

## Focuses of Listening and Speaking Skills for P.1 to P.6

### Primary 1 – Integrated in the General English Programme

Text types	Listening Skills	Speaking Skills	
<u>Narrative Texts</u> <ul style="list-style-type: none"> <li>● Speech bubbles</li> <li>● Poems</li> <li>● Stories</li> </ul>	<p><b>Identify &amp; discriminate sounds, stress and intonation</b></p> <ul style="list-style-type: none"> <li>- identify basic consonant sounds</li> <li>- identify basic vowel sounds and discriminate between different middle vowel sounds in words</li> </ul> <p><b>Listen for explicit and implicit meaning</b></p> <ul style="list-style-type: none"> <li>- identify key words in short utterances by recognizing the stress</li> <li>- identify the gist or main ideas in simple spoken texts with the help of cues</li> <li>- locate/provide specific information in response to simple instructions/questions</li> <li>- recognize the connection between ideas supported by appropriate cohesive devices (connectives and pronouns)</li> </ul>	<p><b>Present information, ideas and feelings clearly and coherently</b></p> <ul style="list-style-type: none"> <li>- pronounce correctly letters of the alphabet and words in isolation</li> <li>- pronounce correctly words by linking words together and using appropriate stress, e.g. Thank you</li> <li>- produce simple phrases &amp; sentences involving repetition or lists, e.g. I like bananas, apples and oranges.</li> <li>- use simple phrases and sentences to communicate with others with the help of cues</li> <li>- imitate appropriate stress, rhythm and intonation</li> </ul>	
<u>Informative Texts</u> <ul style="list-style-type: none"> <li>● Lists</li> <li>● Alphabet books</li> <li>● Personal descriptions</li> </ul>			<p><b>Participate effectively in an oral interaction</b></p> <ul style="list-style-type: none"> <li>- open an interaction by               <ul style="list-style-type: none"> <li>-greeting someone politely</li> <li>-introducing oneself briefly</li> <li>-eliciting a response, e.g. How are you?</li> </ul> </li> <li>- Maintain an interaction by               <ul style="list-style-type: none"> <li>-using single words &amp; formulaic expressions to response (agree, disagree, ask and reply)</li> <li>-provide information in response to factual or yes/no questions</li> </ul> </li> </ul>
<u>Exchanges</u> <ul style="list-style-type: none"> <li>● Friendly notes</li> </ul>			
<u>Procedural Texts</u> <p>---</p>			
<u>Explanatory Texts</u> <ul style="list-style-type: none"> <li>● Captions</li> </ul>			
<u>Persuasive Texts</u> <p>---</p>			

Primary 2 – Integrated in the General English Programme			
Text types	Listening Skills	Speaking Skills	
<u>Narrative Texts</u> <ul style="list-style-type: none"> <li>● Comics</li> <li>● Stories</li> <li>● Poems</li> </ul>	<p><b>Identify &amp; discriminate sounds, stress and intonation</b></p> <ul style="list-style-type: none"> <li>- identify a small range of consonant blend sounds</li> <li>- identify basic vowel sounds and discriminate between different middle vowel sounds in words</li> <li>- recognize features of language use such as alliteration, rhyme, onomatopoeia and rhythm in simple spoken texts</li> <li>- recognize the stress in an utterance</li> <li>- recognize the difference in the use of intonation in simple questions, statements, commands and warnings</li> </ul> <p><b>Listen for explicit and implicit meaning</b></p> <ul style="list-style-type: none"> <li>- identify key words in short utterances by recognizing the stress</li> <li>- identify the gist or main ideas in simple spoken texts with the help of cues</li> <li>- locate/provide specific information in response to simple instructions/questions</li> <li>- recognize the connection between ideas supported by appropriate cohesive devices (connectives and pronouns)</li> <li>- recognize pronoun references</li> <li>- recognize language patterns and vocabulary items previously encountered in new spoken texts</li> <li>- guess the topic and the likely development of the topic by using personal experiences and knowledge of the world</li> <li>- work out the meaning of unknown words using clues</li> </ul>	<p><b>Present information, ideas and feelings clearly and coherently</b></p> <ul style="list-style-type: none"> <li>- pronounce correctly words in connected speech by linking words together and using appropriate stress, e.g. Thank you</li> <li>- produce simple phrases and sentences involving repetition or lists, e.g. I like bananas, apples and oranges.</li> <li>- use simple phrases and sentences to communicate with others with the help of cues</li> <li>- connect ideas by using cohesive devices, e.g. and, but, or</li> <li>- imitate appropriate stress, rhythm and intonation</li> </ul>	
<u>Informative Texts</u> <ul style="list-style-type: none"> <li>● Descriptions</li> <li>● Book Reports</li> <li>● Signs</li> </ul>			<p><b>Participate effectively in an oral interaction</b></p> <ul style="list-style-type: none"> <li>- open an interaction by <ul style="list-style-type: none"> <li>-introducing oneself briefly</li> <li>-eliciting a response, e.g. How are you?</li> </ul> </li> <li>- Maintain an interaction by <ul style="list-style-type: none"> <li>-asking for slower repetition of an utterance, e.g. <i>Pardon?</i></li> <li>-repeating questions and answers if they are not understood</li> <li>-getting help from other learners/the teacher, e.g. <i>Can you help me?</i></li> </ul> </li> </ul>
<u>Exchanges</u> <ul style="list-style-type: none"> <li>● Personal letters</li> </ul>			
<u>Procedural Texts</u> <ul style="list-style-type: none"> <li>● Instructions</li> </ul>			
<u>Explanatory Texts</u> <ul style="list-style-type: none"> <li>● Captions</li> </ul>			
<u>Persuasive Texts</u> <p>---</p>			

