

Examples of Curriculum Plans – A holistic and systematic approach to implementing the English Language Curriculum

(Secondary 4 – 6)



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Contents

	Page
Introduction	
Examples of curriculum plans for KS4:	
A Three-year Comprehensive Curriculum Plan	1
Reading Skills – A Three-year Progression Plan	4
Writing Skills – A Three-year Progression Plan	6
Listening Skills – A Three-year Progression Plan	9
Speaking Skills – A Three-year Progression Plan	11
NSS Communicative Functions & Language Items	15
Elective Module Plan: Learning English through Short Stories	26
Elective Module Plan : Learning English through Social Issues	31
Elective Module Plan: Learning English through Workplace Communication	38
Appendices	
Marking Guidelines for Internal Assessments: S4 Writing (An example)	43
Marking Guidelines for Internal Assessments: S5 Writing (An example)	45
Bonus marks for composition	47

Examples of Curriculum Plans – A holistic and systematic approach to implementing the English Language Curriculum (Secondary 4 – 6)

Introduction

Disclaimer

The items contained in the plans are **examples and not intended to be prescriptive**. Teachers are advised to exercise their discretion as to how the items can be adapted to cater to the interests and abilities of their students.

Purpose and Overview

These sample plans aim to provide panel heads and teachers with suggestions and ideas on how they can design their own plans for the three years of the NSSC. **They show how Elective Modules and SBA tasks can be arranged and covered in relation to the Compulsory Part.** The Three-year Comprehensive Curriculum Plan aims to provide an outline and indicates the main tasks and writing tasks for each module in the Compulsory Part and Elective Part and the topics covered. The modules included are based on the suggestions in the KLA Curriculum and Assessment Guide for KS4 and featured in most popular textbooks. **The key principle underpinning the design is that of Task-based Learning**, which provides meaningful and authentic contexts for the learning and application of language skills and knowledge, and is also fundamental to the English Language curriculum in Hong Kong schools.

School-based Assessment (SBA)

SBA tasks for both Part A (Compulsory Part) and Part B (Elective Part) have been suggested in the plan. These are **for reference only** and are not intended to be prescriptive. For Part A, two practice tasks and two assessed tasks have been included. For Part B, there are two assessed tasks. The inclusion of more than three tasks in total is **based on the assumption that teachers will wish to give students more opportunities to practise before they undertake formal assessment**, and on observations of schools' practices, which suggest that many schools are undertaking more than the minimum of three assessed tasks. In accordance with the recommendations of the HKEAA, assessed tasks take place in S5 and S6.

Elective Modules

In addition to the Three-year Comprehensive Curriculum Plan, separate plans have been developed for three of the Elective Modules: Short Stories, Social Issues and Workplace Communication. **These three have been chosen because, from observations of schools' practices, they seem to be the most popular Electives.** The order in which they are presented in the Three-year Comprehensive Curriculum Plan also reflects the common practice of schools. The Short Stories module is usually taught first, followed by Social Issues and finally Workplace Communication. Their position in the teaching schedule (in S5 and S6 only) follows the recommendations of the Curriculum and Assessment Guide (S4-S6). However, in order to prepare students in advance, some of the key knowledge and skills of the Short Stories module are taught through the modules on movies/show-business and technology in the Compulsory Part. **The modes of delivery chosen for the Elective Modules** also reflect common practice, but the intention is also **to present to teachers examples of different ways of delivering the Electives in the context of a holistic curriculum.** They may be delivered separately (as in the case of Short Stories) or integrated with the Compulsory Part (as in the case of Social Issues and Workplace Communication). **The plans for the Elective Modules show connections between the content of the Compulsory Part, such as vocabulary and language, and Elective Part.** It is

hoped that they will **help teachers to plan for language development in the context of the Elective Modules.**

Communicative Functions, Language Items and Language Skills

In addition to the overall plan and plans for the Elective Modules, there are also progression plans for the four skills and for communicative functions and language items. **The four skills plans can serve as a reference to help teachers cover skills in a way that ensures progression over the three years.** These skills are also **referred to in the Elective plans.** Although the plans for the four skills are presented separately, these skills should be **taught and applied in an integrated manner** in the classroom. The plan for communicative functions and language items serves as an example of how language items can be taught in context. Various reference books have been used in its compilation. Please refer to the plan itself for details.

Time Allocation

According to the Curriculum and Assessment Guide (S4-S6), up to 305 hours can be allocated to the Compulsory Part, and 100 hours to the Elective Part – a total of 405 hours. After deduction of class time for SBA tasks, the following amounts of time can be allocated to the Compulsory and Elective Parts:

- Compulsory Part modules: about 29 hours x 10
- Elective modules: about 31 hours x 3

Time allocation for SBA tasks has been made as follows:

- Assessed tasks: about 3.5 hours x 4
- Practice tasks (Part A only): about 2 hours x 2

This produces a total of 401 hours

References

The content of the plans is based mainly on the English Language Curriculum and Assessment Guide (Secondary 4-6). Separate lists of references are included for each plan.

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KS4 English Language
A Three-Year Comprehensive Curriculum Plan *(An example for teachers' reference)*

Term	Compulsory Part & Tasks	Elective Part & Tasks	SBA (A & B)
S4	<p>Module One: Getting along with others</p> <p>A. Write a reply to an e-mail from a friend who has problems with people at his/her new school</p> <p>B. Design a promotional leaflet with comic strips about ways to maintain a good relationship with one of the following groups of people:</p> <ul style="list-style-type: none"> ▪ parents ▪ siblings ▪ friends 	--	--
	<p>Module Two: World of sports</p> <p>A. The school is holding a series of activities intended to improve students' physical fitness. Work in groups to give a presentation about a sport and recommend it to your schoolmates. The presentation should include the following:</p> <ul style="list-style-type: none"> ▪ The equipment and facilities needed ▪ The object of the game (how to win) and the most important rules ▪ The number of players in a team and their positions ▪ The type of person (in terms of personality & body shape) that this sport is suitable for ▪ <i>Some famous players, teams and competitions (optional)</i> ▪ Question and answer session <p>B. As the Chairperson of the Sports Club, write a letter to the Chairperson of the Past Students' Association to request for his/her support in promoting a particular sport among the students</p>	--	<p>(Part A) Practice: Group interaction <i>(Non-print non-fiction)</i></p> <p><i>(Knowledge & skills related to talking about non-print non-fiction are covered as an extension of Compulsory Module Two)</i></p> <p>Practice: Work in groups to decide a documentary film to show during the Sports Film Festival, which aims at promoting your schoolmates' interest in sports.</p>
	<p>Module Three: Movies/Show business <i>(Basic elements of short stories are revisited or introduced in this Compulsory module to prepare the students for the elective in S5)</i></p> <p>A. Work in groups to design, conduct and report a class survey about movies or TV programmes in class and explain the results</p> <p>B. Write a report on the survey conducted</p> <hr/> <p>Module Four: Technology <i>(Basic elements of short stories are revisited or introduced in this Compulsory module to prepare the students for the elective in S5)</i></p> <p>A. Write a review on a science fiction movie/short story for the school magazine.</p> <p>B. Work in groups to invent a gadget that appeals to trendy young people and design & present a print advertisement to promote it to your target consumers.</p>	<p><i>(Basic elements of short stories are infused into Compulsory Modules Three & Four to better prepare the students for the Short Stories elective module)</i></p>	<p><i>(Knowledge & skills related to talking about fiction are infused into Compulsory Modules Three & Four)</i></p>

Term	Compulsory Part & Tasks	Elective Part & Tasks	SBA (A & B)
S5	<p>Module Five: Wonderful things (Successful people & amazing deeds, great stories, precious things)</p> <p>A. Work in groups to prepare a display on ONE famous person. You will have to prepare a group presentation about your display.</p>	<p>Elective 1: Short stories (<i>Taught in a block or scattered throughout the term</i>)</p> <ul style="list-style-type: none"> Write and present/perform your module story. 	<p>(Part A) Practice: INDIVIDUAL PRESENTATION (<i>Print non-fiction</i>)</p> <p><i>(Knowledge & skills related to talking about non-fiction are covered as an extension of Module Five)</i></p> <p>Practice:</p> <p>In groups, conduct a presentation on a famous person based on the biography you have read. Your group will discuss and decide which famous person to prepare a display about as your group project for Compulsory Module Five.</p>
	<p>Module Six. Healthy lifestyle</p> <p>A. As a member of your housing complex's Owners' Corporation, write a proposal on the promotion of a healthy lifestyle in your neighbourhood.</p>	<p>Elective 2a: Social issues (<i>Taught as an extension of Compulsory Module Six</i>)</p> <ul style="list-style-type: none"> In groups, produce a documentary on any of the following topics for an inter-class documentary competition: <ul style="list-style-type: none"> - Being slim is beautiful - Stress management among teenagers in HK - Promoting sports in HK 	<p>(Part A) Assessment Task 1: INDIVIDUAL PRESENTATION (<i>Non-Print fiction</i>)</p> <p>Assessment: Recommend a non-print fiction/movie to your schoolmates and give reasons for your recommendation.</p>
2 nd	<p>Module Seven: Crime</p> <p>A. "Privacy Awareness Week" aims at raising students' awareness of the need to protect their personal data.</p> <ol style="list-style-type: none"> Conduct a survey in school on students' awareness of the need to protect their personal data (<i>Elective related</i>) Write an article for the school newspaper on personal data privacy protection. 	<p>Elective 2b: Social Issues (<i>Taught as an introduction of Compulsory Module Seven</i>)</p>	<p>(Part B) Assessment Task 1: INDIVIDUAL PRESENTATION</p> <p>Assessment (<i>Options for students</i>):</p> <ol style="list-style-type: none"> Short Stories: Do you think that the Short Story Module should be included in the curriculum? Give reasons to support your opinion. OR Social Issues: As the ambassador for promoting heightened awareness of personal data protection in your school, give a speech to your fellow classmates on why and how they should protect their personal data.

Term	Compulsory Part & Tasks	Elective Part & Tasks	SBA (A & B)
	<p>Module Eight: Environment – global warming</p> <p>A. Work in groups to research and give a presentation on one of the following topics related to global warming:</p> <ul style="list-style-type: none"> • Energy consumption • Food production • Water conservation • Overpopulation • Biodiversity (wildlife & endangered species) <p>B. Write an article for the school magazine urging students and their families to take the problem of global warming seriously and explaining what they can do to help</p>	<p>Elective 3a: Workplace Communication (<i>Taught as an extension of Compulsory Module Eight</i>)</p> <ul style="list-style-type: none"> ▪ You are working for a company that makes environmentally friendly products. Your main task is to market a new “green” product. You have to follow the instructions in memos, letters and telephone calls, conduct meetings, design promotional material and give a sales presentation. 	
S6	<p>Module Nine: Travelling and visiting</p> <p>A. Write a formal letter of complaint to a travel company about a tour that went horribly wrong.</p>	<p>Elective 3b: Workplace Communication (<i>Taught as an extension of Compulsory Module Nine</i>)</p> <ol style="list-style-type: none"> a. Research job requirements and duties for different professions, including hotels, airlines etc. Give a short presentation on the job you think will suit you best. b. Role-play job interviews and write an article giving tips on how to perform well in an interview. 	<p>(Part A) Assessment Task 2: Group Interaction (<i>Printed Fiction or Non-fiction</i>)</p> <p><i>Assessment:</i> The English Society would like to encourage students to read more in English. As the committee members, you have to discuss ways to promote an interest in reading English books. You can discuss the following:</p> <ul style="list-style-type: none"> • kinds of English books that would appeal to your schoolmates • activities that can help promote the books • anything else you think is relevant
	<p>Module Ten: Mass Media</p> <p>A. Hold a debate or forum on the following motion: “The mass media have the public’s best interest at heart”</p> <p>B. Write a letter to the editor of SCMP either supporting or criticising the mass media in Hong Kong.</p>		<p>(Part B) Assessment Task 2: Group Interaction</p> <p><i>Assessment:</i> A TV company is planning to introduce a programme giving advice to young people about careers. You have the role of members of a focus group advising the company on:</p> <ul style="list-style-type: none"> • what careers young people are interested in • other advice they would like to have • what kinds of information they would like to see on the programme • what materials they would like to have on the related website

Reference:

The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007). *English Language Education KLA: English Language Curriculum and Assessment Guide (Secondary 4 – 6)*. HKSARG: The Education and Manpower Bureau

Reading Skills – A Three-year Progression Plan for KS4 (An example)

	S4	S5	S6
Text-types	posters, leaflets, film reviews, book reviews, e-mails, articles, synopses and short stories	news articles, articles, websites, advertisements, questionnaires and informational reports	<i>a revision of text-types learnt before</i>
Additional text-types for KS 4	Films, novels, feature articles, abstracts/synopses, essays, etc.	1 st term – documentaries, debates, editorials, public speeches, etc. 2 nd term – resumes, minutes, editorials, proposals, etc.	<i>a revision of text-types learnt before (e.g. articles, editorials and essays may be revisited)</i>
Generic reading targets in the NSS	<p>Students are able to:</p> <ul style="list-style-type: none"> - use linguistic and contextual clues, knowledge of features of different text-types and knowledge of the world to determine the meaning of the written text - identify main and supporting ideas - discriminate between different degrees of formality - appreciate the stylistic variations between text-types - interpret how linguistic and structural devices achieve certain effects - understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic* (<i>to be introduced in S4 for stronger students; otherwise to be introduced in S5 and revisited in S6</i>) - understand the different types of meaning of words, and the semantic associations that exist among words* 		
Specific reading targets in different year levels	<p>Students are able to:</p> <ul style="list-style-type: none"> - identify main and supporting ideas - recognise the rhetorical functions performed by sentences in the development of a text - follow the development of a point of view or an argument 	<ul style="list-style-type: none"> - relate cause to effect - relate evidence to conclusions - <i>follow</i> and evaluate the development of a point of view or argument - distinguish different points of view and arguments - understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic* - detect faulty or misleading arguments* 	<ul style="list-style-type: none"> - <i>understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic*</i> - read critically

