

OPTIMISING SENIOR SECONDARY ENGLISH LANGUAGE

ELE Section, CDI

Rundown

Introduction – Summary of the Optimising Measures

Integration of the Compulsory and Elective Parts

Academic Use of English

Creative Use of English

Learning, Teaching and Assessment

School Sharing – Effective Use of Released Time

Q&A

SUMMARY OF OPTIMISING MEASURES

Measures to optimise senior secondary English Language - Curriculum

	Existing Curriculum	Optimising Arrangements
Curriculum Time and Design	<ul style="list-style-type: none"> A total of 313-375 hours of lesson time 75% of the lesson time allocated to the Compulsory Part 25% of the lesson time allocated to the Elective Part for the teaching of 2 – 3 elective modules 	<ul style="list-style-type: none"> Up to 50 hrs to be freed up to allow greater flexibility in curriculum planning through reducing the overlap of the Compulsory and Elective Parts the Elective Part components to be fully integrated into the Compulsory Part the Elective Part to be taught as enrichment/extension components, with emphasis on the creative use of English through the language arts components
Cross-curricular Links	<ul style="list-style-type: none"> strengthening cross-curricular links and collaboration by: <ul style="list-style-type: none"> ➤ promoting the academic use of language through RaC and LaC, as well as co-curricular and life-wide learning activities ➤ offering Applied Learning (Vocational English) from the 2021–23 cohort and expanding the range of English-related Applied Learning courses in the future 	

Measures to optimise senior secondary English Language – Public Assessment

Component		Weighting	Duration
Public Examination	Paper 1 Reading	20%	1 hours
	Paper 2 Writing	25%	2 hours
	Paper 3 Listening & Integrated Skills	30%	About 2 hours
	Paper 4 Speaking	10%	About 20 minutes
School-based Assessment		15%	

NO CHANGE

Measures to optimise senior secondary English Language – Public Assessment

	Existing Design	Design under Optimising Measures
Paper 2 (Writing) Part B	<ul style="list-style-type: none"> Part A: 1 compulsory topic Part B: eight topics, each on one elective module of the Elective Part for students' choice in Part B 	<ul style="list-style-type: none"> Part A: No change Part B: <u>delinking</u> questions in Part B from the eight elective modules; and cutting down on the number of questions from <u>8 to 4</u> to reduce the reading load on students during the examination and enhance the effectiveness of assessment
SBA	<ul style="list-style-type: none"> two marks to be submitted, one from the reading/viewing programme, one from the Elective Part, each accounting for 7.5 % of the total subject mark 4 texts to be read/viewed in the course of 3 years in preparation for the SBA 	<ul style="list-style-type: none"> streamlining the SBA to facilitate more focused learning and teaching: <ul style="list-style-type: none"> two marks submitted <u>based only on the reading/viewing programme</u> the number of texts to be read/viewed adjusted from <u>4 to 2–4 texts</u>.

EDUCATION BUREAU
CIRCULAR MEMORANDUM NO. 39/2021

From: Secretary for Education	To: Supervisors/Heads of all aided (including special schools), government, caput and private secondary schools, and secondary schools under the Direct Subsidy Scheme offering the local senior secondary curriculum
Ref.: EDB(CD/C&S)/ADM/75/1/16C(1)	
Date: 1 April 2021	

(Please circulate this Circular Memorandum to all members of the School Management Committee (SMC) / Incorporated Management Committee (IMC) and all teachers)

Measures to Optimise the Four Senior Secondary Core Subjects

Summary

The purpose of this Circular Memorandum (CM) is to provide details about the measures to optimise the four senior secondary (SS) core subjects (i.e. Chinese Language, English Language, Mathematics and Citizenship and Social Development in lieu of Liberal Studies) and the phasing out of Combined Science and Integrated Science. The arrangements of the four SS core subjects, Combined Science and Integrated Science will be effective at Secondary 4 (S4) from the 2021/22 school year.

Details

2. The Education Bureau (EDB) conducted a school questionnaire survey on “Optimising the SS Core Subjects to Create Space for Students and Cater for Learner Diversity” from 2 February to 2 March 2021 and concurrently collected suggestions and views from the school sector on the proposals to optimise the four SS core subjects through different channels, including school briefing sessions, teacher focus group meetings, etc. The relevant committees under the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) followed up and put forward proposals to optimise the respective subjects. After thorough examination and deliberation, the CDC and HKEAA Public Examinations Board endorsed the proposals to optimise the four SS core subjects (“optimising proposals”) and made suggestions to the EDB. The optimising proposals have been accepted by the EDB.





How to **integrate** the Elective Part into the Compulsory Part?

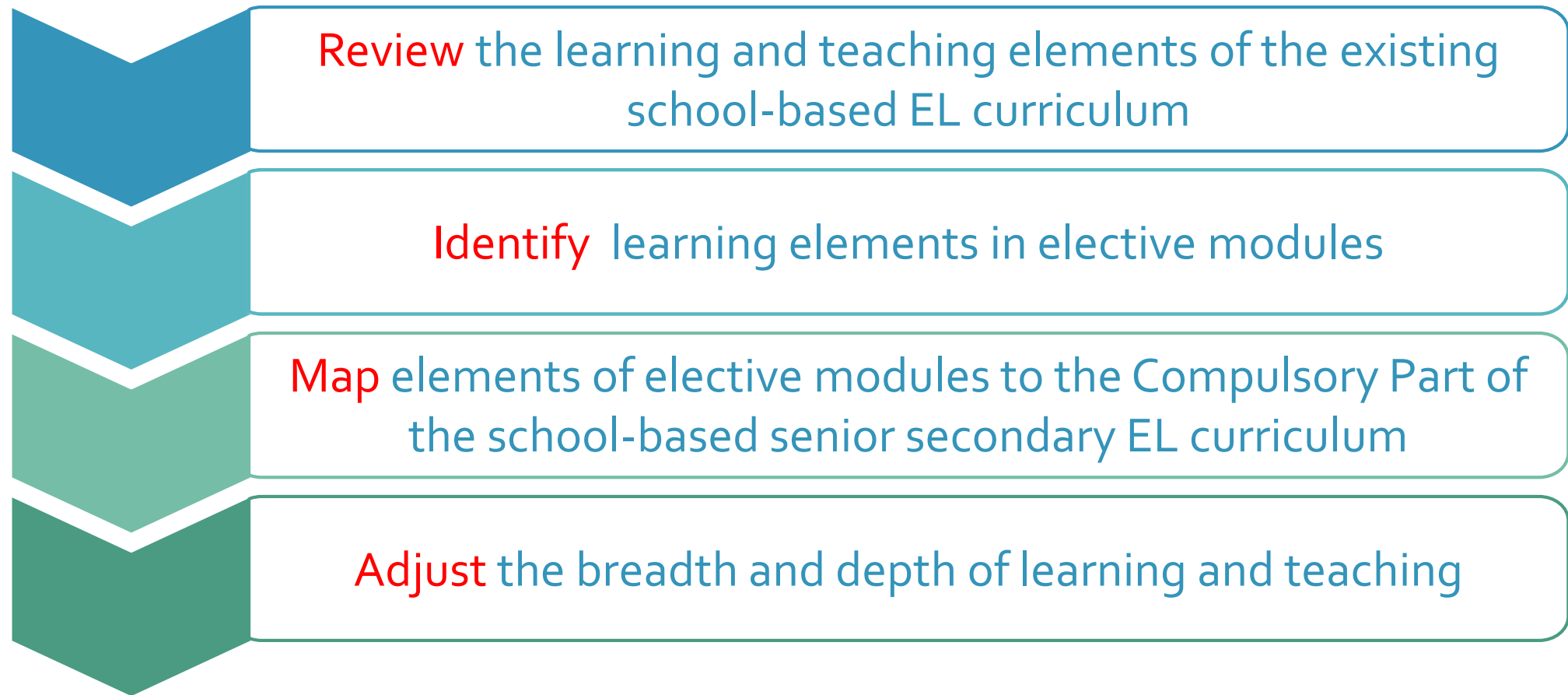
What is **Academic and Creative Uses of English**?
Any **support** for implementing **RaC/LaC** in senior secondary English Language?

With the delinking of Paper 2 (Writing) from the elective modules, should I **teach all the elective modules or not teach them at all**?

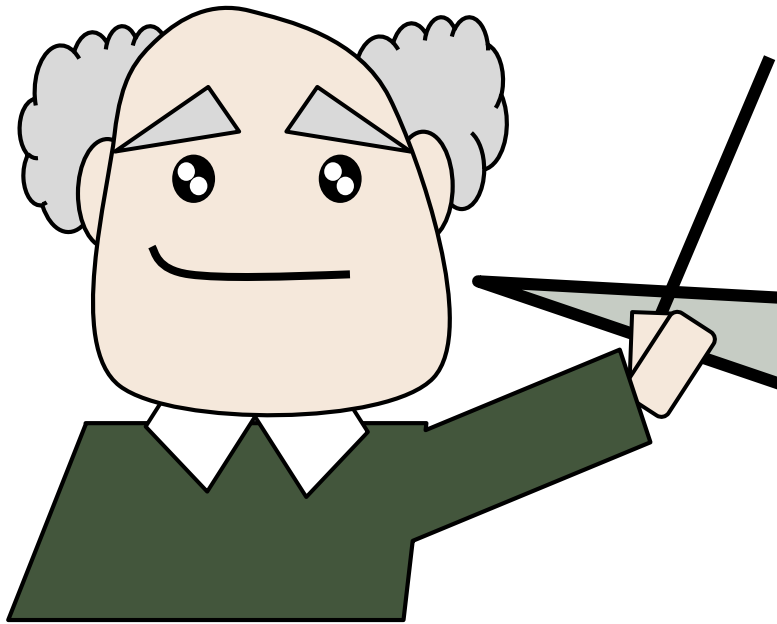
Can I **reallocate the released hours back** to teaching English Language?

INTEGRATION OF COMPULSORY AND ELECTIVE PARTS

Integration of Compulsory and Elective Parts



Review the learning and teaching elements of the existing school-based EL curriculum



What are the **organising principles** of your schemes of work?

Module: Leisure and Entertainment

Unit2: Film Festival (Cycle 4 (5 Oct) – Cycle 7 (13 Nov))

At the end of the unit, students will be able to:

- analyse the core aspects of a film and explore its affective, compositional and critical dimensions
- construct a storyboard and write a synopsis for a short film
- perform in a short film

Skills

How are they different from each other?

Reading	Writing
Text type(s): <ul style="list-style-type: none"> Short story (The Gift of the Magi) Synopses and Comments 	Text type(s): <ul style="list-style-type: none"> Script for a short film Synopsis of a short film
Skills: <ul style="list-style-type: none"> Identify the various key features of a short story Recognise the rhetorical functions performed by sentences in the development of a text Appreciate the stylistic variations between text types Relate evidence to conclusion 	Skills: <ul style="list-style-type: none"> Produce a script by selecting and organising relevant information well as using appropriate linguistic, structural and rhetorical devices, a variety of structures and vocabulary, and imaginative ideas Plan and produce coherent and structured texts Adjust the balance of ideas and length of text to meet the requirements of different text types Draft, revise and edit a piece of writing

Extended learning activities / Co-curricular activities:

- English Week: Film appreciation / Prizing giving ceremony for the writing competition

XXX College

Form One 2012-2013 1st Term English Language Scheme of Work (Unit 3)

Cycle / Date		Aristo First 1A	Developing Skills Grammar & Usage 1 Set A	Writing	Developing Skills Active Listening 1 Set A	Speaking	Reader	Newspaper Cutting	Dictation
7	Nov 13 – Nov 20	Unit 3 – Sport Vocabulary: - sporting events - people, items and facilities at the sports stadium	Unit 2: Present continuous tense (Aristo P.58-59) Unit 20: Making comparisons (Aristo P.61-63) Unit 14: Possessives Unit 4: Talking about the future: will and be going to ★ Aristo: ‘Must’ and ‘Have to’ (P.60-61) ‘Talking about the future’ (P.84-86)		- Unit 3 – Sports and races - Extended Task 2 - Reading aloud	- IP 			

Textbooks/
assignment

Review the learning and teaching elements of the existing school-based EL curriculum



XXX Secondary School
Secondary 5 English Language Scheme of Work

Module: Leisure and Entertainment
Unit2 Film Festival Cycle 4 (5 Oct)

At the end of the unit, students will be able to:

- analyse the core aspects of a film
- construct a storyboard and write a script
- perform in a short film

Reading
Text type(s): <ul style="list-style-type: none">Short story (The Gift of the Magi)Synopses and Comments Skills: <ul style="list-style-type: none">Identify the various key features of a short storyRecognise the rhetorical functions performed by sentences in the development of a textAppreciate the stylistic variations between text typesRelate evidence to conclusion

Task(s):

- Group work
- Production

Skills:

- make a storyboard
- support the script with other media
- alter the script to suit the medium
- use a variety of media to convey the message
- and

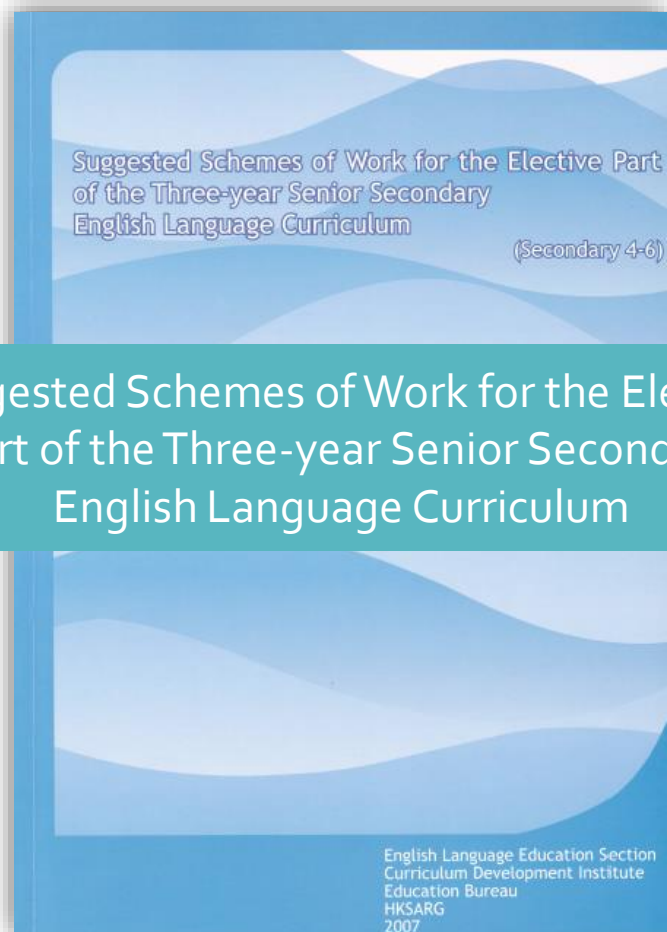
Entry points:

