教育暨青年局
Direcção dos Serviços de Educação e Juventude

Primary English Curriculum Guide for Schools not Using English as the Primary Language of Instruction

2016

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Foreword

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

The purposes of this Curriculum Guide for English Language are:

- to enable schools and teachers to have a clear and complete knowledge and understanding of the *BAA Requirements* for English Language for primary schools not using English as the medium of instruction (hereafter *BAA Requirements English non-EMI Primary*) , so as to make systematic arrangements for the implementation and assessment of the teaching and learning activities of the curriculum;

- to implement the *BAA Requirements English non-EMI Primary* with reference to the relevant provisions in the abovementioned curriculum framework; and

- to provide schools with substantial support for school-based curriculum development and teacher professional development.

This Curriculum Guide is a resource for all who are involved in English Language education for primary schools (not using English as the medium of instruction) . These stakeholders may include:

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

- students
- educational researchers, and
- others in related areas.

This Curriculum Guide serves two main functions:

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

The contents of the Curriculum Guide are as follows:

Chapter 1: Curriculum orientation and development direction
Chapter 2 Interpretation of the Requirements of Basic Academic Attainments
Chapter 3: Developing the school-based English Language curriculum
Chapter 4: Curriculum implementation
Chapter 5: Assessment
Chapter 6: Curriculum resources

1. Curriculum orientation and development direction

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

1.1 Global trends of curriculum development in English language teaching

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

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

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

1.1.2 Communicative competence as the major goal of language learning

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

1.1.3 Language as knowledge and language as skills

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

1.1.4 Language skills development should be contextualized and integrated

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

1.1.5 Development of supportive language learning attitudes

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

1.1.6 Effective employment of technology and learning resources

A second language curriculum is more about skills development than the learning of subject matter content. The development of a particular skill item can be carried out through different activities. Thus, teachers have more space in using their own teaching ideas, and subsequently, their own teaching and learning resources. Today, a lot of such resources are in digital format, and technology has opened up more classroom activity ideas. Teachers should be encouraged to make use of technology in delivering the curriculum.

1.2   Rationale analysis and orientation of the Primary English Language curriculum

The 3 general rationales are set out below (2.2.1-2.2.3), and are followed by the orientation (2.2.4)

1.2.1   To attach importance to nurturing students' interest and abilities in learning English

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

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

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

1.2.3   To promote a wide variety of teaching methods

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

1.2.4   Orientation of the Primary English Language curriculum

1.2.4.1   Following the BAA Requirements document as the foundation of the curriculum

The official curriculum for Primary English (for schools not using English as the medium of instruction) should be developed from the *BAA Requirements*, which set out the major learning objectives in respect of Listening, Speaking, Reading, and Writing. The *BAA Requirements* document has gone through a rigorous procedure of revision, consultation, and legislation.

1.2.4.2   Responding to the needs of the Macao SAR

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

1.2.4.3   Creating space for school-based curriculum development

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

1.2.4.4   Paying attention to second language teaching methodology

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

1.2.4.5   Sustaining interest and motivation

Language learning is a long process that can last for many years. If students develop sufficient interest and motivation in the early years, this will keep up their effort for many years to come. In fact, motivated language learners often

go beyond what is taught to them in the classroom. As far as possible, classroom teaching should be interesting, and at the same time provide students with a sense of development in the language. Excessive homework that is mechanical should be avoided as this will undermine students' motivation in the long term.

1.2.4.6 Maximising opportunities for learning English

English Language learning need not be confined to English lessons. Outside of the English classes, there are many opportunities for students to develop their language proficiency. Extensive reading, accessing English Language media, extra-curricular activities, and making use of English resources in the community, are some examples that will help develop students' English proficiency beyond the classroom.

2. Interpretation of the requirements of basic academic attainments

2.1 The Requirements of the Basic Academic Attainments explained

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

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

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

● The "basic" academic attainments refer to the essential, the most fundamental and the most important competences that students are expected to acquire. They are the "basic requirements", rather than the "highest requirements", for students.

● The "requirements of basic academic attainments" are achievable by the majority of students after having tried hard (the fundamental nature).

● The "requirements of basic academic attainments" reflect the tradition of Macao education and are based on the existing standard (the realistic nature).

● The "requirements of basic academic attainments" can satisfy the individual and social development needs in the future (the developmental nature).

2.1.2 The Functions of the "Requirements of Basic Academic Attainments"

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

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

    2.1.2.2   To guide the compilation and selection of teaching materials

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

2.1.3 Relationship between the Requirements of the Basic Academic Attainments and the School-based Curriculum

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

2.2 The structure and design ideas of the *BAA Requirements English non-EMI Primary*

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

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

2.2.1 Communication skills, attitudes, and learning strategies

A language curriculum for an education system is different from the syllabus of a short course offered by a language school in that the former has to take into consideration students' long-term development in the language. Therefore, the Basic Academic Attainments for English Language should not be confined to purely instrumental macroskills that are needed for communication. Some of the Basic Academic Attainments are hence attitudinal, aiming to foster positive attitudes towards learning English over a long period of time. There are also Basic Academic Attainments that are concerned with learning strategies. This not only corresponds with one of the broad aims of education, which is to develop students as self-directed learners, but also aligns with one of the recent trends in language teaching, which points to the fact that given the nature of language learning, learners can learn much of the target language on their own if they have received appropriate learner training.

2.2.2   Process and product

One approach to specifying the learning outcomes in a curriculum is to set out

what learners should be able to *do* by the end of a stage of learning. These outcomes should be observable and measurable.

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

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

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

2.2.3   The need for recycling, and integration

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

Furthermore, although the Basic Academic Attainment Requirements are presented through 4 different domains (i.e., 4 macroskills), real-life communication is often integrated in terms of the use of language skills. A

conversation, for example, involves both listening and speaking. Hence, the 4 domains are not to be taken as discrete categories which are unrelated to each other.

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

Curriculum goals provide a set of general directions to work towards. They do not specify teaching content or activities, but provide a way for teachers to check whether their day-to-day activities, when considered together, are taking students in the right direction. The curriculum goals for Primary English Language are as follows:

2.3.1　　Enable students to master the basic skills of English language proficiency in listening, speaking, reading and writing and begin communicating and applying English learned to their daily lives;

> *(English should not be learnt merely as a body of knowledge, but as a means of communication.)*

2.3.2　　Develop students' positive attitudes towards learning English. Provide students with opportunities to listen, speak, read, write, question and think in order to acquire the relevant skills;

> *(English should not be learnt only for instrumental purposes. A positive attitude towards learning English will sustain long-term effort.)*

2.3.3　　Nurture students' interest and self-confidence in learning English in order to enhance their motivation to learn English and to improve their proficiency;

> (*A strong interest in English Language learning will enhance motivation and learning effectiveness.)*

2.3.4　　Nurture students' spirit of cooperation and respect for a collaborative environment in learning English;

> *(As much of the process of learning another language involves communication practice, a spirit of cooperation and collaboration will be conducive to the learning process.)*

2.3.5　　Cultivate students' ability to analyze and organize information, develop their creativity and problem-solving ability in English;

> *(Students should be guided to see how English can be applied in daily activities.)*

2.3.6   Cultivate students' respect for cultural differences and broaden their views ;

(Through learning another language, students will enlarge their world views and come to respect other cultures.)

2.3.7   Cultivate students' abilities and strategies to learn English on their own in order to establish a foundation for future development of English skills.

(Students should also learn how to learn English, so that their English proficiency can develop beyond what is covered in the classroom.)

2.3.8   Prepare students for practical application of skills and competencies learned in the classroom.

(English should not be learned simply to meet timetable or assessment requirements. Students should be guided to understand the practical application of English in real life.)

2.4   Detailed explanation of the Requirements of Basic Academic Attainments for various areas of the subject

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

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

Learning Domain A. Listening

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

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

A-1-2   Recognise rhyming words;

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

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

This is part of phonics learning. For example, students should be able to segment the syllable /bin/ (from the word 'bin') into /b/, /i/ and /n/. If they know the graphemes usually associated with the sounds /b/, /i/ and /n/ respectively, they will be able to work out the spelling 'bin'.

A-1-4   Write a word with reference to its constituent sounds/phonemes;

A-1-5   Understand simple classroom language and be able to follow the development of a lesson and the arrangement for homework;

For example, teachers often use questions to arouse interest, to stimulate thinking, to check understanding, etc. while conducting a lesson. Students need to understand this classroom language in order to follow the development of a lesson. At the same time, this points to the need for teachers to modify their classroom language to suit the students' language level.

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

and accurate, and that suits the students' language level.

A-1-6   Understand the meaning of simple descriptions and stories with the help of clues such as real objects, pictures and body language;

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

A-1-7   Listen to others attentively;

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

A-2-1   Identify stressed syllables in words;

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

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

> This skill is extended from A-1-3. Students should now be able to segment and tell the consonants and vowels, and consonant blends in initial and final position of words. Consonant blends (or 'consonant clusters') are certain established combinations of consonants that occur either in initial or final position of words. Examples of consonant blends initial position are 'glue', 'bread', 'truck', 'store', and 'grow'. Examples of consonant blends in final position are 'post', 'send', are 'kicked'.

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

> This skill is extended from A-1-3, but now students will first segment polysyllabic words into their individual syllables.

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

> This is different from word stress and is sometimes referred to as sentence stress. Sometimes, speakers give a certain word, or certain words, more stress (in terms of pitch and/or volume) in order to signal the key point(s).

A-2-5   Recognise different intonation patterns in statements, questions, commands, etc.;

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

A-2-6   Understand and follow language and instructions for classroom activities;

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

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

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

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

clues;

> "Context" here includes both the situation that is being talked about, and the sentences that have been said so far. Listeners can often deduce the meaning of unknown words from the context. Examples of phonetic clues include stress and intonation. For example, speakers may stress an affix (prefix or suffix – '<u>un</u>happy', happin<u>ess)</u> to signal the meaning of a new word, or use intonation to convey word meaning (e.g., using 'High-fall' to convey the meaning of an emphatic adjective, such as '<u>ex</u>cellent' and '<u>won</u>derful').

A-2-10   Understand   descriptions and explanations presented by teachers and teaching materials.

> This is extended from A-1-6, but now students should be listening to descriptions, explanations, and stories, which are more complex. Teachers should be conscious of the language level of the English language (whether from the teacher or recorded audio materials) that their students listen to, and ensure that there is increasing linguistic challenge in the students' listening experience.

Learning Domain B. Speaking

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

B-1-2   Pronounce words with comfortable intelligibility;

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

B-1-3   Repeat words and phrases presented by the teacher or in teaching materials with pronunciation that is to be understood easily;

B-1-4   Briefly introduce oneself;

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

B-1-5   Briefly describe someone;

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

B-1-6   Address other people appropriately;

For example, addressing their teachers as "Mr/Miss/Ms/Mrs ..."; using a less formal way to address their schoolmates in informal situations.

B-1-7   Use simple classroom language;

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

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

B-1-9   Discuss with others simple everyday topics with guidance from the teacher;

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

B-1-10   Retell short stories presented by the teacher or in storybooks with teacher's guidance;

Such guidance may take various forms, e.g., key words; questions; visuals, etc.

B-1-11   Express personal feelings and emotions in simple sentences;

E.g. "I'm lonely." "I'm unhappy." "I don't like eating apples."

B-1-12   Communicate with others politely;

B-1-13   Demonstrate interest in participating in performances and oral activities;

E.g., be willing to speak in a role-play, a short play, singing, etc.

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

B-2-2   Use appropriate pronunciation and intonation while participating in different performances or activities;

> This is extended from B-1-13, but now students should aim for a higher level of pronunciation performance.

B-2-3   Read aloud expressively and rhythmically;

> Students often read aloud narrative texts mechanically, with their attention focused on pronunciation only. Model good reading aloud to students and show them how to bring out the meaning of a narrative text.

B-2-4   Carry out simple dialogue activities;

B-2-5   Describe oneself and familiar people detailedly;

> This is developed from B-1-4 and B-1-5, but now students should be able to enrich their descriptions with more details.

B-2-6   Share personal experiences briefly;

> E.g., what the students did the evening before, the previous weekend, during the school outing, etc.

B-2-7   Tell brief stories ;

> Such guidance may include words, phrases, visuals, verbal prompts given by the teacher, etc.

B-2-8   Discuss familiar topics with others under teacher's guidance;

> This is extended from B-1-9. Now, the teacher should encourage

students to express their ideas more freely. While the teacher should still provide guidance when needed, he/she should involve as many students as possible in the process.

B-2-9   Briefly describe or explain matters with the help of clues such as real objects, pictures and body language;

Such prompts may include words, phrases, visuals, verbal prompts, etc., given by the teacher.

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

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

B-2-11   Show respect and politeness while communicating with others;

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

B-2-13   Show interest in developing one's oral communicative ability.

E.g., through actively taking part in such activities.

Learning Domain C: Reading

C-1-1   Recognize upper and lower case letters in print type;

C-1-2   Understand the basic conventions of English writing.;

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

This is a phonics skill. Some people might argue whether this should be placed under Speaking, since it involves oral production. But this process also involves reading – studying the spelling of a word. It is often an arbitrary decision whether this should come under Speaking or Reading. It may be added that initial phonics instruction is often followed by students reading decodable readers.

C-1-4   Recognize previously learnt words in texts;

C-1-5   Understand the usage of commas, full-stops, question marks and exclamation marks;

C-1-6   Recognise common text types such as notices, short stories, poems, etc.;

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

C-1-7   Understand simple verses, song lyrics and poems under teacher's guidance;

C-1-8   Scan a text to look for specific pieces of information;

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

C-1-9   Understand the key points of a text with some guidance from the teacher;

C-1-10   Acquire an interest in reading and enjoy extensive reading;

> Reading instruction in the classroom, usually called intensive reading, often aims to train students to acquire certain reading skills, or acquaint them with certain text types. However, extensive reading, in the form of further pleasurable reading after class, is also important since it reinforces the reading skills learnt in the classroom and facilities students' general language development.

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

C-2-1   Have an understanding of how punctuation functions in texts and its communicative purposes;

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

C-2-2   Skim through a text quickly to get a general idea of its content;

C-2-3   Read or re-read a text to look for specific pieces of information;

C-2-4   Make use of background knowledge in making sense of a text;

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

C-2-5   Understand the main points of articles on different topics and be able to respond in different formats such as oral summary and brief reading report;

> Traditionally, students were to answer a number of M.C. questions or Wh-questions after reading a text. There is now in reading pedagogy a variety of response formats that teachers can employ, such as oral summaries, brief reading reports, mind maps, graphical re-presentations, etc. These are often more interesting than the traditional response formats and hence will encourage students to process the text on a deeper level.

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

> E.g., students are able to tell the teacher: "Fancy" is a new word for me. I think it means "special" because the writer is talking about a new dress and he says that girl looks beautiful.

C-2-7   Understand the connection between ideas by identifying cohesive devices such as *also, however, because*;

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

C-2-9   Expand vocabulary knowledge through reading;

C-2-10   Be able to tackle various text types;

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

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

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

C-2-12   Make effective use of the dictionary to assist reading;

> Present-day dictionaries provide a wealth of information related to a word. Students should not simply pick up the first definition that comes under a headword. Dictionary skills have to be specifically taught.

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

C-2-14   Read attentively and with purpose;

C-2-15   Choose a variety of reading materials for pleasure reading.

Learning Domain D: Writing

D-1-1 Write upper case and lower case printed letters according to the correct stroke order for letters; write on the line from left to right, with suitable spacing between words;

D-1-2 Use commas, full-stops and question marks properly;

> E.g., a comma separates a list of three or more items in a series, three or more verb phrases, three or more prepositional phrases, after an adverbial phrase at the beginning of a sentence:
> - *I like apples, peaches, and plums.*
> - *I like reading books, playing on the computer, and talking to my friends.*
> - *The dog ran around the flowers, between the trees, and into the house.*
> - *After I ate my dinner, I went to sleep.*
>
> E.g., a fullstop marks the end of a sentence.
> E.g., a question mark indicates the end of a question.

D-1-3 Write sentences using vocabulary items and sentence structures learned;

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

D-1-4 Complete simple practical tasks in writing;

> E.g., be able to fill in a form with name, sex, age, nationality, birth date, address, telephone number, school, class, class number, etc.

D-1-5 Begin to write short paragraphs under teacher's guidance;

> Initially the teacher's guidance can be in the form of blank filling: students fill in the blanks in paragraphs with words that represent their ideas. Later, the teacher may proceed to other forms of guidance, such as guiding questions, pictures, sample paragraphs, mind maps, etc.

D-1-6 Rewrite simple stories with teacher support or prompts given;

D-1-7   Write simple sentences to describe pictures and on familiar topics;

This differs from D-1-6 as here, students begin to present their ideas in their own sentences.

D-1-8   Write neatly and have a conscientious attitude towards writing;

D-2-1   Develop one's handwriting in order to write legibly, fluently, and with increasing speed;

This refers to writing by hand (as opposed to typewriting, for example). Teachers should be aware that currently, there is a debate in English-speaking countries as to whether students need to learn cursive writing. Whatever stance they take, teachers should train students to write legibly, fluently, and with increasing speed.

D-2-2   Use apostrophes, quotation marks and exclamation marks properly;

D-2-3   Use the correct format when writing in common text types;

D-2-4   Write sentences with reasonable grammatical accuracy and vocabulary range;

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

D-2-5   Write simple narratives and descriptions with teacher support;

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

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

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

D-2-7   Elaborate on main points;

D-2-8   Use cohesive devices such as *and, but, or* to show relationships between ideas more clearly;

D-2-9   Use paragraphs to segment a longer piece of writing;

D-2-10   Apply the proofreading process to one's own and others' writing;

> E.g., check format, spelling, grammar and syntax of writing and make necessary corrections.
> E.g., check for beginning words of sentences needing capitals; ends of sentences needing full-stops; words needing past tense; and read aloud to see if the sentence is complete and makes sense.

D-2-11   Begin to edit drafts for better effect;

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

D-2-13   Begin to show creativity .

3. Developing the School-based English Language Curriculum

3.1 Principles for developing the school-based English Language curriculum

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

3.1.1　A widened notion of the school-based curriculum

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

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

3.1.2　Integrative use of English for communicative purposes

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

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

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

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

3.1.4 The school's strengths and characteristics

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

3.1.5 Compartmentalised vs Integrated?

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

3.1.6 The need for recycling

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

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

3.1.7 Moving beyond the BAAs

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

3.1.8 School-based curriculum as an ongoing process

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

3.2   How to develop the school-based English Language curriculum

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

3.2.1   Using real-life themes to contextualize learning activities

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

(a) development in the skills of listening, speaking, reading, and writing;

(b) activities that serve to nurture positive attitudes towards learning English and to develop students' learning skills and strategies; and

(c) aspects of the language itself, e.g., phonics, pronunciation, vocabulary, grammar, etc.

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

3.2.2   Organising teaching and learning activities into units

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

The theme of a unit will be a topic related to a real-life situation or matter that is of relevance and interest to the students. Since a theme may be broad enough (e.g., people around us) to include smaller themes (e.g., family members; friends at school; people helping us in society), it is possible that units that have related themes be grouped into modules:
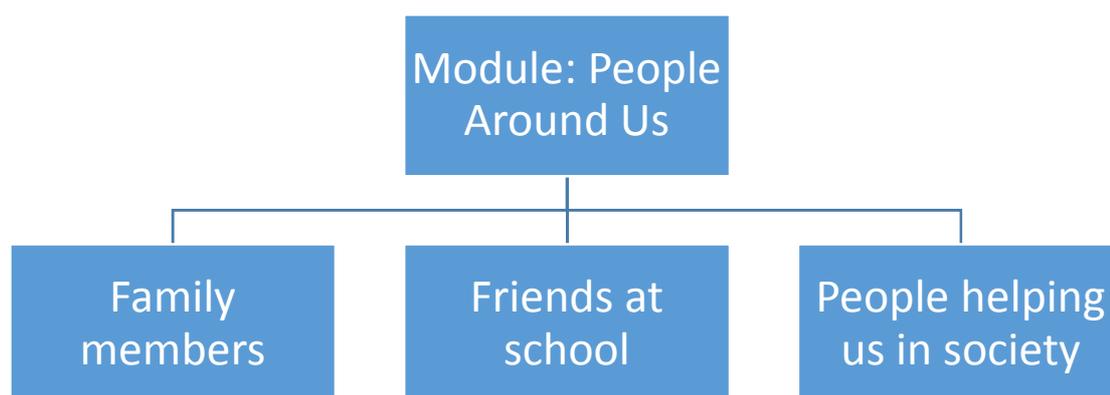
Some suggested themes are provided in 3.3.2.

3.2.3   The contents and organization of a unit

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

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

Week	Dates	Module/Unit		Major Content				Target BAAs	Remarks
		Title	Module/Unit	Unit/Chapter/	Number	Learning	Resources		

			objectives	Section	of	objectives			
					lessons	and			
						activities			

Some exemplars of BAA-oriented schemes of work can be found in Appendix 3.

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

3.2.4   The role of the coursebook

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

3.2.5   A balanced coverage of the BAAs

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

3.3   Content and Topics

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

3.3.1   The content of the school-based English Language curriculum

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

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

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

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

3.3.1.1   Vocabulary

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

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

- What is the corpus (a large collection of language data from authentic sources) from which the list of high frequency words is derived? Is this corpus representative enough?

