasons" learn the names of the seasons and the different activities that young children in Hong Kong usually do in different seasons discuss and share what they usually do in different seasons 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → activate their prior knowledge about activities to do for different seasons; → acquire and become familiar with the target vocabulary items, and the grammar items and structures to describe the seasons and the activities; and → develop communication skills of conversing about interests and experiences with others.
<ul style="list-style-type: none"> read a letter from a friend in Canada about what he does during the summer holidays and other seasons complete a reply letter to the friend on the same topic use the ideas from the G.E. lessons and the Reading Workshops and draw in their personal experiences to suggest what to bring and wear for the summer activities in the reply letter 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → extend their knowledge of the different activities in different seasons in a foreign country; → learn the text structure of a letter; and → practise the language items acquired in completing the reply letter. 
In the Reading Workshops, learners:	Impact on Learning
<ul style="list-style-type: none"> read two expositions, a poem and a story related to the theme "Wonderful Seasons and Weather" are engaged in shared, supported and independent reading to develop skills and strategies in reading books of different text types 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → benefit from the teaching strategies of shared, supported and independent reading and gradually gain more confidence and interest in reading; and → develop reading to learn skills through reading books of different text types. 

- share read the poem *Daisy Chain* and identify the rhymes and rhythm in it
- read the exposition *Watching the Weather* about the features of weather in different seasons in a country in the Southern Hemisphere



Learners

- develop an awareness and enjoyment of the basic sound patterns of English in poems; and
- experience how to extend their world knowledge through reading and develop positive attitudes in reading to learn.

- read another exposition *Hot Sunny Days* about which activities are fun and safe to do in summer
- make use of the knowledge and skills learnt in the G.E. Programme and Reading Workshops, and draw in their personal experiences to write about the fun activities one can do on hot sunny days
- discuss in groups and complete a task on the safety precautions they can take on a hot sunny day



Learners

- develop skills in interacting with the text when they relate the theme to their personal experiences;
- develop their language proficiency through activating and applying their prior knowledge in new contexts; and
- develop their critical thinking skills through making suggestions as to what to play in summer and where it is safe to do this.

- read the story *Bird Hotel* and discuss how one should enjoy the company of others by sharing the fun and showing hospitality
- recognize and explain warning signs which remind people to take safety precautions in some public places
- design and write welcome signs to invite guests to stay in the bird hotel (the tree) based on the context of the narrative text
- relate their personal experiences and write signs with a similar purpose for their own school

Learners

- are stimulated to evaluate the behaviour of the main character and develop their critical thinking skills;
- are introduced to signs in a familiar context;
- interact with the narrative text when designing welcome signs; and
- develop their creativity when they design signs for the main character in the book and their own school.

- complete a flow diagram to describe the life cycle of birds, following on the context of the narrative text

Learners are introduced to a flow diagram in a familiar context.

In the reading assessment tasks, learners:

Impact on Learning


- respond to teacher's questions and answer the focus questions for the unit, drawing in knowledge acquired from the G.E. lessons and the Reading Workshops and reflecting on their personal experiences
- identify the title and the name of the illustrator of a new book, applying their book knowledge
- predict the content of a new book using information on the book cover
- complete an open cloze on what one can do on hot sunny days, using the language items learnt in the G.E. lessons and the Reading Workshops and drawing in their personal experiences and the world knowledge

Learners

- synthesize and apply the knowledge and skills developed in the G.E. Programme and the Reading Workshops in new contexts;
- develop their critical thinking skills when they sequence the pictures for the flow diagram and fill in the speech bubbles; and
- understand their progress in learning.

C. Complete the flow diagram on P. 2.

1. **Cut and stick** the pictures in the flow diagram.



2. Use the following words to label the flow diagram.

Autumn Leaves falling Leaves growing
 New leaves Spring Winter
 Summer No leaves

3. Give a **title** to the flow diagram.

- sequence four pictures on the different looks of a tree in the four seasons, insert them in a flow diagram and label the pictures, applying their world knowledge
- fill in speech bubbles for Mrs. Biddle, showing her change of attitudes to the Bird Hotel

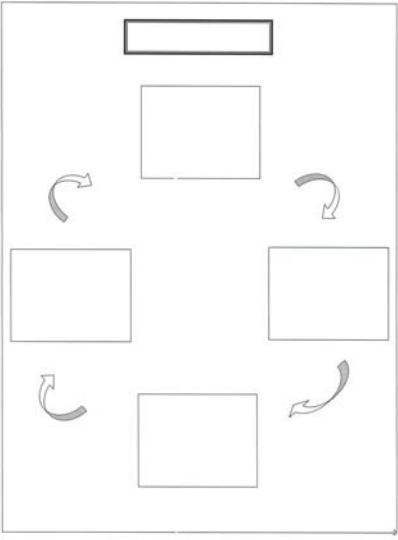
B. Peter reads the book "Hot Sunny Days" and likes it very much. In the following paragraph, he tells us what he does on hot sunny days. Fill in the blanks with suitable words. (7%)

3 August

Hello! I am a P.3 pupil. I live in Sheung Shui. Now it is (1). The weather is (2). I like swimming. I like going to the (3.) I go with (4.). I also like playing in the park on hot sunny days. I cannot swim at the (5.) because the waves are (6). I'm afraid of sunburn, so I put on a (7.).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C. A group of P.3 pupils want to tell us about a tree in their school garden in the four seasons. Use the pictures and words on P. 4 to complete the following flow diagram. Read the instructions on P. 4 carefully. (9%)



A Creative Way of Using Big Books to Develop Young Learners' Positive Attitudes and Interests in Reading: "Ants in my Pants"* (Primary 1 - 3)

Big books are a powerful tool for developing young learners' positive attitudes and interests in reading. The salient features of big books are colourful and visually appealing illustrations or pictures, print large enough to be seen, shared and discussed with groups of learners. Teacher's reading aloud of big books and invitation to learners to share read some carefully selected sentences provides a non-threatening experience for young learners, and prepares them for the challenges presented by more demanding books.

This exemplar shows how a teacher uses a big book to:

- provide enjoyable learning experiences which foster young learners' positive attitudes and interests in reading;
- introduce a high-interest story for learners' enjoyment and exposure to a text which is more difficult than that which they will be able to read independently;
- develop and reinforce learners' skills in using book covers and pictorial clues to predict the content of a book or text;
- provide meaningful contexts for developing young learners' concept of print and rhymes and skills for discriminating sounds, and for identifying words beginning with different letter sounds;
- develop young learners' skills for listening for explicit meaning;
- develop young learners' confidence, skills and interest in learning English through games and dramatic activities; and
- develop multiple intelligences in young learners.

Learning and Teaching Process

Planning Stage

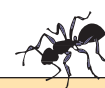
The teacher decides to work on the theme "Animals" and:

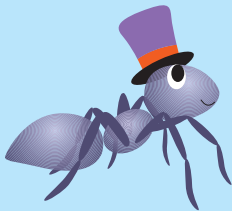


1. selects the storybook *Ants in my Pants*, which is suitable for young learners in terms of language and content because of its interesting topic, appealing illustrations, repeated use of vocabulary items, sentence structures and use of rhyming words; and
2. identifies the vocabulary items and rhyming words to focus on:

* Teachers from Heep Yunn Primary School designed and conducted these activities. We thank the school for sharing their experience.

Resources	Theme/Module	Vocabulary Items		Rhyming Words
Big book: • Ants in my Pants* Other resources: • Worksheets • Word cards	Animals	Animals/Insects • ants • fox • geese • goat • giraffe • newts • bat • kittens	Clothing • pants • socks • fleece • coat • scarf • boots • hat • mittens	ants – pants fox – socks geese – fleece goat – coat giraffe – scarf newts – boots bat – hat kittens – mittens

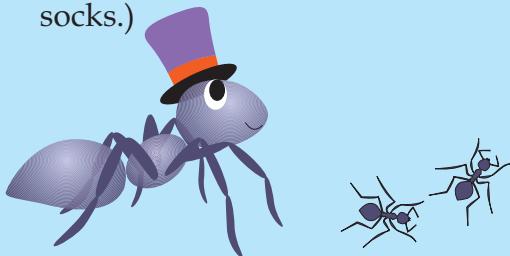
Learning and Teaching Stage



In the learning and teaching process, learners:	Impact on Learning
<ul style="list-style-type: none"> engage in a dramatic activity "Let's pretend", in which they pretend to be an object, an animal, a special person or to do something (e.g. Let's pretend you are in a street and you are very cold.) listen to the teacher introducing a story about a boy who made many excuses for not going shopping with his mother because of the cold weather, with the aid of the illustrations and title on the cover of a big book predict the content of the story with prompts from the teacher and with reference to the pictorial clues and title on the book cover  	<p><i>Learners</i></p> <ul style="list-style-type: none"> → activate prior knowledge related to the theme of the story through engaging in dramatic activities; → develop bodily/kinesthetic intelligence by expressing emotions through bodily movement; and → develop skills in using information on the book cover to make predictions. 
<ul style="list-style-type: none"> listen to and understand the story told by the teacher who reads aloud some selected parts of the book and supplements the reading with explanation, elaboration and narration guess the meaning of unfamiliar words and story content using pictorial and contextual clues with teacher support 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → build up confidence and skills in listening to and understanding stories being told in English; and → develop skills, using pictorial and contextual clues to make guesses about the content of the story and the meaning of new words.

* Mould, W. (2001). *Ants in my Pants* (ISBN 1-84270-151-7)

- respond to teacher's questions, predict and discuss the events of the story using the familiar grammar structure "I can see ..."
- engage in the second round of "Let's pretend", pretending that they are different animals in the story and dramatize their actions (e.g. crawling like an ant, with the teacher giving the instructions)
- listen to and focus their attention on the rhyming words presented and highlighted by the teacher in context (e.g. There are kittens in my mittens. There is a fox in my socks.)



Learners

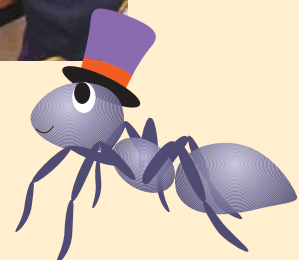
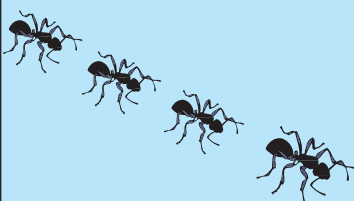
- use prior knowledge to express themselves in response to teacher's questions;
- develop interest and motivation in the lesson by engaging in a multi-sensory mode of learning through participating in a dramatic activity;
- interact with the text and relate the content of the book to similar personal experience; and
- develop awareness of rhyming words and practise their listening skills for discriminating sounds in rhyming words.



- play a game of pairing up and displaying the rhyming words on the board
- practise saying the rhyming words in pairs after the teacher (e.g. fleece, geese)
- find rhyming words that match with given words by referring to the word cards displayed on the board and complete the first part of a worksheet in groups
- think of words to rhyme with words not included in the story in the second part of the worksheet
- review their work with the teacher who gives feedback on the groups' performance
- revise their work based on reflections and the teacher's feedback
- individually complete a worksheet on rhyming words as homework

Learners

- internalize the target rhyming words through participating in the matching activities, drawing in their prior knowledge;
- develop keenness to participate in language learning activities, and develop collaboration and communication skills through participating in pair work and group work; and
- develop skills in evaluating their own work based on the teacher's feedback.



Effective Learning and Teaching of Vocabulary and Grammar in Context: "Buying Things"* (Primary 1 - 3)

This exemplar shows how teachers:

- expose young learners to different text types and raise their awareness of the purpose, audience and the language features of specific texts through reading and engaging in contextualized tasks;
- help young learners master the language items and communicative functions through presenting them in context and designing various meaningful and pleasurable language learning activities using a task-based approach;
- select and design learning materials and language learning activities to promote the learning of vocabulary and grammar in context and to prepare young learners for the tasks;
- develop young learners' confidence, skills and interest in learning English through integrated language learning activities such as games, creative activities and tasks;
- develop in young learners the generic skills of communication, creativity, critical thinking and collaboration; and
- develop positive values and attitudes in young learners through providing them with opportunities to perform tasks with perseverance and collaboration.

Learning and Teaching Process

Planning Stage

Teachers work as a team to:

1. identify the module to work on;
2. identify the language items and communicative functions to focus on:
 - Use nouns/noun phrases to
 - identify items to buy in a shopping centre, e.g. rain boots, waterproof watch
 - identify shops in a shopping centre, e.g. toy shop, clothes shop
 - refer to more than one countable object, e.g. We buy cards in a book shop.
 - refer to uncountable objects, e.g. We buy milk in the supermarket.
 - talk about prices, e.g. They are twenty-three dollars.
 - Use the pronouns "it" and "they" to refer to objects, e.g. It is ten dollars. They are thirty dollars.
 - Use the simple present tense to express intentions, e.g. I want to buy a raincoat.
 - Use the interrogative adverbs to
 - ask about the location, e.g. Where do we buy cards?
 - ask about the prices, e.g. How much are the cards?
 - Use prepositions to indicate places, e.g. We buy yo-yos in a toy shop.
3. adapt authentic learning materials (e.g. shopping list, poster) relating to the theme to expose learners to the meaningful use of the target language items in context; and
4. plan meaningful learning activities and tasks to promote the learning of the target language items in context and provide opportunities for application of the knowledge and skills.

* Some of the activities were tried out in SKH Kei Hin Primary School (AM). We thank the school for sharing their experience.

Learning and Teaching Stage

In the learning and teaching process, learners:

- read a story about a boy called Charlie, who went shopping with his family, and learn or revise the names of the shopping items in context
- read Charlie's shopping list which records what he wants to buy



- read a poster of a shopping centre which gives information on where to buy the shopping items and how much they cost
- practise how to categorize the shopping items and discuss in groups which shops the family can go to, using information from the poster
- participate in a role play to practise asking and answering where to buy the items



Impact on Learning

Learners

- are introduced to the forms and functions of the target language items and structures through listening to and reading a story;
- are exposed to different text types presented and broaden their knowledge and understanding of how language can be used for various daily, practical purposes;
- activate their prior knowledge and experiences to construct new knowledge related to the topic;
- develop a positive attitude towards and skills for learning English through making connections between their learning experiences and new knowledge;
- develop vocabulary building skills through organizing the shopping items; and
- practise and consolidate the target language items learnt in context.



- participate in a game in which they match word cards of the singular and plural forms of items



- are introduced to the concept of countable and uncountable nouns with reference to the word cards used in the matching game
- study the paired word cards and are guided to understand that they can add an "s" to mean more than one for these items
- study the isolated word cards and are guided to understand that they cannot show more than one for these items

These nouns are countable. We add an "s" to mean more than one.

These nouns are uncountable.

Shopping List

chickens
T-shirt**s**
yo-yo**s**
card**s**
biscuit**s**
chocolate**s**
ice cream**s**
sock**s**
orange juice
milk

- brainstorm more shopping items to be put under these two groups

Learners

- develop collaboration and communication skills through participating in an information gap activity and develop positive values and attitudes through making efforts to perform a task well and carrying it to completion;
- develop capabilities to use English to provide, find out and organize information about personal preferences through information gap activities;
- develop the grammar knowledge of countable and uncountable nouns; and
- are introduced to a simple grammar rule related to the formation of the plural form of nouns in context.



- listen to a dialogue between Charlie and his sister who are checking the prices in a supermarket
- learn the target grammar items and structures to ask and talk about the prices
- practise the target grammar items and structures through acting the roles of Charlie and his sister and participating in a spinner game
- focus on the questions asked, and are guided to understand the use of "How much" to ask about prices
- are helped to understand the use of "It is/They are..." to talk about prices
- also understand the difference between "How much is..." and "How much are..." before countable and uncountable nouns

Learners

- practise and consolidate the target language items learnt in context;
- are introduced to simple grammar rules related to asking and answering about prices in context; and
- develop confidence and pleasure in learning English through participating in the role-play and expressing personal preferences.

We use "how much" to ask about prices.

We use "is" when the subject is uncountable, e.g. "How much is the milk?" "It is six dollars."

We use "are" when the subject is plural, e.g. "How much are the biscuits?" "They are ten dollars."

- collect information and pictures from newspapers, magazines or promotion leaflets of department stores and shopping centres
- design a poster for an imaginary shopping centre, with information on the types of shops, the products available and the prices
- display their work in the classroom for sharing and discussion
- pretend to be the shoppers in a task of buying things within a given budget
- discuss in groups to find out the items to buy, the prices and the shops to go to
- report to the class what they would like to buy within the budget
- comment on the choices made by their classmates, discuss if the choices have been made wisely and explain why

Learners

- consolidate their understanding of the purpose, structure, grammar features and vocabulary of a particular text type;
- develop their critical thinking skills by extracting, classifying, organizing and presenting information from various sources in designing and making a poster;
- develop their creativity and writing skills for expression and presentation of personal ideas, preferences and knowledge through designing a poster;
- develop their collaboration and communication skills through participating in group work; and
- enhance their critical thinking skills through participating in peer evaluation.



Effective Learning and Teaching of Grammar and Text Types in Task-based Learning: "First News from Marmalade"* (Primary 4 - 6)

This exemplar illustrates how KS2 learners:

- learn grammar in the context of a task;
- participate in a task of reading and writing e-mail;
- become aware of the text structure of incoming and outgoing e-mail; and
- are encouraged to deduce grammar rules in context.

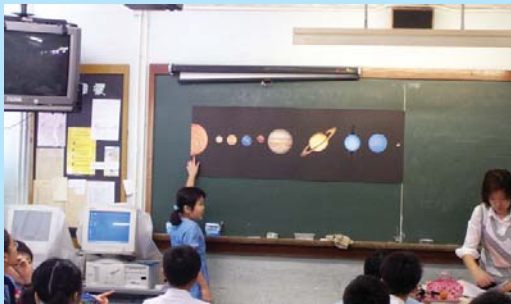

Learning and Teaching Process

Planning Stage

Teachers work as a team to:

1. design a pedagogical task to help learners practise reading and replying to e-mail in context;
2. design activities to help learners develop reading skills and strategies to understand the e-mail; and
3. identify the target language items and communicative functions, and provide meaningful contexts for the learning and teaching of grammar items and text types.

Learning and Teaching Stage

In the learning and teaching process, learners:	Impact on Learning
<ul style="list-style-type: none"> • are introduced to an e-mail from Marmalade, an imaginary alien, who will visit Earth and study in their class very soon • are introduced to the layout of an e-mail in context • are introduced to the names of the nine planets in the Solar System in English from a poster <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • guess where Marmalade comes from by relating parts of his name to one of the planets! 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → become aware of the common layout of e-mail; → are motivated to learn the names of the nine planets in English; and <div style="text-align: center;">  </div> <ul style="list-style-type: none"> → develop their listening skills in discriminating the initial sounds in words.


* Some of the activities were tried out in SKH Kei Hin Primary School (AM). We thank the school for sharing their experience.

- predict what Marmalade's e-mail is about in general
- match the topic sentences with the paragraphs and use them to write an outline of the e-mail

Name: John Tan (11) Date: 20 April 04 Class: P5C A.M.

Well done	Good	Fair	Work harder
☹	☺	☺	☺

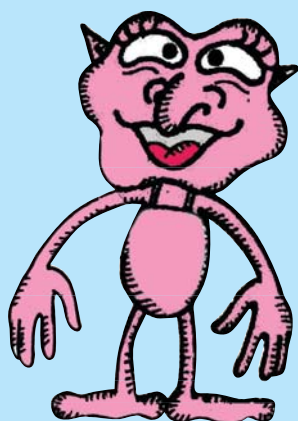
Write briefly about Marmalade's e-mail.
(Hint: write the topic sentences from each paragraph.)



E-mail from Marmalade:

1. Marmalade is going to study with us next month.
2. He likes travelling very much
3. She has five members in his family
4. She would like to learn some soft songs on earth
5. She says she doesn't go to school every day
6. She likes eating all kinds of food
7. He wants to know more about the pupils in Class 5C.

- read the e-mail in detail, gather information about Marmalade's interests and leisure activities and fill in a worksheet
- discuss in groups and fill in a table about the achievement of Marmalade, his brother, Marshmallow, and his sister, Margarine, in sports




Hi! I'm Margarine.

Learners

- become motivated to read a text after making predictions about the content of it; and
- understand that there are topic sentences in paragraphs to help understand the main ideas of a text.

Well done	Good	Fair	Work harder
☹	☺	☺	☺

Read Marmalade's e-mail again. Write about Marmalade's interests.



I like travelling (from Paragraph 2)

I like outdoor activities and sports (from Paragraph 3)

I like singing soft songs (from Paragraph 4)

I like visiting and reading (from Paragraph 6)

I like learning new languages (from Paragraph 5)



Hi! I'm Marshmallow.



- participate in a discussion about the content of the e-mail and guess the meaning of unfamiliar words and phrases (e.g. pop songs, languages)
- identify questions from Marmalade's e-mail to make plans for replying to his e-mail and entertaining him during his stay on Earth
- fill in an open-cloze passage about Marmalade's e-mail
- design a weekly timetable for Marmalade's visit on Earth in groups

Marmalade is coming to Hong Kong. You and your friends are going to show him around. Design a weekly timetable for him.

Day of the week	Time	Activities
Sunday	2:00 p.m.	☆ Going to a karaoke in Tsim Sha Tsui
Monday	4:30 pm	☆ Going to a library.
Tuesday	5:00 pm	☆ Playing football.
Wednesday	3:00 pm	☆ Going to Mai Po to watch birds.
Thursday	9:00 pm	☆ Going to the Space Museum to watch a film.
Friday	4:00 pm	☆ Going to the Cultural Centre to watch a ballet.
Saturday	11:00 am	☆ Going to Ocean Park to go on the rides.

- develop skills in using contextual clues to guess the meaning of unfamiliar vocabulary items;
- enhance their understanding of the text through organizing and synthesizing information gained from reading; and
- develop collaboration skills, creativity and critical thinking skills through participating in class discussion and making suggestions.

Complete the following diary about Marmalade's e-mail. Fill in each blank with one word.

Our class got an e-mail from Marmalade today. He is from Mars. He is going to study with us next month. We are very excited about this. Marmalade has been to Mercury and Venus. He has never been to Earth before.

There are five members in his family. His sister is Margarine. She plays for a football team. His brother is Marshmallow. He is good at underlining. Marmalade has won three medals in sports competitions.

On Mars, children learn on their computers instead of going to school. Marmalade can read and write in two languages. He also likes singing pop songs.

My friends and I will show him around when he comes to Hong Kong. We will bring Marmalade to different restaurants to try different kinds of food. We will not buy food from McDonald's because it is dirty and not safe.

- refer to the table on the achievement of Marmalade, Marshmallow and Margarine in sports and discuss the use of the present perfect tense for relating past events to the present with teacher support
- identify the sentences using the present perfect tense in the e-mail and work out the meaning in context
- are introduced to the form and function of the present perfect tense explicitly by the teacher
- fill in a verb table listing the present, past and past participle forms of the regular and irregular verbs used in the e-mail

Learners

- develop initial awareness of the communicative function of the present perfect tense for relating past events to the present;
- deduce the rule on the form of the present perfect tense;
- pay attention to the forms and spelling of the past participle of regular and irregular verbs; and
- understand the appropriate use of the present perfect tense in context.

Read Marmalade's e-mail again. Find the past participles and complete the following table.

Verb	Past	Past Participle
camp	camped	camped

Well done	Good	Fair	Work harder
-----------	------	------	-------------

A. Read Marmalade's email again and complete the sentences.

- Marmalade has been to two planets.
- He has been to Mercury and Venus.
- He has taken part in many sports competitions.
- He has won three medals.
- He has learned English for two years.
- He has never been to Earth.

B. Marmalade wants to know something about you. He wants to find out the places you have visited, languages you have learned ... Write 6 to 8 sentences. You can use the verbs from Part A. You can also use other verbs.

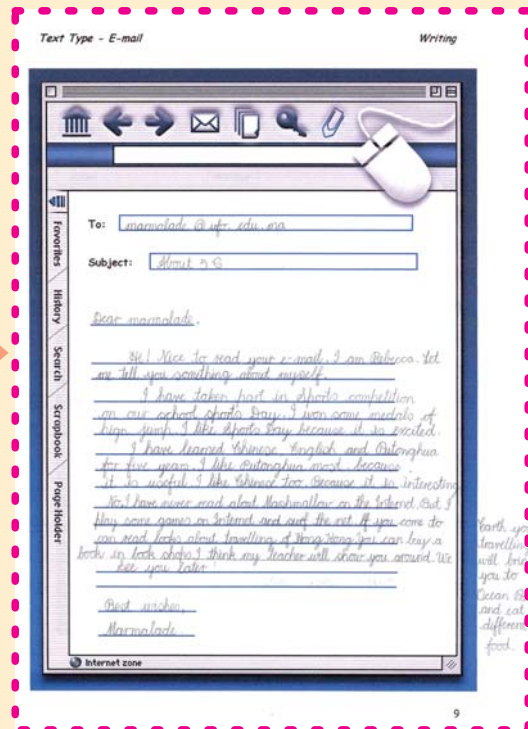
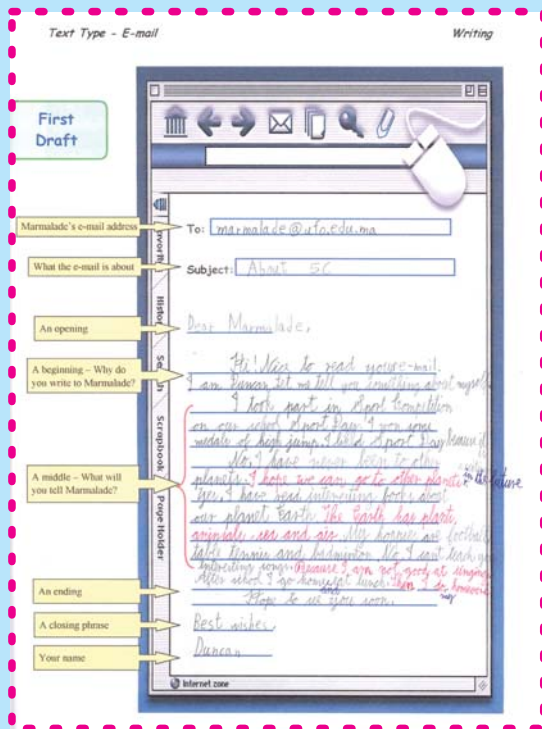
I have been to China.
I have never been to Mercury and Venus.
I have taken part in many sports competitions.
I have never won three medals.
I have learned English for five years.
I have been to Earth, McDonald's. (same as Mars place)
I have been to McDonald's.

- label the different parts of the e-mail from Marmalade
- propose the text structure for a reply to Marmalade's e-mail with teacher support

Learners become aware of the text structures of incoming and outgoing e-mail.

- brainstorm main ideas to include in each paragraph
- list and group the questions from Marmalade's e-mail
- brainstorm what they would like to tell Marmalade in response to these questions and what words and phrases to use
- share write the first two paragraphs with the teacher modelling and demonstrating how to convert notes into sentences and write a coherent text

Learners
 → consolidate their understanding of the use of the present perfect tense to relate past events to the present in the e-mail; and
 → experience writing as a process with the teacher modelling appropriate writing behaviour and strategies.



- learn how to review and edit the first two paragraphs
- write the other parts of the e-mail independently using the knowledge and skills learnt
- practise how to review and edit their work using a self assessment form

Learners develop some learning to learn skills through observing how the teacher reviews and edits the first draft.

Note:

This task is the first of a cluster of tasks developed under the Module "Relationships" and the Unit "Getting to Know You". Please refer to Appendix 3 of this Guide for details of sample materials for the task and descriptions of other related tasks.

Effective Teaching Strategies and Learning Activities for the Reading Workshops: "Changes"* (Primary 4 - 6)

This exemplar shows how teachers:

- conduct a series of Reading Workshops as an integral part of the curriculum to promote learners' interests, skills, confidence and positive attitudes in learning to read;
- enrich learners' world knowledge and experience through reading books with a variety of text types and prepare them for reading to learn;
- use shared reading and supported reading as teaching strategies to help learners develop reading skills and strategies, as well as critical thinking and problem-solving skills through understanding and constructing meaning from the texts and relating the content to their personal experience; and
- engage learners in different language learning activities to improve their English Language proficiency, and develop their creativity through responding to narrative and information texts.

Learning and Teaching Process

Planning Stage

The teachers work as a team to:

1. identify a theme/module to work on;
2. relate the theme to the various resources currently used in the General English Programme;
3. choose two books suitable for learners (i.e. interesting and relevant topics, different text types, appealing illustrations, appropriate degree of difficulty in language, good contexts to encourage learners to talk and to give a critical response);
4. identify the teaching strategies and the language features to focus on for each book; and
5. design interesting learning activities and open-ended questions to help learners discuss the messages in the texts, relate them to their personal experience, and guide them to explore the text structures and language features.

Books for the Reading Workshops:

Theme: Changes	Shared Reading (5 sessions)	Supported Reading (5 sessions)
Related Textbook Units <ul style="list-style-type: none"> • The Weather • Changes in Hong Kong • Growing Up 	<ul style="list-style-type: none"> • Long Ago and Today# (Information Text) 	<ul style="list-style-type: none"> • Baby Duck and the New Eyeglasses+ (Narrative Text)

* Some of the activities were tried out in SKH Tak Tin Lee Shiu Keung Primary School. We thank the school for sharing their experience.

William, R.L. (1996) *Long Ago and Today* (ISBN 1-57471-138-5)

+ Hest, A. (1996) *Baby Duck and the New Eyeglasses* (ISBN 0-7445-5220-6)

Learning and Teaching Stage

In the shared reading sessions, learners:	Impact on Learning
<ul style="list-style-type: none"> • read an information text <i>Long Ago and Today</i> and identify the book title, names of the author, illustrator and publisher, and ISBN • read aloud the book title, discuss the illustrations on the book cover and the title page with teacher support, and predict the content in response to teacher's questions 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → develop their book concept; → develop basic reading skills in making predictions about texts using the information on the book cover and the title page; and → become motivated in reading the text.
<ul style="list-style-type: none"> • read aloud from the book three times in each session with a variety of purposes (e.g. developing oral fluency), with teacher support gradually diminishing when learners become more familiar with the book • practise reading aloud in groups or individually, using natural pace, appropriate pause, intonation, stress and good expressions • learn the use of punctuation marks in reading aloud • use phonics skills to read the ending "ed" letter sounds in some past tense verbs 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → enhance their confidence in reading aloud in a supportive learning environment and with a teacher's model; and → identify language features in the book to enhance their skills in reading aloud. 
<ul style="list-style-type: none"> • practise how to use pictorial and contextual clues to work out meaning of unfamiliar words • compare the lifestyles of long ago with today (e.g. how people travel and what they eat) and relate them to their personal experience • study the use of time markers (i.e. long ago, today), simple present and simple past tenses to introduce and describe past and present states • match the sentences about events of long ago and today from the book, and arrange the sentences in any order to compile the book again in groups  	<p><i>Learners</i></p> <ul style="list-style-type: none"> → enrich their world knowledge through making connection between what they read and their personal experience; → identify the language features of the text to enhance their understanding of the text; → develop the concept that the content of an information text may not always have a specific logical sequence; and → develop their collaboration skills through participating in class or group discussion to compile their own book.