	S4	S5	S6
Core reading skills and strategies to be covered	Pre-reading :		
	<ul style="list-style-type: none"> - Creating purpose - Building background knowledge - Relating new knowledge to prior knowledge 		
	While-reading:		
	<ul style="list-style-type: none"> - scanning[△] - skimming[△] - identifying topic sentences - identifying main ideas[△] - identifying supporting details[△] - distinguishing fact from opinion[△] - taking notes - summarising - understanding meaning of unfamiliar words in a familiar context[△] - making connections - predicting 	<ul style="list-style-type: none"> - <i>distinguishing fact from opinion</i> - relating cause to effect - distinguishing main ideas from supporting details - sequencing - paraphrasing - making inferences[△] - deducing hidden and implied meanings - interpreting tone and mood - recognising writer's intent and attitude - understanding meaning of unfamiliar words in a less familiar context - understanding cohesion 	<ul style="list-style-type: none"> - <i>locating specific information</i> - <i>distinguishing main ideas from supporting details</i> - <i>deducing hidden and implied meanings</i> - <i>understanding meaning of unfamiliar words in a less familiar context</i> - <i>understanding cohesion</i> - <i>paraphrasing</i> - <i>interpreting tone and mood</i> - <i>recognising writer's intent and attitude</i> - <i>reading critically</i>
Post-reading:			
<ul style="list-style-type: none"> - Recording personal responses - Holding discussions about the issues relating to the text(s) - Doing further reading on the topic(s) / issue(s) 			

Remarks:

- 1) Items marked with * are more demanding and require considerable teacher support.
- 2) Items with [△] should have been covered in the KS3 curriculum.
- 3) *Italicised items are for review, since they have already been covered in the earlier years of KS4*

References:

1. The Curriculum Development Council (1999). Syllabuses for Secondary Schools: English Language Secondary 1-5. HKSARG : The Education Department
2. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007). English Language Education KLA: English Language Curriculum and Assessment Guide (Secondary 4 – 6). HKSARG: The Education and Manpower Bureau

Writing Skills – Three-year Progression Plan for KS4 (An example)

	S4	S5	S6
Text-types	Diaries, accounts, personal letters and replies, e-mails, formal letters, questionnaires, survey reports, promotional leaflets, short stories, print advertisements, survey reports and movie/book reviews	<i>Short stories, formal letters, questionnaires, movie/book reviews, letters to the editor, news and magazine articles, informational reports, memoranda and scripts</i>	Application letters and <i>a revision of text-types learnt before</i>
Additional text-types for KS 4	Abstracts/synopses and essays	Promotional materials, proposals, editorials, public speeches, resumes, agendas, minutes and editorials	<i>a revision of text-types learnt before, (e.g. feature articles, editorials and essays may be revisited)</i>
Generic writing targets for all years	Students are able to: <ul style="list-style-type: none"> - adjust the balance of ideas and the length of text to meet the requirements of different text-types - use appropriate discourse markers to signal the development of ideas - use appropriate linguistic and structural devices, a variety of structures and an appropriate range of vocabulary to achieve desired purposes - use the salient features of a range of text-types appropriately - use persuasive devices effectively* - use appropriate style and register (formal or informal) in writing* (<i>to be introduced since S4 for stronger students; otherwise to be introduced in S5 and revisited in S6)</i>) 		
Specific writing targets in different year levels	Students are able to:		
	<ul style="list-style-type: none"> - draft, revise and edit a piece of writing - present and elaborate main ideas and supporting details through exemplifications, explanations, etc. - plan and produce coherent and structured texts 	<ul style="list-style-type: none"> - <i>present and elaborate main ideas and supporting details through exemplifications, paraphrases, explanations, etc.</i> - <i>plan and produce coherent and structured texts</i> - present different views and arguments clearly and logically - relate events and their causes and effects 	<ul style="list-style-type: none"> - <i>present different views and arguments clearly and logically</i>
Core writing skills & strategies for the key stage	<ul style="list-style-type: none"> - using spelling and punctuation correctly - using the salient features of a range of text-types appropriately - using persuasive devices effectively* - using appropriate style, tone and register (formal or informal) that are appropriate to the genre and text-types to deliberate effect* (<i>to be introduced in S4 for stronger students; otherwise to be introduced in S5 and revisited in S6)</i>) 		

	S4	S5	S6
Core writing skills & strategies for the key stage	<p>I. Content</p> <ul style="list-style-type: none"> - making use of the pre- and while- writing strategies in the writing process to generate and present ideas in writing more effectively: <ol style="list-style-type: none"> i. identifying the subject, purpose and audience of a writing task ii. using different techniques to generate ideas (e.g. mind maps, free writing, etc.)^Δ iii. 5 W's of writing, graphic organisers, etc.)^Δ iv. organising ideas in drafts^Δ v. ensuring a balance of ideas to meet the requirements of the writing task vi. adjusting the length of text as appropriate to the text types. - developing their ideas by providing: <ol style="list-style-type: none"> i. details/facts (e.g. information acquired from reading, observations, analysis, conversations, other sources of experiences & knowledge) ii. examples iii. reasons - writing narratives that show an awareness of story elements <p>II. Language</p> <ul style="list-style-type: none"> - making use of the post-writing strategy of editing in the writing process to improve accuracy in spelling and grammar^Δ - achieving the desired purposes appropriate to the contexts and text types by using sensory imagery, vivid action verbs, colourful modifiers and figurative language (e.g. similes, metaphors, personification) in descriptions 	<p>I. Content</p> <ul style="list-style-type: none"> - <i>making use of the pre- and while-writing strategies in the writing process to generate and present ideas in writing more effectively:</i> <ol style="list-style-type: none"> i. <i>using different techniques to generate ideas^Δ</i> ii. <i>organising ideas in writing drafts^Δ</i> iii. <i>ensuring a balance of ideas to meet the requirements of the writing task</i> iv. <i>adjusting the length of text as appropriate to the text types.</i> - adjusting the content according to the context, purpose and audience of the writing - <i>developing ideas by providing:</i> <ol style="list-style-type: none"> i. <i>details/facts</i> ii. <i>examples</i> iii. <i>reasons</i> - presenting different views and arguments clearly and logically - relating events and their causes and effects <p>II. Language</p> <ul style="list-style-type: none"> - <i>making use of the post-writing strategy of editing in the writing process to improve accuracy in spelling and grammar</i> - achieving the desired purposes appropriate to the contexts and text types by: <ol style="list-style-type: none"> i. using a variety of sentence patterns ii. making original word choice (e.g. <i>vivid verbs, sensory imagery, colourful modifiers, figurative language and specific nouns</i>) <p>III. Organisation</p> <ul style="list-style-type: none"> - writing effective introductions that: <ol style="list-style-type: none"> i. provide background information ii. capture reader's interest 	<p>I. Content</p> <ul style="list-style-type: none"> - <i>adjusting the content according to the context, purpose and audience of the writing</i> - <i>presenting different views and arguments clearly and logically</i> - <i>relating events and their causes and effects</i> <p>II. Language</p> <ul style="list-style-type: none"> - <i>achieving the desired purposes appropriate to the contexts and text types by:</i> <ol style="list-style-type: none"> i. <i>using a variety of sentence patterns</i> ii. <i>making original word choice</i> <p>III. Organisation</p> <ul style="list-style-type: none"> - <i>writing effective introductions that:</i> <ol style="list-style-type: none"> i. <i>provide background information</i> ii. <i>capture reader's interest</i> iii. <i>state the thesis</i> - <i>writing conclusions that:</i> <ol style="list-style-type: none"> i. <i>summarise the main points</i> ii. <i>leave an impression on the reader</i> - <i>achieve coherence in writing by:</i> <ol style="list-style-type: none"> i. <i>arranging ideas in a logical order</i>

	S4	S5	S6
Core writing skills & strategies for the key stage	III. Organisation - writing effective paragraphs that have: <ol style="list-style-type: none"> unity topic sentences - achieving coherence in writing by: <ol style="list-style-type: none"> arranging ideas in a logical order (time/spatial order and order of importance) using appropriate transition words to link and signal the development of ideas within paragraphs [△] - including introduction, body and conclusion in writing [△] - writing narratives that follow a basic plot line [△]	<ol style="list-style-type: none"> state the thesis - writing conclusions that: <ol style="list-style-type: none"> summarise the main points leave an impression on the reader - achieving coherence in writing by: <ol style="list-style-type: none"> arranging ideas in a logical order (<i>time/spatial order and order of importance</i>, cause and effect, comparison/contrast, problem and solution, etc.) using appropriate transition words to link and signal the development of ideas within and between paragraphs <i>writing narratives that follow a basic plot line</i>[△] 	<ol style="list-style-type: none"> <i>using appropriate transition words to link and signal the development of ideas within and between paragraphs</i> IV. Other skills - employing strategies to interpret key words in writing and choosing the most appropriate questions to answer (if there are choices) - completing the writing task within the limited time frame

Remarks:

- 1) Items marked with * are more demanding and require considerable teacher support.
- 2) Items with [△] should be covered in the KS3 curriculum.
- 3) *Italicised items are for review, since they have already been covered in the earlier years of KS4*

Please see Appendix for a set of marking guidelines designed with reference to this three-year progression plan as an example to illustrate how the internal assessments can align with the teaching that takes place in the different years of KS4.

References:

1. Hong Kong Examinations and Assessment Authority (2009). Hong Kong Diploma of Secondary Education Examination: English Language – Standard-referenced Reporting Information Package. Hong Kong Examinations and Assessment Authority
2. Hong Kong Examinations and Assessment Authority (2010). English Language School-based Assessment Teachers’ Handbook 2013. Hong Kong Examinations and Assessment Authority
3. The Curriculum Development Council (1999). Syllabuses for Secondary Schools: English Language Secondary 1-5. HKSARG : The Education Department
4. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007). English Language Education KLA: English Language Curriculum and Assessment Guide (Secondary 4 – 6). HKSARG: The Education and Manpower Bureau
5. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2011). Learning Progression Framework. HKSARG: Education Bureau.

Listening Skills – A Three-year Progression Plan for KS4 (An example)

	S4	S5	S6
Text-types	trailers, advertisements, instructions, conversations, telephone conversations, weather reports and itineraries	talks, interviews, procedures, notes and messages, discussions, news reports, informational reports, announcements and <i>advertisements</i>	<i>(A revision of text-types learnt before)</i>
Additional text-types for KS 4	Films	Speeches, documentaries, debates, editorials, sales presentation	<i>(A revision of text-types learnt before)</i>
Generic listening targets in the NSS	Students are able to: <ul style="list-style-type: none"> - understand and interpret spoken texts in a range of situations and for different purposes - understand the use of discourse markers[△] - predict the likely development of ideas[△] - understand speakers with a variety of accents* 		
Specific listening targets in different year levels	Students are able to: <ul style="list-style-type: none"> - locate specific information in a straight forward manner[△] - understand basic oral instructions and follow directions - work out meaning of unknown words - note-take keywords / key points and organise information heard 	Students are able to: <ul style="list-style-type: none"> - identify details that support a main idea - understand speakers' intentions, views, attitudes or feelings - establish and infer meanings from clues - distinguish between facts and opinions in spoken texts 	<ul style="list-style-type: none"> - <i>understand speakers' intentions, views, attitudes or feelings</i> - <i>establish and infer meanings from clues</i> - <i>listen critically</i> - <i>understand both connotative and denotative meanings of words</i>
Core listening skills and strategies to be covered	<ul style="list-style-type: none"> - using anticipation skills by: <ul style="list-style-type: none"> - reading through questions in advance to know what to listen for[△] - guessing what they will hear when given the title or background information[△] - processing and discriminating sounds such as: <ul style="list-style-type: none"> - contracted forms[△] - recognition of words[△] - sentence and clause boundaries - discrimination between similar 	<ul style="list-style-type: none"> - using anticipation skills by: <ul style="list-style-type: none"> - predicting and comprehending the listening text based on the knowledge and opinions they have on the given topic - predicting and comprehending what is heard in the main text based on a short extract given - processing and discriminating sounds such as: <ul style="list-style-type: none"> - stress and intonation patterns and their significance - speech rhythm - changes in pitch, tone and speed of delivery - the meanings of different stress and 	<ul style="list-style-type: none"> - <i>using anticipation skills</i> - <i>processing and discriminating sound</i> - <i>understanding instructions and following directions</i> - <i>understanding the main idea or theme</i> - <i>understanding the use of supporting ideas / details</i> - <i>processing meaning</i> - <i>understanding speakers' intent or attitudes through:</i> <ul style="list-style-type: none"> - <i>examining the manner of</i>

	S4	S5	S6
	speech sounds, homonyms, etc. - understanding instructions and following directions such as: - carrying out different tasks based on oral instructions given - following directions to trace routes or locate specific facilities - understanding main ideas or theme by - matching the descriptions given with pictures or diagrams - writing down key words or phrases heard in a text - summarising key points heard in a brief title - processing meaning by - putting materials into meaningful sections with some basic organisation - deducing word meanings or implied meanings using contextual clues	intonation patterns - understanding the main ideas or theme by: - paying attention to headlines in news broadcast - understanding the use of supporting ideas / details by: - identifying details and illustrations of main ideas, e.g. with the use of graphic organisers - processing meaning by: - organising materials into meaningful sections, e.g. cause-and-effect relationship - distinguishing between facts and opinions - understanding speakers' intent or attitudes through: - examining the manner of speech (e.g. choice of intonation [△] and stress, volume, pitch and pace)	<i>speech (choice of intonation and stress, volume, pitch and pace)</i> - through examining the language used (e.g. choice of words, use of repetition and use of hyperboles)

Remarks :

- 1) Items marked with * are more demanding and require considerable teacher support.
- 2) Items with [△] should have been covered in KS3 curriculum.
- 3) *Italicised items are for review, since they have already been covered in the earlier years of KS4*

References:

1. The Curriculum Development Council (1999). Syllabuses for Secondary Schools: English Language Secondary 1-5. HKSARG : The Education Department
2. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007). English Language Education KLA: English Language Curriculum and Assessment Guide (Secondary 4 – 6). HKSARG: The Education and Manpower Bureau

Speaking Skills – A Three-year Progression Plan for KS4 (An example)

