English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Preamble

The development of the Hong Kong school curriculum has advanced into a new phase of ongoing renewal and updating. It ushers in a new era for curriculum development to keep abreast of the macro and dynamic changes in various aspects in the local, regional and global landscapes in maintaining the competitiveness of Hong Kong. For the ultimate benefit of our students, schools are encouraged to sustain and deepen the accomplishments achieved since the Learning to Learn curriculum reform started in 2001, and to place new emphasis on future needs in curriculum development for achieving the overall aims and learning goals of the school curriculum.

The eight Key Learning Area (KLA) Curriculum Guides (Primary 1 — Secondary 6) have been updated and recommended by the Curriculum Development Council (CDC)[1] to support the ongoing renewal of the school curriculum at the primary and secondary levels.

In updating the KLA Curriculum Guides, the respective KLA committees under the CDC have taken into consideration the concerns, needs and suggestions of various key stakeholders including schools, principals, teachers, students and the public at large. A series of school briefing cum feedback collection sessions coupled with a territory-wide school survey were conducted in 2015 to gauge schools' views on the major updates of the respective Curriculum Guides.

The eight KLA Curriculum Guides (2017) supersede the 2002 versions. Each KLA Curriculum Guide presents the updated curriculum framework which specifies the KLA's curriculum aims, learning targets and objectives, delineates the direction of ongoing curriculum development at the KLA level, and provides suggestions on curriculum planning, learning and teaching strategies, assessment, as well as useful learning and teaching resources. In addition, updated examples of effective learning, teaching and assessment practices are provided for schools' reference. Supplements to some KLA Curriculum Guides and subject curriculum guides are also available to provide further suggestions on their implementation at specific key stages. Schools are encouraged to adopt the recommendations in the KLA Curriculum Guides, taking into account the school contexts, teachers' readiness and learning needs of their students.

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[1] The CDC is an advisory body offering recommendations to the Government on all matters relating to school curriculum development from kindergarten to secondary levels. Its membership includes heads of schools, teachers, parents, employers, academics from tertiary institutions, professionals from related fields or related bodies, representatives from the Hong Kong Examinations and Assessment Authority (HKEAA), and officers from the Education Bureau.

For a better understanding of the interface between various key stages and connections of different learning areas, and how effective learning, teaching and assessment can be achieved, schools should make reference to all related curriculum documents recommended by the CDC and the latest versions of the Curriculum and Assessment Guides jointly prepared by the CDC and the HKEAA for the senior secondary curriculum to ensure coherence in curriculum planning at the school, KLA and subject levels.

As curriculum development is a collaborative and ongoing process, the KLA Curriculum Guides will be under regular review and updating in light of schools' implementation experiences as well as the changing needs of students and society.

Views and suggestions on the development of the English Language Education KLA Curriculum are always welcome. These may be sent to:

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Key Messages

English Language Education Key Learning Area

The English Language Education Key Learning Area (KLA) is an integral part of the school curriculum that provides students with a wide range of learning experiences to enhance their:

- English language proficiency for study, work and leisure;
- personal and intellectual development, and social skills;
- cultural understanding; and
- global competitiveness.

Entitlement of Students

- All students from Primary 1 to Secondary 6 are entitled to opportunities for developing the above capabilities in the context of English Language Education.
- 17% to 21% of the total lesson time is allocated to the English Language curriculum for each key stage from Primary 1 to Secondary 3.
- The senior secondary English Language curriculum, which builds on the effective learning and teaching practices promoted in previous key stages, accounts for a flexible range of 12.5% to 15% of the total lesson time.
- Literature in English, as an elective subject in the senior secondary curriculum to further enhance students' language proficiency, accounts for 10% to 15% of the total lesson time.

Overall Aims

The overall aims of the English Language Education KLA curriculum are:

- to provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
- to enable every student to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

The Central English Language Education KLA Curriculum:
An Open and Flexible Framework

The curriculum framework for English Language Education is the overall structure for organising learning and teaching for the subjects of English Language and Literature in English. The framework comprises a set of interlocking components including:

- subject knowledge and skills, which are expressed in the form of learning targets under the Interpersonal, Knowledge and Experience Strands, as well as learning objectives;
- generic skills; and
- positive values and attitudes.

Connecting School Curriculum Development with the Central Curriculum

The flexibility of the central curriculum allows plenty of space and scope for whole-school curriculum development. Following the general direction and recommendations provided in the central curriculum, schools are encouraged to:

- develop a suitable, balanced and coherent school English Language Education curriculum;
- design and carry out innovative curriculum plans and build on good practices;
- vary the organisation of learning content, learning and teaching strategies, pace of learning and teaching, homework requirements, as well as criteria and modes of assessment, taking into consideration factors such as students' needs, teachers' readiness and school contexts; and
- make plans for the effective use of lesson time based on the needs of students on a developmental continuum.

Learning and Teaching

Schools are encouraged to enrich English language learning and teaching through:

- incorporating the updated Four Key Tasks (i.e. Moral and Civic Education: Towards Values Education, Reading to Learn: Towards Reading across the Curriculum, Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines, and Information Technology for Interactive Learning: Towards Self-directed Learning);

- life-wide learning;
- task-based learning and teaching;
- learning and teaching of text grammar;
- e-learning; and
- embracing learner diversity, including students with special educational needs (SEN) and gifted students.

In addition, schools are encouraged to create a language-rich environment by:

- providing greater opportunities for students to use English for purposeful communication both inside and outside the classroom;
- making use of student-centred instruction to promote learner independence;
- making greater use of literary or imaginative texts to promote critical thinking and encourage free expression and creativity;
- assigning quality homework to provide language practice in meaningful contexts, instead of meaningless mechanical drills;
- inviting students to read a wide range of materials with different subject content and text types to facilitate the development of a culture of "reading to learn" and "Reading across the Curriculum" (RaC), and designing appropriate tasks for students to appreciate the value of reading; and
- promoting the development of strategies, values and attitudes that are conducive to effective, self-directed, independent and lifelong learning.

Assessment

Schools are encouraged to promote teacher assessment literacy through:

- placing emphasis on both formative and summative assessments;
- adopting diversified modes of assessment and designing purposeful assessment tasks;
- using formative and summative assessments for reviewing and improving teaching plans and strategies;
- making effective use of internal and external assessment data to gain insights into students' strengths and weaknesses and to inform learning and teaching;
- advising teachers to provide quality and timely feedback to inform students of their performance and how to make further progress; and
- extending formative assessment from "assessment *for* learning" to "assessment *as* learning".

Resources

Schools are encouraged to enhance English language learning and teaching through:

- utilising a variety of print and non-print resources which include quality textbooks, language arts and non-fiction materials, electronic materials with multimodal features, multimedia resources such as videos, e-books, interactive games, application software and authentic online resources;
- making the most of the resource materials, services and programmes provided by community partners, different government departments, non-governmental organisations and educational institutions; and
- maximising the use of available resources including learning and teaching materials, human resources, equipment and facilities.

Direction for the Ongoing Renewal of the English Language Education Curriculum — Sustaining, Deepening and Focusing

In the coming five to ten years, schools are encouraged to sustain and deepen the accomplishments achieved over the past decade in enhancing the learning and teaching of English Language and Literature in English, and to continue with existing good practices in enriching students' learning experiences through:

- developing a coherent school English Language Education curriculum that helps connect students' learning experiences across different KLAs as well as in and outside class;
- adopting a greater variety of strategies to address the diverse learning needs of students, including students with SEN and students who are gifted;
- providing more opportunities for the learning and teaching of language forms, functions and skills for purposeful communication as well as the development of language awareness and appreciation skills through the use of creative and information texts in both print and non-print forms;
- developing students' capabilities for self-directed and lifelong learning; and
- strengthening assessment literacy in the subject panel(s) with due consideration given to students' learning progression, interests and abilities, and engaging students in the assessment process to promote self-reflection and self-directed learning.

In view of the challenges and opportunities arising from the significant developments in our society and around the world in various fields, and for the ultimate benefit of student learning, schools are encouraged to incorporate the following Major Renewed Emphases (MRE) of the ongoing curriculum development into the English Language Education curriculum through focusing on:

- promoting Language across the Curriculum (LaC) to help students connect their learning experiences, and to enhance their language proficiency and application of language knowledge and skills for non-language subjects;
- leveraging information technology to facilitate e-learning, develop new literacy skills, enhance collaboration and interaction inside and outside the classroom, build learning networks, motivate self-directed learning to prepare students better for the challenges in the rapidly changing digital world, as well as promoting information literacy to equip students with the ability and attitude for effective and ethical use of information;
- strengthening values education through the use of a wide array of learning and teaching resources which provide contexts for students to explore a wealth of value-laden issues and stimuli for critical and imaginative responses; and
- promoting RaC and cross-curricular/KLA collaboration in support of STEM education to broaden students' knowledge base and strengthen their ability to integrate and apply knowledge and skills.

[For more information on various curriculum matters, please also refer to the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014) and the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017).]

Contents

Preamble

Key Messages

Appendices

List of Tables

Chapter 1

Introduction

Learning to Learn 2+ — The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students' needs

Nurturing lifelong & self-directed learning capabilities

Fostering whole-person development

Multiple pathways

SEVEN LEARNING GOALS

FIVE ESSENTIAL LEARNING EXPERIENCES

Moral and Civic Education • Intellectual Development • Community Service • Physical and Aesthetic Development • Career-related Experiences

Values & attitudes
Seven priority values
- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others

Generic skills
Basic Skills
- Communication Skills
- Mathematical Skills
- IT Skills

Thinking Skills
- Critical Thinking Skills
- Creativity
- Problem Solving Skills

Personal & Social Skills
- Self-management Skills
- Self-learning Skills
- Collaboration Skills

Core Subjects
- Chinese Language
- English Language
- Mathematics
- Liberal Studies

Electives
- 20 Elective Subjects
- Applied Learning
- Other Languages

Other Learning Experiences
- Moral and Civic Education
- Aesthetic Development
- Physical Development
- Community Service
- Career-related Experiences

Life-wide Learning

Four Key Tasks: Towards major renewed emphases (MRE) at the JS level and beyond
STEM education & ITE, Values education (incl. MCE & Basic Law education), Language across the Curriculum (incl. reading), etc.

Key Learning Areas
- Chinese Language Education — Key Learning Area
- English Language Education — Key Learning Area
- Mathematics Education — Key Learning Area
- Science Education — Key Learning Area
- Technology Education — Key Learning Area
- Personal, Social & Humanities Education — Key Learning Area
- Arts Education — Key Learning Area
- Physical Education — Key Learning Area

General Studies

Values & attitudes, Skills and Knowledge

Kindergarten
- Language
- Early Childhood Mathematics
- Nature & Living
- Self & Society
- Arts & Creativity
- Physical Fitness & Health

Secondary 4-6 — SS
Secondary 1-3 — JS
Primary 1-6 — P
Kindergarten 1-3 — KG

Chapter 1   Introduction

The *English Language Education Key Learning Area Curriculum Guide (Primary 1 — Secondary 6)* (2017) (this Guide) is prepared by the Curriculum Development Council (CDC) Committee on English Language Education. It is an updated version of the *English Language Education Key Learning Area Curriculum Guide (Primary 1 — Secondary 3)* (2002) and has been extended to include the three-year senior secondary English Language education to provide reference for teachers in developing a coherent school English Language Education curriculum.

The direction for the development of this Guide aligns with the Seven Learning Goals of Primary and Secondary Education (see **Appendix 1** for the Seven Learning Goals of Primary Education and the Updated Seven Learning Goals of Secondary Education) and the major recommendations in the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014) and the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017). This Guide provides the overall direction for the development of the English Language Education KLA curriculum in the five to ten years to come. It reinforces the curriculum emphases provided in the *English Language Education Key Learning Area Curriculum Guide (Primary 1 — Secondary 3)* (2002) to enhance learning and teaching and puts forth Major Renewed Emphases (MRE), which take into account the significant developments in our society and around the world in various fields to promote student learning. This Guide is accompanied with examples relevant to different key stages of learning to illustrate the concepts and ideas introduced and to narrow the gaps in curriculum implementation. These examples can be accessed online at http://www.edb.gov.hk/eleklacgexamples. A supplement to this Guide, which provides further suggestions on the implementation of the English Language curriculum at Key Stage 3 (Secondary 1 — 3), will also be issued in due course.

Schools should make reference to the following curriculum documents for a better understanding of the interface between various key stages, as well as the curriculum planning and strategies for enhancing learning, teaching and assessment at different key stages in the two subjects of English Language and Literature in English:
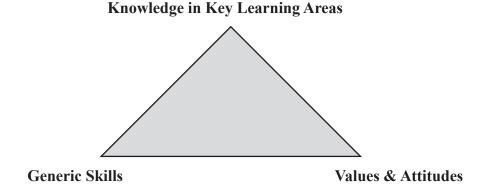
- *English Language Curriculum Guide (Primary 1 — 6)* (2004)
- *English Language Curriculum and Assessment Guide (Secondary 4 — 6)* (2007) (with updates in November 2015)
- *Literature in English Curriculum and Assessment Guide (Secondary 4 — 6)* (2007) (with updates in November 2015)

The above curriculum documents can be downloaded from the following EDB website: **http://www.edb.gov.hk/elecg**.

1.1　　What is a Key Learning Area?

A Key Learning Area (KLA) is an important part of a curriculum. It is founded on fundamental and connected concepts within major fields of knowledge which should be acquired by all students. A KLA provides a context for the development and application of generic skills (e.g. communication, critical thinking and collaboration skills, creativity), subject-specific skills as well as positive values and attitudes through appropriate use of learning and teaching activities and strategies. It serves as a context for the construction of new knowledge and the development of understanding. The studies offered in each KLA may have an academic, social or practical orientation or a combination of these, depending on their purpose(s). They can be organised into subjects, modules, units, tasks or other modes of learning.

The three interconnected components of the curriculum framework, i.e. Knowledge in Key Learning Areas, Generic Skills, and Values and Attitudes, can be represented in the figure below:

Knowledge in Key Learning Areas

Generic Skills　　　　　　　　**Values & Attitudes**

1.2   Position of the English Language Education KLA in the School Curriculum

The English Language Education Key Learning Area is an integral part of the school curriculum (see **p.2** for the figure showing the Hong Kong School Curriculum). As a Key Learning Area, English Language Education seeks to develop students' English language proficiency for study, work and leisure; provide them with opportunities for personal, intellectual and social development; extend their knowledge and experience of other cultures through the English medium; and nurture their generic skills as well as positive values and attitudes to prepare them for the challenges of the rapidly changing world and the keenly competitive knowledge-based society of Hong Kong in the 21st century.

Every student is entitled to English Language Education. The English Language Education KLA comprises two subjects, namely English Language and Literature in English. While English Language is a subject for all levels of school education from Primary 1 to Secondary 6, Literature in English is an elective subject offered to students at the senior secondary level. Literature in English serves to complement the subject of English Language and further enhance students' English language proficiency by providing them with opportunities to interact with literary texts and explore the aesthetic, intellectual, cultural and emotional aspects of language learning.

1.3   Rationale and Direction for Development

The English Language Education curriculum framework aims to build on the existing good practices in the learning and teaching of English Language and Literature in English in Hong Kong. It provides suggestions on how schools could sustain and deepen the good efforts made, focus on new areas in view of the challenges and opportunities brought by significant developments in various aspects, and provide students with meaningful language learning experiences that help them develop capabilities for lifelong learning and prepare them better for further studies, future careers and the demands of the modern world.

1.3.1 Building on Strengths

Over the past decade, a strong partnership has been developed between the Education Bureau (EDB) and the school sector, resulting in considerable achievements in the implementation of the English Language Education curriculum. In many English Language and Literature in English classrooms, emphasis has been placed not only on helping students master language forms and features and develop language skills, but also on enhancing their learning experiences by creating an English-rich environment. There have also been deliberate attempts to develop a reading culture, address diverse learning needs and promote "assessment *for* learning". Such efforts are well appreciated, and teachers are encouraged to build on the existing effective practices to enrich students' learning experiences through:

• developing a coherent school English Language Education curriculum that helps connect students' learning experiences across KLAs as well as in and outside class;

• adopting a greater variety of strategies to address the diverse learning needs of students, including students with special educational needs (SEN) and students who are gifted;

• providing more opportunities for the learning and teaching of language forms, functions and skills for purposeful communication as well as the development of language awareness and appreciation skills through the use of creative and information texts in both print and non-print forms;

• developing students' capabilities for self-directed and lifelong learning; and

• strengthening assessment literacy in the subject panel(s) with due consideration given to students' learning progression, interests and abilities, and engaging students in the assessment process to promote self-reflection and self-directed learning.

1.3.2 Major Renewed Emphases of Curriculum Development

The past decade has witnessed significant economic, scientific, technological and social developments in our society and around the world. To prepare our students well for the challenges and opportunities arising from the changes (e.g. the Belt and Road Initiative, which is envisaged to facilitate regional and international co-operation as well as intercultural exchange), schools have to consider their own contexts and develop a school curriculum that fosters whole-person development and lifelong learning,

and equips students with the knowledge and skills essential for further studies and future careers. Besides sustaining and deepening the accomplishments in curriculum implementation, it is necessary to focus on the MRE in the school curriculum planning and set the direction for their implementation at the KLA and subject levels.

The following delineates the MRE of the English Language Education KLA:

Language across the Curriculum (LaC)

The fine-tuned medium of instruction (MOI) arrangements for secondary schools, which have been in place since the 2010/11 school year, provide students with more opportunities to be exposed to and use English in schools. Based on students' needs and school contexts, arrangements can be made, by class or by session, for the adoption of English as the MOI in non-language subjects. Secondary schools are encouraged to devise their whole-school language policy, conduct Extended Learning Activities and promote LaC so as to create a favourable environment for English learning and connect students' learning experiences.

LaC, which advocates the integration of language learning and content learning, is an approach through which schools can enhance students' language proficiency and understanding of the academic content. Non-language subjects provide a context for language learning while effective language development facilitates the learning of these subjects. Such an approach allows students to assimilate new concepts and manifest their new learning in various disciplines through language, thus enhancing both their subject knowledge and their understanding of the ways language is used in these subjects. Effective implementation of LaC enables students to conceptualise the subject content through language and practise their language skills for communicating clearly about the content based on subject-specific conventions and styles. For the sake of a stronger interface across key stages, it is desirable for LaC to be implemented from the primary level to support students' learning of other subjects in English at a later stage.

Schools can promote LaC through encouraging students to read across the curriculum. Time can be allocated for cross-curricular reading within and outside lessons. Collaboration among different stakeholders including language and content subject teachers, teacher-librarians and parents is crucial in developing students' interests and habits in reading a variety of texts including non-fiction texts on different themes.

Information Technology in Education (ITE)

Advances in technology have had a significant impact on education. New and emerging technologies challenge the traditional process of learning and teaching, and the way assessment is done. The wide application of digital technologies in daily life allows easy worldwide communication and instant access to a vast array of information. Schools are encouraged to leverage information technology to enhance learning, teaching and assessment through e-learning, and promote information literacy to prepare students better for the challenges in the rapidly changing digital world.

e-Learning refers to an open and flexible learning mode involving the use of electronic media such as digital resources and communication tools to achieve the learning objectives. Teachers can integrate e-learning in the design of learning, teaching and assessment activities to complement the traditional mode of learning, enhance learning and teaching effectiveness, and accommodate the diverse needs of students.

Information literacy, which refers to the essential abilities and attitudes that lead to effective and ethical use of information, is essential to lifelong learning and self-directed learning. The incorporation of information literacy into the school curriculum provides opportunities for students to develop the skills and attitudes to manage and make good use of the vast amount of information across different channels or media.

Traditionally, "literacy" refers to the ability to read and write effectively to achieve desired goals or outcomes and develop one's knowledge and potential. With the rapid development of IT and social media, "literacy" has taken on a new meaning as texts are no longer a linear form of presentation limited to words but are composed of various modes of communication (e.g. images, animations, sounds, graphics). Students, therefore, need to be equipped with new literacy skills to process and create multimodal texts in which messages are conveyed in different modes (e.g. linguistic, audio, visual, gestural, spatial), and the skills to search for and manage information.

Values Education

Cultivation of positive values and attitudes is essential to whole-person development and hence the promotion of values education, including Basic Law education and life education, is crucial. Schools are encouraged to focus on the seven priority values and attitudes (i.e. perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others) and provide a variety of learning experiences to help nurture them in students. Schools are also encouraged to focus on the positive

values and attitudes that align with their school mission, school contexts, stakeholders' views, students' needs and major concerns (e.g. the rule of law, responsibility, sustainability, cultural inclusion, respect for pluralism, mutual respect and acceptance), and integrate them into the school curriculum.

Values education can be strengthened through the use of a wide array of learning and teaching resources which provide contexts for students to explore a variety of value-laden issues and stimuli for critical and imaginative responses.

STEM Education and Entrepreneurial Spirit

STEM is an acronym that refers to the academic disciplines of Science, Technology, Engineering and Mathematics. In the Hong Kong curriculum context, STEM education is promoted through the Science, Technology and Mathematics Education KLAs.

The objectives of promoting STEM education in relation to student learning are:

- to develop among students a solid knowledge base and to enhance their interest in science, technology and mathematics for further studies and careers in face of the changes and challenges in the contemporary world; and
- to strengthen students' ability to integrate and apply knowledge and skills, and to nurture students' creativity, collaboration skills and problem solving skills, as well as to foster the innovation and entrepreneurial spirit as required in the 21st century.

In support of STEM education, schools are encouraged to step up cross-curricular/ KLA collaboration such as Reading across the Curriculum (RaC) or project learning to broaden students' knowledge base, help them connect their learning experiences and provide opportunities for integrating and applying knowledge and skills developed in different KLAs/subjects.

Please refer to **Chapter 3 "Curriculum Planning"** of this Guide for more details on how to incorporate the above MRE into the school English Language Education curriculum.

1.4   Strategies for Development

While it is desirable to build on the strengths and achievements over the past decade, schools are encouraged to take into account the suggestions and MRE set out in **Sections 1.3.1** and **1.3.2**, and select those relevant to their needs and set priorities for incorporation into their school English Language Education curriculum.

Some strategies for development in the next five to ten years are suggested below to facilitate ongoing curriculum renewal:

Existing Strengths	Strategies for Development
• Adopting a student-centred approach focusing on the four language skills (i.e. listening, speaking, reading and writing)	• Adopting a student-centred approach that provides ample opportunities for **purposeful, integrative and creative use of the language**
• Enriching students' learning experiences by engaging them in learning the language in different contexts	• Adopting a task-based approach which further promotes **experiential learning** through providing students with a variety of **life-wide or cross-curricular learning experiences**

Existing Strengths	Strategies for Development
• Helping students achieve the learning targets and objectives in and across the Interpersonal, Knowledge and Experience Strands: ➢ focusing on the development of creativity, critical thinking skills and communication skills (3Cs), and positive values and attitudes ➢ exposing students to rich learning experiences through implementing the Four Key Tasks: - Moral and Civic Education - Project Learning - Reading to Learn - IT for Interactive Learning	• Deepening the efforts in implementing the Four Key Tasks and promoting the development of the generic skills through: ➢ providing opportunities for the **integrative use of the generic skills** through meaningful tasks and co-curricular activities ➢ promoting **values education** with a focus on the seven priority values and attitudes or those that align with their school mission, school contexts, stakeholders' views, students' needs and major concerns ➢ facilitating **integration and application of knowledge and skills across disciplines** through project learning and the promotion of **STEM education** ➢ promoting **RaC** to help students connect their learning experiences and broaden their knowledge base ➢ leveraging **e-learning** through the effective use of IT tools to increase students' learning motivation and facilitate **self-directed learning**

Existing Strengths	Strategies for Development
• Exposing students to a wide range of text types to enhance their reading proficiency	• Maximising students' exposure to a wide range of text types, including both creative and information texts, to enhance their literacy and appreciation skills and heighten their **awareness of the structures and features of different text types**
• Giving due emphasis to grammar learning and teaching, engaging students in language focus exercises which provide opportunities for using the target grammar items and structures	• Emphasising the importance of **text grammar** through heightening students' awareness of how grammar affects the coherence, structure and tone of a text, and providing opportunities to explore the grammatical features associated with a particular text type
• Adapting and making good use of textbooks, readers and other resources	• Enhancing language learning through the flexible use of a wide variety of quality resources and **multimodal texts** to develop students' **new literacy skills**
• Promoting cross-KLA collaboration in enhancing English learning through organising cross-curricular activities	• Promoting **LaC** in support of the whole-school language policy through strengthening cross-KLA collaboration
• Facilitating the development of a reading culture	• Facilitating the development of **information literacy** and an RaC culture through the use of both printed and electronic reading materials

Existing Strengths	**Strategies for Development**
• Catering for learner diversity through developing learning tasks that suit the needs of both less able and more able students and providing different levels of support	• Embracing learner diversity, including **students with SEN and those who are gifted**, through: ➢ adopting a whole-school approach and a greater variety of strategies such as a multisensory approach to learning and teaching ➢ making good use of IT tools, adaptive devices and e-learning resources
• Promoting "assessment *for* learning" through greater use of ➢ formative assessment ➢ standards-referenced assessment to gain insights into students' strengths and weaknesses ➢ feedback to inform students of their performance and how to make progress	• Promoting **"assessment *as* learning"** in addition to **"assessment *for* learning"** to help students set goals, monitor, reflect on and evaluate their own learning

Please refer to **<u>Chapter 4 "Learning and Teaching"</u>** of this Guide for more ideas and examples on how to implement the above strategies.

Chapter 2

Curriculum Framework

Chapter 2   Curriculum Framework

The curriculum framework for English Language Education is the overall structure for organising learning, teaching and assessment for the subjects of the English Language Education KLA. The framework comprises a set of interlocking components including:

- subject knowledge and skills, which are expressed in the form of learning targets under the Interpersonal, Knowledge and Experience Strands, as well as learning objectives;
- generic skills; and
- positive values and attitudes.

Below is a diagrammatic representation of the framework:

English Language Education Curriculum Framework

Overall Aims of the English Language Education Curriculum

To provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development,
further studies, pleasure and work in the English medium; and
To enable every student to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure,
study and work in the English medium.

Generic Skills

Values and Attitudes

Strands

Interpersonal	Knowledge	Experience

Learning Targets and Learning Objectives

Flexible and Diversified Modes of Curriculum Planning

The framework sets out what students should know, value and be able to do at various stages of schooling. It gives schools and teachers flexibility and ownership to plan and develop their school English Language Education curriculum to meet the needs of their students.

2.1 Aims and Subject Targets

2.1.1 Aims

The overall aims of the English Language Education curriculum are:

- to provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
- to enable every student to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

2.1.2 Subject Targets

The English Language Education curriculum comprises two closely related subjects: English Language and Literature in English. English Language is the core subject from Key Stages 1 to 4 (KS1 – 4). Literature in English is the extended subject and one of the elective subjects to be offered in the three-year senior secondary curriculum (KS4). Each of these subjects has its own specific target, which sets the main direction for the learning and teaching of the subject.

The subject target of English Language is for students to develop an ever-improving capability to use English:

- to think and communicate;
- to acquire, develop and apply knowledge; and
- to respond and give expression to experience;

and within these contexts, to develop and apply an ever-increasing understanding of how language is organised, used and learnt.

The subject target of Literature in English is for students to develop the ability:

- to understand, enjoy and appreciate literary or creative works in English by writers from different cultures;
- to give expression and respond to ideas and experiences in literary or creative works freely and imaginatively;
- to critically interpret, discuss and evaluate literary or creative works; and
- to improve their proficiency in English.

In general, the relationship between the subjects of English Language and Literature in English lies in:

- the affinity they share in raising students' language proficiency, critical thinking skills, problem solving skills, creativity and cultural awareness; and
- the complementary role of the subject of Literature in English in reinforcing the learning of the subject of English Language by seeking to strengthen the emotional and cultural content that is part of language learning.

2.2 Strands, Learning Targets and Learning Objectives

2.2.1 Strands and Learning Targets

Strands are categories for organising the curriculum. Their major function is to organise content for the purpose of developing knowledge, skills, and values and attitudes as a holistic process. They also define the broad purposes of learning English Language and Literature in English.

The contents of English Language and Literature in English are primarily organised around three interrelated strands – Interpersonal, Knowledge and Experience. As one of the purposes of learning Literature in English, an extended and elective subject in KS4, is to enrich English learning, there is an additional strand on Language Enhancement to better illustrate the purposes of learning the subject.

The learning targets of English Language and Literature in English set out what students are expected to learn throughout the different stages of schooling in the two subjects. The learning targets are complementary to the interrelated strands and can be grouped under each strand. The list of learning targets for KS1 − 4 under the various strands are provided in **Appendix 2**.

2.2.2 Learning Objectives

The learning objectives describe explicitly the essential focuses of learning and what students are expected to learn and use at each key stage in order to work towards the learning targets for that key stage. They serve as a reference list for curriculum, lesson and activity planning. The English Language and Literature in English subjects share some common learning objectives in the development of generic skills and positive values and attitudes. The subject-specific learning objectives are outlined below.

English Language

The subject-specific learning objectives for English Language are organised under the following general areas:

- language forms and communicative functions;
- language skills and language development strategies; and
- attitudes specific to English language learning.

Language Forms and Communicative Functions

In order to develop an ever-improving capability to use English for the various purposes identified in the learning targets, students need to master different aspects of the language system such as text types, vocabulary and grammar, and be able to make use of this knowledge in completing tasks. It is not sufficient for students merely to know the rules and focus on the forms. They must also learn how to apply such knowledge to engage in purposeful communication in real-life or simulated situations. Meaningful use of language items should be given as much emphasis as mastery of their forms. The following sections will discuss how different aspects of the English language system can be dealt with to facilitate learning and teaching.

Text types
Text types refer to different forms of speech and writing. The intended purpose and audience of each text type determine its structural, stylistic and linguistic features.

To assist students in their development as proficient users of English, it is important that they are introduced systematically to a good variety of text types. Different text types provide meaningful contexts for the learning and purposeful use of specific language items and vocabulary. An awareness of the demands of different text types is essential for successful and effective communication.

The range of text types widens at higher levels of learning. At the same time, the text types that students are exposed to and expected to produce increase in complexity according to the levels of learning. The selection of text types will depend on students' needs, experiences and interests and it may also partly depend on the resource materials available for students. While students may only be required to produce a limited range of text types in writing and speaking, they can be exposed to other text types through reading and listening.

The text types that students are expected to have encountered from KS1 – 4 are provided in **Appendix 3**. The list is not intended as a checklist. Rather, it suggests the variety and range of texts that students may be exposed to and produce at each key stage.

<u>Vocabulary</u>
The vocabulary items that students encounter, acquire and use at each key stage vary with the tasks and the amount of language support that students experience in the learning process. Students need to be exposed to an increasingly wider range of vocabulary items, including phrasal verbs, idioms and fixed expressions to help them communicate and carry out various learning tasks effectively. Vocabulary is best introduced in context using reading, listening or multimodal texts, and practised through tasks and language games. In helping students build vocabulary, besides identifying whether the target words are for active or passive use, teachers should also take note of their frequency of occurrence across different text types and the vocabulary demand in non-language subjects. At both the primary and secondary levels, it is not advisable to prescribe a vocabulary list out of context or provide a list of unfamiliar words with explanations and their different parts of speech for rote learning.

In addition, it is essential to introduce students to a range of vocabulary building strategies such as:

- using knowledge of word formation;
- using knowledge of collocations;
- using knowledge of lexical relations;
- guessing meaning and inferencing with available clues;
- using dictionaries and thesauri;
- creating word webs to record words learnt; and
- retaining words using mnemonics.

<u>Language items and communicative functions</u>

Language items include a range of grammatical forms and structures that students need to develop as they perform various communicative functions. The range and complexity in the use of language items and communicative functions increase at more advanced key stages of learning. Language items learnt should be consolidated and extended to a greater level of complexity when students move towards a higher level of learning. In addition to functions for general communication (i.e. English used in everyday life), rhetorical functions for academic purposes (i.e. English used in more formal contexts) should be introduced to support students in learning other subjects through English and prepare them for further studies. The lists of language items and communicative functions for KS1 – 4 are provided in **Appendix 4**.

Language Skills and Language Development Strategies

In order for students to be able to use English effectively for the various purposes described in the learning targets, it is essential that they develop competence in the skills of listening, speaking, reading and writing. Students also need to develop language development strategies in order to be responsible for their own learning and become motivated, independent and self-directed learners. The lists of language skills and language development strategies for KS1 – 4 are provided in **Appendix 5**.

Attitudes Specific to English Language Learning

The development of positive attitudes, along with knowledge and skills, is an integral part of the English Language Education curriculum. Opportunities for exploring, developing and encouraging positive attitudes should be provided in all English learning tasks. Some positive attitudes, e.g. confidence in using English should be further developed when students move towards a higher level of learning. Some other positive attitudes, e.g. awareness of English as an international language of communication, will only be consciously developed in specific tasks. The list of attitudes specific to English language learning for KS1 – 4 is provided in **Appendix 6**.

Literature in English

The learning objectives for Literature in English are organised under the following general areas:

- knowledge of literary or creative works;
- skills of literary comprehension and appreciation;
- literacy competence development strategies; and
- attitudes specific to Literature in English learning.

Knowledge of Literary or Creative Works

A key focus of the curriculum is to examine literary or creative works in the genres of prose, poetry, drama and film. Through exploring these texts, students are encouraged to achieve a range of other objectives, including the skills of literary comprehension and appreciation, and literary competence development strategies.

Skills of Literary Comprehension and Appreciation

In order for students to understand, enjoy and appreciate literary or creative works and respond to them critically, it is essential for students to master a range of literary comprehension and appreciation skills. Some examples of these skills are:

- examining and discussing form and content;
- comparing and contrasting literary texts in terms of themes, characterisation, language, technique and style;
- expressing feelings and ideas in response to literary texts;
- making connections between literary texts and other cultural media and/or issues of importance in society; and
- applying techniques learnt to one's creative works.

Literary Competence Development Strategies

To facilitate literary comprehension and appreciation, students are encouraged to develop a range of sub-skills. These include information skills (e.g. using different sources and searching for required information), communication and collaboration skills (e.g. discussing, debating and negotiating ideas and meanings of literary or creative texts, planning, producing and reviewing group presentations) and reflective thinking skills (e.g. planning, managing and evaluating one's own learning, reviewing progress, identifying actions for improving performance).

Attitudes Specific to Literature in English Learning

The development of positive attitudes, along with knowledge and skills, is an integral part of the English Language Education curriculum. Literature in English, in particular, provides opportunities for students to develop:

- a keen interest in reading, viewing and responding to literary or creative works;
- empathy with others;
- an increased awareness of human relationship and the interaction between the individual and society; and
- appreciation of the beauty of language and different cultures and belief systems.

A detailed list of the learning objectives for the subject can be found on pp.9 – 11 of the *Literature in English Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) (with updates in November 2015).

2.2.3   Generic Skills

Generic skills are fundamental in enabling students to learn how to learn. The following nine generic skills have been identified as essential for student learning for the 21st century in the school curriculum:

- Collaboration Skills
- Communication Skills
- Creativity
- Critical Thinking Skills
- Information Technology Skills
- Mathematical Skills*
- Problem Solving Skills
- Self-learning Skills*
- Self-management Skills

* *"Mathematical Skills" and "Self-learning Skills" have been referred to as "Numeracy Skills" and "Study Skills" respectively in earlier curriculum documents, such as Learning to Learn: The Way Forward in Curriculum Development (2001).*

Based on the past experience of implementing the curriculum reform and in response to the dynamic changes in society and recent research, the nine generic skills are grouped in three clusters of related skills, namely Basic Skills, Thinking Skills and Personal and Social Skills for better integrative understanding and application in a holistic manner (see the table below for details).

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

The nine generic skills are to be developed through learning and teaching in all KLAs. The English Language Education KLA provides greater opportunities for the development of collaboration skills, communication skills, creativity, critical thinking skills, problem solving skills and self-learning skills.

When completing a more complicated learning task, the generic skills are often applied in an integrative manner rather than in isolation. Some generic skills are more likely to be used together. For example, collaboration skills are often used with communication skills and problem solving skills; critical thinking skills tend to be used with problem solving skills and creativity. The former cluster of generic skills can be referred to as "collaborative problem solving skills" and the latter as "holistic thinking skills". Schools are encouraged to plan learning and teaching activities in a holistic manner whereby the clusters of skills can be suitably developed and effectively applied.

Details of the nine generic skills, and examples and suggestions of how the English Language KLA contributes to the development and integrative use of the generic skills are provided in **Appendix 7**.

2.2.4   Values and Attitudes

Values are explicit or implicit belief systems that students develop, which guide their conduct and decision making, while attitudes are personal dispositions towards particular issues. They are qualities that an individual or society considers important as principles for conduct and are intrinsically worthwhile.

To help students become informed and responsible citizens, schools should promote values and attitudes (e.g. the rule of law, responsibility, sustainability, cultural inclusion, respect

for pluralism, mutual respect and acceptance) in accordance with their school mission, school contexts, stakeholders' views, students' needs and major concerns, and infuse them into the school curriculum.

A variety of learning experiences in KLAs, moral and civic education, life-wide learning, etc. can strengthen values education through:

- deepening students' understanding of positive values and attitudes (cognitive);
- nurturing their empathy and positive attitudes towards life (affective); and
- promoting learning-by-doing in authentic situations (behavioural).

A proposed set of values and attitudes for incorporation into the school curriculum is provided in **Appendix 8**. Among all of these, **perseverance**, **respect for others**, **responsibility**, **national identity**, **commitment**, **integrity** and **care for others** have been identified as the seven priority values and attitudes.

Values and attitudes can be effectively developed through learning activities. For example, teachers can help students learn to be independent by allowing them to choose a topic that they regard as interesting and appropriate to work on. They can also help students learn to be open-minded and have mutual respect by encouraging them to accept different points of view and different ways of doing things.

Among the learning objectives for the English Language Education KLA, the language development strategies, literary competence development strategies and attitudes specific to language and literature learning are especially relevant to the development of the generic skills, and the personal and social values and attitudes broadly recognised and valued in all KLAs.

Examples of how the English Language Education KLA can facilitate the development of personal and social values and attitudes from KS1 – 4 are provided in **Appendix 9**.

2.3   Curriculum Organisation

2.3.1   Learning Time

In the English Language Education KLA, learning is not confined to English lessons or to the school itself. Students' learning time includes:

- lesson time (i.e. English lessons);
- school time other than lesson time (e.g. assembly, recess, lunch, before/after school, open day, post-examination activity day); and
- time during holidays (e.g. Sundays, Christmas holidays, summer holidays).

With reference to the recommended lesson time allocation for each KLA (see **Appendix 10** for details), schools can allocate 17% to 21% of the lesson time to the English Language Education KLA for each key stage from Primary 1 to Secondary 3 (KS1 – 3). English Language, as a core subject of the senior secondary curriculum, accounts for a flexible range of 12.5% to 15% of the total lesson time over a course of three years in KS4. Literature in English, as an elective subject of the senior secondary curriculum, accounts for 10% to 15% of the total lesson time over a course of three years in KS4.

Schools may vary the percentage of time allocation for different year levels of a key stage as long as the total lesson time falls within the recommended range.

Schools are reminded that learning time is not rigidly calculated according to the number of English lessons per week or cycle. The concept of total learning time within a year or even a key stage has to be adopted. To facilitate learning and teaching through effective curriculum organisation, schools are encouraged to make flexible use of the time during and outside school hours. For example, 19% and 8% of the total lesson time is reserved for schools' flexible use at the primary and junior secondary levels respectively. Flexibility is provided for schools to deploy the flexible time to conduct cross-curricular activities such as those for additional common reading for students' whole-person development. With due consideration to holistic planning at the whole-school and KLA levels, schools can flexibly make timetabling arrangements to enrich students' English learning experiences in collaboration with other parties.

As for the senior secondary level, 10% to 15% of the time allocation is set aside for Other Learning Experiences (OLE). Schools should give due consideration to the overall planning and co-ordination among different KLAs and subjects with flexibility to organise OLE during and outside school hours.

Please refer to **Section 3.5** of this Guide for suggestions on how to make plans for the use of lesson time allocated to the English Language Education KLA.

2.3.2 Modules of Learning

The concept of modules, units and tasks is recommended for organising the learning and teaching of the English Language Education curriculum. A module is an organising focus which can be broken down into units and tasks that are thematically or conceptually related. These themes and concepts are explored through tasks and help students make connections between their learning experiences. Extended tasks and projects can be further developed from tasks to help students develop further knowledge and skills.

For example, in the English Language curriculum, the unit "Travelling and Visiting" under the module "Cultures of the World" at KS3 allows students to examine different related areas of knowledge such as travel and discovery, and customs, food and clothing of different places. Well-sequenced tasks can be designed to provide students with opportunities to use English to learn about, discuss and experience different cultures in a variety of ways (e.g. acting as tour guides to introduce a country or city, and writing recipes for and inviting people to join an international food festival) (see **Appendix 11** for the suggested modules and units for KS 1 − 4). Due consideration should be given to the contexts for designing learning tasks under these modules and units to engage students in the use of English for intellectual, personal and social development at different key stages of schooling.

Similarly, works with related themes from the same literary period or of the same literary genre can be grouped under the same module in the planning and implementation of the Literature in English curriculum. Learning and teaching activities can be designed to facilitate the development of critical thinking, literary analysis and appreciation skills through cross-text comparison.

Teachers may develop modules of their own by selecting relevant textbook units, set texts and/or authentic resource materials to suit the needs, interests and abilities of their particular group of students. While learning modules can be enriched or developed by designing activities that extend and deepen learning experiences of the more able students, they can also be adapted or developed for the less able students to help them progress. Different learning activities and modes of assessment can be incorporated into the learning modules to develop students' multiple intelligences and generic skills, stimulate their learning and sustain their interests. Exploring real-life topics and concepts through tasks also lends itself well to providing students with ample hands-on practice to consolidate learning.

Chapter 3

Curriculum Planning

Chapter 3   Curriculum Planning

3.1   Guiding Principles

The English Language Education curriculum framework allows for flexibility and innovation in curriculum planning. A balanced and coherent English Language Education curriculum emphasising the active role of students in the learning process and providing a variety of learning experiences should be developed in schools. When planning and developing the school English Language Education curriculum, teachers are encouraged to:

- work as a team to identify the direction for school curriculum development and set clear focuses (e.g. strengthening reading across the curriculum (RaC), development of new literacy skills) for a specific year level and across year levels to ensure horizontal and vertical alignment in curriculum planning;
- aim for a balanced and comprehensive coverage of the learning targets and objectives, ensuring that the learning tasks or activities stress the integration of skills and a balance of learning experiences in the Interpersonal, Knowledge and Experience Strands — rather than focusing on isolated skills or just one strand at the expense of the others;
- plan and devise appropriate and purposeful language learning materials, tasks, activities and projects to develop students' language abilities, learning to learn strategies, information literacy and positive values and attitudes conducive to lifelong learning, and to provide opportunities for integrative use of generic skills;
- follow the whole-school language policy and create a language-rich environment (e.g. English Days, debates) to engage students in the active use of English and collaborate with other KLAs to reinforce content and language learning through exposing students to reading texts from different disciplines and organising cross-curricular project learning;
- adapt textbooks and other language learning resources, and supplement them with interesting authentic materials and e-resources to suit students' needs and foster the development of a broader range of literacy skills, including new literacy skills to process and create visual/multimodal texts;
- make flexible use of lesson time (e.g. the inclusion of more double or even triple periods per week or cycle in the school timetable) to facilitate a task-based approach to language learning and to allow for continuous stretches of time for

English tasks and projects as well as co-curricular activities (e.g. watching videos or movies, taking part in drama workshops);

- enrich and extend students' language learning experiences in real contexts and authentic settings through English-related life-wide learning activities (e.g. visits, community services, drama performances, job shadowing) which revolve around the Five Essential Learning Experiences, i.e. Moral and Civic Education, Intellectual Development, Community Service, Physical and Aesthetic Development and Career-related Experiences;
- promote learner independence and autonomy by engaging students in language learning activities beyond lesson time (e.g. pre-lesson preparation for "Literature Circle" and "Flipped Classroom"); and
- formulate an assessment and homework policy that promotes "assessment *for* learning" (AfL) and "assessment *as* learning" (AaL), including providing specific and timely feedback to encourage reflection and using different modes of assessments and assignments (e.g. role plays, projects, portfolios) instead of just relying on pen-and-paper assessments to collect evidence to inform learning and teaching.