<ul style="list-style-type: none"> brainstorm creative ideas for each pair of sentences to compare things and events of long ago with today, with the help of teacher's stimulating questions to enrich the content of the book, drawing in learners' personal experience to respond to what will happen after many years display their books in the classroom as reading materials for their peers and to provide ideas for further writing 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → develop their creativity and critical thinking skills through guessing what may happen in the future; and → develop their appreciation of the ideas used by their peers through reading each other's work.
<p>In the supported reading sessions, learners:</p> <ul style="list-style-type: none"> read a narrative text <i>Baby Duck and the New Eyeglasses</i> and identify the book title, the names of the author and illustrator read the information in the blurb, in addition to that on the front cover and the title page to predict the content 	<p>Impact on Learning</p> <p><i>Learners</i></p> <ul style="list-style-type: none"> → consolidate and apply their book concept acquired in reading other books and to the new context; and → practise skills in making predictions about texts using the information on the front and back covers.
<ul style="list-style-type: none"> respond to teacher's question and discuss the books <i>Long Ago and Today</i> and <i>Baby Duck and the New Eyeglasses</i> in relation to the theme "Changes" practise silent reading with teacher support to confirm their prediction practise the use of pictorial and contextual clues to work out the meaning of unfamiliar words read in groups the lines of the individual characters and discuss the individual characters' tone of voice using contextual clues discuss the events with teacher support, relating the feelings of Baby Duck and the reasons behind them with reference to their personal experience discuss the behaviour of Baby Duck and suggest how they would handle the situation 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → develop their synthesizing skills through connecting the content in different texts; → practise their reading skills and the strategies they use to guess the meaning of unfamiliar words and to construct meaning from texts; → develop critical thinking and problem-solving skills through participating in open-ended discussion on the content of the reading texts; and → enrich their life experience, cultivate positive values and attitudes through evaluating the behaviour of the main characters and relating it to their personal experience.



- identify the different action verbs and speaking verbs and discuss the characters' feelings
- learn the text structure of the stories by drawing and filling in a story map about the setting, characters, events, problems and ending
- become aware of the use of past tense in the stories

Learners

- *develop a deeper understanding of the story through exploring the language features in context; and*
- *strengthen their understanding about text structure and language features in stories.*



- revise the main events of the story with the help of the story map to write a diary from the perspective of Baby Duck
- pretend to be one of the characters in the story and write a thank-you card to the grandpa in the story

Learners

- *develop their critical thinking skills and creativity through relating events in the story to their personal experience;*
- *engage in interactive reading-related writing activities to apply and synthesize what has been read;*
- *gain opportunities to respond to the story and give expression to own imaginative ideas through writing; and*
- *enhance English Language proficiency through writing with the support of language from the reading text.*

Dictation for Learning: "A Visit from the Winter Fairy"* (Primary 4 - 6)

Dictation is popular among schools and teachers as it is focused, easy to administer and can be objectively marked. Traditionally it is used as an assessment activity to identify learners' strengths and weaknesses in listening, spelling and handwriting. However, spending a substantial amount of lesson time (e.g. one out of seven lessons every week) on dictation may not help learners make great improvement in their English. It sometimes leads to a lack of interest and can even create a negative attitude towards second language learning.

The following exemplar illustrates how dictation becomes an interesting, meaningful, purposeful and unthreatening experience, when teachers make use of a familiar context in which learners can apply effective strategies (e.g. phonics skills) and combine it with other English learning activities. Dictation is then a tool for learning rather than merely a testing device.

Learning and Teaching Process

Planning Stage

Teachers work as a team to design:

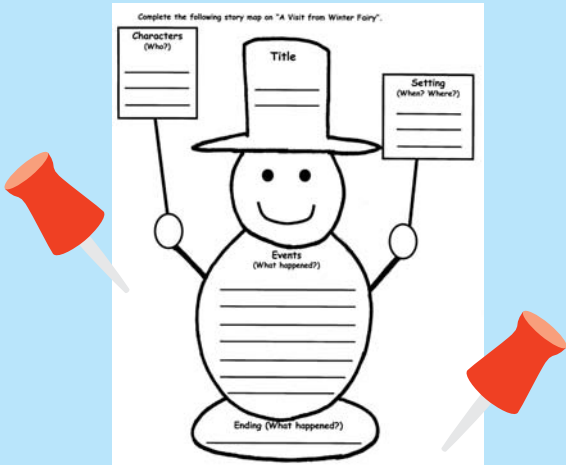
1. an unseen dictation passage based on the target language items and familiar contexts covered in two units from their English textbook;
2. an effective pre-dictation activity, using a story map to help learners revise the spelling of the target vocabulary items and the functions of the target grammar items and structures in context;
3. a peer assessment activity to help learners develop their skills to self correct;
4. a storytelling activity to provide learners with opportunities to practise their speaking skills;
5. a writing task to follow on the unseen dictation passage to help learners develop their writing skills and consolidate their learning of the target language items in a meaningful context; and
6. a self assessment form to enhance learners' writing and learning to learn skills.

* Some of the activities were tried out in Lam Tin Methodist Primary School. We thank the school for sharing their experience.

Target language items for dictation:

Resources	Module/Unit	Vocabulary Items	Grammar Items and Structures
Textbook	<ul style="list-style-type: none"> Change/Changing Our Lives Change/The Four Seasons 	<p>Seasons</p> <ul style="list-style-type: none"> Spring Summer Autumn Winter <p>Names</p> <ul style="list-style-type: none"> Luck Fairy Fred Doris <p>Objects</p> <ul style="list-style-type: none"> some gold coins many clothes new house 	<ul style="list-style-type: none"> Use the connective "although" to link contrasting ideas, e.g. Although we haven't got many clothes, we've got enough. Use apostrophes in contractions, e.g. we're, I'd, haven't

Learning and Teaching Stage

In the dictation lesson, learners:	Impact on Learning
<ul style="list-style-type: none"> revise the spelling of the target vocabulary items, and the functions of the target grammar items and structures through filling in a story map as a pre-dictation activity 	<p><i>Learners</i></p> <ul style="list-style-type: none"> → broaden their understanding of the structure and organization of narrative writing; and → reinforce their learning of the target vocabulary items, and grammar items and structures.
<ul style="list-style-type: none"> read the title of the dictation passage on the board and understand that they will listen to a story about Fred, Doris and the Winter Fairy predict the content of the story for dictation listen to the teacher's first reading of the dictation passage 	<p><i>Learners develop their skills in listening, vocabulary building and problem-solving through using clues drawing on the knowledge of the story "A Visit from the Luck Fairy" to guess the content of the story for dictation.</i></p>

- review the structure of the story with teacher's guidance
- work in groups and fill in a story map with details based on the information in the dictation passage, writing notes for the characters and events in the story map
- retell the story to the class using the story map

Learners

- *develop their speaking skills and use of English for communication through retelling the story; and*
- *develop their collaboration skills through participating in group work.*

In the shared writing lesson, learners:

Impact on Learning

- refer to the story map and revise the text structure and content of the story for dictation
- brainstorm ideas for characters, setting and events for a new story based on the same theme with the teacher's guidance

Learners

- *develop their interest in learning English when engaged actively in meaningful and creative use of the language;*
- *practise and consolidate the vocabulary, and grammar items and structures;*
- *develop communication skills and increase their motivation when brainstorming ideas and sharing them; and*



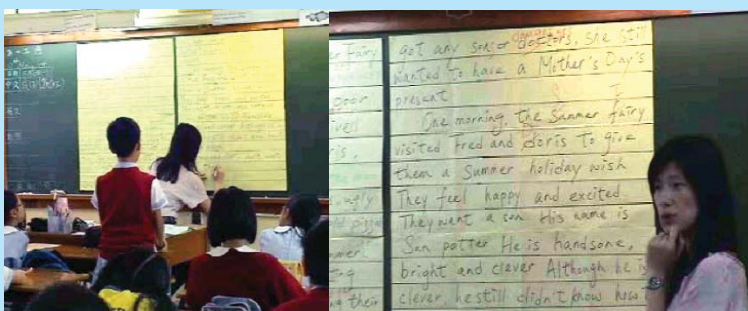
- refer to the first paragraph of the dictation passage and suggest the new characters and setting for their story with teacher support
- draft the first paragraph with the teacher
- observe how the teacher writes the first paragraph on a broadsheet using ideas and language suggested by the class
- volunteer to write sentences on the broadsheet for the first draft

- *develop their understanding of process writing through observing and going through the various stages of pre-writing, drafting, reviewing and editing.*

- contribute ideas to review the first paragraph, expanding, enriching and adding sentences to improve the content and organization

Learners

- *develop an awareness of the need to review and reflect on the learning process and products through self assessment; and*
- *exercise their critical thinking and creativity in reviewing a text.*



- edit the first paragraph with teacher's guidance for appropriateness in the use of language, checking the correct use of spelling, punctuation and the target grammar items and structures
- read the revised and edited paragraph aloud after the teacher
- repeat the procedures for the second paragraph, which focuses on the first event of the story
- check and evaluate their performance in writing the first two paragraphs with the aid of a self assessment form
- brainstorm and share ideas for writing the second event (third paragraph) of the story

	😊😊	😊	☹
1. Reviewing (Ideas)			
• I have answered all the questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I use my own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Editing (e.g. spelling, use of the past tense)			
• I use correct spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I use the past tense in writing the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I use sentences beginning with "Although".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Learners
- apply their grammar knowledge and practise editing skills; and
 - develop skills and positive attitude in learning English through participating in self assessment activities.

As homework, learners:

- write the third paragraph and the ending of the story following the procedure of drafting, reviewing and editing as demonstrated and practised in class

Impact on Learning

- Learners
- develop learning to learn skills with the aid of a self assessment form;

Unit 1
10th May, 2004
A Visit from the Spring Fairy

One upon a time, there was a rich farmer called Fred. He lived unhappily with his wife Doris, in a big house on the moon.

When spring came, the weather started getting warm and wet. Children started thinking ^{about} how much ~~had~~ ^{put} they ~~got~~ ^{set} from red pockets. One morning, the Spring Fairy visited them.

Hi, Fred. I am the Spring Fairy. I would like to give you a wish,' said the Spring Fairy. 'Ok, I want to have ~~inexhaustible~~ ^{infinite number} of gold coins,' said Fred. 'I want to be the Queen of the moon,' said Doris. The Spring Fairy said, 'Although you are rich, you are very greedy.'

The Spring Fairy hated Fred and Doris very much. The Spring Fairy cursed ~~to~~ Fred and Doris, then they died.

- appreciate how written language is used for meaningful communication of ideas; and
- improve the content, organization and language of their work through self assessment and teacher feedback.

- check and evaluate their written work using the self assessment form
- revise their work based on teacher's feedback
- make a fair copy of their story and add illustrations for publication or display

Learner Autonomy and Empowerment: "English Chief Scheme"* (Primary 1 - 6)

The "English Chief Scheme" is a programme in which P5 and P6 learners are recruited and coached to conduct language learning activities for their younger schoolmates. About twenty English Chiefs are recruited. They are coached on how to guide younger learners through activities, such as giving explanations and instructions as well as providing feedback and praise for encouragement. The language learning activities conducted include language games, storytelling, video-viewing, Muppet shows, book loaning, etc.

This exemplar shows how the "English Chief Scheme" and some activities conducted under the scheme are run and how they:

- create a favourable environment for promoting learner autonomy and independence through encouraging learners to conduct or participate in fun activities on their own;
- empower learners to take up a leading role and/or make their own decisions in language learning activities;
- develop leadership potential and enhance the English proficiency of upper primary learners through having them served as "English Chiefs";
- develop younger learners' interests and confidence in using English in a care-free atmosphere; and
- develop in learners the following generic skills and values and attitudes:

Generic Skills

- Communication skills
- Collaboration skills
- Creativity
- Problem-solving skills
- Self-management skills

Values

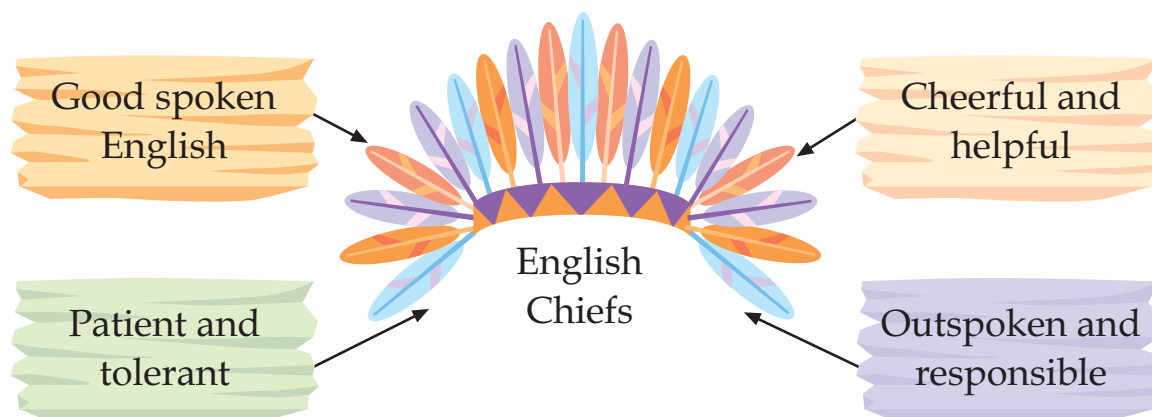
- Creativity
- Self-discipline

Attitudes

- Caring
- Confident
- With respect for others

Selection and Coaching of English Chiefs

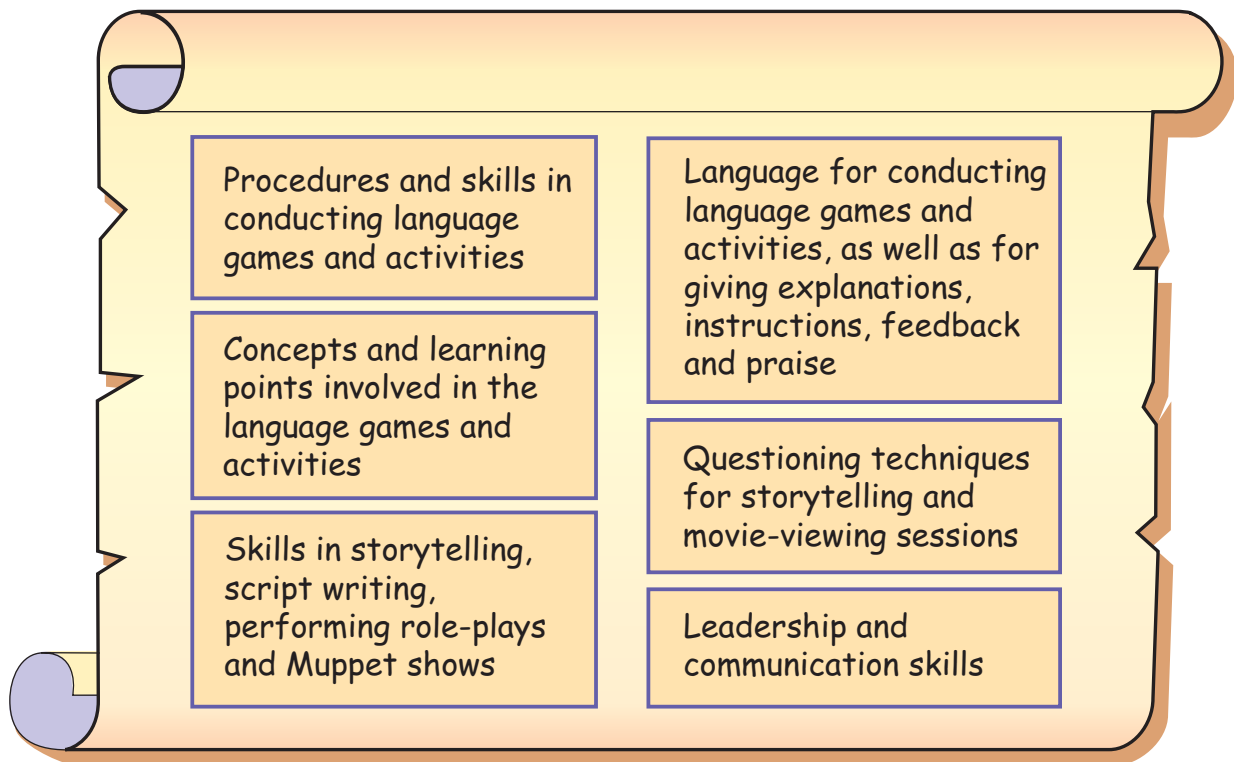
- Twenty learners, consisting of ten P5 and ten P6 learners, are selected to be English Chiefs. These English Chiefs possess the following disposition and qualities:



* The "English Chief Scheme" and the related activities were developed by teachers of Heep Yunn Primary School. We thank the school for sharing their experience.



- Coaching and meetings for English Chiefs are conducted on Mondays and Thursdays after school. Each session lasts for about an hour. The teacher models the skills and language for conducting a language activity, and the English Chiefs practise conducting the activity through simulation in pairs or in groups. The coaching covers the following:



Mode of Operation

- All activities are conducted in the English Room or English Corner, which provides a language-rich and relaxing environment for learners to use English through fun activities.



- Four English Chiefs are on duty during lunch time each day. A time-table, as below, is set up for learners from P1-P5, who may visit the English Room or English Corner as scheduled. P6 learners may drop in on any days of the week in alternate weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	P1 Book-borrowing and language activities	P5 Book-borrowing and language activities	P2 Book-borrowing and language activities	P4 Book-borrowing and language activities	P3 Book-borrowing and language activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	P1 (+P6) Book-returning and language activities	P5 (+P6) Book-returning and language activities	P2 (+P6) Book-returning and language activities	P4 (+P6) Book-returning and language activities	P3 (+P6) Book-returning and language activities

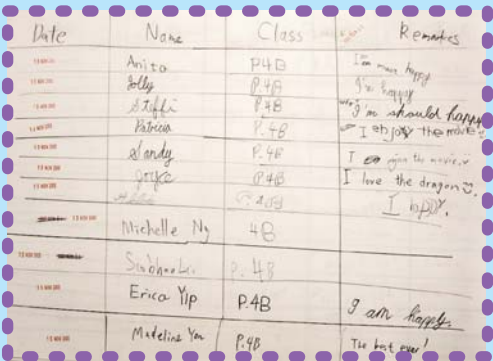


- Learners have to log in when they come into the English Room and log out when they leave. The record provides points of reference about the frequencies of visits and distribution of the learners using the English Room.
- Learners who have participated in the activities are requested to give comments in the remarks column of the Login Book, by either drawing faces or writing verbal comments.

The image displays a handwritten login book with the following entries:

Date	Name	CLASS	Remark
29-9-2003	Eunice Hui	1B	😊
29-9-2003	Angel Kwok	1B	😊
29-9-2003	Swan Yeung	1C	😊
29-9-2003	So Wing Yi	1B	😊
29-9-2003	Huang Ching Fan	1A	😊
29-9-2003	Minnie Wong	1A	😊
1-10-03	Amanda Ng	4C	
2-10-03	Lorrie 211	4C	
2-10-03	Luis Luk	4C	
2-10-03	Carol Lee	4C	

Accompanying the login book is a cartoon illustration of a Native American girl with a colorful feathered headdress and braids. To the right is a colorful poster that reads "English Corner Login Book" in large, stylized letters, with a small drawing of an open book labeled "ENGLISH" and green leaf patterns.

Some activities conducted under the "English Chief Scheme":

Impact on Learning among the English Chiefs	Conducting and Participating in the Eggshell Game	Impact on Learning among Younger Learners
<p>The English Chiefs develop</p> <ul style="list-style-type: none"> → leadership skills through arranging younger learners into groups; and → communication skills through interacting with younger learners, and giving instructions. 	<ul style="list-style-type: none"> • Learners log in at the log book station in the English Room. Learners may choose to read books themselves, take part in language games or listen to stories.  <ul style="list-style-type: none"> • Learners and English Chiefs speak in English once they are in the English Room. 	<p>Younger learners develop</p> <ul style="list-style-type: none"> → their self-management skills in getting into groups and preparing themselves for activities; and → an interest in learning English as they can make choices as to what they might like to participate in.
<p>The English Chiefs develop</p> <ul style="list-style-type: none"> → proficiency and confidence in using English through presenting the target language items, giving explanations and guiding younger learners to play games; and → leadership potential, keenness, problem-solving and collaboration skills through conducting activities for younger learners. 	<ul style="list-style-type: none"> • Each English Chief explains to her group members the learning points (e.g. the use of contractions), gives instructions on the procedures and steps, and plays the "Eggshell Game" with the learners. • Learners are asked to match the two parts which an "eggshell" has been divided into; the task is to pair up a modal verb in full form (e.g. could not) with its contracted form (e.g. couldn't) to form a complete "eggshell". 	<p>Young learners develop interpersonal skills and proficiency in English through participating in group work.</p> 

<p><i>Impact on Learning among the English Chiefs</i></p>	<p>Conducting and Participating in the Eggshell Game</p>	<p><i>Impact on Learning among Younger Learners</i></p>
<p><i>The English Chiefs develop</i></p> <ul style="list-style-type: none"> → <i>critical thinking through assessing and giving feedback on others' work; and</i> → <i>appreciation by showing recognition and praising others for their efforts and achievement.</i> 	<ul style="list-style-type: none"> • After "assembling" the eggshell, the learners make a sentence with the modal verb using the contraction, e.g. We couldn't go on the picnic because it was raining.  <ul style="list-style-type: none"> • The English Chiefs give comments to and praise the learners for successfully matching the two parts of an "eggshell" and creating an appropriate sentence with the contracted form of the modal verb. • When a group finishes the activity early, the English Chief of the group introduces another game for more language practice, e.g. a memory card game in which learners have to match two words or phrases shown on different cards and make a meaningful sentence. 	<p><i>Younger learners develop</i></p> <ul style="list-style-type: none"> → <i>an appreciation of the opportunity to learn from more experienced peers;</i> → <i>greater motivation to learn English as well as their role models;</i> → <i>understanding of the concept of and confidence in the use of contractions in English; and</i> → <i>creativity through making sentences with the contracted forms of modal verbs.</i> 

Impact on Learning among the English Chiefs	Conducting and Participating in the Storytelling	Impact on Learning among Younger Learners
<p>The English Chiefs develop</p> <ul style="list-style-type: none"> → skills in storytelling and creativity as they present the story in a dramatic way; → accuracy in pronunciation and in the use of stress and intonation through training and storytelling sessions; → questioning techniques and skills in using prompts through asking questions; and → proficiency in spoken English through interacting with younger learners. 	<ul style="list-style-type: none"> • A storytelling session is conducted at the same time as the language games take place on the other side of the English Room.  <ul style="list-style-type: none"> • Two English Chiefs work together, with one telling the story and the other asking younger learners questions about the story.  <ul style="list-style-type: none"> • Learners log out and write remarks on the activities in the Login Book when all the activities end. • Learners may write comments or draw faces to indicate their responses to the activity. 	<p>Younger learners develop</p> <ul style="list-style-type: none"> → an interest in listening to stories in English; → world knowledge and exposure to English through being told stories; → skills in listening for specific information, comprehension and critical thinking in answering questions; → an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through being told stories; and → critical thinking skills and practice in the use of verbal and non-verbal skills to express judgement, feelings and creativity, through giving comments on the activity they have taken part in. 

IT for Interactive English Language Learning - Breaking Boundaries: "Our Inventions"* (Primary 4 - 6)

This exemplar shows how information technology can be used to:

- provide learning opportunities for learners from different schools or levels so that they can share and exchange ideas, feelings and information in English in an IT-supported environment;
- provide meaningful contexts and purposes for learners to use English interactively, i.e. working collaboratively to design an object and present its use to other people through video conferencing; and
- motivate learners to learn using IT tools as language learning resources.

Learning and Teaching Process

Planning Stage

1. Primary teachers discuss with their partner secondary school teachers to arrange a video-conferencing session using the topic "Environmental Protection".
2. Primary teachers provide input, guidance and support for learners by:
 - designing a series of language learning activities to enable learners to practise the grammar items and structures and vocabulary required for the task; and
 - introducing different web sites to learners so that they can search for relevant information for tips on environmental protection from the web sites.
3. Primary learners work in groups to gather relevant information on the Internet, and invent, design as well as produce an object to solve a type of pollution.



Magic Bin



Water Purifier



Helpful Magic Car




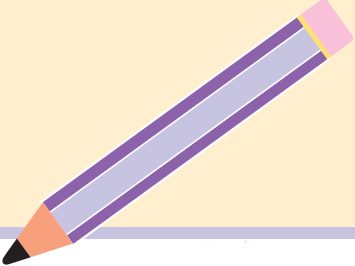
Smelly Octopus

4. Secondary teachers introduce the background of the activities to the learners and brief them on how to fill in the peer evaluation sheet.



* Some of the activities were tried out in Buddhist Wong Cho Sum School with support from Buddhist Leung Chik Wai College. We thank the schools for sharing their experience.

Learning and Teaching Stage

In preparation for the presentation, the primary learners:	Impact on Learning																																																																	
<ul style="list-style-type: none"> study a framework introducing the use of headings and subheadings, and providing the different sections of a presentation work in groups to re-arrange headings of the individual sections in the correct order, and matching subheadings of the different sections with the headings  <ul style="list-style-type: none"> work in groups to fill in the different sections of the framework with appropriate information for the presentation of the invention design the structure of their presentation and divide the work appropriately among the group members write notes on palm cards to prompt themselves in the presentation practise and rehearse their parts before the presentation in groups review a peer evaluation sheet given by the teacher and receive briefing on how to give feedback to the groups for their presentation 	<p><i>Primary learners</i></p> <ul style="list-style-type: none"> → develop their interest in communicating using IT tools; → foster positive attitudes towards using English for meaningful and purposeful communication; → develop their creativity, collaboration, problem-solving and management skills as they plan, prepare and organize their presentation; → improve their oral skills through using English to express their ideas, preferences and feelings; and → collaborate with peers in the group to decide on appropriate feedback to give to the presentations.  <table border="1" data-bbox="703 1599 1406 1998"> <thead> <tr> <th>Design of the Invention (Max: 40 marks)</th> <th>Outstanding 40-31</th> <th>Good 30-21</th> <th>Satisfactory 20-11</th> <th>Poor 10-0</th> </tr> </thead> <tbody> <tr> <td>• Is the design interesting?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Is the design practical?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Presentation: Content (Max: 20 marks)</th> <th>Outstanding 20-16</th> <th>Good 15-11</th> <th>Satisfactory 10-6</th> <th>Poor 5-0</th> </tr> <tr> <td>• Is the information relevant?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Is there enough information?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Language: Presentation (Max: 20 marks)</th> <th>Outstanding 20-16</th> <th>Good 15-11</th> <th>Satisfactory 10-6</th> <th>Poor 5-0</th> </tr> <tr> <td>• Is the English used easy to understand?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Is the use of words suitable?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Can the group present clearly?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Are the ideas presented in a good order?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5">Others (Max: 20 marks) Please explain why.</td> </tr> <tr> <td colspan="5">e.g. Can the group answer your questions? Does the group prepare the presentation well? Can the group present their ideas clearly and loudly?</td> </tr> </tbody> </table>	Design of the Invention (Max: 40 marks)	Outstanding 40-31	Good 30-21	Satisfactory 20-11	Poor 10-0	• Is the design interesting?					• Is the design practical?					Presentation: Content (Max: 20 marks)	Outstanding 20-16	Good 15-11	Satisfactory 10-6	Poor 5-0	• Is the information relevant?					• Is there enough information?					Language: Presentation (Max: 20 marks)	Outstanding 20-16	Good 15-11	Satisfactory 10-6	Poor 5-0	• Is the English used easy to understand?					• Is the use of words suitable?					• Can the group present clearly?					• Are the ideas presented in a good order?					Others (Max: 20 marks) Please explain why.					e.g. Can the group answer your questions? Does the group prepare the presentation well? Can the group present their ideas clearly and loudly?				
Design of the Invention (Max: 40 marks)	Outstanding 40-31	Good 30-21	Satisfactory 20-11	Poor 10-0																																																														
• Is the design interesting?																																																																		
• Is the design practical?																																																																		
Presentation: Content (Max: 20 marks)	Outstanding 20-16	Good 15-11	Satisfactory 10-6	Poor 5-0																																																														
• Is the information relevant?																																																																		
• Is there enough information?																																																																		
Language: Presentation (Max: 20 marks)	Outstanding 20-16	Good 15-11	Satisfactory 10-6	Poor 5-0																																																														
• Is the English used easy to understand?																																																																		
• Is the use of words suitable?																																																																		
• Can the group present clearly?																																																																		
• Are the ideas presented in a good order?																																																																		
Others (Max: 20 marks) Please explain why.																																																																		
e.g. Can the group answer your questions? Does the group prepare the presentation well? Can the group present their ideas clearly and loudly?																																																																		

During the presentation

Impact on Learning

During the presentation

In the primary school:

- a learner representative greets the S2 learners and announces the beginning of the presentation
- learners take turns to present their invention in front of the web cam in groups. While a group is doing the presentation, the other



groups give marks and comments on the peer evaluation sheet on the performance and invention of each group

- learners respond to the feedback from the S2 learners and answer their questions



Learners

- *put their communication skills to use and develop an interest in communicating with others in English using IT when conferencing with learners from another school in real time;*
- *exhibit their creativity and improve their speaking skills through describing and explaining their invention to other people;*
- *develop appreciation, reasoning ability, open-mindedness and critical-thinking through evaluating, commenting on and praising others' presentation and work; and*
- *build up their confidence in speaking in public through presenting their ideas, and explaining and justifying their opinions in an interactive way.*

In the secondary school:

- the S2 learners greet the primary learners and listen to the learner representative from the primary school introducing the project
- learners work in groups to give marks and comments on the peer evaluation sheet on the performance and invention of each group
- two learners from each group sit in front of the web cam to give oral feedback to a group of presenters and ask questions about their inventions



After the presentation

In the primary school:

- one of the teachers adds up the marks for each group. While the total marks are being calculated, a learner representative from each group comments on the activity and reflects on their feelings in the group and on the difficulties they faced in working on the project

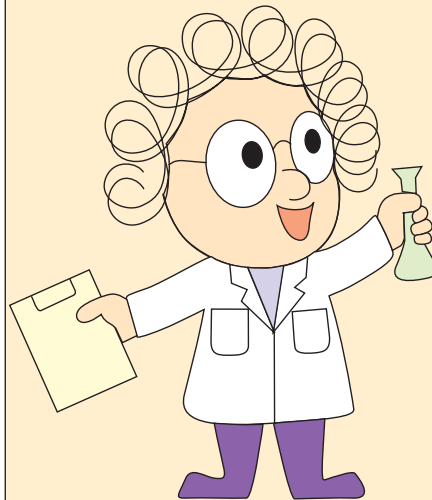


- after the marks from both the primary and secondary schools are added up, the teacher announces which group is the winning team. The team is given a prize for their performance
- a learner representative rounds up the session and gives a vote of thanks to the teachers and secondary partners

Impact on Learning

Learners

→ *develop capability to describe their own feelings, to make evaluative comments and to reflect on their own experiences and learning;*

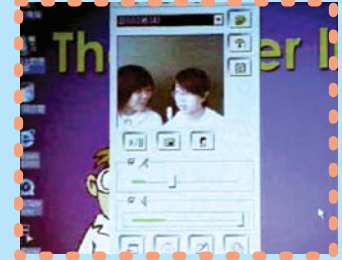


→ *develop an appreciative attitude and reflect on their own learning; and*

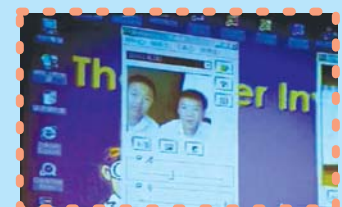
→ *improve their use of social English for greeting and expressing gratitude for their support, collaboration and comments of their peers.*

After the presentation

In the secondary school:



- learners add up the marks for each group and show them to the primary school on the screen
- learners listen to the reflections and feelings of the primary learners on the project
- two learner representatives round up the session and give some comments on the presentations as well as their feelings about the collaborative activity



Shared Writing as a Scaffolding Tool to Cater for Learner Diversity: "Thank-you Letter"* (Primary 4 - 6)

In this exemplar, shared writing is highlighted as an effective scaffolding tool to enhance learners' skills and interests in writing and to cater for learner diversity. In the task, learners write a thank-you letter based on the context of the story read. It is conducted as a post-reading activity following a series of shared reading lessons. Learners also participate in self assessment and gain feedback on their own writing. Assessment is an integral part of the learning-teaching-assessment cycle.

