

Eight Bands of Performance for English Language

Source : Syllabuses for Secondary Schools English Language 1999
prepared by The Curriculum Development Council

Bands of Performance (Bands 1 - 8): Target Descriptions

Band	Target Description		
	Knowledge Dimension	Interpersonal Dimension	Experience Dimension
1	Learners are able to provide and use simple information in short spoken and written texts supported by visual means and based on immediate and familiar experiences.	Learners are able to participate in classroom routines; to interact with teacher and classmates in supportive and structured classroom situations and activities; to exchange greetings using appropriate expressions; and to exchange simple information about themselves, their families and friends.	Learners are able to appreciate short, simple imaginative texts read or told by the teacher, usually with strong visual support; and to recognize some rhyming words and patterns while participating in action rhymes.
2	Learners are able to provide and use simple information; to state opinions based on information and ideas provided in simple spoken and written texts on less immediate but still familiar topics; and to recognize and solve simple problems.	Learners are able to establish and maintain relationships in the classroom setting using and responding to appropriate expressions; to exchange simple information with others about familiar topics including family and friends; to participate meaningfully in games and role-play activities; and to make and respond to simple requests.	Learners are able to respond with enjoyment to short imaginative texts with support from the teacher; to give expression by simple means and based normally on given models to imaginative ideas and their own experiences; and to appreciate, participate in and produce with appropriate support simple rhymes.
3	Learners are able to find out, organize and present given information on familiar topics; to interpret and use given information and ideas; to express opinions based on these; and to solve straightforward problems and describe the solutions.	Learners are able to sustain relationships in the classroom and other familiar settings using simple means of expression; to exchange information on a wider range of familiar topics; to participate in making simple decisions to get things done, including through simulation and role-play activities; and to make and respond to requests in structured situations.	Learners are able to understand and respond with enjoyment to imaginative texts with increasing independence; and to give expression to their own experiences and imaginative ideas in short descriptions, narratives and poems based on given models and with guidance.
4	Learners are able to find out, organize and present given information on both familiar and less familiar topics; to interpret and use information and ideas; to express opinions, and to solve problems and describe the solutions.	Learners are able to establish relationships independently in the classroom and the school; to exchange information with others on a range of familiar topics; to participate with others in planning and carrying out events in structured situations; and to make and respond to a range of requests.	Learners are able to respond to imaginative experiences in stories with increasing empathy and understanding; and to give expression to their own experiences and imaginative ideas in simple narratives and poems based on models.
5	Learners are able to find out, organize, interpret and present information on a range of topics; to identify ideas and to express opinions; to solve problems and describe the solutions; to begin to differentiate degrees of formality in language use; and to use some simple strategies with support to clarify meaning.	Learners are able to establish and maintain relationships in and outside the school setting; to sustain exchanges with others on a range of familiar topics; to participate with guidance in planning, organizing and carrying out events and activities; and to make and respond to a wide range of requests and instructions with some awareness of the different degrees of formality that are appropriate.	Learners are able to respond to a range of imaginative texts demonstrating some simple critical reactions; and to give expression to their own experiences and imaginative ideas in spoken and written texts that show some awareness of how to make the expression of these ideas and experiences interesting and effective.