3.2 Central Curriculum and School Curriculum Development

This Guide provides a central curriculum which, in the form of an open and flexible framework, sets out the following key learning elements that schools are encouraged to include in their school curriculum to help students achieve lifelong language learning capabilities:

- subject knowledge and skills, which are expressed in the form of learning targets under three interrelated strands as well as learning objectives;
- generic skills; and
- positive values and attitudes.

Because of its flexibility, this framework allows schools to pursue innovative practices in curriculum planning and implementation. Schools are strongly encouraged to capitalise on it and develop their school English Language Education curriculum based on the general direction provided in the central curriculum, taking into consideration factors such as students' needs, interests and abilities, teacher readiness and the school context. For example, schools may focus on increasing motivation in learning through the promotion of Language across the Curriculum (LaC), or fostering independent and lifelong learning through the promotion of language development strategies, e-learning

and self-access language learning (see **Section 1.4** of this Guide for the suggested strategies for renewing the English Language Education curriculum).

Please refer to Chapter 2 of the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1— 6)* (2014) and Booklet 2 of the *Secondary Education Curriculum Guide (Secondary 1— 6)* (2017) for details on the planning of a whole-school curriculum.

Besides developing modules, units and tasks for organising learning and teaching (as mentioned in **Section 2.3.2** of this Guide), schools may take the following into consideration when planning the English Language Education curriculum:

3.2.1   Integrating Classroom Learning and Independent Learning

Learning is most effective when students play an active role in the learning process and when they take charge of their own learning. The promotion of learner autonomy and independence should start at an early age. While self-directed learning is regarded as an integral part of students' ultimate achievements, more effort should go into demonstrating how to monitor the learning process and providing opportunities for students to develop metacognitive strategies. In the learning process, teachers can help students:

- learn how to learn;
- make choices as to what, when and how they want to learn;
- use a range of language development strategies;
- carry out self-assessment and reflection;
- plan, monitor and evaluate the strategies adopted and their own learning effectiveness, which forms the basis for goal-setting in subsequent tasks or activities; and
- develop the knowledge, skills and strategies, attitudes and perseverance to foster lifelong language learning.

3.2.2   Learning English outside the Classroom

Language learning taking place beyond the confines of the classroom can provide relevant, pleasurable and meaningful learning experiences for students.
Schools can:
- promote judicious use of online resources (e.g. e-books, social networking sites, online forums) to maximise students' opportunities to use English outside class time;

- utilise their resources to enhance the language environment so as to provide students with enjoyable learning experiences in the use of English through various types of co-curricular activities (e.g. language games, puppet shows, drama activities, choral speaking, reading clubs, filming short commercials, movies); and
- explore opportunities for experiential learning in the community (e.g. attending talks and story-telling sessions delivered in English, going to plays or live theatre shows in English, sharing life and learning experiences with their peers through the social media, conducting inter-school English activities/camps, inviting English-speaking guests to exchange ideas and share experiences) to widen students' exposure to the authentic use of the language.

For further ideas of how to extend English learning outside the classroom, see **Example 1**.

3.2.3　　Promoting e-Learning and Information Literacy

Schools are encouraged to enhance students' learning experiences through making effective use of IT to enhance collaboration and interaction inside and outside the classroom, build learning networks, and promote self-directed learning. To facilitate the implementation of the English Language Education curriculum through e-learning, schools can:

- create an IT-friendly environment (e.g. easy access to the Internet and e-resources) for students to seek, share and use information and resources for learning as well as to interact with teachers, other students and people around the world;
- provide room for professional capacity building to enhance teachers' repertoire of strategies in implementing e-learning in the school English Language Education curriculum;
- make use of a range of e-resources and e-learning tools to motivate students and enhance learning and teaching effectiveness; and
- use e-assessment that facilitates the understanding of students' learning progress, the provision of feedback and the implementation of AfL or AaL.

To help students manage the vast amount of information in the digital age, teachers can:

- work closely with the teacher-librarian and IT co-ordinator to create a favourable learning environment with easy access to a wide variety of information and reading materials;

- provide students with opportunities to apply IT skills to process and create multimodal texts, and share information and ideas through online platforms;
- facilitate discussion and evaluation of the power, accuracy and reliability of information, and the effectiveness of different sources in conveying information (e.g. websites, documentaries, news articles, advertisements);
- guide students to identify the bias and stereotypes conveyed in different kinds of texts;
- design learning activities and projects that require students to evaluate, extract, organise and synthesise information and ideas from different sources, and create new ideas of their own; and
- promote ethical use of information (e.g. acknowledging sources of information properly, preventing cyberbullying) and respect for intellectual property rights.

3.2.4   Strengthening Values Education

Values education can be promoted in different domains of the school curriculum such as moral and civic education, life education, religious education, sex education, environmental education and Basic Law education. It aims to develop in students positive values and attitudes and provide them with all-round learning experiences conducive to their whole-person development. The English Language Education curriculum provides a flexible framework for promoting a wide range of positive values and attitudes including the seven priority values and attitudes (i.e. **perseverance, respect for others, responsibility, national identity, commitment, integrity** and **care for others**). Through careful curriculum planning, students can be provided with opportunities to explore a wealth of value-laden issues (e.g. human rights and responsibilities, sustainability, equal opportunities) in order to:

- deepen their understanding of positive values and attitudes from multiple perspectives and develop their capabilities to analyse issues in a rational and objective manner; and
- nurture their abilities to reflect on and apply their beliefs, including identifying, clarifying and evaluating values and attitudes in different situations, and adopt positive values and attitudes as the guiding principles in making judgements and decisions.

Teachers should focus on the positive values and attitudes that align with their

school mission, and take into consideration stakeholders' views, students' needs and major concerns when planning to promote values education in the English Language Education KLA. Based on the understanding of the school context and students' needs, interests and abilities, teachers can flexibly use, adapt and develop a wide array of learning and teaching resources which provide stimuli for critical and imaginative responses. Language arts materials (e.g. short stories, poems, lyrics, films) which deal with universal issues such as human relationships, nature, love and growing up can be used as resources for simulating activities to enable students to develop positive values, think from different perspectives and make thoughtful and reasonable judgements. Non-fiction materials (e.g. documentaries, biographies, news/magazine articles) which present students with inspiring stories of people, controversial issues and thought-provoking happenings in the world can be used to generate topics for discussion or debate to inculcate positive values and attitudes in students.

The materials mentioned above should be complemented with well-designed learning activities not only to guide students to consider and accommodate diverse views, remove bias, re-prioritise choices and show respect for multiculturalism, but also to provide them with opportunities to practise the language skills in meaningful contexts. Some examples of these activities include:

- story-telling and reader's theatre on books or texts about interpersonal relationships;
- writing critically on the theme of a short story;
- discussions and debates on the controversial issues raised in an editorial;
- comparing the life stories of two successful people or the ways to face adversities;
- designing pamphlets and posters which introduce the cultures and traditions of different countries;
- writing an alternative ending, a possible sequel, or an imaginary dialogue based on a film; and
- doing projects which entail investigation into real-life problems from various perspectives and presentation of information in various modes.

3.2.5   Cross-curricular Planning

To enable students to explore knowledge and gain experience in a more comprehensive and coherent manner, teachers can adopt a cross-curricular approach when planning their whole-school curriculum. As students progress to the secondary level, more opportunities should be provided for exposure to, and use of, English in non-language subjects, which

would help enhance their confidence in using English. Language across the Curriculum (LaC) can be promoted to create a favourable environment for English learning and connect students' learning experiences. To this end, the fine-tuned medium of instruction (MOI) arrangements allow secondary schools more flexibility in using English as the MOI. For example, schools can allocate no more than 25% of the total lesson time (excluding the lesson time for English Language) to Extended Learning Activities (ELAs) in English for non-language subjects. Teachers, however, need to understand the language demands of different KLAs and the connection between English for general purposes and English for academic purposes. For example, the learning and teaching of a particular science topic may require input of a combination of language items and structures. To maximise learning that integrates language and content, cross-curricular collaboration could focus on appropriate entry points such as text types (e.g. argumentative writing), rhetorical functions (e.g. defining, making suggestions), academic vocabulary commonly used across disciplines (e.g. decline, analyse) or vocabulary building strategies (e.g. using prefixes "aqua-", "geo-" and "bio-" to form subject-specific words, understanding word collocations to increase productive knowledge).

With language focus systematically and strategically implemented in non-language subjects, students can be supported to develop their thinking skills and apply the language knowledge and skills in subject-specific contexts (see **Example 2**).

When students make connections among ideas and concepts, their motivation will be enhanced. The knowledge they acquire, the language and thinking skills and attitudes they develop in each KLA will also be deepened. To develop cross-curricular modules or support students in making the most of the ELAs, teachers of English can:

- collaborate with teachers of other KLAs to identify entry points, set realistic goals, draw up a plan or schedule of work, and develop and evaluate the learning, teaching and assessment materials and activities;
- promote RaC and develop students' reading skills necessary for processing academic texts on themes related to non-language subjects, and provide opportunities for application and consolidation in collaboration with other KLAs/subject panels;
- highlight the academic vocabulary encountered and provide scaffolding for students to retain and use these words;
- offer suggestions for language learning tasks or activities to be implemented in non-language subjects, with due emphasis on particular grammar items and structures, communicative functions or language skills; and

- create opportunities for students to develop a broad range of generic skills that can be applied in other KLAs (e.g. self-learning skills, critical thinking skills).

3.2.6   Managing the Curriculum

School heads/principals and primary school curriculum leaders/prefects of studies play a crucial role in steering holistic curriculum planning and implementation through fostering collaboration, experience sharing and knowledge building among the teaching staff. While the chairpersons and all members of the English Language and Literature in English panels have the responsibility of initiating change to facilitate learning and teaching in the English Language Education KLA, teacher-librarians also have a part in ensuring the smooth implementation of the curricula. The roles they assume may vary from school to school, depending on the school context.

School Heads/Principals
School heads/principals take the leading role in planning, directing, and supporting whole-school curriculum development. They work closely with the deputy heads and the English Language/Literature in English panel chairpersons to:

- develop a whole-school language policy that facilitates the learning of English Language and Literature in English and plan the curriculum, instructional and assessment policies across KLAs;
- set up a curriculum development group to facilitate the planning of a school English Language Education curriculum and professional development, with due consideration given to students' needs, the school's development plan and teacher readiness;
- provide support for trying out new initiatives in the learning and teaching of the two subjects by creating curriculum space and time through flexible timetabling, and allowing opportunities for professional development and collaborative lesson preparation;
- ensure adequate resources needed for the implementation of the school English Language Education curriculum;
- appreciate and commend progress made, sustain appropriate curriculum initiatives, and value quality rather than quantity;
- promote a positive and harmonious school culture in which teachers can work collaboratively for a shared goal in the learning of English Language and Literature in English;
- support the English Language and Literature in English panel chairpersons in setting up a community of practice among the subject teachers within the school and

encourage networking with other schools to facilitate professional exchange of knowledge and experience in learning and teaching of the subjects, and solicit support from community partners when appropriate; and

- establish and maintain positive relationships with parents to help them understand the school's beliefs, rationale and practices in the implementation of the English Language Education curriculum, and their roles in supporting students at home.

Primary School Curriculum Leaders (for primary schools only and previously known as "PSMCD")/Prefects of Studies (for secondary schools only)

Primary school curriculum leaders/Prefects of Studies assist school heads/principals in implementing the whole-school curriculum and support teachers in improving learning and teaching. For further curriculum development, they take the lead to:

- devise and facilitate implementation of the whole-school curriculum;
- guide teachers in trying out innovative learning and teaching strategies and conducting action research; and
- co-ordinate different subject panels to support cross-curricular English learning activities or programmes.

English Language Panel Chairpersons

English Language panel chairpersons plan, lead, manage and evaluate the school English Language curriculum and its implementation. They are also the "bridge" between the school management and English panel members.

To develop the school English Language curriculum, the English panel chairpersons lead the panel to:

- keep abreast of the latest trends and innovations in education in the development of the English Language curriculum which is aligned with the school vision and central curriculum framework;
- provide appropriate student-centred language programmes with reference to students' needs, interests and abilities, teachers' strengths and the school context;
- create a language-rich environment in the school through promoting cross-curricular language learning activities and providing students with opportunities to participate in a variety of activities to use English in and outside class for purposeful communication;

- develop plans and set priorities for curriculum development in the English Language Education KLA in collaboration with other KLA/subject panels in order to empower students to transfer the knowledge and skills from one subject to another, and direct curriculum and instructional changes in school;
- assist school heads/principals in implementing the whole-school curriculum and managing the provision and deployment of resources in support of curriculum development;
- ensure vertical curriculum coherence by taking into consideration the learning experiences and achievements of students in the previous key stages of learning, as well as developing and reinforcing students' English knowledge and skills progressively through opportunities for consolidation and application; and
- enhance assessment literacy through promoting the use of a variety of activities for different pedagogical and assessment purposes, the provision of quality feedback, and the collection and analysis of evidence of student learning to inform learning and teaching.

To facilitate co-ordination and collaboration among panel members, and monitor the implementation of the curriculum, English Language panel chairpersons are advised to:

- work closely with level co-ordinators to ensure coherence in curriculum planning, implementation and evaluation across year levels, and promote a culture of collaboration among panel members through regular exchange of teaching ideas and reflections (e.g. peer coaching, lesson observation, action research, collaborative lesson planning);
- evaluate the effectiveness of the school English Language curriculum through collecting and analysing assessment data and stakeholders' views, which provides feedback on curriculum planning and learning/teaching strategies for the betterment of student learning;
- facilitate professional development of panel members through setting up a community of practice within the school and encouraging them to attend courses or workshops and organising or participating in research projects and inter-school networking activities; and
- review and adjust deployment of English panel members and provide them with regular feedback through performance appraisal.

English Language Teachers

English Language teachers can help bring about an effective school English Language curriculum by contributing to the development of a whole-school language policy, assisting their panel chairpersons as individuals or in collaboration with their fellow teachers. They can also take the roles of curriculum leaders and initiate innovation and change.

In implementing the school English Language curriculum, English Language teachers are advised to:

- strengthen students' development of the language skills through engaging them in diverse learning activities that stress a balanced coverage of the strand targets as well as language knowledge and skills;
- adopt appropriate pedagogical approaches to motivate students in English learning (e.g. introducing them to a wide variety of texts on different themes, facilitating discussions through the use of flexible grouping strategies, introducing different assessment modes and strategies, providing constructive feedback which helps them reflect on their own learning and set personalised learning goals);
- take the initiative in trying out innovative teaching strategies with fellow teachers or external supporting agents;
- foster the development of a broader range of literacy skills by making use of a variety of authentic language learning materials such as web-based resources, multimodal materials, short stories, documentaries and news/magazine articles;
- actively engage in professional development and lifelong learning through reflecting on daily practices, discussing issues, sharing knowledge and experience with fellow teachers, attending courses, seminars and conferences, and participating in communities of practice and inter-school networking activities;
- make use of community resources and expose students to meaningful use of English in various contexts;
- devise student-friendly success criteria and performance descriptors derived from the school curriculum aims and objectives, with a view to identifying strengths and weaknesses of students and providing them with constructive feedback for improvement; and
- help parents understand their children's performance in both formative and summative assessments.

Native-speaking English Teachers (NETs)

NETs enrich the English language learning environment in schools and strengthen teachers' capacity through professional development and collaboration with fellow English teachers.

In the role of a resource person, NETs are advised to:

- collaborate with other panel members in developing and delivering the school English Language curriculum;
- cultivate students' interest in, and understanding of, the English language, its cultural assets and the socio-historical traditions of English-speaking countries;
- enhance the learning and teaching of English with authentic materials such as language arts resources with a view to developing in students the habit of reading in English and providing them with opportunities to communicate with each other in English with confidence;
- create an English-rich environment in the school through planning and organising activities that provide opportunities for students to use English for authentic purposes (e.g. English Day, debating competitions); and
- promote professional development by sharing good teaching practices, co-teaching with other panel members, organising workshops (e.g. questioning techniques, communication skills) and advising on how English is used naturally in different contexts.

Literature in English Panel Chairpersons (for secondary schools only)

Literature in English panel chairpersons monitor the implementation of the curriculum and facilitate co-ordination and collaboration among panel members. They lead the panel to:

- keep abreast of the latest trends and innovations in education in the development of the Literature in English curriculum and align it with the school vision and central curriculum framework;
- develop plans for implementing the Literature in English curriculum in collaboration with the English Language panel chairperson whenever necessary to ensure a good foundation is laid at the junior secondary level for the study of this elective subject at the senior secondary level through incorporating language arts in the junior secondary English Language curriculum;
- assist school principals in making arrangements and deployment of resources (e.g. timetabling, selection of literary texts and reference materials, use of special rooms

for lessons, organising literary activities such as screening and drama performances) in support of curriculum development and implementation;

- create room and opportunities for professional development;
- evaluate the effectiveness of the school Literature in English curriculum through collecting and analysing assessment data and stakeholders' views, which provides feedback on curriculum planning and learning/teaching strategies for the betterment of student learning; and
- encourage language and literary activities (e.g. drama competitions, choral speaking) in the school to provide students with pleasurable and meaningful learning experiences.

Literature in English Teachers (for secondary schools only)

Literature in English teachers can facilitate the effective implementation of the school Literature in English curriculum by assisting their panel chairpersons and working in collaboration with their fellow teachers. They can also take the roles of curriculum leaders and initiate innovation and change.

In implementing the school Literature in English curriculum, Literature in English teachers are advised to:

- choose appropriate learning and teaching materials that suit students' interests and needs, and strengthen their skills in literary appreciation and analysis;
- adopt a student-centred approach and guide students to explore the ideas, feelings and thoughts expressed in literary texts and how these are conveyed;
- design appropriate learning activities (e.g. role plays) and assessment tasks (e.g. essay writing) to develop students' ability to understand and interpret literary texts, as well as to respond critically and imaginatively to them;
- adapt the materials and teaching strategies to cater for the different abilities and needs of students;
- create an open classroom atmosphere in which creative self-expression and personal responses are highly valued, and provide timely feedback on students' strengths and weaknesses and suggestions for improvement;
- encourage students to broaden their reading and viewing experiences and increase their exposure to literary texts and related art forms (e.g. musicals, drama performances); and
- attend professional development programmes (e.g. networking activities, seminars) to enrich subject and pedagogical knowledge.

Teacher-librarians

Teacher-librarians should capitalise on their professional knowledge and experience to promote a reading culture in the school and develop students' literacy skills, which are indispensable for the development of their learning to learn capabilities.

Teacher-librarians are advised to:

- help students use the library in ways that are conducive to learning to learn such as:
  - providing easy access to information in different modes, including e-learning resources,
  - developing a variety of resource-based programmes to enhance the independent learning skills of students,
  - developing strategies to nurture an interest in reading and to inculcate a regular reading habit in students,
  - providing training on locating, retrieving and using information;
- work collaboratively with all teachers in procuring library resources according to school curriculum focuses;
- encourage the use of a wide range of information sources in support of the promotion of reading to learn and RaC;
- work with teachers in implementing KLA-based and cross-KLA activities (e.g. reading programmes, cross-curricular projects, STEM activities) to provide students with positive learning experiences relevant to their needs, interests and abilities;
- facilitate the development of information literacy within the school;
- keep abreast of the latest developments in the promotion of a reading culture and curriculum development in different KLAs; and
- ensure the availability of library resources and teaching aids and that they are well-maintained.

3.3 Smooth Transition between Different Key Stages and Multiple Pathways

3.3.1 Building a Strong Interface

Educational transitions are crucial processes for students. Students need to adapt to the changes in their school environment during the transition from Kindergarten to Primary 1, and from one key stage to the next. Given its importance to all students, parents and schools are encouraged to collaborate closely to ensure smooth transition from one level of schooling to another to cater for student learning and adjustment needs. With students

gaining confidence in using English at each key stage of learning, they will gradually develop their independent learning abilities and good learning habits. The framework of learning targets for the English Language Education curriculum in **Appendix 2** is designed to facilitate continuity and a smooth transition across the levels as it reflects the purposes of learning and using English from Primary 1 to Secondary 6, and suggests how the learning and teaching of English should be developed from one key stage to the next.

To ease the transition process and sustain students' interest in learning English at different stages of schooling, some suggestions are provided below. These suggestions are applicable across key stages and should be introduced based on students' needs.

Kindergartens
Kindergarten teachers are advised to:

- cultivate children's interest in language learning and motivate them by creating a stimulating language-rich environment;
- provide opportunities for children to learn the language through multisensory exploration and expose them to pleasurable and age-appropriate English activities (e.g. games, songs, action rhymes, stories) rather than teach it formally;
- engage students in meaningful listening and speaking activities in group settings to develop their confidence in using simple English to interact with people in daily life contexts and facilitate their oracy development;
- introduce the basic concepts of English language (e.g. alphabet knowledge, book and print awareness, phonological awareness) to children progressively through reading aloud and shared reading (i.e. reading to and reading with students); and
- avoid requiring children to memorise spellings of words and doing dictation in a formal manner.

Primary schools
Lower Primary (KS1)
While continuing the above suggestions as appropriate, schools can also:

- organise learning and teaching using modules, units and tasks to help students connect their English learning experiences;
- use interesting and meaningful activities (e.g. games, songs, rhymes, stories, role plays) to motivate students;
- introduce a variety of reading materials and teach basic reading skills explicitly to

help students decode words, foster their interest in reading and develop good reading habits (i.e. reading by students);

- introduce phonics skills through reading and task-based learning activities to help students recognise the basic letter-sound relationships and apply such knowledge for reading and spelling (i.e. decoding and encoding words) (see **Example 3**);
- teach grammar in context through reading materials and adopt task-based activities to develop students' language skills and generic skills (e.g. communication skills and creativity); and
- avoid pen-and-paper dictation in the first few months of Primary 1 to provide a stress-free learning environment for students to learn English.

Upper Primary (KS2)

While continuing the above suggestions as appropriate, schools can also:

- introduce a greater variety of themes and text types, including information texts, to further develop students' reading skills and engage them in meaningful interactions with a wide range of print and non-print resources in English (see **Example 4**);
- provide opportunities for students to communicate and express their own ideas and opinions in different forms (e.g. role plays, spoken response to suggestions, PowerPoint presentations, journal entries) for a variety of purposes and audience;
- provide opportunities for students to develop their referencing and information skills and practise the integrative use of language for authentic communication in a multimedia environment;
- engage students in extended English learning tasks and projects on an individual or group basis and engage them in self or peer assessment to develop their capabilities to become independent and self-directed learners; and
- enhance grammar learning by providing a wide range of materials and activities in which students have to apply what they have learnt in context, and reduce the use of mechanical grammar drills.

Secondary schools

Junior Secondary (KS3)

While continuing the above suggestions as appropriate, schools can also:

- organise bridging programmes such as pre-Secondary 1 summer English Week or English Day to help students overcome the anxiety of learning English in a new environment and in particular to support those who need to learn content subjects through English;

- include the learning of phonics skills in the school's regular English lessons by drawing students'attention to the letter-sound relationships in words and help them develop strategies to pronounce and spell less familiar words;
- promote a culture of reading by exposing students to a wide spectrum of reading and viewing materials (both print and non-print) covering a wide range of topics/ themes (ranging from familiar to less familiar topics), and text types with different stylistic elements, information density and abstractness (e.g. information, literary and imaginative texts);
- promote RaC to provide opportunities for students to develop a wide range of reading skills, extend learning of the content and connect their learning experiences across KLAs;
- facilitate LaC and the integrative use of English to develop students' generic skills and linguistic competence for effective communication in different contexts;
- make greater use of language arts materials in English Language classes and engage students in literary activities to develop their critical abilities, aesthetic awareness and cultural awareness, as well as to cultivate their interest in studying Literature in English at the senior secondary level; and
- provide opportunities for students to reflect on and identify their strengths and areas for improvement, and the strategies they find most useful at different stages of the English learning process.

Senior Secondary (KS4)

While continuing with the above suggestions as appropriate, schools can also:

- prepare students for productive use of English through various means (e.g. eliciting and providing vocabulary items through brainstorming, demonstrating how to organise ideas through constructing a concept map);
- make use of a broad range of activities and materials (including multimodal materials) to enhance students' motivation and provide opportunities for the integrative use of generic skills to prepare them well for more complicated challenges;
- provide additional support (e.g. materials adaptation, promotion of cross-curricular language learning and self-access language learning) to prepare students for the switch to the English medium of instruction at KS4, if appropriate;
- provide a wide range of life-wide learning and career-related experiences by collaborating with other professionals of different fields, practitioners and people from different cultural backgrounds to organise relevant activities (e.g. visits or talks on specific topics in English) to enhance students' understanding of the use

of English in the local community and in the work context;

- develop self-directed learning skills to promote independent and lifelong language learning; and
- extend students' language exposure and use beyond English for general communication, and engage them in the learning of rhetorical functions, text structures and language items typical of academic texts to raise their academic language awareness and prepare them for tertiary education.

For more information about transitions between kindergarten and primary levels, primary and secondary levels, and junior and senior secondary levels, see Chapter 9 of the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014) and Booklet 8 of the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017).

3.3.2   Supporting Students in Educational and Vocational Pathways

While the six-year primary curriculum focuses on laying the foundation of English language development, the secondary curriculum at both junior and senior levels provides opportunities for the appreciation of the language and its application for various purposes. Through a coherent school English Language Education curriculum which attaches importance to the progression and deepening of learning experiences, students can be adequately supported to develop the language knowledge and skills essential for a variety of post-secondary educational and career pathways, particularly in the fields of media production, performing arts, education, business, law and social sciences.

There is much to offer in the English Language Education curriculum in preparing students for vocational and professional education and training, and allowing them to explore and develop their potential talents and career interests. For instance, the recommended modular approach allows schools to introduce a number of work-related topics under the suggested unit "Occupations, Careers and Prospects" for KS4. The module "Learning English through Workplace Communication" in the Elective Part of the senior secondary English Language curriculum also opens up further opportunities for students to learn and apply knowledge and skills in the workplace context. Further, the development of the four language skills and language development strategies such as information and reference skills equips students with the essential skills for Applied Learning (ApL) courses (e.g. courses on "Media and Communication", one of the areas of studies for ApL) and work in different sectors of the economy.

3.4 Collaboration within the English Language Education KLA and Cross-KLA Links

To achieve the focuses set out in this Guide, close collaboration among curriculum leaders is necessary. **Example 5** shows how such collaboration facilitates language learning and teaching. A diagram illustrating the school head/principal's role in the development of a school English Language curriculum is also provided for reference in **Appendix 12**.

Regular consultation with parents should be organised through parent-teacher meetings. Schools might also consider networking and collaborating with other schools, tertiary institutions and/or organisations on professional development concerning curriculum leadership and implementation of the English Language Education curriculum, in particular, ways of providing students with more opportunities for life-wide learning.

3.4.1 Collaboration within the English Language Education KLA

Close communication in the form of formal or informal meetings, experience sharing, professional development days or communities of practice should be maintained and organised within the KLA. More sharing of learning resources is encouraged, and this should not be done just among teachers of English, but also between teachers of English and teachers of Literature in English. With some creativity and imagination, learning or teaching materials for Literature in English can often be turned into interesting and motivating language arts materials for the English classroom. Teachers of the two subjects can also work together to equip students at the junior secondary level with the language and skills required in studying Literature in English at the senior secondary level.

3.4.2 Collaboration with Other KLAs

It is advisable for teachers of English Language Education to collaborate with teachers of other KLAs to promote language learning through a cross-curricular approach (see **Section 3.2.5**). When effectively used, this approach enables students to learn English more effectively through exposing them to a wide range of themes or topics as well as enhancing subject learning in other KLAs. The following outlines the relationship between English Language Education and the other KLAs.

English Language Education KLA helps:

- develop students' language skills and world knowledge, which enables them to better meet the specialised demands of the other KLAs;
- develop students' skills in "Reading to Learn" through providing exposure to a wide range of materials with different themes and text types conducive to knowledge building and language learning;
- provide students with opportunities to develop a broad range of generic skills as well as positive values and attitudes that they can apply in other KLAs, leading to increased lifelong learning capacity;
- reinforce students' ability in learning English through the knowledge, skills and learning experiences that they gain in the other KLAs; and
- broaden students' learning experiences through language learning activities that are related to one or more of the other KLAs.

The following table presents examples of links between English Language Education and the other KLAs. They are illustrative rather than exhaustive.

Key Learning Area	*Examples of Links* Links are made to the KLA listed on the left hand column when students:
Chinese Language Education	• compare and discuss the cultural events, literary works, lifestyles and values of Chinese and Westerners.
Mathematics Education	• plan surveys, present research findings, and prepare arguments using statistics.
Personal, Social and Humanities Education	• read and discuss texts that examine social issues or topics (e.g. interpersonal relationships, relationship between the individual and society, civic education and environmental protection).
Science Education	• discuss ideas and clarify purposes prior to and in the process of an investigation; and • read or research information on science-related topics (e.g. energy, the earth, the solar system) or works of science fiction.
Technology Education	• explore and communicate ideas and information on the development or impact of modern technology.
Arts Education	• engage in different forms of creative writing (e.g. poems, short stories, plays, film scripts) or give a dramatic presentation of a short play or a scene from a play; and • discuss or critique an advertisement, a poster, a film or the illustrations in a text.

Key Learning Area	Examples of Links Links are made to the KLA listed on the left hand column when students:
Physical Education	• engage in learning activities that examine the pros and cons of various physical activities.

The English Language Education curriculum also contributes to the learning and teaching of Liberal Studies, a core subject of the senior secondary curriculum. The flexible English Language Education curriculum framework allows a wide range of themes and topics, including social issues, to be covered throughout the different key stages of learning and helps students develop a broad knowledge base, higher-order thinking skills and the language skills essential to the learning of Liberal Studies. Activities such as role plays and debates on current issues can be conducted to provide links to the learning and teaching of Liberal Studies.

Schools may also consider leveraging the efforts of different KLAs to promote a whole-school initiative while facilitating English learning (e.g. promoting STEM education to provide a suitable context for the collaboration between teachers of English Language Education and STEM-related KLAs). To promote STEM education, English teachers can:

• introduce relevant English reading materials to guide students to discuss critically the issues related to mathematics, science and technology, and appreciate the contributions and achievements of famous and successful people in these areas to nurture an entrepreneurial spirit, i.e. resilience, innovativeness, willingness to take calculated risks and to cope with challenges and adversities;

• design tasks, activities and projects to encourage students to work out innovative solutions to problems or create new ideas or things to enhance their creative capacity (e.g. designing a product and the marketing strategy, writing a short story about a zany invention);

• create a learning environment that draws students' attention to innovation and creativity related to mathematics, science and technology (e.g. posting up quotes by famous people in the related fields on campus, organising STEM education competitions involving the use of English for presentations); and

• connect learning experiences through RaC and life-wide learning/Other Learning Experiences (OLE) activities (e.g. visiting museums, designing apps to promote English learning).

3.5 Time Allocation

As mentioned in **Section 2.3.1**, schools can allocate 17% to 21% of the lesson time to the English Language Education KLA for each key stage from Primary 1 to Secondary 3 (KS1 − 3). The senior secondary English Language curriculum, which builds on the effective learning and teaching practices promoted in previous key stages, accounts for a flexible range of 12.5% to 15% of the total lesson time over a course of three years in KS4. Literature in English, as an elective subject in the senior secondary curriculum, accounts for 10% to 15% of the total lesson time over a course of three years in KS4. Schools may vary the percentage of time allocation for different year levels of a key stage as long as the total lesson time falls within the recommended range. Schools may also capitalise on their professional autonomy to maximise the use of lesson time, leading to the achievement of a wider range of learning targets and objectives.

Suggestions on how teachers can make plans for the use of lesson time allocated to the English Language Education KLA for different key stages are provided below.

Primary (KS1 and KS2)
Two key components, namely General English Programme and Reading Workshops, can be included in the primary English Language curriculum. The General English Programme, which accounts for about 60% of the total lesson time for English Language, focuses on the learning and teaching of English knowledge and skills and their integrative use. Activities such as dictation and listening can be conducted in the lesson time allocated to the General English Programme. In the Reading Workshops, which take up about 40% of the total lesson time for English Language, teachers are encouraged to help students "learn to read" and "read to learn" through careful selection of reading materials that complement, or are related to, the General English Programme. The component of "Reading Workshops" is not confined to the development of reading skills and strategies. Activities that build on the reading materials can also be designed to develop students' listening, speaking and writing skills as well as positive values and attitudes.

Junior Secondary (KS3)
With the groundwork laid at the primary level, students should have accumulated some reading experiences and developed the basic reading skills and strategies by the time they start Secondary 1. In this respect, schools are encouraged to flexibly allocate lesson time to strengthen literacy development to enable students not only to further develop and apply English knowledge and skills in a holistic manner, but also to connect their

learning experiences in English Language and the other KLAs. Specifically, initiatives to promote RaC are instrumental in developing advanced reading and generic skills. Through exposure to a variety of text types and texts of different levels of complexity and on various subjects and disciplines, students' knowledge base is broadened and reading experiences enriched, providing a firm foundation for self-directed and lifelong learning. To maximise the benefits gained from reading, teachers can design writing activities which not only require students to borrow or integrate ideas from the reading input, but also allow them to use the vocabulary, communicative functions and text features they have learnt for meaningful and purposeful communication.

Senior Secondary (KS4)

English Language

Both the Compulsory and Elective Parts in the senior secondary English Language curriculum include the learning of English Language in the Interpersonal, Knowledge and Experience Strands. They complement each other and comprise the same learning objectives, which embody the essential content of learning for English Language at the senior secondary level. For the sake of curriculum coherence and effective use of lesson time, the learning and teaching of the Compulsory Part and the various modules in the Elective Part could be integrated, with due consideration given to the commonality shared by these curriculum components:

- Language knowledge
- Language skills
- Language development strategies
- Generic skills
- Values and attitudes

The integration of the curriculum components facilitates the consolidation and transfer of knowledge and skills between the Compulsory Part and the elective modules. When adopted flexibly and meaningfully, this integrated approach not only provides a coherent learning experience but also allows teachers to streamline the curriculum and make more effective use of the lesson time (see **Example 6**).

Literature in English

Equal emphasis should be placed on the different strands in order to ensure a balanced curriculum and to help students develop a good understanding of literary forms and conventions, appreciative and interpretative abilities, as well as language skills and

awareness. The lesson time for Literature in English can be flexibly used to address students' needs with due consideration of their strengths and weaknesses. For effective use of lesson time, teachers can adopt instructional strategies such as "Literature Circle" and "Flipped Classroom" to engage students in independent research, lesson preparation and self-directed learning outside class time.

Schools are greatly encouraged to make flexible use of the learning time during and outside school hours to facilitate learning and teaching. Confining the learning of English to the classroom, compartmentalising lessons into the learning and teaching of the language skills, and designating lessons for dictations or drills for examinations in a rigid manner are not encouraged as they may not facilitate students' construction and application of knowledge and skills in a coherent and integrative manner. Instead, schools can:

- arrange for more double or triple period sessions per week or cycle and include half-day or whole-day activity sessions shared among different KLAs in the school timetable to allow continuous stretches of time for extended tasks, projects, visits, student or professional performances;
- set aside a short, regular period of time per day for reading, in addition to the regular lesson time, for the development of reading skills and strategies, and to help students develop a good reading habit for lifelong learning;
- plan their timetable and calendar flexibly (e.g. adjusting the number and arrangement of lessons in each term to cater for the special requirements of the learning programmes, exploring the use of Saturdays and long holidays to encourage life-wide learning and independent learning);
- make use of weblogs, online forums or social learning networks to facilitate interaction and instant feedback, and support the building of a learning community among teachers and students in school and in the wider world;
- introduce to students the use of web-based resources in the form of online interactive learning platforms, computer software packages and multimodal materials such as interactive books and videos to help students pursue individualised learning goals outside class according to their learning interests, progress and needs; and
- provide opportunities for engaging students in e-assignments on the school intranet, such as posts on online forums, collaborative writing and audio-visual clips, to add variety to their learning experiences and facilitate cross-fertilisation of ideas.

Chapter 4

Learning and Teaching

Chapter 4   Learning and Teaching

4.1   Guiding Principles for Learning and Teaching of English Language and Literature in English

Teachers play an important role in implementing the English Language Education curriculum effectively. Given the wide range of abilities and needs of students at different stages of language development, teachers should make use of the open and flexible curriculum framework presented in Chapter 2 of this Guide to develop effective learning, teaching and assessment activities for the two subjects of the English Language Education KLA, i.e. English Language and Literature in English.

The following are the major guiding principles for the learning and teaching of English Language and Literature in English:

- Student-centredness is a significant notion in the learning and teaching of the two subjects. Learning effectiveness is enhanced when teachers take into account students' needs, interests and abilities. As these may vary at different stages and in different settings, teachers should, with a view to embracing learner diversity, adapt the curriculum appropriately, employ a variety of teaching methods and strategies, and select suitable learning materials and activities.

- Context is important to the learning and teaching of both subjects. For English Language, meaningful contexts provide opportunities for the use of the language for purposeful communication. Hence, teachers should design contextualised learning tasks under modules and units to engage students in meaningful practice and purposeful use of the language. For Literature in English, textual and cultural contexts are critical to the appreciation and interpretation of literary texts. Teachers should provide opportunities for students to analyse the use of language in different textual and cultural contexts, so that they can understand the dynamic interplay between text and context and develop greater awareness of the subtleties of language.

- Language learning and teaching should always be connected to real life. As language use in everyday life is always integrative, opportunities for applying different language knowledge and skills integratively to complete tasks should be provided in the learning and teaching of English Language. The task-based approach,

under which the language skills and other learning elements are interwoven in communicative tasks, should therefore be adopted to enable students to interact naturally in, and appreciate the richness and complexity of, the language. As for Literature in English, the study of literary texts should also be connected to the real world and students' daily life. Learning activities that encourage students to explore the relationship between literature and society (e.g. examining the historical and socio-cultural background underpinning the creation of literary works) and to develop critical response through relating the texts to their personal experiences should be designed to enhance students' cultural understanding.

4.2   Approaches to Learning and Teaching

4.2.1   Four Key Tasks

The Curriculum Development Council recommended in the report ***Learning to Learn — The Way Forward in Curriculum Development*** (2001) the use of the Four Key Tasks (i.e. Moral and Civic Education, Reading to Learn, Project Learning and Information Technology (IT) for Interactive Learning) as learning and teaching strategies to help students progress towards the vision of whole-person development and learning how to learn. Since then, schools have gained considerable experience in using them to facilitate learning and teaching in the English Language Education KLA. While some schools identified and adopted one of the Key Tasks as an entry point based on their needs, the others incorporated strategically more than one Key Task into their learning and teaching programmes. Building on these successful experiences, schools can devise a holistic plan for curriculum development to sustain and deepen the impacts of the Four Key Tasks. Under the context of ongoing renewal of the school curriculum, the Four Key Tasks have been updated as follows:

• Moral and Civic Education: Towards Values Education
• Reading to Learn: Towards Reading across the Curriculum
• Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines
• IT for Interactive Learning: Towards IT for Self-directed Learning

The updated key tasks are applicable in the English Language Education KLA to enliven learning and teaching, and to help students achieve whole-person development and become self-directed learners. (see Chapter 3 of the *Basic Education Curriculum*

Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6) (2014) and Booklet 6 of the *Secondary Education Curriculum Guide (Secondary 1 – 6)* (2017) for details.)

Below are some suggestions on promoting the updated Four Key Tasks in the English Language Education KLA.

Moral and Civic Education: Towards Values Education

Moral and Civic Education (MCE) has been introduced as one of the Four Key Tasks since 2002 to support the Learning to Learn curriculum reform. Building on the experience in implementing MCE, schools are encouraged to extend it to values education to cover a wider range of positive values and attitudes in different domains such as MCE, life education, religious education, sex education, environmental education, Basic Law education, so as to provide students with all-round learning experiences conducive to their whole-person development. **Example 7** illustrates how environmental education can be promoted through the study of a poem.

To promote values education in the English Language Education KLA, teachers should focus on the positive values and attitudes that align with the school mission and school development plans, and seek opportunities for collaboration with other KLAs/school committees in planning for cross-curricular activities for enhancing English language learning and cultivating a wide range of positive values and attitudes. Due consideration should also be given to the following seven priority values and attitudes for personal and social development when incorporating values education into their school English Language Education KLA curriculum:

- Perseverance
- Respect for others
- Responsibility
- National identity
- Commitment
- Integrity
- Care for others

In the context of the English Language Education KLA, positive values and attitudes can be nurtured in the learning and teaching process through encouraging students to explore relevant themes or topics and participate in co-curricular activities. Learning opportunities within and beyond the classroom should also be provided for students

to develop and reflect on their values and attitudes. Teachers can achieve these, for example, through:

- using themes such as "Appreciating Chinese Culture" as a focus to develop theme-based activities, in which students can be asked to introduce some aspects of Chinese culture in English to the Native-speaking English Teacher (NET); and
- scheduling co-curricular activities (e.g. during assembly or lunch breaks) in which students share stories, read poems, sing songs or stage short plays with elements of values and attitudes (e.g. honesty, responsibility), or view and discuss films or multimedia materials on life education.

Example 5 shows how one set of theme-based English learning activities originally designed for one year level could be gradually extended to become a whole-school project involving the participation of a social service agency as well as parents to promote values education.

To leverage collaborative efforts, the two subject panels can work with other subject panels, committees and schools or make use of community resources to promote values education, for example, through:

- providing life-wide learning experience to promote sex education by collaborating with professionals or practitioners of different fields or organisations to arrange activities such as talks, forums and debates; and
- organising cross-curricular programmes on environmental education to provide opportunities for students to express concern about social issues, and building in opportunities for reflection.

Reading to Learn: Towards Reading across the Curriculum

Reading is important to students of diverse learning abilities at all key stages of schooling. It helps develop thinking skills, enriches knowledge, enhances language proficiency and broadens life experience. Since the curriculum reform in 2001, emphasis has been placed on motivating students and enhancing their learning to learn capabilities through reading. **Example 9** illustrates how Reading to Learn can be promoted through meaningful learning, teaching and assessment activities. Building on their existing strengths and experience in promoting reading, schools should continue to set Reading to Learn as a sustainable Key Task while due emphasis should be placed on reading across the curriculum (RaC) to help students establish links between concepts and ideas acquired in different KLAs and further enhance their interest in reading and ability to process reading texts in a more in-depth way.

In implementing RaC, teachers of the English Language Education KLA are encouraged to:

- identify reading materials in both print and non-print forms with suitable entry points (e.g. themes, text types, language features and vocabulary) for connecting students' learning experiences in different KLAs;
- help students develop the reading skills and strategies necessary for understanding and analysing language use in English texts written for general or academic purposes (e.g. text structures, rhetorical functions and vocabulary);
- design reading activities that reinforce students' ability to integrate the knowledge, skills and learning experiences gained in different KLAs; and
- collaborate with teachers of other KLAs to develop learning activities that provide students with opportunities to consolidate the knowledge and skills acquired across KLAs, and develop the essential attributes that go beyond individual subjects or KLAs such as humanistic qualities and entrepreneurial spirit.

For illustration of how to promote RaC at the primary and secondary levels, see **Examples 10** and **11**.

Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines

Project work in the English Language Education KLA usually involves a theme-based enquiry that engages students in the integrative use of language and/or analysis and appreciation of literary works. To step up project learning, effort should be made to develop students' ability to integrate and apply knowledge and skills across disciplines through cross-curricular initiatives such as STEM education and Language across the Curriculum. Teachers of the English Language Education KLA should work collaboratively with teachers of other KLAs in designing cross-curricular projects to help students connect their learning experiences, provide opportunities for applying language skills and language learning strategies, and maximise learning that integrates language and content. Co-ordination across KLAs may be required to ensure that students are not assigned too many projects at the same time.

Taking into consideration students' readiness, teachers can also further develop students' self-directed learning capabilities and habit by giving them more autonomy in learning, for example, by encouraging students to formulate their own enquiry questions, and to decide on the topic of enquiry and the investigation methods. Teachers play a crucial role in project learning. At various stages of the project, teachers need to switch between

the different roles of co-ordinator, facilitator, counsellor, co-learner, language consultant, supervisor and assessor in order to provide different types of support.

