Senior Secondary English Curriculum Guide for Schools Using English as the Primary Language of Instruction (EMI)

2018

Foreword

Following the publication of the Curriculum Framework for Formal Education of Local Education System (Macao SAR Government Administrative Regulation No. 15/2014) and other official curriculum documents, the Education and Youth Affairs Bureau (DSEJ) of the Macao SAR Government has been developing and preparing curriculum guides for the various areas and stages of formal non-tertiary education, as well as the Requirements of Basic Academic Attainments (hereafter BAA Requirements) which stipulate the knowledge, skills, abilities, emotions, attitudes, outlook and values that students should acquire at the end of each stage of schooling.

Secondary school years vitally impact on students' growth and development, personally, academically and aesthetically. In particular, teenagers who have completed their primary and junior secondary school education in their most perceptive/receptive years are faced with new challenges in many subjects of study, especially English, which is basically a foreign language to the majority of learners in Macao. Success in English at this stage bears significantly on their well-balanced personal growth, sustainable academic development and general well-being, in a multicultural and pluralistic community in Macao. As Macao aims to become an international centre of tourism, leisure, conventions and exhibitions, there is an ever-increasing demand for multilingual human resources and the mastery and proficiency of English is one of the key competences.

In addition, according to recent statistics released by the DSEJ and the GAES (Tertiary Education Services Office), over 90% of high school-leavers in Macao pursue tertiary education (Leong, L. 2018), an increasing number of them aiming to pursue postgraduate studies locally and abroad. Therefore, at this stage, it is important to prepare the students with sufficient knowledge and skills for the various university admission examinations and equip them with a good command of English for academic purposes (EAP) for their university education, and at the same time every effort should be made to ensure that students acquire and develop the practical communication skills and English proficiency needed in the workplace and for everyday use.

This Senior Secondary English Curriculum Guide serves two purposes. First, it helps school leaders and teachers develop a clearer and better understanding of the

BAA Requirements (English) for senior secondary schools using English as the medium of instruction so as to implement the English curriculum systematically and comprehensively, bearing in mind the BAA Requirements, throughout the process of realistic planning with clearly-set goals and objectives; well selected teaching & learning materials, activities and resources; eclectic approaches and methods of teaching, and integrated assessment both for and as learning, to maximize student success in learning English. Second, this Curriculum Guide provides schools with substantial support for school-based curriculum and teacher professional development while helping them effectively implement the BAA Requirements with reference to the relevant provisions in the curriculum framework stated above.

Though this Curriculum Guide is prepared for senior secondary schools using English as the primary language of instruction (EMI), it is strongly held that formal school education is a continuum and adequate efforts and arrangements should be made in this direction. There is no intention to over-emphasize the gaps or differences between EMI and Non-EMI schools that still exist in Macao school system due to historical and socio-economic factors. At this stage it is vitally important for teachers and schools to encourage and boost independent and self- motivated learning by exposing students to the inexhaustible learning resources available (See Chapter 6), extensive reading and unlimited learning opportunities beyond the classroom so that the extra time, resources and corresponding efforts given to English language teaching and learning (ELT/ELL) will be richly reflected in the scope and depth of student learning of knowledge (range of vocabulary, grasp of grammar and deep structures, understanding of the English language system, etc.), as well as the skills mastered, and fluency and accuracy acquired.

This Curriculum Guide is a resource for those involved in English language education in schools. Stakeholders may include:

- education officials
- school administrators
- curriculum leaders
- teacher educators
- teachers of English
- students and learners of English
- teaching and learning resources developers
- parents

- educational researchers, and
- other professionals in related areas.

Curriculum development is an on-going process, and to meet the growing demands prompted by rapid global changes and socio-economic diversification, more meticulous efforts need to be made to optimize effectiveness and efficiency throughout the process, including this Curriculum Guide. It is hoped that, with the consistent support of the Macao SAR Government, school leaders and teachers, people in education, and all the stakeholders by providing feedbacks, critical comments and inputs, continuous improvements will be made, thus culminating in greater success in ELT/ELL in Macao.

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Chapter 1: Curriculum Orientation and Development Direction

The development of this Curriculum Guide has taken into consideration the global trends of English curriculum development past and present, and is based on rationales specific to the unique cultural and socio-economic situation of the Macao SAR.

1.1 Global Trends of Curriculum Development in English Language Teaching and Learning (ELT/ELL)

Advances in language curriculum development in recent years have highlighted the following principles and practices:

1.1.1 Attempts to identify the needs of the learner, of the society and education system to attain its education goals and ideals

Previously, syllabus design in language teaching and learning focused on the system of the language and linguistic content, and a typical language program consisted of inventories of phonetics, grammar and vocabulary, graded according to linguistic difficulty. Nowadays, however, curriculum development in second language teaching begins with identifying the needs of the learner, of education system to attain its education goals, and the needs of the larger society (Richards, 2001; Graves, 2000). For example, what uses might the learner be putting the target language to? What is the status of the target language in the education system and in the society at large?

1.1.2 Communicative competence as the ultimate goal of language learning

Whatever teaching methodology is adopted, it is widely recognized that the ultimate goal of learning a second language is the ability to communicate effectively in that language. Success in language learning is not measured by the size of the learners' vocabulary, or the number of grammar rules that they can articulate, but by the proficiency with which they can communicate effectively in the target language.

1.1.3 Language as knowledge and language as skills

In the case of instructed learning, as opposed to naturalistic acquisition, explicit knowledge of the target language (e.g., grammar and vocabulary) is needed. However, it cannot be assumed that this explicit knowledge will be translated into

proficiency in using the target language. There are specific skills in listening, speaking, reading and writing that lead to successful communication. The learning outcomes of second language curriculum, therefore, should be organized around these skills.

1.1.4 Language skills being contextualized and integrated

A second language syllabus today typically consists of lists of skills in listening, speaking, reading, writing, etc. to be covered in every stage of schooling, with expected outcomes. However, although these skills are usually listed separately for easy reference, they are not to be treated as discrete items to be presented, and then crossed off, one at a time. The development of these skills should be integrated and carried out in meaningful contexts. Since real-life communication events often involve more than one language skill, different language skills should, as far as possible, be integrated into activities and lessons.

1.1.5 Development of supportive personality and language learning attitudes

Successful second language learning requires an open and positive attitude towards the target language, culture and the learning process. A second language curriculum, therefore, should not confine itself to knowledge and skills. It should also include desirable values, attitudes and qualities that the curriculum aims to inculcate in learners.

1.1.6 Effective employment of technology and learning resources

A second language curriculum is more about skills development than the learning of subject matter. The development of a particular skill item can be carried out through different activities. Thus, teachers have more space in using their own teaching ideas, and subsequently, their own teaching and learning resources. Today, a lot of such resources are in digital format, and technology has provided almost infinite access to and opportunities for teaching and learning. Teachers should be encouraged to make use of technology in delivering the curriculum.

Some recent studies summarized by Sun, Yilin (2016), have echoed the principles and practices stated above. In what is called “principled eclecticism” as a coherent and pluralistic approach to language teaching and learning, they have unanimously pointed out that an ELT/ELL curriculum should be oriented towards

- Maximizing learning opportunities (keeping an open mind, opening eyes to all possible teaching/learning opportunities, ways and means)
- Facilitating negotiated interactions (interpersonal, interregional and international)

- Encouraging learner autonomy (learner initiatives, independent learning, self-learning, etc.)
- Increasing language awareness (through use, listening, speaking, reading and writing)
- Activating self-discovery (utilizing learning and communication strategies, open and confident)
- Contextualizing language input (thematic, situational, etc.)
- Integrating language skills (listening, speaking, reading, writing, etc.)
- Ensuring social relevance (a means for self-empowerment and expression)
- Raising cultural consciousness (for inter/cross- cultural exchanges, balanced personal growth and all-rounded development)

(Sun, 2015, p.8-9)

TESOL International Association has unveiled 6 principles for teacher and student success. They are designed to improve the teaching and learning of English around the globe, to help educators cultivate multilingualism, and nurture global citizens. **(**http://blogs.edweek.org/edweek/learning-the-language/2018/03/ell_teacher_group_rolls_out_principles.html) They are:

Principle 1: Know your students/learners

Teachers learn basic information about their students' families, languages, cultures, and educational backgrounds to engage them in class and prepare and deliver lessons more effectively. They also seek to learn a new student's cultural and geographic background as a resource for classroom activity, embrace and leverage the resources that learners bring to the classroom to enhance learning. Teachers tap their learners' prior knowledge purposefully in their teaching, trying to determine what gifts and talents students have, what interests motivate them, what life experiences are curriculum-related, and what else in their backgrounds has influenced their personalities and beliefs.

Principle 2: Create conditions for language learning

Teachers create a classroom culture so students feel comfortable. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning. Teachers demonstrate expectations of success for all learners. Teachers plan instruction to enhance and support students' motivation for sustainable language learning and help students develop learning strategies and critical thinking skills.

Principle 3: Design high-quality lessons for language development

Teachers prepare lessons with clear objectives and convey them to their students. Teachers can deliver the content more efficiently if both teachers and students are well aware of the important outcomes of the learning experience. Teachers engage learners in the use and practice of authentic language through teacher-student and student-student interactions and integration of speaking, listening, reading, and writing activities.

Principle 4: Adapt lesson delivery as needed

Teachers continually assess as they teach—observing and reflecting on learners' responses to determine whether the students are reaching the learning objectives. If students struggle or are not challenged enough, teachers consider the possible reasons and adjust their lessons. Don't wait until the end of a lesson to discover that our students have misunderstood a key concept or critical vocabulary. Teachers may vary their oral language input, use home language or alternative texts, present visual aids, or arrange peer support.

Principle 5: Monitor and assess students' language development

Language learners learn and progress at different rates, so teachers regularly monitor and assess their language development in order to advance their learning efficiently. By interacting frequently with our students, we can acquire a great deal of information about their progress. To be constructive, a teacher's feedback in response to a learner's error is delivered strategically and in a timely manner but it must also suit the age and language development level of the student. It is important that the feedback be specific and related to what learners are doing well in addition to what they can improve.

Principle 6: Engage and collaborate within a community of practice

Teachers collaborate with other teaching professionals to provide the best support for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning and development. Exemplary teachers collaborate with other teachers to provide the best possible support for their learners. They meet with colleagues to co-plan and share their expertise about second language acquisition as well as instructional techniques appropriate for students at different levels of proficiency. Teachers participate in continuous learning and ongoing professional development and they also reflect critically on their own classroom practices. They develop leadership skills so they can be a resource in their schools and get involved in designing programs and developing curricula.

These salient statements have further crystalized the global trends of language curriculum development.

1.2 Rationale Analysis and Orientation of the Senior Secondary English Language Curriculum (EMI)

As stated in the Requirements of Basic Academic Attainments of English for Senior Secondary Schools Using English as the Primary Language of Instruction, Macao is unique for her cultural diversity and is becoming more internationalized. English serves as a bridge for effective communication with international communities and plays an important role in various sectors like business, education, tourism, etc. On top of the functional purposes, English also serves as a medium for student personal development, both intellectual and aesthetic, and as a vehicle for life-long learning, critical & creative thinking, and getting along with others. More importantly, the English curriculum should help build up students' motivation and self-confidence to communicate in English.

Therefore the Senior Secondary English Language Curriculum Guide for Schools Using English as the primary language of instruction (EMI) is based on the following principles and rationales:

1.2.1 Catering for individual differences in English proficiency among students

At this stage, it is likely that students will fall into a wider range of achievement levels in terms of their English proficiency, and these students may have varied backgrounds in terms of English language learning. The senior secondary English curriculum should take this into account and embrace the need to cater for individual differences in learner motivation and proficiency in English. (For this reason, the academic attainments have been phased to allow flexibility in terms of the proficiency level at which they are to be achieved.)

At the same time, students in senior grades are more able to manage their own learning, therefore this is the time to help students master various language development strategies.

1.2.2 Giving consideration to students' needs for further studies and in the workplace

Students at this stage will begin to plan for their future. Some will pursue higher education while others may join the workforce. Therefore, the English curriculum,

while being intrinsically and educationally rigorous, should attend to students' need for English in terms of further studies and employment. (While a school-based curriculum has to take heed of the students' needs for further studies or employment, the BAA curriculum, and indeed the entire senior secondary curriculum, should not constitute an examination preparation syllabus for admission to university or for employment. Though some familiarization with the exam syllabus is necessary, the senior secondary curriculum itself cannot, and should not, be turned into a purely examination preparation course. In fact, the BAA curriculum covers the fundamental skills in listening, speaking, reading and writing that are usually included in English language proficiency assessments for school-leavers seeking university admission or employment.)

1.2.3 Attending to the varied functions of English in present-day society

English is important to students for the purpose of further studies and employment. However, on top of the instrumental purposes, English is also a medium through which students can communicate with other peoples, obtain knowledge about the world, and share experiences with others. The senior secondary English curriculum should also present English as a medium for communication, for obtaining knowledge and for exchanging personal experiences. As such, attention should be paid to the cognitive and emotional needs of senior secondary students in curriculum planning and day-to-day teaching. (Communication, knowledge and experience sharing, for most people, constitute the main uses of English as a second/foreign language. While the BAAs have been developed with these domains of use in mind, they must not be handled mechanically as simple application of skills. Care should be taken to ensure that students experience genuine use of English for communication, obtaining knowledge and experience sharing.)

1.2.4 Supporting content-area teaching that is delivered through English as the medium of instruction

At schools where English is used as the primary medium of instruction, the school-based English Language curriculum, on top of its own objectives, can also assist students in learning subjects in the content area through English more effectively.

(Examples of specific English skills for study purposes: writing a lab report, discussing the causes of a historical event, and giving an oral presentation on a project completed.)

1.3 Curriculum Goals

1.3.1 Extend and enrich students' knowledge, skills, abilities, emotions, attitudes and values in English language learning;

1.3.2 Provide students with a foundation in English that will help prepare them for further studies or employment;

1.3.3 On top of delivering quality teaching, provide students with training in language development strategies, so that each student can reach his or her full potential in learning English;

1.3.4 Recognize differences among senior secondary students in terms of their ability and proficiency in English and help each student develop his or her full potential for English learning;

1.3.5 Present the English language as a medium for communication, obtaining knowledge, and exchanging experience in addition to teaching students the linguistic components of the language (e.g., vocabulary, grammar items);

1.3.6 Further strengthen students' ability to use English as a medium of learning for subjects in the content area;

1.3.7 Introduce students to literary texts to nurture their language appreciation skills;

1.3.8 Help students to engage personally with a variety of texts and draw connections between self, texts and the world in order to develop intellectual, emotional, socio-cultural and global awareness;

1.3.9 Enable students to articulate their personal and analytical response to informational and literary texts.

This BAA document for Senior Secondary Schools (EMI) is built on two previous BAA documents: English Curriculum Guide for Primary Schools (EMI) and English Curriculum Guide for Junior Secondary Schools (EMI), which sets 15 curriculum goals.

The 9 curriculum goals stated above are additional goals that should be taken

into account for teaching English at the senior secondary level. The previous curriculum goals for Primary and Junior Secondary should continue to be referred to.

Chapter 2: Interpretation of the Requirements of Basic Academic Attainments

2.1 The Requirements of the Basic Academic Attainments explained

2.1.1 The meaning and values of the Requirements of Basic Academic Attainments

2.1.1.1 The "requirements of basic academic attainments" refer to the basic requirements for competences that students should acquire after completing a certain education level. The key elements include knowledge, skills, abilities, emotions, attitudes and values. It is necessary to pay attention to the comprehensiveness and integrity of students' competences when the "requirements of basic academic attainments" are being set.

2.1.1.2 The "requirements of basic academic attainments" are the foundation for students' future development and lifelong learning; therefore:

- The "basic" academic attainments refer to the essential, the most fundamental and the most important competences that students are expected to acquire. They are the "basic requirements", rather than the "highest requirements", for students.
- The "requirements of basic academic attainments" are achievable by the majority of students after having tried hard (the fundamental nature).
- The "requirements of basic academic attainments" reflect the tradition of Macao education and are based on the existing standard (the realistic nature).
- The "requirements of basic academic attainments" can satisfy the individual and social development needs in the future (the developmental nature).

2.1.2 The Functions of the "Requirements of Basic Academic Attainments"

2.1.2.1 To set the curriculum standards for various subjects and learning areas and to regulate school curriculum and teaching.

The "requirements of basic academic attainments" and "curriculum framework" are the essential component parts of the curriculum system of Macao. They are the fundamental bases and standards for Macao schools to develop curriculums for various learning areas and subjects, as well as to carry out education and teaching; they are the criteria for managing and evaluating curriculums, guiding and regulating teaching, as well as assessing the quality of school education.

2.1.2.2 To guide the compilation and selection of teaching materials

The "requirements of basic academic attainments" are the fundamental basis for compilation and selection of teaching materials. In accordance with the "requirements of basic academic attainments" of the learning areas or subjects of the related education level, the specific contents of teaching materials will be selected for designing learning activities for students. The "requirements of basic academic attainments" will guide the compilation and selection of teaching materials.

2.1.3 Relationship between the Requirements of the Basic Academic Attainments and the School-based Curriculum

The Requirements of the Basic Academic Attainments provide the general directions for the school-based curriculum to move towards. The Requirements themselves do not constitute a teaching curriculum, but serve as a foundation on which schools can develop their school-based curriculum. Different schools have different strengths, and their students have different needs. Schools, while drawing up their school-based curriculum, should consider their strengths and their students' needs, but should ensure that as far as possible, the Basic Academic Attainments are all covered in their school-based curriculum. At the same time, they should be alert to the possibility of progressing beyond the Basic Academic Attainments if their school situation and their students' ability warrant it, since the Requirements represent the basic expected learning outcomes only.

2.2 The structure and design ideas of the *BAA Requirements for English*

Currently, the global trend of specifying the principal learning outcomes in English Language education within an education system is to set out the target language skills in the 4 areas of Listening, Speaking, Reading, and Writing. The organization of the *BAA Requirements for English (EMI Senior Secondary)* follows the same trend. Specifically, the 4 domains of Basic Academic Attainments for English Language are Listening, Speaking, Reading, and Writing (hereafter, the "4 macroskills").

2.2.1 Communication skills, attitudes, and learning strategies

A language curriculum for an education system is different from the syllabus of a short course offered by a language school in that the former has to take into consideration students' long-term development in the language. Therefore, the Basic Academic Attainments for English Language should not be confined to purely instrumental macroskills that are needed for communication. Some of the Basic Academic Attainments are hence attitudinal, aiming to foster positive attitudes towards learning English over a long period of time. There are also Basic Academic Attainments that are concerned with learning strategies. This not only corresponds with one of the broad aims of education, which is to develop students as self-directed learners, but also aligns with one of the recent trends in language teaching, which points to the fact that given the nature of language learning, learners can learn much of the target language on their own if they have received appropriate learner training.

2.2.2 Process and product

One approach to specifying the learning outcomes in a curriculum is to set out what learners should be able to *do* by the end of a stage of learning. These outcomes should be observable and measurable.

However, this approach is not always possible for language curricula which are based on macroskills. This has to do with the nature of language use and communication. A language skill can operate at many levels, depending on the context, the subject matter concerned, and the language (e.g., vocabulary, discourse) involved. For instance, whether a learner has mastered the reading skill 'Understanding the main points of a text' depends very much on the text itself – the vocabulary difficulty, the kind of language being used, and the subject matter of the

reading text.

Another consideration is that some language skills can only be mastered through practice over a long period of time. For example, while it is relatively manageable for students to pronounce individual words from their spelling, speaking English with an acceptable level of pronunciation with respect to proper pronunciation of individual phonemes, word stress, weak form, sentence stress, rhythm, and intonation, requires practice and improvement over a long period of time.

It is for the above reasons that while some of the Basic Academic Attainment requirements or English Language specify more specific learning outcomes (i.e. product-oriented), others describe certain desirable learning activities (i.e., process-oriented).

2.2.3 The need for recycling, and integration

The distinction between product-oriented and process-oriented Basic Academic Attainment requirements points to the need for recycling. In other words, the lists of macroskills in the 4 domains are not to be taken as a simple 'to-do' list, the items of which are to be crossed off once they are 'covered'. Most of the skills, and in particular the process-oriented ones, need to be recycled from time to time and at different grade levels, using contexts, language, and content ideas, that match the students' linguistic and cognitive development.

Furthermore, although the Basic Academic Attainment requirements are presented through 4 different domains (i.e., 4 macroskills), real-life communication is often integrated in terms of the use of language skills. A conversation, for example, involves both listening and speaking. Hence, the 4 domains are not to be taken as discrete categories which are unrelated to each other.

2.3 Interpretation of the curriculum goals set by the Requirements of Basic Academic Attainments

2.3.1 Extend and enrich students' knowledge, skills, abilities, emotions, attitudes and values in English Language learning,

The Basic Academic Attainments for Senior Secondary are built of on the knowledge, skills, etc., that students have acquired at the Primary and Junior Secondary levels.

2.3.2 Provide students with a foundation in English that will help prepare them for English for further studies or employment.

After senior secondary education, students may begin employment, or continue with further studies. The Basic Academic Attainments should prepare them for such needs.

2.3.3 On top of delivering quality teaching, provide students with training in language development strategies, so that each student can reach his/her full potential in learning English.

Language development is lifelong learning. In addition, senior secondary students will be more capable of independent learning. Hence, the senior secondary curriculum should further strengthen students' language learning strategies, so that they will become lifelong learners in language learning.

2.3.4 Recognise differences between senior secondary students in terms of their ability and proficiency in English and help each student develop his/her full potential in English learning.

Students in senior secondary levels have undergone schooling for many years, and it is likely, for one reason or another, that their achievements in learning English may be quite varied. While such differences should be recognized, effort should be made to ensure that each student can develop his/her full potential in English learning.

2.3.5 Present English language as a medium for communication, obtaining knowledge, and exchanging experiences, on top of teaching students the linguistic

components of the language (e.g., vocabulary, grammar items).

Students at the senior secondary levels will have studied the linguistic components of English, such as grammar, vocabulary, and phonics, for many years. The teaching and learning of English should ensure that there are ample opportunities for students to turn this knowledge into communicative competence.

2.3.6 Further strengthen students' ability to use English as a medium of learning for subjects in the content area.

The various subjects in the content area will become even more demanding at the senior secondary levels. Students will need an even higher competence in handling academic discourse in the content subjects.

2.3.7 Introduce students to literary texts to nurture their language appreciation skills;

At the senior secondary levels, students will have built up a foundation in English which will enable them to appreciate language in literary texts.

2.3.8 Help students to engage personally with a variety of texts and draw connections between self, texts and the world in order to develop intellectual, emotional, socio-cultural and global awareness;

Senior secondary is the time when students develop quickly as a person and as a global citizen. Reading a variety of texts will facilitate this personal growth.

2.3.9 Enable students to articulate their personal and analytical response to informational and literary texts.

At the senior secondary levels, students will begin to form their views and opinions on informational and literary texts. They should be helped to articulate such response.

2.4. Interpretation of The Requirements of Basic Academic Attainments in various domains

Explanation of coding:

(1) The capital English letters represent the requirements of basic academic attainments in different learning domains; A—Listening, B—Speaking, C—Reading, D—Writing;

(2) The number following the English letter signifies the serial number of the Basic Academic Requirement in the respective domain.

Please note: For the domains of Listening, Speaking, and Reading, the interpretation notes of each BAA item, if any, are provided after the corresponding item and put in brackets. For the domain of Writing, the interpretation notes are provided after the whole list of BAA items.

A. Listening Skills

A-1 Understand degrees of certainty expressed orally through a range of language resources. *(Understand expressions of certainty such as 'could', 'might', 'seems to', and 'suggests'.)*

A-2 Understand feelings, attitudes and opinions of speakers or interlocutors from grammar and vocabulary as well as from phonology. *(Choice of vocabulary and grammar can also express speaker attitude. For example, "I would rather not do it" versus "I don't want to do it.")*

A-3 Understand more formal language commonly used in a range of school subjects. *(Academic discourse has its own features, which can be different from everyday language. One example is the use of complex noun phrases rather than a clause in expressing more complicated ideas.)*

A-4 Take down notes on the main points and supporting details of a talk. *(Students need to be able to use short forms, abbreviations and symbols to take notes when listening. For more complex or unfamiliar topics students may still need to be given a framework for note-taking.)*

A-5 Identify the purposes, either explicit or implicit, of a spoken text. *(One text may include more than one purpose. For example, a persuasive or argumentative text may include a narrative.)*

A-6 Follow detailed spoken instructions on more complex matters. *(Carry out a range of tasks including more complicated procedures involving several stages or elements.)*

A-7 Follow the reasoning of an oral argument or exposition. *(Understand the issue and main arguments in a two-sided argument.)*

A-8 Distinguish between fact and opinion when listening.

A-9 Recognise common roles and relationships between interlocutors when listening. *(For example, be able to distinguish between a pupil talking to a teacher, and two pupils talking to each other or a pupil talking to their parent.)*

A-10 Recognise the connections between ideas in spoken texts from a range of cohesive devices, and the logical relationships between the ideas themselves. *(Cohesive devices include (but are not limited to) synonyms, lexical sets, connectors such as 'however', pronouns for reference, definite article (e.g. for second mention), ellipsis, substitution words such as 'do/does' to replace a verb.)*

A-11 Make connections between spoken discourse and a range of other sources of information including written texts. *(Listeners may need to combine oral information with information from other sources such as diagrams or written text.)*

A-12 Follow the sequence of events in a spoken recount and recognise their significance. *(Sequence of events can be signalled by temporal connectives such as 'then' or 'as soon as' and also phrases such as 'After lunch' or 'The next day'. Other cohesive devices such as pronoun reference are also relevant to following sequence. Significance of events is expressed in evaluative or judgemental language, e.g. 'This discovery was an important stage in the development of …')*

A-13 Make connections between everyday language and more formal language used to refer to the same phenomenon. *(For example, understands that 'it gets faster' and 'the speed increases' refer to the same development.)*

A-14 Begin to understand playful use of language. *(Understand that, for example, a speaker may mean the opposite of what they say.)*

A-15 Follow an oral explanation of a more complex process or phenomenon, using visual support provided where necessary. *(Students will need to understand the cause-effect relationships between the stages of the sequence, which or may relate to one cause with several effects, or one effect with several causes. Theoretical explanations may also be involved. Visual information may be necessary to assist the understanding.)*

A-16 Process spoken discourse on less familiar, although not necessarily technical, topics at a pace adequate for sustaining a dialogue. *(Typical two-way spoken interaction requires spontaneous, unplanned responses. The listener therefore needs to be able to process what they are listening to fast enough to be able to respond in reasonable time, and thereby continue the interaction.)*

A-17 Understand speakers who use a range of accents and varieties of English. *(Accents and Englishes would include those from America, the UK, Australia etc., and also from, for example, India, Singapore, Hong Kong, Brazil, Egypt or France.)*

A-18 Use information gained from spoken discourse for new purposes and in different texts and formats. *(Use information from spoken discourse in order to, for example, complete a table or draw a diagram.)*

A-19 Make decisions about how to listen and respond to listening depending on the text and its purpose, and also for different elements of one text. *(For example, recognise the key learning point that should be recorded, as distinct from an illustrative anecdote that can be enjoyed and its relevance understood without recording.)*

B. Speaking Skills

B-1 Pronounce a monosyllabic or multisyllabic new word from its spelling with reasonable accuracy and proper word stress. *(Students show a greater ability in sounding out a new word from its spelling. With multisyllabic words, they show greater accuracy in getting the stress pattern, i.e. stressed vs unstressed syllables, correct.)*

B-2 Use a wider range of vocabulary and language patterns in speaking for intended effect. (*Students should avoid repeating basic vocabulary items, such as 'good', 'happy', 'bad', throughout a speech event. They can employ a wider range of vocabulary by using, for example, synonyms. For language patterns, students can attempt to use more complex structures, such as complex and compound sentences, or more qualifying phrases and clauses.)*

B-3 Demonstrate a higher level of pronunciation accuracy. *(Pronunciation here refers to command of phonemes, word stress, and sentence rhythm. While not fully 'native' or 'standard', students' level of pronunciation should enable them to be understood quite easily by others.)*

B-4 Use intonation to support more effective communication and convey different attitudes. *(Students begin to show an awareness, or use, of intonation to indicate attitude and communicative intent.)*

B-5 Employ more complex and varied sentence structures, especially in prepared presentations. *(For example, the use of complex and compound sentences.)*

B-6 Recount personal experiences in a well-organized manner. *(Recounting personal experiences can take place during a presentation or a group interaction.)*

B-7 Express personal feelings and opinions effectively and appropriately. *(This can be achieved through skillful organization of content ideas and effective verbal expression.)*

B-8 Speak with a fairly high degree of fluency without hesitations, especially in prepared presentations.

