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# Compulsory Education's English Curriculum Standards

(2022 Edition)

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# PREFACE

President Xi Jinping has repeatedly emphasised the role played by education curriculum and teaching materials, which is to nurture the root and soul of the nation while developing intelligence and wisdom of the individuals. He has also reiterated the need to uphold the guiding role of Marxism, to reflect the latest achievements of Marxism in China, to reflect the characteristics of China and the Chinese nation, to reflect the basic requirements of the Party and the State for educational development, to reflect the basic values of the State and the Chinese nation, and to reflect the accumulated knowledge and innovative achievements of the human society.

The Compulsory Education Curriculum stipulate the goals, content, and basic requirement of education, embody the national will in the field of education, and plays a key role in fostering virtue through education. Both *Experimental Plan for Compulsory Education Curriculum Setting* (2001) and *Compulsory Education Curriculum Standards* (2011) for individual subjects have adhered to the correct direction of education reform, embodied advanced educational concepts, and made positive contribution to the improvement of the quality of basic education in China. As compulsory education becomes ever accessible, the demand for education has shifted from accessibility to quality. Therefore, it is necessary to further align the thinking of *what kind of* young people we aspire to develop, *how* we will develop them, and *for whom* they are developed as we strive to optimise the educational institutions' student development blueprints. The world today is fast changing with technological advancements, and this has given rise to internet-based new media. As a result, the ways people live, study, and work are constantly evolving. The environment in which children and young people grow up is undergoing a series of profound changes, and we are facing new challenges in student development. Therefore, the Compulsory Education Curriculum must be revised and improved to keep up with the times.

## 1. Guidelines for the revision

Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for the New Era, the revision is committed to fully implementing the Party's education policy, following the rules of education and teaching, performing education's fundamental mission of fostering virtue, and enhancing students' well-rounded development. The updated curriculum is designed to prioritise moral education, enhance the standards of intellectual education, strengthen education on sports and art, and implement education on physical work. The exercise is aspired to reflect the characteristics of the times, and strives to build

a compulsory education curriculum system with Chinese characteristics and world-class standards. The revision process focuses on developing Chinese students' core competencies, looking at cultivating the correct values, essential character traits, and key skills which are critical to their future success, so that students are guided to find the correct path in life and grow into a new young generation who are equipped with moral grounding, intellectual and physical ability, aesthetic sensibility, and work skills, well-prepared to join the socialist cause.

## **2. General principles for the revision**

### **2.1 Meeting the goals**

Careful study and understanding of President Xi Jinping's series of important remarks on education have gone into the revision process, in order to fully implement the requirements of fostering a new generation with ideals, ability, and a sense of responsibility which is the cornerstone of the exercise. The revision strives to accurately understand and grasp of the requirements of the Party's Central Committee and the State Council for education reform, fully implement Xi Jinping Thought on Socialism with Chinese Characteristics for the New Era, by integrating key educational themes into the curriculum effectively, such as advanced socialist culture, revolutionary culture, fine Chinese traditional culture, national security, and life, safety, and health, so as to improve the ideological level of the curriculum.

### **2.2 Addressing issues**

The revision has thoroughly examined the challenges and issues arising from the curriculum reform, and set out clear priorities and tasks, with an emphasis on addressing practical issues effectively. Taking into consideration students' physical and mental development at different stages, the revision has sought to strengthen integrated structure, ensure smooth transition and progression from low to high levels, and enhance the scientific and systematic nature of the curriculum. The revision has carefully selected curriculum content instrumental in students' life-long development, and has reduced academic workload while improving quality. The revision has also detailed the goals of student development, specified implementation requirements, and thus enhanced the curriculum's guiding function and its enforceability.

### **2.3 Encouraging innovation**

The revision works to deepen the curriculum reform by both building on previous successful experience of China's curriculum development and

drawing on advanced educational concepts internationally. The comprehensive and practical nature of the curriculum has been strengthened to push for transformation of how students are developed by giving prominence to cultivating their core competencies. The revised curriculum puts students first, focusing on their individual and diverse learning and developmental needs while enhancing the curriculum's overall suitability. It also aims to keep abreast with the times and reflect new economic and social developments as well as showcasing new achievements in science and technology, so the improved curriculum content reflects the reality of the contemporary world.

### **3. Key changes in the revision**

#### **3.1 Curriculum programme**

Firstly, the revision has improved the curriculum's developmental goals. Fully implementing the requirements of President Xi Jinping's requirement of fostering a new generation capable of shouldering the mission of national rejuvenation, the curriculum takes into account the nature and positioning of compulsory education, and lays out the requirements for cultivating new generations at the compulsory education stage from three aspects, namely, developing students' ideals, ability, and a strong sense of responsibility.

Secondly, the revision has optimised the curriculum structure. In response to the State Council's policy of easing the burden of excessive homework and off-campus tutoring for students undergoing compulsory education, the revision has made adjustments to improve the curriculum structure while maintaining a total of 9,522 lessons in the whole nine-year compulsory education stage. These adjustment includes: integrating the previous "morality and life" and "morality and society" courses in primary school education and "ideology and morality" course in junior high school education into the now "morality and rule of law" course; reforming the art courses so that Grade 1-7 focus on music and art and is supplemented with dance, drama, and film and television while Grade 8-9 have separate courses for individual genres; separating physical work and information technology courses from the course of comprehensive practical activities; and moving forward the courses of science and comprehensive practical activities to Grade 1.

Thirdly, the revision has specified the implementation requirements. To this end, requirements of how curriculum standards are set and how textbooks are developed are included; provincial educational administrations and schools' respective responsibility in delivery and guidelines on the delivery are clearly laid out; direction of reform on teaching and assessment is outlined; specific requirements of teacher training, teaching research, and science research are

put forward; implementation mechanism is improved; and requirements of monitoring and supervision are strengthened.

### **3.2 Curriculum standards**

Firstly, the curriculum standards have highlighted the orientation of student development. Based on the developmental goals of the compulsory education stage, the standards are designed to translate the Party's education policy into specific core competencies each subject course aims to develop, and to reflect the developmental requirements of correct values, essential character traits, and key skills.

Secondly, the curriculum standards have optimised the curriculum content and structure. With Xi Jinping Thought on Socialism with Chinese Characteristics for the New Era as the overarching guiding principle, and based on the requirements of core competency development, the curriculum has carefully selected important concepts, thematic contents, and foundation knowledge for the content design, strengthening the correlation of content and developmental goals and improving the way content is organised. The curriculum has included cross-disciplinary thematic learning activities and strengthened interdisciplinary connections, driving an integrated implementation of the curriculum with emphasis on practical requirements.

Thirdly, the curriculum standards have put in place a set of academic achievement standards. The curriculum standards of each subject have detailed specific descriptions of students' academic achievement of different levels against their level of core competency development with reference to the curriculum content. The key performance of each level constitutes the standard for evaluating relevant academic achievement. Academic achievement standards are also meant to assist teachers to grasp the depth and breadth of teaching, and provide references for textbook development, teaching delivery, and testing and assessment.

Fourthly, the curriculum standards have enhanced the guidance on implementation. Each subject's curriculum standards consist of "Content Requirements", "Academic Achievement Standards", and "Suggestions on Teaching", and have provided suggestions on assessment and exams writing. To enhance the alignment of teaching, learning, and assessment, the curriculum standards have also included examples of teaching cases and assessment. This not only clearly defines *why* we teach, *what* we teach, and *to what extent* we teach, but also emphasises on *how* we teach with specific guidance, so the curriculum standards are both effective and easy to use.

Fifthly, the curriculum standards have strengthened the transition and

progression from low to high levels. The curriculum standards put emphasis on pre-school to primary school progression. Specifically, based on the evaluation on students' development level in the areas of health, language, society, science, and art, Grade 1-2 courses focus on activity-based, game-based, and real-life-based learning activities. Content of different levels are carefully designed to map against students' cognitive, emotional, and social development from primary to junior high school years, reflecting the continuity and progression of learning goals. The curriculum standards also factor in the characteristics of students and subjects of senior high school level, so students are prepared to proceed with further learning.

As China is embarking on the new journey to accomplish the second Centenary Goal, implementation of the new edition of Compulsory Education Curriculum Standards is paramount to high-quality development of compulsory education and building China into a great modern socialist country. It can be expected that all our educators will work diligently, devotedly, and continuously to innovate the teaching practice, so that the student development blueprint will become reality and new generations of young people with ideals, ability, and a sense of responsibility are ready to make new contribution to the great rejuvenation of the Chinese nation!



## Chapter 1 Nature

English belongs to the Indo-European language family. As an international lingua franca widely used in today's world, English is an indispensable communication tool for international exchanges and cooperation, and an important carrier of outstanding achievements of human civilisation. English has been instrumental in China going global, the world getting to understand China, and building a global community for a shared future.

Compulsory Education English Curriculum is an integration of instrumentality and humanity, and is characterised by being foundational, practical, and comprehensive. Learning and using English provides an opportunity for students to learn about different cultures, conduct cross-cultural comparison, and capture the best of world cultures. It enables them to develop an awareness and ability to engage in cross-cultural communication and exchange, learn to perceive the world objectively and sensibly, and shape their international perspectives. It helps develop a sense of family and national identity, enhance cultural confidence, form correct world views, life views, and values, thus laying a foundation for students' life-long learning and future success.

# Chapter 2 Rationale

## 1. Highlighting the core competencies' overarching role

Guided by Xi Jinping's Thought of Socialism with Chinese Characteristics in the New Era, the English curriculum is designed to implement the Party's education policy on all fronts, and perform the fundamental mission of fostering virtue in talent development, with “cultivating new generations equipped with ideals, ability, and a strong sense of responsibility” as both the starting point and the ultimate goal. Built around the core competencies, the curriculum outlines the goals, selects course content, innovates with teaching approaches, improves exams and assessment mechanisms, provides guidelines on textbook development, and facilitates teachers' capacity building.

## 2. Structuring the curriculum into different levels

The English curriculum draws on common English language learning methods and international best practice while taking into full consideration the practicalities of English language teaching in China's compulsory education, such as varied available resources, length of learning, and students' learning experience. By doing so, with reference to the progression of English proficiency, the curriculum establishes a three-level system for the English subject covering the nine-year compulsory education period, mapping out the course content and requirements from low to high levels. Within the framework of the three-level system, the curriculum details the school years that each level covers and their respective course content, by tailoring to local conditions and student's abilities whilst allowing flexibility in teaching pace at each level.

## 3. Selecting and organising content by themes

Selection of course content has followed the principle of “nurturing the root and soul of the nation while developing the intelligence and wisdom of individuals”. In practice, course content is designed to closely link to real life, to reflect the characteristics of the time we live in, and to mirror new social developments and achievements in science and technology. Therefore, the content focuses on three themes, namely, “man and self”, “man and society”, and “man and nature”. The content is organised by themes and divided into units, using different types of text to integrate learning requirements for

language knowledge, cultural knowledge, language skills and learning strategies.

#### **4. Promoting a learning activities-based approach that integrates learning, thinking, and innovation**

The English curriculum follows the education theory of “learning through experiencing, applying through practising, and creating through skills transfer”. Therefore, students are encouraged to look into real-life situations and issues and activate their existing knowledge so that they can participate in a series of interrelated and progressive language learning activities and practice, from learning and understanding the thematic connotation, applying and practising what they have learned, to transferring what they have learned to create something new. The curriculum stipulates that 1) learning and thinking should go hand in hand - students should be guided to acquire, retrieve and organise language and cultural knowledge in understanding-oriented activities in order to make connections between different types of knowledge; 2) learning and practising should go in hand in hand - students should be guided to internalise the acquired language and cultural knowledge in practice-based activities in order to strengthen their understanding and take the first steps in applying the knowledge; and 3) learning and innovating should go hand in hand - students should be guided to apply their acquired knowledge to solve real-life problems and develop correct attitudes and values through skill-transferring and innovative activities.

#### **5. Emphasising the teaching-learning- assessment alignment**

The English curriculum aims to promote learning and teaching through assessment, and embed assessment throughout the whole process of teaching and learning in the subject. For students, it focuses on motivating them to take the initiative to learn, and guides them to become designers, participants, and collaborators of a host of assessment activities so that, in future, they will consciously use assessment outcomes to improve how they learn. For teachers, emphasis is placed on guiding them to apply assessment methods and outcomes scientifically, to provide students with timely feedback and support according to students’ performance, and to reflect on teaching practice and effectiveness, so that ultimately teaching and learning complement and improve each other. The curriculum firmly endorses using a combination of formative and summative assessment, and aims to establish an English curriculum assessment system with multiple participants, diverse approaches, and orientation towards competency.

## **6. Promoting deepened integration of ICT and English language teaching**

The English curriculum values transformation in the way English courses are taught and learned in the context of educational informatisation. It fully leverages the support and benefit of modern information technology for English language teaching, and encourages teachers to use digital technology and online teaching platforms in a reasonable and innovative way to offer online-offline blended learning, so as to support and meet students' individual learning needs and promote the balanced development of compulsory education.

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# Chapter 3 Goals

Centred around core competencies, the English curriculum outlines its goals in accordance with the nature of the curriculum and its guiding principles.

## 1. Definitions of Core Competencies

The core competencies are the educational value focal point of the English curriculum, and are crucial in developing students' correct values, essential character traits, and those key skills necessary for their life-long learning and social development. The core competencies the English subject seeks to cultivate include **language ability, cultural awareness, thinking capacity, and learning ability**. Among these, language ability is the foundation; cultural awareness concerns value orientation; thinking capacity embodies the characteristics of mental and intellectual development; and learning ability is the key driving force behind them all. The core competencies are intertwined with one another and work with each other to develop learners in a coordinated manner.

### 1.1 Language ability goals

Language ability is the ability to understand and express meaning in specific contexts by using linguistic and non-linguistic knowledge as well as a range of strategies. Improving language ability will help students enhance cultural awareness, thinking capacity, and learning ability, and develop their ability to participate in cross-cultural communication.

### 1.2 Cultural awareness goals

Cultural awareness consists of an understanding of Chinese and foreign cultures, recognition and appreciation of fine cultures, and cross-cultural cognition, attitudes, and behaviours which students demonstrate in the new era. Developing cultural awareness helps students enhance their national identity and develop a sense of a global community and shared future. It also helps students learn to enhance their self-development, therefore becoming educated and responsible citizens.

### 1.3 Thinking capacity goals

Thinking capacity refers to students' skills employed in thinking and the quality of their thinking in terms of understanding, analysing, inferring, judging,

critiquing, and creating. Cultivating thinking capacity helps students learn to identify, analyse, and solve problems, and make correct value judgments.

#### **1.4 Learning ability goals**

Learning ability refers to students' awareness and ability to use and adjust English learning strategies actively, and expand English learning channels so as to increase the efficiency of English learning. Developing learning ability helps students master effective methods of English learning and develop good habits to enable life-long learning.

Appendix I presents the core competencies of all levels within the English subject in detail.

## **2. Overall Goals**

By studying the English curriculum, students will be able to achieve the following goals.

### **2.1 Language ability development**

Through language practice activities aimed at perceiving, experiencing, accumulating, and applying what they have learned, students will be able to develop awareness of similarities and differences between the Chinese and English languages, begin to establish a sense of the English language gradually, and increase experience of using the language for meaningful communication and exchange.

### **2.2 Cultural awareness cultivation**

Students will be able to learn about outstanding cultural achievements in different countries, compare cultural similarities and differences, develop cross-cultural communication ability, and form healthy and positive aesthetic tastes and correct values. They will also be able to develop a deeper understanding of, and sense of identity with, Chinese culture, establish international perspectives, and build confidence in sharing their own culture.

### **2.3 Thinking capacity building**

Students will be able to develop the ability to think through learning English and to improve English learning while building thinking capacity. They will be able to observe and understand the world and look at things from multiple dimensions, and express their views supported by evidence and facts in a

coherent way. They will also be able to develop logical thinking, dialectical thinking, and innovative thinking, and demonstrate a degree of being quick-witted, flexible, creative, critical, and profound when they think.

## **2.4 Learning ability enhancement**

Students will be able to establish correct goals for English learning, keep sustained interest in English learning, and actively engage in language practice activities; listen attentively, become active in communication, and boldly try to use English in the process of learning; learn to explore things through their own initiative yet be keen to collaborate with others and help each other; learn to reflect and evaluate on progress and adjust learning approaches as required; and learn about self-management to improve learning efficiency so that they are both passionate about learning and good at learning.

## **3. Level Goals**

Level goals are the desired or expected academic attainments that students should achieve by the end of the corresponding level, and are the specifications of the overall goals broken down in each level. The compulsory education English curriculum is divided into three levels, with each corresponding to certain grades, that is, Level 1 goals are recommended for Grade 3-4 students, Level 2 goals for Grade 5-6, and Level 3 goals for Grade 7-9. Continuity, sequence, and progression are built in from one level to the next. Each level's goals in terms of the four core competencies are listed in Table 1-4 below.

. Table 1 Level Goals of Language Ability

Areas	Grade 3-4/ Level 1	Grade 5-6/ Level 2	Grade 7-9/ Level 3
Perceiving and accumulating	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• perceive stress of words, phrases, and simple sentences and the falling and rising intonations;</li> <li>• consciously learn pronunciation through imitation;</li> <li>• follow audio and video materials to read aloud;</li> <li>• perceive language information and accumulate simple sentence structures expressing personal preferences and basic personal information;</li> <li>• understand basic everyday greetings, thank-you, and request phrases, and understand everyday instructions;</li> <li>• understand simple short stories with the help of pictures, and understand basic information;</li> <li>• write English alphabets, words, and sentences correctly.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• comprehend meaning conveyed by basic intonations;</li> <li>• understand meaning of common words, basic sentences, and common verb tenses;</li> <li>• understand basic expressions asking for personal information through listening;</li> <li>• understand simple instructions in learning and everyday life, dialogues, monologues, and short stories;</li> <li>• understand the communicative purposes directly conveyed by the learned everyday language;</li> <li>• read and understand short passages with simple language of relevant themes, obtain specific information, and understand the main content.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• identify meaning expressed by different intonations, rhythms, and other phonetic features;</li> <li>• listen and understand short oral texts with clear articulation of slow speech speed, and obtain key information;</li> <li>• accumulate idiomatic expressions commonly used in everyday life and basic expressions for information exchange;</li> <li>• accumulate commonly used word collocations;</li> <li>• understand structural features of sentences, such as sentence types, components, word order, and subject-verb agreement;</li> <li>• identify the theme and summarise main information when listening to and watching theme-related radio, film, and television programmes of slow speed;</li> <li>• understand short thematic written texts with simple language, extract and summarise key information, and understand the implied meaning.</li> </ul>



Acquiring and constructing	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• identify pictures or objects, words, and phrases about individuals, families, and familiar things when listening to or watching audio and video materials with clear articulation of slow speed using simple words;</li> <li>• respond to simple instructions;</li> <li>• experience the differences between English and Chinese pronunciation;</li> <li>• judge the speakers' emotions and attitudes using pronunciation, intonations, gestures, and facial expressions;</li> <li>• understand the meaning-expressing function of simple sentences in context.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• obtain basic information about people, time, place, and event when listening to or watching audio and video materials with clear articulation of moderate speed using simple sentences;</li> <li>• identify common text types and their structures;</li> <li>• understand the expressions used to communicate personal preferences and emotions;</li> <li>• describe people or things orally as in the pictures;</li> <li>• pay attention to how English is used in everyday life or in the mass media.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• record key information from the text content and understand and briefly summarise the main content as a whole after listening, reading, and watching;</li> <li>• make inferences about people, places, and events based on key words heard or read;</li> <li>• spell words according to pronunciation rules and phonetic symbols;</li> <li>• summarise the learned grammar rules;</li> <li>• identify and analyse the structural features of common sentences;</li> <li>• analyse and sort out the basic structural features of common written texts;</li> <li>• use simple connectives to establish semantic connections.</li> </ul>
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Expressing and exchanging	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• use the learned language to engage in simple communication about relevant themes, introduce themselves and familiar people or things around them, express emotions and preferences accurately;</li> <li>• model to write simple sentences according to the pictures or the context.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• use the learned language to engage in communication with others about relevant themes using simple language, and perform short stories or short plays, with generally correct pronunciation and intonation;</li> <li>• write a few coherent sentences according to the pictures or by modelling an example text.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• use the learned language to engage in everyday communication with others about relevant themes, with generally correct pronunciation, intonation, and wording and generally in a coherent way;</li> <li>• choose different sentence structures and tenses in writing to describe and introduce people, things, or events around them, and express emotions, attitudes, opinions, and intentions.</li> </ul>
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**Table 2 Level Goals of Cultural Awareness**

Areas	Grade 3-4/ Level 1	Grade 5-6/ Level 2	Grade 7-9/ Level 3
Comparing and judging	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• develop a desire to actively learn about Chinese and foreign cultures;</li> <li>• obtain simple information about Chinese and foreign cultures from pictures, illustrated stories, songs, and rhythmized texts as instructed by the teacher;</li> <li>• observe and differentiate typical cultural symbols, food, and important festivals and holidays in</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• develop interest in learning and exploring Chinese and foreign cultures;</li> <li>• obtain simple information about Chinese and foreign cultures from stories, introductions, dialogues, and animations as guided by the teacher;</li> <li>• perceive and experience cultural diversity, and carry out initial comparison based on</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• develop an initial understanding of the concept of “a global community of shared future” and of globally shared values;</li> <li>• obtain and summarise information about Chinese and foreign cultures from short texts, learn about different cultures, respect cultural diversity and differences, and make their own judgments based on understanding of the concept and cultural comparisons;</li> <li>• use the learned language to describe</li> </ul>

	<p>Chinese and foreign cultures;</p> <ul style="list-style-type: none"> <li>• use simple words, phrases, and sentences to describe pictures and familiar things related to Chinese and foreign cultures;</li> <li>• develop an initial awareness of observing, differentiating, and comparing Chinese and foreign cultures.</li> </ul>	<p>understanding the concept;</p> <ul style="list-style-type: none"> <li>• use simple sentences to describe specific things they have learned about Chinese and foreign cultures;</li> <li>• develop an initial awareness of observing, differentiating, and comparing similarities and differences between Chinese and foreign cultures.</li> </ul>	<p>cultural phenomena and cultural differences, express their own value orientations, and identify with the Chinese culture;</p> <ul style="list-style-type: none"> <li>• establish an international perspective, and have the ability to compare and judge cultural similarities and differences.</li> </ul>
Adjusting and communicating	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• develop a desire to communicate with others;</li> <li>• approach people in a natural and poised way, and take the initiative to greet them;</li> <li>• learn and perceive the unique expressions in English language in interpersonal communication as instructed by the teacher;</li> <li>• understand basic phrases for greetings and thank-you, and make simple responses accordingly.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• show interest in cross-cultural communication and exchange;</li> <li>• get along with others in a friendly manner;</li> <li>• understand the etiquette of receiving people in different cultures as guided by the teacher;</li> <li>• notice the cultural differences in cross-cultural communication and exchange;</li> <li>• try to understand others' feelings in interpersonal communication, be aware of taboo topics, and adjust the expressions appropriately to show politeness, appropriateness, and friendliness.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• develop awareness of the importance of effective cross-cultural communication and exchange;</li> <li>• be open-minded to culturally diverse activities and things;</li> <li>• understand the basic etiquette, manners, and communication styles of people in different countries;</li> <li>• develop an initial understanding of the pragmatic features of the English language, and choose appropriate communication strategies;</li> <li>• be aware of errors and make appropriate corrections;</li> <li>• learn to deal with possible anxiety in the face of unfamiliar cultures in interpersonal communication, and increase confidence in cross-cultural communication and</li> </ul>

			<p>exchange;</p> <ul style="list-style-type: none"> <li>• develop an initial ability to use the learned English knowledge to communicate with others and expressing meaning in cross-cultural contexts.</li> </ul>
Appreciating and internalising	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• develop a desire to observe and perceive truth, goodness, and beauty;</li> <li>• understand their own identity, and love their own country and culture;</li> <li>• perceive the phonetic rhythm from English songs and rhymed texts as instructed by the teacher;</li> <li>• identify specific phenomena and things that embody Chinese and foreign cultures and correct values from pictures and short texts;</li> <li>• develop a sense of national identity, and feel proud of the fine traditional Chinese culture.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• show interest in learning about Chinese and foreign cultures;</li> <li>• try to appreciate the rhythm from English songs and rhymed texts as guided by the teacher;</li> <li>• understand pictures and short texts about fine Chinese and foreign cultures, and discover and perceive the embedded philosophy of life;</li> <li>• develop an awareness of integrating learning English with learning to be and learning to do and act on this;</li> <li>• demonstrate patriotism and cultural confidence.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• understand and appreciate the connotation of fine Chinese and foreign cultures;</li> <li>• appreciate the humanistic and scientific spirits and values about physical work embedded in the learned short texts, and appreciate the traditional virtues in Chinese and foreign social life, such as integrity and hospitality;</li> <li>• have self-respect and love themselves, develop correct self-awareness, care for and respect others, and develop a sense of social responsibility;</li> <li>• appreciate and identify beautiful things, and develop healthy aesthetic tastes;</li> <li>• develop a sense of national identity and cultural confidence, and possess correct values and positive emotional attitudes;</li> <li>• possess good character traits, such as self-confidence and self-improvement, and develop the ability to have them internalised in mind and externalised in action.</li> </ul>

**Table 3 Level Goals of Thinking Capacity**

<b>Areas</b>	<b>Grade 3-4/ Level 1</b>	<b>Grade 5-6/ Level 2</b>	<b>Grade 7-9/ Level 3</b>
Observing and differentiating	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• obtain information through observation of pictures, specific phenomena, and things, understand characteristics of different things, and assist in understanding meaning of the text;</li> <li>• notice that people view things differently;</li> <li>• observe people and things around them from different perspectives.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• make simple classification and comparison of the obtained information from texts, and deepen the understanding of meaning of the texts;</li> <li>• compare the similarities and differences between people, behaviours, things or opinions in the texts, and make correct moral judgment;</li> <li>• look at things dialectically from different perspectives and learn to think from someone else's perspective.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• identify development and change of events in the text, identify the correlation between information, and grasp the overall meaning of the text;</li> <li>• identify cohesive means in a text, and judge the logical relationship between sentences and paragraphs;</li> <li>• discover similarities of the same text types and the structural features of different text types;</li> <li>• look at things and analyse problems from multiple perspectives dialectically.</li> </ul>

Summarising and inferring	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• summarise the important information of the text according to pictures or key words;</li> <li>• form their own initial ideas and opinions based on the information or viewpoints in the text;</li> <li>• make predictions based on titles, pictures, information in the text, or personal experience.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• identify, extract, and summarise the key information, main content, thematic connotation, and viewpoints of the text;</li> <li>• have correct understanding and make correct judgments about the thematic connotation and viewpoints of the text;</li> <li>• infer the author's attitudes and viewpoints based on the text.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• extract, organise, and summarise key information, main content, ideas, and opinions of longer texts, and judge the similarities, differences, and connections of various information;</li> <li>• infer characters' psychological and behavioural motives, and infer simple logical relationships between information based on the text;</li> <li>• interpret the text from different perspectives, infer the deeper meaning of the text, and make correct moral judgments.</li> </ul>
Critiquing and creating	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• express their own likes and dislikes about the content, characters, or events in the text based on their personal experiences;</li> <li>• develop an initial awareness of questioning, and realise that one question may have multiple answers.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• express opinions, explain reasons, and communicate about their feelings about the author's views or intentions;</li> <li>• make simple extension or adaptation to the text content;</li> <li>• develop a sense of questioning, and begin to develop independent thinking.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• make reasonable challenges to the content or opinions in the text;</li> <li>• think independently based on different information, evaluate the text content and the author's opinions, and give reasons;</li> <li>• adapt or create texts according to the text content or the given conditions.</li> </ul>

**Table 4 Level Goals of Learning Ability**

Areas	Grade 3-4/ Level 1	Grade 5-6/ Level 2	Grade 7-9/ Level 3
Passionate about learning and good at learning	Students will be able to <ul style="list-style-type: none"> <li>• show interest in and motivation of learning English;</li> <li>• be keen to communicate with others in English;</li> <li>• be willing to learn and imitate;</li> <li>• listen attentively, and boldly express themselves without fear of making mistakes;</li> <li>• be keen to participate in classroom activities, and feel free to ask for help when encountering difficulties.</li> </ul>	Students will be able to <ul style="list-style-type: none"> <li>• have some strong interest and confidence in English learning;</li> <li>• actively participate in classroom activities, listen attentively, and boldly try to communicate in English;</li> <li>• be keen to participate in English practice activities, and actively ask for help when encountering difficulties without being deterred.</li> </ul>	Students will be able to <ul style="list-style-type: none"> <li>• have a sustained interest in English learning and generally clear learning needs and goals;</li> <li>• develop a proactive learning attitude and strong self-confidence;</li> <li>• take the initiative to participate in various English practice activities in and out of the class, listen attentively, actively use English to communicate, actively ask for help when encountering difficulties, and have the mental strength to overcome them;</li> <li>• actively learn about and use modern information technology, and develop an initial digital literacy.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Selecting and adjusting</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• make simple English learning plans as supported and instructed by the teacher;</li> <li>• develop awareness of their improvement and gaps in English learning, and make appropriate adjustments;</li> <li>• try to learn English through a variety of channels.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• make and complete simple English learning plans as guided by the teacher, and preview and review in a timely manner;</li> <li>• develop awareness of their improvement and gaps in English learning;</li> <li>• find English learning methods suitable for them as guided by the teacher;</li> <li>• try to adjust their learning plans and strategies according to progress;</li> <li>• learn English through a variety of channels or resources.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• set up clear English learning goals and plans, arrange learning tasks reasonably, and take the initiative to preview and review;</li> <li>• organise and summarise the learned content, and grasp the key points and difficult points;</li> <li>• reflect actively on their improvement and gaps in English learning, and find the reasons of and solutions to problems;</li> <li>• find English learning methods that suits them;</li> <li>• make reasonable adjustments to learning plans and strategies according to their learning goals and progress;</li> <li>• use different digital resources or platforms to learn English.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Collaborating and exploring</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• try to collaborate with others in learning activities and complete learning tasks together;</li> <li>• think actively in the learning process, and discover and try to solve problems in language learning.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• collaborate with others in learning activities and work together to complete learning tasks;</li> <li>• think carefully in the learning process, actively explore things, and try to identify and solve problems in language learning in a variety of ways.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• actively collaborate with others in learning activities and work together to complete learning tasks;</li> <li>• think actively in the learning process, and take the initiative to explore things, discover and try to use a variety of strategies to solve problems in language learning, and actively make extended use of them.</li> </ul>

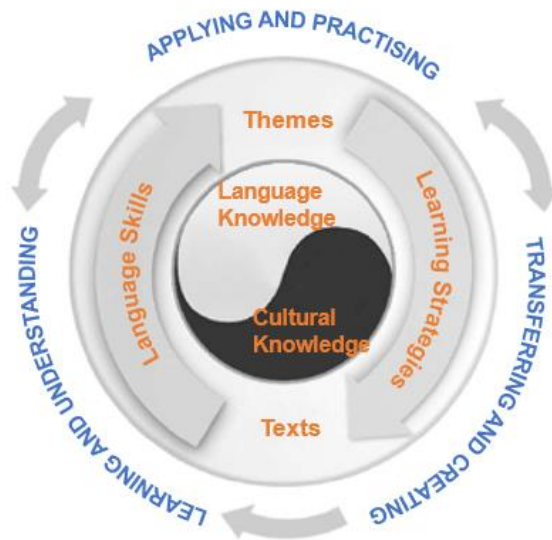


In schools under the “5+4 system” (i.e., five-year primary school followed by four-year junior high school), Grade 3-5 goals should be benchmarked against the Grade 5-6 ones under the “6+3 system” (i.e., six-year primary school followed by three-year junior high school) but the standards can be lowered where appropriate; Grade 6-7 goals should be made higher than the Grade 5-6 ones under the “6+3 system” where reasonable; and the Grade 6-9 goals should be made progressive in a scientific way by referring to Grade 7-9 ones under the “6+3 system”.

For Internal Use ONLY

## Chapter 4 Curriculum Content

The content of the English curriculum consists of six components: **thematic contexts**, **text types**, **language knowledge**, **cultural knowledge**, **language skills**, and **learning strategies**. Built around these elements, the curriculum aims to advance the development of students' core competencies throughout compulsory education through activities such as **learning and understanding**, **applying and practising**, and **transferring and creating** (see Figure 1).

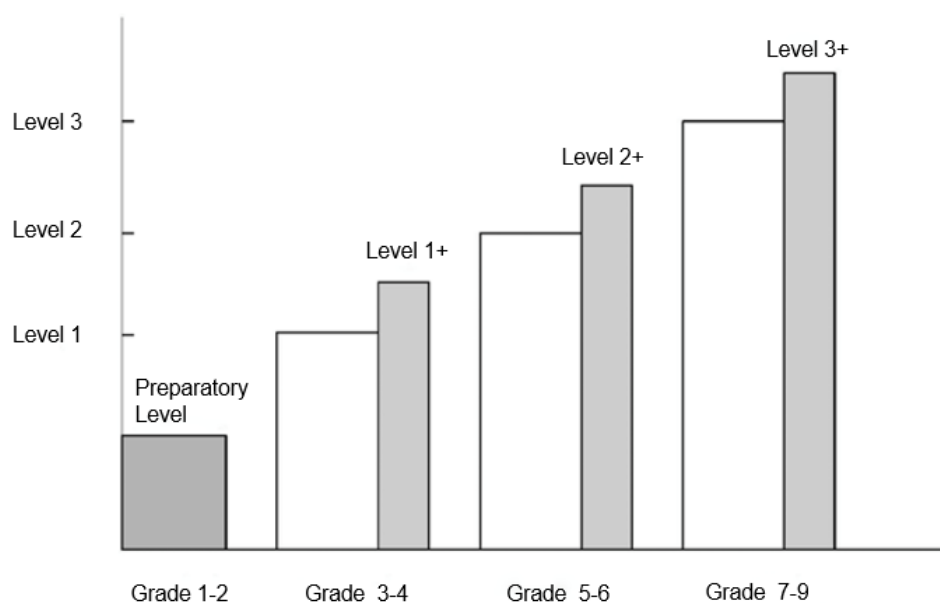


**Figure 1: Compulsory Education's English Curriculum Structure**

The six components of the curriculum content are interconnected, and together they form the content foundation for core competency development. Specifically, **thematic contexts** play the main role of linking and unifying the other elements, providing the contextual situations for language learning and student development; different **text types** are vehicles of language and cultural knowledge that elaborate on the themes, providing students with diversified text materials; **language knowledge** provides the linguistic elements for the composition and expression of meaning in discourse; **cultural knowledge** forms a source of knowledge for students to cultivate humanistic and scientific spirit, and develop good character and correct values; **language skills** provide the means for students to collect information, construct knowledge, express ideas, and communicate feelings and emotions; and **learning strategies** provide specific measures for students to improve their learning efficiency and effectiveness.

Compulsory education's English curriculum content is presented in three levels, with Level 1 content recommended for Grade 3 and 4 students, Level 2 for Grade 5 and 6 students, and Level 3 for Grade 7-9 students. Taking into account regional differences in the starting year of the English subject in

primary schools, the curriculum also has a preparatory level and three advanced levels in place (see Figure 2). The preparatory level mainly meets the teaching needs of Grade 1 and 2, focusing on viewing, listening, and speaking, while the advanced levels provide options for students capable of pursuing further studies. Content requirements for each advanced level are marked with a "+".



**Figure 2: Compulsory Education's English Curriculum Content by Level**

As per the goals for different levels under the "5+4 system", Grade 3-5's curriculum content should cover the majority of that of Grade 3-6 under the "6+3 system", with the remaining content appropriately incorporated in Grade 6-9 studies under the "5+4 system". Necessary adjustments need to be made to the teaching content according to the corresponding level's requirements, and with reference to students' actual language proficiency.

## 1. Content requirements

The scope as well as requirements of the six components of the curriculum content are described below in three separate levels.

### 1.1 Thematic contexts

There are three broad categories of thematic contexts: **man and self**, **man and society**, and **man and nature**. The theme of "man and self" takes the perspective of "I" and includes thematic clusters of "life and learning" and "learning to be and learning to do". The theme of "man and society" takes the perspective of "society" and includes thematic clusters of "social service and

interpersonal communication", "literature, art, and sports", "history, society, and culture", and "science and technology". The theme of "man and nature" takes the perspective of "nature" and includes the thematic clusters of "natural ecology", "environmental protection", "disaster prevention", and "space exploration". Each thematic cluster has several further sub-themes. The content requirements of thematic contexts of each level are presented in Table 5-7.