Band	Target Description		
	Knowledge Dimension	Interpersonal Dimension	Experience Dimension
6	Learners are able to find out, organize, interpret and present information on a range of increasingly unfamiliar topics; to identify ideas, indicate opinions and draw conclusions; to solve problems and explain the solutions; to use a range of text-types appropriately; and to collaborate in the use of some strategies to clarify meaning.	Learners are able to establish and maintain relationships in the school setting and in familiar settings in the community; to sustain exchanges with others, including the exchange of points of view in a straightforward manner, using appropriate degrees of formality; to participate in planning, organizing and carrying out events and activities including real situations; and to make and respond to more complex requests and instructions.	Learners are able to respond to a range of imaginative texts with some appreciation of the experiences; to express their own reactions; and to give expression to their own experiences and imaginative ideas in spoken and written texts in which there is an appreciation of the means by which these expressions can be made interesting and effective.
7	Learners are able to find out, analyze and present information on a range of topics that are complex but familiar, and unfamiliar but straightforward; to organize and present extensive information; to identify and make connections between ideas; to express and explain opinions and offer simple justifications; to solve complex problems through comparing and justifying possible solutions; to use a wider range of text-types with attempts at stylistic variation; and to use independently appropriate strategies to clarify meaning.	Learners are able to establish and develop relationships in a range of settings in the school and community; to sustain exchanges with others in which points of view and arguments are compared and ideas and preferences are expressed; to assume an active role in the planning, organizing and carrying out of events and activities; and to make and respond to a wide range of complex requests and instructions using some simple strategies such as repetition and tone of voice.	Learners are able to respond to a range of imaginative texts with appreciation of the experiences, themes and the way that some effects are created; to express their own reactions to the texts; and to give expression to their own experiences and imaginative ideas with an attempt to employ effective means for conveying the significance of the ideas and experiences.
8	Learners are able to research, analyze and present information on a wide range of topics; to organize, interpret and synthesize extensive information; to identify, refine, and make connections between ideas; to express, explain and justify opinions; to consider problems and evaluate solutions; to use successfully a wide range of text-types with an understanding of and control over stylistic variation; and to use independently appropriate strategies to develop and clarify meaning.	Learners are able to establish and develop relationships in a variety of contexts; to converse on a range of topics fluently; to participate effectively in working with others; and to provide and obtain information and services in a range of real and simulated situations.	Learners are able to respond to a range of increasingly complex imaginative texts with insight and critical appreciation; to express their own reactions and discuss those of others; and to create texts which express their own experiences and imaginative ideas, incorporating where appropriate reflections on their significance.

Bands of Performance (Bands 1 - 8): Target Descriptions and Skills Descriptors

KNOWLEDGE DIMENSION

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
KD B1	Learners are able to provide and use simple information in short spoken and written texts supported by visual means and based on immediate and familiar experiences.	<ul style="list-style-type: none"> • discriminating between common sounds (e.g. initial and final consonants and medial vowel differences) • identifying key words in an utterance • understanding and responding to questions that require short, simple answers • understanding and responding to simple instructions and commands 	<ul style="list-style-type: none"> • pronouncing single words correctly • giving short phrases to answer simple questions about familiar experiences • using some formulaic expressions appropriately 	<ul style="list-style-type: none"> • recognizing at sight some basic vocabulary items • understanding short written directions and instructions (of one word or phrase) in the classroom context 	<ul style="list-style-type: none"> • showing an understanding that letters can be combined to form words and producing letter shapes including capital letters correctly • using initial capital letters and fullstops to demarcate sentences • supplying appropriate words in given contexts (e.g. captions or labels) • writing sentences independently based on models
KD B2	Learners are able to provide and use simple information; to state opinions based on information and ideas provided in simple spoken and written texts on less immediate but still familiar topics; and to recognize and solve simple problems.	<ul style="list-style-type: none"> • discriminating between a range of common sounds and intonation (e.g. questions and statements) • identifying the main ideas in spoken texts with teacher support • understanding the use of simple connectives (e.g. and, but) • understanding and responding to a short sequence of simple instructions 	<ul style="list-style-type: none"> • producing phrases or short sentences with correct pronunciation • producing simple utterances to convey information and/or opinions on familiar topics • asking and answering questions on topics that are familiar or immediate • communicating effectively even when not all needed vocabulary items are known 	<ul style="list-style-type: none"> • using simple strategies for reading aloud (e.g. applying simple phonics) • using simple strategies to extract meaning from short texts • understanding and responding to short written instructions • using simple reference books such as picture dictionaries and resources such as word banks 	<ul style="list-style-type: none"> • using basic punctuation marks accurately • constructing short texts based on models • providing information through simple tables, charts or posters • revising for improvement under instruction