B-9 Organise and deliver a short presentation on a more complex topic with ideas logically sequenced. *(Examples: organizing ideas chronologically for a narration; showing causes and effects when presenting an argument)*

B-10 Use a wider range of cohesive devices proficiently when presenting information, ideas, etc. *(Cohesive devices include words and expressions that show the relationships between ideas, e.g., First of all, in addition, however, on the other hand, finally. At a higher level, cohesive devices can cover other techniques such as using pronouns and synonyms.)*

B-11 Highlight important points during a presentation using a variety of techniques. *(Example techniques: word stress, sentence stress, slower pace, repetitions, etc.)*

B-12 Use formal and informal vocabulary appropriate to the topic and context. *(For example, the use of more informal expressions in casual conversations; the use of more formal vocabulary in making a presentation on an academic topic.)*

B-13 Give clear instructions on a more complex process in daily life. *(Examples: giving directions to a tourist; explaining how to apply for something; setting out the steps for a simple daily activity.)*

B-14 Use a wider range of strategies proficiently to develop main ideas. *(For instance, the use of examples, supporting ideas, stories and personal experiences.)*

B-15 Use a wider range of communication strategies, both verbal and non-verbal, when taking part in a discussion. *(Examples: agreeing; disagreeing; asking for clarification; interrupting; signaling the wish to speak; suggesting; rounding off a discussion)*

B-16 Play an appropriate and effective role in a group interaction. *(Generally,*

this refers to taking an active part but at the same time without dominating the group interaction. If it is a group discussion, the group leader has the role of leading the discussion.)

B-17 Speak with a fairly high degree of grammatical accuracy. *(Although current thinking in second language learning emphasizes communicative effectiveness, i.e., whether speakers are able to get their ideas across, at the senior secondary level, students should also be more mindful of their grammatical accuracy, since in social and/or educational contexts, they will often be evaluated by their interlocuters for their grammatical accuracy.)*

B-18 Provide elaboration and clarification during or after a presentation, when requested.

B-19 Show respect for, and understanding of, diverse and opposing opinions during a discussion. *(Students show respect for diverse opinions by listening attentively, showing empathy, and, if necessary, rebutting in a polite manner.)*

B-20 Self-correct or re-phrase according to interlocutor's reaction.

B-21 Ask for clarification on ideas not fully grasped while following a presentation on concrete subject-matter.

B-22 Provide clear explanation on an event, a procedure, a phenomenon, etc. on an academic topic.

C. Reading Skills

C-1 Accumulate new vocabulary from reading and organize them with proper use of vocabulary building skills. *(Able to build associative networks in minds to organize new words. E.g. Associate new words with receptive and productive vocabulary, group words based on semantic categories or collocations.)*

C-2 Infer the meaning of new words by making use of the co-text and context, background knowledge, and common word affixes. *(Able to*

deduce meaning from syntactic, semantic and other clues, and to use the context, the words and sentences surrounding a particular word to guess that word's meaning.)

C-3 Understand a word's denotative and connotative meaning and discuss the writer's reasons for selecting the word. *(Able to determine the meaning of words and analyze the impact of specific word choices on meaning and tone. E.g. "inquisitive", "interested", "curious", and "convivial" have the denotative meaning of "intrigued, wanting to find out more details", but "inquisitive" can mean that someone asks too many questions; it has a negative connotation.)*

C-4 Understand how punctuation organizes meaning in a written text and explain how the punctuation affects the reader's interpretation of it. *(Able to recognize punctuation including semi-colon (;), quotes ("), dash (--) and demonstrate understanding by reading aloud with the right tone and pace and explain how punctuation aids the reader in understanding the writer's intended message.)*

C-5 Read a text at an appropriate pace with accuracy and fluency to achieve the purpose of reading. *(E.g. Read fast to find specific, discrete items of information; read more closely and carefully to check on exact meaning.)*

C-6 Read intensively and extensively a wide range of texts for various purposes. *(Able to read and respond to a wide range of texts for various purposes, e.g. enjoyment, information, literary experience, detailed and critical understanding.)*

C-7 Construct meaning and locate information from a wide range of information graphics. *(E.g. political cartoons, graphs, charts, tree maps, operational manuals.)*

C-8 Gather, comprehend, evaluate and use relevant information effectively, efficiently and ethically. *(Able to locate relevant information* to answer a question or to solve a problem, *record and cite the sources* independently.*)*

C-9 Recognize a variety of complex text types and identify their purpose, structure and associated language features. *(e.g. editorials, documentaries, synopses, featured articles.)*

C-10 Make predictions about the content and development of a complex text using prior knowledge, contextual clues, and features of text. *(Able to look at the text features such as the title, headings and illustrations and think about what is already known and what is to be learned.)*

C-11 Understand connections between ideas by identifying cohesive devices such as articles, pronouns, synonyms and connectors. *(For example, able to identify the synonym being used to avoid repeating the same word in the following sentence.*
"One of the solutions to the problems that large cities now face is slum clearance. Although it is not the only answer, rehabilitation of blighted areas is a necessary first step.")

C-12 Make effective use of an English-English dictionary for advanced learners to assist reading and understanding how new words are used in texts. *(Able to learn the pronunciation and the definition of a new word from a dictionary, and avoid overusing dictionaries.)*

C-13 Take notes on the main points of a written text proficiently. *(Able to make notes using point form, abbreviations etc.)*

C-14 Make connections between a text and personal experiences or real life.

C-15 Give personal response to a text and interact with others around a text after reading. *(Able to share, discuss and justify a personal response to a text.)*

C-16 Make inferences and draw conclusions by reading between the lines and look carefully at the facts and information supplied and implied.

C-17 Ask and answer questions, and re-read, to help identify, determine or clarify the main ideas and key details of a text. *(Able to pause from time to time and think aloud – e.g. "Is 'anger' the only reason why the character killed his neighbour?")*

C-18 Determine and explain an author's point of view, intention, attitudes and feelings with words and details used within the writing.

C-19 Demonstrate understanding of how a writer's style can impact readers' interpretation of a text in terms of its purpose, context and culture. *(Able to pay attention to the writer's style and point out the impact it makes to the readers' interpretation through, e.g.*

- *choice of words (e.g. use of emotive words in advertisements, slogans)*
- *writing techniques (e.g. use of quotes, cynicism, wit)*

use of paragraphs and sentences (e.g. short or long, simple or complex) .)

C-20 Demonstrate understanding of complex texts through a variety of verbal and graphic presentations. *(E.g. retell the story, rewrite the ending of a story, rating the book, sharing opinions/reflections, identifying the sequence of events, synthesizing information using graphic organizers (e.g., comparison-contrast, problem-solution), solving a problem using the information in a factual text.)*

C-21 Recognize common literary devices and explain the deeper meaning conveyed by the author and the impact made on the readers.

C-22 Integrate and evaluate multiple sources of information for deeper understanding. *(E.g. Sequence and categorize complex details from more than one text presented in totally different formats in chronological order,* distinguish *between presentations of an event in different genres.)*

D. Writing Skills

D-1 Convey intended meaning using a range of vocabulary, language structures, and linguistic devices accurately and appropriately. (Note W1)

D-2 Include well-developed content and relevant supporting details in writing. (Note W2)

D-3	Use a wide range of techniques to create structured and coherent texts. (Note W3)
D-4	Write texts using appropriate tone, style and register, as well as the salient features of the target genres. (Note W4)
D-5	Write a variety of texts for different purposes, contexts and audiences. (Note W5)
D-6	Research writing topics independently and develop ideas from different sources into an adequate overall plan before writing. (Note W6)
D-7	Demonstrate ability to revise, edit and proofread texts with independence (Note W7)
D-8	Respond critically to peers' drafts through questions, suggestions and comments. (Note W8)
D-9	Act on teacher feedback and use it to improve own writing. (Note W9)
D-10	Avoid plagiarism by paraphrasing ideas from source texts effectively and accurately. (Note W10)
D-11	Use relevant resources, including dictionaries, thesauruses and online resources, to enhance own writing. (Note W11)
D-12	Indicate properly, where necessary, the sources of others' ideas or materials made use of in own writing. (Note W12)
D-13	Demonstrate ability to work collaboratively with peers at different stages of the writing process, such as brainstorming, outlining, drafting and revising; (Note W13)
D-14	Demonstrate creativity, originality and critical thinking in writing. (Note W14)

D-15 Write with increasing fluency, confidence and motivation. (Note W15)

NOTES ON WRITING BAAs

Note W1

E.g. Sequence and categorize complex details from more than one text presented in totally different formats in chronological order, distinguish *between presentations of an event in different genres.*

Note W2

Develop the content of a text fully and use relevant details to illustrate, support, exemplify and elaborate on the main points.

Note W3

Grammatical cohesion – e.g. pronouns (*he, she, it, they*), conjunctions (and, *but, however, although*), definite article (*the*) to refer to an item previously mentioned

Lexical cohesion– e.g. repetitions (repeating *pollution* in an essay about pollution), synonyms (*slim, slender*), antonyms (*relaxed, nervous*) and collocations (*do me a favour, hard and fast rules*)

Information distribution – usually old information is presented before new information, e.g. *Everyone has certain roles to play in society. These roles (old information) can be looked at from different perspectives (new information).*

Compare: *Everyone has certain roles to play in society. Different perspectives (new information) can be used to look at these roles (old information)* (better coherence in the first than the second sentence)

Metadiscourse (i.e. linguistic material that helps the reader organize and interpret information in texts) such as:

Announcements – *There are three reasons for this phenomenon …*

Sequencers – *First, second, third*

Reminders – *as noted earlier*

Topicalizers (indicating a topic shift) – *with regard to family violence, …*

Note W4

Examples:

Genre	**Purpose**	**Text structure**	**Sample language features**	**Tone, style & register**
Letter to the editor	To put forward a point of view	Background (optional) –thesis– arguments– reinforcement of thesis	Simple present tense; compound and complex sentences; connectives	Serious tone and style; formal register
Newspaper editorial	To discuss an issue	Background (optional) –issue– arguments for – arguments against– recommendations	Simple present tense; compound and complex sentences; connectives	Serious tone and style; formal register
Letter of complaint	To make a complaint	Orientation-complaint-solution(s)-closing	Present perfect tense; modal verbs; adjectives/adjective phrases; connectives	Firm and assertive tone and style; formal register
Letter of advice	To give advice	Opening– problem-advice-closing	Simple present tense; modal verbs, imperatives, conditional sentences; connectives	Concerned and sincere tone and style; less formal register

Note W5

Variety of texts – e.g. letters to the editor, editorials, letters of complaint, letters of advice, proposals, informal letters, reports, posters, and leaflets.

Note W6

At the pre-writing stage, students gather ideas about a writing topic independently (e.g. conducting Internet research, reading newspapers, collecting ideas from interviews), select and use information from different sources to develop a writing plan (e.g. in the form of a visual organizer like a table, a flow chart, or a Venn diagram).

Note W7

Review and revise own drafts for content, organization, language, audience and style; edit and proofread final drafts for grammar, vocabulary and mechanics.

Note W8

Review peer's drafts critically, either orally or in writing, using the success criteria established by the teacher; help peers revise drafts for content, organization, language, audience and style through asking questions and giving constructive suggestions and comments.

Note W9
Read teacher feedback carefully, reflect on it, recognize own strengths and weaknesses, and use feedback to improve own writing – e.g. set goals for further improvement.

Note W10
e.g.,
Source text: *There is no elevator to success. You have to take the stairs.*
Paraphrase: *There is no short cut to success. You have to make effort in order to succeed.*

Note W11
Use resources such as dictionaries, thesauruses and online resources like online grammar checkers (e.g. Microsoft Word or other commercially available resources) and concordancing to improve own writing.

Note W12
Include direct or indirect citations in text, and where necessary, use appropriate and consistent referencing conventions.

Note W13
Work collaboratively with peers in pairs or small groups at different stages of writing:
Pre-writing – e.g. to brainstorm ideas, develop mind maps or outlines
Drafting – e.g. to engage in collaborative writing
Revision – e.g. to give peer feedback to help peers improve their writing

Note W14
Creativity and originality – e.g. in personal and creative texts such as diaries, blog entries, stories, poems, jokes and riddles
Critical thinking – e.g. in argumentative texts and newspaper commentaries

Note W15
Students build confidence and enhance motivation towards writing.

Chapter 3. Developing the School-based English Language Curriculum

3.1 Principles for developing the school-based English Language curriculum

School-based curriculum development is a highly context-laden endeavor. Each school has its own characteristics. Developing the school-based curriculum is seldom a strictly linear process, as it involves a variety of factors and decisions. The following are some principles that merit attention in the process.

3.1.1 A widened notion of the school-based curriculum

In the literature on curriculum development, a distinction is made between a (teaching) syllabus and a curriculum. A syllabus is a list of the major teaching contents (e.g., topics) to be covered. A curriculum contains the teaching syllabus, but also all the teaching and learning activities that, when taken together, contribute to the achievement of the ultimate curriculum goals.

For the subject English Language, the school-based curriculum should not be construed as simply the totality of what goes on during the timetabled lessons. It also covers all the learning experiences related to English that students will go through. These may be in the form of after-school extra-curricular activities, enrichment or intervention programmes, English Week, English-related competitions and displays, short morning reading sessions, campus radio/television, extensive reading programmes, etc.

3.1.2 Integrative use of English for communicative purposes

For operational reasons, the school-based English Language curriculum may consist of different components and activities. The individual components, lessons, and activities may have their specific objectives. One way to ascertain whether these different parts are working together to form a coherent and effective teaching and learning programme is to ask whether the individual components and activities are helping students acquire the ability to use English for communicative purposes. In this regard, the Basic Academic Attainments are

useful points of reference, as they specify the language skills for communication that students should aim towards in each phase of schooling.

3.1.3 The needs and interest of students in different phases of schooling

Students undergoing different stages of schooling have different interests and needs. These differences should be taken into account when drawing up the school-based English Language curriculum. Generally speaking, students in Senior Secondary have developed cognitively and matured emotionally to a considerable extent. They are curious about the world and things around them and have stronger needs for companionship. They will also start to think seriously about further studies and/or employment.

3.1.4 The school's strengths and characteristics

Each school has its own strengths and characteristics. It has its own culture and missions. Its staff members may have special areas of expertise. Its students are also different. These factors should also be taken into consideration, so that the school-based English Language curriculum can capitalize on the school's strengths and characteristics.

3.1.5 Compartmentalised vs Integrated?

Some schools have the practice of compartmentalizing the English lessons, labelling them as GE, Reading, Oral, etc., while others follow a more flexible and integrative approach, using each English lesson on the weekly timetable according to the progress in connection with the unit plan. Both approaches have their own merits. The important consideration is that whichever approach is followed, developing students' communicative competence and working towards the Basic Academic Attainment items (hereafter *BAAs*, or *BAA items*, when reference is made to the individual Attainment items) should be at the forefront of teachers' attention.

At the senior secondary level where students have already acquired considerable English language knowledge and skills, there is an even larger scope for teaching to be more integrative.

3.1.6 The need for recycling

Given the nature of language use, some of the BAA items for English are more holistic than others. A BAA item can often be dealt with at different cognitive and linguistic levels. For example, how difficult is the subject matter of the reading text? How difficult is the language of the reading text in terms of, for instance, vocabulary and sentence structures?

Hence, while compiling the school-based English Language curriculum, it is necessary to note that many of the BAA items need recycling at successive higher grade levels, using contexts, subject matter content, and language, that are increasingly demanding. The BAA items should not be taken as a simple to-do list, in that once an item is dealt with in a certain grade level; it is crossed off and never re-visited again.

3.1.7 Moving beyond the BAAs

For English Language, the BAA items set out the basic language skills that students should work towards. However, as pointed out above, each school has its own strengths and characteristics. Schools need not confine themselves to the BAA items when drawing up their school-based English Language curriculum. They should be alert to the possibility of moving beyond the BAAs, especially if their own situation allows it.

3.1.8 School-based curriculum as an ongoing process

While it is necessary to engage in sufficient planning prior to actual teaching, it should be recognized that in essence, any school-based curriculum compiled is only a tentative decision, based on our professional knowledge and judgment at a particular point in time. Its actual efficacy has to be ascertained through classroom implementation. Furthermore, the students also vary from year to year in terms of their ability, needs, and interest. School-based curriculum development should be taken as an ongoing process. It is advisable, therefore, that a system of noting down how well a unit/activity has gone, no matter how brief the system is, will facilitate the revision of the yearly schemes of work.

3.1.9 The school-based curriculum and external examinations

Students in senior secondary levels will begin to consider further studies and/or employment. As such, a considerable number of them may intend to sit for university admission examinations, or English proficiency assessments administered by established English language assessment agencies. While teachers may need to help their students familiarize themselves with the format and content of these examinations, care should be taken that the school-based curriculum does not occupy itself solely with external examination preparation. While some examination practice may be necessary, ultimately, high performance in examinations originate from quality teaching and learning.

3.2 How to develop the school-based English Language curriculum

Below are some suggestions that may facilitate the process of developing the school-based English Language curriculum.

3.2.1 Using real-life themes to contextualize learning activities

The contents of the school-based English Language curriculum will consist of:

(a) Development in the skills of listening, speaking, reading, and writing;

(b) Activities that serve to nurture positive attitudes towards learning English and to develop students' learning skills and strategies; and

(c) Aspects of the language itself, e.g., phonics, pronunciation, vocabulary, grammar, etc.

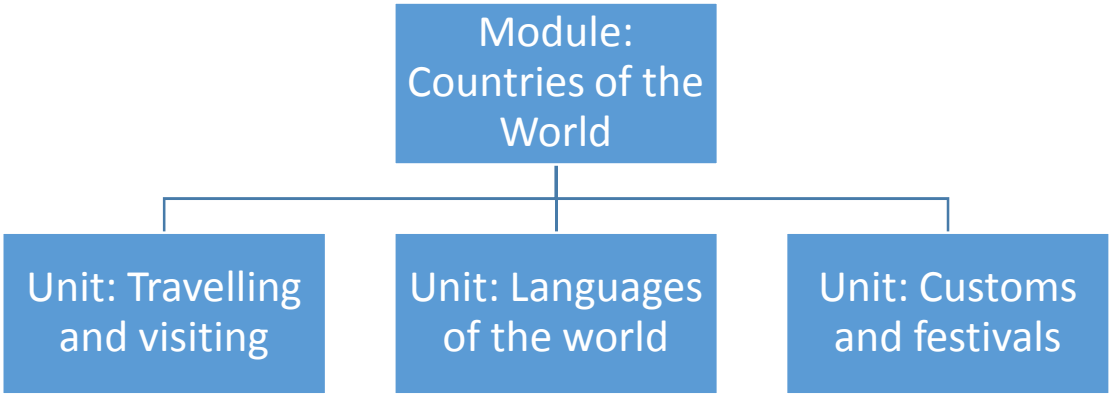
While there are times when teachers may focus on a particular element above, for example, when they are presenting a grammar item and getting students to practise the grammar item, or when they conduct a reading lesson to help students develop certain reading skills or learn certain new vocabulary items, these various teaching and learning activities should be contextualized

within real-life situations as far as possible, so that students will find the language learning experience purposeful and meaningful, as well as interesting. Contextualising learning activities will also increase the chances of students being able to apply their language knowledge and skills in real-life situations.

3.2.2 Organising teaching and learning activities into units

The above paragraph has underscored the importance of contextualizing teaching and learning activities. However, to avoid having to create a new context every time a new teaching or learning activity commences, one handy solution is to use the same theme for linking a series of related lessons. Each series of related lessons will comprise a unit. All the teaching and learning activities within a unit will be derived from the theme of the unit.

The theme of a unit will be a topic related to a real-life situation or matter that is of relevance and interest to the students. Since a theme may be broad enough (e.g., people around us) to include smaller themes (e.g., family members; friends at school; people helping us in society), it is possible that units that have related themes be grouped into modules:



Some suggested themes are provided in 3.3.2.

3.2.3 The contents and organization of a unit

A unit is a series of lessons that are united by a common theme. Each unit

will have its major/major aims, which set out in broad terms what students will be learning within that unit. The specific teaching and learning activities need to be organized into more tangible sections for classroom treatment. More detailed information can then be presented for each section, such as the focus linguistic content (e.g., a grammar item; a vocabulary set; a text type), and the main classroom activities. Additional information such as the related teaching and learning resources can be provided. The target BAAs of the unit will also be specified.

The template below shows one way to organise the BAA-oriented scheme of work (yearly plan):

Week	Dates	Module/Unit		Major Content				Target BAAs	Remarks
		Title	Module/Unit objectives	Unit/Chapter/ Section	Number of lessons	Learning objectives and activities	Resources		

Some exemplars of BAA-oriented schemes of work can be found in the appendices.

As it will be seen, there are some slight differences in format between the exemplar schemes of work as the schools follow slightly different approaches to organizing the school-based English Language curriculum. However, it is advisable that the same format be adopted for all the grade levels within a school.

3.2.4 The role of the coursebook

A school may develop its own school-based English Language curriculum from scratch. In practice, many schools will adopt a coursebook, and use the coursebook as the basis for developing the school-based curriculum. While this is a practical strategy, the school-based curriculum should not simply be a

replicate of the table of contents of the coursebook.

3.2.5 A balanced coverage of the BAAs

In actual practice, the responsibility for developing the whole-school English Language curriculum may be shared among different teachers. If this is the case, attention should be paid to ensuring continuity, progression, and linkage between the schemes of work for different grade levels. This will also ensure that there is a balanced coverage of the BAA items. To achieve that end, there should be provisions in the schools for teachers to get acquainted with the schemes of work of the grade levels other than the ones they are currently teaching, as well as personnel who are responsible for checking or monitoring the vertical coverage of the BAA items.

3.3 Content and Topics

English language differs from the subjects in the content area (e.g., Mathematics, History) in that the ultimate goal of language learning is communicative competence, not knowledge of the linguistic system of the English language itself. This section elucidates the notion of content and topics with regard to the school-based English Language curriculum.

3.3.1 The content of the school-based English Language curriculum

In second language teaching, it is not always possible or advisable to separate *knowing what* (knowing about the language itself) and *knowing how* (being able to use the language for effective communication), especially in contexts of instructed learning (as opposed to naturalistic acquisition). For example, explicit knowledge of how each punctuation mark should be used can, after conscious practice, be turned into intuitive ability to use punctuation appropriately in all writing situations.

Communicative language teaching, the current paradigm methodology in second language teaching, does not rule out knowledge of the language itself in the curriculum. What is important is that this knowledge should support, and be linked to, effective communicative in the target language.

For the subject English Language, content knowledge refers to the various linguistic, aspects of the language, such as grammar, vocabulary, phonics, pronunciation, communicative functions, text types, discourse features, pronunciation, etc. In selecting what language knowledge to include while planning the school-based English Language curriculum, teachers should strive to ensure that such knowledge is not presented or learnt in an isolated manner, but that it should contribute to the overall communicative aims and objectives of the various teaching units and activities.

Four major areas of language content are discussed in greater detail below. They are vocabulary, grammar, communicative functions, and text types.

3.3.1.1 Vocabulary

One fundamental consideration in developing the school-based English Language curriculum is whether to specify the target vocabulary items for each unit. This consideration is often accompanied by the question of what sources to refer to when deciding on what vocabulary items to select for teaching.

It was common practice in the past to prescribe an official word list in central English Language curricula. Teachers would then refer to the official word list when making decisions about what words to teach. Such official word lists were usually based on frequency counts, and included what would be referred to as high frequency words. However, this practice has been increasingly questioned in recent years. Some of the reasons are as follows:

- What is the corpus (a large collection of language data from authentic sources) from which the list of high frequency words is derived? Is this corpus representative enough?
- Language use is changing all the time. For instance, it is obvious that many lexical items related to computer technology have entered daily usage in recent years. Societal and political developments will also impact on the vocabulary that people use. Would an official word list be able to catch up with changes in real-life vocabulary use?
- What about spoken language? Would there be a major difference between spoken language and written language in terms of the lexical items used?
- High frequency words that are derived from corpus-based investigations

may not be the ones that are important or relevant to schoolchildren's experiences or interest.

As a result, in recent years, most official English Language curricula have refrained from providing a word list.

Another reason which has led to the absence of official word lists is related to second language teaching methodology. As can be seen from previous sections, current teaching methodology emphasizes contextualization by choosing thematic topics that are of relevance and interest to students. In other words, the selection of what words to teach should come after the selection of topics. Subsequently, further selections should be made with reference to what vocabulary items students need to learn in order to follow the teaching and learning activities derived from the topic chosen.

In summary, in line with the current trends in second language curriculum development, this Curriculum Guide will not include a word list. In coming up with the school-based English language curriculum, teachers should make decisions about vocabulary selection with reference to: (a) the thematic topic chosen for a teaching unit, and (b) students' readiness, interest, and needs.

3.3.1.2 Grammar

Grammar is another important component of the second language curriculum, as mastery of grammar enables us to comprehend spoken and written language, and to express ourselves accurately through speaking and writing. While we acquire much of the grammar of our native language naturalistically, in instructed second language learning, grammar has to be acquired through conscious effort.

In developing the school-based English Language curriculum, decisions have to be made regarding what grammar items to teach, and when. Traditionally, such decisions were based on subjective assessments of the formal difficulty (i.e., difficulty in terms of language form) of various grammar items (e.g., Simple Past tense is more 'difficult' than Simple Present tense; Active sentences are considered 'easier' than Passive sentences). A grammar syllabus, beginning with the 'easiest' items, would then be drawn up.

Current communicative methodologies have challenged (a) teaching grammar

for its own sake, (b) compartmentalizing the teaching of grammar, and (c) prescribing a sequence for the grammar items to be taught based on perceived formal difficulty. The emphasis on contextualizing language teaching through thematic topics has also led to the practice of selecting grammar items that (a) are related to the topic in question and (b) are needed for the teaching and learning activities related to the exploitation of that topic.

Nevertheless, many teachers, based on their learning and teaching experience, will still be able to make intuitive judgments as to which grammar items are easier or more difficult and hence when they should be taught. As a result, decisions regarding the grammar component in the school-based curriculum development have to be based on both considerations: (a) those grammar items needed for the topic and the teaching and learning activities for a teaching unit, and (b) perceived difficulty of the various grammar items. Teachers should also be aware of the need for recycling previously taught items for enhanced mastery by students, and for extending the meanings and functions of those items.

At the senior secondary levels, students will have learnt the major grammar items already. Hence, this curriculum guide will not include a grammar inventory. If needed, teachers may refer to the Curriculum Guide for Junior Secondary. Nevertheless, as mentioned above, some grammar items may need recycling at the senior secondary levels.

3.3.1.3 Communicative functions

Communicative functions are the more specific objectives for using language in certain common social situations. For example, when we meet someone we know, we greet them, and respond to greetings. There may be certain expressions that people often use for such social communication purposes, as when people meet each other. Students may be taught directly the expressions for fulfilling these purposes, especially since some of them are culture-specific (e.g., asking for permission to do something; apologizing). In fact, some of the BAA items capture specific communicative functions.

It should be noted, however, that if we are mindful of the communicative purposes of what we teach on a daily basis, we will also dealing with a large range of communicative functions all the time. For example, while teaching the Simple Past tense, if we do not get fixated on the language form, i.e., how to form verbs in

the Past Tense, but also attend to the purpose of using the Past Tense, we will naturally be dealing with the communicative function “Talking about past events.”

Hence, although a list of common communicative functions is provided below, it is for illustration purposes only. The list is not exhaustive, and teachers need not hesitate to include other communicative functions when they draw up their school-based English Language curriculum.

- Taking leave.
- Asking for repetition.
- Expressing good wishes.
- Asking and telling the time, days and dates.
- Invitations.
- Accepting invitations
- Declining invitations.
- Apologies.
- Responding to apologies.
- Making appointments.
- Asking the way.
- Making a request.
- Responding to a request.
- Starting and ending a (telephone) conversation.
- Giving praise and encouragement.
- Expressing needs and wants.
- Offering something/offering to help.
- Accepting offers.
- Decline offers.
- Making suggestions.

- Responding to suggestions.
- Intentions and plans.
- Reminding.
- Rules, warnings and prohibitions.
- Ability and inability.
- Asking for and giving advice.
- Responding to advice.
- Likes and dislikes.
- State opinions.
- Agreement and disagreement.
- Expressing feelings.
- Showing concern.
- Predictions about the future.
- Stating preferences.
- Hopes and wishes.
- Comparing.
- Describing a process.
- Giving directions.
- Explaining one’s intentions, reasons, etc.
- Asking for and giving information.
- Expressing regret.
- Showing sympathy.
- Expression uncertainty.