- (1) Text types (purpose)
e.g. narratives, exposition
- (2) Language skills
e.g. connecting ideas, summarising
- (3) Theme (topic)

Extended learning activities / Co-curricular activities:

- English Week: Film appreciation / Prizing giving ceremony for the writing competition

Identify learning elements in elective modules – existing support



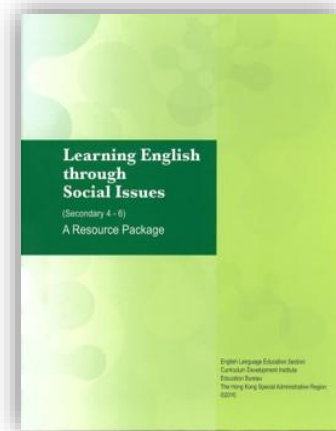
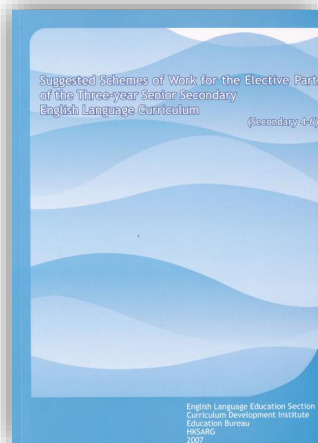
Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum



Resource Packages on the eight elective modules



Identify learning elements in elective modules

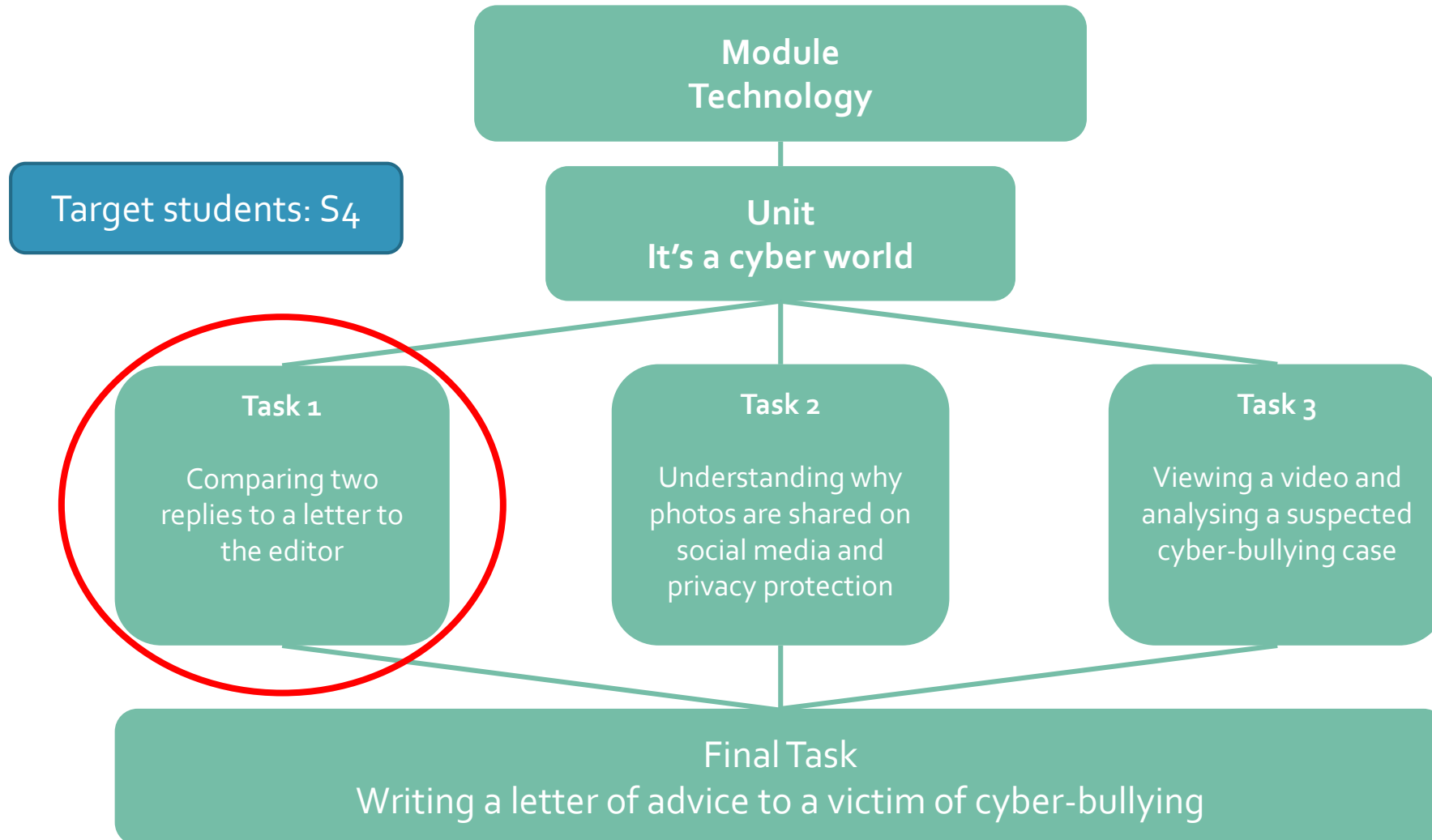


Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities	Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
Read, analyse and present the causes of a social problem	4 periods Lessons 5-8	Students are able to: <ul style="list-style-type: none"> identify how the causes of a social problem are presented within a written text identify linguistic and structural cues that signal the causes present the causes of a social problem either orally or in writing 	Students read one or two texts that discuss social problems. In groups, they identify how the causes are presented and the linguistic or structural cues used to signal them. Students brainstorm the possible causes of one or two social problems. They then present the causes they have identified either orally or in writing.	<p>Indicating an issue, a population, a context and a time frame</p> <p>*An example of an expository essay</p> <p>Texts such as expository essays, pamphlets, editorials and newspaper reports in which the causes of a social problem are discussed</p> <p>*A handout that requires students to examine the causes of a social problem and the linguistic features these causes display</p> <p>*An example of an expository essay (used in Lessons 3-4)</p> <p>*A handout on useful expressions for talking about causes and effects of a social problem</p> <p>*Examples of mind map</p>	<p>The following can be included in the folder:</p> <ul style="list-style-type: none"> students' work on identifying the causes of a problem through the salient linguistic and/or structural cues in the text the causes of a social problem that students write or orally present 	<p>(The necessary base necessary for the completion of the major tasks of the module.)</p> <p>For examples of graphs on social issues, teachers may refer to the following website: http://www.archive2.official-documents.co.uk/document/deps/doh/survey03/summ03.htm</p>
Read, analyse and present the effects of a social problem	4 periods Lessons 9-12	Students are able to: <ul style="list-style-type: none"> identify how the effects of a social problem are presented within a written text identify linguistic and structural cues that signal the effects present the effects of a social problem orally or in writing 	Students read one or two texts that discuss social problems and identify how the effects of these problems are presented in the texts. In groups, they identify linguistic markers used to signal the effects. Students brainstorm the possible effects of one or two social problems and present them either orally or in writing.	<p>Texts such as expository essays, pamphlets, editorials and newspaper reports in which the effects of a social problem are discussed</p> <p>*A handout that requires students to examine the effects of a social problem and the linguistic features that these effects display</p> <p>*An example of an expository essay (used in Lessons 3-4)</p> <p>*A handout on useful expressions for talking about causes and effects of a social</p>	<p>The following can be included in the folder:</p> <ul style="list-style-type: none"> students' work on identifying the effects of a social problem through the salient linguistic and/or structural cues in the text the effects of a social problem that students write or orally present 	

Read, analyse and present
the causes of a social problem

Read, analyse and present
the effects of a social problem

Map elements of elective modules to schemes of work



Map elements of elective modules to schemes of work

Task 1: Compare 2 replies to a Letter to the Editor

Text 2: Draft Reply to Worried Teen's Letter

Dear Worried Teen,

Thank you for your letter. It seems like your mum is a little bit out of control. A lot of parents have jumped on the bandwagon recently and joined Facebook. Unfortunately, they don't know how to use it. I understand that you may feel embarrassed and a bit angry.

First of all, I don't think you should rush to hit the "unfriend" button. If you remove her from your friends' list, she'll feel hurt.

Moreover, your mum is new to Facebook. She doesn't understand how it works; she doesn't know the "rules of the game". Have you thought about spending time with her on Facebook to show her how it works? You might want to show her what all the icons mean, and tell her about private messaging (your friends really don't need to see your mum's messages to you). Explain that when she tags you in a photo, all your friends see it.

If I were you, I would tell her that she really shouldn't friend your friends. She should create her own network of online friends. She can invite contacts from her email or old school friends to join Facebook.

Also, most importantly, you must explain how her behaviour is affecting you. She probably doesn't realise, and would feel terrible if she knew how you felt.

Try not to worry. I'm sure you'll find the right solution.

Good luck!
Aunt Aggie

Text 4: Reply to Worried Teen's Letter (Revised by Madam Pang)

Dear Worried Teen,

Thank you for your letter. It seems like your mum is ~~a little bit out of control. A lot of parents have jumped on the bandwagon recently and joined, eager to connect with you and keep up with technology trends through using~~ Facebook. Unfortunately, ~~they don't~~ she may not know how to use it appropriately. I understand that you may feel embarrassed and a bit angry but trust me, it's not a difficult problem to deal with.

~~First of all, I don't think you should~~ It may not be a good idea to rush to hit the "unfriend" button. If you remove her from your friends' list, she'll feel hurt.

~~Moreover, your~~ Your mum is new to Facebook. She doesn't understand how it works and may not ~~she doesn't~~ know the "rules of the game". Have you thought about spending time with her on Facebook to show her how it works? You might want to show her what all the icons mean, and tell her about private messaging (your friends really don't need to see your mum's messages to you). It may be necessary to ~~Explain to her~~ that when she tags you in a photo, all your friends see it.

If I were you, I would tell ~~her~~ your mum earnestly that she ~~really~~ shouldn't friend your friends. I would advise her to ~~She should~~ create her own network of online friends ~~and suggest~~ She can start by inviting contacts from her email or old school friends to join Facebook.

~~Also, most~~ Most importantly, you must I encourage you to explain to your mum how her behaviour is affecting you. She probably doesn't realise, and would feel terrible if she knew how you felt.

Try not to worry. I'm sure you'll find the right solution.

Good luck!
Aunt Aggie

You have used the following four language structures to offer advice in Text 2. Identify the examples from Paragraphs 3- 6 and underline the structures used.

Language for giving advice	Examples from Text 2
Modals (e.g. can, may, should, must)	<ul style="list-style-type: none">You <u>might</u> want to show her what all the icons mean.She <u>should</u> create her own network of online friends.She <u>can</u> invite contacts from her email...., you <u>must</u> explain how her behaviour is affecting you.
Imperatives	<ul style="list-style-type: none"><u>Explain</u> that when she tags you in a photo, all your friends see it.<u>Try</u> not to worry.

Language features of giving advice:

- Using modals
- Using imperatives

Map elements of elective modules to schemes of work



Task 1: Compare 2 replies to a Letter to the Editor

- Integrate the **relevant components** from the elective module to the core part
- Need not teach the language arts or non-language arts elements from cover to cover

Learning English through Popular Culture

Advice-giving Letters Teacher's Notes

■ Introduction:
These activities are designed to support students in the production of an advice-giving letter by helping them to identify the structure of such a text, giving them practice in typical grammatical structures used and by providing them with a controlled group writing activity prior to writing their own letters. The grammar normally associated with giving advice, such as 'you should / ought to...', etc. is actually not that common in authentic magazine advice columns, so the structures practised in Learning Activity 3 are intended to give students practice of the forms that typically occur in authentic samples of this text-type.

■ Time Needed: 1-2 forty-minute periods (depending on how much writing time your students need)

S31 ■ Learning Activity 1 Writing and Peer Assessment Alliteration (5 minutes)
This activity gives students practice in recognising and using the device of alliteration in a magazine column heading.

This activity enables students to put into practice the language learnt previously (alliteration and slang / informal / abbreviations) by asking them to write a short heading for their first draft problem letter. Remind them that a heading is usually fairly short. This part also incorporates a brief peer assessment task. Ask students to swap their headings, then fill in their opinions and tell their partners.

S31 ■ Learning Activity 2 Reading and Text Analysis An advice-giving letter (10 minutes)
This activity exposes students to the structure of an advice-giving letter.

The problem letter is the same one used in previous activities so students should be familiar with its contents. Go through the reply with them and check comprehension. Items that may need pre-teaching include: **anxious, have a chat, in control, take time off, refreshed**. Also, go through the comments bubbles to check comprehension of items including: **reassuring, an imperative, suggestion, modal verbs, signing off, encouragement, conclusion**.

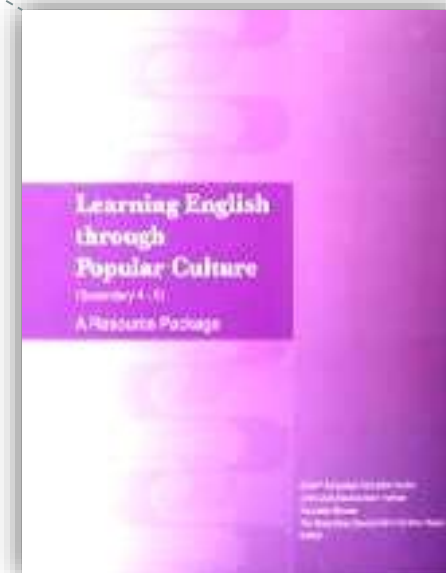
Answers: (in the order they appear on S31) a; d; b; e; c

S32 ■ Learning Activity 3 Grammar and Speaking A Grammar and Vocabulary – Language for giving advice (10 minutes)
This activity exposes students to and gives practice in using typical forms used to give written advice in teenage magazines.