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
KD B3	Learners are able to find out, organize and present given information on familiar topics; to interpret and use given information and ideas; to express opinions based on these; and to solve straightforward problems and describe the solutions.	<ul style="list-style-type: none"> discriminating between intonation used for questions, statements, commands and exclamations deducing the meaning of unknown words through contextual clues with teacher support identifying the main ideas in spoken texts gaining information from short, simple spoken texts understanding the use of simple connectives (e.g. if, because) understanding and responding to a sequence of simple instructions 	<ul style="list-style-type: none"> using correct pronunciation and intonation expressing simple ideas, information and opinions on a familiar topic giving a simple sequence of instructions based on models requesting clarification and/or explanation 	<ul style="list-style-type: none"> using strategies for reading aloud (e.g. applying the phonic system, intonation) using strategies to establish meaning in simple texts acquiring factual information from simple texts interpreting and using information presented in a small range of text-types including tables and diagrams locating information, such as finding the appropriate book in the library and the necessary information in the book 	<ul style="list-style-type: none"> using punctuation marks correctly constructing short texts such as simple instructions, rules and regulations using a small variety of language patterns (e.g. different verb forms and sentence patterns) drafting and revising for improvement with teacher support
KD B4	Learners are able to find out, organize and present given information on both familiar and less familiar topics; to interpret and use information and ideas; to express opinions; and to solve problems and describe the solutions.	<ul style="list-style-type: none"> discriminating between intonation for various purposes understanding others in conversations on familiar topics deducing meaning of unknown words through contextual clues extracting information and ideas from short, simple texts understanding the use of connectives and sequencing 	<ul style="list-style-type: none"> using correct pronunciation, intonation and rhythm making a short report based on given information expressing simple ideas, information and opinions on both familiar and less familiar topics giving a series of simple instructions self-correcting 	<ul style="list-style-type: none"> understanding common prefixes and suffixes acquiring, selecting and rearranging information in simple texts using basic strategies to acquire necessary information for particular purposes interpreting and using information presented in a range of text-types using various resources for locating information, such as dictionaries 	<ul style="list-style-type: none"> preparing for writing using strategies such as applying word cues and gathering information producing various short texts for specific purposes, such as simple reports and recipes employing a range of connectives to express sequence (e.g. next, then, finally) and comparison/contrast (e.g. but) using a range of language patterns for various purposes drafting and revising texts for improvement

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
KD B5	Learners are able to find out, organize, interpret and present information on a range of topics; to identify ideas and to express opinions; to solve problems and describe the solutions; to begin to differentiate degrees of formality in language use; and to use some simple strategies with support to clarify meaning.	<ul style="list-style-type: none"> · understanding speaker's intention expressed through use of tone and choice of words · understanding others in discussions and conversations on familiar topics · extracting information and ideas from spoken texts and explanations, simple speeches, discussions · understanding the use of connectives and sequencing for logical deduction 	<ul style="list-style-type: none"> · using correct pronunciation, intonation and rhythm for particular purposes · participating in discussions on familiar topics · reporting on simple events, familiar topics and giving solutions to simple problems · expressing ideas, information and opinions on familiar issues · demonstrating some awareness of how to vary the formality of speech according to situation · using simple repetitions or simple examples to clarify meaning 	<ul style="list-style-type: none"> · acquiring ideas and information from a variety of print sources · employing contextual and syntactic cues to interpret words · identifying features of a range of text-types · taking notes of the main points of a fairly long text · locating information by using the library system · identifying different facts, information and views 	<ul style="list-style-type: none"> · producing various texts for specific purposes effectively (e.g. reports and formal letters) · presenting information provided for specific purposes in short texts · reporting on views and attitudes of different people · using a wide range of language patterns for a range of purposes · writing with some awareness of tone, style and register · showing organization and coherence appropriate for the material · drafting and revising texts for improved effectiveness according to the purposes of the text
KD B6	Learners are able to find out, organize, interpret and present information on a range of increasingly unfamiliar topics; to identify ideas, indicate opinions and draw conclusions; to solve problems and explain the solutions; to use a range of text-types appropriately; and to collaborate in the use of some strategies to clarify meaning.	<ul style="list-style-type: none"> · extracting ideas and information from spoken texts such as speeches, discussions, debates and reports · deducing the meaning of unknown idiomatic expressions · making connections between simple facts and information not directly stated through clues · distinguishing between facts and opinions in simple spoken texts 	<ul style="list-style-type: none"> · using correct pronunciation, intonation and rhythm for persuasion and argument · expressing ideas, information and opinions · participating in discussions and interviews and drawing up plans · reporting on events, solutions to problems, development of issues and findings from experiments, surveys etc. · delivering a simple presentation on any particular issue (e.g. projects) 	<ul style="list-style-type: none"> · acquiring and relating facts, opinions and information from a variety of print sources · understanding different views and attitudes · employing contextual clues to understand sentence meaning and interpret idiomatic expressions · appreciating the stylistic variations between text-types · extracting information from various reference books such as the encyclopedia 	<ul style="list-style-type: none"> · using and processing information in a fairly long text to produce texts for various purposes · describing different views and attitudes · using a range of language patterns for clarity and accuracy · planning and producing coherent and structured texts