Advantages of English projects, which engage students in integrating and applying knowledge and skills across disciplines, include:

- *Providing an effective framework for language use and language learning —*
  Through the processes of planning, information search, note-taking, interviewing, data analysis, drafting and re-drafting, discussion and presentation, which are often involved in project work, students are able to use language skills and language learning strategies to process and produce texts related to different subjects/ KLAs in an integrated way. This enriches students' language learning experiences and improves their language proficiency.
- *Developing learner independence and a sense of responsibility —*
  Project work enables students to develop skills to achieve the goal of "Learning to Learn". Through pursuing a topic of interest, setting their own learning targets, and planning and reflecting on their course of action, students learn to take charge of their own learning and become independent, autonomous learners.
- *Facilitating lifelong and life-wide learning —*
  Project learning encourages students to move out of the classroom and into the community, allowing them to connect what they learn at school with the working world and the world at large. It often involves the other three Key Tasks when students are engaged in a variety of activities such as planning, organising and participating in real-life investigations in which students are required to explore a problem or research a topic from various perspectives, to read and present information in various modes, and to make conclusions. Students develop not only language knowledge and skills but also generic skills and positive values and attitudes that are conducive to lifelong learning.

For more ideas about how project learning can be implemented, see **Examples 5** and **8**. Suggestions regarding assessment of project work are provided in **Section 5.2.2** of this Guide.

IT for Interactive Learning: Towards Self-directed Learning

IT is an effective tool to facilitate both classroom and self-access language learning. The prevalence of online learning opportunities and easy access to the Internet allow students to assume greater responsibility in their own learning. Therefore, schools

should leverage technology to promote self-directed learning, i.e. to help students plan for, monitor and evaluate their own learning. The success of promoting self-directed learning hinges largely on teachers' instructional practices and guidance in the use of technology-enhanced learning and teaching resources. To achieve this, teachers of the English Language Education KLA are encouraged to:

- advise students to make use of e-platforms for quick and easy access to information and learning resources within and outside the school campus;
- enhance students' motivation in language learning by identifying suitable e-resources to cater for their interests, abilities, learning pace and styles;
- develop students' language learning strategies by encouraging them to use different e-learning tools (e.g. online dictionaries, concordancers, search engines) and features of various e-resources (e.g. interactive features of e-books/webpages) to facilitate their understanding of some abstract concepts and complex ideas;
- develop students' information literacy skills and guide them to think critically and evaluate the data or information on the Internet;
- develop students' metacognitive skills (e.g. knowledge management skills), which are essential for future studies or work and lifelong learning, by allowing them to take charge of their own learning (e.g. setting learning goals, monitoring learning progress, conducting self-reflection) with the use of e-learning tools and e-resources; and
- foster students' interaction and mutual support as well as encourage peer learning and feedback by engaging them in collaborative work through the use of e-platforms.

Examples 12, 13 and **14** illustrate the effective use of IT in the learning and teaching of English Language at the primary and secondary levels. For more ideas on how to promote learner independence, see **Section 4.2.6** of this Guide. For more information on how to further promote this Key Task, see Chapter 3D of the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014) and Booklet 6D of the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017).

4.2.2   Life-wide Learning

Learning is by no means limited to the classroom. It can take place at any time, in any place (including the home and community) and in any form. Teachers of the English Language Education KLA should enrich and extend students' language learning experiences in real contexts and authentic settings through English-related life-wide learning activities. To help create a language-rich environment to support life-wide

learning, teachers are encouraged to:

- interact with students in English both inside and outside the classroom (e.g. encouraging students to join English language camps as campers, camp helpers or camp leaders);
- provide students with greater exposure to authentic and integrative use of English (e.g. inviting poets and writers to give talks in English, using the media as a language learning resource, visiting international schools, business firms and institutions, or charitable organisations);
- encourage students to seek and create opportunities to learn and use English in natural and realistic settings (e.g. collecting authentic materials or samples of the use of English in the community and sharing them with peers and teachers, searching for information in English on the Internet, watching films or TV programmes in English, listening to English radio programmes, interacting with people from non-Chinese-speaking backgrounds in English);
- maximise the use of space and resources in school (e.g. ensuring students' easy access to computer facilities for language learning beyond lesson time, setting up an English Corner or posting authentic materials and students' work on the bulletin boards, the walls or the school's intranet to facilitate wide reader access); and
- promote learning through co-curricular activities and English-related competitions (e.g. drama performances, inter-school debating competitions, participating in English radio programmes, visits to public libraries and museums).

For illustration of how to plan and design language learning tasks or activities to provide life-wide learning at the primary and secondary levels, see **Examples 1** and **15**.

4.2.3 Task-based Learning and Teaching

The task-based approach is recommended to help students achieve the learning objectives and progress towards the learning targets of the English Language curriculum. Through the use of tasks, students are provided with meaningful contexts where they can learn and use English for purposeful communication, and develop generic skills (e.g. creativity, critical thinking skills, collaboration skills, self-learning skills) as well as positive values and attitudes (e.g. perseverance, responsibility) conducive to independent and lifelong learning.

Tasks are contextualised activities in which students are required to draw together a range of elements in their framework of knowledge and skills to convey meaning

and achieve the desired outcomes. They are characterised by an emphasis on active participation, flexible differentiation and purposeful communication among the participants through a variety of modes and media. Every English learning task should have the following five features:

- A task should have **a purpose** and involve students in using English to achieve the various purposes set out in the learning targets and objectives (see **Chapter 2** of this Guide for details).
- A task should have **a context** from which the purpose for using English emerges.
- A task should involve students in **a mode of thinking and doing**.
- A task should have **a process** which requires students to draw upon their framework of knowledge and skills.
- A task should engage students in carrying out a purposeful activity leading towards **a product**.
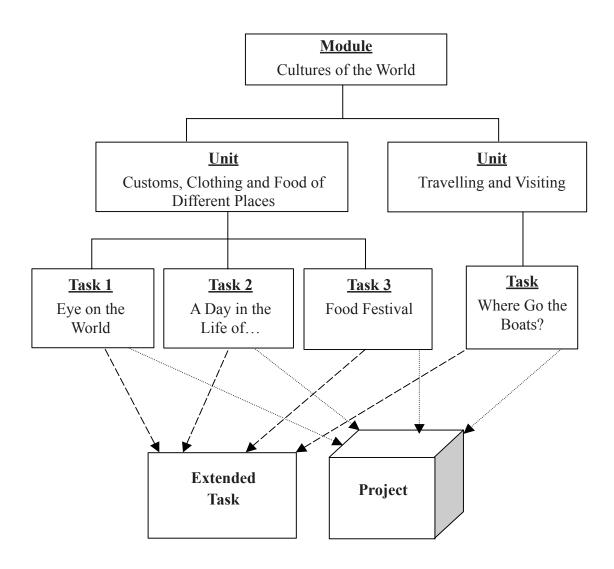
Language learning tasks could be designed to help students develop the capabilities for learning. They provide opportunities for students to connect and apply the knowledge and skills acquired purposefully in authentic contexts so as to achieve deep learning. An effective English task which contributes to deep learning should embody the following characteristics:

- It involves communicative language use in which students' attention is focused on meaning as well as linguistic structures.
- It is authentic and close to the real world and daily life experience of students. The texts (including oral, written and multimodal) which students generate through creating and using new knowledge and the data required to be handled are often authentic and relevant. It involves various contextualised activities which equip students with the skills and attributes necessary for the 21st century (e.g. holistic thinking skills, information literacy, global awareness), and which provide opportunities for students to take the initiative to learn, negotiate meaning and make choices in what, when and how to learn.
- It provides language learning opportunities for students to manipulate and practise specific language forms, develop language skills, practise the integrative use of language, apply language development strategies and use language meaningfully and creatively.
- It is easily adapted to suit students of different abilities.
- It involves the effective use of information technology to facilitate self-directed learning and address the different needs of students.

Modules, units and tasks

The concept of modules, units and tasks is recommended for organising the learning and teaching of the English Language Education curriculum. A module is an organising focus which can be broken down into units and tasks that are thematically or conceptually related. These themes and concepts are explored through tasks and help students make connections between their learning experiences. Extended tasks and projects can be developed from tasks to help students develop further knowledge and skills.

The following diagram shows how units and tasks can be developed and organised under the module "Cultures of the World" (one of the modules suggested for students at the secondary level), and the relationship among tasks, extended tasks and projects:

For a full list of the suggested modules and units for KS1 – 4, see **Appendix 11**. Through using or adapting a variety of resources and authentic materials, teachers may develop modules of their own to suit the needs, interests and abilities of their particular group of students.

For illustration of how to promote English language learning through the task-based approach, see **Examples 4**, **18**, **20**, and **28**.

Student-centred Instruction

Students learn most effectively when teachers treat them and their learning as the focus of attention. Student-centred instruction may be provided through:

- designing learning activities that cater for students' age, needs, interests, abilities, learning experiences and learning styles;
- engaging students in group work or pair work for genuine communication;
- applying suitable questioning techniques to stimulate thinking, encourage experimentation and facilitate knowledge construction; and
- encouraging students to contribute to the learning process by:
    - sharing their views and learning experiences;
    - playing an active role in consulting the teacher; and
    - negotiating with the teacher on the learning objectives and assessment criteria, helping select learning materials, and choosing appropriate activities such as role plays, games, debates and projects.

Integrative and Creative Language Use

Language use in real-life situations is almost always integrative and creative. Such important characteristics of authentic language use should be stressed in the English Language Education KLA. In this regard, the use of tasks or projects is encouraged to facilitate the integrative and creative use of an extensive range of language knowledge, skills and strategies. In the learning process, teachers are advised to:

- develop students' information literacy skills by providing them with opportunities to search for and manage information, and design tasks for the integrative use of the language with the information collected;
- stimulate students' imagination, sharpen their aesthetic sensitivity, provide opportunities for the development of generic skills and positive values and attitudes, promote the sharing of experiences, and foster intercultural awareness and understanding; and
- encourage students to use English creatively to respond and give expression to real and imaginative experiences.

Examples 6 and 16 show how teachers can promote critical thinking and creativity through the use of language arts at secondary and primary levels respectively.

Learning and Teaching Grammar in Context

Grammar is a means to an end rather than a body of knowledge to be learnt for its own sake. Grammar is best learnt in meaningful contexts, where students are exposed to authentic language use and can make connections between language forms and functions. The task-based approach to English language learning readily lends itself to the learning and teaching of grammar as it provides a context and purpose for engaging students in a task which requires the effective use of the language for its completion. Through learning and teaching grammar in context, students can gain a better understanding of how, why and when to use particular language items and structures.

Task-based grammar learning can take place in the following stages:

*   Pre-task: Before the task, the teacher identifies the language items and structures needed for completing the task and considers the language support required by students. The teacher then engages students in exercises or activities to help them understand and practise the forms and functions of the target language items and structures.
*   While-task: During the task, students apply their grammar knowledge in an authentic context that involves meaningful use of the target language items and structures to complete the task. Students are guided to evaluate their own learning and reflect on how grammar makes meaning in the process.
*   Post-task: Extended tasks or projects which provide new contexts for the use of the language items and structures previously learnt can be provided for further application and consolidation purposes. Concepts about the use of the target language items and structures are clarified and reinforced.

Examples 17 and **18** show how grammar can be effectively taught using the task-based approach.

4.2.4 Learning and Teaching of Text Grammar

The task-based approach engages students in interacting and communicating in the target language with their attention principally focusing on its meaningful use rather than the language form. Tasks, which often involve the use of different types of texts (e.g. information, persuasive, literary, imaginative), provide opportunities for the learning and teaching of text grammar, which enables students to see how the choice of language items is affected by the context and how it shapes the tone, style and register of a text. Knowledge of text grammar also enables students to understand the organisation and structure of texts. In extending grammar learning from the sentence level to the text level, teachers can guide students to note the forms and functions of the target language items through exploring the salient grammar features (e.g. imperatives, passive voice, relative clauses) of a text and making hypotheses about the communicative functions they perform in awareness raising activities such as text comparison and guided discovery activities.

For the learning and teaching of text grammar, teachers are encouraged to select a variety of text types (e.g. advertisements, biographies, manuals, speeches), themes and content so that students can better understand the features associated with a particular text type and apply the knowledge acquired in writing and creating relevant texts.

4.2.5 Adopting e-Learning in the English Language Education Classroom

e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives. In the context of the English Language Education KLA, e-learning not only fosters purposeful communication and interaction among students and between students and teachers, but also contributes to effective learning and teaching. The following examples illustrate how e-learning can be integrated into the English Language Education classroom:

Strengthening Interaction and Motivation with the Use of e-Platforms
- To encourage more interaction, teachers can upload a discussion topic to an e-platform set up exclusively for a particular group of students. Students can be invited to express their ideas on the topic and leave messages in response to the comments made by others. Interaction among students and between teachers and students is no longer confined to the classroom as students can communicate with their teachers and one another without geographical or time constraints.

- The use of e-platforms also enhances students' motivation in using English for communication. Students can be required to submit their work which can be written, oral or multimodal, by uploading it to the platform. Realising that their work will be shared with and/or evaluated by their peers, students are more likely to exercise extra caution, which provides a drive for them to try their best in completing the task. For suggestions on effective use of e-platforms, see **Examples 12** and **13**.

Making Effective Use of Lesson Time with the "Flipped Classroom" Strategy

- To prepare students for a writing lesson, teachers can select or record a short video clip about the language features of the text type concerned, and upload it to an e-platform for students to watch prior to the lesson. The video clip can include an illustration of the text structure, the related language items and their communicative functions. During the lesson, teachers can check students' understanding of the language and text features, clarify their misconception and conduct more cognitively demanding activities such as an in-depth analysis of the text to further enhance students' understanding of the various features.
- The use of the "Flipped Classroom" strategy can promote self-directed learning, cater for the needs of students with different proficiency levels and facilitate effective use of lesson time. Students watch the assigned video clip at their own pace in their own time while teachers make good use of the lesson time by engaging students in activities that generate quality interaction and/or require higher-order thinking skills.

For more information about using e-learning for enhancing student learning, see Chapter 3D of the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014) and Booklet 6D of the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017).

4.2.6   Learner Independence

To enable students to become motivated and independent language learners, teachers should promote self-directed learning. This mode of learning has the benefit of helping students develop the essential skills, strategies and attitudes for lifelong learning. To facilitate self-directed language learning, teachers are encouraged to:

- create opportunities for students to make choices or decisions in their learning by providing a wide range of interesting and creative texts (e.g. literary, information and multimodal texts), learning materials (e.g. radio programmes, videos) and activities (e.g. drama, debates, projects) to explore their interests;

- help students set realistic learning goals;
- enable students to monitor, review and assess their own performance by building self- and peer assessment procedures into the learning materials and activities (e.g. answer keys, evaluation checklists, success criteria);
- help students improve their work through providing constructive feedback;
- develop language learning tasks or activities that encourage students to make meaningful use of the self-access corner or centre in school;
- guide students to develop learning to learn capabilities through the use of e-resources such as online dictionaries, thesauri and concordancers; and
- help students develop enabling skills such as phonics skills and vocabulary building skills.

Example 3 provides suggestions on how learner independence can be promoted through developing primary students' phonics skills and vocabulary building skills using shared reading and various follow-up learning activities. **Example 19** illustrates how secondary students' writing skills can be enhanced through self-directed learning. For more information about enhancing self-directed learning, see Chapter 4 of the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014) and Booklet 3 of the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017).

4.2.7   Meaningful Homework

Homework is an important component of the learning and teaching process. It allows students to extend learning outside lesson time. Meaningful English homework should help monitor students' progress towards the learning targets and objectives set out in the teaching schedule, consolidate students' learning and extend their understanding of language use, and enable teachers to identify students' strengths and weaknesses so that they can adjust their teaching strategies and provide timely feedback. Due consideration should also be given to the quality, quantity and variety of homework. Meaningful tasks or activities, instead of mechanical drills, should be assigned to provide language practice.

Appropriate use of IT is encouraged to add variety and motivate students to learn English. For example, while working on the unit on "Travelling and Visiting" in the English lessons, in addition to practising the appropriate use of tenses and vocabulary to introduce different activities in a travel blog, students can be asked to enliven their work by adding digital images, videos, sounds and music on their own or in groups to

deepen their understanding of how to create an effective text to convey the intended messages. Teachers can then provide feedback on their work, invite students' comments and generate discussion on an e-platform (see **Example 20** for details).

For Literature in English, teachers can adopt the "Flipped Classroom" strategy and ask students to watch a video about the use of sounds in poems at home to prepare themselves well for more demanding work during lessons on poem analysis.

Further guidelines on how to make use of homework to enhance learning and teaching effectiveness are provided in Chapter 8 of the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014) and Booklet 4 of the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017). Schools should also refer to the Education Bureau circular on "Guidelines on Homework and Tests", formulate the school homework policy, and allow space and time for students to participate in meaningful social and extra-curricular activities conducive to whole-person development.

4.3   Embracing Learner Diversity

Every class is made up of individuals who are different in terms of motivation, learning styles, preferences, needs, interests and abilities. Teachers can cater for learner diversity through effective curriculum planning and appropriate learning, teaching and assessment strategies.

4.3.1   Curriculum Planning

- The curriculum can be appropriately adapted by trimming learning content and materials, making additions or a combination of both to suit students of different needs, interests, abilities and learning styles.
- The concept of modules, units and tasks can be adopted to organise learning and teaching to accommodate the needs of different students of the same year level or the same class. For the more able students, learning modules can be developed with challenging units and tasks that aim at expanding and enriching their learning experiences; whereas for the less able ones, learning modules should be designed with the inclusion of units and tasks that aim at helping them overcome their weaknesses in language learning and make progress (e.g. practising particular language forms).

- Effective strategies should be devised to support the development of the less able students and to maximise the potential of the more able ones in learning English, for example, by:
  - creating enhancement or enrichment activities such as storytelling competitions and creative writing workshops for both the more able and the less able students;
  - devising remedial and intervention programmes to help the less able students catch up with school work; and
  - incorporating e-learning to address the learning needs of students with diverse abilities and learning styles, engage students in active and self-paced learning and create more opportunities for co-operative learning.

4.3.2   Learning, Teaching and Assessment Strategies

Learning and teaching strategies which could be adopted by teachers to cater for learner diversity include:

- employing a variety of strategies to enhance interactive learning (e.g. drawing upon students' existing knowledge to construct concept maps with the class, giving timely feedback, using IT);
- making use of graded learning tasks and exercises;
- providing students with the same tasks and exercises, but
  - varying the expected output of different students; or
  - varying the amount and style of teacher input and support to provide extra help for the less able students and challenge the more able ones;
- making use of open-ended tasks;
- selecting, adopting and adapting appropriate texts that incorporate different modes of representation, providing multisensory learning experiences to cater for students' diverse learning styles and preferences;
- breaking tasks into small steps to facilitate understanding and sequencing the steps in the tasks;
- providing different support in learning tasks for students with different learning styles (e.g. visual cues for visual learners, verbal cues for verbal learners);
- connecting the design of learning materials to students' life experiences to sustain their motivation and attention;
- making use of flexible grouping according to the nature and purpose of the tasks (e.g. grouping students of similar abilities together to make it less intimidating to the less able students, arranging a more able student to be seated next to a less able one to offer help when necessary); and

- engaging students in active and self-directed learning through the use of IT (e.g. e-platforms, "Flipped Classroom" strategy) to enhance learner autonomy and allow students to learn at their own pace.

Standardised assessment, to a certain extent, may have its limitations if students' abilities are diverse. To ensure that students are appropriately assessed so that they can demonstrate their learning progress and achievements, teachers should adopt different assessment practices giving consideration to the content, modes of assessment and their expectations of students. Teachers are encouraged to:

- promote formative assessment to provide effective and timely feedback, both formal and informal;
- adopt different modes of assessment (e.g. short assignments, assessment tasks, projects, questioning) to address the needs of students, identify the strengths and weaknesses of students and decide on the appropriate content, and learning and teaching strategies;
- help students develop the necessary skills to assess and monitor their own learning through self-assessment so as to enable them to learn better;
- promote peer assessment through which students can develop a better understanding of the learning objectives and assessment criteria, and what is expected of them; and
- use e-assessment such as the Student Assessment Repository (STAR) platform accessible at https://star.hkedcity.net/en/ to help identify students' strengths and weaknesses and facilitate analysis of their performance.

For further ideas about how to meet the diverse needs of students in the English classroom at the primary and secondary levels, see **Examples 21**, **22** and **23**.

4.3.3 Supporting Students with Special Educational Needs in the Mainstream English Language Education Classroom

There is an increasing concern about the special educational needs (SEN) of some students and how to support them in the mainstream English Language Education classroom. There are eight types of SEN: Specific Learning Difficulties (SpLD), Intellectual Disability (ID), Autistic Spectrum Disorders (ASD), Attention Deficit/ Hyperactivity Disorder (ADHD) and Physical Disability (PD), Visual Impairment (VI), Hearing Impairment (HI) and Speech and Language Impairment (SLI) (for detailed information regarding each type of SEN and the respective intervention strategies, see

the *Operation Guide on the Whole School Approach to Integrated Education* (EDB, 2010)). Teachers should understand that students with SEN can be different in their abilities and may require different types and levels of individualised support based on their specific needs.

In addition to the strategies suggested in **Sections 4.3.1** to **4.3.3** of this Guide, teachers of English Language Education can also consider the following to address the needs of students with SEN in learning, teaching and assessment:

- Providing clear instructions for students by:
  - introducing tasks with a clear and simple organising framework (e.g. diagram, chart, preview and a one-paragraph overview) and setting goals at the beginning of the tasks;
  - giving emphasis on important information verbally (e.g. paraphrasing, repeating the information, using questions) and non-verbally (e.g. using gestures, symbols, colours); and
  - speaking clearly, naturally and at a normal pace, and without unnecessary pauses between words.
- Helping students in writing through:
  - providing manipulatives such as plastic/ceramic letter tiles and word cards to select from to express their ideas;
  - providing planning and writing frameworks for them to follow;
  - reducing assignments that require too much copying;
  - encouraging shared note-taking among students; and
  - allowing students to submit audio or video recording of their assignments occasionally.
- Helping students in reading through:
  - raising students' phonological awareness for better understanding of the letter-sound relationships;
  - providing visual aids to facilitate easier and better reading (e.g. separating words with a marker, using colour-coding for highlighting key points, using larger font sizes, providing pictures, videos, graphic organisers to help students "visualise" what is being read);
  - using suitable adaptive devices such as screen magnifiers and reading machines to help students with visual problems participate in learning activities more easily;
  - limiting the number of new ideas from a text in each lesson;

- guiding students to summarise what has been read, ask questions and make predictions during the reading process; and
- assigning a student to read the text aloud to the student in need.

• Adjusting assessment arrangements through:
- making flexible assessment arrangements to ensure students have equal opportunities to demonstrate their learning progress and achievements, which may involve the provision of aids, support and prompts, special design for the format of question papers and answer sheets, and adjustment of the length of examination time and breaks; and
- giving simple, direct and clear assessment instructions with examples, and including diagrams and signs which are familiar to students in the assessment papers to help them identify the various parts of the papers and understand the questions and the procedure of assessment.

For further ideas on how to address the needs of SEN students, see **Example 24**.

4.3.4 Maximising the Potential of Gifted Students in the Mainstream English Language Education Classroom

Students who are gifted in English are often seen to have an intense and sustained interest in language learning. They also demonstrate a heightened awareness of language features, and can recognise grammar patterns and writing styles easily. While teachers are usually able to identify gifted students, they are often confronted with the demands of providing appropriate learning opportunities to match these students' exceptional abilities. The following strategies can be considered to facilitate gifted students' effective mastery of more advanced skills and knowledge in the learning of English Language and Literature in English:

• Allowing flexibility with the school English Language Education curriculum to address differences in the rate, depth and pace of learning through:
- implementing a multi-level curriculum that facilitates a more complete and in-depth study of topics and themes at students' own pace and according to their language abilities;
- developing a curriculum that encourages thinking, enquiry and self-reflection;
- sourcing learning resources that provide input for designing learning tasks with increased task demand and text complexity to stretch gifted students' potential;
- incorporating into the curriculum language learning tasks that involve more advanced and in-depth questions and more complex requirements; and

- developing tiered assignments with more challenging questions and demanding learning activities on the same content.

- Promoting creativity and original thinking through:
  - equipping students with strategies to generate new ideas, reorganise knowledge, seek alternatives purposely, and evaluate ideas and solutions;
  - encouraging students to identify problems instead of always providing them with problems and solutions;
  - giving autonomy to students by allowing them to decide on how to present their products/work;
  - encouraging transforming existing knowledge or input into new forms by allowing students to use different modes of representation; and
  - displaying/publishing creative work to create an environment that values originality.

- Encouraging students to pursue independent projects or study based on their interests and abilities through:
  - providing opportunities for enquiry of more complex and abstract concepts to enhance students' development of problem solving and research skills, as well as their language abilities to engage in what they read in greater depth and to produce ideas critically and creatively;
  - encouraging cross-curricular projects or projects that require products or solutions that focus on complex real-world issues to elevate learning; and
  - guiding students to conduct independent studies to pursue areas or topics of their personal interest through coaching them to decide on a focus, develop a plan of action and follow it through and monitor the process.

- Empowering students to assume ownership of their learning through:
  - guiding students to set individual goals that are specific, measurable, ambitious yet realistic, and choose appropriate learning strategies and achieve the goals within a reasonable time frame; and
  - developing students' language learning strategies and metacognitive skills to facilitate independent learning and self-reflection.

For further ideas on how to cater for the needs of gifted students, see **Example 21**.

Chapter 5

Assessment

Chapter 5   Assessment

This chapter highlights the guiding principles of assessment, describes different modes of assessment and provides suggestions on how to develop an assessment policy and conduct assessment in schools to enhance learning and teaching effectiveness and promote self-directed learning. It should be read in conjunction with Chapter 5 of the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014) and Booklet 4 of the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017), which give further details about the ideas and principles underlying assessment.

5.1   Guiding Principles

Assessment is the practice of collecting and interpreting information about student learning. It is an integral part of the learning, teaching and assessment cycle. Assessment should be aligned with learning and teaching and guided by the following principles:

- It should serve a variety of purposes, from measuring attainment to informing learning and teaching through providing quality feedback, but the prime purpose should always be facilitating and improving student learning.
- It should involve making considered judgements on the learning processes and outcomes.
- It should be based on standards or criterion-referencing principles by which student performance is evaluated and described in relation to criteria rather than how other students perform. The assessment criteria should also be made clear to students so that they understand what is expected of them.
- There should be an appropriate coverage of learning targets and objectives, generic skills, and positive values and attitudes.
- There should be diversified modes of assessment, with a balance between formative and summative assessments.

5.2   Formative and Summative Assessments

In the context of the English Language Education curriculum, assessment serves the principal aim of promoting learning by providing information about students' achievements in relation to the learning targets and objectives, thereby helping students, teachers and parents understand students' progress and enabling them to plan for further improvement. To match the learning targets, objectives and outcomes, different modes of assessment serving formative and/or summative purposes are encouraged in the English Language Education curriculum.

As shown in the diagram on the next page, formative and summative assessments are two common school assessment practices. Formative assessment focuses on the ongoing evaluation of students' performance and abilities. It is often informal and carried out during the learning process. Formative assessment, which typically involves close attention to small "chunks" of learning, may take place on a daily basis. The main aim of formative assessment is to improve learning and teaching through:

- diagnosing students' strengths and learning problems or difficulties;
- providing quick guidance, quality feedback, timely support and enrichment for students; and
- reviewing and improving teaching plans and strategies.

Summative assessment focuses on determining progress in learning and evaluating student performance and abilities. It is normally undertaken at the end of a period of instruction (e.g. end of a school term, a school year or a key stage of schooling) and reviews much larger "chunks" of learning. Its main purposes are to:

- provide a comprehensive summary of students' learning achievements during the period and their performance at that particular point of time; and
- help teachers check whether the major aspects of the learning targets and objectives have been achieved.

A FRAMEWORK OF SCHOOL ASSESSMENT PRACTICES

SUMMATIVE ASSESSMENT
(measures attainment)

FORMATIVE ASSESSMENT
(informs learning and teaching)

Leads to more
successful results

External Assessments

- (e.g. Hong Kong Diploma of Secondary Education Examination, Cambridge International Examinations for Other Languages)

Internal Assessments

- Tests/examinations which are used to assign grades or levels (e.g. end of school term/year)
- Recording
  - For tracking students' learning progress
- Reporting
  - Qualitative feedback, reducing reliance on grades and marks

- Diversity
  - **Different modes of assessment** (e.g. pen and paper tests, projects, portfolio, performance tasks, self-reflection) to match learning objectives and processes
  - **Different parties** (e.g. self/peer/teachers/parents)
  - **Different strategies** to assess the quality of learning (e.g. setting assessments that are both challenging and suitable for students' competence other than reward and punishment)
- Tests which are used diagnostically to inform learning and teaching
- Opportunities for students to learn, reflect and correct rather than compare marks with others

Learning and Teaching Process

- Sharing learning objectives with students
- Effective questioning (e.g. wait/pause time, a variety of question types — open/closed questions, content-centred to student-centred)
- Observation (e.g. body language, facial expressions)
- Peer learning (e.g. listening and reflecting on other students' answers in whole class setting)
- Effective feedback (e.g. clear advice for improvement/reinforcement)
- Active involvement of students in their own learning
- Raising of students' self-esteem

Feedback Loop

(Adapted from Shirley Clarke)

83

Summative assessment is closely related to "assessment *of* learning", while formative assessment comprises "assessment *for* learning" and "assessment *as* learning". The table below explains the three complementary assessment concepts, their relationship and the different purposes they serve.

Summative	Assessment *of* Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes.
Formative	Assessment *for* Learning (AfL)	AfL integrates assessment into learning and teaching. It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students' learning so that teachers can provide students with timely feedback and refine their teaching strategies.
	Assessment *as* Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning.

Building on their existing strengths, schools are encouraged to extend formative assessment from "assessment *for* learning" to "assessment *as* learning", which empowers students to reflect on their own learning and develop their habit of mind and skills to monitor and evaluate their own progress. Teachers are also advised to adopt more diversified modes of assessment and make the best use of assessment data to inform learning and teaching.

5.2.1 Promoting Formative Assessment in the School English Language Education Curriculum

There are good educational reasons why formative assessment should be given more attention and accorded a higher status than summative assessment, on which schools tended to place a greater emphasis in the past.

There is research evidence on the beneficial effects of formative assessment when used for refining instructional decision-making in teaching and generating feedback to improve

learning. For this reason, the Curriculum Development Council (CDC) report *Learning to Learn — The Way Forward in Curriculum Development* (CDC, 2001) recommends that there should be a change in assessment practices, with schools placing due emphasis on formative assessment and making it an integral part of classroom teaching.

Various tools have been developed by the Education Bureau (EDB) to support schools in implementing AfL. These include the Learning Progression Framework (LPF) and the Student Assessment Repository (STAR) for English Language. These tools provide concrete descriptions of students' attainment and useful statistical data, enabling teachers to guide students to understand and monitor their own learning performance, identify areas of strengths and weaknesses, and to draw up plans for progressing to the next level of achievement.

The LPF at http://www.edb.gov.hk/LPFenglish provides a common scale and language for teachers to describe students' performance and progress in English Language learning. It consists of different levels of learning outcomes (LOs) and descriptors about the growth of students on a continuum as they work towards the learning targets and objectives set out in the English Language curriculum. The continuum is divided into eight attainment milestones (ATMs) for each of the four language skills (i.e. listening, speaking, reading and writing) from the basic level (ATM 1) to the advanced level (ATM 8). While the ATMs are expressed in the form of outcome statements, which give general descriptions of students' performance, pointers are specific examples of what students are able to do in demonstrating the LOs, which support the outcome statements. It should be noted that the pointers are meant to elucidate the LOs. They are neither prescriptive nor exhaustive, and must not be regarded as a checklist for English language development. As these ATMs can provide a clear focus and direction for learning, teaching and assessment throughout primary and secondary education, schools are encouraged to make reference to the LPF when they plan and review the school English Language curriculum and assessment, instead of relying solely on the Basic Competency Descriptors for the Territory-wide System Assessment (TSA), which represent only part of the essential knowledge and skills to be acquired by students in relation to the learning targets and objectives for KS1 − 3.

The STAR is an online assessment platform developed by the EDB to enhance teachers' assessment literacy and improve students' learning by means of technology. The STAR platform provides a range of assessment items and online assessment data such as reports and qualitative descriptions about students' performance to help schools understand students' attainment and plan remediation and progression.

Formative assessment involves collecting evidence of student learning (e.g. through classroom observations, class activities, homework, quizzes), providing feedback and devising follow-up measures to promote better learning. However, formative assessment does not need to be conducted by teachers only. Students can also play an important role in it. To this end, peer review or evaluation, which is a valuable form of formative assessment, is encouraged as it enhances interaction and collaboration among students and enables them to understand each other's points of view. Schools are also encouraged to extend AfL to AaL to allow greater involvement of students in the learning, teaching and assessment process. AaL can be promoted at an early stage of schooling. Opportunities should be provided to develop young students' learning strategies (e.g. phonics skills, information skills, vocabulary building strategies) and awareness to reflect on their own learning through the use of appropriate guiding questions and teachers' demonstration. Later on, students should be encouraged to set personalised learning goals, formulate plans to attain them, and monitor their own learning performance and strategies. When students engage in this ongoing metacognitive experience, they will develop a habit of mind to continually review their learning progress and make improvement. In this way, students gradually take ownership of, and responsibility for, their own learning. **Example 25** illustrates how AaL can be practised to develop students' reflection strategies and enhance their writing skills.

5.2.2   Different Modes of Formative Assessment

The following are some common modes of formative assessment which teachers are encouraged to use flexibly according to the school culture or policy, and the current educational context and practice. In addition to language knowledge and skills, other learning targets such as generic skills and values and attitudes should also be taken into consideration in formative assessment.

Learning Tasks and Activities

When carrying out well-designed learning tasks and activities, students demonstrate their progress towards the learning targets. Such tasks may include games, quizzes and oral presentations, which are commonly used in the learning and teaching process. Evidence of learning collected should form the basis of feedback to promote further learning. It is not always necessary to record students' performance formally.

Performance Tasks

Instead of setting tests which consist mainly of discrete items to assess students' learning, performance tasks can be provided for students to demonstrate their learning and understanding of the target language items learnt. These tasks entail the application of language knowledge for a communicative purpose specific to a given context, and are set on the basis of specific performance criteria. The products can take a variety of forms, be it linguistic (e.g. designing a poster, acting out a story, producing a radio drama, doing a role play, carrying out an interview and survey, conducting a debate in class, producing a short video clip) or non-linguistic (e.g. making origami based on oral instructions, drawing the setting for a story, making a dish following a recipe, producing charts and graphs to present survey findings). Performance tasks are particularly suitable for young learners who may not be too advanced in writing skills development. They allow students to demonstrate learning and apply knowledge and skills in hands-on activities or authentic situations, which adds an experiential element to the learning and assessment process.

Performance tasks have a strong formative component and allow teachers to provide quality feedback to students throughout the process. To maximise students' learning through the assessment, the success criteria for the final product can be shared with students before the assessment. This would not only deepen their understanding of the task requirements but also facilitate peer and self-assessment.

Projects

Teachers should assess the process as well as the product when assessing students' performance in project work. They can use a variety of means such as observation, conferencing and monitoring the process of students' writing. Continuous feedback should be given with the aim of stimulating students' critical reflection and helping them improve their learning. Areas to be considered in assessing projects include:

- content (e.g. relevance of ideas, coverage of topic);
- organisation (e.g. logical development of ideas, connection of ideas);
- language use (e.g. appropriateness, fluency, style, accuracy);
- generic skills (e.g. communication, creativity, critical thinking, collaboration, problem solving); and
- attitudes (e.g. confidence in using English, keenness to participate in activities, respect for others, an awareness of the potential influence of language use on others' feelings).

Portfolios

A portfolio is a purposeful collection of a student's work (e.g. samples of writing, recordings of speeches) that demonstrates progress in the development of knowledge, skills, and values and attitudes in a given area over a period of time. Guidelines for setting and assessing portfolios are provided in **Appendix 13**. Examples of two common types of portfolios for secondary students, i.e. theme-based portfolio and learning reflection portfolio are provided in **Appendices 14** and **15** respectively.

Process Writing

Well thought-out writing involves a process consisting of the recursive stages of planning (i.e. brainstorming, researching, outlining), drafting (i.e. writing, rewriting, revising) and finalising (i.e. editing). At appropriate stages of the writing process, teachers can give feedback on students' drafts. With adequate preparation, students can also be asked to provide feedback on the drafts of each other and of their own. Based on the feedback, students can improve their drafts with suitable revisions. Initial feedback can focus on global concerns, i.e. on ideas, organisation and text type conventions. Thereafter, feedback can be given on local concerns, i.e. on language (including grammar and mechanics) and style.

Examples of feedback sheets for use at the secondary level are provided in **Appendix 16**. Teachers are encouraged to develop and use their own feedback sheets or guidelines with the appropriate criteria to suit the purposes of their writing activities and the needs of the students.

e-Assessment Tasks and e-Portfolios

e-Assessment tasks and e-portfolios are powerful tools for teachers to cater for learner diversity, provide timely feedback and promote AfL. e-Assessment tasks can be distributed, completed and marked automatically and administered electronically using the Internet or the local workstations. Some e-assessment platforms are equipped with an adaptive function, which can match items to students' ability levels, and provide instant feedback so that students can have more active involvement in monitoring their own learning. e-Portfolios allow students to store, manage and showcase their work, which can be in the form of texts, images, and audio or multimedia files. They are both demonstrations of students' abilities and platforms for self-expression, and can be regarded as a type of learning record that facilitates students' reflection on their own learning.

Teachers are encouraged to make flexible use of e-assessment platforms, such as the following websites developed by the EDB and HKEdCity, to facilitate AfL and AaL:

- Online Question Bank
  https://www.hkedcity.net/oqb
- Assessment Tasks Reference of the EDB One-stop Portal for Learning and Teaching Resources
  https://www.hkedcity.net/edbatr/
- Student Assessment Repository (STAR)
  https://star.hkedcity.net/en/

5.2.3　Learning and Teaching Processes for Effective Formative Assessment

The following are some learning and teaching processes that facilitate effective use of the different modes of formative assessment outlined above:

Observation

By observing students' body language, their facial expressions, how they use language in class, how they respond to learning tasks and how they interact during group work, teachers can gain insights into students' affective, linguistic and cognitive development as well as their attitude towards language learning.

Effective Questioning

Through apt use of wait-time, cues, and a variety of question types (e.g. open and closed questions, content-centred questions, higher-order thinking questions, student-centred questions that prompt students to relate learning to their own experience), teachers can gather information about students' performance in the development of language and generic skills as well as their values and attitudes towards specific topics or learning in general.

Effective Feedback

To promote learning, students need to be informed not only about their performance but also how to build on their strengths and address their weaknesses to make further improvement. Much of this information will come as feedback from teachers but some will be through students' direct involvement in assessing each other's, or their own work. Effective feedback that is timely and specific enables students to understand

where they are in their learning and what they should do next. It aligns with the assessment criteria and the learning objectives and helps promote self-reflection and the development of metacognitive skills essential to AaL.

One efficient and effective means of gathering and disseminating feedback for students is the use of feedback sheets (or checklists) for the various formative assessment tasks or activities. Examples of feedback sheets for common types of formative assessment are provided in **Appendix 17**. Please also see Chapter 5 of the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014), and Booklet 4 of the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017) and the AfL website at: http://www.edb.gov.hk/afl_en for more information and examples on the topic.

Peer and Self-assessment as Learning Activities

In addition to giving feedback, teachers are advised to provide opportunities for peer assessment and self-assessment. Peer assessment enables students to learn among themselves and encourages interaction while self-assessment promotes reflective thinking, which is vital for developing students' capacity for lifelong and self-directed learning. Meaningful peer and self-assessment does not mean the mere provision of assessment forms for students to evaluate themselves or their peers. Instead, teachers are advised to guide students throughout the assessment process, discuss or negotiate with them the success criteria, provide sample work for discussion or illustration of the expected standards, and explicitly introduce metacognitive strategies (e.g. goal setting, the use of reflection tools such as K-W-L charts) that enhance the depth and quality of students' self-reflection. Examples of self-assessment forms that encourage students' self-reflection and enhance their metacognitive skills are provided in **Appendices 18** and **19**.

Conferencing

Conferencing is generally held for the purpose of giving feedback and opening up communication between the teacher and students. Effective conferencing is focused and has specific achievable goals (e.g. revising a letter to better connect with the intended reader, discussing progress on a particular task or project).

During conferencing, teachers ask open-ended questions that encourage discussion and give students ample opportunity to ask questions and bring up issues. It is necessary to create a trusting atmosphere to facilitate effective conferencing. Teachers may contribute in a variety of ways (e.g. discussing problem-solving or time management techniques, modelling a revision or editing technique, offering feedback on ideas and language use), depending on the conference goals and the individual needs of students. Before ending the conference, it is important to summarise what has been covered and set plans for follow-up action.

For illustration of how teachers can make use of formative assessment to promote learning, see **Examples 26**, **27** and **28**.

5.2.4 Implementation and Design of Summative Assessment

Teachers are encouraged to use assessment tasks to evaluate students' performance against the learning targets. The design of summative assessment tasks for English Language and Literature in English is basically the same as that of learning tasks. However, in learning tasks, teachers need to conduct appropriate pre-task, while-task and post-task activities to engage students in constructing knowledge actively and progressively, as well as to provide appropriate support and scaffolding to facilitate students' successful completion of the tasks, whereas in summative assessment tasks, students are often required to carry out the tasks independently so that teachers can assess their achievement.

When designing internal summative assessment tasks or papers, teachers should take into consideration the following:

- There is an appropriate, balanced and adequate coverage of the learning targets and objectives. Summative assessment can comprise a number of tasks or activities that cover the major aspects of learning and teaching over a period of time. It should not focus mainly on specific language forms and features. Students' knowledge and mastery of such language forms and features can be assessed through short quizzes or daily activities.
- The scope and level of difficulty of assessment items, tasks or papers suit the abilities and needs of students. Students should be given opportunities to attempt questions which vary in terms of linguistic and cognitive demands so that they can be reasonably challenged and progress along the developmental continuum.

- Internal summative assessment is NOT confined to a pen-and-paper test only. Different assessment modes (e.g. reading aloud, discussion, individual presentation, performance task) should be adopted to promote the attainment of various learning outcomes (e.g. language knowledge, generic and subject-specific skills), and to allow students of varied abilities, interests and learning styles to demonstrate their achievements.

- The rubrics are clear, concise and correct. The choice of words is appropriate to students' ability as well as the level of difficulty of the tasks.

- Task-specific criteria and marking schemes are agreed upon by teachers of the same level when deciding the extent to which the learning targets and objectives can be achieved. This in turn forms a solid basis for the diagnostic use of data gathered from internal assessments to inform learning and teaching.

- Due acknowledgement is given to fluency and effective expression of ideas in students' performance in addition to accuracy.

- For the English Language subject, the design of the assessment tasks or activities stresses the importance of purposeful use of English for communication in meaningful contexts, the integrated use of the four language skills, and a balance of learning experiences in the Interpersonal, Knowledge and Experience Strands. Assessment tasks should be contextualised, related to students' experience and well-connected between parts to make the assessment an engaging learning experience for students. Open-ended questions, which can stimulate thinking and facilitate students' integrative and creative use of language, can be included.

Examples of summative assessment tasks at the primary and secondary levels are provided in **Appendices 20** and **21**.

5.3   Internal and Public Assessments

Internal assessment refers to the assessment practices adopted in schools to track and evaluate student learning and it can be summative or formative in nature. In contrast, public assessment refers to the standardised assessment conducted territory-wide for all schools after a period of schooling. While internal and public assessments serve to complement each other, the purpose of internal assessment is not confined to preparing students for public assessments. Internal assessment should cover a wider range of learning outcomes and objectives and reflect students' achievements in areas not easily assessed in public assessments (e.g. their learning attitudes).

5.3.1 Internal Assessment

A well-devised internal assessment policy enables teachers to:

• review and monitor the progress of student learning;
• modify and improve teaching strategies for the needs and interests of students; and
• ascertain that the curriculum goals are achieved.

In formulating the internal assessment policy, due emphasis should be placed on formative assessment to make AfL and AaL an integral part of learning and teaching in the classroom.