**Table 5 Content Requirements of Thematic Contexts - Level 1**

<b>Thematic Contexts</b>	<b>Thematic Clusters</b>	<b>Content Requirements of Sub-themes</b>
Man and self	Life and learning  Learning to be and learning to do	<ol style="list-style-type: none"> <li>1. Things and environment around oneself;</li> <li>2. Time management;</li> <li>3. Self-care and hygiene habits;</li> <li>4. Expressing personal preferences and emotions;</li> <li>5. Family and home life;</li> <li>6. School and classes; school life and personal feelings;</li> <li>7. Diet and health.</li> </ol>
Man and society	Social services and interpersonal communication  Literature, art, and sports  History, society, and culture	<ol style="list-style-type: none"> <li>1. Class and school rules; awareness of rules;</li> <li>2. Team activities and communal living; sense of participation and collectivism;</li> <li>3. Campus and community environment and facilities; caring for public facilities;</li> <li>4. Peer interaction; mutual respect; be friendly to each other and helping each other;</li> <li>5. Respect for the elderly and love for the young; sense of gratitude;</li> <li>6. Common sports, physical exercises, and staying healthy;</li> <li>7. Traffic regulations and safety awareness;</li> <li>8. Common occupations and people's lives;</li> <li>9. Common festivals and cultural experiences.</li> </ol>
Man and nature	Natural ecology  Environmental protection	<ol style="list-style-type: none"> <li>1. Weather and everyday life;</li> <li>2. Characteristics and changes of seasons; seasons and life;</li> <li>3. Natural phenomena and ecological environment around oneself;</li> </ol>

		4. Common animals, and their physical features and living environments.
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**Table 6 Content Requirements of Thematic Contexts – Level 2**

<b>Thematic Contexts</b>	<b>Thematic Clusters</b>	<b>Content Requirements of Sub-themes</b>
Man and Self	<p>Life and learning</p> <p>Learning to be and learning to do</p>	<ol style="list-style-type: none"> <li>1. Self-management of study and daily life;</li> <li>2. Eagerness to learn; effective learning; frequent reflections, and learning to learn;</li> <li>3. Well-mannered behaviours and healthy lifestyles;</li> <li>4. Sports and games; safety and safeguarding;</li> <li>5. Self-confidence and optimism; self-compassion and empathy;</li> <li>6. Emotions and feelings; regulation and management of emotions and behaviours;</li> <li>7. Challenges, issues and solutions in life and study;</li> <li>8. Use of pocket money, responsible consumption, and awareness of cost saving;</li> <li>9. Habits and skills of engaging in physical work; passion for participating in physical work.</li> </ol>
Man and Society	<p>Social services and interpersonal communication</p> <p>Literature, art, and sports</p> <p>History, society, and culture</p> <p>Science and technology</p>	<ol style="list-style-type: none"> <li>1. Environmental protection on campus and in the community; voluntary work and public services;</li> <li>2. Self-respect and self-discipline; well-mannered behaviours; honesty and integrity; filial piety and respect for parents and the elderly;</li> <li>3. Personal emotions and opinions; listening to and understanding others; being inclusive and forgiving;</li> <li>4. Student clubs of sports, arts and culture; exploring personal talents and potentials;</li> <li>5. Public figures with outstanding contributions to society, and their deeds;</li> <li>6. Knowledge about and experience of visiting famous sites and places in China and other countries in the world;</li> </ol>

		<ul style="list-style-type: none"> <li>7. Traditional festivals in major countries; cultural experiences;</li> <li>8. Life-changing science and technology.</li> </ul>
Man and Nature	<ul style="list-style-type: none"> <li>Natural ecology</li> <li>Environmental protection</li> <li>Disaster prevention</li> <li>Space exploration</li> </ul>	<ul style="list-style-type: none"> <li>1. Geographical locations and natural environment of one's hometown and major cities in China;</li> <li>2. Names, geographical locations, and natural landscapes of major countries in the world;</li> <li>3. The interdependence of man and nature; concept and practice of sustainable living;</li> <li>4. Planting greens and breeding animals; showing love and kindness to all living creatures;</li> <li>5. Natural disasters and personal safety; general knowledge of disaster prevention;</li> <li>6. Exploration of the Earth and the universe.</li> </ul>

**Table 7 Content Requirements of Thematic Contexts – Level 3**

Thematic Contexts	Thematic Clusters	Content Requirements of Sub-themes
Man and Self	<ul style="list-style-type: none"> <li>Life and learning</li> <li>Learning to be and learning to do</li> </ul>	<ul style="list-style-type: none"> <li>1. Living an enriched, fulfilling, and positive life;</li> <li>2. Living a colourful, safe, and meaningful school life;</li> <li>3. Physical and mental health; resilience to setbacks; cherishing life;</li> <li>4. Positive learning experiences; appropriate learning methods and strategies; diligence in learning and thinking;</li> <li>5. Self-awareness, self-management, and self-improvement;</li> <li>6. Future career tendencies and professionalism;</li> <li>7. The practice of physical work; work ethics and craftsmanship;</li> <li>8. General knowledge of currencies; awareness of financial management; responsible consumption; credit maintenance;</li> <li>9. Diligence in, and willingness to, practise, and innovate on one's own initiative.</li> </ul>

<p>Man and Society</p>	<p>Social services and interpersonal communication</p> <p>Literature, art, and sports</p> <p>History, society, and culture</p> <p>Science and technology</p>	<ol style="list-style-type: none"> <li>1. Good interpersonal relationships and social interactions;</li> <li>2. Harmonious family life and community life;</li> <li>3. Volunteering and public services;</li> <li>4. Communication and collaboration; teamwork spirit;</li> <li>5. Changes in one's hometown and in society; historical developments; aspirations for the future;</li> <li>6. Cross-cultural communication and exchange; language and culture;</li> <li>7. Cultural values embedded in Chinese and foreign films, television, drama, music, dance, paintings, architecture and other art forms, and appreciating such works; acclaimed artists and their artistic achievements;</li> <li>8. Daily sports activities, key sports events, and sportsmanship;</li> <li>9. Significant writers and their works in Chinese and world literature;</li> <li>10. Cultural customs, cultural phenomena, festivals, and celebrations in major countries;</li> <li>11. Public figures with outstanding contributions to the world, their country, the public and the overall social development;</li> <li>12. Public order, legislations, and regulations; awareness of personal information safety and national security;</li> <li>13. Identity and cultural confidence;</li> <li>14. Hot issues in society and international affairs;</li> <li>15. Science, technology, and engineering; inventions and innovations.</li> </ol>
<p>Man and Nature</p>	<p>Natural ecology</p> <p>Environmental protection</p> <p>Disaster</p>	<ol style="list-style-type: none"> <li>1. Geographical locations of world's major countries; ecological features and natural landscapes in different regions;</li> <li>2. Love and reverence for nature; living in harmony with nature;</li> </ol>

prevention	3. Environmental pollution and its causes; awareness and practice of environmental protection;
Space exploration	4. Natural disasters and preventive measures; personal safety and self-protection; 5. Exploration of the Earth and the universe; development of aerospace industry.

## 1.2 Text Types

There are different types of text, including both **continuous texts**, such as dialogues, interviews, narration, exposition, argumentation, practical writing, songs, ballads, and children’s rhymes, and **discontinuous texts**, such as charts, diagrams, web pages, and advertisements. Text types can also refer to spoken or written multimodal texts, such as words, audios, videos, and digital forms. The types of text that are used for the required courses should be basic, general, and appropriate. The content requirements of text types of each level are presented in Table 8.

**Table 8 Content Requirements of Text Types**

Levels	Content Requirements of Text Types
Level 1	<ol style="list-style-type: none"> <li>1. Ballads, songs, and children’s rhymes;</li> <li>2. Monologues and short everyday dialogues;</li> <li>3. Illustrated stories and narrative diaries;</li> <li>4. Introduction to people, things, and places;</li> <li>5. Letters, event notices, operating instructions, birthday and New Year cards, and invitation cards;</li> <li>6. Other text types, such as signage, notice boards, restaurant menus, shopping lists, simple diagrams, pictures, and videos.</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1. Monologues and simple everyday dialogues;</li> <li>2. Narrations, such as illustrated stories, narrative diaries, biographical stories, fables, humorous stories, and fairy tales;</li> <li>3. Expositions, such as short explanation of things, short science introductory texts, short written instructions, and operating procedures;</li> <li>4. Practical texts, such as greeting cards, invitation cards, letters, event notices, announcements, event arrangements and plans, promotional posters, rules, and questionnaires;</li> <li>5. New media texts, such as simple social media messages, web pages, and emails;</li> <li>6. Other text types, such as songs, rhymes, scripts, charts, diagrams, pictures, and videos.</li> </ol>



Level 3	<ol style="list-style-type: none"> <li>1. Monologues and everyday dialogues;</li> <li>2. Narrations, such as stories, simplified novels, biographies, and fairy tales;</li> <li>3. Expositions, such as short introductory texts, explanations of procedures or phenomena, explanations of things, written instructions, operating instructions, and user manuals;</li> <li>4. Practical texts, such as diaries, personal letters, promotional posters, brochures, notices, event arrangements and plans, rules, and questionnaires;</li> <li>5. News reports, such as newsletters and feature stories;</li> <li>6. Reference books such as dictionaries and grammar books;</li> <li>7. New media texts, such as common online media texts, e-mails, and social media messages;</li> <li>8. Other text types, such as songs, poems, plays, advertisements, pictures, tables (charts) and diagrams, weather forecast, and programmes on radio, television, and the internet.</li> </ol>
Level 3 +	Simple expository essays.

### 1.3 Language knowledge

Language knowledge refers to knowledge in areas of **pronunciation**, **vocabulary**, **grammar**, **discourse**, and **pragmatics**, and serves as the foundation of language skills development. Listed below is the learning content and key requirements for students in the above-mentioned areas.

#### 1.3.1 Phonetic knowledge

Sounds and meaning are inseparable, and language relies on sounds to realise its social communication function. English phonetic features include vowels, consonants, stress, units of meaning, intonation, rhythm, and so on (see Appendix II). Through phonetic changes, the speaker expresses meaning and opinions as well as conveys attitudes, intentions, emotions, and so on. The content requirements of phonetic knowledge for each level are presented in Table 9.

**Table 9 Content Requirements of Phonetic Knowledge**

Levels	Content Requirements
Level 1	<ol style="list-style-type: none"> <li>1. Identify and read the 26 letters in upper and lower cases;</li> <li>2. Perceive the sounds of letters in words;</li> <li>3. Perceive simple spelling rules, and use them to help spell words;</li> </ol>

	4. Perceive and imitate speaking English, and recognise word stress and the rising and falling tones of sentences.
Level 2	<ol style="list-style-type: none"> <li>1. Spell words using the spelling rules;</li> <li>2. Read aloud learned dialogues and short texts using correct pronunciation and intonation;</li> <li>3. Express attitudes and emotions by stressing words in sentences;</li> <li>4. Perceive and imitate speaking English, and recognise units of meaning, intonation, and rhythm;</li> <li>5. Use correct phonetic features in speaking, and speak naturally and fluently.</li> </ol>
Level 3	<ol style="list-style-type: none"> <li>1. Understand phonetic features' functions in language learning and their meaning-expressing functions in context;</li> <li>2. Identify units of meaning in speaking, and use them in oral communication;</li> <li>3. Perceive and understand the speaker's meaning, intentions, and attitudes according to changes in stress, units of meaning, intonation, rhythm, and so on;</li> <li>4. Express different meaning, intentions, and attitudes by changing stress, units of meaning, intonation, rhythm, and so on;</li> <li>5. Spell and read aloud words according to pronunciation rules and phonetic symbols;</li> <li>6. Use phonetic symbols to learn the pronunciation of words when looking them up in the dictionary.</li> </ol>

### 1.3.2 Vocabulary knowledge

Vocabulary is the sum of all words and phrases in a language. Any word in the vocabulary is related to other words through a certain syntactic and semantic relationship, and it conveys information in the context. Learning vocabulary does not simply mean memorising the sound, spelling, and meaning of the words. More importantly, it means using words in contextualised activities such as listening, speaking, reading, viewing, and writing to understand and express information or opinions related to various topics. The content requirements of vocabulary knowledge of each level are presented in Table 10.

**Table 10 Content Requirements of Vocabulary Knowledge**

Levels	Content Requirements
Level 1	<ol style="list-style-type: none"> <li>1. Understand that words are made up of letters;</li> <li>2. Understand the meaning of words with the help of pictures and realia;</li> </ol>

	<ol style="list-style-type: none"> <li>3. Say words and phrases according to visual or auditory prompts, such as pictures, actions, animations, and sounds;</li> <li>4. Learn vocabulary based on the sound, spelling, and meaning, and appreciate the meanings of words expressed in context.</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1. Understand the meaning of words in context, and gradually build up vocabulary by using the words;</li> <li>2. Use vocabulary to describe things, behaviours, processes and features in specific contexts, and express key messages and ideas related to the theme;</li> <li>3. Learn to use about 500 words (see Appendix III) as a start to communicate with others and express oneself related to a given theme. In addition, be exposed to and learn 100-300 Level 3 words found in related themes, as well as a certain number of idiomatic expressions and fixed collocations as needed.</li> </ol>
Level 3	<ol style="list-style-type: none"> <li>1. Understand that English vocabulary consists of words, phrases, idiomatic expressions, fixed combinations, and so on;</li> <li>2. Understand and comprehend the basic meaning of words, as well as their meaning, part of speech, and functions in specific contexts and types of text;</li> <li>3. Understand new words by identifying roots and affixes, and differentiate prefixes and suffixes in words and their meaning;</li> <li>4. Use vocabulary to name or refer to things, describe behaviours, processes, and features, explain concepts, and express key messages and ideas related to the theme in a given context;</li> <li>5. Learn and use about 1,600 words to communicate with others and express oneself related to a given theme (see Appendix III). In addition, be exposed to and learn 100-300 words found in related themes, as well as a certain number of idiomatic expressions and fixed collocations as needed.</li> </ol>
Level 3 +	<p>Be exposed to and use about 1,800 words to communicate with others and express oneself related to a given theme.</p> <p>In addition, be exposed to and learn about 200 words found in related themes, as well as a certain number of idiomatic expressions and fixed collocations as needed.</p>

### 1.3.3 Grammar knowledge

English grammar knowledge includes morphology and syntax knowledge (see Appendix IV). **Morphology** concerns the morphological changes of words,

such as the number and case of nouns, the tense and aspect of verbs, while **syntax** concerns the structure of sentences, such as type of sentence, constituents of sentences, and word order. The relationship between morphology and syntax is very close. In language use, grammar is a unity of form, meaning, and use, which is also closely related to sounds, lexicon, discourse, and pragmatics, and directly affects the accuracy and appropriateness of understanding and expression. The content requirements of grammar knowledge of each level are presented in Table 11.

**Table 11 Content Requirements of Grammar Knowledge**

<b>Levels</b>	<b>Content Requirements</b>
Level 1	<ol style="list-style-type: none"> <li>1. Perceive and appreciate in context the meaning-expressing functions of common, simple sentences;</li> <li>2. Understand in context the form, meaning, and use of present simple and present continuous tenses;</li> <li>3. Use learned grammar knowledge to describe people and things, and communicate in simple language in the context of relevant themes.</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1. Understand the basic structure and meaning-expressing functions of common, simple sentences in context;</li> <li>2. Understand the form, meaning, and use of past simple and future simple tenses in context;</li> <li>3. Use learned grammar knowledge to describe and compare people and things, describe the ins and outs of specific events, and describe time, place and location in context.</li> </ol>
Level 3	<ol style="list-style-type: none"> <li>1. Develop initial awareness of the fact that grammar is a unity of form, meaning, and use, and be clear that the purpose of learning grammar is to use grammar knowledge to understand and express meaning in context;</li> <li>2. Understand the structural features of sentences, such as type of sentence, constituents of sentences, word order, and subject-verb agreement;</li> <li>3. Understand and appreciate learned functions of form and meaning of grammar in spoken and written texts;</li> <li>4. Apply grammar learned in context to describe, narrate, illustrate, and so on.</li> </ol>

#### **1.3.4 Discourse knowledge**

Discourse is a language unit that expresses meaning, and is the most common way people use language. In the process of using language, language users need to organise language into coherent texts with the use of discourse knowledge. Discourse knowledge is knowledge of how a text is constructed,

how a text expresses meaning, and how people use texts in the process of communication. There are complex relationships between elements in a text, such as relationships between sentences, relationships between paragraphs, relationships between headings and the main body, and relationships between words and diagrams. Discourse knowledge plays an important role in comprehension and expression, and helps language users understand the discourses they hear or read effectively. In the process of spoken and written expression, it also helps language users choose the appropriate text type, design a reasonable textual structure, plan the discourse components, and obtain textual cohesion and coherence so as to meet the needs of communication. The content requirements of discourse knowledge at each level are detailed in Table 12.

**Table 12 Content Requirements of Discourse Knowledge**

Levels	Content Requirements
Level 1	<ol style="list-style-type: none"> <li>1. Recognise turn-taking in dialogues;</li> <li>2. Be aware of different types of discourse, such as dialogues and illustrated stories;</li> <li>3. Appreciate the relationship between pictures and texts in discourse.</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1. Identify the beginning, middle and end of story-like discourse, and identify time, place, and characters, as well as the ins and outs of events;</li> <li>2. Identify the relationship between the topic sentence and remaining content in a paragraph;</li> <li>3. Use information such as headings and pictures to help comprehend the text.</li> </ol>
Level 3	<ol style="list-style-type: none"> <li>1. Understand the main purpose, structural features, basic linguistic features, and ways of organising information of narrative texts, and use them to describe one's own experiences and others';</li> <li>2. Understand the main purpose, structural features, basic linguistic features, and ways of organising information of expository texts, and use them to describe and explain things;</li> <li>3. Understand the main purpose, structural features, basic linguistic features, and ways of organising information of common practical texts and other common types of text, and use them to convey information;</li> <li>4. Identify and try to use cohesive and coherence devices in texts in order to enhance comprehension accuracy and logic of expression.</li> </ol>

Level 3 +	Understand the main purpose, structural features, argumentation methods, basic linguistic features, and ways of organising information of argumentative texts.
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### 1.3.5 Pragmatic knowledge

Pragmatic knowledge refers to knowledge that helps language users understand others accurately and express oneself appropriately in specific contexts. Mastering pragmatic knowledge helps students choose formal or informal, direct or indirect, spoken or written language according to the purpose of communication, the degree of formality of the communication occasion, and the identity and role of the participants, so as to communicate with others appropriately and achieve the purpose of communication. This will ultimately develop students' ability to use English for communication and to do so flexibly. The content requirements of pragmatic knowledge of each level are presented in Table 13.

**Table 13 Content Requirements of Pragmatic Knowledge**

Levels	Content Requirements
Level 1	<ol style="list-style-type: none"> <li>1. Communicate appropriately with others when addressing people, greeting others, and bidding farewell;</li> <li>2. Communicate with others using basic, polite language in context;</li> <li>3. Respond appropriately to compliments, apologies, and acknowledgments from others.</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1. Start to use the learned language to express one's emotions, attitudes, and opinions appropriately according to the needs of specific contexts;</li> <li>2. Communicate appropriately with others in specific contexts, such as shopping, seeking medical care, making phone calls, and asking for directions;</li> <li>3. Respond appropriately to others' invitations, wishes, requests, and help.</li> </ol>
Level 3	<ol style="list-style-type: none"> <li>1. Use appropriate verbal and non-verbal means for everyday communication in social contexts, such as requesting and offering help;</li> <li>2. Develop some pragmatic awareness, and try to choose formal or informal, direct or euphemistic language to engage in social interactions, express emotions and attitudes, and maintain good interpersonal relationships;</li> <li>3. According to specific situations of communication, understand the emotions, attitudes, and opinions of others</li> </ol>

	correctly, and use appropriate language forms to express one's own emotions, attitudes, and opinions.
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#### 1.4 Cultural Knowledge

Cultural knowledge covers knowledge about both material and spiritual cultures. The **material cultures** mainly include food, clothing, architecture, transportation, and inventions and creations in these areas. The **spiritual cultures** mainly include philosophy, science, history, language, literature, art, education, as well as values, moral cultivation, aesthetic taste, awareness of physical work, social conventions, and customs and traditions. Learning cultural knowledge is not limited to understanding and memorising specific facts. Rather, it is more important to identify and judge the embedded attitudes and values. The content requirements of cultural knowledge of each level are presented in Table 14.

**Table 14 Content Requirements of Cultural Knowledge**

Levels	Content Requirements
Level 1	<ol style="list-style-type: none"> <li>1. Similarities and differences between the English and Chinese language in terms of expressions in interpersonal communication, such as names, titles, and greetings;</li> <li>2. Similarities and differences in different countries or cultures in terms of school life, family life, dietary habits, and so on;</li> <li>3. Basic information about typical cultural symbols and traditional festivals in both China and other countries.</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1. People's behaviours, customs, dietary habits, etiquette of receiving people, and taboo topics in conversations in different cultural backgrounds;</li> <li>2. Names, dates, and celebrations of key Chinese and foreign festivals and their cultural connotations;</li> <li>3. Simple outstanding English literary works (such as fairy tales, fables, and biographical stories) and the moral lessons or values they embody;</li> <li>4. Significant figures from China and other countries who have made outstanding contributions to the development of human society and their life stories;</li> <li>5. Mainstream sports activities and key sports events in China and other countries; outstanding athletes and their achievements; sportsmanship;</li> <li>6. Acclaimed artists from China and other countries and their works;</li> </ol>

	7. Basic information about major countries in the world (such as capitals, flags, and languages spoken), tourism culture (such as important cultural symbols), and customs; perception and experience of cultural diversity.
Level 3	<ol style="list-style-type: none"> <li>1. Basic manner and etiquette of receiving people in major countries of the world; cultural heritage and mutual respect among people;</li> <li>2. Significant figures with valued character traits from China and other countries and their deeds;</li> <li>3. Outstanding Chinese and foreign artists and their representative works, as well as the moral values of these works;</li> <li>4. Outstanding Chinese and foreign scientists, their main contributions, and the humanistic and scientific spirit they embody;</li> <li>5. Names, celebration customs, typical activities, and historical origins of significant Chinese and foreign festivals;</li> <li>6. Chinese and foreign table manners, typical food, and any cultural connotations;</li> <li>7. Names, basic information (such as capital, geographical location, key language(s), and climate), and social development of the world's major countries; locations, characteristics, and the symbolic meaning of important landmarks in these countries;</li> <li>8. Life stories and inspirational quotes of famous figures from China and other countries and the moral lessons they embody;</li> <li>9. People's attitudes towards, and perceptions of, health and safety in different cultures;</li> <li>10. People's concepts and ways of finance management in different cultures, and their implications.</li> <li>11. Names, facts, historical development, outstanding figures, and sportsmanship of large-scale sports events in China and other countries.</li> <li>12. The practice of physical work and the work ethic of people in different cultures;</li> <li>13. Learning style and life style of young people in different countries.</li> </ol>

### 1.5 Language Skills

Language skills consist of receptive and productive skills, including skills of listening, speaking, reading, viewing, writing, and including integrated skills. Listening, reading, and viewing are **receptive skills**, while speaking and writing



are **productive skills**. In the context of language skills, viewing skills are those of understanding meaning by making use of graphics, tables, animations, symbols, and videos in multimodal texts. In order to understand multimodal texts, students not only need to use traditional text reading skills, but also need to study information from charts and tables to understand the meaning of symbols and animations. Receptive and productive skills mutually support and reinforce each other in the process of language learning. The content requirements of language skills of each level are presented in Table 15-19.

**Table 15 Content Requirements of Language Skills - Level 1 and Level 1+**

Language skills	Content Requirements
Receptive skills	<ol style="list-style-type: none"> <li>1. Understand and respond to simple classroom instructions;</li> <li>2. Infer the theme, context, and key information of a text according to the title and picture(s);</li> <li>3. Extract and sort out the required information purposefully while listening, reading, and viewing;</li> <li>4. Infer the meaning conveyed by pictures, images, sounds, colours, and so on in multimodal texts (e.g., animations, front and back covers of books and other printed materials, invitation cards, and greeting cards);</li> <li>5. Infer the mood, emotions, attitudes, and intentions of the speaker with the help of tone, intonation, gestures, and facial expressions;</li> <li>6. Carry out out-of-class listening and video-watching activities for at least 30 minutes per week;</li> <li>7. Carry out out-of-class English reading of 1,500-2,000 words in total.</li> </ol>
Productive skills	<ol style="list-style-type: none"> <li>1. Exchange simple greetings or bid farewell with others in specific contexts;</li> <li>2. Sing simple learned English songs;</li> <li>3. Follow audio and video materials to read aloud, and correctly read out learned conversations, stories, and passages;</li> <li>4. Communicate simple personal and family information, such as names and facts about family;</li> <li>5. Express simple feelings and preferences, such as likes or dislikes, wants or don't wants;</li> <li>6. Describe briefly one's daily routine and life, such as schedules, three meals, sports and exercises, and interests and hobbies;</li> </ol>

	<p>7. Introduce briefly one's school and school life, such as school facilities, classes, activities, classmates, and teachers;</p> <p>8. Introduce briefly one's favourite animal(s), such as their physical appearances and living environments;</p> <p>9. Describe pictures or things in simple sentences;</p> <p>10. Perform simple role-plays as guided by the teacher;</p> <p>11. Write letters, words, and sentences correctly;</p> <p>12. Model to write simple sentences according to pictures or the context.</p>
	<p>+1. Dub the learned segments of dialogue, story or animation with prompts;</p> <p>+2. Narrate events or tell short stories orally.</p>

**Table 16 Content Requirements of Language Skills - Level 2 and Level 2**

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<b>Language skills</b>	<b>Content Requirements</b>
Receptive skills	<ol style="list-style-type: none"> <li>1. Understand simple classroom and life instructions, and complete tasks accordingly;</li> <li>2. Comprehend texts of common themes using pictures, images, and so on, and extract, sort out, and summarise key information;</li> <li>3. Guess the meaning of words in the text and infer unknown information according to contextual clues and non-textual information in the process of listening and reading;</li> <li>4. Summarise the ins and outs of the main plot in story-like texts;</li> <li>5. Categorise information in a text;</li> <li>6. Compare the similarities and differences between characters, things or opinions in a text, and try to observe and understand the world from different perspectives;</li> <li>7. Summarise the main content of a text, and identify the connections between key messages;</li> <li>8. Understand the meaning in multimodal texts (e.g., animations, posters, front and back covers of books and other printed materials), and extract key messages;</li> <li>9. Carry out out-of-class listening and video-watching activities for at least 30 minutes per week;</li> <li>10. Carry out out-of-class English reading of 4,000-5,000 words in total.</li> </ol>
	<p>+ Read simple chaptered books with illustrations, understand the general idea, and give a simple oral summary and description of what is read.</p>

Productive skills	<ol style="list-style-type: none"> <li>1. Use everyday language learned to engage in simple communications, such as asking for basic personal information;</li> <li>2. Coherently read aloud learned texts in their entirety, and retell the gist of texts briefly as guided by the teacher or with the help of a language framework;</li> <li>3. Give a short narration or communicate briefly about the relevant themes and the read content, and express personal emotions, attitudes, and opinions;</li> <li>4. Perform short stories or plays with the help of the teacher;</li> <li>5. Briefly describe events or tell short, simple stories;</li> <li>6. Write a few coherent sentences describing the content of a picture;</li> <li>7. Write a few coherent sentences modelling the structure and content of an example text, and try to add details using descriptive words to make the content rich and vivid;</li> <li>8. Use capital and small letters and common punctuation correctly, and generally spell words correctly;</li> <li>9. Use diagrams, posters, and DIY picture books to express meaning creatively as needed.</li> </ol>
	<p>+1. Give short speeches on relevant themes with generally clear opinions, good coherence, correct pronunciation, and natural intonation;</p> <p>+2. Create stories orally with some plots and generally use correct language based on thematic pictures or comics.</p>

**Table 17 Content Requirements of Language Skills - Grade 7 at Level 3**

Language skills	Content Requirements
Receptive skills	<ol style="list-style-type: none"> <li>1. Respond appropriately to successive instructions and questions with appropriate responses;</li> <li>2. Identify the theme, main idea, and key points of spoken texts (e.g., stories, presentations, descriptions, announcements, and so on);</li> <li>3. Identify context of a spoken text and speakers' identities;</li> <li>4. Identify changes in the intonation of the speaker in a spoken text, and recognise changes in meaning;</li> <li>5. Understand listening and viewing materials with the help of visuals such as pictures and images;</li> <li>6. Understand the overall meaning and main content of a written text;</li> </ol>

	<ol style="list-style-type: none"> <li>7. Predict the general content of a written text, the plot development or ending of a story according to the title or pictures;</li> <li>8. Extract, sort out, analyse, and consolidate the main or key information of a written text;</li> <li>9. Identify and determine logical relationships between sentences in a written text;</li> <li>10. Infer meaning of unknown words from the context of a written text;</li> <li>11. Read stories, comprehend the overall main idea, and provide brief summaries, descriptions, and commentaries based on the reading;</li> <li>12. Carry out out-of-class listening and video-watching activities for at least 30 minutes per week;</li> <li>13. Carry out out-of-class English reading of 40,000 words in total.</li> </ol>
Productive skills	<ol style="list-style-type: none"> <li>1. Sing English songs and recite English poetry;</li> <li>2. Fluently read aloud short texts in their entirety, and retell the general information briefly;</li> <li>3. Perform simple role-plays as guided by the teacher;</li> <li>4. Communicate orally using short expressions about relevant themes, and achieve communicative tasks;</li> <li>5. Use generally correct words and expressions in spoken expressions, with generally correct pronunciation and intonation;</li> <li>6. Independently write a few coherent and clear sentences in a specific context, on a topic of one's own choice;</li> <li>7. Use provided prompts (e.g., pictures, diagrams, posters, objects, words, and so on) to write simple paragraphs conveying information, and to compose short stories with generally complete plots, using generally correct language;</li> <li>8. Introduce personal information and experiences in simple written texts;</li> <li>9. Write or respond to simple greetings and invitations;</li> <li>10. Use common punctuation correctly in writing with generally correct use of words and good coherence.</li> </ol>

**Table 18 Content Requirements of Language Skills - Grade 8 at Level 3**

Language skills	Content Requirements
Receptive skills	<ol style="list-style-type: none"> <li>1. Retrieve and sort out the main ideas and key details in spoken texts;</li> </ol>

	<ol style="list-style-type: none"> <li>2. Identify the speaker's wording, tone of voice, and so on, and infer the relationship between interlocutors;</li> <li>3. Judge changes in the speaker's feelings and attitudes according to changes in tones and intonations;</li> <li>4. Recognise the progression and transition of content in short conversations of a more formal style;</li> <li>5. Identify themes, understand general ideas, and retrieve key information in the process of listening to or watching theme-related, slowly read radio, television, and Internet programmes;</li> <li>6. Sort out the context, outline, and development of a written text, extract key information, and summarise the key ideas;</li> <li>7. Distinguish between factual and non-factual information (i.e., opinions and intentions) in written texts;</li> <li>8. Understand and interpret the information presented in diagrams and charts in written texts;</li> <li>9. Identify and determine logical relationships between contexts in written texts;</li> <li>10. Understand and infer the information and meaning implied in written texts;</li> <li>11. Read short novels and simple newspaper articles, understand the main ideas, and provide brief summaries, descriptions, and commentaries based on the reading;</li> <li>12. Carry out out-of-class listening and video-watching activities for at least 30 minutes per week.</li> <li>13. Carry out out-of-class English reading of 100,000 words in total.</li> </ol>
<p>Productive skills</p>	<ol style="list-style-type: none"> <li>1. Read aloud short texts correctly and fluently, and narrate the main content of short texts coherently;</li> <li>2. Complete activities such as role-plays individually or in small groups;</li> <li>3. Elicit themes in specific contexts, and use the learned language to communicate orally with others, e.g., ask questions effectively, express oneself appropriately, and complete communicative tasks;</li> <li>4. Use correct words, syntax and grammar in spoken expressions in relation to the theme in an accurate and appropriate way;</li> <li>5. Paraphrase briefly the main content and opinions of texts in spoken or written form;</li> <li>6. Use simple written texts to describe other people's experiences or familiar things;</li> <li>7. Deliver speeches on relevant themes, with generally clear opinions presented coherently;</li> </ol>

	<p>8. Draft and revise compositions as guided by the teacher;</p> <p>9. Use punctuation correctly in written texts, use the correct words accurately, express ideas coherently, and use a generally standardised format.</p>
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**Table 19 Content Requirements of Language Skills - Grade 9 at Level 3**

Language skills	Content Requirements
Receptive skills	<ol style="list-style-type: none"> <li>1. Understand and infer the speaker's intentions in everyday conversations, such as to request, plan, suggest, invite, apologise, decline, inquire, and inform;</li> <li>2. Overcome the obstacle of unknown words using the context to help understand the information and meaning in spoken texts;</li> <li>3. Retrieve and sort out themes and cause-and-effect relationships of a series of events in spoken texts, and predict the development and possible endings of the storyline;</li> <li>4. Analyse and sort out the basic structural features as well as the hierarchic relationships of content in common written texts;</li> <li>5. Determine and summarise the author's viewpoints and the main ideas in a written text;</li> <li>6. Identify the cohesive means in the text, and determine the logical relationships among sentences and paragraphs in the text;</li> <li>7. Infer the meaning of unknown words in written texts according to context and word formation;</li> <li>8. Record information and key points selectively as per the content of the text in the process of listening, reading, and viewing;</li> <li>9. Apply a variety of reading strategies to retrieve information effectively from the text according to different reading purposes;</li> <li>10. Understand the content as a whole and summarise briefly in the process of reading biographies of famous people and newspaper articles;</li> <li>11. Establish connections between texts, between texts and individuals, and between texts and the world, and explore and discover the relevance of texts to real life;</li> <li>12. Carry out out-of-class listening and video-watching activities for at least 30 minutes per week;</li> </ol>

	<p>13. Carry out out-of-class English reading of 150,000 words in total.</p> <p>+1. Understand the explicit or implicit logical relationships in the text;</p> <p>+2. Understand the meaning of the spoken texts according to repetitions, explanations, pauses, and so on;</p> <p>+3. Understand the meaning conveyed by non-textual information in multimodal texts.</p>
Productive skills	<ol style="list-style-type: none"> <li>1. Communicate information, participate in discussions, and use polite language in general social occasions appropriately;</li> <li>2. Summarise orally the main idea of a story or short text after reading, and paraphrase simple conversations of others;</li> <li>3. Express orally personal opinions and attitudes on relevant themes, and explain the reasons;</li> <li>4. Make simple comments orally on content, opinions, and attitudes of spoken or written texts and explain the reasons;</li> <li>5. Give prominence to meaning that needs to be emphasised by using tones and stresses;</li> <li>6. Make simple spoken or written adaptations and creations according to the text content and the given conditions;</li> <li>7. Collect and prepare materials, and draft, revise, and complete texts independently according to the writing requirements;</li> <li>8. Write simple captions for given diagrams, or pictures of one's own creation;</li> <li>9. Describe and introduce people and things around oneself, and express emotions, attitudes, and opinions in written text using the learned language in related to relevant themes;</li> <li>10. Use common connectives in spoken and written expressions to indicate sequential and logical relationships and to link information for coherent meaning;</li> <li>11. Make appropriate self-corrections in spoken and written expressions, use appropriate language, and communicate and interact appropriately and effectively.</li> </ol> <p>+1. Initiate and sustain conversations according to needs of communication;</p> <p>+2. Use textual and non-textual means to describe personal experiences, events, and features of things;</p> <p>+3. Challenge the content and opinions in the text in an appropriate way, and explain the reasons.</p>

## 1.6 Learning strategies

Learning strategies refer mainly to metacognitive strategies, cognitive strategies, communication strategies, and affective strategies. Among these, **metacognitive strategies** are the ones that students use to plan, monitor, evaluate, reflect on, and adjust the learning process or learning outcomes in order to develop learner autonomy. **Cognitive strategies** are the appropriate learning approaches, methods, and techniques students take to process linguistic information in order to improve the efficiency of English learning. **Communication strategies** are the ones adopted by students to gain more communication opportunities, maintain communication, and improve communication effectiveness. **Affective strategies** are the ones deployed by students to regulate emotions in learning and maintain a positive learning attitude. The content requirements of the learning strategies of each level are presented in Table 20.

