

Syllabuses

1. Reading Skills

1. Reading skills

F.1 – F.3

Understand, interpret and analyze different written texts

- make use of knowledge of the world to make sense of the text
- skimming and scanning
- acquire, extract and organize information relevant to specific tasks
- relate facts, opinions and information from a variety of sources
- predict the likely development of events, understanding the structure and development of a story
- understanding the structure and development of a novel (Plot, setting, climax and resolution)
- responding to an imaginative experience
- appreciation of a novel (Characters, use of dialogues, use of mysteries, and narrative styles)
- deduce the use and meaning of unfamiliar words, phrases and expressions in context
- know what a word or phrase refers to in the context
- understand how sentences and parts of a sentence relate to each other
- differentiate fact from opinion
- understand different feelings, views and attitudes
- identify implied meanings through inferencing
- recognize how writing conventions affect meaning and cohesiveness
- understand the use of discourse markers
- distinguish different points of view and arguments
- follow and evaluate the development of a point of view or argument

F.4 – F.6

Understand, interpret and analyze different written texts

- differentiate fact from opinion
- identify implied meanings through inferencing

- use linguistic and contextual clues and general knowledge to determine the meaning of the written text
 - skimming and scanning
 - predict the likely development of ideas and events
 - follow and evaluate the development of a point of view or argument
 - distinguish different points of view and arguments
 - appreciate the stylistic variations between text-types
 - understand the use of discourse markers
 - interpret how linguistic and structural devices achieve certain effects
 - deduce the use and meaning of unfamiliar words, phrases and expressions in context
 - understand hidden intentions of the writer
 - understand and appreciate the mood of the writer and the tone of his/her writing
 - evaluate critically views and attitudes
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- detect faulty or misleading arguments
 - Use reading strategies for understanding and interpreting a variety of written texts
 - skills listed above
 - identify main and supporting ideas
 - predict the likely development of ideas and events
 - recognize the rhetorical functions performed by sentences in the development of a text
 - understand the different types of meanings of words, and semantic associations
 - relate cause to effect
 - relate evidence to conclusions

2. Writing skills

F.1 – F.3

- Present information, ideas and feelings clearly and coherently
- planning, drafting, redrafting, editing and proof-reading
- describe, express or explain ideas, feelings and experiences
- plan and organize ideas, and use appropriate cohesive devices
- use strategies to arouse and sustain readers' interest
- use a wide range of language patterns for various purposes
- produce written texts appropriate to context, purpose and audience
- evaluate and make use of given information to complete specific tasks
- use appropriate tone, style and register for various purposes

F.4 – F.6

Present information, ideas and feelings clearly and coherently

- **draft, revise and edit a piece of writing**
 - **plan and produce coherent and structured texts**
 - **present different views and arguments clearly and logically**
 - **adjust the balance of ideas and length of the writing to meet the requirements of a variety of text-types**
 - **use appropriate linguistic and structural devices, a variety of structures and range of vocabulary to achieve desired purposes**
 - **organize and integrate information and ideas, and write texts appropriate to the purpose and context of a project**
 - **use persuasive devices effectively**
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- **draft, revise and edit a piece of writing**
 - **gather information, select relevant ideas, organize and integrate them to**
 - **complete different writing tasks**
 - **understand and identify purpose, audience, roles and context for different writing tasks**
 - **respond to, evaluate and make use of given information to complete different writing tasks**
 - **present arguments and ideas clearly and logically**
 - **express views, feelings and ideas**
 - **describe and discuss experiences**
 - **present and elaborate main ideas and supporting ideas**
 - **relate events and their causes and effects to make a report, proposal, complaint, etc.**
 - **begin and end a text appropriately**
 - **plan and organize ideas with the help of cohesive devices**
 - **use appropriate discourse markers to signal the development of ideas**
 - **adjust the balance of ideas and length of the writing to meet different requirements**
 - **use appropriate linguistic devices, a variety of structures and vocabulary to achieve desired purposes**
 - **use strategies to arouse and sustain readers' interest**

3. Listening skills

F.1 – F.3

Listen for intended meanings, feelings and attitudes

- identify key ideas in a passage, discussion or conversation
- extract information and ideas in spoken texts
- identify the sequence of events, causes and effects
- distinguish between facts and opinions in spoken texts
- understand and interpret different kinds of spoken texts to perform different tasks
- discriminate between different intonation for various feelings and attitudes
- understand levels of formality and informality
- make connections between ideas and information with the help of discourse markers