This exemplar illustrates how teachers:

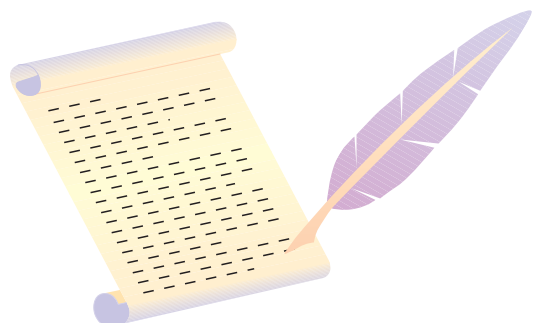
- help learners make connections with the story read in the shared reading lessons and interact with the story through letter writing;
- plan and develop a writing task with the provision of different levels of guidance to make room for creativity from learners and to cater for learner diversity;
- develop learners' writing skills and confidence in drafting, revising and editing, using a shared writing approach;
- motivate learners' interest and creativity in writing and develop their positive attitudes in taking risk in learning;
- select and agree with learners on a list of task-specific criteria on an assessment form to assist them in developing the skills of self-directed learning through reflecting on their own learning; and
- develop learners' capabilities and positive attitudes in self assessment to make progress in future learning.

Learning and Teaching Process

Planning Stage

Teachers work collaboratively to:

1. design a writing task based on the context of a story read in shared reading lessons;
2. design teaching procedures to engage learners in composing a thank-you letter using the shared writing approach;
3. design a task sheet to provide guidance ranging from a series of guided to open-ended questions on the content and paragraphing to cater for learner diversity and allow room for critical thinking and creativity; and
4. select a few task-specific assessment criteria on areas of content and accuracy for a self assessment form for learners.

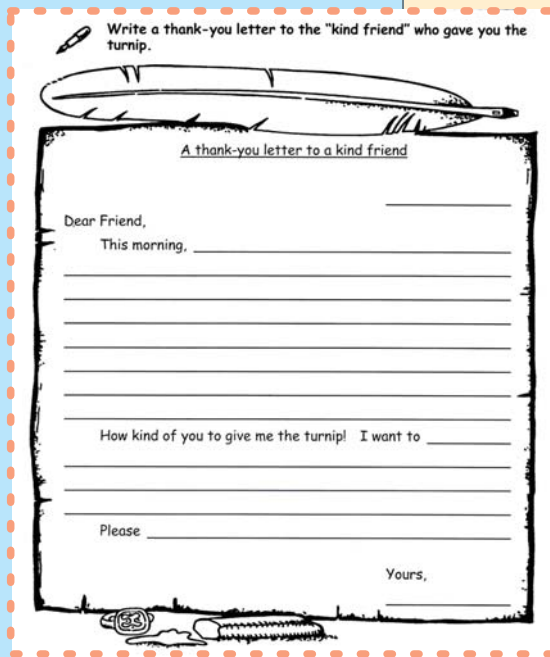


* Some of the activities were tried out in St. Francis of Assisi's Caritas School. We thank the school for sharing their experience.

Learning and Teaching Stage

Before the shared writing stage, learners:	Impact on Learning
<div data-bbox="185 409 1091 770" data-label="Image"> </div> <ul data-bbox="169 786 794 1014" style="list-style-type: none"> • are placed in a language-rich environment with displays of the learning resources accumulated in the previous sessions • revise the story content, making reference to the story map and three-dimensional storybooks displayed in the classroom <div data-bbox="217 1048 831 1473" data-label="Diagram"> </div> <div data-bbox="831 913 1417 1357" data-label="Image"> </div>	<p data-bbox="1098 365 1217 398"><i>Learners</i></p> <ul data-bbox="1098 405 1447 898" style="list-style-type: none"> → <i>activate their prior knowledge about the story. The familiar context becomes a source of motivation for learners to interact with the story and give expression to their imaginative experiences through writing; and</i> → <i>gain support on the content and language of the writing as the story is familiar to them.</i>
<p data-bbox="169 1518 707 1552">In the shared writing stage, learners:</p> <ul data-bbox="169 1576 847 1765" style="list-style-type: none"> • understand the context and take the role of one of the characters in their writing • identify the text structure of a letter including the date, salutation, beginning, body, ending and signature <div data-bbox="528 1771 815 2056" data-label="Image"> </div>	<p data-bbox="1031 1518 1318 1552">Impact on Learning</p> <p data-bbox="871 1576 991 1610"><i>Learners</i></p> <ul data-bbox="871 1617 1453 1989" style="list-style-type: none"> → <i>are given opportunities to relate their experiences to the story read and express their experiences in writing with creative ideas; and</i> → <i>become familiar with the text structure of a letter with its specific language and stylistic features, and are given opportunities to apply what they have learnt in a purposeful and meaningful context.</i>

- compose their class thank-you letter through shared writing, following the teacher's demonstration on a broadsheet
- brainstorm and discuss ideas to be included with the help of a list of guiding questions which gradually provide more room for creativity



Learners

- experience security in learning and less pressure in writing when the teacher takes the class through different stages of writing during shared writing;
- develop confidence and skills in free expression, imagination and creativity through writing; and
- inform the teacher on the effectiveness of learning and teaching through their performance and allow the teacher to give appropriate and timely feedback on the spot.

- experience how to put the ideas into words, sentences, paragraphs and then a letter collaboratively
- write the first draft of their own thank-you letter based on what has been demonstrated by the teacher and add their own ideas
- are given timely and appropriate guidance to improve their writing by the teacher based on observation of their performance while they are on task



After the shared writing stage, learners:

- review the content of the first draft of the class thank-you letter
- re-read and revise the ideas in the letter to enrich the content
- learn how to make changes to the words, phrases and sentence structures
- edit the class letter with focuses on the correct use of tenses, spelling and connectives

Impact on Learning

Learners

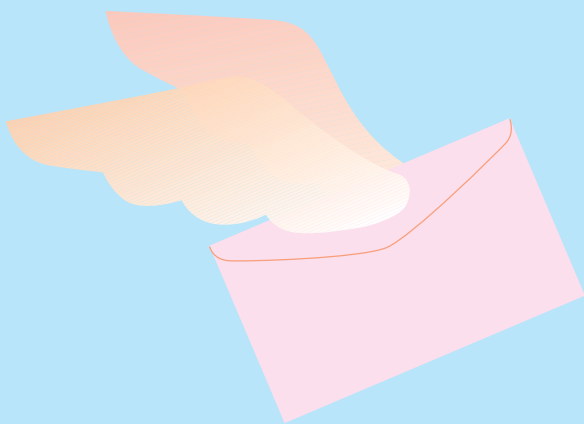
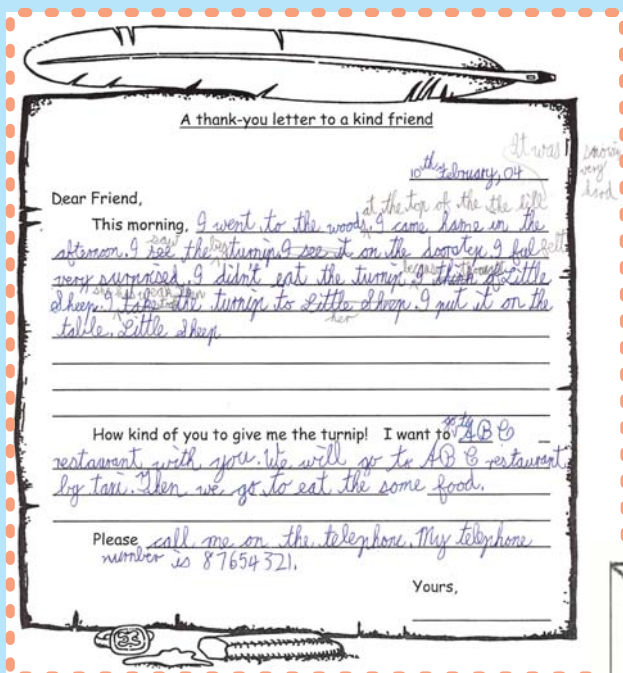
- develop their critical thinking skills through reflecting on the content, organization and accuracy of their writing; and
- practise the skills of reviewing and editing to further develop writing skills.



- are introduced to the self assessment form
- discuss and agree on the task-specific criteria on the self assessment form
- learn how to use the self assessment form through observing the teacher's demonstration
- review and edit their own letter until the final draft is produced
- assess their writing using the assessment form
- submit the first draft, the final draft and the assessment form
- are provided with quality and constructive feedback on their writing with reference to the agreed task-specific criteria on the assessment form

Learners

- are provided with clear goals of assessment, learn what and how to reflect on their writing for improvement; and
- are motivated by the personal and constructive feedback from the teacher to make improvement in their future learning and include creative idea.



Self Assessment

Put a tick "✓" in the right box "☐".

	☺☺	☺	☹
1. Reviewing (Ideas) ■ I have answered all the questions. ■ I use my own ideas.	☐ ☐	☑ ☐	☐ ☑
2. Editing (e.g. format of a letter, use of the past tense and connectives) ■ I use the correct format of a letter. ■ I use the past tense in the first paragraph. ■ I use "then" and "because" to link some sentences.	☐ ☐ ☑	☑ ☑ ☐	☐ ☐ ☐

"ABC restaurant" is your own idea. Good! But try to use more of your own ideas!

Appendices

Appendices

1	Suggested Modules and Units for Key Stages 1 and 2	A5
2	Sample Tasks for Key Stage 1	A6
3	Sample Tasks for Key Stage 2	A11
4	English for Classroom Interaction	A23
5	The Development of Reading Skills	A27
6	Template for Project Learning	A36
7	Template for Developing and Conducting an Intervention Programme to Support Less Able Learners in English Language Learning	A38
8	Teaching Plans for an Intervention Programme (Primary 3)	A40
9	A Framework of School Assessment Practices	A48
10	Feedback Sheet – Speaking: Oral Presentation (Generic)	A49
11	Feedback Sheet – Speaking: Oral Presentation (Generic) (Peer Assessment Form)	A50
12	Feedback Sheet – Speaking: Group Discussion (Generic)	A51
13	Feedback Sheet – Speaking: Group Discussion (Generic) (Self Assessment Form)	A52
14	Feedback Sheet – Writing: Reviewing and Editing (Generic) (Peer and Self Assessment Form)	A53
15	Feedback Sheet – Group Project (Generic) (Self Assessment Form)	A54
16	Feedback Sheet – Group Project (Generic) (Teacher Assessment Form)	A56
17	Feedback Sheet – Collaborative Work (Peer Assessment Form)	A58
18	Sample Assessment Task (KS1)	A59
19	Education & Manpower Bureau’s Publications in Support of the Implementation of the English Language Education Curriculum in Primary Schools	A73
20	Community Resources to Support Life-wide Learning	A76

Suggested Modules and Units for Key Stages 1 and 2

Key Stage 1

Caring and Sharing

- Keeping pets
- I am a good citizen
- People who help us
- We can
- Good days and bad days

Fun and Games

- Bright ideas
- Show time
- Play safe
- Sports and games we play

Me, My Family and Friends

- This is me!
- My favourite things
- Me and my family
- This is my home
- Me and my friends

Places and Activities

- School days
- Let's go shopping
- Ready to read
- Holiday time
- Out for fun

The World Around Us

- Sunrise, sunset
- Wonderful seasons and weather
- Amazing animals and plants
- What is in the park?
- Same and different

Using My Five Senses

- Sounds and noises
- Taste it, touch it
- Colours around us
- Shapes and numbers

Key Stage 2

Changes

- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world

Food and Drink

- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

Happy Days

- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

Relationships

- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

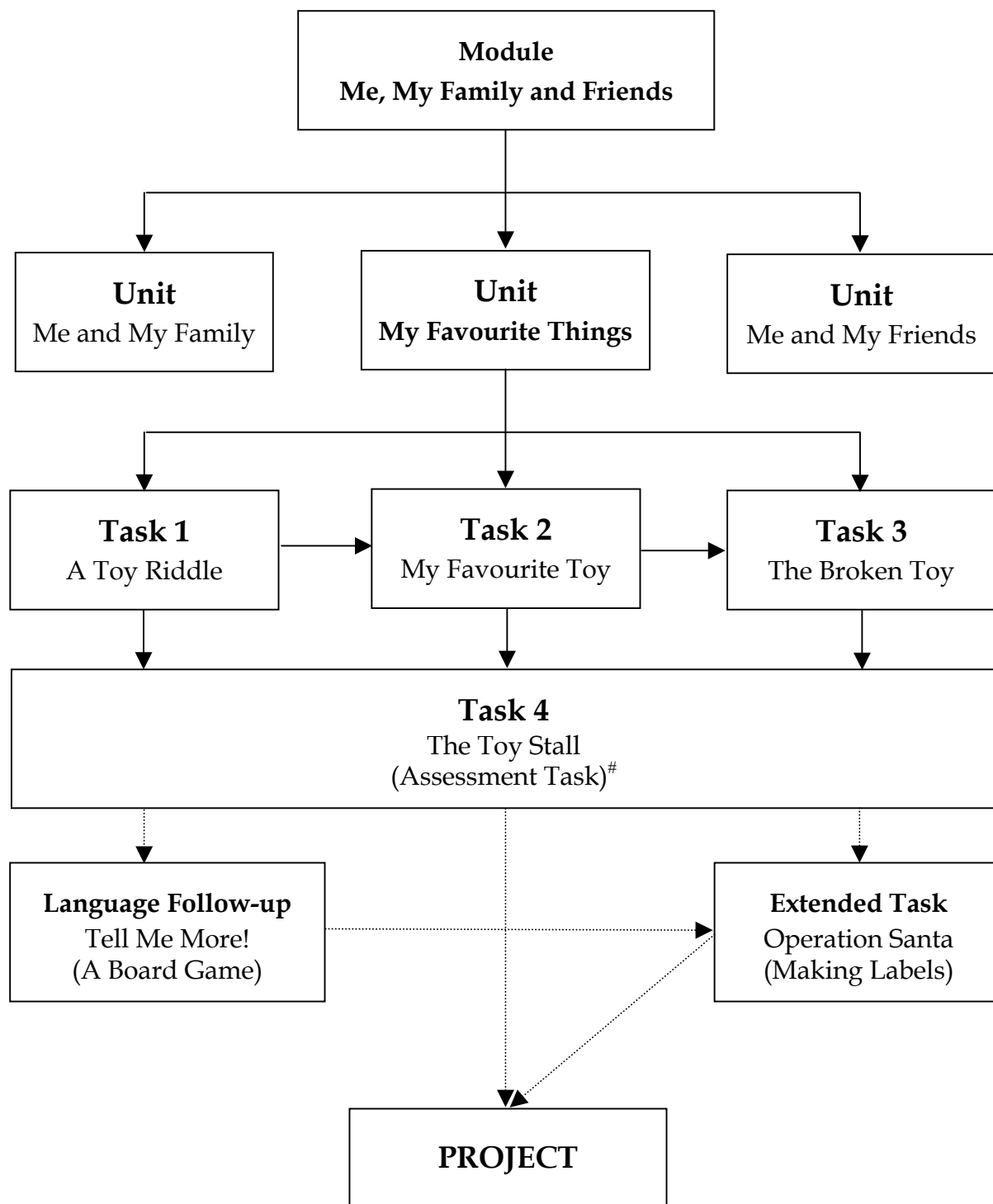
The Magic of Nature

- Wonders of nature
- Out in space
- The lost world
- Fascinating oceans
- Taking care of our earth

We Love Hong Kong

- Jobs people do
- Knowing more about my community
- Travelling around
- Special people, special things

Sample Tasks* for Key Stage 1



* Adapted from materials co-developed by the English Language Education Section, Curriculum Development Institute, Education and Manpower Bureau, and Teachers of English Language Education Centre (TELEC), the University of Hong Kong.

Task 4 can be used as a learning task or alternatively used as an assessment task. It is not necessary to conduct an assessment task in every learning unit.

Sample Task 1: A Toy Riddle

Module: Me, My Family and Friends

Unit: My Favourite Things

Learning Targets

To develop an ever-improving capability to use English:

- to obtain and provide objects and information in simple classroom situations and through games (ISe, Key Stage1)
- to recognize and solve simple problems in given situations (KSd, Key Stage1)
- to clarify one's own written expression with support from the teacher (KSe, Key Stage1)
- to recognize some obvious features of the English Language in simple spoken and written texts; and apply this awareness to one's initial learning and use of the language (KSf, Key Stage1)
- to give expression to one's experience through describing an object (ESd, Key Stage1)

Task Description

Learners read the story "The Old Toys". They learn vocabulary items on names of toys and for describing parts of toys. Then they write a riddle about one of the toys in the story. The riddles written by learners can be put into a riddle book for the self-access corner in the classroom or they can be put on cards for class/inter-class activities.

Learning Objectives

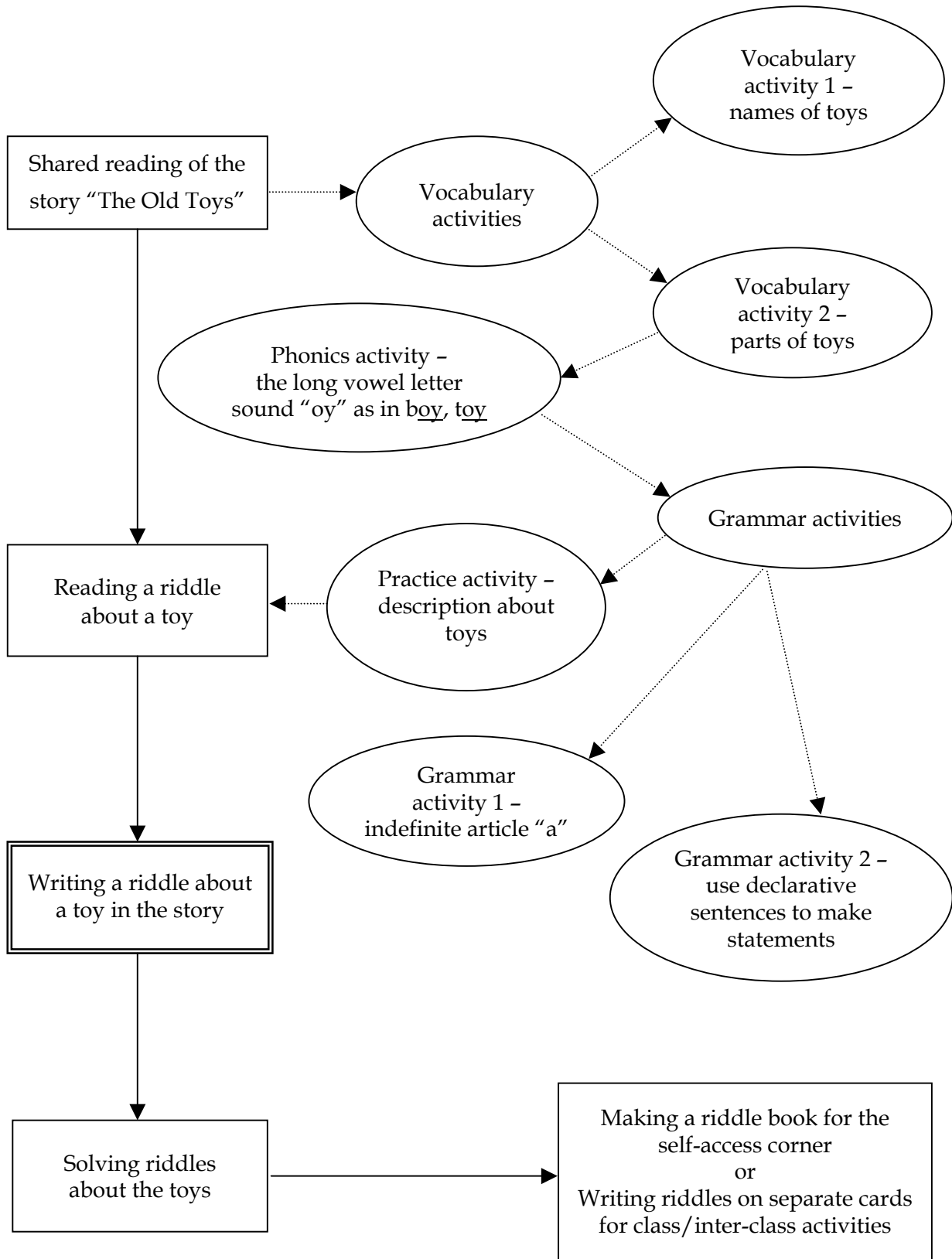
Fundamental intertwining ways of learning and using knowledge: communicating, problem-solving

Generic skills: communication skills, problem-solving skills, collaboration skills

Positive values and attitudes: independent, confident, with a desire to learn, cooperative

Text Types	Vocabulary	Grammar Items & Structures, Communicative Functions	Language Skills	Attitudes Specific to English Language Learning
- Stories - Riddles	- Toys <ul style="list-style-type: none"> • toy rabbit • toy plane • toy car • doll • teddy bear - Parts of toys <ul style="list-style-type: none"> • legs • arms • eyes • wheels • batteries - Sizes <ul style="list-style-type: none"> • long • short • big 	- Use nouns or noun phrases to identify toys and different parts of toys, e.g. It's my <u>toy rabbit</u> . It has four <u>legs</u> . - Use the interrogative pronoun "what" to find out specific information, e.g. <u>What</u> is it? - Use adjectives to show quantities, e.g. It has <u>four</u> wheels. - Use adjectives to describe sizes, e.g. It has <u>short</u> hair. - Use the simple present tense to talk about present states, e.g. It <u>is</u> a doll. - Use the indefinite article "a" to make general statements, e.g. It is <u>a</u> toy plane. - Use the personal pronoun "it" as subject to identify toys, e.g. <u>It</u> does not have a tail. - Use question marks at the end of questions, e.g. What is <u>it</u> ? - Use the structural pattern "Subject + Verb + Object" to describe toys, e.g. It has two wings. - Use declarative sentences to make statements, e.g. It is a robot.	Listening <ul style="list-style-type: none"> - Identify basic vowel sounds - Identify the main ideas in simple spoken texts with teacher support - Locate specific information in response to simple instructions or questions Speaking <ul style="list-style-type: none"> - Imitate appropriate stress, rhythm and intonation - Pronounce correctly words in connected speech by linking words together and using appropriate stress Reading <ul style="list-style-type: none"> - Use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts - Guess the meaning of unfamiliar words by using contextual and pictorial clues Writing <ul style="list-style-type: none"> - Use basic sentence punctuation - Use neat and legible handwriting - Reproduce sentences based on teacher's model and use words from print in the environment 	- Develop confidence in using English - Develop keenness to participate in activities leading to improvement of knowledge and skills

Procedures for Sample Task 1



Sample Task 2: My Favourite Toy

Module: Me, My Family and Friends

Unit: My Favourite Things

Learning Targets

To develop an ever-improving capability to use English:

- to establish and maintain relationships and routines in carrying out classroom activities (ISa, Key Stage1)
- to converse about feelings, interests and experiences (ISb, Key Stage1)
- to obtain and provide objects and information in simple classroom situations and through games (ISe, Key Stage1)
- to provide and present simple information on familiar topics (KSA, Key Stage1)
- to recognize and solve simple problems in given situations (KSd, Key Stage1)
- to clarify one's own written expression with support from the teacher (KSe, Key Stage1)
- to recognize some obvious features of the English Language in simple spoken and written texts; and apply this awareness to one's initial learning and use of language (KSf, Key Stage1)
- to give expression to one's experience through describing an object (ESd, Key Stage1)

Task Description

Each learner brings a toy to school or chooses one from those provided by the teacher. They play a guessing game to revise the names of toys and the ways to describe them. Then they write descriptions about their toys to prepare for the show-and-tell activity. When it is necessary or desirable, they look up children's reference books, e.g. picture dictionaries or word books, to find appropriate words to describe their toys. The learners within each group take turns to describe their toys. Then each group selects a representative to describe his or her toy to the rest of the class. The toys and their descriptions can be displayed in the classroom for sharing.

Learning Objectives

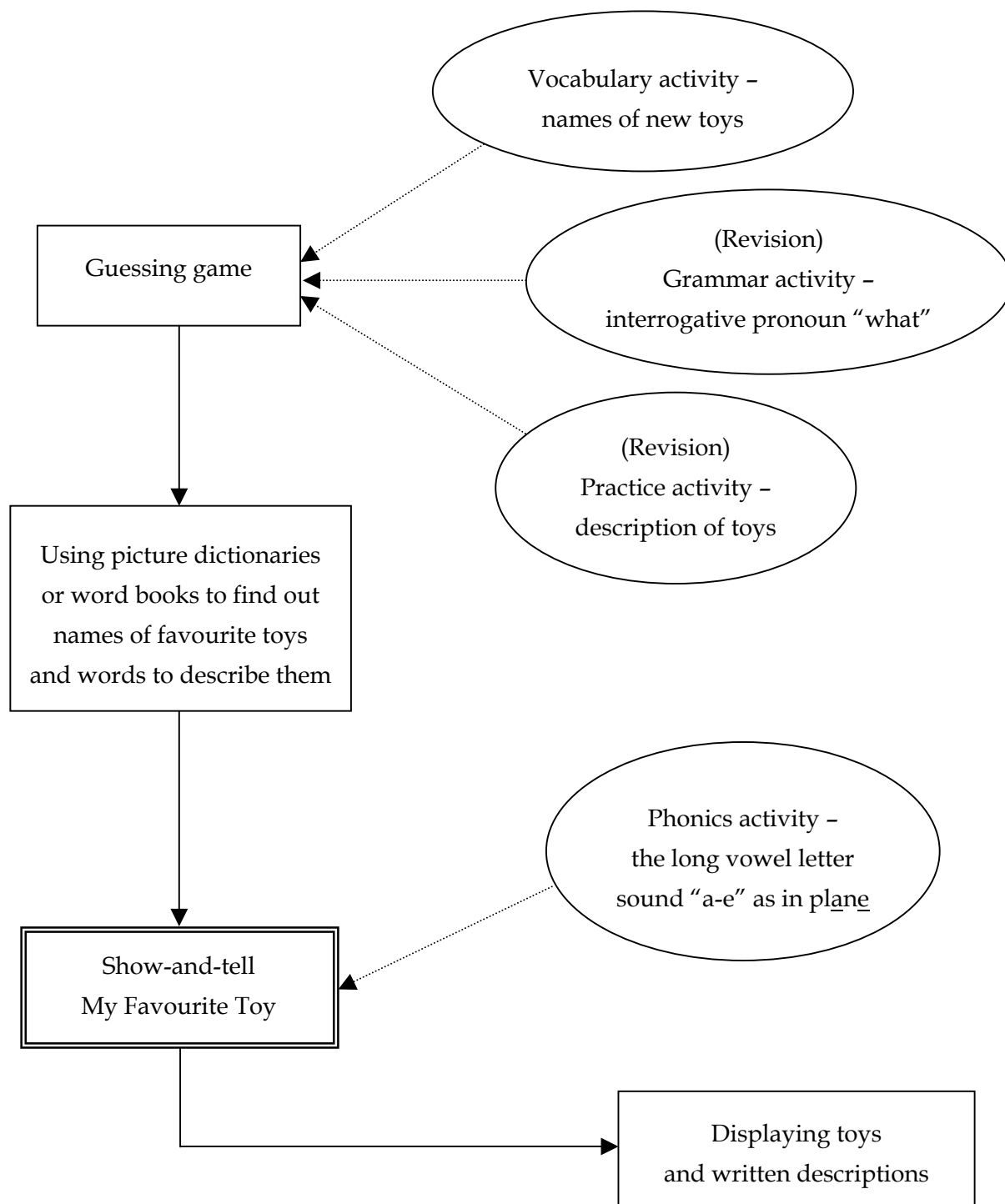
Fundamental intertwining ways of learning and using knowledge: inquiring, communicating, reasoning, conceptualizing