**Table 20 Content Requirements of Learning Strategies**

Levels	Strategies	Content Requirements
Level 1	Metacognitive strategies	<ol style="list-style-type: none"> <li>1. Maintain concentration while studying;</li> <li>2. Listen and think actively in communication;</li> <li>3. Try to use a variety of ways to learn English, and take the initiative to seek help from the teacher or peers when encountering difficulties;</li> <li>4. Make simple study plans as guided by the teacher, and act on them;</li> <li>5. Be aware of progress and gaps in one's English learning, and make appropriate adjustments accordingly.</li> </ol>
	Cognitive strategies	<ol style="list-style-type: none"> <li>1. Establish connections between words and corresponding things;</li> <li>2. Establish connections between old and new language knowledge;</li> <li>3. Learn vocabulary and grammar in context;</li> <li>4. Strengthen understanding and memory of vocabulary using methods such as categorisation;</li> <li>5. Use English language learned actively to express oneself and communicate with others;</li> <li>6. Pay conscious attention to simple English used in everyday life and in mass media.</li> </ol>



	Communication strategies	<ol style="list-style-type: none"> <li>1. When failing to understand the speaker, ask the speaker to repeat more slowly;</li> <li>2. When encountering difficulty in expressing meaning, use simple gestures, indicative pronouns, and other means to facilitate expressions.</li> </ol>
	Affective strategies	<ol style="list-style-type: none"> <li>1. Be interested in learning English, and keen to participate in learning activities;</li> <li>2. Feel free to speak English without fear of making mistakes;</li> <li>3. Have a desire to learn collaboratively with peers, and be keen to work with others to complete learning tasks.</li> </ol>
Level 2	Metacognitive strategies	<ol style="list-style-type: none"> <li>1. Preview as needed, and take the initiative to review, organise, and summarise the learned content;</li> <li>2. Develop simple study plans as guided by the teacher, and organise study time effectively;</li> <li>3. Use libraries and related resources actively for extended learning;</li> <li>4. Start to use simple reference books (e.g. dictionaries) to learn English;</li> <li>5. Take the initiative in understanding English learning methods, and explore suitable methods for oneself;</li> <li>6. Self-evaluate and reflect on the learning process and its effectiveness, adjust plans as needed, and actively seek advice when encountering difficulties.</li> </ol>
	Cognitive strategies	<ol style="list-style-type: none"> <li>1. Use existing language and life experience to complete new learning tasks;</li> <li>2. Summarise and organise the learned content using tools such as charts and mind maps;</li> <li>3. Spell words following spelling rules;</li> <li>4. Establish meaningful connections between learned content and one's personal experiences;</li> <li>5. Develop the habit of reading by units of meaning.</li> </ol>

	Communication strategies	<ol style="list-style-type: none"> <li>1. Understand information expressed by using non-verbal information clues;</li> <li>2. Be able to express meaning orally by using non-verbal means, such as eye contacts, facial expressions, gestures, and actions.</li> </ol>
	Affective strategies	<ol style="list-style-type: none"> <li>1. Maintain a positive attitude and self-confidence toward English learning, and take the initiative to participate in a variety of practice opportunities to learn and use the language;</li> <li>2. Actively engage in collaborative learning with peers, and be keen to share learning resources and strategies and methods with others;</li> <li>3. Be able to adjust one's emotions effectively when encountering difficulties or making improvement.</li> </ol>
Level 3	Metacognitive strategies	<ol style="list-style-type: none"> <li>1. Set clear English learning goals and plans, and monitor, reflect on, and adjust them;</li> <li>2. Regularly reflect on and evaluate one's achievements, progress, and gaps in learning;</li> <li>3. Actively explore learning methods suitable for oneself;</li> <li>4. Take the initiative to preview and review as needed;</li> <li>5. Consciously strengthen one's concentration in learning;</li> <li>6. Plan, allocate, utilise, and manage time effectively to improve learning efficiency and self-control;</li> <li>7. Look for and use online and offline resources to enrich one's English learning;</li> <li>8. Use reference books to look for information and to understand and learn English;</li> <li>9. Often team up with peers to learn English collaboratively;</li> <li>10. Take advantage of opportunities both in and out of class to communicate and interact with others in English.</li> </ol>

	Cognitive strategies	<ol style="list-style-type: none"> <li>1. Activate and make connections with existing knowledge;</li> <li>2. Use different senses to enhance comprehension and memory;</li> <li>3. Capture key points and take notes in learning;</li> <li>4. Organise and summarise learned content, and grasp both key points and difficult points;</li> <li>5. Make good use of information diagrams to understand the subject matter;</li> <li>6. Use a variety of methods and resources to learn and memorise words, such as spelling, association, collocation, classification, and word formation;</li> <li>7. Pay conscious attention to and learn grammar in terms of form, meaning, and use, and be good at identifying English language patterns as well as applying them to learn something new;</li> <li>8. Understand and apply various reading skills and strategies (such as prediction, skimming, guessing meaning of words, inferring, understanding the structure of a passage (or text) and meaning of indicative pronouns) to enhance the interests in and ability of reading;</li> <li>9. Understand and apply basic writing skills and strategies (such as examining the task, selecting materials, outlining, revising, and accumulating words and phrases) to improve writing skills;</li> <li>10. When learning and using English, be aware of one's errors and make self-corrections accordingly;</li> <li>11. Draw on knowledge of one's first language effectively to understand the English language.</li> </ol>
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	Communication strategies	<ol style="list-style-type: none"> <li>1. Express meaning in communication by using gestures, facial expressions, and other body language;</li> <li>2. When encountering difficulties in communication, take the initiative to ask questions, request clarification, or seek help;</li> <li>3. Be aware of and respect the differences between Chinese and foreign cultures and customs.</li> </ol>
	Affective strategies	<ol style="list-style-type: none"> <li>1. Maintain the proactiveness and passion for learning English, boost one's motivation, adopt the right attitude, reduce anxiety, and maintain confidence;</li> <li>2. Be keen to participate in English practice activities both in and out of class, and actively engage in communication without fear of making mistakes;</li> <li>3. Regulate one's emotions in the process of learning and using English – but don't be blinded by one's achievements nor to give up easily when encountering difficulties - and demonstrate a certain level of resilience.</li> </ol>

## 2. Notes on Teaching

### 2.1 Preparatory Level (Grade 1-2)

Firstly, students in the early years just start to get exposed to the English language, so language learning should focus mainly on viewing, listening, and speaking. Teachers should foster good learning environment in the classroom, and provide natural and authentic audio and video language input. Teachers should then guide students to listen actively, encourage them to imitate, and facilitate them to express themselves freely. Teachers should also support students to build up their vocabulary based on understanding the meaning in listening and speaking activities, to actively carry out simple everyday communication, and to develop good learning habits.

Secondly, emphasis should be given to students' experience, perception and practice of English language, in order to boost their interest in learning English and sustain their focus on learning. In practice, teachers should choose

themes close to students' everyday life, such as family and school life, plants and animals, and engage students' multiple senses in learning through direct, visualised, vivid, and engaging teaching methods. Teachers can use videos, pictures, and realia to lead students to read stories and sing songs and children's rhymes with affections. Teachers can also generate students' curiosity and inquisitiveness through games, and guide them to actively engage in language learning and practice.

Thirdly, assessment should be motivation-led and designed to encourage students to speak in English and participate in learning activities, and therefore should focus on students' classroom performance and participation. By giving students verbal praises and "English-learning point cards", teachers can boost student's motivation for English learning, help build their confidence, and give them a sense of achievement.

Table 21 provides a reference to learning activities and requirements of the preparatory level.

**Table 21 Learning Activities and Requirements – Preparatory Level**

Learning Activities	Learning Requirements
Listening and Doing	<ol style="list-style-type: none"> <li>1. Understand short classroom instructions and respond appropriately;</li> <li>2. Act on words or instructions heard, such as pointing out the right pictures or objects, colouring, drawing, and doing something;</li> <li>3. Understand simple, short stories with prompts of pictures and actions and respond appropriately.</li> </ol>
Speaking and Singing	<ol style="list-style-type: none"> <li>1. Imitate to speak English following recorded audios;</li> <li>2. Greet each other in simple language;</li> <li>3. Exchange simple personal information, such as names and ages;</li> <li>4. Guess the meaning and say the word according to miming;</li> <li>5. Sing learned songs and children's rhymes individually or with others;</li> <li>6. Say words or phrases based on pictures;</li> <li>7. Express simple feelings, such as likes and dislikes.</li> </ol>
Playing and Performing	<ol style="list-style-type: none"> <li>1. Play games in English as guided by the teacher and engage in simple communication with each other in the games;</li> <li>2. Perform simple role-plays as guided by the teacher.</li> </ol>

Viewing and listening	<ol style="list-style-type: none"> <li>1. Watch English-speaking cartoons or English teaching programmes with simple language, understand the main ideas, and imitate simple lines in them;</li> <li>2. Carry out in-class listening and video-watching activities of at least 20 minutes per week.</li> </ol>
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## 2.2 Level 2 (Grade 3-4)

Firstly, positive classroom environment should be created, and the teacher-student relationship should be built on mutual respect and love. Specifically, teachers should foster a relaxing, equal, harmonious, and positive classroom atmosphere, and guide students to listen actively, speak in English freely without fear of making mistakes, and encourage them to express their own views autonomously or paraphrase others in communication.

Secondly, emphasis should be given to listening, speaking, and imitating, as well as facilitating students to develop good learning habits. Teachers should design multi-channel listening and speaking activities, support students in understanding the language materials they hear and see with the help of pictures, videos, sketches, gestures and so on. Teachers should guide students to acquire the language and learn to express with it through perceiving, understanding, imitating, and applying. By listening to rhymed texts and sentences, listening to and singing songs, and listening to recordings of textbook passages, students will have the opportunity to imitate pronunciation, intonation, and how to express emotions, so that they can start to establish the sense of English language and build a good foundation in pronunciation. In addition, teachers should help students develop simple study plans in the early stage of English learning.

Thirdly, diverse contexts should be created and provided for students to learn vocabulary and grammar in activities aimed at understanding and expression. In terms of vocabulary teaching, teachers should adopt the approach integrating sound, form, meaning, and use, guiding students to perceive the pronunciation of words in context. Teachers should also use pictures, realia, and other teaching aids, as well as facial expressions, gestures, and actions to help students recognise and understand the meaning of words. Teachers should recycle the vocabulary in different contexts, so that students can consciously use the words to express meaning while avoiding simple memorisation or isolated word practice out of context. As for grammar teaching, teachers should follow the principle of form-meaning-use unity, enabling students to perceive and experience the connections between form and meaning whilst allowing them to use the grammar learned in context in communication and expression.

Fourthly, language practice activities should be designed based on themes of different text types with logical connections among them. According to the themes and text types, teachers should deploy language practice activities with logical connections, such as experiencing, imitating, understanding, and applying the language, in order to help students develop structured knowledge built around themes. Teachers should make good use of classroom activity worksheets and board work to internalise the language and cultural knowledge learned through questions-and-answers, describing activities, performing, and so on. Teachers can also set up tasks, such as group discussions, boards/posters making, creating stories, and performing, for students to communicate with each other, to talk about new knowledge, and to demonstrate their understanding of the themes all in English.

### **2.3 Level 2 (Grade 5-6)**

Firstly, attention should be paid to students' different learning needs, and a variety of teaching methods should be introduced to boost their interest in learning English and to create opportunities for them to experience success. Teachers should teach students according to their abilities and learning styles, design learning tasks of different levels of difficulty, and assign homework for differentiated learning. Teachers should devise lively and diverse activities, such as exchanging dialogues, performing short plays, singing songs, creating stories, and designing posters, to enable students to be "eager to express themselves", "capable of expressing themselves" and "good at expressing themselves", so they can experience the fun and value of learning English and gain a sense of achievement and self-confidence. There should be less over-control and one-fits-all requirements of teaching. Instead, there should be more diversified choices and personalised tutoring for students. For example, students should be able to choose the content they are interested to study, and complete the learning tasks and demonstrate what they have learned in their preferred ways. For students with learning difficulties, teachers should provide more support, and fully acknowledge the efforts and progress they have made. Teachers should also encourage them to seek advice from teachers and peers proactively, helping them find effective ways to address their confusions in study, learn to set achievable short-term goals, and work toward these goals through personal efforts.

Secondly, classroom teaching should exploit meaningful learning materials to develop students' spelling ability and phonological awareness through a step-by-step approach, from perceiving, experiencing, to applying and practising. When teaching spelling, teachers should provide students with meaningful learning materials, such as simple reading materials with illustrations, interesting plots, embedded spelling rules, and audio recordings. After reading and understanding the text, students can discover the spelling

rules of words through repeated listening and careful observation before they can consolidate and internalise these rules. Teachers should allow enough time for students to observe, explore, and summarise spelling rules, instead of replacing opportunity to think and practise with mechanical drilling and simple memorisation. Teachers should also guide students to perceive and experience the stress, units of meaning, intonation, and rhythm of English through various language practice activities, such as listening to imitate recordings, reading aloud passages, dubbing story-telling, and singing songs and children's rhymes, and thus lay a foundation for accurate and appropriate expression and communication.

Thirdly, emphasis should be given to coach students in English learning methods as a first step to develop learner autonomy. Teachers should embed learning methods coaching in regular teaching activities, helping students learn how to choose appropriate methods to complete learning tasks and solve learning problems according to their actual needs so they can develop their own learning strategies in the long run. Specifically, teachers should provide necessary guidance in the following areas: do effective preview before the class and review after the class; sort out, organise, and summarise the learned content timely using charts and diagrams; carry out out-of-class English reading, listening, and video-watching on their own initiatives; use spelling rules to memorise words; and use dictionaries and other reference books to facilitate learning. Teachers should encourage students to take the initiative to look for learning resources, and actively ask others for advice when encountering difficulties so that they will be able to learn how to learn.

Fourthly, integrated English practice activities should be deployed to promote the overall development of students' core competencies. With the Curriculum objectives in mind, teachers should build on students' interests and previous experiences, and select contents of real-life and practical issues that are closely related to students' study and life. Teachers should also follow the principle of "learning and using English go hand in hand, in-class and out-of-class learning go hand in hand, and learning of different disciplines go hand in hand" to introduce integrated English practice activities, and broaden the scope of learning from textbooks to the much wider real world.

The themes of integrated English practice activities should take students' interests into full consideration. Teachers should design learning tasks according to the Curriculum content and real-life issues, so as to guide students to use their knowledge of English and other subjects to solve problems through practice and investigation while developing and deepening their knowledge and experience of themselves, society, and nature. The objectives of these activities should be comprehensive and prioritise the holistic development of students. The design and implementation of each learning stage should contribute to



meeting the objectives of these activities effectively. In evaluating the effectiveness of these activities, teachers should look into what students have actually gained from these in a comprehensive way, in terms of both students' knowledge-related skills and their general skills such as peer collaboration, problem-solving, and creative thinking.

### **2.4 Level 3 (Grade 7-9)**

Firstly, it is critical to make smooth transitions from primary school to junior high school, helping students successfully adapt to English learning in junior high school. This concerns students' progressive development in knowledge, ability, habit and method. Teachers should research on students' English language proficiency as of the end of primary school education by collecting data through questionnaires, interviews, and assessments, and subsequently analyse and conclude students' current level and their individual learning needs. Teachers should have a clear understanding of the priorities and goals of students' language development in each grade, and use this as a foundation for teaching planning and guided learning as needed. Teachers should guide students to develop a sense of goals and to make long-, medium- and short-term study plans, develop their sense of responsibility and autonomous learning, improve their self-discipline and emotion management ability, and encourage them to adapt to the characteristics and pace of high school education proactively. Teachers should pay close attention to developing students' learning habits and strategies. To do so, teachers should demonstrate how to use different strategies in a phased way, and coach students to learn to use multiple learning strategies in language practice activities, such as looking up words in dictionaries, taking notes, spelling words according to rules, sorting out structured knowledge, and previewing and reviewing, so that students can engage in practice and accumulation of English language both in and out of the class. Teachers should also coach students to set up certain mechanisms, such as writing study logs and putting together an archive of learning materials, to document their learning experience after completing learning activities and to reflect on the effectiveness, so that they can improve, optimise, and continuously make progress in their learning.

Second, classroom teaching should be delivered in context, and students should be guided to learn the language in authentic and meaningful language use in an integrated way.

In terms of phonetic knowledge, on the one hand, students should learn to perceive the different meaning expressed by the speaker according to changes in phonetic features, such as stress, units of meaning, intonation, and rhythm, to understand the intentions and attitudes of the speaker accurately, and to appreciate that stress, intonation, and rhythm have meaning-expressing

functions. On the other hand, students should imitate, practise and internalise these phonetic features, and should learn to use their phonetic knowledge to express their intentions and attitudes more effectively. Phonetic symbols are an integral part of phonetic knowledge required in junior high school Curriculum. It is important to help students learn and use phonetic symbols, so they can use them to read and memorise words correctly and lay the foundation to learn English autonomously.

In terms of vocabulary knowledge, students should be aware that learning vocabulary is neither simple memorisation of words nor isolated word practice. Instead, it is about learning to use words to understand and express meaning in specific contexts. Teachers should present vocabulary in the form of lexical chunks where possible, and should guide students to focus on word collocations and fixed expressions. In the meantime, in the process of constructing structured thematic knowledge, students should summarise word collocations and fixed expressions, build vocabulary semantic networks, accumulate lexical chunks, and increase their vocabulary. Through a large number of language practice activities, teachers should help students standardise their pronunciation, practise spelling, strengthen the sense of English language, increase the use of English, and internalise what they have learned. Teachers should consciously recycle the learned words according to the theme through dialogues and discussions in classroom discourse and learning activities, and guide students to use mind maps to organise vocabulary by theme. Teachers should coach students to learn vocabulary using their knowledge of word formation and reference books such as dictionaries and vocabulary lists, and to use new lexical chunks to express meanings and solve new problems independently.

In terms of grammar knowledge, teachers should help students establish the language use oriented approach which integrates form, meaning, and use, and guide them to understand theme and then recognise that the choice of grammatical form depends on the specific context. Teachers should present new grammar knowledge in context, guiding students to observe the occasions in which a grammar item is used, its forms, the basic meanings it conveys, and its pragmatic functions. According to the actual needs of students, teachers can choose and design multi-level integrated teaching activities which enable students to strengthen the learned grammar knowledge and to apply it to understand others accurately and to express themselves appropriately in context.

In terms of discourse knowledge, opportunities should be provided to access and experience various types of text. Teachers should put emphasis on guiding students to observe and analyse the structural and linguistic features of specific texts, that is, allowing students to pay attention to the various

components of a text and how the language used in the text expresses meaning via schemas of text types, content, and language, instead of teaching textual knowledge for its own sake. Teachers should also guide students to make full use of their discourse knowledge to acquire and convey information effectively and to express opinions and attitudes. In case that supplementary text is needed, care should be taken to select one that pitches the right length and difficulty level. It is also important to ensure that the selected text has the correct value orientation and is conducive to the development of students' knowledge and thinking.

In terms of pragmatic knowledge, teachers should help students develop a sense of context by paying attention to circumstantial factors such as time, place, occasion, communication participants, their relationship, their mood and emotion, and communication purpose. In language output activities, teachers should take great care to create communication contexts similar to those in the real world and for problem-solving, specify the communication purpose as well as the role, identity, age, and relationship of the participants, and guide students to choose appropriate ways to communicate with others according to the degree of formality of the occasion. Teachers should also help students understand the general etiquette and communication styles in major countries around the world in order to achieve effective communication and collaboration with people of different cultural backgrounds.

Third, teachers should direct students to re-construct and internalise new knowledge autonomously and to develop independent thinking and collaborative problem-solving skills. Teachers should refrain from overcontrolling the teaching and learning, switching from teacher-centred to student-centred approach that emphasises the process and outcomes of learning. Teachers should organise classroom delivery based on English learning activities, and introduce guided discovery of the themes. Teachers should coach students to use a variety of tools and means, such as mind maps and information diagrams, to establish links between fragmented information and existing and new knowledge, and to develop new text-based structural knowledge independently. Teachers should appreciate the importance of the knowledge internalisation process, and facilitate the strengthening of students' new structural knowledge by using activities such as individual self-reporting, peer-reporting, and group sharing. Teachers should design and ask questions that point to different levels of thinking, guide students to think independently, push for steady development of their thinking from lower to higher orders, and gradually develop their understanding of and attitudes toward the issues. Teachers should avoid telling or imposing their own understanding of the thematic meaning on students, or restricting students' thinking with the teachers'. Teachers should make full use of the interactive and social nature of classroom activities to create opportunities for collaborative learning, such as

reading circle and readers' theatre. Teachers should also lead students to analyse, examine, appreciate, and critique texts from multiple perspectives, compare cultural similarities and differences, and spark new ideas. Using an approach that integrates language, content, and thinking, teachers should lead students to put in practice new structural knowledge to complete authentic tasks and solve practical problems in realistic contexts.

Fourth, guidance should be provided to students to carry out ongoing English reading out of class to develop their reading literacy. Teachers should provide the environment, resources, and methods for reading after class, create an encouraging culture doing so, and help students develop on all fronts through reading. On the one hand, teachers should carefully choose and supplement (graded) English reading materials that meet the cognitive development needs and language development level of junior high school students, that are rich in topics and diverse in genre and are licensed to be published in China. Alternatively, teachers can guide students to choose reading materials that suit their language level and interests, make an extracurricular reading plan or reading list, and select reading materials of themes mirroring the Curriculum content, such as those of interest to teenagers and those related to coming of age, family, school, science, social issues, while ensuring to use content with a positive outlook. On the other hand, teachers should ensure that students allocate a certain amount of time for English reading every day, combine intensive and extensive reading as well as in-class and out-of-class reading, include out-of-class reading tasks as part of homework, and organise regular sharing sessions for students to exchange ideas and showcase outcomes. Teachers should follow the rules of learning, meet differentiated needs, coach and support students in activities such as continuous silent reading, journal reading, storytelling sessions, drama performances, and reading sharing sessions; encourage students to connect what they read with real life experiences to generate emotional resonance and reading motivations; and help students further develop reading skills and strategies, improve fluency in reading, increase reading volume, maintain sustained interest in reading, develop good reading habits, and develop healthy reading tastes.

Fifth, integrated English practice activities should be in place to enhance students' ability to use their language and interdisciplinary knowledge to solve problems creatively. Teachers should guide students to carry out project learning of specific themes on their own initiative. These projects should factor in students' individual life experience and social life needs, be driven by real problems or tasks, and involve applying knowledge of other subjects, for example, "Investigation on air pollution" related to chemistry, "Exploring traditional Chinese festivals" related to Ethics and Rule of Law, "A visit to the museum" related to History and Biology, and "A day trip to my hometown"

related to geography. Teachers should use the textbook content as the basis of project learning, and apply ICT where appropriate to integrate language learning and subject content learning. In integrated English practice activities, teachers should specify complex, real-life contexts related to specific themes and instruct students to work individually and collaboratively in practising and exploring and to complete a series of tasks in English, such as project designing, project planning, problem solving, decision making, work creation, and outcome sharing. By doing so, students get to use the language they have learned to think, construct, communicate, and express in a meaningful way, present and showcase the final learning outcomes, and meet the ultimate goal of “putting learning in practice” and “learning and practice working as one”.

For Internal Use ONLY

# Chapter 5 Academic Achievement

## 1. Definition

Academic achievement is a students' academic performance after they have completed their study of a subject of a certain level. Academic achievement standards are an overall portrayal of students' academic achievement built around the subject's core competencies and the curriculum content. The English academic achievement standards are based on the English subject's core competencies, namely, language ability, cultural awareness, thinking capacity, and learning ability, and the developmental goals of the core competencies of each level. The standards also take into account the English curriculum content and the progressive outcomes of students' English learning in the compulsory education stage, highlighting students' typical academic achievement in terms of learning outcomes at each level.

## 2. Academic Achievement Levels

The English academic achievement standards describe specific learning outcomes in three levels according to the characteristics of students' academic performance under the "6+3 system". The academic achievement standards for students educated in schools under the "5+4 system" are benchmarked against the level goals. The detailed descriptions of the three levels of English academic achievement are as follows.

### 2.1 Level 1 (Grade 3-4)

Within the framework of the themes required at this level, with regard to the relevant thematic clusters and sub-topics, and according to the content requirements of language and cultural knowledge, students should be able to: start using language skills of listening, reading, speaking, and writing and learning strategies; perceive different linguistic and cultural phenomena based on text types of Level 1 content; obtain basic information; carry out short and simple communication with others; develop an initial awareness of questioning; try to reflect on how they learn; possess curiosity about learning English; take active part in classroom activities, and be keen to collaborate and communicate with peers. See Table 22 for detailed Level 1 descriptions.

**Table 22 English Academic Achievement Level 1 (Grade 3-4)**

No.	Academic Achievement Descriptions
1-1	Can understand and respond to greetings in everyday life and use the language generally appropriately.
1-2	Can interact with others and respond to praise, apologies, and acknowledgments using polite language.
1-3	Can understand and respond to simple instructions with the help of pictures, gestures, and so on.
1-4	Can learn about local customs of major countries in the world through simple animations, illustrated stories, and other types of text.
1-5	Can possess curiosity about the English language, think actively when reading simple texts such as illustrated stories and dialogues, and try to ask questions about things they do not understand.
1-6	Can imitate the pronunciation and intonation of speakers when following short audio and video materials.
1-7	Can use simple language to introduce basic information about themselves and familiar things (e.g., personal preferences, school life, and so on).
1-8	Can recognise or name typical Chinese and foreign cultural symbols when reading about and seeing them.
1-9	Can write words and sentences they have learned correctly.
1-10	Can model examples to write simple sentences.
1-11	Be willing to observe linguistic and cultural phenomena in life, and try to look at things from different perspectives.
1-12	Be willing to participate in classroom activities, and learn English with peers through imitation and performance.

## 2.2 Level 2 (Grade 5-6)

Within the framework of themes required at this level, with regard to the relevant thematic clusters and sub-topics, and according to the content requirements of language and cultural knowledge, students should be able to: use language skills of listening, reading, speaking, and writing and learning strategies effectively; learn about different linguistic and cultural phenomena based on text types of Level 2 content; compare similarities and differences of information; carry out communication with others orally or in writing; develop awareness of questioning; reflect on how they learn; take the initiative to discuss with others and ask for help when encountering difficulties in study. See Table 23 for detailed Level 2 descriptions.

**Table 22 English Academic Achievement Level 2 (Grade 5-6)**

No.	Academic Achievement Descriptions
2-1	Can respond to others' invitations, wishes, requests, and so on using

	the language appropriately.
2-2	Can infer the opinions and attitudes of a speaker with the help of key words.
2-3	Can obtain basic information such as people, time, place, and event when listening to or watching simple audio and video materials.
2-4	Can learn about customs, dietary habits, and cultural traditions of major countries in the world through simple texts, and carry out initial comparison of cultural similarities and differences.
2-5	Can infer meaning of unknown words in text with the help of pictures and contextual clues.
2-6	Can sort out information about people, situation, and plots when reading texts of relevant themes, think independently, and put forward their own opinions.
2-7	Can read aloud fluently the learned texts with clear articulation and generally correct pronunciation and intonation.
2-8	Can communicate with others on relevant themes, express their own emotions, attitudes, and opinions, and generally achieve their communicative purpose.
2-9	Can use simple sentences to describe specific phenomena and things related to Chinese and foreign cultures using generally coherent language.
2-10	Can use learned words and sentence structures to tell simple and short stories with generally clear meaning.
2-11	Can use capital and small letters and punctuation correctly in written expression with generally correct spelling.
2-12	Can model examples to write simple greeting cards, invitation cards, and so on using generally accurate language.
2-13	Can describe content of pictures in simple phrases and sentences with coherent meaning and generally correct sentence structures.
2-14	Be willing to learn about different linguistic and cultural phenomena through reading and other ways, and try to analyse problems from different perspectives.
2-15	Can develop interest in learning English, actively participate in classroom activities, discuss relevant themes with peers, and collaborate to complete learning tasks.

### 2.3 Level 3 (Grade 7-9)

Within the framework of the themes required at this level, with regard to the relevant thematic clusters, and sub-topics and according to the content requirements of language and cultural knowledge, students should be able to: use language skills of listening, reading, speaking, and writing and learning strategies effectively; summarise and analyse linguistic and cultural



phenomena based on text types of Level 3 content; use relatively standard language orally and in writing; regularly reflect on how they learn and adjust their learning plans; learn to explore things on their own initiative; take the initiative to work with others and complete learning tasks together. See Table 24 for detailed Level 3 descriptions.

**Table 22 English Academic Achievement Level 3 (Grade 7-9)**

No.	Academic Achievement Descriptions
3-1	Can listen to and understand texts about relevant themes, and retell the text content with the help of keywords, key sentence structures, and pictures.
3-2	Can use cues given in a text to predict the development of the content, determine identity and relationship of the speakers, and infer the emotions, attitudes, and opinions of the speakers.
3-3	Can understand main content of multimodal texts (e.g., radio and television programmes) and obtain key information.
3-4	Can obtain basic information about Chinese and foreign cultures through books, film and television programmes, and other materials, and compare cultural similarities and differences.
3-5	Can use basic knowledge of word formation to infer meaning of unknown words in a text and to assist understanding the text content.
3-6	Can use certain reading strategies and tools (e.g., tables and mind maps) to sort out key information and understand the main ideas of written texts.
3-7	Can understand main content, infer underlined information, express personal opinions, make reasonable challenges, and analyse and solve problems when reading longer texts.
3-8	Can read aloud short passages on related themes with natural elisions and pauses and with generally correct pronunciation and intonation.
3-9	Can use appropriate language forms to express their emotions, attitudes, and opinions according to specific situations in oral communication.
3-10	Can choose correct words, sentence structures, and tenses to describe and introduce people and things in spoken or written text, and express their personal opinions with clear meaning and generally coherent language.
3-11	Can briefly introduce major Chinese and foreign cultural phenomena (e.g. scenic sites, historical stories, cultural traditions, and so on) orally or in writing using the learned English with generally coherent meaning.
3-12	Can tell stories about significant Chinese and foreign figures, such as scientists and others who have made great contributions to society

	and the world, with generally clear expressions.
3-13	Can use learned language correctly and in a generally standardised format in written expressions.
3-14	Can model examples to write short paragraphs (e.g., replies to letters) using accurate and appropriate language to express meaning.
3-15	Can supplement, extend, or adapt a text using information from pictures, texts, and other cues, with generally accurate language.
3-16	Be good at obtaining information through a variety of channels, can try to summarise linguistic and cultural phenomena in learning materials, and can analyse problems from different perspectives.
3-17	Can actively participate in classroom activities, discuss relevant themes with peers, and collaborate to complete learning tasks.

# Chapter 6 Implementation

## 1. Suggestions on Teaching

### 1.1 Prioritising the task of fostering virtue in English language teaching at all times

Teachers should take fostering virtue as a fundamental task of English language teaching, accurately understand the connotation of core competencies, and fully grasp the value of student development via implementing the English curriculum. In the process of learning and using English, students are guided to understand the customs, culture, history, outstanding achievements in science and technology, and art of different countries, conduct comparative analyses of Chinese and foreign cultures, broaden their international perspectives, deepen their understanding of the Chinese culture, strengthen their identification with the Chinese culture, and gradually establish a correct worldview with the right outlook on life and values.

At all times, teachers should care for all students, fully respect each individual, and have reasonable expectations for them, so that they will have positive learning experiences, feel the joy of learning and the trust of their teachers, and grow up in a healthy, confident, and positive way.

### 1.2 Strengthening holistic unit learning goals oriented toward core competencies

Integrating teaching within a unit is paramount. Teachers should 1) focus on core competencies, fully explore the value of student development, and establish related objectives and main focus in teaching delivery according to the themes of the units; 2) conduct in-depth study and analysis of the texts presented in each unit and any related teaching resources, taking into consideration students' cognitive ability and life experience when performing necessary integration or reorganisation of the content in order to establish a connection between the content of each text as well as between the educational functions of the texts, and form an integrated, relevant, and progressively expanded unit blueprint for student development; and 3) guide students to study the content of each text and explore the thematic meaning so that they can gradually construct and develop deeper understanding, form attitudes and make value judgement around the theme of the unit, and achieve comprehensive development of the core competencies.

To implement teaching according to the unit blueprint for student development, teachers should set up a series of goals, from unit teaching goals,

text teaching goals, to individual lesson goals, so that students can gradually build a complete knowledge of the unit theme and form correct attitudes and values. The goals at all levels should integrate the overall development of targeted core competencies, reflect the logical connection between levels, and be easy to enforce, monitor, and assess. Meeting the text teaching goals and individual lesson goals are the basis for achieving unit teaching goals.

With the unit teaching goals in mind, teachers should organise the teaching content of various texts, plan a series of teaching activities, implement on-going assessment, and guide students to gradually construct their understanding of the unit themes, develop their abilities, and develop core competencies in the learning process.

### **1.3 Studying the texts thoroughly**

Teachers should carry out careful study of the texts as a logical starting point for effective teaching design. This entails understanding the important role of texts in conveying cultural meaning, steering value orientation, building thinking capacity, and contributing to language learning, comprehension, and expression.

Specifically, teachers should analyse the themes, content, stylistic structures, language features, and author's viewpoints presented; establish a clear understanding of the thematic meaning, highlight the structured knowledge in the texts, and establish the relevance of stylistic features and language features with respect to the thematic meaning; and, analyse the meaning conveyed by the texts from multiple levels and angles, explore the cultural connotation and educational value, and grasp the main focus of teaching. Based on what the students know and do not know about the theme, teachers then determine the teaching goals, priorities, and areas students may find challenging to support the design of teaching and learning activities.

Teachers should focus on answering three basic questions when studying the texts. First, what are the theme and content of the text? This is a question of "what". Second, what is the deep meaning of the text? This is a question of "why". Both spoken and written discourses have specific communicative purposes or thematic meanings conveyed, such as the intentions, emotions, attitudes, or value orientations of the author or speaker. Third, what kind of stylistic features, content structure, and language features does the text have? In addition, if the text comes with pictures or tables, what kind of meaning or function do they have? This is a question of "how.". When studying a spoken text, teachers should pay attention not only to the form of presentation, but also to the degree of formality of the context and the ways and functions of language expression, such as whether the text is presented in the form of dialogue,

monologue, interview, or instruction. If it is a dialogue, attention should be paid to the formality of context, the identities of the speakers, whether the language expression is casual, direct, polite, or euphemistic, and the communicative strategies the speakers may have used. When analysing the accompanying pictures, teachers should look for the message conveyed by the behaviours, facial expressions, feelings, colours of the depicted characters or animals as well as by the picture layouts. These are also integral components of the thematic meaning of a text. Teachers should be aware that, due to factors such as educational background, life experience, and cognitive styles, the “why” and “how” questions usually do not have a single answer. Therefore, teachers should actively seek to discuss with their colleagues and develop their understanding by learning from each other.

#### **1.4 Adopting the English practice activity approach to organise and deliver teaching**

Teachers should fully recognise students as the subjects of language learning activities, guide students to learn language, acquire new knowledge, explore meaning, solve problems around various themes, and help students gradually move from text-based learning to one that explores deep into or beyond the texts. This is to ensure that the language learning process also becomes a growing process where students can develop their language ability, thinking capacity, cultural awareness, and learner autonomy.

The design and implementation of teaching should be led by themes and supported by texts, encouraging students to learn language and cultural knowledge in an integrated manner through activities of learning and understanding, of applying and practicing, and of transferring and creating, so that they can use the knowledge, skills, and strategies they have learned to express personal views and attitudes around the themes, solve real problems, and achieve the purpose of developing their core competencies.

Regarding **learning and understanding activities**, teachers should grasp the text-based requirements, such as perceiving and noticing, retrieving and sorting out information, and generalising and consolidating. Through activities aimed for perceiving and noticing, teachers should create thematic contexts, activate students’ existing knowledge and experience, prepare students with necessary language and cultural background knowledge, and lead them to the problem to be solved, so that students can connect their existing knowledge and experience with learning the themes, discover cognition gaps, and have learning expectations. On the basis of this, in order to solve the problem, teachers should encourage students to obtain new knowledge from texts while using language knowledge and skills to establish connection between the information through sorting out, summarising, and consolidating information,

form new knowledge, and comprehend and understand the meaning of the text.

Regarding **applying and practising activities**, teachers should grasp the requirements for in-depth text-comprehending activities, such as describing and interpreting, analysing and judging, and internalising and applying. On the basis of activities of learning and understanding, when doing activities of applying and practising, teachers should guide students to participate in activities to describe, interpret, analyse, and judge following the themes and the newly formed knowledge structure, in order to gradually internalise language and cultural knowledge, strengthen appreciation for cultural connotations, consolidate new knowledge structure, and transfer knowledge to ability. The progression from learning and understanding activities to applying and practising ones can be completed in one go or in multiple cycles.

Regarding **transferring and creating activities**, teachers should grasp the requirements for activities aimed at reasoning and arguing, critiquing and evaluating, imaging and creating, and other learning activities that go beyond the text. Teachers should guide students to reason and argue about the value orientation or author's underlying attitudes, appreciate its stylistic features and rhetoric techniques, explore its relevance to the thematic meaning, critique and evaluate the author's viewpoints, deepen the understanding of the theme. Then in new contexts, by using new knowledge, methods, strategies, and ideas, students try to comprehensively learn about and understand the world, creatively solve problems in unfamiliar situations, rationally express their opinions, emotions, and attitudes, and transform abilities into competencies.

Teachers should consciously create contexts and opportunities for students to actively participate in and explore the thematic meaning, so that students can gain a positive learning experience and become the subjects who explore the realm of meaning and actively construct knowledge. According to students' age, cognition and language levels at different stages, teachers should design learning activities from easy to difficult in a progressive and varied way, as well as assessment activities aligned with related goals. Assessment should be embedded throughout teaching and learning, focusing on students' ability to comprehensively apply learned language and cultural knowledge at the end of the study, to understand the thematic meaning, and to give well-supported personal views and attitudes. Assessment should also reflect correct values, and contribute to meeting the curriculum goals.

### **1.5 Guiding students to develop interest in learning and ability to learn how to learn**

English teaching should emphasise on not only "what to learn", but also whether students "like to learn" and know "how to learn".

Teachers should design multi-sensory language practice activities according to students' cognitive characteristics, allowing them to experience the fun of learning English through theme-centred activities such as perception, imitation, observation, thinking, communication, and presentation in varied and interesting situations. Teachers should guide students to adopt a variety of learning methods, to give full play to their strengths and skills, to discover their own interests and potentials, and to enhance their sense of learning effectiveness. In assessment, teachers should use main indicators such as the level of students' efforts, learning attitude, and performance in competency development. Teacher should also seek to identify students' strengths, acknowledge and commend their progress in a timely way, and guide students to overcome difficulties, solve problems, and enhance their self-confidence in learning.

Teachers should help students learn to manage their own studies, setting up clear learning goals with learning plans in place and good time management skills; remind students to take the initiative to preview before the class, and review and summarise in time after the class; support students in choosing suitable learning styles and methods, using various resources and reference books to read independently, and listening to or watching news or quality films and television programmes in a planned way; and instruct students to evaluate and reflect on their own learning process and outcomes against their learning goals, adjust learning methods and strategies according to their needs, and improve overall learning efficiency.

### **1.6 Promoting teaching-learning-assessment alignment in design and implementation**

Teachers should have a clear understanding of the roles that teaching, learning, and assessment each plays in student development, and should use a holistic student development approach incorporating these three areas of work. **Teaching** concerns the teaching objectives and activities designed based on core competency goals and content. It steers the direction of student development and determines the fundamental ways for this purpose, and has a direct impact on the effectiveness of student development. **Learning** involves a series of language practice activities which are facilitated by teachers and led by students. This also has a direct impact on the effectiveness of student development. **Assessment** aims at monitoring the process and gauge the effectiveness of teaching and learning, providing reference and benchmark for improving teaching and learning. Teachers must factor in how these three areas of work depend on, influence, and promote each other, in order to best leverage their collective impact on student development.

Teachers should pay attention to analysis of connections between various teaching elements, and design and deliver teaching that aligns goals, activities, and assessment. Teachers should bear in mind clearly the implications and requirements of *what* they teach, *why* they teach, *how* they teach, and *how* they assess. By doing so, teachers can establish interrelationships between these elements, demonstrate how learning, teaching, and assessment support each other, so that assessment becomes an integral part of teaching and learning.

In the process of teaching and assessment, through observation, elicitation, probing, and other methods such as reasonable and scientific testing, teachers should collect evidence on whether or not students are really learning. This includes what they have understood, what they can express, what they can do, and whether they have formed correct values among others. Teachers should do timely diagnosis of students' problems in the learning process, and then provide necessary support and timely feedback as needed, and help students achieve pre-set teaching goals. In this way, assessment contributes to students' learning, and also improves teachers' teaching.

### **1.7 Enhancing the effectiveness of ICT in English teaching**

Teachers should fully realise that modern Information and Communication Technology (ICT) provides not only multimodal means, platforms, and spaces for English teaching, but also rich resources and opportunities for learning and using the language without restrictions of time and space. It plays an important supporting role for creating a positive learning environment and propelling both the renewal of educational concepts and the reform of teaching methodology.