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
KD B7	Learners are able to find out, analyze and present information on a range of topics that are complex but familiar, and unfamiliar but straightforward; to organize and present extensive information; to identify and make connections between ideas; to express and explain opinions and offer simple justifications; to solve complex problems through comparing and justifying possible solutions; to use a wider range of text-types with attempts at stylistic variation; and to use independently appropriate strategies to clarify meaning.	<ul style="list-style-type: none"> understanding and organizing facts and opinions in spoken texts making connections between facts and information not directly stated through a variety of clues discriminating between facts and opinions 	<ul style="list-style-type: none"> participating actively in discussions and negotiations delivering presentation of projects with suitable strategies clarifying meaning through summarising 	<ul style="list-style-type: none"> acquiring, relating and evaluating ideas and information interpreting meaning between the lines understanding and evaluating different views and attitudes taking notes of information acquired from a variety of reference materials 	<ul style="list-style-type: none"> preparing for writing using strategies such as seeking information through a variety of media and planned discussion comparing and evaluating different views and attitudes on a topic using a wide range of language patterns for better presentation and accuracy using well-balanced structure and appropriate tone, style and register
KD B8	Learners are able to research, analyze and present information on a wide range of topics; to organize, interpret and synthesize extensive information; to identify, refine, and make connections between ideas; to express, explain and justify opinions; to consider problems and evaluate solutions; to use successfully a wide range of text-types with an understanding of and control over stylistic variation; and to use independently appropriate strategies to develop and clarify meaning.	<ul style="list-style-type: none"> understanding strategies employed by speakers such as techniques of persuasion reorganizing facts and opinions learned through spoken texts into structural patterns deducing underlying meaning and intention not explicitly stated in speech through various clues identifying false information and bias through reasoning recognizing the functions of references (e.g. quotations, historical examples) 	<ul style="list-style-type: none"> leading or guiding discussions and negotiations effectively using strategies adapting strategies according to listener's response presenting views, arguments, findings etc. with suitable reasoning, illustration and suggestions 	<ul style="list-style-type: none"> acquiring, relating, synthesizing and evaluating ideas and information understanding hidden intentions of the writer understanding and evaluating critically views and attitudes 	<ul style="list-style-type: none"> writing essays with successful use of descriptive, expository, evaluative, argumentative and persuasion techniques (e.g. suitable comments on other people's views and attitudes, logical linkage between ideas)