Generic skills: communication skills, creativity

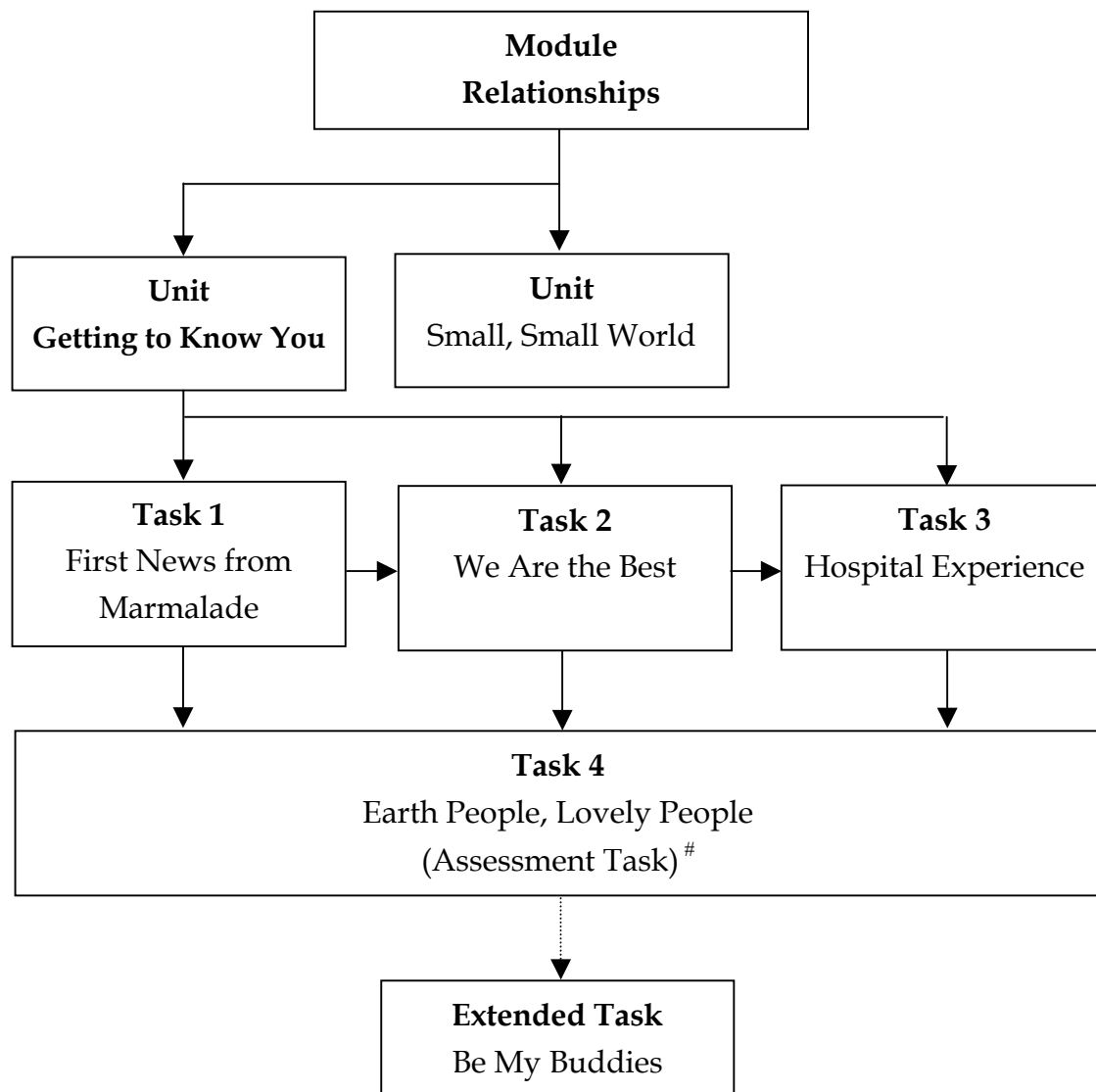
Positive values and attitudes: independence, confident, with a desire to learn

Text Types	Vocabulary	Grammar Items & Structures, Communicative Functions	Language Skills	Attitudes Specific to English Language Learning
- Expositions - Picture dictionaries	- Toys <ul style="list-style-type: none"> • toy rabbit • toy plane • toy car • doll • teddy bear - Parts of toys <ul style="list-style-type: none"> • legs • arms • eyes • wheels • batteries - Sizes <ul style="list-style-type: none"> • big • small • long 	- Use nouns or noun phrases to identify toys and parts of toys, e.g. The <u>toy rabbit</u> has two long <u>ears</u> . - Use the interrogative pronoun "what" to find out specific information, e.g. <u>What</u> is it? - Use adjectives to describe quantities, e.g. It has <u>four</u> wheels. - Use adjectives to describe sizes, e.g. It has a <u>long</u> tail. - Use the simple present tense to talk about present states, e.g. It <u>has</u> two big eyes. - Use the personal pronoun "it" as subject to identify toys, e.g. <u>It</u> is an animal. - Use the indefinite article "a" to make general statements, e.g. This is <u>a</u> toy phone. - Use the demonstratives "this, these" to refer to toys and parts of toys, e.g. <u>This</u> is my favourite toy. <u>These</u> are the wheels. - Use the simple present tense to express interests, feelings and opinions, e.g. I <u>like</u> my toy car. - Use the structural pattern "Subject + Verb + Object" to describe the toys, e.g. The toy plane has batteries. - Use declarative sentences to make statements, e.g. This toy has two wings.	Listening <ul style="list-style-type: none"> - Identify basic vowel sounds - Identify the main ideas in simple spoken texts with teacher support Speaking <ul style="list-style-type: none"> - Pronounce correctly words in connected speech by linking words together and using appropriate stress - Maintain an interaction by providing information in response to factual or yes/no questions Reading <ul style="list-style-type: none"> - Locate specific information in a short text in response to questions Writing <ul style="list-style-type: none"> - Use basic sentence punctuation - Use neat and legible handwriting - Put words in a logical order to make meaningful phrases or sentences - Reproduce sentences based on teacher's model and use words from print in the environment - Provide personal ideas and information based on a model or framework provided - Draft, revise and edit short written texts with teacher support 	- Develop confidence in using English - Develop sensitivity towards language use in the process of communication - Develop keenness to participate in activities leading to improvement of knowledge and skills

Procedures for Sample Task 2



Sample Tasks for Key Stage 2



Sample materials included in this exemplar serve to illustrate:

- (a) learning and teaching of grammar in context and through tasks;*
 - (b) using grammar focus exercises in Task-based Learning and introducing grammar terms in an explicit way at appropriate stages of learning when necessary; and*
 - (c) explicit teaching of text types*
- to facilitate effective English Language learning and teaching in Task 1.*

For actual classroom use, there should be other appropriate activities supported with task sheets to help learners achieve the learning objectives.

Task 4 can be used as a learning task or alternatively used as an assessment task. It is not necessary to conduct an assessment task in every learning unit.

Sample Tasks

Module: Relationships

Unit: Getting to Know You

The following cluster of tasks is developed with a story about Marmalade, an imaginary creature from Mars. Marmalade has some unforgettable experiences during his stay in Hong Kong as a primary school pupil. Learners imagine that they are Marmalade's classmates and complete some tasks related to the story.

Task 1: First News from Marmalade

The class reads an e-mail from Marmalade, an imaginary new classmate from Mars. From the e-mail, the class gets to know more about Marmalade: his family, his favourite leisure activities, the courses he has taken and his travelling experience. Marmalade has asked the class some questions before his visit to Hong Kong. He wants to find out more about his future classmates. He also wants to know who will show him around. Through shared writing, the class drafts a reply to answer Marmalade's questions and introduce themselves.

Task 2: We Are the Best

The class is electing a group of pupils to be Marmalade's buddies during his stay in Hong Kong. The successful group will show Marmalade some places of their choice. Each group of learners studies the e-mail from Marmalade again, discusses and writes down why they are the best buddies for Marmalade. They talk to each other about their hobbies and experience that may be of interest to Marmalade. After some practice, each group gives an oral presentation in class. The class votes for the most suitable group of classmates to be Marmalade's buddies.

Task 3: Hospital Experience

Marmalade is shown around Hong Kong and he writes a journal about each visit. Unfortunately Marmalade falls sick. He is suspected of catching SARS. He is sent to hospital and his buddies cannot visit him.

The class wants to find out if they have also caught SARS, so they work in groups and study some pamphlets on SARS. They first role-play an interview between Marmalade and the doctor. The "doctor" asks Marmalade about his health condition, where he has been to and what he has done in the past few days. The learner playing the role of "Marmalade" reads the journals and answers the "doctor's" questions. Then they do the role-play again, using the same set of questions but their answers during this interview are based on their real experience. Learners exchange roles to seek and give personal information.

Task 4: Earth People, Lovely People

Luckily Marmalade has not caught SARS. He gets well after staying in hospital for two weeks. He has had some interesting experiences in the hospital, because the nurses and doctors all treat him very well. Based on the journals about the visits to different places and Marmalade's experience in the hospital, the class helps Marmalade write an e-mail to tell his family about his unforgettable experiences in Hong Kong.

Task 5: Be My Buddies

Learners are going to participate in the school's "Buddies' Scheme". Big "brothers" and "sisters" from P5 and P6 are chosen to take care of some younger pupils and guide them in school. When learners apply for the Scheme, they have to submit a short description about themselves to the selection panel. They need to convince the selection panel why they are suitable to be the big "brothers" or "sisters" of the younger pupils. The description should include their likes and dislikes, hobbies, the activities they have participated in/outside school, and the experience they have had in taking care of others. They may also include other relevant information about themselves. If the school adopting this task actually implements the "Buddies' Scheme", this will become a real-world task.

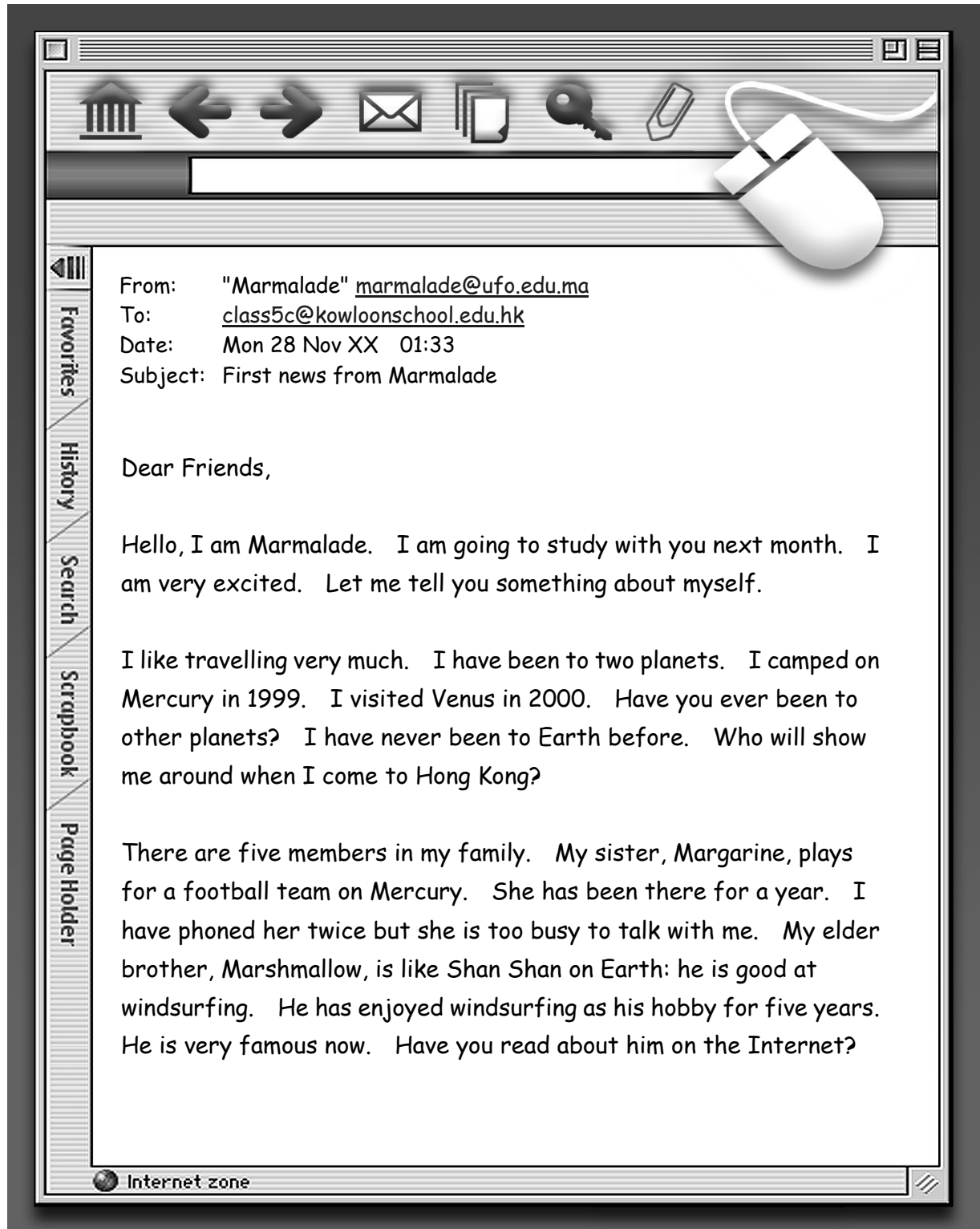
Teacher's Notes

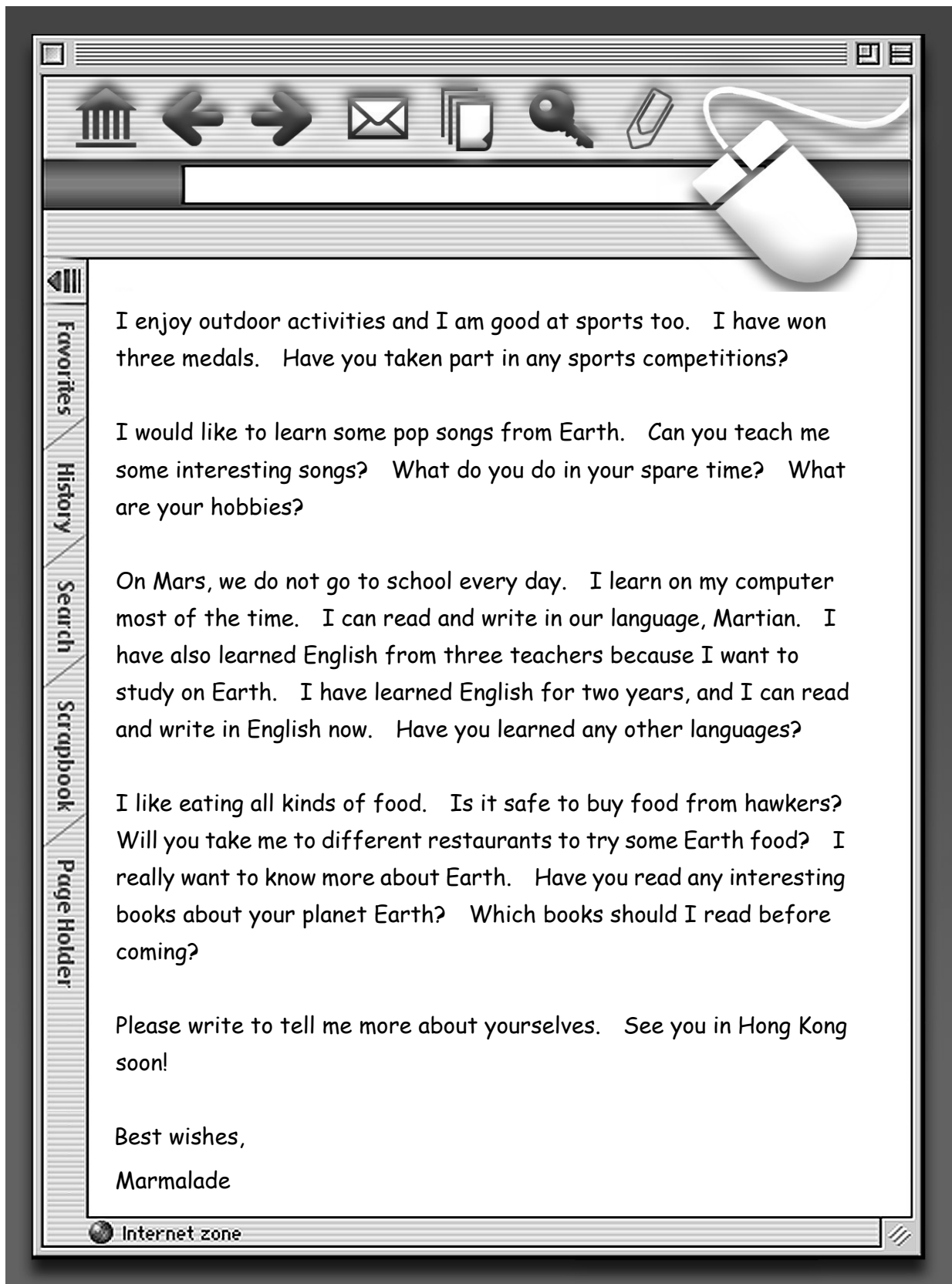
With teacher support, learners brainstorm ideas in groups. They are advised to refer to Marmalade's first e-mail to Class 5C and their work produced for Task 2 "We Are the Best". Individual learners then draft, revise and edit their own writing, making use of available resources such as dictionaries and word books. When the work is done, learners are invited to present it to the selection panel.

Text Type - E-mail

Reading

Marmalade is a creature from Mars. He is going to study in your class for a month. Below is an e-mail from Marmalade. Read it and write a reply to him.



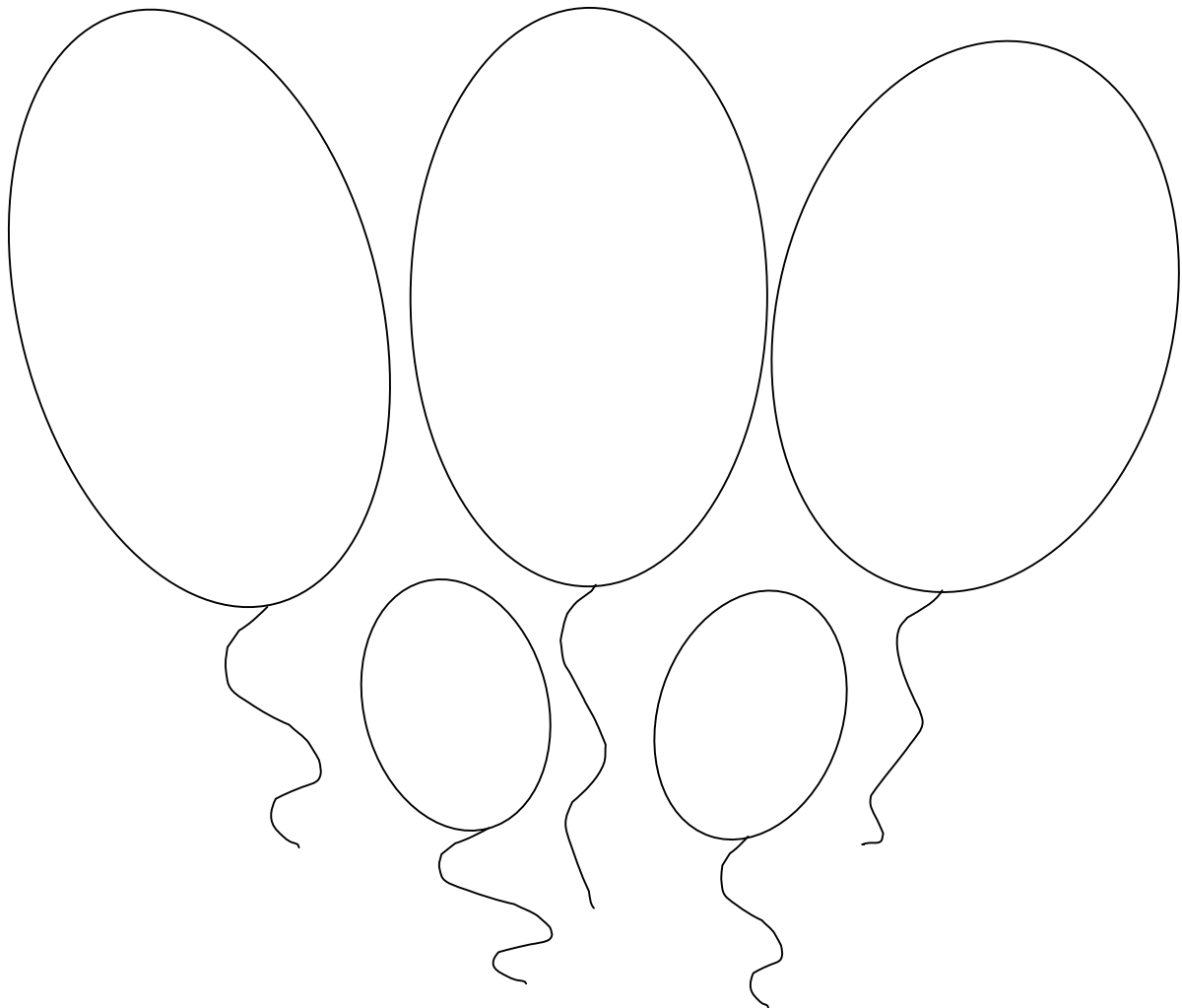


An E-mail to Marmalade

Read Marmalade's e-mail again.

Marmalade asks you some questions. What are they?

1. Write the questions on cards.
e.g. Have you ever been to other planets?
What do you do in your spare time?
2. Discuss with your classmates and group the related questions together.
3. Stick the cards on the balloons.



An E-mail to Marmalade

Read Marmalade's e-mail and write a reply to him.

- List:
- what you will tell Marmalade
 - words and phrases you will use

What you will tell Marmalade	Words and phrases you will use
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Grammar

We form the present perfect tense like this:

has/have + the past participle

The past participle often ends in "ed",

e.g.

Verb	Past	Past Participle
learn	learned	learned
camp	camped	camped
play	played	played
jump	jumped	jumped
cook	cooked	cooked

but many verbs are irregular.

e.g.

Verb	Past	Past Participle
eat	ate	eaten
write	wrote	written
swim	swam	swum
go	went	gone
come	came	come

Read Marmalade's e-mail again. Find the past participles and complete the following table.

Verb	Past	Past Participle
camp	camped	camped

When you have learned more past participles, complete the following table.

Verb	Past	Past Participle

His or her e-mail address

Your own e-mail address

From: "Marmalade" marmalade@uflg.edu.ma
 To: class5c@kowloonschool.edu.hk
 Date: Mon 28 Nov XX 01:33
 Subject: First news from Marmalade

Dear Friends,

Hello, I am Marmalade. I am going to study with you next month. Let me tell you something about myself.

I like travelling very much. I have been to two planets. I camped on Mercury in 1999. I visited Venus in 2000. Have you ever been to other planets? I have never been to Earth before. Who will show me around when I come to Hong Kong?

There are five members in my family. My sister, Margarine, plays for a football team on Mercury. She has been there for a year. I have phoned her twice but she is too busy to talk with me. My elder brother, Marshmallow, is like Shan Shan on Earth: he is good at windsurfing. He has enjoyed windsurfing as his hobby for five years. He is very famous now. He has won three medals. I enjoy outdoor activities. I have won three medals. Have you taken part in any sports?

I would like to learn some pop songs from Earth. Can you teach me some interesting songs? What do you do in your spare time? What are your hobbies?

On Mars, we do not go to school every day. I learn on my computer most of the time. I can read and write in our language, Martian. I have also learned English from three teachers because I want to study from Earth. I have learned English for two years, and I can read and write in English now. Have you learned any other languages?

I like eating all kinds of food. Is it safe to buy food from hawkers? Will you take me to different restaurants to try some Earth food? I really want to know more about Earth. Have you read any interesting books about your planet Earth? Which books should I read before coming?

Please write to tell me more about yourselves. See you in Hong Kong soon!

Best wishes,
 Marmalade

Internet zone

What the e-mail is about

An opening

When the e-mail was sent

A beginning which usually explains the reason for writing

A middle which usually tells more about the subject

An ending

A closing phrase

His or her name

Text Type - E-mail

Writing

The diagram shows an email composition window with a toolbar at the top containing icons for home, back, forward, envelope, mobile phone, key, paperclip, and a mouse cursor. The window has a sidebar on the left with labels: 'Favorites', 'History', 'Search', 'Scrapbook', and 'Page Holder'. The main area contains fields for 'To:' and 'Subject:', followed by a series of horizontal lines for the email body. Callouts on the left point to specific parts of the email structure: 'Marmalade's e-mail address' points to the 'To:' field; 'What the e-mail is about' points to the 'Subject:' field; 'An opening' points to the first line of the body; 'A beginning - Why do you write to Marmalade?' points to the next two lines; 'A middle - What will you tell Marmalade?' points to a group of six lines; 'An ending' points to the next two lines; 'A closing phrase' points to the line following the ending; and 'Your name' points to the final line. The bottom of the window is labeled 'Internet zone'.

Shared Writing (Teacher's Notes)

Materials Required:

1. balloon cut-outs
2. blank cards
3. felt pens
4. broadsheets

Teaching Procedures:

The teacher takes the class through the following processes of shared writing.

The class and the teacher:

1. read Marmalade's e-mail again
2. find out the questions that Marmalade asks and write them on the cards
3. stick the cards on the board
4. discuss the questions
5. group the related questions together and stick them on the balloon cut-outs
6. discuss the answers to the questions and brainstorm the words and phrases to be used
7. re-group the questions, if necessary
8. identify the main ideas to be included in each paragraph in the e-mail
9. draft the main points and write them on the broadsheet
10. discuss the use of tenses, in particular the appropriate use of the present perfect tense to present ideas and information, relating past events to the present
11. re-work the initial ideas and make changes to words, phrases and sentence structures until the first draft is ready
12. read through the first draft, revise and edit it, until the final draft is produced

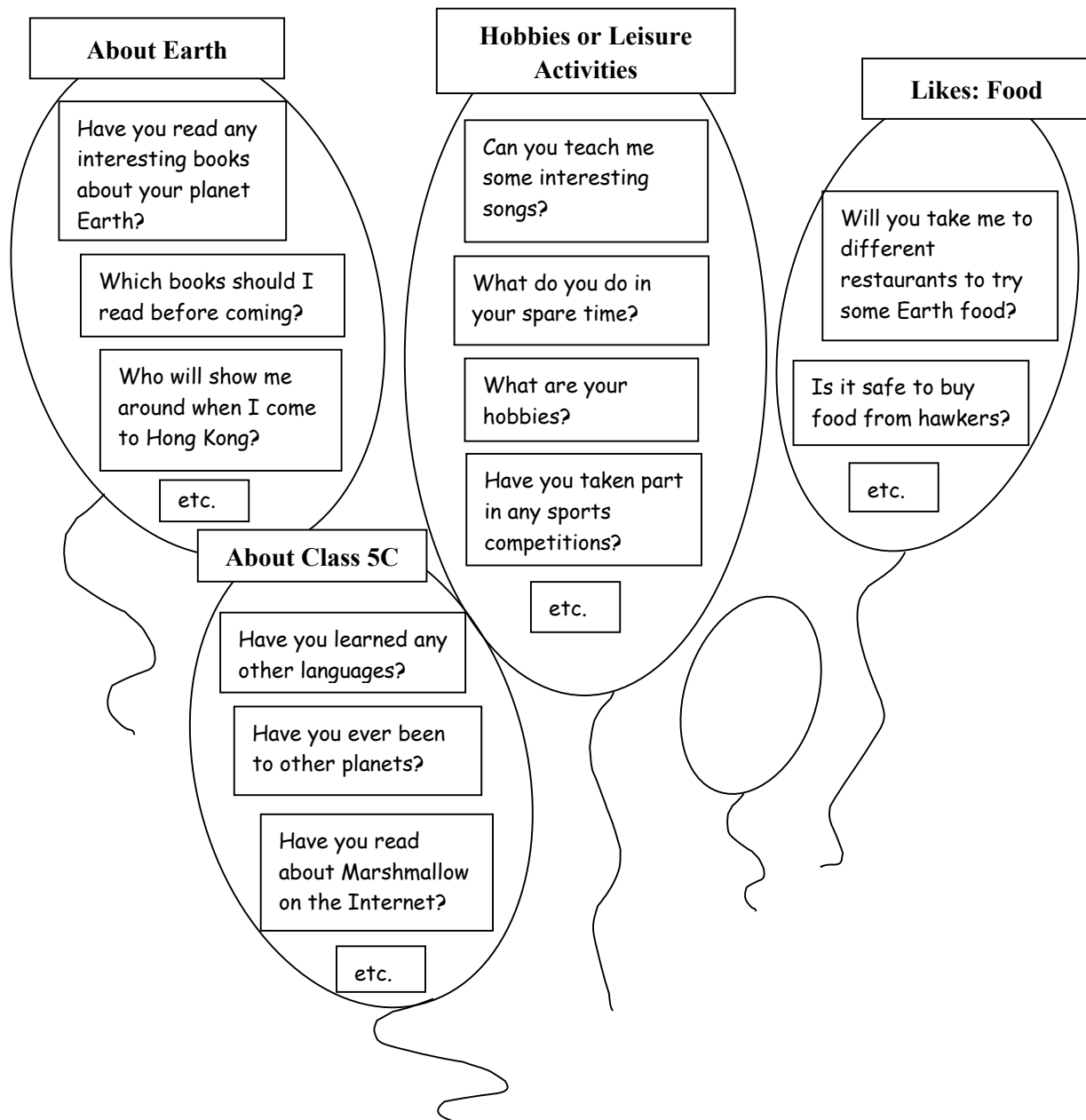
The teacher revises the format of an e-mail with the learners. The learners then draft and revise their own e-mail. In the end, they copy the final draft into their own exercise books, using the appropriate e-mail format.

An E-mail to Marmalade (Teacher's Notes)

Read Marmalade's e-mail again.

Marmalade asks some questions. What are they?

1. Write the questions on cards.
*e.g. Have you ever been to other planets?
What do you do in your spare time?*
2. Discuss with your classmates and group the questions.
3. Stick the cards on the balloons.



English for Classroom Interaction

The items listed below are grouped according to their nature and use. Words in brackets may vary, depending on the contexts. They are only for teachers' reference. They are neither prescriptive nor exhaustive.

Teachers' List

Greetings

- Hello, (Stella).
- Good afternoon.
- Goodbye, class.
- Good morning, (Paul). How are you today?

Classroom routine

- Stand up.
- Sit down.
- Who's absent today?
- Put up/down your hands.
- Raise your hands.
- Look at the blackboard.
- Any volunteers?
- Take out your books.
- Can you take out your books?
- Please put away your books.
- Turn to page (3).
- Look at (the picture).
- Who's on duty today?
- Clean the blackboard, please.
- Give me (a ruler), please.
- Can I have your (diary), please?
- Please repeat.
- Please say after me.
- I want you to repeat after me.
- Class, please say this sentence after me.
- I'll read this word again. Please pay attention to the pronunciation.
- Louder, please.
- Please, speak up.
- Sorry, I can't hear you.
- Please, say it again. I can't hear you.
- I beg your pardon.
- Pardon?
- Try again.
- Write your name here.
- Write down the date.
- Write on every other line.
- How do you spell (February)?
- Could you spell that, please?
- Use (a pencil) to do your corrections.
- Please hurry up.
- Please go back to your seat.
- Go back to your seat now.
- There will be a test next (Friday).

Classroom management

- Look at me.
- Please listen to me.
- Speak in English, please.
- Pay attention.
- Don't move around.
- Turn around, please.
- Look up for a moment.
- Stay in your seat.
- Sit up straight.
- Quiet, please.
- Stop talking now.
- Please work quietly.
- Don't make any noise, please.
- Would you please keep quiet for a moment?
- Please keep your voice down.

Distribution and collection of materials

- Get the books from the shelf.
- Please go to the staff room and get the books back.
- Give out the exercise books, please.
- Pass the worksheets to the back.
- Pass the books to the front.
- I'd like to collect the workbooks now.
- Please put the books on the shelf.

Elicitation

- How do you come to school?
- How do you make (a sandwich)?
- When do you go to (the English Room)?
- Where did you get the idea?
- Who is (the class librarian)?
- Why are you late?
- Why do you think so?
- Why did you say that?
- What did you do in the recess?
- Whose book is this?