3.3.1.4 Text types

The term “text type” has been defined in different ways, but in the context of second language curriculum design, it refers to the way a piece of discourse (usually written though the term can also apply to spoken discourse) is organized in terms of its information structure and physical appearance. For example, a recipe, a comic strip, and an email are different text types. Each has a special appearance, and its content ideas are presented in a different way. The notion of text type has particular significance for the teaching of reading, since students need to recognize the various text types and understand how the information in each text is organized.

A list of text types is provided below for illustration purposes. This list is neither exhaustive nor prescriptive. It should also be noted that text types may overlap in terms of content or purpose. For example, a leaflet may be an advertisement. It may also be a factsheet.

- Advertisements
- Application forms
- Biographies
- Blogs
- Brochures
- Cards
- Captions
- Cartoons and comics
- Charts
- Conversations
- Diaries
- Dictionary entries
- Directories
- Emails
- Fables and folk tales

- Factsheets
- Feature articles
- Fiction and novels
- Formal letters
- Infographics
- Instructions
- Jokes
- Journals
- Leaflets
- Lists
- Magazine articles
- Manuals
- Maps
- Newspaper reports
- Notes
- Notices
- Personal letters
- Poems
- Postcards
- Questionnaires
- Recipes
- Reports
- Reviews of books and films
- Rhymes
- Riddles
- Rules

- Short plays
- Short reports
- Short stories
- Signs
- Songs
- Speeches
- Tables
- Table of contents
- Text messages
- Timetables
- TV/Radio programmes
- Web pages

3.3.2 Topics

Given the nature of language teaching and learning, the notion of topics is different from that for subjects in the content area (e.g., general studies). In English Language teaching, topics are themes from real life that are used for contextualizing teaching and learning activities. In some cases, they might involve authentic subject matter knowledge, such as when students find out how eclipses happen or the types of eclipse there are from a reading text. Nevertheless, the primary function of topics is still to provide a context for language work.

The following is a list of example topics. This list is not exhaustive; nor is it prescriptive. The examples only serve to illustrate the idea of using topics for contextualizing language activities. Teachers should feel free to think of topics that they find useful or interesting to students.

- Interpersonal relationships

- Festivals and special events
- People around us
- Places of interest
- After-school/Weekend activities
- Holidays
- Macao SAR
- Feelings
- Food and drinks
- Weather
- Nature
- Caring for others
- Eating habits
- Hobbies
- Growing up
- Sports and games
- My home
- Fun activities
- Travelling
- Cultural heritage
- Animals and pets
- Society
- Jobs
- Neighbours
- Proper behaviour
- Leisure
- Seasons

- Objects around us (e.g., water, air, fire)
- Countries of the world
- Adolescents and teenagers
- Technology
- Social media
- Social issues
- Caring for the environment
- Further studies
- Planning for one's future
- Self-awareness
- Moral/Ethical considerations
- Religions
- Commercialism
- Interpersonal communications
- Intellectual property and copyrights issues
- Etiquettes and manner
- Crimes and social order
- Cultural differences
- Education
- Countries and cultures
- Conflicts (e.g., inner self; interpersonal; EQ management)
- Virtual Reality and Augmented Reality
- Volunteering work
- Teenage pressures

3.4 Allocation of Time for Teaching Activities

According to *the Curriculum Framework for Formal Education of Local Education System* (Macao SAR Government Administrative Regulation No. 15/2014), the time of teaching activities for English Language in senior secondary schools using English as the medium of instruction is stated as follows:

For the entire 3 years of senior secondary education	A total of 18600-26040

In working out the number of lessons per week and the length of each lesson, the following requirements should be taken into account:

- The time of teaching activities does not include the time of examination at the end of each term/ semester.
- The minimum time of each lesson is 35 minutes and the maximum is 45 minutes.
- There are 39 weeks in each school year for senior secondary 1 and 2 (Form 4 and 5) (Schools have full autonomy in deciding the number of teaching weeks of each school year on condition that they follow the regulation of 195 school days). Senior secondary 3 can be exempt from the regulation of 195 school days on condition that the requirements of the time of teaching activities and leisure activities of senior secondary education are met.
- The total teaching time of the 3 school years of senior secondary education is counted as 93 weeks. (There are 35 weeks for senior secondary 1 and 2 (Form 4 and 5), and there are 23 weeks for senior secondary 3 (Form 6), not including the examination time at the end each semester or term.)

Below is an example for transferring total number of minutes to be covered from Form 4 to Form 6 to the number of English lessons to be conducted for each week with the condition that each lesson will last for 40 minutes:

18600 minutes ÷ (35 X2+23 X 1)weeks ÷40 minutes

= 18600minutes÷93weeks÷40minutes

= 5 periods

26040minutes ÷ (35 X2+23 X 1) weeks ÷40 minutes

= 26040minutes÷93weeks÷40minutes

=7 periods

Please be aware that the number of weeks may vary among different schools and the number of minutes for each lesson may range from 35 to 45 minutes. In case these two factors vary, the number of lessons for each week will vary accordingly.

Chapter 4: Curriculum Design and Implementation

4.1 Basic theories for curriculum design and implementation

4.1.1 English language curriculum design process

English language curriculum design involves the integration of knowledge from a number of areas in the field of Applied Linguistics, including English language teaching methodology, second language acquisition, language assessment, language curriculum design, and language materials development. Figure 1 presents an adapted English language curriculum design model comprising a subdivided inner circle and three outer circles. The components of the curriculum design process shown in Figure 1 are defined as follows.

Goals: Goals and objectives are the general intended purposes and desired achievements of a particular educational environment. Crucially, they provide a framework for assessing the effectiveness of an English language curriculum. Goals and objectives generally characterize three types of language learning: knowledge, skills, and attitudes. The goals of a language lesson can focus on one or more of the following: language, ideas, skills, or text (discourse).

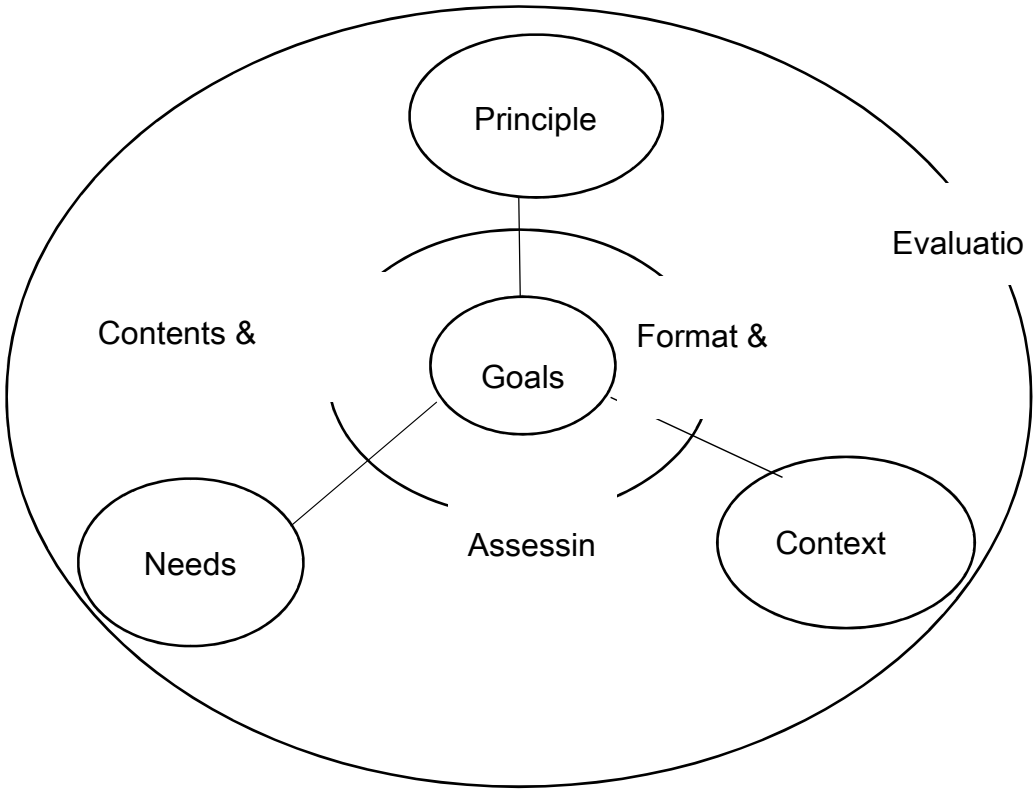


Figure 1 A model of English curriculum design process (Nation & Macalister, 2010)

Principles: Principles provide a structure for examining the variables that constitute the reality of curriculum design and the inter-relationships among them. Principles must be based on research and theory about English language education and allow variety and flexibility in their application to suit various teaching and learning contexts. The application of principles first involves determining which principles are the most important, and then monitoring their application throughout the design process. The result of that application is a course in which learning is given the utmost support.

Needs and context analysis: Needs as an internal factor and the context as an external factor constitute situational analysis, and needs analysis looks into necessities, lacks, and wants. It investigates what the language learners know already and what they need to know. Context analysis is defined as a detailed examination of the environment within which the curriculum is to be administered and the application of that analysis to curriculum planning. In undertaking context analysis, a curriculum developer is required to perform a needs assessment to identify problems, select appropriate factors, collect and analyze data, analyze the environment, and finally make recommendations as a basis for curriculum development. There is also a need to examine the nature of learners, teachers, and the teaching context. The

steps are as follows.

i. Identifying local needs
ii. Understanding the local curriculum context
iii. Facilitating subsequent curriculum development
iv. Providing a database for devising curriculum goals and objectives

Contents and sequencing: This part of the inner circle represents the language items to teach and learn in a language course, the order in which they occur, and the ideas content used as a vehicle for the language items. The lessons of a language course can be organized in two major different ways – a linear development (the material in one lesson depends on the learning that has occurred in previous lessons) and a modular arrangement (each lesson is separate from the others and the lessons can be conducted in any order).

Assessing: It represents the necessity to give attention to observing learning, testing the results of learning, and providing feedback to the language learners about their performance and progress.

Format and presentation: At the format and presentation stage of the curriculum design process, the information gathered from needs and context analysis and the principles selected to promote learning come together in activities that involve the language learners. Decisions regarding constraints, needs, principles, content, and sequencing will be only indirectly observable through the format and presentation of the lessons. To provide a balanced range of opportunities for language learning, an English language lesson needs to consist of four strands – meaning-focused input, meaning-focused output, language-focused-learning and fluency development.

Evaluation: Evaluation is the process by which we attempt to gauge the value and effectiveness of any particular educational activity. The large outer circle can involve examining various aspects of a curriculum to see if the course is effective and adequate and where it needs improvement.

This model has illustrated the procedure of designing English language curriculum in various teaching and learning contexts. English language teachers can refer to this model when they face curriculum issues or design their own curriculum in specific contexts.

4.1.2 Effective implementation

There are various perspectives of curriculum implementation, and researchers have developed different curriculum implementation models. While these theoretical perspectives and curriculum implementation models have their own advantages and disadvantages, it is recommended that English language curriculum design should be flexible, dynamic and recursive. English language curriculum implementation requires restructuring and replacement, and primary in this restructuring is fostering and molding changes in people. English language curriculum implementation occurs in specific and individual teaching and learning settings with varying history, unique competencies among staff, particular expectations among community members and various capacities with regard to materials and monetary resources. The implementation of the English language curriculum is more than delivering new course materials. It requires an understanding of the purpose of the program, the roles people will play, and those affected. This process needs to be planned, but not rigid. It requires constant fine-tuning and a community of trust.

Successful curriculum implementation results from careful planning with a focus on three factors: people, progress, and processes. To ensure that English courses are implemented effectively, both internal and external factors should be taken into consideration, and the key players in curriculum implementation must become involved in the process. Educators need to understand the structure of the school, its traditions and power relationships, and how school members see themselves and their roles. Successful curriculum implementers should realize that implementation must appeal to participants not only logically, but also emotionally and morally.

4.1.2.1 Incrementalism/Improvement

Many educators view implementation as a procedure for managing change. Implementers must engage in self-reflection on the actual purpose of the change being considered. Focusing on changing the curriculum and the school culture places emphasis on change management. Also, as improvement equals increased quality and performance over time, sufficient time should be allowed for the change.

A control mentality often governs the improvement process, with various power groups striving to direct various avenues of change to serve their own particular purposes. Power groups range from political and parent power groups to educator

power groups, and there must be cooperation among them if curricula that benefit students are to be implemented. Sufficient time must be allocated for English curriculum implementation if improved teaching and learning effects are to be achieved. Schools as a power group are encouraged to make flexible use of lesson time, school time (other than lesson time), and time during holidays to facilitate learning and teaching in the following ways.

- Arrange for double- or triple-period sessions per week or cycle, and allow uninterrupted stretches of time for extended tasks, projects, visits, and learner or professional activities.
- Set aside a short, regular period of time each day for reading to help learners to build up their reading habits and skills for lifelong learning.
- Plan school timetables and calendars that incorporate flexibility.

Teachers, as another power group, also need to manage their classrooms effectively and flexibly. Flexible grouping is one of the strategies that can be used to cater for variations in learners' needs, abilities, and interests. When grouping learners, the teacher should:

- recognize the individual differences in the group;
- avoid possible labeling effects on learners by changing the size and composition of groups as appropriate; and
- make decisions relating to the ability (i.e., similar- or mixed-ability grouping) and size of groups according to the purposes and requirements of the tasks at hand.

4.1.2.2 Communication

To ensure adequate communication, a curriculum specialist must understand a school's communication channels. Communication channels can be either vertical (between people at different levels of the school hierarchy) or horizontal (between people at the same hierarchical level). For example, communication between a principal and teacher is vertical, whereas communication between two teachers is horizontal.

Horizontal networking among peers is being encouraged in many school restructuring efforts. Collaborative lesson preparation, which constitutes a type of

horizontal communication, is essential to curriculum development within schools. It provides a good opportunity for teachers to discuss experiences and ideas and to build rapport and team spirit within the English panel. Teachers do not work in isolation, in fact, they can make full use of networking and multimedia technology. During collaborative lesson preparation, teachers are encouraged to:

- review current practices with reference to the latest developments of the central English language curriculum;
- improve the school-based English language curriculum based on a review of current practices and learners' work, performance, and feedback;
- develop appropriate teaching plans or strategies;
- select teaching content and design learning, teaching, assessment, and homework activities that suit learners' needs;
- share or develop teaching materials and learning resources; and
- establish mutual support and develop a collaborative culture within the panel.

4.2 Teaching and Learning

Successful curriculum implementation depends on effective teaching and learning as well as informed curriculum design. This section discusses some of the major principles for the effective teaching and learning of English.

4.2.1 Attention to the communicative dimension of language teaching and learning

Traditional language teaching focused on explicit knowledge, especially of grammar and vocabulary. Grammar and vocabulary were often taught for their own sake. Even when there was an awareness of language use as the ultimate goal of learning, the assumption was often that as learners had built up sufficient knowledge of grammar rules and lexical items, they would be able to 'use' the target language for 'communication' in due course.

Today, the field of second language teaching recognizes that communicative competence, rather than knowledge of grammar and vocabulary, is the goal of learning for the majority of second language learners. Success in language learning is not measured by how many grammar rules or lexical items learners knows, but by

how efficiently and effectively they can use the target language through listening, speaking, reading, and writing in different situations in real life.

Research in second language acquisition has also refuted the earlier assumption that the ability to communicate would surface as long as learners had accumulated sufficient knowledge of grammar and lexis. Communicative competence, in the form of listening, speaking, reading, and writing, needs to be purposefully developed, and from the early stage of language learning.

Hence, while there will be times when teachers may need to focus on teaching grammar and vocabulary, they should not lose sight of communicative competence being the general goal of teaching.

4.2.2 Language form and language function

Two sets of concepts emerge from recognizing communicative competence as the general goal of language teaching and learning. Traditional language teaching concentrated on teaching language form, e.g., *has/have + past participle* being the form of the Present Perfect tense. Much of the teaching would aim to ensure that learners could produce the verb form for the tense correctly.

Communicative language teaching, which is the current paradigm in language teaching methodology, points to the need for addressing the function of a language item as well. For example, what do people use the Present Perfect tense for? That the Present Perfect tense serves a particular function can be seen in the following exchange between Speaker A and Speaker B:

A: Let's go to Tokyo this summer.
B1: I've been there three times.
B2: I was there three times.*

Obviously, the Present Perfect tense used in response B1 carries a function that is not served by the Simple Past tense used in response B2.

Hence, when dealing with a specific language item, teachers should also be aware of the function that the particular language item is serving, on top of its form.

4.2.3 Macro skills as modes of practice vs macro skills as channels of communication

The four macro skills of communication are listening, speaking, reading, and writing. Of these four macro skills, listening and reading can be categorized as receptive skills, which require users to make sense of language input. Speaking and writing can be categorized as productive skills, which require users to produce language for communication.

It is imperative that teachers distinguish the four skills as modes of practising new language items taught, from the four skills as channels of language communication in real life. In the classroom, the presentation of a new language item often begins with the teacher getting students to listen to examples of the target language item (a new grammar structure; new vocabulary items, etc.). This is often followed by students repeating the examples, or taking part in teacher-guided practice, orally, and/or looking at the examples in written form. Finally, the students will practise the target language item in writing, either as classwork or as homework.

While the above activities involve listening, speaking, reading, and writing, they are modes of practicing a language item, rather than channels through which human beings communicate meaning. The implication for teaching is that while the former activities are necessary, teachers also need to ensure that there are macro skill activities that involve genuine exchange of meaning.

4.2.4 Accuracy and Fluency

As mentioned above, a macro skill can be employed as a mode of practice, or used as a channel for communication. For example, after presenting a grammar structure, say, the Present Continuous tense, the teacher may conduct a series of controlled oral practices to enable students to produce sentences in the correct *"is/am/are + ing"* form. The purpose of such practices is that students will master the correct form of the Present Continuous tense. It is thus understandable that such practice activities should aim for a high level of accuracy. When students make an error, the teacher may correct them instantly.

While this initial emphasis on accuracy is necessary, it cannot be assumed that the level of accuracy thus attained can be carried immediately over to authentic and communicative language use. After the initial controlled practice, students need practice activities (sometimes called pre-communicative activities) which are freer

and more meaning-oriented. In these activities, students begin to use the language items that they have learnt and practiced under controlled condition, to convey meaning. The purpose of such activities is not simply to produce sentences which are correct in terms of language form, but sentences that express the intended meaning. Later, depending on the level of the students, the teacher may move on to activities which are highly communicative, i.e., activities which are free, which do not confine students to one or two language structures, and which get more attention to the content ideas to be conveyed.

Such pre-communicative and communicative activities, whether they are in the form of speaking or writing, are necessary if students are to achieve a high level of communicative competence. However, once students pay more attention to expressing meaning than production of the correct language form, errors will inevitably occur. In fact, the more risks that students take in expressing themselves, the more language errors they may produce. This is a natural part of language learning, and teachers should put such errors in proper perspective. The ability to produce language for genuine communication, whether in speech or writing, with accuracy and communicative effectiveness, does not take place overnight.

There are two solutions that teachers can consider. The first is that at the end of an activity (speaking or writing) which has a major focus on communication of ideas; invite students to reflect on the language that they have used to see if any improvement can be made. For example, while students are engaged in a pair-work activity that involves an information gap, the teacher may move around, listen to the language produced by the students, and make a note of the errors that they have produced. When the students have finished, present some of these errors to the whole class and ask the students how they may be corrected. Similarly, in writing tasks which are more communicative, when students have finished saying what they have wanted to say, encourage them to look back on the language that they have used to see if there are any errors or sentences that can be improved.

The second solution is to promote extensive listening and reading. Students' mastery of the target language, in terms of both mastery of language form and communicative effectiveness, will be enhanced through additional exposure to the language they are learning.

4.2.5 Task orientation

Communicative language teaching (CLT) is usually taken to represent a set of principles that guide language teaching. One approach to realizing communicative language teaching in terms of curriculum design and classroom pedagogy is known as task-based learning (TBL), which puts *tasks* as the central concept in how we organize our teaching program and classroom activities.

Different models of TBL have been proposed. Some of these models have very stringent criteria for what counts as a *task*. These different models are based on different assumptions of second language acquisition, the goal of the second language curriculum, teaching environments, etc., and hence need not be followed to the letter in any particular education system; the broad notion of *task* is worth our attention.

Traditional language teaching resorted to much one-way lecturing by the teacher, which was based on the assumption that students learnt a language by listening to explanations on language points provided by the teacher. Listening to the teacher's explanations was equated with 'learning' the target language. Today, our understanding is that such listening constitutes only one part of the language acquisition process. The emphasis on *tasks*, even if the term is to be interpreted loosely, is a reminder that on top of teacher explanations, much of class time needs to be devoted to engaging students in a variety of activities, whether they are in the form of teacher-led interaction, whole-class repetition, pair work, group work, games, or individual reading or writing.

One way to guide the creation of learning tasks is to think along the lines of linguistic challenge and/or cognitive challenge. Linguistic challenge refers to the language difficulty involved in processing the task. Is the language involved, whether it is for receptive or productive use, too difficult or too easy for the students? If the language required for completing the task is way above the students' present level, they will not be able to handle it. If the language required for completing tasks remains too easy for the students, then their language ability will not develop for lack of challenge. Cognitive challenge refers to the mental demand that is involved in completing the task. Does the task require some thinking? Is this thinking too simple or too complicated for the students? An appropriate level of cognitive challenge not only satisfies students' psychological needs, but also shows indirectly how language learning is intertwined with real life activities.

There are times when we need to give students that sense of security of being

able to complete task with some effort, and times when we need to stretch their ability so that their language ability will develop and their motivation will be sustained.

4.2.6 Learning to learn

Recent advances in language teaching methodology have paid increasing attention to the role of the learner in the teaching and learning process. This is in line with the general trend, in curriculum and teaching, of developing the learner as a self-directed, autonomous, learner. This development has particular significance for language teaching given the nature of language learning. Specifically, when students are motivated enough, they can learn a lot more about the language through extensive listening and reading, and looking up language references themselves, than from the teacher's input only. One way to facilitate that is to provide students with learner training. For example, instead of explaining all the new vocabulary items in a reading text to students, students should be encouraged to guess the meanings from the context, and/or look up some of them in the dictionary before/after the lesson.

Showing students how to use a dictionary is a form of learner training. But learner training can take many forms. In their day-to-day training, as long as teachers refrain from imparting all the target information to students, and instead provide students with examples and guide them to deduce a pattern, work out a generalization, etc., they are providing students with learner training. This heightened language awareness will be invaluable to students as they continue to learn the language. For instance, in presenting count nouns and non-count nouns, rather than explain the 'rules' to the students, teachers can show students examples of the two types of nouns from a context, and guide students to see the difference between them. This heightened sensitivity will be useful to students when they come across special cases of count nouns and non-count nouns later.

4.2.7 Differentiated Instruction

Learners differ in terms of their beginning proficiency, rate of language acquisition, learning style, and motivation. It is not uncommon today to find students with different levels of language ability within the same class. Catering for individual differences is becoming a core responsibility of the teacher.

There is now a literature on differentiation instruction in general, and on mixed

ability teaching in language pedagogy. It may take some time for teachers to master the techniques for catering for individual differences, but an awareness and acceptance that learners are different is a necessary first step. For a start, teachers may pay more attention to grading their teaching content for different ability levels. For example, in whole-class teaching, teachers may have a stock of questions that range from easy to difficult, and distribute these questions accordingly during a lesson so that most students, whatever their ability, have a chance to display their knowledge and ability. For written classwork and homework, teachers may use graded worksheets (at 3 different difficulty levels) with students of different abilities.

Of course, sometimes other considerations may be at play. For example, when putting students together for pair-work or group work, there are times when the teacher may pair up a more able student with a less able student, so that the latter can learn from the former.

A word of caution may be necessary here. With the awareness that less able students should also be attended to, some teachers may constantly simplify the task demand, thinking that such learners will then get a sense of accomplishment. While this may be necessary in the beginning to build up students' confidence, continuing to do so indiscriminately may result in less able students falling further and further behind the average students. Hence, teachers need to be alert to such students' progress, and raise the linguistic and/or cognitive challenge of the learning activities, when the students are ready.

4.2.8 Enrichment activities

Enrichment activities, as the term is used here, refer to a variety of scripted or non-scripted fun-based activities that supplement the formal content of the school-based curriculum. Examples include limericks, jazz chants, classroom drama, songs, language games, debates, simulations, and reader's theatre.

These are activities particularly useful for livening up English language learning. They help to keep up students' interest in learning English, and build a pleasurable atmosphere in the classroom for language learning. These activities also have the advantage of catering for less confident or adventurous students, who are often less willing to speak out.

Videos of such activities can now be found quite easily on the Internet. When choosing such activities for a lesson, teachers may make their own choice on the basis of either the topic, i.e. something which is related to the theme of the current

teaching unit, or the language, i.e., something which is related to the current target language focus (e.g., phonics, grammar and vocabulary).

However, teachers need also to consider the age and development of the students. For example, with junior secondary students, avoid using resources or activities that make students think that they are being treated as very young children.

4.2.9 Application of technology

The field of computer-assisted language learning has advanced phenomenally quickly in the last ten years. Technology has opened up many possible language learning activities which hitherto could not even be conceived of.

Certainly the application of technology in language teaching depends on factors such as the availability of hardware, and schools' mobile infrastructure. If teachers are teaching at a school which is well-equipped for e-learning, they should then look for opportunities to enhance their teaching with technology.

Of course, it has to be emphasized that teachers should not use technology just for the sake of using it. After all, it is the teacher's creativity and teaching ideas that are crucial. Technology should be supporting teachers' teaching ideas, and not replacing teachers. But, as discussed above, technology makes many language learning activities possible which would be otherwise impossible. Hence, if their teaching situations permit, teachers should keep an eye open for opportunities of enhancing their teaching with technology.

4.3 Development, construction and utilization of school curriculum resources

To facilitate English language curriculum implementation, curriculum designers must provide the necessary support for their recommended curricular innovations or modifications by developing, constructing and utilizing school curriculum resources. They and the entire school community must facilitate the building of capacity and capability.

In-service training and staff development

In-service training and staff development are necessary for teachers who lack a

good understanding of the curriculum and its creation process:

- Effective in-service programs result from collaborative efforts and address the needs of those who will be affected by the new curriculum.
- In-service programs are sufficiently flexible to respond to changing staff needs.
- In-service programs should be scheduled at convenient times for curriculum implementers.
- Open discussions of curricula and the numerous modern technologies available, as well as professional training in particular fields, are necessary.

Financial support

Funding is required to obtain new materials and equipment and to pay those involved in new curriculum implementation. At the local level, five steps are involved in budgeting for new programs: preparation, submission, adoption, execution, and evaluation. When a new program is going to be adopted, the school board needs to allocate funds for specific educational materials.

Trusting relationships

There must be a trusting relationship among all parties in the school for effective curriculum implementation, particularly between administrators and teachers. In addition, good peer relationships among teachers and a trusting relationship among different administrative departments are also conducive to smooth implementation.

4.4 School curriculum leadership

School leaders, usually the school principal, English course supervisor, and curriculum director, serve as the curriculum leaders within schools, although English teachers and curriculum consultants can also be curriculum leaders in initiating curricular changes. In the planning, development, and management of a school-based English language curriculum, curriculum leaders are expected to take up different roles in serving as change agents. Sometimes, students, parents, and members of the wider community can also get involved if given the chance to provide feedback on the new curriculum and its implementation process.

4.4.1 School Heads/Principals

The school principal's leadership is critical to the success of curriculum implementation. Principals determine the organizational climate and support those involved in curricular change. They need to take responsibility for piloting the change and leading administrative and instructional departments at various levels. Principals thus need to:

- adopt effective policies of instruction and evaluation;
- allocate and apply resources rationally and promote new types of educational technology;
- plan school-based training for teachers' professional development;
- invite curriculum consultants and experts to discuss educational theories and effective teaching models and to support such innovations as flipped classrooms and learning communities;
- make arrangements for peer communications, class observations among teachers, and collaborative lesson preparation to allow teachers' to benefit from one another's practical experience;
- establish and maintain positive relationships with parents; and
- create a favorable language environment informed by cultural knowledge of the target language.

4.4.2 English Curriculum Supervisors and Curriculum Directors

Curriculum implementation must be supervised and monitored. Supervisors provide direction and guidance, and make sure that teachers have the skills to deliver courses and implement changes in the desired ways. Effective supervisors realize that they must adjust their tactics to the situation and participants at hand. They serve as a bridge linking superiors and subordinates and a channel for collecting and delivering messages. Curriculum supervisors:

- organize teaching seminars and meetings for same-grade English teachers in which they prepare teaching plans or syllabuses together, analyze textbooks, and collect suggestions for further teaching research;
- evaluate the curriculum and teachers and analyze the outcomes to improve curriculum design and implementation;

- help teachers to acquire the requisite pedagogic and curricular knowledge for curriculum implementation to ensure that they are positioned to develop, evaluate, and revise school-based textbooks to suit student needs;
- design teachers' schedules and timetables flexibly; and
- coordinate with other administrative staff to promote effective communication.