- Language use is changing all the time. For instance, it is obvious that many lexical items related to computer technology have entered daily usage in recent years. Societal and political developments will also impact on the vocabulary that people use. Would an official word list be able to catch up with changes in real-life vocabulary use?

- What about spoken language? Would there be a major difference between spoken language and written language in terms of the lexical items used?

- High frequency words that are derived from corpus-based investigations may not be the ones that are important or relevant to schoolchildren's experiences or interest.

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

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

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

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

3.3.1.2 Grammar

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

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

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

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

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

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

3.3.1.3 Communicative functions

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

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

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

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

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

3.3.1.4 Text types

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

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

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

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

3.3.1.5   Sound-spelling correspondence

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

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

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

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

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

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

3.3.2   Topics

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

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

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

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

3.4   Allocation of Time for Teaching Activities

According to *the Curriculum Framework for Formal Education of Local Education System* (Macao SAR Government Administrative Regulation No. 15/2014), the time of teaching activities for English Language in primary schools not using English as the medium of instruction is stated as follows:

For the entire 6 years of primary education	A total of 41,600-58,240 minutes

In working out the number of lessons per week and the length of each lesson, the following requirements should be taken into account:

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

- The minimum time of each lesson is 35 minutes and the maximum is 45

minutes.

- For Primary 1 to Primary 5, there are 39 weeks in each school year. (Schools have full autonomy in deciding the number of teaching weeks of each school year on condition that they follow the regulation of 195 school days.) Primary 6 can be exempt from the regulation of 195 school days as long as the requirements of the time of teaching activities and leisure activities of primary education are met.

- The total teaching time of the 6 school years of primary education is counted as 208 weeks. (There are 35 weeks for each grade level from Primary 1 to Primary 5. There are 33 weeks for Primary 6, not including the examination time at the end of each semester or term.)

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

41,600 minutes ÷ (35 X5+33 X 1)weeks ÷40 minutes

=41600minutes÷208weeks÷40minutes

=5periods

58,240 minutes ÷ (35 X5+33 X 1)weeks ÷40 minutes

=58,240minutes÷208weeks÷40minutes

=7periods

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

4. Curriculum Design and Implementation

4.1 Basic theories for curriculum design and implementation

4.1.1 English language curriculum design process

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

Goals: Goals and objectives are the general intended purposes and desired achievements of a particular educational environment. Crucially, they provide a framework for assessing the effectiveness of an English language curriculum. Goals and objectives generally characterize three types of language learning: knowledge, skills, and attitudes. The goals of a language lesson can focus on one or more of the following: language, ideas, skills, or text (discourse).
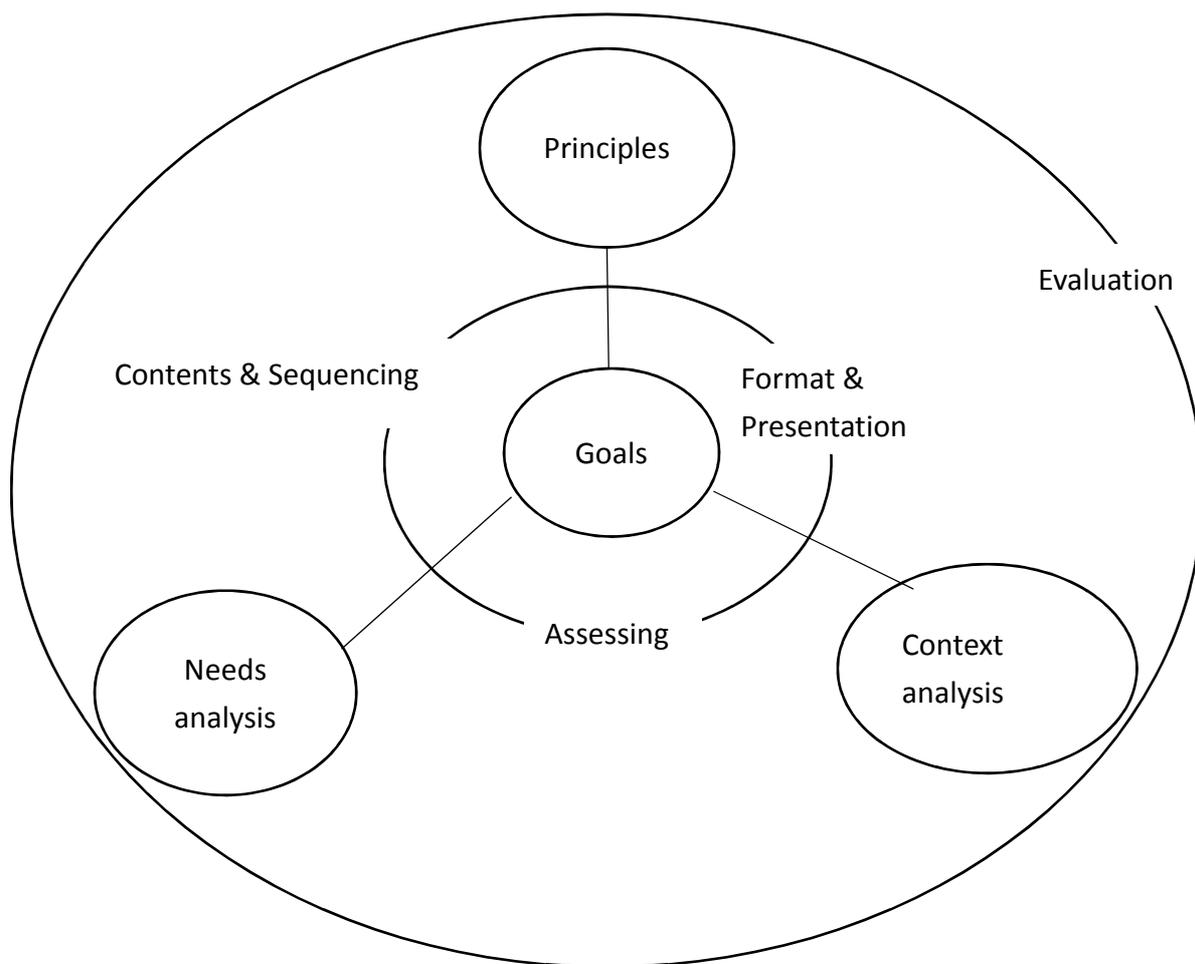
Figure 1 A model of English curriculum design process (Nation & Macalister, 2010)

Principles: Principles provide a structure for examining the variables that constitute the reality of curriculum design and the inter-relationships among them. Principles must be based on research and theory about English language education and allow variety and flexibility in their application to suit various teaching and learning contexts. The application of principles first involves determining which principles are the most important, and then monitoring their application throughout the design process. The result of that application is a course in which learning is given the utmost support.

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

i.   Identifying local needs

ii.   Understanding the local curriculum context

iii. Facilitating subsequent curriculum development

iv.   Providing a database for devising curriculum goals and objectives

Contents and sequencing: This part of the inner circle represents the language items to teach and learn in a language course, the order in which they occur, and the ideas content used as a vehicle for the language items. The lessons of a language course can be organized in two major different ways – a linear development (the material in one lesson depends on the learning that has occurred in previous lessons) and a modular arrangement (each lesson is separate from the others and the lessons can be conducted in any order).

Assessing: It represents the necessity to give attention to observing learning,

testing the results of learning, and providing feedback to the language learners about their performance and progress.

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

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

This model has illustrated the procedure of designing English language curriculum in various teaching and learning contexts. English language teachers can refer to this model when they face curriculum issues or design their own curriculum in specific contexts.

4.1.2   Effective implementation

There are various perspectives of curriculum implementation such as the Fidelity

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

Successful curriculum implementation results from careful planning with a focus on three factors: people, progress, and processes. To ensure that English courses are implemented effectively, both internal and external factors should be taken into consideration, and the key players in curriculum implementation must become involved in the process. Educators need to understand the structure of the school, its traditions and power relationships, and how school members see themselves and their roles. Successful curriculum implementers should realize that implementation must appeal to participants not only logically, but also emotionally and morally.

4.1.2.1   Incrementalism/Improvement

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

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

- Arrange for double- or triple-period sessions per week or cycle, and allow uninterrupted stretches of time for extended tasks, projects, visits, and learner or professional activities.
- Set aside a short, regular period of time each day for reading to help learners to build up their reading habits and skills for lifelong learning.
- Plan school timetables and calendars that incorporate flexibility.

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

- recognize the individual differences in the group;

- avoid possible labeling effects on learners by changing the size and composition of groups as appropriate; and

- make decisions relating to the ability (i.e., similar- or mixed-ability grouping) and size of groups according to the purposes and requirements of the tasks at hand.

4.1.2.2   Communication

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

Horizontal networking among peers is being encouraged in many school restructuring efforts. Collaborative lesson preparation, which constitutes a type of horizontal communication, is essential to curriculum development within schools. It provides a good opportunity for teachers to discuss experiences and ideas and to build rapport and team spirit within the English panel. Teachers do not work in isolation, in fact, they can make full use of networking and multimedia technology. During collaborative lesson preparation, teachers are encouraged to:

- review current practices with reference to the latest developments of the central English language curriculum;

- improve the school-based English language curriculum based on a review of current practices and learners' work, performance, and feedback;

- develop appropriate teaching plans or strategies;

- select teaching content and design learning, teaching, assessment, and homework activities that suit learners' needs;

- share or develop teaching materials and learning resources; and

- establish mutual support and develop a collaborative culture within the panel.

4.2 Teaching and Learning

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

4.2.1 Attention to the communicative dimension of language teaching and learning

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

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

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

purposefully developed, and from the early stage of language learning.

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

4.2.2　Language form and language function

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

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

> *A: Let's go to Tokyo this summer.*
> *B1: I've been there three times.*
> *B2*: I was there three times.*

Obviously, the Present Perfect tense used in response B1 carries a function that is not served by the Simple Past tense used in response B2.

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

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

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

and writing can be categorized as productive skills, which require users to produce language for communication.

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

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

4.2.4   Accuracy and Fluency

As mentioned above, a macro skill can be employed as a mode of practice, or used as a channel for communication. For example, after presenting a grammar structure, say, the Present Continuous tense, the teacher may conduct a series of controlled oral practices to enable students to produce sentences in the correct *"is/am/are + ing"* form. The purpose of such practices is that students will master the correct form of the Present Continuous tense. It is thus understandable that such practice activities should aim for a high level of accuracy. When students make an error, the teacher may correct them instantly.

While this initial emphasis on accuracy is necessary, it cannot be assumed that the level of accuracy thus attained can be carried immediately over to authentic and communicative language use. After the initial controlled practice, students need practice activities (sometimes called pre-communicative activities) which are freer and more meaning-oriented. In these activities, students begin to use the language items that they have learnt and practiced under controlled condition, to convey meaning. The purpose of such activities is not simply to produce sentences which are correct in terms of language form, but sentences

that express the intended meaning. Later, depending on the level of the students, the teacher may move on to activities which are highly communicative, i.e., activities which are free, which do not confine students to one or two language structures, and which get more attention to the content ideas to be conveyed.

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

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

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

4.2.5   Task orientation

Communicative language teaching (CLT) is usually taken to represent a set of

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

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

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

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

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

4.2.6 Learning to learn

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

Showing students how to use a dictionary is a form of learner training. But learner training can take many forms. In their day-to-day training, as long as teachers refrain from imparting all the target information to students, and instead provide students with examples and guide them to deduce a pattern, work out a generalization, etc., they are providing students with learner training. This heightened language awareness will be invaluable to students as they continue to learn the language. For instance, in presenting count nouns and non-count nouns, rather than explain the 'rules' to the students, teachers can show students examples of the two types of nouns from a context, and guide students to see the difference between them. This heightened sensitivity will be useful to students when they come across special cases of count nouns and non-count nouns later.

4.2.7 Differentiated Instruction

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

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

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

A word of caution may be necessary here. With the awareness that less able students should also be attended to, some teachers may constantly simplify the task demand, thinking that such learners will then get a sense of accomplishment. While this may be necessary in the beginning to build up students' confidence, continuing to do so indiscriminately may result in less able students falling further and further behind the average students. Hence, teachers need to be alert to such students' progress, and raise the linguistic and/or cognitive challenge of the learning activities, when the students are ready.

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

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

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

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

4.2.9   Application of technology

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

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

Of course, it has to be emphasized that teachers should not use technology just for the sake of using it. After all, it is the teacher's creativity and teaching ideas that are crucial. Technology should be supporting teachers' teaching ideas, and not replacing teachers. But, as discussed above, technology makes many language learning activities possible which would be otherwise impossible. Hence, if their teaching situations permit, teachers should keep an eye open for opportunities of enhancing their teaching with technology.

4.3 Development, construction and utilization of school curriculum resources

To facilitate English language curriculum implementation, curriculum designers must provide the necessary support for their recommended curricular innovations or modifications by developing, constructing and utilizing school

curriculum resources. They and the entire school community must facilitate the building of capacity and capability.

In-service training and staff development

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

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

Financial support

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

Trusting relationships

There must be a trusting relationship among all parties in the school for effective curriculum implementation, particularly between administrators and teachers. In addition, good peer relationships among teachers and a trusting

relationship among different administrative departments are also conducive to smooth implementation.

4.4 School curriculum leadership

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

4.4.1   School Heads/Principals

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

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

4.4.2 English Curriculum Supervisors and Curriculum Directors

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

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

4.4.3   English Teachers

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

- adhere to the essence of the innovation while adapting to student needs;
- cultivate students' English skills using scientific and effective methods from the English Research Group and teacher training;
- bring their own knowledge, experience, and disposition to the curriculum and modify it to fit the current situation;
- modify their methods of teaching based on the outcomes of curriculum and teacher evaluation;
- discuss their experiences with colleagues and supervisors and engage

in self-reflection;

- be creative and innovative in the teaching process; and
- adopt interactive strategies to create a positive English language learning atmosphere in the classroom.

4.4.4 Curriculum Consultants

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

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

4.5 Professional development of teachers

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

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

- peer lesson observation;

- producing and sharing teaching and learning resources with colleagues;

- in-house workshops for teachers to share their teaching ideas with each other;

- action research projects;

- collaborative lesson planning;

- keeping a teaching journal;

- joining professional organisations and taking part in their activities;

- reading, and writing to, professional journals and magazines;

- attending professional development courses, events, etc.;

- mentoring new teachers;

- team teaching;

- making use of online resources for teacher development;

- visiting, volunteer teaching, etc.

- taking part in activities, competitions, etc. organized by professional organisations.

5. Curriculum Assessment

5.1 Definition of Assessment

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

5.2 Purposes of Assessment

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

5.3 Basic Principles of Assessment

Well-defined principles of assessment can serve as guidelines for designing new tests or assessments, and for evaluating the efficacy of existing procedures. The following table illustrates general assessment principles.

Table 1. Principles of Assessment (adapted from Brown & Lee, 2015)

Principle	Associated Concepts
Reliability	Consistency (a piece of work receives the same grade when

assessed by different markers or at different times by the same marker). Reliability considerations include the following:

- Test reliability (test construction), such as good calibration for difficulty, a good design and a fair distribution.
- Administration reliability, such as noise, temperature and light.
- Student-related reliability, such as tiredness and illness.
- Scorer reliability, such as scoring consistency among multiple scorers, unclear scoring criteria, fatigue and carelessness or a bias toward "good" and "bad" students.

Validity   The assessment of intended learning objectives (assessment tasks measure what they intend to measure). There are three forms of validity:

- Content validity, which requires the test tasks to involve the performance of the learning objectives. For example, a test requiring the student to speak in an authentic context has a better content validity than a paper-and-pencil grammar test when trying to measure a student's spoken ability.
- Face validity, which occurs when the test appears valid to the test taker. For example, if the test incorporates content that the learner has mastered or expects to master, it has high face validity.
- Construct validity, refers to the support from statistics and research that the factors to be tested are major components of the language construct. For example, when trying to score oral proficiency, factors such as pronunciation, fluency, grammatical accuracy, vocabulary use and sociolinguistic appropriateness are weighed, as they are believed to foster proficiency.

Discrimination   The separation of higher ability performers from lower ability performers:

- The score is normal or close to normal distribution.
- The more able students do better than the less able ones.

Practicality   General feasibility based on various administrative factors:

- Financial limitations

	• Time constraints
	• Ease of administration, scoring and interpretation
Transparency	The procedures, expectations, criteria for assessment and performance indicators are made known to students.
Authenticity	Tasks are natural and applicable to the real world: • Natural language use • Contextualized items • Interesting and enjoyable topics • Storyline organization
Washback	Positive and useful feedback provided to the test-taker in formal and informal assessments: • Useful diagnosis of strengths and weaknesses are provided rather than just single grades. • Generous and specific comments are given on test performance. • Incorrect responses are verified and correct responses are praised. • Corresponding learning strategies are given.

5.4 Principles of English Language Assessment

Primary English language assessments should take into account the following specific principles, in addition to the general principles listed above.

5.4.1   Comply with language teaching and learning requirements

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

5.4.2   Provide balanced and adequate coverage of the learning targets and objectives

English language education provides the potential for oral and linguistic knowledge development and to enhance generic collaboration, communication,

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

5.4.3   Select the assessment method by considering the learning targets and objectives

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

5.4.4   Develop assessment guidelines that cater to specific needs

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

5.4.5   Contextualize and relate activities and items to students' experience

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

5.5   Approaches to Assessment

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

5.5.1   Assessment of Learning

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

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

- Include a variety of tasks and activities that cater to primary learning and teaching targets and objectives. It is better to use pen-and-paper activities to test receptive vocabulary knowledge and oral presentations to measure the ability to produce language. Teachers should enrich task types by including open-ended questions in reading tasks to stimulate creative

language use and critical thinking.

- Contextualize activities and relate them to learners' experiences. Reading passages are selected and adapted from real-word sources and different forms of text (e.g., academic, fiction, news, etc.) that students may encounter, or listening materials that feature natural language with pauses or repetitions.
- Develop clear, concise and accurate rubrics, task-specific criteria and marking schemes. Inter-rater reliability should be achieved among teachers when scoring in alignment with specified learning targets and objectives.

5.5.2 Assessment for Learning

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

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

- Provide to-the-point feedback on mistakes made in *homework*.
  Homework can be in written or oral form, and should allow teachers to diagnose students' strengths, weaknesses and progress. Teachers should summarize the underlying reasons for why students make certain mistakes (e.g., L1 influence on L2 phonetic acquisition) and provide appropriate remedies.
- Use an evaluation checklist to assess students' *oral presentations* and involve peer-feedback.
  Oral presentations are designed for communicative and informative purposes in language classrooms. Teachers should assess students' performance according to a detailed evaluation checklist, which allows for the assessment of pronunciation, communication and critical thinking skills.

- Initiate questions concerning learning difficulties by *conferencing*. Conferencing is a discussion between a teacher and a student or a group of students during which the teacher should ask questions that motivate students to discuss, reflect and express their views voluntarily. For example, in a reading course, a teacher can check students' understanding of the textbook, their reading interest and difficulties, and use their findings to provide students with the appropriate support.

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

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

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

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

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

- Track developmental progress using *portfolios*.

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

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

  Self-assessment refers to the assessment that learners give

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

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

5.5.3 Assessment as Learning

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

There are several steps teachers should take when giving *descriptive feedback*:
- Tell students they are right or wrong.
- Describe why an answer is correct or incorrect.
- Tell students what they have achieved or have not achieved.
- Specify or suggest better approaches to learning.
- Encourage children to suggest ways to improve.

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

- Encourage students to embrace and engage in self-assessment by regularly providing opportunities for emotionally safe and successful learning. For example, assign oral tasks that are suitable for the students' abilities and commend their performance.
- Show students multiple "expert" examples of work to set a standard of achievement that they can apply to their own work. For example, encourage students by using exemplary works to set writing standards.
- Provide current, accurate and focused feedback, with examples that allow students to understand the gap between their work and the "expert" examples. For instance, informal feedback on the oral presentation of a speech can refocus attention on techniques used in successful public speaking.
- Keep descriptive records of students' learning in addition to grades. For instance, establish a portfolio.
- Launch discussion sessions for students to exchange, discuss and analyze ideas and performance. For instance, arrange for the class to sit in a circle and have a detailed discussion before giving peer-feedback.
- Practice. Self-assessment is a complex skill that can only become an automatic habit of learning through industrious and repeated practice. For instance, constructive feedback should be implemented in different aspects of teaching reading, writing, listening and speaking.

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

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

Approach	Purpose	Reference Points	Key Assessor	Strategies
Assessment *of* learning	Judgment about placement, selection, promotion, credentials, etc.	Other students, standards or expectations	Teacher	Evaluative feedback, standardized tests
Assessment *for* learning	Information for teachers' instructional	External standards or expectations	Teacher in charge and student as	Descriptive feedback, self-assessment

	decisions and to clarify student learning and understanding		contributor	and peer assessment and reflection
Assessment *as* learning	Self-monitoring and self-correction or adjustment for student to develop self-initiative and responsibility for their own learning	Personal goals and external standards	Student in charge and teacher for guidance	

5.6   Strategies of English Language Assessment

5.6.1   Align the assessment framework with the teaching curriculum

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

5.6.2   Focus on Basic English Competency

Primary education focuses on cultivating basic communicative competence in English. The four skills (listening, speaking, reading and writing) represent the

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

5.6.3   Plan a balanced assessment framework

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

5.6.4   Identify students' learning gaps and needs

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

5.6.5   Weigh Objective and Subjective Tests

Assessment should be offered in a wide range of formats, including objective and subjective evaluations. Objective tests include quizzes, multiple-choice tests, true/false and fill-in-the-blanks tests. The advantages of objective tests are that they are less ambiguous in defining and implementing scoring, they are more comprehensive and demonstrate a good level of discrimination. The disadvantages are that objective evaluations require greater expertise to compile

valid and reliable tests, and they cannot reflect generic skills, which are also learning targets for the students. Subjective tests include essay writing, oral activities and discussions. It is easier for teachers to give an overall judgment of both linguistic ability and generic skills using subjective tests. However, the biggest disadvantage is the possible influence of raters' judgments. Therefore, schools and teachers should aim to balance the two types of assessments.