Teachers should update themselves with the development and progress of the use of ICT in English teaching, and strive to create an ICT-enabled teaching environment, develop and leverage rich and personalised high-quality curriculum resources on the Internet, and build autonomous learning platforms to help students expand their learning channels. Teachers should integrate "Internet+" into teaching concepts, methods, and models, deepen the integration of ICT with English teaching, promote blended learning via online and offline channels, and explore ways to improve English learning efficiency. As teachers use ICT in teaching, they must ensure that the Internet information to be accessed by the students is safe, healthy, and available, and should highlight cyber security issues with the students. ICT should be used in a reasonable and appropriate way, and should not be a substitute for the authentic and lively in-class language learning activities that feature interpersonal interaction, exchanges of viewpoints, and emotional communication.



## **2. Suggestions on Assessment**

Assessment and examinations aim to assess the development levels of students' core competencies and support students' holistic, healthy, and individualised growth. Through a diversified assessment system that features a combination of formative and summative assessments, students' academic achievements at a particular stage are assessed and measured. This can be used as a benchmark for admission into the next level of education, a reference for evaluating regional and individual school's teaching quality, and guidance for improving education provisions as a whole.

### **2.1 Teaching assessment**

Teaching assessment should run through the whole process of English teaching and learning, including classroom assessment, assignment, unit assessment, and end-of-term assessment. Teachers should fully understand the role of assessment, have a clear understanding of the principles to follow, select assessment content and methods according to objectives, apply assessment results to further improve teaching and enhancing learning effectiveness, and put teaching-learning-assessment alignment into practice.

#### **2.1.1 The role of teaching assessment**

Teaching assessment is key to promoting the development of students' core competencies. For students, it helps them to experience sense of progress and success in the process of English learning, get to know more about themselves, and maintain and boost interest and confidence in English learning. For teachers, it enables them to obtain various feedback on their English teaching so that they can reflect on and adjust their own teaching practice in a timely way, and constantly improve their teaching ability and professional expertise. For schools and education administrators, it allows them to keep updated with how the English Curriculum Standards has been implemented, how well the goals are met, and how effective student development efforts are, while supporting them to improve their administrative service on an ongoing basis and enhancing the quality of student development via delivering the curriculum.

#### **2.1.2 Basic principles of teaching assessment**

When performing teaching assessment, the following basic principles should be adhered to.

First, teaching assessment should be centred on one that is oriented toward the English subject's core competencies and focuses on students' holistic

development and growth. The assessment objectives and methods should be consistent with the curriculum goals, and its results should provide a basis for subsequent decision-making process. Teachers should provide targeted, descriptive assessment results as well as timely and accurate feedback to support students' learning.

Second, teaching assessment should give students full play with a central role. In the teaching process, teachers should guide students to become designers, participants, and collaborators of various assessment activities. This is to train students to carry out self-assessment and peer assessment, to take the initiative to have self-reflection and self-assessment on their own performance, to strengthen self-discipline in learning, so that they benefit from mutual assessment to learn each other's strengths and weaknesses, draw on each other's experiences, and formulate sound learning plans.

Third, teaching assessment should adopt a variety of approaches and methods, so that it uses multiple channels, looks from multiple perspectives, deploys multiple layers, and involves multiple measures. It is imperative to combine formative and summative assessment as well as qualitative and quantitative ones to ensure it is comprehensive, accurate, and flexible.

Fourth, teaching assessment should pay close attention to students' continuous development. Teachers should always evaluate students from a developmental perspective in an atmosphere of care, trust, and respect, eyeing on not only students' past performance, but also their current and future development in order to add value to the assessment.

Fifth, teaching assessment should factor in individual students' differences. Teachers should fully consider students' ages, psychological characteristics, cognitive levels, personalities, and developmental potentials according to the teaching characteristics and assessment objectives of different stages, so that they can choose appropriate assessment methods, adjust the assessment subjects, content, and formats in a timely manner based on dynamic changes of various elements, prioritise assessment of students' learning process, cognitive process, and growing process, and help each student make a step up from where they are now.

### **2.1.3 Content and methods of teaching assessment**

A range of assessment activities can be used while implementing the curriculum, such as classroom assessment, assignment, unit assessment, and end-of-term assessment. Teachers should include assessment at key stages and make the best of the assessment results.

### **2.1.3.1 Classroom assessment**

Classroom assessment mainly refers to that of students' learning behaviours, styles, and performance in the class. Teachers should have an up-to-date understanding of students' learning process, progress and difficulties matched against the classroom teaching objectives. For instance, are students interested in the learning activities? Are they fully engaged in the learning activities? Are their thinking processes and views reasonable? What are the gaps between students' current development level and their learning goals? What obstacles do they have and what causes these obstacles? Targeted measures should be taken to ensure classroom teaching objectives are met.

Based on students' specific performances when, for example, answering questions, doing group discussions, summarising viewpoints, doing self- and peer assessments, and taking classroom quiz, teachers should use oral, written, body language and other feedback methods as well as evaluation tools, such as scales, to assess the degree of students' interest in and commitment to the classroom tasks, the degree of adaptation to and completion of the tasks, and their ability and emotional development level in the problem-solving process, so that targeted advice, guidance or suggestion can be provided to them. In the meantime, based on students' academic performance in specific tasks, teachers should adjust the teaching goals of the next stage, improve teaching approaches and methods, and enhance teaching efficiency.

#### **EXAMPLE 1**

In the activity of inspiring students to think about “how to resolve conflicts between children and parents”, teachers may first guide students to complete some language practice, and then ask students to propose their own solutions to the problem, with the purpose of pushing learning further and developing students' creativity and problem-solving skills.

(Peter's parents don't want to let him join the basketball team.)

Teacher: Now, do you have any ideas to help Peter solve the problem?

Student 1: If Peter talks to his parents and invites his parents to come and watch him play, he will solve the problem.

Teacher: That sounds like a great idea. Perhaps they can even play basketball together. Very good! Any other ideas?

Student 2: If Peter does something for his parents, such as..., he will solve the problem.

Teacher: If Peter...?

Student 2: "Does."

Teacher: OK. "Does." Can you say it again?

Student 2: If Peter does something for his parents, such as..., he will solve the problem.

Teacher: Yes, excellent! By doing so, Peter shows his love and respect for his parents. Perhaps, his parents will allow him to play basketball. Any other ideas?

Student 3: If Peter cries, he will solve the problem.

Teacher: (*in a crying tone*) "Mum, basketball." Then do you think Peter's parents will allow him to play basketball?

Students: Maybe.

Teacher: Why? Is this a good idea to solve his problem?

Student 4: Maybe not.

Student5: I think if Peter leaves his home for two days or two months, he will solve the problem. (*Other students laugh.*)

Teacher: Well, this is not funny at all. Look, if you leave home without telling your parents, your parents will worry about you! Do you want your parents to worry about you?

Student3: (*after a brief thinking*) No.

Teacher: No. Of course not. You don't want your parents to worry about you. So, you need to think of more effective and safer ways to solve your problem.

(*Students continue sharing more ideas.*)

Teacher: Well, class. You have shared so many different ideas. Let's work in groups again. Each group should vote for the best way to help Peter solve his problem. Also, write down your reasons.

### **Explanatory notes:**

This is a classroom teaching example that integrates teaching, learning, and assessment. The different solutions given by the students are evidence of students' learning attitude - active thinking and bold attempts to express ideas in English. On the one hand, the teacher uses witty comments to give feedback on the content to stimulate students' thinking. On the other hand, in response to a student's grammatical error, by adjusting the intonation and using stress,

the teacher guides the student to come to realise that “do” is used incorrectly. The student immediately corrects the mistake. The teacher then encourages the student to repeat the correct expression to assess whether the student has indeed understood and learned to use this expression. When a student says “if Peter cries, he will solve the problem”, the teacher pretends to be crying to simulate the situation, showing that the teacher listens attentively to the student and understand the student’s suggestion. When another student says “if Peter leaves his home for two days or two months, he will solve the problem”, the teacher immediately spots the negativity in the student’s thinking and guides the student using probing questions and suggestions to recognise this negativity and give up the initial idea.

### **2.1.3.2 Assignment assessment**

Assignment assessment is an important part of the teaching process. Teachers should keep abreast of students’ understanding of what they have learned and the development level of their language ability through students’ assignment. This will provide a basis for teachers to test the effect of teaching, identify and diagnose problems in students’ learning, and adjust and improve teaching.

Teachers should develop deep understanding of the student development role of assignment, prioritising capacity building and competencies orientation. The design of assignment should help students not only consolidate language knowledge and skills, but also effectively use strategies to strengthen their learning motivation.

Teachers should design unit assignment and individual class assignment in an integrated manner according to students’ cognitive characteristics and learning needs of different levels, taking into consideration both the unit goals and students’ individual differences. Teachers should carefully manage the content, difficulty, and quantity of assignments, so that students can form positive emotional experience and improve their sense of self-efficacy. In addition, teachers should create authentic learning settings, establish the connection between what is taught in the classroom and what is happening in students’ lives, and design various types of assignments, such as those aimed at reviewing and consolidating, broadening and extending, and comprehensive practising. This may include reciting, role-playing, retelling, writing tasks, story creation, researching, interviewing, poster making, drama performance, and out-of-class reading. As they complete these assignments, students should be guided to improve their language skills and thinking capacity, develop their learning potential, and strengthen autonomous learning.

Teachers should set clear assignment requirements and give examples

where necessary. Where appropriate assignment assessment should use whole-class feedback, individual feedback, and written feedback among other options to provide targeted feedback to motivate and guide students to make continuous progress. Teachers should also conduct follow-up assessment, making sure that students not only correct their mistakes but also form good habits and attitudes as they grow and progress.

### **2.1.3.3 Unit assessment**

Unit assessment aims to assess the level of core competencies achieved by students after completing studying a unit, including unit learning process and unit learning outcomes. The former looks at students' participation in various specific learning activities as well as the quality of a series of completed learning tasks, with the focus on evaluating students' development of language knowledge and skills, construction of cultural knowledge, mastery and application of key strategies and methods, and demonstration of thinking capacity in the process of developing their core competencies. The latter examines whether students can comprehensively use the knowledge, skills, methods, strategies, and values they have learned to logically express their thoughts, views, and opinions and make correct value judgements by the end of the unit learning, with the focus on evaluating the comprehensive development of students' core competencies.

Unit assessment should be designed according to unit goals and centred around the comprehensive development of students' core competencies. It should involve diverse participants, and should be organised and implemented by using a variety of means and formats. For example, the unit learning process assessment may emphasise on how well the students have completed their assignments, accuracy and fluency of their expressions, the depth and breadth of their thinking of problems, and the knowledge structure and value judgements formed around the sub-themes of different texts in the unit. The unit learning outcomes assessment may focus on the results of students' project learning, the overall level of spoken and written output tasks, the summary and reflection on the unit learning, and the performance of paper-based unit tests.

### **2.1.3.4 End-of-term assessment**

End-of-term assessment refers to that of students' learning after completing a whole term. It should comprehensively consider the curriculum goals, curriculum content, and requirements of academic achievement standards, and should adopt different types of comprehensive and demonstrative methods to effectively assess the actual level of students' development of core competencies at the end of the term.

End-of-term assessment should use a combination of paper-based tests and other forms of tests, with the questions covering the main content introduced throughout the term as much as possible. The selection of materials should reflect the correct value orientation; the language should be as authentic and lively as possible; the content should be relatable to the students' lives; and the contexts and tasks should be familiar to the students, reflecting the authenticity of interactions. In paper-based tests, objective questions and subjective questions should be reasonably configured. In addition to testing, end-of-term assessment may also use other methods, such as putting together learning portfolios to record students' efforts and achievements in the learning process, or conducting teacher-student interviews to evaluate students' progress and help them solve problems by understanding their perceptions and views on their own learning.

## **2.2 Academic Proficiency Examination**

### **2.2.1 Nature and purposes**

The English Academic Proficiency Examination (hereafter referred to as EAPE) for compulsory education are based on the academic achievement standards and curriculum content and are administered by the provincial educational departments. They aim to assess and measure students' academic achievements at the end of the compulsory education stage, providing benchmark for determining whether students have met the graduation requirements specified by the state. It also provides a basis for the enrolment and admission of schools of the next level, a reference for evaluating the teaching quality of individual regions and schools, and guidance for improving the quality of education and teaching methods.

### **2.2.2 Principles for exam development**

To ensure achieving the assessment purposes, EAPE development should be based on curriculum goals, content, teaching suggestions, and academic achievement standards, following the principles of orientation, scientificity, normativeness, and suitability.

**The orientation principle.** This means: strengthening the student development orientation of the English curriculum, emphasising on competency-based test items, and comprehensively assessing students' language ability, cultural awareness, thinking capacity, and learning ability in the process of solving real problems and completing real tasks in authentic contexts; and steering teaching by guiding teachers to actively explore educational models that focus on training and developing core competencies through teaching objectives, content, methods, process, and

assessment.

**The scientificity principle.** This entails: strictly following the curriculum content and academic achievement standards to ensure that the test framework, test item contexts, and task difficulties accurately align with the curriculum objectives; scientifically selecting assessment methods which consist of two types, paper-based and non-paper-based ones, according to the assessment content and deep understanding of meaning of the core competencies; using specific contexts to design typical and varied questions and tasks, and highlighting the test items are basic, representative, comprehensive, exploratory, and open; ensuring that the test items are in line with the indicators of Educational Measurement and meet the reliability and validity standards.

**The normativeness principle.** This concerns: using the national education legislations and regulations and the English Curriculum Standards as the basis, carefully selecting test item writers, strengthening the regulation of exams development process, rigorously evaluating the quality of test items, and ensuring that the test framework is reasonable, the test content is accurate, the test item contexts are authentic, the volume and difficulty level are appropriate, the instructions are clear, and the test results are valid.

**The suitability principle.** This refers to: strictly following the curriculum's content requirements and academic achievement standards, ensuring the test items are closely related to the reality and students' life and learning experience, aligning the exam with the characteristics of students' physical and mental development as well as their cognitive level, and focusing on assessing students' values, cultural awareness, thinking process, and their ability and performance of using English comprehensively to solve problems.

### **2.2.3 Planning exam development**

It is important to actively explore and formulate the exam development plan and question types that centre on competency development, supporting and guiding the implementation of the English Curriculum Standards. Formulation of the exam development plan should make clear the content scope, level requirements, test formats, test paper structures, and writing of the test items.

First, test framework needs to be formulated in a scientific manner. It should be based on the curriculum goals, content, and academic achievement standards. The framework should cover three dimensions.



The first one is the curriculum goals, which should be able to comprehensively assess students' core competencies, i.e., language ability, cultural awareness, thinking capacity, and learning ability. The proportion and weighting of the test items should be planned according to the requirements of the holistic development of core competencies and academic achievement standards as specified in the curriculum goals. The second one is the curriculum content, which should cover the three themes - man and self, man and society, and man and nature, along with key content requirements of discourse knowledge, language knowledge, cultural knowledge, language skills, and learning strategies. The third one is the basic level of academic achievement standards, which should be used to work out the appropriate proportions of test items that can differentiate students' level in terms of excellent/good/pass.

Second, test format should be selected reasonably. It is important to select test format which corresponds to the test content, so that it can examine the process and results of students' comprehensive use of English in understanding meaning, expressing ideas, and solving problems, as well as their language ability, cultural awareness, thinking capacity, learning ability, and their overall language proficiency demonstrated in this process. By doing so, it is to ensure that the exam can accurately assess students' values, essential qualities, and key competencies. For language ability, test questions should reflect students' comprehensive use of English in understanding and expressing in real situations. For cultural awareness, test questions should reflect students' cross-cultural knowledge, attitudes, and value orientation based on correct understanding of both Chinese and foreign cultures. For thinking capacity, test questions should reflect students' thinking processes and methods, such as understanding, analysing, comparing, inferring, commenting, critiquing, and creating. For learning ability, test questions should reflect students' independent or collaborative use of learning methods and strategies.

Third, test structure should be planned in a holistic way. The structure should be considered in accordance with the academic achievement standards. When deciding the task types within the test (e.g., stand-alone tasks, integrated tasks) or question types (e.g., MCQs, gap fills, true-or-false, matching, short answer questions, and composition writing) and their weighting, and when determining the format and ratio of language skills of listening, speaking, reading, viewing and writing, considerations should be given to the developmental goals of core competencies as well as the content elements such as themes, texts, language knowledge, cultural knowledge, language skills, and learning strategies. Exam developers should actively use test items that enable students to comprehensively apply knowledge and skills and thus measure their ability and emotional

attitude, and avoid using test items which rely on mechanical memorisations. Exam developers should limit the number of single-answer test items, discard those only requires simple language form conversion, increase the proportion of test items that are comprehensive, exploratory, and open-ended. Exam developers should give prominence to the coordinated development of English listening and speaking skills, create opportunities to administer listening and speaking tests, and adjust and gradually increase the ratio of listening and speaking test questions.

#### **2.2.4 Writing the test items**

In accordance with the academic achievement standards, exam developers should have a clear understanding of the core competencies and the level each test item aims to measure. Writing specific test items should follow these steps: 1) clarify test intentions and indicators; 2) estimate test difficulty and level; 3) choose test question types and proportions; 4) design test contexts and tasks; 5) prepare test items and suggested answers; and 6) set scoring criteria and marking methods. The angles and wording of the test items should be scientific, reasonable, logical, credible, and valid. In accordance with the academic achievement standards, the test items can be divided into three levels - low, medium and high, so that they can assess students accurately, comprehensively, objectively, and fair.

Writing the test items should be in line with the student development goals and underpinning principles of the English curriculum. This area of work should contribute to promoting and guiding the full implementation of the curriculum goals, curriculum content, and academic achievement standards; should benefit students in optimising their learning methods, expanding learning channels, and improving learning efficiency; should support teachers in improving their teaching methods; and should enable schools to assess students' English level and ability in a comprehensive way.

#### **2.2.5 Sample test items**

##### **Sample 1**

A. Listen and write. Listen and complete the form with the missing information.

**Example:**

**You will hear**

- *Hello, International Sports Meeting Volunteer Organisation. How can I help you?*

- Yes. I'm a student from No 8 High School.

**You will read**

0. From: No. \_\_\_\_ High School

You will write "8" on the line. Number 0 is an example.

Volunteer Information Card	
<b>0. From:</b>	No. <u>8</u> High School
<b>1. Name:</b>	Amy _____
<b>2. Age:</b>	_____
<b>3. Interview Time:</b>	On _____ morning, 12 <sup>th</sup> August
<b>4. Place:</b>	_____ Hotel
<b>5. Phone Number:</b>	_____

B. Listen and say. Listen to the dialogue again and answer the following two questions.

6. What will Amy probably do for the sports meeting?

7. Do you think speaking English will bring you more chances? Give one reason.

*Recorded Material:*

Man: Hello, International Sports Meeting Volunteer Organisation. How can I help you?

Girl: Yes. I'm a student from No.8 High School. I'd like to be a volunteer for the International Sports Meeting.

Man: You're welcome to join us. What's your name?

Girl: My name is Amy Starke.

Man: Thank you, Amy. Can you spell your last name for me, please?

Girl: Yes, it's Starke, S-T-A-R-K-E.

Man: S-T-A-R-K-E, Starke. I've got it. Amy, how old are you?

Girl: I'm fourteen.

Man: Fourteen? OK. How can you help at the Sports Meeting, Amy?

Girl: I speak English well, so I think I can help the foreign guests and athletes that are visiting Beijing.

Man: Maybe you can be a tour guide and show them around. But we need to interview you first.

Girl: Thank you very much. When is the interview?  
Man: Next Saturday morning, the twelfth of August. Is it OK for you?  
Girl: Sure. Where do I go for the interview?  
Man: Please come to the Park Hotel. Your interview will be in Meeting Room 2.  
Girl: Meeting Room 2, Park Hotel. OK!  
Man: Oh, Amy, what's your telephone number?  
Girl: My number is 6521-3398.  
Man: Is it 6521-3998?  
Girl: No, it's 6521-3398.  
Man: Thank you. I've got it, Amy. See you next Saturday morning.  
Girl: Thank you. Bye-bye.

**Explanatory notes:**

This is a comprehensive test item integrating the skills of listening, writing, and speaking. The context falls into the thematic clusters of “social services and interpersonal communication” under the “man and society” theme, and involves the sub-theme of “volunteering and public service”. This test item uses an spoken text of everyday dialogue, focusing on assessing whether students can understand simple dialogues with clear pronunciation delivered at a slow speech speed; retrieve, record, and summarise specific or key information; identify the main points; use the language they have learned to communicate with others and express their emotions, attitudes, and opinions around the topic of participating in volunteer services; and use generally correct pronunciation, intonation, and vocabulary with good coherence in oral expression. This test item mainly assesses students’ listening and speaking skills, but also measures their cultural awareness.

**Sample 2**

Read the short passage and complete the tasks.

World Book Day is an event organised by the United Nations to encourage book reading, publishing and copyright. The first World Book Day was 23<sup>rd</sup> April 1995 and it is celebrated every year on that day. It changes people’s lives through the love of books and reading. Every year on World Book Day, children around the world get together and read their favourite books. Some organisations work hard to give every child a book of their own. Reading for pleasure is very important for a young person’s future success -- more important than their parents’ educational background or the money they make.

- A. Read aloud the passage above.<sup>1</sup>
- B. Read the passage and answer the following questions.
1. What is World Book Day for?
  2. How does World Book Day change people's lives?
  3. What does the writer think of reading for pleasure?
- C. Answer the following questions based on what is true for you.
1. What is the name of the book you like?
  2. What is it about?
  3. Why do you like it?

**Explanatory notes:**

This is a comprehensive test item integrating the skills of reading and speaking. The context falls into the thematic clusters of “life and learning” under the “man and self” theme, and involves the sub-theme of “rich, fulfilling, and positive life experience”. The material is an expository text about World Book Day. On the one hand, this item assesses whether students can read and understand a short written text, retrieve and summarise key information, identify the main points, and correctly read the text aloud. On the other hand, it assesses whether students can use the language they have learned to orally communicate with others about the topic of book reading; describe and introduce people and things in their lives; express their experience, views, and emotional attitude related to reading; and use generally correct pronunciation, intonation, and vocabulary with good coherence in oral expression. This item mainly assesses students' reading and speaking skills, but also guides students to think about the meaning of reading and share the joy of reading.

**Sample 3**

Observe the following two pictures and answer the questions.<sup>2</sup>

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<sup>1</sup> Rubric of Task A, B, and C is provided in Chinese respectively.

<sup>2</sup> Rubric is provided in Chinese.



*Recorded Material:*

1. Please name the two places in the pictures.
2. What do people usually do there?
3. Does your school have these places? Which place do you like better?

**Explanatory notes:**

This is a comprehensive test item integrating the skills of viewing, listening, and speaking. The context falls into the thematic clusters of “life and learning” under the “man and self” theme, and involves the sub-theme of “diverse, safe, and fulfilling school life”. Using a multimodal type of text, this test item focuses on assessing whether students can use the language they have learned to communicate with others based on the pictures they see and the questions they hear; describe and introduce school facilities and activities; express their feelings and attitudes related to school life; and use generally correct pronunciation, intonation, and vocabulary with good coherence in oral expression. This item mainly assesses students’ speaking skills, but also indirectly examines students’ attitudes towards school and life.

**Sample 4**

Read the text below, answer the questions based on the content, and choose the best answer for each question.<sup>3</sup>

**Learning a New Language**

Some people learn a second language easily. Other people have trouble

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<sup>3</sup> Rubric is provided in Chinese.

learning a new language. How can you learn a new language, such as English? There are several ways to help you learn English more easily and to make your learning more interesting.

First, feel positive about learning English. If you believe that you can learn, you will learn. Be patient. You don't have to understand everything all at once. Often you will make mistakes when you are learning something new. We can learn from our mistakes.

Second, practise using your English. For example, you can write a journal, or a diary, every day. Soon, you will feel more comfortable writing your ideas in English. After several weeks, your writing will improve. In addition, try to speak English every day. You can practise with your classmates after class. You might make mistakes, but it's not a worry. Gradually you will feel confident when you write and speak in English.

Third, keep a record of your language learning experience. You can write your learning experience in your journal. After each class, think about it. Do you answer questions correctly in class? Do you understand the teacher? Perhaps the lesson is a bit difficult, but you can try to understand it. Write these reflections in your journal.

You should be positive about learning English. You should believe that you can do it. It is important to practise every day. You can make a record of your achievements. Make learning English fun and have more confidence in yourself.

1. List the ways that can help you improve your English language learning.
2. Which of the following would the writer most likely agree with? Choose TWO answers.
  - a. Never fear making mistakes.
  - b. Keep a diary of your learning.
  - c. Learn things as fast as possible.
  - d. Choose easy lessons to start with.
  - e. Celebrate your success with your classmates.
3. Which suggestion is the most helpful for you? Why? Write 30 words or more.

**Explanatory notes:**

This is a comprehensive test item integrating the skills of reading and writing. The context falls into the thematic clusters of “life and learning” under the “man and self” theme, and involves the sub-theme of “positive learning experience, appropriate learning methods and strategies, and diligence in studying and thinking”. This item focuses on assessing whether students can write about and explain their own English learning methods based on self-reflection after understanding the main content of a slightly longer written text. It also embeds guidance for students to actively try different learning strategies to improve English learning methods, enhance English learning efficiency, and develop good learning habits. This item mainly assesses students' reading and

writing skills, along with the ability to summarise and select effective language learning methods.

### **Sample 5**

Writing.

Suppose you are Li Hui. An English newspaper is recruiting a student reporter from high school students for its “My Hometown” column introducing his or her hometown in English. Please write a self-recommendation letter to the newspaper in English, which should cover the following main points to say you are:

1. familiar with your hometown;
2. willing to communicate;
3. good at English.

Requirements:

1. You should write about 80 words;
2. Details can be added to make the text coherent;
3. The letter must not reveal your real name or the name of your school;
4. The beginning and end of the letter have been provided and will not be counted towards the word limit.<sup>4</sup>

Reference vocabulary: journalist (noun), column (noun)

Dear Sir/Madam,

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Yours,  
Li Hui

### **Explanatory notes:**

This test item is a writing task. The context falls into the thematic clusters of “social services and interpersonal communication” under the “man and society” theme, and involves the sub-theme of “good interpersonal relationship and communication” and “changes and developments of hometown and society”. This test item focuses on assessing whether students can communicate in writing with others in real-life situations using the language they have learned around familiar topics; describe and introduce people and things in their hometown; express their care and love for their hometown along with their emotions, attitudes, and intentions to participate in the development of

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<sup>4</sup> Rubric is provided in Chinese.



their hometown. This test item requires students to write with clear content, complete structure, accurate meaning, and good coherence. This test item mainly assesses students' writing skills, with a focus on love for their hometown and country.

### **Sample 6**

Writing.

Family dinner on Spring Festival Eve is the most important family dinner in the Chinese culture. Please write a short essay of about 80 words titled “The Family Dinner on Spring Festival Eve” to Steve, a foreign pen pal, to introduce the dishes, their meanings, and the rich and diverse cultural customs of the Spring Festival celebrations in your hometown. <sup>5</sup>

### **Explanatory notes:**

This test item is a writing task. The context falls into the thematic clusters of “history, society, and culture” under the “man and society” theme, and involves the sub-theme of “cultural customs of major countries in the world” and “festivals, holidays, and celebrations”. This test item focuses on assessing whether students can use the language they have learned to describe the cultural phenomenon of the family dinner on the Spring Festival Eve and its cultural connotations based on their understanding of fine traditional Chinese culture and their existing knowledge and experience; promote Chinese culture through a writing task; and demonstrate their awareness and ability in cross-cultural communication. This test item requires students to write with clear content, complete structure, accurate meaning, and good coherence. This test item mainly assesses students' writing skills, along with their understanding of fine traditional Chinese culture.

## **3. Suggestions on Textbook Development**

Two versions of English textbooks for compulsory education are available, one used by schools under the “6+3 system” and the other by those under the “5+4 system”. The content and style requirements of the textbooks for Grade 6 of the “5+4 system” schools should be in line with the learning and life characteristics of junior high school students. Textbooks for Grades 1 and 2 focus mainly on listening and speaking, and are part of the administration of local curriculum textbooks.

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<sup>5</sup> Rubric is provided in Chinese.

### **3.1 Adhering to ideological principles and implementing the fundamental task of fostering virtue through education**

English textbooks are not only the main content and carrier of English teaching, but also an important medium for ideological and moral education of students. Textbooks should reflect the educational values of the English curriculum in terms of content selection and teaching activity design, organically integrate the socialist core values and the concept of global community of shared future, and fully implement the fundamental task of fostering virtue. Textbook development should bear in mind the needs to 1) guide students to form a positive and healthy emotional attitude as well as a correct outlook on life and world; and 2) cultivate students' awareness and ability of international understanding, cross-cultural communication, and mutual appreciation of civilisations through English learning. Textbooks should introduce advanced socialist culture, revolutionary culture, and fine traditional Chinese culture in an appropriate way, and actively embed education on patriotism, revolutionary traditions, traditional Chinese virtues, democracy, and the rule of law.

### **3.2 Catering needs of all students and ensuring development of core competencies across the board**

Development of English textbooks should target all students, and ensure that students share a common foundation in English learning and that their language ability, cultural awareness, thinking capacity, and learning ability are developed and improved. Textbook development should seek to support all students in mastering the most basic English language knowledge and cultural knowledge, and forming the most basic comprehension and expression ability. Textbook development should also factor in the urban-rural differences, regional differences, and individual differences among students, so as to maximise the suitability of textbooks.

### **3.3 Taking themes as the signpost and designing holistic unit-based learning activities**

Activities are considered as the basic classroom teaching process and a key means to develop students' English subject core competencies. Each learning unit should be designed around a specific thematic context supported by appropriately chosen texts, and includes activities that are conducive to students' exposure to, experience, perception, learning, and use of the language. The design of activities should contribute to students using English to engage in authentic communication and expression around the thematic meaning. Textbooks should integrate the teaching of language knowledge into language practice activities, present and explain language knowledge in specific contexts, provide students with a wealth of language materials and

examples, and guide students to understand meaning of the expressions, observe language forms, and discover and summarise the rules and usage of language.

### **3.4 Improving authenticity of English teaching and stimulating students' interest and motivation**

One of the key purposes of language teaching is to enable students to communicate with others in real-life situations using the language learned. Hence the language in materials selected for the English textbooks should be authentic, and the activities should involve authentic communications. Each learning unit should be designed around a specific thematic context supported by carefully chosen texts, pay attention to the variation of text types and language styles, ensure that the content in the texts is interesting, informative, and communicative, arouse students' interest and motivation in learning, and guide them to engage and think actively. In writing and designing textbooks developers should use well-coordinated text and pictures, choose the font, font size, and colours reasonably, and present a lively and easy to read layout. Textbooks should select certain number of excerpts from classics and famous articles in English so that students can appreciate the beauty of English literature and English language.

### **3.5 Following the principles of language learning and meeting students' individualised learning needs**

Development of English textbooks should respect the characteristics of students' language ability at different ages, and textbooks of all levels in compulsory education should be designed as a whole. It should follow the principles of presenting the language with a gradual progression, from easy to difficult and from simple to complex, and in a step-by-step way in recurring cycles. Content selected for the textbooks should be interesting to students and presented in layers, and allows diversity and flexibility in learning formats to protect students' curiosity and interest in learning English. The arrangement of textbook volumes, content grading, and teaching requirements should ensure organic connection from one level to another in an upward spiral.

### **3.6 Maintaining openness in textbook design and creating opportunities to use textbooks flexibly**

English textbooks should on the one hand ensure that students master the content stipulated in the curriculum, and maintain a level of openness on the other. The selection and writing of textbook content should be conducive to teachers' creative design of classroom activities and flexible arrangement of different teaching stages; should allow space for teachers to choose,

supplement, and adapt teaching content freely; and should enable teachers to get exposed to new teaching philosophy and methods in order to improve the existing ones. Textbook development should not only reflect the requirements of the English Curriculum Standards and ensure the entirety and systematicness of the core content, but also make it easy for teachers to choose and supplement the textbook content appropriately as needed.

### **3.7 Focusing on cultivating student's learning ability and laying the foundation for lifelong learning**

English textbooks should guide students to carry out autonomous learning and support teachers in guiding students to carry out collaborative learning and inquiry-based learning. Activities and exercises in the textbooks should encourage students to do things in English as much as possible so that they can experience, perceive, learn, and use the language in the process and generalise and summarise language rules on their own. Textbooks should highlight guidance on learning methods, inspire students to optimise their learning methods, form good learning habits and effective learning strategies, and lay the foundation for lifelong learning.

### **3.8 Deploying ICT effectively and raising the intelligent level of English teaching**

Development of English textbooks should leverage ICT effectively and promote deep integration of ICT and English teaching. Digital learning resources should be developed alongside English textbooks to assist the use of textbooks. For example, online platforms should be established to facilitate the learning and sharing among teachers, between teachers and students, and among students themselves. On these platforms, teachers and students exchange ideas, showcase students' learning outcomes, and share resources and experience. The platforms can also provide teachers with various digitalised teaching resources that can support them in delivering smart teaching.

## **4. Development and Use of Curriculum Resources**

Development and use of curriculum resources should serve for the purpose of curriculum reform, meet the needs of curriculum implementation, and reflect the principles of education and teaching reform.

Active development and proper use of curriculum resources can serve as an important guarantee for effective implementation of the English curriculum. English curriculum resources include textbooks and other teaching materials,

support systems, and teaching environments that are conducive to students' learning and teachers' teaching, such as audio and video materials, visual teaching aids and realia, multimedia software, radio and television programmes, digital learning resources, newspapers and periodicals, as well as libraries and school teaching facilities. Human resources should also be included, such as life experiences, emotional experiences, and the knowledge structures of students, teachers, and parents.

#### **4.1 Fully tapping and effectively developing textbook resources**

Textbooks are the core resources of English curriculum. In order to make full use of and effectively develop textbook resources, teachers should analyse textbooks in depth, accurately understand the design principles and contents of the textbooks, and familiarise with how they are developed. Teachers should study textbooks in depth, and effectively use and develop textbook resources according to students' level and teaching needs, so as to arouse students' interest in learning, broaden students' horizons, and expand students' thinking scope.

Government education administrators, teaching and research institutions, and schools should keep abreast of how textbooks are used and provide feedback and suggestions for revisions. Schools can also consider selecting or developing high-quality teaching resources other than textbooks as supplement to textbooks.

#### **4.2 Going beyond textbooks and developing additional material resources appropriately**

In the process of developing and using English curriculum resources, ideological control is paramount. Teachers should have the courage to look beyond textbooks and fully explore other resources. When developing additional materials for the English curriculum, attention should be paid to selecting authentic, complete, and diverse English texts with the correct value orientation, such as English picture books, short plays, and current affairs articles that match the thematic contexts of the units in the textbooks. Teachers should avoid excessive development of learning materials of tutoring type similar to the textbook content, such as practice questions, test questions, and study guides. In addition, it is worth emphasising that development and use of curriculum resources should be need based and that exams preparation materials should not be developed purely for the needs of exams.

#### **4.3 Actively developing and utilising in-school resources**

Teachers should guide students to learn English through different channels

and in different formats where possible. In English teaching, based on reasonable and effective use of textbooks, teachers should actively utilise and tap into various resources on campus, such as libraries, language laboratories, audio-visual equipment and other teaching facilities, so as to enhance the authenticity, dynamics, and practicality of English learning. Government education administrators and schools should create opportunities as much as possible to provide out-of-class English reading materials, audio and video materials as well as hardware equipment such as computers, projectors, and electronic whiteboards. They should also do the utmost to set up audio-visual rooms that are regularly opened to students to make autonomous learning possible.

#### **4.4 Seeking to develop and utilise student resources**

Student resources include individual's life experience, learning experience, and the wealth of their ideas and emotions. Teachers should fully recognise, utilise, and leverage student resources and effectively activate and make use of students' existing knowledge, experience, imagination, and creativity by creating open platforms for teacher-student and student-student exchanges and sharing. Teachers should guide students to develop and use their personalised learning resources and to engage in exchanges and sharing in an appropriate way. Teachers should organise students to set up class book corners or bookcases and encourage them to produce class English journals and English posters. Teachers should guide students to create an English environment in their classes and schools and set up English radio stations. Teachers should also organise students to conduct online exchanges and discussions in English.

#### **4.5 Vigorously developing and leveraging digital learning resources**

Computers and digital technologies have created favourable conditions for students' individualised learning and autonomous learning, providing new learning models essential to adapting to the information age. By using computers and the Internet, students can choose learning content and learning methods according to their own needs, making it more effective to help each other and to share learning resources with one another. Government education administrators of all levels, schools, and teachers should all actively create conditions for students to effectively use digital resources. More developed schools can also set up their own English teaching websites, offer online courses, and further enhance the authenticity, openness, and effectiveness of learning.

#### **4.6 Focusing on the effectiveness of developing curriculum resource and using the resources**

Development and use of curriculum resources should factor in local economic development level and affordability of students and parents, adhering to the principles of simplicity, practicality and effectiveness on the premise of not to increase the students' burden. Schools should establish an effective curriculum resource management system, which should work to actively develop new curriculum resources on the basis of making full use of existing ones while avoiding idle curriculum resources. In using and developing curriculum resources, carelessly produced and low-quality supplement materials are strictly prohibited. Schools and teachers are also strictly prohibited from recommending materials, such as unlicensed publications of mock exams papers and practice materials, to students.

Development and use of curriculum resources should give prominence to organic integration of various resources, establishing an entire system of curriculum resources with complete types, clear levels, and diverse functions. It is imperative to avoid the tendency of producing and using curriculum resources in an isolated way.

## **5. Teaching Research and Teacher Development**

Teachers are key to ensuring the effective implementation of the English curriculum, and the professional level of teachers is critical for implementing English courses effectively. Teaching research and teacher training should focus on guiding teachers to accurately and deeply understand the curriculum principles, goals, and requirements, so that they can transform these into effective teaching practices. As these efforts aim to continuously improving teachers' professional competence, they are also instrumental in developing students' core competencies on all fronts.