4.4.3 English Teachers

Teachers are central to any curricular improvement, as they are directly involved with its implementation in the classroom. Teachers should thus possess the expertise to:

- adhere to the essence of the innovation while adapting to student needs;
- cultivate students' English skills using scientific and effective methods from the English Research Group and teacher training;
- bring their own knowledge, experience, and disposition to the curriculum and modify it to fit the current situation;
- modify their methods of teaching based on the outcomes of curriculum and teacher evaluation;
- discuss their experiences with colleagues and supervisors and engage in self-reflection;
- be creative and innovative in the teaching process; and
- adopt interactive strategies to create a positive English language learning atmosphere in the classroom.

4.4.4 Curriculum Consultants

At times, a school district may wish to bring in an external facilitator or coordinators. External consultants can help schools to analyze and assess programs and obtain grant funding. Most are based in colleges and universities, and can:

- cooperate with teachers in addressing development or implementation issues;
- work with teachers throughout the curriculum development and implementation process;
- establish peer support systems, coaching, and networks for working with internal facilitators; and
- guide teachers toward information that will help them to become comfortable with, and knowledgeable about, the innovation in question.

4.5 Professional development of teachers

Lifelong teacher professional development plays a crucial role in upholding the quality of education offered to students. In this regard, implementing the school-based curriculum provides useful and practical impetus for professional development as teachers (a) continue to reflect on and refine the school-based teaching program on an on-going basis, and (b) strive to effectively implement the teaching program effectively in day-to-day classroom teaching. Teachers should, therefore, recognize the importance of, and be open to, lifelong professional development.

Some of the principles for professional development have been mentioned in Section.

Below are examples of specific professional development activities that teachers may like to engage in:

- peer lesson observation;
- producing and sharing teaching and learning resources with colleagues;
- in-house workshops for teachers to share their teaching ideas with each other;
- action research projects;

- collaborative lesson planning;
- keeping a teaching journal;
- joining professional organizations and taking part in their activities;
- reading, and writing to, professional journals and magazines;
- attending professional development courses, events, etc.;
- mentoring new teachers;
- team teaching;
- making use of online resources for teacher development;
- visiting, volunteer teaching, etc.
- taking part in activities, competitions, etc. organized by professional organizations.

Chapter 5: Curriculum Assessment

5.1 Purposes and Significance of Curriculum Assessment

Assessment is an essential curriculum element, and is crucial to the learning-teaching-evaluation cycle. It can be defined as the application of scientific methods such as examining, testing, and observing to the collection and interpretation of information about students' learning, and its effects in relation to the syllabus and learning outcomes. English language assessment can provide information about a student's abilities as an English user/learner in relation to the curriculum and its learning outcomes. This information collection and interpretation process serves a wide range of purposes, assisting teachers in optimizing their teaching design and students in the learning process and outcomes.

In general, assessment enables teachers to measure and report on students' attainment and then rank and select them accordingly. Assessment also enables teachers to predict future performance, identify students' strengths and weaknesses, and diagnose any learning problems, for which they can then offer support and scaffolding. In secondary education, English language assessment measures and reports on secondary students' listening, reading, writing, speaking, vocabulary, and grammar in relation to curriculum objectives, or other more generic skills. This provides invaluable information to teachers and educators, enabling them to track students' language development and pinpoint any linguistic deficiencies, and give quality feedback for improvement.

5.2 Approaches to Assessment

English language education enables oral and linguistic knowledge to be developed, and also aims to improve students' generic skills such as collaboration, communication, problem-solving, etc. With this in mind, it is important to adopt different modes of assessment that relate to specific teaching and learning objectives. The three approaches - assessment *for* learning, assessment *of* learning, and assessment *as* learning serve related but different educational purposes. Assessment

of learning has a cumulative assessment purpose, and is about grading and reporting, while assessment *for* and *as* learning have formative assessment purposes, and are explicitly intended to make assessment a part of teaching to support students' language learning.

5.2.1 Assessment of Learning

Assessment of learning is usually carried out through cumulative assessment (e.g., tests or examinations) at a particular point of time (e.g., the end of a school term or year), and the results are usually expressed symbolically as grades or marks. The purpose is to certify the learning of students, informing them and their parents of their relative position among peers. Unlike assessment for learning, teachers do not provide students with any additional direction or advice for improvement but direct their efforts to marking, grading, and producing a rank of order. Students are assessed at the end of a learning stage, so their overall performance can be reflected. Assessment of learning is long-established in education, and is widely accepted by parents and the public and will influence students' future development. The assessment tasks of learning should therefore be used in teaching as a reference for long-term planning.

The practice of *assessment of learning* requires the use of assessment tasks that provide appropriate contexts for learners to apply their language knowledge, skills and strategies, generic skills, and values and attitudes. Students are required to complete the tasks independently. Following is a list of substantiated guidelines that should be used by teachers to design assessment tasks:

- Include a variety of tasks and activities that cater to primary learning and teaching targets and objectives. It is better to use pen-and-paper activities to test receptive vocabulary knowledge and oral presentations to measure the ability to produce language. Teachers should enrich task types by including open-ended questions in reading tasks to stimulate creative language use and critical thinking.
- Contextualize activities and relate them to learners' experiences. Reading passages are selected and adapted from real-word sources and different forms of text (e.g., academic, fiction, news, etc.) that students may encounter, or listening materials that feature natural language with pauses or repetitions.
- Develop clear, concise and accurate rubrics, task-specific criteria and marking schemes. Inter-rater reliability should be achieved among teachers when

scoring in alignment with specified learning targets and objectives.

5.2.2 Assessment for Learning

The purpose of assessment for learning is to provide quality feedback that will benefit students and improve their performance. Assessment for learning is carried out during the teaching process, and helps teachers diagnose students' needs, expectations, abilities, and interests. It enables them to monitor the content and process of learning, improve their teaching strategies, and provide timely and useful feedback for the enhancement of learning and teaching.

Learning assessment is usually carried out using multiple formative assessments throughout the learning process. In-school assessment activities can provide the appropriate method to track students' progress:

- Provide to-the-point feedback on mistakes made in *homework*.
  Homework can be in written or oral form, and should allow teachers to diagnose students' strengths, weaknesses and progress. Teachers should summarize the underlying reasons for why students make certain mistakes (e.g., L1 influence on L2 phonetic acquisition) and provide appropriate remedies.
- Use an evaluation checklist to assess students' *oral presentations* and involve peer-feedback.
  Oral presentations are designed for communicative and informative purposes in language classrooms. Teachers should assess students' performance according to a detailed evaluation checklist, which allows for the assessment of pronunciation, communication and critical thinking skills.
- Initiate questions concerning learning difficulties by *conferencing*.
  Conferencing is a discussion between a teacher and a student or a group of students during which the teacher should ask questions that motivate students to discuss, reflect and express their views voluntarily. For example, in a reading course, a teacher can check students' understanding of the textbook, their reading interest and difficulties, and use their findings to provide students with the appropriate support.
- Provide feedback on *learning tasks and activities* and *assessment tasks.*
  Learning tasks and assessment tasks should be designed in accordance with the learning targets and objectives. They can be in diverse forms, such as show-and-tell, games, presentations, group discussions and skits.

Teachers should conduct pre-, during and post-activities, and provide language support activities for learning tasks but not necessarily for assessment tasks.

- Guide peer- and self-review and editing on *shared writing* and *process writing* activities.

  In shared writing, the whole class and the teacher compose an essay together. In process writing, students go through different stages of writing, including planning (i.e., brainstorming, researching and outlining), drafting (i.e., writing, rewriting and revising) and finalizing (i.e., editing) before achieving a final product. As the teacher leads both exercises, the associated pressures are reduced.

- Consider the use and application of language and generic skills in *projects*.

  Teachers should assess both products and processes. Both language skills and generic skills, such as communication and collaborative skills, are examined. For instance, in a process-writing exercise, teachers get involved by observing, conferencing, reading the final product and giving timely feedback.

- Track developmental progress using *portfolios*.

  A portfolio is a collection of a student's work that captures their development of language knowledge, skills and attitudes. For instance, dictation marks, classroom quizzes, writing tasks, oral presentations and conferencing records for an entire semester can be included in a portfolio.

- Develop *self-assessment* and *peer assessment* skills.

  Self-assessment refers to the assessment that learners give themselves. Peer assessment refers to the feedback that students give to others on their performance. Teachers can show students how to edit and proofread their writing, and provide them with self/peer assessment forms, questionnaires or checklists.

The purpose of conducting various assessment activities is to collect information about a learner's language knowledge and skills, and their values and attitudes. To facilitate learning and enhance teaching, teachers should provide encouraging, constructive and specific feedback that is clearly linked to the criteria for successful learning.

5.2.3 Assessment as Learning

Assessment as learning highlights the role of the student in connecting

assessment and their learning by understanding information, linking new knowledge to known information and constructing new learning. They regulate their learning process by using teachers' feedback to adjust and adapt the learning. For teachers, their focus is directed to support students to develop and practice skills to become critical self-assessors who are good at reflecting and interpreting their learning process and outcome. Self-assessment, self-monitoring and self-regulation are the core of learning and the focus of assessment as learning. The task of teachers is to co-work with students to decide what and how to keep record of learning and assist students in forming the habit of reflecting on their work and making judgments in making future learning on the basis of present work. Take giving feedback as an example. The teacher should provide descriptive instead of evaluative feedback which is in the form of grades or short comments expressing approval or disapproval.

There are several steps teachers should take when giving *descriptive feedback*:

- Tell students they are right or wrong.
- Describe why an answer is correct or incorrect.
- Tell students what they have achieved or have not achieved.
- Specify or suggest better approaches to learning.
- Encourage children to suggest ways to improve.

To develop students' self-assessment strategies, teachers should pay attention to the following techniques:

- Encourage students to embrace and engage in self-assessment by regularly providing opportunities for emotionally safe and successful learning. For example, assign oral tasks that are suitable for the students' abilities and commend their performance.
- Show students multiple "expert" examples of work to set a standard of achievement that they can apply to their own work. For example, encourage students by using exemplary works to set writing standards.
- Provide current, accurate and focused feedback, with examples that allow students to understand the gap between their work and the "expert" examples. For instance, informal feedback on the oral presentation of a speech can refocus attention on techniques used in successful public speaking.
- Keep descriptive records of students' learning in addition to grades. For instance, establish a portfolio.
- Launch discussion sessions for students to exchange, discuss and analyze ideas and performance. For instance, arrange for the class to sit in a circle and

have a detailed discussion before giving peer-feedback.

- Self-assessment is a complex skill that can only become an automatic habit of learning through industrious and repeated practice. For instance, constructive feedback should be implemented in different aspects of teaching reading, writing, listening and speaking.

Despite the different focuses of the three approaches to assessment, it is necessary to strike a balance under the school curriculum. The following table summarizes the features of the three types of assessment and shows the relationship of the approaches to one another.

Table 2. Features of Assessment *of*, *for* and *as* learning

Approach	*Purpose*	*Reference Points*	*Key Assessor*	*Strategies*
Assessment *of* learning	Judgment about placement, selection, promotion, credentials, etc.	Other students, standards or expectations	Teacher	Evaluative feedback, standardized tests
Assessment *for* learning	Information for teachers' instructional decisions and to clarify student learning and understanding	External standards or expectations	Teacher in charge and student as contributor	Descriptive feedback, self-assessment and peer assessment and reflection
Assessment *as* learning	Self-monitoring and self-correction	Personal goals and external standards	Student in charge and teacher for	

	or adjustment for student to develop self-initiative and responsibility for their own learning		guidance	

5.3 Principles and Strategies of English Language Assessment

Secondary English language assessments should take into account the following specific principles and strategies.

5.3.1 Comply with language teaching and learning requirements

Assessment design and conduct is an integral part of the teaching-learning-assessment cycle and should be in line with the English language education/learning curriculum. Teachers should adhere to the education guidelines when formulating objectives and key assessment points, and when designing test items.

5.3.2 Provide balanced and adequate coverage of the learning targets and objectives

English language education provides the potential for oral and linguistic knowledge development and to enhance generic collaboration, communication, and problem-solving skills. Assessment activities should be designed to focus on the integration of these four language skill areas and the general learning ability of students. For example, pen-and-paper tests can address content, organization, and language use while performance tasks and projects are suitable for evaluating students' collaboration skills, critical thinking, and attitudes.

5.3.3 Select the assessment method by considering the learning targets and objectives

A variety of assessment content and methods should be considered and carefully selected, as the range of learning outcomes can be very broad. Teachers should choose the appropriate assessment methods and activities for both basic linguistic competency and generic skills. Pen-and-paper tests, for example, should not be solely used to assess students' performance in achieving spoken learning targets.

5.3.4 Develop assessment guidelines that cater to specific needs

The needs of both school and students should be considered when developing the language education curriculum. The school should encourage discussions that include all teachers, to attempt to establish a consensus. Assessment guidelines relevant to the classroom context and the whole school can then be formulated. The specific teaching context and individual differences should also be considered so that assessment activities suitable for students' particular learning styles and needs can be devised.

5.3.5 Contextualize and relate activities and items to students' experience

The assessment principle of authenticity can be applied when designing a language test in the following ways: 1) the language in the test is as natural as possible; 2) items are contextualized rather than isolated; 3) topics and situations are interesting, and relevant; 4) items are thematically organized (e.g., through a storyline); and 5) tasks represent, or closely approximate, real-world tasks (Brown & Lee, 2015).

5.3.6 Align the assessment framework with the teaching curriculum

Assessment is an integral part of the teaching-learning-assessment cycle, and its purpose is to promote and improve students' learning. For learners of English, it can establish their capabilities, on the basis of the aims and learning outcomes set out in the curriculum. Therefore, assessment should be aligned with instructional planning decisions. The advantages of considering teaching and learning objectives are that it makes the assessment process easier, and it identifies the key points and difficulties in teaching, which in turn makes teaching and learning more effective.

5.3.7 Focus on English communicative competency

Secondary English education focuses on cultivating communicative competence in English. The four skills (listening, speaking, reading and writing) represent the essential components needed to gain competency in a language. Therefore, an appropriate assessment should examine students' communicative competence in English by evaluating the student's mastery of vocabulary, grammar and syntax, reading level, listening comprehension, conversation ability and writing skills. Tests that assess all four language skills should also be implemented, as these skills promote overall communicative ability.

5.3.8 Plan a balanced assessment framework

Schools and teachers should incorporate both cumulative and formative methods into their assessment frameworks. Formative assessment, or assessment *for* and *as* learning, can be implemented regularly in daily teaching and used to identify learning problems, enabling the teaching approach to be adjusted accordingly. Cumulative assessment, or assessment *of* learning, can be conducted at the end of each learning stage to fully evaluate students, and long-term teaching plans can be developed from its conclusions. The relationship of the different approaches should be based on the requirements of the school and the teaching objectives. The assessment framework should assess the listening, reading, speaking, and writing skills of the students, and their grammar and vocabulary, in a valid, reliable, and holistic manner. Assessing general development and ability should not, however, be ignored.

5.3.9 Identify students' learning gaps and needs

Schools and teachers should plan according to students' individual learning strengths and weaknesses. For example, schools can stream students according to their competency and set exams accordingly, enabling the assessment results to accurately reflect students' needs and provide convincing evidence for any necessary adjustments to teaching objectives or design.

5.3.10 Weigh Objective and Subjective Tests

Assessment should be offered in a wide range of formats, including objective

and subjective evaluations. Objective tests include quizzes, multiple-choice tests, true/false and fill-in-the-blanks tests. The advantages of objective tests are that they are less ambiguous in defining and implementing scoring, they are more comprehensive and demonstrate a good level of discrimination. The disadvantages are that objective evaluations require greater expertise to compile valid and reliable tests, and they cannot reflect generic skills, which are also learning targets for the students. Subjective tests include essay writing, oral activities and discussions. It is easier for teachers to give an overall judgment of both linguistic ability and generic skills using subjective tests. However, the biggest disadvantage is the possible influence of raters' judgments. Therefore, schools and teachers should aim to balance the two types of assessments.

5.3.11 Provide rich, qualitative, and formative feedback

Teachers should provide students with feedback both formally and informally, according to the different modes of assessment used, so a wide range of language skills, learning strategies, attitudes, and behavior can be developed. Students will then receive confirmative appraisals and if necessary can be supported through timely modifications to teaching practices.

Chapter 6: Introduction to English language curriculum resources

6.1 English language teaching and learning resources

English language teaching and learning resources refer to anything that can be used to facilitate the learning of English, such as textbooks, worksheets, magazines, videos, websites and mobile phone interfaces (Tomlinson, 2012). These learning resources can be delivered in print or through electronic displays (e.g., CD-ROMs, DVDs and the computer) to provide learners with language experience and guide and encourage them to practice the target language. The learning materials in English language instruction can be classified into three groups: textbooks, supplementary teaching and learning materials, and electronically delivered teaching and learning materials.

6.1.1 Textbooks

The textbook is the basic teaching material in the majority of secondary English classrooms. Quality textbooks benefit both language learners and teachers by allowing learners to achieve the set learning goals progressively, while saving teachers' time and energy in preparing lessons. Textbooks also help school administrators guarantee uniform and standardized language teaching. However, language teachers should not be constrained by the textbook in their classroom instruction. Instead, teachers should select and modify textbook materials to cater to the actual needs and wants of their students and in accordance with their learning abilities.

While considering the use of textbooks, secondary English language teachers should take note of the following:

- Using different parts of the textbooks flexibly to cater to the interests, needs and abilities of language learners.
- Avoiding any adaptation that violates the rationale underlying the design of

the textbooks.

- Adding relevant background knowledge to contextualize the content of each lesson and activity.
- Excluding overlapping sections that have already been taught and activities that do not meet learners' needs or maintain their interest and motivation.
- Dividing challenging parts into subsections to decrease difficulty and facilitate learning and the completion of tasks.
- Designing task-based and project-based group activities to promote further language learning.

6.1.2 Supplementary teaching and learning materials

In addition to textbooks, a wide range of print materials can be used as alternative or supplementary materials in English language classroom instruction. Magazines, reference books, worksheets, flash cards and other language arts materials are all important materials for language learning. These print materials are effective for English language education as they prompt English teachers' classroom instruction and enrich curriculum design. English teachers can use these learning materials to design collaborative learning activities both inside and outside of the classroom to enhance learner interest and knowledge integration ability. Some examples of supplementary teaching and learning materials are listed in the table below.

Table 3 Examples of supplementary learning materials

Category	Examples
Listening and Speaking	● *Speaking Across the Curriculum: Practical Ideas for Incorporating Listening and Speaking into the Classroom* ● *Speak Out! Debate and Public Speaking in the Middle Grades*
Reading	● *To kill a Mocking Bird* ● *The Great Gatsby*

Writing	● *Fifty Ways to Practice Writing: Tips for ESL/EFL Students*
Language Arts	● *The Learning and Teaching of Poetry (Secondary 4 – 6)*

While considering the use of supplementary materials, secondary English language teachers should take note of the following (to name a few):

- Using worksheets on vocabulary and grammar exercises.
- Using flashcards for memorizing vocabulary and drilling activities.
- Using language arts materials (e.g., poems, encyclopedias and magazines) to cultivate learners' cross-cultural awareness, reading ability and interest in language learning.

6.1.3 Electronic teaching and learning materials

The information technology (IT) era has introduced new technologies in the field of developing materials for English language teaching. English teachers and learners now have access to a wide range of English language learning and teaching materials available through computer software, courseware and websites (e.g., Facebook, blogs and YouTube). These electronic materials provide learners with authentic texts and allow them to connect with the outside world where English is used for real communicative tasks, thus making their language learning more meaningful, interactive, and authentic. Furthermore, electronic materials free teachers from the constraints of textbook use and give them choice and rapidity in finding information (Maley, 2011). Some common electronic materials used for language teaching and learning are listed in the tables below (Motteram, 2011).

Table 4 Examples of electronic materials

Type	Examples
Multi-media resources	● CD-ROMs ● PowerPoint ● Courseware ● Podcasts ● Audio-visuals

Web-based resources	● Wikipedia ● YouTube ● Blogs ● TED TALKS
Information technology tools	● Facebook ● Wiki ● Google Docs ● Classroom activity tools (e.g., Socrative, Kahoot, Quizlet, Nearpod)

Table 5 Useful on-line resources and websites

Category	Website title	Website Address
On-line resources related to DSEJ	Center of Educational Resources	http://www.dsej.gov.mo/cre/index-c.htm
	Community of Youth and Community	http://portal.dsej.gov.mo/www/portalspace/discuz/dsej_main_index.php?styleid=3
	Teaching resource base (including instructional design, pictures, websites, etc.)	http://portal.dsej.gov.mo/www/portalspace/discuz/dsej_getcontent_page.php?con=portalspace/teachmai/resource/main.html&styleid=1
	Teaching Media Delivery Service	http://www.dsej.gov.mo/cre/media/express_e.htm
	Digital campus-classroom (one-stop e-education service for	http://info.education.cloudmacau.com/?utm_source=DCC_banner&utm_medi

	giving a new form of interactive teaching and learning)	um=banner&utm_campaign=AreYouTeacher&utm_term=Classroom&utm_content=%E4%BD%A0%E6%98%AF%E6%95%99%E5%B8%AB%E5%97%8E%EF%BC%9F%E7%AB%8B%E5%8D%B3%E9%80%B2%E5%85%A5
	On-line Public Access Catalogue of DSEJ Library	http://lib.dsej.gov.mo/
	Recommendations of English learning websites	http://portal.dsej.gov.mo/www/portalspace/discuz/viewthread.php?tid=193&extra=page%3D1
	Recommendations of teaching pictures	http://portal.dsej.gov.mo/www/portalspace/discuz/dsej_getcontent_page.php?con=portalspace/teachmai/resource/pic.html&styleid=1
	Recommendations of books, CDs, and DVDs	http://www.dsej.gov.mo/cre/recom_media/main_e.htm
	Information of new book (Cont.)	http://www.dsej.gov.mo/cre/recom_media/book_e/book3_e.htm
	Professional training and workshop	http://www.dsej.gov.mo/cre/training/notes.html
	Award scheme on instructional design	http://www.dsej.gov.mo/cre/tplan/award.htm
	Award-winning works of instructional design	http://www.dsej.gov.mo/cre/tplan/award.php

Community resources in Macau	English Language Center (University of Macau)	https://fah.umac.mo/elc/
	University International College (The Macau University of Science and Technology)	http://www.must.edu.mo/en/uic-en
	MPI-Bell Center of English	http://bellcentre.ipm.edu.mo/index.php/en/
	Macau Association for the Advancement of English Language Teaching (MAELT)	https://www.facebook.com/MAELTMacao/
	Macau English Debating Association (MEDA)	https://www.facebook.com/macaudebate/
Lesson plans and materials	English Online: Materials for Teaching English	http://www.eleaston.com
	Learning Resources	http://literacynet.org/cnnsf/
	Learn English, the British Council	http://www.learnenglish.org.uk/
	ESL Discussion Center (Forum for discussing ESL/EFL activities and games)	http://eslcafe.com/discussion/
	ESL Quiz Center	http://www.eslcafe.com/quiz/
	Resource Packages for task-based learning (for secondary 1-3)	https://cd.edb.gov.hk/eng/references/secondary/task/index.htm
	Task-based Learning and an Exemplar Module for Key Stage 3	https://cd.edb.gov.hk/eng/references/secondary/ks3/index.html
	Task-based Learning and an	https://cd.edb.gov.hk/eng/references/s

	Exemplar Module for Key Stage 4	econdary/ks4/index.html
	Learning English through Drama (Secondary 4-6): A Resource Package	http://cd1.edb.hkedcity.net/cd/eng/220210%20EDB_Drama/EDB_Drama.html
	Learning English through Popular Culture (Secondary 4-6): A Resource Package	http://cd1.edb.hkedcity.net/cd/eng/220210%20EDB_PopCulture/EDB_Pop_Culture.html
	Learning English through Short Stories (Secondary 4-6): A Resource Package	http://cd1.edb.hkedcity.net/cd/eng/220210%20EDB_Short%20Stories/EDB_SS.html
	Learning English through Poems and Songs(Secondary 4-6): A Resource Package	http://cd1.edb.hkedcity.net/cd/eng/PoemsAndSongs/PoemsAndSongs.html
	EDB Assessment Tasks Reference	http://www.hkedcity.net/edbatr/
	Resources from National Council of Teachers of English (NCTE)	http://www2.ncte.org/resources/
Resources and databases	Selected links for EFL and ESL students	http://iteslj.org/ESL.html
	Web Projects for ESL/EFL Class	http://www.kyoto-su.ac.jp/index.html
	Personal Pages of ESL Teachers (A database of ESL/EFL teachers' home pages from around the world)	http://iteslj.org/links/TESL/Personal_Pages_of_ESL_Teachers/
	English Language Teaching Resources	http://www.ohiou.edu/esl/index.html

	Teachers Helping Teachers	http://teachershelpingteachers.info/
	HKEdCity	http://www.hkedcity.net/
	Learning and teaching resources	http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources.html
	BBC's Teaching English	http://www.teachingenglish.org.uk/
	BBC's Learning English	http://www.bbc.co.uk/learningenglish/
	Easy World of English (EWE)	http://easyworldofenglish.com/default.aspx
	English Central	https://www.englishcentralchina.com/videos
	Many Things	http://www.manythings.org/
	News In Levels	https://www.newsinlevels.com/
	Lyrics Training	https://lyricstraining.com/
	Activities for ESL Students	http://a4esl.org/
	Useful Websites for English Language Learning and Teaching (Secondary)	http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/useful-websites-secondary.html
Phonics (Senior secondary level)	When Language Arts Meets Phonics	http://cd1.edb.hkedcity.net/cd/eng/phonics_in_action_js/home.html _media/2015/1503_e.htm
	When Language Arts Meets Phonics—Phonics in Action at Senior Secondary Level	http://cd1.edb.hkedcity.net/cd/eng/phonics_in_action_js/home.html

	Phonics in Action	http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Phonics%20in%20Action/phonics_in_action.html
	Easy World of English (Pronunciation)	http://easyworldofenglish.com/pronunciation/pronunciation.aspx?c=2c21d1bcc5bb2345
Writing	E-cards	http://www.bluemountain.com/
	TV 411(Writing)	http://www.tv411.org/writing
Mass Media	South China Morning Post	http://www.scmp.com/
	BBC World Service	http://www.bbc.co.uk/worldservice/
	USA Today	http://www.usatoday.com/
	Voice of America	https://www.voanews.com/
	Teen time	http://app3.rthk.hk/special/teentime/mainpage.php
	Cable News Network (CNN)	http://www.cnn.com/
Games	Dave's ESL Cafe	http://www.eslcafe.com
	ESLgames.com	http://www.eslgames.com/
	British Council's Study Break	http://learnenglish.britishcouncil.org/en/study-break?_ga=2.33679073.1943268086.1518164142-482412156.1518164142
	English Vocabulary Word Lists with Games, Puzzles and Quizzes	http://www.manythings.org/vocabulary/
Grammar	Guide to Grammar and Writing	http://grammar.ccc.commnet.edu/gram

		mar/
	Online English Grammar Resources	http://www.edufind.com/english/grammar
	Dave's ESL Café (Grammar)	http://www.eslcafe.com/grammar.html
	Easy World of English (Grammar)	http://easyworldofenglish.com/Grammar/Grammar.aspx?c=86794645427a1b3e
Idioms	ESL Idiom Page	http://www.eslcafe.com/idioms/
	Toon in to Idioms	http://www.elfs.com/2nInX-Title.html
Language Arts	One Stop English (A Leading ELT Resource Site)	http://www.onestopenglish.com/
	English Poetry Database	http://www.letrs.indiana.edu/epd
	ESL Teachers Board	http://www.eslteachersboard.com/cgi-bin/articles/index.pl?noframes;read=878
	Childrenstory.com	http://www.childrenstory.com/
	The Learning and Teaching of Language Arts at Secondary Level	http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/L&T-of-language-arts-at-sec-level.html
	Let's Experience and Appreciate Drama (LEAD)	http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/LEAD/LEAD.html
Dictionaries	Longman Dictionaries	http://www.ldoceonline.com
	Synonym Dictionary	http://vancouver-webpages.com/synon

		yms.html
	Collins English Dictionary	https://www.collinsdictionary.com/
	Macmillan Dictionary	http://www.macmillandictionary.com/
	Merriam-Webster Dictionary	https://www.merriam-webster.com/
	Oxford English Dictionary	http://www.oed.com/
	Fraze.it (Searching Words in Context)	https://fraze.it/
	Bab.la (Online Dictionary)	https://www.babla.cn/
	Ozdic (Collocations Dictionary)	http://www.ozdic.com/
	Language Guide (Online Picture Dictionary)	http://www.languageguide.org/english/
ESL-related Centers in Hong Kong	The Independent Learning Centre (The Chinese University of Hong Kong)	http://www.ilc.cuhk.edu.hk/english/index1a.asp
	TeleNex (University of Hong Kong)	http://www.telenex.hku.hk
	English Language Centre (The City University of Hong Kong with links to listening and dictation exercises)	http://www.cityu.edu.hk/elc
	Centre for Language in Education (The Education University of Hong Kong)	http://www.eduhk.hk/cle/en/index.php
	Language Centre (The Baptist University with many links to materials for self-access learning)	http://lc.hkbu.edu.hk/
Associations	Teachers of English to Speakers of	http://www.tesol.org/

	Other Languages (TESOL)	
	The Computer Assisted Language Instruction Consortium	http://www.calico.org/
	The British Council	http://www.britishcouncil.org/new/
	The American Council on the Teaching of Foreign Languages (ACTFL)	http://www.actfl.org/
	The English Speaking Union Hong Kong	http://www.esuhk.org/
	Ocean Park Conversation Foundation	https://www.opcf.org.hk/en/
	AFS Intercultural Exchanges Hong Kong	http://www.afs.hk/
	English Teachers Association NSW	https://www.englishteacher.com.au/
	Association for Language Learning	https://www.all-languages.org.uk/
	International Association of Teachers of English as a Foreign Language (IATEFL)	https://www.iatefl.org/
	National Council of Teachers of English (NCTE)	http://www2.ncte.org/
ESL/EFL Publications	*ELT Journal*	http://eltj.oxfordjournals.org/
	TESOL	http://www.tesol.org
	The Internet TESL Journal	http://iteslj.org/
	The Modern Language Journal	http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-4781

	Language Teaching Research	http://journals.sagepub.com/home/ltr
	Applied Linguistics	https://academic.oup.com/applij
	Language Learning	
	The Canadian Modern Language Review	https://www.utpjournals.com/Canadian-Modern-Language-Review.html
	International Review of Applied Linguistics in Language Teaching	https://www.degruyter.com/view/j/iral

While considering the use of electronic materials, secondary English language teachers should take note of the following:

- Avoiding excessive reliance on electronically delivered learning materials by integrating different types of materials into classroom instruction.
- Using multi-media resources to design authentic and meaningful tasks and promote language learners' engagement in classroom interactions.
- Using authentic, attractive and appropriate information and learning experiences from online resources such as Wikipedia and YouTube to build classroom games and activities.
- Using IT-based social networks (e.g., Facebook, Wiki and Google Docs) to encourage learners' language output and develop their communicative abilities.