Primary 3 – Integrated in the General English Programme		
Text types	Listening Skills	Speaking Skills
<p><b><u>*Elaborate answers when answering questions</u></b></p> <p><u>Narrative Texts</u></p> <ul style="list-style-type: none"> <li>● Comics</li> <li>● Diaries</li> <li>● Stories</li> </ul> <p><u>Informative Texts</u></p> <ul style="list-style-type: none"> <li>● Personal descriptions</li> </ul> <p><u>Exchanges</u></p> <ul style="list-style-type: none"> <li>● Personal letters</li> </ul> <p><u>Procedural Texts</u></p> <ul style="list-style-type: none"> <li>● Instructions</li> </ul> <p><u>Explanatory Texts</u></p> <ul style="list-style-type: none"> <li>● Captions</li> </ul> <p><u>Persuasive Texts</u></p> <p>---</p>	<p><b>Identify &amp; discriminate sounds, stress and intonation</b></p> <ul style="list-style-type: none"> <li>- identify consonant blend sounds</li> <li>- identify long vowel sounds</li> <li>- recognize language features (alliteration, rhyme, onomatopoeia and rhythm) in simple spoken texts</li> <li>- recognize the stress in an utterance</li> <li>- recognize the difference in the use of intonation in simple questions, statements, commands and warnings</li> </ul> <p><b>Listen for explicit and implicit meaning</b></p> <ul style="list-style-type: none"> <li>- identify key words in short utterances by recognizing the stress</li> <li>- identify the gist or main ideas in simple spoken texts with the help of cues</li> <li>- locate/provide specific information in response to simple instructions/questions</li> <li>- recognize the connection between ideas supported by appropriate cohesive devices (connectives and pronouns)</li> <li>- recognize pronoun references</li> <li>- recognize language patterns and vocabulary items previously encountered in new spoken texts</li> <li>- guess the topic and the likely development of the topic by using personal experiences &amp; knowledge of the world</li> <li>- work out the meaning of unknown words using clues</li> <li>- recognize the audio clues (tones/volume) and visual clues (gestures/facial expressions)</li> </ul>	<p><b>Present information, ideas and feelings clearly and coherently</b></p> <ul style="list-style-type: none"> <li>- pronounce correctly words in connected speech by linking words together and using appropriate stress, e.g. Thank you</li> <li>- produce simple phrases and sentences involving repetition or lists</li> <li>- use simple phrases and sentences to communicate with others with the help of cues</li> <li>- connect ideas by using cohesive devices, e.g. and, but, or</li> <li>- imitate appropriate stress, rhythm and intonation</li> </ul> <p><b>Participate effectively in an oral interaction</b></p> <ul style="list-style-type: none"> <li>- Maintain an interaction by                         <ul style="list-style-type: none"> <li>-asking for slower repetition of an utterance, e.g. <i>Pardon?</i></li> <li>-repeating questions and answers if they are not understood</li> </ul> </li> <li>- getting help from other learners/the teacher, e.g. <i>Can you help me?</i></li> </ul>