5.6.6   Provide rich, qualitative, and formative feedback

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

6. Introduction to curriculum resources

6.1 Defining English language teaching and learning materials

In traditional English teaching, textbooks are the sole teaching material. With changing notions about English teaching and the development of science and technology, especially with the advent of the computer and the Internet, other forms of teaching materials are gradually attracting more attention. Materials for language learning refer to anything that can be used to facilitate the learning of a language, such as textbooks, worksheets, magazines, videos, websites and mobile phone interfaces (Tomlinson, 2012). These learning materials can be delivered in print or through electronic displays (e.g., CD-ROMs, DVDs and the computer) to provide learners with language experience and guide and encourage them to practice the target language.

6.2 Classifying English language teaching and learning materials

As individual students learn differently from their peers, ideal language learning materials aim to align with multiple language learning styles. This allows learners to take different approaches to learning and sometimes even select what best suits their needs. The learning materials in classroom language instruction can be classified into three groups: textbooks, supplementary teaching and learning materials, and electronically delivered teaching and learning materials

6.2.1 Textbooks

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

6.2.2 Supplementary teaching and learning materials

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

Table 3. Examples of supplementary learning materials

Type	Examples
Magazines	• *Children's Digest* • *Creative Kids*
Picture storybooks	• *Andersen's Fairy Tales* • *The Arabian Nights*
Poems, rhymes	• *Bird Children* • *Mother Goose*
Encyclopedia	• *My First Encyclopedia* • *Children's Encyclopedia*

6.2.3 Electronic delivery of teaching and learning materials

The information technology (IT) era has introduced new technologies in the field of developing materials for English language teaching. English teachers and learners now have access to a wide range of English language learning and teaching materials available through computer software, courseware and websites (e.g., Facebook, blogs and YouTube). These electronic materials provide

learners with authentic texts and allow them to connect with the outside world where English is used for real communicative tasks, thus making their language learning more meaningful, interactive, and authentic. Furthermore, electronic materials free teachers from the constraints of textbook use and give them choice and rapidity in finding information (Maley, 2011). Some common electronic materials used for language teaching and learning are listed in the table below (Motteram, 2011).

Table 4 Examples of electronic materials

Type	Examples
Multi-media resources	• CD-ROMs • PowerPoint • Courseware • Podcasts • Audio-visuals
Web-based resources	• Wikipedia • YouTube • Blogs
Information technology tools	• Facebook • Wiki • Google Docs • Classroom activity tools (e.g., *Socrative, Kahoot, Quizlet, Nearpod*)

6.3   Pedagogical considerations in choosing English language teaching and learning materials

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

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

6.3.1   Choosing textbooks

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

- Textbooks should be student-friendly and appropriate for the age and context of language learners who differ in cognitive ability and affective attitude.
- Textbooks should accommodate different learning styles—aural, oral, visual and kinesthetic.
- Textbooks should involve sufficient tasks and activities to engage individual learners or groups of learners to promote language skills, higher level thinking skills and problem solving skills.
- The content of the textbooks should provide authentic and contextualized texts that are relevant and useful to learners' daily lives.
- The language used in textbooks should equally address the development of the four basic language skills.
- Vocabulary and grammar learning should be placed in specific contexts through tasks or activities. Reading activities should be divided into stages of pre-reading, reading and post-reading. Writing activities should be integrated in the use of texts.
- Textbooks should incorporate various English teaching and learning approaches and techniques, such as the interactive/communicative approach, task/project approach and the total physical response (TPR) approach, among others.

- The design and format of textbooks should be appealing in content and attractive in presentation (e.g., attractive colours, lots of white spaces and cartoon-type visuals).
- Textbooks should support positive educational values, cross-cultural awareness and intellectual themes and promote the systematic study of language in particular.

6.3.2 Choosing supplementary materials

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

6.3.3 Choosing electronic materials

English language teachers should have a clear rationale for choosing electronic materials when teaching English at the primary level. The following are some general considerations for the selection of these materials:
- Multi-media resources and IT tools (e.g., courseware and online courses) should allow for genuine interaction and communication between teachers and learners.
- Texts, graphics, sound and animations should be integrated well enough to arouse learners' interest in and motivation in language learning.
- The design of online courses and activities should get students involved in collaborative and interactive language learning in simulated environments.
- As the Internet provides a useful resource for a variety of authentic texts, language learning experiences and information, teachers should choose materials that are appropriate for the intellectual and linguistic abilities of

language learners at the primary level and that support them in completing web-based tasks.

6.4 Pedagogical considerations for using English language teaching and learning materials

While considering the use of teaching and learning materials, English language teachers should take note of the following:
- How teaching materials align with the school's English curriculum and syllabus.
- How the teaching materials support learners' learning needs.
- How language learners engage with the teaching materials.

6.4.1 Using textbooks

There are a number of points that should be considered in using textbooks, supplementary materials and electronically delivered learning materials. In terms of textbook use:
- Using different parts of the textbooks flexibly to cater to the interests, needs and abilities of language learners.
- Avoiding any adaptation that violates the rationale underlying the design of the textbooks.
- Adding relevant background knowledge to contextualize the content of each lesson and activity.
- Excluding overlapping sections that have already been taught and activities that do not meet learners' needs or maintain their interest and motivation.
- Dividing challenging parts into subsections to decrease difficulty and facilitate learning and the completion of tasks.
- Designing task-based and project-based group activities to promote further language learning.

6.4.2 Using supplementary materials

- Using worksheets on vocabulary and grammar exercises.
- Using flashcards for memorizing vocabulary and drilling activities.
- Using language arts materials (e.g., poems, encyclopedias and magazines) to cultivate learners' cross-cultural awareness, reading ability and interest in language learning.

6.4.3　　Using electronic materials

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

6.5 Materials development in English language teaching and learning

Materials development involves the evaluation and adaptation of available materials and the production of new materials. The following are some criteria for the evaluation of English language teaching materials (Tomlinson, 2013):
- Do the materials have a noticeable effect on learners' language learning?
- Do the materials cater to the needs of all learners in the target group?
- Do the materials engage learners cognitively and affectively?
- Do the materials provide opportunities to use the target language for communication?
- Do the materials help learners to continue their language learning outside of the classroom?

In English language teaching and learning practices, teachers may choose to adapt the current teaching materials or even develop their own teaching materials for more effective English teaching. The development of teaching materials must satisfy the needs and wants of language learners and teachers. Multiple factors need to be considered in the development of teaching materials (Howard & Major, 2004):
- The language learner: interests, motivation, individual needs and educational background (e.g., language learning experience, learning styles and prior language proficiency).
- The curriculum and context: the current school or state curriculum, and the cultural and situational context (e.g., primary-level English learning environment)

- Resources and facilities: the availability of and access to computers, the Internet, video players, etc.
- Energy and time: Availability of time.

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

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

APPENDICES

Appendix 1: Grammar Items and Structures

Appendix 2: Designing assessments: Principles & Examples

Appendix 3: BAA-aligned Schemes of Work

Appendix 4: BAA-aligned Lesson Plans

Appendix 1: Grammar Items and Structures

Nouns

Different types of nouns:

° Common nouns:
  - count nouns (e.g., pencil)
  - non-count nouns (e.g., rice)

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

° Proper nouns (e.g., Peter, Macao)
° Possessive form (e.g., Peter's pencil)
° Collective nouns (e.g., group, family)
° Abstract nouns (e.g., love, happiness)

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

Articles

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

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

- fewer, less, more
- another, other

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

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

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

Pronouns

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

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

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

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

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

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

° reciprocal pronouns: each other, one another

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

Adjectives

° adjectives before nouns (e.g., a thin man, a long holiday)
° adjectives after verbs (e.g., The man is thin; the holiday is long)

° Some common forms of adjectives (e.g., beauti*ful*, comfort*able,* musi*cal*)

° comparative and superlative adjectives
- regular (e.g., long, longer, longest)
- irregular (e.g., good, better, best)
-
° 'more' for comparative adjectives (e.g., more beautiful)

° 'most' for superlative adjectives (e.g., most beautiful)

° adjectives with –ed/ -ing participle (e.g., The book is interesting/ The boy is bored)

Verbs

- lexical verbs (e.g., go, see, run, think, write)
- the forms of a verb (e.g., write, wrote, written, writes, writing)
- regular verbs and irregular verbs: past and past participle forms (e.g., finish/finished/finished; eat/ate/eaten)
- auxiliary verbs:
    - Verbs-to-be (e.g., I *am* running; He *is* sleeping)
    - Verbs-to-have (e.g., He *has* done it; They *have* finished)
    - Verbs-to-do (e.g., He *does* not like it; They *did* not go there)

- modal auxiliary verbs: shall, should, will, would, may, might, can, could, must, ought to

- Phrasal verbs (e.g., look after, turn on, wake up)

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

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

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

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

Tense

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

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

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

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

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

finished my homework (so I can take a break now))
- for actions begun in the past that have continued to the present and possibly continuing into the future (e.g., I have studied in this school for five years.)

° Future:
- *will/ shall* future (e.g., I will/shall call you tonight/ He will go to Japan next month.)
- *going to* future (e.g., She is going to tell the teacher about it/ They are going to report the case to the police.)
- - Simple Present to express an unchangeable plan (e.g., Tomorrow *is* a holiday.)

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

Adverbs

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

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

Prepositions

° Position and direction (e.g., on the desk; towards the house)

° Time (e.g., on Tuesday; during the week)

° Purpose and means (e.g., for fun, with a pencil)

° Possession (e.g., the book with a red cover)

° Accompaniment (e.g., went with her)

Connectors

° for addition (e.g., and, too, as well as)

° for sequence (e.g., then, while, before)

° for contrast (e.g., but, however, although)

° for reason (e.g., because, as)

° for purpose (e.g., so that, in order to, so as to)

° for condition (e.g., if, unless)

° for cause-and-effect (e.g., so that, therefore, since)

° for showing possibilities (e.g., or)

Sentence Structures

° Simple sentences:
   - Subject + Verb (e.g., The baby is sleeping.)
   - Subject + Verb + Object (e.g., The baby is drinking some milk.)
   - Subject + Verb + Complement (e.g., I am a boy; He is tall; She feels fine.)
   - Subject + Verb + Adverbial (e.g., The baby is sleeping soundly.)
   - There is/are … (e.g., There is a cat; There are some dogs)
   - It …(e.g., It is raining.)
   - Subject + Verb + Indirect Object + Direct Object (e.g., They sent him a postcard.)

° Simple sentences with:
   - a direct object (e.g., Tommy asked *the teacher*.**)**
   - an indirect object (e.g., Tommy asked the teacher a question.)

° Compound sentences: 'and' and 'but' to join two simple sentences

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

Forming negative sentences.

Forming Yes/No questions and Wh-questions.

Passive sentences

Direct speech and indirect speech

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

Appendix 2:   Designing assessments: Principles & Examples

Part A   **General questions to guide assessment planning**

Purposes and objectives of assessment	• Which aspects of language learning do I want to assess? • How does this relate to the learning experience of the children? • What do I want to use the assessment outcomes for? • Who else will use the outcomes? And for what purposes?
Methods of assessment	• How will information be gathered to assess the aspects of language? • How will the information that is collected be interpreted? • How will pupils be involved in gathering the information?
Quality management in assessment	• How can I make sure the assessment is valid? • How can I make sure the assessment is reliable? • How can I make sure the assessment is fair?
Feedback	• Who will I share the assessment outcomes with? • How will I communicate the outcomes of assessment?
Uses of assessment	• How will the outcomes of assessment inform future teaching, planning and learning opportunities?
Impact of the assessment	• What washback effects from assessment to teaching and learning may occur? • What will the impact be on pupils' motivation?

Part B   General guidelines for language test item formats

➢ Is the item format correctly matched to the purpose and content of the item?
➢ Is there only one correct answer?
➢ Is the item written at the students' level of proficiency?
➢ Have ambiguous terms and statements been avoided?
➢ Have negatives and double negatives been avoided?

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

Part C   Guidelines for receptive response items and sample assessment tasks

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

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

C-1   True-False

Checklist:

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

Exemplar C-1-1: Please read the following passage and decide whether the statements are true or false. [Escola Dos Moradores de Macau]

The Dragon Boat Festival

Long ago in China, there was a great poet called Qu-yuan. He cared about all the people in the country. The people loved him very much, too. But the king was cruel to his people. Qu-yuan was very upset but he couldn't do anything to help. He tied a rock around his chest and jumped into the river at the age of 37.

People worried that the fish would eat his body and they beat drums on the long narrow boats to scare away the fish. They also threw some rice dumplings wrapped with bamboo leaves into the sea to keep the fish from eating his body. Nowadays, people usually eat rice dumplings and watch dragon boat races to remember him

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Dragon Boat Race | Hua Long Zhou

HAPPY DRAGON BOAT DAY !
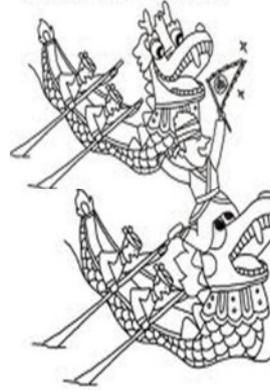
True (T) or False (F)

1. Qu-yuan died at the age of 37. (   )
2. People beat the drums to scare away Qu-yuan. (   )
3. Qu-yuan loved his people. (   )
4. Qu-yuan was a Chinese. (   )
5. People eat chocolate eggs at Dragon Boat Festival.   (   )
6. The king was good to the people. (   )

Exemplar C-1-2:   Unseen Comprehension   [Hou Kong Primary School]

Mum: Harry, you need to pack some school things for school tomorrow.

Harry: OK, Mum. I need to bring the handbook!

Mum: That's not enough! You need to bring the pencil case, the notebook   and

the folder.

Harry: Mum, can I bring my robot to school tomorrow?

Mum: Of course **not**! You need to pay attention in class!

Harry: Ah! I also need to bring the glue stick and the paintbox, because we will

have the art lesson tomorrow.

Read the sentences and put a   ✓   for true and a   ✗   for false in the brackets.

1. Dad is talking to Harry.

   --(   )

2. Harry wants to bring the robot to school.

   --(   )

3. Mum tells Harry to bring the doll to school.

   ---------------------------------------(   )

4. Harry is a good boy.

   ---(   )

5. Harry needs to go to school tomorrow.

   ---(   )

C-2   Multiple-Choice

Checklist:

➢ Have all unintentional clues been avoided?

➢ Are all of the distracters plausible?

➢ Has needless redundancy been avoided in the options?

➢ Has the ordering of the options been carefully considered? Or are the correct answers randomly assigned?

➢ Have distracters like "none of the above", "A and B only", etc. been avoided?

Exemplar C-2-1:   Choose the best answers. Write the correct letters in the brackets. [Hou Kong Primary School]

(   ) 1.   This toy bird can _____ and _____.

A. talks, dances   B. talk, dance   C. dancing, talking   D. dance, talks

(   ) 2.   Wendy is dancing _____ the classroom.

A. on   B. of   C. to   D. in

(   ) 3.   _____ your mother _____ Music?

A. Do, teaches   B. Does, teaches   C. Does, teach   D. Do, teach

(   ) 4.   There are some books in my school bags, _____ there aren't any pencils in it.

A. and   B. or   C. but   D. after

(   ) 5.   Ann does not like Visual Art _____ Putonghua.

A. to   B. or   C. and   D. but

(   ) 6.   Dad is cooking now. You cannot talk _____ him.

A. to   B. in   C. of   D. and

Exemplar C-2-2: The following conversation is followed by a number of questions about it. Please choose the one best answer, A, B, C or D, to each question. [Saint Paul School]

Mrs Lee and her daughter Debbie are in the park. They are talking about the

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signs there.

Debbie:	Mum, can I pick some flowers for Grandma?
Mrs Lee:	No, dear. Can you see the sign with a flower on it? It means you can't pick the flowers in the park.
Debbie:	Can I feed the ducks? They are cute.
Mrs Lee:	No, you can't. Look at the sign. You can't feed the ducks. You can only take some photos.
Debbie:	The apples are big. Can I climb the trees and pick some apples for Miss Wong my Maths teacher?
Mrs Lee:	No, dear. Look at the sign, you can't climb the trees.
Debbie:	Mum, can I walk on the grass? There is a bird on the grass.
Mrs Lee:	Look at the sign. You can't walk on the grass.
Debbie:	Ok. Mum, it's quiet here. Let's sing some songs.
Mrs Lee:	It's alright, but we can't be too loud. We may disturb other people.
Debbie:	I see. Let's go home and watch TV.
Mrs Lee:	Ok, let's go.

1. Debbie wants to give some flowers to _____.

          a. her mum   b. her dad

          c. her sister   d. her grandma

2. Debbie thinks the ducks are _____.

          a. old   b. cute

          c. small   d. poor

3. What can Debbie do in the park?

          a. Pick the flowers.   b. Take some photos.

          c. Feed the ducks.   d. Sing songs loudly.

4. Debbie wants to go home and _____.

          a. watch TV   b. have a shower

          c. eat an ice-cream   d. play with her dad

C-3: Matching

Checklist:

      ➤ Are there more options than premises?

      ➤ Are options shorter than premises to reduce reading?

Exemplar C-3-1: Matching (write the letters only!) [Escola Dos Moradores de Macau]

1. Shall we try some snails?	( )	(a) They're hot dogs.
2. What are those?	( )	(b) It's spicy.
3. Would you like some beef curry?	( )	(c) He will have dinner at the Macau Tower.
4. What will Tom do tonight?	( )	(d) Good idea.
5. What's the fried fish like?	( )	(e) No, thanks. I am full.

Part D   Guidelines for productive response items.

Productive response items including *fill-in*, *short-response* and *task* require students to actually produce responses rather than just select them receptively.

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

D-1 Fill-In

Checklist:

➢ Is the required response concise?

➢ Is there sufficient context to convey the intent of the questions to the students?

➢ Are the blanks of standard length?

➢ Does the main body of the question precede the blank?

➢ Has a list of acceptable responses been developed?

Exemplar D-1-1: Fill in the blanks with the words given in the box.   [Saint Paul School]

I	we	you	he	she	me	us	you	him	her

1. _____ are a policeman. You protect people.

2. Eric's sister is a prefect. We all like _____.

3. _____am a pupil. I go to school from Monday to Friday.

4. Miss Chan. is a housewife. She is nice. Her children all love _____.

5. John is our friend. He is kind. We like_____.

6. You are my best friend. I like _____.

7. Cherry is my classmate. _____ is very helpful.

8. Peter's father is a policeman. _____ is very nice.

9. Mr. Ho is our Chinese teacher. He is nice to _____ .

    10. Amy and I are best friends. _____ go to school

together.

Exemplar D-1-2:   Rearrange the following words in the correct sentence order: [Escola Dos Moradores de Macau]

1. will / We / light / firecrackers / some / .

    _____

2. like / I / made / hamburgers / with ham / .

_____ _____

3. would / Tom / like / lemon tea / a cup of / .

_____

Exemplar D-1-3: Fill in the blanks with the correct forms of the verbs given.

[Hou Kong Primary School]

    Every morning, Mike _____ (go) to work by bus. As he _____ (have) a long trip, he always_____(buy) a newspaper. It _____(help) to make the time pass more quickly.

    Last Tuesday morning, he _____(not take) a bus. He _____(take) a train. On the train, he _____(turn) to the sports page. He _____(want) to read the report about an important football match. The report _____(be) so interesting that he _____(forget) to get off at his station. He did not

know it until he _____(see) the sea. He got off at the next station and

_____(wait) a long time for a train to go back. Of course, he got to the

office very late. His boss was very angry.

Exemplar D-1-4: Put the words under the correct columns: [Escola Dos Moradores de Macau]

cola	potato	pork chop	roast duck
onion	apple juice	cheesecake	ice-cream

Drinks	Meat	Dessert	Vegetables

D-2 Short-Response

Checklist:

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

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

Exemplar D-2-1: Answer the following questions in complete sentences.

[Hou Kong Primary School]

1. What class are you in?

Ans. _____

2. How are you?

Ans. _____

3. How old is Coco?

Ans._____

Exemplar D-2-2: Seen Comprehension[Hou Kong Primary School]

Eating round the world

Hi. I'm Lin, I'm eleven and I'm from China. Chinese food is really delicious. We eat a lot of rice, noodles, vegetables and meat. We fry or steam a lot of our food. It is very healthy.

In China, people don't usually eat with knives and forks. Instead we use chopsticks and we sometimes use spoons.

We usually eat from big serving dishes. We put them in the middle of the table, but we sometimes serve portions of rice in small bowls. In China, we don't think it's rude to reach across the table to take food from serving dishes.

We do think it is rude to take the last piece of food from a serving dish for yourself. We offer it to another person instead. That is very polite.