6.2 Materials development in English language teaching and learning

Materials development involves the evaluation and adaptation of available materials and the production of new materials. The following are some criteria for the evaluation of English language teaching materials (Tomlinson, 2013):

- Do the materials have a noticeable effect on learners' language learning?
- Do the materials cater to the needs of all learners in the target group?

- Do the materials engage learners cognitively and affectively?
- Do the materials provide opportunities to use the target language for communication?
- Do the materials help learners to continue their language learning outside of the classroom?

In English language teaching and learning practices, teachers may choose to adapt the current teaching materials or even develop their own teaching materials for more effective English teaching. The development of teaching materials must satisfy the needs and wants of language learners and teachers. Multiple factors need to be considered in the development of teaching materials (Howard & Major, 2004):

- The language learner: interests, motivation, individual needs and educational background (e.g., language learning experience, learning styles and prior language proficiency).
- The curriculum and context: the current school or state curriculum, and the cultural and situational context (e.g., secondary-level English learning environment)
- Resources and facilities: the availability of and access to computers, the Internet, video players, etc.
- Energy and time: Availability of time.

Some guidelines can be used by English language teachers to adapt and develop teaching materials for classroom instruction:

- Teaching materials should be contextualized to and appropriate for the target learners' comprehension levels. Specifically, the materials should be integrated into the school's English curriculum and contextualized with reference to the learning experiences and actual needs of learners.
- Teaching materials should promote communication and generate language output. Specifically, teachers should adopt an interactive teaching approach in accordance with the materials and ensure that learners use the teaching materials to generate new language.
- Teaching materials should be useful in developing learners' language skills and language learning strategies. The materials should promote the

development of both receptive and productive skills beyond the classroom.

- Teaching materials should equally cover language forms and communicative functions, helping teachers to make classroom activities more communicative rather than using mere grammar and vocabulary drills.

- Teaching materials should use authentic texts and encourage authentic tasks in real life. For instance, the use of short clips of YouTube videos can give learners' authentic language experiences. Simulation activities of real-world tasks can also be prepared, such as finding out how to get somewhere or selecting presents for friends.

- Teaching materials should be attractive enough to arouse young learners' curiosity, interest and motivation in English language learning. For instance, teachers can use challenging topics, illustrations and activities that encourage learners to think.

- Teaching materials should be flexible in content by allowing learners to make choices according to their actual needs and cognitive abilities. For instance, teaching materials should have a range of tasks applicable to learners of differing abilities so that they have the freedom to choose which tasks to complete.

6.3 Materials selection in English language teaching and learning

While choosing English language teaching and learning materials, schools and teachers should take into account learners' needs, learning styles and motivation to learn English. Specifically, the following four questions can work as general guidelines (Ghosn, 2013):

- Are the materials appropriate for learners in the target age group?

- Are the materials relevant enough to arouse learners' interest in learning?

- Are the materials helpful in developing learners' confidence and academic achievement?

- Do the materials match certain language learning theories?

6.3.1 Selecting textbooks

Given the variety of available international and localized textbooks, secondary school and language teachers need to consider the following (Arnold & Rixon, 2008; Tomlinson, 2011, 2013):

- Textbooks should be student-friendly and appropriate for the age and context of language learners who differ in cognitive ability and affective attitude.
- Textbooks should accommodate different learning styles—aural, oral, visual and kinesthetic.
- Textbooks should involve sufficient tasks and activities to engage individual learners or groups of learners to promote language skills, higher level thinking skills and problem-solving skills.
- The content of the textbooks should provide authentic and contextualized texts that are relevant and useful to learners' daily lives.
- The language used in textbooks should equally address the development of the four basic language skills.
- Vocabulary and grammar learning should be placed in specific contexts through tasks or activities. Reading activities should be divided into stages of pre-reading, reading and post-reading. Writing activities should be integrated in the use of texts.
- Textbooks should incorporate various English teaching and learning approaches and techniques, such as the interactive/communicative approach, task/project approach and the total physical response (TPR) approach, among others.
- The design and format of textbooks should be appealing in content and attractive in presentation (e.g., attractive colours, lots of white spaces and cartoon-type visuals).
- Textbooks should support positive educational values, cross-cultural awareness and intellectual themes and promote the systematic study of language in particular.

6.3.2 Choosing supplementary materials

Some considerations for deciding what to use as supplementary materials in English language teaching at the secondary level are listed below:

- Supplementary materials should be closely aligned with the school's English curriculum and syllabus.
- The content should preferably incorporate elements of fun and pleasure and provide themes that appeal to learners' curiosity and everyday experiences.
- The language should be of appropriate difficulty level—rich but avoiding complicated vocabulary, grammar and sentences.
- The materials should be engaging and effective in enhancing learners' interest and motivation to learn.
- Storybooks, magazines, poems and other language arts materials should promote the development of learners' reading ability.

6.3.3 Selecting electronic resources

English language teachers should have a clear rationale for choosing electronic materials when teaching English at the secondary level. The following are some general considerations for the selection of these materials:

- Multi-media resources and IT tools (e.g., courseware and online courses) should allow for genuine interaction and communication between teachers and learners.
- Texts, graphics, sound and animations should be integrated well enough to arouse learners' interest in and motivation in language learning.
- The design of online courses and activities should get students involved in collaborative and interactive language learning in simulated environments.
- As the Internet provides a useful resource for a variety of authentic texts, language learning experiences and information, teachers should choose materials that are appropriate for the intellectual and linguistic abilities of language learners at the secondary level and that support them in completing web-based tasks.

Appendix 1 Designing assessments: Principles & Examples

Part A General questions to guide assessment planning

Purposes and objectives of assessment	• Which aspects of language learning do I want to assess? • How does this relate to the learning experience of the children? • What do I want to use the assessment outcomes for? • Who else will use the outcomes? And for what purposes?
Methods of assessment	• How will information be gathered to assess the aspects of language? • How will the information that is collected be interpreted? • How will secondary students be involved in gathering the information?
Quality management in assessment	• How can I make sure the assessment is valid? • How can I make sure the assessment is reliable? • How can I make sure the assessment is fair?
Feedback	• Who will I share the assessment outcomes with? • How will I communicate the outcomes of assessment?
Uses of assessment	• How will the outcomes of assessment inform future teaching, planning and learning opportunities?
Impact of the assessment	• What washback effects from assessment to teaching and learning may occur? • What will the impact be on pupils' motivation?

Part B General guidelines for language test item formats

- Is the item format correctly matched to the purpose and content of the item?
- Is there only one correct answer?
- Is the item written at the students' level of proficiency?

- Have ambiguous terms and statements been avoided?
- Have negatives and double negatives been avoided?
- Does the item avoid giving clues that could be used in answering other items?
- Are all parts of the item on the same page?
- Is only relevant information presented?
- Have race, gender, and nationality bias been avoided?
- Has at least one other colleague looked over the items?

Part C Guidelines for receptive response items and sample assessment tasks

Receptive response items like True-False, Multiple-Choice and Matching require students to select a response rather than actually produce one.

Below, for each response format, a checklist is given, which is followed by exemplar assessment items.

C-1 True-False

Checklist:

- Is the statement worded carefully enough so it can be judged without ambiguity?
- Have "absoluteness" clues been avoided?

Exemplar C-1-1:

Reading Comprehension

[Sacred Heart Canossian College (English Section) F5]

<u>Passage 3: Q9</u>

Common con tricks

It's easy to fall for a range of tricks and scams by fraudsters in Hong Kong. The eight scams below highlight some of the dangers. Stay alert and don't be cheated!

Scam 1: Lottery scams take advantage of people hoping to win large lottery cash prizes. Victims are usually contacted by email or SMS and told that they have won a sum of cash. They are then asked to pay a service charge before the prize money is paid into their bank account. When the victim checks their bank account to see if a deposit has been made, they will see that a cheque has been deposited. The victim will then feel confident about paying the 'service charge'. Unfortunately, usually a few days later the bank will contact the victim to tell them that the cheque is invalid. Most lotteries do not require service charge payment. If you are asked to do so, contact the police for advice.

Scam 2: One simple but quite rare scam is to sell fake gold. The fraudsters approach passers-by and claim they have uncovered some gold items at a building site – usually rings, small statues, etc. They say they cannot sell the gold because they are illegal immigrants. They give the victim a sample of the gold so that it can be professionally valued and of course, the sample is genuine. Needless to say, the victim finds out later that the gold purchased is fake and therefore worthless. Only buy valuable items such as gold from reputable shops.

Scam 3: A passer-by notices a HK$100 note on the ground. If he or she picks it up, a fraudster will appear and claim that they saw it first. They will then offer to share the money, and ask the victim for HK$50 in change. The HK$100 note will turn out to be worthless paper. If you see money on the ground, do not pick it up. If you find anything valuable lying on the street, notify the police.

Scam 4: A very common deception is when a fraudster approaches a victim, often a teenager, pretending to have lost their wallet. The fraudster asks the victim to lend them some money and gives the victim their mobile phone as 'security'. Later the victim will discover that the mobile phone does not work and the contact details they were given are false. Never lend money to anyone you do not know.

Scam 5: A scam that happens quite regularly relates to unordered goods. Fraudulent suppliers deliver goods that have not been ordered to schools or companies. This scam is difficult to avoid because these goods are often accepted without anyone checking if they have been ordered. The suppliers then refuse to take the goods back and repeatedly ask for payment, sometimes threatening legal action. Schools or businesses should never accept any goods that have not been ordered. Report any threats related to unordered goods to the police.

Scam 6: A common trick relates to modelling contracts. A fraudster targets victims, usually women, by approaching them in the street, saying that they work for a modelling agency. They tempt the victim with promises of lucrative modelling contracts in return for a paid photo shoot or training course. After the victim has paid, the promised photo shoot or training course never happens. These fraudsters often protect themselves by making their victims sign legally binding documents. Never sign a contract without checking that you fully understand what you are committing yourself to.

Scam 7: Sometimes a fraudster pretends to be a victim's relative or friend. The fraudster telephones the victim and says they need money. They then ask the victim to transfer money into their bank account. To avoid being caught by this scam, tell the caller that you need to double-check their identity and that they should call you back on a number that only your family members know.

Scam 8: In cash machine or ATM fraud, criminals steal people's personal debit or credit card information and identification numbers (PIN numbers) by installing a camera on the machine or looking over their shoulder. They then create fake cards or use the data online. In some instances, they may cause a distraction by telling the customer that they have dropped something in the attempt to obtain the customer's PIN and card details.

There are frequent reports of ATM fraud, but simple steps can be taken to protect your PIN number. Firstly, never tell anybody your PIN number (including police officers or bank staff); secondly, cover the keypad with your hand as you type in your number; and finally, immediately report any bank card theft to the police and also your bank to nullify your card transactions.

Q9. Decide if the following statements are 'Do's' or Don't's' based on the article.

Blacken one circle next to each statement. (5%)

		Do's	**Don't's**
i)	If someone promises you a modelling job, sign a contract with them quickly.	○	○
ii)	Only share your ATM password with bank staff or police.	○	○
iii)	If you are asked to pay a service fee for lottery winnings, contact the police.	○	○
iv)	If your office gets a delivery, check first to see if it was ordered.	○	○
iv)	If a stranger asks to borrow money, ask them to give you something valuable as security.	○	○

Exemplar C-1-2:

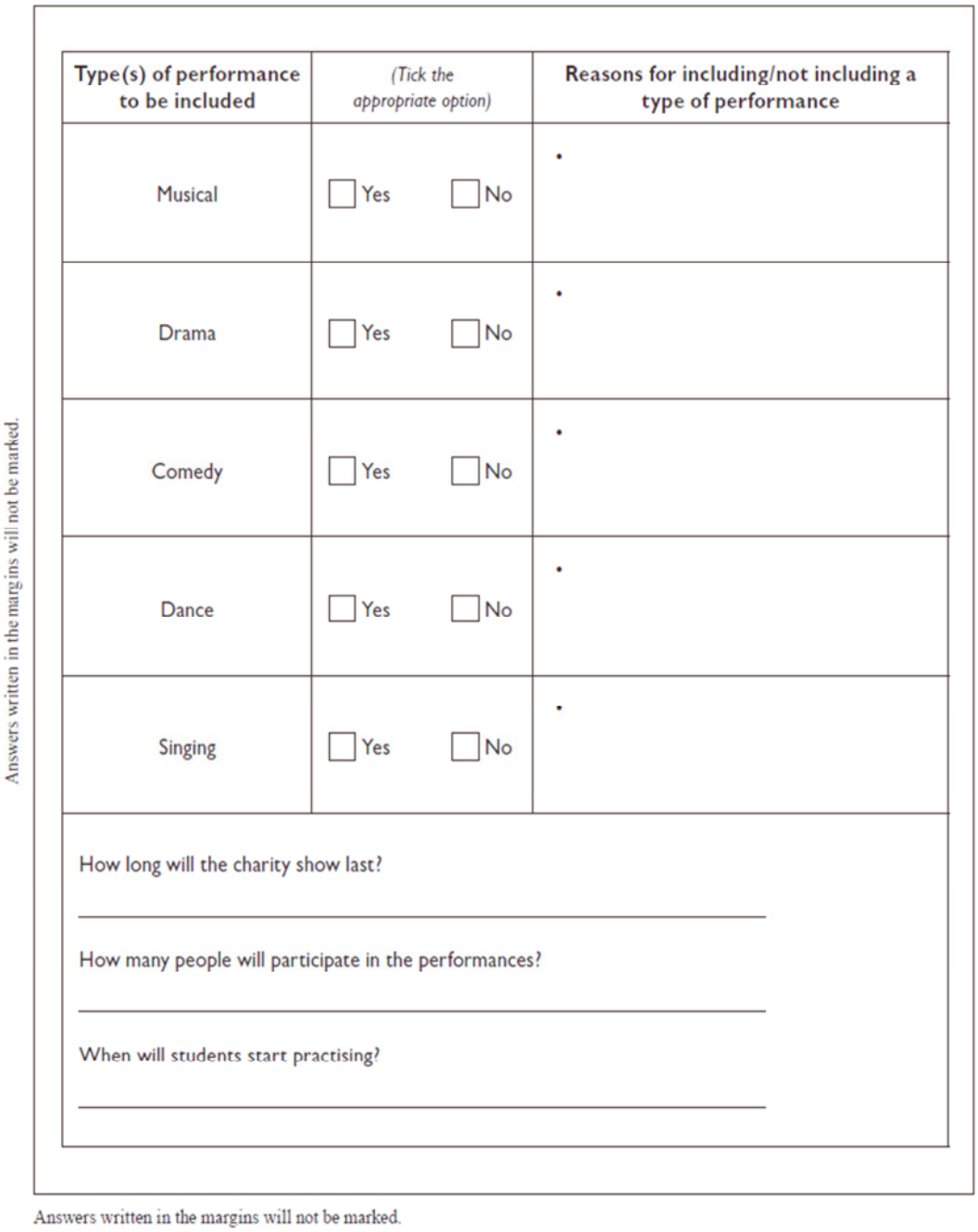
Listening

[Sacred Heart Canossian College (English Section) F5]

I. Fill in the most suitable information in the tables below.

A. Mr. Wong has asked you and your classmate, Thomas, to plan a charity show at your school to raise money for Gordon Relief Fund. You are now discussing what performances to include in the show with Thomas. Complete the information in the spaces provided as you listen.

You will have 30 seconds to study the task. At the end of the task, you will have one and a half minutes to tidy up your answers. (17%)



Type(s) of performance to be included	*(Tick the appropriate option)*	Reasons for including/not including a type of performance
Musical	☐ Yes ☐ No	•
Drama	☐ Yes ☐ No	•
Comedy	☐ Yes ☐ No	•
Dance	☐ Yes ☐ No	•
Singing	☐ Yes ☐ No	•

How long will the charity show last?

_____

How many people will participate in the performances?

_____

When will students start practising?

_____

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Exemplar C-1-3:

Listening

[Sacred Heart Canossian College (English Section) F5]

Questions 16 – 17

Indicate whether the following statements are true or false by writing:

TRUE	*for a true statement*
FALSE	*for a false statement*
NOT GIVEN	*if the information is not given*

16. ( ) The street where they live sometimes can have strong wind.
17. ( ) The truck which collects waste paper will come every week.

C-2 Multiple-Choice

Checklist:

- Have all unintentional clues been avoided?
- Are all of the distracters plausible?
- Has needless redundancy been avoided in the options?
- Has the ordering of the options been carefully considered? Or are the correct answers randomly assigned?
- Have distracters like “none of the above”, “A and B only”, etc. been avoided?

Exemplar C-2-1:

Reading Comprehension

[Sacred Heart Canossian College (English Section) F5]

Passage 3: Q1,5,11,16&17

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1. According to the Introduction (lines 1-2), what is the purpose of the article? (1%)

A. to warn
B. to amuse
C. to inspire
D. to entertain

☐

5. What can 'Needless to say' in line 12 be replaced by? (1%)

A. As a result
B. Furthermore
C. Not surprisingly
D. Generally speaking

☐

11. Scam 6 mostly targets … victims. (1%)

A. married
B. female
C. single
D. male

☐

16. Which of the following does NOT describe how ATM fraud is conducted in Scam 8? (1%)

A. spying with camera
B. creating a distraction
C. peeking over someone's shoulder
D. identity theft through insecure online payment

☐

17. What does 'fall for' (line 1) mean? (1%)

A. be targeted by
B. be deceived by
C. fall in love with
D. lose one's balance

☐

Exemplar C-2-2:
Reading Comprehension
[Sacred Heart Canossian College (English Section) F5]
English language QA

A. Choose the most appropriate word from the given options below. (20%)

- ✓ Please put everything (1)(accept/except) pickles on my hamburger.
- ✓ A small (2)(amount/number) of people gathered on the sidewalk.
- ✓ A glass paperweight topped the pile of (3)(stationary/stationery).
- ✓ I gave you that information (4)(confidently/confidentially), so don't tell anybody.
- ✓ There are both boys and girls in my class. The (5)(former/latter) are good at mathematics but the (6)(former/latter) are better at English.

- ✓ In some cities, robbery is (7)(common/popular) but it is certainly not (8)(common/popular).
- ✓ I reached the airport at 5:50 p.m. (9)(in time/on time) to meet him.
- ✓ He was (10)(unable to/incapable of) walking 100 metres by himself.
- ✓ In many parts of the world, television is still something of an (11)(renovation/innovation).
- ✓ Will your parents let you (12)(to go/go) camping this weekend?
- ✓ Look at all the (13)(damage/damages) caused by a single accident?
- ✓ The police have offered a (14)(award/reward) for the capture of the men who robbed the bank last week.
- ✓ Some people say that there has been a (15)(negligence/neglect) of attention to grammar in the teaching of English.
- ✓ I must return the books I (16)(lent/borrowed) from the library.
- ✓ It was cancelled (17)(because/because of) the bad weather.
- ✓ If you aren't sure of a word, check (18)(its/it's) meaning in your dictionary.
- ✓ Tonight she will (19)(set/sit) down and (20)(right/write) a cover letter to accompany her resume and job application.

Exemplar C-2-3:

Listening

[Sacred Heart Canossian College (English Section) F5]

II. Listen to the following conversations and lectures and complete the questions below.

A. Listen to part of a conversation between a student and a Housing Office employee. (5%)

1. Why does the student visit the Housing Office?
   - (A) To reserve a dormitory room for the next semester
   - (B) To inquire about potential dormitory room
   - (C) To ask about the location of dormitories on campus
   - (D) To find out where most juniors are likely to live

2. According to the employee, which dormitory is popular with seniors?
   - (A) West Hall
   - (B) Henderson House
   - (C) Branson Hall
   - (D) Patterson Hall

3. Listen again to part of the conversation. Then answer the question.
   - (A) She wants to change her dormitory.
   - (B) She woke up late for her class.
   - (C) She thinks the Quad is an ideal place to live.
   - (D) She does not like walking far to class.

4. What is the employee's attitude toward the student?
   - (A) He is very cheerful.
   - (B) He is not forthcoming.
   - (C) He is too opinionated.
   - (D) He is somewhat nervous.

5. What does the student imply about her parents?
   - (A) They will not let her stay in a single.
   - (B) They feel she should live near campus.
   - (C) They are the ones who pay her tuition.
   - (D) They want her to choose a room quickly

ANSWERS:

1.	2.	3.
4.	5.	---

Exemplar C-2-4:

[Yuet Wah College F6]

II. Readers (15 marks)

You should spend 10 minutes on this section.

A. Multiple Choice - Choose the best answer for each question. Write the letters of your answers in the boxes provided. Questions 1-5 are based on the story "*The Rocking-Horse Winner*" and Questions 6-10 are based on the story "*The Upper Berth*". (10 marks, @1)

1	2	3	4	5	6	7	8	9	10

1. The writer of the story said that the family was poor because their income and ___ did not match.

A. expenditure B. people's expectations C. market prices of goods D. social position

2. Regarding the achievements in their lives, ___.

A. the mother was more successful. B. the father was more successful. C. the parents were equally successful. D. the parents were unequally unsuccessful.

3. From others' perspective, Hester appears to be a /an ___ mother.

A. loving B. strict C. over-protective D. unfit

4. Paul considered Bassett his ____ in their secret money-making scheme.

A. adviser B. opponent C. equal D. supporter

5. Paul's mother wanted to send him to ___ because she thought that he was too obsessed with horse-racing.

A. school B. the seaside C. another country D. his uncle's home

6. Brisbane, who has been described as an extremely strong man by the writer of the story "The Upper Berth", has an unusually thick ___.

A. neck B. head C. hands D. chest

7. "The room was uncomfortable – though, strange to say, I could not smell the dampness which had annoyed me in the night." The underlined word means ___.

A. noisiness B. loneliness C. wetness D. quietness

8. The doctor told Brisbane that in the last three trips, all the people who … have gone into the sea.

A. drank too much B. slept in Brisbane's room C. walked out on the decks D. were criminals

9. In the story, who believed that there would always be something which could not be explained?

A. Brisbane B. the steward C. the doctor D. the captain

10. Which of the following did NOT describe the captain?

A. cheerful B. humorous C. brave D. calm

C-3: Matching

Checklist:

- Are there more options than premises?
- Are options shorter than premises to reduce reading?
- Are the options and premise lists related to one central theme?

Exemplar C-3-1:

Match the following cases with the crimes given. (6% @1) [F4]

hijacking	arson	vandalism	blackmail	forgery
hacking				
robbery	burglary	shoplifting	mugging	trespassing
slander				

1. A person throws a lit match into a building and it catches fire. Several cars were damaged last night downtown, and graffiti was sprayed on the walls of the Town Hall.
2. The young lady, age 21 from Paris, was caught with 3 t-shirts in her bag which she hadn't paid for. She was immediately arrested.
3. The pilot was knocked unconscious and the plane was taken over by four women who demanded political protection in New Zealand.
4. The upstairs bedroom window was smashed and the TV was taken, as well as the stereo, video recorder and $1700 in cash.
5. The men were discovered in their home with a printing press and over 10,000 almost perfect copies of the new $10 bill.

Exemplar C-3-2:
Reading Comprehension
[Sacred Heart Canossian College (English Section) F5]

Passage 3: Q 18

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Scam 3: A passer-by notices a HK$100 note on the ground. If he or she picks it up, a fraudster will appear and claim that they saw it first. They will then offer to share the money, and ask the victim for HK$50 in change. The HK$100 note will turn out to be worthless paper. If you see money on the ground, do not pick it up. If you find anything valuable lying on the street, notify the police.

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Scam 5: A scam that happens quite regularly relates to unordered goods. Fraudulent suppliers deliver goods that have not been ordered to schools or companies. This scam is difficult to avoid because these goods are often accepted without anyone checking if they have been ordered. The suppliers then refuse to take the goods back and repeatedly ask for payment, sometimes threatening legal action. Schools or businesses should never accept any goods that have not been ordered. Report any threats related to unordered goods to the police.

Scam 6: A common trick relates to modelling contracts. A fraudster targets victims, usually women, by approaching them in the street, saying that they work for a modelling agency. They tempt the victim with promises of lucrative modelling contracts in return for a paid photo shoot or training course. After the victim has paid, the promised photo shoot or training course never happens. These fraudsters often protect themselves by making their victims sign legally binding documents. Never sign a contract without checking that you fully understand what you are committing yourself to.

Scam 7: Sometimes a fraudster pretends to be a victim's relative or friend. The fraudster telephones the victim and says they need money. They then ask the victim to transfer money into their bank account. To avoid being caught by this scam, tell the caller that you need to double-check their identity and that they should call you back on a number that only your family members know.

Scam 8: In cash machine or ATM fraud, criminals steal people's personal debit or credit card information and identification numbers (PIN numbers) by installing a camera on the machine or looking over their shoulder. They then create fake cards or use the data online. In some instances, they may cause a distraction by telling the customer that they have dropped something in the attempt to obtain the customer's PIN and card details.

There are frequent reports of ATM fraud, but simple steps can be taken to protect your PIN number. Firstly, never tell anybody your PIN number (including police officers or bank staff); secondly, cover the keypad with your hand as you type in your number; and finally, immediately report any bank card theft to the police and also your bank to nullify your card transactions.