The range of assessment tasks covered in **Section 5.2.2 Different Modes of Formative Assessment** (e.g. projects, portfolios, process writing) as well as summative assessment tasks designed along the principles stated in **Section 5.2.4 Implementation and Design of Summative Assessment** could be adopted as internal assessment to promote the attainment of the learning outcomes in English Language and Literature in English.

In addition to informing learning and teaching, data from internal assessment also provide evidence to facilitate communication with different stakeholders regarding students' performance. As schools are encouraged to make use of both formative and summative assessments to gain a comprehensive picture of students' performance and abilities, there is a need to ensure that the reporting system reflects students' achievements in both. Schools are encouraged to reduce reliance on grades and marks in the reporting system and provide more qualitative and informative feedback to help students and parents understand the students' learning performance, including their level of mastery of language knowledge, generic and subject-specific skills, as well as their learning attitudes.

Schools might consider using the LPF for English Language to develop a set of school-based criteria or descriptors that helps students understand their performance in assessment tasks or activities and engage in self-reflection and planning for improvement. Parents having been guided to use such information will have a better picture of how their children are progressing towards the intended learning outcomes, what their children's strengths and weaknesses are, and where assistance is necessary. This will provide a firm foundation for home-school cooperation.

5.3.2 Public Assessment

In addition to internal assessment, students are required to take various public assessments at different key stages of learning for different purposes. Below are some examples:

Pre-Secondary One Hong Kong Attainment Test (Pre-S1 HKAT) for English Language

The Pre-S1 HKAT facilitates the assessment of the performance of Secondary One (S1) entrants in English Language so that appropriate support measures could be designed. The sampled results of the Pre-S1 HKAT are also used as the scaling tool in the revised Secondary School Places Allocation (SSPA) System to scale the internal assessment results of the coming cohort of Primary 6 students proceeding to S1.

Territory-wide System Assessment (TSA) for English Language

The TSA is a territory-wide assessment administered at P3, P6 (implemented in odd-numbered years since 2012) and S3. It facilitates AfL by providing schools with objective data on students' overall performance in English Language at the end of KS1 − 3. The TSA reports and school reports provide information about students' strengths and weaknesses against specific Basic Competencies. They help schools and teachers review their teaching strategies and curriculum plans in supporting student learning between key stages or year levels. The territory-wide data also help the Government review policies and provide focused support to schools. More information of the assessment can be accessed at: http://www.hkeaa.edu.hk/en/sa_tsa/tsa/.

Hong Kong Diploma of Secondary Education (HKDSE) Examinations for English Language and Literature in English

Upon completion of the six-year secondary education, students will take the HKDSE Examinations, which aim to measure their levels of attainment in a particular subject. The public assessment for English Language encompasses the four skills of reading, writing, listening and speaking and also includes the School-based Assessment component, which aims to encourage extensive reading and viewing. The public assessment for Literature in English centres on the comprehension and appreciation of literary texts and the ability to write essays based on the set texts. It also includes a Portfolio (until 2018)/School-based Assessment (from 2019 onwards) component, which aims to encourage independent literary enquiry. Schools may refer to the live examination papers

regarding the format of the examination and the standards at which the questions are pitched. Details of the assessment design and framework are available at: http://www.hkeaa.edu.hk/en/hkdse/assessment/assessment_framework/.

Schools should be aware of the fact that public assessments are designed to assess students' performance at the end of a particular key stage. It is therefore not advisable to drill junior form students prematurely for public assessments. Such an undesirable practice will also reduce learning and teaching time in class, increase teachers' workload unnecessarily and put undue pressure on students. Schools are advised not to simply replicate the formats of public assessments in their internal assessment practices.

To align internal assessment practices with public assessments, schools should focus more on helping students understand the learning outcomes and assessment requirements of the public assessments. Students with a better understanding of what they are intended to learn and how their learning is assessed are more likely to attain the required standards of performance. It would be appropriate for schools to provide students with tasks which reflect the learning outcomes and assessment requirements of public assessments, and are pitched at a level of difficulty appropriate to students' ability.

Use of Assessment Data from Public Assessments

While public assessments, such as the TSA, Pre-S1 HKAT and HKDSE Examination, are conventionally perceived as summative assessment, the data from these public assessments can be used for reviewing the whole-school curriculum and effectiveness of the learning and teaching strategies. The TSA, administered at the end of P3, P6 and S3, provides objective data about students' strengths and weaknesses against specific Basic Competencies for schools and teachers to formulate and review plans on enhancing students' English Language learning at the school level. Similarly, the assessment data from the Pre-S1 HKAT help secondary schools identify the strengths and weaknesses of their incoming Secondary 1 students, adopt appropriate measures as well as adjust the whole-school curriculum and teaching strategies to address their learning needs. As for data from the HKDSE examination, they can be used to facilitate comparison of student performance across different student cohorts and enable schools to evaluate and review their existing curriculum plan and teaching practices to benefit the upcoming cohorts of students. Schools are advised not to impose excessive practice and mechanical drilling on students in preparation for the public assessments to avoid exerting undue pressure on them.

Chapter 6

Learning and Teaching Resources

Chapter 6   Learning and Teaching Resources

6.1   Subject Guides

This Guide is closely related to the following curriculum documents which provide reference for schools to have a better understanding of the interface between various key stages, as well as the curriculum planning and strategies for enhancing learning, teaching and assessment at different key stages in the two subjects of English Language and Literature in English:

- *English Language Curriculum Guide (Primary 1 — 6)* (2004)
- *Supplement to this Guide for the Junior Secondary Level (to be issued in due course)*
- *English Language Curriculum and Assessment Guide (Secondary 4 — 6)* (2007) (with updates in November 2015)
- *Literature in English Curriculum and Assessment Guide (Secondary 4 — 6)* (2007) (with updates in November 2015)

6.2   Quality Textbooks and Other Learning and Teaching Resources

Quality textbooks and other resource materials are crucial to learning and teaching. The English Language Education curriculum framework encourages the use of a wide range of learning and teaching materials, including textbooks, for effective language education. Quality learning and teaching resources enrich students' experience, broaden their perspectives and enhance their cultural understanding. The materials that function most effectively are those that suit the students' age, learning needs, interests and abilities.

6.2.1   Textbooks

Textbooks play an important role in supporting learning and teaching. Quality textbooks, supplemented by other related and stimulating learning and teaching resource materials, can help students develop adequate language knowledge and skills, generic skills, and positive values and attitudes, and work towards the learning targets. A set of guiding principles for quality textbooks has been formulated for schools' reference in

choosing textbooks appropriate to their students' interests and abilities. It is accessible at: http://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/GuidingPrinciples/index.html.

Schools can make reference to the Recommended Textbook List (RTL) and the Recommended e-Textbook List (eRTL) at: https://cd.edb.gov.hk/rtl/search.asp when selecting textbooks for their students. Printed or electronic textbooks placed on the RTL or eRTL are written in line with the curriculum documents issued by the Curriculum Development Council (CDC) and deemed acceptable in terms of content, learning and teaching, structure and organisation, and language used.

6.2.2   Choosing Textbooks

When selecting textbooks for the subject of English Language, teachers should take into account:

- what the students already know and what they need to learn;
- what will enhance their motivation and learning effectiveness;
- whether the approach and coverage of the materials facilitate the development of the knowledge, skills, values and attitudes promoted in the English Language curriculum;
- the appropriateness of the content;
- the appropriateness of the examples, exercises and illustrations;
- the design and organisation of the tasks or activities;
- the quality of the language used;
- whether independent/self-access learning is encouraged; and
- the strategies to cater for learner diversity.

For printed textbooks, teachers should also consider the following:

- the quality of print — whether the texts and images are clear or not;
- the quality of paper — whether it is durable and can be reused;
- the use and size of examples and illustrations — whether they facilitate learning and whether paper is used economically; and
- the weight of the textbooks.

For electronic textbooks, teachers should also consider the following:

- the e-features for learning, teaching and assessment — whether there is demonstration of reading aloud continuous texts and dialogues, demonstration of pronunciation of key words and illustration of meaning of key words in audio and/or visual formats, and provision of audio scripts for the listening practices;
- the pedagogical use of e-features — whether there is access to an online dictionary for checking the meaning of unfamiliar words and expressions; and
- the provision of the print-on-demand function — whether it can help enhance the development of some learning elements or skills not easily developed by electronic means (e.g. penmanship, proofreading skills).

For more information on quality learning and teaching resources, see Chapter 7 of the *Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1 — 6)* (2014) and Booklet 10 of the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017).

6.2.3 Using Textbooks

Teachers should exercise their professional judgement and use textbook materials flexibly according to the needs, interests and abilities of their students. Teachers should not feel obliged to use a textbook from cover to cover. They are free to select or adapt relevant parts to suit their teaching purposes. If deemed desirable, parents should be advised on the rationale for this at appropriate meetings.

The following points should be considered when textbooks are used:

- The learning targets and objectives of a key stage are attended to and the focus of each unit is identified.
- The textbook content is matched against the school's English Language curriculum to ensure that there is a balanced coverage of the learning targets and objectives, not only at a particular year level but also across year levels.
- The textbooks are used selectively and teachers adapt tasks or activities to cater for students' needs and interests. The more able students may skip the easier parts and the less able students may skip the more difficult parts.
- The textbooks are used flexibly according to students' needs. The parts that overlap with what has already been taught should be omitted, and the parts that are insufficient should be supplemented with other materials.

- Activities are adapted to make them attractive to students. The interesting activities can be extended to promote further learning, and the less interesting activities can be modified or removed.
- Extended tasks and projects are designed to help students develop further knowledge and skills through activities such as extensive reading and viewing, and to encourage independent and self-directed learning.

6.2.4 Learning and Teaching Resources Other Than Textbooks

Apart from textbooks, teachers can make use of other resource materials to support learning and teaching during or outside class time. Language arts materials (e.g. short stories, poems, songs, films) can provide students with enjoyable experiences and enhance their cultural awareness and creativity. The use of non-fiction materials (e.g. documentaries, news, magazine articles) enables students to consider issues from different perspectives. Teachers can also make use of community resources to provide life-wide learning opportunities for students. To encourage active use of non-textbook resources for extended learning outside class time, teachers may:

- promote the use of the school library and public libraries to encourage extensive reading and viewing;
- encourage the use of online resources for project work and other assignments;
- set up a class library, an English room or an English corner to provide a wide variety of learning materials and resources for students' use during recess time or lunch hour; and
- organise visits to community facilities (e.g. museums, resource centres) to support project learning.

6.2.5 Choosing Learning and Teaching Resources Other Than Textbooks

Given the variety of resources available on the market, teachers should exercise their professional judgement when choosing resource materials for promoting English learning. The following are some considerations:

- The resources should be relevant to students' experiences and prior knowledge, and suit their needs, interests and abilities. The content should be interesting and challenging, and the language used should be accurate, authentic and purposeful but not too difficult for students. Resources which involve excessive use of mechanical drills and decontextualised use of English are not beneficial to the learning of English.

- To promote reading to learn, teachers should not confine their choices of reading resources to stories, plays and rhymes. They should ensure that the selection covers a wide range of text types, including information texts appropriate to the level of the students. Teachers can choose reading materials on different themes relevant to the interests and daily experiences of their students. Books on different subjects can also be chosen to help students establish cross-curricular linkage in their learning and promote reading across the curriculum.

- The Internet is a powerful resource for language learning. Teachers should guide students in choosing online materials appropriate to their linguistic and cognitive abilities and develop activities to prepare them adequately for Internet-based tasks.

- Teachers may consider using multimedia resources and IT tools (e.g. e-books, application software (apps), interactive games, activities) to enhance student motivation and promote self-directed learning. However, given the variation in quality, care should be exercised in the choice of these materials. Good multimedia and IT resources should display the following characteristics:

  - They involve good models of English use;
  - The teaching approach is based on sound pedagogical principles;
  - The design is user-friendly, and graphics, sound and animation are used appropriately to increase students' motivation and support learning;
  - The activities promote the integrated use of language skills; and
  - The resources promote interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them.

6.3   Resources in Support of Curriculum Development

6.3.1   Education Bureau (EDB) Resources

The EDB has developed or funded the development of a number of print and electronic resource materials to support the implementation of the English Language Education curriculum. These resources, which have been disseminated to schools and/or are available online, include the following:

- English Language Education Key Learning Area (KLA) Learning and Teaching Resource Packages:
  http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources.html

- EDB One-stop Portal for Learning and Teaching Resources — an online platform providing diversified learning activities to enhance learning and teaching effectiveness:
  http://minisite.proj.hkedcity.net/edbosp-eng/eng/learning_and_teaching_resources/index.html
- Assessment Tasks Reference of EDB One-stop Portal for Learning and Teaching Resources — an online platform supporting English teachers in designing classroom assessments:
  http://www.hkedcity.net/edbatr
- Primary English e-Learning Resources (PEER) — a website providing quality e-learning resources to enrich students' English learning experience at the upper primary level:
  http://peer.edb.hkedcity.net/
- English radio programmes:
  - The Sunday Smile (for primary students)
    http://app1.rthk.org.hk/special/sundaysmile/
  - Teen Time (for secondary students)
    http://app3.rthk.hk/special/teentime/mainpage.php
- Educational Television (ETV) programmes:
  http://www.hkedcity.net/edb/etv/?path=/subject
- HKEdCity website:
  http://www.hkedcity.net/
- STAR Platform — an online assessment platform providing a range of assessment items and online assessment data to enhance teachers' assessment literacy and improve students' learning:
  https://star.hkedcity.net/en/

6.3.2 Community Resources

Many parties in the community and other stakeholders can make useful contribution to life-wide language learning. Schools and teachers are encouraged to explore learning opportunities available in the community to enrich students' English learning experience and extend their learning beyond the classroom.

Government Departments and Non-governmental Organisations (NGOs)

Government departments (e.g. the Leisure and Cultural Services Department) and NGOs (e.g. the Society for the Prevention of Cruelty to Animals) offer a range of programmes,

services and activities conducted in English, providing good opportunities for meaningful use of English outside the classroom to enrich students' language learning experiences.

Schools may work in partnership with these departments and organisations and arrange activities (e.g. visiting museums, libraries, film archives and resource centres, watching shows and performances). They may also encourage their students to browse the websites of the Government departments and NGOs for access to various community resources.

A number of community resources have been identified and provided in **Appendix 22** for teachers' reference.

Parents

Parental involvement in their children's education contributes greatly to the latter's academic, social and emotional growth. Schools may invite parents to serve as volunteer partners in organising English-related activities or solicit their support for their children's participation in language learning activities organised by other parties in the community.

Alumni

Schools are encouraged to draw on the alumni's expertise and resources in supporting students' language learning by inviting them to give talks, share their language learning experiences or provide services.

Employers

Employers' support may be sought for sponsoring language activities or funding award and scholarship schemes related to English learning. Some companies have customer service centres with information and resources in English, and some offer English guided tours. Schools are encouraged to make use of these resources to make language learning more interesting, meaningful and authentic.

6.3.3   Collaborative Projects

With a view to encouraging and facilitating school curriculum development, the EDB engages in collaborative projects with schools and teachers. Through such collaboration, valuable experience and knowledge in planning and implementing the school English Language curriculum are generated and disseminated.

Collaborative Research and Development ("Seed") Projects

Collaborative research and development ("Seed") projects are geared towards promoting the learning capabilities of students, generating valuable experiences as well as leveraging synergy to facilitate the implementation of the whole-school curriculum in regard to the ongoing renewal of the school curriculum. Curriculum planning and development strategies for learning, teaching and assessment are the major focuses of the "Seed" projects.

The purpose of "Seed" projects in the English Language Education KLA is to:

• generate useful knowledge, experiences and viable recommendations for the reference of schools, teachers and the community;
• develop teachers as curriculum reform facilitators and curriculum leaders, who would consistently reflect on and improve their teaching so as to strengthen the synergy to promote the key emphases of the ongoing renewal of the school curriculum; and
• act as an impetus to school curriculum development.

The experience generated from the "Seed" projects will be disseminated through effective channels (e.g. seminars, sharing sessions, reports, learning and teaching resource materials).

School-based Support Services

<u>University-School Support Programmes (USPs)</u>
The EDB invites tertiary institutions to conduct USPs for strengthening English language learning and teaching in primary and secondary schools. The programmes aim at providing diversified school-based support services to cater for schools' development needs through connecting research-based pedagogies with classroom practices. The support services serve as an impetus for schools to develop and sustain their good practices and empower students to develop their language skills.

For details of the recent USPs on the English Language Education KLA and other KLAs, please visit the EDB website at:
http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/usp/index.html.

Professional Development Schools (PDS) Scheme

The PDS Scheme initiated by the EDB aims to empower frontline teachers to lead and engage in professional sharing on certain areas of expertise to facilitate interaction and cross-fertilisation of ideas among the partner schools involved in the Scheme. Primary and secondary schools with exemplary practices in English language learning and teaching are designated as PDS under the Scheme. Through inter-school activities such as collaborative lesson planning and observation, teaching experience and resources sharing and joint-school professional development programmes, teachers from the PDS as well as the partner schools can enhance their professional capacity and develop a collaborative culture in the long run.

For details of the recent PDS on the English Language Education KLA and other KLAs, please visit the EDB website at:

http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/professional-development-schools-pds-scheme/index.html.

EDB School-based Support Services

On-site school-based support services for English Language are provided by different sections of the EDB, including the Language Learning Support (LLS) Section, Native-speaking English Teachers (NET) Section, and School-based Curriculum Development (Primary) (SBCDP) Section, to help build the expertise of teachers in developing a balanced and coherent curriculum based on the needs and abilities of students. Small-scale research and development projects and school-based tryouts are conducted to explore innovative and effective teaching strategies, develop curriculum resources and address specific issues related to learning and teaching of the participating schools. Successful experiences and good practices will be disseminated through networking activities and the EDB website.

For details of the support services provided, please visit the following websites:

LLS Section:
http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/language-learning-support/index.html
NET Section:
http://www.edb.gov.hk/en/curriculum-development/resource-support/net/index.html
SBCDP Section:
http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/school-based-curriculum-primary/index.html

6.4   Resource Management in Schools

It is important that the use of school resources, which include learning and teaching materials, facilities, equipment and human resources, is maximised to support student learning. The following are some suggestions to achieve this goal:

•   making good and flexible use of grants to purchase useful learning and teaching resources;

•   making flexible and appropriate use of a wide variety of quality print, non-print and e-learning resources;

•   building up a resource bank of teacher-designed and student-generated materials including reference books, audio-visual materials, e-learning resources, and useful learning and teaching packages;

•   ensuring that the learning and teaching resources are appropriate to students' needs, interests and abilities;

•   maintaining a record of resources; and

•   ensuring that students are able to access the wide range of resources and facilities (e.g. a substantial collection of language learning materials in print and non-print format, easy access to the Internet and e-learning tools) during and beyond lesson time in the school library, multimedia learning centre or English Corner.

Appendices

Seven Learning Goals of Primary and Secondary Education

The two sets of learning goals for the primary and secondary education updated in 2014 and 2017 respectively respond to the latest changes from a natural continuum of progressive milestones that students are expected to achieve upon completion of the two levels of education based on the seven areas covering knowledge, skills, and values and attitudes for lifelong learning and whole-person development. The learning goals at the two levels are defined using slightly different diction and sequences due to consideration of students' developmental and growth needs and learning experiences.

Updated Seven Learning Goals of Secondary Education

To enable students to

- become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society

- acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels

- become proficient in biliterate and trilingual communication for better study and life

- develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work

- use information and information technology ethically, flexibly and effectively

- understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career

- lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts

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Seven Learning Goals of Primary Education

To enable students to

- know how to distinguish right from wrong, fulfil duties as members in the family, society and the nation, and show acceptance and tolerance towards pluralistic values

- understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as a responsible citizen

- develop an interest in reading extensively and cultivate a habit of reading

- actively communicate with others in English and Chinese (including Putonghua)

- develop independent learning skills, especially self-management skills and collaboration skills

- master the basics of the eight Key Learning Areas to prepare for studying in secondary school

- lead a healthy lifestyle and develop an interest in aesthetic and physical activities and an ability to appreciate these activities

Learning Targets for Key Stages 1 – 4 (P1 – S6)

English Language Learning Targets for Key Stage 1 (P1 – 3)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
a. to establish and maintain relationships and routines in carrying out classroom activities b. to converse about feelings, interests and experiences c. to exchange short simple messages through activities such as writing greeting cards and notes d. to express preferences in making simple arrangements with others for carrying out events e. to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play	a. to provide or find out and present simple information on familiar topics b. to interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions c. to state opinions using information and ideas in simple spoken and written texts d. to recognise and solve simple problems in given situations e. to clarify one's own written expression with support from the teacher	a. to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking b. to respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: • making predictions • making simple evaluative remarks • drawing pictures, making simple models or objects • creating captions • describing one's related experiences • participating in the telling of stories

English Language Learning Targets for Key Stage 1 (P1 – 3)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
	f. to recognise some obvious features of the English language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one's initial learning and use of the language	c. to give expression to imaginative ideas through oral, written and performative means such as: • supplying captions to and/or describing sequences of pictures that tell a story • supplying captions to and/or describing pictures that depict a scene, object or character • experimenting with simple sound and word patterns in creating rhymes and poems based on given models d. to give expression to one's experience through activities such as making illustrations of selected events and describing and/or providing captions for them

English Language Learning Targets for Key Stage 2 (P4 – 6)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
a. to establish and maintain relationships and routines in **school and other familiar situations** b. to converse about feelings, interests, **preferences**, **ideas**, experiences and **plans** c. to exchange messages through activities such as writing **simple letters**, **making telephone calls and sending postcards and invitations** d. to participate with others in **making choices and decisions** for carrying out events e. to obtain and provide objects, **services** and information in classroom situations and through activities such as interactive games and **simple open-ended** role play	a. to provide or find out, **organise** and present information on familiar topics b. to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, **comparing**, **explaining, predicting**, **drawing conclusions**; and to follow instructions c. to **identify ideas** in simple spoken and written texts, **form opinions and express them** d. to recognise and solve simple problems in given situations, and **describe the solutions** e. to **see the need** for clarifying one's own written expression and then **make changes** with support from the teacher and **classmates**	a. to develop an awareness of the basic sound patterns of English and **an enjoyment** of imaginative texts through activities such as **reciting poems and rhymes**, singing songs and **presenting short simple plays** b. to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: • making predictions • **making inferences** • making evaluative **comments** • **describing one's feelings towards characters and events** • **relating things** to one's experiences • **imagining oneself to be a character in the story and describing one's feelings and reactions** • **participating in dramatic activities**

English Language **Learning Targets for Key Stage 2 (P4 – 6)**		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
	f. to **understand some aspects of how the English language works**, **including how grammatical features contribute to meaning and how simple texts are organised**; and apply this **understanding** to one's learning and use of the language	c. to give expression to imaginative ideas through oral, written and performative means such as: • **constructing with appropriate support simple stories that show some understanding of the setting and events** • **providing simple oral and written descriptions of a situation,** object or character • creating simple rhymes and poems **with support from the teacher** d. to give expression to one's experience through activities such as **providing simple oral and written accounts of events and one's reactions to them**

Note: Additional features embodied in KS2 to 4 are presented in bold.

English Language Learning Targets for Key Stage 3 (S1 – 3)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
a. to establish and maintain relationships and routines in school and **community situations** b. to converse and **exchange points of view** about feelings, interests, preferences, ideas, experiences and plans c. to **produce** or exchange **a range of formal and informal messages both oral and written** d. to participate with others in **planning, organising** and carrying out events e. to obtain and provide objects, services and information in **real and simulated situations**	a. to provide or find out, **select,** organise and present information on familiar and **less familiar topics** b. to interpret and use **more extensive** information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, **inferring, summarising** and drawing conclusions c. to identify and **discuss** ideas in spoken and written texts, form opinions and express them d. to **identify and define** problems from **given information**, **consider related factors**, solve the problems and **explain** the solutions e. to clarify and **develop ideas by making revisions to one's own written texts through personal reflection and talk with others**	a. to develop **a response to imaginative literature** including poems, songs and **dramatic texts** through activities such as: • **participating in the presentation of texts** • **identifying and discussing themes** • **understanding and appreciating the effect of** sound patterns including rhythm and rhyme b. to respond to characters, events and **issues** in imaginative and other narrative texts through oral, written and performative means such as: • making predictions and inferences • making evaluative comments • **explaining** one's feelings towards characters and events • **expressing one's reactions to issues** • relating to one's experiences

English Language Learning Targets for Key Stage 3 (S1 – 3)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
	f. to understand how the English language works in relation to **basic differences between formal and informal contexts** and how **different** texts are organised and **expressed**; and apply this understanding to one's learning and use of the language	• **putting oneself in the imaginary roles and situations in the story** • participating in **dramatic presentations** c. to give expression to imaginative ideas through oral, written and performative means such as: • **writing stories with a clear sequence of events and some description of characters** • providing oral and written descriptions of a situation, object or character • creating simple poems and **lyrics using given models** • **creating short dramatic episodes based on given situations** d. to give expression to one's experience through activities such as providing oral and written **descriptions of feelings and events**

Note: Additional features embodied in KS2 to 4 are presented in bold.

English Language Learning Targets for Key Stage 4 (S4 – 6)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
a. to establish and maintain relationships and routines in school, community and **work situations** b. to converse, **discuss, compare**, **argue**, **evaluate** and **justify** points of view about feelings, interests, preferences, ideas, experiences and plans c. to communicate a range of **more complex messages**, both oral and written, for different audiences and purposes d. to participate with others in **planning**, **developing, organising**, **carrying out and evaluating more complex and extended events** e. to obtain and provide objects, services and information in **a wider and more complex range** of real and simulated situations	a. to provide or find out, select, **analyse**, organise and present information on familiar and **unfamiliar** topics b. to interpret and use more extensive and **complex** information through processes or activities such as **ordering**, describing, **defining**, classifying, comparing, explaining, **justifying**, predicting, inferring, summarising, **synthesising**, **evaluating** and drawing conclusions c. to identify and discuss **critically** ideas, **issues**, **themes, arguments**, **views and attitudes** in spoken and written texts, **make connections**, **refine or generate ideas**, and express or **apply** them d. to identify and define **more complex** problems from given information, consider related factors, **explore and discuss options**, solve the problems, evaluate and **justify** the solutions, or **offer alternatives**	a. to develop a response to **a wider range** of imaginative or literary texts through activities such as: • participating in the presentation of such texts • identifying, **interpreting and discussing** themes • **appreciating the use of language** including the use of rhythm and rhyme, **other** sound patterns and **rhetorical devices** b. to respond to characters, events, issues and **themes** in imaginative and other narrative texts through oral, written and performative means such as: • making predictions and inferences • **analysing the actions and motivations of characters and the significance of events** • relating the characters and events to one's own experiences • **articulating and presenting one's views and feelings** • putting oneself in the roles and situations in the story • participating in dramatic presentations and **reflecting on the way in which authors use language to create effects**

English Language Learning Targets for Key Stage 4 (S4 – 6)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
	e. to develop, **refine and reorganise** ideas, **and to improve expression** by making appropriate revisions to one's own written texts **independently and collaboratively** f. to understand how the English language works in **a wide range of contexts** and how **more complex** texts are organised and expressed; and apply this understanding to one's learning and use of the language	c. to give expression to imaginative ideas through oral, written and performative means such as: • **reading aloud and solo or choral speaking** • **role plays**, **dramatic presentations or improvisation** • providing oral and written descriptions (or drawings) **to illustrate one's personal response to** a situation, object or character, or **one's analysis of them** • **writing journals or diaries** • writing stories **with a sound awareness of purpose and appropriate development of plot and character** • creating poems and lyrics • creating short dramatic episodes d. to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events, dramatic presentations or monologues, **incorporating where appropriate reflections on their significance**

Note: Additional features embodied in KS2 to 4 are presented in bold.

Literature in English Learning Targets for Key Stage 4 (S4 — 6)		
Interpersonal, Knowledge, Experience and Language Strands		
Knowledge of Literary Forms and Conventions	**Appreciation and Response**	**Language Enhancement**
a. to recognise the major features of literary or creative forms, such as prose, poetry, drama and film b. to understand literary terms and concepts and to apply them appropriately in appreciating, discussing and evaluating literary or creative texts	a. to develop one's critical and interpretative abilities through understanding and appreciating literary or creative texts b. to develop informed personal response and judgement through interacting closely with literary or creative texts and relating them to one's own experience c. to enhance one's cultural understanding through • appreciating the interconnections within and between texts • developing an increased awareness of the relationship between literature and society d. to develop creativity and powers of self-expression through producing works of different literary genres, including prose, poetry and drama	a. to enhance one's language skills as well as vocabulary through studying and viewing a wide range of literary or creative texts b. to develop awareness of subtleties of language and of register and appropriateness through close interaction with a variety of literary or creative texts c. to gain greater awareness of the phonological system of English through appreciation and use of literary sound devices

Examples of Text Types for Key Stages 1 – 4 (P1 – S6)

A text is produced for a given purpose. Hence, the text types listed below can be of different natures such as narrative, informational, procedural, expository, persuasive, depending on the purposes they serve. Teachers might like to draw students' attention to both the conventions and features of a particular text type and the purpose the text serves in the learning and teaching process.

Text Types for KS1 (P1 – 3)	Additional Text Types for KS2 (P4 – 6)	Additional Text Types for KS3 (S1 – 3)	Additional Text Types for KS4 (S4 – 6)
• Advertisements • Captions • Cards • Cartoons and comics • Charts • Conversations • Coupons • Diaries • Directions • Fables and fairy tales • Forms • Illustrations • Instructions • Labels • Leaflets • Lists • Menus • Notes and messages • Notices • Personal descriptions • Personal letters • Personal recounts • Picture dictionaries • Poems • Postcards • Posters • Product information • Rhymes • Riddles • Rules • Signs • Songs • Stories • Tables • Timetables	• Accounts • Announcements • Autobiographies • Biographies • Blogs • Brochures • Catalogues • Children's encyclopaedias • Dictionaries • Directories • Discussions • Emails • Explanations of how and why • Formal letters • Informational reports • Jokes • Journals • Maps and legends • Myths • News reports • Pamphlets • Plays • Procedures • Questionnaires • Recipes • Telephone conversations • Tongue twisters • Weather reports • Webpages	• Book reviews/reports • Encyclopaedias • Film reviews • Interviews • Itineraries • Letters to the editor • Manuals • Memoranda • Newspaper/ Magazine articles • Presentations • Short films • Short novels • Social media texts • Talks • Trailers	• Abstracts/synopses • Agendas • Debates • Documentaries • Editorials • Essays • Feature articles • Films • Minutes • Novels • Proposals • Speeches • Resumes • Thesauri

Language Items and Communicative Functions for
Key Stages 1 – 4 (P1 – S6)

Language items include a range of grammatical forms and structures that students need to develop and they perform different communicative functions. The following serves to outline the language items and communicative functions that students are expected to learn in each key stage. As the choice of language varies according to contextual elements, teachers are encouraged to provide meaningful contexts in which the language items can be used for purposeful communication.

Key Stages 1 – 2 (P1 – 6)
The table below outlines the communicative functions that students are expected to learn in KS1 – 2.

Communicative Functions for KS1 (P1 – 3)	Additional Communicative Functions for KS2 (P4 – 6)
- Ask a person's name and make other simple enquiries - Ask and describe what people are doing - Ask and tell the time, days and dates - Ask permission to do simple things - Bid farewell - Describe the weather - Describe what people do regularly and when and how they do it - Express and respond to oral and written prohibitions - Express and respond to thanks - Express basic needs and wants - Express good wishes - Express inability to understand or respond to something - Express likes and dislikes - Give a simple description of oneself and others in terms of name, age, members of the family, occupations, personal characteristics, habits and abilities - Give and respond to simple rules and instructions - Greet people and respond to greetings - Identify common animals and plants, and give simple descriptions - Identify common objects and describe their sizes, shapes and colours - Identify common signs in Hong Kong - Identify names of some places in Hong Kong - Introduce oneself - Make and respond to apologies - Make simple requests	- Ask and describe what people do regularly and when and how they do it - Ask for and give explanations - Describe simple processes, situations and conditions - Describe the manner and frequency with which people carry out actions, and the purposes and results of these actions - Draw others' attention to people and things and describe them briefly - Express concern and sympathy - Express preferences, ideas and plans - Give a simple account of past events and what people did in the past - Identify names of some cities and countries - Make excuses and give responses - Make predictions and refer to future actions - Make simple comparisons of various kinds - Make simple conditional statements - Make simple suggestions - Offer one's services - Open, maintain and close telephone conversations - Set regulations and give warnings - Talk about future events, actions and processes

Communicative Functions for KS1 (P1 – 3)	Additional Communicative Functions for KS2 (P4 – 6)
- Seek and provide information and elucidation - State opinions and express feelings - Talk about locations - Talk about past events - Talk about personal possessions - Talk about prices and quantities	

The following tables serve to illustrate the relationships between some of the language items and communicative functions that students are expected to learn in KS1 – 2.

Nouns

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use nouns or noun phrases to • identify people, animals, events and objects • indicate time, days and dates • show possession	He is <u>a teacher</u>. I like <u>dogs</u>. This is <u>a beautiful bag</u>. Today is my <u>birthday</u>. It is <u>half past ten</u> now. Today is <u>Monday</u>. It is <u>2nd July</u> today. It is <u>Peter's toy car</u>.	Use nouns or noun phrases to • indicate conditions • refer to quantities or units	I have <u>a headache</u>. I need <u>a piece of paper</u>. I bought <u>a pair of trousers</u> yesterday.
Use the singular form of countable nouns to • refer to one person, animal, event and object	I have a <u>bicycle</u>.	Use "-ing" nouns or noun phrases to • refer to activities	I enjoy <u>singing</u>. My brother likes <u>collecting stamps</u>.
Use the plural form of countable nouns to • refer to more than one person, animal, event and object	Jo has two <u>brothers</u>. She has four <u>balloons</u>.	Use plural nouns to • refer to some tools and other things that people use	You can use <u>scissors</u> to cut the thread. Put on your <u>headphones</u>.
Use plural nouns to • refer to some clothes and other things that people wear	Where are my <u>shorts</u>? Miss Lee wears <u>glasses</u>.	Use collective nouns to • refer to a group of people	Our <u>class</u> is very smart. The shopkeeper called <u>the police</u>.
Use uncountable nouns to • refer to uncountable objects • refer to general things which are not used with numbers	I have <u>milk</u> for breakfast. This is good <u>work</u>.	Use the possessive form of nouns to • refer to a point in time	I have to hand in the project in a <u>week's</u> time.

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use proper nouns to • refer to people and places	Ann is a taxi-driver. Mr. Wu lives in Kowloon.	Use proper nouns to • refer to cities and countries • refer to festivals • refer to organisations and events	Her uncle lives in London. He visited Japan last year. Easter is coming. He is a member of the Cubs. Which country will host the next Olympic Games?

Pronouns

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use the personal pronouns "I, we, you, he, she, it, they" as subjects to • identify people, animals and objects	I have a cat. It is very naughty.	Use the impersonal pronoun "it" to • talk about a situation	It is quiet here.
Use the personal pronouns "me, us, you, him, her, it, them" as objects to • identify people, animals and objects	Mr. Chan is a good teacher. We like him very much.	Use the possessive pronouns "mine, ours, yours, his, hers, its, theirs" to • show possession	Is this your lunch box? Where is mine? My cat is brown. Hers is white.
Use the impersonal pronoun "it" to • express facts about time, day, date and weather	It is nine o'clock. It is Wednesday today. It is 2nd July today. It is sunny today.	Use the indefinite pronouns "someone, anyone, everyone, no one, somebody, anybody, everybody, nobody, something, anything, everything, nothing" to • refer to people, events and objects in a general and indefinite way	Somebody has left a green umbrella in the music room. There's no one outside. Is there anything in that box?

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use the introductory "there" to • express that something exists/ existed or happens/ happened	Once upon a time, <u>there</u> were three little pigs. Look, <u>there</u> is a fire over there.	Use the reflexive pronouns "myself, ourselves, yourself, yourselves, himself, herself, itself, oneself, themselves" to • emphasise that the object of a verb is the same as the subject • emphasise that someone does something without any help from anyone else	The boy cut <u>himself</u> when he was preparing dinner. You must finish the work <u>yourself</u> by Thursday. This time the children must find the way home <u>themselves</u>.
Use the demonstrative pronouns "this, that, these, those" to • refer to people and things	<u>These</u> are my classmates. <u>That</u> is a magic hat.	Use the relative pronouns "which, who, that, whose, where" to • link ideas or add information to a noun or noun phrase	The boy <u>who</u> usually waters the plants is called John.
Use the interrogative pronouns "who, what" to • find out a person's identity • find out time • find out specific information about a person, object or event	<u>Who</u> is she? <u>What</u> is the time? <u>What</u> is his name?	Use the reciprocal pronouns "each other, one another" to • indicate that people do the same thing and feel the same way	My twin brother and I are proud of <u>each other</u>. Our classmates often help <u>one another</u>.
		Use the interrogative pronoun "which" to • find out one's preferences	<u>Which</u> would you like, the apple or the orange?

Determiners

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use the indefinite articles "a, an" to • refer to a person, animal, event, time or object in general*	Hong Kong is <u>a</u> big city. Wait <u>a</u> minute. Lily eats <u>an</u> apple every day.	Use the general determiners "a few, a little, both, each, enough, several, too many, too much, plenty of" to • show quantities	<u>A few</u> pupils in my class wear glasses. I found <u>a little</u> ice cream in the refrigerator. <u>Both</u> my sister and I will come to see you. Some people stood because there were not <u>enough</u> chairs.
Use the definite article "the" to • refer to a specific person, animal, event, time or object • refer to people or things that are unique	<u>The</u> baby smiled. <u>The</u> kitten is naughty. My friends came to <u>the</u> party. <u>The</u> King was kind. <u>The</u> moon is very bright.	Use the general determiners "another, other" to • show the same type of things or people	Please give me <u>another</u> pencil. You may also read <u>other</u> pages of the book.
Use the demonstratives "this, that, these, those" to • refer to specific people or objects	<u>This</u> boy is polite. <u>Those</u> pictures are beautiful.	Use the interrogative determiners "which, whose" to • find out about a specific person or object • find out which person something belongs to	<u>Which</u> room is bigger? <u>Whose</u> handbag is this?
Use the general determiners "a lot of, all, any, every, many, more, most, much, no, some" to • show quantities	<u>All</u> balloons in the shop are red. Is there <u>any</u> bread in the box? I can see <u>many</u> people. One <u>more</u> song, please. There is not <u>much</u> water in the glass. Put <u>some</u> pictures on the wall.		

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* No article is used with plural and uncountable nouns to refer to people, animals, events, time or objects in general, e.g. Milk is good for you.

Adjectives

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use adjectives to • describe people, animals, objects and conditions • show quantities • show position or order • describe weather	My father is <u>tall</u>. The <u>hungry</u> baby is crying. She likes <u>fat</u> cats. The sky is <u>blue</u>. I have <u>three</u> rulers. Mary sits in the <u>second</u> row. Today is <u>cold</u>.	Use "-ing" adjectives to • describe effects that someone/something has/had on one's feelings	This teacher is <u>interesting</u>. The football match was <u>exciting</u>.
Use adjective phrases to • describe age • describe height • describe length	I am <u>six years old</u>. She is <u>120 centimetres tall</u>. This box is <u>10 centimetres long</u>.	Use "-ed" adjectives to • describe feelings that someone has/ had about something	All of us are <u>interested</u> in the game. The children were <u>excited</u> about the picnic.
Use the possessive adjectives "my, our, your, his, her, its, their" to • show possession or connection	<u>My</u> brother is cute. <u>His</u> eyes are big.	Use adjectives to • make comparisons	Our shoes are <u>similar</u>, but our socks are <u>different</u>.
		Use comparative adjectives or adjective phrases to • make comparisons	John's hair is <u>longer</u> than Tom's. Peanut butter is <u>better</u> than butter. This dress is <u>more beautiful</u> than that one.
		Use superlative adjectives or adjective phrases to • make comparisons	John is the <u>tallest</u> boy in the class. Mary is the <u>best</u> reader in the class. This is the <u>most comfortable</u> chair.

Verbs

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use the simple present tense to • describe habitual actions • talk about present states • express simple truths • express interests, feelings and opinions	I brush my teeth every day. My father is a policeman. Lemons are sour. Cows eat grass. I like swimming. She is afraid of snakes. Mr. Cheung is a nice teacher.	Use the simple present tense to • express needs • express preferences • express thoughts and ideas • talk about schedules • talk about future possibilities or plans	I need a new schoolbag. I like playing volleyball more than basketball. I think Siu Man is correct. The train leaves at 3:00 p.m. If it rains, we shall stay at home.
Use the present continuous tense to • describe actions taking place at the time of speaking	They are singing in the playground now.	Use the simple past tense to • express past conditions • express past needs, interests and feelings • express past thoughts	I had a cold last week. I enjoyed the movie last night. I thought the visit was interesting.
Use the simple past tense to • talk about past activities or events • talk about past states • describe activities or events in a story	Daddy washed the dishes. I was a fat baby. Alice opened the pink box. A little fairy jumped out.	Use the past continuous tense to • refer to actions which were going on when a second one took place • refer to actions which were in progress at a given time in the past	They were watching TV when the fire broke out. At 3:00 p.m. yesterday, we were playing hide-and-seek under a tree.
Use the verbs "am, is, are, was, were, has, have, had" in interrogative sentences to • seek information	Is she a nurse? Were they hungry? Have you any pets?	Use the present perfect tense to • relate past events to the present	I have done my homework already. Mary hasn't sent the letter yet.
Use the auxiliary verbs "am, is, are, do, does, did" in interrogative sentences to • seek information	Are they playing basketball? Do you speak English? Does he like sweets? Did he cry?	Use the future tense to • talk about future events, actions and processes	He will go swimming tomorrow.

KS1 (P1 – 3)	Examples	KS2 (P4 – 6)	Examples
Use the modals "can, may, will" to • talk about abilities • ask permission • offer help • make requests • seek information	I <u>can</u> dance. I <u>cannot</u> play the piano. <u>Can</u> I start now? <u>May</u> I go out? <u>Can</u> I help you? <u>Will</u> you help me, please? <u>Can</u> you swim?	Use "be + going to" to • describe events that will occur quite soon	It <u>is going to</u> rain.
Use imperatives to • give instructions and directions • express prohibitions • make requests	<u>Switch on</u> the lights. <u>Turn</u> left. <u>Don't walk</u> on the grass. <u>Give</u> me a crayon, please.	Use the auxiliary verbs "was, were, has, have, will, shall" in interrogative sentences to • seek information	<u>Were</u> you doing your homework when he called? <u>Has</u> he seen this movie? <u>Have</u> you ever been to Japan? <u>Will</u> he join us after school?
Use phrasal verbs to • indicate actions	I <u>get up</u> at seven o'clock. The mouse <u>ran away</u>.	Use the modals "can, could, may, might, must, ought to, shall, should, will, would" to • express obligations and prohibitions • make requests • express future possibilities • express duties • make suggestions • make offers or invitations • express preferences	You <u>can't</u> stay here. I <u>must</u> work harder. You <u>shouldn't</u> throw rubbish out of the window. <u>Could</u> you take some photographs for us? We <u>might</u> go to an English Camp this summer. She is our class prefect. She <u>ought to</u> collect the exercise books from us. <u>Shall</u> we go on a picnic? <u>Would</u> you like to come with me? I <u>would</u> like some tea.
		Use imperatives to • give warnings • make suggestions	<u>Break</u> it, and you will pay for it. <u>Let's</u> take a rest.

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
		Use phrasal verbs to • indicate actions • indicate conditions • show prohibitions	I don't want to <u>throw away</u> the toys. The car <u>broke down</u>. <u>Keep off</u> the grass.
		Use infinitives* to • talk about activities	The teacher <u>asked</u> Mary <u>to read</u> the story.

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* Some verbs such as "let, make" are used with an infinitive without "to", e.g. My teacher <u>let</u> me <u>bring</u> my favourite toy to school last Tuesday.

