

Macao Primary Education Curriculum Pilot Project for the subject of English

School-based seminar (Pui Ching
Middle School)
Dr Ina Siu
26th , September, 2014



Seminar rundown

- 9:50-10:00 Consultant and project teachers introduce themselves and the context of classes they are teaching
- 10:00- 10:30 Seminar on Basic Academic Attainments with comments on the School's Scheme of work
- 10:30- 11:00 Discussion on how Basic Academic Attainments have been implemented in the school
- 11:00-11:15 Short break
- 11:15-11:30 Preliminary discussion on lesson planning for second visit
- 11:30- 11:50 Dates for the second visit and any other issues

Basic Academic Attainments (Rationale)

- The requirements of basic academic attainments in English Language serve as a standard guide for primary schools (not using English as the Primary Language of Instruction) in Macao. They provide guidelines of levels for training students in different areas such as listening, speaking, reading and writing. More importantly, they will help students become interested in learning English and cultivate their self-confidence to communicate in English. They are designed in a way that gives schools and teachers full autonomy to design or select suitable teaching materials for students.

Task

- Read the Basic Academic Attainment descriptors for each skill, and decide whether they are describing a skill, an attitude or a behaviour.

BAA (listening)

- A-1-1 Listen to others attentively;
- A-1-2 Recognize the emotions or attitudes conveyed by intonation;
- A-1-3 Understand and respond to common classroom language;
- A-1-4 Demonstrate interest in listening to children's songs, nursery rhymes, chants;
- A-1-5 Identify the beginning and the ending phonemes of words;
- A-1-6 Use phonemic awareness to segment a word for spelling.
- A-2-1 Listen to others patiently and show respect for their points of view;
- A-2-2 Use phonemic awareness to segment a polysyllabic word for spelling;
- A-2-3 Understand consecutive classroom instructions and complete simple tasks with confidence;
- A-2-4 Understand the contents of familiar topics and key ideas;
- A-2-5 Listen critically and demonstrate interest in teaching contents;
- A-2-6 Understand and interpret the messages in a story;
- A-2-7 Identify stress and rhymes in words.

BAA (speaking)

- B-1-1 Be willing to answer others' questions and talk with others politely;
- B-1-2 Pronounce the letters of the alphabet correctly;
- B-1-3 Pronounce common words accurately and say common everyday expressions with appropriate intonation;
- B-1-4 Communicate with others on simple everyday topics;
- B-1-5 Describe familiar objects and matters in daily life in simple sentences;
- B-1-6 Briefly introduce oneself;
- B-1-7 Read aloud words and phrases or tell short stories according to the teaching materials or teaching aids;
- B-1-8 Demonstrate interest in participating in performances and oral activities;
- B-1-9 Demonstrate interest in task-based activities;
- B-1-10 Express personal feelings and emotions with simple words;
- B-1-11 Use simple classroom language.

BAA (speaking)

- B-2-1 Show respect while speaking;
- B-2-2 Show self-confidence in using English to communicate;
- B-2-3 Use appropriate pronunciation and intonation while participating in different performances or activities;
- B-2-4 Carry out simple dialogue using complete sentences;
- B-2-5 Introduce oneself and familiar people with supporting details;
- B-2-6 Share personal experiences briefly;
- B-2-7 Enrich one's expressive ability through attention to other people's expressions;
- B-2-8 Tell brief stories;
- B-2-9 Express emotions and feelings appropriately while communicating with others;
- B-2-10 Use compliments and salutations appropriately.

BAA (Reading)

- C-1-1 Cherish books and keep them in good condition;
- C-1-2 Acquire an interest in reading. Enjoy going to the library or the library book corner to browse through books;
- C-1-3 Recognize upper and lower case letters in print type;
- C-1-4 Read aloud texts and stories using proper pronunciations, rhythm and intonation;
- C-1-5 Be aware of the use of punctuation in texts. Understand the usage of commas, full-stops, question marks and exclamation marks;
- C-1-6 Apply knowledge of phonics to decode uncomplicated words;
- C-1-7 Understand common notices;
- C-1-8 Understand simple verses and poems and be able to convey understanding using different modes of expression;
- C-1-9 Join in small groups and read with others in harmony; enjoy sharing and cooperating with others;
- C-1-10 Understand the content of a story and its key points

BAA (Reading)

- C-2-1 Read attentively and acquire the habit of reading;
- C-2-2 Pronounce words with polysyllables;
- C-2-3 Read aloud expressively and rhythmically and pronounce words with a relatively higher degree of accuracy;
- C-2-4 Understand the use of apostrophes and quotation marks when reading texts;
- C-2-5 Understand the main points of articles on different topics and be able to write reading reports individually or in groups;
- C-2-6 Infer the meaning of words and sentences from context and sentence structure, and accumulate vocabulary from reading;
- C-2-7 Understand public notices;
- C-2-8 Make effective use of the dictionary to assist reading;
- C-2-9 Know how to find required information with the help of the library and the Internet. Respect the point of view and the intellectual property of the author;
- C-2-10 Choose a variety of reading materials for pleasure reading;
- C-2-11 Acquire a preliminary understanding of the similarities and differences of various cultures through reading.