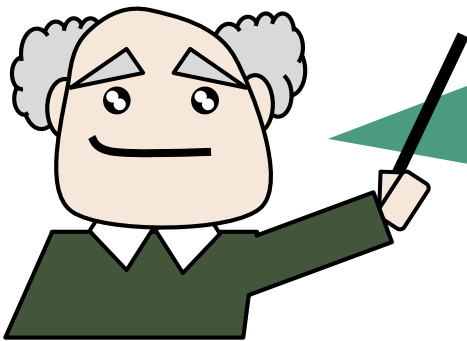
Use an example to show to students that there is a range of language options available to use when giving advice in speaking and writing. You might want to highlight the use of the following three patterns in simple and accessible language for students: (i) Imperatives (which can be forceful) (e.g. 'eat healthily'); (ii) a range of modal verbs for expressing likelihood (e.g. 'you may find it helpful to...'), possibility (e.g. 'you could try...', 'it might be...'), and low-level obligation / advice (e.g. 'perhaps you should'); and (iii) phrases appearing in question forms (e.g. 'have you tried +ing...?', 'why don't you + bare infinitive').

Advice Columns

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Adjust the breadth and depth of learning and teaching



- **Breadth:** cover elements from not only 2 – 3 but 8 elective modules
- **Depth:** Selected learning elements can be taught in isolation to suit various pedagogical purposes

Teaching elements of elective modules as extension components

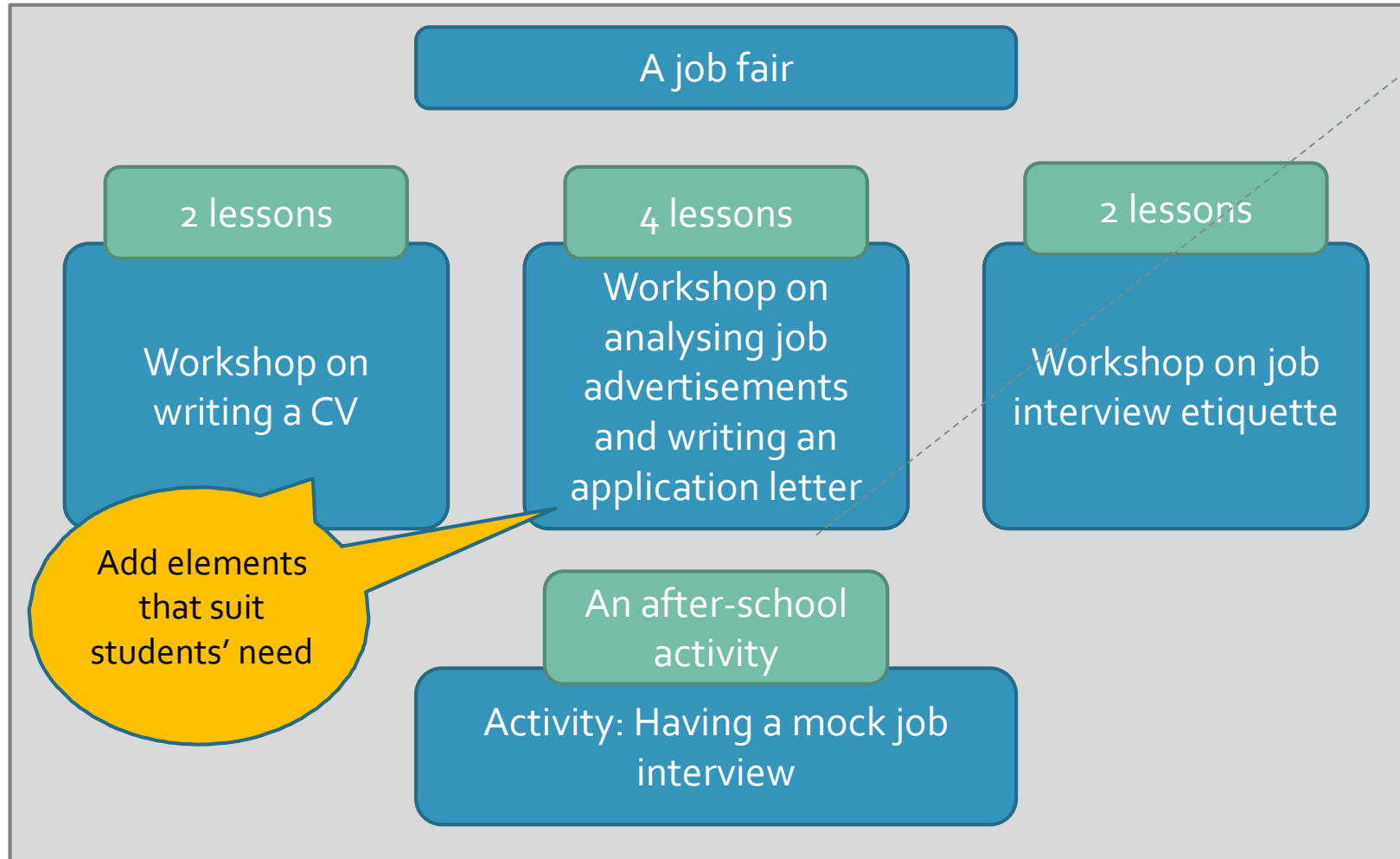
Module			
Conducting a survey	6 periods Lessons 29-34	Students are able to: <ul style="list-style-type: none">• identify the salient features of a survey• write a simple survey questionnaire• critique their own and others' writing• carry out a survey• report on survey findings	<p>Students read a survey report.</p> <p>Students identify basic features of a survey questionnaire.</p> <p>Students critique and give feedback on a survey questionnaire.</p> <p>Students write a survey questionnaire on a social issue.</p> <p>Students carry out a survey on a social issue.</p> <p>Students identify the conventions and language typically found in reporting on survey results.</p> <p>Students report on the results of the surveys in writing and/or orally to the class.</p>

A thematically linked extended task: : conducting a survey on cyberbullying

- Identify the features of a survey
- Write a simple survey
- Carry out a survey
- Report on survey findings

Final Task
Writing a letter of advice to a victim of cyber-bullying

Teaching elements of elective modules as extension components



A school-based life-planning education programme "Reaching out to your dream job"

- Understand the dynamics of an interview and how to prepare for one
- Demonstrate oral English skills in a job interview

Recap – Integration of the Compulsory and Elective Parts

How to integrate the Elective Part into the Compulsory Part?



Review the learning and teaching elements of the existing school-based EL curriculum

Identify learning elements in elective modules (no longer limited to 2-3 elective modules) that suit the interests / needs of students or complement OLE/LWL/co-curricular activities

Map the elements of elective modules to the Compulsory Part of the school-based Senior Secondary EL curriculum

Adjust the breadth and depth of learning and teaching

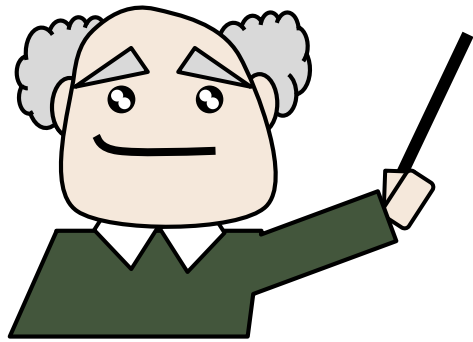
Curriculum restructuring

Effective task design

ACADEMIC USE OF ENGLISH

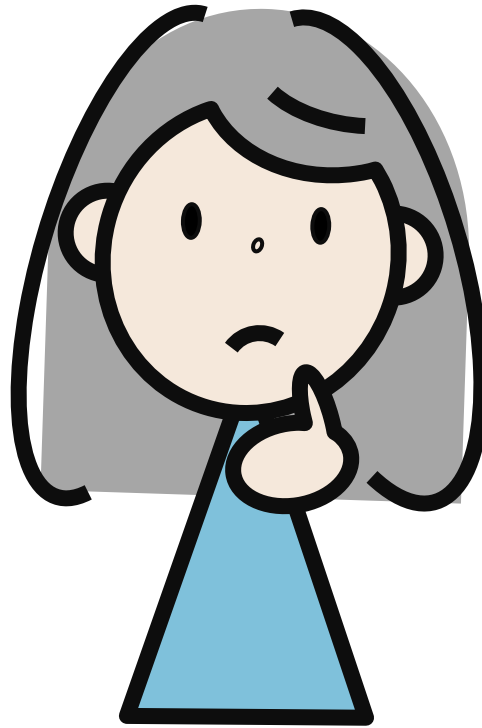
What is Academic English?

Academic English is the language required for studying other subjects, particularly those with English as the medium of instruction.



Why should we emphasise academic English?

Support students' studies of other senior secondary subjects



Prepare students for further studies

Characteristics of Academic Texts

- Formal
- Objective
- Precise
- Technical







Language features

- Academic vocabulary
- Hedging words
- Nominalisation
- The passive voice
- Complex sentences
- Cohesive devices

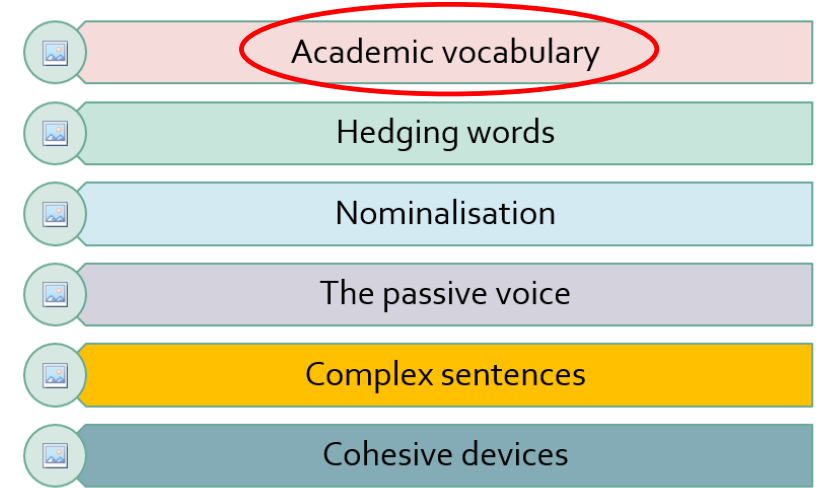
Academic vocabulary

Diction (choice of words)

- General vs Specific
 - ✓ "teenagers", ✗ "young people"
 - ✓ "in 2018", ✗ "a few years ago"
- Informal vs Formal
 - ✓ "injection/vaccination", ✗ "jab"
 - ✓ "seek assistance", ✗ "get help"
- Layman vs Technical
 - ✓ "deforestation", ✗ "cutting down trees"
 - ✓ "hypertension", ✗ "high blood pressure"

	Academic vocabulary
	Hedging words
	Nominalisation
	The passive voice
	Complex sentences
	Cohesive devices

Reporting verbs



Statement

- State
- Declare
- Observe
- Report
- Remark
- Point out

Description

- Describe
- Define
- Illustrate
- Demonstrate

View

- Believe
- Suggest
- Claim
- Assume
- Presume

Analysis

- Analyse
- Consider
- Estimate
- Examine
- Evaluate
- Judge







Argument

- Argue
- Disagree
- Challenge
- Disclaim
- Insist
- Assert

Instruction verbs

Instruction verbs	Explanation
Account for	Give reasons for; explain
Analyse	Break the information into constituent parts; examine the relationship between the parts; question the information.
Compare	Look for similarities and differences between; perhaps conclude which is preferable; implies evaluation.
Discuss	Investigate or examine by argument; debate; give reasons for and against; examine the implications of the topic.
Evaluate	Appraise the worth of something in the light of its truth or usefulness; assess and explain.
Justify	Show adequate grounds for decisions, a particular view or conclusions and answer main objections likely to be made to them.

Hedging words

	Academic vocabulary
	Hedging words
	Nominalisation
	The passive voice
	Complex sentences
	Cohesive devices

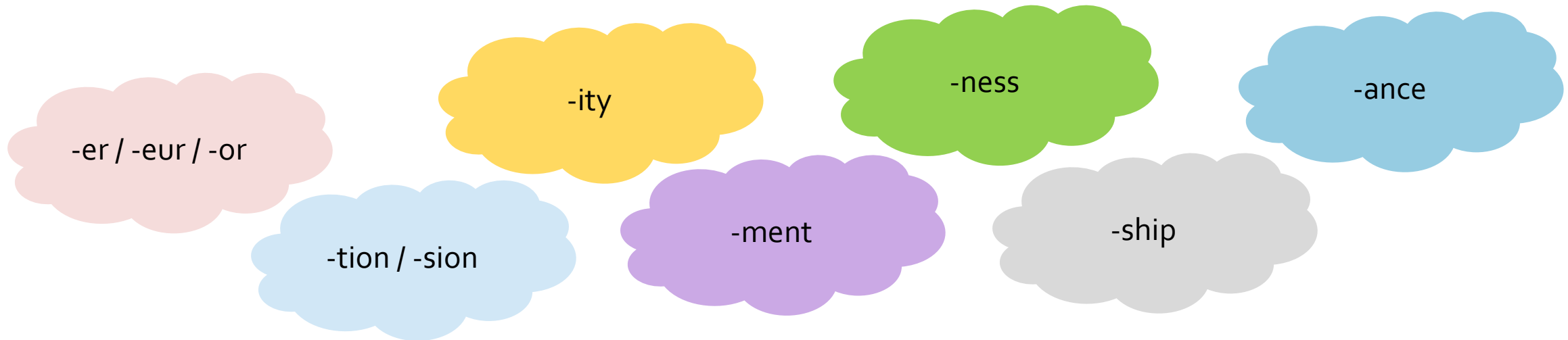
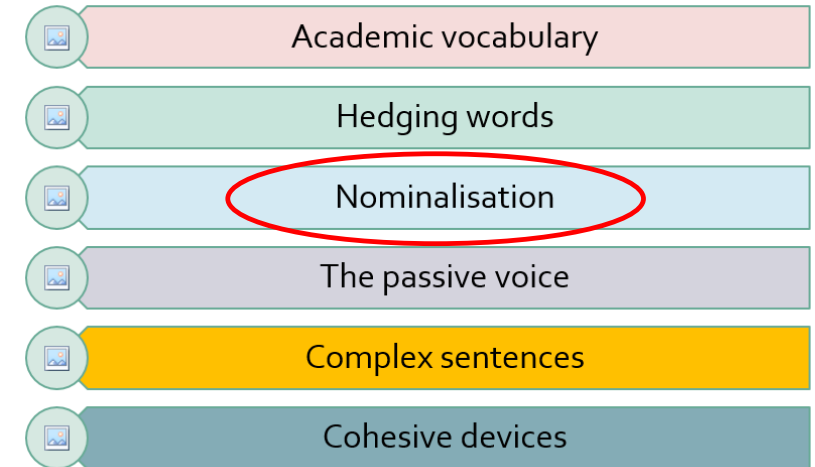
There are many models of tennis racquets in the market these days that one **might be** spoilt for choice, but making the right choice is very important because it **could mean** years of pleasure and satisfaction in playing the game.