Adverbs

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use adverbs or adverb phrases to • express degree • indicate positions • express similar opinions	I like my school <u>very much</u>. ered. <u>Here</u> it is. Put the books <u>there</u>. Mr. Chan is kind. Miss Lee is kind, <u>too</u>.	Use adverbs or adverb phrases to • express degree • express frequency • express general practice • describe manner • express similar opinions • express time	Don't make <u>so much</u> noise. The uniform is <u>too small</u> for me. Susan <u>always</u> goes to school by bus. My aunt <u>often</u> visits us. My friends <u>sometimes</u> go camping during long holidays. I <u>seldom</u> go to the cinema. Peter <u>never</u> plays video games. I <u>usually</u> take a bath before dinner. I do my homework <u>carefully</u>. Susan doesn't like swimming, <u>either</u>. See you <u>soon</u>.
Use the interrogative adverbs "how, when, where" to • ask about age • ask about prices • ask about quantities • ask about time • ask about location	<u>How</u> old are you? <u>How</u> much is the robot? <u>How</u> many people are there? <u>When</u> can I come? <u>Where</u> are you?	Use the interrogative adverbs "how, when, why" to • express concern • ask about ways of doing something • ask about distance • ask about the length of a period of time • ask about time • ask about reasons	<u>How</u> are you getting on? <u>How</u> do you come to school? <u>How</u> far is it from here to Mongkok? <u>How</u> long have you lived here? <u>When</u> do they have P.E. lessons? <u>Why</u> did she get up so early?

Prepositions

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use prepositions or prepositional phrases to • indicate days and dates • indicate directions • indicate means • indicate places • indicate positions • indicate time	See you <u>on</u> Monday. I have a test <u>on</u> 1st October. Look! The monkey is climbing <u>up</u> the tree. We go home <u>by</u> bus. The children are <u>in</u> the park. How many animals are there <u>on</u> the farm? I live <u>in</u> Shatin. The cat is <u>under</u> the table. Look at the picture <u>on</u> the wall. I put the ruler <u>in</u> my bag. Stand <u>by</u> the door. Joe is sitting <u>in front of</u> Amy. He goes to school <u>at</u> half past seven. I play the piano <u>at</u> night. They go to the library <u>in</u> the morning. Christmas is <u>in</u> December. It is hot <u>in</u> summer.	Use prepositions or prepositional phrases to • describe objects • describe people • indicate a time in the future • indicate directions • indicate festivals • indicate periods of time • indicate positions	Miss Lee lives in the house <u>with</u> the red door. Who's that woman <u>in</u> a blue dress? I'll be back <u>in</u> a minute. Walk <u>along</u> this street and you will find a fast food shop. We had a big party <u>at</u> Christmas. Uncle John has stayed with us <u>for</u> a month. I have put the key <u>on</u> <u>the top of</u> the shelf. The restaurant is <u>next</u> <u>to</u> the post office.

<u>Connectives</u>

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use the connectives "and, but, or" to • link similar ideas or add information • link contrasting ideas • show choices or express alternatives	He has fish <u>and</u> rice for lunch. Mr. Wong is rich <u>but</u> he is not happy. You can go there by bus <u>or</u> on foot.	Use the connectives "because, since, although, so, so that, when, while, therefore, first, next, then, if, unless, either... or, neither... nor" to • give reasons	I'm late <u>because</u> I missed the bus. <u>Since</u> the rain is so heavy, we can only stay at home.
		• link contrasting ideas	<u>Although</u> Jane is shortsighted, she does not wear glasses.
		• show results	She swims every morning, <u>so</u> she is healthy. The dog barked at the burglar. <u>Therefore</u>, he ran away.
		• show purposes	He drank some hot milk <u>so that</u> he could sleep well.
		• express time	The dog barked <u>when</u> the postman came. Wendy ate all the chips <u>while</u> her grandfather was sleeping.
		• express sequences	<u>First</u>, he takes out a large bag. <u>Next</u>, he opens it quickly. <u>Then</u> he takes out a rabbit.
		• express conditions	<u>If</u> it is sunny tomorrow, we will go on an outing. We wear shorts <u>unless</u> it is very cold.
		• show choices or express alternatives • show two things that are not true or possible	You can have <u>either</u> soup <u>or</u> salad. <u>Neither</u> Man Yee <u>nor</u> I enjoyed the movie.

Capitalisation and Punctuation

KS1 (P1 – 3)	Examples	KS2 (P4 – 6)	Examples
Use capitalisation in • first words of sentences • the pronoun "I" • names of people and titles • names of places • days of the week • months of the year • abbreviations and initials	Butterflies are beautiful. My brother and I play games at home. Kitty is a good girl. She is very helpful. Mr. Wong is a fireman. I live in Causeway Bay. We have music lessons every Wednesday. My birthday is in February. Where is the CD? Please see Miss R. Chan after lunch.	Use capitalisation in • first words in direct speech • key words in titles of books • names of cities and countries • names of festivals • names of organisations and events	The teacher said, "Who can help me count the books?" The title of the book is Monsters in the Hills. My aunt won an air ticket to Paris. I like the Dragon Boat Festival. You can get the leaflet from the Hong Kong Tourist Association. Are you coming to the School Open Day?
Use full-stops • at the end of sentences • in abbreviations and initials	The sun rises in the east. Mr. Lee is my English teacher. Please see Miss R. Chan after lunch.	Use commas • in complex sentences • to divide direct speech from the rest of the sentence • to write an address • around a phrase for modifying the preceding noun	When I was five years old, I had my first birthday party. "I have finished all my homework," said Peter. Alice answered, "I've made a lot of friends." She lives at 200 Water Road, Kowloon. Miss Lee, my class teacher, will take us to the Central Library next week.
Use question marks • at the end of questions	Where is the library?	Use colons to • indicate direct speech in play scripts • introduce examples, explanations or lists	Chris: Take a look at my photo. Mary: Oh! You look so cute in that cap. You can choose one gift: a lollipop, an ice cream or a bar of chocolate.
Use exclamation marks • at the end of sentences to show strong feelings	What a good idea!	Use quotation marks • to denote direct speech	"How was your first day at school?" asked Mrs. Chan.

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use commas • in lists of items • after "yes" and "no" • before and after addressing a person	I like apples, oranges, mangoes and grapes. Would you like some tea? Yes, please. No, thank you. Hello, John. Sam, can you help?		
Use apostrophes • to show possession • in contractions*	This is Mary's schoolbag. Hello, I'm John. I like sports but I don't like playing basketball.		

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* It is more natural to use contractions in spoken English, e.g. "I'm six years old." However, some young students may find it too demanding to learn the full form and the contracted form at the same time, e.g. "I am/I'm", "cannot/can't". They may also confuse contractions with plural forms and possessive forms of nouns, e.g. "The dog's barking.", "The dogs are running.", "The dog's tail is long." As students progress towards the later stage of KS1 and when they are able to master the meaning and use of full forms, they can be exposed to the use of contracted forms in appropriate contexts.

Formulaic Expressions for Interpersonal Communication

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
Use formulaic expressions to		Use formulaic expressions to	
• greet people and respond to greetings	Good morning. Hello. How are you?	• make and respond to suggestions	Let's go to Stanley this weekend. That's a good idea. I'm sorry. I can't.
• introduce oneself and others	I am Peter. This is my sister, Sally.		
• express and respond to thanks	Thank you. Thank you very much. You're welcome.	• show agreement or disagreement	Yes, I agree. No, I don't think so.
		• open telephone conversations	Hello. May I speak to Tony, please?
• express good wishes	Happy Birthday! Happy New Year!	• identify oneself in telephone conversations	Speaking. This is Peter.
• offer invitations	Will you come to the party? Yes, thank you.	• show concern	What's wrong? Take care.
• accept or decline invitations	Sorry, I can't. Sorry, I cannot come on Friday.	• express and respond to good wishes	Merry Christmas. Same to you.
• accept or decline offers	Yes, please. No, thank you.	• begin and end formal letters	Dear Mr. Lee, Yours sincerely,
• make and respond to apologies	Sorry, I don't know. I'm sorry. That's all right.		
• make and respond to requests	Can you pass the spoon, please? Here you are.		
• ask for repetition or rephrasing	Pardon? Sorry, I can't hear you.		
• get attention or interrupt in speech	Excuse me.		
• express lack of comprehension	Sorry, I don't understand.		
• express approval or encouragement	Good. Very good. Well done!		
• take leave	Good-bye.		
• begin and end personal letters	Dear Susan, Write soon. Hope to see you soon.		

Sentence Patterns

The following nine basic sentence patterns are for teachers' reference. Primary students may learn to construct sentences following these patterns. Familiarity with these patterns also enables students to edit their writing on their own. With enough exposure, they will master the patterns for use in appropriate contexts. It must be emphasised that the use of grammar rules and terms should be kept to a minimum, especially in teaching KS1 students. Teachers should refer to the grammar items and introduce compound and complex sentences at appropriate stages of learning. Please refer to **Sections 4.2.3** and **4.2.4** for further discussion on the approaches to learning and teaching grammar.

The sentence patterns listed as examples for KS1 should be consolidated and extended to cover more patterns and communicative functions in KS2. Teachers should not plan for the learning and teaching of the passive constructions of all possible patterns. It is recommended that passive constructions of simple language forms be introduced to students only when there is a genuine communicative purpose for using the passive.

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		**Examples**
• Subject + Verb	The baby is sleeping. Sit down*.	• Subject + Verb + Indirect Object + Direct Object	My mother gave me a sandwich.
• Subject + Verb + Object	I am brushing my teeth.	• Subject + Verb (Be) + Complement (Possessive Pronoun)	That lunch box is mine.
• Subject + Verb (Be) + Complement (Noun or Adjective)	Jo is a nurse. He is tall.	• Passive construction	The poem is written by Anthony Browne.
• Subject + Verb + Complement (Gerund)	I like swimming.		
• It/There/This + Verb (Be) + Noun/Noun phrase	It is two o'clock There are ten balloons. This is a hamster.		
• Subject + Verb + Adverb phrase	The children are playing in the park.		

*"You" is the implied subject of imperative sentences.

Types of Sentences

The following three types of sentences, formed with the nine sentence patterns mentioned before, can be used to achieve various communicative functions and learning targets in KS1 – 2.

Types of Sentences	KS1 (P1 – 3) Examples	KS2 (P4 – 6) Examples
Use declarative sentences to • make statements	Ben is singing. Susan loves dogs. My brother is strong. The children like reading. There are many flowers. Mary came at two o'clock.	The Headmaster will sing us a song. The pictures are hers. The computer was stolen.
Use interrogative sentences to • ask questions	Is Mr. Wong cooking? May I close the door? Are you hungry? Do you like swimming? Are there many books? Is the dog playing in the garden?	Will May send you some flowers? Have you brought yours? Were the doors closed?
Use imperative sentences to • give commands or make requests	Don't shout. Draw a cat. Be quiet. Stop talking.	Bring me something to drink, please.

Note:

Students in KS1 – 2 may need to recognise and use exclamations to express feelings and attitudes, as in the following examples:

- Wonderful!
- Hurray, more cakes!
- Oh dear! I'm sorry.
- Oh! Look! How beautiful!

- How kind of you!
- What a lovely picture!
- What a lovely baby he is!
- Well done!

These exclamatory expressions may not necessarily fall into the nine sentence patterns. Learning the sentence patterns for all these exclamatory expressions is too demanding and unnecessary for primary students. It is recommended that students be exposed to and practise some exclamatory expressions in appropriate contexts.

Key Stages 3 – 4 (S1 – 6)

Students at the junior and senior secondary levels should have been exposed to most of the essential language items and structures of English in the previous key stages of learning. Items learnt in KS1 – 2 should be consolidated and extended to a greater degree of complexity at KS3 – 4.

The following table serves to illustrate the relationships between some of the language items and communicative functions that students are expected to learn in KS3 – 4.

Language Items and Communicative Functions	Examples
Use adjectives, adverbs, formulaic expressions, etc. to make comparisons and give descriptions of processes and situations	Exercise will make you <u>healthier and stronger</u>. You cannot expect <u>more</u> pay for <u>less</u> work. John walks and talks <u>like</u> his father. Although the twins look <u>alike</u>, they are very <u>different</u> in character. Nancy is the girl in an <u>old-fashioned, blue, tattered</u> dress. <u>After two months</u>, we found the missing ring under the carpet. The children are <u>upset</u> to hear that the picnic has been cancelled. It is <u>kind of you to help</u>. Tom is <u>old enough to travel</u> by himself. To a large extent, the two pieces of work are <u>similar</u> in terms of content. It's an own goal! <u>What a blunder</u>!
Use the simple present tense, gerunds, conditionals, etc. to make general statements about the world and "universal truths"	Greed <u>is</u> not the only force that <u>moves</u> the world. Hong Kong <u>is</u> a financial centre. <u>If</u> there <u>is</u> a thunderstorm, you <u>should not swim</u> in the sea. The plane <u>leaves</u> for Beijing at seven o'clock tonight. <u>Swimming</u> is a popular sport in Hong Kong. <u>Surfing the Internet</u> is a very popular pastime among Hong Kong teenagers.
Use a variety of tenses, the passive voice, reported speech, adverbs, etc. to refer to events in the past, present and future and to the frequency with which things occur	The volcano last <u>erupted</u> in 1960. He said that he <u>used to swim</u> for half an hour every morning. I <u>may have thrown</u> away the book by mistake. My brother <u>is working</u> as a nurse in a local hospital for the time being. I <u>was watching</u> the stars when <u>I saw</u> a strange flying object. Manchester United <u>will be playing</u> against Millwall in the FA Cup Final. He <u>has been talking</u> on the cell phone for two hours already. I <u>will get</u> in touch with you sometime next week. Security in the region <u>is threatened</u> by the recent bomb attacks. He <u>has worked</u> in this bank for twenty years. He <u>has been working</u> since January. She <u>said</u> she <u>would arrive</u> before noon. She <u>has been</u> the Chief Executive Officer of that company for seven years.

Language Items and Communicative Functions	Examples
Use conditionals, inversions, formulaic expressions, etc. to express gratitude and regret	<u>Had it not been</u> for my teacher, I <u>would never have had</u> the confidence to finish this project. <u>May I take this opportunity to express our deepest gratitude to</u> all our teachers for their guidance, patience and support. <u>If you had come</u> earlier, <u>you would have met</u> Michael Jordan. <u>I'm sorry</u> I won't be coming to your graduation ceremony. <u>It's a pity</u> that the concert has to be cancelled because of the typhoon. <u>I wish I could</u> take back my words. <u>I wish I had been</u> more careful with my spending.
Use adjectives, inversions and formulaic expressions to pay a compliment or make a criticism	<u>Never have I seen</u> such a badly put together documentary. <u>Well done!</u> <u>How clever of you</u> to think of all that! Our students were deeply <u>impressed</u> by the love and respect with which the elderly were treated in your centre.
Use formulaic expressions, adverbial clauses, etc. to make a complaint	<u>I've had enough of</u> this nonsense. <u>I'm afraid that</u> the noise your dog makes has kept us awake all night. <u>What a nuisance</u> it is to have to fill in so many forms! You have shown no improvement in your behaviour <u>even though you have been warned several times</u>.
Use adverb phrases and adverbial clauses of reason, concession, result, etc. to justify one's behaviour, decision and point of view in a variety of situations	We have put more chairs in the school hall <u>in order that more people can be accommodated</u>. <u>As a result of</u> the new law, many foreign workers are allowed to work in Hong Kong. <u>Owing to</u> the heavy rain, the concert was cancelled. The two friends have fallen out <u>due to</u> a misunderstanding. Mr. Lee has decided to stop selling deep-fried snacks in the tuck shop <u>because of</u> parental pressure.
Use adjectives, adjective phrases, formulaic expressions, etc. to describe one's feelings and responses to happenings and states of affairs in some detail	It's difficult to describe my feelings at the airport. I was <u>thrilled</u> about studying abroad, <u>sad</u> to leave my family and friends, a little <u>anxious</u> about adapting to a new place, and intensely <u>aware</u> that I had to make something of myself. The runners were <u>too tired to move</u> after the marathon. <u>Embarrassed by his careless blunder</u>, John went all red in the face. <u>You must be joking!</u> <u>What a shame!</u>
Use modals and formulaic expressions to ask for and give advice on a variety of matters	<u>We would be grateful if you could</u> supply us with information on university education in the United Kingdom. <u>Could you</u> give us some hints on how to solve the problem? <u>Why don't you</u> add more illustrations to your project? <u>Perhaps you should</u> discuss this with your parents. Yes, <u>it is a good idea</u> for our students to take part in voluntary service.

Language Items and Communicative Functions	Examples
Use modals and formulaic expressions to ask for favours and assistance	<u>Can</u> you pass me the salt, please? <u>Could</u> you tell me where the supermarket is? <u>Do you mind</u> changing seats with us, please? I <u>should be</u> grateful if you <u>would</u> let me have the results as soon as possible.
Use modals and formulaic expressions to express obligations and prohibitions	You <u>ought to</u> report the incident to the police. <u>Under no circumstances</u> should you touch this button.
Use modals and formulaic expressions to request, offer, accept and decline help	<u>Can you</u> give me a hand? <u>What can I do for you?</u> <u>Is there anything I can do for you?</u> <u>Thank you, that's very kind of you.</u> <u>No, thank you. I can finish this project on my own.</u>
Use modals, appropriate verbs and formulaic expressions, etc. to invite, make and refuse suggestions and proposals	<u>Please feel free to</u> make suggestions. <u>Let's</u> make a card for mum and dad's wedding anniversary. I <u>suggest that you</u> help create a school garden to grow vegetables. A: <u>Why don't we</u> bring our own tents to the campsite? B: <u>That may not be a good idea.</u> A typhoon is approaching. <u>I'd rather</u> sleep indoors. <u>I'm afraid</u> that your proposal has been rejected by the committee.
Use modals, formulaic expressions, etc. to seek information	<u>Excuse me</u>, we're students from Man Yiu College. We're collecting the views of visitors on Hong Kong. <u>Can you spare us a few moments?</u>
Use imperatives, sequence words and formulaic expressions, etc. to give instructions in a variety of contexts	The Teaware Museum is in Hong Kong Park. <u>Go</u> by MTR. <u>Get off</u> the train at Admiralty. <u>Then,</u> <u>take</u> the Pacific Place exit. From there, it's only a 5-minute walk. <u>First,</u> <u>search</u> in the library catalogue for all the books on this topic. <u>Scan</u> the contents page and index to locate useful information. <u>Next,</u> <u>collect</u> illustrations, photos or <u>make</u> your own models. <u>After that</u>, you should carefully consider your own views on the matter. <u>Then,</u> <u>organise and present</u> your materials in an interesting manner. <u>Finally,</u> <u>make sure</u> you hand in your work on time.
Use formulaic expressions, etc. to make and answer telephone calls	<u>I'm afraid</u> Mr Chan is at a meeting. <u>Can I take a message?</u> <u>Would you like to leave a message</u>?
Use modals, formulaic expressions, adjectives, the passive voice, etc. to make observations	I <u>can see</u> that you have put <u>a great deal of</u> effort into this project. Never have I seen such <u>marvellous</u> work before! It <u>was observed</u> that most students in this class preferred to have a packed lunch. He <u>was overheard</u> criticising the project.

Language Items and Communicative Functions	Examples
Use modals, formulaic expressions, adjectives, etc. to make enquiries	I am writing to enquire about the possibility of being exempted from the oral examination. I should be grateful if you could inform me of the procedures I have to follow in order to apply for this job.
Use adverbial clauses, modals and formulaic expressions, etc. to deal with enquiries and respond to requests or complaints	With reference to your request for a replacement for the CD you bought recently, I regret to inform you that this title is already sold out. I write to clarify the possible misunderstanding which might have arisen during the meeting between the two parties. I represent the Students' Union of our school and wish to apologise for the late payment for our purchases from your company. Let me apologise on behalf of the company. We deem it necessary to ban smoking in our shopping centre. Should you have any queries, please contact me directly.
Use a variety of tenses, prepositions, formulaic expressions, adjectives, adverb phrases, adverbial clauses, the passive voice, etc. to express factual information	According to the statistics, there has been a sharp rise in the number of visitors from the Mainland during the last eight months. As a matter of fact, more and more university students take up part-time jobs nowadays for a variety of reasons. Some do it because they have a real need to pay their increasingly high tuition fees. UNICEF's work is guided by the Conventions on the Rights of the Child. Family problems have become more and more acute these days.
Use a variety of tenses, prepositions, adjectives, adverb phrases, adverbial clauses, the passive voice, etc. to present plans	The school authority plans to build a new wing next to the hall during the summer holiday. A 4% increase in spending on education has been planned. I'm going to send you an e-mail as soon as I get to Canada.
Use a variety of tenses, the passive voice, adverb phrases, adverbial clauses, etc. to find and provide evidence for a particular conclusion	Considering the figures provided by the government, it is evident that the economy has been enjoying a rebound. It has been proved that passive smoking is extremely dangerous to health. As a result of the strengthened police protection scheme for witnesses, more crimes were reported last month. There is no information as to which political parties are the more popular among the public, and so a survey is being carried out by local experts. The candidate is likely to win the election since she is way ahead of her opponent according to a recent poll.

Language Items and Communicative Functions	Examples
Use imperatives, modals, adjectives, adverbial clauses, formulaic expressions, rhetorical questions, etc. to give and justify recommendations and make proposals	<u>Stop</u> buying electrical appliances or products that are not <u>energy-efficient</u>. In order to stop bullying, victims of bullying <u>must be convinced</u> that they can do something about it. <u>I feel strongly</u> that the government should redouble its efforts to stop discrimination against the disabled. <u>It is of the utmost importance</u> for the government to review Hong Kong's language policy. <u>Would it not make more sense</u> to promote the use of canvas bags instead of plastic bags? <u>Another alternative</u> is to encourage manufacturers to use recycled paper as far as possible.
Use the simple present tense, adverb phrases, adjectives, gerunds, conditionals, formulaic expressions, etc. to express personal feelings, opinions and judgements, and present arguments	I <u>really appreciate</u> your firm stance on environmental issues. I am <u>very frustrated</u> by the lack of public swimming pool facilities in my neighbourhood. <u>Creating more job opportunities</u> should be the most important issue on the agenda. <u>If the government had publicised</u> its new policy better, the reactions from parents <u>would have been</u> more supportive. <u>In my opinion</u>, child abuse has already become a major social problem in Hong Kong. <u>I'm afraid</u> family problems have become more and more acute these days.
Use a variety of tenses, the passive voice, adverb phrases and adverbial clauses, formulaic expressions, etc., to give presentations on a variety of topics	<u>I've just read about a topic</u> which worries me a lot: drug abuse. <u>There is no doubt that</u> parents are very concerned about recent reports of bullying. <u>First of all</u>, I would like to talk about the arrangements for the proposed trip. <u>I would like to conclude</u> with the following suggestions: … My findings <u>can be summarised</u> as follows: …
Use a variety of tenses, modals, adverb phrases, adverbial clauses, formulaic expressions, etc. to participate in and sustain group discussion	<u>Should we begin our discussion</u> with the first item on the agenda? <u>In that case, do you think it's a good idea</u> to bring in more native speakers even though it may increase our budget? <u>May I finish</u> my point first before you voice your opinion? <u>Do you mean</u> you don't agree with the idea at all? Well, yes, <u>to a certain extent</u>. It seems we all think differently and it is quite impossible for us to come to a consensus. <u>Shall we take a vote?</u>

Language Skills and Language Development Strategies
for Key Stages 1 – 4 (P1 – S6)

Language skills include the skills of listening, speaking, reading and writing. They enable students to communicate effectively for the various purposes described in the Learning Targets. Language development strategies are the strategies that students need to develop in order to become motivated, independent and responsible for their own learning. Teachers should make reference to the following lists and help students develop the language skills and language development strategies in a progressive manner.

Listening Skills
Key Stages 1 – 2 (P1 – 6)

KS1 (P1 – 3)	KS2 (P4 – 6)

• *Identify and discriminate sounds, stress and intonation*
  - identify basic consonant sounds (e.g. <u>p</u>en, <u>th</u>in, hea<u>d</u>, ba<u>ll</u>, ra<u>ng</u>) and discriminate between a small range of initial and final sounds in words (e.g. <u>w</u>alk/<u>t</u>alk, ca<u>t</u>/ca<u>p</u>)
  - identify a small range of consonant blend sounds (e.g. <u>bl</u>ack, mi<u>lk</u>, <u>sch</u>ool) and discriminate between a small range of initial and final consonant blend sounds in words (e.g. <u>gl</u>ass/<u>gr</u>ass)
  - identify basic vowel sounds and discriminate between different middle vowel sounds in words (e.g. h<u>o</u>t, t<u>a</u>pe, s<u>i</u>t/s<u>a</u>t)
  - recognise features of language use (e.g. alliteration, rhyme, onomatopoeia, rhythm) in simple spoken texts
  - recognise the stress in an utterance
  - recognise the difference in the use of intonation in simple questions, statements, commands and warnings
	• *Identify and discriminate sounds, stress and intonation*
	  - identify consonant blend sounds (e.g. <u>cr</u>y, le<u>ft</u>) and discriminate between different initial and final consonant blend sounds in words (e.g. <u>sm</u>oke/<u>sn</u>ake, ma<u>sk</u>/ma<u>st</u>)
	  - identify long vowel sounds (e.g. b<u>oy</u>, ch<u>ain</u>, c<u>are</u>) and discriminate between different long vowel sounds in words (e.g. d<u>ear</u>/p<u>ear</u>, dr<u>ew</u>/dr<u>y</u>)
	  - recognise the stress in words (e.g. en<u>joy</u>, <u>won</u>derful)
	  - recognise the stress in connected speech
	  - recognise differences in the use of intonation in expressing approval, disapproval, queries and doubts

KS1 (P1 – 3)	KS2 (P4 – 6)

• *Listen for explicit and implicit meaning*
  - identify key words in short utterances by recognising the stress
  - identify the gist or main ideas in simple spoken texts (e.g. short stories) with the help of cues
  - locate or provide specific information in response to simple instructions or questions
  - recognise the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)
  - recognise pronoun references, e.g. <u>The children</u> are in the park. <u>They</u> are playing happily.
  - recognise repeated expressions in simple spoken texts
  - recognise language patterns and vocabulary items previously encountered in new spoken texts
  - guess the topic and the likely development of the topic by using personal experiences and knowledge of the world
  - work out the meaning of unknown words using contextual or pictorial clues
  - recognise that audio clues (tone, volume) convey meaning
  - recognise that clues from gestures and facial expressions convey speakers' intention, feelings and opinions
	• *Listen for explicit and implicit meaning*
	  - identify the gist or main ideas by recognising the stress in connected speech
	  - locate specific information in spoken texts (e.g. jotting down details of messages)
	  - understand the connection between ideas supported by cohesive devices (e.g. although, at last, because, before, first, if)
	  - predict the likely development of a topic by recognising key words, using personal experiences, and making use of context and knowledge of the world
	  - use audio clues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts
	  - understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions

Key Stages 3 – 4 (S1 – 6)

KS3 (S1 – 3)	KS4 (S4 – 6)

• *Listen for intended meanings, feelings and attitudes*
  - identify key ideas in a passage, discussion or conversation
  - extract information and ideas in spoken texts
  - identify the sequence of events, causes and effects
  - understand levels of formality and informality
  - discriminate between different intonation for various feelings and attitudes
  - make connections between ideas and information with the help of discourse markers
	• *Listen for information, ideas, intended meanings, views, attitudes and feelings in a variety of spoken texts*
	  - understand and interpret spoken texts in a range of situations and for different purposes
	  - identify details that support a main idea
	  - predict the likely development of ideas
	  - understand the use of discourse markers
	  - establish and infer meanings from clues
	  - distinguish between facts and opinions in spoken texts
	  - understand speakers' intentions, views, attitudes or feelings
	  - understand both connotative and denotative meanings of words
	  - understand speakers with a variety of accents*

Speaking Skills

Key Stages 1 – 2 (P1 – 6)

KS1 (P1 – 3)	KS2 (P4 – 6)

• *Present information, ideas and feelings clearly and coherently*
  - pronounce correctly letters of the alphabet and words in isolation (e.g. girl /gɜːl/)
  - pronounce correctly words in connected speech by linking words together and using appropriate stress (e.g. Thank you / ˈθæŋkjuː/)
  - produce simple phrases and sentences involving repetition or lists (e.g. I like bananas, apples and oranges)
  - use simple phrases and sentences to communicate with others with the help of cues
  - connect ideas by using cohesive devices (e.g. and, but, or)
  - imitate appropriate stress, rhythm and intonation
  - give a simple description to express meaning of an unknown word in response to the teacher's prompts
	• *Present information, ideas and feelings clearly and coherently*
	  - use appropriate register when speaking to familiar interlocutors such as teachers and peers (e.g. May I go to the toilet?)
	  - apply grammar rules such as subject-verb agreement correctly (e.g. Peter plays football every Sunday.)
	  - connect ideas by using cohesive devices (e.g. also, at last, before)
	  - use gestures and facial expressions to convey meaning and intention
	  - use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings

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* These items are more demanding and require considerable teacher support.

KS1 (P1 – 3)	KS2 (P4 – 6)

• *Participate effectively in an oral interaction*
  - open an interaction by
    ✧ using simple formulaic expressions to greet someone politely
    ✧ introducing oneself briefly
    ✧ eliciting a response (e.g. How are you?)
  - maintain an interaction by
    ✧ using single words and formulaic expressions to acknowledge, agree and disagree, ask questions and reply
    ✧ providing information in response to factual or yes/no questions
    ✧ verbalising inability to understand or asking for slower repetition of an utterance (e.g. Pardon?)
    ✧ asking for spelling (e.g. Can you spell "Mary" for me?)
    ✧ repeating questions and answers if they are not understood
    ✧ getting help from other students or the teacher (e.g. Can you help me?)
  - close an interaction by
    ✧ using simple formulaic expressions (e.g. Good-bye.)
	• *Participate effectively in an oral interaction*
	  - open an interaction by
	    ✧ greeting someone in an appropriate manner
	    ✧ introducing oneself giving some details
	    ✧ eliciting a response by asking questions or providing information on a topic (e.g. I've borrowed three very interesting books. Would you like to have a look?)
	  - maintain an interaction by
	    ✧ controlling participation in an interaction or group activities, e.g. taking one's turn at the right moment and recognising others' desire to speak (e.g. It's my turn . . . It's your turn now.)
	    ✧ asking and responding to others' opinions (e.g. Do you like that book? What do you think of (name of a character in the book)?)
	    ✧ acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate
	    ✧ self-correcting or rephrasing questions and answers if they are not understood
	    ✧ predicting the likely development of a conversation and responding accordingly
	  - close an interaction by
	    ✧ using appropriate formulaic expressions (e.g. See you tomorrow.)
	    ✧ giving reasons (e.g. Sorry, I have to see my teacher now.)

Key Stages 3 – 4 (S1 – 6)

KS3 (S1 – 3)	KS4 (S4 – 6)
• *Present information, ideas, and feelings clearly and coherently* - convey ideas and information in conversations or discussions - use words and expressions appropriate to the context - use appropriate discourse markers - use correct pronunciation, intonation and register for different purposes	• *Present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts* - present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies for various contexts and purposes - describe details that support a main idea - use a variety of vocabulary appropriately - use language appropriate to the role or situation at different levels of formality - use persuasive devices effectively*
• *Participate effectively in an oral interaction* - seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises - make a balanced contribution without either dominating the discussion or being too reticent - express, elicit and respond to ideas, opinions and feelings in a group discussion	• *Participate effectively in an oral interaction* - open and close an interaction appropriately - verbalise inability to understand, ask for slower repetition and spelling when needed - maintain an interaction by being a good listener and take turns at the right moment - make judgements and suggestions, support and develop the views of others, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate - lead or guide discussion and negotiations, using effective strategies - solicit sharing of experiences, views, attitudes and values - use appropriate interaction skills and conversational strategies - use appropriate register in conversations*

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* These items are more demanding and require considerable teacher support.

<u>**Reading Skills**</u>
Key Stages 1 – 2 (P1 – 6)

KS1 (P1 – 3)	KS2 (P4 – 6)

• *Understand the basic conventions of written English*
  - follow left to right directionality
  - identify and name all the letters of the English alphabet
  - recognise the beginning and end of sentences
  - distinguish between capital and small letters
  - sight read common, phonically irregular words (e.g. are, a, you)
  - recognise known clusters of letters in unknown words (e.g. in, chin, thin)
  - recognise familiar words in new texts
  - use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts
  - use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts
  - use phonological strategies to decode words (e.g. identifying the onsets and rimes in words, breaking words up into syllables)
	• *Understand the basic conventions of written English*
	  - sight read a wide range of common, phonically irregular words (e.g. have, said, was)
	  - use knowledge of basic letter-sound relationships to read aloud a variety of simple texts

• *Construct meaning from texts*
  - recognise common abbreviations and contracted forms (e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.)
  - work out the meaning of unknown words by recognising the base word within other words (e.g. mother/grandmother, rain/rainy)
  - guess the meaning of unfamiliar words by using contextual or pictorial clues
  - identify key words for the main idea in a sentence
  - confirm meaning by re-reading a sentence or paragraph
  - understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)
  - understand the information provided on the book cover (e.g. title, author, illustrator), contents page and page numbers
	• *Construct meaning from texts*
	  - use known parts of words or word association to work out the meaning of unknown words (e.g. happy/unhappy, care/careless, bath/bathroom)
	  - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world
	  - recognise recurrent patterns in language structure (e.g. word structure, word order, sentence structure)
	  - understand the information provided on the book cover, spine or blurb, index and glossary
	  - recognise the format, visual elements and language features of a variety of text types (e.g. journals, letters, menus, reports)
	  - read written language in meaningful chunks

KS1 (P1 – 3)	KS2 (P4 – 6)
- guess the topic and the likely development of the topic by using personal experiences and knowledge of the world - recognise the format, visual elements and language features of some common text types (e.g. signs, stories) - make predictions about stories, characters, topics of interest using pictorial clues and the book cover - skim a text to obtain a general impression and the gist or main ideas with teacher support	- understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore) - predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world - re-read the text to establish and confirm meaning - self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify, asking for help - recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation - understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images - skim a text to obtain a general impression and the gist or main ideas
• *Locate information and ideas* 　- locate specific information in a short text in response to questions 　- scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters	• *Locate information and ideas* 　- scan a text to locate specific information by using strategies such as looking at headings and repeated phrases 　- identify details that support the gist or main ideas

Key Stages 3 – 4 (S1 – 6)

KS3 (S1 – 3)	KS4 (S4 – 6)
• *Understand, interpret and analyse different written and multimodal texts* - make use of knowledge of the world to make sense of the text - acquire, extract and organise information relevant to specific tasks - understand how visual elements create meaning - relate facts, opinions and information from a variety of print and non-print sources - understand different feelings, views and attitudes - differentiate fact from opinion - identify implied meanings through making inferences - recognise how writing conventions affect meaning and cohesiveness - understand how sentences and parts of a sentence relate to each other - understand the use of discourse markers - know what a word or phrase refers to in the previous or subsequent context	• *Understand, interpret and analyse a variety of written and multimodal texts* - use linguistic and contextual clues, knowledge of features of different text types and knowledge of the world to determine the meaning of the text - identify main and supporting ideas - relate cause to effect - relate evidence to conclusions - recognise the rhetorical functions performed by sentences in the development of a text - follow and evaluate the development of a point of view or argument - distinguish different points of view and arguments - discriminate between different degrees of formality - appreciate the stylistic variations between text types - interpret how linguistic and structural devices as well as visual elements achieve certain effects - understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic* - understand the different types of meaning of words, and the semantic associations that exist among words* - detect faulty or misleading arguments* - evaluate critically views and attitudes*

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* These items are more demanding and require considerable teacher support.

Writing Skills
Key Stages 1 – 2 (P1 – 6)

KS1 (P1 – 3)	KS2 (P4 – 6)

• *Use the basic conventions of written English*
  - use the left to right directionality sequence
  - use print script
  - combine letters to form words
  - space letters, words and sentences
  - use capital and small letters
  - use basic sentence punctuation
  - use neat and legible handwriting
	• *Use the basic conventions of written English*
	  - use cursive script
	  - use paragraphs, capitalisation and conventional punctuation

• *Present information, ideas and feelings clearly and coherently*
  - put words in a logical order to make meaningful phrases or sentences
  - reproduce sentences based on the teacher's model and use words from print in the campus
  - provide personal ideas and information based on a model or framework provided
  - use appropriate cohesive devices (e.g. and, but, or, too)
  - use concepts of order and time (e.g. last night, this morning)
  - use appropriate formats and conventions of short written texts (e.g. greeting cards, notes, personal letters, signs)
  - gather and share information, ideas and language by using strategies such as brainstorming, building concept maps, listing and observing
  - express imaginative ideas with the help of cues
  - use available resources such as word books
  - make changes to incorrect spelling, punctuation and grammar, and add details if necessary
  - draft, revise and edit short written texts with teacher support
	• *Present information, ideas and feelings clearly and coherently*
	  - gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing
	  - plan and organise information, and express own ideas and feelings by
	    ✧ identifying purpose and audience for a writing task
	    ✧ deciding on the sequence of content
	  - use appropriate cohesive devices (e.g. also, at last, because, however, therefore)
	  - write paragraphs which develop main ideas
	  - present main and supporting ideas and, where appropriate, with elaboration
	  - use a small range of language patterns (e.g. different verb forms and sentence patterns)
	  - use appropriate formats, visual elements, conventions and language features when writing/creating a variety of text types (e.g. journals, emails, procedures, e-leaflets)
	  - use story structure that comprises setting, characters, problems, events, and solutions
	  - draft, revise and edit written texts with teacher and/or peer support by
	    ✧ using a range of techniques such as combining ideas, rearranging the order of ideas, adding details, deleting irrelevant ideas, and substituting words or phrases with more appropriate ones
	    ✧ re-reading the draft and correcting spelling, punctuation, grammar and vocabulary

KS1 (P1 – 3)	KS2 (P4 – 6)
	✧ using available references or resources (e.g. dictionaries, glossaries) ✧ presenting writing using appropriate layout and visual support such as illustrations, tables and charts ✧ re-reading the draft and correcting spelling, punctuation, grammar and vocabulary ✧ using available references or resources (e.g. dictionaries, glossaries) ✧ presenting writing using appropriate layout and visual support such as illustrations, tables and charts

Key Stages 3 – 4 (S1 – 6)

KS3 (S1 – 3)	KS4 (S4 – 6)

• *Present information, ideas, and feelings clearly and coherently*
  - evaluate and make use of given information to complete specific tasks
  - describe, express or explain ideas, feelings and experiences
  - create written and multimodal texts appropriate to context, purpose and audience
  - use strategies to arouse and sustain readers' interest
  - plan and organise ideas, and use appropriate cohesive devices
  - use a wide range of language patterns and visuals for various purposes
  - use appropriate tone, style and register for various purposes
	• *Present information, ideas, views, attitudes and feelings clearly, coherently and appropriately in a variety of written texts*
	  - plan and produce coherent and structured texts
	  - organise and integrate information and ideas, and create written and multimodal texts appropriate to context, purpose and audience
	  - present different views and arguments clearly and logically
	  - present and elaborate main ideas and supporting details through exemplifications, paraphrases, explanations, etc.
	  - relate events and their causes and effects
	  - adjust the balance of ideas and the length of text to meet the requirements of different text types
	  - draft, revise and edit a piece of writing
	  - use appropriate discourse markers to signal the development of ideas
	  - use appropriate linguistic and structural devices, a variety of structures, an appropriate range of vocabulary and visuals to achieve desired purposes
	  - use the salient features of a range of text types appropriately
	  - use persuasive devices effectively*
	  - use appropriate style and register in writing*

* These items are more demanding and require considerable teacher support.