When your bowl is empty, someone gives you more food. When you are full, you put your hand over your bowl or leave some food in your bowl. We don't put our chopsticks on top of our bowls. We put them on the table next to us when we finish eating. We don't use napkins, but we usually clean our hands with hot towels at the end of the meal.

Do you like Chinese food? Is it very different from food in your country?

a. Answer the following questions in complete sentences.

1. What is the title of this passage?

Ans.

_____

2. Where does Lin come from?

Ans.

_____

3. What do Chinese use when they eat food ? (Write two things)

Ans.

_____

4. What kinds of Chinese food do you like ? Why?

Ans.

_____

b. Give short answers to the following questions.

1. How old is Lin?

Ans. _____

2. Do you like Chinese food?

Ans. _____

4. Where do people put big serving dishes?

Ans. _____

1. Is it rude to take the last piece of food from a serving dish?

Ans. _____

5. Do people usually use napkins in China?

Ans. _____

2. In line 5, what does the word 'them' refer to?

Ans. _____

D-3 Task

Checklist:

➢ Is the student's task clearly defined?

➢ Is the task sufficiently narrow (and/or broad) for the time available?

➢ Have scoring procedures been worked out in advance with regard to the approach that will be used?

➢ Have scoring procedures been worked out in advance with regard to the categories of language that will be rated?

➢ Have scoring procedures been clearly defined in terms of what each score within each category means?

➢ Is scoring to be as anonymous as possible?

Exemplar D-3-1: Correct the mistake in each of the following sentences: [Escola Dos Moradores de Macau]

1. **Who** shirt is this?

2. Tom can **sings** in the music room.

1. _____

2. _____

3. This cup is made **of** China.

3. _____

4. Peter did not **went** to the park yesterday.

4. _____

5. Mary will **swam** in the sea tomorrow.

5. _____

Exemplar D-3-2: Read the passage and complete a card for Mary.

My friend Mary (1)

Mary is my friend. She is seven years old. She goes to Sunflower

Primary School. She is in Class 1C.

She has two brothers. They are John and David. John is nine years

Card for Mary.

Name: _____

School: _____

Class: _____
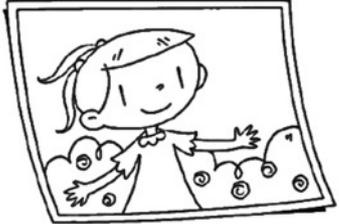
Exemplar D-3-3: Look at Jenson's name card and write 4 sentences about

him. [Hou Kong Primary School]

Name: _____Jenson_____

Sex: ☑boy ☐girl

Age: _____8_____

Class: _____2A_____

Appendix 3A: BAA-aligned Schemes of Work (Escola Dos Moradores de Macau: Primary One to Primary Three – First Term, 2015-16)

Primary One, 2015-16, First Term

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-sons	Learning Objectives and Activities	Resources	
1-3	1 Sept. 2015— 18 Sept. 2015	**Module 1** Me, my family and friends	**Listening:** ● Listen to each other and collect the information. **Speaking:** ● Greet each other correctly. ● Use "what" to ask about names. **Reading:** ● Develop interest in	**Chapter 1** Nice to meet you!	11	● Learn the new words (spelling, pronunciation & use). ● Understand and use the related grammar points: a) Use "what" to ask about names. b) Use "My name is…" and "I	● E-book ● Guided writing worksheets ● Chapter 1 of course book	A-1-7 A-1-8 B-1-8 B-1-13 C-1-9 D-1-1 D-1-2 D-1-7

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les- sons	Learning Objectives and Activities	Resources	
			reading different texts. **<u>Writing:</u>** ● Write a name list of their classmates.			am…." to reply. c) Use "Can you spell…., please?" to spell it. d) Use a capital letter to begin a sentence and a proper name. e) Use "." at the end of a sentence. f) Use "?" at the end of a question. ● Understand and use the question words to get information. ● Read different text types: dialogues,		

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-sons	Learning Objectives and Activities	Resources	
						story and song. ● Rewrite a name list of classmates.		
4-6	21 Sept. 2015— 9 Oct. 2015	Module 1 Me, my family and friends	**Listening:** ● Listen to the recording and complete the notes. **Speaking:** ● Get information about people's age. **Reading:** ● Develop interest in reading different text types. ● Get information for writing the name-card and	**Chapter 2** My new friends	12	● Learn the new words of this chapter. ● Learn to use the related grammar points: a) Use "This is…." to introduce people. b) Use "he" and "she" to talk about a third person. c) Use "How are you?" to greet	● E-book ● Guided writing worksheets ● Chapter 2 of course-book	A-1-7 B-1-8 B-1-9 B-1-13 C-1-9 D-1-3 D-1-4

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-sons	Learning Objectives and Activities	Resources	
			dialogues. **<u>Writing:</u>** ● Write a description of one's friend.			people. d) the usage of "How old" to ask about age. ● T guides Ss to make a note to tell their classmates how they can go to different places. ● T guides Ss to read different text types: invitation card, conversations. ● T guides Ss to write a description of one's friend. ● Dictation Test (1)		

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les- sons	Learning Objectives and Activities	Resources	
						● English Test (1)		
7-9	12 Oct. 2015— 30 Oct. 2015	**Module 2** Fun and games	**Listening:** ● Listen to the recording and complete the notes. **Speaking:** ● Ask and answer, in complete sentence, what the toys are. **Reading:** ● Develop interest in reading different text types. **Writing:** ● write the names of different toys.	**Chapter 3** Happy birthday!	13	● Learn and use the new words. ● Understand and use the related grammar points: a) Use "What" or "Is it" to ask about things. b) Answer the above questions with: "It is....", "Yes, it is. / No, it is not". ● Name different toys. ● Read different text	● E-book ● Guided writing worksheets ● Chapter 3 of course-book	A-1-7 B-1-8 B-1-9 B-1-13 C-1-9 D-1-3

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-sons	Learning Objectives and Activities	Resources	
						types: dialogues, song, birthday cards, thank-you cards. ● Write the names of different toys. ● Complete the birthday cards and thank-you cards. ● Dictation (2) ● Test (2) ● Dictation Exam.(1)		
10	2Nov. 2015-- 7 Nov. 2015	**General Revision and 1ˢᵗ Term Examination**						
11-13	9 Nov.	**Module 2**	<u>**Listening:**</u>	**Chapter 4**	15	● Learn the new	● E-book	A-1-7

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Lessons	Learning Objectives and Activities	Resources	
	2015—27 Nov. 2015	Fun and games	● Listen to the recording about colours and complete the notes. **Speaking:** ● get information about the name of the clothes. ● use "What colour...?" to ask about clothes. **Reading:** ● develop interest in reading different text types. **Writing:**	Colours around us		words. ● Understand and use the related grammar points: a) Use "his" and "her" correctly. b) Learn to use plural forms of nouns by adding "s". e.g. book→books c) Use "It is" to talk about one thing. d) Use "they are" to talk about more than one thing. e) Use "What colour" to ask about colours.	● Personal Profile worksheets (P.63) ● Chapter 4 of course-book	A-1-3 A-1-4 B-1-7 B-1-8 B-1-9 C-1-4 C-1-11 C-1-12 D-1-3 D-1-8

| Week | Dates | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-sons	Learning Objectives and Activities	Resources	
			● Write a simple sentence to describe one's doll.			● Name different clothes. ● Read different text types: magazine articles, captions, rhymes, tongue-twisters.		
14-16	30 Nov. 2015 – 18 Dec. 2015 -- 18 Dec. 2015	**Module 3** The world around us	**Listening:** ● Listen to the recording and complete the notes. **Speaking:** ● Get information about the names of the things in the classroom.	**Chapter 5** In the classroom	15	● Learn the new words. ● Understand the related grammar points: a) Use imperatives to give instructions. b) Use imperatives to express prohibitions.	● E-book ● Personal Profile worksheets. (P.65) ● Chapter 5 of course-book	A-1-7 A-1-4 B-1-2 B-1-3 B-1-8 B-1-9 B-1-12 C-1-11 C-1-4 C-1-6

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les- sons	Learning Objectives and Activities	Resources	
			● Express prohibitions with correct phrases **Reading:** ● Develop interest in reading different texts. ● Search for information to make a poster with school rules. **Writing:** ● Write some rules at school.			● Make a poster about rules in a place at school. ● Read different text types: signs, rules, songs, posters. ● Dictation (3) ● Test (3)		D-1-3 D-1-7 D-1-8
17-19	28 Dec. 2015 --	**Module 3** The world	**Listening:** ● Listen to the	**Chapter 6** An animal	14	● Learn the new words.	● E-book ● Guided	A-1-7 B-1-12

| Week | Dates | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Lessons	Learning Objectives and Activities	Resources	
	15 Jan. 2016	around us	recording and complete the notes. **Speaking:** ● Ask and answer "What can you see?" "I can see..." ● Use "have / has" to talk about the body parts of the animals. **Reading:** ● Develop interest in reading different text types. **Writing:**	story		● Understand the related grammar points: a) Use "What" to ask about things you can see. b) Use "can" to talk about things you know how to do. c) Use "have / has" "long / short / small / big" to talk about the body parts of the animals. ● Talk about their favourite animals. ● Read different text	writing worksheets ● Chapter 6 of course-book	B-1-7 C-1-9 D-1-3 D-1-7

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-sons	Learning Objectives and Activities	Resources	
			● Think of an animal and write a riddle about it.			types: stories, songs, rhymes, and riddles. ● Write a riddle about an animal. ● Dictation (4) ● Test (4) ● Dictation Exam.(2)		
20	18 Jan. 2016— 23 Jan. 2016	**General Revision and 2nd Term Exam**						

** *Notes:*

After scanning the BAA documents, we have found that it is necessary for us to put more effort into improving our students′ reading abilities. Therefore, we will add two English story books (1. My Family, 2. Baby Animals) as our teaching resources. We will lead the students to read 2 pages of the story book and do some comprehension exercises each week. In doing so, we can help students achieve the following BAAs: C-1-1, C-1-2, C-1-4, C-1-5, C-1-11, C-1-12.

Primary Two, 2015-16, First Term

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
1-3	1 Sept. 2015 – 18 Sept. 2015	**Module 1** Me, my family and friends	**Listening:** ● Listen to the recording with understanding and complete the notes for different places.(P.8) **Speaking:** ● Tell the names of different places. ● Give information about the locations of different places. **Reading:** ● Get interested in reading different	**Chapter 1** A day out	11	● Lear the new words of this chapter ● Understand and use the related grammar points: ➢ "Where" to ask about location. ➢ "In front of", "behind" and "near" to talk about positions. ➢ Revision of "on", "in" and "under" to show the position of	● E-book ● Guided writing worksheets ● Chapter 1 of Course-book:	A-1-6 A-1-7 B-1-8 B-1-9 C-1-9 D-1-3 D-1-7

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
			text types in English. **Writing:** • Use the words and grammar points learned to design and describe a toy city.			objects. • Practise using the related question words for getting the information about location. • Describe a toy city by using the stickers provided. • Read more texts: read aloud a poem and a tongue twister.		

| Week | Dates | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
4-6	21 Sept. 2015 – 9 Oct. 2015	**Module 1** Me, my family and friends	**Listening:** ● Listen to the recording with understanding and complete the notes about places. **Speaking:** ● Give information about the locations and how to go to these places. **Reading:** ● Develop interest in	**Chapter 2** Let's go	12	● Learn new words of this chapter. ● Understand and use the related grammar points: ➢ Use the Simple Present Tense to talk about present states. ➢ Use "in" and "on" to talk about locations. ➢ Use "by" and	● E-book ● Guided writing worksheets ● Chapter 2 of Course-book	A-1-4 A-1-6 A-1-7 B-1-8 B-1-9 C-1-4 C-1-6 D-1-5 D-1-7

| Week | Dates | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
			reading different text types. ● Look for information for an invitation card. **Writing:** ● Plan a one-day trip in pairs and write it down.			"to" to talk about the means of transport. ➢ Use "how" to ask about ways of getting to a place. ➢ Prepare a note telling their classmates how to get to different places. ➢ Read different text types: invitation cards, dialogues and conversations. ➢ Write a description of a		

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
						one-day trip in pairs. ➢ Dictation (1) ➢ Test (1)		
7-9	12 Oct. 2015 – 30 Oct. 2015	**Module 2** Places and activities	<u>**Listening:**</u> ● Listen to the script and complete the notes. <u>**Speaking:**</u> ● Get the necessary information about the school. ● Ask questions, in complete sentences, about the locations of different rooms at	**Chapter 3** Our school	13	● Learn the new words of this chapter. ● Understand and use the related grammar points: ➢ Revision of Simple Present Tense. ➢ Use "on" to show position. ➢ Use "in" to talk about places.	● E-book ● Chapter 3 of course-book	A-1-7 B-1-8 B-1-9 C-1-9 D-1-7

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
			school and their functions. **Reading:** ● Develop interest in reading different types of text. **Writing:** ● Describe one's school.			● Get information about the locations of different places in a school and their functions. ● Read different text types: magazine articles and riddles. ● Write a paragraph, describing our school. ● Dictation (2) ● Test (2) ● Examination (1)		

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
10	2 Nov. 2015 -- 7 Nov. 2015	**General Revision and 1ˢᵗ Term Examination**						
11-13	9 Nov. 2915 – 27 Nov. 2015	**Module 2** Places and activities	**Listening:** ● Listen to the recording and complete the notes. **Speaking:** ● Describe different rooms and the activities one does at home. ● Use Present Continuous Tense to ask and answer questions about	**Chapter 4** Our new flat	15	● Learn the new words of this chapter. ● Understand and use the related grammar points: ➢ Use "in" to talk about places. ➢ Use Present Continuous Tense to ask and answer questions about what people are doing at home.	● E-book ● Chapter 4 of course-book	A-1-7 B-1-5 B-1-8 B-1-9 B-1-12 C-1-4 C-1-7 D-1-7

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
			what people are doing at home. **Reading:** • Become interested in reading different texts **Writing:** • Make sentences about the activities one does at home. • Explain/Rewrite the lyrics of the song (P.33) in their own words.			• Engage in pair work talking about the functions of different rooms at home and the activities they always do. • Read different text types: online diaries and songs. • Sing the song (P.33) with confidence. • Create new lyrics for the song.		
14-16	30 Nov. 2015 --	**Module 3** Fun and	**Listening:** • Listen to the	**Chapter 5** School Picnic	15	• Learn the new words.	• E-book • Guided	A-1-7 B-1-8

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
	18 Dec. 2015	Games	recording and complete the notes.

Speaking:
● Develop a conversation to find out who owns something by using the sentence structure:
 "Is that/ this …'s…?"
 "Are these/ those…'s…?"
Reading:
● Become interested in reading different texts. | | | ● Understand and use the related grammar points:
➢ Use "this" and "these" about things near us.
➢ Use "that" and "those" about things far from us.
➢ Use "(name's)" to tell who owns something.
● Make a list of things they will bring to the school picnic.
● Share their lists.
● Read different text | writing worksheets
● Chapter 5 of course-book | B-1-9 C-1-6 D-1-4 |

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
			Writing: ● Write a list about what one will bring for the school picnic.			types: lists, conversations, notices. ● Dictation (3) ● Test (3)		
17-19	28 Dec. 2015 -- 15 Jan. 2016	**Module 3** Fun and Games	**Listening:** ● Listen to the recording and complete the notes. **Speaking:** ● Get information about the fairy tales. ● Retell the fairy tales with the help of the cues. **Reading:**	**Chapter 6** The honest woodcutter	14	● Lear new words of this chapter. ● Understand and use the related grammar points: ➢ Use "my" "your" "his" "her" "their" and "our" to talk about things that belong to people ➢ Use "from", "to", "up" and "down" to talk about	● E-book ● Audio CD ● Chapter 5 of course-book	A-1-7 B-1-8 B-1-9 B-1-10 B-1-13 C-1-6 C-1-9 C-1-11 C-1-12 D-1-6

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
			● Develop interest in reading fairy tales. ● Look for information for the fairy tales and rhymes. **Writing:** ● Create a new fairy tale.			directions. ● Get information for the fairy tales from the library or from the Internet. ● Read different text types: fairy tales and rhymes. ● Create and write their own fairy tales. ● Share their fairy tales with their classmates. ● Dictation (4) ● Test (4) ● Dictation Exam.(2)		

| Week | Dates | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Les-s ons	Learning Objectives and Activities	Resources	
20	18 Jan. 2016 -- 23 Jan. 2016			**General Revision and 2nd Term Exam**				

*** Notes:***

After scanning the BAA documents, we have found that it is necessary for us to put more effort into improving our students' reading abilities. Therefore, we will add two English story books (1. How's the weather?   2. Candy for breakfast) as our teaching resources. We will lead the students to read 2 pages of the story book and do some comprehension exercises each week. In doing so, we can help students achieve the following BAAs: C-1-1, C-1-2, C-1-3, C-1-4, C-1-5, C-1-8, C-1-9, C-1-11, C-1-12.

Primary Three, 2015-16, First Term

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
1-3	1/9-18/9	**Module 1** Places and Activities__	**Listening:** ● Provide specific information in response to simple instructions or questions. **Speaking:** ● Use cohesive devices appropriately ● Provide information in response to factual or Yes/No questions. **Reading:** ● Develop interest in	**Chapter 1** I like English	15	● Learn the new words of this chapter. ● Understand the related grammar points: a) "do" and "does" for seeking information. b) connective "but" to link contrasting ideas. c) "good at" and "weak in" to indicate conditions. ● Talk about the different subjects	● E-book ● Guided writing worksheets ● Chapter 1 of course book	A-1-7 B-1-3 B-1-10 B-1-13 C-1-12 D-1-3 D-1-4

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			reading different text types. **Writing:** ● Write a survey about school subjects.			at school ● Talk about subjects they like or do not like. ● Do a role-play. ● Complete the exercise on Pg.6 according to the reading text on Pg.5. ● Listen to a survey about what subject Harry and Holly like. ● Complete the e-mail on Pg 7 with the words provided. ● Work in groups to		

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						do a survey on subjects they like and do not like. ● Read the sentences on Pg.9 and complete the task sheet on Pg.59.		

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
4-6	21/9-9/10	**Module 1** Places and Activities	<u>Listening:</u> ● Provide specific information in response to simple questions. <u>Speaking:</u> ● Use simple phrases and sentences to communicate with others with the help of cues. <u>Reading:</u> ● Complete the list by using information from	**Chapter 2** Let's go shopping	15	● Introduce new words of the chapter. ● Ss learn the related grammar points: a) the usage of the simple present tense to talk about people's feelings b) the usage of the personal pronouns to identify people and objects. ● Ss name the shops they can see in the	● E-book ● Personal Profile worksheets	A-1-7 B-1-3 B-1-10 B-1-12 C-1-12 D-2-5

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			the directory. ● Understand the connection between ideas by identifying cohesive devices, including pronouns. **Writing:** ● Correct the e-mail with the correct forms of pronouns. ● Design a brochure for a shopping centre near your home.			pictures. ● Ss do the mind map and write the words around a shopping centre. ● Ss complete the table after reading Pg12-13 ● Introduces object pronouns that become subject pronouns. ● Ss read the rest of the e-mail carefully. ● Ss correct the mistakes in the e-mail. ● Ss talk about		

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						things that people can buy in their shopping centers. ● Ss talk about the shops where they can find their shopping items. ● Ss write the first draft of on task sheet P.61. ➢ Dictation Test (1) ➢ English Test (1)		
7-9	12/10- 30/10	**Module 2** The world around us	**Listening:** ● Listen to the rules or signs in a park, a school or public areas. **Speaking:** ● Use 'May I...?' to	**Chapter 3** Let's go to the park	15	● Introduce the new words of this chapter. ● Present the related grammar points: ■ the usage of 'May I...?' to ask for	● E-book. ● Main task on P.63 ● Guided writing worksheet.	A-1-7 B-1-9 C-1-6 D-1-3

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			ask permission to do something. ● use 'Do not...' to give instructions **Reading:** ● Develop interest in reading different text types. **Writing:** ● Design some signs for different places and write about them using imperatives.			permission. ■ the usage of imperatives to give instructions. ● Ss learn about signs and rules in the park and other public places. ● Give Ss some signs and guides them to put into the correct places. ● Ss complete the tasks on P.24 and 25. ● Ss design some signs for different places. ● Ss read different		

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						text type: e.g. signs and rules. ● Dictation Test (2) ● English Test (2) ● Dictation Exam.(1)		
10	2/11-7/11	**General Revision and 1ˢᵗ Term Examination**						
11-13	9/11-27/11	**Module 2** The world around us	**Listening:** ● Listen to the dates about festivals and school events. **Speaking:** ● Talk about the dates of school events and festivals on the given calendar.	**Chapter 4** My calendar	15	● Introduce the new words of this chapter. ● Present the related grammar points of this chapter: a) the usage of 'When' to ask about time. b) the usage of	● E-book. ● Guided writing worksheet.	A-1-6 B-1-9 C-1-11 D-1-7 D-1-8

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			Reading: • Develop interest in reading different text types. **Writing:** • Write down the dates of school events and festivals from the calendar.			preposition 'at, on, in' to indicate festivals, dates and months. c) the usage of ordinal numbers. • T guides Ss to give information about the dates of school events and festivals from the calendar. • Ss read some riddles and guess the school events and festival. • T guides Ss to write down the dates of school		

| Week | Date | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						events and festivals using the given calendar.		
						● T guides Ss to read different text type with the C: poem, calendars and riddles.		
						● Dictation (3)		
						● English Test (3)		
14-16	30/11-25/12	**Module 3** Using my five senses	**Listening:** ● Practice listening to the ingredients and the dishes . **Speaking:** ● Talk about the food on a restaurant menu.	**Chapter 5** Cooking at home	15	● Introduce the new words of this chapter. ● Present the related grammar points: a) the usage of 'is / are' to ask for information.	● E-book ● Audio CD ● Guided writing worksheets	A-1-7 B-1-8 B-1-13 C-1-9 D-1-3 D-1-8

| Week | Date | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			Reading: • Develop interest in reading different text types. **Writing:** • Write a list of food one wants to order.			b) the usage of 'some' and 'any' to talk about quantities. c) the usage of adjectives to describe tastes. • Guide Ss to get information about the food on a restaurant menu. • Ss complete the task on Pg.38-Pg.40. • T guides Ss to read the dialogue on Pg. 41, and complete the table on Pg. 53. • Ss write down a		

| Week | Date | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						list of food items they want to order. ● T guides Ss to read different text types, e.g. websites, conversations and menus. ● Dictation (4) ● English Test (4)		
17-19	28/12- 15/1	**Module 3** Using my five senses	**Listening:** ● Practice listening to items of clothing **Speaking:** ● Talk about the clothing on 'Dress Casual Day'.	**Chapter 6** Dress Casual Day	15	● Introduce the new words of this chapter. ● Present the related grammar points: a) the usage of 'do' and 'does' to ask for information.	● E-book ● Audio CD ● Guided writing worksheets	A-1-7 B-1-8 B-1-13 C-1-9 D-1-3

| Week | Date | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			Reading: • Develop interest in reading different text types. **Writing:** • Write a letter of what one wants to wear to a fashion show. **Writing:** • Able to write an account of what they did last Christmas.			b) the usage of 'or' to give choices. c) the usage of the simple present tense to express interests, feelings, and opinions. • T guides Ss to get information about clothing. • T helps Ss to express their interests, feelings and opinions by using the simple present tense. • Ss complete the task on Pg.46-48. • T guides Ss to		

Week	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						discuss what they want to wear on a 'Dress Causal Day" in pairs. • T guides Ss to read different text type, e.g. posters, poems and letters. • Dictation Exam.(2) • English Exam. (2)		
20	18/1-23/1	General Revision and 2nd Term Exam						

** _Notes:_

After scanning the BAA documents, we have found that it is necessary for us to put more effort into improving our students' reading abilities. Therefore, we will add two English story books (1.Let's go to the rainforest 2. New girl in school) as our teaching resources. We will lead the students to read 2 pages of the story book and do some comprehension exercises each week. In doing so, we can help students achieve the following BAAs: C-1-1, C-1-4, C-1-5, C-1-10, C-1-11, C-1-12.