F.4 – F.6

Listen for intended meanings, feelings and attitudes

- skills listed above
- understand and interpret different kinds of spoken texts to perform different tasks including taking messages, writing short notes, filling in forms, etc
- distinguish between facts and opinions in spoken texts
- understand speakers' intentions
- establish and infer meanings from clues
- understand both connotative and denotative meanings of words
- understand speakers with a variety of accents

Understand, interpret and organize spoken English as it might be encountered in academic or vocational situations

- understand and interpret different kinds of spoken texts to perform different tasks including note-taking, filling in forms, etc
- identify ideas and key concepts in a passage, discussion or conversation
- identify details that support a main idea
- identify the sequence of events, causes and effects
- predict the likely development of ideas
- understand speaker's intention, attitude and feelings
- understand language used in situations of different levels of formality and informality
- understand the use of discourse markers
- interpret the use of different intonation and stress
- understand both denotative and connotative meanings of words

- understand speakers with a variety of accents
- establish and infer meanings from clues
- distinguish between facts and opinions
- judge the validity and adequacy of main ideas and arguments

4. Speaking skills

F.1 – F.3

Present information, ideas and feelings clearly and coherently

- convey ideas and information in conversations or discussions
- describe the sequence of events, causes and effects
- use words and expressions appropriate to the context
- use appropriate discourse markers
- use correct pronunciation, intonation and register for different purposes

Participate effectively in an oral interaction

- seek and give information
- seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises
- express, elicit and respond to ideas, opinions and feelings in a group discussion
- make a balanced contribution without dominating the discussion or being too reticent

F.4 – F.6

Present information, ideas and feelings clearly and coherently

- present feelings, views and arguments with suitable reasoning, suggestions and strategies
- use language appropriate to situations of different levels of formality
- use persuasive devices effectively

Participate effectively in an oral interaction

- make judgements and suggestions, support and develop each other's views, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate
- lead or guide discussion and negotiations effectively using strategies
- solicit sharing of experiences, views, attitudes and values

Convey intended meanings, attitudes and feelings clearly and coherently

- convey ideas and key concepts in a passage, discussion or conversation
- describe details that support a main idea
- describe the sequence of events, causes and effects
- present arguments in an organized and convincing manner
- use words and expressions appropriate to the context
- use persuasive devices effectively
- use discourse markers appropriately
- use language appropriate to the role or situations of different levels of formality and informality
- use correct pronunciation and appropriate intonation

Participate effectively in an oral interaction

- open and close an interaction appropriately
- verbalize inability to understand, ask for slower repetition and spelling
- elicit response by asking questions or providing information
- seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises
- maintain an interaction by taking one's turn at the right moment and making a balanced contribution without dominating the discussion or being too reticent
- express, elicit and respond to ideas, opinions and feelings in a group discussion
- make judgements and suggestions, support and develop each other's views, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate
- use appropriate interaction skills and conversational strategies

5. Language development strategies

- Develop thinking skills, including creative thinking and critical thinking
- Develop reference skills

- **Develop information skills, including dictionary skills and library skills**
- **Plan, manage and evaluate one's own learning**
- **Work with others**
- **Work independently**

6. Attitudes

F.1 – F.3

- **confidence in using English**
- **keenness to participate in activities leading to improvement of knowledge and skills in English**
- **sensitivity towards language use in the process of communication**
- **appreciation of the beauty of the language**
- **enjoyment of reading**
- **an awareness of English as an international language of communication**
- **respect for the different cultures of the English speaking world**
- **an awareness of the potential influences of language use on other people's feelings and direction of thinking**

F.4 – F.6

- **The attitudes listed above**
- **a critical attitude towards ideas and values in spoken and written English texts**
- **an awareness of the value and power of language**
- **a critical attitude towards analyzing and discriminating the different meanings of language**
- **a cautious and critical attitude towards the use of language in order to achieve the desired effects**
- **an open-minded attitude towards different cultures, ideologies and points of view and willingness to share ideas with different people**
- **a serious attitude towards language learning with an attempt to improve one's capability**