Language Development Strategies
Key Stages 1 – 2 (P1 – 6)

KS1 (P1 – 3)	KS2 (P4 – 6)

• Develop thinking skills
  - distinguish between positive and negative values
  - recognise and solve simple problems in a given situation
  - generate new ideas and meanings by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking
• Develop reference skills
  - use given materials to find out required information
  - locate simple information in materials (e.g. price lists and menus)
  - use organised information to check spelling or meaning (e.g locating vocabulary cards in a word bank)
  - classify the materials and put them into files of different topics or themes with teacher support
• Develop library skills
  - observe some simple class library rules (e.g. when to return the book, not to write or draw on the book)
  - find books of interest from the class library with reference to the simple coding system (e.g. different colours or labels for different topics)
• Develop information skills
  - extract information and ideas from texts with the help of visual clues
  - apply simple IT skills to search and process information and ideas in multimodal texts
  - organise words into alphabetical order and refer to them as a resource for spelling when writing
	• Develop thinking skills
	  - recognise and solve simple problems with reasons
	  - compare and contrast ideas to find similarities and differences
	  - find out, organise and classify information on familiar topics
	  - make inferences from given information
	  - identify values, attitudes and beliefs expressed in texts
	  - develop simple and valid rules as a basis for action
	  - review and revise ideas in light of new information or evidence
	  - generate new ideas and meanings by using an idea or a description as a springboard for new ideas or ways of thinking
	• Develop reference skills
	  - use an English dictionary to check meaning or spelling
	  - categorise the materials of different topics or themes into different files for easy access
	  - use children's encyclopaedias for finding out required information
	  - use directories for purposes such as locating places, services and addresses
	• Develop library skills
	  - obtain information from the different parts of a publication (e.g. the cover, title, table of contents, blurb)
	  - use library classification systems to find specific reading materials
	• Develop information skills
	  - skim and scan through texts or listen to locate relevant information and ideas

KS1 (P1 – 3)	KS2 (P4 – 6)

• Plan, manage and evaluate one's own learning
  - concentrate on one's work
  - make use of opportunities to learn and use English in the classroom (e.g. trying to talk to the teacher and classmates in English)
  - review samples of one's own writing over time and note the improvement in areas (e.g. accuracy)
• Develop self-motivation and positive attitudes
  - participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties
  - tell the teacher one's feelings concerning English learning in general and specific tasks
• Work with others
  - ask others for help with the meaning and pronunciation of words
  - work with others to complete a task
	- focus on important information in reading materials through a variety of emphasis techniques (e.g. underlining, starring, colour coding)
	- share prudently information and ideas through the use of online communication tools
	- organise words into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning
	- extract relevant information and ideas and record them by using strategies such as making simple notes as a study aid
	- review at intervals materials such as notes
	- classify or reclassify information and ideas into meaningful groups, either mentally, in drawing or in writing, and make reference to them from time to time
	• Plan, manage and evaluate one's own learning
	  - plan a timetable for study and test/ examination revision
	  - prepare for an upcoming task by practising the necessary language forms and functions
	  - evaluate one's own progress in learning English through different means (e.g. reviewing samples of one's own work over time, noting the improvement in areas such as accuracy, organisation of ideas and social appropriateness)
	  - seek or create opportunities to learn and use English in natural, realistic settings such as selecting materials of interest including multimodal materials and increasing challenge to read for pleasure, joining an international pen-pal club, watching English TV or listening to English radio programmes

KS1 (P1 – 3)	KS2 (P4 – 6)
	• Develop self-motivation and positive attitudes - make positive statements to oneself as an encouragement before and while engaging in a language task - push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties - discover and express one's own feelings, attitudes and motivation concerning English learning in general and specific language tasks through means such as discussing with others, including the teacher, and sharing one's own English learning experiences with others • Work with others - ask questions to clarify information and seek correction - appreciate the use of English by others - work cooperatively with others and treat others' suggestions positively to complete a task - offer help to others in English learning situations when appropriate

Key Stages 3 – 4 (S1 – 6)

KS3 (S1 – 3)	KS4 (S4 – 6)
• Develop thinking skills - use reasoning skills (e.g. explain causes and consequences, draw conclusions) - analyse data and situations systematically for better understanding or solving problems - think creatively and innovatively • Develop reference skills - use a dictionary to find out about pronunciation, usage and grammar - identify apparent relationship between materials, data, ideas and events - recognise the salient features of various text types and use them efficiently for locating information and ideas - read broadly for specific purposes • Develop information skills - collect and store information systematically in different forms (e.g. notes, records) - evaluate the accuracy and reliability of information - adapt simple materials, text types, charts and tables for various purposes - employ graphic forms (e.g. charts, animations, tables, time-lines) to aid the presentation of ideas • Plan, manage and evaluate one's own learning - set meaningful and realistic goals and determine what information or resources are necessary for completing a task - schedule one's study and maximise the fruitfulness of one's time and efforts - make arrangements for gathering information, data and ideas in support of one's learning - assess one's achievements against the goals and learning targets • Develop self-motivation - identify and accept one's own strengths and weaknesses in learning - maintain sufficient self-esteem	• Develop thinking skills - use reasoning skills (e.g. analyse for a particular purpose, make inferences, use induction and deduction, draw conclusions) - explore and speculate about possibilities - analyse data and situations systematically for better understanding or to solve problems - generate criteria and principles for action and judicial thinking • Develop reference skills - use the library and the Internet regularly to collect information and develop research skills - identify relationships (e.g. grouping/differentiating, cause/effect, priority/sequence/order, similarities/differences) between the ideas expressed within texts • Develop information skills - collect, evaluate and store information systematically - identify biased and stereotypic information - make appropriate and ethical use of information from different sources for specific purposes - adapt materials, text types and systems for supporting and illustrating various topics - employ graphic forms (e.g. pie charts, animations, maps) to organise information and aid the presentation of ideas - make notes from spoken and written sources using abbreviations as far as possible (e.g. i.e., &) - take down main points and important supporting details - make precise and concise notes • Develop enquiry skills - ask for advice and suggestions on how to complete an assignment, and take note of such advice and suggestions

KS3 (S1 – 3)	KS4 (S4 – 6)

- reflect positively on one's learning experiences
- identify specific goals for each new stage of development
- cultivate one's perseverance and the power of innovativeness
• Work with others
  - identify and assume different roles in group activities (e.g. leader, partner)
  - employ simple negotiation skills to reach consensus and compromise or to bargain
	- use appropriate tones and approaches when asking for information and explanation
	- repeat questions and seek clarification politely and pleasantly
	- use appropriate opening remarks and formulaic expressions
	- request explanation when there is misunderstanding, or pose questions in a polite and pleasant way
	- understand the use of different tones and degrees of formality
	- ask follow-up questions appropriate to the occasion
	- ask for information or material, both formally and informally, by writing simple notes or letters
	• Plan, manage and evaluate one's own learning
	  - set meaningful and realistic goals, and determine what resources are available for improving one's language proficiency
	  - seek or create opportunities to learn and use English in natural, realistic settings such as making use of community resources and support
	  - make arrangements for broadening and deepening one's learning (e.g. researching job prospects, finding out about opportunities for further education locally and overseas)
	  - evaluate one's own progress and note one's strengths and weaknesses
	  - make use of appropriate learning strategies to achieve learning goals
	  - identify ideas and data that support opposite views, weighing pros and cons, advantages and disadvantages
	  - look for ideas and information by using printed texts, online bibliographic databases, CD-ROMs, the Internet and the media

KS3 (S1 – 3)	KS4 (S4 – 6)

	• Develop self-motivation
	  - identify tangible goals for self-development
	  - take every opportunity to practise as much as possible, and try to look out for or create these opportunities
	  - develop endurance, tolerance and resilience in the face of hardships
	  - overcome shyness and inertia by deliberately urging oneself to face challenges
	• Work with others
	  - communicate to the point (e.g. explain precisely and clearly, give clear and precise descriptions, justifications or illustrations)
	  - ask others for help and offer help to others
	  - employ negotiation skills to solicit support, bargain, reach consensus, compromise or solve problems
	  - listen to different opinions and respond appropriately
	  - express views and suggestions, draw conclusions and make decisions

Attitudes Specific to English Language Learning for Key Stages 1 – 4 (P1 – S6)

Attitudes to be developed at KS1 (P1 – 3)	Attitudes to be developed at KS2 (P4 – 6)	Attitudes to be developed at KS3 (S1 – 3)	Attitudes to be developed at KS4 (S4 – 6)
• Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language • Sensitivity towards language use in the process of communication • Appreciation of the beauty of the language	• Enjoyment of reading independently • Awareness of English as an international language of communication • Respect for the different cultures of the English speaking world	• An awareness of the use of English to achieve different purposes through the employment of appropriate tone, style and register • An awareness of the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking • A serious attitude towards learning English	• An open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people • A serious attitude towards language learning with an attempt to improve one's capability • A critical attitude towards the ideas and values encountered in spoken and written English texts • An awareness of the value and power of language • A cautious and critical attitude towards the use of language to achieve the desired effect

Developing Generic Skills in the English Language Education KLA

Communication Skills

Communication skills refer to the abilities to achieve the desired outcomes or goals in a process where two or more people interact (be it in a face-to-face or virtual context) through expressing or receiving messages using verbal and non-verbal means. To communicate effectively, students should learn to listen, speak, read and write competently. Not only should they express themselves in an accurate, organised and proper manner, but they should also understand and respect others' views and expectations, and use appropriate information and means to convey a message in accordance with the purpose, context and audience. They should also evaluate the effectiveness of their communication and identify areas for improvement to achieve the best results.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 1 (P1 — 3) Students will learn to • comprehend and act appropriately on spoken instructions • comprehend the explicit messages conveyed in information from different media • use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings • work and discuss with others to accomplish simple tasks	Students 1. interact with teachers and classmates in classroom situations and activities (e.g. understanding and responding to simple instructions or a short sequence of simple instructions, participating in action rhymes and shared reading) 2. understand, respond to and make short simple requests and instructions 3. understand the gist or main ideas in simple spoken, written and multimodal texts 4. use appropriate expressions to exchange greetings 5. use short expressions to establish and maintain routines and relationships in the classroom context 6. provide, use and exchange simple information on familiar topics 7. converse about feelings, interests, experience and ideas on familiar topics 8. enjoy and respond to short, simple imaginative texts and give expression to their experiences and imaginative ideas by simple means and based on models (e.g. completing simple stories, poems, rhymes) 9. discuss and work with others to complete a task using simple English

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 2 (P4 — 6) Students will learn to • comprehend and respond to different types of texts • comprehend and infer the messages conveyed in information from different media • use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas • work and negotiate with others to develop ideas and accomplish tasks	Students 1. understand, enjoy and respond to short imaginative texts, and give expression to their experiences in short descriptions, simple stories, plays, rhymes and poems based on models 2. use short notes, short personal letters, chat rooms and emails to exchange information with others on a wider range of familiar topics 3. make inferences from given information presented in spoken, written and multimodal texts (e.g. cartoons and comics, songs, labels, signs, advertisements, audio books, e-books) 4. make and respond to simple requests for information on familiar topics 5. find out, interpret, organise and present simple information on a wider range of familiar topics including family and friends (e.g. constructing short texts such as simple instructions, rules and regulations) 6. express opinions and converse about preferences, ideas, and plans 7. participate with others meaningfully in games, structured situations, simulation and role-play activities including planning and carrying out events and making simple choices and decisions to get things done 8. understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts (e.g. conversations, notices, posters, advertisements, recipes, stories, emails) are organised; and apply this understanding to their learning and use of the language to convey meaning in different text types

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 3 (S1 — 3) Students will learn to • understand, analyse, evaluate and respond to a range of different types of texts • synthesise the messages conveyed in information from different media • use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings • work and negotiate with others to solve problems and accomplish tasks • reflect and improve on the effectiveness of their own communication	Students 1. acquire, extract, organise, synthesise and present relevant information in different text types (e.g. articles, talks, reports, brochures) 2. identify the sequence of events, causes and effects 3. differentiate fact from opinion 4. relate facts, opinions and information from a variety of sources such as reports, interviews, magazine articles and letters 5. understand levels of formality and informality in spoken texts 6. understand, converse or exchange points of view about different feelings, opinions and attitudes 7. identify, evaluate and discuss ideas in spoken and written texts, form opinions and express them 8. plan, organise and synthesise information and ideas, and use appropriate cohesive devices, correct pronunciation, intonation and register in presenting them for different purposes 9. describe, express or explain ideas, feelings and experiences clearly and logically, using a wide range of language patterns and appropriate tone, style and register for various specific purposes 10. employ simple negotiation skills to reach consensus, compromise or bargain to solve problems and accomplish tasks with others 11. draft and revise texts according to their purposes for improved effectiveness 12. use simple repetitions and examples to clarify meaning in speech 13. clarify and develop ideas by making revision to their own written texts through personal reflection, peer feedback and teacher-student conferencing 14. understand how the English language works and how different texts are organised and expressed, and apply this understanding to their learning and use of language

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 4 (S4 — 6) Students will learn to • listen and read critically, evaluate the messages conveyed in information from different media and express ideas fluently in accordance with the audience and reader • use appropriate means of communication to inform, entertain, persuade and argue to achieve expected outcomes • resolve conflicts and solve problems with others to accomplish tasks • evaluate the effectiveness of their communication with others from different perspectives for further improvement	Students 1. present information, feelings, views and arguments with suitable reasoning, illustrations, suggestions and strategies 2. follow and evaluate the development of a point of view or argument in spoken, written and multimedia texts 3. detect faulty or misleading arguments 4. use persuasive techniques effectively, such as those in explanations, arguments and requesting services 5. use strategies (e.g. using appropriate pauses and stress) and produce expressions that arouse and sustain the audience's or readers' interest 6. plan and produce coherent and structured texts for various specific purposes (e.g. notes, formal and informal letters, reports, stories, poems, literary criticism) 7. use language appropriate to situations of different levels of formality (e.g. class discussions, meetings, debates) 8. use appropriate linguistic and structural devices, a variety of structures and a range of vocabulary to achieve desired purposes 9. organise and integrate information and ideas, and write texts appropriate to the purpose and context (e.g. research reports, project reports, analytical essays) 10. understand how the English language works and how different texts are organised and expressed, and apply this understanding to their learning and use of language in oral and written modes 11. present different views and arguments clearly and logically

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
	12. make judgements and suggestions, support and develop one another's views, disagree and offer alternatives, reply and ask relevant questions, explain and give examples, using appropriate expressions (e.g. group discussions) 13. define problems, explore options, explain and justify the solutions (e.g. projects which include the writing of proposals or reports) 14. solicit sharing of experiences, views, attitudes and values when working with others to accomplish tasks 15. evaluate, through peer and self-assessment, their effectiveness in communicating with others from different perspectives and suggest ways to improve

Mathematical Skills [1]

> Mathematical skills include the ability to perform computations and estimations of numbers in various forms, to describe spatial relationships between objects, to perform measurements, to manage data, to employ logical reasoning for drawing valid conclusions, and to apply mathematical concepts in different contexts.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 1 (P1 — 3) Students will learn to • perform comparison and basic computations of whole numbers • describe shapes, sizes and positions • apply the knowledge of measurement and use appropriate units and tools for measurement • present data by means of, and retrieve information from, simple charts and graphs • perform simple deductions with the use of basic logical concepts such as "and", "or", "all", "some", "because", "if … then" and "contradiction" • apply simple mathematical knowledge in daily life	Students 1. provide or find out and present simple information on familiar topics (e.g. telling and comparing the quantity, the weight and height of classroom objects, recognising the shapes of shape poems, telling the size and position of objects with prepositions and units of measurement, telling time by the hour) 2. understand, interpret, use and present simple information which involves numerical and graphic forms or spatial concepts through processes or activities such as labelling, matching, describing and classifying (e.g. classifying and labelling the shapes of various food items, indicating the position of rooms on simple floor plans) 3. make connections between ideas in simple texts by understanding the use of simple cohesive devices (e.g. "and", "because", "but")

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[1] In the context of generic skills, Mathematical Skills refer to the ability to apply mathematics in different key learning areas and subjects. The concepts and skills of the Mathematics subject to be applied are only those generally applicable to various disciplines.

Descriptors of expected achievements across the school curriculum	**Examples of implementation in English Language Education**
Key Stage 2 (P4 — 6) Students will learn to • perform computations and simple estimations, involving whole numbers, fractions, decimals and percentages such as estimating expenses • use simple geometric properties such as symmetry, parallel and perpendicular to describe shapes, sizes and positions more accurately • apply strategies and formulae in measurement • collect and process data, present data by means of suitable charts and graphs, and retrieve information from charts and graphs • perform deductions such as syllogism and provide counter examples • apply mathematical concepts in daily life	Students 1. provide or find out, organise and present simple information, patterns and trends on familiar topics (e.g. telling time by the quarter, the minute and the second, writing a recipe by listing the amount of ingredients needed, presenting the results of surveys in graphic forms) 2. understand, interpret, use and present simple information through processes or activities such as describing, classifying, comparing, explaining, predicting and drawing conclusions to solve simple real-life problems (e.g. telling what and how much food to buy for the school outing, estimating expenses of preparing a farewell party, asking for or giving directions)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 3 (S1 — 3) Students will learn to • handle very large or very small numbers and negative numbers with a sense of scale • perform numerical manipulations such as percentage changes and perform estimations with appropriate strategies • describe the rules of arrangement of objects or occurrence of events such as the pattern formed by a set of shapes and the trend of population growth • describe spatial relationships between objects using distance, angle, scale, bearings and gradient • choose appropriate tools and strategies to find measurements according to the degree of accuracy required by the specific purpose • use different methods for handling (i.e. collecting, organising, analysing and presenting) quantitative information and make reasonable interpretation of the results • estimate risks and chances through the use of elementary probability • perform deductions and verifications, and check their validity • apply various mathematical concepts in daily life	Students 1. provide or find out, select, organise and present quantitative information, patterns and trends on different topics, using appropriate tools and strategies such as surveys, questionnaires, interviews, tables and charts (e.g. collecting and presenting information on students' online activities) 2. understand, interpret and use quantitative information through processes or activities such as describing, classifying, comparing, explaining, predicting, inferring and drawing conclusions to solve real-life or simulated problems (e.g. calculating and making estimations of class or school library resources, services and facilities) 3. understand and identify information and ideas in oral and written forms (e.g. following instructions to figure out the direction to a place) 4. locate, gather, summarise and analyse figures, information and ideas available from encyclopedias, dictionaries and reliable websites to form opinions or make practical recommendations (e.g. reading food labels to calculate and estimate the health benefits and risks of consuming certain food items)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 4 (S4 — 6) Students will learn to • evaluate the appropriateness of tools and strategies for handling quantitative information • use quantitative information for making informed decisions in different contexts • evaluate processes of deductions to avoid committing logical fallacies • apply various mathematical concepts in different contexts with appropriate strategies and be aware of the need to make adaptations in new situations	Students 1. provide or find out, select, analyse, organise and present quantitative information, patterns and trends on different topics, using appropriate tools and strategies such as surveys, questionnaires, interviews, tables and charts (e.g. collecting, analysing and presenting data and views on social issues) 2. evaluate the appropriateness of tools and strategies for collecting and analysing quantitative information (e.g. reviewing the design of questionnaires and appropriateness of data collection methods) 3. understand, interpret and use quantitative information through processes or activities such as ordering, describing, classifying, comparing, explaining, justifying, predicting, inferring and drawing conclusions to solve real-life or simulated problems (e.g. drawing up a proposal to request assistance or contribution with the support of quantitative evidence) 4. participate with others in estimating risks and chances during the process of planning, organising and carrying out activities (e.g. estimating the cost of purchase of stock, calculating the profit margin for running a stall in the school bazaar during the English Week)

Information Technology Skills

Information technology skills refer to the ability to use IT critically to search, select, analyse, manage, and share information. Mastery of IT skills facilitates collaborative learning, problem-solving and self-directed learning.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 1 (P1 — 3) Students will learn to • operate computers or mobile devices • input Chinese characters • use e-resources to support learning with the help of teachers • recognise some methods to locate and access information with given searching criteria • generate, present and safely share ideas with IT tools in learning activities	Students use IT tools, devices and platforms, software packages, and e-resources (including the Internet) to 1. provide, sort, classify and use simple information from a given variety of electronic sources (e.g. searching for pictures and information about pets on the Internet and preparing a short oral presentation) 2. state opinions and solutions to simple problems based on information and ideas in simple spoken and written texts stored in electronic format such as interactive books (e.g. creating a list of food items for a school picnic with illustrations using word processing software) 3. give expression to imaginative ideas or their own experiences (e.g. using word processing software to create captions or labels for their own drawings based on an imaginative story) 4. initiate and respond to simple requests (e.g. using a software package to prepare a greeting card or an invitation card and send it with IT tools) 5. enjoy and respond to short, simple imaginative texts and participate in games and role plays in virtual space (e.g. listening to and reading an electronic storybook and completing related tasks)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 2 (P4 — 6) Students will learn to • use a variety of software packages for word-processing, calculation, image-processing and other learning activities • produce multimedia presentations with simple design • search, select and prudently share information via computer networks and other media • process information and produce user-generated content[2] using IT tools	Students use IT tools, devices and platforms, software packages, and e-resources (including the Internet) to 1. provide, find out, organise, interpret, use and present information from a variety of electronic sources and display it in different forms such as texts, graphs, pictures, diagrams and sounds (e.g. searching for relevant information for a project on sports on the Internet and giving a multimedia presentation) 2. state and express opinions based on information and ideas (e.g. using an online communication tool to respond to and exchange opinions on given topics) 3. solve problems and present the solutions (e.g. consulting an electronic dictionary or encyclopedia to find out relevant information, using presentation software to organise and present the solution) 4. give expression to imaginative ideas or their own experience (e.g. using word processing software to make a multimedia storybook, present poems or an anthology of students' work) 5. initiate and respond to a range of messages such as simple letters, post-cards, invitations and requests (e.g. using e-cards to send greetings and wishes to friends, or emails to invite schoolmates to join a school function) 6. enjoy and respond to short imaginative texts; and participate in simulations and role plays in software packages and on the Internet (e.g. listening to and reading an electronic storybook, rewriting the story into a short play, reading a poem on the Internet and writing their own poem based on it)

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[2] User-generated content refers to content that is produced and shared by end-users of digital media.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 3 (S1 — 3) Students will learn to • use appropriate IT tools to facilitate learning • use IT tools and strategies for processing and presenting information • produce multimedia presentations with appropriate design for different purposes • communicate and collaborate with others via computer networks and other media • verify and evaluate the accuracy and reliability of information	Students use a range of IT tools, devices and platforms, software packages, and e-resources (including the Internet) to 1. find out, select, organise, interpret and present information on a range of topics from a variety of electronic sources and produce multimedia presentations for different purposes (e.g. giving a presentation using information gathered by means of electronic or online search and reference tools) 2. identify and develop ideas, and express opinions (e.g. engaging in process writing using the editing, viewing, inserting and formatting functions of word processing software) 3. clarify meaning (e.g. editing their own writing using an online or electronic dictionary) 4. identify, define and discuss problems, consider related factors, form opinions, solve problems and explain solutions (e.g. obtaining information about a topic or a news item from a variety of sources on the Internet and from digital media, for comparison and contrast and differentiation of fact and opinion) 5. establish and maintain relationships in and outside the school setting via a variety of electronic means such as emails, newsgroups, blogs and discussion forums (e.g. sending messages and invitations to a friend or a charity organisation through the Internet or an e-platform) 6. interact and collaborate with peers (e.g. composing texts together, conducting peer review, editing the same file by multiple people concurrently)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
	7. respond to a range of imaginative texts and give expression to their own experiences and imaginative ideas (e.g. producing a Web publication such as a poem or a short story, using word processing software to create a song, film review or a journal describing and explaining feelings about characters and events) 8. undertake self-access language learning (e.g. using multimedia resources, participating in IT-supported language learning games and activities) 9. verify information obtained and evaluate its accuracy and reliability to complete a task (e.g. formulating opinions from information provided by different interest groups)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 4 (S4 — 6) Students will learn to • strengthen capability in IT usage for lifelong learning • analyse and ethically use information from different sources for specific purposes • compare the effectiveness of various ways, including the use of IT tools, to solve a given problem • select and apply appropriate IT tools in different aspects of study, including processing information, generating and communicating original ideas artfully to audience with different backgrounds	Students use a wide range of IT tools, devices and platforms, software packages, and e-resources (including the Internet) to 1. find out, interpret, select, evaluate, synthesise, research, analyse, organise and present extensive information from a variety of electronic sources (e.g. making a multimedia presentation on energy crisis using information from a variety of sources, including those gathered by means of electronic or online search, reference and data processing tools) 2. identify, refine, develop and make connections between ideas (e.g. engaging in process writing using the editing, viewing, inserting and formatting functions of word processing software) 3. explore, express, explain and justify opinions (e.g. engaging in a discussion or a debate on a specific topic in an online discussion forum or a chat room) 4. solve problems and justify/evaluate solutions (e.g. doing a group project on globalisation which involves sharing, discussing and applying information gathered from a variety of sources, including those in the digital media to justify a proposed course of action) 5. develop and clarify meaning (e.g. editing their own writing using an online or electronic dictionary or a concordancer) 6. establish and maintain relationships in a variety of contexts (e.g. sharing experiences with a friend through the Internet or an e-platform)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
	7. interact and collaborate with peers (e.g. composing texts together, conducting peer review, editing the same file with multiple people concurrently, sharing useful learning resources)
	8. respond to a range of increasingly complex imaginative texts with insight and critical appreciation (e.g. having an online discussion on a poem or a website on literary analysis)
	9. give expression to and reflect on their own experiences and imaginative ideas (e.g. portraying and reflecting on real or imaginative experiences through an e-journal, a blog, portfolio work or a Web publication such as a poem, a play or a short story)
	10. undertake self-access language learning (e.g. using multimedia resources, participating in IT-supported language learning games and activities in a self-access language learning corner)
	11. produce or exchange messages or information in a variety of contexts, including simulated work situations (e.g. participating in planning and organising joint school events through emails or on social/educational networking sites)
	12. reflect on the effectiveness of using various electronic means to solve problems (e.g. comparing the effectiveness of different ways to collect data for project work)
	13. evaluate the validity and reliability of the information obtained and acknowledge the source properly to avoid plagiarism

Critical Thinking Skills

Critical thinking is drawing out meaning from available data or statements, and examining and questioning their accuracy and credibility in order to establish one's views and evaluate the arguments put forward by oneself and others.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 1 (P1 — 3) Students will learn to • extract, classify and organise information • identify and express main ideas, problems or core issues • understand straightforward cause-and-effect relationships • distinguish between obvious fact and opinion • notice obvious contradictions, seek clarifications and make simple predictions • draw simple but logical conclusions not contradictory to given evidence and data	Students 1. provide, use, interpret and present simple information on familiar topics (e.g. preparing a simple class project/sharing on animals) 2. identify main ideas in simple spoken and written texts, and state opinions (e.g. listening to a conversation about what children are doing at recess in the playground and expressing opinions about their behaviours) 3. understand cause-and-effect relationships conveyed in simple written and spoken texts (e.g. causes and consequences in stories) 4. distinguish between obvious fact and opinion, positive and negative values and recognise inconsistencies in behaviours (e.g. recognising the moral of a simple story with teacher support) 5. ask questions, make predictions and draw logical conclusions with the aid of objects, pictures or other visual devices about development of events and characters based on information given in simple narrative texts

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 2 (P4 — 6) Students will learn to • make inductions/inferences from sources • cross-reference other sources to determine the reliability of a source • understand the concepts of relevance and irrelevance • distinguish between fact and opinion as well as source and evidence • recognise obvious inconsistencies, omissions, assumptions, stereotypes and bias • formulate appropriate questions, and make reasonable predictions and hypotheses • draw logical conclusions based on adequate data and evidence, and make predictions about consequences	Students 1. interpret and use information in spoken and written texts, and make deductions and inferences from different sources (e.g. listening to a telephone conversation about arrangement of activities and reading about the likes and dislikes of the people involved to decide on the best activity for the group) 2. understand different versions (spoken or written) of a news story (e.g. a traffic accident or a robbery), identify main ideas, evaluate their reliability, decide on relevance, distinguish between fact and opinion, compare and connect ideas to find similarities and differences and re-construct the event or form views about its cause or who the suspect is 3. make predictions, inferences and evaluative comments about characters and events in simple narrative texts (e.g. expressing their own ideas to complete a story with illustrations or providing a different ending to a story) 4. identify values, attitudes and beliefs expressed in texts (e.g. reading an article about shoplifting and expressing personal views with teacher support) 5. identify and question bias and omissions in texts such as posters and advertisements 6. formulate questions and hypotheses, and develop simple reasoning as a basis for action (e.g. suggesting some measures to prevent pollution) 7. review and revise ideas in light of new information or evidence (e.g. revising their writing after discussing with classmates and/or the teacher)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 3 (S1 — 3) Students will learn to • identify the issues at stake • clarify and define key words to guide thinking • compare information from different sources, note contrasts and similarities, and determine its reliability • differentiate between fact, opinion and reasoned judgement • recognise that information providers' value orientations and ideologies would affect the perspective or judgement of sources • recognise and challenge stereotypes, emotional factors, propaganda and fallacies • draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable consequences • admit their own limitations, shortcomings or errors in the thinking process	Students 1. identify, interpret and relate information, facts, opinions and intentions presented in a range of text types and evaluate their reliability (e.g. preparing a report making use of information from news articles, speeches or brochures) 2. employ contextual clues to analyse and interpret the meaning of sentences and words, and to recognise stereotypes and emotional factors (e.g. analysing the intentions of the characters in a short story) 3. understand the use of connectives and sequencing for logical deduction 4. predict the development and ending of a variety of stories and dramatic episodes based on reasoning 5. note similarities and differences between a variety of text types by recognising their features and styles of language use (e.g. the greater emphasis on factual presentation in information texts than expression of personal feelings, the use of reported speech in news articles, the use of personification in fables) and, based on such knowledge, produce various texts effectively for specific purposes (e.g. a letter of appreciation, a letter of complaint or an advertisement for a product) 7. express personal response to descriptions of experiences with attempts to give some evaluative comments based on reasoned judgement (e.g. offering advice to a friend on how to resolve a family conflict) 7. make hypotheses, explore alternatives, predict probable consequences or test the conclusion and evaluate the effectiveness of their attempt when doing project work 8. reflect on and recognise their weaknesses in the thinking process (e.g. over-generalisation) and seek opportunities to make improvement

Descriptors of expected achievements across the school curriculum	**Examples of implementation in English Language Education**
Key Stage 4 (S4 — 6) Students will learn to • differentiate between real and stated issues, false and accurate representations, and relevant and irrelevant evidence • differentiate between sophisticated fact, opinion and reasoned judgement • recognise and challenge subtle or fundamental assumptions, permeating value orientations and ideologies • recognise that the selection and deployment of information/facts are affected by personal perspectives • draw warranted conclusions, predict and assess probable consequences and make reasoned judgement in reading, writing and speech • apply appropriate thinking skills to evaluate and reflect on their thinking process and suggest ways for improvement	Students 1. identify, interpret, relate, organise and evaluate ideas and information, facts, opinions and intentions presented in a range of text types (e.g. preparing a project making use of survey findings and information from various sources) 2. form judgement about the effectiveness of different speakers and writers by discriminating between their styles, tones, etc., when they address different audiences (e.g. comparing the style of a letter from a student to the school principal and that of a letter from a student to his/her classmate) 3. distinguish points of view, value judgements or informed arguments, by recognising the strategies employed by speakers or writers (e.g. humour, sarcasm, figurative speech, quotations, references, comparisons) 4. interpret meaning between the lines (e.g. deducing underlying or hidden meaning and intention in a short story through linguistic clues) 5. identify false information and bias through reasoning in both spoken and written discourse 6. form evaluative judgements of a range of literary or imaginative texts based on an analysis of their structure, plot development, character portrayal, setting, treatment of themes and messages, and the ways these are expressed (e.g. assessing the effectiveness of the use of setting in a short story) 7. critically evaluate and refine ideas through thinking from multiple perspectives (e.g. considering the views of different stakeholders) 8. reflect on the strategies used in the thinking process and identify areas for improvement

Creativity

Creativity brings in changes or transformations and is manifested in new ideas, acts or products. It emerges spontaneously or through deliberate processes of divergent and convergent thinking. It involves the integration of general or domain-specific knowledge for a meaningful purpose.

Although the expected achievements of students in this generic skill cannot be suitably classified according to key stages, development of creativity involves the following *abilities*, *dispositions* and *favourable factors for nurturing creativity*.

1. Abilities

Abilities	Descriptions	Examples of implementation in English Language Education
Sensitivity	• To discern details from observation and quickly respond to stimulus	Students identify and appreciate novel ideas and language use in imaginative texts such as poems, short stories, films, jokes and advertisements, and are sensitive to sounds, word choice, images and figurative use of language
Fluency	• To generate numerous ideas promptly	Students respond and give expression to experiences, events or characters within a time limit (e.g. giving a personal response to an issue in class discussion, giving a two-minute impromptu speech on a given topic)
Flexibility	• To adapt varied ideas and to initiate new thoughts for action	Students adapt ideas and present arguments from multiple perspectives and explore alternative approaches to solving problems
Originality	• To produce unusual, novel and unique ideas	Students exercise their imagination to produce novel ideas in the form of spoken, written or multimodal texts, or through performative means (e.g. creating a new ending to a story)
Elaboration	• To expand, refine and embellish ideas	Students exercise their imagination to enrich and expand ideas (e.g. using different characterisation techniques to enrich the description of a character in a short story)

2. Dispositions

Dispositions	Descriptions	Examples of Implementation in English Language Education
Curiosity	• To show interest and desire to find out more	Students engage in a wide variety of interesting, open-ended and complex activities to cultivate the essential qualities and attitudes for the development of creativity
Risk-taking	• To show courage and determination to deal with uncertainties or ambiguities	
Imagination	• To enjoy fantasising and generating new ideas	
Complexity	• To be attracted to intricacies and novelty; to embrace challenges	

3. Favourable Factors for Nurturing Creativity[3]

Favourable Factors	Corresponding actions	Examples of Implementation in English Language Education
Place	• To foster a supportive environment (open, inviting and accepting atmosphere; resourceful, safe yet stimulating environment)	To strengthen students' creativity through providing a creative and English-rich environment (e.g. displaying posters and students' work involving the use of creative language) and opportunities for appreciating and evaluating each other's creative ideas and work
Person	• To recognise and accommodate the wide range of attributes and dispositions of students (strengths, weaknesses, learning styles, learning needs, motivation and readiness) • To identify and develop students' potential for creative acts	To provide a wide variety of learning experiences by exposing students to creative and imaginative texts, engaging them in solving real-life problems, arousing their interest in visual and performing arts, and providing opportunities for creating and presenting innovative products to suit different learning needs and styles

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[3] Mooney, R. L. (1975). A conceptual model for integrating four approaches to the identification of creative talent. In C. W. Taylor & F. Barron (Eds.), *Scientific Creativity: Its Recognition and Development* (pp. 331-340). New York, NY: Robert E. Krieger.

Favourable Factors	Corresponding actions	Examples of Implementation in English Language Education
Process	• To open up alternatives for students to explore personal interest • To provide interesting and stimulating themes conducive to arousing creative acts and satisfying a craving • To expose students to various stages of creating new ideas, acts or products (preparation, incubation, illumination and verification) • To value attempts to present new ideas and encourage further refinements	To provide opportunities for students to produce creative work and research into topics of their own interest, set learning goals and choose their own way of gathering information and presenting findings through projects or portfolios
Product	• To encourage creative actions and output (ideas, plans, methods, solutions, products, theories) • To value the creative experience and celebrate students' creative output • To encourage students to persuade others (especially experts in the field) to accept the creative output	To facilitate students' expression of ideas, views and feelings through various means (e.g. oral, written and performative tasks), provide opportunities for them to introduce or justify their work, and appreciate others' creative work

Problem Solving Skills

Problem solving involves using various skills to resolve a difficulty. The process includes investigating the problem, synthesising information and generating ideas to determine the best course of action. Students need to adjust and evaluate strategies, as well as consolidate experience for knowledge construction.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 1 (P1 — 3) Students will learn to • develop ideas about the problem and identify related sources of information • identify, under guidance, one or more ways of tackling the problem • choose and implement a solution plan, using support and advice given • follow the given step-by-step methods to check and describe the outcomes	Students 1. recognise and solve simple problems in given situations (e.g. choosing an appropriate present for a classmate) 2. plan and make simple arrangements with others for carrying out tasks (e.g. preparing a duty roster for a class picnic) 3. use, locate and organise information with teacher support (e.g. classifying the materials and putting them into files of different topics or themes)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 2 (P4 — 6) Students will learn to • identify the problem and describe its main features • propose alternative courses of action for solving it • plan and try out the selected option, obtain support and make changes when needed • develop an appropriate method to measure the effectiveness of the solution plan adopted • gain insights from the problem solving process	Students 1. recognise and solve simple problems (e.g. figuring out the rules of a game) 2. make and respond to simple requests and describe the solutions (e.g. suggesting, in groups, a series of activities for a visitor to the school and comparing and selecting activities to draw up a schedule) 3. find out, organise and classify information on familiar topics, recommend action and evaluate results (e.g. comparing descriptions of books, working out a shopping list and developing ways to find out whether they have made good choices) 4. use directories for purposes such as locating places, services and addresses (e.g. studying brochures to identify appropriate activities and venues for a visit) 5. evaluate their own progress in learning English through means such as reviewing samples of their own work over time and noting the improvement in different areas 6. learn from past experience of solving problems (e.g. scanning a text to locate specific information by using strategies such as looking for headings and repeated phrases)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 3 (S1 — 3) Students will learn to • explore the problem and identify its main focus • suggest and compare the possible outcomes of each alternative course of action and justify the option selected • execute the planned strategy, monitor the progress and make adjustment when necessary • evaluate against established criteria the quality of outcomes, and review the effectiveness of the problem solving process • formulate personal views, and paraphrase or construct analogies to explain how the problem is solved	Students 1. analyse data, information and situations given in various texts systematically for better understanding or solving problems (e.g. identifying and presenting causes of obesity and possible solutions) 2. explain what information they require in solving a problem and why, rephrase their questions when necessary, sum up points made and redirect the discussion when the need arises 3. explore alternatives in obtaining and organising information relevant to specific tasks (e.g. through further reading, interviews, visits or search on the Internet) 4. identify and define problems from given information, consider related factors, and make use of the information to solve the problems 5. explain the solutions and evaluate the process and product (e.g. at the end of a project such as organising a fund-raising function or writing and staging a play) 6. articulate the problem solving strategies and present their views (e.g. providing oral or written descriptions to illustrate their views on ways to fight crimes and share how they come up with these ideas)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 4 (S4 — 6) Students will learn to • recognise the complexity of the problem and search for appropriate information required to solve it • formulate feasible strategies to achieve optimal results, considering both long and short term objectives • modify objectives or strategies and suggest remedial or enhancing measures to cope with circumstantial changes or difficulties • evaluate the overall strategy and outcomes, and anticipate future problems that may be incurred • consolidate experience in problem solving for knowledge construction	Students 1. analyse data, information and situations systematically for the prediction of the possible effectiveness of a proposed course of action (e.g. organising an English Week for a particular year group of students in the same school) 2. anticipate problems and employ negotiation skills to solicit support, reach agreement or solve the problems (e.g. reaching a consensus in a group discussion when carrying out a project on global warming) 3. identify and define more complex problems from given information, consider related factors, explore options, solve the problems, and explain and justify the solutions (e.g. making sound recommendations based on a logically derived conclusion in a report on the best way to keep fit) 4. use and process information in texts to develop problem solving strategies or solutions for various purposes (e.g. using linguistic and contextual clues and general knowledge to help solve a problem) 5. adjust their strategies and suggest measures to cope with circumstantial changes or difficulties (e.g. reviewing existing measures to handle the waste disposal problem, anticipating possible future problems and making suggestions on waste reduction) 6. evaluate the effectiveness of their learning plan and action and suggest ways for improvement in future (e.g. after doing some self-access language learning activities) 7. reflect on the learning process to consolidate experience in problem solving (e.g. the effectiveness of certain learning strategies in coping with complex and unfamiliar texts)

Self-learning Skills

Self-learning skills refer to the ability to initiate, plan, carry out, evaluate and adjust learning activities autonomously. Students with advanced self-learning skills can select or design effective strategies for in-depth learning. These skills help students enhance their academic performance and self-efficacy. Self-learning skills form the core part of lifelong learning and help students acquire new knowledge to adapt to the fast changing world.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 1 (P1 ─ 3) Students will learn to • consciously listen and read to learn, and actively present their learning • concentrate and pay attention to instructions • identify and retain main ideas • collect information from given sources and organise it into pre-determined categories • try out different means to present ideas and demonstrate learning • develop simple learning plans to meet short term targets • show interest in enquiring further	Students 1. concentrate on their work, follow teachers' instructions and participate in classroom activities (e.g. preparing a few details about their favourite sports and sharing with the class) 2. locate and extract specific information and main ideas from given short texts with the help of visual clues (e.g. identifying what a poster is about by looking at the illustrations and key words) 3. organise words into alphabetical order or thematic categories and refer to them as a resource for spelling help (e.g. making vocabulary cards and classifying them into files of different topics or themes with teacher support) 4. plan, manage and evaluate their own learning (e.g. reviewing their own work over time and noting the improvements in areas such as handwriting and spelling) 5. seek opportunities to learn and use English in the classroom (e.g. trying to ask questions in English) 6. make plans to achieve short term learning targets (e.g. being able to participate effectively in a simple oral interaction with peers at the end of term)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 2 (P4 — 6) Students will learn to • take the initiative in the enquiry learning area selected by themselves • actively locate required information from different media • take the initiative in identifying and organising main points from different sources (e.g. note-taking, mind mapping) • decide on the most suitable means to present ideas and demonstrate learning • seek help appropriately when necessary • manage time to complete tasks according to a plan • make use of feedback to reflect on the effectiveness of different learning tactics	Students 1. use the library classification system and Internet search engines to find relevant and specific reading and viewing materials 2. seek or create opportunities to learn and use English in natural, realistic settings (e.g. listening to English songs) 3. read/view printed and multimodal texts to locate relevant information and main ideas and present them through different media 4. obtain information from different parts of a publication (e.g. making use of the book cover, title, table of contents and blurb) 5. use a variety of emphasis techniques to focus on important information in reading materials (e.g. underlining, starring or colour-coding the key words or key points) 6. organise words and expressions into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning 7. use techniques such as note-taking and mind-mapping to organise ideas in writing (e.g. the various issues to consider in planning a Christmas party) 8. take action to seek appropriate assistance in learning when needed (e.g. browsing reference materials, asking for help from peers and teachers when editing a piece of writing) 9. develop a timetable for study and test or examination revision and practise the target language forms and functions for a task 10. evaluate their own progress in learning English (e.g. reviewing their own work over time, evaluating their performance with the help of teachers' feedback)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 3 (S1 — 3) Students will learn to • initiate learning activities and develop relevant personal strengths to overcome challenges • set learning plans with stage-wise goals • identify lines of reasoning and possible hidden ideas in sources • function effectively in a group to achieve the learning goals • decide on the most suitable means to manage and present knowledge • adjust the learning strategies to improve learning effectiveness	Students 1. use the library classification system and the Internet for locating information and ideas for language work or projects 2. use a dictionary, an app or reference books and tools to find out about pronunciation, usage and grammar to discover meaning and shades of meaning 3. set meaningful and realistic goals and plans, and determine what information or resources are necessary for various purposes (e.g. organising and integrating information and ideas, producing texts appropriate to the purpose and content of a project) 4. employ different reading strategies to identify implied meanings, differentiate fact from opinion and identify apparent relationships between materials, data, ideas and events to support understanding of a text 5. recognise the salient features of various text types (e.g. maps and legends, brochures, reports, stories, poems) and use them efficiently for locating information and ideas 6. exchange views in study groups and share learning strategies that work 7. take notes based on spoken, written and/ or multimodal texts 8. employ appropriate graphic forms (e.g. charts, tables) to present information and ideas for various purposes (e.g. presenting survey findings, writing recipes or itineraries) 9. draft and revise texts for improved effectiveness (showing organisation, coherence and some awareness of tone, style and register) according to the purposes of the texts 10. schedule their study and maximise the fruitfulness of their time and efforts 11. assess their achievements against the goals and targets of learning and be ready to adjust learning strategies to improve performance

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 4 (S4 — 6) Students will learn to • initiate challenging learning activities and apply relevant personal strengths to overcome challenges • plan and set goals for self-initiated enquiries • select or design more effective learning strategies for in-depth learning • evaluate key ideas, opinions and arguments identified from different sources independently and synthesise them to construct and develop their own interpretation • evaluate and suggest ways to improve the effectiveness of learning strategies • learn beyond the prescribed curriculum and apply knowledge in a variety of contexts	Students 1. identify specific goals for work or further studies 2. extract information from various sources such as the Internet to carry out language learning activities 3. use strategies such as seeking information through a variety of media and exchanging ideas with their peers in preparation for writing 4. express experiences, views, observations and imaginative ideas through descriptive and narrative texts, stories, playlets, simple poems, etc. with attempts to make good use of the salient features of these text types 5. employ appropriate graphic forms (e.g. charts, tables, maps) for support and illustration in organising and presenting information and ideas on various topics (e.g. presenting survey findings, reporting on different views and attitudes) 6. acquire, relate and evaluate ideas and information in both spoken and written discourse from different media and formulate their own views 7. understand and evaluate different views and attitudes in both spoken and written discourse 8. identify relations (grouping and differentiating, cause and effect, priority, sequence and order, similarities and differences) between the content of materials, the background and interpretation of ideas, concepts, attitudes and motives 9. evaluate and review their own writing for a well-balanced structure and appropriate tone, style and register (e.g. formal letters, editorials, feature articles, stories) 10. reflect on their process and style in learning language and evaluate the outcomes against the planned goals and targets 11. seek or create opportunities to learn and use English in natural, realistic settings, such as making use of community resources and support

Self-management Skills

Self-management skills comprise essential life skills and desirable personal qualities such as maintaining emotional stability, making decisions and exercising self-discipline. Self-management skills enable students to embrace challenges encountered on a personal or team basis.

The expected achievements of the students in this generic skill are classified according to different levels of mastery.

Elements of Self-management Skills	Beginning	Developing	Mastering
Self-worth	Students will learn to		
	• express positive statements about themselves	• identify and apply personal skills, values and attitudes to overcome challenges	• uphold, synthesise and renew their own beliefs and values
Examples of Implementation in English Language Education	Students 1. identify and accept their own strengths and weaknesses in learning and maintain their self-esteem 2. make positive statements about themselves as an encouragement before and while engaging in a language task		
Goal setting and tracking	Students will learn to		
	• set goals to assist their learning and personal development	• set and keep track of realistic goals	• set, keep track of, and be reflective on and accountable for goals which work towards achieving excellence in life
Examples of Implementation in English Language Education	Students 1. set meaningful and realistic goals for the learning of English Language and/or Literature in English 2. plan their studies and make preparations for completing tasks such as practising the necessary language elements and functions, gathering information, data and ideas in support of their learning 3. reflect on their strengths and weaknesses and adopt appropriate strategies to work towards excellence		

Elements of Self-management Skills	Beginning	Developing	Mastering
Decision making	Students will learn to		
	• make decisions in daily life situations with supporting reasons	• list out and evaluate the pros and cons of a suggestion, and make prediction about the consequences of a decision	• consider all factors such as technical, ethical, resource and community considerations before making a decision
Examples of Implementation in English Language Education	Students analyse and evaluate data and information to make informed decisions based on criteria and principles (e.g. advising their friends on how to manage stress, drafting a proposal to recommend a new sports facility in school)		
Confidence, resilience and adaptability	Students will learn to		
	• develop confidence and resilience in performing simple tasks and appreciate the progress made	• demonstrate motivation, confidence, commitment and adaptability when faced with new or difficult situations, and derive satisfaction from accomplishments and efforts made	• demonstrate confidence and adaptability in adversities, tolerate ambiguities and appreciate lessons learnt from mistakes
Examples of Implementation in English Language Education	Students 1. show confidence in using English in activities (e.g. performing tasks through working in groups or individually and making judgements independently) 2. participate actively in tasks although there are risks of making mistakes or encountering difficulties and uncertainties 3. become aware of the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking to reach a consensus		
Appropriate expression of emotions	Students will learn to		
	• understand, accept and appropriately express emotions	• describe their feelings such as joy and disappointment, and identify factors contributing to these feelings	• use appropriate means to contain or release their emotions

Elements of Self-management Skills	Beginning	Developing	Mastering
Examples of Implementation in English Language Education	Students 1. discover and express their own feelings, attitudes and motivation concerning English learning in general and specific language tasks, through means such as sharing their own English learning experiences and discussing with others, including the teacher 2. appreciate the use of English by others 3. show respect for different cultures through appreciating texts and films originating from different countries and cultures		
Managing resources	Students will learn to		
	• demonstrate care for personal properties and shared materials	• treasure and make good use of time, money and other resources	• suggest ways for effective, equitable and ethical use of resources
Examples of Implementation in English Language Education	Students seek or create opportunities to make appropriate and ethical use of resources such as selecting materials of interest and increasing challenge to read for pleasure, interacting on social networking sites, watching English TV programmes, listening to radio programmes or making use of community resources to learn and use English		
Keeping promises to others	Students will learn to		
	• keep promises and fulfil obligations	• assess feasibility before making promises	• make determined efforts to keep promise, take responsibility and make up for broken promises obliged by circumstances
Examples of Implementation in English Language Education	Students 1. identify and assume different roles (e.g. leader, partner, organiser, participant) in group activities (e.g. in language games or project work) 2. make good efforts to fulfil their roles in completing collaborative tasks (e.g. project work)		
Self-discipline	Students will learn to		
	• exercise self-control against distractions, and focus on and complete given tasks at hand within a given time	• extend self-control in scope and duration over personal impulses through developing positive thinking and self-affirmation	• exercise self-control naturally as a habit of mind

Elements of Self-management Skills	Beginning	Developing	Mastering
Examples of Implementation in English Language Education	Students devise study plans, monitor their progress in learning and develop good habits of language learning		
Reflective Practice	Students will learn to		
	• review their learning readily to know more about themselves and how they work	• form habits of reviewing their learning and identify factors that contribute to or hinder their learning effectiveness	• sustain self-improvement by paying attention to and making judicious use of feedback
Examples of Implementation in English Language Education	Students reflect positively on their learning experiences, evaluate their own progress or achievements against set goals and make use of feedback obtained from teachers and peers to improve performance		

Collaboration Skills

Problem solving, planning and making decisions in a small group require collaboration skills, namely the skills of communication, appreciation, negotiation, making compromises and asserting leadership. Students with these skills will be able to effectively engage in and contribute to tasks involving teamwork.