### **5.1 Bringing together expertise and building a teacher community of learning and researching**

Teachers provide guarantee for improving the quality of education and teaching in schools and implementing the fundamental task of fostering virtue through education. Schools must actively create a positive atmosphere for everyone to engage in innovating on the basis of previous success, and provide favourable conditions and strong support to teaching and research groups. Schools should make overall planning and implementation of school-based teaching and research in terms of time, personnel, content, and form, bringing together expertise of all teachers to build a practice-oriented learning and research community that collectively address the challenges in face of the ongoing and deepening curriculum

reform. Schools should create a democratic, open, and constructive team atmosphere in which teachers listen and talk to each other as well as share with and challenge each other in the process of reading, learning, thinking, and discussing, so as to stimulate teachers' research enthusiasm, encourage teachers to learn from each other's strengths and weaknesses, focus on the fundamental task of fostering virtue, the curriculum, and the classroom delivery, analyse students, examine textbooks, implement goals, optimise teaching and learning methods, explore solutions to teaching what students find challenging, and ultimately promote the development of both students' core competencies and teachers' professional competence. More developed regions can also establish a teacher community of learning and researching across different regions and among different schools, for the purposes of facilitating academic exchanges, broadening professional visions, and improving teaching quality.

## **5.2 Updating understanding and grasping essence of the English Curriculum Standards**

The English Curriculum Standards is a guideline document for implementing the curriculum, offering an important basis for the activities of teaching, assessment, and exams development. Teaching research and training activities should focus on guiding teachers to carefully study the curriculum principles, fully understand the educational value and methods of the English curriculum, grasp the essence of its content, constantly update their educational and teaching concepts, re-examine and re-position the function of classroom teaching from the perspectives of student development as advocated in the English curriculum, and translate the concepts and requirements of the curriculum standards into the design of classroom teachings. Teaching research and teacher training activities should guide teachers to change the traditional teaching practice focusing on knowledge-imparting, which is characterised by isolated memorisation and practice of individual language points, move away from the superficial, fragmented, and exams-oriented teaching approach, and embrace the competencies-oriented and integrated unit teaching practice. Teachers should explore and develop approaches centred on student development, switching from imparting knowledge to cultivating abilities, from explaining things to students to guided discoveries by the students, and from presenting results to building the process together. Teachers should reconstruct the curriculum content as per the development goals of students' core competencies of different levels, design and organise learning activities, encourage and lead students to use the knowledge they have learned to solve practical problems in real and complex situations as they go beyond textbooks and the English subject, and introduce real change to the way curriculum is used to develop people.



### **5.3 Carefully studying the textbooks and delivering precise teaching based on students' situations**

Textbooks are an important carrier for cultivating students' core competencies. Teaching research and teacher training activities should prioritise guiding teachers to correctly interpreting the principles and requirements of the curriculum standards first, and then to carefully study the textbooks and make good use of them in an integrated and creative manner. Teachers should read through the textbooks, familiarise with the design principles, themes, contexts, content selection, activity design, and corresponding resources, and fully recognise the important role of textbooks in implementing the educational goals of the English curriculum. Teachers should study and understand how the whole textbook content is arranged, especially the logical connections and progressive features between volumes, between units, and between lessons within each unit, so as to lay the foundation for guiding and organising students to learn the curriculum content step by step. Teachers should also explore the valuable learning content of each text based on the students' existing foundation and learning needs; set out to promote students' actual learning and use this as the end goal; according to students' different learning styles, life experiences, ability levels, and language levels, select and organise the textbook content, formulate reasonable teaching objectives, carefully design, implement, and assess teaching and learning activities to ensure achieving the teaching objectives. Teaching research and teacher training activities should be conducive to teachers reorganising or selecting textbook content scientifically and reasonably on the basis of their comprehensive, accurate, and thorough understanding of the rationales of textbook development, implementing precise teaching, and ensuring the maximisation of students' learning opportunities and optimisation of their learning effects.

### **5.4 Focusing on case studies and carrying out targeted researches to address real problems**

Classroom teaching is the key stage to implement the curriculum principles. In real classroom teaching setting, teachers will encounter various situations that affect learning and the effect of learning. Teaching research and teacher training activities should develop teachers to have keen insight and be good at identifying key issues, establish research directions, and build on theoretical guidance to carry out targeted research based on real problems in the classroom. On the one hand, teachers should learn to explain various teaching phenomena in the classroom using teaching theories, review and reflect on their own teaching concepts,

delivery, and students' learning effects; on the other hand, teachers should work with peers to practise and explore teaching and learning methods advocated by new ideas and new requirements of the curriculum through case studies. Through evidence-based teaching experiments and research, teachers should be able to solve problems, break through bottlenecks, innovate and develop, and improve their ability in terms of designing and deliver teaching.

The English subject's teaching and research groups should formulate a staged teaching and research plan, organise a combination of regular and ad hoc teaching and research activities, and carry out case studies that aim to address issues. For example, on a certain important teaching-related issue, the teaching and research group should first diagnose causes of the issue through theoretical study, classroom observation, and data collection and analysis. The group should then explore and put to the test methods and ways to solve the problem through group discussions, peer teaching, using different structures for the same lesson, and carry out a new round of evidence collection. Based on the test results, the group should conduct another round of in-depth discussions, scrutinising on teaching details to further analyse and reflect on the effectiveness of previous solutions, and continue to advance the research until the issue is effectively solved. Classroom delivery focused case studies should guide teachers to pay attention to teaching in action and think about the curriculum's student develop nature, so as to achieve the dual purposes of improving students' learning efficiency and teachers' scientific research ability.

### **5.5 Using ongoing self-reflection to promote continuous professional development**

The professional level of teachers is a key guarantee for the successful implementation of the curriculum. The knowledge, methods, belief, and attitudes required for teachers' professional development need to be gradually formed through autonomous and collaborative inquiries, trials, and self-reflection, in addition to external training sessions and education. Reflection upon teaching is a useful thinking activity and re-learning method. In the process of implementing classroom teaching objectives, monitoring, analysing, and solving problems are effective ways to enhance the professional development of teachers. Teaching research and teacher training activities should guide teachers to set out from their own specific situations, focus on specific problems, and constantly reflect on themselves, their teaching practices, and related events. Teachers should discover impacts and values from their teaching practice, draw on their success and learn from their lessons, and achieve continuous professional development through ongoing reflective practice.

Teachers should combine teaching and research organically, take the cultivation of students' core competencies as the starting point, constantly review their own teaching concepts and methods, look into how to learn in teaching and how to teach in learning, keep self-reflecting and self-evaluating from the perspectives of students, teachers, and content, explore ways to precisely and efficiently present content, develop effective teacher-student activities and teaching and learning methods, purposefully improve and optimise teaching, and enhance teaching effectiveness. Teachers should activate teaching wisdom as they learn, practise, and reflect, organically integrate the know-how of language-based and content-based instructions, deepen their understanding of the nature of teaching, develop awareness and ability of autonomous professional development, gradually find teaching approaches and methods suitable for themselves and conducive to promoting students' autonomous learning and improving students' learning effect, and become English teachers who are constantly progressing with self-reflection awareness and innovation mindset.

### **5.6 Going into the classroom and learning from practice to improve teaching**

Teaching researchers are mentors and partners in the teachers' professional development process. Development of teachers' lesson design and implementation abilities can not be achieved overnight. It needs to be developed step by step through continuous self-reflection and practice under the guidance of teaching researchers or trainers. Teaching researchers should take the lead in learning new concepts and new requirements proposed by the English Curriculum Standards, develop profound understanding of the essence of its content, take the initiative to enter the classroom, practise with teachers, guide teachers to carry out teaching research, and continuously improve the quality of student development.

Teaching researchers should pay regular visits to grassroots schools, especially rural schools and under-developed ones, go into the classroom, observe classroom delivery, identify and focus on real teaching problems, implement whole-process and follow-up teaching research, lead and guide teachers to explore ideas and methods to solve problems, continuously improve the quality of teaching, and promote the simultaneous development of teachers' professional competencies and students' core competencies. Teaching researchers should lead teachers to convert the long-term developmental goals for students in the curriculum standards into specific teaching objectives for each unit, text, and lesson; work with teachers to carry out peer teaching and trial lessons, and observe students' reactions

and changes in this process as well as the impact of teaching on students' learning behaviours and the overall learning effect; and, reflect and summarise together for continuous improvement. Teaching researchers should also draw on teaching diagnosis based on empirical analysis and data analysis and work with teachers to investigate and solve problems in teaching, leading teachers to translate the curriculum concepts into specific classroom teaching practices over time.

### **5.7 Broadening channels and innovating teaching research and teacher training mechanisms to enhance teachers' student development capabilities**

Teaching research and teacher training are instrumental in encouraging teachers to change their mindsets and leading them to put curriculum concepts and curriculum goals into practice. Teachers have a wealth of experience and unique understanding of education and teaching. Teaching research and teacher training should guide teachers to understand and master new concepts in the English Curriculum Standards based on their own teaching situations and existing teaching experience, while also striving to foster an atmosphere of active sharing and exchanging ideas among teachers, so that they feel recognised, respected, and supported.

In terms of teaching research and teacher training content, we must pay attention to the continuous updating of teachers' professional knowledge of the subject and teaching knowledge of the subject, along with the development of their teaching and researching capabilities, thereby helping them improve language proficiency, thinking capacity, and cross-cultural communication skills, guiding teachers to improve teaching practice ability based on self-reflection, and motivating teachers to participate in teaching and assessment research directed at the development of students' core competencies. In terms of teaching research and teacher training methods, we must adapt measures to local conditions, seek to make breakthroughs and innovations, and apply a range of approaches, such as regional teaching and research, thematic teaching and research, learning from demo classes, and project research, to meet the learning and development needs of different teachers. Meanwhile, we must actively explore reform on teaching research and teacher training models in light of education informatisation, leverage digital learning platforms, combine online and offline opportunities, and organically integrate various methods into the general training of curriculum standards for all teachers, such as expert lectures, topic-based micro-lectures, workshops, and thematic seminars.

In day-to-day teaching and research, teaching researchers should bear in mind the guiding principles of serving for the implementation of the

curriculum, teachers' teaching, and students' learning. They should do effective investigations on the issues and need diagnosis; plan and organise thematic teaching and research that is participatory, exploratory and experiential; summarise and categorise common issues encountered in teaching delivery into a series of teaching and research themes; follow the procedure of "presenting the issue -- team research -- group sharing - - case study of demo classes -- expert reviews -- consolidating outcomes" to enable teachers to "learn by doing" and "think through researching"; make teaching and research activities a bridge connecting curriculum standards and classroom teaching; encourage teachers to transform curriculum concepts into effective classroom teaching practice; and ultimately promote the development of students' core competencies.

# APPENDICES

## Appendix I

### Levels of the English Subject Core Competencies

The Compulsory Education's English Curriculum Standards outlines students' core competencies in terms of **general attributes** and **specific attributes**. The former reflects the developmental, comprehensive and holistic nature of the core competencies, while the latter describes details of each level's core competencies from different dimensions.

#### I. General attributes

##### Grade 3-4

As instructed and supported by the teacher, students should be able to:

- complete learning tasks;
- understand simple everyday language materials of familiar topics, and begin to develop a sense of the English language;
- communicate with others and describe familiar things around them using basic, short language;
- have a desire in learning about Chinese and foreign cultures proactively, observe and perceive family life, school life, and social life in different countries or cultures, and form a sense of individual identity and national identity;
- identify similarities and differences between various phenomena through comparison, and try to observe the world from different perspectives;
- develop interest in learning English, and begin to develop good learning habits;
- try to work with others in learning activities and complete learning tasks collaboratively.

##### Grade 5-6

As guided and elicited by the teacher, students should be able to:

- complete learning tasks;
- understand common and simple everyday language materials, and develop an initial sense of the English language;
- communicate about relevant themes, express their own ideas, and achieve basic communication and exchange using the learned language knowledge;

- perceive and experience cultural diversity, and develop an initial understanding of specific phenomena and things related to Chinese and foreign cultures;
- cultivate a sense of national identity, build up cultural confidence, and develop correct values and good characters;
- begin to think independently, develop awareness of questioning, look at things from multiple perspectives dialectically, make correct value judgement on matters, and express views coherently;
- adjust study plans and learning strategies according to progress, begin to identify English learning methods suitable for them, and have good learning habits in place;
- take the initiative to explore things in learning, and work with others to complete learning tasks collaboratively.

### Grade 7-9

As guided and facilitated by the teacher, students should be able to:

- understand simple everyday language materials, and possess a degree of sense of the English language;
- use the learned language knowledge to exchange information with others and express their own views, emotions, and attitudes in everyday life or on general social occasions;
- respect and be inclusive of different cultures, possess the basic ability to analyse, compare, and judge cultural differences and similarities, and develop both an international perspective and a sense of national identity;
- understand and appreciate the connotations of fine cultures, and possess correct values, healthy aesthetic tastes, and good characters;
- integrate, summarise, generalise, differentiate, and determine main ideas based on the collected information, identify patterns, establish logical connections, think independently, and identify, analyse and solve problems creatively;
- actively try to apply different English learning strategies to improve learning efficiency, find English learning methods suitable for them, learn to reflect on learning, and have developed good learning habits;
- carry out autonomous learning, collaborative learning, and inquiry-based learning.

## II. Specific attributes

Specific attributes of students' core competencies are detailed in Table 25-28 below.

**Table 25 Specific Attributes of Students' Language Ability by Level**

Levels	Descriptions
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Grade 3-4	<p>As instructed and supported by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• understand simple everyday language materials of familiar topics related to themes of this level, and identify, extract, and sort out information;</li> <li>• use the learned language to communicate with others, describe familiar life experiences and things around them, and express attitudes;</li> <li>• use non-verbal means where necessary, such as imitation, repetition, gesture, and facial expression, to achieve simple communication and exchange.</li> </ul>
Grade 5-6	<p>As guided and elicited by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• understand common and simple everyday language materials related to themes of this level, comprehend their basic meaning, collect and consolidate factual information, and grasp the main content;</li> <li>• use the learned language to communicate with others, pass on information, describe events, express opinions and views, and achieve basic communication and exchange.</li> </ul>
Grade 7-9	<p>As guided and facilitated by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• understand simple everyday language materials related to themes of this level, possess a degree of ability to collect and summarise specific information or key messages, identify the key points, and analyse and infer implied information;</li> <li>• use the learned language to communicate with others, describe phenomena and experiences, introduce familiar people and things, express opinions, emotions, and attitudes, and achieve generally accurate, coherent and fluent expression.</li> </ul>

**Table 26 Specific Attributes of Students' Cultural Awareness by Level**

Levels	Descriptions
Grade 3-4	<p>As instructed and supported by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• observe and perceive the life, food, and major festivals in different countries or cultures, and have a desire in learning about Chinese and foreign cultures actively;</li> <li>• collect simple information about Chinese and foreign cultures through pictures and simple language materials (such as songs and rhymed texts), and compare the cultural contents in the learned texts;</li> </ul>



	<ul style="list-style-type: none"> <li>• use simple words, phrases, and sentences to describe pictures, specific phenomena and things of familiar topics related to Chinese and foreign cultures;</li> <li>• try to compare and identify Chinese and foreign cultures, and have a sense of individual identity and national identity.</li> </ul>
Grade 5-6	<p>As guided and elicited by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• develop an initial understanding of specific phenomena and things related to Chinese and foreign cultures, and show interest in learning and exploring Chinese and foreign cultures;</li> <li>• collect simple information about Chinese and foreign cultures through common and simple language materials (such as stories, introductions, everyday dialogues, and animations), and perceive and experience cultural diversity;</li> <li>• use short sentences to describe specific things related to Chinese and foreign cultures learned;</li> <li>• identify with the Chinese culture, discover and appreciate the embedded philosophy of life or values, and form correct values and good characters;</li> <li>• possess an initial ability to compare and identify the similarities and differences between Chinese and foreign cultures.</li> </ul>
Grade 7-9	<p>As guided and facilitated by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• adopt appropriate ways and methods to learn about specific phenomena and things related to Chinese and foreign cultures;</li> <li>• respect and be inclusive of different cultures, cultivate a sense of family and nation, and develop an initial understanding of the concept of “global community of shared future”;</li> <li>• collect and summarise information about Chinese and foreign cultures through linguistically simple and thematically related texts;</li> <li>• become aware of examples of cultural differences reflected in language communication when participating in communicative activities, and try to use multiple strategies in communication and exchange;</li> <li>• describe familiar cultural phenomena and cultural differences in English based on their existing experience and knowledge;</li> <li>• possess the basic ability to compare and judge common differences and similarities between Chinese and foreign cultures;</li> </ul>

	<ul style="list-style-type: none"> <li>• understand and appreciate the connotations of fine cultures, and possess correct values, healthy aesthetic tastes, and good characters.</li> </ul>
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**Table 27 Specific Attributes of Students' Thinking capacity by Level**

<b>Levels</b>	<b>Descriptions</b>
Grade 3-4	<p>As instructed and supported by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• observe and identify linguistic and cultural phenomena in the learned texts, and discover similarities and differences among various phenomena;</li> <li>• identify the main information and opinions in the collected information;</li> <li>• begin to develop an awareness of questioning, try to observe the world from different perspectives, and ask questions actively.</li> </ul>
Grade 5-6	<p>As guided and elicited by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• actively observe various linguistic and cultural phenomena in the learned texts;</li> <li>• identify similarities and differences of various information through comparison, and identify and infer cause-and-effect relationships;</li> <li>• summarise and generalise common features based on the collected information;</li> <li>• possess the awareness of questioning, put forward their own ideas, and express opinions coherently;</li> <li>• learn to think from others' perspectives, and try to understand the world from multiple perspectives, look at things dialectically, and make correct value judgments about things;</li> <li>• begin to think independently and avoid blind acceptance or rejection.</li> </ul>
Grade 7-9	<p>As guided and facilitated by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• adopt appropriate ways and methods on their own initiatives to observe and understand various linguistic and cultural phenomena in the learned texts;</li> <li>• identify key information through comparison, distinguish factual and non-factual information, and analyse and infer connections and logical relationships among various information;</li> <li>• try to summarise and generalise the main opinions and patterns based on the collected information, identify and</li> </ul>

	<p>analyse problems, and gradually solve new problems creatively;</p> <ul style="list-style-type: none"> <li>• learn about and understand the world from different perspectives, think independently about various viewpoints, judge the authenticity of information, make correct value judgments, and try to make reasonable challenges.</li> </ul>
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**Table 28 Specific Attributes of Students' Learning Ability by Level**

<b>Levels</b>	<b>Descriptions</b>
Grade 3-4	<p>As instructed and supported by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• experience the joy of learning English;</li> <li>• become aware of the differences between English and Chinese learning;</li> <li>• begin to experience the features of English phonetics and intonation, and discover simple spelling rules;</li> <li>• try to participate in language practice activities through imitation, speaking and singing, and performing.</li> <li>• realise the need to boldly expressing themselves without fear of making mistakes when learning English;</li> <li>• realise the need to listen attentively and express their ideas politely in communication;</li> <li>• begin to make their own learning plans, and make efforts to act on them;</li> <li>• discover academic strengths of their peers, and take the initiative to ask for advice;</li> <li>• actively participate in collaborative learning, and begin to develop good learning habits.</li> </ul>
Grade 5-6	<p>As guided and elicited by the teacher, students should be able to:</p> <ul style="list-style-type: none"> <li>• realise the importance of English learning and strengthen interest in it;</li> <li>• begin to understand the characteristics and rules of English learning, try to apply different English learning strategies to improve learning efficiency, make sound learning plans, and make efforts to act on them;</li> <li>• adjust and optimise learning plans and methods according to the learning progress, and begin to find English learning methods suitable for them and put these into use;</li> <li>• use a variety of resources to carry out learning, begin to develop the awareness of autonomous learning, and have good learning habits in place.</li> </ul>

Grade 7-9	<p>As guided and facilitated by the teacher, students should be able to:</p> <ul style="list-style-type: none"><li>• fully recognise the importance of English learning;</li><li>• boost interest in learning English further, and possess a degree of resilience to setbacks when encountering difficulties;</li><li>• understand the characteristics and rules of English learning, actively apply different English learning strategies to improve learning efficiency, make learning plan suitable for them, and make efforts to act on them;</li><li>• reflect timely, make adjustments to the learning plans and strategies according to the learning progress, and find English learning methods suitable for them and put these into use;</li><li>• actively use libraries and other resources to expand learning, begin to possess the ability to carry out autonomous learning, collaborative learning, and inquiry-based learning, and have developed good learning habits.</li></ul>
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## Appendix II

### Phonetic Features

#### Notes

1. Pronunciation is one of the most important elements of language teaching. Natural, standardised pronunciation and intonation are foundation for effective oral communication.
2. Pronunciation teaching should give prominence to integrating semantics and context as well as intonation and flow. With meaningful language input, teachers should guide students to perceive and understand the language, to appreciate the meaning-expressing functions of pronunciation, and to identify and summarise pronunciation rules. Teachers should also provide students with plenty of opportunities to listen to, imitate, and practise different sounds, supporting them in developing their phonetic awareness. Phonetic symbols are only taught as part of the content for Years 7-9 students.

#### I. Basic Pronunciation

1. Pronunciation of the 26 alphabet letters
2. Basic pronunciation of letters in words
3. Pronunciation of common vowel combinations in words, e.g., *ee, oa, OU*, etc.
4. Pronunciation of common consonant combinations in words, e.g., *th, sh, ch*, etc.
5. Pronunciation of common consonant clusters in e.g., *black, class, flag, glass, plane, sleep, bright, cry, sky, small, speak, star, street, spring, screen, programme, quiet*, etc.
6. Unreleased stop, e.g., *picture, blackboard*, etc.

#### II. Stress

1. Word stress
2. Sentence stress

#### III. Unit of meaning

1. Liaison
2. Weak forms

#### IV. Intonation and rhythm

1. Intonation (rising and falling intonation)
2. Rhythm

## Appendix III

### Vocabulary list

#### Level 2 Vocabulary List

##### Notes

1. According to the developmental goals of the core competencies and the requirements of the six components of the curriculum content, orientated towards practical use, this vocabulary list includes 505 words, which are the basic vocabulary students should study and master in the English subject at primary school level. According to local needs, different regions may add 100-300 words (mainly Level 3 vocabulary and a small number of others of the relevant themes) to the list.
2. British English spelling is used in this list. The common corresponding American spellings are provided in parentheses.
3. Given that words should be learned and used in specific contexts, this list does not provide the part of speech or the Chinese meaning of individual words.
4. Irregular Plurals, unique variations of verb forms, and abbreviations are provided in parentheses, e.g., child (*pl.* children), be (am, is, are), PE (=physical education).
5. Numbers (both cardinal and ordinal numbers), months and days of the week are listed separately.
6. Selected geographical terms and related information, abbreviations of selected key organisations, and selected important festivals and holidays and Chinese cultural terms are listed separately.
7. Irregular verbs are listed separately.
8. Phrases and idiomatic expressions are not included in the list.
9. Grammatical terms are not included in this list.
10. Nouns, adjectives, and adverbs that are formed according to word formation rules are not included in this list.

**A**

a/ an  
about  
after  
afternoon  
again  
age  
ago  
air  
all  
also  
always  
and  
angry  
animal  
answer  
any  
apple  
arm  
art  
ask  
astronaut  
at  
aunt  
autumn

**B**

baby  
back  
bad  
bag  
ball  
banana  
basketball  
be (am, is, are)  
beach  
bear  
beautiful  
because  
bed  
bee  
before  
begin  
behind

beside  
best  
between  
big  
bike (=bicycle)  
bird  
birthday  
black  
blackboard  
blue  
boat  
body  
book  
box  
boy  
bread  
breakfast  
bring  
brother  
brown  
bus  
busy  
but  
buy  
by

**C**

cake  
call  
can  
candle  
candy  
cap  
car  
card  
careful  
cat  
catch  
chair  
chicken  
child (*pl.* children)  
China  
Chinese  
chore

cinema  
city  
class  
classroom  
clean  
clever  
clock  
close  
clothes  
cloudy  
coat  
cold  
colour (*AmE* color)  
come  
computer  
cook  
cool  
cousin  
cow  
cry  
cup  
cut  
cute

**D**  
dance  
day  
dear  
desk  
difficult  
dinner  
dirty  
do  
doctor  
dog  
doll  
door  
down  
draw  
dress  
drink  
driver  
duck

**E**  
ear  
early  
earth  
easy  
eat  
egg  
elephant  
email  
English  
evening  
every  
excited  
exercise  
eye

**F**  
face  
family  
famous  
fan  
far  
farm  
farmer  
fast  
father (dad)  
favourite (*AmE* favorite)  
feel  
film  
find  
fine  
fire  
fish  
floor  
flower  
fly  
food  
foot (*pl.* feet)  
football  
for  
free  
friend  
from  
front



fruit

## **G**

game

garden

get

gift

girl

give

glass

go

good

goodbye (bye)

grandfather (grandpa)

grandmother (grandma)

grape

grass

great

green

## **H**

hair

half

hand

happy

hard

have (has)

he

head

healthy

hear

heavy

hello

help

helpful

her

here

hi

hill

him

his

holiday

home

hometown

horse

hospital

hot

hour

house

how

hungry

hurry

hurt

## **I**

I

ice

ice cream

idea

ill

in

interesting

Internet

it

its

## **J**

job

juice

jump

## **K**

keep

kid

kind

kitchen

kite

know

## **L**

lake

last

late

learn

left

leg

lesson

let  
letter  
library  
light  
like  
lion  
listen  
little  
live  
long  
look  
lot  
love  
lovely  
lunch

### **M**

make  
man (*pl.* men)  
many  
map  
maths (=mathematics, *AmE* math)  
may  
me  
meat  
meet  
middle  
milk  
minute  
Miss  
money  
monkey  
month  
moon  
morning  
mother (mum *AmE* mom)  
mouse (*pl.* mice)  
mouth  
move  
Mr (*AmE* Mr.)  
Mrs (*AmE* Mrs.)  
Ms (*AmE* Ms.)  
much  
music

must  
my

### **N**

name  
near  
never  
new  
next  
nice  
night  
no  
noodle  
nose  
not  
now  
nurse

### **O**

o'clock  
of  
off  
often  
OK  
old  
on  
open  
or  
orange  
our  
out  
over

### **P**

pair  
panda  
paper  
parent  
park  
party  
PE (=physical education)  
pen  
pencil  
people

pet  
phone  
photo (=photograph)  
piano  
picture  
pig  
ping-pong  
pink  
place  
plane  
plant  
play  
playground  
please  
police  
potato  
put

### Q

question  
quiet

### R

rabbit  
rain  
read  
red  
rice  
right  
river  
robot  
room  
ruler  
run

### S

sad  
safe  
say  
school  
schoolbag  
science  
sea  
season

see  
sell  
share  
she  
sheep (*pl.* sheep)  
ship  
shirt  
shoe  
shop  
short  
shorts  
should  
show  
sing  
sister  
sit  
skirt  
sleep  
slow  
small  
snow  
so  
sock  
some  
sometimes  
song  
sorry  
soup  
space  
speak  
sport  
spring  
stand  
star  
stop  
story  
street  
strong  
student  
study  
subject  
summer  
sun  
sunny

supermarket  
sure  
sweater  
sweep  
swim

## **T**

table  
tail  
take  
talk  
tall  
taxi  
tea  
teacher  
tell  
thank  
that  
the  
their  
them  
then  
there  
these  
they  
thin  
think  
this  
those  
tidy  
tiger  
time  
tired  
to  
today  
toilet  
tomato  
tomorrow  
too  
top  
toy  
train  
travel  
tree

trousers  
try  
turn  
TV (=television)

## **U**

umbrella  
uncle  
under  
up  
us  
use

## **V**

vegetable  
very  
visit

## **W**

wait  
wake  
walk  
wall  
want  
warm  
wash  
watch  
water  
way  
we  
wear  
weather  
week  
welcome  
well  
what  
when  
where  
which  
white  
who  
whose  
why  
will

win  
window  
windy  
winter  
wish  
with  
woman (*pl.* women)  
wonderful  
word  
work  
worker  
world  
worry  
write  
wrong

**Y**

year  
yellow  
yes  
yesterday  
you  
young  
your

**Z**

Zoo

For Internal Use ONLY

## Level 3 Vocabulary List

### Notes

1. According to the developmental goals of the core competencies and the requirements of the six components of the curriculum content, orientated towards practical use, this vocabulary list includes 1,600 words, which includes 1,095 words that are the basic vocabulary students should study and master in the English subject at junior high school level and 505 Level 2 vocabulary marked with an asterisk (\*). According to local needs, different regions may add 100-300 words to the list.
2. British English spelling is used in this list. The common corresponding American spellings are provided in parentheses.
3. Given that words should be learned and used in specific contexts, this list does not provide the part of speech or the Chinese meaning of individual words.
4. Irregular Plurals, unique variations of verb forms, and abbreviations are provided in parentheses, e.g., child (pl. children), be (am, is, are), PE (=physical education).
5. Numbers (both cardinal and ordinal numbers), months and days of the week are listed separately.
6. Selected geographical terms and related information, abbreviations of selected key organisations, and selected important festivals and holidays and Chinese cultural terms are listed separately.
7. Irregular verbs are listed separately.
8. Phrases and idiomatic expressions are not included in the list.
9. Grammatical terms are not included in this list.
10. Nouns, adjectives, and adverbs that are formed according to word formation rules are not included in this list.

## A

a/an \*  
ability  
able  
about \*  
above  
abroad  
absent  
accept  
accident  
according (to)  
account  
ache  
achieve  
across  
act  
action  
active  
activity  
actor / actress  
actually  
ad (=advertisement)  
add  
address  
admire  
adult  
advantage  
advice  
advise  
afford  
afraid  
after \*  
afternoon \*  
again \*  
against  
age \*  
ago \*  
agree  
ahead  
AI (= artificial intelligence)  
aid  
aim  
air \*  
airport  
alarm  
alive  
all \*  
allow  
almost  
alone  
along  
aloud  
already  
also \*  
although  
always \*  
a.m.  
amazing  
among  
ancient  
and \*  
angry \*  
animal \*  
another  
answer \*  
ant  
any \*  
anybody / anyone  
anything  
anyway  
anywhere  
apartment  
app (=application)  
appear  
apple \*  
area  
argue  
arm \*  
army  
around  
arrive  
art \*  
article  
artist  
as  
ask \*  
asleep  
astronaut \*

at \*  
athlete  
attack  
attend  
attention  
aunt \*  
autumn \*  
average  
avoid  
awake  
award  
aware  
away  
awful

## **B**

baby \*  
back \*  
background  
bad \*  
badminton  
bag \*  
balance  
ball \*  
balloon  
bamboo  
banana \*  
band  
bank  
baseball  
basic  
basket  
basketball \*  
bat  
bath  
bathroom  
be (am, is, are) \*  
beach \*  
bean  
bear \*  
beat  
beautiful \*  
because \*  
become

bed \*  
bedroom  
bee \*  
beef  
before \*  
begin \*  
behave  
behind \*  
believe  
bell  
belong  
below  
belt  
benefit  
beside \*  
best \*  
better  
between \*  
big \*  
bike (=bicycle) \*  
bill  
bin  
biology  
bird \*  
birth  
birthday \*  
biscuit  
bit  
black \*  
blackboard \*  
bleed  
blind  
block  
blood  
blouse  
blow  
blue \*  
board  
boat \*  
body\*  
boil  
book \*  
boring  
born



borrow  
boss  
both  
bottle  
bottom  
bowl  
box \*  
boy \*  
brain  
brave  
bread \*  
break  
breakfast \*  
breath  
bridge  
bright  
bring \*  
brother \*  
brown \*  
brush  
budget  
build  
building  
bully  
burn  
bus \*  
business  
busy \*  
but \*  
butter  
butterfly  
buy \*  
by \*

## **C**

cabbage  
cake \*  
calendar  
call \*  
calm  
camera  
camp  
can \*  
cancel

cancer  
candle \*  
candy \*  
cap \*  
capital  
car \*  
card \*  
care  
careful \*  
careless  
carrot  
carry  
cartoon  
case  
cash  
cat \*  
catch \*  
cause  
celebrate  
cent  
central  
centre (*AmE* center)  
century  
certain  
chair \*  
chalk  
challenge  
champion  
chance  
change  
character  
characteristic  
charity  
chat  
cheap  
cheat  
check  
cheer  
cheese  
chemistry  
chess  
chicken \*  
child (*pl.* children) \*  
China \*

Chinese \*  
chip  
chocolate  
choice  
choose  
chopsticks  
chore \*  
Christmas  
cinema \*  
circle  
citizen  
city \*  
class \*  
classic  
classmate  
classroom \*  
clean \*  
clear  
clever \*  
click  
climate  
climb  
clock \*  
close \*  
clothes \*  
cloud  
cloudy \*  
club  
coach  
coast  
coat \*  
coffee  
coin  
cold \*  
collect  
college  
colour (*AmE* color) \*  
come \*  
comfortable  
common  
communicate  
community  
company  
compare

compete  
complete  
computer \*  
concert  
condition  
confidence  
congratulation  
connect  
consider  
continue  
control  
convenient  
conversation  
cook \*  
cookie  
cool \*  
cooperate  
copy  
corn  
corner  
correct  
cost  
cotton  
cough  
could  
count  
country  
countryside  
couple  
courage  
course  
cousin \*  
cover  
cow \*  
crazy  
create  
creative  
cross  
crowded  
cry \*  
cucumber  
culture  
cup \*  
curious

customer  
cut \*  
cute \*

## D

daily  
dance \*  
danger  
dangerous  
dark  
date  
daughter  
day \*  
dead  
deaf  
deal  
dear \*  
death  
decide  
deep  
degree  
delicious  
dentist  
depend  
describe  
desert  
design  
desk \*  
develop  
dialogue (*AmE* dialog)  
diary  
dictionary  
die  
diet  
difference  
different  
difficult \*  
dig  
digital  
dining  
dinner \*  
direct  
director  
dirty \*

disappoint  
disaster  
discover  
discuss  
disease  
dish  
divide  
do \*  
doctor \*  
dog \*  
doll \*  
dollar  
donate  
door \*  
double  
doubt  
down \*  
download  
dragon  
drama  
draw \*  
dream  
dress \*  
drink \*  
drive  
driver \*  
drop  
dry  
duck \*  
dumpling  
during  
duty

## E

each  
eagle  
ear \*  
early \*  
earth \*  
earthquake  
east  
easy \*  
eat \*  
education

effect  
effort  
egg \*  
either  
elder  
electric  
electronic  
elephant \*  
else  
email \*  
emergency  
emperor / empress  
empty  
encourage  
end  
enemy  
energetic  
energy  
engineer  
English \*  
enjoy  
enough  
enter  
environment  
era  
eraser  
especially  
even  
evening \*  
event  
ever  
every \*  
everybody / everyone  
everyday  
everything  
everywhere  
exactly  
exam (=examination)  
example  
excellent  
except  
excited \*  
exciting  
excuse

exercise \*  
expect  
expensive  
experience  
expert  
explain  
explore  
express  
eye \*

## F

face \*  
fact  
factory  
fail  
fair  
fall  
false  
familiar  
family \*  
famous \*  
fan \*  
fantastic  
far \*  
farm \*  
farmer \*  
fashion  
fast \*  
fat  
father (dad) \*  
favourite (*AmE* favorite) \*  
fear  
feed  
feel \*  
feeling  
festival  
fever  
few  
field  
fight  
fill  
film \*  
final  
find \*

fine \*  
finger  
finish  
fire \*  
fireman (*pl.* firemen)  
firework  
fish \*  
fit  
fix  
flag  
flat  
flood  
floor \*  
flower \*  
flu  
fly \*  
focus  
fog  
folk  
follow  
food \*  
fool  
foot (*pl.* feet) \*  
football \*  
for \*  
force  
foreign  
forest  
forever  
forget  
fork  
form  
forward  
found  
fox  
free \*  
freeze  
fresh  
fridge (=refrigerator)  
friend \*  
friendly  
friendship  
from \*  
front \*

fruit \*  
full  
fun  
funny  
future

## G

game \*  
garden \*  
gas  
gate  
general  
gentleman (*pl.* gentlemen)  
geography  
get \*  
gift \*  
giraffe  
girl \*  
give \*  
glad  
glass \*  
glove  
glue  
go \*  
goal  
god  
gold  
good \*  
goodbye (bye) \*  
government  
grade  
graduate  
grammar  
grandfather (grandpa) \*  
grandmother (grandma) \*  
grape \*  
grass \*  
great \*  
green \*  
greet  
grey (*AmE* gray)  
ground  
group  
grow

guard  
guess  
guest  
guide  
guitar  
gun  
gym (=gymnasium)

## H

habit  
hair \*  
half \*  
hall  
hamburger  
hand \*  
handsome  
hang  
happen  
happy \*  
hard \*  
hardly  
harm  
hat  
hate  
have (has) \*  
he \*  
head \*  
health  
healthy \*  
hear \*  
heart  
heat  
heavy \*  
height  
hello \*  
help \*  
helpful \*  
hen  
her \*  
here \*  
hero  
hers  
herself  
hi \*

hide  
high  
hike  
hill \*  
him \*  
himself  
his \*  
history  
hit  
hobby  
hold  
hole  
holiday \*  
home \*  
hometown \*  
homework  
honest  
honey  
honour (*AmE* honor)  
hope  
horse \*  
hospital \*  
host / hostess  
hot \*  
hotel  
hour \*  
house \*  
housework  
how \*  
however  
hug  
huge  
human  
humour (*AmE* humor)  
hungry \*  
hunt  
hurry \*  
hurt \*  
husband

## I

I \*  
ice \*  
ice cream \*

idea \*  
if  
ill \*  
illness  
imagine  
important  
impossible  
improve  
in \*  
include  
increase  
industry  
influence  
information  
insect  
inside  
instead  
instruction  
instrument  
interest  
interesting \*  
international  
Internet \*  
interview  
into  
introduce  
invent  
invite  
island  
it \*  
its \*  
itself