Primary 4 – Integrated in the General English Programme		
Text types	Listening Skills	Speaking Skills
<p><b><u>*Elaborate answers when answering questions</u></b></p> <p><u>Narrative Texts</u></p> <ul style="list-style-type: none"> <li>● Personal recounts</li> <li>● Poems</li> <li>● Play scripts</li> <li>● Stories</li> </ul> <p><u>Informative Texts</u></p> <ul style="list-style-type: none"> <li>● Personal descriptions</li> </ul> <p><u>Exchanges</u></p> <ul style="list-style-type: none"> <li>● Personal letters</li> </ul> <p><u>Procedural Texts</u></p> <p>---</p> <p><u>Explanatory Texts</u></p> <ul style="list-style-type: none"> <li>● Advertisements</li> </ul> <p><u>Persuasive Texts</u></p> <p>---</p>	<p><b>Identify &amp; discriminate sounds, stress and intonation</b></p> <ul style="list-style-type: none"> <li>- recognize the stress in words</li> <li>- recognize the stress in connected speech</li> <li>- recognize differences in the use of intonation in expressing approval, disapproval, queries and doubts</li> </ul> <p><b>Listen for explicit and implicit meaning</b></p> <ul style="list-style-type: none"> <li>- identify the gist or main ideas by recognizing the stress in connected speech</li> <li>- locate specific information in spoken texts (e.g. note-taking)</li> <li>- understand the connection between ideas supported by cohesive devices</li> <li>- predict the likely development of a topic by recognizing key words, using personal experiences, and make use of the context and knowledge of the world</li> <li>- use audio clues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts</li> <li>- understand the speakers' intention, attitude and feelings through their choice and use of language, gestures and facial expressions</li> </ul>	<p><b>Present information, ideas and feelings clearly and coherently</b></p> <ul style="list-style-type: none"> <li>- use appropriate registers when speaking to familiar interlocutors (teachers and peers), e.g. <i>May I go to the toilet?</i></li> <li>- apply grammar rules such as subject-verb agreement correctly</li> <li>- connect ideas by using cohesive devices (also, at last, before)</li> <li>- use gestures and facial expressions to convey meaning and intention</li> <li>- use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings</li> </ul> <p><b>Participate effectively in an oral interaction</b></p> <ul style="list-style-type: none"> <li>- open an interaction by             <ul style="list-style-type: none"> <li>-greeting someone in an appropriate manner</li> <li>introducing oneself giving some details</li> <li>-eliciting a response by asking questions or providing information on a topic, e.g. <i>I've borrowed three very interesting books.</i></li> <li><i>Would you like to have a look?</i></li> </ul> </li> </ul>