EXPERIENCE DIMENSION

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
ED B1	Learners are able to appreciate short, simple imaginative texts read or told by the teacher, usually with strong visual support; and to recognize some rhyming words and patterns while participating in action rhymes.	<ul style="list-style-type: none"> following a simple narrative told by the teacher with the help of pictures and other means recognizing the sound patterns of simple rhyming words understanding instructions for participating in action rhymes and other similar activities 	<ul style="list-style-type: none"> responding briefly to teacher's simple questions about personal experiences participating in the shared telling of stories and the reciting of simple rhymes with teacher support 	<ul style="list-style-type: none"> recognizing some basic vocabulary items in stories and rhymes, including the names of characters 	<ul style="list-style-type: none"> supplying captions or labels for pictures or picture sequences that portray events or characters giving expression to one's own experience by supplying labels or captions to one's own drawings
ED B2	Learners are able to respond with enjoyment to short imaginative texts with support from the teacher; to give expression to their own experiences and imaginative ideas by simple means based on given models; and to appreciate, participate in and produce with appropriate support simple rhymes.	<ul style="list-style-type: none"> following simple narratives told by the teacher with the help of cues (e.g. question cues) recognizing repeated sentences or actions in stories that are read or told recognizing some sound patterns in rhymes (e.g. rhythm, repetition) 	<ul style="list-style-type: none"> describing, with prompts, a simple narrative including a short pictorial sequence of events giving, usually through simple question and answer routines, some information about personal experiences participating in the shared telling of stories and reciting of poems and rhymes 	<ul style="list-style-type: none"> understanding the main events in simple stories supported by pictures appreciating simple poems and rhymes with support such as illustrations recognizing idioms in story-telling (e.g. once upon a time) 	<ul style="list-style-type: none"> supplying simple phrases and sentences to describe a picture sequence expressing own imaginative ideas with illustrations and some language support completing simple poems and rhymes with some language support and based on models

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
ED B3	Learners are able to understand and respond with enjoyment to imaginative texts with increasing independence; and to give expression to their own experiences and imaginative ideas in short descriptions, narratives and poems based on given models and with guidance.	<ul style="list-style-type: none"> · understanding the development of simple stories · recognizing the sound patterns in simple rhymes, poems and songs (e.g. onomatopoeia) 	<ul style="list-style-type: none"> · giving brief response to simple descriptions of experiences · describing aspects of personal experience and other imaginative ideas in simple terms with the support of the teacher and/or a picture sequence · participating in the performance of simple story-telling and recital of poems and rhymes 	<ul style="list-style-type: none"> · understanding the sequence of events, and behaviour of characters in short stories · predicting the likely outcome of simple stories · appreciating and understanding simple poems and rhymes 	<ul style="list-style-type: none"> · creating a picture sequence using some phrases or simple sentences · expressing own imaginative ideas with a picture sequence or using some phrases or simple sentences · writing simple poems and rhymes with some language support based on models
ED B4	Learners are able to respond to imaginative experiences in stories with increasing empathy and understanding; and to give expression to their own experiences and imaginative ideas in simple narratives and poems based on models.	<ul style="list-style-type: none"> · appreciating imaginative and other narrative texts with an understanding of the main events and characters · understanding the development of a variety of stories and dramatic episodes (e.g. detective stories) · recognizing some outstanding features of language use in stories and poems (e.g. simile, alliteration) 	<ul style="list-style-type: none"> · giving personal response to descriptions of experiences with teacher support · describing personal experience and imaginative ideas through simple description of simple events and/or characters · participating in the performance of story-telling and playlets and the recital of poems and rhymes 	<ul style="list-style-type: none"> · understanding the significance of events and characters and the interactions between them in imaginative and other narrative texts · predicting the development and likely outcome of stories and dramatic episodes · appreciating and understanding a range of simple poems on familiar themes 	<ul style="list-style-type: none"> · expressing experiences, observations and imaginative ideas by writing short accounts of events and/or characters · writing simple poems and rhymes based on models