	S4	S5	S6
Text-types	Presentations, discussions, conversations, interviews and announcements	<i>Presentations, discussions, announcements, conversations, interviews, stories, drama performances, news reports, telephone enquiries and complaints, commentaries and sales presentations</i>	<i>Telephone enquiries and complaints, job interviews and a revision of text-types learnt before</i>
Additional text-types for KS 4		Public speeches, debates	
Generic speaking targets for all years	<p>Students are able to:</p> <p><i>A. Present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts</i></p> <ul style="list-style-type: none"> - use a variety of vocabulary appropriately - use language appropriate to the role or situation at different levels of formality - use persuasive devices effectively* <p><i>B. Participate effectively in an oral interaction</i></p> <ul style="list-style-type: none"> - maintain an interaction by being a good listener and taking turns at the right moment - use formulaic expressions where appropriate - use appropriate interaction skills and conversational strategies - use appropriate register (formal or informal) in conversations* 		
Specific speaking targets in different year levels	<p>Students are able to:</p> <p><i>A. Present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts</i></p>		
	<ul style="list-style-type: none"> - present feelings, views and arguments coherently and convincingly with suitable reasoning and suggestions - describe details that support a main idea[△] 	<ul style="list-style-type: none"> - <i>present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies for various contexts and purposes</i> 	<ul style="list-style-type: none"> - <i>present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies for various contexts and purposes</i>
	<p><i>B. Participate effectively in an oral interaction</i></p> <ul style="list-style-type: none"> - open and close an interaction appropriately[△] 		
	<ul style="list-style-type: none"> - make judgements <i>and suggestions</i>, support and develop the views of others, 	<ul style="list-style-type: none"> - lead or guide discussion and negotiations, using effective 	

	S4	S5	S6
	<ul style="list-style-type: none"> - verbalise inability to understand, ask for slower repetition and spelling when needed[△] - make suggestions, reply, ask relevant questions, explain and give examples 	<ul style="list-style-type: none"> disagree and offer alternatives, reply, <i>ask relevant questions, explain and give examples</i> - solicit sharing of experiences, views, attitudes and values 	strategies
Core speaking skills and strategies for the key stage	<ul style="list-style-type: none"> I. Pronunciation & delivery <ul style="list-style-type: none"> - pronouncing sounds/sound clusters and words clearly and accurately - speaking fluently using intonation to enhance communication II. Communication Strategies <ul style="list-style-type: none"> - listening to others attentively and taking turns at the right moment[△] - using formulaic expressions where appropriate III. Vocabulary & language patterns <ul style="list-style-type: none"> - using language appropriate to the role or situation at different levels of formality - correcting their own errors effectively - using persuasive devices effectively* IV. Ideas & organisation <ul style="list-style-type: none"> - choosing appropriate content - presenting feelings, views and arguments with suitable reasoning and suggestions - producing spoken utterances which “hang together” grammatically, semantically and logically by using cohesive devices appropriately 		
Specific speaking skills and strategies in different year levels	<ul style="list-style-type: none"> I. Pronunciation & delivery <ul style="list-style-type: none"> - projecting the voice appropriately for the context without artificial aids[△] - referring to a note card occasionally and unobtrusively when doing a presentation II. Communication Strategies <ul style="list-style-type: none"> - using appropriate body language to show focus on audience and to engage interest [△] - opening and closing an 	<ul style="list-style-type: none"> I. Pronunciation & delivery <ul style="list-style-type: none"> - <i>referring to a note card occasionally and unobtrusively when doing a presentation</i> II. Communication Strategies <ul style="list-style-type: none"> - judging timing sufficiently to complete a presentation - <i>participating in and initiating interaction by:</i> <ul style="list-style-type: none"> i. <i>supporting</i> and developing the views of others ii. <i>disagreeing</i> and offering alternatives 	<ul style="list-style-type: none"> I. Communication strategies <ul style="list-style-type: none"> - interacting without the use of narrowly-formulaic expressions - managing the discussion by: <ul style="list-style-type: none"> i. <i>giving a brief outline of items to discuss</i> ii. keeping the discussion relevant iii. stopping repetitive or unproductive talk iv. slowing down the discussion when necessary v. moving the discussion on to new points

	S4	S5	S6
	<p>interaction appropriately[△]</p> <ul style="list-style-type: none"> - participating in and initiating interaction by: <ul style="list-style-type: none"> i. requesting repetition & clarification[△] ii. offering praise[△] iii. making suggestions[△] iv. supporting or disagreeing with the views of others[△] - drawing others into the interaction by: <ul style="list-style-type: none"> i. asking for their views[△] ii. inviting and responding to questions or comments <p>III. Vocabulary & language patterns</p> <ul style="list-style-type: none"> - using language patterns and common vocabulary accurately to communicate ideas and express feelings <p>IV. Ideas & organization</p> <ul style="list-style-type: none"> - presenting relevant ideas clearly - describing details that support a main idea 	<ul style="list-style-type: none"> - drawing others into the interaction by: <ul style="list-style-type: none"> i. <i>asking for their views</i> ii. <i>inviting and responding to questions or comments</i> iii. summarising for weaker students' benefit iv. redirecting the conversation to a quiet student - managing the discussion by: <ul style="list-style-type: none"> i. giving a brief outline of items to discuss ii. summarising what has been discussed and decided iii. drawing a conclusion <p>III. Vocabulary & language patterns</p> <ul style="list-style-type: none"> - using varied, appropriate and accurate language patterns and vocabulary to communicate ideas and express feelings - rephrasing effectively when necessary <p>IV. Ideas & organisation</p> <ul style="list-style-type: none"> - <i>describing details that support a main idea</i> - organising and linking ideas logically - sustaining and extend a conversational exchange 	<ul style="list-style-type: none"> vi. <i>summarising what has been discussed and decided</i> vii. <i>drawing a conclusion</i> <p>II. Vocabulary & language patterns</p> <ul style="list-style-type: none"> i. <i>using varied, appropriate and accurate language patterns and vocabulary to communicate ideas and express feelings</i> ii. <i>rephrasing effectively when necessary</i> <p>III. Ideas & organisation</p> <ul style="list-style-type: none"> i. <i>describing details that support a main idea</i> ii. <i>organising and linking ideas logically</i> iii. <i>sustaining and extending a conversational exchange</i>

Remarks :

- 1) Items marked with * are more demanding and require considerable teacher support.
- 2) Items with [△] are expected to be covered in the KS3 curriculum.
- 3) *Italicised items are for review, since they have already been covered in the earlier years of KS4*

References:

1. Hong Kong Examinations and Assessment Authority (2009). Hong Kong Diploma of Secondary Education Examination: English Language – Standard-referenced Reporting Information Package. Hong Kong Examinations and Assessment Authority
2. Hong Kong Examinations and Assessment Authority (2013). English Language School-based Assessment Teachers' Handbook 2013. Hong Kong Examinations and Assessment Authority
3. The Curriculum Development Council (1999). Syllabuses for Secondary Schools: English Language Secondary 1-5. HKSARG : The Education Department
4. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007). English Language Education KLA: English Language Curriculum and Assessment Guide (Secondary 4 – 6). HKSARG: The Education and Manpower Bureau
5. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2011). Learning Progression Framework. HKSARG: Education Bureau.

Communicative Functions & Language Items for KS4 (An example)

The following plan is designed with reference to the “**Three-year Comprehensive Curriculum Plan**” (p.g. 1 – 3) as an example to illustrate how communicative functions and language items can be taught in context. The key principle underpinning the design is that of task-based learning, which provides meaningful and authentic contexts for the learning and application of the language. Teachers may refer to the “**Three-year Comprehensive Curriculum Plan**” to see how the communicative functions and language items are related to the other components in the curriculum.

Module	Tasks	Target Communicative Functions and Language Items
S4 Term 1 Core Module 1: Getting along with others	Write a reply to an e-mail from a friend who has problems with people at his/her new school.	a. To ask for and give advice <ul style="list-style-type: none"> • first and second conditionals[△] • modals[△] (e.g. should, ought to, must and need to) • useful expressions (e.g. How about / what about? Why don't you..., Perhaps you should ..., You could always...)
	Design a promotional leaflet with comic strips about ways to maintain a good relationship with one of the following groups of people: <ul style="list-style-type: none"> • parents • siblings • friends 	a. To persuade people to take a certain action <ul style="list-style-type: none"> • to address the readers personally <ul style="list-style-type: none"> ▫ first- and second-person pronouns[△] (e.g. we, you, our and us) ▫ rhetorical questions to draw audience's attention and/or emphasise a point (e.g. How would you feel if your parents ignored you? Don't we all want to be loved? Could you live with yourself if you missed out on this opportunity?) ▫ question tags[△] • appealing to readers' feelings <ul style="list-style-type: none"> ▫ extreme adjectives (e.g. fabulous and fantastic) ▫ comparatives & superlatives[△] • adding force to and emphasising an idea <ul style="list-style-type: none"> ▫ synonyms of adjectives to emphasise a point* (e.g. Home is a place which makes you feel safe, protected and secure.) ▫ punctuation marks: exclamation mark and dash[△] • imperatives[△] (in slogans, e.g. Don't delay, act today!) b. To give and justify recommendations; to make proposals <ul style="list-style-type: none"> • first conditional with “if”[△] (e.g. If you want to have a better relationship with your parents.) • noun phrases (in headings / sub-headings)

Module	Tasks	Target Communicative Functions and Language Items
<p style="text-align: center;">S4 Term 1 Core Module 2: World of sports</p>	<p>The school is holding a series of activities intended to improve students' physical fitness. Work in groups to give a presentation about a sport and recommend it to your schoolmates. The presentation should include the following:</p> <ul style="list-style-type: none"> • The equipment and facilities needed • The object of the game (how to win) and the most important rules • The number of players in a team and their positions • The type of person (in terms of personality & body shape) that this sport is suitable for • Some famous players, teams and competitions (optional) • Question and answer session 	<ol style="list-style-type: none"> a. To give instructions <ul style="list-style-type: none"> • showing sequence/order of information/instructions^Δ (e.g. first, next, after that, then and finally) b. To give and justify recommendations and make proposals <ul style="list-style-type: none"> • beginning sentences with adverbial clauses^Δ (e.g. in order to, while and even if) • adding information^Δ (e.g. in addition, besides, furthermore and moreover) • giving examples^Δ (e.g. take for example/instance) • giving reasons^Δ (e.g. because of, because, since, as and for) • adding force to and emphasizing an idea <ul style="list-style-type: none"> ▫ using "so/such...that"^Δ (e.g. It is so easy to play that..., It is such an easy game to play that...) c. To give presentations <ul style="list-style-type: none"> • useful expressions: greeting / introduction / closure^Δ • indicating the end of a speech^Δ (e.g. to conclude, in conclusion, to sum up, in short and in summary)
	<p>As the Chairperson of the Sports Club, write a letter to the Chairperson of the Past Students' Association to request his/her support in promoting a particular sport among the students.</p>	<ol style="list-style-type: none"> a. To give and justify recommendations, and make proposals <ul style="list-style-type: none"> • adverb phrases and adverbial clauses: <ul style="list-style-type: none"> ▫ indicating purposes^Δ (e.g. in order to, so that and in order that) ▫ giving reasons^Δ (e.g. because, since, for and as) ▫ expressing contrast/concession^Δ (e.g. although, though, even though and while) • formulaic expressions of formal letters^Δ (e.g. I am writing to ..., I am looking forward to hearing from you soon.) • characteristics of formal language (e.g. using full form of auxiliary & modal verbs, writing in third person, and using passive voice and complex sentences.) • adding force to and emphasising an idea <ul style="list-style-type: none"> ▫ using "indeed" (e.g. Jogging is indeed a sport for everyone.) ▫ punctuation marks: dash and colon^Δ
<p style="text-align: center;">S4 Term 1 SBA (A) – Practice</p>	<p>Work in groups to decide on a documentary film to show during the Sports Film Festival, which aims at promoting your schoolmates' interest in sports.</p>	<ol style="list-style-type: none"> a. To invite, make and refuse suggestions <ul style="list-style-type: none"> • useful expressions^Δ (e.g. Please feel free to make suggestions; Let's ...; I suggest that ...; Why don't we ...? That is a good/may not be a good idea.) b. To participate in and follow group discussion <ul style="list-style-type: none"> • useful expressions (e.g. In that case, do you think it's a good idea to ...? It seems that we all think differently and it is quite impossible for us to come to a consensus. Shall we take a vote?)

Module	Tasks	Target Communicative Functions and Language Items
<u>S4 Term 2</u> Core Module 3: Movies/Show business	<p>Work in groups to design, conduct and report a class survey about movies or TV programmes in class and give an explanation of the results.</p> <hr/> <p>Write a report on the survey conducted.</p>	<p>a. To make enquires and seek information</p> <ul style="list-style-type: none"> • forming open and closed questions[△] <p>b. To express factual information</p> <ul style="list-style-type: none"> • mathematical presentations[△] (e.g. half, two-thirds, a quarter and double.) • statistical trends and distributions[△] (e.g. X out of Y people and X per cent of the people.) • adverbs of frequency (in the options provided in the questionnaire)[△] <p>c. To report findings</p> <ul style="list-style-type: none"> • reported verbs and reported speech[△] <p>d. To ask for favours</p> <ul style="list-style-type: none"> • useful expressions (e.g. Can I have a moment of your time, please? Thank you for your time.) <p>e. To make comparisons</p> <ul style="list-style-type: none"> • comparatives and superlatives[△] • expressing similarities (e.g. similarly, in the same way and in a similar way.) • <i>expressing concession/contrast</i> (e.g. yet, though, however, nevertheless, on the contrary, on the other hand, in spite of, despite, while/whereas and no matter how/what/where.)
<u>S4 Term 2</u> Core Module 4: Technology	<p>Write a review on a science fiction movie/short story for the school magazine.</p>	<p>a. To refer to events in the past, present and future</p> <ul style="list-style-type: none"> • adverbs of time[△] • present tense in plot summary (the literary present) • conjunctions, prepositions and adverbs of result[△] (e.g. so, as a result and consequently.) <p>b. To express personal feelings, opinions and judgements</p> <ul style="list-style-type: none"> • simple present tense (affirmative, negative and questions)[△] • <i>comparatives & superlatives</i> • adjectives to describe impression on the subject reviewed • showing degree to gradable adjectives / adverbs (e.g. extremely, rather, fairly, completely, absolutely and superbly.) • verbs for giving opinions[△] (e.g. think and believe.) • using formulaic expressions (e.g. In my opinion, and I'm afraid that...) • adding force to and emphasising an idea* <ul style="list-style-type: none"> ▫ use of auxiliary "do" (e.g. I do think that the ending is unpredictable and impressive.) <p>c. To give recommendations and justifications</p> <ul style="list-style-type: none"> • <i>first conditional with "if"</i> (e.g. If you are interested in movies about aliens, this is certainly a movie for you.) • future tense[△] (e.g. People who have a sense of adventure will enjoy this film.) • conjunctions, prepositions and adverbs of reason[△] (e.g. for, as, because, since, due to and because of.)