When you choose a tennis racquet, there are a number of things to think about. You **could consider** your skill level and playing style. Based on these factors, you then choose a racquet with the weight, balance and size that **is likely to** give you the best performance.

First of all, **perhaps** you should choose the heaviest racquet you can handle easily. **You might want to** avoid racquets that are too light as the lightness **could mean** more shock will go to your arm and wrist, leading to pain in the joints over time...

Nominalisation / Use of Noun Phrases

- Underweight people can eat more protein and carbohydrates to gain weight.
- A higher intake of protein and carbohydrates helps underweight people to gain weight.
- Obsolete information should be removed from the website to keep it up to date.
- Removal of obsolete information is needed to keep the website up to date.



Subordinators

To express:

- reasons e.g. because
- conditions e.g. when
- contrast e.g. although

Complex sentences

Embedded modifiers

e.g.

- no matter what...
- subject to...
- in accordance with...
- with due consideration to

Academic vocabulary

Hedging words

Nominalisation

The passive voice

Complex sentences

Cohesive devices

Relative clauses

e.g.

- which
- that
- who

Cohesive devices

Connectives

Link similar / contrasting ideas e.g. and, although

Show choices or alternatives e.g. either...or

Give reasons e.g. since, because

Show results e.g. so

Show purposes e.g. so that

Express time e.g. when, while

Express sequences e.g. first, next, then

Express conditions e.g. if, unless

Show two things that are not true or possible e.g. neither...nor

Signposting words

Give reasons e.g. due to the fact that...

Show addition e.g. in addition, furthermore

Show results e.g. consequently, thus

Show purposes e.g. in order for...

Show comparison e.g. similarly, likewise

Show contrast or opposition e.g. despite this, on the other hand

Show the writer's stance e.g. clearly, arguably

Academic vocabulary

Hedging words

Nominalisation

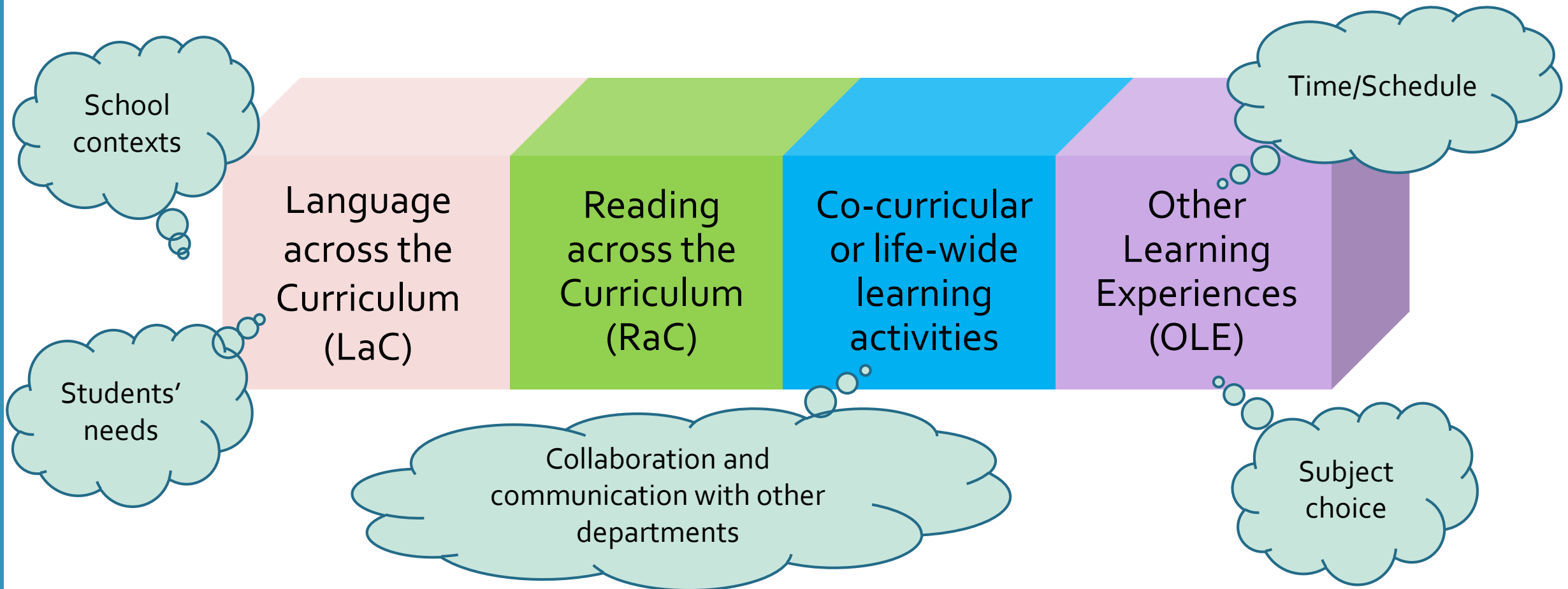
The passive voice

Complex sentences

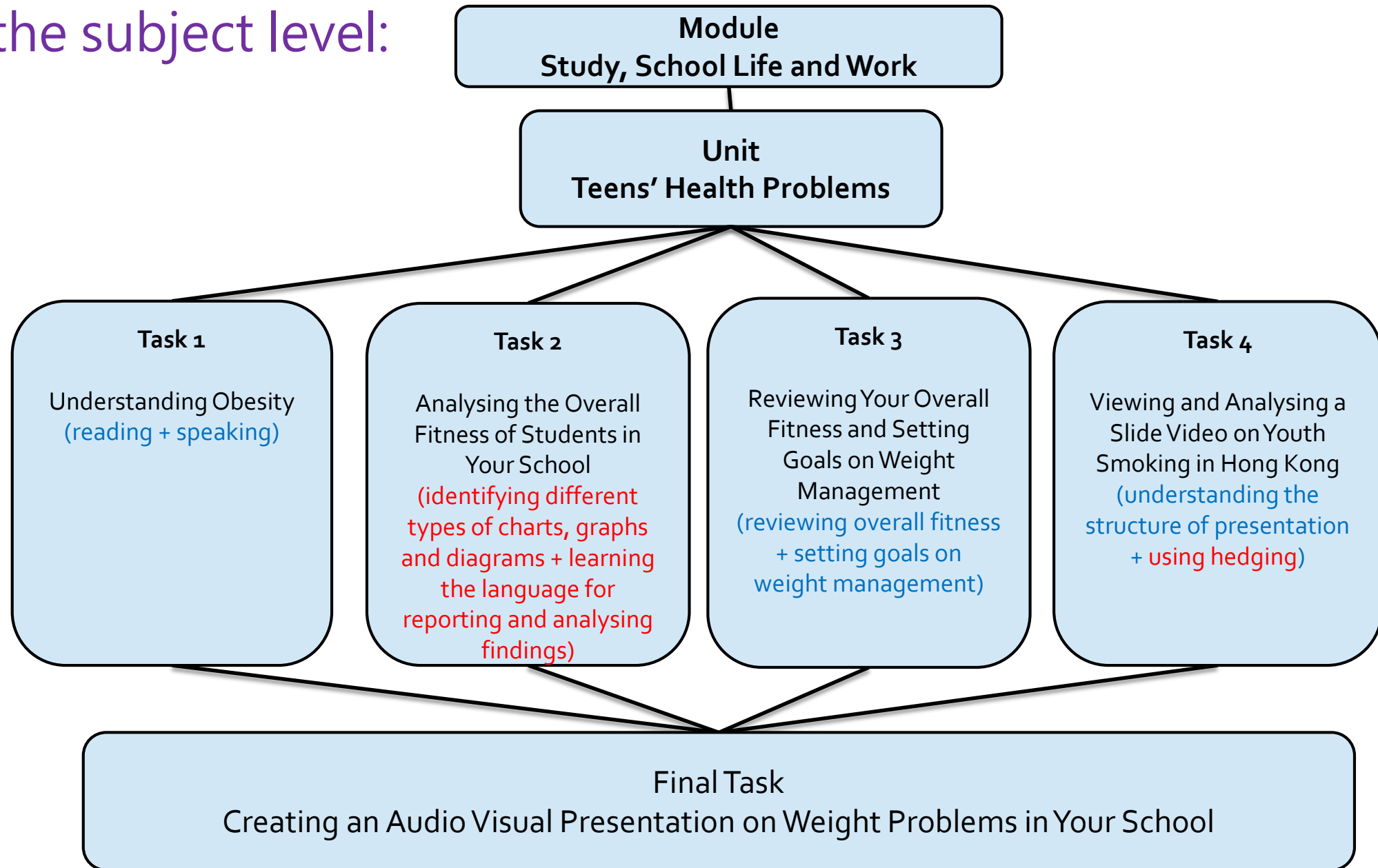
Cohesive devices

How to promote Academic Use of English and implement it from Sept 2021?

At the school/cross-curricular level:



At the subject level:



Task 2 Identifying different types of charts, graphs and diagrams

pie chart

bar chart/graph

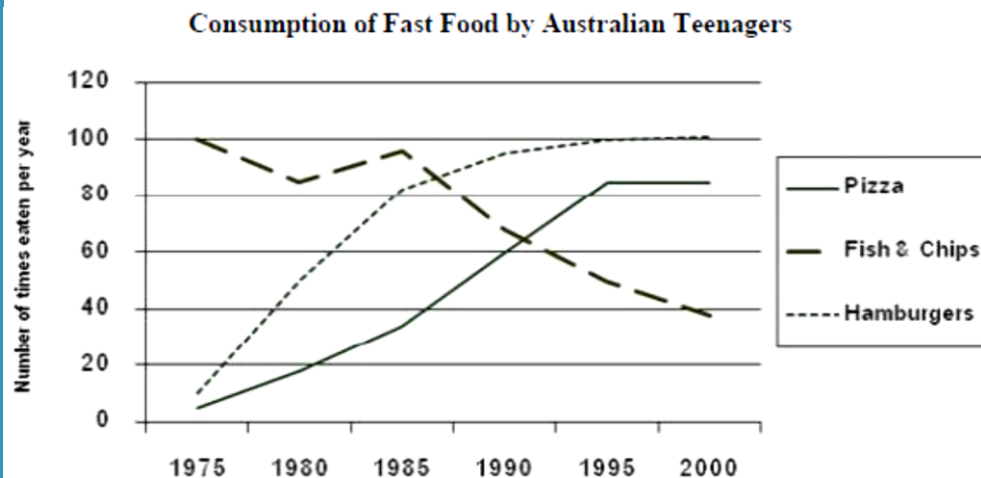
paired bar chart/graph

line graph (single)

line graph (multiple)

Task 2 Learning the language for reporting and analysing findings

- Talk about percentages
- Describe changes/trends in charts/graphs
 - upward/downward/horizontal movement
 - words that describe the movement
- Comparing objects (similarity and differences)



Part 1
Introduce the graph/chart
 (Paraphrase the graph title in 1-2 sentences)

The line graph shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.

Part 2
Give an overview
 (State the main trend and key observation)

Overall, the consumption of fish and chips declined over the period, whereas the consumption of pizza and hamburgers increased.

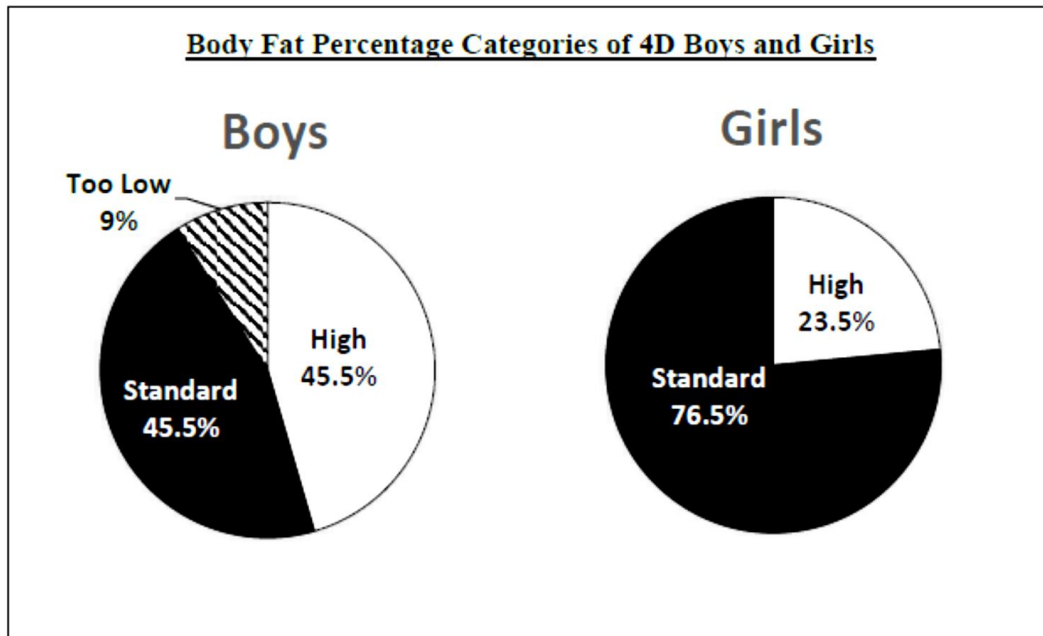
Part 3
Give the details
 (Discuss data based on patterns, similarities/ differences and changes identified)

In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips gradually declined over the 25 year timescale to finish at just under 40 times per year.