Q.18 Read the following responses, matching each one with **ONE** of the scams in Passage 3. Use each scam number (1-8) **<u>once</u>** only. The first is given to you as an example. (7%)

This happened at my school. One day, out of the blue, a package containing computer software arrived at the school office. There was also an invoice demanding payment. We went through a great deal of difficulty trying to sort things out with the sender. Eventually our principal called the police and found out that it was all a scram.	5
Fraudsters often try to take advantage of young people. A man once approached me, asking to borrow some cash since he just got robbed. Little did he know that my older brother was just behind me and he's a police officer! ***PN***	
I find it remarkable that people are still fooled by this trick. I would be immediately suspicious if an unfamiliar voice told me they were a relative and asked me for money over the phone. ***IL***	
If I found money, I'd want to take it to the police and hand it in. If someone approached me and said they'd found it first and suggested sharing it with me, I'd think they were trying to con me and I'd tell the police. ***VR***	
As well as being cautious about signing legal documents, people should take someone with them to witness any signing of agreements or contracts. Better safe than sorry!	
Ask yourself a simple question: Have I bought lottery tickets recently? My aunt nearly fell for this trick until she remembered that she couldn't have won as she'd not bought any lottery tickets that month!***RK***	
I have come across other similar scams when I've been offered herbs or jade bracelets. Like the gold in the scam described, these items are completely worthless.	
I think it's important to check if anything seems wrong with the ATM machine before you use it. I also change my PIN number regularly so that my bank account is kept as safe as possible. ***SC***	

Exemplar C-3-3

B. Match the items in Column A with their descriptions in Column

Write the letters only. (5 marks, @1)

[Yuet Wah College F6]

ANS.	Column A	Column B
	1 Bassett	a. had hopes to get a better position
	2 Brisbane	b. was as serious as a church
	3 the steward	c. a large man, with black hair and blue eyes
	4 Paul's father	d. Brisbane thought that he was going to cry when he first saw him.
	5 the doctor	e. he will share the watch with Brisbane
		f. his voice was not loud, but it had a sharp quality

Part D Guidelines for productive response items.

Productive response items including *fill-in*, *short-response* and *task* require students to actually produce responses rather than just select them receptively.

Below, for each response format, a checklist is given, which is followed by exemplar assessment items.

D-1 Fill-In

Checklist:

- Is the required response concise?
- Is there sufficient context to convey the intent of the questions to the students?
- Are the blanks of standard length?
- Does the main body of the question precede the blank?
- Has a list of acceptable responses been developed?

Exemplar D-1-1

Complete the passage with the correct form (-ing or to-infinitive) of the verbs given. (5) [F4]

A recent investigation into the human brain found that those struggling (1. solve) a puzzle or problem should give up (2. stare) at the page and should watch or read something funny or uplifting. Researchers suggest (3. watch) a comedy sketch or a

film that people know will bring a smile to their face. They claim you should avoid (4. spend) time watching horror films or TV programmes with sad scenes, as by feeding your negative emotions, you risk (5. lose) inspiration. They promise that by considering this advice, you will gain additional insight and be able to find solutions to your puzzles or problems more quickly.

Exemplar D-1-2

Your friend (A) is telling you something. Respond to your friend's statements below by using the words in brackets to complete the sentence. (10)

[F4]

1. A: The light was on when I got up this morning (turn off/ it/ last night)

   B: My brother must have

   forgotten_____.

2. A: Nothing goes in my head in class. (concentrate)

   B: Have you tried _____ more in class and not let your mind wander?

3. A: She said that she had explained the details to you in her letter (receive/letter)

   B: I can't remember _____from her in the past few weeks.

4. A: Linda told me she didn't know anything about the picnic (contact/her)

   B: I tried _____ several times, but each time I was told she was out.

5. A: The students had been working for three hours, (take)

   B: I know. They have stopped_____a break. They will resume their work tonight.

Exemplar D-1-3

B. Fill in the blanks with the most suitable phrasal verbs. (20%)

[Sacred Heart Canossian College (English Section) F5]

keep on	split up	take after	make up	put up with	take in	cut back on
break out	put aside	hold up	wear out	make out	look up	put on
cut off	pick on	keep off	give up	end up	turn down	

1. When I was at school, some teachers unfairly _____ children who avoided sport because they preferred more creative interests and pastimes.
2. It's often a good idea to _____ some money for a 'rainy day'.
3. Doctors and medical experts were unable to _____ why some people survived the virus and others didn't.
4. Bu the time he was 18, he had _____ his mind that he wanted to be famous.
5. Children often _____ one of their parents, either in their mannerisms or in the way they look.
6. Nobody was _____ by the government's false figures on unemployment.
7. The planned changes were _____ because committee members argued among themselves.
8. New government pension plans mean that many people will _____ working well into their seventies.
9. He _____ the job that was offered to him, even though he was desperate for the money.
10. We were accidentally _____ in the middle of our phone call.
11. When parents _____, it can be particularly difficult for their children to cope.
12. Minor economies, such as _____ staff costs, can often prevent a company sliding into bankruptcy.
13. Most people will _____ a stressful job if the money is good enough.
14. During the recession, many workers in the primary sector _____ jobless.
15. A lot of people _____ themselves _____ through overwork.
16. _____ your shoes _____- it's too cold to walk around barefoot.
17. Don't _____ singing. You are very talented.

18. If you don't know this word, you can _____ it _____ in a dictionary.
19. We cannot play football here. The sign says, " _____the grass."
20. Don't smoke in the forest. Fires _____ easily at this time of the year.

Exemplar D-1-4

C. Complete the following sentences with the correct form of the given verbs. (10%)

[Sacred Heart Canossian College (English Section) F5]

a. The workers (1)(work) on a scaffolding at a construction site in North Point yesterday morning when it suddenly (2)(collapse). They (3)(rush) to hospital immediately but one of them (4)(certify) dead on arrival while the other two (5)(admit) in satisfactory condition.

b. John (6)(take) great delight in (7)(play) chess and he always (8)(boast) that he never (9)(beat) in the game. However, I just (10)(learn) from his sister that he (11)(lose) all the games to his younger brother yesterday. 'I wish I (12)(be) there yesterday,' I (13)(say) to myself when I (14)(hear) that.

c. I usually (15)(have) dinner at a Chinese restaurant. Yesterday, however, I (16)(go) to a Korean restaurant for a change and I should say that I (17)(not enjoy) the food at all. I (18)(not mean) (19)(say) that the food was bad. I just found the food (20)(not be) to my taste.

Exemplar D-1-5

D. Put in the missing prepositions in the following sentences. If no preposition is needed, put an X. (9%)

[Sacred Heart Canossian College (English Section) F5]

Make a free trip to Hawaii. Ten free air tickets will be given (1)_____ our readers. All you have to do is tick the right answers (2)_____ the ten questions (3)_____, fill (4)_____ your name, address and

identity card number send it (5)_____ our office. All entries must be accompanied (6)_____ entry forms and reach us not later than (7)_____ Saturday, September 11, 2017. Winners will be announced (8)_____ our newspaper (9)_____ Saturday, September 18, 2017.

Exemplar D-1-6

E. Complete the following table. (6%)

[Sacred Heart Canossian College (English Section) F5]

NOUN	VERB	ADJECTIVE
(1)_____	---	skeptical
digression	(2)_____	digressive
quotation	quote	(3)_____
(4)_____	sense	sensible
(5)_____	transcend	transcendental
vitality	(6)_____	vital

Exemplar D-1-7

F. Fill in each blank with a suitable word. (15%)

[Sacred Heart Canossian College (English Section) F5]

It was a sunny afternoon. Charles scratched his head. He was pushing his pie wagon along the familiar beach, selling his freshly baked pies. However, lately, the beach-goers were ___1___ for something new. They no longer wanted pies. These were too greasy. They wanted something light.

"What? Pies again? I wish you have something ___2___ for us !" lamented one of the beach-goers.

"Nice warm sandwiches would be most welcome," remarked another.

For the first time in a decade, he had to bring his ___3___ pies home. Charles knew that he needed to change his ___4___. He knew that if he could give his customers what they wanted, his business would surely boom.

However, his wagon was just too small that he could not offer them a variety of sandwiches. There was no ___5___ at all!

"Something warm, something light ..." he muttered to himself. Deep in thought, he walked ___6___ a butcher stall. The butcher was arranging strings of sausages. Something about the long sausages stirred his ___7___. Then, he walked past a ___8___. Bread of all shapes and sizes caught his attention. Charles paused to look at the long rolls. Suddenly, an idea popped into his head. He decided ___9___ and then to serve sausages on rolls! However, he needed to convince his customers that the sausages would be nice and warm. So, Charles decided to have a hot stove installed right inside his wagon. He ___10___ that if the customers could see the red hot sausages, then they would definitely be ___11___ to try out his new invention -- sausage on a roll!

It was strange that no one had ever thought of serving a sausage on a roll before. His invention was a ___12___ and during his first year, he sold about 3700 sausages on a roll. How then did it become known as 'hot dogs'?

Well, like all good food stories, the name happened to be ___13___ by a man who, being rather impatient while waiting for his turn, shouted, "Give me one of those hot dogs!" Of course, he referred the sausages as ___14___ as they look like the elongated Dachshund -- the dogs that have long bodies and short ___15___.

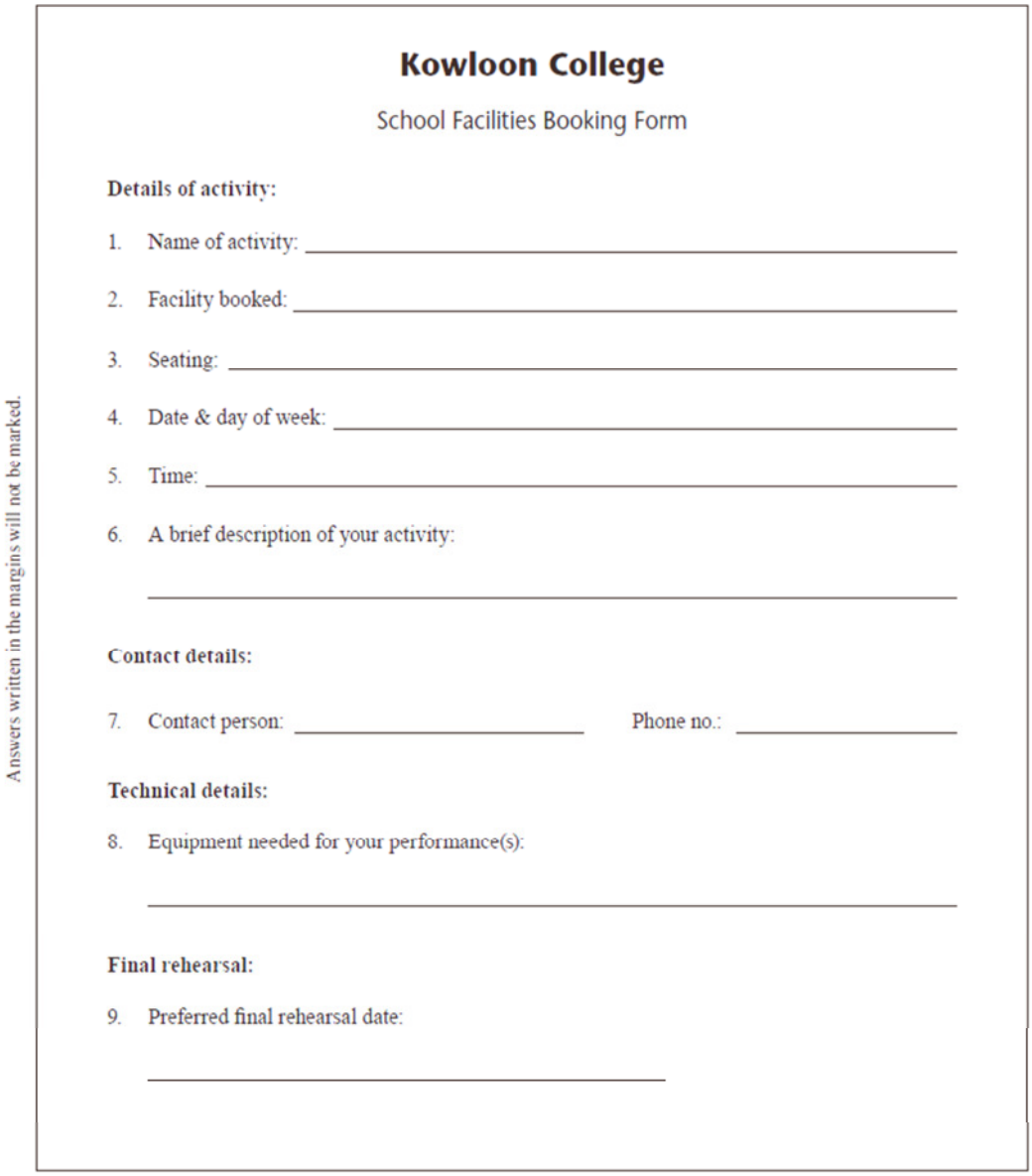
Exemplar D-1-8:

Listening

[Sacred Heart Canossian College (English Section) F5]

B. You and Thomas are filling out a facilities booking form for the charity show. Listen to the conversation and fill in the missing information in the spaces provided on the form.

You will have 30 seconds to study the task. At the end of the task, you will have one and a half minutes to tidy up your answers. (15%)



Kowloon College

School Facilities Booking Form

Details of activity:

1. Name of activity: _____
2. Facility booked: _____
3. Seating: _____
4. Date & day of week: _____
5. Time: _____
6. A brief description of your activity:

_____

Contact details:

7. Contact person: _____ Phone no.: _____

Technical details:

8. Equipment needed for your performance(s):

_____

Final rehearsal:

9. Preferred final rehearsal date:

_____

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Exemplar D-1-9:

Vocabulary

[Sacred Heart Canossian College (English Section) F5]

F. Complete each of the sentences with a suitable idiomatic expression from the list. Be sure to use the correct word form or verb form.

Drop someone a line	for better or worse	make a beeline for	open to question
Let this matter drop	a mental block	bend the rules	bottom line
Break even	with no strings attached	through no fault of one's own	fit the bill
First-come-first-served	put a high premium on	feast one's eyes on	feel free to
If my memory serves me correctly	get one's priorities right	have no qualms about	
Days are numbered	go against the grain	have gone too far	flood the market
Second opinion	in a quandary	make or break	make the grade	guinea pigs
Go down well	get nowhere	pass judgement	play host to	take it or leave it

1. This meeting is open to all. Please _____ express your opinions.
2. When certain commodities _____, their price will go down.
3. Some people have become the _____ for a new political system.
4. It _____ for dignified people to beg for a favour.
5. Whoever works really hard will _____ and be rewarded.
6. Book critics' comments may sometimes _____ a new book.
7. The old man is very sick and his _____.
8. That sort of argument is baseless; it will _____.
9. _____, we first met at a bookstore, right?
10. That is a serious illness; you had better get a _____ from other doctors.
11. The historian's speech was convincing; it _____ with the audience.
12. Some critics _____ criticizing the government's new policies.
13. One has to _____, so that what has to be done first will be done without delay.

14. Tom seems to _____ by insulting Donny like this.
15. Some new graduates _____ about whether to start working or go for further studies.
16. I used to go to the beach at dawn to _____ the beautiful sunrise.
17. Our department needs an efficient secretary and Irene _____, so we will employ her.
18. When you are free, don't forget to _____ Sam _____.
19. Tickets to the community variety show will be given free on a _____ basis.
20. Some said Melanie worked conscientiously and she lost her job _____.
21. No matter how strict we are, we have to _____ under special circumstances.
22. After the first year of loss, the company hopes to _____ this year and will have some profit later on.
23. _____, the couple vowed to stick together.
24. Generally speaking, old people have _____ about Information Technology.
25. You may be critical, but the _____ is that you should not create any unnecessary trouble.
26. There is a clearance sale at that shopping centre. Many people are _____ the area to purchase their goods.
27. How many universities can this small country afford to have is _____.
28. Parents today _____ their children's education, which, they hope will ensure the youngsters a promising future.
29. No one will believe that such a present is given _____.
30. There is no point arguing about the same issue. I suggest we _____ and discuss something else.

D-2 Short-Response

Checklist:

- Is the item formatted so that only one relatively concise answer is possible?
- Is the item framed as a clear and direct question?

Exemplar D-2-1

Reading Comprehension

[Sacred Heart Canossian College (English Section) F5]

<u>Passage 1</u>

An extract from 'The No. 1 Ladies' Detective Agency'

'Let me tell you a little about myself first,' said Happy Bapetsi. 'I come from Maun, you see. My mother had a small shop and I lived with her in the house at the back. We had lots of chickens and we were very happy.

'My mother told me that my Daddy had left a long time ago, when I was still a little baby. He had gone off to work in Bulawayo and he had never come back. Somebody had written to us to say that he thought that my Daddy was dead, but he wasn't sure. He said that he had gone to see somebody at Mpilo Hospital one day and as he was walking along a corridor he saw them wheeling somebody out on a stretcher and that the dead person on the stretcher looked remarkably like my Daddy. But he couldn't be certain.

'So we decided that he was probably dead, but my mother did not mind a great deal because she had never really liked him very much. And of course I couldn't even remember him, so it did not make much difference to me.

'I went to school in Maun at a place run by some Catholic missionaries. One of them discovered that I could do arithmetic rather well.

'I suppose it was very odd. I could see a group of figures and I would just remember it. Then I would find that I had added the figures in my head, even without thinking about it. It just came very easily – I didn't have to work at it at all.

'I did very well in my exams and at the end of the day I went off to Gaborone and learned how to be a book-keeper. Again it was very simple for me; I could look at a whole sheet of figures and understand it immediately. Then, the next day, I could remember every figure exactly and write them all down if I needed to.

'I got a job in the bank and I was given promotion after promotion. Now I am the No. 1 sub-accountant and I don't think I can go any further because all the men are worried that I'll make them look stupid. But I don't mind. I get very good pay and I can finish all my work by three in the afternoon, sometimes earlier. I go shopping after that. I have a nice house with four rooms and I am very happy.'

Mma Ramotswe smiled. 'That is all very interesting. You're right. You've done well.'

'But then this thing happened. My Daddy arrived at the house.'

'He just knocked on the door,' said Happy Bapetsi. 'It was a Saturday afternoon and I was taking a rest on my bed when I heard his knocking. I got up, went to the door, and there was this man, about sixty or so, standing there with his hat in his hands. He told me that he was my Daddy, and that he had been living in Bulawayo for a long time but was now back in Botswana and had come to see me.

'You can understand how shocked I was. I had to sit down, or I think I would have fainted. In the meantime, he spoke. He told me my mother's name, which was correct, and he said that he was sorry that he hadn't been in touch before. Then he asked if he could stay in one of the spare rooms, as he had nowhere else to go.

'I said that of course he could. In a way I was very excited to see my Daddy and I thought that it would be good to be able to make up for all those lost years and to have him staying with me, particularly since my poor mother died. So I made a bed for him in one of the rooms and cooked him a large meal of steak and potatoes, which he ate very quickly. Then he asked for more.

'That was about three months ago. Since then, he has been living in that room and I have been doing all the work for him. I make his breakfast, cook him some lunch, which I leave in the kitchen, and then make his supper at night. I buy him one bottle of beer a day and have also bought him some new clothes and a pair of good shoes. All he does is sit in his chair outside the front door and tell me what to do for him next.'

'Many men are like that,' interrupted Mma Ramotswe.

Happy Bapetsi nodded. 'This one is specially like that. He has not washed a single cooking pot since he arrived and I have been getting very tired running after him. He also spends a lot of my money on vitamin pills.

'I would not resent this, you know, but for one thing. I do not think that he is my real Daddy. I have no way of proving this, but I think that this man is an impostor and that he heard about our family from my real Daddy before he died and is now just pretending. I think he is a man who has been looking for a retirement home and who is very pleased because he has found a good one.

'Can you help me?' asked Happy Bapetsi. 'Can you find out whether this man is really my Daddy?'

A. Read Passage 1 and then answer the questions below.

1. Give **one** reason why Happy Bapetsi thought her father was dead. (2%)

_____

2. State **two** things that made Happy good at book-keeping. (4%)

_____

_____

3. **In your own words** explain what Happy likes about her job at the bank. (6%)

_____

_____

_____

_____

4. How did Happy feel when her Daddy arrived at her house? (6%)

_____

_____

_____

_____

_____

5. State **three** things that Happy does to look after her Daddy. (6%)

_____

_____

_____

_____

_____

_____

_____

Exemplar D-2-2 Reading Comprehension

[Yuet Wah College F6]

Now read Text Two, adapted from an article called 'Teens Unite for the Planet'.

5 Using the first paragraph, state **two** worries that teenagers have about the environment. (2)

(i) .....

(ii) .....

6 In lines 8 – 16, the writer shows how some Canadian young people are raising awareness of environmental issues.
Give three examples of the ways they are doing this. (3)

(i).....

(ii).....

(iii).....

7 Using lines 17 – 24, **in your own words**, explain the reasons that have caused young people to be concerned. (3)

.....

.....

8 In lines 25 – 31, the writer makes positive comments about teens and their commitment to environmental issues.
State **two** of the comments she makes. (2)

(i) .....

(ii) .....

9 In lines 32 – 45, the writer discusses teenage involvement in environmental schemes.

In your own words, identify **two** points she makes and support **each one** with an example from the text. (4)

(i) Point

.....

Example

.....

(ii) Point

.....

.....

Example

.....

D-3 Task

Checklist:

- Is the student's task clearly defined?
- Is the task sufficiently narrow (and/or broad) for the time available?
- Have scoring procedures been worked out in advance with regard to the approach that will be used?
- Have scoring procedures been worked out in advance with regard to the categories of language that will be rated?
- Have scoring procedures been clearly defined in terms of what each score within each category means?
- Is scoring to be as anonymous as possible?

Exemplar D-3-1

Imagine you were one of the people in the queue in the image below. Use the drawing as a basis to express your wishes and regrets. Write four sentences that convey the following instances: (8% @2) [English Assessment F4]

a) regret something in the present, something that is not as we would like it

b) regret something you cannot do

c) regret something in the past

d) complain about a situation / repeated actions/ things you expect to change

Exemplar D-3-2:

Reading Comprehension

[Sacred Heart Canossian College (English Section) F5]

Passage 3: Q2:Ordering events

Common con tricks

It's easy to fall for a range of tricks and scams by fraudsters in Hong Kong. The eight scams below highlight some of the dangers. Stay alert and don't be cheated!

Scam 1: Lottery scams take advantage of people hoping to win large lottery cash prizes. Victims are usually contacted by email or SMS and told that they have won a sum of cash. They are then asked to pay a service charge before the prize money is paid into their bank account. When the victim checks their bank account to see if a deposit has been made, they will see that a cheque has been deposited. The victim will then feel confident about paying the 'service charge'. Unfortunately, usually a few days later the bank will contact the victim to tell them that the cheque is invalid. Most lotteries do not require service charge payment. If you are asked to do so, contact the police for advice.

Scam 2: One simple but quite rare scam is to sell fake gold. The fraudsters approach passers-by and claim they have uncovered some gold items at a building site – usually rings, small statues, etc. They say they cannot sell the gold because they are illegal immigrants. They give the victim a sample of the gold so that it can be professionally valued and of course, the sample is genuine. Needless to say, the victim finds out later that the gold purchased is fake and therefore worthless. Only buy valuable items such as gold from reputable shops.

Scam 3: A passer-by notices a HK$100 note on the ground. If he or she picks it up, a fraudster will appear and claim that they saw it first. They will then offer to share the money, and ask the victim for HK$50 in change. The HK$100 note will turn out to be worthless paper. If you see money on the ground, do not pick it up. If you find anything valuable lying on the street, notify the police.

Scam 4: A very common deception is when a fraudster approaches a victim, often a teenager, pretending to have lost their wallet. The fraudster asks the victim to lend them some money and gives the victim their mobile phone as 'security'. Later the victim will discover that the mobile phone does not work and the contact details they were given are false. Never lend money to anyone you do not know.

Scam 5: A scam that happens quite regularly relates to unordered goods. Fraudulent suppliers deliver goods that have not been ordered to schools or companies. This scam is difficult to avoid because these goods are often accepted without anyone checking if they have been ordered. The suppliers then refuse to take the goods back and repeatedly ask for payment, sometimes threatening legal action. Schools or businesses should never accept any goods that have not been ordered. Report any threats related to unordered goods to the police.

Scam 6: A common trick relates to modelling contracts. A fraudster targets victims, usually women, by approaching them in the street, saying that they work for a modelling agency. They tempt the victim with promises of lucrative modelling contracts in return for a paid photo shoot or training course. After the victim has paid, the promised photo shoot or training course never happens. These fraudsters often protect themselves by making their victims sign legally binding documents. Never sign a contract without checking that you fully understand what you are committing yourself to.

Scam 7: Sometimes a fraudster pretends to be a victim's relative or friend. The fraudster telephones the victim and says they need money. They then ask the victim to transfer money into their bank account. To avoid being caught by this scam, tell the caller that you need to double-check their identity and that they should call you back on a number that only your family members know.

Scam 8: In cash machine or ATM fraud, criminals steal people's personal debit or credit card information and identification numbers (PIN numbers) by installing a camera on the machine or looking over their shoulder. They then create fake cards or use the data online. In some instances, they may cause a distraction by telling the customer that they have dropped something in the attempt to obtain the customer's PIN and card details.

There are frequent reports of ATM fraud, but simple steps can be taken to protect your PIN number. Firstly, never tell anybody your PIN number (including police officers or bank staff); secondly, cover the keypad with your hand as you type in your number; and finally, immediately report any bank card theft to the police and also your bank to nullify your card transactions.

2. Order the following events in Scam 1. Number the events (1-4). The first event has been done for you. (3%)

The victim receives a notification from the bank. ____

The victim gets an SMS or email. **1**

The victim pays a service charge. ____

The victim sees they have received a cheque. ____

Exemplar D-3-3

Complete the sentence for each situation. (10) [English Assessment F4]

1. You should do more exercise because that's the way to get fit.
   If you _____, you
   _____ fit.
2. Peter sowed some seeds, but they did not grow because he forgot to water them.
   The seeds _____ if Peter
   _____.
3. People don't realize the importance of energy conservation, so they do nothing about it.
   If people _____, they
   _____ something about it.
4. John did not get the job in France because he can't speak French.
   If John _____ French, he _____ in France.
5. Paul is poor because he lost all his money in investments.
   If Paul _____ all his money in investments, he
   _____ so poor.

Exemplar D-3-4:

G. Find and correct the mistake in each sentence. (10%)

[Sacred Heart Canossian College (English Section) F5]

1. Sometimes I cannot understand a passage completely because it contains difficult vocabularies.
2. We are thankful to you for the wedding present.
3. My friend advised me to practice until I could type without looking at the keys.
4. The delay was very annoyed because we were in a hurry to get to the office before it closed.
5. Will the drought have much affect on the crops next month?
6. There are a few points I should like to rise at the next meeting of the committee.
7. What a pity! I left my belonging in a taxi and didn't take its number.
8. Gregory passed his chemistry final, so now he won't loose his scholarship.
9. The students do not have assess to the research materials in the library.
10. The two ships went passed each other without a sound.

Exemplar D-3-5:

H. Rewrite the following sentences according to the instructions below. Try not to change the meaning as far as possible. (10%)

[Sacred Heart Canossian College (English Section) F5]

1. The robber put his hands up in the air immediately after he dropped the gun. (Use a participle phrase)
2. The boy was hit by a ball and he screamed in pain. (Use a participle phrase)

3. Mary coughs every time she eats anything cold. (Use 'If')
4. My mother went to the supermarket yesterday. She went there to buy some rice. (Use an adverb clause of result)
5. That man is 70 years old. He has just run his first marathon. (Use a relative clause)
6. It's a pity to see Maggie leaving the company. She is the most ambitious member of the team. (Use a relative clause)
7. This restaurant served the best Cantonese food in town. (Use passive voice)
8. Brian did not have enough money to pay for the rent. He had to work to earn extra money. (Use 'As')
9. I gave her my advice. She wouldn't see a doctor. (Use 'Despite')
10. The weather wasn't very good. We really enjoyed our picnic. (Use 'Although')

Exemplar D-3-6:

Vocabulary

[Sacred Heart Canossian College (English Section) F5]

I. Give a brief meaning to each of the following homonyms.

HOMONYM	MEANING
1. Ad Add	
2. Aid Aide	
3. Air Heir	
4. Bare Bear	
5. Birth Berth	
6. Break Brake	

7. Bread Bred	
8. Sight Cite	
9. Coarse Course	
10. Fair Fare	
11. Four Fore	
12. Hall Haul	
13. Heal Heel	
14. Heard Herd	
15. Meet Mete	

Exemplar D-3-7

[Sacred Heart Canossian College (English Section) Form 5 Composition]

Write an argumentative essay of around 500 words using ONE of the following topics:

1. Climate change is a hoax. To what extent do you agree to this statement.
2. We should use negotiation to solve the North Korean conflict.
3. Women should be treated equally in every aspect.
4. There should be more legislation to protect animals.

Marking rubric

Content /30

Coherence /25

Structure /25

Usage /15

Style /

Exemplar D-3-8

[Yuet Wah College F6]

IV. Essay (100 marks)

- You should spend 60 minutes on this section.
- Select an essay on **ONE** of the following topics in 350-400 words.
- Use test paper and indicate the number of words you have written at the end of your essay.

Topic A

Write a story (true or imaginary) in which the main character had to choose between two very important things/people in his/her life.

Topic B

Never take for granted the people who show you love and kindness. Describe a person whom you have failed to show your appreciation to.