Primary 5 – Integrated in the General English Programme		
Text types	Listening Skills	Speaking Skills
<p><b><u>*Elaborate answers when answering questions</u></b></p> <p><u>Narrative Texts</u></p> <ul style="list-style-type: none"> <li>● Biographies</li> <li>● Journals</li> <li>● Poems</li> <li>● Stories</li> </ul> <p><u>Informative Texts</u></p> <ul style="list-style-type: none"> <li>● Expositions</li> </ul> <p><u>Exchanges</u></p> <ul style="list-style-type: none"> <li>● Personal letters</li> </ul> <p><u>Procedural Texts</u></p> <ul style="list-style-type: none"> <li>● Procedures</li> </ul> <p><u>Explanatory Texts</u></p> <p>---</p> <p><u>Persuasive Texts</u></p> <ul style="list-style-type: none"> <li>● Posters</li> </ul>	<p><b>Identify &amp; discriminate sounds, stress and intonation</b></p> <ul style="list-style-type: none"> <li>- recognize the stress in words</li> <li>- recognize the stress in connected speech</li> <li>- recognize differences in the use of intonation in expressing approval, disapproval, queries and doubts</li> </ul> <p><b>Listen for explicit and implicit meaning</b></p> <ul style="list-style-type: none"> <li>- identify the gist or main ideas by recognizing the stress in connected speech</li> <li>- locate specific information in spoken texts (e.g. note-taking)</li> <li>- understand the connection between ideas supported by cohesive devices</li> <li>- predict the likely development of a topic by recognizing key words, using personal experiences, and make use of the context and knowledge of the world</li> <li>- use audio clues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts</li> <li>- understand the speakers' intention, attitude and feelings through their choice and use of language, gestures and facial expressions</li> </ul>	<p><b>Present information, ideas and feelings clearly and coherently</b></p> <ul style="list-style-type: none"> <li>- apply grammar rules such as subject-verb agreement correctly</li> <li>- connect ideas by using cohesive devices (also, at last, before)</li> <li>- use gestures and facial expressions to convey meaning and intention</li> <li>- use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings</li> </ul> <p><b>Participate effectively in an oral interaction</b></p> <ul style="list-style-type: none"> <li>- open an interaction by                         <ul style="list-style-type: none"> <li>-greeting someone in an appropriate manner</li> <li>-introducing oneself giving some details</li> <li>-eliciting a response by asking questions or providing information on a topic, e.g. <i>I've borrowed three very interesting books. Would you like to have a look?</i></li> </ul> </li> <li>- Maintain an interaction by                         <ul style="list-style-type: none"> <li>-controlling participation in an interaction (e.g. taking turns)</li> <li>-asking and responding to others' opinions</li> <li>-agreeing/disagreeing, provide details</li> </ul> </li> </ul>

Primary 6 - One double lesson in split class mode per week*		
Text types	Listening Skills	Speaking Skills
<p><b><u>*Elaborate answers when answering questions</u></b></p> <p><u>Narrative Texts</u></p> <ul style="list-style-type: none"> <li>● Biographies</li> <li>● Poems</li> <li>● Stories</li> </ul> <p><u>Informative Texts</u></p> <ul style="list-style-type: none"> <li>● Expositions</li> <li>● News reports</li> </ul> <p><u>Exchanges</u></p> <ul style="list-style-type: none"> <li>● Formal letters</li> </ul> <p><u>Procedural Texts</u></p> <ul style="list-style-type: none"> <li>● Explanations of how and why</li> </ul> <p><u>Explanatory Texts</u></p> <p>---</p> <p><u>Persuasive Texts</u></p> <p>---</p>	<p><b>Identify &amp; discriminate sounds, stress and intonation</b></p> <ul style="list-style-type: none"> <li>- recognize the stress in words</li> <li>- recognize the stress in connected speech</li> <li>- recognize differences in the use of intonation in expressing approval, disapproval, queries and doubts</li> </ul> <p><b>Listen for explicit and implicit meaning</b></p> <ul style="list-style-type: none"> <li>- identify the gist or main ideas by recognizing the stress in connected speech</li> <li>- locate specific information in spoken texts (e.g. note-taking)</li> <li>- understand the connection between ideas supported by cohesive devices</li> <li>- predict the likely development of a topic by recognizing key words, using personal experiences, and make use of the context and knowledge of the world</li> <li>- use audio clues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts</li> <li>- understand the speakers' intention, attitude and feelings through their choice and use of language, gestures and facial expressions</li> </ul>	<p><b>Present information, ideas and feelings clearly and coherently</b></p> <ul style="list-style-type: none"> <li>- apply grammar rules such as subject-verb agreement and verb form correctly</li> <li>- connect ideas by using cohesive devices (also, at last, before)</li> </ul> <p><b>Participate effectively in an oral interaction</b></p> <ul style="list-style-type: none"> <li>- open an interaction by:                             <ul style="list-style-type: none"> <li>-eliciting a response by asking questions or providing information on a topic, e.g. <i>I've borrowed three very interesting books. Would you like to have a look?</i></li> </ul> </li> <li>- maintain an interaction by:                             <ul style="list-style-type: none"> <li>-controlling participation in an interaction (e.g. taking turns)</li> <li>-asking and responding to others' opinions</li> <li>-agreeing/disagreeing, provide details and explaining</li> <li>-self-correcting or rephrasing questions and answers if they are not understood</li> </ul> </li> <li>- close an interaction by giving reasons, e.g. <i>Sorry. I have to see my teacher now.</i></li> </ul>