St. Patrick's School

Focuses of Listening and Speaking Skills for P.1 to P.6 Primary 1 – Integrated in the General English Programme		
Narrative Texts	Identify & discriminate sounds, stress and intonation	Present information, ideas and feelings clearly and
• Speech bubbles	- identify basic consonant sounds	coherently
• Poems	- identify basic vowel sounds and discriminate	- pronounce correctly letters of the alphabet and
 Stories 	between different middle vowel sounds in words	words in isolation
	Listen for explicit and implicit meaning	- pronounce correctly words by linking words
Informative Texts	- identify key words in short utterances by recognizing	together and using appropriate stress, e.g. Thank
• Lists	the stress	you
• Alphabet books	- identify the gist or main ideas in simple spoken texts	- produce simple phrases & sentences involving
• Personal descriptions	with the help of cues	repetition or lists, e.g. I like bananas, apples and
	- locate/provide specific information in response to	oranges.
Exchanges	simple instructions/questions	- use simple phrases and sentences to communicate
• Friendly notes	- recognize the connection between ideas supported by	with others with the help of cues
	appropriate cohesive devices (connectives and	- imitate appropriate stress, rhythm and intonation
Procedural Texts	pronouns)	Participate effectively in an oral interaction
		- open an interaction by
		-greeting someone politely
Explanatory Texts		-introducing oneself briefly
 Captions 		-eliciting a response, e.g. How are you?
-		- Maintain an interaction by
Persuasive Texts		-using single words & formulaic expressions to
		response (agree, disagree, ask and reply)
		-provide information in response to factual or
		yes/no questions

Primary 2 – Integrated in the General English Programme		
Text types	Listening Skills	Speaking Skills
Narrative Texts	Identify & discriminate sounds, stress and intonation	Present information, ideas and feelings clearly
• Comics	- identify a small range of consonant blend sounds	and coherently
• Stories	- identify basic vowel sounds and discriminate between	- pronounce correctly words in connected speech
• Poems	different middle vowel sounds in words	by linking words together and using appropriate
	- recognize features of language use such as alliteration,	stress, e.g. Thank you
Informative Texts	rhyme, onomatopoeia and rhythm in simple spoken texts	- produce simple phrases and sentences involving
 Descriptions 	- recognize the stress in an utterance	repetition or lists, e.g. I like bananas, apples and
 Book Reports 	- recognize the difference in the use o intonation in simple	oranges.
• Signs	questions, statements, commands and warnings	- use simple phrases and sentences to
	Listen for explicit and implicit meaning	communicate with others with the help of cues
Exchanges	- identify key words in short utterances by recognizing the	- connect ideas by using cohesive devices, e.g.
• Personal letters	stress	and, but, or
	- identify the gist or main ideas in simple spoken texts	- imitate appropriate stress, rhythm and
Procedural Texts	with the help of cues	intonation
• Instructions	- locate/provide specific information in response to simple	Participate effectively in an oral interaction
	instructions/questions	- open an interaction by
Explanatory Texts	- recognize the connection between ideas supported by	-introducing oneself briefly
 Captions 	appropriate cohesive devices (connectives and pronouns)	-eliciting a response, e.g. How are you?
	- recognize pronoun references	- Maintain an interaction by
Persuasive Texts	- recognize language patterns and vocabulary items	-asking for slower repetition of an utterance,
	previously encountered in new spoken texts	e.g. Pardon?
	- guess the topic and the likely development of the topic	-repeating questions and answers if they are
	by using personal experiences and knowledge of the	not understood
	world	-getting help from other learners/the teacher,
	- work out the meaning of unknown words using clues	e.g. Can you help me?

(Appendix A)

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Persuasive Texts

Primary 3 – Integrated in the General English Programme		
Text types	Listening Skills	Speaking Skills
*Elaborate answers when	Identify & discriminate sounds, stress and intonation	Present information, ideas and feelings clearly
answering questions	- identify consonant blend sounds	and coherently
	- identify long vowel sounds	- pronounce correctly words in connected speech
Narrative Texts	- recognize language features (alliteration, rhyme,	by linking words together and using appropriate
• Comics	onomatopoeia and rhythm) in simple spoken texts	stress, e.g. Thank you
• Diaries	- recognize the stress in an utterance	- produce simple phrases and sentences involving
• Stories	- recognize the difference in the use of intonation in	repetition or lists
	simple questions, statements, commands and warnings	- use simple phrases and sentences to
Informative Texts	Listen for explicit and implicit meaning	communicate with others with the help of cues
• Personal descriptions	- identify key words in short utterances by recognizing the	- connect ideas by using cohesive devices, e.g.
	stress	and, but, or
Exchanges	- identify the gist or main ideas in simple spoken texts	- imitate appropriate stress, rhythm and
• Personal letters	with the help of cues	intonation
	- locate/provide specific information in response to simple	Participate effectively in an oral interaction
Procedural Texts	instructions/questions	- Maintain an interaction by
• Instructions	- recognize the connection between ideas supported by	-asking for slower repetition of an utterance,
	appropriate cohesive devices (connectives and pronouns)	e.g. Pardon?
Explanatory Texts	- recognize pronoun references	-repeating questions and answers if they are
• Captions	- recognize language patterns and vocabulary items	not understood

previously encountered in new spoken texts

clues (guestures/facial expressions)

guess the topic and the likely development of the topic

- work out the meaning of unknown words using clues recognize the audio clues (tones/volume) and visual

by using personal experiences & knowledge of the world

- -getting help from other learners/the teacher, e.g. *Can you help me?*

(Appendix A)