Instructions for activities

- Work in pairs.
- Work with your neighbour.
- Work in groups of (four).
- I want you to get into groups of (three).
- (Benny), join this group, please.
- Would you like to join this group?
- There should be (four) pupils in one group.
- There are too many pupils in your group.
- One pupil will be the group leader.
- Group leaders, please come out and collect the materials.
- Show your drawing to your group now.
- Tell your group members how to do it.
- Let's do a role-play. (Pupil A) will play the part of (the doctor) and (Pupil B) will be (the patient).
- Read the dialogue with your partner.
- How do you say that in English?
- You need (a game board) and (a dice).
- The pupil who can get the most cards is the winner.
- (Pupil A) should speak first.
- You may begin.
- Group (A) is going to present their project to you.
- Please hurry up.
- Time is up.
- Stop (writing) now.
- Work on your own, please.
- Try to do it by yourself.
- I want more ideas.
- Don't show it to your partner.
- Don't let your partner see the picture.

Instructions for exercises, worksheets or assessment forms and papers

- Circle the right word.
- Underline the answer.
- Colour the picture.
- Join the dots.
- Match the words with the pictures.
- Listen and draw lines.
- Write the letter/ number in the brackets.
- Tick the correct answer.
- Put a tick/cross in the box.
- Label the picture.
- Fill in the missing word.
- Fill in the blank with a suitable word.
- Choose and write the correct word in the brackets.
- Put the words/sentences into the correct order.
- Finish the sentence.
- Complete the table.
- Answer the questions.
- Read the instructions carefully.
- Let's look at the checklist together. Did they speak clearly and loudly enough?
- Do you think they are doing well? Put ticks on this checklist to tell them.

Instructions for assignments

- Do this exercise now.
- Finish exercise (3) on page (23).
- Do your corrections tonight.
- Study page (32) of your textbook for dictation next week.
- Finish page (23) in the workbook.
- Complete Worksheet (3) at home.
- Hand in your work tomorrow.
- Prepare pages (1) to (6) for our (mini drama) next (Monday).
- Read the story again tonight.
- Tell/Read aloud the story to your father or mother tonight.
- Your homework will be to read the story aloud (three) times to yourself.

Discussion on reading texts

- What is the title of this book?
- Who is the author?
- Can you point to the name of the illustrator?
- Look at the book cover. What is the story about? Can you guess?
- When did the story happen?
- Where did the story happen?
- What will happen next?
- Draw a picture to show me.
- Write down any rhymes that you hear.
- Write down any examples of words starting with the ("p") sound.
- What is (a spaceship)? Look at the picture on page (12). Can you find (a spaceship) in this picture? Point to (the spaceship) in this picture.
- What is he doing?
- What can you see in this picture?
- Do you think (the monster) is right? Why?
- What do you think of (Little Red Hen)?
- Could you tell me more about (Johnny's adventure)?
- If you were (the King), what would you do?
- What else would you do?
- Now you are (Miss Lee). What will you say?

Feedback to learners

- Right.
- You are right.
- That's it.
- That's correct.
- Exactly.
- Good.
- Well done!
- Very good!
- How clever you are!
- Excellent!
- That's nice.
- Fine.
- Terrific!
- Fantastic!
- You've done a good job.
- Interesting idea.
- What a bright idea!
- Try again.
- You're quite close.
- Not quite.
- Nearly.
- Not exactly.
- You nearly got it correct.
- A good try/guess.
- You're almost right.
- Can anyone help him?
- You can do better.
- Don't give up.

Learners' List**Greetings**

- Hello, (Paul).
- Good morning.
- Good afternoon, (Mr. Chan).
- Goodbye, (Tina).

Requests

- May I leave the room?
- May I be excused?
- I want to go to the toilet, please.
- May I have (some paper)?
- May I borrow your (ruler)?
- May I turn on the fan?
- I'm cold. Can I close the windows?
- Sorry, I can't hear you.
- Excuse me, (Mr. Lee). I can't hear you.
- Can you repeat that please, (Miss Fung)?
- Sorry. I can't see the blackboard, (Mr. Lai).
- I don't know the word in English.
- I don't know how to say it.
- I beg your pardon.
- Pardon?

Responses

- Thank you, (Miss Li).
- Thank you very much.
- Here you are.

Apologies

- Excuse me.
- Pardon me?
- Sorry, (Mrs. Wong).
- I'm sorry, (Mr. Lam).
- Sorry, I'm late.
- Sorry, I have forgotten to bring my book.
- I'm sorry. I have forgotten to do my homework.
- I am sorry. I haven't got one/any.

Offer

- Can I help you?
- Would you like to sing with us?
- Would you like some (colour pencils)?

Pair work and group work

- Do you agree?
- Do you think so?
- Can we use this word?
- We can use this word.
- You can use this word to describe (the fireworks).
- Yes, you're right.
- I agree with you.
- I agree because (everyone enjoys singing).
- That's a good idea.
- I don't agree.
- I disagree. I think (Little Red Hen is rude).
- I don't think so.
- I don't think it's right.
- (Karaoke) is a better idea.
- What's the meaning of (giant)?
- What does (rowing a boat) mean?
- What is (a dwarf)?
- How do you spell (kangaroo)?
- Can/ could you spell (James), please?
- How do you say that in English?
- Can you say it again, please?
- What can we do?
- Any suggestions?
- How about (dancing)?
- What about (dancing)?
- Let's call him (Bobby).
- Shall we write down our ideas?
- We can ask (Miss Wong).
- Shall we ask (Miss. Wong)?
- It's my turn.
- Your turn, please.
- Whose turn is it?
- How clever you are!
- What an interesting game!

The Development of Reading Skills

A. Developing a Reading to Learn Culture

Reading plays a very important role in second language learning. For young learners in Hong Kong primary schools, reading material is the source of English that they can most easily access. Reading helps learners develop their vocabulary and understand how the English Language is organized and used. In a reading to learn culture, reading not only provides a source of satisfaction and pleasure, but it also serves as a means to seek information; acquire, develop and apply knowledge; develop thinking skills; broaden horizons and enhance language proficiency. For English Language teachers in primary schools, reading material provides a means to engage their learners in enjoyable and meaningful language learning activities. Therefore, one of their major tasks is to provide experiences for young language learners to learn to read and develop a reading to learn culture.

Learning to read is not an automatic process. Children need to be taught to read. The teaching of reading does not need to be delayed until learners have acquired a degree of competence in spoken English. Children can learn to read at the same time as they develop their oral competence in the new language. Reading contributes to oral language development, providing topics and associated language for the learners to use in speech. With the use of a variety of teaching strategies and techniques, learners learn to read from an early stage of learning, developing the skills of deriving meaning from words, sentences and texts. Through independent reading, they can apply, practise and further develop their reading skills. More importantly, using reading as a means to learn, they develop useful lifelong learning skills.

B. Purposes of Developing a Reading to Learn Culture in Young Learners

Through reading, learners in primary schools:

- acquire and construct knowledge;
- engage in academic, aesthetic, social and personal development;
- prepare for lifelong learning;
- improve their language proficiency;
- develop generic skills such as communication, creativity and critical thinking; and
- enhance their learning capacity.

C. Key Skills in Learning to Read

To help young learners become lifelong learners, key reading skills must be developed at an early stage of learning. These include learning to:

- understand the basic conventions of written English;
- construct meaning from texts; and
- locate information and ideas.

These key skills help young learners read with understanding, fluency, accuracy and enjoyment. Please refer to Section 2.2.2 for a detailed description of the reading skills to be developed by learners in Key Stage 1 and Key Stage 2.

In the process of developing reading skills, from an early stage young learners acquire, apply and develop:

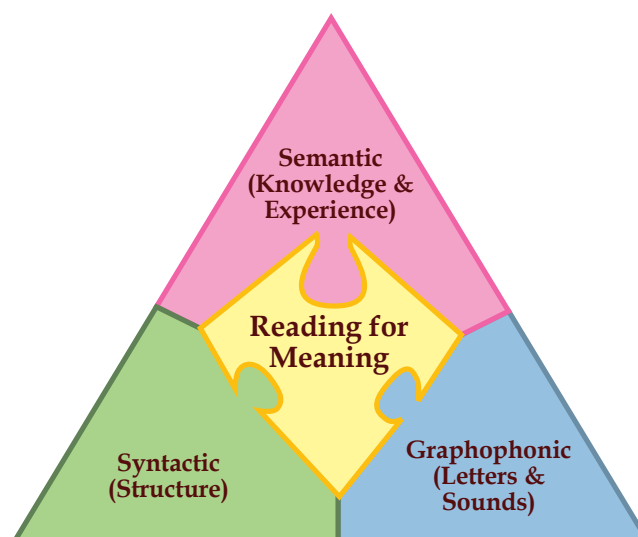
- knowledge of the use of written symbols;
- knowledge of letter-sound relationships;
- skills in word recognition;
- grammar knowledge; and
- skills in contextual understanding.

Successful integration of the above reading skills into the English Language curriculum will help young learners develop a positive attitude towards learning to read and reading to learn. If young learners are to make a positive start towards learning to read and become lifelong readers, they need to feel confident about their own abilities and appreciate the rewards that reading brings.

Therefore it is of vital importance that the key skills are taught and learnt in a context where children feel confident about their abilities as readers and acquire and maintain positive attitudes to reading.

D. Reading Strategies

Successful readers use a variety of techniques or reading strategies to help them scan texts, sound out letters, analyze sentence structures, and interpret the sentences into meaningful messages. These strategies can be grouped into three distinct categories – semantic, syntactic and graphophonic.



Semantic Strategies

Learners read for meaning and identify unfamiliar words by:

- using clues in the pictures provided (pictorial clues) and in the context of the story (contextual clues); and
- comparing what they are reading to what they already know (prior knowledge).

Syntactic Strategies

Learners study sentence structures and identify unfamiliar words, by, for example:

- looking at verb tense and subject-verb agreement (grammar); and
- attending to spelling patterns and identifying root words (prefixes, suffixes, verb endings and plurals).

Graphophonic Strategies

Learners associate spoken sounds with printed letters. They identify unfamiliar words by:

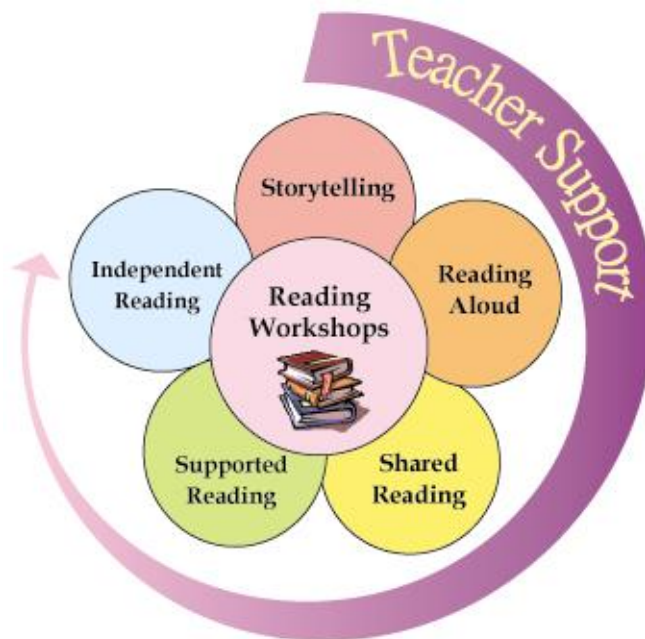
- sounding out individual letters and letter combinations (letter sounds); and
- looking at letter sequence and “chunks” within words (letter patterns).

The three kinds of strategies are interdependent. When a child reads, he or she usually relies on more than one category of strategy at a time. Learners have to learn to use them in a coordinated way. By drawing on these strategies as they read, learners gain competence in reading.

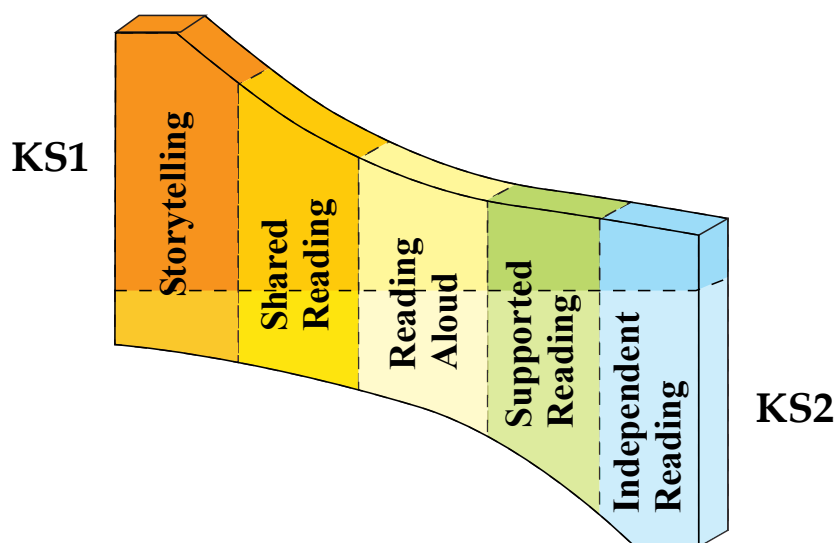
E. Teaching Strategies for Reading

Teachers may adopt the following effective teaching strategies to help young learners learn and practise the key skills and apply the reading strategies in learning to read:

- storytelling
- reading aloud
- shared reading
- supported reading
- independent reading



These strategies need not be developed one at a time or in strict sequence at different stages of learning, although due to learners' cognitive development, world experience and psychological needs, a great deal of storytelling, reading aloud and shared reading may be done with learners in Key Stage 1, in which more teacher support is required. As learners become more mature in Key Stage 2, more supported reading and independent reading may be advocated and more learner input is required.



Storytelling**What is storytelling?**

All children enjoy being told stories. Children who have a very short attention and concentration span will become quiet, attentive and interested at storytelling time. With good use of intonation, gestures and facial expressions, teachers help young second language learners understand the flow of stories told in English. This learning experience stimulates emergent readers' interest in reading, helps them develop good listening skills and basic reading skills at the same time. Storytelling, unlike reading aloud, does not necessarily require the use of books. Teachers may tell stories based on real books, authentic texts or their own ideas.

Why do we use storytelling?

Storytelling enables learners to:

- develop skills in listening for explicit and implicit meaning;
- listen to and take part in the story;
- work with narrative texts with teacher support;
- read the same texts later with teacher support or on their own;
- give expression to their imaginative ideas;
- respond to imaginative experiences with increasing understanding; and
- become more independent by writing about or describing their own experiences.

How do we conduct storytelling?

In storytelling, the teacher:

- displays pictures or real objects and tells learners that he or she is going to tell a story about them
- introduces the setting and characters of the story and invites learners to guess what the story is about
- tells the story, and throughout the process takes on the roles of the characters and the narrator by adjusting the intonation, gestures and facial expressions accordingly
- uses pictures or relevant props to enhance understanding of the main events or supporting details in the story
- invites learners to join in at appropriate parts of the story by predicting the next part
- asks stimulating questions to check learners' understanding of the story
- invites learners to mime each character
- invites learners to sequence some pictures based on the content of the story just told
- invites learners to act out part of the story, using relevant props to remind them of the content of the story
- invites learners to discuss the events in the story after storytelling

How do we select books for storytelling?

Select:

- real books with or without words
- books or texts which learners may use in shared reading and struggle with when reading on their own
- books or texts which learners may read on their own
- narrative texts with a clear storyline
- narrative or non-narrative texts with a theme introduced elsewhere in the curriculum
- longer narrative poems or rhymes
- shorter poems that young learners might try to learn by hearing and reading with the teacher

Reading Aloud**What is reading aloud?**

Reading aloud regularly is an effective way for teachers to stimulate learners' interest in reading. Reading aloud time is short preferably, but provides a very good opportunity for emergent readers to observe the teachers' positive attitudes towards reading and for literate behaviour to be shaped (e.g. how to hold a book, how to read aloud using good intonation, pace and pronunciation, and how to interact with the content of a book). Reading aloud time is also an appropriate occasion to introduce a variety of text types to emergent, developing and fluent readers.

In reading aloud, teachers demonstrate not only how to read words and sentences, but also how to pause to reflect punctuation.

Different learners may interact with what they listen to in different ways. Some may listen carefully while others may raise questions. The shared experience provides the basis for discussion and opportunities to which everyone can contribute.

Why do we use reading aloud?

Reading aloud to learners:

- allows them to enjoy stories they cannot yet read;
- models how to read aloud with fluency;
- confirms that stories have a purpose and make sense;
- exposes readers to a wide variety of books;
- highlights the many rewards that reading can bring; and
- can involve children of all levels and abilities.

How do we conduct reading aloud?

In reading aloud, the teacher:

- starts with an introduction or a discussion of the book cover to help learners predict what they are going to hear
- reads the whole book or text aloud to the learners, using natural pace, pause, intonation and stress. Teachers do not have to show the reading text to the learners in reading aloud, but sometimes the book can be shown for the purpose of demonstrating specific skills, e.g. decoding the words on the page or helping young learners see pictures of what is being read aloud. Learners may also be reading from their own copy of the text while they are listening to the teacher's reading. This is one way of preparing them to become skilful readers
- demonstrates how to read not only the words but how to pause for features of written texts such as punctuation
- should not ask a lot of comprehension questions to check or challenge learners' understanding of what they have just heard. But there may be one or two questions to stimulate learners to think more about the content
- ends with an invitation to re-read the book which will be displayed in the classroom or the library

How do we select books for reading aloud?

Select:

- real books and authentic texts taken from newspapers, magazines etc. with a variety of text types
- books or texts which learners may struggle with when reading on their own
- books or texts which learners will be invited to read on their own
- a variety of text types, e.g. stories, expositions, biographies, instructions, with a theme introduced elsewhere in the curriculum
- narrative texts with a clear storyline
- narrative poems
- short poems that young learners might try to learn by listening to and reading with the teacher

Shared Reading

What is shared reading?

Shared reading is an effective teaching strategy in which the teacher and the class read aloud a common text together. Repeated reading and re-reading of the whole text over a period of several days helps young learners develop, practise and apply reading skills and strategies. It also provides a supported reading experience, in which young learners can participate confidently and cooperatively.

Why do we use shared reading?

Reading with learners:

- allows the teacher to act as the reader while actively involving children (modelling);
- is invaluable for those with little previous experience of books;
- provides essential orientation for those whose first language is not English;
- builds on children's previous experience of language and books;
- draws attention to the conventions of print;
- clearly demonstrates strategies such as one-to-one matching;
- provides opportunities for teaching reading skills, including letter-sound relationships, i.e. phonics; and
- allows children to enjoy familiar patterns of language and to explore new ones.

How do we conduct shared reading?

In shared reading, the teacher:

- places the book on an easel, invites learners to sit around him or her and makes sure that each of them can see the words and illustrations clearly
- draws learners' attention to the book title, author's name and illustrations on the book cover. Experienced readers may be introduced to other parts of the book, e.g. the spine, the blurb, the contents page, to further develop their book knowledge
- guides learners to predict the content of the book he or she is going to share read with them
- opens the book and reads aloud the story once, using natural pace, pause, intonation and stress
- uses a pointer to help learners follow the left to right directionality
- does not stop to explain vocabulary or ask comprehension questions in the first reading, but points to the illustrations on the page to help learners understand the flow of the story better
- re-reads the story a second time, inviting learners to join in whenever they feel comfortable to do so
- involves the learners more and more in reading the book until they can read the whole book aloud confidently
- (starting from the second day) begins each shared reading lesson by conducting some warm-up activities, e.g. singing songs, saying action rhymes, inviting the class to read the book aloud in groups and individually
- (to be conducted over several days) re-reads the book a few times with the learners, engaging them more and more in reading aloud with him or her, e.g. learners start by reading aloud only key words, then whole phrases, whole sentences and finally whole pages
- conducts post-reading activities to teach phonics, e.g. draws learners' attention to one or two letter sounds which occur frequently in the book by circling or framing them in the big book, invites learners to read the letter sound aloud and to present it in a word tree and conducts activities to help learners practise phonics skills
- conducts different post-reading activities, e.g. role-play, singing or games, to help learners internalize the language items encountered in the book

How do we select books for shared reading?

Select:

- big books or predictable books with appealing illustrations which enhance and support the texts
- narrative texts with an easy-to-follow storyline and special features like repeated use of sentence structures and vocabulary
- information texts with key features like a list of contents, index, glossary and headings
- simple plays which learners are going to perform
- poems and action rhymes

Supported Reading**What is supported reading?**

Supported reading is an effective strategy for learners who have developed some skills and strategies in reading. In supported reading, learners practise learning to read and experience reading to learn at the same time. They read, talk and think their way through a text. In the process, they develop their awareness of the styles, structures and organizations of particular text types. They are also guided to think critically about the content. It is through supported reading that young learners try out and experience what real reading is like within a supported environment.

Why do we use supported reading?

Supported reading by learners:

- gives readers the opportunity to read, talk, and think their way purposefully through a new story;
- provides a setting for good instructional teaching of the alphabet, phonics, and vocabulary;
- lets children learn and practise new strategies for making sense of a story;
- presents manageable challenges that encourage reading for meaning;
- encourages children to take control of the first reading, to give a critical response, and to talk about messages and meaning in the text;
- allows the teacher to identify areas of need and provide support accordingly;
- helps children develop positive attitudes towards reading; and
- motivates children to read widely and frequently.

How do we conduct supported reading?

In supported reading, the teacher:

- introduces the book
- discusses the book cover, the book title and gets learners to make predictions about the content
- invites learners to read part of the book aloud or silently
- (with emergent readers) reads aloud and/or share reads one page of the book with the learners
- (with developing readers) gets the learners to read aloud one page at a time
- (with fluent readers) engages learners in reading a page silently before moving on to the next page
- draws learners' attention to the use of words and structures in the text
- uses the same procedure to guide learners to read through the whole book
- explores the characters and plot of the book in greater depth
- discusses the story, evaluating it, reflecting on it and making comparison with other books
- discusses and raises learners' awareness of the features of different text types, including the style, organization and grammar
- extends the story through follow-up activities, and links it with other books

How do we select books for supported reading?

Select:

- books with good quality illustrations and with topics that will interest young learners
- books or texts providing inspiring, entertaining or thought-provoking content to engage learners in discussion
- books with language which is vivid yet accessible to young learners
- short stories, poems, and selected pages of informational reports which young learners can read at one go

Independent Reading

What is independent reading?

Independent reading means getting children to read on their own. As with supported reading, it is usually conducted with young learners who have acquired some skills and strategies in reading, through reading aloud and shared reading. Learners should be engaged in independent reading when teachers are confident that they have the ability to read a whole book at one go. The teacher will still play a very important role in introducing the book, providing guidance in the course of reading, and highlighting features of the book, when learners have finished reading it.

Why do we use independent reading?

Independent reading by learners:

- encourages the practice and further development of literacy skills;
- develops fluency through re-reading;
- encourages reading from a wide range of sources;
- develops confidence through building up reading "mileage";
- challenges the readers to solve a range of problems independently; and
- gives readers opportunities to develop tastes and preferences.

How do we conduct independent reading?

In independent reading, the teacher:

- introduces the book
- discusses the book cover, the book title and gets learners to make predictions about the content
- draws learners' attention to the features of the specific text type and provides general guidelines on the skills and strategies to be used
- asks learners to pay special attention to the grammar and vocabulary commonly found in a particular text type
- invites learners to read the book silently
- discusses the story or content of the book with the learners – evaluating it, reflecting on it and making comparison with other books
- explores the characters, plot or content of the book in greater depth
- extends the story or content of the book through follow-up activities, and links it with other books

How do we select books for independent reading?

Select:

- books or texts which learners are familiar with in terms of text types and themes
- books or texts with good quality illustrations and interesting topics to develop learners' interest in reading
- books or texts providing inspiring, entertaining or thought-provoking content to engage learners in discussion
- books or texts with simple but challenging language
- short stories, poems, and selected sections of news reports which young learners can read at one go

F) Connection Between the Five Strategies for Teaching Reading

Teachers should note the importance of the following when implementing the framework of effective reading activities:

- Teachers need to allocate an appropriate proportion of their total curriculum time to reading activities. Each of the five strategies has its specific learning purposes and requires an appropriate amount of time to be devoted to it. It is suggested that a series of Reading Workshops are conducted regularly during part of the time assigned for English lessons, and that these workshops be used to incorporate the five teaching strategies and the skills which need to be focused on. For details, please refer to Section 3.2.
- The younger the learners, the more time should be spent on storytelling, reading aloud and shared reading; the older the learners, the more time should be spent on supported and independent reading.
- The beginners, i.e. the P1 and P2 learners, should also be provided with opportunities to be engaged in supported and independent reading, provided that appropriate support is given through careful choice of reading texts by teachers.
- 'Reading cycles' including all or some of the reading activities can be introduced during the school year to allow learners to start learning to read and practise reading to learn from an early stage of learning. In each 'reading cycle', teachers help learners explore a specific theme through introducing books of different text types and using different teaching strategies. Gradually teachers give less and less support to learners in their reading, while learners take up greater responsibility in their learning and become more skilful users of the key skills and strategies.

Choice of Books

- Features of books suitable for each of the reading activities are discussed in "How do we select books for ...". Teachers need to understand that very often the same book can be used for more than one activity.
- Short narratives with simple storylines are suitable for storytelling and reading aloud to ensure success in listening with understanding amongst young second language learners. They can be used for shared reading for the purpose of helping young learners develop their phonics skills, and internalize language items through reading and re-reading the same text over a period of a few days. With appropriate content, follow-up discussions can be conducted to sharpen learners' awareness of the features of particular text types.

Further discussions can also be held with a focus on the evaluation of the content, e.g. the cause and effect of the main character's behaviour. Then another narrative on a similar theme, with a similar text structure and use of language, may be introduced to learners for independent reading.

- Storytelling or reading of familiar books aloud before shared reading, supported reading or independent reading may also be useful, since most young learners enjoy listening to the same story again and again.

Exploring Different Text Types

- Young learners are usually taught to read narrative texts, e.g. stories, in schools. However, it is necessary to include some non-narrative and information texts among the collection of books chosen for learners. Learners should be introduced to reading information texts at an early stage, so that they will appreciate the value of reading for information and knowledge.
- Each text type has particular purposes, text structure, grammar features and vocabulary. To become lifelong readers, young learners can be exposed to these features in shared reading and supported reading, so that they are equipped with the necessary knowledge, skills and strategies for independent reading.

Cross-curricular Linkage

- It is important and necessary for learners to integrate their learning experiences across different subjects. Some reading texts may involve concepts that are quite difficult to explain in English to young second language learners. If teachers pay attention to cross-curricular links in the books chosen for teaching reading, young learners will be more able to understand and apply the concepts associated with other subjects and understand the textbooks better.

Questions to Stimulate Critical Thinking

- Setting questions for supported reading and independent reading can provide learners with a purpose for reading. Such questions may be of the following six types:
 - knowledge
 - comprehension
 - application
 - analysis
 - synthesis
 - evaluation
- Asking questions to find out whether learners have understood a text can help them develop skills for locating information in the text. Stimulating questions can help learners develop critical thinking skills. Questions requiring learners to apply, analyze, synthesize or evaluate content in the text may provide a suitable context for discussion involving critical thinking by young learners.
- The following examples help to explain the six types of questions. They are the questions which teachers may ask during or after learners have read the book "The Little Red Hen". This is a story about a hen who wants to make some bread to eat. However her three friends refuse to help her, and so when the bread is ready, she eats it all.
 - Knowledge
 - ◆ What are the four steps in making bread?
 - Comprehension
 - ◆ Look at the picture. Why is Little Red Hen eating all the bread by herself?
 - Application
 - ◆ Can you tell us the steps in making a sandwich?
 - Analysis
 - ◆ Is Little Red Hen bad to her friends? Are her friends bad to her? Can you explain their relationship?
 - Synthesis
 - ◆ What poster would you design to introduce this story?
 - Evaluation
 - ◆ How would you feel if you were the Cat, the Dog or the Duck in the story?

Template for Project Learning

(A) Preparation

- | | |
|---|--|
| <p>1. Level</p> <p>2. Title/Topic of Project</p> <p>3. Related Module(s)/Unit(s)</p> <p>4. Learning Targets</p> <ul style="list-style-type: none"> • Interpersonal Strand • Knowledge Strand • Experience Strand <p><i>(Please refer to Section 2.2.1)</i></p> <p>5. Learning Objectives</p> <ul style="list-style-type: none"> • Language forms <ul style="list-style-type: none"> - Text types - Vocabulary - Grammar items and structures • Communicative functions • Language skills • Language development strategies • Attitudes specific to English Language learning <p><i>(Please refer to Section 2.2.2)</i></p> <p>6. Generic Skills</p> <ul style="list-style-type: none"> • Communication skills • Collaboration skills • Creativity • Critical thinking skills <p>etc.</p> <p><i>(Please refer to Section 2.2.2)</i></p> <p>7. Values and Attitudes</p> <ul style="list-style-type: none"> • Responsibility • Open-mindedness • Co-operativeness • Caring • With respect for others <p>etc.</p> <p><i>(Please refer to Section 2.2.2)</i></p> | <p>8. Time Allocation</p> <ul style="list-style-type: none"> • Number of lessons • Amount of time required by learners outside class time to prepare and present the project <p>9. Resources</p> <ul style="list-style-type: none"> • Textbooks • Newspapers • Web resources • Multimedia resources • Pamphlets • Posters <p>etc.</p> <p>10. Parties Involved and their Roles</p> <ul style="list-style-type: none"> • Parents • Community members (e.g. nurses, doctors, police, librarians in public libraries) • School head and other teachers • Teacher-librarian • Guest speaker(s) <p>etc.</p> <p>11. Products</p> <ul style="list-style-type: none"> • An oral presentation • A written report • A booklet • A pamphlet • A debate • An exhibition • Web materials • A playlet or role-play • A variety show • A three-dimensional model • A video or audio tape • A newspaper • A party <p>etc.</p> |
|---|--|

(B) Learning, Teaching and Assessment Process

A variety of learning and teaching activities are to be designed to equip learners with relevant knowledge and skills. When planning the learning, teaching and assessment process, the teacher is encouraged to consider how he or she can guide or support learners in the following areas with reference to the various stages in carrying out project learning.

1. Idea Initiation

Guide learners to participate actively in discussion to:

- formulate a topic or question for investigation;
- set a clear purpose and scope for the project;
- explore possible product(s); and
- agree on criteria for success.

2. Enquiry Process

Learners collect various types of information through different channels and engage in thinking and discussion to build up their knowledge of the topic. In the process, learners are supported and given input in the following areas.