Appendix 3B: BAA-aligned Schemes of Work (Pui Ching Primary School: Primary Four to Primary Six –

First Term, 2015-16)

Pui Ching Middle School: Primary 4 Scheme of Work (2015-2016: First Term)

Week No.	Date	Module/Unit				Major Content			Target BAAs	Remarks
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources			
1	2/9 – 4/9	Welcome to Our Class	-review previous knowledge	classroom language	1	- define ground rules - review WBT			A-2-1 A-2-3 B-2-4	3/9 public holiday
				THRASS	1	review THRASS				
2-6	7/9 – 9/10	Unit 1 All in Our Family	- describe physical appearances - describe emotions - talk about plans	Unit opener	1	- introduce family members - try to describe family members	-Teacher's resource CD-ROM		A-2-1 A-2-2 A-2-5 A-2-6	10/9 Teachers' Day 28/9
				Vocabulary 1 + Song	3	-identify and use adjectives to make comparisons -discuss how family members are different	-Workbook -Audio CD -Teacher's resource CD-ROM			

			- write a diary entry	Grammar 1	3	- use adjectives to form comparatives - compare family members and classmates	-Workbook -Teacher's resource CD-ROM	B-2-4 B-2-6 C-2-1	The day following Mid-Autumn Festival
				Vocabulary 2	2	-describe physical appearances -say how people are different	-Workbook -Audio CD -Classroom DVD	C-2-5 C-2-11	1/10 2/10
				Grammar 2	2	- ask and answer questions using the present continuous tense	-photos of people doing different activities -Workbook	D-2-5 D-2-6 D-2-7	The National Day of the People's Republic of China
				Reading	3	- read about inherited traits - discuss traits shared with a parent - take a survey and fill in a bar chart	- Audio CD -Teacher's resource CD-ROM -Workbook	D-2-9	
				Writing	3	- analyse a writing model - write a diary entry - evaluate classmates' writing	-Teacher's resource CD-ROM -Workbook		
				Reader	1	The Mirror -identify sequences of events			3/10 School Holiday
				Library	1	-visit the library			
				Project	2	-use photos to make comparisons -create a book about family	-a family photo -coloured paper -glue		

							-coloured pencils	
7-10	12/10 - 6/11	Unit 2 Fresh food	- talk about obligations - describe frequencies - discuss and order food - express one's opinion	Library	1	-finish a reading card		A-2-1 A-2-2 A-2-5 A-2-6
				Unit opener	1	- introduce fresh food - analyse a photo for information	-Teacher's resource CD-ROM	
				Vocabulary 1 + Song	3	- identify and use verbs related to growing a garden - identify vegetables and use words to describe them	-Audio CD -Workbook -Teacher's resource CD-ROM	B-2-4 B-2-6
				Grammar 1	3	- talk about obligation with *have to + verb* - answer questions using *have to + verb* - distinguish between *have* or *has* and *has to* or *have to*	-Teacher's resource CD-ROM -Workbook	C-2-1 C-2-5 C-2-11
				Vocabulary 2	2	-identify and use frequency words and expressions	-Audio CD -Workbook -Teacher's resource CD-ROM	D-2-5 D-2-6 D-2-7
				Grammar 2	2	- ask and answer questions using *would like* - order food using *would like*	- Workbook -Teacher's resource CD-ROM	D-2-9

Additional column (rightmost): 21/10 Chong Yeung Festival / Week 8 Test

				Reading	3	- compare local and non- local food production - discuss problems and solutions - talk about producing and transporting food	- Workbook - Audio CD -Teacher's resource CD-ROM		
				Writing	2	- analyse a writing model - express opinions in writing - evaluate classmates' writing	- workbook -Teacher's resource CD-ROM		
11	9/11 - 12/11	1st Term Examination							
12	16/11 - 19/11	Unit 2 Fresh food		Writing	1				
				Reader	1	The Empty Pot -make predictions			
				Project	2	-find information about a plant -create a poster	-poster paper -coloured pencils -scissors& glue		
				SRI assessment	1	-lexile assessment			

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12-16	23/11 - 18/12	Unit 3 A long time ago and today	- describe what people did in the past - talk about what the past was like - compare the past and the present - write a unified paragraph	Unit opener	1	- introduce what people did in the past and analyse the changes today - analyse a photograph for information		A-2-1 A-2-2	20/12 – 2/1 Christmas Holidays
				Vocabulary 1 + Song	3	- identify and use words related to the past and to the present	-Audio CD -Workbook -Teacher's resource CD-ROM	A-2-5 A-2-6 B-2-4 B-2-6 C-2-1 C-2-5 C-2-1 1 D-2-5 D-2-6 D-2-7 D-2-9	
				Grammar 1	3	- contrast actions now with actions in the past using *but* and *instead*	-Teacher's resource CD-ROM -Workbook		
				Vocabulary 2	1	- identify and use adjectives related to the past and present	-Audio CD -Workbook -Teacher's resource CD-ROM		
				Grammar 2	2	-compare things using *more + an adjective*	- Workbook -Teacher's resource CD-ROM		

				Reading	3	- identify sequence word and picture clues - identify a sequence of events - talk about how bicycles changed over time	-Audio CD -Workbook -Teacher's resource CD-ROM		
				Writing	3	- analyse a writing model -make changes to a writing model to improve paragraph unity - write a unified paragraph	- Workbook -Teacher's resource CD-ROM		
				Reader	1	Rhodopis -identify problems and solutions			
				Group project	2	-create a poster -find information about a topic -compare and contrast information about a topic	-coloured pencils -scissors& glue -newspaper or magazine images		
				Library	1	-finish a reading card			

Pui Ching Middle School: Primary 5 Scheme of Work (2015-16: First Term)

Week	Date	Module/Unit		Major Content				Target BAAs	Remarks
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of Lessons	Learning objectives and activities	Resources		
1	1/9 to 4/9	Review	- introduce the theme of the book - revise and consolidate previous knowledge	Getting to know one another	2	- ice-breakers - self introduction		A-2-6 B-2-4 B-2-5 C-2-2 D-2-4	*1/9 School reopening* *3/9 Public holiday*
				Pre-Test	1	- complete a test base on the knowledge learnt in the previous year			
2 to 8	7/9 to 23/10	Unit 1 Extreme Weather	- talk about types of extreme weather - describe the damage storms can cause - identify ways to prepare for extreme weather - make predictions	THRASS	1	- review the usage of THRASS	- THRASS chart - Revision ppt	A-2-6 A-2-10 B-2-4 B-2-6 B-2-8 B-2-9 B-2-12 C-1-10 C-1-11	*10/9 Teacher's Day* *18/9 Activity (Commemoration)* *21/9 Lexile Assessment*
				Unit opener	1	- analyse a photograph for information - talk about students' favourite weather - discuss what students could do under different weather	- Introduction ppt - Classroom DVD - Book		

				about the future with *"going to + verb"* - say what would happen in certain conditions with *"If + present tense"*	Vocabulary 1	2	- make word webs about the kinds of storm learnt - identify types of extreme weather	- Book - Classroom DVD	C-2-2 C-2-3 C-2-4 C-2-5 C-2-6 D-1-7 D-2-5	*28/9 Day after Mid-Autumn Festival*
				- describe an experience using details related to the five senses - identify Problems and Solutions	Song	1	- listen and sing the song - share experience of extreme weather	- Book - Classroom DVD		*1-2/10 Chinese National Day & Day after Chinese National Day*
					Grammar 1 *(going to + verb)*	2	- tell what they *are going* to do under different weather or the coming weekend - guessing game of weather	- Book - Classroom DVD		
					Vocabulary 2	1	- design plans for weather emergency at school or home	- Book - Classroom DVD		*7-9/10 Sports Days*
					Grammar 2 *(zero conditional)*	2	- talk about problems and solutions that might happen on a journey	- Book - Classroom DVD		*13-14/10 Test Revision* *15/10 Test*

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				Reading	3	- share experience with a bad storm - read a passage about tornado - compare tornadoes and hurricane	- Audio CD		*16/10 Speaking Exam* *19-23/10 Field Trip to Macao Science Centre & Group Project*
				Writing *(personal narrative)*	1	- write a personal - narratives about an extreme weather experience	- Writing ppt - Book		
				Story Time: "The Tale of Thunder and Lightning"	1	- share the reader - find out the problems in the story and suggest solutions	- Classroom DVD - Reader		*21/10 Chung Yeung Festival*
9	26/10 to 27/11	Unit 2 Copycat Animals	- describe animal features - explain how animals protect themselves - talk about ways animals imitate others - compare using "*as + adj + as*"	Unit Opener	1	- copy the actions of others in order to understand the topic	Classroom DVD	A-2-4 A-2-6 A-2-10	*5-6/11 Exam Revision* *9-12/11 1st Term Exam* *13/11 Exam Correction* *23-27/11*
				Vocabulary 1	2	- tell the characteristic of different animals - suggest ways animals protect themselves from predators - write riddles of animals - create imaginary animals	- Book - Classroom DVD	B-2-3 B-2-8 B-2-12 C-2-1 C-2-3	

to 13			- check understanding by using tag questions - compare and contrast details to show classification - identify Cause and Effect			that use camouflage		C-2-5 C-2-6 C-2-8 D-1-3 D-2-5 D-2-6 D-2-8 D-2-9	*Individual Project& Presentation*
				Song	1	- give examples of predators and preys	- Book - Classroom DVD		
				Grammar 1 *(as + adj + as)*	1	- compare characteristics of family members or objects or animals	- Book - Classroom DVD		
				Vocabulary 2	1	- write short paragraph to describe the actions of a predator and prey	- Book - Classroom DVD		
			-	Grammar 2 *(tag questions)*	1	- use tag question to ask about activities people in student's family do / don't do at weekends	- Book - Classroom DVD		

				Reading	2	- find facts about four copycat animals in the unit - compare two copycat animals - discuss which animal students would like to be and why	Audio CD		
				Writing *(Paragraphs of Classification)*	2	- write about animals that belong to a certain group or class	Classroom DVD		
				Story Time: *"How Tiger Got His Stripes"*	1	- share the reader - find out the causes and effects in the story	- Classroom DVD - Reader		
14 to 16	30/11 to 18/12	Unit 3 Music in Our World	- identify musical instruments - identify words related to reading music - use the *"present perfect"* with *ever* and *never*	Unit Opener	1	- share their favourite songs and musical instrument - play a song with their body parts or objects around students	- Book - Classroom DVD	A-1-8 A-2-6 A-2-10 B-1-13 B-2-4 B-2-6 B-2-13	

				- identify different musical styles - make comparisons with adverbs *(more / less…than; as…as)* - use facts and descriptive details to contrast two things - summarize a passage	Vocabulary 1	2	- tell names of different musical instruments - classify musical instruments into groups - guessing game	- Book - Classroom DVD - ppt	C-2-3 C-2-5 C-2-9 C-2-15	
					Song	1	- listen to different types of music	Audio CD	D-2-3 D-2-9	
					Grammar 1 *(ever and never)*	2	- interview classmates	- Book - Classroom DVD		
					Vocabulary 2	1	- conduct a survey on favourite musical instruments	- Book - Classroom DVD		
					Grammar 2 *(more / less… than; as … as)*	1	- compare how well or how often students do their listed activties	- Book - Classroom DVD		
					Reading	3	- describe types of instruments - categorise types of instruments	- Book - Audio CD		
					Writing *(Paragraphs of Contrast)*	2	- write about two styles of music or musical instruments	- Book - Workbook		
					Story Time "The Songbirds' flute"	1	- share the reader - summarize a passage	- Reader		

Pui Ching Middle School: Primary 6 Scheme of Work (2015-16: First Term)

Week	Dates	Module/Unit		Major Content				Target BAAs
		Title	**Module/Unit objectives**	Unit/Chap/ Section	No. of les-s ons	Learning Objectives and Activities	Resources	
1	2 Sept. 2015-- 4 Sept. 2015		- Introduce the new text book and assessment system	introduction	2	- introduction - define ground rules - brief introduction to assessment system - show the books		
2	7 Sept. 2015-- 11 Sept. 2015		- assess students' individual ability	placement test	1	- assessment test	- assessment test paper	
			- review previous knowledge	revision of tenses and grammar items taught	4	- review 5 tenses - review the usage of adverbs, adjectives, prepositions, nouns and conjunctions	- activities - worksheets - Grammar Book	
3-6	14 Sept. 2015-- 6 Oct. 2015	Exciting Sports	- discuss extreme sports - discuss safety in sports - describe people and actions - write a biographical paragraph	Unit opener	1	- introduce the topic - analyse the photo of sky diving - group discussion of the photo - Look, tick and write - write a caption for the photo	- Classroom DVD - Teacher's resource CD-ROM	A-2-6 A-2-10 B-2-2 B-2-3

					Vocabulary 1/Song	3	- identify and use words related to extreme sports - sing the song in the book in order to consolidate the vocabulary learnt	- Workbook - Audio CD - Classroom DVD	B-2-4 B-2-6 B-2-8 C-2-2 C-2-3 C-2-8 C-2-9 C-2-12
					Grammar 1	2	- use the present perfect with "for" and "since" - complete the exercise in the book - make sentences using present perfect with "for" or "since"	- Classroom DVD - Teacher's resource CD-ROM	
					Vocabulary 2	1	- identify and use words related to sports safety	- Workbook - Audio CD - Classroom DVD	D-2-4 D-2-6 D-2-10
					Grammar 2	2	- use intensifiers to emphasise descriptions with words like *very*, *really* and *extremely*.	- Workbook - Audio CD - Classroom DVD	
					Reading	2	- compare two extreme athletes - summarise a text - do the post reading exercise in the book	- Classroom DVD - Workbook - Teacher's resource CD-ROM	

				Writing	4	- analyse a writing model - describe the events in a person's life. - write a biographical paragraph which connects dates and events - evaluate classmates' writing (using writing rubrics)	- biographical books - examples of biographical text - writing rubric	
				Individual Project	3	- make a brochure/poster about an extreme sport and introduce a famous athlete	- coloured paper, sports magazines	
				Presentation of group project	1	- present their work in front of the entire class - evaluate classmates' work		
				Story Time Young Cu Chulainn	2	- read a story about the related topic	- story book	
7	12 Oct. 2015-- 13 Oct. 2015	Revision & Test	- provide extra practice and assess students' learning outcome		2	- review and consolidate previous knowledge - provide additional practice		

7-10	14 Oct. 2015-- 6 Nov. 2015	History's a Mystery	- talk about the famous discoveries - discuss historical mysteries - speculate about the past - use examples to support writing	Unit Opener	1	- introduce the topic - analyse the photo - complete the exercise in the book	- Teacher's resource CD-ROM - Classroom DVD	A-2-3 A-2-9 A-2-10
				Vocabulary 1/Song	3	- identify and use words related to famous discoveries - sing a song to consolidate the vocabulary learnt - watch related videos	- Workbook - Classroom DVD - Teacher's resource CD-ROM	B-2-2 B-2-8
				Grammar 1	2	- use the passive in the past simple - write sentences using past passive to talk about the famous discoveries they read about	- Workbook - Classroom DVD - Teacher's resource CD-ROM	B-2-11 C-2-2 C-2-3 C-2-4
				Vocabulary 2	2	- identify and use phrases related to archaeology	- Workbook - Classroom DVD - Teacher's resource CD-ROM	C-2-8 C-2-9 C-2-11 C-2-12
				Grammar 2	1	- use the passive in the past simple with by + agent	- Workbook - Classroom DVD	D-2-4

					Reading	2	- read a text about the famous discovery of King Tut - use a timeline to identify sequence of events while reading	- Workbook - Classroom DVD - Teacher's resource CD-ROM	D-2-7
					Writing	4	- analyse a writing model - write a text which includes examples of facts to support important ideas (Exemplification) - evalulate classmates' writing (using writing rubric)	- Workbook - Classroom DVD - Teacher's resource CD-ROM - A three-column table - writing rubric	
					Group Project	2	- research a historical mystery - write a brief report and create a PowerPoint Presentation (ppt)	- history books - online resources	
					Presentation	2	- present their work in front of the entire class	- students' work	
					Story Time: King Midas and His Golden Touch	2	-read a story about the related topic		

11	9 Nov. 2015-- 13 Nov. 2015	Exam Week	-				-	
12-15	16 Nov. 2015-- 11 Dec. 2015	Chocolate!	- describe types of chocolate - talk about the uses of chocolate - discuss the history of chocolate	Unit Opener	1	- analyse the photo - introduce the topic - answer questions about the photo	- workbook - audio CD - classroom DVD	A-2-7 A-2-10 B-2-3 B-2-8
				Vocabulary 1/ song	3	- identify and use words related to types of chocolate - identify and use words related to making chocolate - sing the song to consolidate the vocabulary learnt and introduce the grammar focus	- Workbook - Audio CD - Teacher's resource CD-Rom - Classroom DVD	
				Grammar 1	2	- talk about activities using the past continuous - write sentences using past continuous to talk about what they were doing at a specific time in the past	- workbook - audio CD - classroom DVD -Teacher's resource CD-Rom - Workbook	B-2-13 C-2-2 C-2-3 C-2-5 C-2-7 C-2-11
				Vocabulary 2	1	-identify and use words related to making something with chocolate	- workbook - audio CD - classroom DVD	

				- write a unified paragraph				- a recipe - video	D-2-6 D-2-7 D-2-9
D-2-6					Grammar 2	2	- connect causes and effects using "so that" and "would/could" - write sentences connecting causes and effects in their daily life	- workbook - audio CD -Teacher's resource CD-Rom - classroom DVD	
					Reading	2	- read a text about how chocolate changed over time - identify causes and effects -use visual to support comprehension	- workbook - audio CD - Teacher's resource CD-Rom	
					Writing	4	- analyse a writing model - write a good paragraph about a custom in the students' family, with a topic sentence and sentences with details that relate to the main idea - evaluate classmates' writing	- workbook - Teacher's resource CD-Rom - examples of good paragraphs	
					Group Project	3	- research recipes that use chocolate - work in groups and create a collection of recipes	- cookbook or printed recipes	

					Presentation	2	- present their work in group - evaluate other classmates' work	- students' work	
					Story Time How Quetzalcoatl Brought Chocolate to the People	2	-read a story about the related topic		
16-20	14 Dec.2015--22 Jan. 2016	Water, water Everywhere	- identify types of water and their characteristics - describe recent activities - talk about saving and wasting water - understand and explain statistics	Unit Opener	1	- analyse the photo - introduce the topic - write a photo caption	- workbook - audio CD - classroom DVD	A-2-4 A-2-7 B-2-6 B-2-9 C-2-2 C-2-3 C-2-7 C-2-12 D-2-4 D-2-6
				Vocabulary 1/ song	3	- describe different bodies of water - identify and use action words related to water - identify and use words - sing a song to consolidate the vocabulary learnt and introduce the grammar focus	-Workbook -Audio CD -Teacher's resource CD-Rom -Classroom DVD	
				Grammar 1	2	- talk about what people have been doing using present perfect continuous - interview friends/teachers and ask how long he/she has been doing some activities	Workbook -Audio CD -Teacher's resource CD-Rom -Classroom DVD	

								Workbook	D-2-7
				Vocabulary 2	1	-identify and use words to talk about saving and wasting water		-Audio CD -Teacher's resource CD-Rom -Classroom DVD	D-2-8
				Grammar 2	2	-use subordinating conjunctions with –ever (whatever, whenever, wherever, whoever) in sentences -Writes rules for keeping places safe and clean using subordinating conjunctions		Workbook -Audio CD -Teacher's resource CD-Rom -Classroom DVD	
				Reading	2	- read a text about a world of water - identify and discuss the author's purpose - analyse statics and explain their meaning		- workbook - audio CD -Teacher's resource CD-Rom - plastic one-litre bottle of water	
				Writing	4	- analyse a writing model - write about two ways to save water - use statistics and provide information to support the main idea - evaluate other classmates' writing		- workbook - Teacher's resource CD-Rom	

				Group Project	3	- find information about bodies of water - make a world map of water - describe two bodies of water	- multiple copies of world map	
				Presentation	1	- present their work in front of the entire class	students' work	
				Story Time	2	- read a story about the related topic		

Appendix 4: BAA-aligned Lesson Plans

Appendix 4.1: Primary One

Name of school: Hou Kong Primary School	
Subject: English	
Class: P1B	**Room: ---**
Number of students: 23	
Date: 19March, 2015	**Time: 10:55 ~ 11:35 (40 minutes)**

Topic:"Who Will Be My Friends?"