Primary 4 – Integrated in the General English Programme		
Text types	Listening Skills	Speaking Skills
*Elaborate answers when	Identify & discriminate sounds, stress and intonation	Present information, ideas and feelings
answering questions	- recognize the stress in words	clearly and coherently
	- recognize the stress in connected speech	- use appropriate appropriate registers when
Narrative Texts	- recognize differences in the use of intonation in expressing	speaking to familiar interlocutors (teachers
 Personal recounts 	approval, disapproval, queries and doubts	and peers), e.g. May I go to the toilet?
• Poems	Listen for explicit and implicit meaning	- apply grammar rules such as subject-verb
 Play scripts 	- identify the gist or main ideas by recognizing the stress in	agreement correctly
• Stories	connected speech	- connect ideas by using cohesive devices
	- locate specific information in spoken texts (e.g. note-taking)	(also, at last, before)
Informative Texts	- understand the connection between ideas supported by	- use gestures and facial expressions to
• Personal descriptions	cohesive devices	convey meaning and intention
	- predict the likely development of a topic by recognizing key	- use appropriate intonation and stress, and
Exchanges	words, using personal experiences, and make use of the	vary volume, tone of voice and speed to
• Personal letters	context and knowledge of the world	convey intended meanings and feelings
	- use audio clues (tone, volume), contextual clues and	Participate effectively in an oral interaction
Procedural Texts	knowledge of the world to work out the meaning of simple	- open an interaction by
	spoken texts	-greeting someone in an appropriate manner
	- understand the speakers' intention, attitude and feelings	introducing oneself giving some details
Explanatory Texts	through their choice and use of language, gestures and facial	-eliciting a response by asking questions or
• Advertisements	expressions	providing information on a topic, e.g. I've
		borrowed three very interesting books.
Persuasive Texts		Would you like to have a look?

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Primary 5 – Integrated in the General English Programme		
Text types	Listening Skills	Speaking Skills
*Elaborate answers when	Identify & discriminate sounds, stress and intonation	Present information, ideas and feelings
answering questions	- recognize the stress in words	clearly and coherently
	- recognize the stress in connected speech	- apply grammar rules such as subject-verb
Narrative Texts	- recognize differences in the use of intonation in expressing	agreement correctly
 Biographies 	approval, disapproval, queries and doubts	- connect ideas by using cohesive devices
 Journals 	Listen for explicit and implicit meaning	(also, at last, before)
• Poems	- identify the gist or main ideas by recognizing the stress in	- use gestures and facial expressions to
• Stories	connected speech	convey meaning and intention
	- locate specific information in spoken texts (e.g. note-taking)	- use appropriate intonation and stress, and
Informative Texts	- understand the connection between ideas supported by	vary volume, tone of voice and speed to
 Expositions 	cohesive devices	convey intended meanings and feelings
	- predict the likely development of a topic by recognizing key	Participate effectively in an oral interaction
Exchanges	words, using personal experiences, and make use of the	- open an interaction by
• Personal letters	context and knowledge of the world	-greeting someone in an appropriate manner
	- use audio clues (tone, volume), contextual clues and	introducing oneself giving some details
Procedural Texts	knowledge of the world to work out the meaning of simple	-eliciting a response by asking questions or
• Procedures	spoken texts	providing information on a topic, e.g. I've
	- understand the speakers' intention, attitude and feelings	borrowed three very interesting books.
Explanatory Texts	through their choice and use of language, gestures and facial	Would you like to have a look?
	expressions	- Maintain an interaction by
		-contolling participation in an interaction
Persuasive Texts		(e.g. taking turns)
• Posters		-asking and responding to others' opinions
		-agreeing/disagreeing, provide details

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Primary 6 - One double lesson in split class mode per week*		
Text types	Listening Skills	Speaking Skills
*Elaborate answers when	Identify & discriminate sounds, stress and intonation	Present information, ideas and feelings
answering questions	- recognize the stress in words	clearly and coherently
	- recognize the stress in connected speech	- apply grammar rules such as subject-verb
Narrative Texts	- recognize differences in the use of intonation in expressing	agreement and verb form correctly
• Biographies	approval, disapproval, queries and doubts	- connect ideas by using cohesive devices
• Poems	Listen for explicit and implicit meaning	(also, at last, before)
• Stories	- identify the gist or main ideas by recognizing the stress in	Participate effectively in an oral interaction
	connected speech	- open an interaction by:
Informative Texts	- locate specific information in spoken texts (e.g. note-taking)	-eliciting a response by asking questions or
 Expositions 	- understand the connection between ideas supported by	providing information on a topic, e.g. I've
• News reports	cohesive devices	borrowed three very interesting books.
	- predict the likely development of a topic by recognizing key	Would you like to have a look?
<u>Exchanges</u>	words, using personal experiences, and make use of the	- maintain an interaction by:
• Formal letters	context and knowledge of the world	-contolling participation in an interaction
	- use audio clues (tone, volume), contextual clues and	(e.g. taking turns)
Procedural Texts	knowledge of the world to work out the meaning of simple	-asking and responding to others' opinions
• Explanations of how and	spoken texts	-agreeing/disagreeing, provide details and
why	- understand the speakers' intention, attitude and feelings	explaining
	through their choice and use of language, gestures and facial	-self-correcting or rephrasing questions and
Explanatory Texts	expressions	answers if they are not understood
		- close an interaction by giving reasons, e.g.
		Sorry. I have to see my teacher now.
Persuasive Texts		