The expected achievements of students in this generic skill cannot be suitably classified according to key stages.

1. Understanding the nature of group work	Examples of implementation in English Language Education
Students will learn to • recognise the need for team work and that the team has a shared responsibility • recognise that individuals as well as the team have to take the consequences for their own actions	Students 1. recognise rules and regulations, as well as the obligations and responsibilities of individuals and the team, in and outside the school setting 2. identify and accept different roles in collaborative work

2. Desirable dispositions for group work	Examples of implementation in English Language Education
Students will learn to • be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others • be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas • recognise and avoid stereotyping; withhold premature judgement until the facts are known • be willing to adjust their own behaviour to fit the dynamics of various groups and situations	Students show readiness or initiative to 1. appreciate the use of English by others 2. offer help to others in English learning situations when appropriate 3. respect others' views in a group/class discussion 4. form impartial judgements and adhere to fair and unbiased views in a team task 5. make personal adjustments to facilitate the completion of a team task

3. Skills for group work		Examples of implementation in English Language Education
Goal setting	Students will learn to • select a strategy and plan co-operatively to complete a task as a team	Students adopt appropriate strategies to plan for a task with team members
Role taking	Students will learn to • understand the strengths and weaknesses of members and maximise the potential of the team • clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules	Students 1. assume different roles in group work and role play, and follow the rules agreed by the team 2. offer help to others in English learning situations when appropriate
Synergising	Students will learn to • liaise with members for views and resources • negotiate and compromise with others	Students 1. appreciate the use of English by others 2. respect others' views in a group/ class discussion 3. listen to others' opinions and respond appropriately in a group 4. express views and suggestions, draw conclusions and make decisions in a group 5. work cooperatively with others and treat others' suggestions positively to complete a task 6. employ various negotiation skills to reach a consensus or a compromise
Reflection	Students will learn to reflect on and evaluate the strategy used by the group and make necessary adjustments	Students assess the effectiveness of the strategies adopted in completing the team task and make changes flexibly

Collaborative Problem Solving Skills

Collaborative problem solving skills, an example of integrative use of generic skills, refer to students' ability to solve problems with synergised efforts through effective division of labour, as well as incorporation of information from multiple sources of knowledge, perspectives and experiences. Compared to individual problem solving, collaborative problem solving has distinct advantages because it enhances the creativity and quality of solutions through stimulation brought by the ideas of other group members[4]. In the 21st century, it is particularly important for people with different perspectives and talents to solve problems as a team with the effective use of communication technology.

The expected achievements of the students in collaborative problem solving skills are classified according to different levels of mastery.

Beginning	**Developing**	**Mastering**
Collaboration		
Students will learn to		
• be ready to act responsively to reach the goals with team members • follow the rules and instructions set for the team work • participate actively in the team and contribute to achievement of the team goals	• share other team members' perspectives on a problem and establish a common understanding • identify and capitalise on the talents and potential of members • be able to work with different people and accept the adjustments in plans and roles in changing situations	• treasure working as a team and take the initiative to foster synergy for attaining the team goals • show mutual respect and support when dealing with difficult people and situations • take the initiative to propose or make adjustments to the plans and roles in changing situations

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[4] Adapted from OECD 2015 PISA Framework

Beginning	Developing	Mastering
Communication		
Students will learn to		
• comprehend messages with an open mind and ask questions to identify the problem and team goals • express oneself clearly to team members by verbal and/or non-verbal means • show courage in sharing new or unconventional ideas	• ask meaningful questions that clarify the vision, goals and viewpoints for better solutions • respond specifically to queries raised during the problem solving process • enhance mutual understanding through effective means and with a respectful attitude	• negotiate for consensus and foster a co-operative atmosphere to resolve conflicts • take the initiative in introducing new resources and exploring further ideas to facilitate the team to progress further
Problem Solving		
Students will learn to		
• propose solutions or strategies to solve a problem • complete the task assigned to one's role in the team	• select a problem solving strategy and develop an action plan • execute actions that comply with the planned distribution of roles and make adjustments when necessary	• select a problem solving strategy and prepare alternative plans • monitor and evaluate individual and team effectiveness

Example of implementation in English Language Education

Unit: Baby Duck and the New Eyeglasses

Level: P1 — 3

Lesson Design:

In the Reading Workshops, students read the narrative text *Baby Duck and the New Eyeglasses*, which is about how upset Baby Duck is because he does not like his new eyeglasses and how other family members try to cheer him up. Students then write a diary entry from the perspective of Baby Duck.

The lesson is designed to promote the integrative use of language skills and generic skills. It particularly facilitates the development of collaborative problem solving skills, which involve the application of collaboration, communication and problem solving skills. The learning activities emphasise synergy among students, team work and communication to enhance creativity and the quality of solutions.

Learning Activities	Generic Skills Involved
1. Students are guided to understand: • the text structure and plot through drawing a story map; and • the language features of the text through identifying the speaking verbs and the use of the simple past tense.	
2. In groups, students discuss: • the problem Baby Duck is facing; • how Baby Duck feels; and • ways to help Baby Duck.	collaboration, communication
3. Students propose different ways to solve Baby Duck's problem and each group selects the best solution to share with the class.	problem solving, communication
4. Students listen to the new and imaginative ideas from the different groups and use them to write a diary entry from the perspective of Baby Duck.	problem solving

Holistic Thinking Skills

Critical thinking skills, creativity and problem solving skills are conventionally categorised as higher order thinking skills. These three skills can be combined and employed integratively as holistic thinking skills to deal with complex issues. Holistic thinking skills enable students to deploy critical thinking skills to assess the validity of given information, creativity to explore other possibilities, and problem solving skills to examine the feasibility of each alternative.

The expected achievements of students in holistic thinking skills are classified according to different levels of mastery.

Beginning	**Developing**	**Mastering**
Critical Thinking: Enquiring and Assessing		
Students will learn to		
• ask questions to explore matters that attract interest • identify main ideas and clarify meaning in information	• pose questions to explore issues related to their immediate contexts • comprehend complementary and contradictory information	• pose questions that probe complex and abstract ideas about issues beyond local context and contemporary period • synthesise points from complementary and contradictory information
Creativity: Generating		
Students will learn to		
• come up with new ideas by linking imagination and reality • create analogies by matching two ideas • brainstorm suggestions	• draw parallels between known and new scenarios and use ideas, patterns and trends to consider new possibilities • produce alternative or unconventional solutions • suspend judgement to consider alternative ideas and actions	• generate a large number of raw ideas • combine good ideas to make even better ideas • use existing knowledge in a novel way • temporarily suspend pragmatic and rational thinking to allow new possibilities to emerge

Beginning	Developing	Mastering
Critical Thinking and Problem Solving: Analysing and Comparing		
Students will learn to		
• realise real world constraints in drafting solutions • compare advantages and limitations of various solutions	• estimate the cost and benefit of possible solutions from multiple perspectives • rate and select solutions according to criteria such as feasibility, desirability and ethical considerations	• compare the possible outcomes of each solution against both their own and prevailing values • mediate opposing viewpoints and acknowledge the limitation of one's view • synthesise different considerations into a solution
Creativity and Problem Solving: Predicting and Fine-tuning		
Students will learn to		
• ask "what if" questions • consider ways of tackling possible consequences	• make adjustments to avoid possible pitfalls (e.g. ambiguity, stereotyping, misunderstandings) in the planning and presentation of solutions • consider alternative courses of action in changing situations	• fine-tune plans with reference to new developments • be sensitive to stakeholders' reactions • anticipate adverse impacts and suggest precautionary or compensatory measures accordingly
Problem Solving: Executing and Monitoring		
Students will learn to		
• choose a solution and devise an implementation plan, using support and advice given • turn the plan into workable parts with measures for implementation	• execute the plan, monitor progress and revise the strategies when necessary • realise the adverse effects of over-reacting and using emotional words	• monitor the progress with established check points or criteria • suggest ways to catch up with delays or optimise the results • manage over-reactions and strong emotions

Beginning	Developing	Mastering
Problem Solving and Critical Thinking: Evaluating and Reflecting		
Students will learn to		
• reflect on whether the task is accomplished • be open to comments and feedback	• evaluate the quality of outcomes and the solution process • invite and evaluate feedback	• evaluate the effectiveness of solutions with due regard for positive values • anticipate possible problems arising from the solution • make judicious use of comments and feedback

Example of implementation in English Language Education

Unit: Hunger

Level: KS4, S4 — 6

Lesson Design:

Students analyse the causes and impacts of a global problem, "Hunger", and suggest ways to solve the problem from multiple perspectives.

The lesson is designed to familiarise students with the structure of expository texts and the use of more formal language to show the cause-and-effect relationship and propose solutions. It also facilitates students' development of **holistic thinking skills**, which involve the application of **critical thinking skills** to assess and synthesise given information, **creativity** to explore possibilities, and **problem solving skills** to examine the feasibility of each alternative.

Learning Activities	Generic Skills Involved
1. Students read a journal article and watch a video on hunger to compare the sentence structures used to express causes and effects and propose solutions in formal and conversational texts.	
2. Working in groups, students: • research on the Internet and collect information about hunger from different sources (e.g. reports from the World Health Organisation, websites of non-governmental organisations (NGOs)); • select three hunger-stricken countries and identify the different causes and effects of hunger in each country; • **organise and synthesise the information** using a graphic organiser such as a fishbone diagram or a spider map;	critical thinking
• **brainstorm** as many solutions to hunger in these countries as possible, including unconventional ones and new possibilities;	creativity
• **discuss and compare** the cost and benefit of each solution from multiple perspectives; • **evaluate and rate** the possible solutions based on their feasibility, cost and effectiveness and select a solution for each of the countries;	critical thinking and problem solving
• **predict** different stakeholders' reactions to the three solutions and anticipate adverse impacts; and • **fine-tune** the three solutions by anticipating adverse impacts and stakeholders' negative responses and suggest precautionary measures.	creativity and problem solving
3. Students present the problem of hunger in the three chosen countries and the fine-tuned solutions with the use of visual aids.	

A Proposed Set of Values and Attitudes
for Incorporation into the School Curriculum

Seven priority values and attitudes: perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others

Core Values: Personal	Sustaining Values: Personal	Core Values: Social	Sustaining Values: Social	Attitudes

- sanctity of life
- truth
- aesthetics
- honesty
- human dignity
- rationality
- creativity
- courage
- liberty
- affectivity
- individuality
	- self-esteem
	- self-reflection
	- self-discipline
	- self-cultivation
	- principled morality
	- self-determination
	- openness
	- independence
	- enterprise
	- integrity
	- simplicity
	- sensitivity
	- modesty
	- perseverance
		- equality
		- kindness
		- benevolence
		- love
		- freedom
		- common good
		- mutuality
		- justice
		- trust
		- interdependence
		- sustainability
		- betterment of human kind
			- plurality
			- due process of law
			- democracy
			- freedom and liberty
			- common will
			- patriotism
			- tolerance
			- equal opportunities
			- culture and civilisation heritage
			- human rights and responsibilities
			- rationality
			- sense of belonging
			- solidarity
				- optimistic
				- participatory
				- critical
				- creative
				- appreciative
				- empathetic
				- caring
				- positive
				- confident
				- cooperative
				- responsible
				- adaptable to changes
				- open-minded
				- with respect for
				  ▪ self
				  ▪ others
				  ▪ life
				  ▪ quality and excellence
				  ▪ evidence
				  ▪ fair play
				  ▪ rule of law
				  ▪ different ways of life, beliefs and opinions
				  ▪ the environment
				- with a desire to learn
				- diligent
				- committed to core and sustaining values

Development of Values and Attitudes for KS1 – 4 (P1 – S6)

Examples of Implementation in the English Language Education KLA	
Key Stage 1 (P1 – 3)	**Key Stage 2 (P4 – 6)**
Students	Students
• develop confidence in using English through performing tasks individually or in groups • show keenness to participate in activities leading to improvement of knowledge and skills in the language and not worry about making mistakes • develop sensitivity towards language use in the process of communication • appreciate the beauty of the language through enjoying singing English songs and reading simple rhymes, etc. • show care and concern towards others through expressing good wishes • participate actively and work with others to complete a task, respecting their rights • develop self-motivation through telling the teacher their feelings concerning English learning in general and in specific tasks • evaluate their own learning through reviewing samples of their writing over time and note the improvement or lack of it in areas such as accuracy and the organisation of ideas • distinguish between positive and negative values	• develop confidence in using English through working individually and in groups, making judgements independently • appreciate the use of English by others and offer help to others when appropriate • work cooperatively with others and treat others' suggestions positively to complete a task • develop enjoyment of reading through reading children's stories and poetry, etc. • appreciate the beauty of the language through performing plays and choral speaking • show care towards others through expressing concern, sympathy and offering help to others in English learning situations when appropriate • develop self-motivation through participating in activities (although there is the possibility of encountering difficulties), discovering and expressing their own feelings and attitudes concerning English learning through discussing with others, including the teacher • evaluate their own progress in learning English by reviewing samples of their own work over time and noting the improvement or lack of it in areas such as accuracy, organisation of ideas and social appropriateness • develop simple and valid rules as a basis for action • identify values, attitudes and beliefs expressed in texts

Key Stage 1 (P1 – 3)	Key Stage 2 (P4 – 6)
	• show awareness of English as an international language of communication • show understanding and respect for the different cultures of the world through participating in learning activities concerning themes of other places (e.g. Halloween, Ramadan) • recognise that there are different types of work in the community through learning the names of occupations and types of work in English and show respect

| Examples of implementation in English Language Education ||
Key Stage 3 (S1 – 3)	Key Stage 4 (S4 – 6)
Students	Students
• reflect positively on their learning experiences with the aim of increasing their language proficiency (e.g. keeping a journal or diary to express their feelings about the texts that they have produced, or texts that they have read or listened to, and see how they can further improve themselves) • identify and accept their own strengths and weaknesses in language learning, and take action to address their weaknesses • develop self-motivation by cultivating their perseverance and the power of innovativeness in doing language learning tasks or projects • develop independence and a commitment to lifelong learning through undertaking self-access language learning both inside and outside the classroom • develop an awareness of the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking (through, for example, being exposed to and producing their own spoken and written persuasive discourse) • develop cultural interest and appreciation through being exposed to art forms (e.g. music, painting and literature) when learning language	• reflect on their language learning process and style, and evaluate the learning outcomes against the goals and targets • motivate themselves by developing endurance, tolerance and resilience in the face of hardships (such as when carrying out challenging language learning tasks or projects) • develop independence and a commitment to lifelong learning through undertaking self-access language learning both inside and outside the classroom • develop a critical attitude in analysing and discriminating the different meanings or shades of meaning of words or texts, and in using language to achieve desired effects (e.g. influencing other people's feelings and their direction of thinking) • develop a critical attitude towards the ideas and values in spoken and written English texts • appreciate the value and power of language through being exposed to and producing a wide range of texts, both literary and non-literary • develop an awareness of the relationship between literature and society through relating themes represented in literary texts to contemporary social issues • develop through language learning activities (e.g. debates, group discussions and projects) an open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people

Key Stage 3 (S1 – 3)	Key Stage 4 (S4 – 6)
• develop an open-minded attitude, showing understanding and respect for different cultures, ways of life, beliefs and points of view through exposure to a wide variety of texts, both spoken and written, or through direct communication with people from different cultural backgrounds (e.g. fellow students in international schools or guest speakers from different ethnic groups in Hong Kong) • develop leadership and partnership qualities through assuming different roles in group activities such as games, meetings, dramas and projects	• develop, through interacting with a wide range of texts and people from different cultural backgrounds, an appreciation of the relationship of Hong Kong to other countries and cultures, and the interdependent nature of the modern world • develop leadership and partnership qualities through assuming different roles in group activities (e.g. discussions, role plays, simulations and projects) • identify specific goals for work or further studies so as to set directions for language learning work (notably, when choosing topics for project learning or optional courses)

Suggested Lesson Time Allocation for Different Stages of Schooling

Primary

Key Learning Areas		Suggested Percentage	Number of Hours	
			P1 – 3 (KS1)	P4 – 6 (KS2)
Chinese Language Education		25% – 30%	594 – 713	
English Language Education		**17% – 21%**	**404 – 499**	
Mathematics Education		12% – 15%	285 – 356	
Science Education	General Studies for Primary Schools	12% – 15%	285 – 356	
Personal, Social and Humanities Education				
Technology Education				
Arts Education		10% – 15%	238 – 356	
Physical Education		5% – 8%	119 – 190	

Junior Secondary

Key Learning Areas	Suggested Percentage	Number of Hours
Chinese Language Education	17% – 21%	468 – 578
English Language Education	**17% – 21%**	**468 – 578**
Mathematics Education	12% – 15%	331 – 413
Science Education	10% – 15%	276 – 413
Personal, Social and Humanities Education	15% – 20%	413 – 551
Technology Education	8% – 15%	220 – 413
Arts Education	8% – 10%	220 – 276
Physical Education	5% – 8%	138 – 220

Senior Secondary

Subjects	**Suggested Percentage**	**Number of Hours**
Chinese Language	12.5% – 15%	310 – 375
English Language	**12.5% – 15%**	**310 – 375**
Mathematics • Compulsory Part • Compulsory and Extended Parts	10% – 12.5% 15%	250 – 310 375
Liberal Studies	10%	250
Two or Three Elective Subjects • Senior secondary elective subjects, including **Literature in English** • Applied Learning • Other Languages	20% – 30%	500 – 750
Other Learning Experiences • Moral and Civic Education • Aesthetic Development • Physical Development • Community Service • Career-related Experiences	10% – 15%	250 – 375

Suggested Modules and Units for Key Stages 1 - 4 (P1 – S6)

Key Stage 1 (P1 – 3)

Caring and Sharing
- Keeping pets
- I am a good citizen
- People who help us
- We can
- Good days and bad days

Fun and Games
- Bright ideas
- Show time
- Play safe
- Sports and games we play

Me, My Family and Friends
- Feelings
- This is me!
- My favourite things
- Me and my family
- This is my home
- Me and my friends

Places and Activities
- School days
- Let's go shopping
- Ready to read
- Holiday time
- Out for fun

The World Around Us
- Sunrise, sunset
- Wonderful seasons and weather
- Amazing animals and plants
- What is in the park?
- Same and different

Using My Five Senses
- Looking and seeing
- Sounds and noises
- Taste it, touch it
- Colours around us
- Shapes and numbers

Key Stage 2 (P4 – 6)

Changes
- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world

Food and Drink
- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

Happy Days
- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

Relationships
- Families
- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

The Magic of Nature
- Wonders of nature
- Out in space
- The lost world
- Fascinating oceans
- Taking care of our earth

We love Hong Kong
- Jobs people do
- Knowing more about my community
- Travelling around
- Special people, special things

My Neighbourhood
- Home and school
- Rules and behaviours
- Streetwise

Beauty
- Beautiful words

Key Stage 3 (S1 – 3)

Teenage Life
- Leisure and hobbies
- Growing up
- Being fashionable

Rights and Responsibilities
- At home
- In a group (class, peer, school, neighbourhood)

Getting Along with Others
- Friendship and dating
- Sharing, co-operation, rivalry

Study, School Life and Work
- Study and related pleasure/problems

Cultures of the World
- Travelling and visiting
- Customs, clothes and food for different places

Wonderful Things
- Successful people and amazing deeds
- Great stories
- Precious things

Nature and Environment
- Protecting the environment
- Resources and energy conservation

Key Stage 4 (S4 – 6)

Getting Along with Others
- Friendship and dating
- Sharing, co-operation, rivalry

Study, School Life and Work
- Study and related pleasure/problems
- Experiments and projects
- Occupations, careers and prospects

Cultures of the World
- Travelling and visiting
- Customs, clothing and food of different places

Wonderful Things
- Successful people and amazing deeds
- Great stories
- Precious things

Nature and Environment
- Protecting the environment
- Resources and energy conservation

The Individual and Society
- Crime
- Human rights (personal rights, civic rights, respect)

Communicating
- The media and publications
- The Internet

Technology
- Changes brought about by technology

Leisure and Entertainment
- The world of sports
- "Showbiz"

Roles of the Principal in Facilitating Learning to Learn in the "Jumble Sale" Activity of the Project "Charities and Helping Others"

The "Jumble Sale" is one of the English language learning activities in the project "Charities and Helping Others" organised by the students of a local secondary school to raise funds to support the cause of providing education for the children in a village in China. The activity started off at S2 level but gradually evolved to become a whole-school event involving the participation of students of all year levels, teachers of English and teachers of other subjects, the principal, parents and a social service agency. The school principal plays multiple roles in supporting the event (as illustrated in the diagram below), leading to its success.

Plan curriculum & instructional policies
- Modular/thematic approach
- Experiential and activity approach
- Task-based learning
- Project learning
- Cross-curricular learning
  (e.g. English Language Education, Chinese Language Education, PSHE, Arts Education)

Set targets & priorities of development
- Development of generic skills (e.g. communication, creativity, problem solving, collaboration) and positive values and attitudes (e.g. sympathy, compassion, caring and concern)
- Whole-person development

Communicate effectively
- Ensuring that communication channels are available and fully utilised

Commend progress made
- In morning assemblies and evaluation sessions

Create curriculum space and time for teachers
- Flexible timetabling
- Flexible content

Principal

Support autonomy of departments
- Giving a free hand to the different panels, committees, and school staff to organise and conduct the activity

Build up a good learning environment
- Giving opportunities for students to use English purposefully inside and outside the school
- Eliciting support from people outside the school (e.g. social service agency, parents, alumni)
- Whole-school approach

Manage resources
- Ensuring that venues and resources are available
- Promoting collaboration and mutual support among all staff members

Nurture staff's development & instructional leadership
- Giving opportunities for teachers to lead and co-ordinate a large-scale project to facilitate learning and teaching
- Giving support and encouragement to teachers

A vote of thanks:
We would like to thank Cheung Sha Wan Catholic Secondary School for sharing their experience.

Guidelines for Setting and Assessing Portfolios

1. **Determine the learning/assessment aims in setting the portfolio assignment.** To engage students in purposeful learning, the aims and assessment criteria of the portfolio should be clearly explained to the students in straightforward language.

2. **Determine the activities that will make up the portfolio.** Whenever possible, teachers should enhance students' involvement and ownership of their own learning by allowing them to make choices on matters such as the topic, materials and approach(es) in carrying out and completing their work. This will facilitate reflection and selection, which are important learning experiences that portfolios should offer students. It is also advisable to encourage students to communicate directly with the reader (in the form of, say, an introductory letter or journal entries) explaining why or how the items are selected for inclusion.

3. **Determine what will be assessed.** For formative assessment purposes, the teacher can decide on whether to assess the portfolio as a single entity or specific parts of the portfolio (e.g. an introductory letter to the portfolio, the design of a questionnaire, an oral progress report) to reflect the learning process, or a combination of both.

4. **Set general and task specific criteria before developing the portfolio assignment.** Teachers should consider developing an initial feedback sheet that incorporates both general criteria and any known task specific criteria and go over them carefully with students at the start. Students should be encouraged to use the feedback sheet to facilitate self-reflection and peer feedback during the process of portfolio development.

5. **Help students understand the task specific criteria for any task or activity they will carry out.** This is clearly important and may involve negotiating with students to develop new criteria or feedback sheets to suit the task or activity.

6. **Allow time for portfolio development.** Portfolios require time for development and therefore teachers need to work out the times by which portfolios are due to be completed so that they do not all have to be handed in at the same time.

7. **Build in formative feedback mechanisms** throughout the process of portfolio development to provide self-reflection, peer feedback and teacher feedback opportunities in the form of written progress reports, teacher-student conferences, student diaries, and feedback sheets.

Portfolios
Example 1: Theme-based Portfolio

You are going to develop a portfolio about your favourite holiday.

The purpose of developing this portfolio is for you to demonstrate your language ability and your ability to create a collection of related items that interests and informs your reader on a topic.

You will need to select and carry out four of the tasks below. At least one must be selected from each of the lists. If you would like to work on something outside this list, talk about it with your teacher.

You must include tasks which are related to one another and arrange them in a logical order in the portfolio. As you carry out each task, revise and edit your work carefully. You should ask your classmates and your teacher for feedback.
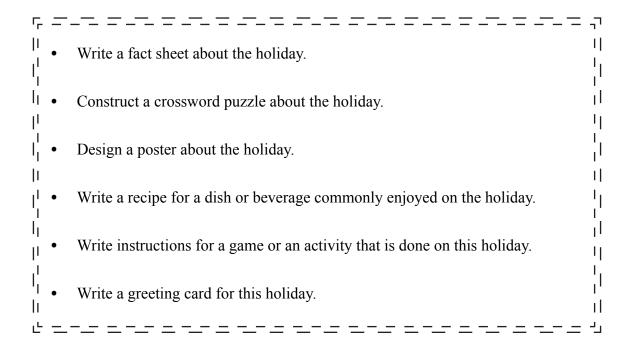
After you have selected and carried out all of the tasks, write an introductory letter to the portfolio reader explaining why you have chosen them and what you have learnt from doing them.

You will be given feedback on the relevance and quality of each of the completed tasks (according to the criteria on the various feedback sheets), and of the portfolio as a whole.

Choose at least one task from each of the three lists below:

- Write a poem about your favourite holiday.

- Write an article about the traditions of this holiday.

- Write an article about the origins of this holiday.

- Research how this holiday is celebrated in another country and then write a comparison about how it is celebrated in similar or different ways in Hong Kong.

- Read a story about this holiday and write a book report.

- Write about how you and your family celebrate the holiday.

- Select a poem about this holiday. Practise reading it using correct pronunciation, intonation and rhythm. Include a written copy of the poem, and your final recording of the poem.
- Make an audio or video recording of your short presentation about the holiday.
- Learn a song that is associated with this holiday, and then perform and record it.

- Write a fact sheet about the holiday.

- Construct a crossword puzzle about the holiday.

- Design a poster about the holiday.

- Write a recipe for a dish or beverage commonly enjoyed on the holiday.

- Write instructions for a game or an activity that is done on this holiday.

- Write a greeting card for this holiday.

Theme-based Portfolio
Feedback Sheet

	Needs Improvement	Satisfactory	Well Done

Overall content

	Needs Improvement	Satisfactory	Well Done
• The tasks are relevant to the topic.	O	O	O
• The tasks provide adequate information about the topic.	O	O	O
• The tasks are interesting and creative.	O	O	O

Overall organisation

	Needs Improvement	Satisfactory	Well Done
• The tasks are related to one another.	O	O	O
• The tasks are arranged in a logical order.	O	O	O

Introductory letter

	Needs Improvement	Satisfactory	Well Done
• It explains clearly and adequately why the tasks are chosen.	O	O	O
• It explains clearly and adequately what is learnt from doing the tasks.	O	O	O

Individual tasks

The quality of each individual task*

	Needs Improvement	Satisfactory	Well Done
• Task 1	O	O	O
• Task 2	O	O	O
• Task 3	O	O	O
• Task 4	O	O	O

(* Use a relevant individual feedback sheet to assess each completed task and then tick the appropriate box above for an overall assessment. The categories on the next page give the areas to be assessed in the individual feedback sheets. These cover the major areas of content, organisation, language and style, grammar and structure, as well as the other more task specific aspects for assessment.)

Comments	Grade

Feedback will be given in the following areas as appropriate to the specific task on an individual feedback sheet.

- For a written task you will receive feedback on the following areas as appropriate

  - ➢ content
  - ➢ organisation
  - ➢ task requirements
  - ➢ language and style
  - ➢ grammar and structure
  - ➢ mechanics

- For a speaking task you will receive feedback on the following areas as appropriate

  - ➢ content
  - ➢ organisation
  - ➢ communicative strategies
  - ➢ task requirements
  - ➢ pronunciation and fluency
  - ➢ language and style
  - ➢ grammar and structure

Portfolios
Example 2: Learning Reflection Portfolio

The purpose of this portfolio is for you to demonstrate your ability to reflect on your learning.

You will need to select four tasks you have completed during this term to include in the portfolio, e.g. a homepage, a comic strip, a poster, a letter, a survey report or an oral book report. You have to include tasks which are related to one another. You also need to arrange the tasks in a logical order in the portfolio.

You will need to write a journal entry about each of the four tasks. For each entry, you might like to consider covering the following areas, if appropriate:

* What the task was and when you did it;
* Why the task was selected (state your selection criteria);
* What you liked and/or disliked about doing the task and why; and
* What you learnt from doing the task.

You may include tasks that you had difficulty with. These tasks are often the ones we learn most from.

You will NOT be re-graded on any of the tasks. You will be given feedback on the quality of your reflections.

Learning Reflection Portfolio
Feedback Sheet

	Needs Improvement	Satisfactory	Well Done
Content of portfolio			
• The four tasks selected are relevant to the selection criteria (as stated in the journal entries).	O	O	O
• A journal entry is written for each task.	O	O	O
Organisation of portfolio			
• The tasks are related to one another.	O	O	O
• The tasks are arranged in a logical order.	O	O	O
Journal entries			
Content			
• Inclusion of information required (as stated in the instruction)	O	O	O
• Ideas/personal reflections are clearly presented.	O	O	O
• Ideas/personal reflections are relevant.	O	O	O
• Ideas/personal reflections are interesting/ creative/original/critical.	O	O	O
Organisation			
• Introduction and conclusion are included.	O	O	O
• Paragraphing is appropriate.	O	O	O
• Paragraphs are logically ordered.	O	O	O
• Ideas are well-connected.	O	O	O
Language			
• Ideas/personal reflections are communicated clearly.	O	O	O

Comments	Grade

Process Writing:
First Draft Feedback Sheet
(Generic)

Purpose

- Is the purpose of the piece of writing clear? If not, why not?

Content

- Are the ideas relevant to the topic? If not, which ideas seem irrelevant?

- Are the ideas clear? If not, which ideas need to be made clearer?

- Is there enough information? If not, what could be added?

- Is there too much information? If so, what could be taken out?

Organisation

- Are the ideas presented in a logical order? If not, how could the ideas be presented in a better way?

- Are the ideas presented in paragraphs? If not, what information could be grouped into paragraphs?

- Are the paragraphs well connected to each other? If not, how could the paragraphs be better connected to each other?

Format

- Is the piece of writing presented in an appropriate format? If not, what format changes need to be made?

Overall

- Which part of the writing did you like the most and why?

Process Writing:
Language Feedback Sheet
(Generic)

Vocabulary

- Are the words and expressions correctly used?
- Are there some words or expressions which are used too often? If so, what are they?

Grammar & Mechanics

Underline the words/expressions in your peer's draft that need improvement. Write the appropriate symbols along the margin to help him/her make revision, as demonstrated in the examples below.

Grammar Items	Symbols	Examples
• Tense	T	Tom's father <u>is</u> in New York last month. (T)
• Word Order	WO	Mom gave her a <u>gold beautiful necklace</u> for her birthday. (WO)
• Subject Verb Agreement	SV	Three men <u>was</u> injured in the accident. (SV)
• Articles	A	<u>A</u> moon is big and bright tonight. (A)
• Gerunds	G	He has stopped <u>to go</u> to church. (G)
• Infinitives	I	The doctor told him <u>drink</u> plenty of water. (I)
• Word Form	WF	They talked very <u>loud</u> on the MTR. (WF)
• Spelling	Sp	He could not write his own name <u>collectly</u>. (Sp)
• Punctuation	△	How did you do it<u>.</u> (△)
• Preposition	Prep	As it was getting dark, mom switched <u>up</u> the lights. (Prep)
• Pronoun	Pron	She likes going shopping by <u>himself</u>. (Pron)

Feedback Sheet
Writing: Stories

Select relevant items to focus on, blacken the appropriate circle and add comments.

	Needs Improvement	Satisfactory	Well Done
Content			
• Ideas are related to the title of the story.	O	O	O
• Ideas are original and creative.	O	O	O
• A setting is clearly presented.	O	O	O
• Characters are well-developed.	O	O	O
Organisation			
• The story has a clear plot structure (e.g. a beginning, a middle and an end or exposition, conflict, rising action, climax, falling action and resolution).	O	O	O
• Different parts of the story are logically connected.	O	O	O
Task Requirements			
• Word limit is followed.	O	O	O
Language & Style			
• Narrative techniques (e.g. dialogue, flashback) are effectively used.	O	O	O
• Voice and tone are appropriate.	O	O	O
• Descriptive language is used.	O	O	O
Grammar & Mechanics			
• The story is accurate in			
➢ Tenses	O	O	O
➢ Word order	O	O	O
➢ Subject verb agreement	O	O	O
➢ Connectives (e.g. but, and, so)	O	O	O
➢ Modals (e.g. can, must, may)	O	O	O
➢ Prepositions	O	O	O
➢ Pronouns	O	O	O
➢ Articles	O	O	O
➢ Gerunds & infinitives	O	O	O
➢ Sentence structures	O	O	O
➢ Punctuation	O	O	O
➢ Spelling	O	O	O

Comments	Grade

Feedback Sheet
Speaking: Conversations & Discussions

Select relevant items to focus on, blacken the appropriate circle and add comments on the next page.

	Needs Improvement	Satisfactory	Well Done
Content			
• Adequate overall content	O	O	O
• Clarity of ideas	O	O	O
• Relevance of ideas	O	O	O
• Originality/Creativeness/Insightfulness of ideas	O	O	O
Communicative Strategies			
• Ability to use strategies such as			
➢ Making an opening	O	O	O
➢ Explaining	O	O	O
➢ Clarifying	O	O	O
✦ Restating			
✦ Offering examples			
➢ Agreeing	O	O	O
➢ Disagreeing	O	O	O
➢ Taking turns	O	O	O
➢ Questioning	O	O	O
➢ Self-correcting	O	O	O
➢ Suggesting	O	O	O
➢ Summarising	O	O	O
➢ Making a conclusion	O	O	O
• Demonstrating			
➢ Confidence	O	O	O
➢ Interest in conversation/discussion	O	O	O
➢ Respect for others	O	O	O
➢ Open-mindedness	O	O	O
➢ Effective use of non-verbal features (e.g. eye contact, gestures, movement, pauses)	O	O	O

	Needs Improvement	**Satisfactory**	**Well Done**
Task Requirements			
• Observing time-limit	O	O	O
• Authenticity of speech (e.g. no memorised speech/utterances)	O	O	O
Pronunciation & Fluency			
• Audibility	O	O	O
• Pace	O	O	O
• Correct pronunciation	O	O	O
• Intonation	O	O	O
• Stress	O	O	O
Language & Style			
• Choice of words	O	O	O
• Variety of expressions	O	O	O
• Degree of formality	O	O	O
• Range of vocabulary	O	O	O
Grammar & Structure			
• Accurate use of			
➢ Tenses	O	O	O
➢ Word order	O	O	O
➢ Subject verb agreement	O	O	O
➢ Connectives (e.g. but, and, so)	O	O	O
➢ Modals (e.g. can, must, may)	O	O	O
➢ Prepositions	O	O	O
➢ Pronouns	O	O	O
➢ Articles	O	O	O
➢ Imperatives	O	O	O
➢ Gerunds & infinitives	O	O	O
➢ Sentence structures	O	O	O

Comments	**Grade**

Self-reflection Form

To help you set appropriate goals on the development of writing skills for the coming school term/year, please reflect on your writing performance and habit and complete the following form by ticking the appropriate boxes.

Part 1) My writing performance			*Please tick (✓)*	
Do I consider the following my strengths or areas for improvement in writing?			*My strength*	*My area for improvement*
I. Content	a)	Coming up with relevant ideas and information	☐	☐
	b)	Describing personal experience	☐	☐
	c)	Giving opinions/comments	☐	☐
	d)	Providing elaborations and supporting details	☐	☐
II. Organisation	a)	Use of topic sentences	☐	☐
	b)	Linkage within paragraphs	☐	☐
	c)	Linkage across paragraphs	☐	☐
	d)	Clear text structure (e.g. introduction, body and conclusion)	☐	☐
III. Language	a)	Use of vocabulary	☐	☐
	b)	Spelling	☐	☐
	c)	Use of tenses	☐	☐
	d)	Use of passive voice	☐	☐
	e)	Use of prepositions	☐	☐
	f)	Use of connectives	☐	☐
	g)	Use of punctuation marks	☐	☐
	h)	Capitalisation	☐	☐
	i)	Use of pronouns (e.g. *he, she, it*)	☐	☐
	j)	Use of articles (e.g. *a, an, the*)	☐	☐
	k)	Parts of speech (e.g. adjectives, adverbs, nouns)	☐	☐
	l)	Using a variety of language structures and sentence patterns	☐	☐
IV. Others	a)		☐	☐
	b)		☐	☐
	c)		☐	☐

Self-reflection Form

Part 2) My writing habit and monitoring strategies			Please tick (✓)	
Do I often do the following?			Yes	No
I. Before writing	a)	Read the writing topic a few times.	☐	☐
	b)	Underline/highlight key words of the writing topic.	☐	☐
	c)	Make notes (e.g. drawing a mind map).	☐	☐
	d)	Brainstorm ideas for all the paragraphs.	☐	☐
	e)	Organise ideas with reference to the plot diagram.	☐	☐
	f)	Search for relevant information related to the topic (e.g. textbook, notes prepared by my English teacher, the Internet, dictionary).	☐	☐
II. While writing	a)	Refer to the notes/mind map/writing plan while I am writing.	☐	☐
	b)	Re-read the topic while I am writing.	☐	☐
	c)	Look for suitable vocabulary/language patterns using the Internet/dictionary.	☐	☐
	d)	Proofread the paragraph(s) that I have written before starting a new paragraph.	☐	☐
III. After writing	a)	Proofread my writing before submitting it to my teacher.	☐	☐
	b)	Ask a third person (e.g. my classmate) to proofread the writing for me.	☐	☐
	c)	Proofread my writing and then ask a third person (e.g. my classmate) to proofread the writing for me again.	☐	☐
	d)	Make sure that the ideas meet the requirements of the writing topic.	☐	☐
	e)	Make sure that the vocabulary and sentence structures used are appropriate.	☐	☐
	f)	Make sure that the grammar (e.g. the use of the past tense, speech verbs) and spelling are accurate.	☐	☐
	g)	Make sure that the overall organisation of my writing is clear (e.g. using appropriate connectives and signposting words).	☐	☐
	h)	Make sure that the opening and ending are interesting.	☐	☐
	i)	Make sure that the writing carries a message and each paragraph has a clear focus.	☐	☐
	j)	Replace some of the vocabulary with better choices of words.	☐	☐
	k)	Rewrite a few sentences with more advanced sentence structures.	☐	☐

Form for Promoting "Assessment *as* Learning" for Writing

Part 1 Self-reflection and Goal-setting

Reflect on your own writing performance with reference to the following:
- **the writing assignments completed in the previous school term**
- **your English teacher's comments/feedback on your work**
- **some good writing by your classmates or sample work provided by your teacher**

Answer the following self-reflection questions:

1. What are my strengths and areas that need improvement in writing?

Strengths	Areas for improvement

2. What learning goals can I set to build on my strengths and improve my weaknesses by the end of this school term? What possible actions can I take to attain these goals?

Learning goals	Proposed actions
Goal 1 (Content)	
Goal 2 (Language and Style)	
Goal 3 (Organisation)	

Part 2 Self-tracking on the Attainment of Personal Goals

Colour your level of achievement for each of the goals set after each writing assignment in the following school term.

How far have I achieved my goals?
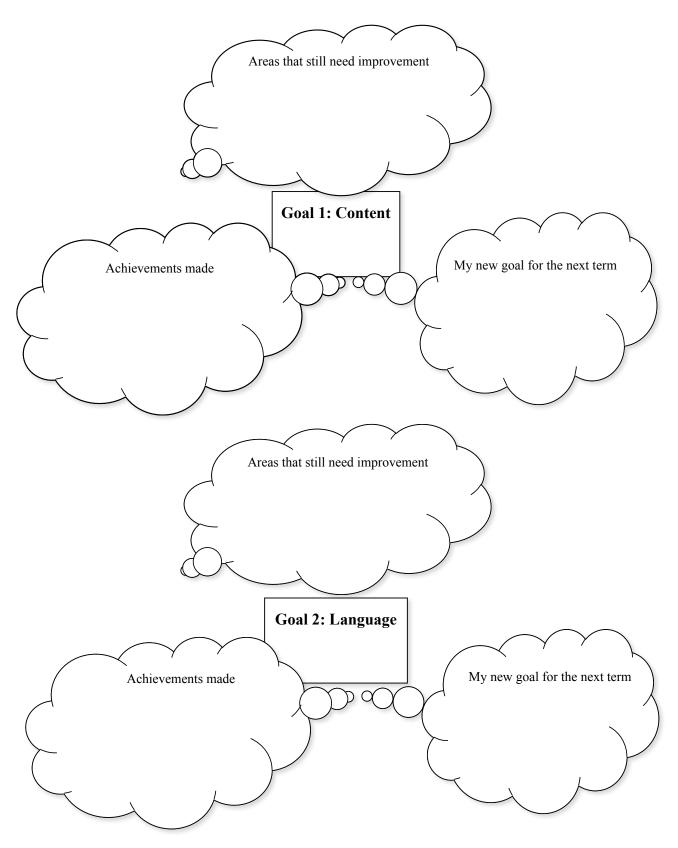
Goal 1	My progress in Assignment 1	My progress in Assignment 2
	☐☐☐☐☐☐☐☐⇨	☐☐☐☐☐☐☐☐⇨
	My progress in Assignment 3	My progress in Assignment 4
	☐☐☐☐☐☐☐☐⇨	☐☐☐☐☐☐☐☐⇨

Goal 2	My progress in Assignment 1	My progress in Assignment 2
	☐☐☐☐☐☐☐☐⇨	☐☐☐☐☐☐☐☐⇨
	My progress in Assignment 3	My progress in Assignment 4
	☐☐☐☐☐☐☐☐⇨	☐☐☐☐☐☐☐☐⇨

Goal 3	My progress in Assignment 1	My progress in Assignment 2
	☐☐☐☐☐☐☐☐⇨	☐☐☐☐☐☐☐☐⇨
	My progress in Assignment 3	My progress in Assignment 4
	☐☐☐☐☐☐☐☐⇨	☐☐☐☐☐☐☐☐⇨
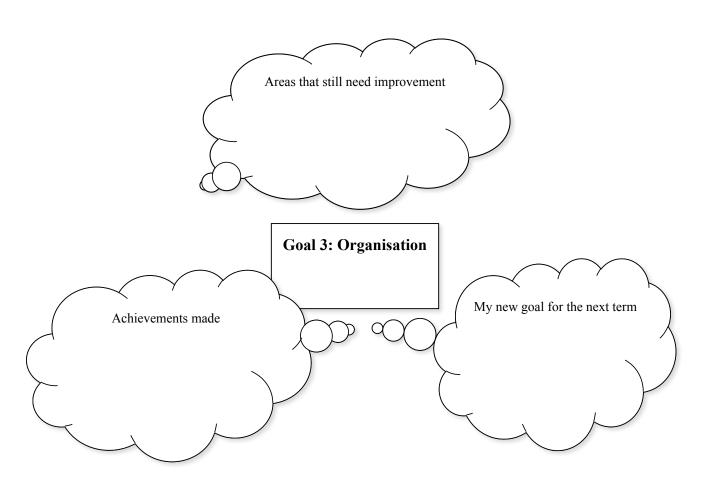
Did I face any difficulties? What actions/strategies should I take/adopt to achieve my goals?