Module	Tasks	Target Communicative Functions and Language Items
	<p>Work in groups to invent a gadget that appeals to trendy young people and design & present a print advertisement to promote it to your target consumers.</p>	<ul style="list-style-type: none"> a. To give descriptions of a gadget <ul style="list-style-type: none"> • defining relative clauses with and without relative pronouns (to describe the gadgets & their purposes)^Δ (e.g. It is a device <which> people use to ...) • passives (to introduce why/how the gadget was/is invented and how it is used)^Δ b. To state relationships between ideas and sentences <ul style="list-style-type: none"> • <i>showing sequence/order of information/ instructions</i> (e.g. <i>first, next, after that, then and finally.</i>) c. To invite, make and refuse suggestions <ul style="list-style-type: none"> • <i>adverb phrases and adverbial clauses:</i> <ul style="list-style-type: none"> ▫ <i>indicating purposes</i> (e.g. <i>in order to, so that and in order that.</i>) ▫ <i>giving reasons</i> (e.g. <i>because, since, for and as.</i>) ▫ <i>expressing concession</i> (e.g. <i>whereas, even though, yet, despite, in spite of, however, nevertheless, still and on the other hand.</i>) ▫ <i>useful expressions:</i> (e.g. <i>Please feel free to make suggestions; Let's ...; I suggest that ...; Why don't we ...?; That is a good/may not be a good idea.</i>) d. To make observations <ul style="list-style-type: none"> • present tenses (affirmative, negative and questions)^Δ • formulaic expressions (e.g. <i>I can see that people nowadays ...; We observe that ...</i>) e. To make prediction <ul style="list-style-type: none"> • <i>first conditional with "if"</i> • future tenses^Δ f. To persuade people to take certain actions; to give and justify recommendations and make proposals <ul style="list-style-type: none"> • addressing the readers personally <ul style="list-style-type: none"> ▫ <i>first- and second-person pronouns</i> ▫ <i>rhetorical questions to draw the audience's attention and/or emphasise a point</i> ▫ <i>question tags</i> • appealing to readers' feelings <ul style="list-style-type: none"> ▫ <i>synonyms of adjectives to emphasise a point</i> ▫ <i>showing degree to gradable adjectives / adverbs</i> (e.g. <i>The accessories for the device will be widely available in the market.)</i> ▫ <i>comparatives & superlatives</i> • <i>first conditional with "if"</i> • adding force to and emphasising an idea <ul style="list-style-type: none"> ▫ using alliteration in a slogan and the title of an advertisement*

Module	Tasks	Target Communicative Functions and Language Items
<p style="text-align: center;">S5 Term 1</p> <p style="text-align: center;">Core Module 5: Wonderful things (Successful people & amazing deeds, great stories, precious things)</p>	<p>Work in groups to prepare a display on ONE famous person. You will have to prepare a group presentation about your display.</p> <hr/> <p>SBA Practice Task: In groups, conduct a presentation on a famous person in your group based on the biography you read. Your group will discuss and decide on which famous person you will prepare a display for as your group project for Compulsory Module Five.</p>	<p>a. To refer to events/people in the past, present and future and to the frequency with which things occur</p> <ul style="list-style-type: none"> • simple past, past continuous and past perfect tenses[△] • simple present perfect tense[△] • <i>prepositions of time and place</i> • non-defining relative clauses (e.g. Yao Ming, who was born in Shanghai, is one of China’s best-known athletes.) • third conditional to talk about unreal past (how the world would have been different without the contributions of the famous person, or the person had made a different decision in life)[△] <p>b. To state relationships between sentences, paragraphs, and ideas</p> <ul style="list-style-type: none"> ▫ <i>adding information</i> (e.g. <i>in addition, besides this, furthermore and moreover.</i>) ▫ <i>giving examples</i> (e.g. <i>for example/instance</i>) ▫ <i>showing sequence / order of information</i> (e.g. <i>firstly, in the first place, secondly and in the second place.</i>) ▫ <i>indicating the end of a speech</i> (e.g. <i>to conclude, in conclusion, to sum up, in short and in summary.</i>) ▫ <i>giving reasons</i> (e.g. <i>because of, because, since, as and for.</i>) ▫ <i>showing concession/contrast</i> (e.g. <i>whereas, even though, yet, despite, in spite of, however, nevertheless, still and on the other hand.</i>) <p>c. To give presentations</p> <ul style="list-style-type: none"> • <i>useful expressions: greeting / introduction / ending / closure</i>
<p style="text-align: center;">S5 Term 1</p> <p style="text-align: center;">Elective 1: Short stories</p>	<p>Write and present/perform your module story.</p>	<p>a. To refer to (fictional) events/people in the past, present and future and to the frequency with which things occur</p> <ul style="list-style-type: none"> • past tenses for writing stories[△] • transitional words to indicate a story shift or twist in the plot* (e.g. a moment later, before I knew it, in the blink of an eye and all of a sudden.) • making observations/creating atmosphere, setting and characters ▫ adjectives/sensory words and adverbs[△] ▫ <i>defining and non-defining relative clauses</i> ▫ imagery and figurative language* (e.g. metaphors, similes and personification) • direct[△] and <i>reported speech</i> to refer to quotes of characters in the story

Module	Tasks	Target Communicative Functions and Language Items
<p style="text-align: center;">S5 Term 1 Core Module: 6. Healthy lifestyle</p>	<p>As a member of your housing complex's Owners' Corporation, write a proposal on the promotion of healthy lifestyles in your neighbourhood.</p>	<p>a. To persuade people to take certain actions; to give and justify recommendations and make proposals</p> <ul style="list-style-type: none"> • “verb to be + going to” to talk about future plans^Δ • conditional sentences with “unless” (e.g. Unless we adopt a healthy lifestyle, we will find ourselves in a dire situation when we get old.) • modals of possibility^Δ (e.g. may and could.) • passive infinitive* (e.g. This behavior is to be encouraged.) • present and past participles as adjectives^Δ (e.g. Residents will be pleased with the introduction of organic food delivery. The number of residents supporting the scheme is encouraging.) • <i>useful expressions</i> (e.g. <i>Let us..., Shall we...? How about...? Why don't we...?</i>). <p>b. To make comparisons</p> <ul style="list-style-type: none"> • <i>comparatives and / or superlatives</i> • useful expressions (e.g. the..., the...; all the more; by far; practically; The vegetarian menu is all the more welcome, .)
<p style="text-align: center;">S5 Term 1 Elective 2a: Social issues</p>	<p>In groups, form teams to produce a documentary on any of the following topics for an inter-class documentary competition:</p> <ul style="list-style-type: none"> • Being slim is beautiful • Stress management among teenagers in HK • Promoting sports in HK 	<p>a. To give definitions</p> <ul style="list-style-type: none"> • <i>simple present tense</i> <p>b. To give descriptions of process and situations</p> <ul style="list-style-type: none"> • gerund phrases as subjects and objects (e.g. Fitting into a size zero will make you neither happier nor healthier.) • talking about causes, effects and solutions <ul style="list-style-type: none"> ▫ <i>passive voice</i> ▫ <i>modals of possibility</i> • adding sentence variety and complexity: <ul style="list-style-type: none"> ▫ beginning sentences with participle phrases* (e.g. Not knowing what to do, people tend to refrain from seeking professional help.) • adding force to and emphasising an idea <ul style="list-style-type: none"> ▫ inversions* (e.g. Little do people realise that stress management is all about taking charge.) <p>c. To provide evidence</p> <ul style="list-style-type: none"> • useful expressions (e.g. According to...; xxx report reveals that...; It is evident that...) <p>d. To ask for and report people's feelings, opinions and judgments</p> <ul style="list-style-type: none"> • embedded questions (e.g. Can you tell me what you think? I wonder how you feel about...) • <i>present and past participles as adjectives</i> • <i>reported speech and reporting verb</i> (e.g. <i>share, reflect, report and claim</i>.)

Module	Tasks	Target Communicative Functions and Language Items
<p>S5 Term 2 Core Module 7: Crime & Elective 2b: Social issues</p>	<p>“Privacy Awareness Week” aims at raising students’ awareness of the need to protect their personal data.</p> <p>a. Conduct a survey in school on students’ awareness of the need to protect their personal data (<i>Elective related</i>)</p> <p>b. Write an article for the school newspaper on personal data privacy protection.</p>	<p>a. To ask for and report people’s feelings, opinions and judgments</p> <ul style="list-style-type: none"> • <i>forming open and closed questions</i> • <i>embedded questions (e.g. Can you tell me what you think? I wonder how you feel about...?)</i> • <i>reported speech and reporting verbs (e.g. share, reflect, report and claim.)</i> • <i>adjectives and adverbs</i> <p>b. To express factual information</p> <ul style="list-style-type: none"> • <i>simple present tense to give definitions</i> • <i>mathematical presentations</i> • <i>statistical distributions and trends</i> • <i>adverbs of frequency (in the questionnaire)</i> • <i>passive voice (e.g. The questionnaire is designed to find out...; A total of 50 junior secondary students were interviewed.)</i> <p>c. To ask for favours</p> <ul style="list-style-type: none"> • <i>useful expressions (e.g. Can I have a moment of your time, please? Thank you for your time.)</i> <p>d. To make comparisons</p> <ul style="list-style-type: none"> • <i>comparatives and superlatives</i> • <i>showing degree to gradable adjectives / adverbs (e.g. Remember, the Internet lets your information be collected and shared far too easily. Far fewer respondents are aware of the risk of providing personal information on social networking websites.)</i> • <i>expressing similarities (e.g. similarly, in the same way and in a similar way.)</i> • <i>expressing concession/contrast (e.g. nevertheless, on the contrary and on the other hand.)</i> <p>e. To express purpose</p> <ul style="list-style-type: none"> • <i>adverbial clauses (e.g. in order to, so as to, to-infinitive and for + gerund.)</i> <p>f. To make suggestions and give advice</p> <ul style="list-style-type: none"> • <i>conditionals with unless (e.g. Unless you want to see your personal data being used for purposes that you do not approve of, you will need to...)</i> • <i>modals of obligation (e.g. should, ought to, need to and have to.)</i> <p>g. To give descriptions of processes and situations</p> <ul style="list-style-type: none"> • <i>present perfect continuous tense (e.g. Young people have been posting their photos on social networking websites, such as Facebook, without giving it a second thought.)</i> • <i>adding force to and emphasising an idea by moving it to the front of the sentence/fronting* (e.g. Posting a picture of yourself on social networking sites may seem like a harmless bit of fun, but...)</i> <p>h. To talk about causes, effects and solutions using</p> <ul style="list-style-type: none"> ▫ <i>passive voice</i> ▫ <i>modals of possibility</i> <p>i. To find and provide evidence to support arguments</p> <ul style="list-style-type: none"> • <i>useful expressions (e.g. According to...; xxx respondents shared that...; From the survey, it is evident that...)</i>

Module	Tasks	Target Communicative Functions and Language Items
<p style="text-align: center;">S5 Term 2 Core Module 8: Environment – global warming</p>	<p>Work in groups to research and give a presentation on one of the following topics related to global warming:</p> <ol style="list-style-type: none"> a. Energy consumption b. Food production c. Water conservation d. Overpopulation e. Biodiversity (wildlife & endangered species) 	<ol style="list-style-type: none"> a. To express factual information <ul style="list-style-type: none"> • <i>simple present tense in definitions</i> • <i>passive voice to talk about how things are treated by humans (e.g. is used for..., is being taken from..., is expected to....)</i> • <i>gerund phrases as subjects and objects (e.g. Drying clothes in the tumble dryer uses too much energy.)</i> b. To refer to events in the past, present and future and to the frequency with which things occur <ul style="list-style-type: none"> • talking about developments over time <ul style="list-style-type: none"> ▫ <i>present perfect and present perfect continuous (e.g. the population has been increasing since...)</i> ▫ <i>conjunctions and prepositions describing time (e.g. since, for, from... to..., between... and..., within... years)</i> • talking about future developments <ul style="list-style-type: none"> ▫ <i>future with “will” and “be + going to”</i> ▫ <i>first conditional (e.g. If humans continue to destroy the rainforest, some species will become extinct.)</i> c. To give descriptions of processes and situations <ul style="list-style-type: none"> • using participle phrases with adverbial meaning* (e.g. Running out of food in the Arctic, polar bears may soon face extinction. Discouraged by the long hours and low pay, a lot of farmers give up farming.) • using ellipsis to express an idea more economically* (e.g. The increased temperature hurts many people, animals and plants. Many of them cannot adapt to the change.) d. To persuade people to take a certain action; to give and justify recommendations; to make proposals <ul style="list-style-type: none"> • <i>passive infinitive* (e.g. There’s something to be done.)</i> • to address the readers personally <ul style="list-style-type: none"> ▫ <i>rhetorical questions (e.g. Do you want the earth to survive for future generations? Do you realise what is happening to our planet?)</i> • adding force to and emphasising an idea <ul style="list-style-type: none"> ▫ <i>cleft sentence structures: preparatory “It”, “What ... be ...”* (e.g. It is an awareness that we need to develop among our citizens. What we now need are actions rather than words.)</i> ▫ <i>inversions* (e.g. Seldom do your clothes wear out before you are tired of them. Under no circumstances can we be excused from acknowledging the need for environmental protection.)</i>
	<p>Write an article for the school magazine urging students and their families to take the problem of global warming seriously and explaining what they can do to help.</p>	