Input and Support

- Language input
The language and skills required for the project should be developed through a range of language learning activities designed in relation to Learning Targets and Learning Objectives. The teacher should also consider when and how to provide such input.
- Categories of generic skills
 - (i) Problem management
Guide learners to:
 - view the topic or question for investigation from different perspectives; and
 - explore ways to approach the topic or question for investigation with creativity, critical thinking and problem-solving skills.
 - (ii) Information management
Guide learners to acquire, organize and present information in verbal, numerical and graphic mode, making use of numeracy skills, information technology skills and study skills. For example, teachers can explore with the class:
 - what type of information is required;
 - where to collect the information; and
 - how to select, organize and present the information collected.
 - (iii) Personal management
Guide learners to learn to manage their work through the development of collaboration skills, communication skills and self-management skills. For example, teachers can explore with the class:
 - how to discuss with members to develop a work plan;
 - how to cooperate with members in completing the work; and
 - how to discuss with members regarding distribution of work.

Feedback

Teachers should plan how to monitor learners' project work and give continuous and timely feedback on it. They need to think about when and how to give feedback.

3. Knowledge Building, Sharing and Reflection

Guide learners to:

- analyze and consolidate information;
- discuss and come to a conclusion;
- think about ways for presenting the project;
- assess the work in relation to the success criteria; and
- reflect on the whole project.

Template for Developing and Conducting an Intervention Programme to Support Less Able Learners in English Language Learning

A. Purpose

To provide a short, focused programme and timely support for learners who have exhibited learning difficulties in the English Language subject

B. Features of an Intervention Programme:

- Short, focused and timely
- Additional opportunities
- Additional time
- Focused learning

C. Suggested Mode of an Intervention Programme

- Small group size
e.g. one teacher to eight learners
- Regular, additional meetings for a short period of time
e.g. two 35-minute sessions per week

D. Incorporating Intervention Programme

- As part of the remedial programme
- As additional support programme

E. Causes of Major English Language Learning Problems

Pupils:

☹ Lack of knowledge and appropriate strategies to enhance spelling, pronunciation, reading and writing

Teachers:

- ☹ Not giving enough support to overcome difficulties e.g. in dealing with abstract concepts
- ☹ Not paying enough attention to psychological needs

F. Planning for an Intervention Programme

- Collect data for analysis comprehensively and identify areas of problems
 - Don't rely on data from written work only
 - Include data from listening and speaking through observation
- Consider other factors which have an impact on learning
e.g. motivation, learning style, understanding and following rubrics or verbal instructions
- Identify possible causes of learning problem areas
- Identify learning needs and learning styles

Common Problem Areas

- Spelling
- Pronunciation
- Language Forms and Communicative Functions
- Concept and Meaning
- Motivation, Attitudes and Confidence

Identifying Teaching Focus

- Make reference to the problem areas
- Predict possible forthcoming learning problems in the same area by referring to the textbooks or other learning/teaching resources
- Decide which and how many areas to focus on

Designing Tasks and Activities

- Design focused, appropriate learning activities based on current and future learning
- Provide meaningful contexts for learning
- Provide support to develop skills for current learning and long-term learning needs
- Build on what learners are able to do
- Do not overwhelm them with too demanding and difficult tasks
- Include revisiting content related to the regular English programme
- Avoid mechanical drilling over the same items

Designing Mini-projects

Provide opportunities for learners to:

- learn, relearn, practise and use the target language items and skills in new contexts; and
- develop strategies for learning to learn.

G. Note the following in designing tasks, activities and mini-projects for the five common problem areas**Spelling and Pronunciation**

Need to help learners:

- apply letter-sound knowledge based on phonological awareness; and
- apply skills to facilitate accurate spelling.

Language Forms and Communicative Functions

- Focus on different elements of the language forms, one at a time
- Teach explicitly through highlighting the form
- Provide activities to use the form for communication (i.e. through functions)

Concept and Meaning

Cater for learners' learning style and needs:

- Multi-sensory learning style
- Understanding comes through hands (doing), eyes (seeing) and ears (listening)
- Use real objects in teaching abstract concepts so that young learners can see, touch and manipulate
- Use demonstration to supplement verbal instructions

Motivation, Attitudes and Confidence

- Set short, easy but meaningful tasks
- Use games or activities with fun elements
- Use a lot of short and simple rhymes or chants
- Avoid too many competitions

Adopting Varied Teaching Techniques

- Adjust the teaching style to support these young children during their regular English lessons
- Use gestures and facial expressions to help learners understand the instructions and explanations
- Use simple classroom English

Collecting Evidence of Learning and Providing Feedback

- Observe pupils' performance in various activities, e.g. task sheets, role-play
- Provide appropriate feedback to learners to evaluate learning and teaching

Designing Appropriate Evaluation Tools

- Use oral and written work to evaluate learning
- Consider the use of observation, projects, performance tasks, etc.

Teaching Plans for an Intervention Programme* (Primary 3)

- This intervention programme consists of ten 35-minute sessions conducted outside class time over a period of five weeks. It aims to help a group of Primary 3 pupils develop:
 - motivation and positive attitudes towards learning English; and
 - some enabling skills in pronunciation and spelling.
- The eight pupils attending the intervention programme attend their seven regular English lessons per week at the same time. The learning content of the regular English lessons covers the following:

	Module: Using my five senses	Module: Connecting with the natural world
Textbook	Unit: When I was young	Unit: The weather
Storybook	Goldilocks and the three bears	The most wonderful one in the world

- Mini-project: In groups of four, pupils sort out lists of words from their phonics books for a game of "Writing Funny Rhymes". During the ten sessions, the teacher helps pupils plan and inquire collaboratively to organize the words and produce the rhymes. In the process, pupils learn, relearn, practise and use the target language items and skills. When the rhymes are written, pupils read them aloud to their fellow classmates, including those not attending the intervention programme, so that they can apply and consolidate their knowledge and skills. It also boosts their confidence and interest in using English purposefully.

Teaching Focus	Examples of Target Language Items	Tasks/Activities & Teaching Steps
<p>Session 1</p> <ul style="list-style-type: none"> Use letter-sound knowledge to work out the reading and spelling of words with initial "th" Develop an awareness of the difference between the voiced and voiceless "th" sounds 	<p>Chant:</p> <ul style="list-style-type: none"> initial th (voiced): this, that, the, these <p>Game (Listen and spell):</p> <ul style="list-style-type: none"> initial th (voiced): there, this, that, the, these, those, then, initial th (voiceless): thin, think, three 	<ul style="list-style-type: none"> Display a toy house, some toy animals and introduce the chant: <p><i>This is a house.</i></p> Next display a toy cat and say: <p><i>This is the cat that lives in the house.</i></p> Then display two toy dogs and say: <p><i>These are the dogs that play with the cat that lives in the house.</i></p> Invite a pupil to come out and manipulate the toy animals while you say the whole chant again. Display some other toy animals and suggest to pupils that they can change "cat" and "dogs" to "hen" and "ducks" <p>e.g. <i>This is the house.</i> <i>This is the hen that lives in the house.</i> <i>These are the ducks that play with the hen that lives in the house.</i></p> Invite a pupil to manipulate the toy animals while the group says the chant. Show an enlarged chant sheet and teach pupils how to read the chant. Divide pupils into three groups and let each group read one part of the chant. Frame the letters "th" in "this" to help pupils identify the initial voiced "th" sound. Model read the target letter sound and emphasize putting the tip of the tongue between two rows of teeth to produce the voiced "th" sound. Use analogy to help pupils read aloud the whole word: read "is", read "th" and then "this".

* The intervention programme was tried out in Wai Chow Public School, Sheung Shui (PM). We thank the school for sharing their experience.

Teaching Focus	Examples of Target Language Items	Tasks/Activities & Teaching Steps
		<ul style="list-style-type: none"> • Ask pupils to find other words in the chant that begin with the voiced “th” sound. Invite them to read aloud each word clearly and accurately, making effort to produce the voiced “th” sound in these words. • Play a game of “Listen and spell” with pupils, using the magnetic letter sets. Tell pupils to preset the letters “th” on the board, listen to your reading and then work out the spelling of words beginning with “th”. Let pupils compare the initial “th” sounds in “this” and “thin” and demonstrate the difference between the voiced and voiceless “th” sounds. (It is not necessary to mention the terms “voiced and voiceless consonant sounds” but demonstrate to pupils that the two “th” sounds are different.) • Teach pupils how to enter the words into their phonics books. • Distribute Worksheet 1 as homework and explain how to complete it.
<p>Session 2</p> <ul style="list-style-type: none"> • Use letter-sound knowledge to work out the reading and spelling of words with medial “th” • Develop the concept of syllables in English words by cutting multi-syllabic words into syllables 	<p>Bobo’s family:</p> <ul style="list-style-type: none"> • medial th: father, mother, grandfather, grandmother, brother 	<ul style="list-style-type: none"> • Introduce an imaginary alien, Bobo, to the class with a picture. • Display an enlarged worksheet with Bobo’s family picture. Guide pupils to use Bobo’s clues and find out who each alien is and how they are related to Bobo. • Pupils put the word cards “father”, “mother”, “grandfather”, “grandmother” and “brother” in each box accordingly. • Use the magnetic letter sets to help pupils build up the concept of syllables. Use the letter sets to demonstrate how to cut the word “father” into two syllables. Then draw a line between the two syllables: fa / ther. • Frame the target letter sound, medial “th”, in “father” and model read how to blend the voiced “th” sound with “er” (the schwa sound). Remind pupils how to pronounce the medial “th” sound accurately by putting the tip of the tongue between the two rows of teeth. Demonstrate how to pronounce the schwa sound softly, with the preceding “th” sound blended with the “er” sound. Correct their pronunciation if necessary. Practise the reading of “mother” in the same way. • Use the magnetic letter sets to demonstrate how to cut the word “grandfather” into two small words: grand / father and then three syllables. Draw lines between the three syllables: grand / fa / ther. Teach pupils how to work out the reading and spelling of each syllable, and then the whole word. • Ask pupils to use their letter sets and preset the letters “th”. Then read aloud words with “th” sound and invite pupils to work out their spelling. They raise their boards to show that they are ready each time. Then ask pupils to work in pairs. One child reads aloud a word and another child works out the spelling. • Distribute Worksheet 2 as homework and explain how to complete it.

Teaching Focus	Examples of Target Language Items	Tasks/Activities & Teaching Steps
<p>Session 3</p> <ul style="list-style-type: none"> Use letter-sound knowledge to work out the reading and spelling of words with “short i” Develop the concept of rime by identifying the small words “ill” and “in”. Use letter-sound knowledge to work out the reading and spelling of words ending in the rimes “ill” and “in” 	<p>Rhyme & Worksheet:</p> <ul style="list-style-type: none"> short i: Bill, Jill, This, is, lives, hill, mill, thin, ill, will, pill rime ill: Bill, Jill, hill, mill, ill, pill rime in: in, thin 	<ul style="list-style-type: none"> Use two hand puppets and a picture to introduce the rhyme “Poor Bill”: <i>I have two friends, Bill and Jill. This is Bill. This isn't Jill. He lives on a hill Not a mill. He is thin. He is ill. He will take a pill. Poor Bill!</i> Pupils read the rhyme after the teacher. Frame the letter “i” in “is” and ask pupils to identify the short i letter sound. Then frame the word “this” and use analogy to demonstrate how to read aloud the whole word: i → is → this Ask pupils to identify other words in the rhyme with short i sound. Draw pupils’ attention to the small word “ill”. Ask them to identify other words from the rhyme with “ill” and develop a word wall. Develop another word wall on the rime “in” in the same way. Use the letter sets to help pupils develop the concept of rime. Ask them to preset the letters “in” and then work out the spelling of “thin”. Then ask them to preset the letters “ill” and then work out the spelling of these words: Bill, Jill, mill, hill, pill. Tell pupils that identifying small words like “in” and “ill” is one way of working out the reading and spelling of words they are not familiar with. Teach pupils how to enter words into their phonics books. Distribute Worksheet 3 as homework and explain how to complete it.
<p>Session 4</p> <ul style="list-style-type: none"> Use letter-sound knowledge to work out the reading and spelling of words ending in “t” Use letter-sound knowledge to work out the reading and spelling of words ending in “st” 	<p>Song & Worksheet:</p> <ul style="list-style-type: none"> ending t: fat, rabbit, cat, goat, rat ending st: fast, rest 	<ul style="list-style-type: none"> Sing the song “Two fat rabbits walking very fast” (Melody: Ten green bottles hanging on the wall): <i>Two fat rabbits walking very fast Two fat rabbits walking very fast One fat rabbit sitting down and rest There is one fat rabbit walking very fast</i> Invite two pupils to wear the rabbit head-bands and mime the actions of the two rabbits walking very fast and then one rabbit sitting down and resting. While they are miming, the other pupils sing the song together. Introduce names of other animals with ending t sound (e.g. goat, cat, rat) and ask pupils to wear the corresponding head-bands. Change the name of the animal each time the song is sung again. Display the song sheet. Frame the letter t in “fat” and model read the letter sound t. Ask pupils to find other words with ending t sound. Ask the group to read aloud the words and focus on the ending t sound. Teach them how to enter the words into their own phonics book.

Teaching Focus	Examples of Target Language Items	Tasks/Activities & Teaching Steps
		<ul style="list-style-type: none"> • Frame and model read the ending consonant blend “st” in “fast”. Ask pupils to find other words ending in st blends. Invite them to read aloud these words and focus on the ending st sound. Teach them how to enter the words into their own phonics book. • Distribute two word spinners to each pupil and teach them how to enter the words into the word spinners. They write “t” or “st” in the outer circle and other parts of the words in the inner circle. They use words from the song sheet and then other words. There are more words ending in “st” in “Goldilocks and the three bears”. There are more words ending in “t” in Unit 7 of “New Welcome to English 3B”. • Distribute Worksheet 4 as homework and explain how to complete it.
<p>Session 5</p> <ul style="list-style-type: none"> • Use letter-sound knowledge to work out the reading and spelling of words with initial consonant blend “st” • Use letter-sound knowledge to work out the reading and spelling of words with initial consonant blend “str” 	<p>Planet ST:</p> <ul style="list-style-type: none"> • initial st: stop, staying, stayed, still, stamp, stupid, stand <p>Planet STR:</p> <ul style="list-style-type: none"> • initial str: strong, stronger, strongest, street, strawberry 	<ul style="list-style-type: none"> • Introduce to pupils two spaceships from two different planets: “Planet ST” and “Planet STR”. • Explain that these two spaceships have come to find their own “people” on Earth. The names of these “people” are on their bodies. Names of “people” from “Planet ST” begin with “st”: Stop, Staying, Stayed, Still, Stamp, Stupid, Stand. Names of “people” from “Planet STR” begin with “str”: Strong, Stronger, Strongest, Street, Strawberries. Remind pupils that names begin with capital letters. • Ask pupils to distinguish the ST and STR “people” and hook them back to their own spaceships. Help pupils identify these “people” by reading aloud their names together. • Stick the spaceships on the board and ask the pupils to read aloud the names again. • Frame the target letter sounds, “st” and “str”, in these words. Ask pupils to read aloud the target letter sound and then the words. Make sure that the pupils can distinguish the pronunciation of the two initial consonant blends. • Introduce the Fishing Game to pupils and let them play in groups of four. Twelve cards, with the names of the ST or STR “people” on each, are put face down on the desk. Pupils take turns to open two cards. They have to read aloud the words after turning them over. If the two words begin with the same initial consonant blends, pupils keep the two cards. If the words begin with different consonant blends, they put the cards face down again. The pupil with most cards wins the game. • Show pupils how to make a flip book as homework. Each pupil has to make two flip books: one for “st” and another one for “str”. • Distribute Worksheet 5 as homework and explain how to complete it.

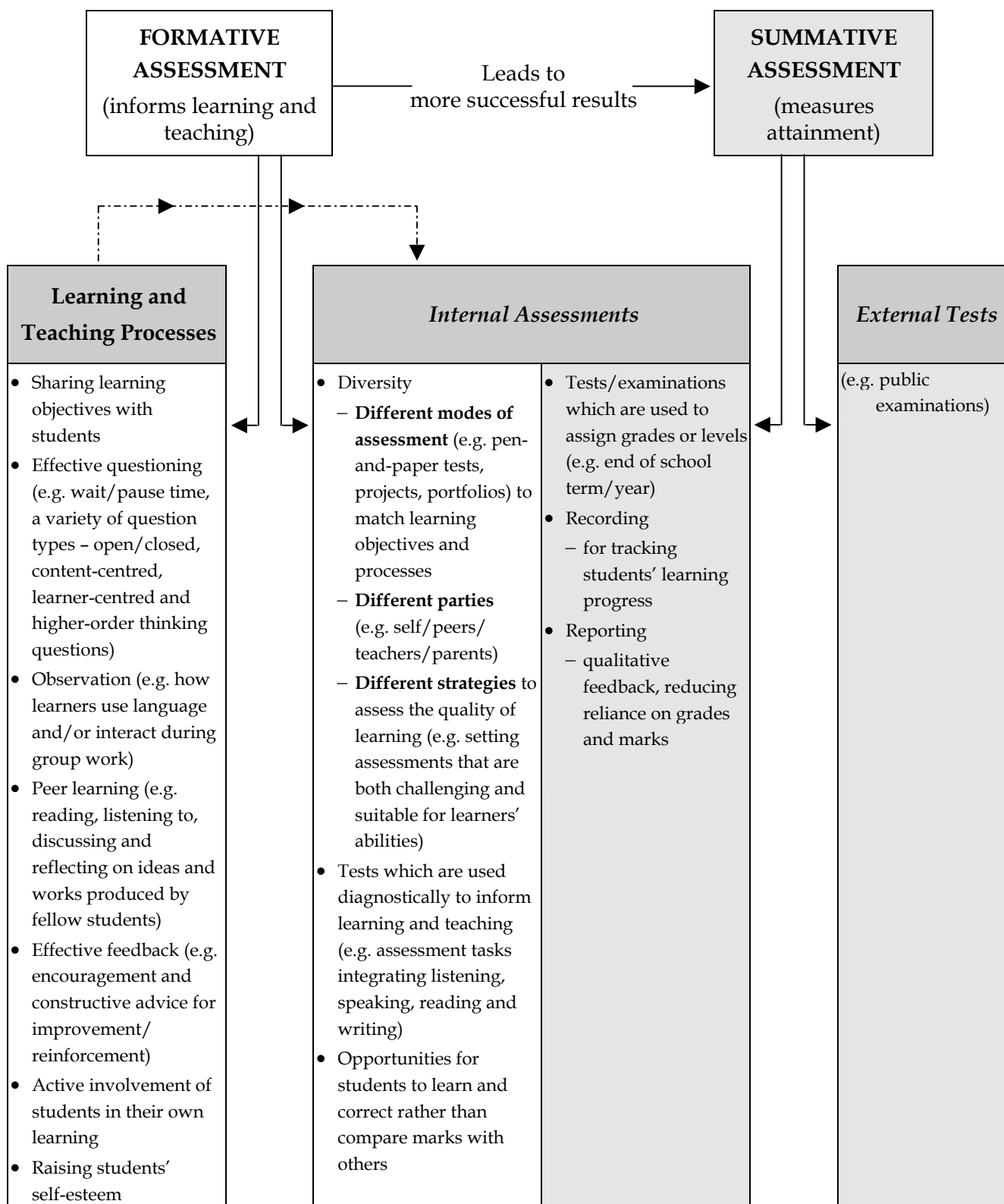
Teaching Focus	Examples of Target Language Items	Tasks/Activities & Teaching Steps
<p>Session 6</p> <ul style="list-style-type: none"> Use letter-sound knowledge to work out the reading and spelling of words with the initial consonant blend "cl" Use letter-sound knowledge to work out the reading and spelling of words with the initial consonant blend "cr" 	<p>Story:</p> <ul style="list-style-type: none"> initial cl: clam, cloudy, cleaned, claws, climbed, clapped initial cr: crab, crack, crown, cried 	<ul style="list-style-type: none"> Show an enlarged picture story sheet and introduce the story of "Prince Crab and Princess Clam": <i>Prince Crab and Princess Clam</i> <i>Prince Crab</i> lived in a <i>crack</i>. One cloudy day, he went to see <i>Princess Clam</i>. He <i>cleaned</i> his <i>claws</i>. Then, he <i>climbed</i> out from his <i>crack</i>. He gave a <i>crown</i> to <i>Princess Clam</i>. <i>Princess Clam</i> <i>clapped</i> and <i>cried</i> happily. (Note: Words in italics are represented by pictures.) Display the "Find and spell" game board. To work out the spelling of the words represented by pictures, pupils follow the coloured lines on the game board and record the letters they have traced into the "Find and spell" worksheet. Pupils work in groups of four. Distribute a game board to each small group with letter cards preset along the coloured lines. Ask pupils to play the game and record the words they have traced on their individual worksheets. When pupils have finished, ask them to read aloud each word. List these words in two columns on the white board, one on "cr" and one on "cl". Invite them to identify the letter sounds which appear at the beginning of the two lists of words: "cr" and "cl". Go back to the story sheet again and ask pupils to put the correct word cards against the pictures. Encourage pupils to read aloud the story, paying attention to the correct reading of words beginning with "cl" and "cr". Ask pupils to enter these words into their phonics books. Distribute Worksheet 6 as homework and explain how to complete it.
<p>Session 7</p> <ul style="list-style-type: none"> Use letter-sound knowledge to work out the reading and spelling of words with ending "k" and "short u" 	<p>Name dice, action dice and time dice:</p> <ul style="list-style-type: none"> ending k: Jack, Dick, Duck, talk, walk, think, o'clock short u: Bunny, Sunny, Uncle, Duck, run, cut, jump, Sunday 	<ul style="list-style-type: none"> Make three dice: name dice, action dice and time dice. Write the cues "Jack and Bunny, Dick and Sunny, Uncle and Sunny, Jack and Bunny, Uncle and Dick, Little Duck and Dick" on the name dice. Write the cues "talk and talk, walk and walk, think and think, run and run, cut and cut, jump and jump" on the action dice. Write the cues "at one o'clock on Sunday, at two o'clock on Sunday, at four o'clock on Sunday, at five o'clock on Sunday, at six o'clock on Sunday, at ten o'clock on Sunday" on the time dice. Ask pupils to read aloud the cues on the three dice. Working in groups of four, pupils take turns to throw the dice and make sentences orally based on the cues, e.g. Jack and Bunny walk and walk at five o'clock on Sunday. Then they write the sentences on the board.

Teaching Focus	Examples of Target Language Items	Tasks/Activities & Teaching Steps
		<ul style="list-style-type: none"> • Frame the letter k in “Jack” and model read the letter sound k. Ask pupils to find other words with the same ending k sound from the cues. • Do the same for the short u sound. • Ask pupils to enter the words into their phonics books. • Distribute Worksheet 7 as homework and explain how to complete it.
<p>Session 8</p> <ul style="list-style-type: none"> • Use letter-sound knowledge to work out the reading and spelling of words beginning with the initial consonant blend “dr” • Use letter-sound knowledge to work out the reading and spelling of words with the same rime and develop the concept of rime • Use letter-sound knowledge to work out the reading and spelling of words with the rime “all” 	<p>Instructions:</p> <ul style="list-style-type: none"> • initial dr: draw, dress, drum, drink • rime all: ball, wall, tall, small 	<ul style="list-style-type: none"> • Prepare packs of word cards for the following nine instructions: <ul style="list-style-type: none"> <i>Draw a ball on the wall.</i> <i>Draw a dress on the wall.</i> <i>Draw a drum on the wall.</i> <i>Draw a drink on the wall.</i> <i>Draw a tall tree on the wall.</i> <i>Draw a small apple on the wall.</i> <i>Draw a small flower on the wall.</i> <i>Draw a small hill on the wall.</i> • Give each pupil one pack of word cards and a cardholder. Then choose one pupil to read aloud an instruction and another one to do the action. • Everyone listens and arranges the cards in order to display on the cardholder. • Stick the nine instructions on the blackboard. Frame “dr” in “dress” and model read the initial consonant blend letter sound. Ask pupils to find words with the same letter sound from other instructions. Teach pupils how to read aloud these words clearly and accurately, paying special attention to the target consonant blend “dr”. • Tell pupils to enter these words into their phonics books. • Frame “all” in “wall” and teach pupils how to pronounce this rime. Ask pupils to find other words with the same rime. • Preset “all” on the magnetic board. Read aloud the words “wall, ball, tall, small” clearly. Pupils insert appropriate letters to work out the spelling. They raise their boards to show that they are ready. • Teach pupils how to develop a word wall on the rime “all”. Tell pupils to enter the word wall into their phonics books. • Distribute Worksheet 8 as homework and explain how to complete it.
<p>Session 9</p> <ul style="list-style-type: none"> • Use letter-sound knowledge to work out the reading and spelling of words with the long “i” sound and “Magic e” 	<p>Phonics scrabble:</p> <ul style="list-style-type: none"> • long i & Magic e: fire, kite, write, time, smile, mice, outside, inside, bike, ride <p>Worksheet:</p> <ul style="list-style-type: none"> • long i & Magic e: Mike, like, ride, bike, kite, write, smile 	<ul style="list-style-type: none"> • Mime the action of riding a bike and tell pupils that you do this every morning to keep fit. Write “I _____ on my _____ every day.” on the blackboard and ask pupils to guess the two missing words. • Prompt pupils to guess vowel letters first. If necessary, show pupils a half-covered picture of a bicycle to provide some hints. If pupils say “bicycle”, teach them that “bike” is another word for “bicycle”. • When pupils get the words “ride” and “bike”, ask them to find out which two common letters they can find in them. Circle the letters “i” and “e” in the two words and teach pupils how to pronounce the long i sound. Establish their knowledge of the

Teaching Focus	Examples of Target Language Items	Tasks/Activities & Teaching Steps
		<p>sound and spelling of words with Magic e by showing them more examples, e.g. Mike, like, hide, side.</p> <ul style="list-style-type: none"> • Teach pupils how to read aloud words with Magic e. Use the magnetic letter sets to help pupils work out the spelling of these words, applying their knowledge of Magic e. Ask them to preset the letters “i” and “e”, listen to your reading and then insert other letters on their magnetic boards. They raise their boards to show that they are ready. • Teach pupils how to play a phonics scrabble game. Display a scrabble board and show pupils a pack of cards with written cues or pictures. • Playing in groups of four, pupils take a card from the pack. They then work out the answer using the written or picture cues. • Tell pupils to work out the spelling of the answers and use letter sets to make the word on the scrabble board. If the word is correct, they get the marks as indicated on the cards. If the word stands on a pink square, the marks for the word will be doubled. Tell them that all the words have Magic e in them. • Ask pupils to enter these words into their phonics books. • Distribute Worksheet 9 as homework and explain how to complete it.
<p>Session 10</p> <ul style="list-style-type: none"> • Use letter-sound knowledge to work out the reading and spelling of words with the letter sounds learnt in the last nine sessions 	<p>All target letter sounds learnt in the last nine sessions:</p> <ul style="list-style-type: none"> • short i • short u • long i • Magic e • initial th (voiced) • initial th (voiceless) • initial cl • initial cr • initial dr • initial st • initial str • medial th • ending k • ending t • ending st • rime all • rime ill • rime in 	<p><u>Pupils’ preparation</u></p> <ul style="list-style-type: none"> • Before this session, pupils identify words on people, action, time or place from their phonics books. The eight pupils work in pairs and each pair prepares one topic and writes the words on cards. • Post the word cards on the board and invite pupils to read them aloud. <p><u>Chainspell</u></p> <ul style="list-style-type: none"> • Explain the rules of Chainspell and ask pupils to play in two teams. They listen to your reading and work out the spelling of the words they hear collaboratively. • Give each team different coloured felt pens to write with. Ask the two teams to queue up, with the first pupil facing the board on which 2 large sheets of paper are posted. • Explain that the first team member can write only the first letter of the word. Then he or she hands the pen to the second team member and goes to the end of the queue. The second team member can either correct this letter, or write the next letter, but not both. The game continues until the team is confident that the word is correctly spelt. Then they read aloud the word together. The team which spells and reads the word correctly scores two marks each time. • Use word cards pupils have prepared. Pick up one card each time and read the word aloud.

Teaching Focus	Examples of Target Language Items	Tasks/Activities & Teaching Steps
		<ul style="list-style-type: none"> • Encourage pupils to prepare more word cards for this game. Arrange some time for them to play this game with classmates who have not attended the intervention programme. <p><u>Mini Project (Writing Funny Rhymes)</u></p> <ul style="list-style-type: none"> • Display four paper doors (“People door”, “Action door”, “Time door” and “Place door”) and stand them up on four desks. • Divide pupils into 2 teams: Team A and Team B. • Pupils in Team A take the role of the station masters. Each question master stands behind the paper door on the topic he or she has prepared. • Pupils in Team B go around the various doors. They take turns to knock at the “People door” and say, “Hello, hello! Who are they?” The station master chooses any one card he or she has prepared and gives the answer (e.g. “Hello! They are Billy and Tommy.”). The pupil in Team B writes down the answer “Billy and Tommy”. • Then they knock at the “Action door” and ask, “Hello, hello! What do they do?” The station master chooses a card from his pack and gives the answer. • The same procedure goes on at the “Time door” and “Place door”. The question to be asked at the “Time door” is “What time is it?” and the one at the “Place door” is “Where are they?”. • When every pupil has finished asking questions, he or she makes a sentence. • After all pupils in Team B have got their answers from the various station masters, they change roles with pupils in Team A and act as station masters on the topic they have prepared. • Each pupil reads aloud the sentence he or she has written. Help them group the sentences which rhyme at the last word. They write the rhyming lines on a separate sheet of paper under the heading “Funny Rhymes”. • The whole group reads aloud the funny rhymes. • The rhyme sheets are posted up on the bulletin board afterwards.

A FRAMEWORK OF SCHOOL ASSESSMENT PRACTICES



Curriculum Development Institute, November 2001
(Adapted from Shirley Clarke)





Feedback Sheet

Speaking: Oral Presentation (Generic)


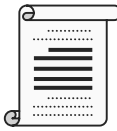











Peer Assessment Form

1. Teachers CHOOSE and agree with the learners on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each learner with the selected criteria on it.
3. With teacher's guidance, learners read and understand the assessment criteria on the feedback sheet or assessment form for assessing their classmate's oral presentation.
4. Both the teacher and the learners can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self assessment, peer assessment, etc.

Colour the right number of stars. More stars mean better work.

1. Did my classmate speak clearly and loudly enough? Did my classmate look at us most of the time?	
2. Do I like my classmate's presentation?	
3. Did my classmate talk about ...? (the topic, e.g. the food and drink items for the picnic)	
4. Did my classmate tell me more about ...? (the topic, e.g. explain what/why/how)	


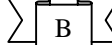
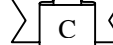
Circle the right icon(s):

1. The best part of the presentation was ...	 (Introduction)	 (Body)	 (Conclusion)
2. My classmate is good at ...	 Attitude	 Techniques	 Organization
	 Content	 Language	
3. My classmate can do even better next time in...	 Attitude	 Techniques	 Organization
	 Content	 Language	

Feedback Sheet

Speaking: Group Discussion (Generic)

1. Teachers CHOOSE and agree with the learners on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each learner with the selected criteria on it.
3. With teacher's guidance, learners read and understand the assessment criteria on the feedback sheet or assessment form for assessing their performance in the group discussion.
4. Both the teacher and the learners can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self assessment, peer assessment, etc.