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
ED B5	Learners are able to respond to a range of imaginative texts demonstrating some simple critical reactions; and to give expression to their own experiences and imaginative ideas in spoken and written texts that show some awareness of how to make the expression of these ideas and experiences interesting and effective.	<ul style="list-style-type: none"> responding to imaginative and other narrative texts (told, broadcast or read aloud) with an understanding of the characters and events and the interactions between them understanding the development of a variety of stories based on topical issues understanding the effectiveness of some outstanding features of language use in imaginative and other narrative texts 	<ul style="list-style-type: none"> expressing personal response to descriptions of experiences describing personal experiences through complete and sequenced description of events and characters expressing imaginative ideas through description of simple sequences of events and/or characters participating in discussion of the viewing or reading of an imaginative text 	<ul style="list-style-type: none"> appreciating the interactions between events and characters in imaginative and other narrative texts predicting the development and outcome of a variety of stories and dramatic episodes based on reasoning appreciating and understanding a range of poems and lyrics on familiar themes 	<ul style="list-style-type: none"> expressing experiences, views, feelings, observations and imaginative ideas through short descriptive and narrative texts, playlets and/or simple poems (including setting, happenings and some details of people)
ED B6	Learners are able to respond to a range of imaginative texts with some appreciation of the experiences; to express their own reactions; and to give expression to their own experiences and imaginative ideas in spoken and written texts in which there is an appreciation of the means by which these expressions can be made interesting and effective.	<ul style="list-style-type: none"> understanding the development of characters and the consequences of their behaviour in a wide range of stories recognizing styles of language use in a variety of imaginative and other narrative texts including those on the media 	<ul style="list-style-type: none"> expressing personal response to descriptions of experiences with attempts to give some evaluative comments describing personal experiences with simple strategies to create effects (e.g. pauses and stress) giving comments with illustrations in discussion of the reading of an imaginative text 	<ul style="list-style-type: none"> appreciating the experiences described in a range of imaginative and other narrative texts understanding the main messages and themes expressed through poems, songs, narratives, plays, etc. showing awareness of some of the means by which the expressions of emotions, characters and experiences are made interesting and effective 	<ul style="list-style-type: none"> expressing experiences, views, feelings, observations and imaginative ideas through stories, playlets, and/or simple poems with some attempts to make good use of the salient features of these text-types producing expressions with an attempt to be interesting and effective

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
ED B7	Learners are able to respond to a range of imaginative texts with appreciation of the experiences, themes and the way that some effects are created; to express their own reactions to the texts; and to give expression to their own experiences and imaginative ideas with an attempt to employ effective means for conveying the significance of the ideas and experiences.	<ul style="list-style-type: none"> · understanding the development of a range of stories based on topical issues (e.g. the environment, parent/child relationships) with some appreciation of the emotions, experience and judgements of characters · appreciating the means of creating aesthetic effect in a variety of literary materials including those on the media 	<ul style="list-style-type: none"> · expressing personal response to descriptions of experiences with evaluative comments · describing personal experiences using a variety of strategies to create the desired effects (e.g. tones of speech) · giving comments with justification during discussion of the reading or viewing of an artistic presentation 	<ul style="list-style-type: none"> · appreciating the experiences, character portraits, reflections and the way that some effects are created in a range of imaginative and other texts · appreciating the way by which messages and themes are expressed through poems, songs, narratives, plays, etc. · appreciating the means by which the expressions of emotions, characters and experiences are made interesting and effective 	<ul style="list-style-type: none"> · expressing experiences, views, feelings, observations and imaginative ideas, through stories, plays, and/or poems · with an attempt to use the various means for conveying the significance of the ideas and experiences · producing expressions with some creativity
ED BB	Learners are able to respond to a range of increasingly complex imaginative texts with insight and critical appreciation; to express their own reactions and discuss those of others; and to create texts which express their own experiences and imaginative ideas, incorporating where appropriate reflections on their significance.	<ul style="list-style-type: none"> · understanding the development of a range of authentic text-types including the media with appreciation of emotions, experience and judgements of characters · appreciating critically the means of creating aesthetic effect in a variety of literary materials including those on the media 	<ul style="list-style-type: none"> · presenting an individual response to descriptions of experiences with persuasive and perceptive comments · describing personal experiences using a variety of strategies that solicit listeners' response (e.g. sympathy, admiration, fear, anger) · giving perceptive and critical comments during discussion of the reading or viewing of an artistic presentation 	<ul style="list-style-type: none"> · appreciating critically the structure, plot development, character portrayal, organization of setting, treatment of themes and messages, and the ways these are expressed in a range of imaginative and other narrative texts 	<ul style="list-style-type: none"> · expressing experiences, views, feelings, observations and imaginative ideas, through stories, plays, and/or poems with effective use of the various means for conveying the significance of the ideas and experiences