Module	Tasks	Target Communicative Functions and Language Items
<p style="text-align: center;">S5 Term 2 Elective 3a: Workplace communication</p>	<p>You are working for a company that makes environmentally friendly products. Your main task is to market a new “green” product. You have to follow the instructions in memos, letters and telephone calls, conduct meetings, design promotional material and give a sales presentation.</p>	<p>a. To persuade people to take a certain action; to give and justify recommendations; to make proposals</p> <ul style="list-style-type: none"> • addressing the readers personally <ul style="list-style-type: none"> ▫ <i>question tags</i> ▫ <i>rhetorical questions</i> (e.g. <i>Do you want a more environmentally-friendly lifestyle? Would you like to reduce your electricity consumption?</i>) • adding sentence variety and complexity <ul style="list-style-type: none"> ▫ beginning sentences with infinitive clauses* (e.g. To make the product more attractive to consumers, we need to reduce production costs.) • adding force to and emphasising an idea <ul style="list-style-type: none"> ▫ <i>cleft sentence structures: preparatory “It”, “What ... be ...”*</i> ▫ <i>inversions*</i> (e.g. <i>Not until you use our products will you realise how energy-saving, and thus, money-saving, they are.</i>) ▫ <i>synonyms of adjectives to emphasise a point*</i> • appealing to readers’ feelings <ul style="list-style-type: none"> ▫ <i>adjectives and adverbs</i> (e.g. <i>always, never, best, definitely, effective, interesting, magnificent, most, most importantly and popular.</i>) ▫ <i>showing degree to gradable adjectives and adverbs</i> (e.g. <i>strongly recommend, superior, truly, workable and worthwhile.</i>)
<p style="text-align: center;">S6 Term 1 Core Module 9: Travelling and visiting</p>	<p>Write a formal letter of complaint to a travel company about a tour that went horribly wrong.</p>	<p>a. To refer to events in the past, present and future and to the frequency with which things occur</p> <ul style="list-style-type: none"> • describing events that happened in the past <ul style="list-style-type: none"> ▫ <i>simple past, past continuous and past perfect tenses</i> ▫ <i>present perfect tense</i> (e.g. <i>This is the worst hotel I have ever visited! I have never experienced such terrible service before!</i>) ▫ <i>third conditionals referring to regrets^Δ</i> (e.g. <i>I would not have booked the hotel if I had known that the building was not finished.</i>) ▫ <i>reported speech</i> (e.g. <i>We told the tour guide that we did not want to visit the shopping centre, but...</i>) ▫ <i>conjunctions and expressions of time</i> (e.g. <i>By the time we reached the hotel, we were exhausted. After waiting for a long time,... ; We have not heard anything from the company since Christmas)</i> ▫ <i>beginning sentences with participle phrases*</i> (e.g. <i>Trying to sort out this mess, my husband and I spent our first married days in the Airport Hilton, instead of lying on a tranquil beach.</i>) <p>b. To make a complaint; to request help</p> <ul style="list-style-type: none"> ▫ <i>inversions*</i> (e.g. <i>Under no circumstances will we join any tour that your company offers.</i>) ▫ <i>Cleft sentences*</i> (e.g. <i>What we need is a reimbursement of two first-class round-trip tickets.</i>) ▫ <i>making formal requests</i> (e.g. <i>We would be grateful if you could return our deposit.</i>)

Module	Tasks	Target Communicative Functions and Language Items
<p style="text-align: center;">S6 Term 1 Elective 3b: Workplace communication</p>	<p>a. Research job requirements and duties for different professions, including hotels, airlines etc. Give a short presentation on the job you think will suit you best.</p> <p>b. Role-play job interviews and write an article giving tips on how to perform well in an interview.</p>	<p>a. To make general statements about the world and “universal truths”</p> <ul style="list-style-type: none"> • describing routines and situations <ul style="list-style-type: none"> ▫ present tense to describe daily routines of a particular profession / job^Δ ▫ modal verbs to describe requirements (e.g. a flight attendant has to have long arms) ▫ <i>beginning sentences with participle phrases*</i> (e.g. Having to meet hundreds of visitors and residents every day, hotel receptionists must have good communication and interpersonal skills.) <p>b. To justify one’s behaviour, decision and point of view</p> <ul style="list-style-type: none"> • describing and justifying reasons <ul style="list-style-type: none"> ▫ <i>conjunctions and expressions describing cause and effect</i> (e.g. the reason is that...) • describing hypothetical situations which may take place in the future <ul style="list-style-type: none"> ▫ <i>second conditional</i> (e.g. If I became a tour guide, I would be able to...) <p>c. To ask and give advice</p> <ul style="list-style-type: none"> ▫ <i>modal verbs</i> (e.g. <i>should / have to / must</i>) ▫ <i>first conditionals</i> (e.g. <i>Employers will not hire you if you are not punctual.</i>) ▫ <i>adjectives (personality traits) and adverbs (of manner)</i> ▫ <i>showing degree to gradable adjectives and adverbs</i> (e.g. <i>A decent outfit is absolutely necessary; You are strongly recommended not to put on cologne.</i>) <p>d. To give presentations</p> <ul style="list-style-type: none"> ▫ <i>useful expressions: greeting / introduction / ending / closure</i>

Module	Tasks	Target Communicative Functions and Language Items
<p style="text-align: center;">S6 Term 2 Core Module 10: Mass media</p>	<p>Hold a debate or forum on the following motion “The mass media have the public’s best interest at heart.”</p>	<p>a. To present arguments, to justify one’s behaviour, decision or point of view</p> <ul style="list-style-type: none"> • useful expressions (e.g. too ... to; (not) enough ... to) • adding force to and emphasising an idea <ul style="list-style-type: none"> ▫ using “such” (e.g. The development of mass communication can have such a negative impact on modern social life.) ▫ <i>rhetorical questions</i> ▫ <i>cleft sentences*</i> ▫ <i>inversions*</i> • giving and justifying opinions <ul style="list-style-type: none"> ▫ <i>verbs for giving opinions</i> (e.g. think, believe, consider, convince) ▫ adjectives conveying positive or negative judgement* (e.g. criminal, (dis)honest, (un)acceptable, commendable, disgusting) ▫ <i>conditional sentences</i> (e.g. If they had been concerned, they would have ...) ▫ <i>useful expressions</i> (e.g. According to ...; xxx reveals that...; It is evident that ...)
	<p>Write a letter to the editor of SCMP either supporting or criticising the mass media in Hong Kong</p>	<p>b. To give descriptions of processes and situations</p> <ul style="list-style-type: none"> • describing cause and effect <ul style="list-style-type: none"> ▫ nouns (e.g. ... be the result of ...; ... be the result / cause of ...) ▫ <i>conjunctions, prepositions and adverbs of reason</i> (e.g. for, as/because/since, due to/because and of) and <i>result</i> (e.g. so, as a result and consequently.) • adding sentence variety and complexity <ul style="list-style-type: none"> ▫ <i>beginning sentences with participle phrases*</i> (e.g. <i>Reflecting on the deteriorating ethics of journalists, the public lost its trust in newspapers.</i>) ▫ <i>beginning sentences with infinitive clauses*</i> (e.g. <i>To see the boom in the newspaper industry, you’d never think journalism was no longer seen as a respectable profession.</i>) ▫ <i>using ellipsis to express an idea more economically*</i> (e.g. <i>The entertainment business has always made huge profits and it always will <make huge profits>.</i>) <p>c. To give suggestions</p> <ul style="list-style-type: none"> • useful expressions* (e.g. Only through ... can we ...)

Remarks :

- 1) Items marked with * are more demanding and require considerable teacher support.
- 2) Items with [△] should have been covered in KS3 curriculum.
- 3) *Italicised items are for review, since they have already been covered in the earlier years of KS4..*

References:

1. Hong Kong Examinations and Assessment Authority (2009). Hong Kong Diploma of Secondary Education Examination: English Language – Standard-referenced Reporting Information Package. Hong Kong Examinations and Assessment Authority
2. The Curriculum Development Council (1999). Syllabuses for Secondary Schools: English Language Secondary 1-5. HKSARG : The Education Department
3. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007). English Language Education KLA: English Language Curriculum and Assessment Guide (Secondary 4 – 6). HKSARG: The Education and Manpower Bureau
4. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2011). Learning Progression Framework. HKSARG: Education Bureau.

Elective Module Plan: Learning English through Short Stories (An example)

Notes on the arrangement of the plan:

This plan follows the scheme of work provided by the Curriculum Development Institute for the Short Stories Elective Module. The topics in which the various sections are dealt with are given in boxes in the Elective Focus column. **Teachers may refer to the ‘Three-year Comprehensive Curriculum Plan’ (p.g. 1 – 3) to see how the Elective Module tasks are related to the topics in the Compulsory Part.**

Elective focus	Skills	Knowledge			Values & Attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
<p>Responding to and recognising key features of short stories/non-print fiction</p> <ul style="list-style-type: none"> - View/Read and identify key features of non-print fiction/short stories - Demonstrate understanding of the plot and organisation of stories/movies - View/Read non-print & print fiction with appreciation - Demonstrate understanding by giving / writing personal responses - Explore sources for short works of fiction - Keep a viewing/reading journal - Develop an interest in reading fiction 	<p>Listening</p> <ul style="list-style-type: none"> - Use anticipation skills - Understand main ideas or theme - Locate specific information in a straight forward manner - Work out meaning of unknown words - Establish and infer meaning from clues <p>Reading/Viewing</p> <ul style="list-style-type: none"> - Use linguistic and contextual clues, knowledge of the features of movie/story genres and knowledge of the world to determine the meaning of texts - Use reading process and skills of anticipation to make sense of texts - Identify the main message & provide supporting ideas from text - Identify implied meanings through inferencing <p>Speaking and writing</p> <ul style="list-style-type: none"> - Present feelings, views and arguments with suitable supporting details/facts, examples and/or reasons - Present relevant ideas clearly with effective 	<ul style="list-style-type: none"> - Movie trailers - Synopses of movies/stories - Movie/Reading journals - Print/Non-print fairy tales/ fractured fairy tales 	<ul style="list-style-type: none"> - Movie genres/ Story types - Popular movie/story titles of different genres - Basic vocabulary about movies/novels/short stories (author, illustrator, publisher, director, screenwriter, actors/ actresses, cast, etc.) - Adjectives describing movies/novels/short stories - Key features of stories (setting, characters, conflict, resolution, plot, twist, etc.) 	<p>Use present & past participles to describe how one feels about a movie/book/story</p> <p>Use present tense in plot summaries/ synopses and when giving personal responses to movies/stories</p> <p>Past tenses for writing stories</p> <p>Use of sequencing words</p>	<p>Aesthetics</p> <p>Self-reflection</p> <p>Sensitivity</p> <p>Creativity</p> <p>Respect for self, others and different ways of life, beliefs and opinions</p>

Elective focus	Skills	Knowledge			Values & Attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
<div style="border: 2px solid blue; padding: 5px; display: inline-block;"> Infused into Compulsory Module 3: Movies </div>	<ul style="list-style-type: none"> use of a note card - Participate in and initiate interaction by: <ul style="list-style-type: none"> - making suggestions - supporting and developing the views of others - disagreeing and offering alternatives - Write effective paragraphs that have unity and topic sentences - Achieve coherence in speech and writing by arranging ideas in a logical order using appropriate transition words <p>Thinking</p> <ul style="list-style-type: none"> - Use reasoning skills to make inferences, use induction and deduction and draw conclusions 		<ul style="list-style-type: none"> - Common fairy tale settings and characters 		
<p>Responding to and appreciating short stories</p> <ul style="list-style-type: none"> - Demonstrate a more critical understanding of fiction - View/Read non-print/print fiction with appreciation - Demonstrate an understanding and appreciation of: <ul style="list-style-type: none"> • Plot • Setting • Character • Theme • Writer’s tone and attitude 	<p>Reading</p> <ul style="list-style-type: none"> - Use linguistic and contextual clues, knowledge of the features of movie/story genres and knowledge of the world to determine the meaning of texts - Infer word meaning using contextual clues <p>Speaking</p> <ul style="list-style-type: none"> - Present relevant ideas clearly with effective use of a note card - Describe details that support a main idea - Judge timing sufficiently to complete the presentation - Draw others into and sustain the interaction by: <ul style="list-style-type: none"> - asking for others’ views - summarising for weaker students’ benefit - supporting and developing the views of others 	<ul style="list-style-type: none"> - Science fiction movies/novels/short stories - Movie/Book reviews 	<ul style="list-style-type: none"> - Vocabulary specific to science fiction (e.g. robot, alien, space/time travel, etc.) - Adjectives describing personality and physical appearance of characters - Adjectives common in reviews (e.g. absurd, brilliant, captivating, inspiring, and irritating, etc.) 	<p>Use of formulaic expressions to express an opinion:</p> <ul style="list-style-type: none"> - I was so ... that ... - I think/believe/consider... - In my opinion <p>Use adverbs which indicates opinions, e.g. undoubtedly, surprisingly, confusingly</p>	<p>Creativity</p> <p>Respect for self, others and different ways of life, beliefs and opinions</p>

Elective focus	Skills	Knowledge			Values & Attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
<ul style="list-style-type: none"> - Form evaluative judgements of movies/fiction based on an analysis of their structure, plot development, character portrayal, setting, treatment of themes and messages and the way these are expressed <div style="border: 2px solid blue; padding: 5px; margin: 10px 0;"> <p style="text-align: center; color: blue; font-weight: bold;">Infused into Compulsory Module 4: Technology</p> </div>	<ul style="list-style-type: none"> - Manage the discussion by: <ul style="list-style-type: none"> - giving a brief outline of items to discuss - summarising what has been discussed and decided - Use language appropriate to the role or situation with different levels of formality - Seek further information, ask for clarification, negotiate meaning appropriately at relevant points in an oral interaction - Speak fluently using intonation to enhance communication <p>Writing</p> <ul style="list-style-type: none"> - Make use of the pre- and while- writing strategies in the writing process to generate and present ideas more effectively - Develop ideas by providing details/facts, examples and reasons - Achieve coherence in writing by: <ul style="list-style-type: none"> - writing effective paragraphs that have unity and topic sentence - arranging ideas in a logical order - using appropriate transition words to link sentences and paragraphs - Include introduction, body and conclusion in writing <p>Thinking</p> <ul style="list-style-type: none"> - Evaluate texts critically, with an awareness of the effects a personal perspective can have on the selection and deployment of information. 				