Exemplar D-3-9

[Yuet Wah College F6]

III. Text Analysis (100 marks)

- You should spend 40 minutes on this section.
- Select **ONE** of the following two texts and analyze it. Write 350-400 words.
- Start by identifying the main requirements: **(2 paragraphs)**
  1. the type of the text
  2. message
  3. purpose
  4. context
  5. audience
  6. graphology
- You should also analyze the chosen text by identifying at least 5 other language features and explain how they are related to the message, purpose, context, audience or graphology. **(2-3 paragraphs)**

TEXT A

AT THE BEGINNING
(feat. Donna Lewis)

We were strangers, starting out on a journey
Never dreaming, what we'd have to go through
Now here we are, I'm suddenly standing
At the beginning with you

No one told me I was going to find you
Unexpected, what you did to my heart
When I lost hope, you were there to remind me
This is the start

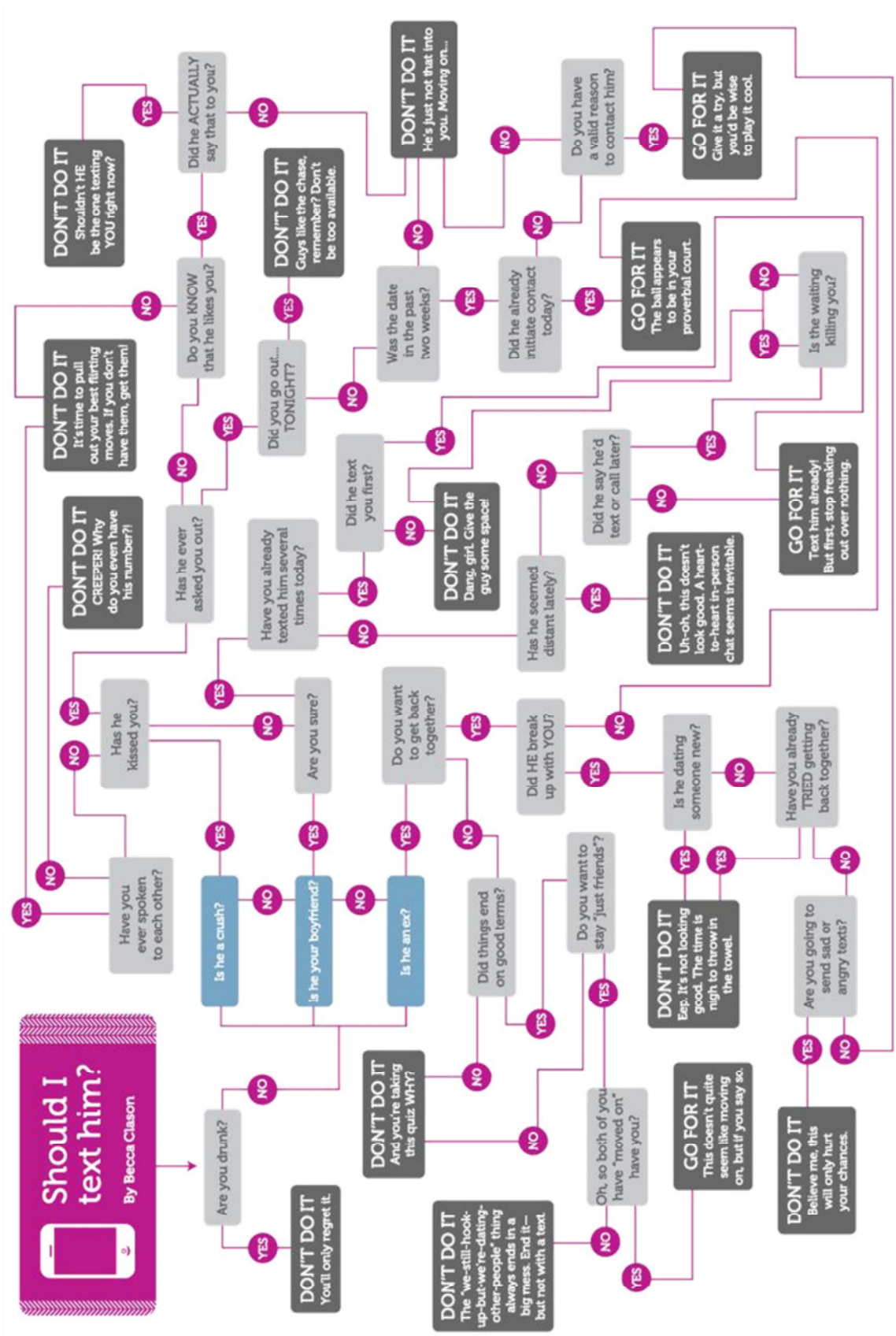
Chorus
And life is a road that I wanna keep going
Love is a river, I wanna keep flowing
Life is a road, now and forever, wonderful journey
I'll be there when the world stops turning
I'll be there when the storm is through
In the end I wanna be standing
At the beginning with you

We were strangers, on a crazy adventure
Never dreaming, how our dreams would come true
Now here we stand, unafraid of the future
At the beginning with you

CHORUS

Knew there was somebody, somewhere
Like me alone in the dark
Now I know my dream will live on
I've been waiting so long
Nothing's gonna tear us apart

TEXT B


Should I text him?
By Becca Clason
Are you drunk?
DON'T DO IT
You'll only regret it.
Have you ever spoken to each other?
Has he kissed you?
Is he a crush?
Is he your boyfriend?
Is he an ex?
Are you sure?
DON'T DO IT
CREEPER! Why do you even have his number?!
DON'T DO IT
It's time to pull out your best flirting moves. If you don't have them, get them!
Has he ever asked you out?
Do you KNOW that he likes you?
Did he ACTUALLY say that to you?
DON'T DO IT
Shouldn't HE be the one texting YOU right now?
DON'T DO IT
Guys like the chase, remember? Don't be too available.
Did you go out... TONIGHT?
Have you already texted him several times today?
Did he text you first?
DON'T DO IT
Dang, girl. Give the guy some space!
DON'T DO IT
He's just not that into you. Moving on...
Was the date in the past two weeks?
Do you want to get back together?
Did things end on good terms?
DON'T DO IT
And you're taking this quiz WHY?
DON'T DO IT
The "we-still-hook-up-but-we're-dating-other-people" thing always ends in a big mess. End it—but not with a text.
Do you want to stay "just friends"?
Oh, so both of you have "moved on" have you?
Did HE break up with YOU?
Has he seemed distant lately?
DON'T DO IT
Uh-oh, this doesn't look good. A heart-to-heart in-person chat seems inevitable.
Did he already initiate contact today?
Do you have a valid reason to contact him?
GO FOR IT
Give it a try, but you'd be wise to play it cool.
GO FOR IT
The ball appears to be in your proverbial court.
Did he say he'd text or call later?
GO FOR IT
Text him already! But first, stop freaking out over nothing.
Is the waiting killing you?
Is he dating someone new?
DON'T DO IT
Esp. it's not looking good. The time is nigh to throw in the towel.
GO FOR IT
This doesn't quite seem like moving on, but if you say so.
Have you already TRIED getting back together?
Are you going to send sad or angry texts?
DON'T DO IT
Believe me, this will only hurt your chances.
YES
NO

Appendix 2

Lesson Plan 1

<table>
<tr><td colspan="2">School name: Sacred Heart Canossian College

(English Section)</td><td>Subject: English (Reading)</td></tr>
<tr><td colspan="2">Class: Form 5B</td><td>Room: Rm 404</td></tr>
<tr><td colspan="3">Number of students: 42</td></tr>
<tr><td colspan="2">Date: 24th January, 2017</td><td>Time: 3rd & 4th period (10:40-12:00)</td></tr>
<tr><td colspan="3">Topic: Describing personalities

(This is the 1st period of this topic.)</td></tr>
<tr><td colspan="3">General goals:
➢ to strengthen student's reading skills</td></tr>
<tr><td colspan="3">Analysis of main and difficult points/ Anticipated problems:
Main points:
- to practise scanning and skimming
- to answer different types of comprehension questions
Difficult points:
- to answer questions that require inferencing (to infer the writer's intention)</td></tr>
<tr><td>Specific goals/Lesson Objectives:
Students will be able
➢ To make predictions
➢ To express and solicit opinions
➢ To practise scanning and skimming (reading for detail) skills
➢ To familiarise themselves with the vocabulary used to describe people</td><td>Coding of the Requirements of BAA
A-7
B-15
B-16
B-19
C-2</td><td>Goal attainments within this level
Follow the reasoning of an oral argument or exposition
Use a wider range of communication strategies, both verbal and non-verbal when taking part in a discussion
Play an appropriate and effective role in a group interaction
Show respect for, and understanding of, diverse and opposing opinions during a discussion
Infer the meaning of new words by making use of the co-text and context, background knowledge, and</td></tr>
</table>

➢ To identify synonyms and antonyms ➢ To apply the "personality" words learnt to a given context		common word affixes
	C-5	Read a text at an appropriate pace with accuracy and fluency to achieve the purpose of reading
	C-8	Gather, comprehend, evaluate and use relevant information effectively, efficiently and ethically
	C-16	Make inferences and draw conclusions by reading between the lines and look carefully at the facts and information supplied and implied
	C-18	Determine and explain an author's point of view, intention, attitudes and feelings with words and details used within the writing

<u>Preparation</u>

-Previous learning:

- reading on a task-based approach
- locating specific information
- making inferences

-Material and teaching aids:

- Blackboard
- Reading materials
- PowerPoint

Timing (approx)	Steps	Class Organization	Purposes
5 mins	**<u>Motivation</u>** ● Teacher shows her own photo and asks students to use adjectives to describe the teacher. ● Students have to brainstorm the topic they are going to discuss.	T → Ss	● to arouse students' interest ● to give students time to brainstorm some commonly-used adjectives
15 mins	● Students get questions in hand and they have to read the questions. Before the lesson starts, teacher has already posted the reading passages on the walls of the classroom. After reading the questions, students have to walk around the classroom and scan for information from the passage (students have to spot the adjectives within the reading passage). Each student is numbered and each of them has 30 seconds to look for answers. The student has to jot down the answers once they have returned to their home group, then the second student will be called and the process goes on until the last one is called. ● Teacher will then show the passage on the PowerPoint and check the answers with students. They are encouraged to share their answers and they can compare their answers with the other groups.	T ⇔ Ss Ss ⇔ Ss	● to practise scanning ● to learn to read for a purpose
20 mins	● Teacher will distribute the reading passage to students and a list of more difficult comprehension questions will be asked. Students have to answer individually, then they are asked to compare their answers in groups of four. If they get different answers, they have	T ⇔ Ss	● to practise skimming ● to learn to explain, persuade and compromise ● to train their skills on answering different types of comprehension

	to experience the processes of explaining, persuading and compromising or agreeing. Teacher has to make sure different question types are being asked: reading for detail (true or false questions or analytical questions), guessing meaning, inferring intention (the writer's viewpoint or his intention), gist for reading (matching main points with paragraphs), cloze (fill in the blanks in a summary form), etc. ● Teacher will then show the questions and answers on the PowerPoint and check the answers with students.		questions
10 mins	● Teacher will show the words (target vocabulary of the reading lesson) with a set of multiple choice questions for them to guess the meanings of the words. Students have to write their answers on the white board and teacher can complete a quick check.	T⇔Ss	● to guess meaning from context ● to assess students' understanding of the "personality" words
8 mins	● Students form groups of 4 prior to class. Each group is given flashcards containing synonyms and antonyms of the target vocabulary. Teacher shows the target vocabulary on screen and asks students to find the synonym and antonym of the target vocabulary. Teacher then checks the answers with students.	T⇔Ss	● to identify synonyms and antonyms to enlarge their vocabulary
7 mins	● Students are asked to complete the fill-in-the-blanks exercise (target vocabulary) on a short worksheet. Teacher then checks the answers with students.	T⇔Ss	● to apply the words learnt

5 mins	**Conclusion:** ● Students summarise the words they have learnt. ● Teacher assigns homework.	T⇔Ss	● to help them recall the things they have learnt in this lesson
	Assignments: ● A worksheet containing sentences with new vocabulary is distributed. Students have to read and guess the meanings of the words from context.		● to practise what they have learnt at home

Materials

- reading passage found from the Internet
- contents consulted from NorthStar5 Unit 3 The Bold and the Bashful

Assessment

- Students are assessed according to their performance in class (if they can answer the assigned questions and how well they perform in groups).
- Homework is also assigned to check how much they understand in this lesson.

Lesson Plan 2

<table>
<tr><td colspan="2">School name: Colegio de Santa Rosa de Lima English Secondary</td><td>Subject: English (Reading)</td></tr>
<tr><td colspan="2">Class: Form 4 Arts and Commercial 1</td><td>Room: Form 4 Arts and Commerce 1</td></tr>
<tr><td colspan="3">Number of students: 24</td></tr>
<tr><td colspan="2">Date: 8 Jan 2018</td><td>Time: 40 minutes</td></tr>
<tr><td colspan="3">Topic: Reading ‘Woman Fined for Feeding the Ducks’

(This is the 1st period of this topic.)</td></tr>
<tr><td colspan="3">General goals:
➢ Read and understand the main idea of the news article</td></tr>
<tr><td colspan="3">Analysis of main and difficult points/ Anticipated problems:

Main points: The problem about an existing rule mentioned in the text. / The different perspectives surrounding the case discussed in the text.

Difficult points: Ss may encounter difficulty identifying the loophole of the rule. Ss may also find it difficult to differentiate various people’s perspectives and concerns on the issue.</td></tr>
<tr><td rowspan="10">Specific goals/Lesson Objectives:

(By the end of the lesson, students will be able to…)

- understand the main idea of the news article
- use contextual clues to deduce meaning in the text
- take notes on the different points of view of different stakeholders
- give their opinion with sound justification</td><td>Coding of the Requirements of BAA</td><td>Goal attainments within this level</td></tr>
<tr><td>C-2</td><td>Infer the meaning of new words by making use of the co-text and context, background knowledge, and common word affixes</td></tr>
<tr><td>C-10</td><td>Make predictions about the content and development of a complex text using prior knowledge, contextual clues, and features of text</td></tr>
<tr><td>C-15</td><td>Give personal response to a text and interact with others around a text after reading</td></tr>
<tr><td>C-16</td><td>Make inferences and draw conclusions by reading between the lines and look carefully at the facts and information supplied and implied</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>

Preparation

-Previous learning:

Students have acquired vocabulary on various minor offences and punishment.

-Material and teaching aids:

Gateway B2+ Unit 5

Computer (access to internet)

Timing (approx)	Steps	Class Organization	Purposes
	Motivation		
5 mins	- T explores the genre of the text with the ss by alerting them to the headline of the article. - T asks the ss to think about why the woman was fined for feeding the ducks - T asks the ss to look at the picture to help them with their prediction - Ss share their ideas with the whole class	T ⇔C S ⇔ S S⇔C+T	This prediction activity aims to provide a context of the reading material to ss. The brainstorming activity gives them a reason to read the article to confirm their guesses.
	Development		
30 mins	- T asks the ss to skim the text to get a general idea of why the woman was fined. - T asks the ss to scan to retrieve the main ideas of the case - T asks the ss to interpret the problem of the case itself - T asks the ss to match the meaning of the underlined words with their explanations given on the opposite page. - T asks the ss to consider different	T ⇔C T ⇔C S ⇔S S ⇔S S ⇔S	Ss practise grasping the general idea of the text. Ss practise retrieving specific ideas from the text. Ss interpret the loopholes about the issue at stake. Ss infer meaning of new words using contextual clues. Ss evaluate the points of view

	people's perspective (Why did the warden fine the woman? What was the woman's argument? What was the neighbours' concern?) - T asks the ss to discuss in pairs if that existing rule should be amended.	S ⇔S	of different people involved in the case. Ss develop personal response to the case itself.
5 mins	**Conclusion:** - T invites Ss to share their points of view on the previous discussion question.	S⇔C+T	
	Assignments: Ss write a paragraph on the discussion question above.		For those pairs who do not have a chance to share their ideas, it would be nice to keep a record of their points so that they can refer to it the next class.

Materials

Gateway B2+ Unit 5

Assessment

T makes observations on students' response to evaluate their understanding of the global and local (implicit/explicit) ideas of the text, their ability to infer meaning of new words and make sound personal judgement. These various skills will be assessed in the comprehension test.

Lesson Plan 3

School name: Yuet Wah College	**Subject:** English
Class: F6C	**Room:** F6C - Rinaldi Building 3/F
Number of students: 32	
Date: 23rd March, 2018	**Time:** 2:05-2:45pm (40 minutes)
Topic: **(This is the 6th period of this topic.)**	

General goals:

- Do an analysis of the song *Firework* by Katy Perry by identifying the language features used in the song and how they are connected to its message, purpose, and context.
- Apply the use of PEE (Point, Explanation, Example) when discussing a text.

Analysis of main and difficult points/ Anticipated problems:

Main points:

- Students will analyze a text using language features.
- Students will select words or phrases that correspond to certain language features and connect them to the message, purpose, and context of the text.

Difficult points:

- As there are language features which are very similar in function or meaning, students might be confused which to use.
- Although selected texts are authentic, they may not be completely appropriate to the students' level of comprehension.

Specific goals/Lesson Objectives: **(By the end of the lesson, students will be able to)**	**Coding of the Requirements of BAA**	**Goal attainments within this level**
- identify and use their knowledge of language features to explain the message, purpose and context of the text provided in pairs. - analyze the writer's word choice throughout the text and give their opinions during the	B-7	Express personal feelings and opinions effectively and appropriately.
	B-19	Show respect for, and understanding of, diverse and opposing opinions during a discussion.
	C-9	Recognize a variety of text types and identify their purpose, structure and associated language features.
	C-15	Give personal response to a text and interact with others around a text after reading.

class discussion. - correctly cite evidence from the texts provided in an analysis.	C-16	Make inferences and draw conclusions by reading between the lines and look carefully at the facts and information supplied and implied.
	C-18	Determine and explain an author's point of view, intention, attitudes and feelings with words and details used within the writing.
	C-21	Recognize common literary devices and explain the deeper meaning conveyed by the author and the impact made on the readers.

Preparation

-Previous learning:

In previous lessons, students were assigned to work in pairs to do research on a specific term, which they had to explain and give examples of. There are 20 terms in total and the teacher introduced the first four. The remaining 16 terms were reported by the assigned students. The teacher helped facilitate the class discussions, gave clarifications, checked students' understanding, and summarized students' reports.

-Material and teaching aids:

Copies of lyrics for analysis, BINGO cards, blackboard, sample analysis, computer, projector.

Timing (approx)	Steps	Class Organization	Purposes
10 min.	**Motivation** Warm-Up: Language Features Bingo Students will sit in pairs and each will be given a Bingo card with selected terms from the 16 language features they've learnt and the main items (message, purpose, context, etc.) they need to identify in a text. Selected students will be asked to read the definitions out loud during the game.	T ⇔C	Help students recall the terms they have learnt, and focus on the lesson content and tasks that follow. This will be an opportunity for selected students to read-aloud and be the source of information for the rest of the class.
10 min.	**Development** 1. Text One – Analysis of the song *Firework*.	C ⇔C	Students will be exchanging

5 min. 10 min.	In pairs, Ss will be asked to identify the message, purpose, context, target audience, and as many language features as they can in the song. They will be provided a worksheet for this activity. 2. Students will then form groups of four and take turns to discuss their understanding of the MPCA and language features used in the song. They will complete their notes in their worksheets according to the ideas they gathered in their discussion. 3. Text Two - *Top 10 Reasons Why You Should Take Physics* Another text type will be introduced to the Ss and they will be given 10 min. to identify the (message, purpose, context, target audience, graphology, and language features). Volunteers will be asked to write their answers on the board so the whole class can compare notes.		ideas (using the PEE format) in a less threatening way because they will only reveal what they know to their partner. More interaction is encouraged at this point with the use of the target language, along with repetitive use of the terms they have learned. A completely new text type can challenge students to apply their knowledge and work independently. Comparison of answers will follow for Ss to confirm how similar or different their views are and if they are acceptable to the class.
5 min.	**<u>Conclusion</u>** In pairs, Ss will play a live game online using *Quizziz* in pairs on the language features used in the text *Top 10 Reasons Why You Should Take Physics* as a formative assessment.	C ⇔C	To motivate students to review items which were covered in text two in a competitive environment.
	<u>Assignment:</u> A partly completed analysis of the text will be distributed for students to complete.	T ⇔C	This will be done individually so students can take their time to understand the requirements in writing a text analysis for their exam.
<u>Materials</u> Worksheet on the song *Firework*, copies of text two (infographic), BINGO cards, blackboard, sample analysis of text two, computer, projector, and mobile phones for *Quizzes*.			
<u>Assessment</u> Students will be asked to select a song / poem /speech and they will write a complete analysis on their selection. The written analysis will be marked as their last journal entry for the semester. Also, they will			

have to prepare a two-minute oral presentation of their analysis, which will be considered as their Oral Exam. To show their appreciation of their chosen piece, they will give a performance in front of their classmates, which will be half of their Oral exam mark.

Attachments:

- BINGO cards
- Song Worksheet
- Infographic handout (10 Reasons Why You Should Take Physics)
- *Quiz* link https://quizizz.com/admin/quiz/5ab49617fdd393001b2c0e23

Scheme of Work 2017-2018 (1st Term)

School name：Sacred Heart Canossian College (English Section)　　Subject：English Language　　Class：Form 5

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
1	4 Sept – 12 Sept	Public exam requirements & language skill	By the end of the lesson, the students are able to · tell the requirements and the instructions need for the exams.	---	1	Students will · know the requirements and criteria of IGCSE exams. · do IGCSE past papers to consolidate their English skills.	IGCSE materials	---
		Discussion on speech topics, rules and guidelines (student's group discussion)	· know the basic requirements of a proper speech.	---	1	· have more ideas on speech format and requirements. · read a good and a bad sample speech. · be given guidance in preparation of a 3-minute speech.	---	---
		Speed writing on speech topics (Ten-minute writing)	· write fast within a certain period of time. · accurately use the proper wordings for certain descriptions. · write with increasing	---	2	· be assigned some speech topics and they have to write within a limited period of time.	---	D1 D11 D14 D15

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			confidence and motivation.					
		Drafting of their speech & peer evaluation	· share their writing with their classmates. · identify the mistakes and make adjustment. · relate prior grammar points to enhance writings.	---	2	· revise the mistakes made by their classmates based on the assigned topics. · finish the draft based on the comments. · check their peers' work.	---	D1 C20 C21
		Listening practice (IELTS & Dictation)	· reveal their weakness and further strengthen their listening and oral skills.	---	2	· be given the practice in class with explanation inserted in between sections.	Supplementary exercises	A2 A3 A4 A6 A9 A15
		Word Formation I	· review the eight parts of speech – their names and functions. · form nouns and adjectives from given words.	General Certificate English 4th Edition Unit 63	1	· be able to tell the functions of different parts of speech.	Supplementary notes & worksheet	---

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
2	13 Sept – 20 Sept	Focus on the topic: Prediction & Share Information	・ make predictions. ・ deal with the concepts of truth, honesty, and deception. ・ clarify values relating to truth and lying.	North Star 5 Unit 2 Lying	1	・ look at the title of the unit and the photo. ・ give the meaning of the man's gestures (raised left arm, fingers crossed). ・ have discussion on honesty. ・ discuss the reasons for the choices made in the chart.	Textbook	C6 C10
		Focus on Listening: Listening One – Interview with a psychiatrist	・ make and confirm predictions. ・ summarize main ideas and details. ・ infer meaning from language that signals hedging or hesitation. ・ support ideas with reasons.	North Star 5 Unit 2 Lying	1	・ share their knowledge about ways that plagiarism can be detected and what the punishment should be for a student who is caught plagiarizing. ・ read and listen to the letters, paying particular attention to the boldfaced words. ・ underline other key words and phrases they do not know. After listening, work with partners to explain the meanings of the underlined	Textbook	A2 A4 C2

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						words or phrases. · provide five main idea statements about lying that are discussed in the interview. · mark the statements *agree/disagree* and explain their answers.		
		Speech Delivery & Evaluation	· deliver a 3-minute speech in fluent English with confidence. · evaluate peer performance and give appropriate comments.	---	6	· give useful comments on the classmates' speeches.	---	B3 B4 B6 B7 B8
		Word Formation II	· use the appropriate pronouns for nouns. · give the correct plural form of particular nouns.	General Certificate English 4th Edition Unit 63	1	· make sentences with a given word in its correct form.	Supplementary notes & worksheet	---
3	21 Sept – 28 Sept	Focus on Listening: Listening Two – Family Secrets	· identify a speaker's attitude. · organize and synthesize information from the	North Star 5 Unit 2 Lying	1	· complete the exercise individually before comparing answers with a partner. · point out words or phrases in	Textbook	A2 A4 A17 C2

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			listening.			the sentences that helped them determine the correct meaning of the boldfaced words. · scan the questions and answer choices for Excerpts One, Two, and Three. Define or explain any unfamiliar “feeling” words.		
		Connect the Listenings	· write down the truths that were concealed in Pola Rapaport’s family. · list out the events in the chart. · explain how they uncovered the family secret.	North Star 5 Unit 2 Lying	1	· have 5 minutes to discuss the previous information they obtained from the last lesson. · review Ekman’s nine reasons for lying in the audio interview on page 41. · work alone or with a partner to complete the chart.	Textbook	A3 A6 A9
		Focus on Speaking	· express and support opinions. · recognize and use expressions to introduce, defend and express multiple sides of an issue.	North Star 5 Unit 2 Lying	2	• complete the short paragraphs on page 47 using the words or phrases given. • read and match the answers correctly in the expand section. • Point out that Beatriz’s text on the left is in order. Dr. Sanborn’s text	Textbook	B3 B7 B12 B22

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			· plan a group discussion, summarize an ethical dilemma and present various solutions.			on the right is not in order.		
		Review on Modals (Degree of Certainty)	· recognize and use modals to express degrees of certainty.	North Star 5 Unit 2 Lying	1	· paraphrase the examples without using a modal. For example, "*Clearly, one of them must be lying.*" could be paraphrased as *I am sure that one of them is lying*.	Textbook	---
		Vocabulary Worksheet 1	· strengthen their vocabulary bank by learning new spellings. · pronounce the vocabularies correctly.	---	1	· finish the exercise on the worksheet in pairs or individually. · make good use of an English-English dictionary to help understand the meaning of the word.	Supplementary notes	---
		Classwork 1 (Proficiency Test 1)	---	---	2	---	---	---
		Dictation 1	---	---	1	---	---	---
4	29 Sept	Prefixes and Meaning	· know the meaning of	General	2	· review the list of Latin and	Supplementary	---

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
	– 10 Oct		some common prefixes. · obtain other forms of given words by adding prefixes to them.	Certificate English 4th Edition Unit 58		Greek prefixes given in the text book with the students. · provide examples of words having such prefixes.		
		Writing practice on descriptive style	· use significant details to describe a person. · make descriptions that include sensory details. · make use of figurative languages.	---	2	· use some pictures or real objects as prompt. · be provided a list of adjectives.	Supplementary notes	D1 D2 D4 D5 D7
		Composition 1 (Descriptive)	· demonstrate creativity, originality and critical thinking in writing.	---	2	· write an interesting descriptive composition with well-developed content and relevant supporting details.	---	D1 D2 D4 D5 D7
		Classwork 2 (IELTS type)	---	---	2	---	---	---
		Listening 1 (IELTS)	---	---	1	---	IELTS reference books	---
5	11 Oct – 18 Oct	Problem Words and Correct Usage 1	· use adjectives ending either in “ing” or “ed” in sentences correctly. · identify uncountable	General Certificate English 4th Edition CE	2	· review the common rules for using adjectives ending in ‘ed’ and ‘ing’. · Identify the difference in	Supplementary notes & worksheet	---

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			nouns. · familiarize themselves with singular nouns that end with “s” and nouns that are usually used in plural form.	Unit 59		meaning of pairs of words which appear similar. · clarify the meaning of problem words by giving examples of their definitions and part of speech.		
		Phrasal verbs	· make sentences to illustrate the meaning of the phrasal verbs learnt. · give synonyms to a phrasal verbs.	---	2	· learn by heart the common phrasal verbs. · create a story by using as many phrasal verbs as possible.	Supplementary notes & worksheet	---
		Corrections	· make clear the topics they are doubtful about. · avoid making the same mistakes they made in tests and quizzes.	---	2	· go over the mistakes they made in tests and quizzes.	---	---
		Listening 2 (TOEFL) & (N. S. Unit 2 Achievement Test)	---	North Star 5 Unit 2	2	---	TOEFL reference books & North Star 5	---
		Dictation 2	---	---	1	---	---	---