## **J**

jacket  
jeans  
job \*  
jog  
join  
joke  
journey  
joy  
judge  
juice \*

jump \*  
junior  
just

## **K**

keep \*  
key  
keyboard  
kick  
kid \*  
kill  
kilo (=kilogram)  
kilometre (*AmE* kilometer)  
kind \*  
king  
kiss  
kitchen \*  
kite \*  
knee  
knife (*pl.* knives)  
knock  
know \*  
knowledge  
kung fu

## **L**

lab (=laboratory)  
lady  
lake \*  
lamp  
land  
landscape  
language  
lantern  
laptop  
large  
last \*  
late \*  
later  
laugh  
law  
lawyer  
lay  
lazy

lead  
leaf (*pl.* leaves)  
learn \*  
least  
leave  
left \*  
leg \*  
lemon  
lend  
less  
lesson \*  
let \*  
letter \*  
level  
library \*  
lie  
life (*pl.* lives)  
lift  
light \*  
lightning  
like \*  
likely  
line  
lion \*  
list  
listen \*  
literature  
litter  
little \*  
live \*  
lively  
local  
lock  
lonely  
long \*  
look \*  
lose  
loss  
lost  
lot \*  
loud  
love \*  
lovely \*  
low

luck  
lunch \*

## **M**

machine  
mad  
madam  
magazine  
magic  
main  
make \*  
mall  
man (*pl.* men) \*  
manage  
manner  
many \*  
map \*  
mark  
market  
marry  
master  
match  
material  
maths (=mathematics, *AmE* math) \*  
matter  
may \*  
maybe  
me \*  
meal  
mean  
meaning  
meat \*  
medal  
medical  
medicine  
medium (*pl.* media)  
meet \*  
meeting  
member  
mention  
menu  
mess  
message  
method



metre (*AmE* meter)

middle \*

might

mile

milk \*

mind

mine

minute \*

mirror

miss

Miss \*

mistake

mix

mobile

model

modern

moment

money \*

monkey \*

month \*

moon \*

more

morning \*

most

mother (mum *AmE* mom) \*

mountain

mouse (*pl.* mice) \*

mouth \*

move \*

movie

Mr (*AmE* Mr.) \*

Mrs (*AmE* Mrs.) \*

Ms (*AmE* Ms.) \*

much \*

museum

music \*

must \*

mutton

my \*

myself

## N

name \*

narrow

nation

nature

near \*

nearly

necessary

neck

need

negative

neighbour (*AmE* neighbor)

neither

nervous

never \*

new \*

news

newspaper

next \*

nice \*

night \*

no \*

nobody

nod

noise

none

noodle \*

noon

nor

normal

north

nose \*

not \*

note

notebook

nothing

notice

novel

now \*

number

nurse \*

## O

object

ocean

o'clock \*

of \*

off \*  
offer  
office  
officer  
often \*  
oil  
OK \*  
old \*  
Olympic  
on \*  
once  
onion  
online  
only  
open \*  
opera  
operate  
opinion  
opposite  
or \*  
orange \*  
order  
organise (*AmE* organize)  
other  
our \*  
ours  
ourselves  
out \*  
outside  
oven  
over \*  
own

**P**  
pack  
packet  
page  
pain  
paint  
pair \*  
palace  
pale  
pancake  
panda \*

paper \*  
paragraph  
pardon  
parent \*  
park \*  
part  
partner  
party \*  
pass  
passage  
passenger  
passport  
past  
patient  
pay  
PE (=physical education) \*  
peace  
pear  
pen \*  
pencil \*  
penguin  
people \*  
pepper  
per cent (*AmE* percent)  
perfect  
perform  
perhaps  
period  
person  
personal  
pet \*  
phone \*  
photo (=photograph) \*  
physics  
piano \*  
pick  
picnic  
picture \*  
pie  
piece  
pig \*  
pill  
pilot  
ping-pong \*

pink \*  
pioneer  
pity  
pizza  
place \*  
plan  
plane \*  
planet  
plant \*  
plastic  
plate  
play \*  
playground \*  
please \*  
pleasure  
plenty  
p.m.  
pocket  
poem  
poet  
point  
police \*  
policeman / policewoman (*pl.*  
policemen / policewomen)  
polite  
pollute  
pool  
poor  
popular  
population  
pork  
porridge  
position  
positive  
possible  
post  
postcard  
postman (*pl.* postmen)  
pot  
potato \*  
pound  
pour  
power  
practice  
praise  
prefer  
prepare  
present  
president  
press  
pressure  
pretty  
price  
pride  
primary  
prince / princess  
print  
private  
prize  
probably  
problem  
produce  
product  
programme (*AmE* program)  
progress  
project  
promise  
pronounce  
proper  
protect  
proud  
prove  
provide  
public  
publish  
pull  
punish  
purple  
purpose  
push  
put \*  
**Q**  
quality  
quarter  
queen  
question \*  
quick

quiet \*  
quite

## R

rabbit \*  
race  
radio  
railway  
rain \*  
rainbow  
raise  
rapid  
rather  
reach  
read \*  
ready  
real  
realise (*AmE* realize)  
really  
reason  
receive  
recent  
recognise (*AmE* recognize)  
recommend  
record  
recycle  
red \*  
reduce  
refuse  
regret  
relationship  
relative  
relax  
remain  
remember  
remind  
repair  
repeat  
reply  
report  
require  
research  
respect  
responsible

rest  
restaurant  
result  
return  
review  
rice\*  
rich  
ride  
right \*  
ring  
rise  
risk  
river \*  
road  
robot \*  
rock  
rocket  
role  
room \*  
rope  
rose  
round  
row  
rubbish  
rule  
ruler \*  
run \*  
rush

## S

sad \*  
safe \*  
safety  
salad  
sale  
salt  
same  
sand  
sandwich  
satisfy  
save  
say \*  
scare  
scarf

school \*  
schoolbag \*  
science \*  
scientist  
scissors  
score  
screen  
sea \*  
search  
season \*  
seat  
secret  
see \*  
seem  
seldom  
sell \*  
send  
sense  
sentence  
separate  
serious  
serve  
service  
set  
several  
shake  
shall  
shame  
shape  
share \*  
shark  
she \*  
sheep (*pl.* sheep) \*  
shelf (*pl.* shelves)  
shine  
ship \*  
shirt \*  
shock  
shoe \*  
shoot  
shop \*  
short \*  
shorts \*  
should \*

shoulder  
shout  
show \*  
shower  
shut  
shy  
sick  
side  
sign  
silent  
silk  
silly  
silver  
similar  
simple  
since  
sing \*  
single  
sir  
sister \*  
sit \*  
situation  
size  
skate  
ski  
skill  
skirt \*  
sky  
sleep \*  
slim  
slow \*  
small \*  
smart  
smell  
smile  
smoke  
smooth  
snack  
snake  
snow \*  
so \*  
social  
socialism  
society

sock \*  
sofa  
soft  
soil  
soldier  
solve  
some \*  
somebody / someone  
something  
sometimes \*  
somewhere  
son  
song \*  
soon  
sore  
sorry \*  
sound  
soup \*  
south  
space \*  
spare  
speak \*  
special  
speech  
speed  
spell  
spend  
spirit  
spoon  
sport \*  
spread  
spring \*  
square  
stage  
stamp  
stand \*  
standard  
star \*  
start  
state  
station  
stay  
steal  
step

stick  
still  
stomach  
stone  
stop \*  
store  
storm  
story \*  
straight  
strange  
strawberry  
street \*  
stress  
strict  
strong \*  
student \*  
study \*  
style  
subject \*  
succeed  
success  
such  
sudden  
suffer  
sugar  
suggest  
suit  
summer \*  
sun \*  
sunny \*  
supermarket \*  
support  
suppose  
sure \*  
surface  
surprise  
survey  
survive  
sweater \*  
sweep \*  
sweet  
swim \*  
symbol

## T

table \*  
tail \*  
take \*  
talent  
talk \*  
tall \*  
tap  
tape  
task  
taste  
taxi \*  
tea \*  
teach  
teacher \*  
team  
teamwork  
technology  
teenage  
tell \*  
temperature  
tennis  
tent  
term  
terrible  
test  
text  
than  
thank \*  
that \*  
the \*  
theatre (*AmE* theater)  
their \*  
theirs  
them \*  
themselves  
then \*  
there \*  
therefore  
these \*  
they \*  
thick  
thin \*  
thing

think \*  
thirsty  
this \*  
those \*  
though  
thought  
throat  
through  
throw  
thunder  
thicket  
tidy \*  
tie  
tiger \*  
time \*  
tiny  
tired \*  
to \*  
today \*  
tofu  
together  
toilet \*  
tomato \*  
tomorrow \*  
ton  
tonight  
too \*  
tool  
tooth (*pl.* teeth)  
top \*  
total  
touch  
tour  
tourist  
towards (*AmE* toward)  
tower  
town  
toy \*  
trade  
tradition  
traffic  
train \*  
training  
translate

travel \*  
treasure  
treat  
tree \*  
trip  
trouble  
trousers \*  
truck  
true  
trust  
truth  
try \*  
T-shirt  
turn \*  
TV (=television)

## U

ugly  
umbrella \*  
uncle \*  
under \*  
underground  
understand  
uniform  
unit  
universe  
university  
unless  
until (till)  
up \*  
upon  
us \*  
use \*  
usual

## V

vacation  
value  
vegetable \*  
very \*  
victory  
video  
view  
village

violin  
virus  
visit \*  
voice  
volleyball  
voluntary  
volunteer  
vote

## W

wait \*  
wake \*  
walk \*  
wall \*  
wallet  
want \*  
war  
warm \*  
warn  
wash \*  
waste  
watch \*  
water \*  
watermelon  
wave  
way \*  
we \*  
weak  
wealth  
wear \*  
weather \*  
website  
week \*  
weekday  
weekend  
weigh  
weight  
welcome \*  
well \*  
west  
wet  
whale  
what \*  
whatever



wheel  
when \*  
whenever  
where \*  
whether  
which \*  
while  
white \*  
who \*  
whole  
whom  
whose \*  
why \*  
wide  
wife (*pl.* wives)  
wild  
will \*  
win \*  
wind  
window \*  
windy \*  
wing  
winner  
winter \*  
wise  
wish \*  
with \*  
within  
without  
wolf (*pl.* wolves)  
woman (*pl.* women) \*  
wonder  
wonderful \*  
wood  
word \*  
work \*

worker \*  
world \*  
worry \*  
worse  
worst  
worth  
would  
wound  
write \*  
wrong \*

## **X**

X-ray

## **Y**

yard  
year \*  
yellow \*  
yes \*  
yesterday \*  
yet  
yogurt  
you \*  
young \*  
your \*  
yours  
yourself (*pl.* yourselves)  
youth

## **Z**

zero  
zoo \*

## Numbers

### Cardinal numbers

one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten  
eleven  
twelve  
thirteen  
fourteen  
fifteen  
sixteen  
seventeen  
eighteen  
nineteen  
twenty  
thirty  
forty  
fifty  
sixty  
seventy  
eighty  
ninety  
hundred  
thousand  
million

### Ordinal numbers

first  
second  
third  
fourth  
fifth  
sixth  
seventh  
eighth  
ninth  
tenth  
eleventh  
twelfth  
thirteenth  
fourteenth  
fifteenth  
sixteenth  
seventeenth  
eighteenth  
nineteenth  
twentieth  
thirtieth  
fortieth  
fiftieth  
sixtieth  
seventieth  
eightieth  
ninetieth  
hundredth

## Months and Days of the Week

<b>Months</b>	<b>Days of the week</b>
January	Monday
February	Tuesday
March	Wednesday
April	Thursday
May	Friday
June	Saturday
July	Sunday
August	
September	
October	
November	
December	

## Selected Geographical Terms and Related Information

Africa	<i>n.</i>	African	<i>n., adj.</i>
America	<i>n.</i>	American	<i>n., adj.</i>
Antarctica	<i>n.</i>		
Asia	<i>n.</i>	Asian	<i>n., adj.</i>
Australia	<i>n.</i>	Australian	<i>n., adj.</i>
Britain	<i>n.</i>	British	<i>n., adj.</i>
Canada	<i>n.</i>	Canadian	<i>n., adj.</i>
China	<i>n.</i>	Chinese	<i>n., adj.</i>
England	<i>n.</i>	English	<i>n., adj.</i>
Europe	<i>n.</i>	European	<i>n., adj.</i>
France	<i>n.</i>	French	<i>n., adj.</i>
Germany	<i>n.</i>	German	<i>n., adj.</i>
India	<i>n.</i>	Indian	<i>n., adj.</i>
Italy	<i>n.</i>	Italian	<i>n., adj.</i>
Japan	<i>n.</i>	Japanese	<i>n., adj.</i>
London			
New York			
New Zealand	<i>n.</i>	New Zealander	<i>n., adj.</i>
Paris			
Russia	<i>n.</i>	Russian	<i>n., adj.</i>
Singapore	<i>n.</i>	Singaporean	<i>n., adj.</i>
South Africa	<i>n.</i>	South African	<i>n., adj.</i>
The Atlantic Ocean	<i>n.</i>		

The Indian Ocean	<i>n.</i>
The Pacific Ocean	<i>n.</i>
The United Kingdom (UK)	<i>n.</i>
The United States of America (USA)	<i>n.</i>

### Abbreviations of Selected Key Organisations

CPC	(Communist Party of China)
PLA	(People's Liberation Army)
PRC	(People's Republic of China)
UN	(United Nations)
UNESCO	(United Nations Educational, Scientific and Cultural Organization)
WHO	(World Health Organization)
WTO	(World Trade Organization)

### Selected Important Festivals and Holidays and Chinese Cultural Terms

<b>Festivals and Holidays</b>	<b>Places and Sites</b>	<b>Other Special Terms</b>
Children's Day	Mount Huangshan	Beijing opera (Peking opera)
Double Ninth Festival	Mount Qomolangma	Beijing roast duck
Dragon Boat Festival	Mount Taishan	hot pot
Labour Day	The Changjiang River (The Yangtze River)	lunar calendar
Lantern Festival	The Great Wall	mooncake
Mid-Autumn Festival	The Palace Museum	paper-cut
National Day	The Yellow River	<i>qipao</i>
New Year's Day	Tian'anmen Square	Spring Festival couplets
PLA Day		spring roll
Spring Festival		The Silk Road
Teachers' Day		Traditional Chinese Medicine (TCM)
Tomb-sweeping Day		
Women's Day		

## Irregular Verbs

Base form	Past simple	Past participle
awake	awoke	awoken
be (am, is, are)	was, were	been
bear	bore	born / borne
beat	beat	beaten
become	became	become
begin	began	begun
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown

hang (fix at top)	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
lend	lent	lent
let	let	let
lie (position)	lay	lain
light	lit / lighted	lit / lighted
lose	lost	lost
make	made	made
may	might	—
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
must	must	—
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shall	should	—
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung

sit  
sleep  
smell  
speak  
speed  
spell  
spend  
spread  
stand  
steal  
stick  
sweep  
swim  
take  
teach  
tell  
think  
throw  
understand  
wake  
wear  
will  
win  
write

sat  
slept  
smelt / smelled  
spoke  
sped / speeded  
spelt / spelled  
spent  
spread  
stood  
stole  
stuck  
swept  
swam  
took  
taught  
told  
thought  
threw  
understood  
woke  
wore  
would  
won  
wrote

sat  
slept  
smelt / smelled  
spoken  
sped / speeded  
spelt / spelled  
spent  
spread  
stood  
stolen  
stuck  
swept  
swum  
taken  
taught  
told  
thought  
thrown  
understood  
woken  
worn  
—  
won  
written

# Appendix IV

## Grammar Items

### Notes:

For the Level 3 grammar items marked with a plus (+), students are only required to understand them.

### I. Word classes

#### 1. Nouns

- 1) Countable nouns and their singular and plural forms
- 2) Uncountable nouns
- 3) Proper nouns
- 4) Possessives of nouns

#### 2. Verbs

- 1) Basic forms of verbs
- 2) Transitive and intransitive verbs
- 3) Linking (copular) verb
- 4) Auxiliary verbs
- 5) Modal verbs

#### 3. Adjectives

- 1) Basic forms of adjectives
- 2) Comparative and superlative forms of adjectives

#### 4. Adverbs

- 1) Basic forms of adverbs
- 2) Comparative and superlative forms of adverbs

#### 5. Pronouns

- 1) Personal pronouns
- 2) Possessive pronouns
- 3) Reflexive pronouns
- 4) Demonstrative pronouns
- 5) Indefinite pronouns
- 6) Interrogative pronouns

#### 6. Numbers



- 1) Cardinal numbers
- 2) Ordinals numbers

## **7. Prepositions**

## **8. Conjunctions**

## **9. Articles**

## **+ 10. Interjections**

# **II. Word formations**

## **1. Compounding**

## **2. Derivation**

## **3. Conversion**

## **+ 4. Abbreviation and shortening**

# **III. Syntax**

## **1. Type of sentences**

- 1) Declarative sentences
- 2) Interrogative sentences
  - a. General questions
  - b. Special questions interrogatives
  - c. Alternative questions
- 3) Imperative sentences
- 4) Exclamatory sentences

## **2. Basic structures of simple sentences**

- 1) Subject + Verb (SV)  
The bus is coming.
- 2) Subject + Predicative (SP)  
Amy is helpful.
- 3) Subject + Verb + Object (SVO)  
John opened the door.
- 4) Subject + Verb + Indirect Object + Direct Object (SVOO)

Grandpa bought me a new dictionary.

- 5) Subject + Verb + Object + Complement (SVOC)

Most students have found online learning necessary.

- 6) Existential sentences

There is a tree behind the shop.

### **3. Tenses of predicate verbs**

- 1) Present simple
- 2) Past simple
- 3) Future simple
- 4) Present continuous
- 5) Past continuous
- 6) Present perfect

### **4. Passive voice**

- 1) Passive voice of present simple tense
- 2) Passive voice of past simple tense
- 3) Passive voice of future simple tense

### **5. Non-finite verb forms**

- 1) Infinitives (used as object, complement, and purpose adverbial)
- 2) + The *-ing* forms
- 3) + The *-ed* forms

### **6. Compound complex sentences**

### **7. Subordinate complex sentences**

- 1) Object clauses
- 2) Adverb clauses
- 3) Relatives clause (or attribute clauses): students should be able to identify restrictive attributive clauses connected by relative pronouns *that*, *which*, and *who*, and able to understand the meaning of such sentences.

### **+ 8. Subject-verb agreement**

## Appendix V

### Teaching Cases with the Original Texts

#### Case 1: Integrated Unit Teaching for Grades 3-4

##### (4 lessons)

Unit topic: Meet My Family

This topic falls under the themes of “man and self” and “man and society”, covering the sub-themes of “family and family life” and “common jobs and people’s lives”.

#### 1. Unit content analysis

The content of this unit revolves around the topic of “Meet My Family”. There are four texts, including two dialogues, one illustrated story, and a short, illustrated passage.

Text 1 is an everyday dialogue between two primary school students. Amy invites her classmate Chen Jie to visit her home. They look at the family album together. Amy introduces her family members to Chen Jie.

Text 2 is also an everyday dialogue between two primary school students. Zhang Peng and his good friend Sarah look through the family album together. In their chat, Zhang Peng learns about the jobs of Sarah’s uncle and aunt. This text expands on the family topic.

Text 3 is an illustrated story titled “June Sings”. It is a story about June and her family putting together a family concert. June is not a good singer, and feels upset because her brother mocks her. Their parents set up family rules with them, teaching them to appreciate and help each other. The story is full of family love. As they read and understand this story, students learn that family members need to understand, appreciate, and love each other.

Text 4 is a short, illustrated passage. Mike, a primary school student, introduces his family to his classmates through an illustrated booklet, including the jobs of his family members and the responsibilities of each member in the family: Dad is a very busy fireman, who helps Mum cook at night and plays with Mike; Mum is a teacher, who often cooks delicious food for the family and reads

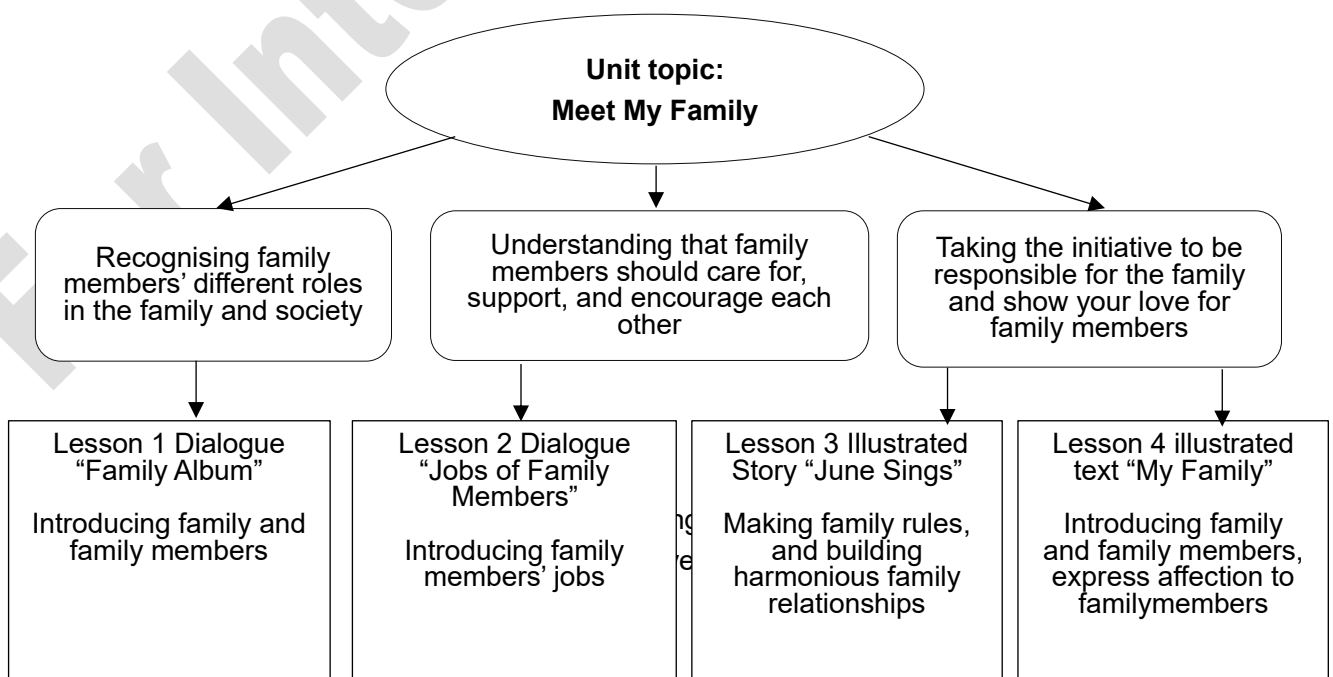
with Mike at the weekend; Grandpa and Grandma help take care of Mike and his little brother at home; and Mike is a hard-working student, and often helps his parents at home. This text helps to guide students to understand the responsibilities and contributions of family members to their family and to the society, form a positive emotional experience, develop the awareness of to take pro-active responsibility for the family, and put these into action.

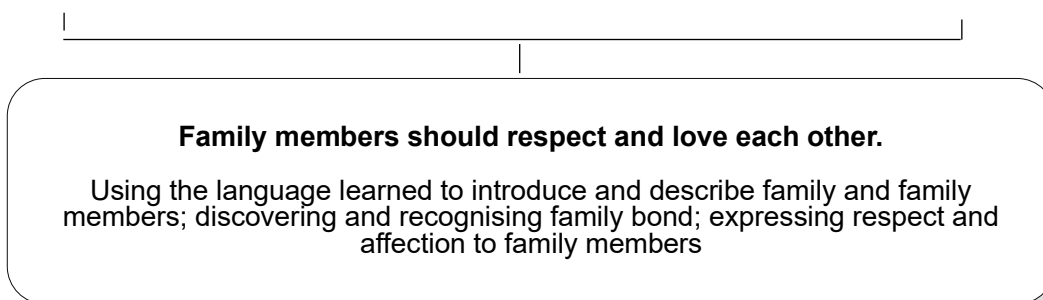
The table below outlines the key language knowledge, skills, and strategies that students are required to learn in this unit.

<b>Unit topic: Meet My Family</b>			
<b>Texts</b>	<b>Key vocabulary</b>	<b>Key sentence structures</b>	<b>Skills, strategies, and learning Points</b>
1. "Family Album"	<u>Family &amp; family members:</u> family, parent, uncle, aunt, cousin, baby brother, father, mother	<u>Ask about/introduce family members:</u> How many people are there in your family? My family has ...	<ul style="list-style-type: none"> <li>• Guess the topic, context, and other main information from the pictures and title;</li> <li>• Learn vocabulary according to sound, form, and meaning of words in context.</li> </ul>
2. "Jobs of Family Members"	<u>Jobs:</u> football player, doctor, nurse, teacher, cook, driver  <u>Appearance:</u> tall, strong, short, beautiful, cute	<u>Ask about/introduce the jobs of family members:</u> What's his/her job? He/she is a ... Is your ... a ...?	<ul style="list-style-type: none"> <li>• Ask about and reply with personal information or information about other family members.</li> </ul>
3. "June Sings"	<u>Family activities:</u> play the drums, play the piano, play the violin, sing  <u>Emotions and behaviours:</u> sad, mad, cry	<u>Describe how family members live together:</u> Don't be rude. I am part of the family.  <u>Family Rules:</u> 1. Work Hard 2. Be Kind	<ul style="list-style-type: none"> <li>• Guess main information of the story from pictures and title;</li> <li>• Infer meanings conveyed by the story's pictures, colours, and sound;</li> <li>• Narrate the main</li> </ul>

		3. Say Sorry	content of the story with the help of pictures and key language.
4. "My Family"	<u>Jobs and contributions:</u> fireman, put out fires, rescue people and animals, teacher, teach English  <u>Family activities:</u> play, cook, read	<u>Describe family members' activities:</u> He plays with me. She reads books with me. My grandparents take care of my baby brother and me.	<ul style="list-style-type: none"> <li>Introduce your own family with the help of language output framework (overall intro → parents' jobs → each member's contribution to the family) and language prompts.</li> </ul>

The four texts in this unit talk about the family and family members from different perspectives. The interconnected texts are all connected to the topic of the unit, constituting three sub-themes, namely "recognising family members' different roles in the family and society", "understanding that family members should care for, support, and encourage each other", and "taking the initiative to be responsible for your family and show your love for family members." Each lesson is developed around the unit topic and sub-themes. The lessons are relatively independent but also closely related to each other. Language learning permeates the exploration of the thematic meaning of the texts. Learning activities progress from easy to difficult, and receptive skills and productive skills are developed side by side, helping students acquire theme-based structured knowledge effectively (see figure 3).





**Figure 3 Thematic Content Framework of the “Meet My Family” Unit**

## 2. Unit teaching objectives

Unit teaching objectives	Texts
By the end of this unit, students will be able to: 1. communicate with peers and introduce their own families and family members in context, such as their appearances and jobs.	1. Dialogue “Family Album” (1 lesson)
	2. Dialogue “Jobs of Family Members” (1 lesson)
2. work alone or with others to design “cue card for building harmonious families”, and introduce how to treat each other among family members.	3. Illustrated Story “June Sings” (1 lesson)
3. follow the example to introduce their own family members, including their appearances, jobs, and responsibilities at home with a combination of pictures and texts, and express their feelings towards their family members.	4. Illustrated Text “My Family” (1 lesson)

## 3. Case analysis

In this case, with developing students’ core competencies in mind, teachers should conduct an in-depth study of the texts in this unit around the topic of “Meet My Family”, identify the educational value contained in each text, and establish connections between the unit topic and the sub-themes of the texts. Based on the in-depth analysis of the content of the unit, teachers should integrate the learning content of each section in the unit and build a content framework with holistic and structured features (see Figure 3).

The teaching objectives of this unit are in line with the cognitive level, thinking characteristics, and life experience of students in Grades 3 and 4 of

primary school, showcasing students' growing understanding of "family", and guiding students to use the language they have learned to introduce family members and their jobs and express affections for family. For example, in the first and second lessons, students look at family albums with classmates and use key phrases such as "How many people are there in your family?" and "Is this your..." to exchange information and introduce their family members, recognising that each family member is important. They can also introduce the jobs of family members, such as "What's his job?" and "He is a football player", realising that family members have both roles in the family and in the society. In the third lesson, students read the illustrated story, understand its main idea, and use key phrases such as "Don't be rude", "I am part of the family", and the family rules of "1. Work hard", "2. Be kind", and "3. Say sorry" to understand that family members need to care for, support, and encourage each other. In the fourth lesson, students read the illustrated text and choose to use key phrases from the text such as "My mother is a ...", "She reads books with me", "My father is...", and "He plays with me" to introduce their own family members from a wider perspective, including appearances, jobs, and responsibilities in the family.

By studying the whole unit, students will be able to understand family and family members from multiple perspectives in different contextualised texts, become aware of the different roles and contributions of family members both in the family and in the society, think about how family members should get along with each other, and express love for family members. Students will continuously enrich their language experience, from being able to introduce their family members and related jobs at the beginning, to provide more information when introducing one or more family members such as their appearances, jobs, and family responsibilities in real contexts at the end of the unit learning. In the process of deepening their understanding of the topic of the unit, students will be able to reflect upon their responsibilities in the family, form correct value judgements, gradually develop correct family values, and achieve the development of core competencies. This case is a good example of integrated language learning and fostering virtue with the curriculum.

#### **4. Original texts**

##### **Text 1**

##### **Family Album**

Amy: How many people are there in your family, Chen Jie?

Chen Jie: Three. My parents and me.

Amy: My family has eight members.

Chen Jie: Eight?

Amy: Yes. My father, my mother, my sister, my baby brother and me. And my

aunt and uncle too!  
Chen Jie: But that's only seven. Who else? Your cousin?  
Amy: No. Our puppy!

## **Text 2**

### **Jobs of Family Members**

Zhang Peng: Is this your uncle, Sarah?  
Sarah: Yes, it is.  
Zhang Peng: He is tall and strong. What's his job?  
Sarah: He is a football player.  
Zhang Peng: Wow! Who is this?  
Sarah: That's my aunt!  
Zhang Peng: Is your aunt a doctor?  
Sarah: No, she isn't. She's a nurse.  
Zhang Peng: That's nice. Nurses are so kind.  
Sarah: Is this your baby brother?  
Zhang Peng: No. It's me!

## **Text 3**

### **June Sings**

This is June and her family.  
Dad plays the drums. Mum plays the piano.  
Luke plays the violin.  
And June? June sings. "La, la, la, la!"  
But Luke is rude. He says to her, "You sing like a frog!"  
June is sad. She cries, and then gets mad!  
"Don't be rude. Don't be mean to me. I am part of the family."  
"Sorry, June," says Luke.  
FAMILY RULES.  
1. Work Hard  
2. Be Kind  
3. Say Sorry  
So now ... June plays the drums.  
And Dad sings. "La, la, la, la!"  
"Nooooo!"

## **Text 4**

### **My Family**

I am Mike. There are six people in my family. They are my grandparents, my parents, my baby brother and me.  
My mother is a teacher. She teaches English. She cooks for the family and



she reads books with me at the weekend. My father is a fireman. He puts out fires, and rescues people and animals. He is busy, but he helps Mum cook and plays with me in the evening. My grandparents often take care of my baby brother and me. I am a student and I work hard at school. I often help my family at home.

I love my family.

## **Case 2: Integrated Unit Teaching for Grades 5-6**

### **(4 lessons)**

Unit topic: Do Family Chores

This topic falls under the theme of “man and self”, covering the sub-theme of “habits, skills, and love for doing physical works”.

#### **1. Unit content analysis**

The content of this unit revolves around the topic “Do Family Chores”. It contains four texts, including two dialogues, an illustrated story, and a short illustrated expository text.

Text 1 is an everyday dialogue between three primary school students. They discuss playing football together on their way home from school. Because they each has to go home to help their parents with chores, they finally agree to play football together over the weekend. This text aims to make students think whether they should do chores after school.

Text 2 is an everyday dialogue between two primary school students. Joy calls to invite Bill to play together. Bill politely declines, saying he is doing chores at the time. In the end, the two agree to play together after finishing the chores. This text expands on the topic of chores, presenting useful language to ask about specific chores and the feelings about doing chores, as well as basic sentence structures used in phone calls.

By studying the first two texts, students should be able to communicate with others the basic information about doing chores.

Text 3 is an illustrated story. Charlie, the protagonist of the story, doesn't like doing chores. He wants to know if his friends do chores at home. He asks a few good friends and finds that they all do different chores. As a result, he understands that as a member of the family he should take the initiative to

undertake chores. The text recycles the key language that can be used to talk about doing chores. This text helps to guide students to further understand the meaning and value of doing chores, form a positive emotional experience, and develop the habit of doing chores proactively.

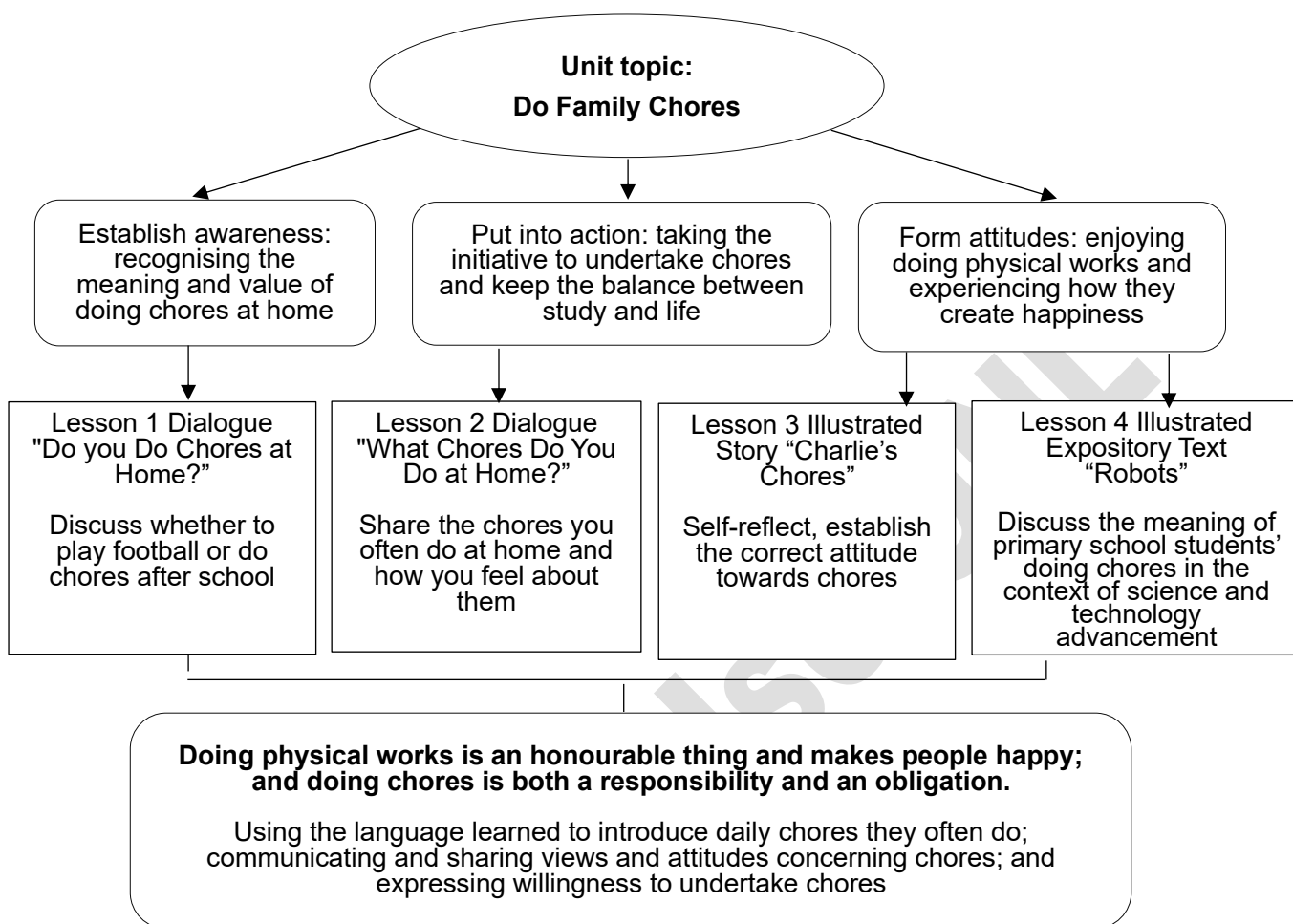
Text 4 is an illustrated expository text. It looks at the progress and development of science and technology in the future, and sheds light on the convenience and assistance provided by robots to the development of human society. The text helps students to consider: with the advancement of technology, what kind of work can robots do to improve people’s quality of life? With robots available to help, do primary school students still need to learn to do chores? The text provides students with opportunities to think deeply and practise using the language.

The table below outlines the key language knowledge, skills, and strategies that students are required to learn in this unit.