	 A	 B	 C
<ol style="list-style-type: none"> 1. Content <ul style="list-style-type: none"> ■ Adequate overall content ■ Clarity of ideas ■ Relevance of ideas ■ Originality/Creativity 2. Communication strategies <ul style="list-style-type: none"> ■ Ability to use strategies such as: <ul style="list-style-type: none"> ➢ making an opening ➢ explaining ➢ clarifying (e.g. offering examples) ➢ agreeing ➢ disagreeing ➢ taking turns ➢ questioning ➢ self-correcting ➢ suggesting ➢ summarizing ➢ making a conclusion ■ Demonstrating <ul style="list-style-type: none"> ➢ Confidence ➢ Interest in discussion ➢ Respect for others ➢ Effective use of non-verbal features (e.g. eye contact, gestures, movements, pauses) 3. Collaboration & responsibility <ul style="list-style-type: none"> ■ Helping each other ■ Sharing of workload ■ Considering different ideas before making decisions 			

Feedback Sheet

Speaking: Group Discussion (Generic)

Self Assessment Form

1. Teachers CHOOSE and agree with the learners on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each learner with the selected criteria on it.
3. With teacher's guidance, learners read and understand the assessment criteria on the feedback sheet or assessment form for assessing their own performance in the group discussion.
4. Both the teacher and the learners can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self assessment, peer assessment, etc.

How many marks will you give to yourself? Colour the right box.

1. Did I speak clearly and loudly enough?	100	70	50	20
2. Did I understand what my classmates say?	100	70	50	20
3. Did I ask questions in the discussion?	100	70	50	20
4. Did I suggest ... for the ... (topic)?	100	70	50	20
5. Did I explain why I ... (topic)?	100	70	50	20
6. Did I accept the ... my classmates ...?	100	70	50	20

How many marks will you give to your group? Colour the right box.

7. Did we work together well?	100	70	50	20
8. Did we achieve the objectives?	100	70	50	20
9. Did all group members feel free to talk?	100	70	50	20
10. Did all group members listen to one another?	100	70	50	20
11. Did all group members have opportunities to share their ideas?	100	70	50	20
12. Did the group consider a number of ideas before coming to a decision?	100	70	50	20

Answer these questions:

13. Who helped me? Why?
14. Who did I help? Why?
15. How can I do better?
16. We will do better next time in ... by ...

Feedback Sheet
Writing: Reviewing and Editing (Generic)
Peer and Self Assessment Form

1. Teachers CHOOSE and agree with the learners on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each learner with the selected criteria on it.
3. With teacher's guidance, learners read and understand the assessment criteria on the feedback sheet or assessment form for assessing their own performance in writing.
4. Both the teacher and the learners can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self assessment, peer assessment, etc.

Draw the right icons / Put a tick under the right icon(s).

	😊😊	😊	😞
1. Peer Assessment - Reviewing <ul style="list-style-type: none"> ■ Is my partner's writing clear? ■ Is my partner's writing interesting? ■ Does my partner put the ideas in the best order? 			
2. Peer Assessment - Editing <ul style="list-style-type: none"> ■ Does my partner use the tenses correctly? ■ Does my partner use singular and plural forms correctly? ■ Does my partner spell all the words correctly? ■ Does my partner use correct punctuation? 			

Draw the right icons / Put a tick under the right icon(s).

	😊😊	😊	😞
1. Self Assessment - Reviewing <ul style="list-style-type: none"> ■ I understand my topic. ■ Ideas are written in my own words. ■ I have completed all the tasks. ■ The meaning of each sentence is clear. 			
2. Self Assessment - Editing (e.g. capital letters, grammar) <ul style="list-style-type: none"> ■ I use complete sentences. ■ I start each sentence with a capital letter. ■ I make sure all proper nouns begin with a capital letter. ■ I end each sentence with a full-stop, an exclamation mark, or a question mark. ■ I follow all the rules of grammar and punctuation that I know. ■ I spell each word correctly using clues from the question and reading to help me. ■ I indent for every new paragraph. ■ My writing is neat and easy for others to read. ■ Each sentence has a subject and a verb. ■ Each sentence has a full-stop at the end. ■ My handwriting is clear. ■ I use capital letters to begin names (people, places, dates, books ...) 			

Feedback Sheet Group Project (Generic) Self Assessment Form

1. Teachers CHOOSE and agree with the learners on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each learner with the selected criteria on it.
3. With teacher's guidance, learners read and understand the assessment criteria on the feedback sheet or assessment form for assessing their own performance in the group project.
4. Both the teacher and the learners can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self assessment, peer assessment, etc.

Title of the project: _____

A. Project as a whole

How many smiling faces do you give to yourself?

1.	I liked doing the project.	
2.	I worked hard.	
3.	I think my project/brochure/game is good because: e.g.	
Content	<ul style="list-style-type: none"> ➤ it has a lot of interesting and useful information ➤ I have written at least three thoughtful ideas or explanations 	
Organization and design	<ul style="list-style-type: none"> ➤ I have given my project an interesting name ➤ the table of contents and headings are clear ➤ each paragraph has one main idea ➤ I have explained the topic with interesting and clear pictures, tables, photos, diagrams, etc. ➤ I have labelled the pictures, photos, diagrams, etc. clearly ➤ it is neat, colourful and attractive 	
Language	<ul style="list-style-type: none"> ➤ the spelling, punctuation, and grammar are correct ➤ it has good choice of words ➤ my writing is neat and easy for others to read 	
4.	I think I am good at: e.g.	
	<ul style="list-style-type: none"> ➤ performing my duties as a group member by <ul style="list-style-type: none"> - listening to my group members - working well with my group members ➤ taking part in collecting information ➤ sharing ideas or information with group members ➤ sharing my work with my group members ➤ producing a product ➤ presenting our work to other classmates 	

B. Process in doing the project

Ask yourself the following questions. Circle the marks you give to yourself.

1. Was I punctual?	100	70	50	20
2. Did I work well with my group members?	100	70	50	20
3. Did all group members have opportunities to share their ideas?	100	70	50	20
4. Did all group members listen to one another?	100	70	50	20
5. Did the group consider a number of ideas before coming to a decision?	100	70	50	20

Answer these questions:

6. What did I learn from the project?
7. Who helped me? How?
8. Who did I help? Why? How?
9. How can I do better next time?

Feedback Sheet Group Project (Generic) Teacher Assessment Form

1. Teachers CHOOSE and agree with the learners on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each learner with the selected criteria on it.
3. With teacher's guidance, learners read and understand the assessment criteria on the feedback sheet or assessment form for assessing their performance in the group project.
4. Both the teacher and the learners can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self assessment, peer assessment, etc.

Title of the project: _____

A. Project as a whole

Circle the right icons.

		Well done	Good	Satisfactory	Needs improvement
1. You have worked hard.		★	★	★	★
2. Your project/brochure/game is good because: e.g.					
Content	➤ it has a lot of interesting and useful information	★	★	★	★
	➤ you have written at least three thoughtful ideas or explanations	★	★	★	★
Organization and design	➤ you have given your project an interesting name	★	★	★	★
	➤ the table of contents and headings are clear	★	★	★	★
	➤ each paragraph has one main idea	★	★	★	★
	➤ you have explained the topic with interesting and clear pictures, tables, photos, diagrams, etc.	★	★	★	★
	➤ you have labelled the pictures, photos, diagrams, etc. clearly	★	★	★	★
	➤ it is neat, colourful and attractive	★	★	★	★
			★	★	★
Language	➤ the spelling, punctuation, and grammar are correct	★	★	★	★
	➤ it has good choice of words	★	★	★	★
	➤ your writing is neat and easy for others to read	★	★	★	★

	Well done	Good	Satisfactory	Needs improvement
3. You are good at: e.g.				
➤ performing your duties as a group member by	★	★	★	★
- listening to your group members	★	★	★	★
- working well with your group members	★	★	★	★
➤ taking part in collecting information	★	★	★	★
➤ sharing ideas or information with group members	★	★	★	★
➤ sharing your work with your group members	★	★	★	★
➤ producing a product	★	★	★	★
➤ presenting your work to other classmates	★	★	★	★






B. Process in doing the project


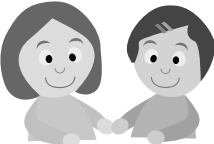

Circle the right icons.

	Well done	Good	Satisfactory	Needs improvement
I think:				
1. All group members were punctual.	★	★	★	★
2. The group worked well together.	★	★	★	★
3. All group members had opportunities to share their ideas.	★	★	★	★
4. All group members listened to one another.	★	★	★	★
5. The group considered a number of ideas before coming to a decision.	★	★	★	★

Feedback Sheet Collaborative Work Peer Assessment Form

1. Teachers CHOOSE and agree with the learners on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each learner with the selected criteria on it.
3. With teacher's guidance, learners read and understand the assessment criteria on the feedback sheet or assessment form for assessing their own performance in the collaborative work.
4. Both the teacher and the learners can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self assessment, peer assessment, etc.

	Circle the right words.		
<p>Contribution & Responsibility</p> <ul style="list-style-type: none"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ■ Collecting information  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ■ Sharing information with group members  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ■ Being punctual  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ■ Performing duties well as a group member  </div> <div style="display: flex; align-items: center;"> ■ Sharing equally  </div> 	a lot	some	little or none
	a lot	some	little or none
	on time	sometimes late	always late
	very well	OK	not so good
	always	sometimes	does not

	Write a, b or c.
<p>Value Others' Viewpoints</p> <ul style="list-style-type: none"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ■ Listening to other group members  </div> <ul style="list-style-type: none"> a. is always talking and not listening b. listens but sometimes talks too much c. listens and speaks a fair amount <div style="display: flex; align-items: center; margin-bottom: 10px;"> ■ Cooperating with group members  </div> <ul style="list-style-type: none"> a. usually agrees b. sometimes agrees c. never agrees <div style="display: flex; align-items: center;"> ■ Making fair decisions  </div> <ul style="list-style-type: none"> a. usually wants to have things his or her way b. usually sides with friends c. always considers all views 	

Sample Assessment Task (KS1)

Merry Christmas

Christmas is coming. Peter Chan and his mother are shopping at the Fun Fun Shop.

Part 1A

Peter is buying some presents for his friends. What does he buy?
Listen to what Peter and his mother say. The tape will be played two times.
When you hear a beep, tick the correct answer. The tape will begin now.

Listen and tick the correct box .

1. Tom



A. A hat



B. A bat



C. A cat

2. Jane



A. A can



B. A pan

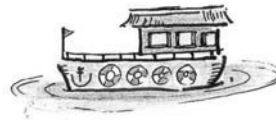


C. A fan

3. Mary



A. A coat



B. A boat



C. A goat

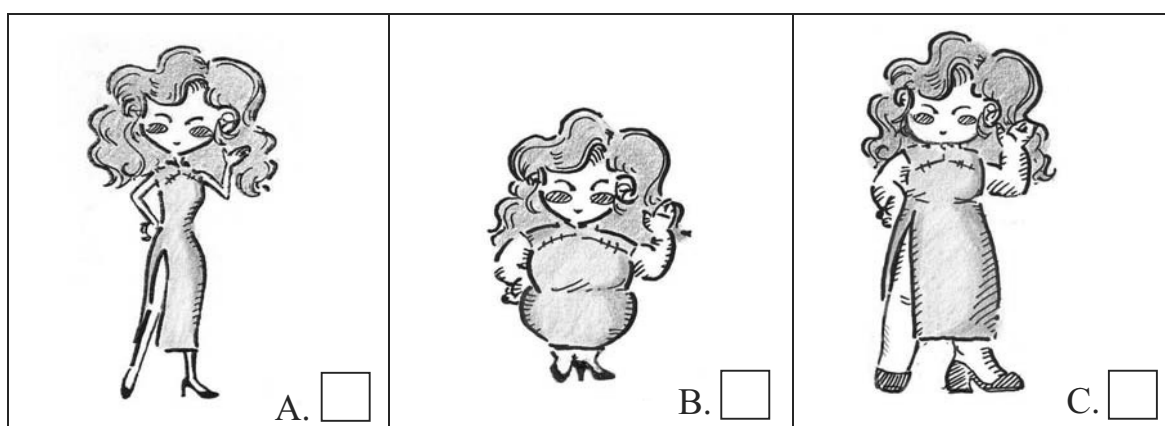
Part 1B 

Peter's mother also wants to buy some Christmas presents. What does she buy?

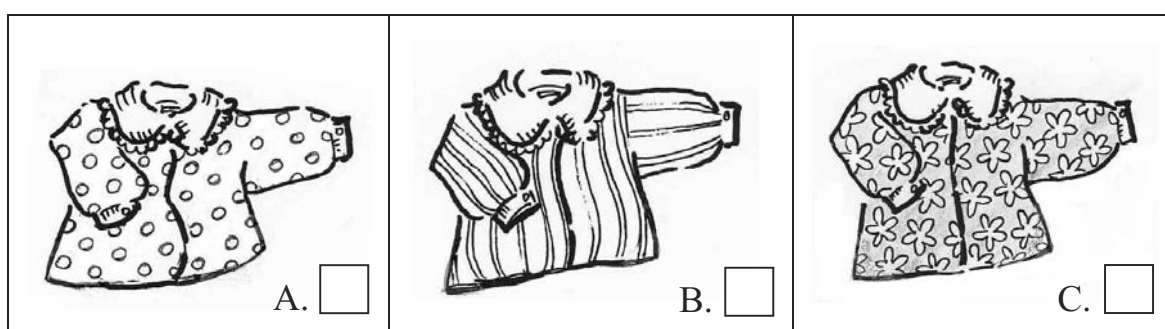
Listen to what Peter's mother and the shop assistant say. The tape will be played two times. When you hear a beep, tick the correct answer. The tape will begin now.

Listen and tick the correct box .

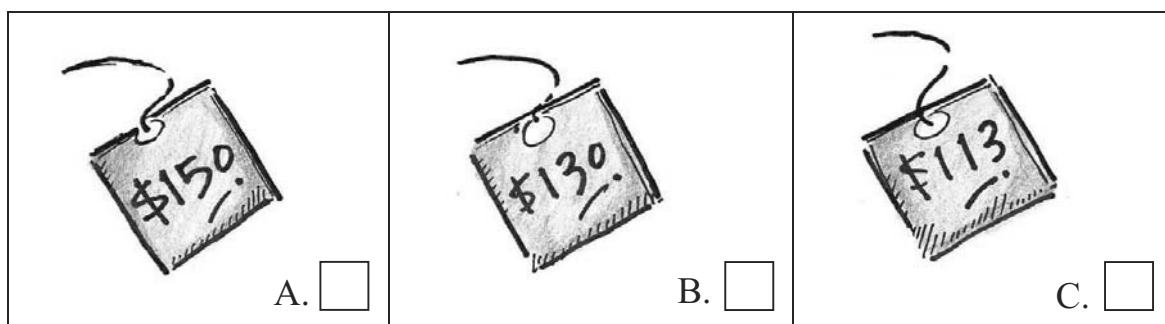
1. What does the friend of Peter's mother look like?



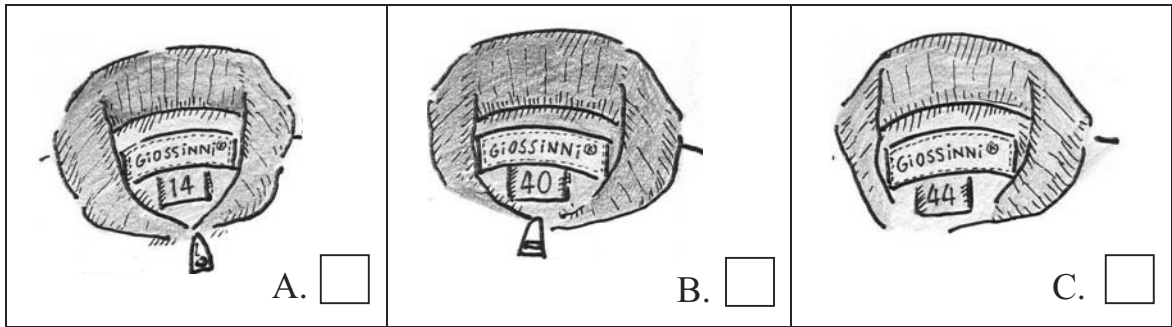
2. Which blouse does Peter's mother buy?



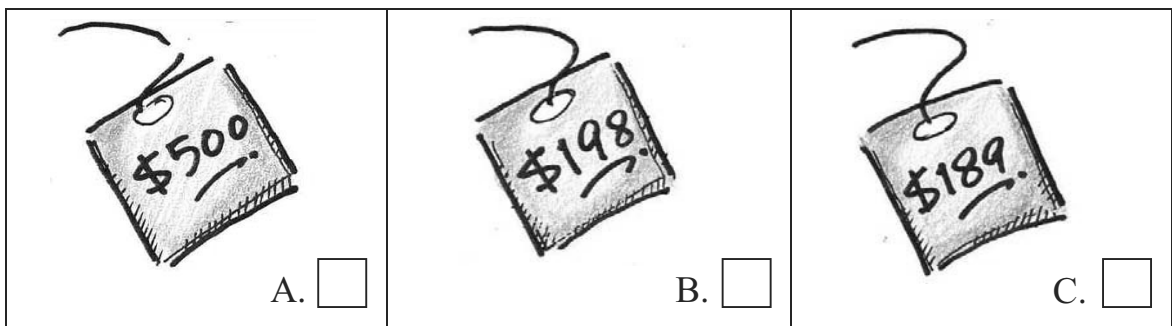
3. How much is the blouse?



4. What size is the jacket?



5. How much is the jacket?



Part 2 

The next day, Peter gets an invitation card from Tom. Tom is going to have a Christmas party.

Read the card.

4 th December XXXX
Dear Peter,
Merry Christmas.
I'm going to have a Christmas party. Can you come?
Date : 24 th December XXXX
Time : 3:00 p.m.
Place : My home (G/F, 1 Long Street, Kowloon.)
Yours, Tom

Now, you are Peter. You can go to Tom's party. Write a reply to Tom.

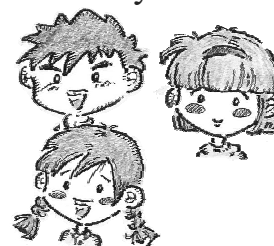
Dear _____,
Thank you for _____.
I can _____
on _____ at _____.
See you.
Yours, _____

Part 3A 

The children are at the party now. Tom's mother tells them a story.



Let me tell
you a story...



Read the story.



Bobo and Toto lived in a pond with their mother, Mrs Froggie. They loved each other. Mrs Froggie always said to Bobo and Toto, "You are my good sons. You never fight with each other. I'm proud of you."

Early one morning, when Bobo and Toto were dancing on the leaves in the pond, they felt something swimming towards them. It was their friend, Sniffy. She said, "There's a nice

smell on the other side of the pond. Come and have a look!"

Bobo and Toto jumped into the water. They swam and swam after Sniffy.

They saw a huge box on a rock near the pond. Bobo and Toto jumped onto the rock and opened the box. "What a nice cake! Let's eat it. Come here, Sniffy!" Bobo and Toto cried.

"No, I can't. I'll die if I get out of the water!" said Sniffy sadly.

Sniffy...

Tick the correct answer .

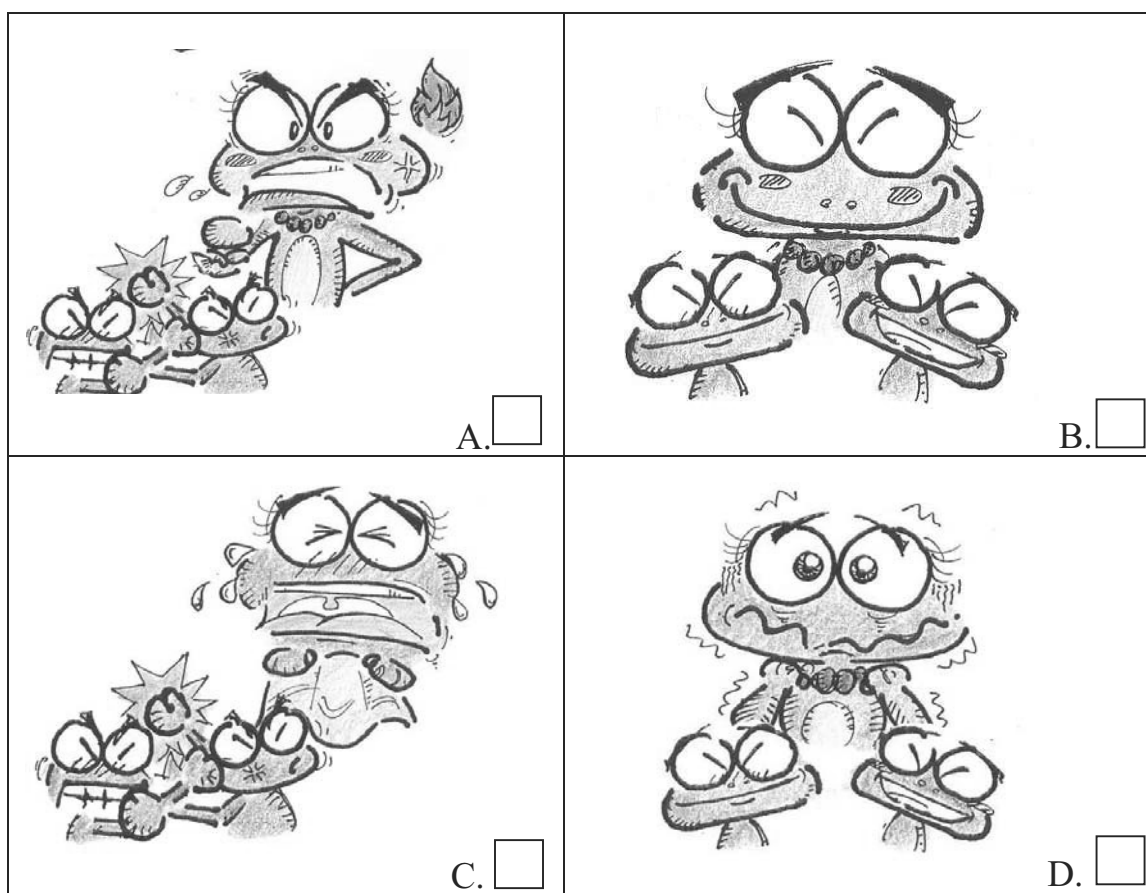
1. Bobo and Toto lived in a pond. What is a pond?

- A. A large pool of water
- B. A huge box
- C. A nice cake
- D. A small tree

2. What were Bobo and Toto?

- A. Sisters
- B. Brothers
- C. Brother and sister
- D. Mother and son

3. Mrs Froggie always said to Bobo and Toto, "... I'm proud of you."
Which picture shows how Mrs Froggie felt?



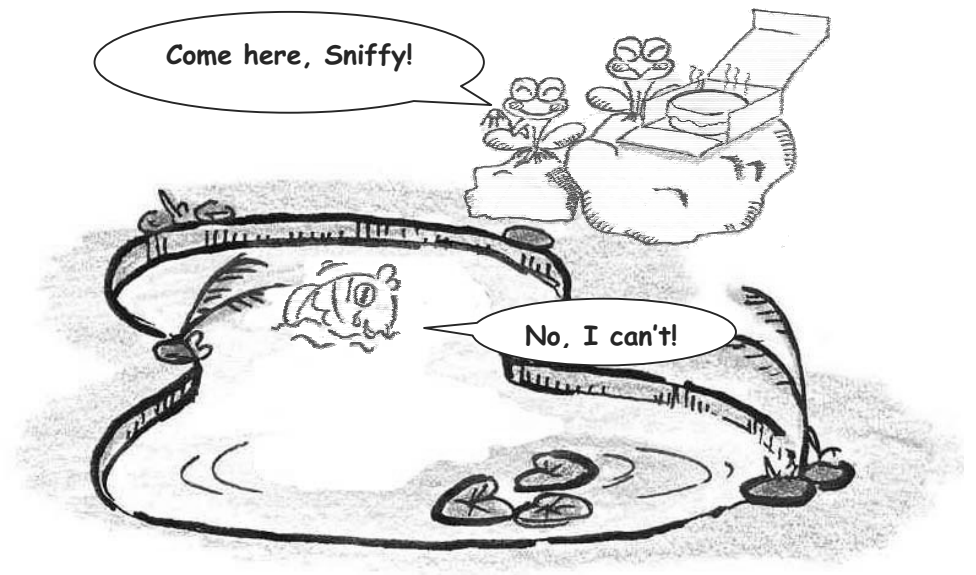
4. What were Bobo and Toto doing early one morning?
They were _____.
- A. fighting
 - B. crying
 - C. singing
 - D. dancing
5. They felt something swimming towards them. Who was it?
- A. Mrs Froggie
 - B. Bobo
 - C. Sniffy
 - D. Toto
6. She said, “There’s a nice smell on the other side of the pond. Come and have a look!” Who was she?
- A. Mrs Froggie
 - B. Sniffy
 - C. Bobo
 - D. Toto
7. “... Come here, Sniffy!” Bobo and Toto cried.
‘Come here’ means ‘Come to _____’.
- A. the rock
 - B. the pond
 - C. the leaves
 - D. Bobo and Toto’s home
8. Why was Sniffy sad?
She could not _____.
- A. play with Bobo and Toto
 - B. swim
 - C. jump out of the pond
 - D. smell the cake

Part 3B ✍

Sniffy wanted to eat the cake.

You are Sniffy.

What will you do?



Part 3C ✍

When you are not happy, what do you do? Write 3 sentences or more.

Part 4 

After listening to the story, Tom and the children play a guessing game about animals.

You are one of the children.

Read the riddles aloud and guess the animals.

Part 5 

After the party, Tom's mother wants to take the children out.

Now, you are the children.

Ask and tell your friend:

- where you want to go
- what you want to do there
- how you can get there

Use the cards to help you.

Part 1A**Tapescript**

Peter is buying some presents for his friends. What does he buy?
 Listen to what Peter and his mother say. The tape will be played two times.
 When you hear a beep, tick the correct answer. The tape will begin now.

P: Peter M: Peter's mother

**

P: What shall I buy for Tom, Mum?

M: What does he like best?

P: He likes animals. He likes fishing and playing ball games, too.

M: Well, you may buy him a cat, a hat or a bat.

P: I think he needs a bat. I'll buy him a bat.

(Beep)

P: What about Jane? She likes cooking, dancing and collecting.

M: You can buy her a pan, a fan or a can.

P: I think I'll buy her a fan.

M: That's a good idea.

(Beep)

P: This coat is beautiful. Shall I buy it for Mary?

M: No, I think she likes playing with toys. Buy her a toy goat.

P: She has a toy goat. Let me buy her a boat.

M: All right. Buy a boat for her.

(Beep) **

Listen to the tape again and check your answers. (*Repeat the tapescript ** **.*)

This is the end of Part 1A.

Part 1B**Tapescript**

Peter's mother also wants to buy some Christmas presents. What does she buy?

Listen to what Peter's mother and the shop assistant say. The tape will be played two times. When you hear a beep, tick the correct answer. The tape will begin now.

A: Shop assistant

M: Peter's mother

**

A: May I help you?

M: Yes, I'd like to buy a blouse for my friend. She's tall and thin. // (Beep)

A: How about the one with flowers over there? It looks nice. // (Beep)

M: Oh, that's good! How much is it?

A: One hundred and thirty dollars, please.

M: Alright. I'll take it.// (Beep)

M: I'd also like to buy a jacket for my husband.

A: Would he like the brown jacket over there?

M: Ah! It looks nice but it's too small for him.

A: It doesn't matter. We have bigger sizes. How about this one? It's size forty.

M: Yes, I think it fits him. // (Beep) How much is it?

A: One hundred and eighty-nine dollars, please.

M: Here's five hundred dollars.

A: Thank you.// (Beep) **

Listen to the tape again and check your answers. (*Repeat the tapescript ** **.*)

This is the end of Part 1B.

Teacher's notes

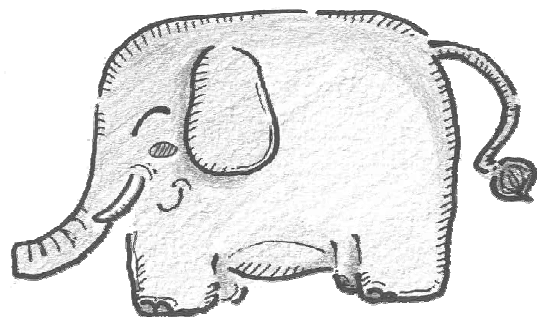
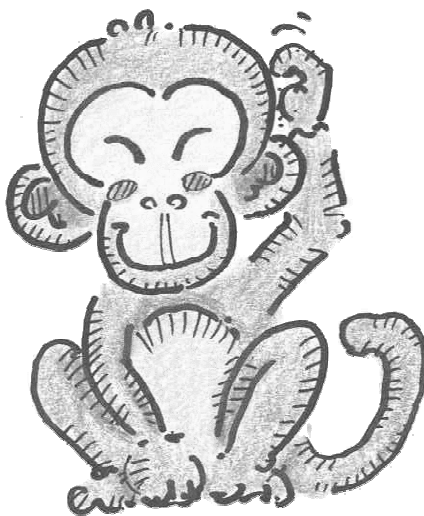
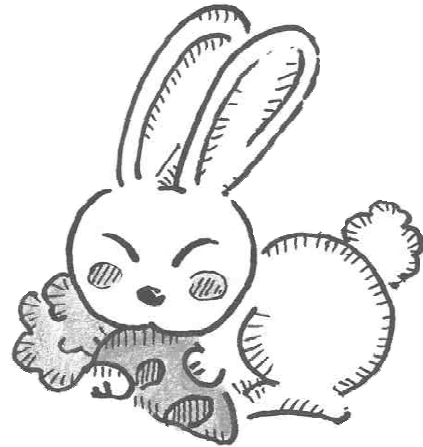
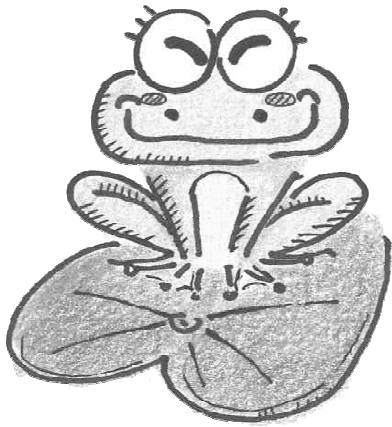
Part 4

1. Print the cue cards for the task.
2. Give one set of cards to the pupil and ask him or her to read the riddles aloud.
3. After the reading, ask the pupil to guess the animals. (If the pupil cannot give the answers, show him or her the picture cards of the animals and ask him or her to choose the correct ones.)