The topic -"Who Will Be My Friends*?"* covers 3 lessons. The objectives of the 1st lesson is to arouse students' interests in reading storybooks for children, and also the understanding of the content. The 2nd lesson emphasizes reading aloud by using proper intonation, rhythm and facial expressions. The 3rd lesson focuses on the dramatization of the story.

(This is the 3rd period   for/on this topic.)

General goal:
This lesson is about how storybooks help children learn English. The goal is to cultivate students' habit of and interest in reading English storybooks.

Analysis of main and difficult points / Anticipated problems:
Students may encounter some difficulties in this role-play lesson because it is the first time that they have ever done this kind of activity. They are not familiar with acting. Moreover, it is a little bit challenging for them to remember their own lines and also say the lines with proper rhythm and intonation. In order to help them overcome these difficulties, demonstration and practice is the most efficient method. Teacher will try to give them chances and time to practise. If the students find this too difficult, the lines will be shown on the screen so that they can read the lines aloud.

Specific goals/Objectives: (By the end of the lesson, students will be able to…)	Coding of the Requirements of Basic Academic Attainments	Goal attainments within this level
1. Read the story aloud using proper intonation and facial	B-1-13	Demonstrate interest in participating in performances and oral activities.

expressions. 2. Dramatise the story using proper intonation, facial expressions, gestures and props. 3. Develop confidence in speaking English.	B-2-2	Use appropriate pronunciation and intonation while participating in different performances or activities.

Preparation

-Previous learning:

Students have learnt something about the story and understood the content. They have also learned the key words of the story. e.g., friend, policeman, mailman, street cleaner, ball…

-Material and teaching aids:

- A storybook – Who Will Be My Friends?
- Copies of scripts for students
- Blackboard
- PowerPoint
- Props (headbands of different characters, balls, a broom, a bag, letters…)

Timing (approx)	Steps	Class Organization /Interactions	Purposes
10 mins	**Motivation** **Preparation for the drama activity** 1. Students read the title and writer of the story. 2. Review the characters in the story by asking students to answer related questions 3. Remind the students of the roles they are performing in the story. 4. Teacher guides students to read aloud the lines with proper feelings, intonation, rhythm, and loudness. Students read after the teacher according to their assigned roles/characters.	C⇔T T⇔Ss	To remind students the characters and content of the story. To allow students to practise the lines with proper feelings, intonation, rhythm and loudness.
6 mins 6 mins 1 min 6mins 1 min	**Development** **Drama activity** (Students are divided into two groups.) 1. Group 1 and Group 2 practise on their own. 2. Group 1 performs under teacher's guidance. 3. Teacher comments on the performance. 4. Group 2 performs under teacher's guidance. 5. Teacher comments on the performance.	Ss⇔Ss Ss⇔T+Ss T⇔Ss Ss⇔T+Ss T⇔Ss	To give students a chance to practise the lines within their group. To allow students to dramatize the story. To appreciate students' effort in doing the activity.
2 mins	**Conclusion** Teacher gives overall suggestions to students to help them do better next time.	T⇔C	To appreciate how well the students have done and also point out the things that need to be improved.
8 mins	**Assignments** 1. Teacher explains the usage of "have to". (e.g. "I **have to** walk my beat".)	T⇔Ss	To further reinforce students' grammar usage of the key

| | 2. Teacher takes students through the worksheet using Smart-Board.
3. Students complete the worksheet. | | structure in the story. |

Record(photos, powerpoint)

Record(photos, powerpoint)

Appendix 4.2: Primary Two

Name of school: ILHA VERDE PRIMARY SCHOOL	
Subject: English	
Class: P2A	**Room:** P2A (三樓 307 室)
Number of students: 29	
Date: 14th April, 2015	**Time: 10:40~ 11:20　(40 minutes)**

Date: 14th April, 2015   **Time:** 10:40~ 11:20   (40 minutes)

Topic: Sports Fun

(This is the 4th period   for/on this topic.)

General goals: (1) Students will be able to use the question word "What" to ask what sports one likes.
(2) Students will be able to use the-ing nouns or noun phrases to refer to activities.

Analysis of main and difficult points / Anticipated problems:

Main points: Students need to use the-ing nouns or noun phrases to refer to activities. E.g. I **like** play**ing** tennis. / I **like** go**ing** hiking.

Difficult points: Students often make mistakes when using the word **play** with ball games and the word **go** with other activities**.**

Specific /objectives: By the end of the lesson, students will be able toask and answer questions about what sports one likes.	Coding of the Requirements of Basic Academic Attainments A-1-7，A-1-5	Attainments within this level ● Listen to others attentively. ● Understand and respond to common classroom language.
	B-1-12，B-1-13	● Be willing to answer others' questions and talk with others politely. ● Demonstrate interest in participating in performances and speaking activities.
	C-1-10, C-1-11,	● Join in small groups and read with others in harmony; enjoy sharing and cooperating with others.

Preparation

-Previous learning:

Students   have learned:

1. how to name and identify the words for sports (football, basketball, volleyball, badminton, tennis, table tennis, cycling, ice-skating, jogging, hiking)

2. the question word "What…?"

3. how to use simple present tense to express some likes and dislikes (e.g. I like apples.)

-Material and teaching aids:

1. Appendix 1 – Worksheet for information-gap activity

2. Word cards

3. Picture cards

4. Whiteboard

5. Whiteboard pens

6. Projector

7. PowerPoint

8. A box

9. Some table tennis balls

Timing (approx)	Steps	Class Organization/ Interactions	Purposes

4 mins	**Introduction/Starting with motivators**
	
	 1. T shows picture cards and asks C to name and identify the vocabulary about sports.
	
	 2. T tells C what they have to do by the end of the lesson:
	   T: By the end of the lesson, you have to ask and answer questions about sports one likes.
		T→C
		  C→T
		
		 T→C
			1. To recall their memory of the target vocabulary learnt in the previous lessons.
			 2. To provide the set of the lesson and to let C know
			  the purpose of learning for this lesson.

1 min
 	
 8 mins
 	
 12 mins
	Step 1: Set the context
	
	 3. T: Today we are going to talk about sports you like.
	   Do you like sports?
	   What sports do you like?
	
	 Step 2: Presentation
	
	 4. T presents the sentence structures to C using different examples:
	   T: What do you like doing?
	      I like playing …..
	   T: What do you like doing?
	      I like going …..
	  -T uses picture cards to do more examples.
	
	 Step 3: Practice
	
	 5. T tells C that it is the time for them to ask and answer questions about what sports one likes by using the target language form.
	   Question: What do you like doing?
	   Answer: I like **playing / going**_____.
		T←→C
		
		 T←→C
		 T <->SS
		
		 T→C
		  C←→T
			3. To direct C's attention and arouse interests.
			
			 4. To present the sentence structures clearly to students.
			
			 5. To provide opportunities for C to practise and recognize the language form.

	1. T → C (x2)	**T→C**	- To get C familiarize with the form of the sentence structure.
	2. T → Girls	**C→T**	
	3. T → Boys	**T→Ss**	
	4. C → T	**Ss→T**	
	5. Girls → Boys	**Ss→Ss**	
	6. Boys → Girls	**T→Ss**	
	7. T → individual students	**Ss→T**	
	8. Ss → Ss (pair work) Ss use picture cards to ask and answer questions about what sports one likes in pairs.	**Ss<→Ss**	
	6. T corrects C's mistakes from their responses.		6. To make sure C can produce the target structure correctly.
12 mins	**Step 4: Production**		
	7. T explains the context of the information-gap activity:		7. To set the context and to create motivation.
	8. T tells C that they are going to work in pairs.		8. To assign students into pairs.
	9. T asks Students A and B to raise their hands respectively.	**SS < -- >SS** **T→C** **C→T**	9. To ensure C's understanding towards the groupings.
	10. T shows the worksheet of the activity to C, T explains to them that they will take turn to ask each other questions.	**T→C**	10. To enable C understand the instructions of the activity.
	~ T invites a more capable student to demonstrate how to do the activity in front of the class:		
	- Student A asks the question first: What do you like doing?	**SS < -- >SS**	Allow time for SS interactions
	- Student B answers: e.g. I like <u>going ice-skating</u>.		
	- Student A circles the answer: <u>going ice-skating</u> on the worksheet.		

	- Then Student B asks the question: What do you like doing? - Student A answers: e.g. I like <u>going jogging.</u> - Student B circles the answer: <u>going jogging</u> on the worksheet. ~T reminds students not to look at their partner's worksheet, and asks each pair of students to put a vocabulary book between the two desks as a barrier. 11. T distributes the worksheets to C and asks them to do the activity in 12 minutes. 12. T walks around the classroom to help students who have problems in doing the activity. 13. T stops C from doing the activity after 12 minutes, checks the answers with the C.	**T→C** **Ss→Ss** **T→Ss** **T→Ss**	11. To consolidate C's knowledge towards the target sentence structure and to get them use the language form. 12. To provide guidance to C and to assess their performance. 13. To make sure that C can produce the target structure correctly.
1 min	**Conclusion** 14. T asks Ss to go around the classroom to ask their classmates about what sports that they like.	**Ss←→Ss**	14. To provide closure to the lesson.
2 mins	**Assignments** 15. T assigns homework to C **-** T asks C to do small work cards as homework.	**T→C**	15. To further consolidate students' knowledge on the topic.
Assessment			
Record(photos, PowerPoint)			

Appendix 4.3: Primary Two

Name of school: St. Paul's School	

Subject: English	

Class: P2E	**Room:** 204

Number of students: 35

Date: 11th May, 2015	**Time:** 09:45 ~ 10:25 (40 minutes)

Topic: Simple Present Tense

(This is the <u>third</u> **period   for/on this topic.)**

General goals: Students can use the correct verb form for describing some habitual actions

Analysis of main points and difficult points / Anticipated problems:
Students have difficulties in adding 's', 'es' or 'ies' to the verbs when using the third person singular form (he, she or it) of the simple present tense.

Specific goals/Objectives: (By the end of the lesson, students will be able to…)	**Coding of the Requirements of Basic Academic Attainments**	**Attainments within this level**
1. Use correctly the third person singular form of the simple present tense to describe present situation. 2. Use simple sentences to communicate with others.	B-1-9	Communicate with others on simple everyday topics.
	B-1-8	Describe familiar objects and matters in daily life in simple sentences.
	C-1-10 C-1-11	Join in small groups and read with others in harmony; enjoy sharing and cooperating with others.

Preparation
-Previous learning:
 Students know:
 1. Some simple actions, e.g. sweep the floor, make the bed, set the table, wash the dishes etc.).
 2. How to use the simple present tense to express some facts (e.g. I do my homework, I brush my teeth.).
 3. The question word "How…?"

-Material and teaching aids:

1. PowerPoint (PPT)	2. Smart Board	3. Computer
4. Projector	5. Letter cards	6. Verb cards
7. Worksheets	8. Interactive web exercise	

Timing (approx.)	Steps	Class Organization /Interactions	Purposes
5 mins	**Revision** 1. Teacher (T) shows relevant PPT and asks the class (C) to review and identify U4 vocabulary and sentences. 2. T presents letter cards and invites C to do the activity for the dictation game. 3. T shows 'I wash my face every day.' on the board. T asks a student a question and asks C for a reply, creating a chain of questions and answers changing from ' you' to 'he', 'she' and ' like' to ' likes'.	T ⇨ C T ⇨ C T ⇨ C T ⇨ S Ss ⇔ Ss	1. To refresh Ss' memory and recall the target vocabulary learnt in the previous lesson. 2. To arouse Ss' interest to learn the vocabulary and sentences. 3. To help Ss memorize this crucial difference and let C know the purpose of learning in this lesson.
8 mins	**Development** **Step 1:** 1. T presents the sentence structure of the simple present tense on PPT, and explains the purpose of using the sentence structure . 2. T gives a demonstration on the activity of Stand up & Sit down and invites C to do. (The theme of this activity is for the students to guess whether the verbs in the providing sentences should be changed or not.)	T ⇨ C T ⇨ C	1. To set the context for Ss learning. 2. To let Ss know what to do in this activity and add fun to the lesson so that Ss can enjoy and learn.
10 mins	**Step 2:** 1. T presents the verb form of the rules in the simple present tense, and explains the usage of the rules. 2. T invites SS to do Verbs Matching activity. (The theme of this activity is to match the verbs with the correct forms according to the rules).	T ⇨ C T ⇨ C	1. To enable students to recognize the verb form usage of the rules in the simple present sentence. 2. To direct Ss' attention and arouse Ss' interest.

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Timing (approx.)	Steps	Class Organization /Interactions	Purposes
13 mins	**Step 3:** 1. T presents How..? questions and have further practice using the third person singular form of the simple present tense. 2. T divides C into six groups and asks them to do a simple survey game (How does he/ she help at home?)in their group. 3. T walks around the classroom to help students who have problems in doing the activity. 4. T stops C from doing the activity after 5 minutes and invites some groups to present their surveys.	T ⇨ C T ⇨ C T <-->CC T ⇨ C Ss ⇔ Ss T ⇨ C Ss ⇔ Ss T ⇨S T ⇨ C Ss ⇔ Ss T ⇨S	1. To further reinforce what has been taught before. 2. To assign Ss into groups and ensure C's understanding towards the groupings. 3. To give extra attention to weaker Ss. 4. To consolidate SS' learning of the simple present tense.
2 mins	<u>**Conclusion**</u> 1. T gives a quick-conclusion and explains some common errors.	T ⇔ C	1. To clarify Ss' wrong concepts and conclude the lesson.
2 mins	<u>**Assignments**</u> 1. T plays the song (U4 Part F) and assigns homework to C.	T ⇔ C	1. To further consolidate Ss' knowledge on the simple present tense.
<u>**Assessment**</u>			
<u>**Record**</u>**(photos, PowerPoint)**			

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Simple Present Tense

> We use the **Present Tense** to talk about **habits** or things that **always happen**.
> We add " **s** " or " **es** " to the verb when the subject is **he, she** or **it**.

e.g.　We **go** to the park every Saturday.　　Amy **goes** to the park every Saturday.

A.　Fill in the blanks with Simple Present Tense.

1.　Tim and Tina ＿＿＿＿＿＿＿＿＿＿＿ (sing) songs in the music room.

2.　Paul ＿＿＿＿＿＿＿＿＿ (play) his football in the park.

3.　Gigi ＿＿＿＿＿＿＿＿＿＿ (be) my good friend. We play together every day.

4.　The children ＿＿＿＿＿＿＿＿＿＿ (help) their mother on Sundays.

5.　You ＿＿＿＿＿＿＿＿＿ (watch) TV with your brother in the bedroom.

6.　My brother ＿＿＿＿＿＿＿＿＿＿ (tidy) his bedroom in the evening.

7.　Sam and Peter ＿＿＿＿＿＿＿＿＿＿ (swim) in the swimming pool on Saturdays.

8.　They sometimes ＿＿＿＿＿＿＿＿＿ (wash) their dishes together.

9.　Wendy ＿＿＿＿＿＿＿＿＿ (make) the bed with her little sister.

10. Peter ＿＿＿＿＿＿＿＿＿＿ (help) his mother to feed the cat.

11. The babies ＿＿＿＿＿＿＿＿＿ (cry) when they are hungry.

12. My mother ＿＿＿＿＿＿＿＿＿＿ (cook) breakfast in the morning.

13. Sandy ＿＿＿＿＿＿＿＿＿ (drink) some water in the kitchen.

14. Alan ＿＿＿＿＿＿＿＿＿ (come) to school by school bus.

15. Mary ＿＿＿＿＿＿＿＿＿ (be) seven years old.

16. Cathy ＿＿＿＿＿＿＿＿＿ (water) the plants in the afternoon.

Appendix 4.4: Primary Three

Name of school: St. Paul's School	
Subject: English	
Class: P3E	**Room:** 404
Number of students: 34	
Date:12th May, 2015	**Time:** 14:00 ~14:40 **(40 minutes)**
Topic: When I was young (Chap 6) (This is the 3rd period of this topic.)	
General goals: To revise how to change regular and irregular verbs into past form. To find out and provide information about things that happened in the past.	
Analysis of main points and difficult points / Anticipated problems: 1. Students may not be able to use the correct verb form of the past tense. 2. They may not be able to use the past tense to answer questions in complete sentences.	

Specific goals: (By the end of the lesson, students will be able to:)	Coding of the Requirements of Basic Academic Attainments	Goal attainments within this level
	A-1-7	Listen to others attentively
1.use the simple past tense to ask for information.	B-1-3	Read aloud words and phrases or tell short stories according to the teaching materials or teaching aids.
2. use the simple past tense to talk about past activities.	B-1-8	Describe familiar objects and matters in daily life in simple sentences.
	B-1-12	Be willing to answer others' questions and talk with others politely.
	D-1-3	Write sentences using vocabulary items and sentence structures learned.

Preparation

-Previous learning:

1. Students have already learnt the form of the past tense.

2. Students have learnt the sentence structures to ask and answer questions in the past tense.

   A: What did you do …?

   B: I…

-Material and teaching aids:

PPT

Worksheet

Whiteboard

Cards

Computer

Projector

Timing (approx)	Steps	Class Organization	Purposes
5 mins	**<u>Revision</u>** T shows on the board and tells Ss what they are going to learn in this lesson.	T→C	To prepare students for the lesson.
	T divides the class into 6 groups and gives each group two pieces of paper with regular and irregular verbs.	T→C	To prepare students for the following activity.
	T tells the rules of the activity. (The activity will start from Group 1. Group 1 reads out one of the verbs they have. Group 2 answers the correct past form of the verb which Group 1 has read out just now. If Group 2 fails to do this, Group 3 will carry on answering the past form of the verb Group 1 has mentioned. Groups do it in turn.)	T→C	To ensure students understand what they need to do.
	Ss do the activity according to the requirement and T checks their answers.	Ss↔Ss T↔C	To revise the past forms of the regular/irregular verbs.
10 mins	**<u>Development</u>** <u>1. Board game</u> T shows some questions on the board and Ss answer them with the help of the pictures given.	T→C	To let students practise the patterns they have to use through the board game.
	T shows a board game picture on the board and demonstrates how to play the game.	T→C	To attract students' attention-and ensure they understand how to play the game.
	T gives each group a dice. Ss take turns to roll the dice given and move it to the relevant square accordingly. Ss use all the words in the square they land to make a past tense sentence and T gives the correction if there is any mistake made.	T↔**Ss** Ss↔**Ss**	To provide students with the opportunity to practise using the past tense.

12 mins	<u>2. Guessing game</u> Ss work in groups. T shows the question 'What did you do last week?' on the board.	T→C	To tell students what they need to answer in this activity.
	T gives each group a card with 'T'(True) and a card with 'F'(False).	T→C	To prepare students for the following activity.
	Ss lay their cards face down and say something true or false they did last week according to the cards they have. Students in different groups try to guess which sentence is false.	Ss↔Ss T↔Ss	To provide students speaking practice.
10 mins	<u>3. Pair Work</u> T divides Ss into pairs and gives each pair two pieces of worksheet.	T→Ss	To prepare students for the following activity.
	The two partners take turns to ask each other questions based on the respective worksheets.	S↔S	To check if students are able to communicate with each other by using the past tense.
2 mins	**Conclusion** T shows some sentences in the past tense and summarizes the rules and the uses of the past tense.	T→C	To sum up the lesson.
1 min	**Assignments** T asks Ss to finish page 18 in Pre-Task Language Practice.	T→C	To assign homework.

Assessment

Record(photos, powerpoint)

May (A)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

cook	ride	have	barbecue

_____ last

Tuesday.