INTERPERSONAL DIMENSION

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
ID B1	Learners are able to participate in classroom routines; to interact with teacher and classmates in supportive and structured classroom situations and activities; to exchange greetings using appropriate expressions; and to exchange simple information about themselves, their families and friends.	<ul style="list-style-type: none"> understanding and responding to simple requests and classroom instructions understanding simple utterances in classroom situations and about friends and family 	<ul style="list-style-type: none"> using common greetings using short phrases to ask and answer simple questions using short phrases to answer simple requests about familiar topics such as oneself, family and friends 	<ul style="list-style-type: none"> understanding simple expressions in greetings cards, short notes etc. 	<ul style="list-style-type: none"> expressing simple greetings
ID B2	Learners are able to establish and maintain relationships in the classroom setting using and responding to appropriate expressions; to exchange simple information with others about familiar topics including family and friends; to participate meaningfully in games and role-play activities; and to make and respond to simple requests.	<ul style="list-style-type: none"> understanding and responding to short sequences of instructions and simple questions related to daily school life understanding short spoken texts on familiar topics recognizing basic differences in intonation (e.g. commands, questions and statements, approval and disapproval) 	<ul style="list-style-type: none"> using short expressions to establish and maintain routines and relationships in the classroom context making simple requests for information on familiar topics producing simple statements to convey information on familiar topics participating in simple games and role-play activities with teacher support using simple expressions to initiate and end conversations 	<ul style="list-style-type: none"> understanding short simple requests understanding formulaic expressions in invitation cards, short notes etc. 	<ul style="list-style-type: none"> making simple greetings cards, invitation cards based on models responding to greetings and invitations in short notes based on models

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
ID B3	Learners are able to sustain relationships in the classroom and other familiar settings using simple means of expression; to exchange information on a wider range of familiar topics; to participate in making simple decisions to get things done, including simulation and role-play activities; and to make and respond to requests in structured situations.	<ul style="list-style-type: none"> following simple sequences of instructions identifying some of the main ideas and information in short conversational exchanges 	<ul style="list-style-type: none"> using a variety of expressions to establish and maintain routines and relationships in the classroom and other familiar settings making and responding to simple greetings and invitations making requests for and giving information on a range of familiar topics making suggestions for getting things done in structured situations with teacher support participating meaningfully in simple simulation and role-play activities with teacher support using a variety of means to initiate and sustain short conversations 	<ul style="list-style-type: none"> understanding requests on familiar topics understanding simple personal letters 	<ul style="list-style-type: none"> producing short personal letters (e.g. to exchange simple information)
ID B4	Learners are able to establish relationships independently in the classroom and the school; to exchange information with others on a range of familiar topics; to participate with others in planning and carrying out events in structured situations; and to make and respond to a range of requests.	<ul style="list-style-type: none"> following a set of instructions identifying the ideas and information in conversational exchanges sustaining a conversational exchange through understanding and responding in an appropriate way and at appropriate times discriminating between formal and informal tones of speech 	<ul style="list-style-type: none"> using conversational strategies to maintain relationships in the school participating in planning and carrying out events with support in structured situations participating meaningfully in a range of role-play and other activities with support asking for and offering simple services and information 	<ul style="list-style-type: none"> understanding requests and instructions on a wider range of topics understanding information in a range of short texts and, where appropriate, using it to plan and get things done 	<ul style="list-style-type: none"> producing simple letters and a range of short texts for various purposes (e.g. to make requests, to provide information, to maintain communication with others, to express gratitude)