Elective focus	Skills	Knowledge			Values & Attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
<p><i>Understanding how English language works in short stories and applying related techniques in writing & telling the module story with concepts and techniques acquired</i></p> <ul style="list-style-type: none"> - Plan and write the module story - Present/Perform the module story - Demonstrate an understanding of plot organisation - Demonstrate an awareness of techniques used in story openings and closings - Demonstrate an understanding of the use of dialogue - Develop techniques for storytelling 	<p><i>Reading</i></p> <ul style="list-style-type: none"> - Decide mood of literary work through recognising key words and making inference - Predict the storyline using opening and closing sentences <p><i>Writing</i></p> <ul style="list-style-type: none"> - Make use of the pre- and while- writing strategies in the writing process to generate and present ideas more effectively - Use dialogue effectively to show characters and move the plot forward - Use sensory imagery, vivid action verbs, colourful modifiers and figurative language in descriptions - Achieve coherence in writing by arranging ideas in a logical order using appropriate transition words - Use of post-writing process to improve content, accuracy in spelling and grammar <p><i>Speaking</i></p> <ul style="list-style-type: none"> - Deliver a story with expression, feeling and representation of characters - Express opinions and provide feedback on each other's works based on established criteria <p><i>Thinking</i></p> <ul style="list-style-type: none"> - Form a judgement about the effectiveness of different speakers and writers by discriminating between their styles, tones, etc. when they address different audiences 	<ul style="list-style-type: none"> - Short horror stories 	<ul style="list-style-type: none"> - Adjectives describing the settings and moods - Vivid verbs - Words and expressions to describe sensations 	<ul style="list-style-type: none"> Use of past tenses Use of direct and indirect speeches Use imagery and figurative language (e.g. metaphor, simile and personification) Use of transitional words to indicate a story shift or twist in the plot 	<ul style="list-style-type: none"> Creativity Self-reflection Respect for self, others and different ways of life, beliefs and opinions

Elective focus	Skills	Knowledge			Values & Attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
	<ul style="list-style-type: none"> - Form evaluating judgements of a range of imaginative or literary texts based on an analysis of their structure, plot development, character portrayal, setting, treatment of themes and messages and the way these are expressed - Reflect on their own learning, the strengths and weaknesses of their writing and ways to improve 				

SBA Part B Task (IP):

Share with your classmates whether you think the Short Story Module is effective in helping you to improve your English. State reasons to support your opinion.

References

The following documents have been referred to in the preparation of this plan:

1. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007). English Language Education KLA: English Language Curriculum and Assessment Guide (Secondary 4-6). HKSARG : The Education and Manpower Bureau.
2. The Curriculum Development Institute (2007). Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4-6). HKSARG : Education Bureau.

Elective Module Plan: Learning English through Social Issues (An example)

Note on the arrangement of the plan:

This plan follows the scheme of work provided by the Curriculum Development Institute for the Social Issues Elective Module. The topics in which the various sections are dealt with are given in boxes in the Elective Focus column. **Teachers may refer to the ‘Three-year Comprehensive Curriculum Plan’ (p.g. 1 – 3) to see how the Elective Module tasks are related to the topics in the Compulsory Part.**

Elective focus	Skills	Knowledge			Values & attitudes
		Text-type	Vocabulary	Target Communicative Functions and Language Items	
<p>Module introduction</p> <ul style="list-style-type: none"> - Identify social issues that affect the world, society and them as individuals - Discuss and articulate how an issue may affect the world, society and them as individuals <div style="border: 2px solid blue; padding: 5px; margin-top: 10px; width: fit-content;"> <p style="text-align: center;">Compulsory Module 6 Healthy lifestyle</p> </div>	<p>Thinking</p> <ul style="list-style-type: none"> - Develop a framework, e.g. wh-framework, to facilitate inquiry and understanding of a social issue - Relate oneself to the real world <p>Speaking</p> <ul style="list-style-type: none"> - Present one’s understanding of a social issue - Share one’s views on an issue that is of public concern 	<ul style="list-style-type: none"> - News reports - Articles - News commentary - Editorials - Webpages - Expository texts - Leaflets - Documentaries - Questionnaires - Survey reports - Encyclopedias - Observations - Interviews 	<ul style="list-style-type: none"> - affect - national - global - international - individual - personal - level - impact - influence - define - assess - names of various current social issues 	<p>Use adjectives, adverbs and formulaic expressions to make comparisons, and give descriptions of processes and situations</p> <p>Use simple present to make statements about the world</p>	<p>Benevolence</p> <p>Equality</p> <p>Human rights and responsibilities</p> <p>Justice</p> <p>Sensitivity</p>
<p>Read, analyse and write definitions of social issues</p> <ul style="list-style-type: none"> - Identify a definition of a social issue within a written text - Identify the features of a definition - Define a social issue based on visual clues 	<p>Reading</p> <ul style="list-style-type: none"> - Identify what a social refers to in a given text <p>Thinking</p> <ul style="list-style-type: none"> - Develop a framework, e.g. wh-framework of who, why, when, where, etc., to define a social issue - Display one’s understanding of a social issue in graphic presentation <p>Writing</p> <ul style="list-style-type: none"> - Transform the graphic presentation into short descriptions 	<ul style="list-style-type: none"> - News reports - Articles - News commentaries - Editorials - Webpages - Expository texts - Leaflets - Questionnaires - Survey reports - Encyclopedias - Observations - Interviews 	<p>Signal words for definition</p> <ul style="list-style-type: none"> - “refers to” - “means” - “is understood by many as” 	<p>Use adjectives, adverbs and formulaic expressions to make comparisons, and give descriptions of processes and situations</p> <p>Use simple present tense to give definitions</p>	<p>Creativity</p> <p>Equality</p> <p>Human dignity</p> <p>Sustainability</p>

Elective focus	Skills	Knowledge			Values & attitudes
		Text-type	Vocabulary	Target Communicative Functions and Language Items	
<p>Read, analyse and present the causes of a social problem</p> <ul style="list-style-type: none"> - Identify how the causes of a social problem are presented within a written text - Identify linguistic and structural cues that signal the causes - Present the causes of a social problem either orally or in writing <p>Compulsory Module 6 Healthy lifestyle</p>	<p>Thinking</p> <ul style="list-style-type: none"> - Identify causes of a social problem using reasoning skills - Explore and speculate on possible causes of a social problem <p>Reading</p> <ul style="list-style-type: none"> - Identify causes of a social problem through recognising signal words or phrases for causes - Identify main and supporting details <p>Speaking / Writing</p> <ul style="list-style-type: none"> - Present the causes of a social problem in different aspects using relevant signal words / phrases 	<ul style="list-style-type: none"> - News report - Articles - News commentaries - Editorials - Webpages - Expository texts - Leaflets - Questionnaires - Survey reports - Encyclopedias - Observations - Interviews 	<p>Signal words / phrases for causes (in both active and passive voices)</p> <ul style="list-style-type: none"> - "...causes..." - "...is caused by..." - "...is a cause of..." - "...is a reason for..." 	<p>Use a variety of tenses, the passive voice, adverb phrases etc. to find and provide evidence for a particular conclusion</p>	<p>Common good</p> <p>Justice</p> <p>Mutuality</p>
<p>Read, analyse and present the effects of a social problem</p> <ul style="list-style-type: none"> - Identify how the effects of a social problem are presented within a written text - Identify linguistic and structural cues that signal the effects - Present the effects of a social problem orally or in writing <p>Compulsory Module 6 Healthy lifestyle</p>	<p>Thinking</p> <ul style="list-style-type: none"> - Brainstorm the effects of a social problem on different parties / in different aspects in a logical manner - Explore and speculate on possible effects of a social problem <p>Reading</p> <ul style="list-style-type: none"> - Identify effects of a social problem on different aspects through recognising signal words or phrases for effects - Identify main and supporting details <p>Speaking / Writing</p> <ul style="list-style-type: none"> - Present the effects of a social problem in different aspects using relevant signal words / phrases 	<ul style="list-style-type: none"> - News reports - Articles - News commentaries - Editorials - Webpages - Expository texts - Leaflets - Questionnaires - Survey reports - Encyclopedias - Observations - Interviews 	<p>Signal words / phrases for effects (in both active and passive voices)</p> <ul style="list-style-type: none"> - "...leads to..." - "...brings..." - "...results in..." - "...is caused by" 	<p>Use adjectives, adverbs and formulaic expressions to make comparisons, and give descriptions of processes and situations</p> <p>Use reported speech, present tenses, etc to present the views of different parties</p>	<p>Being empathetic, appreciative and responsible</p> <p>Betterment of human kind</p> <p>Mutuality</p>

Elective focus	Skills	Knowledge			Values & attitudes
		Text-type	Vocabulary	Target Communicative Functions and Language Items	
<p>Read, analyse and present the solutions to a social problem</p> <ul style="list-style-type: none"> - Identify how the solutions to a social problem are presented within a written text - Identify linguistic markers that signal the solutions - Present the solutions to a social problem orally or in writing 	<p>Thinking</p> <ul style="list-style-type: none"> - Brainstorm the solutions of a social problem in different aspects in a logical manner - Explore and speculate on possible solutions of a social problem <p>Reading</p> <ul style="list-style-type: none"> - Identify solutions of a social problem in different aspects through recognizing signal words or phrases for solutions - Identify main and supporting details <p>Speaking / Writing</p> <ul style="list-style-type: none"> - Present the solutions of a social problem in different aspects using relevant signal words / phrases 	<ul style="list-style-type: none"> - News reports - Articles - News commentaries - Editorials - Webpages - Expository texts - Leaflets - Questionnaires - Survey reports - Encyclopedias - Observations - Interviews 	<p>Signal words / phrases for effects (in both active and passive voices), e.g.</p> <ul style="list-style-type: none"> - "...is a key / solution to the problem of ..." - "...solves the problem of..." - "...is a way to ease the situation..." - "...can be done to solve the problem of..." - "...can be solved by / if..." 	<p>Use imperatives, modals, adjectives, adverbial clauses, formulaic expressions, rhetorical questions etc to give and justify recommendations and make proposals</p>	<ul style="list-style-type: none"> - Being critical and creative - Enterprise - Rationality - Sensitivity - Sustainability
<p>Examine an issue from various perspectives</p> <ul style="list-style-type: none"> - Identify different individuals or groups who are affected by an issue - Identify the perspectives different individuals or groups may have about the issue - Explain why different individuals or groups may have different perspectives on the same issue - Demonstrate understanding of how one's perspective can influence one's perception of an issue 	<p>Thinking</p> <ul style="list-style-type: none"> - Brainstorm the different parties who will be affected by the social problem - Understand how different parties' interests will be affected by the social problem - Explore further and anticipate responses of different parties to various possible solutions to the social problem <p>Reading</p> <ul style="list-style-type: none"> - Understand and appreciate the tone, mood, interests, views, intention and attitude of the writer and / or parties involved in the social problem - Identify main and supporting details - Distinguish between facts and opinions - Evaluate critically views and attitudes 	<ul style="list-style-type: none"> - News reports - Articles - News commentaries - Editorials - Webpages - Expository texts - Leaflets - Questionnaires - Survey reports - Encyclopedias - Observations - Interviews 	<p>Signal words / phrases for identifying people's views and opinions</p> <p>Different reporting verbs, e.g.</p> <ul style="list-style-type: none"> - "said" - "reflected" - "responded" - "shared" <p>Formulaic expressions for giving opinions, e.g.</p> <ul style="list-style-type: none"> - "I think / believe..." - "My view on...is..." 	<p>Use the simple present tense, adverb phrases, adjectives, gerunds, conditionals, formulaic expressions, etc. to express personal feelings, opinions and judgements, and to present arguments</p>	<ul style="list-style-type: none"> - Open-mindedness - Openness - Respect for different ways of life, beliefs and opinions - Respect for others

Elective focus	Skills	Knowledge			Values & attitudes
		Text-type	Vocabulary	Target Communicative Functions and Language Items	
<ul style="list-style-type: none"> - Demonstrate critical awareness of the complex nature of social issues by examining them from different perspectives 	<p>Speaking / Writing</p> <ul style="list-style-type: none"> - Articulate in one's own words the views, intention and attitude of the parties involved in a social problem - Articulate interests of different parties affected by the social issue - Express one's own opinions on the social issue and his / her opinions on the views and attitudes of different parties 				
<p>Compulsory Module 7 Crime</p>	<p>Speaking</p> <ul style="list-style-type: none"> - Open and close an interaction appropriately - Verbalise the purpose of the interview - Maintain an interaction by being a good listener and by asking appropriate and relevant follow-up questions - Seek clarification in a polite manner - Use appropriate interaction skills and conversational strategies <p>Listening</p> <ul style="list-style-type: none"> - Identify details that support a main idea - Predict likely development of ideas - Distinguish between facts and opinions - Understand the use of discourse markers 	<ul style="list-style-type: none"> - Interviews - Questionnaires - Notes 	<ul style="list-style-type: none"> - "Would you like to..." - "I wonder if you could..." - "The reason for/purpose of the survey is to..." - "The information will be used to/by..." - "Please could you explain / clarify / give details..." 	<p>Use modals and formulaic expressions to ask for favours and assistance and to seek information</p> <p>Use modals, formulaic expressions, adjectives, the passive voice, etc. to make observations</p>	<p>Creativity</p> <p>Respect for evidence</p> <p>Respect for others</p> <p>Trust</p>
<p>Compulsory Module 7 Crime</p>	<p>Thinking</p> <ul style="list-style-type: none"> - Explore and speculate about possibilities - Identify relationships between ideas 	<ul style="list-style-type: none"> - Questionnaires - Survey reports 	<p>Reporting verbs, e.g.:</p> <ul style="list-style-type: none"> - Claimed - Pointed out - Felt / Believed 	<p>Use reported speech, passive voice, etc. to summarise survey</p>	<p>Integrity</p> <p>Open-mindedness</p>