BAA (Writing)

- D-1-1 Write neatly and have a conscientious attitude towards writing;
- D-1-2 Take part in writing activities willingly;
- D-1-3 Demonstrate the correct sitting and writing posture;
- D-1-4 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-1-5 Use commas, full-stops and question marks properly;
- D-1-6 Write sentences using vocabulary items and sentence structures learned;
- D-1-7 Fill in the forms about one's own information.

BAA (Writing)

- D-2-1 Respect others' creations and do not copy others' works;
- D-2-2 Handle cursive writing according to the correct stroke order for letters;
- D-2-3 Use apostrophes, quotation marks and exclamation marks properly;
- D-2-4 Use the correct format when writing letter;
- D-2-5 Use simple sentences to describe pictures and familiar topics;
- D-2-6 Begin to apply the proofreading process to one's own writing;
- D-2-7 Master basic sentence structures as a foundation for writing;
- D-2-8 Demonstrate creativity in writing;
- D-2-9 Write a short passage by responding to guiding questions and organizing answers to the questions.

Read. Underline the correct answer.

- It's windy. Put your dress/jacket on.
- It's snowy. Don't forget your boots/jeans.
- It's sunny. Take your raincoat/trainers off.
- It's cold. Don't forget your umbrella/gloves.
- It's hot. Put your coat/shoes on.
- [P. 33, National Geographic Our world Bk 2](#)

What BAA underlies the textbook task?

- C-2-6 Infer the meaning of words and sentences from context and sentence structure, and accumulate vocabulary from reading;

What skills do students need in order to complete the activity?

- Understand the **meaning** of adjectives describing weather.
- Understand the meaning of different clothing items.
- Have the **knowledge** about the clothing items worn in different weather.
- Understand the phrases “put on”, “take off”, “don’t forget”

What skills do students need if they are to advise others about clothes worn in different weathers?

- All of the above
- Able to **pronounce** the adjectives describing weather and the names of clothing items correctly.
- Able to speak with the correct **intonation and rhythm**
- Know the **grammatical structure** of sentences for giving advice.
- B-2-4 Carry out simple dialogue using complete sentences;

What skills do students need if they are to write a note to others about clothes worn in different weathers?

- Understand the meaning of adjectives describing weather.
- Understand the meaning of different clothing items.
- Have the **knowledge** about the clothing items worn in different weather.
- Understand the phrases “put on”, “take off”, “don’t forget”
- Know the **spellings** of adjectives describing weather, the names of clothing items and the different phrases for offering advice.
- Know the **grammatical structure** of sentences for giving advice.
- D-1-6 Write sentences using vocabulary items and sentence structures learned;

Elements in a lesson plan

- Objectives
- Teaching procedures
- Resources
- Assessment

Objectives

- Students are able to give spoken and written advice to others by describing the weather and using phrases, such as “put on”, “take off”, “don’t forget” and appropriate clothing items.
- Consider the skills (S, L, R, W) and language items required.

Teaching procedures

- **Presentation, Practice, Production (3 Ps)**
- Teacher led practice
- E-book
- Pair work/games, written task

- Task 1
- Students work in pairs. Student A has 5 cards with pictures of different weather conditions. Student B has 5 cards with clothing items for different weather.
- A picks a card and says, "It's _____(windy)."
- B responds by giving advice about the clothes to wear by choosing the correct items from his pile of cards.

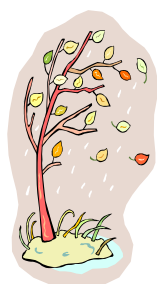
Writing task(individual work)

- Students are given a worksheet to complete.
- Instructions: Look at the given weather, write a note to Eddie, your younger brother, to remind him what to bring/wear.

Example

Hi, Eddie, it is sunny. Don't forget your sunglasses. Have a nice day.

Mary.



Different levels of skill acquisition

- Listen and understand the spoken phrases, sentences, utterances, ranging from listening to greetings and responding to listening to a speech and deciding who to vote for.
- Read aloud phrases, sentences, utterances on a written text, ranging from reading a dialogue in a text book to reciting a poem, or performing in dramatic monologue/dialogue.
- Read with understanding phrases, sentences, utterances on a written text, ranging from reading a note to a novel, professional texts.
- Speak and respond appropriately in a given situation, ranging from greeting others to participating in a debate, a business meeting.
- Write and respond appropriately in a given situation, ranging from completing a blank to writing a letter of complaint, writing a book.



Conclusion