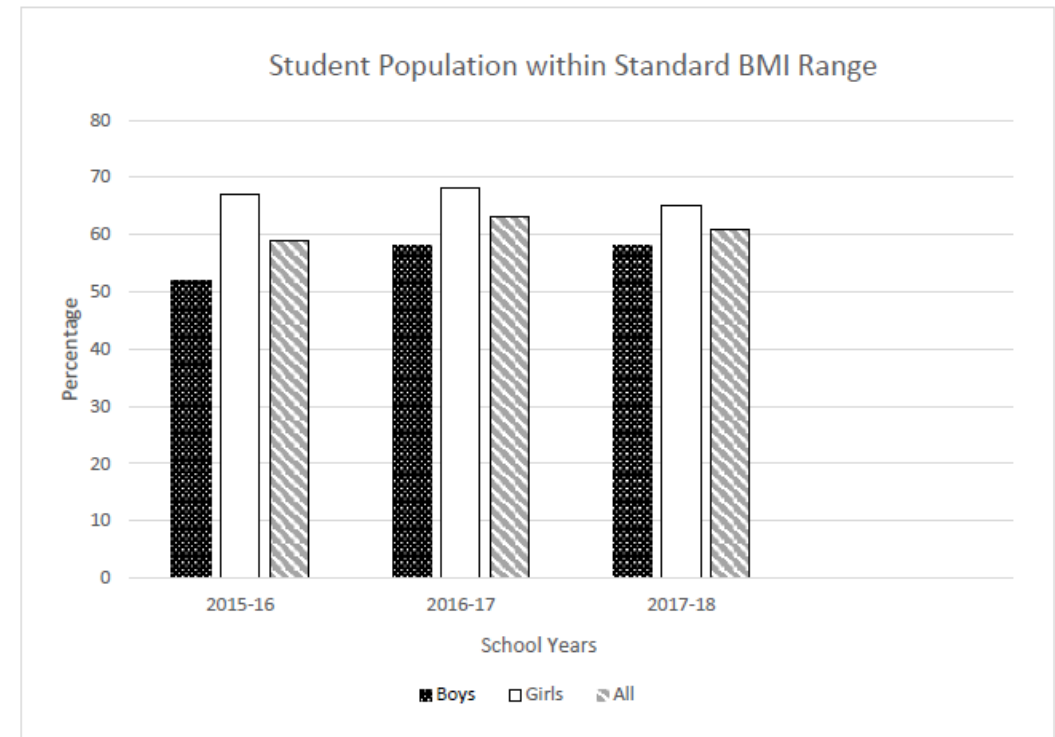
In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the consumption of fish and chips in 1990. It then stabilised from 1995 to 2000. The biggest rise was seen in hamburgers, increasing sharply throughout the 1970's and 1980's, exceeding fish and chips consumption in 1985. It finished at the same level that fish and chips began, with consumption at 100 times a year.

Writing descriptions of different charts/graphs

1. The pie charts below show the percentage of 4D boys and girls in different Body Fat Percentage categories. Write a description of 120 words to analyse the findings and make comparison where appropriate.



2. The bar chart below shows the percentage of students with the standard Body Mass Index range in XXX Secondary School over the last 3 years. Write a description of 150 words on the key findings, trends, similarities and differences identified.



Task 4 Hedging – use of cautious language

Compare the two texts below. How does each of them make you feel? What cause(s) the difference(s)?

Text 1	Text 2
<p>There are other reasons for teenagers to take up smoking. Some teenagers see smoking as a way of rebelling and showing independence. The developmental changes in adolescents fuel their urge to imitate adult behaviour, one of which is to make their own decisions. Coupled with the feelings of rebellion against authority, adolescents will start smoking. Boredom also causes teenagers to smoke. Although teenagers know the harm caused by smoking, thanks to the antismoking campaigns, they continue to smoke simply because they have nothing better to do.</p>	<p>Surveys conducted by some non-government organisations suggest that there are other possible reasons for teenagers to take up smoking. Some teenagers may see smoking as a way of rebelling and showing independence. The developmental changes in adolescents are very likely to fuel their urge to imitate adult behaviour, one of which is to make their own decisions. Coupled with the feelings of rebellion against authority, adolescents are prone to smoke. Boredom is likely to be another reason for youth smoking. It is believed that although most of the teenagers interviewed know the harm caused by smoking, thanks to the antismoking campaigns, they may continue to smoke because they have nothing better to do.</p>

There are several ways to hedge:

		Examples	Sample sentence
1	Using adjectives to indicate possibility	<i>possible, probable, prone to, un/likely ...</i>	<ul style="list-style-type: none"> - What are the <u>possible</u> reasons for young people to smoke? - Teenagers are <u>prone to</u> smoke.
2	Using the past forms of the modal verbs to show politeness or uncertainty	<i>can → could, will → would, may → might</i>	<ul style="list-style-type: none"> - A more radical measure the government <u>might</u> want to adopt is to introduce a licensing system for sales of tobacco and limit it to a few licensed retail locations. - Schools <u>could</u> launch an anti-smoking campaign.
3	Using adverbs to show frequency, approximation and probability	<i>perhaps, possibly, apparently, presumably, approximately ...</i>	<ul style="list-style-type: none"> - Noticeable drops were observed in 2007 and 2011, <u>probably</u> due to the comprehensive smoke-free legislation in 2007 and the 50% increase in tobacco tax in 2009.
4	Using verbs and the passive voice to make statements less direct	<i>assume, believe, suggest, seem, wonder, appear, say, consider, think ...</i>	<ul style="list-style-type: none"> - ... as they are <u>considered</u> to be a valuable source of support. - <u>It is believed</u> that curiosity is also a reason for teenage smoking.

Using hedges to make suggestions/recommendations

Study the following paragraph on the recommendations for schools to stop teenage smoking. Rewrite the following recommendations with the use of hedges.

On top of what has already been doing, what else can schools possibly do to stop teenage smoking? Most teenage smokers may have known the negative impacts smoking could bring. However, some of the impacts seem rather remote to them. To make the tobacco prevention education more effective, it is believed that emphasis could be attached to the immediate health effects, negative social consequences and more importantly, effects on personal appearance, which are what most teenagers care most. Besides precaution measures, schools could provide more trained counsellors who are ready to deliver tailor-made smoking cessation programme / counselling, taking into consideration the development changes and needs of teenagers.

Useful tools/references

Checklist for Text Analysis/Comparison Activities		
1.	Academic vocabulary	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Hedging words	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Use of nouns/noun phrases instead of verbs and adjectives	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	Use of the passive voice	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.	Complex sentences	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Cohesive devices	<input type="checkbox"/> Yes <input type="checkbox"/> No

- Features of academic writing:
 - <http://www.uefap.com/writing/feature/complex.htm>
 - <https://academic-englishuk.com/academic-style>
- The Academic Word List (AWL)
 - <https://www.eapfoundation.com/vocab/academic/awllists/>
- Instruction verbs & Signposting words
 - https://www.kent.ac.uk/ai/ask/documents/step_1_Instruction_verbs.pdf
 - <https://www.canterbury.ac.uk/students/docs/study-skills/resource-8-Signposting-Words.pdf>

- Vocabulary Profiler

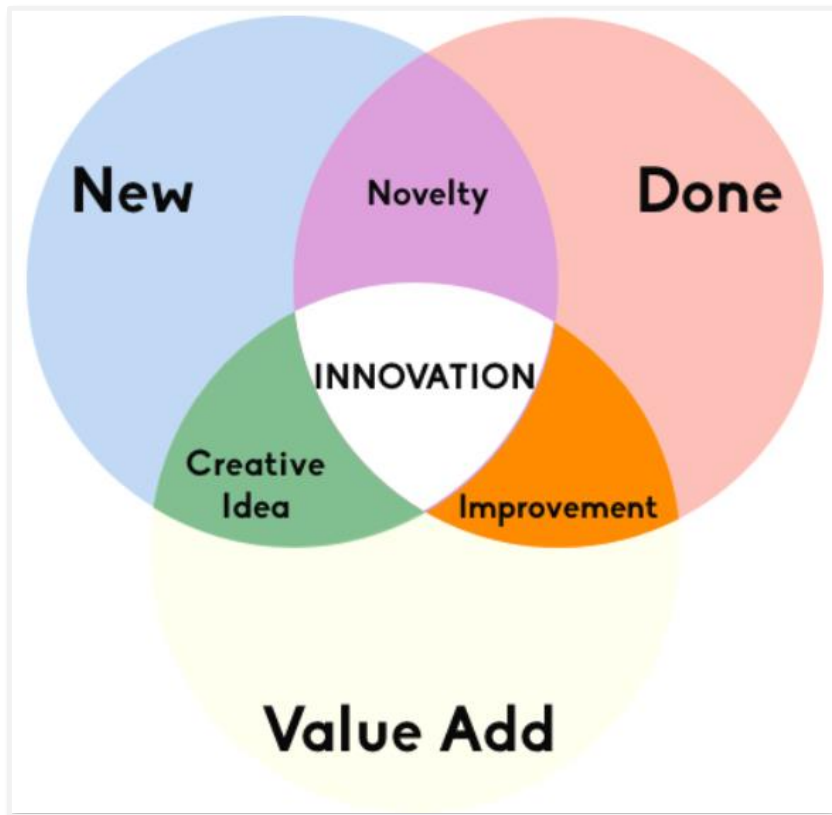
<http://www4.caes.hku.hk/vocabulary/profile.htm>

CREATIVE USE OF ENGLISH

What is Creativity?

'Creativity brings in **changes** or transformations and is manifested in **new ideas, acts or products.**'

(A73, English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6))




- **novelty** and **innovation**

- **think out of the box**

Must students create or invent something new?

e.g. writing a poem or short story

Demystifying Creativity



Discovery – new knowledge and understanding (awareness & sensitivity)
Realise or find out something unnoticed before

Transformation – refreshing change (new perspective/presentation)
Re-create old things to add a breath of freshness and break conventions

Invention – imaginative ideas + practical know-how
Come up with new ideas and present them in original ways

Promoting Creative Use of Language in Senior Secondary English Language Classroom

	Example of Activities
Discovery Close reading and textual analysis (comprehension to appreciation)	<ul style="list-style-type: none">• Read texts (e.g. a poem, an advertisement, a flyer) to discuss the themes and give personal responses (e.g. choose the most powerful line / impressive part).• Analyse how words (e.g. sensory language, rhyming words, pun) and literary techniques (e.g. symbolism) are used to convey meaning and create effects.
Transformation Adaptation into another form Rewriting of existing texts (re-creation and re-presentation)	<ul style="list-style-type: none">• Turn an extract from a novel / short-story into a script / conversation.• Draw a picture on a poem.• Rewrite the lyrics to present another theme• Create a parody of an existing text• Change a part of the story (add a new character, give a new ending).• Re-write a story using another point of view / narrative voice / plot sequence.
Invention Generation of ideas and presentation in engaging ways (production of written and multi-modal texts)	<ul style="list-style-type: none">• Brainstorm ideas and select quality ones to develop• Learn and practise using different writing techniques in focused ways• Edit writing to polish language, add variety and achieve effects

What to do in the Senior Secondary English Language Classroom

- Encourage students to **play** and **experiment** with the language
(fun and risk taking VS. rules and accuracy)
- Help students see things and present ideas from **fresh perspectives**
(developing thinking and language skills)
- Design learning activities to heighten **awareness** and **sensitivity** to creative use of language and provide opportunities for **application**

Explicit teaching and focused practice of writing techniques

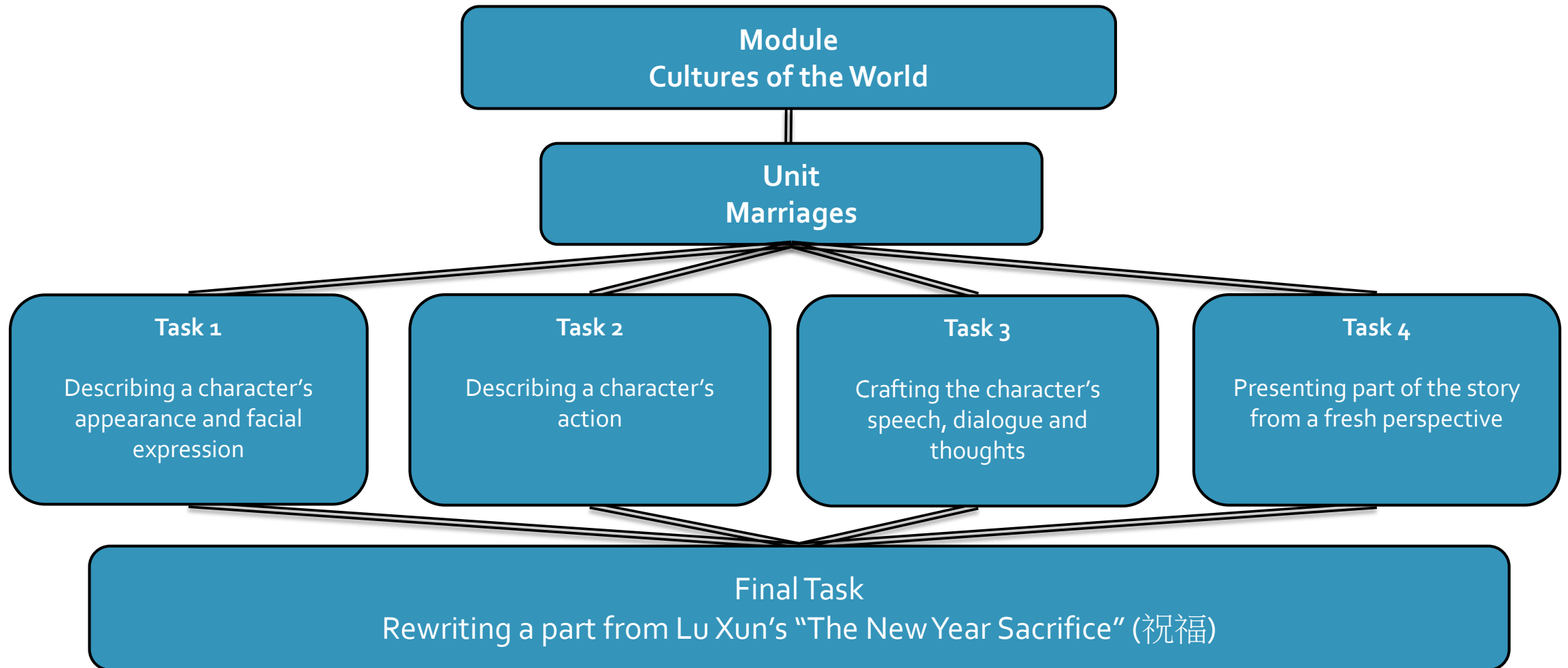
Limited rules can produce unlimited sentences – Chomsky

Common Techniques in Creative Writing

Narrative Techniques (Fictional narratives)	Literary Devices
<ul style="list-style-type: none">• Characterisation (e.g. round or flat characters, portrayal of their look, thoughts, speech and actions)• Use of setting• Dialogue• Narrative perspectives and point of view (e.g. 1st or 3rd person)• Plot development (e.g. conflict, climax)• Narrative sequence (e.g. foreshadowing, flashback and flashforward)• Strategies for opening (e.g. into the middle or from the end of the event) and closing (e.g. resolution, twist, enigma, cliff-hanger)	<ul style="list-style-type: none">• Imagery (vivid & sensory descriptions)• Similes and metaphors• Personification• Symbolism• Contrast• Repetition of words / sentence structures (e.g. parallel structure)• Pun• Repetition of sounds (e.g. alliteration, assonance, rhyming words)• Rhythm (patterns of intonation and stress)

Planning and Implementation

Approach 1 : Infusing elements of creative use of English in Task-based modules



Task 1: Sensory Description

III.	Amah Liu's <u>lined</u> face broke into a smile too, <u>wrinkling up like a walnut-shell</u> . Her <u>small</u> beady eyes swept the other woman's forehead, then fastened on her eyes.	<p>➤ Amah Liu</p> <ul style="list-style-type: none"> • She looked old but sharp.
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How to describe a character's physical appearance?