Elective focus	Skills	Knowledge			Values & attitudes
		Text-type	Vocabulary	Target Communicative Functions and Language Items	
<p>questionnaire</p> <ul style="list-style-type: none"> - Critique their own and others' writing - Carry out a survey - Report on survey findings <div style="border: 2px solid blue; background-color: yellow; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Compulsory Module 7 Crime</p> </div>	<p>Information skills</p> <ul style="list-style-type: none"> - Collect and evaluate information systematically - Make notes from spoken and written sources, using abbreviations as far as possible - Take down the main points and important supporting details - Make precise and concise notes <p>Enquiry skills</p> <ul style="list-style-type: none"> - Repeat questions and seek clarification politely and pleasantly - Ask follow-up questions appropriate to the occasion <p>Others</p> <ul style="list-style-type: none"> - Listen to different opinions and respond appropriately <p>Reading</p> <ul style="list-style-type: none"> - Understand the features of the text-types - Identify main idea in the questions and the inter-relationships among different questions <p>Speaking & Listening (as in section 2.1.1-2.1.4)</p> <p>Writing</p> <ul style="list-style-type: none"> - Plan and produce coherent and structured texts - Organize and integrate information and ideas, and write texts appropriate to the context, purpose and audience - Adjust the balance of ideas and the length of text to meet the requirements of different text-types 		<p>that...</p> <p>Commenting on others' writing, e.g.</p> <ul style="list-style-type: none"> - expression - clearly - evidence - sufficient / insufficient - improvements - omit - include - paragraph - introduction - conclusion - logical - relate 	<p>data</p> <p>Use a variety of tenses, the passive voice, adverb phrases, adverbial clauses etc to find and provide evidence for a particular conclusion</p> <p>Use modal verbs and formulaic expressions to ask for and give advice</p>	<p>Openness</p> <p>Perseverance</p> <p>Respect for others</p>

Elective focus	Skills	Knowledge			Values & attitudes
		Text-type	Vocabulary	Target Communicative Functions and Language Items	
<p>Acknowledge the sources of information</p> <ul style="list-style-type: none"> - Identify the kinds of information that should be cited or acknowledged - Acknowledge the sources of information - Refer to sources within written or spoken texts 	<p>Thinking</p> <ul style="list-style-type: none"> - Generate criteria and principles for acknowledgement of information <p>Reading & Writing</p> <ul style="list-style-type: none"> - Quote directly the content of a text read from sources - Summarise and / or paraphrase the content of a text read in one's own words 	<ul style="list-style-type: none"> - News reports - Articles - News commentaries - Editorials - Webpages - Expository texts - Leaflets - Questionnaires - Survey reports - Encyclopedias - Interviews 	<p>Expressions for citing sources, e.g.</p> <ul style="list-style-type: none"> - "According to..." - "Statistics from ... that..." - "As announced by..., X%..." 	<p>Use a variety of tenses, prepositions, formulaic expressions, adjectives, adverb phrases, adverbial clauses, the passive voice, etc. to express factual information</p>	<p>Being appreciative</p> <p>Being responsible</p> <p>Honesty</p> <p>Trust</p>
<p>Compulsory Module 6 Healthy lifestyle</p>					
<p>Present information and opinions on a social issue</p> <ul style="list-style-type: none"> - Write a fact sheet on a social issue - Write a letter to the editor that expresses an opinion on a social issue - Construct a report on a social issue - Orally present the analysis of a social issue - Deliver a speech on a social issue 	<p>Thinking</p> <ul style="list-style-type: none"> - Analyse data and situations systematically for better understanding or to solve problems <p>Speaking / Writing</p> <ul style="list-style-type: none"> - Present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies for various contexts and purposes - Organize and integrate information and ideas, and put them in a way that is appropriate to the context, purpose and audience - Use persuasive devices effectively (speaking) Use appropriate interaction skills and conversational strategies 	<ul style="list-style-type: none"> - Fact sheets - Letters to the editor - Reports - Speeches - Argumentative writing - Persuasive writing 	<ul style="list-style-type: none"> - cause - effect / impact - problem - solution <p>Reporting verbs for giving opinions, e.g.</p> <ul style="list-style-type: none"> - "...pointed out that..." - "...asserted that..." - "...made clear that..." - "...indicated that..." <p>Adjectives for giving opinions, e.g.</p> <ul style="list-style-type: none"> - unacceptable - worrying - critical - crucial - essential 	<p>Use adjectives, adjective phrases, formulaic expressions, etc. to describe one's feelings and responses to happenings and states of affairs with some details</p>	<p>Being co-operative</p> <p>Being participatory</p> <p>Confidence</p> <p>Courage</p> <p>Creativity</p> <p>Perseverance</p> <p>Self-esteem</p>

Elective focus	Skills	Knowledge			Values & attitudes
		Text-type	Vocabulary	Target Communicative Functions and Language Items	
<p>Final display</p> <ul style="list-style-type: none"> - Reflect on the module - Share their experiences of the module orally 	<p>Thinking</p> <ul style="list-style-type: none"> - Generate criteria and principles for judicial thinking 		<ul style="list-style-type: none"> - reflect - gain / benefit from - experience - relate to - positive - informative - useful - practical 	Use adverb phrases and adverbial clauses of reason, concession, result, etc. to justify one's behaviour, decision and point of view.	Perseverance Self-reflection Self-discipline

SBA Part B Task (Individual Presentation)

As the ambassador for promoting heightened awareness on personal data protection in your school, give a speech to your fellow classmates on why and how they should protect their personal data.

References

The following documents have been referred to in the preparation of this plan:

1. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007). English Language Education KLA: English Language Curriculum and Assessment Guide (Secondary 4-6). HKSARG : The Education and Manpower Bureau.
2. The Curriculum Development Institute (2007). Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4-6). HKSARG : Education Bureau.

Elective Module Plan: Learning English through Workplace Communication (An example)

Note on the arrangement of the plan:

This plan follows the scheme of work provided by the Curriculum Development Institute for the Workplace Communication Elective Module. It does not follow the same chronological order as the overall curriculum plan. The topics in which the various sections are dealt with are given in boxes in the Elective Focus column. **Teachers may refer to the ‘Three-year Comprehensive Curriculum Plan’ (p.g. 1 – 3) to see how the Elective Module tasks are related to the topics in the Compulsory Part.**

Elective focus	Skills	Knowledge			Values & attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
<p><i>Different professions, requirements and working life</i></p> <ul style="list-style-type: none"> - Build knowledge and vocabulary of different trades and businesses. (Nature of different jobs, daily duties and qualities required) - Understand concepts relating to organizations (hierarchy, organisational chart and roles of different people within the company) <div style="border: 2px solid blue; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center; color: blue; font-weight: bold;">Compulsory Module 9 Travelling</p> </div>	<p><i>Reading</i></p> <ul style="list-style-type: none"> - Use linguistic and contextual clues, knowledge of the features of different text types and knowledge of the world to determine the meaning of the written text <p><i>Thinking</i></p> <ul style="list-style-type: none"> - Use reasoning skills (which job is suitable for them) 	<ul style="list-style-type: none"> - Description of daily duties - Organisation chart - Career quiz 	<ul style="list-style-type: none"> - Names of jobs - Types of jobs (e.g. indoor, outdoor, caring professions, finance, catering, creative professions, media etc.) - Names of roles within a company (e.g. manager, supervisor, secretary, personal assistant) - Desirable attributes, (e.g. ambitious, independent, conscientious, creative) 	<p>Use simple present tense to describe states and daily routines</p> <p>Use adverbs, adjectives and formulaic phrases to make comparisons and give descriptions of processes and situations</p>	<p>Self-reflection</p>
<p><i>Handling business telephone calls</i></p> <ul style="list-style-type: none"> - Understand English telephone etiquette - Handle telephone calls in a professional manner 	<p><i>Listening</i></p> <ul style="list-style-type: none"> - Locate specific information in a straightforward manner - Understand the use of discourse markers - Note-take key words/points and organise information heard 	<p>Telephone conversations, e.g.</p> <ul style="list-style-type: none"> - ordering things - responding to 	<p>Formulaic expressions related to formal telephone conversations, e.g.</p> <ul style="list-style-type: none"> - “hold on for a moment” 	<p>Use conditionals, formulaic expressions etc. to:</p> <ul style="list-style-type: none"> - express factual information - deal with enquiries 	<p>Respect for others</p> <p>Diligence</p>

Elective focus	Skills	Knowledge			Values & attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
<ul style="list-style-type: none"> - Apply strategies of establishing and maintaining relationships in telephone English <div style="border: 2px solid blue; padding: 5px; text-align: center; margin: 10px 0;"> Compulsory Module 8 Environment </div>	<p>Speaking</p> <ul style="list-style-type: none"> - Use language appropriate to the role or situation with different levels of formality - Seek further information, ask for clarification, negotiate meaning appropriately at relevant points in an oral interaction - Speak fluently using intonation to enhance communication 	<p>a complaint</p> <ul style="list-style-type: none"> - making a booking or reservation - taking a message - providing information 	<ul style="list-style-type: none"> - “I’ll put you through to...” - “I’m afraid he’s not available at the moment” - “Would you like to leave a message?” 	and respond to requests or complaints	
<p>Memo writing</p> <ul style="list-style-type: none"> - Convey information succinctly and accurately - Understand and apply strategies of politeness and tact <div style="border: 2px solid blue; padding: 5px; text-align: center; margin: 10px 0;"> Compulsory Module 8 Environment </div>	<p>Reading</p> <ul style="list-style-type: none"> - Discriminate between different degrees of formality <p>Writing</p> <ul style="list-style-type: none"> - Write with register, tone and style appropriate to the text type - Use language appropriate to the role or situation at different levels of formality - Adjust the balance of ideas and the length of text to meet the requirements of the text-type - Use spelling and punctuation correctly 	Memos	<p>Formulaic expressions related to the features of a memo, e.g.</p> <ul style="list-style-type: none"> - “To/From” - “Attention” - “Subject” - “Message” 	<p>Use modals, appropriate verbs and formulaic expressions to</p> <ul style="list-style-type: none"> - invite, make and refuse suggestions and proposals - express obligation and prohibition - give instructions - express factual information 	<p>Respect for others</p> <p>Diligence</p>

Elective focus	Skills	Knowledge			Values & attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
<p>Reading and writing business letters</p> <ul style="list-style-type: none"> - Write business letters in appropriate format and style - Write accurately and concisely - Write with tact and politeness - Write with an appropriate level of formality <div style="border: 2px solid blue; padding: 5px; text-align: center; color: blue; font-weight: bold;"> Compulsory Module 8 Environment </div>	<p>Reading</p> <ul style="list-style-type: none"> - Discriminate between different degrees of formality <p>Writing</p> <ul style="list-style-type: none"> - Write with register, tone and style appropriate to the text-type - Use spelling and punctuation correctly - Use a variety of words and expressions appropriate to the context 	<p>Formal letters:</p> <ul style="list-style-type: none"> - answering complaints - requesting information - providing information about the company and its products 	<p>Vocabulary related to the functions of business letters, e.g.</p> <ul style="list-style-type: none"> - assistance - further questions - appreciate - inform - with regard to - enclosed - documents - request 	<p>Use formal language to:</p> <ul style="list-style-type: none"> - respond to complaints e.g. “We are most concerned about...”, “We will take action to...” - Make requests, e.g. “I would be most grateful if you could....”, - “Your help is greatly appreciated”, etc. 	<p>Respect for others</p>
<p>Making sales presentations</p> <ul style="list-style-type: none"> - Research and organise information - Present information persuasively and with suitable visual aids - Identify the features of a good sales presentation <div style="border: 2px solid blue; padding: 5px; text-align: center; color: blue; font-weight: bold;"> Compulsory Module 8 Environment </div>	<p>Listening</p> <ul style="list-style-type: none"> - Note-take keywords/key points and do simple organisation of points heard - Understand speakers’ intentions, views, attitudes and feelings - Listen critically <p>Speaking</p> <ul style="list-style-type: none"> - Speak fluently using intonation to enhance communication - Use appropriate body language to show focus on audience and to engage interest. - Use persuasive devices effectively - Present feelings, views and arguments with suitable reasoning and suggestions - Use grammar and vocabulary correctly to communicate ideas without using a note card - Organise ideas logically 	<ul style="list-style-type: none"> - Presentation scripts - Graphs, charts - Powerpoint slides and notes - Advertisements 	<p>Adjectives for “good”, e.g.</p> <ul style="list-style-type: none"> - excellent - outstanding - the best of its kind <p>Making a point:</p> <ul style="list-style-type: none"> - I would like to point out... - It’s important to remember that... <p>Other vocabulary</p> <ul style="list-style-type: none"> - customers - market share - marketing strategy - target audience 	<p>Use comparatives and superlatives (better than, the most effective, etc.) to compare product to others on the market</p> <p>Use modals and other verbs to make suggestions, proposals, invite and refuse suggestions:</p> <ul style="list-style-type: none"> - Rhetorical questions 	<p>Enterprise</p> <p>Creativity</p> <p>Critical thinking</p>

Elective focus	Skills	Knowledge			Values & attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
<p>Producing sales / promotional materials</p> <ul style="list-style-type: none"> - Understand the main components of sales materials, e.g. information, illustration, contact information, etc. - Understand the purposes of promotional materials <p>Compulsory Module 8 Environment</p>	<p>Reading</p> <ul style="list-style-type: none"> - Understand and appreciate the tone, mood and intention of the writer - Read critically - Detect faulty or misleading arguments - Recognise the rhetorical functions performed by sentences in the development of a text 	<p>Promotional literature, e.g.</p> <ul style="list-style-type: none"> - leaflets - brochures - magazine - advertisements - TV advertisements - webpages 	<p>Adjectives for “good”, e.g.</p> <ul style="list-style-type: none"> - excellent - outstanding - the best of its kind 	<p>Use imperatives to encourage people to buy / participate in an activity, etc.</p>	<p>Creativity</p> <p>Critical thinking</p>
<p>Setting up and holding meetings, and preparing minutes</p> <ul style="list-style-type: none"> - Understand the procedure, preparation and follow-up for meetings - Understand the use of formal language in business meetings <p>Compulsory Module 8 Environment</p>	<p>Speaking</p> <ul style="list-style-type: none"> - Speak fluently using intonation to enhance communication - Be a good listener and take turns at the right moment - Seek further information, ask for clarification, negotiate meaning appropriately during an oral interaction - Use language appropriate to the role or situation at different levels of formality - Manage a discussion by: <ul style="list-style-type: none"> - giving an outline of items to discuss, - keeping the discussion relevant - moving the discussion on to new points, - summarising what has been said <p>Listening</p> <ul style="list-style-type: none"> - Note-take key points and organise the information heard <p>Writing</p> <ul style="list-style-type: none"> - Organise and integrate information and ideas - Summarise main points - Arrange ideas in logical order 	<ul style="list-style-type: none"> - agendas - minutes 	<p>Roles in a meeting:</p> <ul style="list-style-type: none"> - chairperson - secretary <p>Phrases for</p> <ul style="list-style-type: none"> - agreeing, - disagreeing, - making suggestions, - beginning and concluding the meeting <p>Formal language for recording minutes, e.g.</p> <ul style="list-style-type: none"> - matters arising - minutes were agreed - actions required 	<p>Use passive voice and reported speech for writing minutes</p>	<p>Respect for others</p> <p>Participation</p> <p>Confidence</p> <p>Co-operation</p> <p>Open-mindedness</p>