_____ last Friday.

_____ last Sunday.

May (B)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

meet	swimming	went	friend

_____ last Monday.

_____ last Wednesday.

_____ last Friday.

Appendix 4.5: Primary Four

School: Pui Ching Middle School	Subject: English
Class: P 4A	Room: H 308
Number of students: 46	
Date: 23rd March, 2016	Time: 11:30 – 12:10 (40 minutes)
Topic: Reading: Amazing Acrobats (This is the __2nd__ lesson period for this topic.)	
General goals: ➢ Students are able to comprehend and read fluently at their independent reading level. ➢ Students are able to compare different types of acrobatic activities.	

Specific lesson objectives: (By the end of the lesson, students will be able to…) 1. identify the main idea and supporting details 2. answer multiple choice questions based on the text 3. discuss and share opinions	Coding of the Requirements of BAA	Goal attainments within this level
	C-2-3	distinguish between 'Main ideas' and 'Details'
	B-2-8	share their own opinions and discuss their group opinions under teacher's guidance

Preparation

-Previous learning:

Students have learned words unknown. They have a general idea about a circus and acrobatic activities. They have finished a part of Activity 17 – students' own opinions about the most difficult, the easiest, the most interesting and the favourite acrobat tricks.

-Material and teaching aids:

1. iPads (PowerLesson)
2. images of acrobats
3. PowerPoint

Timing (approx)	Steps	Class Organization	Purposes
3 mins	**Motivation& Revision** Ask students to name the five types of acrobatic activities that they have learned and "Where can we watch these amazing performances?"	T ⇔C	To activate students' prior knowledge.
	Ask students to chop 'acrobat', 'juggler' and 'circus' using THRASS technique.	T ⇔C	
4 mins	**Development – Part 1** 1. Identify the main idea of the text. Ask students to read the title and the first paragraph and find out the important idea.	T ⇔C	To teach and learn one of the reading strategies – Identify Main Ideas and Key Details
10 mins	2. Identify the details of the text. Ask students to read the rest of the text/paragraphs and find out the details.	T ⇔C	
10 mins	**Development – Part 2** Activity 1 – Multiple Choice Students do a quiz on PowerLesson.	T ⇔Ss	To ensure students understand the passage.
4 mins	Activity 2 – Group Discussion and Recordings 1) Students worked in groups and discuss which of the activities are the most difficult, the easiest, the most interesting and their favourite (yesterday). Today they have to give the reasons why.	T ⇔Ss	To allow students to express their opinions towards different acrobatic activities.
3 mins	2) Group leaders present their ideas on recording.	Ss ⇔Ss	To allow students to appreciate and share each group's opinions.
5 mins	Activity 3 – Listen to the Recordings.	Ss ⇔Ss	
1 min	**Conclusion:** Teacher uses a spider diagram to recall the main idea and details as conclusion.	T ⇔Ss	To consolidate the knowledge of main ideas and details.

	Assignments: Listen and read the text, do Activity 15 and 16.	T ⇔Ss	To see how much students have learnt.

Materials

1. a video of my lesson

2. the recordings of students

Assessment

For the next lesson, I would refer students to the text on page 74 and ask them to identify the main idea and supporting details.

From Development Part 2, Activity 1 can show the result of students' understanding at once.

Appendix 4.6: Primary Four

School: **Escola Oficial Zheng Guanying**	Subject: English (Ch.4 My Town)
Class: P. 4A	Room: 318
Number of students: 25	
Date: 17ᵗʰ March, 2016	Time: <u>10:30</u> ~ <u>11:10</u> (40 minutes)

Topic:

(This is the _____1_____ period of this topic.)

General goals:

➢ Describe a dream neighbourhood.

Specific goals: By the end of the lesson, students will be able to write a short composition about their dream neighbourhood using: (a) the related vocabulary such as *toy shop, bank, computer shop, etc.;* (b) prepositional phrases for telling locations: e.g., *on the corner of …; next to …; between … and ….;* (c) '*I can ….'* to explain their choices of places in their dream neighbourhood.	Coding of the Requirements of BAA	Goal attainments within this level
	A－2－6	Understand and follow language and instructions for classroom activities;
	A－2－10	Understand descriptions and explanations presented by teachers and teaching materials .
	B－1－3	Repeat words and sentences presented by the teacher.
	B－1－8	Briefly describe familiar objects and matters in daily life in simple sentences;
	D－1－3	Write sentences using vocabulary items and sentence structures learned;
	D－1－4	Complete simple practical tasks in writing;
	D－1－5	Write short paragraphs under teacher's guidance;
	D－1－7	Write simple sentences to describe pictures and on familiar topics;
	D－2－10	Apply the proofreading process to one's own and others' writing;
	D－2－12	Show willingness to improve on earlier drafts with rewriting or editing;

Preparation

-Previous learning:

➢ Ss have learnt the names of different places: *post office, police station, hospital, fire station, bank, supermarket, bus station, computer shop* and etc.

➢ Ss have known the functions of different places. *eg. You can get money at the bank.*

> Ss have learnt how to talk about places by using the prepositions of location.

-Material and teaching aids:

Flashcards, PowerPoint, Worksheet, tape.

Timing (approx)	Steps	Class Organization	Purposes
5 mins	**Motivation** > **Puzzle Game** T prepares three sets of jigsaw puzzles on the board. T asks three Ss to come out and put the puzzle pieces into the target picture, which is the map of a neighbourhood. T then elicits the word 'neighbourhood'.	T ⇨C Ss ⇔ Ss	> To set the context for the lesson. > To show the difference between a town and a neighbourhood.

20 mins	**Revision & Development**
	> **Brainstorming**
	T presents the theme 'My dream neighbourhood', and invites Ss to tell what they want to have in their dream neighbourhood.
	
	> **Revise the language focus**
	T asks Ss to read aloud the target vocab items (toy shop; shoe shop, etc).
	
	T asks Ss to describe the locations of the places by using *on the corner*, *next to* and *between*.:
	  - Show a map of Happy Street on the board.
	  - Ask: "Where is the (toy shop/video shop/etc.)?
	  - Ss: It's (on the corner of …/between … and …/next to …
	
	> **Class Dictated Story (CDS)**
	Topic: P.4A Dream Neighbourhood
	
	Write four short paragraphs to describe P.4A Dream Neighbourhood.
		T ⇨C
		T ⇔ Ss
		
		T ⇨C
		T ⇔ Ss
		
		T ⇨C
		T ⇔ Ss
			> To stimulate thinking about places in the neighbourhood.
			
			> To reinforce the language items that Ss have learnt.
			
			> To reinforce the language items that Ss have learnt and prepare them for the writing.
			
			> To Strengthen Ss' understanding of SIO #a, b &c.

	T shows a map on the screen (some places appear as blank boxes), and 5 picture cutouts representing 5 places in the neighbourhood. T invites some Ss to stick the picture cutouts onto those boxes). Then, T guides Ss to write by asking them questions. T writes the CDS on the blackboard . T will ask students to spell out some of the target vocab items) and explains the organization of the composition: *P.4A dream neighbourhood* *This is P.4A dream neighbourhood.* *There is a **bank**.* *It is **next to the toy shop**.* *You can **get money at the bank**.* *There is a _____.* *It is _____.* *You can _____.* *I love this dream neighbourhood.* Then, T asks Ss to proofread the CDS for a minute to check if there are any mistakes. (Ask Ss to correct the mistakes if necessary) Ss read aloud the CDS with the T.	T ⇔ Ss T ⇨S	➢ To introduce the organization of the composition. ➢ To apply the proofreading process.
5 mins	**Conclusion** ➢ **Mini Challenge** Guide students to tell the structure of a composition.	T ⇔ Ss T ⇨S	➢ To strengthen Ss' understanding of SIO #a, b &c.

10 mins	**Assignments**	T ⇔ Ss	➢ To strengthen Ss'
	Do Worksheet –My Dream Neighbourhood.		understanding of SIO #a, b &c.
	Task 1: Ss design their dream neighbourhood by filling in the boxes on a map with places in a neighbourhood. Task 2: Write out their composition.		
	T will collect the worksheet next day and ask Ss to proofread their partners' writing. Ss can rewrite or edit their first drafts.		

Materials

Assessment

➢ Use students' oral response in class to assess Ss' learning outcome.

➢ Use Worksheet to assess Ss learning outcome.

➢ Observe Ss' participation in class.

Appendix 4.7: Primary 4

Name of school: Hou Kong Primary School	Class: P 4C	Subject: General English	
Module name: Story telling	Activity name: The Gingerbread Man	**Date:** 15-3-2016	**Time:** 40 minutes

By the end of the lesson, students would be able to:	Coding of the Requirements of Basic Academic Attainments	Goal attainments within this level
a. Read the story with understanding	C-1-9	Read the story with understanding
	C-2-6	
b. Read aloud the text with appropriate rhymthm/intonations and expression (feeling), esp. the rhyming lines	B-2-3	Read aloud the text with appropriate rhythm/intonations and expression
c. Create a new ending for the story	D-2-5	Create a new ending for the story
	D-2-12	
d. Develop their interest in reading stories	D-2-13	Begin to show creativity

Previous Knowledge:

The students are familiar with most of the general vocabulary in the text. They have studied stories of similar length. They are familiar with the Simple Present and Simple Past Tense. They have a Reading Lesson once a week.

Materials:

Story book: Popular Fairy Tales Series: The Gingerbread Man

-Power point

-Mini book

-Worksheet - Create a new ending

Anticipated difficulties with materials, activities and task:	Solutions:
1. Different levels of English reading skills in the class. 2. Students want to do the tasks in Chinese. 3. Students are willing to read story but would like to answers teacher's questions in Chinese. 4. Students do not know how to create the ending for the story. 5. Students would take quite a long time to do their discussion.	1. Use group work for peer teaching or correction. 2. Encourage ss to speak in English when they do the group work. Introduce useful expression for use in discussion. 3. Give some some language prompts to help ss answer the questions. 4. Discusses with ss to guide them in working out a good ending. 5. Introduce some useful expressions to the class and demonstrate how to use them. For weaker groups, T could give them a worksheet (e.g. with blanks to complete), to make the work easier for them.

Stage	Stage aim	Procedures	Interaction Pattern	Time
Lead in	Introduce the story, arouse ss' interest in the story and guide ss to anticipate the content.	a. T shows the realia of a Gingerbread Man, and writes the title on blackbord. T helps ss pronounce the word. b. T introduces the story, shows the cover of the story, and guides ss to guess the content of the story – to arouse their curiosity and interest.	T-C	3 min
Development	Take ss through the story and guide ss to read aloud the text effectively.	a. T goes over the story section by section. b. Before each section, T first briefly draws ss' attention to the illustration to arouses ss' interest in the development of the story. c. Then T reads aloud the section, and helps ss understand it by referring to the illustrations. **(C-1-9)** d. T helps ss understand some	T-C T-SSS T-SSS T-SSS	20 min

			difficult words and work out the pronunciation. E.g. "cunning", "delicious". **(C-2-6)**		
			e. At the end of Section 1 (when GM starts to run away from his parents), T asks ss to anticipate the development:		
			- Do you think the old man and old woman love GM?		
			- Why does GM run away?		
			- Do you think GM is a good boy? Why?		
			- What will happen next? Will GM go back to his parents?		
			f. T guides the class to read aloud each section to give them meaningful practice. Special focus is put on the rhyming line: "Run, run, as fast as you can! You can't catch me. I'm the GingerbreadMan!" T encourages ss to read aloud with appropriate expressions, pronunciation, intonation and and rhythm. **(B-2-3)**		
			g. T could invite some rows/groups of ss/ individual ss to read aloud some lines, exp. The rhyming lines.		
	Practice	Ss work in groups to make up a new ending for the story.	a. Ss work in small groups	T-SSS	12 min
			b. T guides ss to work out the new ending. T guides ss to consider:		
			- Do you like the ending of the story? Is it a good ending?		
			- What is a good ending?	SSS-SSS	
			- Should everyone be happy?		
			c. T goes round the class and give help and encouragement to ss. T identifies some interesting ideas and shares them with the class, to		

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			stimulate ss to come up with good ideas. **(D-2-12)**		
	Conclusion		a. T Invites some students to share the new ending and comment on them, to help ss make up their own endings. b. T asks ss to write the new ending individually at home. **(D-2-5, D-2-13)**	T-SSS	5 min

Record(photos, worksheet, powerpoint)

Appendix 4.8: Primary Four

School: **ESCOLA DOS MORADORES DE MACAU**	**Subject:** English
Class: P4	**Room:** P4D Classroom
Number of students: 34	
Date: 16-3-2016	**Time:** 10:35 ~ 11:15 (40 minutes)

Topic: Red Riding Hood

(This is the __4th__ period of this topic.)

General goals:
➢ Students are helped to improve their reading, comprehending, and speaking skills through different activities based on a story.
➢ Students dramatise-read and mime part of a story for enjoyment, with more interest in the learning.

Lesson objectives: (By the end of the lesson, students will be able to…)	Coding of the Requirements of BAA	Goal attainments within this level
1. Read and answer questions about the contents of the story on Pg. 10-11. 2. Read aloud with appropriate expression and mime part of the story	B-1-13	1. Retell earlier parts of the story in several sentences. 2. Enjoy reading and sharing post-reading thoughts with others.
	B-2-3	
	C-1-9	
	C-2-3	

Preparation

-Previous learning:
Students have already read the earlier part of the story book (Pg. 1-9).

-Material and teaching aids:
Pictures of the characters, PPT, worksheets, word cards, recording script, props.

Timing (approx)	Steps	Class Organization	Purposes
5 mins	**Motivation& Revision** *Matching game* ➢ T shows pictures of the main characters of the story on BB and gives out to the class some word cards that are related to the characters. e.g. sharp teeth, basket, nightdresses…etc. ➢ T asks Ss to put the word cards under the correct character picture, e.g. Big wolf → sharp teeth ➢ T asks ss to make sentences to describe the characters, using the words on the cards, e.g. "The Big Wolf has sharp teeth."	T ⇨ Ss	- To arouse Ss' interests in the story. - To help ss recall the story with the help of key words.
5 mins	*Find out the mistakes* - T shows PPT of some sentences about the content of the story, but each sentence contains some wrong information, e.g. a) The little girl lived in a little house in the forest. 　　　b) The girl wore a blue cloak all the time. - T asks Ss to read the sentences, find out the mistakes and correct them, e.g. 　a) The little girl lived in a little house _**in**_ the forest.　in→near 　b) The girl wore a **blue** cloak all the time.　blue → red - T guides C to read aloud the sentences with appropriate expression.	T⇔Ss T⇔Ss	- To help ss review the content of the story. - To enhance ss' understanding of the story covered. - To let ss practise reading aloud. **(C-2-3, C-1-9, B-2-3)**
25 mins	**Development** - T gives a summary of the next section of the story (P.10-11). T plays a recording of the section. Ss listen and read the text silently. - T guides ss to read aloud the section line by line, with appropriate pronunciation, intonation and expression.	T ⇨ Ss	- To guide Ss to listen with understanding, and to practice reading aloud. **(B-2-3)**

	a. Quiz time - T asks ss some questions on this part of the story. e.g. a)What did the wolf do after he ate Grandma? b)What did Little Red Riding Hood get in the forest? c)What did Little Red Riding Hood see when she arrived at Grandma's house? d)How did she feel?	T ⇨ Ss	- To help ss understand the main ideas of this section of the story **(C-1-9)**
	b. Miming - T guides ss to read P.10-11. - T asks to ss to work in <u>groups</u> and practice reading aloud and miming this part of the story - Two students mime this part in front of the class, while the whole class read aloud this part. - This activity can be repeated, with different students doing the miming. - T guides ss to read aloud effectively, and encourages and guides them to do the miming.	T ⇨ Ss Ss ⇨Ss	- To strengthen Ss' comprehension ability. - To develop Ss' interest in acting out part of the story. **(B-1-13)** - To give ss practice in <u>dramatise-reading</u> the lines in the story using appropriate pronunciation and intonation. **(B-2-3)**
4 mins	**Conclusion:** - T guides C to read aloud this part of the story text effectively again.	T ⇨ C	- To strengthen Ss' reading ability.
1 min	**Assignments:** a) T gives out a Work-sheet with a number of sentences telling this part of the story, put in scrambled order. T asks ss to rearrange the sentences in the right order. b) T asks ss to practice reading aloud this part of the story at home, and to be ready to read it aloud and do the acting in the next lesson.	Ss	- To help ss practice reading comprehension and reading aloud. **(B-1-13, B-2-3)**

Materials

Assessment

Appendix 4.9: Primary Five

School: Pui Ching Middle School	Subject: English
Class: P5A	Room: E203
Number of students: 31	
Date: 23rd March, 2016	Time: 3:05 p.m. ~ 3:45 p.m. (40 minutes)
Topic: Relative Clause --- "*that*" (This is the 1st lesson/period for this topic.)	

General goals:
➢ To describe people, places and things using defining relative clauses with "*that*".
➢ To nurture students' responsibility for their own learning

Specific goals: (By the end of the lesson, students will be able to…)	Coding of the Requirements of BAA	Goal attainments within this level
➢ give extra information about a noun in the sentence with *that* (e.g. I like plants **that** trick and trap insects.) ➢ define the relative clause in the sentence	A-2-10	Understand descriptions and explanations presented by teachers and teaching materials.
	D-2-4	Write sentences with reasonable grammatical accuracy and vocabulary range.

Preparation

-Previous learning:
➢ manage to use Power Lesson with iPad
➢ completed the pre-teach activities: 1) watched a video about relative clause --- "*that*"
                                               2) jotted notes while watching the video
                                               3) did a quiz

Material and teaching aids:
➢ "Relative Clause" Video (assign students to watch 2 days before the lesson)
➢ An online assessment (assign students to do it after watching the video)
➢ Blackboard
➢ BINGO slips
➢ Pictures of cartoon characters / things / places
➢ iPads
➢ Power Lesson

Timing (approx)	Steps	Class Organization	Purposes
3' 3'	**Motivation& Revision** 1. Teacher plays the video and invites some students to share what they have learnt from the video watched with the class. 2. After the sharing, teacher generalises the usage of "*that*": *(i) to identify the person / place / thing* *(ii) could be used to add extra information of the noun in the sentence (e.g. I like the notebook with yellow dots on it.)* ** Teacher uses realia to give examples.*	Ss ⇨ C T ⇨ C	- to review what students have learnt from the video watched - to have students a clear concept of what they are learning
10' 12'	**Development** Teacher conducts 3 activities with the class: 1. BINGO i. Each student is given a BINGO slip on which different picture is shown in each grid. ii. In order to get BINGO, students have to listen carefully and mark the corresponding pictures off according to teacher's description *(e.g. "The cat that is black belongs to me.")*. iii. Students must signal victory by shouting "Bingo!". iv. The first 3 students who shout BINGO will be given some incentives. 2. Guessing Game (Power Lesson) *i.* Teacher demonstrates how to play the guessing game with the class. ii. Students then work in a group of 5. Each group is given and iPad and a picture of a cartoon character / thing / place *(e.g. Mickey Mouse / mobile phone / school)*. iii. The group members have to work	T ⇨ C T ⇨ C S ⇨ Ss	- to help students acquire knowledge in a fun learning atmosphere: * collect information about a noun in the sentence with *that* by listening to teacher's description * apply relative clause with "*that*" in sentence through writing and speaking

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	together to write 5 sentences to describe the given picture with "*that*". Meanwhile, teacher reminds students not to mention the name of the cartoon character / thing / place in the picture in the sentences they are going to write *(e.g. This is a cartoon character that has big black ears.)*			
	iv. Members have to read and record their sentence with iPad and upload it. Teacher then play the recordings.	Ss ⇨ C		
	v. The other groups have to listen and guess what the picture is about . The groups could make their guess only after all the 5 sentences are read.			
5'	3. <u>Defining relative clause</u> (Power Lesson) Students have to find out and type the relative clause in each sentence. *(e.g. The woman that lives next door is a doctor. – that lives next door)*	T ⇨ C	- to check students' understanding in: * defining relative clause in a sentence
3'	**Conclusion:** Teacher concludes the lesson by inviting students to tell what a relative clause is.	Ss ⇨ C	- to review the usage of a relative clasue with "that"
2'	**Assignments:** Do Workbook pg. 72 Ex. 17 & 18. Challenge: Teacher also encourages students to do an online assessment to test how well they know about relative clause.	T ⇨ C	- to reinforce students' knowledge in topic taught

Materials

1. Video "Relative Clauses - that"
2. BINGO slips
3. Students' recordings from Power Lesson
4. Layout of online task from Power Lesson

Assessment

Teacher can assess students' ability in using the defining relative clause with "that" through the below

assessment evidence:

1. whether students could mark off the pictures correctly according to teacher's description in BINGO.
2. whether students could use "that" in relative clause to describe the given picture in group discussion.

whether students could complete the iPad tasks through Power Lesson successfully.

Appendix 4.10: Primary 5

School: Escola Oficial Zheng Guanying	Subject: English
Class: P5A	Room: 308
Number of students: 22	
Date: 17th March 2016	Time: 14:00 ~ 14:40 (40 minutes)

Topic: Chapter 5 Rain or Shine

(This is the 1 period of this topic.)

