

APPENDIX 7

Reading and Writing Skills to be covered in S1-3

Reading skills

Students should be helped to develop a good reading habit as early as possible and their interest in reading should be promoted through various means like reading competitions or reading award schemes. Materials taken from the other subjects can be used for teaching reading skills so that students have an awareness to apply the skills in all subjects other than English Language.

The following list is for reference only and teachers of all subjects should meet and decide on the most suitable sequence to suit the needs of their students.

First term in S1:

1. scanning for specific information
2. skimming for the gist
3. using titles, book covers, prefaces and tables of contents to guess what the text is about

Second term in S1:

1. deducing the meaning and use of unfamiliar words through understanding contextual clues and word formation
2. understanding explicitly stated information
3. identifying the key sentences

First term in S2:

1. identifying main points and supporting details
2. discriminating generalisations and specific statements
3. understanding the chronological sequence in a text

Second term in S2:

1. extracting relevant points from a text
2. inferring implicit meaning
3. understanding cohesion and relations between parts of a text

First term in S3:

1. distinguishing facts from opinions
2. anticipating development of a text from clues
3. classifying information and ideas
4. improving reading speed

Second term in S3:

1. understanding writer's intention and attitude
2. analysing the thematic and logical development of a text
3. considering the structure and coherence of a text

Writing skills

Writing skills can be developed only when students have mastered a sufficient amount of reading skills. Teachers must not expect S1 students to be able to write paragraphs without the process of developing the skills of writing.

Writing skills are also developed according to the degree of language sensitivity of the students. Teachers should encourage language sensitivity as well as curiosity if they want students to enjoy writing and experiment with language use.

The following list of writing skills is a suggestion for teaching focus, and is for reference only. Teachers of all subjects should meet and decide on the most suitable sequence to suit the needs of their students.

First term in S1:

1. preparation for writing
e.g. brainstorming, observing, interviewing, etc.
2. jotting down words/facts/simple notes to help generate ideas
e.g. new words and phrases, names, numbers, etc.
3. writing full sentences and short paragraphs

Second term in S1:

1. interpreting the question
2. identifying main ideas and supporting details (examples, reasons for justification, etc)
3. planning and organising information/ideas
e.g. specifying purpose, sequencing, combining information, using cohesive devices, etc.

4. writing a series of sentences to present logical sequence of ideas

First term in S2:

1. making notes
2. selecting ideas and information
3. writing a first draft, revising and editing drafts, and finalising a draft

Second term in S2:

1. recognising text-types, and imitating models
e.g. stories, reports, book reviews, simple instructions, descriptive essays, notes and letters,
2. grouping ideas into a framework based on reasoning, probably with the aim to solve a problem
3. writing introductory and concluding sentences

First term in S3:

1. identifying the purpose of writing and trying to achieve that purpose
2. writing different text-types
e.g. reports of experiments, story-telling, description of incidences, application letters, etc.
3. writing a composition with a number of paragraphs, including introductory and concluding paragraphs

Second term in S3:

1. establishing viewpoints and attitudes
2. improving the style of writing with detail descriptions and/or reasoning
3. writing for the different steps of a task or project
e.g. taking notes, planning, instructions, keeping record, questions and answers, reporting

APPENDIX 8

Classroom Language

The list of classroom language suggested below serves only for general reference purposes and is by no means exhaustive. Teachers of English Language and the other subjects should agree among themselves which items to use at each level.

Primary 5-6

Greetings :

- Good morning, Miss - , Mr - , Mrs - .
- Good afternoon, Miss - , Mr - , Mrs - .
- Goodbye and thank you Miss - , Mr - , Mrs - .

Classroom instructions by the teacher (only to be understood by students, not to be used) :

- Stand up. / Sit down. / Sit up, please.
- Keep quiet please. / Stop talking.
- Speak louder. / Speak up.
- Say that again please. / Repeat your answer please.
- Take your books out. / Put your books in the drawer.
- Turn to page - . / Close your book please.
- Please bring me a piece of chalk.
- Please clean the blackboard.
- Please switch on/off the lights/fans.

About exercise books/homework (only to be understood by students, not to be used) :

- Write your name on the cover.
- Write the date on the top right-hand corner.
- Write the question number outside the margin.
- Hand in your books to the monitor/ monitress.
- Pass your books to the front.
- Write with a pen / pencil.
- Do the corrections.

Students' questions and responses :

- I'm sorry. I don't understand.
- I'm sorry. I don't know the answer.
- What is the date today?
- When shall we hand in the homework?
- How many pages should we read?
- How do you spell?

Apologies and excuses :

- I'm sorry. I've forgotten to do the homework/ to bring the book.
- Excuse me. I can't see the blackboard.
- I'm sorry I'm late. It's because I got up late/ I missed the bus.
- May I go out? / May I be excused?

Early Secondary 1

Teachers should help students revise the classroom language learnt at P5-6 to ensure that they can use it confidently. Then, teachers start teaching the more difficult items listed below.

Greetings :

- Hello, Miss - , Mr - , Mrs - . How are you?
- Goodbye, Miss - , Mr - , Mrs - . Have a nice day.

Classroom instructions by the teacher (only to be understood by students, not to be used) :

- Listen to the instructions carefully.
- Come and see me at recess time / lunchtime / after school.
- Please pay attention to this.
- May I have your attention, please?
- Please clear your desk.
- Form groups of (number e.g. 4) and discuss the following questions.
- Complete the tasks/exercises within ... (e.g. 20) minutes.
- Tell the class your answer to this question.
- Ask if you do not understand.
- Raise your hand if you know the answer.

About exercise books/homework :

- Copy the heading and underline it.
- Write on alternate lines./ Write on every line.
- Keep your books neat and tidy.
- Write on the right hand side only and leave the left side blank.
- You must hand in your homework by next Thursday at

the latest.

Students' responses :

- A: Thank you very much
B: You're welcome. / With pleasure.
- A: I'm sorry.
B: That's alright. / Never mind.

Students' questions :

- I'm sorry. I can't hear the question. Can you please say it again?
- I beg your pardon. Can you repeat that please?
- Can you please tell me the meaning of this word/sentence/part?
- I'm sorry. I don't understand. Would you please explain this part again?
- Which chapter should we prepare for the next lesson?
- Which topics/pages will be tested/examined?
- Do we need to do the corrections?

Apologies and Excuses :

- Excuse me, sir. When can we get back our books/test papers?
- Sorry. I have no idea.
- Sorry. I'm not feeling well./ I have a headache.

Secondary 1-3

In a good class, teachers may need to give more complicated classroom instruction in order to carry out certain tasks. The following instructions are useful and should be understood by students.

Classroom instructions (only to be understood by students and not to be used):

- Discuss your answers with your partner/group members.
- Present your ideas to the class.
- Follow the steps and work out the answers.
- Present your findings in the form of diagrams/tables etc.
- Interview your classmates/teacher and find out their hobbies etc.
- Share your experiences with your classmates.