Elective focus	Skills	Knowledge			Values & attitudes
		Text-types	Vocabulary	Target Communicative Functions and Language Items	
<p>Applying for jobs</p> <ul style="list-style-type: none"> - Understand the language of job advertisements and be able to apply them to their own situation - Understand the dynamics of an interview and how to prepare themselves for one <div style="border: 1px solid blue; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Compulsory Module 9 Travelling</p> </div>	<p>Reading</p> <ul style="list-style-type: none"> - Use linguistic and contextual clues, knowledge of features of different text-types and knowledge of the world to determine the meaning of a written text <p>Speaking</p> <ul style="list-style-type: none"> - Speak fluently using intonation to enhance communication - Use language appropriate to the role or situation at different levels of formality - Present feelings, views and arguments with suitable reasoning and suggestions - Use appropriate body language to show focus on audience and engage interest - Organise ideas logically 	<ul style="list-style-type: none"> - Job advertisements - Application forms - Job interviews 	<p>Vocabulary for describing personality traits</p> <ul style="list-style-type: none"> - dynamic - creative - independent - team-player - ambitious - good communication - skills <p>Vocabulary for job advertisements</p> <ul style="list-style-type: none"> - qualifications - attributes - experience - benefits - salary/wages - conditions - references 	<p>Use present simple tense to describe one's characteristics, strengths and weaknesses</p> <p>Use formal language to request information</p> <ul style="list-style-type: none"> - I would like to know... - Would you mind telling me... <p>Use passive voice in job advertisements, e.g. "sales manager required"</p>	<p>Confidence</p> <p>Self-reflection</p>

SBA Part B Task (GI):

A TV company is planning to introduce a programme giving advice to young people about careers. Students have the role of members of a focus group advising the company on:

- what careers young people are interested in hearing about
- other advice they would like to have
- what kinds of information they would like to see on the programme
- what materials they would like to have on the related website

References

The following documents have been referred to in the preparation of this plan:

1. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007). English Language Education KLA: English Language Curriculum and Assessment Guide (Secondary 4-6). HKSARG : The Education and Manpower Bureau.
2. The Curriculum Development Institute (2007). Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4-6). HKSARG : Education Bureau.

Marking Guidelines for Internal Assessments: S4 Writing (An example)

The following marking guidelines are designed with reference to the “*Writing Skills – A Three-year Progression Plan for KS4*” (p.g. 10 – 13) as an example to illustrate how the internal assessments can align with the teaching that takes place in the different years in NSS. It is not intended to be prescriptive and teachers are advised to modify the content as required according to the context of their school.

Domains Grades	Content	Language	Organisation
A (30 marks)	<ul style="list-style-type: none"> Content is extensive and entirely fulfills the requirements of the task All ideas are relevant and developed with well-chosen details and examples 	<ul style="list-style-type: none"> Vocabulary is well-chosen, with many examples of more sophisticated lexis Spelling & basic sentence structures are accurate Grammar accurate with only very minor slips Register, tone & style are appropriate to the genre and text-type 	<ul style="list-style-type: none"> Introduction is effective in establishing the context & purpose Conclusion is logical & provides a clear summary of main points presented (with no new information added)/satisfying resolution All paragraphs are organised logically and effectively with a clear structure (e.g. topic and concluding sentences) & strong cohesive ties Overall structure is coherent & appropriate to the genre & text-type
B (24 marks)	<ul style="list-style-type: none"> Content is extensive and entirely fulfills the requirements of the task All the ideas are relevant and evenly developed 	<ul style="list-style-type: none"> Vocabulary is well-chosen with some examples of more sophisticated lexis No errors in spelling basic vocabulary or in punctuation Very few errors in basic sentence structures or grammar; these do not affect meaning. The work appears to have been carefully edited and proofread Register, tone & style are mostly appropriate to the genre & text-type 	<ul style="list-style-type: none"> Introduction establishes purpose but the reader may have to infer some of the context Conclusion restates the purpose and summarises the main points presented (with no new idea added)/attempts to provide a resolution Most paragraphs are effective with a clear structure (e.g. topic and concluding sentences) and sound cohesive ties Overall structure is coherent & appropriate to the genre & text-type

Domains Grades	Content	Language	Organisation
C (18 marks)	<ul style="list-style-type: none"> Content addresses to the requirements of the task adequately Nearly all ideas are relevant but they are developed unevenly 	<ul style="list-style-type: none"> Few errors in spelling basic vocabulary, basic sentence structure and/or grammar; these do not affect meaning. The work appears to have been carefully edited & proofread Some evidence of register, tone & style appropriate to the genre & text type 	<ul style="list-style-type: none"> Introduction introduces the topic but does not establish the purpose & context Conclusion restates the purpose and shows writer's attempt in summarising the main points presented/providing a resolution All paragraphs have clearly defined topics & sound cohesive ties Overall structure is mostly coherent & appropriate to the genre & text-type
D (12 marks)	<ul style="list-style-type: none"> Content just satisfies the requirements of the task Some ideas are relevant and/or developed 	<ul style="list-style-type: none"> Some errors in spelling basic vocabulary, basic sentence structures, and/or grammar that distract the reader & may interfere with meaning 	<ul style="list-style-type: none"> Introduction & conclusion are discernible but minimal Paragraphing is logical; however, some paragraphs are not well-structured or developed Some simple cohesive ties within paragraphs A limited range of connectives and sequencers are used appropriately
E (6 marks)	<ul style="list-style-type: none"> Content shows very limited attempts to fulfill the requirements of the task Most of the ideas are not relevant & none of them are developed 	<ul style="list-style-type: none"> Frequent errors in spelling basic vocabulary and/or basic sentence structures that distract the reader & may interfere with meaning 	<ul style="list-style-type: none"> Paragraphs reflect some attempts to organise topic Some use of simple connectives and sequencers to link ideas
F (0 mark)	Completely unintelligible or impossible to score (e.g. blank paper, responses written in Chinese and restatements of the prompt)		

Bonus Marks:

/10

Total (Content + Language + Organisation + Bonus Marks)

/100

Marking Guidelines for Internal Assessments: S5 Writing (An example)

Domains Grades	Content	Language	Organisation
A (30 marks)	<ul style="list-style-type: none"> Content is extensive and entirely fulfills the requirements of the task All ideas are relevant and developed with well-chosen details and examples Content demonstrates a high awareness of the context, purpose, audience & text-type 	<ul style="list-style-type: none"> Vocabulary is well-chosen with many examples of more sophisticated lexis Wide range of accurate sentence structures, with a good grasp of more complex structures Spelling & punctuation are accurate Grammar accurate with only very minor slips Register, tone & style are appropriate to the genre and text-type 	<ul style="list-style-type: none"> Introduction is effective in establishing the context & purpose and capturing reader's interest Conclusion is logical & provides a clear summary of main points presented (with no new information added)/satisfying resolution; effective in leaving an impression on the reader All paragraphs are organised logically and effectively with a clear structure (e.g. topic and concluding sentences) Strong cohesive ties between & within paragraphs Overall structure is coherent & appropriate to the genre & text-type
B (24 marks)	<ul style="list-style-type: none"> Content is extensive and entirely fulfills the requirements of the task All the ideas are relevant and evenly developed Content shows general awareness of the context, purpose, audience & text-type 	<ul style="list-style-type: none"> Vocabulary is well-chosen with many examples of more sophisticated lexis Wide range of accurate sentence structures with a good grasp of simple and compound sentences Grammar mainly accurate with occasional common errors that do not affect overall clarity No errors in spelling basic vocabulary & punctuation Register, tone & style are mostly appropriate to the genre & text-type 	<ul style="list-style-type: none"> Introduction is effective in establishing the context & purpose; effort shown in capturing reader's interest Conclusion is logical & provides a clear summary of main points presented (with no new information added)/satisfying resolution. Effort shown in leaving an impression on the reader Most paragraphs are effective with a clear structure (e.g. topic and concluding sentences) Sound cohesive ties between & within paragraphs Overall structure is coherent & appropriate to the genre & text-type
C (18 marks)	<ul style="list-style-type: none"> Content addresses to the requirements of the task adequately Nearly all ideas are relevant but they are developed unevenly Content shows some awareness of the context, purpose, audience & text-type 	<ul style="list-style-type: none"> Vocabulary is well-chosen with some examples of more sophisticated lexis A range of accurate sentence structures with some attempts to use more complex sentences Grammatical errors occur in more complex structures but overall clarity not affected Some evidence of register, tone & style appropriate to the genre & text type 	<ul style="list-style-type: none"> Introduction establishes purpose but the reader may have to infer some of the context Conclusion restates the purpose and summarises the main points presented (with no new idea added)/ attempts to provide a resolution All paragraphs have clearly defined topics A range of sound cohesive ties between & within paragraphs Overall structure is mostly coherent & appropriate to the genre & text-type

Domains Grades	Content	Language	Organisation
D (12 marks)	<ul style="list-style-type: none"> Content just satisfies the requirements of the task Some ideas are relevant and/or developed Shows occasional awareness of the context, purpose, audience, text-type 	<ul style="list-style-type: none"> Vocabulary is moderately wide & used appropriately Spelling of simple words & punctuation are accurate to convey meaning Some attempts made at longer, more complex sentences Few errors in basic sentence structures, and/or grammar that do not affect meaning. The work appears to have been carefully edited & proofread 	<ul style="list-style-type: none"> Introduction states the topic but does not establish the purpose & context Conclusion restates the purpose and shows writer's attempt in summarising the main points presented/providing a resolution Paragraphing is logical; however, some paragraphs are not well-structured & developed Some simple cohesive ties within & between paragraphs A limited range of connectives and sequencers are used appropriately
E (6 marks)	<ul style="list-style-type: none"> Content shows very limited attempts to fulfill the requirements of the task Most of the ideas are not relevant & none of them are developed Very limited awareness of the context, purpose, audience & text-type 	<ul style="list-style-type: none"> Short simple sentences are generally accurately structured Some errors in spelling basic vocabulary and/or basic sentence structure that distract the reader & may interfere with meaning 	<ul style="list-style-type: none"> Introduction & conclusion are discernible but minimal Paragraphs reflects some attempts to organise topic Some use of simple connectives and sequencers to link ideas
F (0 mark)	Completely unintelligible or impossible to score (e.g. blank paper, responses written in Chinese and restatements of the prompt)		

Bonus Marks:

	/10
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Total (Content + Language + Organisation + Bonus Marks)

	/100
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Bonus marks for composition

Below are some examples of areas teachers can focus on when awarding bonus marks. However, **it is important** that teachers let their students know about these focuses **before** they begin writing their composition.

The total of the bonus mark is 10.

Example 1: Vocabulary (5 marks) + Elaboration of ideas (5) = 10

Example 2: Target sentence pattern (5 marks) + Point of view (5) = 10

Example 3: Accuracy in spelling = 10

Students **need to underline or highlight the target sentences or words related to the focuses** in order to get the bonus mark (except for the focus on accuracy). If there is more than one focus, they should mark the various focuses with different colours.

The Marking Descriptors

A. Content

1. **Planning** : making use of a mind map to help plan their work and organise their ideas

1	Submitted the mind map with writing but it is obvious that the mind map did not serve its purpose (<i>e.g. it was done after the writing or incomplete</i>).
5	Submitted the mind map with the writing. It provides evidence that a thorough brainstorming was conducted before the student started to write (<i>e.g. there are more ideas than those appear in the actual writing</i>).

2. **Elaboration for narrative writing**

1	There is an attempt to provide some details in the story but these details are too general to leave an impression on the reader.
3	There are a few details in the story that can help the reader to see and feel what is happening or to get to know the main character(s) better.
5	There are enough details to enable the reader to see and feel what is happening or make the main character(s) real, interesting and believable to the reader. Nearly all the details help to move the story along.

3. **Elaboration for informational/argumentative writing**

1	Most of the information/supporting evidence supports the main topic.
3	Most of the information/supporting evidence supports the main topic. The information or supporting evidence provided in most paragraphs is sufficient to fulfill the reader's needs or to persuade them.
5	Nearly all the information/supporting evidence is specific and supports the main topic. The information or supporting evidence provided is sufficient to fulfill the reader's needs or to persuade them.

B. Language

1. **Accuracy:** Proofread the work before submission – deduct 1 mark for each careless mistake in any **ONE** of the following:
 - a. spelling
 - b. verb form of present tense/past continuous
 - c. subject-verb agreement
2. **Vocabulary:** Use at least 5 vocabulary items newly acquired in the lessons

1	Made an attempt to use the new words learnt. At least one of them is used appropriately and accurately in the context.
3	Showed an effort in making use of the new words learnt. Most of the words are used accurately and appropriately in the context.
5	Showed an effort in making use of the new words learnt. All of them are used accurately and appropriately in the context.

3. **Target sentence pattern:** included 3-5 sentences in the target sentence pattern/grammatical structure

1	Made an attempt to use the target sentence patterns learnt. At least one of them is used appropriately and accurately in the context.
3	Showed an effort in making use of the target sentence patterns learnt. Most of them are used accurately and appropriately in the context.
5	Showed an effort in making use of the target sentence patterns learnt. All of them are used accurately and appropriately in the context.

C. Organisation

1. **Topic sentences**

1	All the paragraphs contain topic sentences but only some of them support the argument(s) or subject matter under discussion.
3	All the paragraphs contain topic sentences. Most of them support the argument(s) or subject matter under discussion.
5	All the paragraphs contain topic sentences that well support the argument(s) or subject matter under discussion.