General goals:
➢ To present vocabulary items related to seasonal clothing
➢ To present the theme that different clothing types are worn in different weather conditions
➢ To talk about the weather in general

Specific goals: By the end of the lesson, students will - understand the song lyrics of the chapter; - be able to name different weather conditions; - be able to name, orally and in writing, some clothing items worn in different weather conditions	Coding of the Requirements of BAA	Goal attainments within this level
	A-2-6	To follow teacher's classroom instructions
	B-2-1	To say common everyday expressions with appropriate intonation
	B-2-3	To read aloud texts expressively and rhythmically
	B-2-6	To share their personal experiences
	B-2-8	To carry out some discussions under the guidance of teacher
	B-2-11	To listen to and respect others during discussions
	B-2-12	To communicate with other classmates in English during discussions
	C-2-3	To read for specific information
	C-2-4	To make use of background knowledge in making sense of a text
	C-2-6	To deduce the meaning of words from context
	C-2-9	To extend range of vocabulary through reading
	C-2-14	To read attentively and with purpose

Preparation

-Previous learning:

N/A (Since this is the first period of this topic, they do not have much previous relevant knowledge. However, they should know some vocabulary of clothing.)

-Material and teaching aids:

● PowerPoint slides, pictures, textbook: Backpack (Gold) 3, activity sheet, realia (a cap, a jumper, a coat, a hat, gloves, a raincoat, boots, shorts, sandals)

Timing (approx)	Steps	Class Organization	Purposes
1 min	**Motivation& Revision** Teacher briefly explains the topic, *Rain or Shine,* to the learners with pictures. Teacher invites learners to briefly say what they can do on a (a) rainy day; (b) sunny day.	T ⇨C	To introduce the topic and get learners involved in the topic of the lesson, and to let learners have a better idea of what they are going to do
2 mins	In pairs, learners talk about what they can do on a rainy day and on a sunny day respectively. Meanwhile, teacher walks around and offers help if necessary.	Ss ⇔ Ss	To get learners to brainstorm ideas for the topic.
1 min	Teacher invites learners to share their ideas and writes them on the blackboard.	T ⇨Ss Ss⇨ T	To show the language needed for talking about what to do.
1 min	Teacher shows that we need to link the right clothes to the right weather.	T ⇨Ss	To set up the context for the upcoming steps.
3 mins	Teacher invites learners to match the seasonal clothing with the correct weather: - Divide the white board into 4 parts; label each part with a weather condition; provide learners with clothing cut-outs which they will put in the 4 parats.	T ⇨Ss	To provide learners with an initial attempt to match clothing types to different weather conditions
25 mins	**Development** Teacher plays the song from the coursebook and goes through it stanza by stanza. Teacher shows realia of the clothing items mentioned in the song. After each stanza, teacher invites learners to	T ⇔ Ss T ⇔ Ss	To present the song lyrics through a song. To present the meaning of some of the clothing vocab items in the song. To enable learners to show

	match the stanza to the right weather condition picture.		their understanding through the matching.
	In their textbook, learners then write down the two new words pertaining to the two clothing items presented in the stanza.	Ss	To enable learners to reinforce learning through writing down the new vocab items.
	After each stanza, learners read aloud the song under the guidance of the teacher.		To reinforce learning orally.
	After the final stanza, teacher plays the recording of the whole song again, and invites learners to sing along.		To provide further practice through singing.
	Teacher invites learners to look over their matching on the whiteboard and re-arrange the cut-outs, if necessary, based on the information they have obtained from the song lyrics.		To encourage reflection on their previous attempt.
6 mins	**Conclusion:** Teacher asks learners to categorize the seasonal clothing that they have learnt into the correct weather in the activity sheet.	T ⇔ Ss	To check learners' understanding of the song, and to consolidate what they have learnt
1 min	**Assignments:** Teacher asks learners to finish page 41 on the workbook.	T ⇔ Ss	To consolidate what they have learnt
	Teacher asks learners to read and review the song at home.	T ⇔ Ss	To consolidate what they have learnt

Materials
- PowerPoint slides
- Pictures
- Activity sheet
- Realia (a cap, a jumper, a coat, a hat, gloves, a raincoat, boots, shorts, sandals)

Assessment
- Learners are able to categorize the seasonal clothing into the correct weather in the activity sheet.
- Learners are able to identify weather-related clothing.

Appendix 4.11: Primary Five

School: ESCOLA DOS MORADORES DE MACAU	Subject: English
Class: P.5	Room:
Number of students: 34	
Date: 16 – 03 - 2016	Time: _9:40_ ~ _10:20_ (40 minutes)

Topic: The Goose Girl

(This is the __4th__ period of this topic.)

General goals:
➢ Enable students   to develop their listening skills, speaking skills and comprehending skills through   activities based on a story.
➢ Help students dramatize-read and mime part of a story for enjoyment with enhanced interest in learning.

Lesson objectives: (By the end of the lesson, students will be able to…)	Coding of the Requirements of BAA	Goal attainments within this level
1. Read and understand the content of the part of the story covered in this lesson and answer the questions about the content. 2. Dramatize-read and mime part of the story	C-1-9 C-2-3 B-1-13 B-2-3	1. Retell the story in several sentences. 2. Enjoy reading and performing the story.

Preparation
Previous learning:
1. Students have covered the earlier part of the story (up to page 10), and learnt about the characters of this story, i.e. the queen, the princess, the maid, Falada (the magic horse) the king, the prince, Kirsten.
2. Students have learnt some adjectives for describing the characters, e.g. beautiful, strong, quick, real, mad, bad, kind, and unkind.

Material and teaching aids:
PowerPoint, sentence strips, name cards, worksheets.

Timing (approx)	Steps	Class Organization	Purposes
20 mins	**Motivation& Revision** T helps ss review the main characters that they have learnt in the earlier part of this story: - T puts up pictures of the characters and their names (in scrambled order) on BB. - T asks ss to read aloud the names of the characters. - T invites ss to match the names with the appropriate pictures. - T puts up some sentences said by each character in the story (in scrambled order) on BB. - T asks ss to match the sentences with the correct characters. - T asks ss to read aloud the sentences, and to choose the sentences that they think are most important. - Ss work in pairs. T gives each group a worksheet with some descriptions of the characters. Ss read the story to locate the related description in the story and complete the blanks.	T ⇨ss Ss - Ss Ss - Ss	• To help ss revise the content of the story they have learnt. **(C-1-9)** • To let ss practice - reading aloud the names of the characters - reading some sentences about the characters with understanding - reading the story and locating some descriptions of the characters **(C-2-3)**

15 mins	**Development**
	Activity 1
	1. T shows the picture of P.11 on PPT. T asks Ss to describe what they see in the pictures. e.g.:
	  a. Where are the real princess and Kirsten?
	  b. What are the real princess and Kirsten doing?
	  c. What is Kirsten doing?
	  d. What is their job?
	  e. Is Kirsten wearing the hat?
	  f. What blows Kirsten's hat away?
	  g. Where is the hat?
	2. T asks some Ss to read-aloud the dialogues
		T ⇨Ss	• To guide ss to understand the story through examining the picture.
			• To guide ss to guess the development of the story and look for the answer by reading the story. **(C-2-3)**
			• To let Ss practice answering questions in complete sentences.
			• To let Ss practice reading and comprehending skills.

	between Kirsten and the real princess with appropriate expression of the voice.
	
	Activity 2
	1. T asks Ss to read P.12 & 13, and look for some information, e.g.:
	   a. Why did Kirsten think that the real princess was mad?
	   b. After Kirsten had told the king what had happened, did the king believe Kirsten?
	   c. What do you think the king would do?
	2. T invites some ss to answer the questions.
		T ⇨ Ss	**(C-1-9)**
			• To let ss practice reading aloud lines of characters with appropriate expression. **(B-2-3)**
			• To let ss practice going through a text to look for specific information. **(C-2-3)**

8 mins	**Activity 3 :**
	Dramatize-read – T guides ss to dramatize-read pages 11-13. T demonstrates how to read with good pronunciation, intonation and rhythm, and with feeling.
	Activity 4 :
	1. Miming – T asks some students to mime the actions of the main characters in front of the class,
	   - the real princess
	   - Kirsten
	   - the narrator
	2. The other students (in their own seats) do the dramatize-reading.
	3. Some other ss take turns to mime the characters, and the rest of the class dramatize-read. T might assign certain rows of students to read certain parts.
		T ⇨ C
		
		Ss⇨Ss
			• To give ss practice in dramatise-reading the lines in the story using appropriate pronunciation and intonation. **(B-2-3)**
			• To develop ss' interest in the story.
			• To develop ss' confidence in acting out part of a story. **(B-1-13)**

2 mins	**Assignments:** T asks ss to practice reading this part of the story again at home, in a "dramatic way", and be ready for a performance next lesson.	Ss	• To give ss further practice in silent reading and reading aloud with understanding. • To develop Ss' confidence and creativity in performing.**(B-1-13, B-2-3)**
Materials			
Assessment			

Appendix 4.12: Primary Five

Name of school: Hou Kong Primary School	Class: Grade Five	Subject:General English	
Module name: Story telling	Activity name: Alice in Wonderland	**Date:**15th March, 2016.	**Time:**40 minutes

	Coding of the Requirements of Basic Academic Attainments	**Goal attainments within this level**
By the end of the lesson, students will be able to a) learn some new words about how to write the action in the story. b) develop imagination and interest in reading English storybook by using thinking and in story reading. c) use appropriate intonation to read the particular script in reading aloud.	A-1-6	Understand the meaning of simple descriptions and stories with the help of clues such as real objects, pictures and body language
	B-1-13	Demonstrate interest in participating in reading a short script about Alice.
	B-2-2	Use appropriate pronunciation and intonation while reading out a short script about Alice.

Previous Knowledge

Students have read Chapter 1 to 3 before. Therefore, they will be familiar with most of the general characters in the story.

Preparation of the activity

Copies of scripts for students / PowerPoint / flashcards / props (the house and headband)

Analysis of main difficult points / Anticipated problems:

Teaching important points:

Arouse students' interest in reading, and to stimulate their thinking and imagination through Alice went to growing or shrinking.

Teaching difficult points:

Students maybe are not interested in reading English books and there are some words are quite difficult for different levels of English reading skills in the class.

Timing (approx.)	Steps	Class Organization	Purposes
2mins	**Motivation& Revision** T teaches Ss 'Growing' and 'Shrinking' these two words and play a game quickly to help weaker Ss in reading this chapter.	T⇔Ss Ss ⇔Ss	Arouse Ss' attention.
4 mins	**Development** *Present stage* 1. T shows the pic that Alice was stuck in the house and asks Ss try to find out how Alice went on growing and growing and growing in the house.	T⇔Ss	Arouse students' interest in the story. Teacher tries to elicit out some interesting action scenes.
4mins	2. T guides Ss read aloud how Alice went on growing in the house with using proper intonation.	T ⇔ Ss	To give students a chance to practice the lines and go through how Alice was stuck in the house
3 mins	3. T ask Ss try to guess and discuss the actions how Alice was stuck in.	Ss ⇔Ss	T stimulate Ss try to train their thinking and imagination in story reading.
6 mins	4. T tries to stick some verb phrases on board and discuss with Ss together. Then, T tries to ask some Ss come out to try out the actions *Performance*	T⇔Ss Ss⇔ T Ss ⇔Ss	T tries to specific on how Alice's moving in the house and help weaker Ss understand some difficult words and also enjoy the story.
6 mins	1. T asks some Ss try to come and act out how Alice moved in the house. *Reading aloud & Practice*	T⇔Ss Ss ⇔Ss	T encourages Ss try to join in the story and enjoy the words in story reading.
6 mins	1. T prepares a short script about how the other characters were taking outside the house to drill the conversation with suitable intonations and expressions.	T⇔ C C ⇔ T	T recalls the other characters in the story and tries to let Ss practice the conversation with appropriate intonations and expressions.
	2. T asks some Ss to read aloud in class to		

4mins	check the pronunciations and intonations. 3. T gives Ss the script and ask them try to practice it in groups.	Ss⇔ T Ss⇔Ss	T encourages Ss try to do reading aloud. Encourage Ss speak English in Class and enjoy doing reading aloud.
4mins	2. T prepares the headbands for some Ss try to come out and do the performance in class.	Ss⇔ C	Let Ss enjoy in participating and oral activities and built confidence in English speaking.
1min	**<u>Conclusion & Assignments</u>** 1. T asks Ss whether they enjoy the story or not. 2. T asks Ss try to read chapter four for their assignments and will talk about this chapter next week.	T⇔C	T wants to develop Ss' interesting on reading next chapter To motivate students' creativity & imagination through learning English story books.

Appendix 4.13: Primary Six

School: Pui Ching Middle School	Subject: English
Class: P6B	Room: E303
Number of students: 38	
Date: 23rd March 2016	Time: 10:40 ~ 11:20 (40minutes)

Topic: Let's Proofread

(This is the ___1st lesson/period for this topic.)

General goals:
➢   to emphasize the importance of editing as a part of the writing process
➢   to practise applying the proofreading process to one's own writing

Specific goals: (By the end of the lesson, students will be able to…) 1. notice the mistakes they made in their writing 2. use proofreading marks to correct spelling, capitalization, verb tense, and/or punctuation errors, etc.	Coding of the Requirements of BAA	Goal attainments within this level
	D-2-4	**Write sentences with reasonable grammatical accuracy and vocabulary range**
	D-2-10	**Apply the proofreading process to one's own and others' writing**

Preparation

-Previous learning:
●   Tenses (Simple Present, Present Continuous, Simple Past, Past Continuous, Present Perfect, Present Perfect Continuous, Passive Voice)
●   Punctuation marks (comma, full stop, exclamation mark, question mark, dash, apostrophe, etc)

-Material and teaching aids:
●   PowerPoint
●   Sentences that need revision
●   Students' own writing
●   Ipads
●   Powerlesson (Courseware)

Timing (approx)	Steps	Class Organization	Purposes
4'	**Motivation& Revision** T: Do you read your writing again after you finish writing? Do you often make mistakes? Teacher shows some examples of poorly written ads/sentences and asks students to spot the mistakes in the ads/sentences. e.g. Let's eat grandpa! →Let's eat, grandpa! T: Even punctuation marks can make a huge difference. T shows more examples.	T ⇔C	To show students the importance of editing their writing with real life examples.
4'	**Development** T: Proofreading a sentence means trying to find a mistake and correct it. T: What do you think the most common mistakes are? Ss raise their hands and tell their opinions.	T ⇔Ss	To introduce "proofreading".
6'	Some common writing mistakes are: *misspelling, missing periods, missing words, subject-verb agreement, capitalization, verb tense, etc.* Teacher shows some examples of each common mistake.	T ⇔C	To tell students what common mistakes are made and provide examples.
5'	Teacher introduces some proofreading marks (only focus on a few) to help students edit their writing (using ppt). 	Symbol	Meaning
---	---
≡	capitalize
/	use a lowercase
v. ‾	verb tense
sp. ‾	spelling
⊙⊙	missing punctuation
⌒	close a space
#	add a space | 213	T ⇔C	To introduce the proofreading marks.

3'	**Practice 1** Students log on to elass Powerlesson (a courseware on ipads) and do a practice. Students have to match the symbols with the corresponding meaning.	Ss⇔Ss	To provide individual practice and check students' learning progress.
5'	**Practice 2** Students have to do another practice on Powerlesson. They have to spot the mistakes in the sentences and put the proofreading symbols in the correct places.	Ss⇔Ss	To check students if they know how to mark the mistakes with the correct proofreading symbols.
10'	**Practice 2** Teacher divides students in groups of four. Then give out a worksheet and ask students to correct the mistakes in each sentence using proofreading marks. There is a checklist which helps students check if they have gone through every item. Students do it as a competition. For every mistake they find, they get a certain point. The group which gets most points win.	Ss⇔Ss	To provide further practice.
	Teacher checks the answers with the students and sees which group wins.		To check students' answers and learning outcome.
2'	**Conclusion:** Teacher shows the proofreading marks again with the aid of PowerPoint. Teacher reminds students to re-read and edit their writing all the time.	T⇔C	To sum up the lesson.
1'	**Assignments:** Teacher gives out students' own writing to them (from the writing section of 2nd term Exam paper) and asks them to edit their own	T⇔C	To consolidate students' learning and check individual's learning outcome.

	writing.		

Materials

-collect students' writing work and check their common mistakes

Assessment

During lesson:

- Teacher walks around the classroom while students do the practice in groups.
- Teacher asks students questions to check their understanding.

After the lesson

- Teacher checks students' homework and check students' learning outcome.

Appendix 4.14: Primary Six

Name of school: **ESCOLA DOS MORADORES DE MACAU**	
Teacher's name : Sunny Lo	**Subject:** English
Class: Primary. 6	**Room:** 211
Number of students: 34	
Date: 16 – 03 - 2016	**Time**: <u>08</u> : <u>55</u> ~ <u>09</u> : 35 (40 minutes)

Topic: **Beauty and the Beast**

(This is the __3rd__ period of this topic.)

General goals:

3. To make sure that ss read attentively and develop the habit of reading (through interesting materials supported by games and activities).

4. To engage ss in reading for real life purposes: reading for pleasure.

Specific lesson objectives: (By the end of the lesson, students will be able to…)	**Coding of the Requirements of Basic Academic Attainments** A-1-6	**Goal attainments within this level**
1. read and get the main points of the story.	B-1-11	1. Enjoy reading different text types and sharing post-reading thoughts with others.
	B-2-3	
2. re-read part of the story to look for specific pieces of information.	C-1-3	
	C-1-9	
3. express their opinions about characters in the story and share them with others.	C-2-2	2. Can write a book report about the story content.
	C-2-3	
	D-2-5	3. Retell a story clearly.
4. write a diary entry for one of the characters.		
5. enjoy reading the story.		

Preparation

Previous learning:

1. Students have learnt the usage of apostrophes and quotation marks when reading texts.

2. Students have learnt the sentence structure ' If......were..., would ....' to express unreal and imaginary situations. E.g., If I were Beauty, I would go the castle.

Material and teaching aids:

1. PowerPoint
2. Worksheets
3. E-book

4. White board			

Timing (approx.)	Steps	Class Organization	Purposes

8 mins	**Review**
	● T guides Ss to review the earlier parts of the story by asking some questions, e.g.
	    a. What's the title of the story?
	    b. Who are the characters in the story?
	    c. What has happened so far in the story?
	    d. How many daughters and sons did Beauty's father have?
	    e. What happened to all the man's ships?
	    f. What did the Beast say to Beauty's father after he picked up a rose?
	    g. Who is your favourite character? Why?
	● T reviews the sentence structure "If I were… I would…" with Ss. Then T invites Ss to make some sentences with the structure.
	e.g. If I were Beauty, I would go to the castle.
	● T asks some Ss to read aloud the sentences they have made.
		T ⇔Ss
		
		T⇔Ss
		
		Ss ⇨C
			● To refresh Ss' memory of the story.
			
			● To let Ss practise making their own sentences with the sentence structure they have learnt.
			
			● To encourage Ss to express their own opinions and share them in English.
			(B-1-11)

5 mins	**Activity A – Finding out opposites of adjectives** ● T distributes Activity Sheet 1 to Ss. ● T asks Ss to find out the opposite of the adjectives taken out from the story, e.g. (nice, interesting, clever etc.) ● T checks the answers with the C.	T ⇔ C	● To stimulate Ss' reading interest. ● To help ss develop their vocabulary capacity. ● To let ss re-read the story to look for required information. **(C-2-3)**

17 mins	**Pre-Reading**
	● T guides Ss to guess the main idea of the content on P.14-15 by looking at the pictures. Then T asks Ss the following questions:
	    a. What have you seen in the picture?
	    b. Where are the characters?
	    c. What are they doing?
		T ⇔ C	● To let Ss guess what the story will be about through looking at the pictures, and to encourage ss to express their own opinions in English.

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	d. What is going to happen?		**(C-1-9)**
	Reading		
	● T asks Ss to skim through the pages to find out the main points. T guides Ss to follow the plot and help Ss pronounce some difficult words.	T ⇔ C	● To let ss practice skimming through the text to look for main points. **(C-2-2)**
	● T plays the audio recording of this part of the story. Ss read the lines silently as they listen. Before playing the recording, T gives Ss some guiding questions, and asks Ss to pay attention to the main ideas in this section.		● To let ss practice working out the pronunciation of difficult or unknown words. **(C-1-3)**
	● After the first listening, T asks a few questions to checks Ss' understanding of main ideas, and guides Ss to read aloud with appropriate expressions, to help them master the pronunciation/ stress/intonation, etc.		● To let Ss get the main idea of the story through listening to the script. **(A-1-6)**
	● T plays the recording the second time. Ss read aloud the text after each line is played. T encourages Ss to copy the pronunciation of the recording.		● To enable ss to learn to read aloud the lines of the story by following a native speaker model in a recording. **(B-2-3)**
	Post-Reading		
	● T asks Ss some questions to make sure they can follow the main points.		
	● T guides Ss to read aloud some important lines "with feeling" to stimulate their interest.		
7 mins	**Activity 2**		
	● T asks some Ss to write down the names of the main characters on BB.	T ⇔ C	● To stimulate Ss' interest in reading.
	● T asks Ss to look for "the most important sentence" in the story that is said by each character. Ss are encouraged to discuss with their group members or neighbour.		● To help ss review the story and make judgement about what they read. **(C-2-3)**
	● T checks the answers with Ss and asks Ss to explain their choices.		
1 mins	**Conclusion**		● To help Ss reinforce what they have learnt in the lesson.
	● T guides Ss to give the main content of this part of the story.		
2 min	**Assignments**		● To give ss practice on writing skill. **(D-2-5)**
	● T asks Ss to imagine themselves to be either Beauty or the Beast, and write the diary of this character. T discusses with ss and gives them		● To help ss develop their imagination.

	some guidance on the task.		
Materials			
Assessment			

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