Assignment	Difficulties	Actions/strategies needed
1		
2		
3		
4		

Part 3 End of Term Evaluation

Look back and reflect on the process of working towards your personal goals. Complete the following thought bubbles:

Areas that still need improvement

Goal 1: Content

Achievements made

My new goal for the next term

Areas that still need improvement

Goal 2: Language

Achievements made

My new goal for the next term

Areas that still need improvement

Goal 3: Organisation

Achievements made

My new goal for the next term

Teacher's Comments and Suggestions

Sample Assessment Tasks (KS2)
Notes to Teachers

Design of the Assessment Paper

This set of assessment paper, which consists of three parts, is designed under the theme of "Winter World Festival". The thematically-linked tasks aim to assess students' mastery of the four language skills in a meaningful and interesting context, which makes the assessment less intimidating.

Brief Descriptions of the Paper

Reading and Writing Part

- The reading part provides a number of tasks leading to the winning of two free tickets to the Winter World Festival. It includes reading three texts about the festival and answering some comprehension questions in the form of a quiz.
- The writing part assesses students' communication skills and creativity. It includes writing an invitation card and a diary entry. The invitation card activity involves the use of information from the three reading texts. It is followed by the writing of the diary entry on a day spent at the Winter World Festival.

Listening Part

- This part includes a listening task in which students are required to complete a quiz while listening to a conversation between an ice-cream chef and three children about some fun facts about ice-cream. To allow for the natural flow of conversation as in authentic situations, there will not be any "beep" sounds in the recording.

Speaking Part

- This part includes two speaking tasks. The first task involves selecting and reading aloud the information extracted from the three reading texts about the Winter World Festival. The ending consonants ("-s" and "-d"), which are the testing points for phonics skills in this task, are underlined in the extracts to raise students' awareness of pronouncing the sounds accurately. The second task is an experience-sharing activity based on the student's choice in the first task. Teachers can conduct this assessment task using the suggested questions.

Adaptation of the Paper

This set of assessment paper contains questions of different levels of difficulty. Schools are encouraged to modify or adapt the design and contents of the paper according to the school assessment policy. The following are suggestions on marks and time allocation:
- Reading and Writing 60% (50 minutes)
- Listening 20% (20 minutes)
- Speaking 20% (6 minutes per student)

9th Hong Kong Winter World Festival

Experience the Fun of Snow and Ice!

Information:

Dates	From 17th December, 20XX (Saturday) to 31st December, 20XX (Saturday)
Venue	Victoria Park (Causeway Bay)
Opening hours	Weekdays: 9:00 am - 9:00 pm (Wednesday: closed) Weekends: 8:30 am -10:00 pm
Transportation	- By MTR: Exit A2 at Tin Hau Station - By Tunnel Bus: No.102, 106, 108, 112 or 116 from Kowloon to Hong Kong Central Library
Entrance fee	Adults: $100 Full-time students, children aged 5 or below and elderly aged 65 or above: $50
Tickets	- At Ticket Box Office: near the main entrance of Victoria Park - On the Internet: www.winterworld.com.hk - By telephone: 1111 7898
Organiser	Hong Kong Wonderland
Programme	- Snowflakes Wonderland - The Ice-cream Dream Factory
Enquiries	1111 6377

Get Two Tickets for Free!

Answer the questions in "Quiz Time" and return it to us before 5 p.m. on 4th December, 20XX

Address: **Hong Kong Wonderland**

Room 2104, Ho King Building, 16 Fa Yuen Street, Mongkok, Kowloon

Snowflakes Wonderland

Come to have fun in our Snowflakes Wonderland this winter. You can visit the following three houses for different activities:

- House 1 - Snowman Snowman
    - Come and make a snowman in a snow-covered white castle. There are spades, buckets, carrots, branches and buttons for you to make your own snowman.

- House 2 - Ice-skating with Polar Bears
    - Our ice-skating teachers will dress up as polar bears. They will teach you how to skate in the learner zone.

- House 3 - Igloo Dining
    - Try special seafood in an igloo restaurant.
    - Enjoy a cup of hot chocolate and our yummy homemade soup.

Remarks:

House 1 and House 2: The room temperature is around 0°C. You should come in warm clothing.

House 2: Children under 5 years old must be with an adult when joining the activities.

Ice-cream Dream Factory

Are you an ice-cream lover? Come to our Ice-cream Dream Factory. You can learn some interesting and fun facts about ice-cream, e.g. how big the biggest ice-cream cake in the world is. Also, you can taste different kinds of ice-cream and learn how to make your dream ice-cream from a well-known ice-cream chef, Dave Well. He will teach you a simple and fun way to make ice-cream. He will show you how to decorate your own ice-cream cone with chocolate flakes, strawberry jam and some fresh fruit.

Workshop Time:

Morning:

9:15 -10:00 am   Lick Lick Yum Yum – Ice-cream tasting

10:30 -11:30 am Mix with joy for a dream to enjoy – Ice-cream making

Afternoon:

1:00 - 1:45 pm   Scoops of fun facts about ice-cream

3:00 - 4:00 pm   Mix with joy for a dream to enjoy – Ice-cream making

Evening:

6:15 - 7:00 pm   Lick Lick Yum Yum – Ice-cream tasting

7:30 - 8:30 pm   Mix with joy for a dream to enjoy – Ice-cream making

Remarks:

Children under 5 years old must be with an adult when joining the workshop.

Reading and Writing Part

Task A: Would you like two free tickets to the Winter World Festival? Read the brochure "9ᵗʰ Hong Kong Winter World Festival" and complete the quiz below.

Quiz Time

Challenge 1   <Information >

1. When can you visit the Winter World Festival? Circle all the dates. The starting date is circled for you.

December 20XX						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	(17)
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2. How much do these people have to pay? Write the answers on the lines in the table below.

Entrance Fee	
	$_____
	$_____
	$_____

A130

3. How can people buy tickets? Draw lines to the pictures. (You may draw more than one line.)

Challenge 2   <Snowflakes Wonderland>
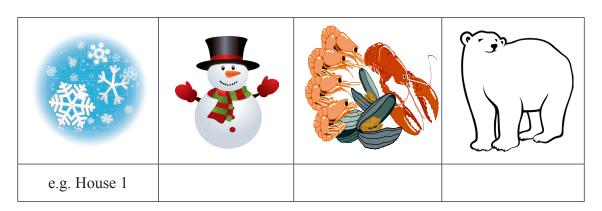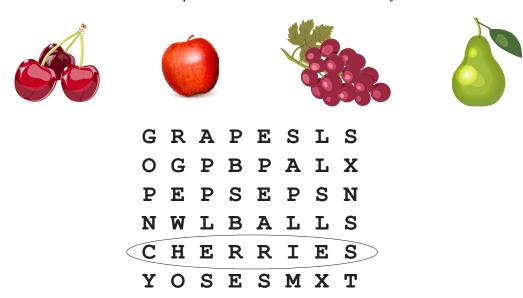
1. Write "House 1", "House 2", "House 3" under the pictures.

e.g. House 1			

2. The room temperature in House 1 and House 2 is around _____. To keep warm, people have to wear warm clothing like a jacket, _____ and _____.

3. _____ can help you learn ice-skating. Meet them in
    _____   in Snowflakes Wonderland.

4. The remarks say: Children under 5 years old must be with an adult when joining the activities. Why?

    It is because _____

    _____

Challenge 3   <Ice-cream Dream Factory>

1. You can decorate your ice-cream with four kinds of fruit at the Ice-cream Dream Factory. Find the words for the four kinds of fruit shown in the pictures below and circle them in the word search puzzle. The first one is done for you.


```
G R A P E S L S
O G P B P A L X
P E P S E P S N
N W L B A L L S
C H E R R I E S
Y O S E S M X T
```

2. You can learn how to _____ from Mr Dave Well.

3. Children can learn interesting facts about "The biggest ice-cream cake in the world"

   from_____ pm to _____ pm.

4. What can you do at the "Lick Lick Yum Yum" workshop?

   _____

Task B: Congratulations! You are the winner! Here are the free tickets.

9ᵗʰ Hong Kong Winter World Festival 17ᵗʰ – 31ˢᵗ December, 20XX **ADMISSION TICKET** B 98765	9ᵗʰ Hong Kong Winter World Festival 17ᵗʰ – 31ˢᵗ December, 20XX **ADMISSION TICKET** B 98766

Now, write an invitation card to a friend and ask him/her to go with you.

To: _____
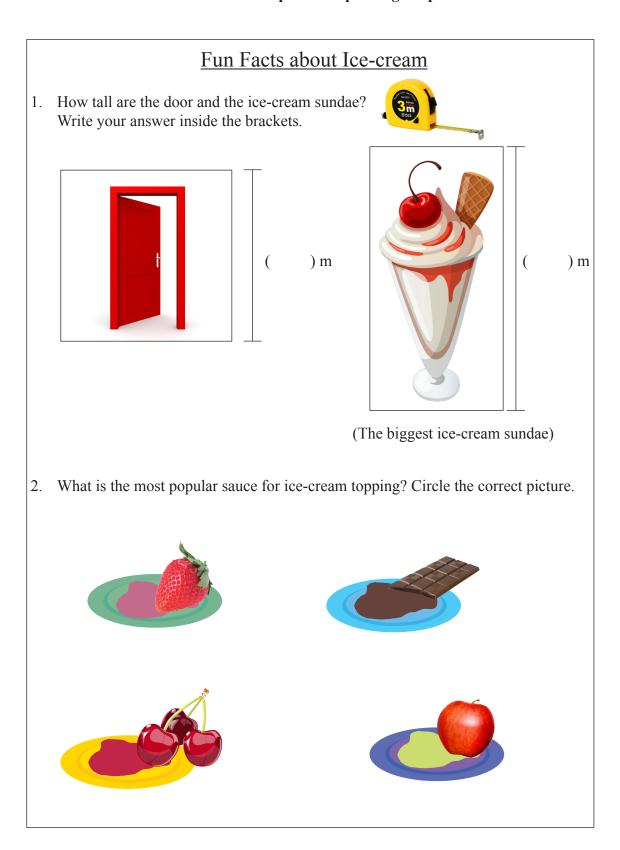
Please come to _____ with me!

Date: _____

Meeting time: _____

Meeting place: _____

Things we can do: _____

_____

Please reply as soon as possible.

From: _____

Task C: After visiting the Winter World Festival today, you are writing a diary entry about it. Write 40 - 50 words. The following questions may help you.

Winter World Festival

Who went to the Winter World Festival with you?

How did you feel ?

Where did you go at the Winter World Festival?

What did you do at the Winter World Festival?

What did you eat?

Date _____   **Weather**_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Listening Part

Listen to the conversation between the ice-cream chef, Dave Well, and the children about some ice-cream fun facts. Complete the quiz to get a prize.

<u>Fun Facts about Ice-cream</u>

1. How tall are the door and the ice-cream sundae?
   Write your answer inside the brackets.

(   ) m   (   ) m

(The biggest ice-cream sundae)

2. What is the most popular sauce for ice-cream topping? Circle the correct picture.

3. On average, how many licks do people need to finish a scoop of ice-cream?
    _____ licks. 😋

4. What country celebrates National Ice-cream Day every year? Circle the correct picture.
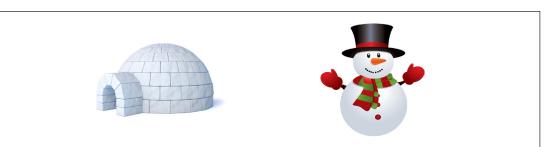
5. When is National Ice-cream Day in that country? Circle it in the calendar below.

JULY 20XX						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Speaking Part

Task A: You visited the Winter World Festival last week and collected the leaflets below. Choose ONE and read it aloud to your teacher.

Snowflakes Wonderland

Come and have fun in our Snowflakes Wonderland this winter. You can make your snowman in a white castle, enjoy some seafood, hot chocolate and yummy soup in an igloo restaurant and go ice-skating with Polar Bears.

(39 words)

OR

Ice-cream Dream Factory

Are you an ice-cream lover? Come to our Ice-cream Dream Factory with your mum and dad. You can learn how to make your dream ice-cream from David. He will teach you some fun ways to beautify your cone with grapes and chocolate chips.

(46 words)

Task B: Your teacher would like to know more. Talk with your teacher about the leaflet you have chosen.

Speaking Part

Suggested questions for teachers:

Snowflakes Wonderland

1.   What is the weather like in winter/December in Hong Kong?
2.   Does it snow in Hong Kong? Would you like to play in snow? Why?
3.   What do you usually wear in winter?
4.   Name one activity you do in winter. Why?

Ice-cream Dream Factory

1.   Do you like eating ice-cream? Why?/Why not?

If "Yes", ask the following questions:	If "No", ask the following questions:
a. What ice-cream do you like most? b. Where can you buy it? c. If you have five cups of ice-cream, who would you like to share the ice-cream with? Why?	a. What do you like to eat? b. Why do you like eating…? c. Where can you get…?

2.   Do you know how to make ice-cream? Would you like to try? Why?/Why not?

Listening Part

<u>Tapescript</u>

<u>A Scoop of Fun Facts about Ice-cream</u>

Dave : Welcome children and parents! I think you are all ice-cream lovers, aren't you? Are you ready for the quiz?

kids : Yes!

Dave : I'd like to share with you some fun facts about ice-cream. Do you have a quiz card with you?

kids : Yes!

Dave : Great! Listen carefully and finish the questions on the card. You can get a free ice-cream cone if you get all the answers correct. Sounds nice?

kids : Yeah! We like ice-cream!

Dave : To start with, do you like ice-cream sundaes? Do you know how big an ice-cream sundae can be?

kid 1 : Can it be bigger than a teddy bear?

Dave : Much bigger! You know the biggest ice-cream sundae is taller than a door! A door is 2 metres tall but the ice-cream sundae is 1 metre taller than the door!

kid 2 : Wow! It must be very big! Was it topped with chocolate sauce?

Dave : I think so! Guess what the most popular topping for ice-cream is?

kid 1 : Nuts?

kid 3 : Cherries?

kid 2 : Chocolate sauce?

Dave : Bingo! It is chocolate sauce. Do you want to try some ice-cream, kids?

kids : Yes!

Dave : How fast can you finish a scoop of ice-cream?

kid 3 : I can finish it in 2 minutes!

Dave : Guess how many licks you need to finish one scoop of ice-cream.
You know 'licks'? (the sound of licking)

kid 2 : Is it thirty?

kid 1 : Thirteen? That's impossible!

kid 2 : No, I mean THIRTY, three zero!

Dave : No, it's more than thirty, but it's a good try! Any more answers?

kid 1 : Is it fifty?

Dave : You've got it! It takes an average of 50 licks to finish a single scoop of ice-cream. Interesting, right?
People in the USA eat a lot of ice-cream. They have a National Ice-cream Month in July. The third Sunday in July is their National Ice-cream Day!

kid 3 : Is it the first Sunday?

Dave : No, it's the THIRD Sunday. Do you know why they celebrate it on a Sunday?

kid 2 : Is it a holiday?

Dave : Maybe, it's because most people come to buy ice-cream on Sundays! Children, if you want to know more about ice-cream, you can go to the computer and surf the Internet. Now it's time for you to complete the quiz. You have five minutes to finish.

Sample Assessment Tasks (KS3)

The Yearly Outing of the Community Youth Club (CYC)

<u>**Situation**</u>

You are the secretary of the CYC. The club is organising a yearly outing to welcome new members and allow old members to socialise with each other. You have to complete three tasks in preparation for the event.

<u>**Task 1: Choosing a Destination for the Outing**</u>

Part 1: Completing a comparison table
In the last meeting, the committee members of the CYC proposed two destinations to choose from and agreed on some criteria for selecting the destination. You have collected some information on the Internet about the two destinations suggested. Read the information below and complete the comparison table that follows by providing the necessary information and ticking ☑ the right boxes.

http://www.hkscenicspots.hk

Plover Cove Country Park

General information
Plover Cove Country Park, located off Ting Kok Road in Tai Po, New Territories, is one of the most magnificent parks for families to visit.

Transportation
From Tai Po Market MTR station,
- take bus No. 75K or minibus No. 20C

Activities
There are many activities that people can do for recreation and enjoyment such as barbecuing, hiking, cycling, kite flying and fishing. Plover Cove Country Park is a popular location for kite flying on windy days. The Plover Cove Reservoir Country Trail with a number of ups and downs is one of the toughest country trails in the territory and visitors might like to challenge themselves on a hike. The scenery around Plover Cove is spectacular.

Members	Comments
HelloMe:	*Reviewed on 15/4/2016* I went there last weekend and the park was so crowded with people cycling, picnicking and barbecuing. I could not find a place to sit down, not to mention a barbecue space! The trail and the open area were also filled with rubbish.
Goswimmer:	*Reviewed on 18/8/2015* It's a pity that swimming is forbidden inside the Plover Cove Reservoir. Though I saw some people swimming in the streams nearby, they were taking their own risks as there were no lifeguards around!
Hiker9:	*Reviewed on 20/7/2015* Plover Clove is a hidden gem. I went there on a weekday and there were not many people. The walk across the dam is a bit long but you will be rewarded with spectacular views across the reservoir and the surrounding hills and mountains.

http://www.hkscenicspots.hk

Cheung Sha Beach

General information

Situated on the south coast of Lantau Island, Cheung Sha Beach is surrounded by scenic hills and peaks. Cheung Sha Beach is the longest beach in Hong Kong. In addition to the breathtaking scenery at Cheung Sha Beach, it offers a lovely view of the South China Sea.

Transportation

From Central Pier No. 5,
- catch a Mui Wo ferry
- take bus No. 1 or 2 to Tai O

Activities

Cheung Sha Beach is never overcrowded. It is quieter than most Hong Kong beaches. It is not only a great place for barbecues as there are lots of barbecue areas but also an excellent place for swimming, kayaking and windsurfing because the water at Cheung Sha Beach is very clean. With lifeguard service provided from April to October, swimmers can enjoy swimming there. To further lower the risks of the swimmers, shark nets have been installed. The beach has excellent sand and is one of the best places in Hong Kong for making sandcastles. There are showers and a few small stores selling food and drinks.

Members	Comments
Sunbather:	*Reviewed on 13/5/2016* Cheung Sha Beach provides toilets, showers and changing rooms. There are also shops around that sell swim suits, beach toys, soft drinks and a few snacks. Certainly looks like a place pretty much self-contained with everything you need for a day in the sun and water. I enjoy watching the stunning sunset and the breathtaking view of the South China Sea too.
Brisbaner:	*Reviewed on 3/5/2016* The transportation to Cheung Sha Beach is not very convenient. It takes quite a long time to get there by taking a ferry from Central and then a bus. Other than nice scenery, the beach and the sand, Cheung Sha has little to offer and fails to excite me.

	Plover Cove Country Park	**Cheung Sha Beach**
Location:	Tai Po	_____
Transportation : • Easily accessible? • How to get there?	☐ Yes ☐ No _____ _____	☐ Yes ☐ No _____ferry_____ _____
• Beautiful scenery	☐ Yes ☐ No	☐ Yes ☐ No
• Suitability for barbecuing	☐ Yes ☐ No _____ _____ (Give reasons)	☐ Yes ☐ No _____ _____ (Give reasons)
• Suitability for water sports	☐ Yes ☐ No _____ _____ _____ (Give reasons)	☐ Yes ☐ No _____ _____ _____ (Give reasons)
• Other activities for members	_____ _____ _____ _____	_____ _____ _____ _____

Part 2: Making a recommendation to the chairperson
Based on the comparison in the table, write an email to the chairperson of the club, telling him/her the place you prefer for the outing. Give reasons for your choice.

```
New Message                                                    _ □ ×
File  Edit  View  Insert  Format  Tools  Message  Help
Send   Cut   Copy  Paste  Undo   Check Spelling  Attach Priority   Sign Encrypt Offline
To:    _____
Cc:    _____
Subject: _____
Arial          10   B  I  U  A
```

Dear _____,

I have read some information about the two places suggested by committee members (i.e. Plover Cove Country Park and Cheung Sha Beach). It seems that _____ is more suitable for our outing this year.

_____ is a better choice for these reasons:

Both_____, but

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I hope you will agree with me. We need to decide on the destination as soon as possible and hold a meeting to discuss what to buy for the outing.

Regards,

_____

Task 2: Planning What to Buy

Members of the club have decided that they want to go barbecuing for their outing. Now the committee members are having a meeting to discuss what to buy for the barbecue. As the secretary of the club, you need to take notes. Listen to the discussion and complete the shopping list below.

Shopping List		
	Items	**Quantity to buy**
1	water and _____	X (_____ bring their own)
2	chicken _____	_____
3	sausages	_____
4	_____ chops	_____
5	oranges	_____
6	charcoal	_____ bag(s)
7	skewers	_____
8	_____	4 jars
9	paper plates	_____
10	_____ and old newspaper	X (Sarah to bring them)

Tapescript

Chairperson: … Now let's talk about what to buy for the barbecue. Any ideas?

Chris: Let's see. 50 members have signed up. That means we need to buy food and drinks for 50 people.

Mary: That's a lot. Shall we ask them to bring their own water and drinks?

Chairperson: Good idea. We'll remind them to do that — They bring their own water and drinks.

Mark: Now what food should we buy?

Anna: Chicken wings. Everybody likes chicken wings.

Sarah: And sausages too.

John: How about pork chops? Shall we get some of them as well?

Chairperson: Okay, chicken wings, sausages and pork chops. How many of each do we need?

Sarah: Will three chicken wings for each member be enough?

Mary: I think so. That's 150 chicken wings. How about sausages? Two for each?

John: That sounds reasonable. So 100 sausages. How about pork chops?

Mark: I love pork chops. Let's get 4 for each.

Anna: That's too many, Mark. We already have chicken wings and sausages.

Chairperson: Right. Three for each will do. 150 pork chops, got that?

Mary: I suggest that we buy some oranges. How about one for each member?

Sarah: Good. 50 oranges. I think that's enough food. Now how about charcoal, skewers and all that?

Mark: We need to buy 3 bags of charcoal and 50 skewers.

Chairperson: Hold on. I think we have some charcoal left over from the last picnic.

John: Two bags full. They're still in my home.

Anna: That means we need to buy one more bag. How about skewers?

John: There are 30 left from last time. We need to get enough for everybody though.

Chairperson: Okay, get at least 20 more. Have we left anything out? Oh yes, we need to have honey, paper plates, lighters, etc.

Mary: Let's buy 4 jars of honey and 50 paper plates.

Sarah: And I'll bring some lighters and old newspapers.

Chairperson: Thanks Sarah. I think we'll do the shopping tomorrow after school.
             Who's coming along?

Anna: Count me in.

Mark: Me too.

Task 3: Discussion on Preparation before the Outing

After discussion, Cheung Sha Beach was chosen as the destination for the CYC yearly outing. You and the other CYC committee members are having a pre-trip meeting to talk about the detailed arrangements for the event. Discuss with the other committee members and come up with some feasible suggestions on each of the items below:

➢   The itinerary and programme of the day
➢   Reminders for participants before the outing
➢   Measures to ensure participants' safety during the outing
➢   Contingency plans (e.g. arrangements in case of bad weather)
➢   Anything else you think is important

You might like to jot down some ideas and thoughts on the note card below to facilitate the discussion.

Community Resources to Support Life-wide Learning

The following list provides examples of community resources offered in Hong Kong. The activities listed for each item are not exhaustive. Teachers interested in making use of such resources should contact the relevant organisations/government departments or visit their websites for more details.

Organisation	Activity	Telephone Number
AFS Intercultural Exchanges Hong Kong	• This voluntary organisation offers a variety of student exchange programmes which provide opportunities for language learning, cultural immersion and personal growth.	2802 0383
Animals Asia	• "Professor Paws" - Animals Asia's Professor Paws is a programme that arranges visits to local schools. The presence of registered therapy dogs helps children overcome their fear of dogs and teach them about safety around dogs, responsible pet care and compassion for all animals. - The basic programme consists of four structured one-hour lessons over four weeks, with the children graduating as "Pet Cadets". The children also practise their English-speaking and literacy skills with a native English speaker in a fun environment.	2791 2225
Crossroads Foundation	• Crossroads Foundation is a non-profit organisation based in Hong Kong. Students can visit Crossroads and learn more about people in need. • It also runs interactive and immersive simulations to let participants experience urban poverty, refugees, HIV/Aids and blindness through their Global x-perience programmes.	2984 9309

Organisation	Activity	Telephone Number
Department of Health	• Exhibitions and health talks in English	2961 8989

Environmental Protection Department	• Environmental Resources Centre
	  - Environmental education activities such as guided tours and workshops in English
	  - The resources are in both Chinese and English.
	
	• "Food Wise Hong Kong Campaign"
	  - Workshops are organised for Hong Kong primary and secondary schools. Guest speakers are invited to share experience on food waste reduction in their schools.
	  - The resources are in both Chinese and English.
		Fanling Centre 2600 4016
		
		Lung Fu Shan Centre 2975 9031
		
		Wan Chai Centre 2893 2856
		
		3529 2910

Hong Kong Disneyland	• Disney Youth Programmes - The Disney Youth Education Series provides 3-hour programmes on topics such as science, environment and animation, to let students enjoy interactive and hands-on learning experiences.	3550 3369
Hong Kong Police Force	• Students can visit the Police College and the Police Dog Unit. Guided tours in English can be provided if schools apply in advance.	Police Public Relations Branch 2860 6144

Organisation	Activity	Telephone Number
Hong Kong Schools Music and Speech Association	• Hong Kong Schools Speech Festival • Hong Kong Schools Music Festival - It is a non-profit making organisation which organises the Hong Kong Schools Speech Festival and Hong Kong Schools Music Festival every year. Prize winners' performances and workshops related to the two festivals are organised to promote students' interests in music, speech, drama, and poetry and prose reading.	2761 3877
Hong Kong Youth Arts Foundation	• Standard Chartered Arts in the Park Mardi Gras - This community arts event is held in November every year. The activities include developing performance pieces and creating parade and exhibition art with professional artists. They are conducted in either Chinese or English.	2877 2625
Junior Achievement Hong Kong	• This charity is dedicated to preparing the new generation to succeed in the global economy through providing programmes to develop their cognitive strength, nurture responsible financial management and make career planning for the future.	3426 3147
Kadoorie Farm and Botanic Garden	• Guided tours in English • Nature Education Programmes and Art and Environment Workshops are conducted in Cantonese and/or English.	2483 7200

Organisation	Activity	Telephone Number
Mass Transit Railway	• Guided tours to MTR stations and offices in English (advance application required) • " 'Friend' for life's journeys" - This programme aims to widen secondary school students' horizons and equip them with useful skills through mentorship scheme with MTR staff members. • " 'Train' for life's journeys" - This programme aims to broaden senior secondary school students' horizons and develop their self-confidence so that they can pursue their goals and fulfill their potential.	2881 8888
Museums in Hong Kong	• Guided tours in English (advance booking required) • The Science Museum provides worksheets in English. • The movies in the Space Museum are shown with Chinese and English narration. The audience can choose the language they prefer.	See Contact Numbers below*
Ocean Park	• The Ocean Park Academy and Ocean Park Conservation Foundation provide a broad mix of activities for students. Examples of activities include boat trips, visits to Marine Park, bird watching, day camps and seminars. Activities and guided tours in English can be provided. Some of the activities are fee-based while some are free of charge.	Academy 3923 2323 Foundation 3923 2704

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* **Contact Numbers**

Hong Kong Film Archive	2739 2139	Hong Kong Science Museum	2732 3220
Hong Kong Heritage Museum	2180 8188	Hong Kong Space Museum	2734 2720
Hong Kong Museum of Art	2721 0116	Law Uk Folk Museum	2896 7006
Hong Kong Museum of Coastal Defence	2569 1500	Lei Cheng Uk Han Tomb Museum	2386 2863
Hong Kong Museum of History	2724 9042	Sam Tung Uk Museum	2411 2001
Hong Kong Railway Museum	2653 3455	Sheung Yiu Folk Museum	2792 6365

Organisation	Activity	Telephone Number

Hong Kong Public Libraries	• Chinese and English book exhibitions
	• Reading Programme for Children and Youth
	  - The objective of the programme is to arouse the interest of children and youths in reading, develop their reading habits, widen their knowledge and scope of reading, enhance their language proficiency and encourage parents' active participation in shared reading. Participants can join this programme individually or they can be nominated by schools.
	• English Teens' Reading Clubs
	  - The objective of the clubs is to promote reading and encourage lifelong reading habits among youths. Activities include regular meetings, discussion and sharing, and "Meet-the-Authors" sessions.
		2921 0208

RTHK	• "The Sunday Smile" - This is an English-language radio programme jointly organised by the Education Bureau and Radio Television Hong Kong for primary school students. The programme consists of fun educational segments, competitions with prizes, cool music and contemporary stories.	2272 0000

Organisation	Activity	Telephone Number

RTHK	• "Teen Time"
	  - This is an English-language radio programme jointly organised by the Education Bureau and Radio Television Hong Kong for secondary school students. The programme consists of regular features of interest to young people such as popular songs and music, interviews with local personalities, film reviews, information/advice on health and youth problems, current affairs and social issues.
	
	• The following English programmes are no longer on air but are available in the archive:
	
	  - "English Everywhere"
	    This programme provides opportunities for audiences to learn English grammar, vocabulary and idioms in daily life and workplace scenarios.
	
	  - "English in NEWS"
	    This programme not only helps raise students' awareness on social issues but also enables them to learn English in a relaxing context.
	
	  - "English in Speech"
	    This programme provides a range of resources and activities on nine important speeches made by famous people (e.g. Abraham Lincoln, Martin Luther King, Anson Chan, Christopher Patten). Audio recordings, scripts, background information, analysis and online quizzes are provided.
		2272 0000

Organisation	Activity	Telephone Number

	- "Songbirds"
	  Songbirds is a lively mix of music and local youth drama. It is designed to help students develop English language skills and appreciate drama and classical music.
	
	- "Talk to Win"
	  This competition requires participants to express their thoughts and feelings after a specific English song is played. The students have to present themselves orally in English.	

Shakespeare4 All Hong Kong	• Shakespeare4All Hong Kong is a charity performing arts education organisation to support students to develop fluency and build confidence in using English through adapted and abridged Shakespearean plays. • It provides drama workshops and performing activities for students to make the learning of English more interesting and inspiring. Some of the activities are fee-based while some are free of charge.	2520 6232
Sing Tao Inter-School Debating Competition	• The Sing Tao Inter-School Debating Competition aims to improve students' organising, analytical and debating skills as well as increase their interest in social affairs. The competition is divided into English and Chinese Sections. Students are welcome to attend all debating rounds of the competition.	3181 3630/ 3181 3601

Organisation	Activity	Telephone Number
The Absolutely Fabulous Theatre Connection	• The Absolutely Fabulous Theatre Connection (AFTEC) is a bilingual education charity. It aims to educate and enrich the community through quality bilingual theatre performances. • It provides workshops and theatre productions for schools and the public. Some of the activities are fee-based while some are free of charge.	2520 1716
The British Council	• The British Council offers a range of services/ activities that provide opportunities for life-wide language learning. These services/activities include library and information services, film festivals, cultural programmes or exhibitions (on topics such as Art, Science, Design and Technology) and English Language centres. Some of these services/activities are fee-based and some are free of charge.	2913 5100
The English Speaking Union Hong Kong	• "English in Action" - This is a volunteer programme that provides non-native speakers of English with the opportunity to practise conversational English with native and/or fluent English speakers in a relaxed, social atmosphere.	2186 8449
The Hong Kong Federation of Youth Group	• The Federation aims at providing opportunities and facilities for young people to facilitate their all-round development. • It organises leadership training courses and English public speaking contests for students. Some of the activities are fee-based while some are free of charge.	2527 2448

Organisation	Activity	Telephone Number
The Open University of Hong Kong	• "The World of Professional Communication" - This is a bilingual communication portal developed by the Open University of Hong Kong for free public access. - It offers a range of information and resources about professional communication strategies and skills, including key concepts and principles about effective communication, real-life samples about formats and styles, templates of major documents, useful tips in different communication situations, language learning aids, resources for teachers, and public forum.	2768 6363
The Society for the Prevention of Cruelty to Animals	• The Society for the Prevention of Cruelty to Animals is a charity to promote animal welfare in Hong Kong. To disseminate the message of "Love and Concern for Animals", they offer educational tours and talks for teachers, students, youth groups and parents to learn to respect life and develop a concern for animals.	2232 5526
Toastmasters, Hong Kong	• "Speechcraft" - This programme presents the fundamentals of public speaking to non-members. It provides a number of discussion sessions and can be offered inside or outside the club setting. • "Youth Leadership Programme" - This programme aims at helping young people improve their communication and leadership skills. The programme provides eight workshops that teach various aspects of public speaking to secondary students. Participants are encouraged to speak, lead discussion and give feedback.	N/A

A158

Organisation	Activity	Telephone Number
World Wide Fund for Nature, Hong Kong	• Exploring Mai Po - Guided tours in English There are both Chinese and English explanations for the photos and animals specimens in the Mai Po Marshes Wildlife Education Centre. • Hoi Ha Marine Life Centre - Guided tours in English There are exhibitions and a glass-bottomed boat trip to let students observe the corals and appreciate valuable marine resources. • Island House Conservation Studies Centre - Guided tours in English Resource packs, handbooks and field trips are provided to increase students' awareness of Ecological Footprint and using natural resources wisely. • Schools and Outreach Education Programmes - A broad range of educational activities is organised for primary and secondary students to promote environmental protection.	2526 1011

Note:
At the time this Guide was published, the contact information was accurate. Teachers are reminded to check if the information is up-to-date when contacting the organisations.

List of ELE KLACG Examples

ELE KLACG Examples

1   Making Use of Community Resources and Extending English Learning Outside the Classroom (Secondary 1 — 3)

2   Connecting Students' Learning Experiences between English Language and Non-language Subjects through Promoting Language across the Curriculum at the Junior Secondary Level (Secondary 2)

3   Promoting Shared Reading and Developing Phonics and Vocabulary Building Skills: "Using My Five Senses" (Primary 1 — 3)

4   Making Use of Information Texts to Connect Students' Reading and Writing Experiences (Primary 4 — 6)

5   Project Learning: "Charities and Helping Others" (Secondary 1 — 3)

6   Integrating Elective Modules to Connect Learning Experiences (Secondary 5 — 6)

7   Using Imaginative and Literary Texts to Develop Generic Skills and Positive Values and Attitudes: "Where Go the Boats?" (Secondary 1 — 3)

8   Making Use of Project Learning and Information Technology for English Language Development: "Cyber Zoo" (Primary 4 — 6)

9   Promoting a "Reading to Learn" Culture through Linking Reading, Oral Presentation and Assessment (Secondary 1 — 3)

10 Making Links across KLAs and Developing Effective Learning Strategies and Skills through Reading, Phonics and Grammar Games: "My Favourite Things" (Primary 1 — 3)

11 Enhancing Students' Literacy Skills Development: Promoting Reading across the Curriculum through e-Learning (Secondary 1 — 3)

12 Integrating Technology in English Language Development – Engaging Every Student: "Sports Day" (Primary 4 — 6)

13 Promoting the Use of Information Technology for Interactive English Language Learning: "Mother's Day" (Secondary 1 — 3)

14 Leveraging e-Learning in the Senior English Language Classroom "Bring Your Own Devices" (BYOD) (Secondary 4 — 6)

15 Promoting Life-wide Learning through Interacting with Non-Chinese Speaking Students: "It's a Small World" (Primary 4 — 6)

16 Promoting Critical Thinking and Creativity through Drama in Primary Schools (Primary 4 — 6)

17 Promoting Grammar Learning through a Range of Language Materials and Activities: "Growing Up" (Primary 4 — 6)

18 Learning Grammar through a Task-based Approach: "Inviting a Friend to a Food Festival" (Secondary 1 — 3)

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Glossary

Glossary

Term	Description
Applied Learning (ApL)	ApL is an integral part of the three-year senior secondary curriculum. It takes broad professional and vocational fields as a learning platform to develop students' foundation skills, thinking skills, people skills, positive values and attitudes and career-related competencies, in order to prepare them for further study or work as well as lifelong learning. ApL courses complement the senior secondary subjects, adding variety to the senior secondary curriculum.
Assessment objectives	The outcomes of the curriculum to be assessed in the public assessment
Assessment of Learning	It refers to the assessment designed to provide evidence for making judgments on student achievement against learning targets, objectives or standards at a certain point of time.
Assessment for Learning	It is a formative and diagnostic kind of assessment where teachers collect ongoing information about students' learning progress, provide timely and quality feedback and adjust their teaching strategies for improving student learning.
Assessment as Learning	It refers to students' use of learning tasks and feedback to enhance their own learning. During the process, students actively develop an understanding of their learning, critically assess their learning effectiveness, adjust learning strategies, plan for follow-up actions, and set future learning goals. When implementing assessment as learning, feedback from teachers or self- and peer assessments help students reflect on their own learning, and identify their strengths and areas for improvement.
Co-construction	Co-construction is a process in which learners collaborate to work, share and reflect in the learning process, and contributes to the building of knowledge.
Core subjects	Subjects recommended for all students to take at the senior secondary level: Chinese Language, English Language, Mathematics and Liberal Studies.
Curriculum framework	A curriculum framework provides a structure which helps schools flexibly plan and develop their own curricula based on the central curriculum to meet the varied needs of students. The major components of a curriculum framework are knowledge and concepts, generic skills, and values and attitudes relevant to each Key Learning Area. The framework sets out the knowledge, skills and values and attitudes that students should learn and develop at different key stages.

Direct instruction	It is a structured approach with a high degree of teacher direction and control. It allows students to learn and apply knowledge systematically in the process.
e-Learning	It refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives. The essence of e-learning is to enhance learning and teaching effectiveness in schools and to develop students' necessary qualities (e.g. self-directed learning capabilities). Teachers may develop an e-learning repertoire, thereby enhancing, modifying and complementing some existing learning and teaching strategies.
Enquiry learning	It refers to a learner-centred approach which enables students to acquire knowledge through active participation in the learning process. It emphasises higher-order thinking skills which involve analysis, problem solving, discovery and creative activities. Students are responsible for processing the data they are working with to reach their own conclusions.
Generic Skills	Generic skills are skills, abilities and attributes which are fundamental in helping students acquire, construct and apply knowledge. They are developed through the learning and teaching that take place in different subjects or key learning areas, and are transferable to different learning situations. Nine types of generic skills are identified in the Hong Kong school curriculum, i.e. Collaboration Skills, Communication Skills, Creativity, Critical Thinking Skills, Information Technology Skills, Mathematical Skills, Problem Solving Skills, Self-management Skills and Self-learning Skills.
Information Literacy (IL)	It is an ability or attitude that guides an effective and ethical use of information. It aims to help students i) identify the need for information; ii) locate, evaluate, extract, organise and present information; iii) create new ideas; iv) cope with the dynamics in the information world; and v) use information ethically (e.g. upholding intellectual property rights and understanding online respect and responsibility) and refrain from immoral practices (e.g. cyber bullying and infringement of intellectual property rights). The Four Key Tasks will provide opportunities for students to develop and apply IL.
Internal assessment	This refers to the assessment activities that are conducted regularly in school to assess students' performance in learning. Internal assessment is an inseparable part of the learning and teaching process, and it aims to make learning more effective. With the information that internal assessment provides, teachers will be able to understand students' progress in learning, provide them with appropriate feedback and make any adjustments to the learning objectives and teaching strategies they deem necessary.

Key Learning Area (KLA)	A way of organising the school curriculum around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students through engaging them in a variety of essential learning experiences. The Hong Kong curriculum has eight KLAs, namely, Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education.
Key Stage (KS)	There are four stages of schooling from lower primary to senior secondary levels, i.e. Key Stage 1 (P1 – P3), Key Stage 2 (P4 – P6), Key Stage 3 (S1 – S3), and Key Stage 4 (S4 – S6).
Knowledge construction	This refers to the process of learning in which learners are involved not only in acquiring new knowledge, but also in actively relating it to their prior knowledge and experience so as to create and form their own knowledge.
Language across the Curriculum (LaC)	LaC premises on the notion that language learning can also take place in the non-language KLAs, which provide authentic contexts for learners to apply their literacy skills to construct knowledge and to facilitate their development into lifelong learners. While English/ Chinese language teachers focus on helping learners to master the accurate use of the language (e.g. vocabulary and grammar) as well as to recognise the importance of coherence, cohesion and appropriacy in texts, teachers of non-language KLAs can facilitate the transfer of such language knowledge and skills by emphasising the use of relevant language features for presenting the subject content and providing opportunities for application of relevant knowledge and skills.
Learning community	A learning community refers to a group of people who have shared values and goals, and who work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. Such a learning community may involve not only students and teachers, but also parents and other parties in the community.
Learning outcomes	Learning outcomes refer to what learners should be able to do by the end of a particular stage of learning. Learning outcomes are developed based on the learning targets and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that learners should attain after completing a particular key stage of learning and serve as a tool for promoting learning and teaching.

Learning targets and learning objectives	Learning targets set out broadly the knowledge/concepts, skills, values and attitudes that students need to learn and develop. Learning objectives define specifically what students should know, value and be able to do in each strand of the subject in accordance with the broad subject targets at each key stage of schooling. They are to be used by teachers as a source list for curriculum, lesson and activity planning.
Public assessment	This refers to the assessments for all students at different key stages. For English Language, this includes the Territory-wide System Assessment at P3, P6 and S3, Pre-Secondary One Hong Kong Attainment Test, and the Hong Kong Diploma of Secondary Education.
Reading across the Curriculum (RaC)	RaC aims to provide opportunities for students to broaden their knowledge base, as well as applying and consolidating reading skills and strategies developed in language lessons. Non-language KLAs provide authentic contexts for the promotion of RaC. Teachers of non-language KLAs can select appropriate English/Chinese reading materials with related themes/topics to help students connect their learning experiences and raise their awareness of the language features typical in these texts.
School-based Assessment (SBA)	SBA is administered in schools as part of the learning and teaching process, with students being assessed by their subject teachers. Marks awarded will be counted towards students' results in the local public examinations conducted by the HKEAA.
Self-directed learning (SDL)	It refers to the skill that a learner, who takes the initiative and responsibility for learning with or without the assistance of others, possesses. A self-directed learner may identify his/her learning needs, formulate goals, and choose resources and strategies for learning. SDL enhances students' sense of agency or control and metacognitive skills. SDL may be interpreted as self-regulated learning, self-learning or independent learning in other contexts.
Students with Special Educational Needs (SEN)	Students with SEN represent two poles of the spectrum of academic abilities. They include those with intellectual disability, visual impairment, hearing impairment, physical disability, Autistic Spectrum Disorders, Attention Deficit and Hyperactivity Disorder, speech and language impairment and Specific Learning Difficulties. They also include gifted students with high level of measured intelligence, specific academic aptitude in a subject area, creative thinking, remarkable talents in visual and performing arts, peer leadership, psychomotor ability, etc. Schools receiving students with SEN can make use of the opportunities to instil in all students the values of equal opportunities and social inclusion. Mainstream schools are encouraged to adopt a whole-school approach to catering for students with SEN.

School curriculum	Schools and teachers are encouraged to adapt the central curriculum to develop their school curriculum to help their students achieve the subject targets and overall aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, adding optional studies and adapting learning, teaching and assessment strategies. A school curriculum is therefore the outcome of a balance between official recommendations and the autonomy of the schools and teachers.
Values and attitudes	Values constitute the foundation of the attitudes and beliefs that influence one's behaviour and way of life. They help form principles underlying human conduct and critical judgement, and are qualities that learners should develop. Some examples of values are rights and responsibilities, commitment, honesty and national identity. Closely associated with values are attitudes. The latter supports motivation and cognitive functioning, and affects one's way of reacting to events or situations. Since both values and attitudes significantly affect the way a student learns, they form an important part of the school curriculum.

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