- Language used:
- simile and metaphor
 - adjectives (colour)

Effects created?

	Excerpt	My Impression
I.	Of all the people I had seen during this visit to Luzhen, none had changed so much as she had. Her hair, streaked <u>with grey</u> five years before, was now <u>completely white</u> , making her appear much <u>older</u> than one around forty. <u>Her sallow, dark-tinged face</u> <u>that looked as if it had been carved out of wood</u> was fearfully wasted and had lost the <u>grief-stricken</u> expression it had borne before. The only sign of life about her was the occasional flicker of her eyes.	<p><i>Example:</i></p> <p>➤ Xianglin's wife</p> <ul style="list-style-type: none"> • She was lifeless and unhealthy, looking older than her age.
II.	She was not from Luzhen. Early one winter, when my uncle's family want a new maid, Old Mrs. Wei the go-between brought her along. She had a <u>white</u> mourning band around her hair and was wearing a <u>black</u> shirt, <u>blue</u> jacket, and <u>pale green</u> bodice. Her age was about twenty-six, and though her face was <u>sallow</u> her cheeks were <u>red</u> .	<p>➤ Xianglin's wife</p> <ul style="list-style-type: none"> • She lost her husband • She still looked young and with some glow. • She looked tidy and obedient.

Task 2: Showing not Telling

Showing feelings through actions

2. Imagine you were "me" in "The New Year Sacrifice". What would you feel in the scenes below. Discuss your answers with your group members and compare your answers with the original text. Choose the expression you like best.

Scenes	Feelings/Emotions	
What would "I" feel and react when...		
(pp.170-171) Xianglin's Wife stared at "me" and asked if people turned into ghosts after death in "our" first encounter.	<i>disgusted, uneasy, surprised</i>	<i>(extracted from the text) My flesh crept run down my</i>
(p.173) "I" learnt the death of Xianglin's Wife from the servant.	<i>shocked</i>	<i>(extracted from the text) My heart missed a beat. I started and must have changed colour.</i>
(p.173) "I" learnt that Xianglin's Wife died because of poverty and "I" was not held responsible for her death.	<i>relieved</i>	<i>(extracted from the text) ...my heart was growing lighter.</i>

angry

- My face got red.
- I clenched my fists/teeth.
- I grinded my teeth.
- My veins popped out.
- I began to yell/shout.
- I slammed the door.
- I stomped my feet.

shocked

- My mouth was wide open.
- I gaped.
- I was taken aback.
- I froze.
- I was motionless and speechless.
- I felt a shiver down my spine.
- My eyes popped out.
- I couldn't believe my eyes.

nervous/anxious

- I stuttered, "..."
- I felt breathless.
- My heart was racing.
- My mind went blank.
- I bit my nails.
- My palm got sweaty.
- My hands were quivering.
- I felt / had a lump in the throat.

Task 2: Using Precise Verbs

- Revealing character's personality/feelings through thoughts and dialogues
 - Using precise verbs

2. The use of specific speech verbs reveals the characters' feelings and emotions at a particular moment. Based on the three excerpts above, complete the following table.

Speech verb	Feelings	Volume	Words with similar meanings
<i>cried (cheerfully)</i>	<i>happy</i>	<i>loud</i>	<i>shout</i>
<i>exclaimed</i>	<i>surprised / excited</i>	<i>quite loud</i>	<i>yell</i>
<i>faltered</i>	<i>unconfident</i>	<i>quite soft</i>	<i>stammer</i>
<i>asked</i>	<i>curious</i>	-	<i>query</i>

3. To better reveal a character's feelings and emotions, precise speech verbs should be used. Replace the words "said" in the following sentences taken from p.177 with precise speech verbs.

"Disgraceful! Still ..." <u>said</u> my uncle.	<i>complained / grumbled</i>
"Disgraceful!" <u>said</u> my uncle.	<i>yelled / shouted</i>
"Still..." <u>said</u> my uncle.	<i>insisted</i>

Task 4: Narrative Sequence

Opening

1. Study the following three openings of “Little Red Riding Hood”. Decide if:

- the story is told in a chronological order (Yes/No)
- the story opens with the **beginning**, **middle** or **end** of the event

Openings:	Chronological Yes / No	Opens with:
I. What a relief! I was finally safe. Tears filled my eyes when I saw Grandma in one whole piece. We hugged each other tightly and Grandma assured me that the ordeal was over. I would never forget my terrible encounter with the Big Bad Wolf, which all started early that morning ...	No	End of the event
II. I couldn't believe my eyes. Fear seized me as I saw the Big Bad Wolf jump out of grandma's bed. I thought: I am going to die for sure this time and I must run for my life, but I was so scared that I froze up totally.	No	Middle of the event
III. Once upon a time, there was a little girl who wore a red cloak, and she was called “Little Red Riding Hood”. One fine sunny day, Little Red Riding Hood's mum asked her to take some bread and fruits to visit her sick grandmother. The wood was all quiet and lovely and Little Red Riding Hood was skipping and humming a tune as she was walking.	Yes	Beginning of the event

Task 4: Point of View

Point of View

Narrator:

- Anonymous
- Scholar
- Nephew of Xianglin's wife's boss

There are three most common POVs in storytelling:

Point of View	Features	Advantage	Limitation
First person	<ul style="list-style-type: none">• One of the characters is narrating the story.• First person pronouns (e.g. "I") are used	It creates intimacy and allows a deeper look into a character's mind.	The narrative is limited by one character's knowledge and experience.
Second person	<ul style="list-style-type: none">• It is structured around the second person pronoun "you".	The reader is drawn into the story as the narrator is speaking directly to them.	It is difficult to use and uncommon in longer stories.
Third person (all-knowing)	<ul style="list-style-type: none">• The characters are referred to with the use the third person pronouns (e.g. "he" and "she").• The narrator is all-knowing (God-like) and can move freely through time and space to reveal anything in the story.)	It allows the narrator freedom to share any information with the reader, even things not known to the characters (e.g. "He had been infected with the virus, but he didn't know...")	The narrator may tell the story as a distant observer, which may make it hard to connect emotionally to the readers.

Learning Activity 4: Rewriting a Part from Lu Xun's "The New Year Sacrifice"

Based on the dramatic scene your group has acted out in Task 3, recount what happened in the chosen part of the story from the third person POV or a character's perspective (other than that of the original narrator). You should write about 250-350 words and use the following writing techniques covered:

- adjectives to describe character's physical appearance
- similes and metaphors
- precise verbs to *show* characters' feelings through actions
- speech/dialogue
- description of character's thoughts

You can use the guiding questions in the **Writing Plan** to organise your ideas to prepare for writing. You can also use the **Assessment Form** for self/peer review after writing.

Approach 2: Incorporating elements of creative use of English into regular teaching

(2018 HKDSE Writing)

Poems about birds, e.g.:

- Maya Angelou's "Caged Birds"
- Emily Dickinson's "A Bird Came Down"

Denotation & Connotation of birds

Literal vs figurative

(metaphorical / symbolic meaning)

2. Incorporate elements of creative use of English into regular teaching

(2018 HKDSE Writing)

- Repetition

Technique	Sample Openings
1. Flashback Start with an event in the <u>present</u> and link it to events in the <u>past</u>	Now I can finally heave a sigh of relief. What a narrow escape from death! Thank God that I'm still alive. I <u>start</u> to miss my home, the wooden bird cage where I have lived for years. It all <u>began</u> yesterday morning when I left my cage.
2. Dialogue	"I don't care where you take it, but I have feather allergy! I hate birds. They carry avian flu!" The yelling of my master's new girlfriend woke me up. I could hear my master beg – "Could you give me some time?" before my bird cage was violently burst open.
3. Start with a surprise (into the middle of event)	Oh no! I couldn't believe my eyes. Fear seized me as I saw my master covered in blood. I wished I could talk and report to the police what I witnessed.
4. Description and introduction of a character	Everyone in the village <u>knows</u> my master is a bird lover and collector. I am his beloved little canary, living in a brass antique cage with a built-in climate monitor. Recently, my master's temper changed. He became quieter and sometimes said strange things. Last night, he mumbled, " <u>The greatest love is letting go!</u> " and this morning I found my cage left open.
5. Description of the setting (place, time, weather)	It was a day with the finest weather. <u>I could</u> feel the gentle breeze brushing my feathers. <u>I could</u> see the beaming smile of the sun. <u>I could</u> hear other birds chirping in the tree outside my window. It was a perfect day for outdoor fun and I seemed to be the only miserable caged bird. <u>If only I could</u> go out! I closed my eyes and made a wish. To my surprise, God answered my prayer. In the wink of an eye, my cage burst open and <u>I could</u> smell freedom.

Creative use of language is not only for story writing

(2020 HKDSE Writing)

- Parallel structures
- Rhetorical questions
- Personification
- Metaphors

Closing 1: Strategy used – **Summarising/reiterating the key points made**

Expressing a wish or envisioning a brighter future

Putting warning labels on unhealthy foods is a practice widely adopted in health consciousness-raising campaigns of western countries. It has been proven effective in encouraging label viewing and informed food purchases, undermining the advertising appeal of unhealthy foods on young minds, and changing consumer perceptions and habits. With the successful implementation of graphic warnings on tobacco products, I hope to see the measure extended to all kinds of unhealthy foods, so as to remind people to consider the health implications of their food choices.

Closing 3: Strategy used – **Echoing the opening (using rhetorical questions to involve the readers)**

How tempting would the chocolate bar be if the wrapping was slapped with a picture of decaying teeth or a diseased heart? How appetising would the chips look with a big cancer warning symbol on the packing? Junk foods are invitingly packaged and strategically displayed to incite impulse buying. What is a better antidote than quenching the desire with graphic warnings that reveal the naked truth?

Opening:

How alluring are the chocolate bars near the checkout counter! The enticingly packaged chips are beckoning in the snack aisle. Many people, like me, cannot resist the temptation of fatty and sugary foods. Junk food producers are so good at using positive cues to lure consumers, making unhealthy food look cool and yummy, but these are landmines and time bombs. Some visual reminders and scare tactics are needed to caution consumers against their potential harm.

3. Through bite-size activities

Bite-size Activity 1 - Coin New Words

Compound and blended words

Affluenza (affluent + influenza)

- lack of motivation and empathy caused by one's wealthy status

Netiquette (network + etiquette)

- proper online behaviour and manners

Glocal (global + local)

kidult (kid + adult)

Guess the meaning of these words created by students

"warmily" "frienemy" "biztory"

____-friendly ____-savvy

Bite-size Activity 2 – Fresh Metaphors

Create fresh metaphors, kill dead metaphors

Compare love to

Things in Festival Walk

Things in Your Schools

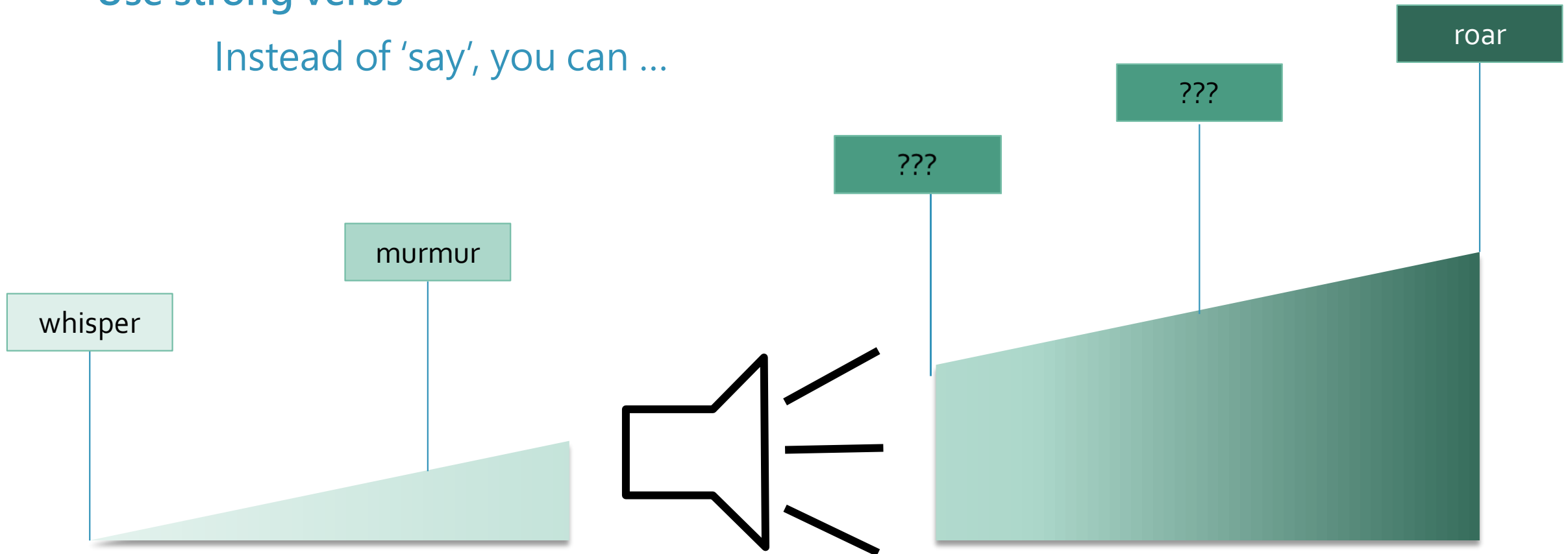
Things in Your Kitchen

- An escalator
- An ice-skating rink
- An unseen dictation
- A blender

Bite-size Activity 3: Word Scale

Use strong verbs

Instead of 'say', you can ...