Cue Cards

Set 1	Set 2
<p style="text-align: center;"><u>Riddle 1</u></p> <p>It is green. It has big eyes. It can swim and jump. It lives near water.</p>	<p style="text-align: center;"><u>Riddle 1</u></p> <p>It is brown. It has a long tail. It likes bananas. It can climb trees.</p>
<p style="text-align: center;"><u>Riddle 2</u></p> <p>It is white. It has red eyes. It has long ears. It can jump.</p>	<p style="text-align: center;"><u>Riddle 2</u></p> <p>It is big. It has a long neck. It has strong legs. It eats leaves.</p>



Picture Cards



Part 5

1. Print Cue Cards A and B.
2. Give Cue Cards A and B to Pupils A and B respectively.
3. Ask the pupils to look at their own cards only. Give them one minute to read the card.
4. Tell the pupils to ask and answer each other's questions.

Cue Cards*(For Pupil A)**(For Pupil B)*

 Cue Card A	 Cue Card B
<p>Pupil A: Where do you want to go? Pupil B: ... Pupil A: What do you want to do there? Pupil B: ... Pupil A: How can we get there? Pupil B: ... Pupil A: OK. Let's go!</p> <hr style="border-top: 1px dashed black;"/> <p>Pupil B: ... Pupil A: I want to go to _____. Pupil B: ... Pupil A: I want _____. Pupil B: ... Pupil A: We can _____. Pupil B: ...</p>	<p>Pupil A: ... Pupil B: I want to go to _____. Pupil A: ... Pupil B: I want _____. Pupil A: ... Pupil B: We can _____. Pupil A: ...</p> <hr style="border-top: 1px dashed black;"/> <p>Pupil B: Where do you want to go? Pupil A: ... Pupil B: What do you want to do there? Pupil A: ... Pupil B: How can we get there? Pupil A: ... Pupil B: OK. Let's go!</p>

**Education & Manpower Bureau's Publications in Support of
the Implementation of the English Language Education Curriculum
in Primary Schools**

	Title	Year	Level	Format
I) Assessment				
1.	Promoting Assessment for Learning in English Language Education at Primary Level	2004	Primary	Book, Audio CD & CD-ROM
II) Catering for Learner Diversity				
2.	Handbook on Remedial Teaching of English in Primary Schools [@]	1999	Primary	Available on the Web only
3.	English Language for Children Recently Arriving in Hong Kong from Various Parts of China	1996	Primary & Secondary	Booklet
III) Curriculum Guide/Syllabus				
4.	English Language Education KLA Curriculum Guide (Primary 1 - Secondary 3) [@]	2002	Primary & Secondary	Book
5.	Basic Education Curriculum Guide: Building on Strengths (Primary 1 - Secondary 3) [@]	2002	Primary & Secondary	Book
6.	Learning to Learn: The Way Forward in Curriculum Development [@]	2001	Primary & Secondary	Book
7.	Exemplars of Curriculum Development in Schools Learning to Learn: The Way Forward in Curriculum Development [@]	2001	Primary & Secondary	Book
8.	CDC Syllabus for English Language (Primary 1-6) 1997 [#]	1997	P1 - P6	Book
IV) Extensive Reading				
9.	Reading Makes a Difference [@]	2002	P1 - S5	CD-ROM (The suggested booklists for the English Extensive Reading Grants are also available on the Web.)
10.	Support Package on English Extensive Reading for Key Stage 1	2000	P1 - P3	CD-ROM & Audio CD

[@] Available on the Web (<http://www.emb.gov.hk/cd>)

[#] Available for order through the online Government Bookstore (<http://www.isd.gov.hk/eng/bookorder.htm>)

11.	Handbook on Extensive Reading in English (Part One)	1999	P4 – P6 & S1 – S3	Book* & CD-ROM
12.	English Extensive Reading Scheme (Primary 5 and 6) Operational Manual*	1997	Primary	Book
V) Good Practices				
13.	Good Practice in English Language Teaching: A Handbook for Primary Schools®	1998	P1 – P6	Book
VI) Guidelines and Handbooks				
14.	School-based Curriculum Adaptation at Primary Level®	1999	Primary	Available on the Web only
15.	Guidelines on Setting Assignments for English – Towards a Homework Policy*®	1994	Primary	Leaflet
16.	Using English Textbooks	1995	Primary & Secondary	Leaflet
17.	Teaching Grammar and Spoken English: A Handbook for Hong Kong Schools*	1993	Primary & Secondary	Book
VII) Information Technology (IT)				
18.	Using IT to Learn, Learning to Use IT®	2001	Primary	CD-ROM
19.	Using IT in the Primary English Classroom	1999	P1 – P6	Leaflet
VIII) Language Arts				
20.	Let's Experience and Appreciate Drama (LEAD)	2002	Primary	CD-ROM®, Audio CD, Booklets & Small Books
21.	Songs, Rhymes and Tales for Key Stages 1 and 2	2001	Primary	VCD
22.	Let's Experience and Appreciate Poetry (LEAP) (Key Stage 1)	2000	P1 – P3	Small Book, Big Book, Audio CD, Cassette Tapes & Teacher's Folder
23.	Let's Experience and Appreciate Poetry (LEAP) (Key Stage 2)	2000	P4 – P6	Small Book, Big Book, Audio CD, Cassette Tapes & Teacher's Folder
24.	Good Practice in Speech Activities	1999	Primary & Secondary	VCD & CD-ROM
25.	Poems, Songs and Games	1994	Primary	Book & Cassette Tape

® Available on the Web (<http://www.emb.gov.hk/cd>)

* Though on display at the Language Resource Centre at Room 306, 3/F, 19 Hok Yuen Street, Hung Hom, Kowloon, there is no more stock for schools.

IX) Phonics				
26.	Phonics in Action	2002	Primary	Audio CD, VCD, Video Tape, Book, Card & Leaflet, Photocopiable Masters
27.	Phonics Multimedia Resource Pack	2000	Primary	VCD & CD-ROM
28.	Strategies and Activities to Maximize Pleasurable Learning Experiences (SAMPLE)	2000	P1 - P6	Pamphlet, CD-ROM®, VCD, Leaflet, Card & Cassette Tape
29.	The Teaching of Phonics	1993	Primary	Book
X) Task-based Learning				
30.	Adopting Task-based Approach in the Primary Classroom	1998	P1 - P6	CD-ROM
XI) Writing				
31.	Writing Packages (Primary 1 - 3)	2001	P1 - P3	Copymasters, Notes for Teachers, CD-ROM®, Game Board & Sample of Minibook
32.	Writing Packages (Primary 4 - 6)	2000	P4 - P6	Copymasters, Notes for Teachers, CD-ROM, Audio CD & Authentic Materials
33.	Teaching Writing as a Process	1994	Primary	Book
XII) Transition between Key Stages				
34.	Bridging English across Primary and Secondary Education (To principals) ----- (To English panels) ----- (To teachers of EMI subjects)	1996	Primary & Secondary	Set of Leaflets
35.	Bridging English across Primary and Secondary Education	1995	Primary & Secondary	Booklet
XIII) Others				
36.	Promoting Quality Interaction in the Primary English Classroom	2004	Primary & Secondary	Book & CD-ROMs
37.	Learning English is Fun - English Language Camp Activities for P4 Students	2003	Primary & Secondary	Book®, VCDs & Audio CD

@ Available on the Web (<http://www.emb.gov.hk/cd>)

Community Resources to Support Life-wide Learning

Organization	Activity	Telephone Number
The British Council	<ul style="list-style-type: none"> The Council offers a range of services/activities that provide opportunities for life-wide language learning. These services/activities include film festivals, cultural programmes or exhibitions (on topics such as Art, Science, Design and Technology), English Language Centre, Book Centre, and Library and Information Services. Some of these services/activities are fee-based and some are free of charge. <p>Web site: http://www.britishcouncil.org.hk</p>	2868 2818
Environmental Protection Department	<ul style="list-style-type: none"> Environmental Resources Centre <ul style="list-style-type: none"> - Guided tours in English - The resources in the Centre are all in both Chinese and English. <p>Web site: http://www.epd.gov.hk</p>	Wan Chai Centre 2893 2856 Tsuen Wan Centre 2944 8204 Fanling Centre 2600 4016
Hong Kong Police Force	<ul style="list-style-type: none"> Students can visit Police College, Police Dog Unit and Police Stations. Guided tours in English can be provided if schools apply in advance. <p>Web site: http://www.info.gov.hk/police/</p>	2860 6151
Hong Kong Schools Music and Speech Association	<ul style="list-style-type: none"> English Drama Competition English Choral Speaking Competition Singing Competition <p>Web site: http://www.hksmsa.org.hk</p>	2761 3877
Hong Kong Youth Arts Festival Association Ltd.	<ul style="list-style-type: none"> Hong Kong Youth Arts Festival <ul style="list-style-type: none"> - This festival is held in November every year. The activities are mainly divided into performing arts and visual arts. They are conducted in either Chinese or English. <p>Web site: http://www.hkyaf.com</p>	2877 2625
Kadoorie Farm and Botanic Garden	<ul style="list-style-type: none"> Guided tours in English <p>Web site: http://www.kfbg.org.hk/</p>	2488 0166

Organization	Activity	Telephone Number
Mass Transit Railway	<ul style="list-style-type: none"> For primary students, they can visit various MTR stations in Hong Kong. Guided tours can be in English if the schools apply in advance. 	2881 8888
Museums in Hong Kong	<ul style="list-style-type: none"> Guided tours in English (advance-booking required) The Science Museum can provide worksheets in English. The movies are shown with Chinese and English narration in the Space Museum. The audience can choose the language that they want to listen to. <p>Web site: http://www.lcsd.gov.hk/en/cs_mus_lcsd.php</p>	* See Contact Numbers below
Ocean Park	<ul style="list-style-type: none"> Ocean Park Academy and Ocean Park Conservation Foundation provide a broad mix of activities to students. The activities include boat trips, visits to marine park, bird watching, day camps, seminars, etc. Activities and guided tours in English can be provided. Some of the activities are fee-based while some are free of charge. <p>Web sites: Ocean Park Academy: http://www.oceanpark.com.hk/OPAHK</p> <p>Ocean Park Conservation Foundation: http://www.opcf.org.hk</p>	<p>Ocean Park Academy 9187 9231</p> <p>Ocean Park Conservation Foundation 2873 8679</p>
Public Libraries	<ul style="list-style-type: none"> Chinese and English Books Exhibition Reading Programme for Children and Youth <ul style="list-style-type: none"> The programme's objective is to arouse the interest of children and youth in reading, to develop their reading habits, to widen their knowledge and scope of reading, to enhance their language proficiency and to encourage parents' active participation in shared reading. Participants can join this programme individually, or they can be nominated by schools. <p>Web site: http://www.hkpl.gov.hk/</p>	2921 2660

* **Contact Numbers**

Hong Kong Film Archive	2739 2139	Hong Kong Science Museum	2732 3220
Hong Kong Heritage Museum	2180 8180	Hong Kong Space Museum	2734 2720
Hong Kong Museum of Art	2721 0116	Law Uk Folk Museum	2896 7006
Hong Kong Museum of Coastal Defence	2569 1500	Lei Cheng Uk Han Tomb Museum	2386 2863
Hong Kong Museum of History	2724 9080	Sam Tung Uk Museum	2411 2001
Hong Kong Railway Museum	2653 3455	Sheung Yiu Folk Museum	2792 6365

Organization	Activity	Telephone Number
The Boys' and Girls' Clubs Association for Hong Kong	<ul style="list-style-type: none"> • "Smart Kids" <ul style="list-style-type: none"> - This is a playgroup organized by the Growth and Development Centre of the Association in Wan Chai. Activities are conducted to arouse children's interest in learning English. The playgroup is suitable for P1 learners. 	2527 9121
World Wide Fund for Nature, Hong Kong	<ul style="list-style-type: none"> • Visits to Mai Po <ul style="list-style-type: none"> - Guided tours in English - There are both Chinese and English explanations for the photos and animal specimens in the Mai Po Marshes Wildlife Education Centre. <p>Web site: http://www.wwf.org.hk</p>	2526 4473

The image features a background of a wood grain texture in shades of gray. A white, curved banner is positioned horizontally across the middle of the page, containing the word "References" in a bold, black, serif font.

References

The following titles have been selected as useful for teachers to read. Teachers are also advised to refer to Appendix 19 for publications of the Education and Manpower Bureau.

Assessment

Assessment Reform Group. (1999). Assessment for Learning: Beyond the Black Box. [Pamphlet]. London: University of Cambridge School of Education.

Black, P., & William, D. (1998). Inside the Black Box: Raising Standards through Classroom Assessment. London: King's College of School of Education.

Available on line:

<http://www.emb.gov.hk/cd/assessment/document/BK1.pdf>

<http://www.kcl.ac.uk/depsta/education/publications/blackbox.html>

Clarke, S. (2001). Unlocking Formative Assessment: Practical Strategies for Enhancing Pupils' Learning in the Primary Classroom. London: Hodder & Stoughton.

Jasmine, J. (1993). Portfolios and Other Assessments. Highett, Victoria: Hawker Brownlow Education.

Knight, S. (2000). Questions: Assessing and Developing Children's Understanding and Thinking in Literacy. Manchester: School Improvement Service.

Wiggins, G. (1998). Educative Assessment: Designing Assessments to Inform and Improve Student Performance. San Francisco: Jossey-Bass Publishers.

Cross-curricular Learning and Teaching

Beane, J. A. (1997). Curriculum Integration: Designing the Core of Democratic Education. New York: Teacher College Press.

Campbell, B. (1997). The Multiple Intelligences Handbook. Cheltenham: Hawker Brownlow Education.

Drake, S. (2000). Integrated Curriculum. Alexandria, Virginia: ASCD.

Hargreaves, A., & Moore, S. (2000). Curriculum Integration and Classroom Relevance: A Study of Teachers' Practice. Journal of Curriculum and Supervision, 15(2), 89-112.

Lazear, D. (1999). Eight Ways of Knowing. Cheltenham: Hawker Brownlow Education.

Markee, N. (1997). Managing Curricular Innovation. New York: Cambridge University Press.

Grammar

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (Eds.). (1999). Longman Grammar of Spoken & Written English. Harlow: Longman.

Bourke, K. (1999). The Grammar Lab (Books 1-3). Oxford: Oxford University Press.

Carter, R., Hughes, R., & McCarthy, M. (2000). Exploring Grammar in Context. Cambridge: Cambridge University Press.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). The Grammar Book: An ESL/EFL Teacher's Course (2nd Ed.). Boston: Heinle & Heinle Publishers.

Crystal, D. (1988). Rediscover Grammar. Harlow: Longman.

Loschky, L., & Bley-Vroman, R. (1993). Grammar and Task-based Methodology. In G. Crookes, & S. M. Gass (Eds.), Tasks and Language Learning: Integrating Theory and Practice (pp. 123-167). Clevedon: Multilingual Matters.

Thornby, S. (1999). How to Teach Grammar. Essex: Pearson Education Limited.

Vale, D. (1997). Picture Grammar for Children (Books 1-4). Oxford: Heinemann.

Language Arts

- Belk, E. J. A., & Thompson, R. A. (2001). Worm Painting and 44 More Hands-on Language Arts Activities for the Primary Grades. Newark: International Reading Association.
- Brown, S. (2004). Working It Out Together: Shared Reading for Grades 3 and Beyond. Wellington: Learning Media Limited.
- Chaplin, A. (1999). Drama (5 to 7). Leamington Spa: Scholastic.
- Fredericks, A., Blake-Kline, B., & Kristo, J. (1997). Teaching the Integrated Language Arts: Process and Practice. New York: Longman.
- Holmes, V., & Moulton, M. (2001). Writing Simple Poems: Pattern Poetry for Language Acquisition. Cambridge: Cambridge University Press.
- Kennedy, P. & Falvey, P. (Eds.). (1998). Learning Language through Literature in Primary Schools: Resource Book for Teachers of English. Hong Kong: Hong Kong Univeristy Press.
- Morrow, L. M., & Gambrel, L. (2000). Literature-based Reading Instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.) Handbook of Reading Research: Volume III, (pp. 563-586). New Jersey: Erlbaum.
- Phillips, S. (1999). Drama with Children. Hong Kong: Oxford University Press.
- Tompkins, G. (2002). Language Arts: Content and Teaching Strategies. New Jersey: Merrill/Prentice Hall.
- Wright, A. (1995). Resource Books for Teachers: Storytelling with Children. Oxford: Oxford University Press.

Project Learning

Chard, S. C. (1998). The Project Approach: Making Curriculum Come Alive. New York: Scholastic.

Chard, S. C. (1998). The Project Approach: Managing Successful Projects. New York: Scholastic.

Philips, D., Burwood, S., & Dunford, H. (1990). Projects with Young Learners. Oxford: Oxford University Press.

Ribe, R., & Vidal, N. (1993). Project Work: Step by Step. Oxford: Heinemann.

Second Language Learning and Teaching

The American Education Publishing Company. (1997). The Complete Book of Phonics. Ohio: The American Education Publishing Company.

Brown, H. D. (1994). Principles of Language Learning and Teaching. New Jersey: Prentice Hall Regents.

Browne, A. (1998). A Practical Guide to Teaching Reading in the Early Years. London: Paul Chapman Publishing Ltd.

Brumfit, C., Moon, J., & Tongue, R. (Eds.). (1994). Teaching English to Children: From Practice to Principle. London: Thomas Nelson & Sons.

Carter, R., & Nunan, D. (Eds.). (2001). Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press.

Clay, M. (1991). Becoming Literate: The Construction of Inner Control. Auckland: Heinemann Education.

Cunningham, P., & Allington, R. (1999). Classrooms that Work: They Can All Read and Write. New York: Longman.

Feunteun, A., & Vale, D. (1995). Teaching Children English: A Training Course for Teachers of English to Children. Cambridge: Cambridge University Press.

Fitzpartick, J. (1998). Reading Strategies that Work. Cypress: Creative Printing Press.

Lenski, S., & Nierstheimer, S. (2004). Becoming a Teacher of Reading. New Jersey: Pearson Education Inc.

Lightbown, P., & Spada, N. (1993). How Languages are Learned. Oxford: Oxford University Press.

Littlewood, W. (1981). Communicative Language Teaching. Cambridge: Cambridge University Press.

Moon, J. (2000). Children Learning English. Oxford: Macmillan Education.

Nunan, D. (1999). Second Language Teaching and Learning. Boston: Heinle & Heinle Publishers.

Nuttall, C. (2000). Teaching Reading Skills in a Foreign Language. Oxford: Macmillan Education.

Scott, W. A., & Ytreberg, L. H. (1998). Teaching English to Children. New York: Longman.

Willis, J. (1981). Teaching English through English. Harlow: Longman.

Task-based Learning

Bygate, M. (2000). Task-based Learning: Language Teaching, Learning and Assessment. London: Longman.

Candlin, C. N., & Murphy, D. (Eds.). (1987). Language Learning Tasks. New Jersey: Prentice-Hall.

Estaire, S., & Zanon, J. (1994). Planning Classwork: A Task-based Approach. Oxford: Heinemann.

Littlewood, W. (2000). Task-based Learning of Grammar. Teaching and Learning Update, 1, 40-57.

Nunan, D. (1993). Designing Tasks for the Communicative Classroom. Cambridge: Cambridge University Press.

Willis, D., & Willis, J. (2001). Task-based Language Learning. In R. Carter, & D. Nunan (Eds.), Teaching English to Speakers of Other Languages (pp. 173-179). Cambridge: Cambridge University Press.

Willis, J. (1996). A Framework for Task-based Learning. London: Longman.

Text Types

Derewianka, B. (1991). Exploring How Texts Work. Sydney: Heinemann.

Durkin, P., Ferguso, V., & Sperring, G. (2001). Text Types for Primary Schools (Books 1-6). Victoria: Oxford University Press.

Feez, S. (1998). Text-based Syllabus Design. Sydney: Macquarie University.

Glossary

Glossary

This glossary is aimed at facilitating readers' understanding of the meaning of some key terms used in this Guide. In some cases, suggested application in the classroom is provided.

assessment for learning

Assessment for learning refers to the practice of collecting and interpreting information about learners' performance in relation to the Learning Targets and Objectives for the purpose of improving learning and teaching through identifying learners' strengths and weaknesses and providing quality feedback for learners. Providing quality feedback entails giving timely and appropriate language support and enrichment activities to learners. Assessment for learning helps teachers review and improve their learning objectives, lesson plans and teaching strategies, and helps learners understand what they should try to achieve next, and how best they might do this. (See "formative assessment" as well.)

assessment of learning

Assessment of learning entails assessing and reporting learners' attainment according to the Learning Targets and Objectives after a period of learning time. The results are often used for monitoring learners' progress in learning and/or for grading or ranking. (See "summative assessment" as well.)

authentic materials

Authentic materials refer to texts we encounter in everyday life. These usually demonstrate language in use for some genuine communicative purposes, e.g. dialogue as found in television programmes, public announcements, written brochures or advertisements.

basic competency

Basic competency refers to the basic standard that learners should attain by the end of each key stage of learning. Learners should achieve the basic competency (i.e. essential subject knowledge and skills) set for the various stages of basic education (Key Stage 1 to Key Stage 3) in order to progress to the next stage of learning.

co-curricular activities

This term denotes events or activities which complement formal classroom learning. Such activities provide learners with learning experiences inside or outside the classroom, including the actual environment in the community and work places. Traditionally they are known as extra-curricular activities and form an integral part of the school curriculum.

communicative function

The communicative function of an utterance denotes the purpose it fulfills in communication, e.g. to make a request, apologise or express an idea.

conferencing

This term is used to refer to a discussion held between a learner or small group of learners and the teacher to identify learning needs, monitor and discuss learning progress and give feedback.

criterion-referenced assessment

Criterion-referenced assessment is assessment that measures how well an individual performs against a predetermined criterion or set of criteria.

cross-curricular approach

This term refers to a way of organizing learning and teaching which makes use of connections in knowledge and skills across different KLAs or subjects. The approach encourages learning beyond the boundaries of KLAs or subjects. It helps build personal knowledge and raise learners' awareness of the conceptual and action-related links between different disciplines.

exposition

The term is used here to refer to information texts that describe objects or processes, or persuasive texts that present and convey an argument or explain a point of view.

formative assessment

Formative assessment involves the on-going evaluation of learners' performance and progress to determine how well the learning and teaching is being done. It can be carried out as part of the everyday learning and teaching process, through observing learners' performance. Teachers may choose to assess one or two Learning Targets and Objectives to explore learners' strengths and weaknesses and give appropriate feedback. (See "assessment for learning" as well.)

Four Key Tasks

The term refers to “Moral and Civic Education”, “Project Learning”, “Reading to Learn”, and “Information Technology (IT) for Interactive Learning”. It was first highlighted in the CDC Report *Learning to Learn - The Way Forward in Curriculum Development (2001)*. The Four Key Tasks are interconnected. Schools can use any of them as an entry point for developing their school-based curriculum to help learners develop independent learning capabilities within and across KLAs. (See *Basic Education Curriculum Guide, Booklets 3A-D (CDC, 2002)* as well.)

high-frequency words

These are words that occur very frequently in English, e.g. “the”, “of”, “and”, “a”, “to”, “in”, “is”, “you”, “it”. Because they are so commonly used, these are words that learners need early on in their learning. Early familiarity with a bank of high-frequency words will help learners listen and read with understanding and confidence. (See “sight vocabulary” as well.)

International Phonetic Alphabet (IPA)

The IPA is a set of symbols used to represent the speech sounds of a language according to principles established by the International Phonetic Association.

language form

This term refers here to formal elements of a language, such as pronunciation, spelling, vocabulary, grammar items and structures, and discourse features. It refers to the form that language takes, rather than its meaning.

learning intention

Learning intention underpinning an activity, task or lesson denotes what the learners are going to learn. Teachers need to separate the instructions for an activity or task (i.e. what they want the learners to do during the task) from the learning intention (i.e. what they want the learners to learn and achieve) and from the success criteria (i.e. how the learners and the teacher are to know whether they have achieved the learning intention or not). When the learning intention is given in a task or a lesson depends on the situation, e.g. it can be given at the start of a task or a lesson if it helps learners make sense of the task instructions, or at a later stage when learners understand the task context and instructions. (Adapted from Clarke, 2001)

Learning Outcomes Framework (LOF)

A term used here to denote a common progressive scale of levels or standards, embodying the four language skills (listening, speaking, reading and writing), and describing typical learners' performance as they progress in their English Language learning.

learning-teaching-assessment cycle

This term refers to the ongoing spiral process, in which assessment is regarded as an integral part of learning and teaching.

life-wide learning (LWL)

This term has been coined to refer to pupils' learning in real contexts and authentic settings, many of which exist outside the classroom. Such experiential learning enables learners to achieve certain learning goals that are more difficult to attain through classroom learning alone. (See *Basic Education Curriculum Guide, Booklet 6 (CDC, 2002)* as well.)

modelling

Modelling refers to the process by which the teacher serves as an example of the behaviour to be learnt by the learners. For example, the teacher can model how the learners should read aloud, or how they might generate ideas for a written assignment, and then review and edit their text.

pedagogical task

This term refers to a learning activity specifically designed to enable learners to focus on an aspect of knowledge, or practise a particular skill or strategy, or develop a particular positive value or attitude. A pedagogical task is not a real-life one, but provides a deliberate learning focus on something or practises something, preparing learners to engage more confidently in real-life tasks. For example, in order to prepare learners to interview tourists in the real world, the teacher might introduce a pedagogical task that invites them to focus on all the questions that they might want to ask, and on the appropriate question forms for this.

phoneme

A phoneme is the smallest unit of sound that differentiates the meaning of one word from another. Each phoneme may be represented by one or more letters of the English alphabet, e.g. the phonemes that make up the sounds "i" and "ee" differentiate the words "ship" and "sheep".

phonemic awareness

The understanding that words can be seen as a sequence of phonemes, e.g. “c” + “l” + “ea” + “n” = clean.

phonics

Phonics is the teaching of the basic letter-sound relationships and the application of this knowledge to facilitate reading and spelling.

phonological awareness

This term refers to awareness of the sound, rhythm, stress and intonational patterns of a language.

reading aloud

The act of reading aloud can be a strategy for teaching reading for the purposes of modelling and stimulating learners’ interest in reading, i.e. a teacher reads aloud a text to learners. It can also be a learning activity in which learners read aloud a text for different purposes.

reading cycle

A reading cycle is a series of Reading Workshops focusing on a specific theme to be explored through introducing books of different text types and conducted with different teaching strategies. (See “Reading Workshops” as well.)

reading to learn

Reading is a means to develop learners’ competence in and love for reading. Both are essential ingredients of effective lifelong learning. Learners read to seek information, acquire, develop and apply knowledge, develop thinking skills, cultivate an open mind, broaden horizons and improve their language proficiency. Learners also achieve a quality life through reading for diverse interests, pleasure and needs.

Reading Workshops

Reading Workshops are one of the recommended components of a school-based English Language curriculum. The workshops should be conducted on a regular basis to help learners develop not only reading skills and strategies to handle different text types, but also develop other language skills and language development strategies. (See “reading cycle” as well.)

real-world task

A real-world or real-life task is an activity which has a real purpose and which engages learners in a real-life situation, so that they are using English to think, to learn, to communicate or to get things done. Interviewing tourists in order to write a report for a school magazine, for example, would be a real-world or real-life task.

recount

A recount is a type of text used to set out a series of events in the order that they occurred.

school-based curriculum development

This term is used here to refer to the creation of a school-based curriculum based on the central curriculum framework (which is provided by the Government in the form of Curriculum Guides) on the one hand, and on schools' strengths and pupils' learning needs, abilities and orientations on the other. The central curriculum framework leaves space for schools and teachers to exercise their professional autonomy and encourages them to develop appropriate plans, strategies and resources (e.g. pedagogy, textbooks, learning resources and assessment strategies). School-based curriculum development is a dynamic process which involves designing and implementing the school curricula to suit the needs and abilities of their learners, and building the capacity of schools through collaboration among all stakeholders, e.g. schools, teachers, government, parents and other agencies to improve learning, teaching and assessment. The development of a school-based English Language curriculum may include re-adjusting the Learning Targets, varying the organization of the contents, adding optional studies, and adapting learning, teaching and/or assessment strategies.

self-access learning

Self-access learning refers to learning which the learner is in charge of. In self-access learning, learners are encouraged to plan their learning, look for their own resources either in school or outside, and learn from them by themselves. Self-access learning promotes learning responsibility. In self-access learning, learners can be guided to link their classroom learning to opportunities beyond lesson time and the classroom.

sight vocabulary

The term refers to words that learners recognize and spell instantly and automatically in reading and writing. They are usually high-frequency words.

success criteria

A set of specified criteria describing how to recognize successful performance in relation to a particular learning intention.

summative assessment

This term refers to the evaluation of learner performance and attainment at the end of a period of time, e.g. at the end of a school term or year. (See “assessment of learning” as well.)

supported reading

A term coined to refer to strategies used for assisting or supporting learners in their reading as they progress towards becoming independent readers. For example, the teacher may ask some focus questions or give some prompts to the readers. Supported reading is like “guided reading” in nature and purpose but not in the way the latter is usually organized. Often in “guided reading”, there are about only six to eight learners working in a group with the teacher at a time. In view of the local school contexts and the traits of Chinese learners, supported reading is recommended as a teaching strategy to be used with both small and large groups of learners.

text types

The term can be used to refer to different spoken or written types of text which serve different purposes, take different shapes, and embody different linguistic and stylistic features, e.g. e-mails, poems, advertisements, telephone conversations.

**Membership of the CDC Ad Hoc
Committee on English Language
Curriculum Guide (Primary 1 - 6)**

**Membership of the Curriculum Development Council
Ad Hoc Committee on English Language Curriculum Guide
(Primary 1 – 6)
(from December 2002)**

Chairperson:	Mrs. LIU LU Lee-ching, Paulina SKH Tak Tin Lee Shiu Keung Primary School (formerly SKH Lee Shiu Keung Primary School (PM))	
Vice-chairperson:	Ms. CHAN Wai-ming English Language Education Section, CDI, EMB	
Member from Tertiary Institutions:	Dr. STOREY, Peter The Hong Kong Institute of Education	
School Teachers:	Ms. CHENG Woon-kai Sacred Heart of Mary Catholic Primary School (AM)	
	Mr. YEUNG Kim-ting, Dennis Tsang Mui Millennium School (formerly Lee Chi Tat Memorial School (PM))	
Co-opted Members:	Mrs. DUTHIE CHUANG Sha-li, Shirley St. Stephen's Girls' Primary School	
	Ms. HO Yin-wah, Cynthia Chan's Creative Primary School	(from 4.12.2002 to 5.3.2003)
	Ms. LO Yuen-fan, Mandy Holy Family Canossian School	(from 11.3.2003)

Ex-officio Members: Ms. FAN Wai-chung, Amy (from 4.12.2002
Native-speaking English Teacher Section, CDI, to 31.8.2003)
EMB

Holy Family Canossian School (from 1.9.2003
(Kowloon Tong) to 20.6.2004)

Dr. LAU Sin-yee, Josephine
Hong Kong Examinations and
Assessment Authority

Secretary: Ms. CHAN Pui-wah, Adelaide
English Language Education Section,
CDI, EMB

In Attendance: Mr. Simon THAM
Native-speaking English Teacher Section, CDI,
EMB