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
ID B5	Learners are able to establish and maintain relationships in and outside the school setting; to sustain exchanges with others on a range of familiar topics; to participate with guidance in planning, organizing and carrying out events and activities; and to make and respond to a wide range of requests and instructions with some awareness of the different degrees of formality that are appropriate.	<ul style="list-style-type: none"> following a range of requests and instructions identifying ideas, information and intentions in conversational exchanges recognizing different degrees of formality 	<ul style="list-style-type: none"> using a range of greetings for special occasions (e.g. congratulations, support) participating in conversations with contribution participating in planning and carrying out events with support and in familiar situations asking for and providing services and information on a range of topics participating effectively in a range of roleplay and other activities (e.g. interview) 	<ul style="list-style-type: none"> understanding and appreciating the messages in common greetings cards understanding requests in a wider range of contexts understanding short texts with some awareness of different degrees of formality 	<ul style="list-style-type: none"> producing a variety of greetings cards with appropriate messages (e.g. congratulations, sympathy) making requests and giving instructions for a particular audience producing simple letters for various purposes with some awareness of different degrees of formality
ID B6	Learners are able to establish and maintain relationships in the school setting and in familiar settings in the community; to sustain exchanges with others, including the exchange of points of view in a straightforward manner, using appropriate degrees of formality; to participate in planning, organizing and carrying out events and activities including real situations; and to make and respond to more complex requests and instructions.	<ul style="list-style-type: none"> understanding suggestions, advice and recommendations understanding other people's views, attitudes and preferences in conversational exchanges appreciating the different degrees of formality of expression in conversations appreciating the attempts to sustain a meaningful conversation made by other people 	<ul style="list-style-type: none"> using a range of greetings for special occasions with elaboration sustaining conversational exchanges through making contributions, understanding what others say and responding in appropriate ways and at appropriate times using greetings and conversational strategies to maintain relationships in and outside school participating in planning and discussion in familiar situations giving suitable positive/ negative responses to enquiries and requests using appropriate degrees of formality 	<ul style="list-style-type: none"> understanding and appreciating the messages in sophisticated greetings cards discriminating between the different degrees of formality and familiarity expressed in personal/ official notes, memos and letters 	<ul style="list-style-type: none"> producing instructions and advice on common matters clearly and meaningfully writing simple notes and letters of an official nature (e.g. note of apology to the principal, letter of complaint) writing letters to friends, pen-pals and relatives on familiar topics with appropriate content and language

Band	Target Description	Skills Descriptors			
		Listening	Speaking	Reading	Writing
ID B7	Learners are able to establish and develop relationships in a range of settings in the school and community; to sustain exchanges with others in which points of view and arguments are compared and ideas and preferences are expressed; to assume an active role in the planning, organizing and carrying out of events and activities; and to make and respond to a wide range of complex requests and instructions using some simple strategies such as repetition and tone of voice.	<ul style="list-style-type: none"> discriminating between and responding appropriately to facts and personal views in conversations understanding the various strategies employed by the speakers in a conversation 	<ul style="list-style-type: none"> responding appropriately to other people's views, suggestions and advice during conversations using varied types of greeting and conversational strategies to carry out a discussion participating in discussions and planning activities related to topical issues 	<ul style="list-style-type: none"> understanding and appreciating the strategies used to convey different degrees of intimacy in a personal note or letter (e.g. the choice of a special greeting or a form of address etc.) discriminating between the different styles of writing used by different people in common relationships 	<ul style="list-style-type: none"> giving directions and explanations to different people with different levels of complexity writing letters of an official nature with appropriate tone and register (e.g. inviting the Secretary for Education and Manpower to the school speech day; suggesting an improvement measure for the district environment) writing letters to friends, pen-pals and relatives on a range of topics with suitable development of content and language
ID B8	Learners are able to establish and develop relationships in a variety of contexts; to converse on a range of topics fluently; to participate effectively in working with others; and to provide and obtain information and services in a range of real and simulated situations.	<ul style="list-style-type: none"> understanding other peoples' moods, feelings, attitudes and values understanding and appreciating the relationship of the people in a conversation appreciate the various strategies employed by speakers in a conversation 	<ul style="list-style-type: none"> leading a conversation and/or employing strategies to help other participants, and developing the topic using persuasion techniques in explanations, arguments, requesting services, etc. soliciting sharing of experiences, views, preferences, attitudes and values 	<ul style="list-style-type: none"> understanding and appreciating the use of humour, sarcasm, figurative speech, quotations, references, comparisons, etc. in personal letters discriminating between the tones and moods of different writers when they address different audiences 	<ul style="list-style-type: none"> re-organizing instructions, directions, advice and explanations effectively for a particular purpose (e.g. simplifying them for a young person, illustrating them for a person not familiar with their contexts) writing letters with successful use of persuasion techniques