<b>Unit topic: Do Family Chores</b>			
<b>Texts</b>	<b>Key phrases</b>	<b>Key sentence structures</b>	<b>Skills, strategies, and learning points</b>
1. “Do you Do Chores at Home?”	<u>Chores:</u> wash clothes, sweep the floor, tidy my desk, clean my room, water the flowers	<u>Ask about or introduce doing chores:</u> Do you do chores at home? Yes, I ...	<ul style="list-style-type: none"> <li>• Ask about and reply with chores-related information;</li> <li>• Based on illustrations and title, guess the topic and context of the dialogue, as well as the beginning, development, and end of the event.</li> </ul>
2. “What Chores Do You Do at Home?”	<u>Chores:</u> do chores, water the plants, feed the fish	<u>Ask about or introduce doing chores:</u> What chores do you do at home? I ...  <u>Over the phone:</u>	<ul style="list-style-type: none"> <li>• When looking at illustrations and listening to the dialogue, retrieve and sort out information about time, people, and the beginning, development, and</li> </ul>

		Hello. This is ...	end of the event.
3. "Charlie's Chores"	<u>Chores:</u> walk the dog, make breakfast, wash vegetables, feed the fish, make the bed, cook dinner	<u>Express attitudes towards chores:</u> I'm happy to help them. I understand ... We all should to chores. I will help my parents.	<ul style="list-style-type: none"> <li>• When listening to and reading the story, retrieve and sort out chores performed by the characters in the story;</li> <li>• Appropriately express attitudes towards and views about doing chores.</li> </ul>
4. "Robots"	<u>Chores that robots can do:</u> take food and drinks to sick people, help doctors, study your needs, help you clean your house, cook food	<u>Introduce robots:</u> Robots have come into our lives. They are becoming more and more helpful. Robots can ...	<ul style="list-style-type: none"> <li>• Find the topic sentences in the text, study its relationship with the remaining content of the text;</li> <li>• Write a few sentences about a robot designed by you and tell your friends about it, such as "This is a robot.", "It is...", "It has...", "It can...", and "I think...".</li> </ul>

The four texts in this unit discuss chores from different perspectives. The texts are all connected to the topic of the unit, constituting three sub-themes, namely "recognising the meaning and value of doing chores at home", "taking the initiative to undertake chores and keep the balance between study and life", and "enjoying doing physical works and experiencing how they create happiness" (see Figure 4). Each lesson, developed around the unit topic, is relatively independent but also closely related to each other. The learning activities are designed to progress from activities of learning and understanding, applying and practising, to transferring and creating in upward spirals. Students will be able to establish meaning links between fragmented knowledge content, construct theme-based structured knowledge, develop ability to use the language, and form correct values and make value judgements on doing physical works.



**Figure 4 Thematic Content Framework of the "Do Family Chores" Unit**

## 2. Unit teaching objectives

Unit teaching objectives	Texts
By the end of this unit, students will be able to: 1. use the language learned to communicate with others, record personal plan of chores for the coming week, and introduce it to the class.	1. Dialogue "Do You Do Chores at Home?" (1 lesson)
2. (learn to) do a chore, record it in the way they prefer, and demonstrate/introduce it to the class.	2. Dialogue "What Chores Do You Do at Home?" (1 lesson)

<ol style="list-style-type: none"> <li>3. describe how the protagonist's attitudes towards chores changes over time.</li> <li>4. communicate with peers to share daily chores they often do and how they feel about doing them.</li> </ol>	<p>3. Illustrated Story "Charlie's Chores" (1 lesson)</p>
<ol style="list-style-type: none"> <li>5. creatively design an image of a robot, introduce and describe what it looks like and what it can do for people to the class.</li> <li>6. communicate with friends about the necessity of primary school students doing chores in situations where robots can help people with chores.</li> </ol>	<p>4. Illustrated Expository Text "Robots" (1 lesson)</p>

### 3. Case analysis

In this case, starting from the development of students' core competencies, teachers should conduct an in-depth study and analysis of the texts in this unit around the topic of "Do Family Chores", identify the educational value embedded in each text, establish connections between the meaning of the unit topic and the content of the texts, integrate the learning content of each section in the unit, establish clear expectations on comprehensive development of core competencies, build a unit content framework (see Figure 4), and draw up a student development blueprint. The unit design follows the cognitive patterns and thinking characteristics of the upper grades of primary school students. Setting out from the students' life experience, the unit progresses from easy to difficult and from specific to abstract, continuously guiding students to combine their understanding and thinking of the texts with the real use of language, so that they will use what they know to guide what they do and achieve the student development goal of the curriculum.

In the first three lessons, by studying the dialogues and illustrated story, students will use the language they have learned step by step to introduce and communicate with their peers around "doing chores", such as talking about whether they usually do chores or not; introducing group members' chores plans for the coming week; recording the process of taking the initiative to learn to do chores with their chosen methods; sharing with their peers the chores they can do and how they feel about doing them; describing the change process of someone else from disliking doing chores to willing to undertake chores; and conducting self-reflection to share their thoughts on doing chores. In the fourth lesson, students will use the language they have learned and accumulated in this text as well as in the first three texts to discuss and comment on how robots can help people's everyday life by reading the illustrated expository text. They will also draw robots based on their own creative designs and introduce them to peers, then analyse and discuss, in face of scientific and technological

development, whether primary school students still need to learn to do chores when robots can step in to do these, and eventually draw the correct conclusions.

When studying this unit, the process when student learn to use language and understand the meaning of the texts is also the process when they develop emotions, attitudes, and values step by step. By sharing and discussing the meaning of doing chores, students will learn and use their language knowledge in an integrated manner, meaningfully link fragmented knowledge contents, develop a coherent knowledge structure, establish correct understanding of chores, transfer it to a new context to solve new problems, deepen the understanding of the unit topic, and form correct attitudes and value judgements about chores.

#### **4. Original texts**

##### **Text 1**

##### **Do You Do Chores at Home?**

Andy: Hi, Lily. Are you free after school? Can we play football together?

Lily: Sorry. I can't play with you today. My mother is busy at work. I'm going to help her at home. I'm going to wash clothes and sweep the floor.

Andy: What about you, Bill? Can you play with me?

Bill: Sorry, I can't. I'm going to tidy my desk and clean my room. Do you do chores at home, Andy?

Andy: Yes, I help my parents water the flowers. Can we play football together this weekend?

Lily & Bill: Sure. That's great!

##### **Text 2**

##### **What Chores Do You Do at Home?**

Bill: Hello. This is Bill.

Joy: Hi, Bill. This is Joy. Can you play with me?

Bill: Sorry, not now. I'm doing my chores.

Joy: Do you usually do chores at home?

Bill: Yes, I usually water the plants. I also enjoy feeding my fish. I'm sweeping the floor now. What chores do you usually do at home?

Joy: I usually tidy my desk and clean my room. Do you like doing chores?

Bill: Yes, I enjoy helping my parents.

Joy: Me too. Call me when you're free.

Bill: OK. Bye.

##### **Text 3**

## Charlie's Chores

Charlie doesn't like doing family chores at all. He likes to play with his friends in the park. Charlie asks his friends about their chores.

Charlie: What do you have to do at home, Daniel?

Daniel: I have to do homework every day.

Charlie: But we all have to do homework. What about chores? You know, I always have to do chores. I have to walk the dog and feed him every day. I have to wash him once a week. Then I have to help my mum make breakfast. And I don't have time to play. What about you, Sue?

Sue: Well, I feed the fish and wash vegetables every day.

Charlie: I do so many chores at home. What about you, Lisa?

Lisa: Every week I help my parents do some cleaning at home. I'm happy to help them because they always help me too.

Charlie: Do you do chores at home, Ann?

Ann: Sure. I make my bed every morning before school. I also help my mum cook dinner every evening.

Charlie: You are really helpful. Now I understand that we all should do chores, so I will do them to help my parents.

### Text 4

#### Robots

Robots have come into our lives. They are becoming more and more helpful. For example, when some sick people cannot walk, robots can take food and drinks to them. Robots can help doctors too.

Many people use robots to do chores. Some robots can study your needs. Then they know how to help you clean your house and how to cook food for you. In a few years, maybe robots will know how to do all chores!

### Case 3: Dialogue Teaching for Grades 5-6

#### “Do You Do Chores at Home?”

##### 1. Text study

**What:** the text in this lesson is an everyday dialogue between three primary school students about how they arrange their after-school time. On the way home, Andy invites his school mates Lily and Bill to play football together, but they both say they need to go home to help their parents with chores. In the end, the trios agree to play football together over the weekend

**Why:** by showing how Lily and Bill politely decline Andy's invitation to play football together after school because they have to help their parents with chores, the text prompts students to think about the meaning of doing chores and guides them to establish the awareness of arranging their spare time and taking the initiative to do chores.

**How:** this dialogue is a typical conversation in students' everyday life, and introduces phrases of primary school students' everyday chores, such as *do chores, wash clothes, sweep the floor, tidy my desk, clean my room, and water the flowers*. It also introduces useful language used to exchanging ideas about doing chores, such as "Do you do chores at home? Yes, I...". When the three characters talk about plans after school, future simple tense is used, which is something students have been exposed to and learned about in previous lessons. This dialogue has simple a plot, is easy to understand, and has both practical and educational purposes.

## 2. Teaching objectives

By the end of this lesson, students will be able to:

- 1) retrieve and sort out the chores done by the three primary school students in the dialogue as they view, listen, and speak; (*learning and understanding*)
- 2) role-play the dialogue (more capable students can try to re-tell what the three primary school students choose to do after school) as facilitated by the teacher; (*applying and practising*)
- 3) briefly comment on the actions of the three primary school students in the dialogue; (*transferring and creating*) and
- 4) share in groups their personal chores plans for the following week and report the outcomes to the whole class. (*transferring and creating*)

The key useful language required to meet the lesson objectives is as follows.

### [Key phrases]

*do chores, wash clothes, sweep the floor, tidy my desk, clean my room, water the flowers*

### [Key sentence structures]

*I think... (helpful, kind, hardworking...)*

*I'm going to...*

*.. is going to...*

## 3. Teaching stages



Objectives	Learning activities	Assessing outcomes
<p>1. Retrieve and sort out the chores done by the three primary school students in the dialogue as they view, listen, and speak; <i>(learning and understanding)</i></p>	<p>1. Students use pictures and existing experience to predict the content of the dialogue and perceive new language, e.g., “Who are they? Where are they? What are they going to do?”</p> <p>2. Students watch the dialogue in video, verify their predictions, comprehend gist of the dialogue, and understand the meaning of the new word “chore” with explanations and examples based on the pictures.</p> <p>3. Students watch the video again to understand detailed information, e.g., “What does Andy invite Bill and Lily to do after school? Can Bill and Lily play football with Andy? Why?”, find out the specific chores each of the three students do after school from the dialogue, and match the characters with the corresponding chores.</p> <p>4. Students use pictures and gestures to understand chore-related vocabulary, pronounce and spell the words and phrases, and expand their vocabulary, e.g., <i>wash socks, wash vegetables</i>, and so on.</p> <p>5. Students read after the recording and role-play the dialogue, paying</p>	<p>Teacher observes whether students can interact and communicate with others, and actively share their existing knowledge and experience of the topic. Teachers can adjust the questions as needed either to probe for more information or to encourage students.</p> <p>Teacher observes how students do in the matching exercise, and give guidance or feedback as needed.</p> <p>Teachers identify issues and provide timely feedback according to students’ understanding of the meaning, pronunciation, and learning of additional vocabulary.</p> <p>Teachers give guidance or encouragement according to students’</p>

	attention to pronunciation, intonation, rhythm, elisions, stress, and so on.	performance in reading the dialogue.
<p><b>Design rationale:</b> learning activities at this stage aim to help students understand the content of the dialogue in context and learn the vocabulary and key useful language in the dialogue. As guided by the teacher, students can gradually understand the content of the dialogue from gist to the details as they watch the dialogue in video. In vocabulary learning, students develop phonetics skills under the guidance of teachers as they accumulate and expand their vocabulary. Students can further their understanding of content of the dialogue by reading after the recording and role-playing, so as to internalise the language and prepare for language output.</p>		
2. Role-play the dialogue (more capable students can try to re-tell what the three primary school students choose to do after school) as facilitated by the teacher; ( <i>applying and practising</i> )	<p>6. As guided by the teacher, students sort out and summarise the dialogue's key language and switch roles according to teachers' boardwork to do Q&amp;A activities with peers. Useful language:</p> <ul style="list-style-type: none"> <li>- <i>Can you play with me?</i></li> <li>- <i>Sorry, I can't. I'm going to...</i></li> </ul> <p>7. Based on the dialogue's content, students do role-plays. More capable students can try to re-tell what the three primary school students choose to do after school to their peers.</p>	<p>Teacher observes how students use key language to do Q&amp;As and communicate with each other, and provide guidance and feedback as needed.</p> <p>Teacher observes whether students can complete role-plays and summarise the dialogue's content using prompts from the boardwork,, and give necessary hints and guidance as needed.</p>
<p><b>Design rationale:</b> learning activities at this stage aim to guide students to use the language and understand the meaning through role-plays on the basis of summarising and organising the key language. More capable students can also try to use continuous text to introduce choices of activities after school of the characters in the dialogue, so as to facilitating internalising the language, moving from learning and understanding to applying and practising, and prepare for using the language in real-life context at a later stage.</p>		
3. Briefly comment on the actions of	8. As guided by the teacher, students analyse and discuss Lily and Bill's	Teacher leads the discussions and steers towards correct

the three primary school students in the dialogue; <i>(transferring and creating)</i>	decline to Andy's invitation, comment on their decisions, and appreciate the underlying meaning of the dialogue.	comments according to students' responses and feedback to the questions.
4. share in groups their personal chores plans for the following week and report the outcomes to the whole class. <i>(transferring and creating)</i>	9. Students outline their plans with specific chores for the following week and share in groups using key language in the dialogue, e.g., "I'm going to wash clothes". Group leaders record answers of all members in a sheet. 10. Group members share with the whole class their chore plans for the following week. 11. Learning summaries.	Teacher observes how students use the language learned to share their chore plans for the following week with others, and give encouragement or help.  Teacher observes how students report to the whole class group members' chore plans for the following week, and evaluates the outcomes of teaching and learning.
<p><b>Design rationale:</b> learning activities at this stage aim to help students use the language they have learned creatively in a transferred context, share with others their personal chore plans for the following week, and introduce the group members' plans to the whole class. Students move from textbooks to real life, developing pragmatic ability and developing an initial understanding of the meaning and value of chores in the process of formulating plans, communicating plans, and introducing others' plans. In actual teaching, according to the needs of students of different levels, teachers can integrate the final activity with the content of the second lesson and complete it in the following lesson.</p>		

#### 4. Case analysis

This lesson is the first of the unit. Its text material is an everyday conversation among students. In the teaching design, teachers should fully explore the educational value embedded in the text. Following the principles of English practice activity approach, teachers should guide students to experience meaningful learning processes in authentic contexts through progressive learning tasks that are logically connected, thereby achieving the integration of language learning and student development via the curriculum.

Students go through three learning stages in this lesson. In the first stage, students watch the dialogue in video, retrieve and sort out information, and learn useful language from the dialogue. By eliciting from students, teachers should guide students to watch the whole dialogue video repeatedly in order to understand the gist and identify specific chores that the three characters do after school. On the basis of understanding the dialogue, teachers should guide the students to learn the target vocabulary of this lesson, inspire them to demonstrate their understanding of the target vocabulary by means of pictures and gestures. Teachers should then guide students to use their existing spelling experience to spell the words on their own, so as to develop their spelling ability and expand and accumulate their vocabulary. These are the activities of learning and understanding. In the second stage, students will take turns to do role-plays in a provided context and exchange questions and answers. As guided by the teacher, students will work with each other to role-play or retell and introduce to their classmates the chores done by the characters in the dialogue. These activities of applying and practising are designed to help students internalise the target language through controlled practice using language scaffolding. In the third stage, students will briefly comment on the actions of the three characters, formulate their own chores plans for the following week, and introduce group members' plans to the whole class on the back of group discussions. These activities of transferring and creating emphasise on students using the language they have learned to communicate and to express ideas authentically in a new context, which is the highest level of all learning activities.

It is clear in this case that students gradually move from text-based learning to the real-life contexts following the learning process of “learning and understanding – applying and practising – transferring and creating” that indicates strengthening language ability in an upward spiral. From comprehending and internalising language to using the language they have learned, students will be able to express their thoughts and discoveries, recognise the significance and value of doing chores, plan their spare time become aware of the need to be responsible for their own things and take the initiative to help parents do some chores where possible. Students will gain knowledge, enhance abilities, develop thinking, and shape characters in the process of deepening their understanding of the topic of the unit. In the teaching process, teachers should monitor students' learning performance and effectiveness at all times, give necessary guidance and help as needed, and promote the implementation of teaching-learning-assessment alignment.

#### **Case 4: Integrated English Practice Activity for Grades 5-6**

##### **“Lantern Festival Riddle Games” (3 lessons)**

## 1. Content introduction

This practice activity falls under the theme of “man and society”, covering the sub-theme of “traditional festivals and cultural experiences of major countries in the world”.

This practice activity is designed and implemented around the topic of the Chinese Lantern Festival. The activity design seeks to integrate language learning with introduction of fine Chinese traditions in the fields of culture, art, and physical works, guiding students to develop comprehensive qualities through experience and practice. As they watch, listen to, and read short texts, students will be able to understand the cultural customs and connotations of the Lantern Festival, including its date, typical food, and celebrations, such as watching lantern shows, playing lantern riddle games, and eating *tangyuan* (a.k.a. sweet dumplings). By making the lanterns, students will have a first-hand experience of doing it for real and creating something of their own. By preparing and playing lantern riddles games, they will also experience the fun of participating in festive cultural activities. Ultimately, this activity aims to help students understand the cultural significance of the Chinese Lantern Festival, gradually form an identification with the fine traditions of Chinese culture, and strengthen their cultural confidence.

## 2. Activity objectives

By participating in the Lantern Festival Riddle Game activity, students will be able to:

- 1) read the text introducing the Lantern Festival, understand the gist, and retrieve specific information about the Lantern Festival, such as its date, ways of celebrations, and typical food;
- 2) work with peers to talk about the Lantern Festival based on the retrieved information;
- 3) work alone or with others to make lanterns according to the step-by-step guide, and have a first-hand experience of the production process; and
- 4) work alone or with others to design and prepare lantern riddles, participate in the lantern riddles guessing activity, and experience the cultural meaning of the Lantern Festival.

## 3. Implementation stages

**Stage 1:** students read the text introducing the Lantern Festival, retrieve relevant information, and work with others to introduce the Lantern Festival.

Students guess a riddle from the teacher, of which the answer is revealed to be “lantern”. Students think about and discuss on which festivals they would see lanterns and what associations they would have when they see lanterns. This is the lead-in for the topic of “Lantern Festival Riddle Games”. Through teacher-students interactions, students activate their existing knowledge and experience about the Lantern Festival, think about and express what they want to know more, such as the cultural meaning of the Lantern Festival and related celebration activities. Students read the text after understanding the questions, and retrieve and sort out key information with the help of infographics (depending on students’ levels, teachers can also encourage them to design their own infographics and sort out information by themselves). Students either work alone or with others to demonstrate what they have learned from the reading exercise in their preferred ways (e.g., booklet with illustrations and texts, posters, presentations), in order to introduce the Lantern Festival and understand its cultural meaning.

**Stage 2:** students learn to make real lanterns using their creative designs.

Teachers and students exchange ideas and discuss the preparations needed to make lanterns, using e.g., “We need: two pieces of paper, a pair of scissors, coloured pens, a glue stick, a roll of sticky tape and some stickers”. As guided by the teacher, students learn to make lanterns with the help of a step-by-step diagram guide. Teachers can refer to the following language when introducing how to make lanterns.

**Steps:**

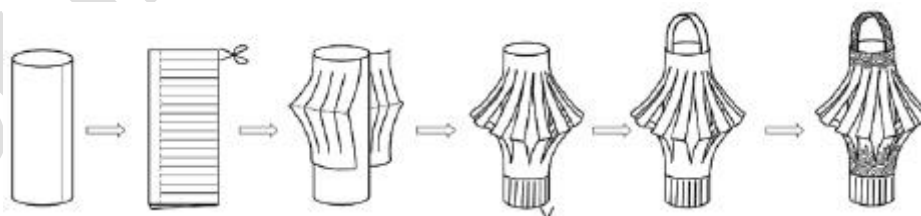
*First, roll one piece of paper into a cylinder.*

*Then, fold the other piece of paper in half and cut it with scissors.*

*Next, put the paper around the cylinder and stick them together.*

*Then, make the tassels and glue the handle on the top.*

*Finally, decorate the lantern.*



As instructed by the teacher, students work alone or with other to design and make lanterns to experience the production process.

**Stage 3:** students design and prepare lantern riddles, guess lantern riddles, and experience the cultural meaning of the Lantern Festival.

Teachers and students work together to set up the lantern riddle game activity venue. By modelling riddle examples, students design and prepare riddles and attach them to the lanterns. Teachers and students play the game of guessing lantern riddles together. Teachers can prepare some small prizes to encourage students to design and prepare lantern riddles, actively participate in language practice and interactions with others, and enjoy the fun of the cultural activity of the Lantern Festival riddle games.

*Sample riddles:*

- 1) *I am colourful. You see me in the sky after it rains. (Answer: rainbow)*
- 2) *I am cold. I am yummy on hot days. I can be many flavours. Children like me a lot. (Answer: ice cream)*

#### 4. Evaluation of learning effect

In doing the activity, teachers

- evaluate and give feedback on how students complete the tasks by observing, asking questions, and interacting with students at any time;
- review how well students have completed the learning sheet after reading the text;
- observe how students partner with each other to introduce the Lantern Festival;
- observe the process when students make lanterns;
- observe students' participation in designing, preparing, and guessing lantern riddles.

Through observation of the above-mentioned learning activities, teachers will be able to gauge what students have learned and what they find challenging in real time, and hence provide specific and targeted guidance. In the summary stage of this practice activity, teachers should guide students to use the learning evaluation sheet to self-reflect, summarise what they have learned, and become aware of their own growth and progress.

#### [Learning Evaluation Sheet] <sup>6</sup>

Evaluation Content	1. I can read and understand the text about the Lantern Festival.	☆ ☆ ☆
	2. I can work with my partners to briefly introduce the Lantern Festival.	☆ ☆ ☆
	3. I can make lanterns.	☆ ☆ ☆

<sup>6</sup> The original Sheet is in Chinese.

	4. I can prepare and guess lantern riddles in English.	☆ ☆ ☆
	5. During activities, I can take the initiative to help my partners.	☆ ☆ ☆

## 5. Case analysis

This case is about the topic of Lantern Festival Riddle Games, and integrates English learning with the education on fine Chinese traditions in the fields of culture, art, and physical works. Students experience the culture carried by the language in a series of comprehensive practical activities, enhance their understanding of and identification with the fine traditional Chinese culture, and develop the ability of cooperation, practice, and innovation. For example, students learn about the date, celebrations, and typical food of the Lantern Festival by reading a text, and work with their partners to introduce the Lantern Festival in their preferred ways, so as to experience the cultural significance of the Lantern Festival. They then design and make lanterns with their partners, developing hands-on practice and innovation ability. They also experience how English language is used in communication and feel the fun of participating in festive cultural activities in the process of designing, preparing, and guessing lantern riddles.

In the process of designing and implementing this case, teachers may creatively develop and make use of interesting English learning resources in real life, such as introducing illustrated texts and audio and video materials suitable for students' learning needs, enriching the curriculum resources and expanding English learning channels. The implementation of this case can effectively promote the coordinated development of students' language ability, cultural awareness, thinking capacity, and learning ability.

## 5. Original text

### The Lantern Festival

The Lantern Festival is an important festival in China. It began 2,000 years ago during the Han Dynasty. It falls on the 15<sup>th</sup> day of the first lunar month and it marks the end of the Spring Festival celebrations.

People celebrate the festival in many ways. The lantern show is the most important part of the festival. On the eve of the festival, many lanterns are hung in the streets and parks. These lanterns light up the night during the festival.

People often go out and watch the lantern show with family or friends.

Lantern riddle games are also popular during the Lantern Festival. People





write riddles on colourful lanterns. If someone gets the right answer, he or she will get a nice little gift.

*Tangyuan* is the traditional food of the Lantern Festival. It can have many different fillings and flavours. The shape of *tangyuan* indicates family reunion.

People enjoy themselves during the Lantern Festival.



## Case 5: Integrated Unit Teaching for Grades 7-9

(8 lessons)

Unit topic: Save the Planet

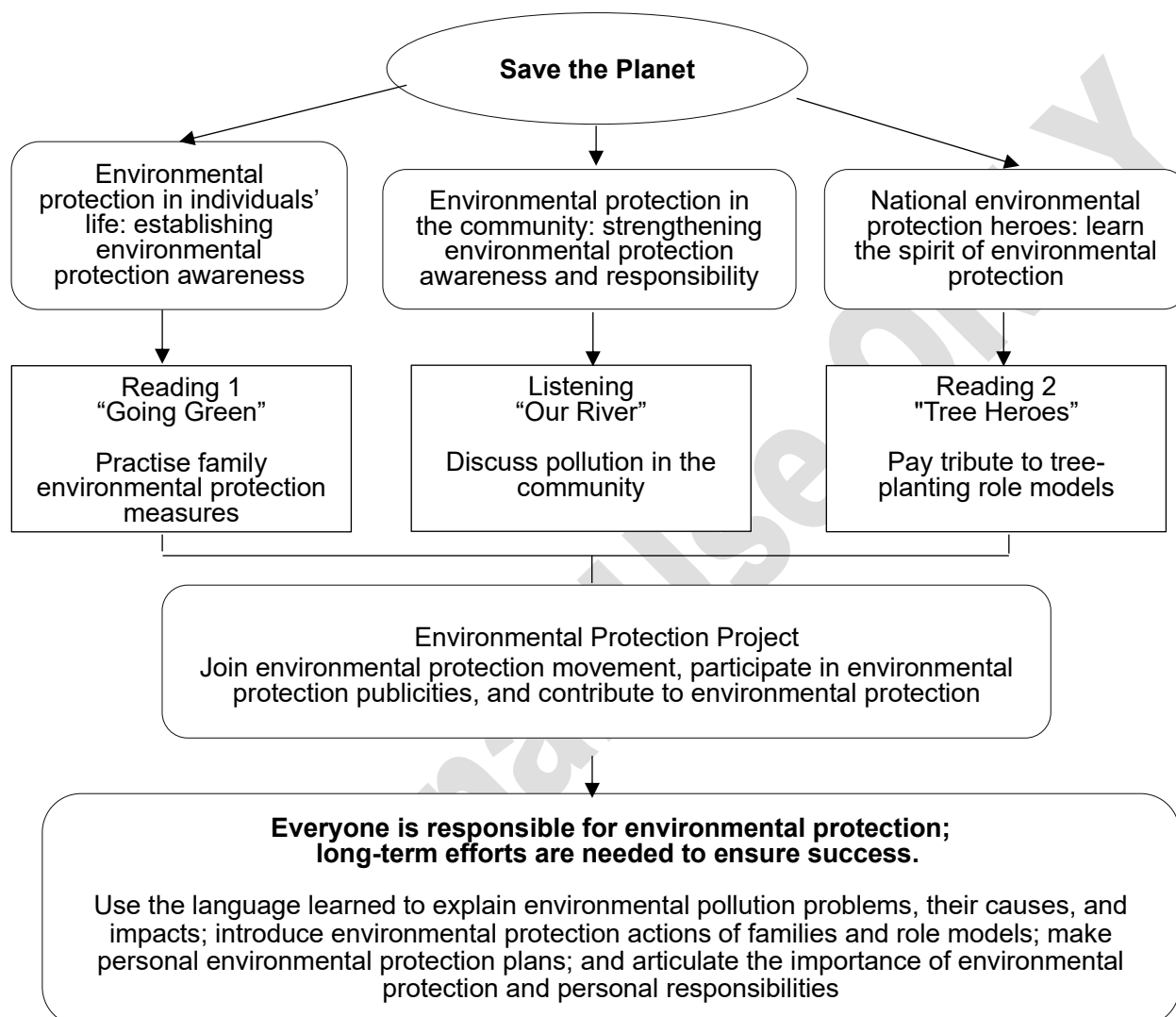
This topic falls under the theme of “man vs nature”, covering the sub-theme of “environmental pollution and causes, environmental awareness and behaviour”.

### 1. Unit content analysis

This unit consists of three different types of texts: one expository text, one interview, and one feature report. The expository text introduces the problems that the family of 15-year-old Jim finds out about environmental protection: excessive household wastes and electricity consumption. They take some everyday measures to protect the environment with their personal efforts. The interview is a conversation between Ellie and Jeremy. Jeremy talks about an incident of river pollution in the community, including the location, time, specific circumstances of the incident, and his personal feelings. The feature report tells touching stories of Zou Lianying and Wei Guiying, two national afforestation role models who have spent years on planting trees to tackle deforestation.

The key language of this unit mainly concerns environmental pollution and measures to solve it, involving describing environmental problems such as pollution problems and their causes (*produce rubbish, waste decays, create pollution, air pollution, cut down trees*), impacts (*cause health problems and global warming, affect the climate, cause animals to move or die, cause deserts to expand*), and measures or recommendations on dealing with pollution (*recycle, reduce the waste, save energy/electricity, use low energy light bulbs, use cars less, grow vegetables, keep hens, put into different bins, plant trees, prevent deserts from getting larger, stop the climate from getting warmer*). The three texts cover different discourse knowledge: the first written text organises information using the “raise a problem – solve the problem” sequence; the second text uses a speaking interview to describe an event in a question-and-

answer format, including time, location, characters, causes, process, and results; and the third one is a special report, which enumerates problems and measures, introduces people’s deeds, and puts forward expectations for the future through descriptions and narrations (see Figure 5).



**Figure 5: Thematic Content Framework of the “Save the Planet” Unit**

Key language expressions that demonstrate the comprehensive development of the core competencies of the unit are as follows (including both old and new ones).

**[Environmental pollution problems]**

- create pollution, air pollution, water / noise / light pollution, dirty air / water*
- This causes problems.*
- There are still some problems to solve.*
- The water is / was polluted.*
- Land that was once covered with forest has changed greatly.*

### [Environmental pollution causes]

*produce rubbish, waste decays, cut down trees  
Some places no longer have trees because...*

### [Environmental pollution impacts]

*cause health problems and global warming, affect the climate, cause animals to move or die, cause deserts to expand  
It can cause (serious health problems, sickness, cancer, etc.) ...*

### [Environmental pollution measures and plans]

*recycle, reduce the waste, save energy / electricity, use low energy light bulbs, use cars less, grow vegetables, keep hens, put into different bins, plant trees, prevent deserts from getting larger, stop the climate from getting warmer  
I / We should...  
I / We decide to...  
I am / We are going to....  
I / We will be able to....  
I / We try to...  
I / We need to...*

### [Explaining the significance of environmental protection]

*A lot of work is still needed to...  
If more people..., it will certainly make life better for everyone.  
Everyone must do something to make the world a better place.  
Rivers and lakes must be protected because water is the source of life.  
To protect our homeland is to protect ourselves.*

## 2. Unit Teaching Objectives

Unit teaching objectives	Texts
By the end of this unit, students will be able to: 1. talk about common environmental issues in everyday life, give examples to explain the importance of behaviours of individuals and family to protecting the environment, and exchange ideas of actions individuals can take to protect the environment.	1. Expository text "Going Green" (2 lessons)
2. design an interview guide, interview to investigate pollution in their peer's community,	2. Interview dialogue "Our River"

and complete a brief report.	(2 lessons)
3. talk about the heroic deeds of the tree-planters, reflect on the significance of environmental protection activities, and share their personal plans to get involved in environmental protection.	3. Feature report “Tree Heroes” (2 lessons)
4. work in groups to design environmental projects and participate in class competition for outstanding environmental projects.	Unit project: Project Design (2 lessons)

### 3. Case analysis

The overall teaching design of the unit focuses on guiding students to explore the thematic meaning of each text from an overarching unit perspective, and is directed towards the expected comprehensive development of students' core competencies. This unit is centred on the topic of environmental protection. As guided by the teacher, students study three texts to explore the meaning, learn language, construct new knowledge, and solve problems from three levels - family, community, and society. Students are expected to understand, learn, pay attention to, think about, participate in, and carry out environmental protection activities in a progressive way, and deepen their understanding of environmental protection and thinking of individuals' roles in environmental protection. They can apply what they have learned to express themselves in different types of activities to increase their understanding of the significance of environmental protection and raise their awareness of participating in environmental protection activities. First, as guided by the teacher, students start from the family level to understand the environmental protection measures that a family can take in response to environmental problems and make suggestions on tackling these environmental problems. Next, on the back of this, students move on to the community level to further understand the pollution situation in the living environment within the community, perceive the importance of environmental protection in the community, and raise their sense of responsibility for environmental protection on this level. Last, the learning rises to the society level. Students think and plan how to participate in environmental protection by learning about the touching stories of the national afforestation role models. During the learning process of this unit, students gradually understand and deepen their knowledge of the unit topic of “environmental protection”, and build up the structured knowledge consisting of “environmental problems – negative impacts – environmental protection concept – environmental protection measures”. By doing an environmental protection project design, students will become conscious of living a green life, undertake their social responsibility for environmental protection, express and describe logically the above-mentioned cognition, attitude, value judgement and behavioural choices with the language they have learned, and achieve the comprehensive development of the core competencies required in this unit, that

is, “use the language learned to explain environmental pollution issues, their causes, and impacts; introduce the environmental protection actions of families and role models; make personal environmental protection plans; and articulate the importance of environmental protection and personal responsibilities”, realising the value of student development via the curriculum.

Such a unit integrated teaching design addresses the issues arisen from previous unit teaching practice, for example, the lessons lack an overarching awareness, the content is isolated from each other, and the connection between different stages is loose. This approach, however, helps teachers establish an overarching unit awareness and deliver the whole unit in an integrated way. This case shows that, in order to do a good job in the overall analysis of the unit content, teachers should pay close attention to students’ knowledge construction and the focus of language learning. For example, in designing this unit, teachers should organise and highlight the key useful language that students need to learn and use, preparing students for structured language learning and participating in structured language expression based on thematic meaning exploration. Starting from the students’ competencies performance in language use, cultural learning, and thinking capacity after learning specific texts, teachers should design unit teaching objectives that are achievable, assessable, and implementable. The group output activities designed by teachers can go beyond classroom hours and spaces. Students can complete homework over a period of time, further optimise and improve their language output, and demonstrate the outcomes of unit learning at different stages in different forms of student works.

By using a series of cyclic, progressive, and integrated learning activities, this case enables students to build a structured knowledge network around the topic of environmental pollution and environmental protection on different levels, from individuals, family, community to the society and the whole country, while promoting systematic understanding of environmental protection issues. By doing so, it achieves the expected comprehensive development of students’ core competencies, and make possible the organic integration of language learning and student development via the curriculum.

#### **4. Original texts**

##### **Text 1**

##### **Going Green**

*We hear a lot about how we should change our lives to help save our planet. Jim Barnes, 15, from Oxford, talks about what his family does every day to save the planet.*

A common UK family produces more than one ton of rubbish a year. Some of this waste takes hundreds of years to decay. It also costs lots of money to keep buying new things to replace the things we throw away.

So, to help save the planet as well as save money, our family has decided to recycle everything. We collect used things, such as paper and bottles, and put them into different bins. After that we take them to a recycling centre. Finally, they are treated and can be used again. Recycling will help reduce a lot of waste. We're also going to grow our own vegetables and we already keep hens. Soon, we'll be able to have our own eggs for breakfast.

In a year, a family like ours uses about 4,800 kW·h for such things as watching television, taking showers, using the dishwasher and the washing machine. To produce this much energy, a lot of pollution is created. This pollution can cause health problems and global warming.

Because of all this, we decided to do something to save electricity. We watch less TV and use low energy light bulbs. We stopped using the dishwasher. Mum also tries to save energy while cooking.

What's more, we try to use our car less to cut down on air pollution. My dad and our neighbours organise a carpool and they take turns driving to work. And I ride my bicycle to school. How cool is that?!

## **Text 2**

### **Our River**

*There's been an incident at a polluted local river. Ellie Watson is interviewing someone who was there.*

Ellie: Hello. Are you Jeremy?

Jeremy: Yes.

Ellie: Hello. I'm Ellie Watson. Can I ask you some questions about what happened?

Jeremy: Sure, no problem.

Ellie: To start with, can you tell us when you were at the river?

Jeremy: I was there yesterday afternoon, at around three o'clock.

Ellie: You were fishing, weren't you?

Jeremy: That's right. I was with my friends. We didn't catch anything though. As usual!

Ellie: What do you mean?

Jeremy: Well, there have been a lot of dead fish in the river recently.

Ellie: That doesn't sound very good.

Jeremy: No, it isn't. My dad tells me not to go fishing in that river. He says we can't eat any fish from that water.

Ellie: Mmm, that's terrible. So, what happened yesterday?

Jeremy: Well, I was fishing when this lady walked past with her dog. He jumped into the water and couldn't get out.

Ellie: So, what did you do?

Jeremy: Well, I tried to save him. He didn't like it, but I got him out of there.

Ellie: Then what happened?

Jeremy: He started to look strange.

Ellie: What do you mean?

Jeremy: He obviously wasn't well. The lady took him to the vet. The vet gave him some medicine and said the dog got sick because the water was polluted.

Ellie: So, what about you? How do you feel?

Jeremy: Well, I've got these red spots on my arms, but other than that I'm OK.

Ellie: Oh. Those look painful. Hope they go away soon. Thanks, Jeremy.

### **Text 3**

#### **Tree Heroes**

In many parts of the world, land that was once covered with forest has changed greatly. Some of the land has become part of cities or towns. Some forested areas have become farmland while some other places no longer have any trees because they have been cut down for different reasons. This causes problems. It affects the climate, causes animals to move to other places or even die, and can cause deserts to expand.

Because so many of forests have been cut down in the last 50 years, China needs to plant trees. Although there are still problems to solve, China's tree planting programmes are huge. China plants more trees than any other country in the world. Who are some of the heroes behind these huge numbers? Let's find out.

In Jiangxi Province, 83-year-old Zou Lianying has been planting trees on her land for almost 20 years. She knows that planting trees is good for the environment, so at the age of 64, she sold her cows and pigs, and borrowed money to open a forest farm. Her family's forest farm has more than 8 million trees covering about 4 k m<sup>2</sup>. Her trees are worth around 12 million RMB, but she won't cut down even one tree and still lives very simply. She believes the forest she has planted is a gift to future generations.

Near Beijing, Wei Guiying and a team of hero helpers have planted millions of trees. They have been doing this for more than 20 years. Now, 20 km<sup>2</sup> of hills have turned green. It hasn't been easy for her. She borrowed money to pay for seedlings and is still working to pay a lot of it back. This doesn't seem to matter to her, though, as she says proudly that she's not a millionaire, but has millions of trees instead.