Bite-size Activity 4: Text Remake

- Erasure poetry
- 5 second video haiku
- Poem to picture



fence (from *Dreaming Cities*, 2016)

skyscrapers
all eyes looking at the centre

henry aspires to harvard business
and throws away his harmonica

jenny is driving a car
into her global spider networked future

jonah unfurls like a creased carpet
on the eighth floor to watch voodoo tv

someone is working on her tablet cv
on winning beans and influencing people

dorcas must pass her abrsn
she bangs her piano or else her mother

skyscrapers, fence
all eyes looking

Bite-size Activity 5: Parody

Bite-size Activity 6 -New Wine in Old Bottles

SOW Campaign – Sayings of Wisdom



Use old sayings in new contexts and ways



Closing 2

Key argument: **The government should tighten disease control and prevention measures.**

The battle against the COVID-19 pandemic has been going on for long but the end is not in sight. This global health crisis is a wake-up call on the importance of tighter disease control to safeguard public health. "Prevention is better than cure" makes both common sense and economic sense. What doesn't kill us should not only make us stronger, but also wiser. I look forward to the day when I need not rely on ZOOM schooling and see a sea of masked faces around, and this calls for the collective efforts and wisdom of the world.

Strategies used:

To buy or not to buy – that's the dilemma
(To fly or not to fly, to leave or not to leave)

Closing 2 : Strategy used – Building urgency and appealing for action

Cardiovascular diseases (CVDs), diabetes, obesity, cancers – all these health hazards are on a rise and we surely don't want to see an increasingly unhealthy population more vulnerable to illnesses. "You are what you eat" – unhealthy diet is a leading cause of many health problems. To stop people from falling into the traps of advertising tactics and making uninformed shopping decisions that jeopardise their future health, it is time that the Hong Kong government introduced mandatory warning labels on unhealthy foods.

Bite-size Activity 7 – Speaking to/as an Inanimate Object

Write a letter to COVID 19 to express your gratitude

Dear COVID-19

Thank you for ...

To bring creative use of English into your SS English Language Classroom

- Recognise and exploit the creative potential in you and your students
- Set up a positive atmosphere to encourage creative thinking and expression
- Select texts and language art materials that speak to you
- Be ready to explore a kaleidoscopic range of creative activities

Creativity does not occur in a vacuum. It is not a talent. It is an aptitude for exploration and experimentation, a passion to draw upon a wide canvas of human experience.

LEARNING, TEACHING AND ASSESSMENT

Teachers' Worries

**Too Much
To Cover**

**Too Little
Lesson Time**

Elective
Part

Core
Part

Creative /
Academic /
Use of
Eng

How can we cover
so many teaching
items with lesson
time reduced?

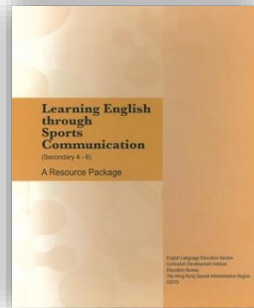
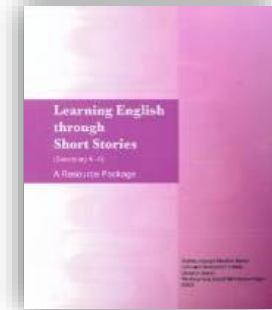
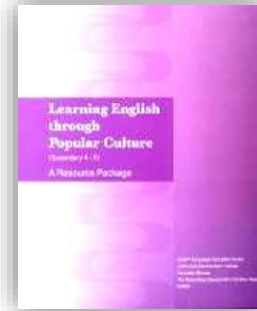
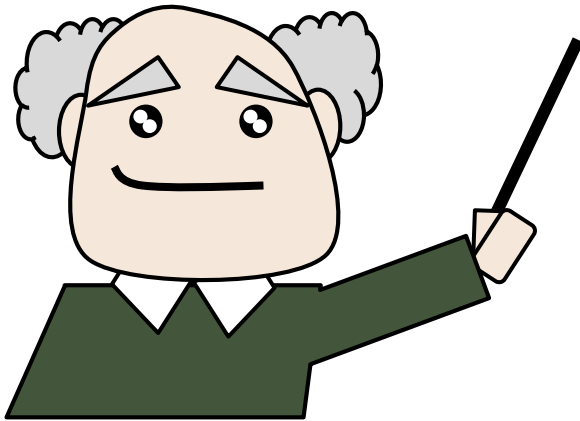
OLE

SBA

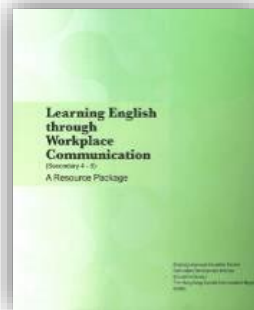
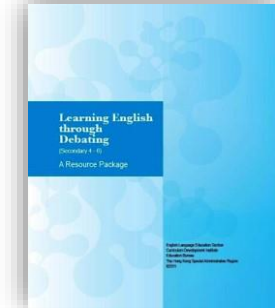
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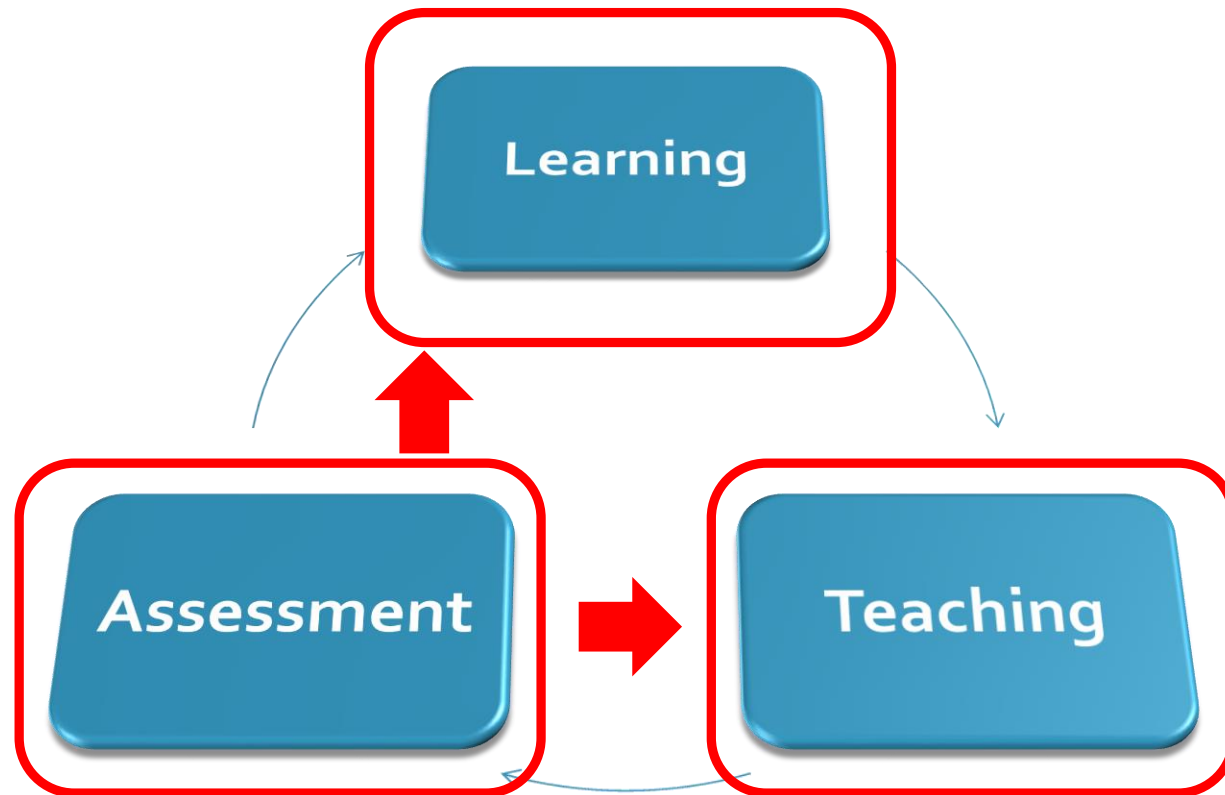
What is the role of the Elective Part?



The Elective Part can be used for extension, application and consolidation of what has been learned in the Compulsory Part.



Learning, Teaching and Assessment



Revamp the school-based curriculum:

- **Cover all eight elective modules and text types**

Release time

Need more time ?

Tips for 'Packing'



Review School-based Curriculum

Core Part +



Plan School-based Curriculum

- **Vertical Curriculum**
(Knowledge and skills to be learnt **across different year levels**)
- **Horizontal Curriculum**
(Knowledge & skills to be learnt **throughout the same year level**)

Review School-based Curriculum – Horizontal Curriculum

XXX Secondary School Senior Secondary – Reading Skills					
	S4 1 st term	S4 2 nd term	S5 1 st term	S5 2 nd term	
Use linguistic and contextual clues, knowledge and 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					
Related 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					
Discriminate between different types of texts					
Appreciate the stylistic variations in texts					
Interpret how linguistic and stylistic elements achieve certain effects					
Understand and appreciate the writer and his/her attitude to the subject					
Understand and appreciate the relationship between words, and the semantic associations					
Detect faulty or misleading arguments					
Evaluate critically views and arguments					

A44, English Language Education Key Learning Area Curriculum Guide (2017)

XXX Secondary School Senior Secondary – Writing Skills					
	S4 1 st term	S4 2 nd term	S5 1 st term	S5 2 nd term	
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, and 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					

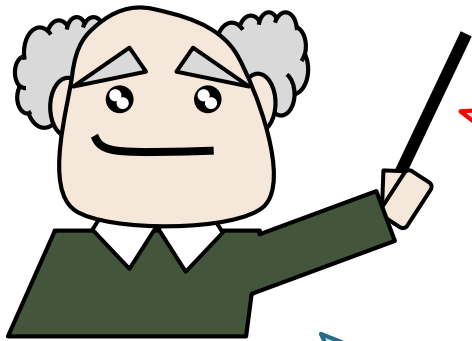
A46, English Language Education Key Learning Area Curriculum Guide (2017)

Reading Skills

Writing Skills

1. Are the different language skills to be learnt in the same term purposefully put together to facilitate the learning and teaching of certain types of texts?
2. How can elements of elective modules enrich / complement the learning and teaching?

Format vs. Purpose/Feature



What are the differences between these two text types?

More importantly, what similarities can you identify in these two text types?

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)
<ul style="list-style-type: none"> • 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 • T 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Abstracts/synopses • Agendas • Debates • Documentaries • Editorials • Essays • Feature articles • Films • Minutes • Novels • Proposals • Speeches • Resumes • Thesauri

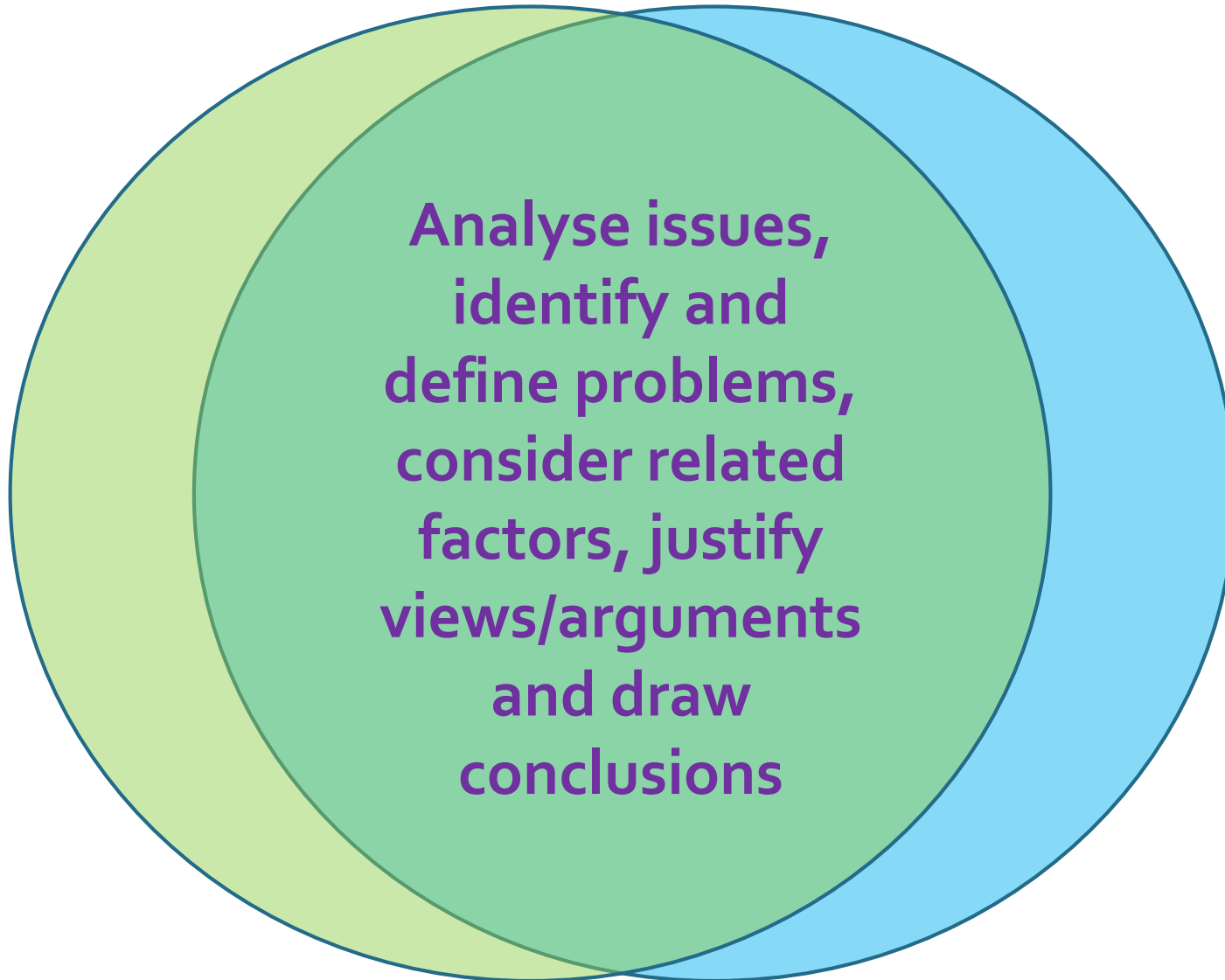
Examples of Text Types for Key Stages 1 – 4 (P1 – S6)

Format vs. Purpose/Feature

	Letters to the Editor	Speeches
Purpose(s) of Text	<ul style="list-style-type: none">• to express opinions• to give suggestions• to call to action	<ul style="list-style-type: none">• to express opinions• to give suggestions• to call to action
Language Feature(s) / Item(s)	<ul style="list-style-type: none">• to express opinions<ul style="list-style-type: none">➤ e.g. adjectives• to give suggestions<ul style="list-style-type: none">➤ e.g. hedging• to call to action<ul style="list-style-type: none">➤ e.g. language appealing to emotions	

Common and Transferable Skills

**Social
Issues**



Debating

2020 HKDSE Paper 2 (Writing) Part B

Q4. You work for the Park Hotel in Hong Kong. You would like to apply for a work transfer to the Shanghai branch of the hotel.