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
6	19 Oct – 26 Oct	Focus on the topic: Prediction & Share Information	· make predictions. · explain the meaning of "introvert" and "extrovert". · deal with a cross-cultural view of shyness and other personality traits.	North Star 5 Unit 3 Personality	1	· read the picture, pair up with a neighbouring classmate to discuss their responses, and then report their ideas to the class. · *Differentiate 'constellation'* and '*continuum'.*	Textbook	C6 C10
		Focus on Listening: Listening One – A quiet revolution of the 50%	· make and confirm predictions. · summarize main ideas. · identify supporting details. · infer meaning from language that presents a balanced point of view.	North Star 5 Unit 3 Personality	1	· point out words or phrases in the sentences that helped them determine the correct meaning of the boldfaced words. · discuss the distinction between cultural and social factors. · understand *traits* and *bias.* · imagine what it would be like to be at a party where they did not know anyone. · focus on the content of the audio and not to concentrate on the mechanics of their writing.	Textbook	A4 B1 B12 C2 C22

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						・ discuss with a partner whether introverted people are the targets of bias in their cultures and why this is harmful. ・ read the explanatory text about *presenting a balanced* ・ understand that the use of '*whereas'* implies an equivalency, or equal value *point of view*.		
		Writing Practice on Argumentative Style	・ use figures or evidence to support viewpoints. ・ make use of persuasive language.	---	2	・ use some news articles or current issues as prompt and invite students to weigh the advantages or disadvantages. ・ bring in some topic sentences and viewpoints based on their sharing. ・ provide students with guidelines which they may find it useful.	Supplementary notes	D6 D8 D10 D11 D12 D13
		Intro to IELTS Writing	・ identify pie charts, tree diagrams and bar charts	---	2	・ distribute handouts. ・ explain different kinds of charts.	Worksheet	D2

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		(Practice)	etc. · get familiar with IELTS writing task 1.			· give examples of good writing pieces.		
		Classwork 3 (Reading Comprehension)	---	---	2	---	---	---
		Listening 3 (Aural Comprehension)	---	---	1	---	Online materials	---
7	27 Oct – 6 Nov	Focus Listening Two: The Pollyanna Syndrome	· connect problems and solutions. · identify creative and effective examples.	North Star 5 Unit 3	1	· describe any Pollyannas that they know. · describe both the benefits of having a positive attitude and how a persistent optimism can seem annoying to others. · understand the meaning of "make lemonade out of lemons".	Textbook	A19
		Connect the Listenings	· organize compare, and synthesize information from two audio segments. · apply the information	North Star 5 Unit 3	1	· work with a partner to complete the chart.	Textbook	A3 A6 A9

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			and ideas to other areas.					
		Focus on Speaking	· express and support opinions. · interpret cartoons. · describe personality. · express and defend preferences. · initiate and maintain a conversation. · prepare and dramatize a group presentation.	North Star 5 Unit 3	2	· summarize what the assumptions are about the personalities of first-born children, only children, and youngest children. · Share their opinions with their classmates how birth order affected their personality. · be given time to read the short paragraphs and finish the fill in the blanks. · read and match the answers correctly in the expand section.	Textbook	B12 B15 B19
		Composition 2 (Argumentative)	· write a supportive argumentative piece of writing with well-developed content and relevant supporting details. · demonstrate creativity,	---	2	· form groups to have discussions first. · elaborate their ideas with supporting details. · agree or disagree with their classmates' ideas.	---	D6 D8 D10 D11 D12 D13

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			originality and critical thinking in writing.					
		Classwork 4 (Proficiency Test 2)	---	---	2	---	---	---
		Dictation 3	---	---	1	---	---	---
8	7 Nov – 14 Nov	Problem Words and Correct Usage 2	· use adjectives ending either in “ing” or “ed” in sentences correctly. · identify uncountable nouns. · familiarize themselves with singular nouns that end with “s” and nouns that are usually used in plural form.	General Certificate English 4th Edition CE Unit 59	2	· review the common rules for using adjectives ending in ‘ed’ and ‘ing’. · Identify the difference in meaning of pairs of words which appear similar. · clarify the meaning of problem words by giving examples of their definitions and part of speech.	Supplementary notes & worksheet	---
		Review on Relative Clauses	· recognize and use identifying and non-identifying adjective clauses.	---	1	· point out that identifying adjective clauses are called *restrictive* and non-identifying clauses are called *non- restrictive*. · read the explanation and	Supplementary notes	---

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						examples in the box. · point out that non-identifying clauses are set off in writing by commas and in speech by intonation. Identifying clauses are not marked by commas or pauses.		
		Vocabulary Worksheet 2	· strengthen their vocabulary bank by learning new spellings. · pronounce the vocabularies correctly.	---	1	· finish the exercise on the worksheet in pairs or individually. · make good use of an English-English dictionary to help understand the meaning of the word.	Supplementary notes & worksheet	---
		Corrections	· make clear the topics that they are doubtful about. · avoid making the same mistakes they made in tests and quizzes.	---	2	· go over the mistakes the made in tests and quizzes.	---	---
		(N. S. Unit 3 Achievement	---	North Star 5 Unit 3	2	---	Textbook	---

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		Test)						
		Spelling Test	---	---	1	---	---	---
9	15 Nov – 22 Nov	Indirect Speech & Indirect Questions	· familiarise with patterns using indirect speech and questions. · change the tense of verb. · make identity and possession clear. · use an infinite when reporting a request or an order. · make indirect questions.	General Certificate English 4th Edition Unit 73 & 74	2	· distribute handouts. · review with students' previous knowledge. · explain new structures. · form students into groups and invite them to create sample sentences. · invite students to share their examples. · assign exercises for students in the handouts.	Supplementary	---
		Corrections	· make clear the topics that they are doubtful about. · avoid making the same mistakes they made in tests and quizzes.	---	2	· go over the mistakes the made in tests and quizzes.	---	---
		IGCSE practice & Corrections	· identify different kinds of questions. · get familiar with	---	5	· learn different kinds of question types. · give examples of good writing	Worksheet	C1 C2 C18

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			question types.			pieces. · go over the mistakes the made in tests and quizzes.		C19
10	23 Nov – 30 Nov	Oral Examination & Revision	· demonstrate a theme-based presentation with confidence. · make good use of discourse markers. · give reasons to support their views. · make clear the topics that they are doubtful about. · avoid making the same mistakes they made in tests and quizzes.	---	9	· discuss among themselves what topics they are doubtful of and need clarification. · go over the mistakes the made in tests and quizzes.	---	B3 B4 B5 B8 B10

Scheme of Work 2017-2018 (2nd Term)

School name：Colegio de Santa Rosa de Lima English Secondary　　Subject：English　　Class：F4 AC1

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
1	Jan 1-5	Unit 5 – Unit control (Vocabulary building)	- Ss familiarize themselves with the structure of British govt - ss make observation of everyday life in relation to crime	Unit 5 Vocab	4	- Ss watch a video on the British govt structure - Ss try to find similarities between UK govt and Macau govt	Gateway Unit 5 youtube	C-1, C-2, C-3,
					3	- Ss brainstorm vocabulary of various crimes	Supplementary notes	
2	Jan 8-12	Reading Comprehension (lead-in, in-depth reading) Speaking	- ss can read and understand the main ideas of the text - ss take notes of the words that shape the tone of the text	Unit 5 pre-Reading	1	- Ss predict the content of the text by looking at the news headline	Gateway Unit 5	C-1 C-2, C-3, C-4, C-10, C-11, C-13, C-14, C-15, C-19B-7, B-16, B-18, B-19
				While reading	5	- Ss skim and scan for ideas - Ss interpret the problems of the	Gateway Unit 5	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			- Ss are able to formulate their judgement - Ss are able to highlight the writer's craft that shapes the meaning of the text - Ss are able to develop a dialogue from the text - Ss are able to a form coherent view with justification			case - Ss evaluate pts of view of different stakeholders - Ss analyze the writer's craft that helps shape the tone and meaning of the text - Ss infer meaning of the new words		
				Post reading speaking task	2	- Ss formulate their own solid personal judgement		
3	Jan 15-19	Grammar (Conditions, mixed conditionals , inverted and other conditionals)	- Ss are able to explore the meanings of different conditionals / ways to express regrets - Ss can form the	Unit 4 part 4a Revise conditionals	2	- Ss revise the form, and usage of the four conditionals	Gateway Unit 4 Supplementary notes and worksheet	B-5, B-17
				Introducing mixed conditionals	4	- Ss are given a scenario in which they deduce the usage of mixed	Gateway Unit 4 Supplementary notes and worksheet	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			conditionals sentences accurately - Ss can apply the conditionals in appropriate situations			conditional - Ss practise the form of mixed conditionals		
				Practise mixed conditionals	3	- Ss apply appropriate conditionals for different topics to share with the class	Gateway Unit 4 Supplementary notes and worksheet	
4	Jan 22-16	Grammar (adding emphasis)	- Ss can understand the grammatical meaning and form of cleft-sentences and other emphatic structures	Unit 5 Part 4b Ways to add emphasis	4	- Ss explore the meaning and usage of cleft sentences and other forms - Rewrite an idea using emphatic forms - Ss practise using emphatic structures to express their	Gateway Unit 5	B-4, B-5, B-17

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						experiences - Ss highlight the stress in emphatic sentences		
		Listening	- Ss are able to listen and take notes of major ideas and details from the audio clip - Ss can unsderstand people's attitude through the tone of voice	Unit 5 Listening CCTV	4	- Ss understand the expectations of the questions - Ss take notes of the key ideas - Ss spot main/ supporting ideas - Ss note the stress and intonation of the speaker that convey doubts and uncertainty	Gateway Unit 5 Pg 64	A-4, A-5, A-7, A-9, A-12, A-18, A-19
5	Jan 29-Feb 2	Dictation	- Ss are able to dictate words from the unit they prepare - Ss are able to dictate unseen	Unit 5	1			

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			vocabulary					
		Use of vague language	- ss become aware of people's attitude through the use of vague language	Unit 5	2	- Ss listen to the audio clip again to make notes of the ways the speakers make an idea less specific - Ss observe how the speakers soften their tone - Ss co-write a dialogue to incorporate vague language in a context given by the teacher.	Gateway Unit 5 Pg 64	A-1, A-2
		Writing (pre-writing)	- Ss review the concepts of complaints, the selection of ideas and the language features of	Unit 5	4	- Ss brainstorm the content in a complaint letter based on a scenario co-created in	Materials from https://elc.polyu.edu.hk/cill/writing.aspx Gateway pg 159 - formal letters of complaint	D-1, D-2, D-3, D-4, D-5, D-9, D-11, D-13, D-14, D-15

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			complaint discourses - Ss can make recommendation to a complaint scenario - Ss can make note of the form and structure as well as the language used in a complaint letter			class. - Ss read and explore the content, structure and the language features in a few samples of complaint letters - Ss identify problems leading to the complaints in the samples - Ss work on a task that requires them to choose the appropriate tone and language in a complaint letter.		
6	Feb 5-9	Writing compliant letter	- Ss utilize the patterns learnt in previous grammar lessons	Unit 5	4	- Ss practise modifying some sample writing using emphatic		D-1, D-2, D-3, D-4, D-5, D-9, D-11, D-13, D-14, D-15

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			(conditionals, emphatic sentences, vague language) in their complain letter			sentences and vague language appropriately. - Ss write a letter of complaint based on a topic given.		
		Writing dialogue	- Ss can co-create a context and co-write a conversation based on the topic of complaint (e.g. a customer and a customer service officer		3	- Ss prepare a role play on the topic of complaint - Ss co-write the script with their partner, paying attention to various language features - Ss form a coherent and local point of view		D-1, D-2, D-3, D-4
7	Feb 12-16	Sports Days CNY	N/A					
8	Feb 19-23	CNY	N/A					

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
9	Feb 26-Mar 2	Role Play Feedback	- Ss are able to use verbal and non-verbal cues to express their opinion on		7	- Ss engage the audience through verbal and non-verbal language - Ss improve their pronunciation and fluency - Ss learn how to present their opinions while respecting others		B-1, B-2, B-3 B-4, B-5, B-6, B-7, B-8, B-9, B-15, B-19
10	Mar 5-9	Reading Test Listening Test Test corrections	- Ss review all the objectives on reading and listening in the assessments		7			
11	Mar12-16	Grammar Test	- Ss review all the objectives on the grammar units in the assessment		1			

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		Preparation for the site visit	- Ss check the background of the company they are going to visit		2	- Ss go to the computer lab to do research on the company - Ss look for the vision and mission of the company - Ss familiarize themselves with the history and the current activities of the company - Ss prepare questions to ask during the visit	Various websites	C-5, C-13, C-15, C-16
		Company visit	- Ss understand the authentic communication in professional communities of practice		2	- Ss understand how the language of complaint is used in authentic settings		

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		Post-visit discussion	- Ss share what they have learn about the company and how they deal with complaints		2	- Ss share with their classmates what they have learn in this visit		B-6, B-7, B-8, B-9

Scheme of Work 2017-2018 (3rd Term)

School name： Yuet Wah College **Subject： English** **Class： Form 6 A / B / C**

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
1	29/1 to 2/2	Introduction to IGCSE Language B and syllabus of Semester-II Reading Practice 1 (Sec. A)	**Students will be able to:** record topics that will be covered in the second semester syllabus and take note of dates related to assessments, homework, etc. classify IGCSE (Section A) question types, select and identify specific information that correspond to the questions.	2nd Semester Syllabus, quiz/test dates, oral exam requirements and presentation dates, etc.	2	**Students will:** record important dates and deadlines for the 2nd semester.		B-7, B-10, B-15, B-16, B-17, B-19, B-22 C-1, C-2, C-5, C-6, C-8, C-9, C-11, C-12, C-13, C-14, C-16, C-17, C-18, C-19, C-20 D-1, D-2, D-4, D-7, D-14, D-15
				Practice 1 (Section. A) identification questions: - name - identify - state specific information from the text	3	enumerate various identification questions in Practice 1 handout (pair work). select and deduce information from the extract to answer the	GCSE past paper - an extract from the story *The Northern Lights* and selected questions on the story.	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						questions (individual work).		
				Practice 1 results & feedback		compare answers and decide which are the most accurate (class discussion).		
				Groupings for readers group presentations		form groups and decide who will be responsible for each part in their group presentations.		
				Journal 1 reflective writing instructions	1	be assigned to read the story *Uncle Silas* and respond to one of the prompts provided by writing a 250-word reflection.	Journal prompt	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
2	5/2 to 9/2	Reading Practice 2 Readers Story *Silas the Good*	recognize other types of questions in IGCSE (Section A). demonstrate inferential comprehension of sample text in the second practice by giving accurate answers to the questions. rephrase and use a variety of vocabulary where they are required to. cite evidence from a text using their own words.	Practice 2 (Section. A) Questions that require students to use their own words: - what were.. - identify - explain Questions in which students identify and provide support from the text - identify two reactions / points / etc. and support each	3	skim through all the questions in Practice 2 and underline words key words that will help them locate the answers. write sample answers to question 1 and 2 on the board (volunteers), and others will give feedback. select and deduce information from the extract to answer the remaining	GCSE past paper - an extract from *The No. 1 Ladies' Detective Agency* and selected questions on the story.	B-7, B-10, B-15, B-16, B-17, B-19, B-22 C-1, C-2, C-3, C-4, C-5, C-6, C-8, C-9, C-10, C-11, C-12, C-13, C-14, C-15, C-16, C-17, C-18, C-19, C-20 D-1, D-2, D-4, D-7, D-14, D-15

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			justify the author's usage of a certain tone or his/ her expression of feelings, etc.			questions. compare answers and decide which are the most accurate. (class discussion)		
				Readers story 1 and class discussion Using the right judgement on people and daily situations.	2	highlight issues from the story and discuss the characters' motives. in groups. take a 10-point quiz on the story.	*British and American Short Stories* (Penguin Readers) Plot & themes WS Quiz 1 (Powerpoint) Answer sheets	
				Reading Test1	1	answer all question	GCSE past	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						types practised in sample paper 1 and 2.	papers - the passage *The Lady of the Ice* and an extract from the novel *Ru* by Kim Thuy	
3	12/2 to 16/2	IGCSE Section C Writing a Descriptive Essay	define sensory details, precise language and literary devices for an effective descriptive essay.	1. Criteria for an effective descriptive essay 2. Use of sensory details to enhance writing in texts. 3. Making writing appealing by using literary	4	define what a descriptive essay is and explain what they are exactly supposed to write about based on two questions. (pairwork) compare two sample essays on the same topic and discuss what makes one more effective	Descriptive writing sample prompts Exemplar essay on the topic 'Describe your best friend' about *Melanie*	A-1, A-2, A-3, A-4, A-5, A-6, A-7, A-8, A-9 A-10, A-11, A-12, A-13, A-14, A-15 A-16, A-17, A-18, A-19 B-7, B-12, B-15, B-17, B-18, B-19 C-1, C-2, C-3, C-15, C-16,

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
				devices. 4. Taste Test Tuesday – Drink, describe and guess!		than the other. (pair work). select words and phrases that appeal to the senses from an exemplar essay. (group work) extract descriptive language in a song. try different kinds of drinks and identify exactly what it is or what combination of drinks it is. (voluntary & class discussion) descriptive language in a text	*Belay* Powerpoint presentation Descriptive language in: *Passenger's Seat* (song), *Monica* (exemplar) Six different kinds of drinks, paper cups, and a big box to conceal them.	C-17, C-18, C-19, C-21 D-1, D-2, D-3, D-5, D-14

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						and song		
				Listening Test 1	1	complete four listening sections.	IELTS Past paper	
4	26/2 to 2/3	Descriptive Essay - Process Writing Readers Group Presentation 1 *The Barber's Uncle*	complete the pre-writing, drafting, and editing stages of a descriptive essay. (Journal 2) recall details from the story and evaluate the content in the group presentation.	1. Outline and draft 2. Peer feedback 3. Editing 4. Final version	3	create a descriptive essay outline by using sensory details, similes, metaphors, analogies, adjectives, and adverbs to describe a classmate they are assigned to write about. write their first draft in class. exchange drafts twice to get constructive	Descriptive essay outline & draft sheet Feedback guide	A-1, A-2, A-4, A-5, A-7, A-8, A-9, A10, A-11, A-12, A-15, A-18, -19 B-2, B-4, B-5, B-7, B-10, B-11, B-12, B-15, B-17, B-18, B-19, B-21, B-22 C-5, C-10, C-12, C-14, C-16, C-17, C-18, C-20 D-1, D-2, D-3, D-4, D-5, D-7,

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						feedback (content, accuracy, structure) from classmates. A guide will be projected on the screen. rewrite faulty, incomplete, or unclear parts of their essays based on their classmates' feedback. do one more swap with a classmate to confirm clarity of content before writing the final version.		D-8, D-9, D-14, D-15
				Writing Test 1	1	select from one of	IGCSE	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
				Descriptive Essay		the given writing prompts and use clear, concise, and vivid language in an organized way.	Section C (modified) prompts from past papers	
				Readers group presentation	2	listen to the summary of the plot and themes of the story as presented by the group assigned. ask reporters to clarify questionable parts of the story. summarize points discussed. take a 10-point quiz on the story.	*British and American Short Stories* (Penguin Readers) Quiz 2 (Powerpoint) & answer sheets Visual aids of group members	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
5	5/3 to 9/3	Reading Practice 3 Listening T1 & Reading T1 results and feedback Readers Group Presentation 2 *Springtime on the Menu*	read a variety of texts, select and use the correct order of information, ideas and opinions from the texts provided demonstrate better understanding of the format and question types used in Section A by providing accurate responses. recall and describe the characters and their contributions in the outcome of the story.	Reading Practice 3	2	answer questions on two different passages. compare answers with a partner and agree on their final answers. confirm accuracy of responses during class discussion.	IGCSE sample paper - an adaptation from the article *The Corish Total Eclipse 1999*	A-1, A-2, A-4, A-5, A-7, A-8, A-9, A10, A-11, A-12, A-15, A-18, -19 B-2, B-4, B-5, B-7, B-10, B-11, B-12, B-15, B-17, B-18, B-19, B-21, B-22 C-1, C-2, C-3, C-4, C-5, C-6, C-8, C-9, C-10, C-11, C-12, C-13, C-14, C-15, C-16, C-17, C-18, C-19, C-20
				Readers group presentation Various instances of coincidences and the use of irony in stories.	2	follow all procedures in previous presentations. Reporting style and order may vary from one group to another.	*British and American Short Stories* (Penguin Readers) Quiz 3 (Powerpoint) & answer	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
							sheets	
				Distribution and feedback on Listening T1 & Reading T1	1	specify problems encountered in the test (e.g. provided insufficient information, didn't follow instructions, poor use of time, vocabulary / spelling issues, etc.) discuss measures that can be taken for future tests.	Marked tests	
				Listening Test 2	1	complete four listening sections.	IELTS Past paper	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
6	12/3 to 16/3	Narrative Essay Process Writing Readers Group Presentation 3 *The Open Window* Introduction to Language Features	write a complete narrative essay by going through process writing. (Journal 3) analyze story structure (exposition, rising action, climax, falling action, resolution) and other literary elements in a short story	1. Review sample & critique 2. Outline & draft 3. Peer feedback 4. Final version	3	identify the parts of a narrative essay and critique sample materials. use an engaging beginning and an ending that makes readers reflect. work cooperatively with a partner and compose an essay on their selected narrative writing topic. exchange drafts with another pair to get constructive feedback (content, accuracy, structure)	Section C Narrative writing exemplary sample *Good Dr. Brown* Narrative essay outline & draft sheet Feedback guide	A-1, A-2, A-4, A-5, A-7, A-8, A-9, A10, A-11, A-12, A-15, A-18, -19 B-2, B-4, B-5, B-7, B-10, B-11, B-12, B-15, B-17, B-18, B-19, B-21, B-22 C-5, C-10, C-12, C-14, C-16, C-17, C-18, C-20 D-1, D-2, D-3, D-4, D-5, D-7, D-8, D-9, D-13, D-14, D-15

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						from classmates. A guide will be projected on the screen. revise their work and submit the final version. receive positive and constructive feedback from teacher for the whole class.		
			retell key events in the story that have led to conflicts in the story. relate and discuss their personal opinions to the elements of the	Readers group presentation Appropriateness of using humour on	1	follow all procedures in previous presentations. Reporting style and order may vary from one group to	*British and American Short Stories* (Penguin Readers) Quiz 4	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			story.	people you are not familiar with		another.	(Powerpoint) & answer sheets Visual aids of group members	
			apply reading strategies and skills by accurately answering Section A questions.	Reading Test 2	1	answer all question types from all the practices and previous test.	IGCSE past papers - the passage *The Lady of the Ice* and an extract from the novel *Ru* by Kim Thuy	
			explain the message, purpose, context, and target audience of a text describe the	Defining the basics (MPCAG) of a text Identifying	1	state the definitions of MPCAG and identify them in various texts presented in class.	*The Superfluous and the Necessary* (Poem)	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			graphology used in a text and its connection to its MPCA learn the first 5 literary devices/ language features - metaphor, simile, compare & contrast, emphasis, and emotive lexis	language features in sample texts Demonstrate mastery by giving examples		analyze the first 5 LF, give their own examples and write them on the board. match the LF with the correct sentences in a group challenge. summarize the first 10 items and choose a partner for an assigned LF.	*I Hate English!* (Book) *Readers Digest* (Cover)	
7	19/3 to 23/3	Language Features Readers Group Presentation 4 *The Income*	identify literary devices using selected texts and prior knowledge. give an effective presentation to the	Pairs 1-4 personification / apostrophe / alliteration / hyperbole Pairs 5-8	4	take notes while listening to the informative speech given in pairs for each language feature. go through	materials such as lyrics, poems, speeches, infographics, that can be used as	A-1, A-2, A-4, A-5, A-7, A-8, A-9, A10, A-11, A-12, A-15, A-18, -19 B-2, B-4, B-5,

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		Tax Man Complete text analysis of a song and infographic	class (in pairs) on the language features they have been assigned. . explore and use new and previously learned LF from pair presentations and class activities. do an analysis of the song *Firework* and the infographic *Top 10 reasons why you should take Physics.* familiarize themselves with the proper format of an analysis essay.	pun / irony / symbolism / onomatopoeia Pairs 9-12 rhetorical questions / dysphemism / euphemism / colloquial language, slang & jargon Pairs 13-16 antithesis / tautology, pleonasm & redundancy / oxymoron / paradox		examples and ask for clarification when necessary compare the meaning, use and functions of LF answer a 10-point quiz at the end of each period.	concrete examples for specific LF Powerpoint presentation Projector Blackboard Quizzes	B-7, B-10, B-11, B-12, B-15, B-17, B-18, B-19, B-21, B-22 C-5, C-9, C-10, C-12, C-14, C-15, C-16, C-17, C-18, C-20, C-21 D-1, D-2, D-3, D-4, D-5, D-14, D-15

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
				Readers group presentation how one's moral values change when it comes to handling money and having power	1	follow all procedures in previous presentations. Reporting style and order may vary from one group to another.	*British and American Short Stories* (Penguin Readers) Quiz 5 (Powerpoint) & answer sheets Visual aids of group members	
				Song analysis (MPCAG & LF) Completing an analysis of an	1	play a BINGO game on LF and their definitions. (warm-up / review) identify the MPCAG & LF in	Visual aids of reporters 10-item quiz each period *Firework*	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
				infographic		the song *Firework* (pair & then group work) be introduced to an infographic. underline words/phrases that correspond to LF and volunteers will write their notes on the board. inspect closely a literary analysis essay on the infographic and fill in the necessary information to complete it.	lyrics / handout BINGO cards Blackboard literary analysis on *Top 10 reasons why you should take Physics* computer projector	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
8	26/3 to 30/3	Oral Exam Guidelines	make all the necessary preparations and record all the requirements they need to complete prior to their oral exam. confirm if they will be presenting and analyzing a song or a poem. create a poster with the MPCAG and LF of the piece they will be presenting in their oral exam.	Writing Test 2 Narrative Essay	1	compose a narrative essay effectively and imaginatively on a specific prompt.	IGCSE Section C (modified) prompts from past papers	A-2, A-3, A-6, A-18 D-1, D-2, D-3, D-4, D-5, D-7, D-8, D-9, D-14, D-15
				Distribution and feedback on Listening T2, Reading T2, and journals	1	go through the answers and give general feedback.	Marked tests	
				Oral exam instructions & Journal 4 Requirements	1	select a text they will analyze for their oral exam. produce their own posters in preparation for their oral exam.	printed copies of Ss' exam pieces sample posters of songs / poems	
9	2/4	Readers	connect the story to	Announce order	1	organize the details		A-1, A-2, A-4,

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
	to 6/4	Group Presentation 5 *My Bank Account*	their personal experiences and discuss their feelings about the characters' situations. reflect and identify moral values that the author wants to emphasize on.	of presentations and marking criteria for oral exam.		in their analysis		A-5, A-7, A-8, A-9, A10, A-11, A-12, A-15, A-18, -19
				Readers group presentation How anxiety affects a person's judgement and actions	2	follow all procedures in previous presentations. Reporting style and order may vary from one group to another.	*British and American Short Stories* (Penguin Readers) Quiz 6 (Powerpoint) & answer sheets	B-2, B-4, B-5, B-7, B-10, B-11, B-12, B-15, B-17, B-18, B-19, B-21, B-22 C-5, C-10, C-12, C-14, C-16, C-17, C-18, C-20
10 - 11	9/4 to 17/4	Individual presentations Wrap-up & compilation of English	critically analyze a piece of text and present it to their classmates demonstrate their	Oral Exam presentations	5	analyze and perform or recite the piece they have selected.		A-3, A-10, A-12 B-1, B-2, B-3, B-4, B-6, B-8, B-9, B-11, B-12, B-17, B-18,
				Listening Exam	1	complete four listening sections.	IELTS Past paper	

Week No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		folders for the 2nd Semester	understanding of the terminology discussed in class and use those related to their piece in their analysis.					B-19, B-22
				Compilation of assessments in the 2nd Semester	1	receive and organize HW, tests, quizzes, and other classroom materials that were marked during the semester.	All assessed materials	

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Working Group for the Development of this Curriculum Guide

The University of Macau is commissioned by the DSEJ to develop this Curriculum Guide. The project is carried out by the Faculty of Education of the University.

Writing Team:

Dr Colin YU (Coordinator)

Faculty of Education, University of Macau

Dr Sylvia IEONG

Faculty of Education, University of Macau

Dr Paul SZE

Dept of Curriculum and Instruction, The Chinese University of Hong Kong

Focus Group Members

Ms CARDOSO DAS NEVES, BRIGIDA CRISTINA

Sacred Heart Canossian College (English Section)

Mr Tou Un (Henry), CHEONG

Colegio de Santa Rosa de Lima English Secondary

Ms JOAN PAOLA S. CHUA

Yuet Wah College