A lot of work is still needed to prevent deserts from getting larger and to stop the climate from getting warmer, but if more of us can be like these tree heroes, it will certainly make life better for everyone.

## **Case 6: Integrated Teaching of Reading and Writing for Grade 8**

### **“Healthy Living” (2 lessons)**

The topic of this lesson falls under the theme of “man and self”, covering the sub-themes of “physical and mental health” and “consciousness of cherishing life”.

#### **1. Sample written text study**

The topic of this unit concerns “healthy living”. This lesson is an integration of reading and writing. After completing the study of reading and listening texts, students are required to model the sample to write a composition.

##### **1) Topic and content**

The sample written text is a self-reflective diary written by Wu Wenjing. She records her habits in the diary, reflecting on whether her lifestyle is healthy or not. She introduces her healthy lifestyle and some bad habits to be corrected from three aspects: diet, hygiene, and exercise.

##### **2) Purpose of writing**

The author uses the format of a diary to summarise, analyse, and reflect on whether her lifestyle is healthy, and then expresses her determination to get rid of the bad habits and explains how. Readers are expected to get inspired and encouraged to reflect on and rectify their own bad habits and develop health lifestyles.

##### **3) Text structure**

The sample written text consists of five paragraphs, offering explanation and introduction from three aspects: background, living habits, and summary and reflection. Part 1 is the first paragraph, outlining the background of writing the diary – after participating in a survey organised by her school, the girl starts reflecting on her own living habits. Part 2 runs from paragraph 2 to paragraph 4, introducing and analysing her healthy and unhealthy habits and reasons from three aspects: eating habits, keeping clean, and doing exercise. Part 3 is the fifth paragraph in which the author briefly summarises her habits and expresses her determination to make changes and explain how.

##### **4) Language features**

When analysing and reflecting on her habits, the author uses lexical chunks



to describe specific behaviours. For example, when reflecting on eating habits, she uses phrases such as “eat healthy food” and “eat junk food” to give an example of good and bad habits respectively. When reflecting on “keeping clean”, she uses phrases such as “wash my hands”, “take a shower”, and “brush my teeth” for her good habits. When reflecting on “doing exercise”, she uses phrases such as “play ping-pong” and “walk to school” for her good habits. When moving from healthy habits to unhealthy ones, the author uses contrast-expressing connectives such as “however”, “although”, and “but” for cohesion. In addition, the author also uses frequency adverbs and phrases to describe behavioural habits, such as “often”, “sometimes”, “every day”, “twice a day”, and “once a month”. When expressing the need to rectify bad habits, the author uses the phrase “need to do” and comparatives as in “eat less junk food” and “exercise more”.

## 2. Teaching objectives

By the end of this lesson, students will be able to:

- 1) analyse the structure of the sample written text, and list the main points of the content describing their own living habits based on the writing purpose, style, and requirements;
- 2) determine the angle and specific content to describe and comment on whether their own habits are healthy, and find ways for improvement;
- 3) identify the vivid expressions and sentence structures used by the author to introduce, analyse, and reflect on habits in the sample written text, and apply them in their own writings; and
- 4) improve the structure, content, and language of the first draft through self-evaluation and peer evaluation.

## 3. Teaching stages

**Teaching objective 1: analyse the structure of the sample written text, and list the main points of the content describing their own living habits based on the writing purpose, style, and requirements. (*learning and understanding; applying and practising*)**

Activity 1 Review unit topic: based on teachers’ questions, students review what they have learned related to the topic of healthy living. (*perceiving and noticing*)

Design rationale: teacher prompts students to reflect on their habits.

Assessing outcomes: teacher observes students’ performance in answering questions, and gauge their overall understanding of the unit topic

according to specific content they can produce.

Activity 2 Understand and clarify the writing task: under the guidance of teachers, students understand the writing task and summarise the main points of writing. (*retrieving and sorting out information*)

*A website is calling for articles in English from high school students across the country on the topic of “healthy lifestyle”. Is your lifestyle healthy? Please submit your writing. You should write no less than 60 words.<sup>7</sup>*

Design rationale: teacher clarifies the writing task.

Assessing outcomes: teacher gauges students’ understanding of the unit writing task according to the key points they propose to write about.

Activity 3 Sort out the structure of the sample written text: students read and sort out the content structure of the written text. (*retrieving and sorting out information; summarising and consolidating*)

Design rationale: students study the structure of the sample written text.

Assessing outcomes: teacher observes whether the content structure diagram sorted out by students is clear, whether the logic is sound, whether the key points are clear, whether they have included not only the author’s overall evaluation of personal habits and description and reflection on bad habits, but also author’s attitude towards making improvement and specific measures.

Activity 4 List the key points to write on: students think about the requirements of the writing task, and draft the key points of their own writing with reference to the sample written text. (*internalising and applying*)

Design rationale: students study and model the structure of the sample written text, conceive the content structure of their own writing, and prepare for producing written output.

Assessing outcomes: teacher checks whether the key writing points listed by the students are complete and whether they have included personal views, their bad habits, self-reflection, and measures for improvement.

**Teaching objective 2: determine the angle and specific content to describe and comment on whether their own habits are healthy, and find ways for improvement. (*learning and understanding; applying and practising*)**

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<sup>7</sup> The original writing task is provided in Chinese.

Activity 5 Sorting out the writing outline of the sample written text: students read and sort out the specific points of each habit in the sample written text, and add them to the structure diagram of the sample written text. (*retrieving and sorting out information*).

Design rationale: teacher guides students to learn how to describe each habit, and prepare for producing detailed information to be used in written output.

Assessing outcomes: teacher observes specific content supplemented by the students in the outline of the sample written text, and gauge how well they have developed outlines for their own writings. (*analysing and judging; internalising and applying*)

Activity 6 Determine the key points to write on: students think about and determine the healthy and unhealthy lifestyles in their lives, discuss how to change the unhealthy ones, decide which ones will be included in their writing, and add these to their outlines.

Design rationale: teacher guides students to think about, describe, and evaluate whether their own lifestyles are healthy, and list supporting details, and prepare for producing detailed information to be used in written output.

Assessing outcomes: teacher observes and evaluate whether the key content points provided by students in their outlines are complete, and determine whether they can effectively select the supporting points useful for the content.

**Teaching objective 3: identify good expressions and sentence structures used by the author to introduce, analyse, and reflect on habits in the sample written text, and apply them in their own writings. (*applying and practising; transferring and creating*)**

Activity 7 Study the language of the sample written text: as elicited by the teacher, students read and select useful sentence structures and expressions in the sample written text, analyse and discuss how they contribute to expressing thematic meaning clearly, accurately, and vividly. (*analysing and judging*)

Design rationale: teacher guides students to study and analyse effective language expressions related to the topic.

Assessing outcomes: teacher observes whether students can find useful

words and sentence structures in the sample written text, and provide necessary help according to students' performance.

Activity 8 Complete the first draft: based on the outlines and key writing points, students apply effective language expressions in the sample written text and independently finish the first drafts. (*internatlisng and applying; imagining and creating*)

Design rationale: teacher guides students to comprehensively apply what they have learned in this lesson and write a first draft.

Assessing outcomes: teacher assesses students' comprehensive use of the words, sentence structures, and text structures they have learned in the first draft, and give necessary guidance and feedback.

**Teaching objective 4: improve the structure, content, and language of the first draft through self-evaluation and peer evaluation. (*transferring and creating*)**

Activity 9 Self-evaluate and revise for a second draft: students self-evaluate the first draft according to the writing self-evaluation checklist, and revise the first draft according to the results to complete a second draft. (*critiquing and evaluating; imagining and creating*)

Design rationale: teacher guides students to reflect on and evaluate how effectively they have expressed themselves, revise and improve their writings repeatedly, enhance the quality of writing, and achieve improvement of learning through evaluation.

Assessing outcomes: teacher uses the self-evaluation checklist completed by the students and the completed second draft to gauge the progress of their writing skills and existing problems.

Activity 10 Peer evaluation and improvement of the second draft: students evaluate and give feedback to each other according to the writing peer evaluation checklist and revise the second draft according to the results. (*critiquing and evaluating; imagining and creating*)

Design rationale: teacher guides students to reflect on and evaluate how effectively their peers have expressed themselves, revise and improve their writings repeatedly, enhance the quality of writing, and achieve improvement of learning through evaluation.

Assessing outcomes: teach uses the peer evaluation checklist completed

by the students and the revised version of the second draft to find out students' participation in the evaluation and the progress of their writing skills.

Assignment suggestion: complete the third (final) draft of the composition.

### [Writing Self-evaluation Checklist] <sup>8</sup>

Please use the checklist below to complete self-evaluation and revision. You should self-check each question and tick "yes" or "no" to answer. If "no", please write down how you will revise in order to improve the writing.

Questions	Yes	No	If "No", how you will improve?
Have you reflected on how healthy your lifestyle habits are in your essay?			
Have you given an overall assessment of your lifestyle habits in the first paragraph?			
Have you described how healthy your lifestyle habits are from different aspects in different paragraphs?			
Have you provided important and sufficient supporting details in different paragraphs?			
Have you described in the last paragraph how you plan to improve your habits to make your lifestyle healthier?			
Have you used appropriate sentence structures and a wide range of vocabulary in your essay?			
Have you used the correct spelling, grammar, and punctuation in your essay?			

### [Writing Peer-evaluation Checklist] (in Chinese)<sup>9</sup>

Ask a peer to read your writing and complete the checklist below. After this, please revise and improve your writing further based on your peer's feedback.

Indicators	Score	Scoring Criteria
Does the essay contain reflections on how healthy the lifestyle habits are?		
Does the essay have a clear beginning and		

<sup>8</sup> The original Checklist is provided in Chinese.

<sup>9</sup> The original Checklist is provided in Chinese.

a clear end?		5=Excellent 4=Good 3=Acceptable 2=Needs Improvement
Does the essay describe different aspects of the lifestyle habits in different paragraphs?		
Do the paragraphs of the essay contain enough details to support the views?		
Does the essay use appropriate sentence structures and a wide range of vocabulary?		
Does the essay use correct spelling, grammar, and punctuation?		

#### 4. Case analysis

The teaching design of this lesson which integrates reading and writing have the following characteristics.

First, it is a typical example with characteristics of integrated teaching of reading and writing skills, managing to achieve the integrated development of students' reading and writing skills where reading contributes to the completing of writing tasks. In teaching, teachers first assign the writing task through activities of perceiving and noticing, clarify the task, and stimulate students to think about how to design structure, select content, and choose words and sentences. Then, according to writing purpose, teachers provide a sample written text for students to read, guide them to retrieve and sort out the structure of the sample text and the selection method of main content, and lay the foundation for students to use what they have learned to complete their own writing outlines, select and organise relevant content. On this basis, teachers further guide students to examine and discover the language expressions and connecting means in the sample text, encouraging students to try writing sentences first and then paragraphs. At this point, students will be able to draft their own compositions based on their outlines and the language expressions they have highlighted. This combination of reading and writing not only gives students a clear purpose and value in reading, but also builds a scaffold for students to complete the writing task, making the writing process a smooth one and showcasing how reading and writing practices complement each other.

Second, it highlights the student-centred teaching philosophy. In completing the writing task on the part of the students, teachers are always there to provide classroom learning resources and guidance for students. Through well-designed classroom activities, teachers are able to guide students to solve problems independently through experiencing, participation, independent discovery, and collaborative inquiry. For example, in order to achieve different learning goals, students need to return to the sample text three times to find ways to solve problems, which truly demonstrates that students are the subjects of learning. After students have completed the first draft, teachers also bring in

meaningful feedback and revisions in the form of self-evaluation and peer evaluation. These exercises not only cultivate students' ability of critiquing, but also develop their ability of collaborative learning, thereby enhancing students' interest and self-confidence in learning English.

Third, the theme-based writing task encourages students to develop healthy lifestyles. The writing task of this lesson is to ask students to submit their articles to a website which are calling for submission on the topic of "Healthy Lifestyles". The writing task is close to the real life of the students with strong interactive elements. During the whole writing process, teachers guide students to reflect on their own habits first, then differentiate good habits from bad ones, and next think about how they plan to rectify the bad ones in the future. This not only achieves the goals of developing language knowledge and language skills, but also achieves the goal of educating people by subtly embedding both elements in development of students' core competencies.

## 5. Original text

We did a survey at school today. It was about healthy habits. I have some good habits, although I have a few bad habits, too.

I usually eat healthy food because my mum and dad are good cooks. When they cook, I often help them. However, I sometimes eat junk food when I'm with my friends. They love candy and chocolate.

I'm also very clean and tidy. I wash my hands often and I also take a shower every day. I brush my teeth twice a day.

Although I'm thin, I don't exercise very much. When you exercise, it makes your bones stronger. I play ping-pong once a month, but I'm not very good at it. I walk to school every day, but I should do more.

I have a lot of good habits, but I need to eat less junk food and exercise more.

Wu Wenjing

## Case 7: Dialogue Teaching for Grade 8

### "A Picnic" (1 lesson)

This lesson falls under the theme of "man and society", covering the sub-theme of "good interpersonal relationships and interpersonal communications".

#### 1. Text Study

**What:** The text in this lesson is a phone conversation between Julie and

Uncle Dan about a picnic plan on the weekend. In the conversation, the two exchanges information about the time, place, participants, and items to be prepared for the picnic. Regarding the food and cutlery prepared by the two families for the picnic, Uncle Dan specifically instructs Julie to pass on a message to her parents. Julie assures Uncle Dan that she will do so and have written everything down.

**Why:** Julie and Uncle Dan's phone conversation in a real-life situation can help students learn basic phone etiquette between teens and older family members they have close relationship with, develop skills of note-taking from phone messages, pay attention to and learn how to ask others to pass on a message and how to respond to such requests, and learn how to apply relevant knowledge and skills in new situations, exchange and record information on the phone.

**How:** The content of this lesson's text is a phone conversation between Julie and Uncle Dan. The main content is their discussion about details of a picnic. Because it is a conversation between close relatives, the dialogue shows the main features of informal language. The conversation can be divided into two parts: the first part is to confirm the departure time of the picnic, the meeting place, and the information about the participants; and the second part is about Uncle Dan telling Julie the food and cutlery that the two families will need to prepare and asking Julie to write everything down and inform her parents. The second part contains thematic vocabulary of picnic food and cutlery, such as "strawberries", "watermelons", "sausages", and "spoons and plates", as well as language expressions used to ask the other party to pass on information, such as "Can you tell them not to buy more fruit?", "Please tell them not to buy any sausages" and "Can you remind them to bring spoons and plates?".

Julie and Uncle Dan use multiple tenses to convey information accurately in the dialogue. For example, they use future simple tense as in "be going to" and "will do" to express the time and place of the picnic, and present perfect tense to talk about the items that have bought and confirm the information that has been recorded.

## 2. Teaching objectives

By the end of this lesson, students will be able to:

- 1) retrieve information about the picnic plan and arrangements mentioned in Julie and Uncle Dan's phone conversation, including the departure time, meeting place, participants, and the food and cutlery that each family will need to prepare, and record these details in a written message;
- 2) talk about the picnic plan of the two families based on the phone message,



pay attention to, retrieve, summarise, and internalise the language expressions in phone calls to request the other party to pass on information; and

- 3) use relevant language expressions to role-play phone calls with peers, talk about whole class picnic plan, and record details in a written message.

### 3. Teaching stages

Objectives	Learning activities	Assessing outcomes
<p>1. Retrieve information about the picnic plan and arrangements mentioned in Julie and Uncle Dan’s phone conversation, including the departure time, meeting place, participants, and the food and cutlery that each family will need to prepare, and record these details in a written message. <i>(learning and understanding)</i></p>	<ol style="list-style-type: none"> <li>1. Students observe pictures of spring scenery, think about and express whether they want to have a group picnic; after brainstorming, name the food and utensils that need to be prepared for the picnic, and share suggestions with each other.</li> <li>2. Based on the given dialogue context and relationships between characters, students predict what Julie should do and how she can help Uncle Dan; then listen to the full recording of the phone call and verify their predictions.</li> <li>3. Students focus on listening to the first half of the conversation, retrieve key information, and record information such as the departure time and meeting place of the picnic in a note; then</li> </ol>	<p>Teacher observes students’ performance in answering questions, gauge their vocabulary reserves about picnic food and utensils based on what they say.</p> <p>Teacher assesses students’ ability to use contextual clues to infer the dialogue content according to how reasonably students have guessed of the subsequent dialogue content.</p> <p>Teacher observes the key words recorded by students in the phone message, and assesses how comprehensive and accurate the obtained and recorded information is.</p>

	<p>check the recorded information with their peers or in groups.</p> <p>4. Students listen to the second half of the dialogue, retrieve key information, and record information about the food and utensils that the two families will need to bring to the picnic in the note; then check the recorded information with their peers or in groups.</p> <p>5. Students read after the dialogue recording (in whole or in part), focusing on imitating the pronunciation, intonation, and rhythm of certain sentences to perceive, experience, and understand their meaning-expressing functions.</p>	
<p><b>Design rationale:</b> teacher introduces the topic, creates the context, arouses students' interest in participation, and activates students' vocabulary about the food and cutlery needed for a picnic. Teacher prompts students to think using the prediction task, and cultivates students' ability to use contextual clues to infer and predict. Teacher helps students perceive the overall content of the conversation, and develops students' ability to accurately retrieve, sort out, and record key information. <i>(Perceiving and noticing; retrieving and sorting out information)</i></p>		
<p>2. Based on the phone message, introduce the picnic plan of the two families, pay attention to, retrieve, summarise, and</p>	<p>6. With the help of notes, students first describe and then share in groups the picnic plan of the two families of Uncle Dan and Julie.</p>	<p>Teacher observes whether students describe the two families' picnic plan with complete, specific details and whether they use correct</p>

<p>internalise the language expressions on the phone to request the other party to pass on information. <i>(applying and practising).</i></p>	<p>7. Students report to the whole class the details of the two families' picnic plan. 8. Students identify and summarise language expressions in the dialogue that request the other party to pass on information; then read aloud key sentences to practise and internalise them. 9. Students listen to the recording again and read after it, imitate the dialogue, and do role-plays.</p>	<p>language, in order to gauge how well students have internalised the content and language they have learned. Teacher observes whether students can correctly identify relevant language expressions in class discussions and read aloud or imitate the dialogue, in order to gauge how well students have learned and internalised key language expressions.</p>
<p><b>Design rationale:</b> teacher guides students to retell the key content of the dialogue, sort out, learn, and internalise key sentence structures and key language in order to pave the way for further applying what they have learned in real-life situations. <i>(Describing and interpreting; internalising and applying)</i></p>		
<p>3. Use relevant language expressions to role-play phone calls with peers, talk about the whole class picnic plan, and record details in a written message. <i>(transferring and creating)</i></p>	<p>10. Students return to the group picnic context created by the teacher at the beginning of the lesson, and role-play as teacher and class monitor. The "teacher" informs the "class monitor" on the phone about the plan and arrangement details of a whole class picnic. The "class monitor" records the information and retells the "teacher"'s notice to the whole class. Other students retrieve and record</p>	<p>Teacher observes whether students can name the time, place, and participants of the picnic as well as other detailed information such as the food and utensils needed for the picnic in group discussions and group presentations, and provides necessary guidance and feedback as needed.</p>

	key information according to the content of the notice, and complete the teacher's phone notice.	
<p><b>Design rationale:</b> teacher guides students to carry out activities that go beyond the text and relates to real life, doing things using the language they have learned. Students consolidate and use relevant language expressions in a new context, role-play in phone calls, complete communicative tasks, apply what they have learned, and develop their ability to use the language and cultural knowledge they have learned to solve practical problems in real-life situations, thereby promoting knowledge/skill transferring and innovation. (<i>Imagining and creating</i>)</p>		
<p><b>Assignment:</b> choose a situation in the textbook and design a conversation by using the key sentences.</p>		

#### 4. Case analysis

In designing this listening and speaking lesson, teachers have designed teaching objectives that reflect the exploration of the thematic meaning, logical coherence, operability, and measurability based on their comprehensive and in-depth study of the text. According to the teaching objectives, teachers have designed a series of closely interconnected listening and speaking activities. First, teachers have created the context of spring holiday through the activities of perceiving and noticing, and thus introduced the topic of having a picnic. The activity design starts with the question of what food and cutlery to prepare for the picnic, inspiring students to try to solve problems based on what they already know. Then, teachers introduce the thematic context in which Julie answers Uncle Dan's call in her parents' absence, guiding students to predict what Julie will do and stimulating students to think about how to solve real-life problems. Through open-ended questions, teachers guide students to generate authentic language expressions and share their experiences, such as asking Uncle Dan to call again at night or relaying the message after Julie's parents get home. On the back of this, students listen to the recording to see how Julie handles the situation and, using the same method as Julie, write down specific information about the picnic which Uncle Dan asks Julie to pass on, such as departure time, meeting place, prepared food and cutlery. Students learn both the language and problem-solving skills while obtaining information.

In designing this lesson, teachers should make full use of the transition of scenarios to constantly ask students questions for the purpose of solving problems. Teachers should not only guide students to think about how to solve problems, but also guide them to actually participate in problem solving and

stimulate their interest and motivation in language learning. In the process of exploring meaning, teachers should follow the principle of English learning activity approach to get students to deepen their understanding of the meaning of the topic and the internalisation of the key language through cyclically progressive learning activities of learning and understanding, applying and practising, and transferring and creating. For example, students learn to use proper language on the phone and write down key messages, and try to relay the information they have obtained through role-playing, laying the foundation for them to use new knowledge in real situations. Teachers also guide students to read after the recorded phone conversation to perceive and imitate its pronunciation, intonations, and rhythms, so as to understand their meaning-expressing functions and internalise the language they have learned, fully demonstrating the development of students' pragmatic awareness and ability. The productive task of this lesson is that students use phone language to ask the other party to retell the whole class picnic plan and write down the information in a note, using the language in an appropriate and effective way. The design of the activities is close to the real-life situation, which is conducive to motivating students to actively participate and effectively improve their ability to do things in English naturally, from input to output. In the process of teaching, teachers should emphasise on guidance on and training of students' listening and speaking skills and strategies, such as making inferences and predictions by using given contextual clues, identifying key words to obtain information, quick note taking, consolidating information, and relaying information. As a result, students both learn the language and develop their abilities. In addition to learning how to do things, they also learn how to get along with people and creatively solve real-life problems. This demonstrates the student development value of the English curriculum and highlights the student-centred teaching philosophy.

## 5. Original text

Julie: Hello?

Uncle Dan: Hello, Julie?

Julie: Oh hi, Uncle Dan.

Uncle Dan: Can I speak to your mum or dad?

Julie: I'm sorry. They're not here. Can I take a message?

Uncle Dan: Sure. We're going out now but please tell them we're going to leave at 10: 30 tomorrow morning and we'll see you and your mum and dad tomorrow afternoon for our picnic at the lake.

Julie: OK. I'll tell them. It's going to be fun. Dean's coming too, right?

Uncle Dan: Yes, your cousin Dean will be there.

Julie: Good. OK, bye!

Uncle Dan: Now, just wait. There's more. Have your mum and dad bought any fruit for the picnic?

Julie: Yes, I think they've already bought some strawberries and vegetables.  
Uncle Dan: OK. Can you tell them not to buy more fruit? We've got a couple of big watermelons.  
Julie: All right. Anything else?  
Uncle Dan: Yes. Please tell them not to buy any sausages. We'll buy them tomorrow before the picnic. Are you writing this down?  
Julie: Yes.  
Uncle Dan: And can you remind them to bring spoons and plates? We'll bring knives and forks.  
Julie: Yes, I can do that.  
Uncle Dan: OK. Thanks a lot.  
Julie: No problem. I've written it down and I'll give them the message when they come home.  
Uncle Dan: Great. Bye now.  
Julie: Bye.

## **Case 8: Reading Text Study and Teaching for Grade 9**

### **“To the South Pole” (2 lessons)**

The theme of this lesson falls under “man nature”, covering the sub-theme of “love and awe for nature”.

#### **1. Text Study**

**What:** The text in this lesson is a diary written by the protagonist when his Antarctic expedition team is approaching the destination, depicting the adventurous story of the author and his team’s 45-day Antarctic expedition, especially the difficulties they encountered: about 12 hours of walk every day, the challenge of walking on ice and snow, the onslaught of blizzards, obstacles of preparing food, enduring cold feet, and so on. However, they overcome various hardships by getting inspiration from a role model and with the help of proper route planning, eating the right food, and a doctor’s expertise, and finally reach the destination. The author also describes his longing for arriving at the destination and thoughts about this adventure.

**Why:** By describing the various challenges encountered during the Antarctic expedition and related solutions, the author inspires readers that in order to overcome difficulties and succeed, one must not only possess excellent personal qualities (e.g., strong will power, unswerving belief, and the never-give-up spirit), but also be fully prepared in all aspects. The story is a showcase of courage, perseverance, and fighting spirit required by humanity in

the process of exploring nature. Although the content of this text is not necessarily closely related to students' life, it has practical and educational significance.

**How:** The text narrates in a typical diary writing style. On the surface, the story details the author's experience in the Antarctic expedition, including his longing for arriving at the destination and thoughts about this adventure. Between the lines, the story also reveals the critical success factors for the expedition. The whole text is divided into three parts. Part 1 (paragraph 1) mainly outlines the time and place of writing with introduction to the background information of the diary. Part 2 (paragraphs 2-5) mainly describes the difficulties encountered during the expedition and the measures taken to overcome them. Part 3 (paragraph 6) mainly expresses the longing for reaching the South Pole and other observations.

Paragraphs 2-5 are the main body of the text. The author describes four types of difficulties and how to overcome them. They are arranged according to the order in which they appear, and the author uses words showing the sequence to achieve textual cohesion, such as "first", "another challenge of the journey", and "the hardest part". In each paragraph, difficulties and solutions are closely related. Every time a difficulty is mentioned, the author would use words that indicate contrasting meaning to emphasise on the solution, such as "however", "luckily", and "even so" to make the whole text cohesive. The logic of the text is very clear, which makes it easy for readers to infer, summarise, and generalise information, namely the subjective and objective factors for overcoming difficulties and achieving success.

Multiple tenses are used appropriately in the text to achieve the author's intention to express meaning. For example: a large number of present simple and present perfect tenses are used to describe the difficulties encountered and overcome by the author and his team during the expedition, highlighting how common these challenges are; past simple tense is used to indicate a particular thought that once crossed the author's mind; and at the end of the text future simple tense is used to express the author's longing for reaching the South Pole, and present perfect tense is used to express the author's emotions and thoughts, further demonstrating the author's satisfaction and enjoyment of this trip. This also shows that it is the strong desire to reach the South Pole that has supported them in overcoming difficulties and achieving victory (see Figure 6).

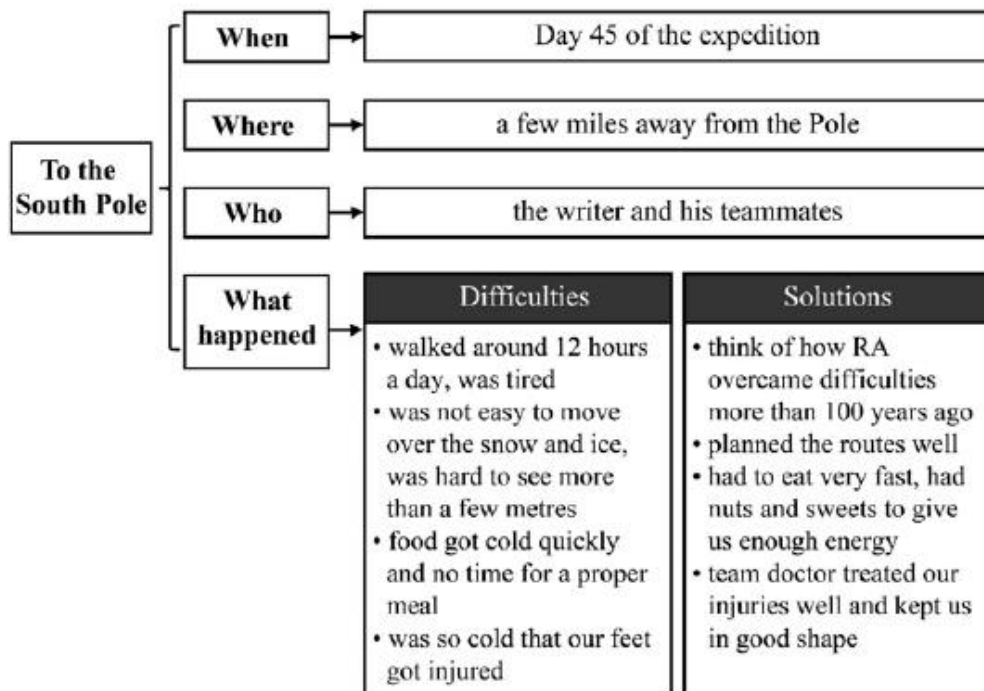


Figure 6 Thematic Content Framework of the “To the South Pole” Unit

## 2. Teaching objectives

By the end of this lesson, students will be able to:

- 1) retrieve basic information about the Antarctic expedition team (e.g., personnel, time, location, experience, insights), sort out and summarise the difficulties encountered by the expedition team and the measures taken to overcome them, and present structured knowledge with the help of visual graphics;
- 2) describe the difficulties encountered by the expedition team and their solutions, and analyse and infer the underlying reasons why the expedition team is able to do so based on structured knowledge;
- 3) analyse and evaluate the actions and views of the explorers, and infer the key success factors of the expedition (excellent personal qualities along with adequate preparations); and
- 4) role-play interviews with Antarctic explorers, answer questions from reporters, and prepare to write a news report for *Teens Junior* magazine.

## 3. Teaching stages

Objectives	Learning activities	Assessing outcomes
1. retrieve basic information about the Antarctic	1. Students observe pictures of Antarctica and answer	Teacher observes students' performance in answering questions,



<p>expedition team (e.g., personnel, time, location, experience, insights), sort out and summarise the difficulties encountered by the expedition team and the measures taken to overcome them, and present structured knowledge with the help of visual graphics; <i>(learning and understanding)</i></p>	<p>questions about Antarctic climate and environment based on what they know, then watch the video about Antarctic expeditions, and briefly share their thoughts on the content of the video.</p> <ol style="list-style-type: none"> <li>2. Students name questions about Antarctica and Antarctic expeditions that they want to get answered.</li> <li>3. Students retrieve and summarise basic information about the Antarctic expedition through reading.</li> <li>4. Students retrieve, sort out, summarise, and consolidate the difficulties encountered during the Antarctic expedition and related solutions, using mind maps to construct and present the information in the text.</li> </ol>	<p>and gauge what they know and do not know about Antarctica according to their specific answers.</p> <p>Teacher assesses students' structured knowledge they have formed about the Antarctic expedition according to the mind maps (whether they include the expedition's time, people, routes, difficulties and solutions).</p>
<p><b>Design rationale:</b> teacher arouses students' curiosity and inquisitiveness for knowledge about Antarctica, triggers students to think independently, activates the knowledge and experience connection between students and the text, clarifies the problems to be solved in this lesson, and cultivates students' predictive ability. Teacher also helps students identify the meaning of the main storyline in the text, logically sort out information about the author's Antarctic expedition, and understand the connection between language, culture, and thinking; <i>(Perceiving and noticing; retrieving and sorting out information; summarising and consolidating)</i></p>		
<p>3. describe the difficulties</p>	<p>5. Students use mind maps to first describe</p>	<p>Teacher observes how students describe the</p>

<p>encountered by the expedition team and their solutions, and analyse and infer the underlying reasons why the expedition team is able to do so based on structured knowledge. <i>(applying and practising)</i></p>	<p>and then communicate in groups the difficulties encountered during the Antarctic expedition and related solutions.</p> <p>6. Students use mind maps to share information in groups about the difficulties encountered during the Antarctic expedition.</p> <p>7. As guided by the teacher, students analyse and infer the reasons why the expedition team can overcome the difficulties, and explore in depth the thematic meaning of the text, namely the reasons for overcoming the difficulties – strong will power, firm belief, essential science knowledge, and prior preparation.</p>	<p>difficulties encountered by the expedition team and related solutions within the group and to the whole class - whether the presentation is complete and specific, the language and tenses are correct, the connective words to indicate sequence and contrast are used properly, and so on, so as to gauge how well students have internalised language and information.</p> <p>Teacher observes whether students can extract information from both mental and material preparations of the expedition team during class discussions, and see whether they can infer and summarise the underlying information about how the expedition team overcome the difficulties.</p>
<p><b>Design rationale:</b> teacher guides students to internalise structured new knowledge and key language, explore and deeply understand the author’s underlying message according to the main storyline of the text, inspire deep thinking, explore underlying meaning, and lay the groundwork for further extracting and summering information. <i>(Describing and interpreting; analysing and judging; internalising and applying )</i>.</p>		
<p>3. analyse and evaluate the actions and views of the</p>	<p>8. Students further investigate and discuss the main</p>	<p>Teacher observes whether students can name reasons involving</p>

<p>explorers, and infer the key success factors of the expedition (excellent personal qualities plus adequate preparations) (<i>applying and practising</i>)</p>	<p>reasons why the expedition team manage to overcome the difficulties: one must have both excellent personal qualities and adequate preparations.</p> <p>9. Students predict whether the expedition will succeed in the end.</p>	<p>both personal qualities and preparations during group discussions and presentations, and provide necessary guidance and feedback as needed.</p>
<p><b>Design rationale:</b> teacher guides students to go beyond the text and rise to the level of having a dialogue with the author, achieve the purpose of exploring the meaning, value, and significance of the text, promote the development of students' logical thinking and dialectical thinking, and at the same time steer towards the mainstream values to shape characters. (<i>Inferring and argumentation; critiquing and evaluation</i>).</p>		
<p>4. role-play interviews with Antarctic explorers, answer questions from reporters, and prepare to write a news report for <i>Teens Junior</i> magazine. (<i>transferring and creating</i>)</p>	<p>10. Students role-play as <i>Teens Junior</i> reporters to interview the explorers who have successfully returned from the Antarctic expedition, and give their own comments.</p>	<p>Teacher pays attention to whether students' answers in group discussions and class presentations have covered main factual and underlying information mentioned in the text, and provide necessary guidance and feedback as needed.</p>
<p><b>Design rationale:</b> teacher guides students to do things in the language they have learned, promoting knowledge/skill transferring and innovation. (<i>Imagining and creating</i>)</p>		
<p><b>Assignments</b>  Mandatory: Write a news story for <i>Teens Junior</i> based on class interviews.  Optional:  1. Search on the Internet to get more information about expeditions to the South Pole and make a poster.  2. If you have a chance to explore the Himalayas, what difficulties might you meet and how will you prepare for them? Make a poster about your plan.</p>		

#### 4. Case analysis

The design of this lesson is based on teachers' multi-angle and in-depth study of the text, which lays the foundation for teachers to convert the study outcomes into a series of cyclically progressive classroom activities. Teachers study the text from three aspects: *what*, *why* and *how*. In terms of *what*, teachers have objectively summarised the topic and main content of the text with concise and clear expressions. In terms of *why*, teachers have explored the student development value of this lesson and set clear objectives for students to achieve through learning this text. In terms of *how*, teachers have analysed the stylistic features and logical structure of the text, sorting out the structured knowledge and key language that students need to develop based on the unit, in order to ensure that teaching activities can be organically integrated into language learning around the meaning. The teaching objectives of this lesson are designed to focus on thematic exploration, highlighting the student-centred teaching philosophy. The activity design is guided by the principles of English practice activity approach. Through activities of learning and understanding, students are guided to study the topic, retrieve, sort out, summarise, and consolidate basic factual information around the topic. They are also guided to use visual graphs to organise structured knowledge, learn the language through selections and quotes from the text as well as graphs that present lexical chunks closely related to the thematic meaning. On this basis, teachers guide students to participate multi-level activities of applying and practising to help them internalise the language and cultural knowledge they have learned. Teachers then design activities using a chain of questions to guide students to analyse and infer the underlying reasons why the expedition team manages to overcome the difficulties, so that student come to realise that the success of the expedition depends on more than personal qualities – sufficient prior preparation is also critical. This allows students to develop their understanding of the topic in a progressive manner. The design of assessment in this case is also closely centred on the teaching objectives and activity rationales. Assessment runs through the classroom teaching from beginning to end, and highlights the need to adhere to the concept of teaching-learning-assessment alignment and a coordinated implementation of all three to ensure that students are genuinely learning and learning with successful results. The explanation of the design rationale of teaching activities is concise and clear, closely matching the teaching objectives. It gives prominence to organising and internalising structured knowledge, enables the incremental development and progress of students' thinking capacity, demonstrates teachers' close attention to coordinated development of students' language, cultural, and thinking abilities, and ensures the effective implementation of student development goals in classroom teaching.

## **5. Original text**

### **To the South Pole**

"It's Day 45 of our expedition to the South Pole. This must be one of the most difficult days I've ever had." I thought with a heavy breath as I walked against the wind and snow in the sub-zero temperatures. We're finally just a few miles away from our destination.

This whole trip has been very difficult. We've been walking around 12 hours a day and I'm very tired. However, I can't complain because it's nothing compared to the journey of Roald Amundsen. Whenever I was almost ready to give up, I tried to think of how he overcame his difficulties more than 100 years ago.

This journey has been special even though at times it felt like it was never going to end. First, it's not easy to move over the snow and ice that seems like a frozen ocean. Sometimes, it's hard to see more than a few metres because of the white snow and the snowstorms. Luckily, we have planned the routes well.

Another challenge of the journey is preparing good food. For example, hot food has to be eaten fast, as it gets cold quickly. Sometimes, we just have some nuts and sweets since there's no time to stop for a proper meal. Even so, we've always made sure that we eat the right food so that we could continue our journey with enough energy.

I think the hardest part is protecting our feet. It would be awful if we couldn't get to the pole because of foot or other injuries. Our team doctor has always treated our injuries well and has kept us in good shape.

Well, we made it! How wonderful it feels to finally be standing at the South Pole! This expedition has taught me that we need to overcome all kinds of difficulties before we can succeed and that we should never give up.