- Write a letter to Mr Wong, your manager.
- Highlight your work experience, why you would like to transfer and how your transfer will benefit the organisation.

Purpose: to persuade

Q5. Some people think that the International Olympic Committee (IOC) should include a greater variety of sports in the Olympic Games. However, for a sport to be considered a new Olympic event, it must meet the following criteria: 1) appeal to young people; 2) promote gender equality; 3) attract media coverage.

The IOC is inviting the public to suggest sports to be included in future Olympics. You would like to propose Dragon Boat Racing.

- Write a letter to the President of the IOC.
- Give reasons to support your opinion.

Purpose: to propose & persuade

Q6. To raise public awareness of healthy eating, some countries now legally require food manufacturers to put warning labels on foods that are high in sugar, saturated fat and salt.

- Write an argumentative essay.
- Argue either for OR against the effectiveness of food warning labels in changing people's eating habits.

Purpose: to argue and persuade

Persuasive Writing – Questions 4,5 & 6

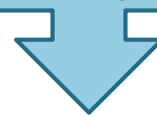
Similarities		Differences	
Purpose	To persuade	Format (Text-type)	Letters/ An Essay
Tone	Formal	Audience	Manager / President of IOC / the Public
Structure	<p><u>Text & Paragraph Levels</u></p> <ol style="list-style-type: none"> Introduction <ul style="list-style-type: none"> Title Hook Background <u>Body Paragraphs</u> <div> <ul style="list-style-type: none"> Topic Sentences Explanation/Elaboration Evidence / Examples Link (back to the sentence / to the next point) </div> Conclusion 	Language	<p><u>Job Application</u></p> <ul style="list-style-type: none"> ➤ More personal, high level of confidence <p><u>Sport Suggestion Letter:</u></p> <ul style="list-style-type: none"> ➤ Impersonal, with some features of a proposal (Propose a sport → reasons → benefits) <p><u>Argumentative Essay for OR Against Food Warning Labels:</u></p> <ul style="list-style-type: none"> ➤ More authoritative with a lot of evidence, more complex language, with jargon

Structure of a Paragraph

Module: Healthy Eating

Reading & Viewing

e.g. E-info/Leaflets/Magazine articles about Healthy Eating & **Nutrition Labels** + **Video**: Super Size Me



Writing & Speaking

Writing

- Healthy Eating **Slogan Writing**
- **Comparing food labels**
- Opinion board (Should junk food be banned in the school tuck shop?)
- **Letter to the Principal** (Junk food should be banned in the school tuck shop)
- **Letter to the Editor** (Proposing healthy school meals)
- Mini **debate speech**

Speaking

- **Discussion**: Should junk food be banned in the school tuck shop?
- Mini **debate**/Inter-class debate

Should junk food be banned in school tuck shop?

I think the school should definitely ban all junk food in the tuck shop. Students rush to the tuck shop during recess for one reason: to buy something delicious to eat. We can find a range of healthy and less healthy food but of course students will go straight for the 'not-so-healthy' junk food, **e.g. deep-fried chicken wings**, even though they know it is not good for their health. So, the only way to stop them from eating unhealthy food is to ban it.

Module: Healthy Eating

Connection with SBA

- Print/Non-print Non-fiction

Reading & Viewing

e.g. E-info/Leaflets/Magazine articles about Healthy Eating & **Nutrition Labels** + **Video**: Super Size Me

Connection with

- **Creative Use of English**
- Different **text types**
 - Formal letters (One with features of proposals)
 - Debate speech
- **Academic Use of English**

Writing & Speaking

Writing

- Healthy Eating **Slogan Writing**
- **Comparing food labels**
- Opinion board (Should junk food be banned in the school tuck shop?)
- **Letter to the Principal** (Junk food should be banned in the school tuck shop)
- **Letter to the Editor** (Proposing healthy school meals)
- Mini **debate speech**

Speaking

- **Discussion**: Should junk food be banned in the school tuck shop?
- Mini **debate**/Inter-class debate

Academic Use of English (e.g. Hedging Words)

Module: Healthy Eating

Connection with SBA

- Print/Non-print Non-fiction

Reading & Viewing

e.g. E-info/Leaflets/Magazine articles about Healthy Eating & **Nutrition Labels** + **Video**: Super Size Me

Writing & Speaking

Writing

- Healthy Eating **Slogan Writing**
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Speaking

- **Discussion**: Should junk food be banned in the school tuck shop?
- Mini **debate**/Inter-class debate

Connection with

- **Creative Use of English**

- Different **text types**
 - Formal letters (One with features of proposals)
 - Debate speech

- **Academic Use of English**

LaC

Connection

with other subjects:

- Biology
- Technology & Living

Connection

with **OLE**

Connection with **Elective Modules**: Social Issues & Debating

WHAT TO DO WITH THE RELEASED TIME

Effective Use of Learning Time

- Over the 3 years in senior secondary, schools can use the common block to provide opportunities for students to:

Scheduling lessons for elective subjects & ApL within school hours to create space and enhance students' motivation in taking the subjects.

Broaden knowledge base by taking:

- Elective subjects (e.g. Literature in English)
- Extended Part of Mathematics (M1 / M2)
- ApL courses [e.g. ApL(VocE)]

Early commencement of ApL at S4 enables students to focus on DSE preparation in S6.

Participate in the five areas of OLE

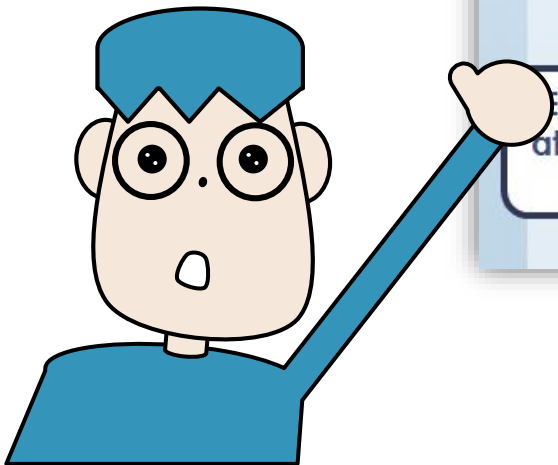
- Moral and Civic Education (e.g. healthy lifestyle, national identity)
- Community service
- Career-related experiences
- Aesthetic development
- Physical development

Join school-based programmes and activities that address their learning needs

e.g:

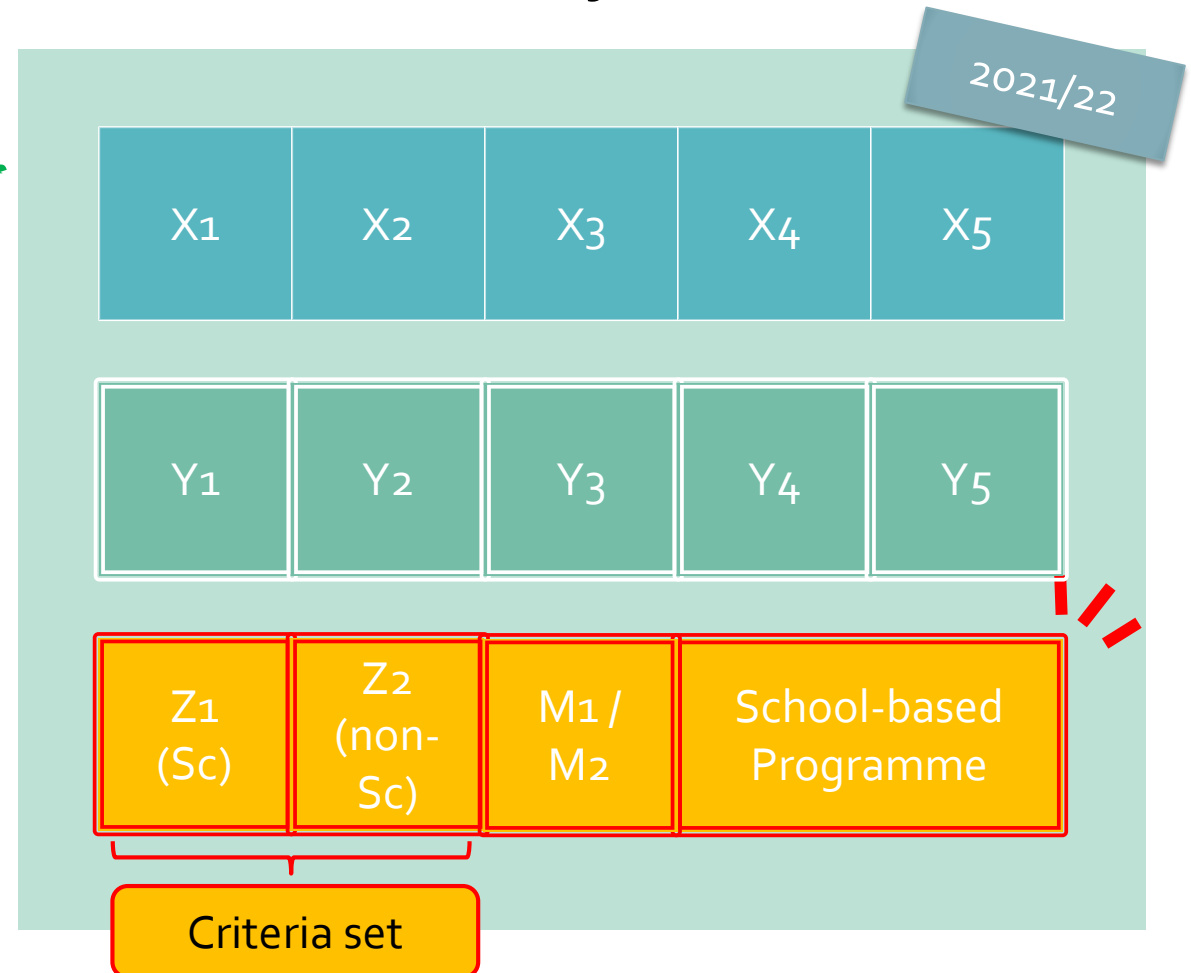
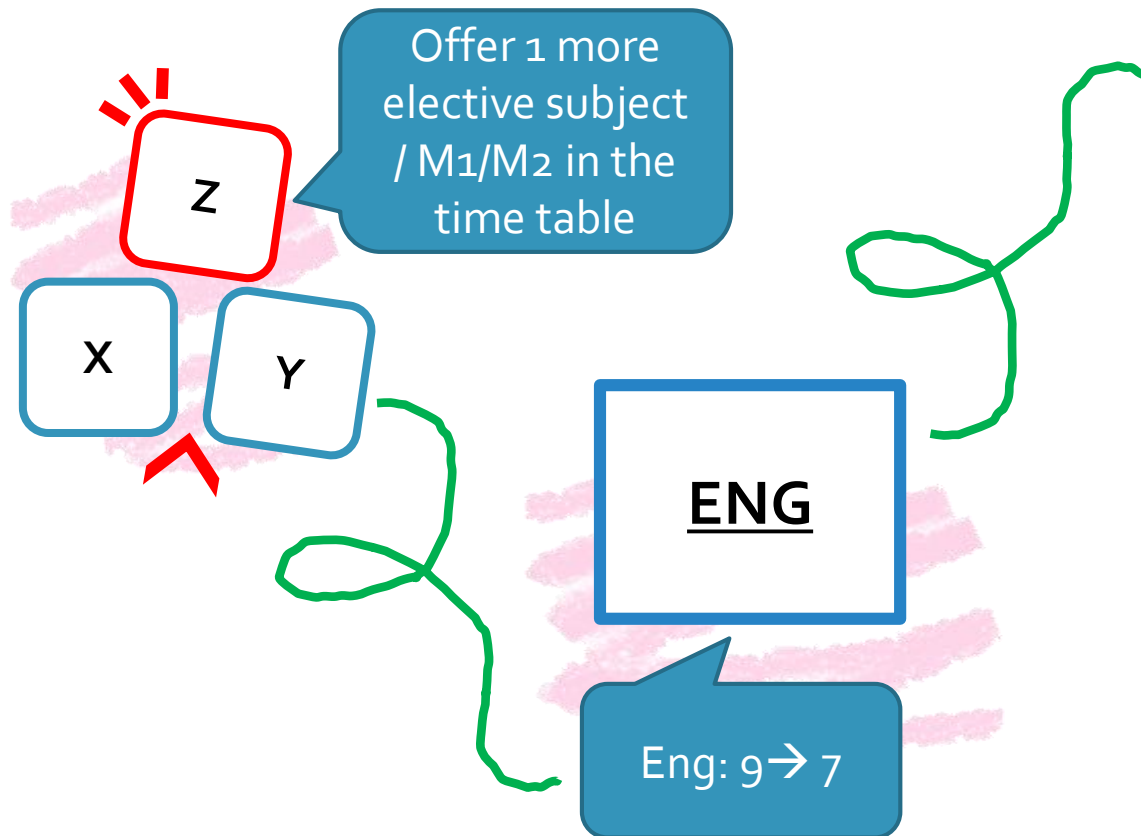
- LaC/RaC activities
- Language learning activities (e.g. drama performance)
- English enrichment programmes (e.g. writing skills)
- English intervention/remedial programmes (e.g. phonics)
- STEM
- Chinese / Mathematics enhancement classes

I can name 20 more activities. The question is how?

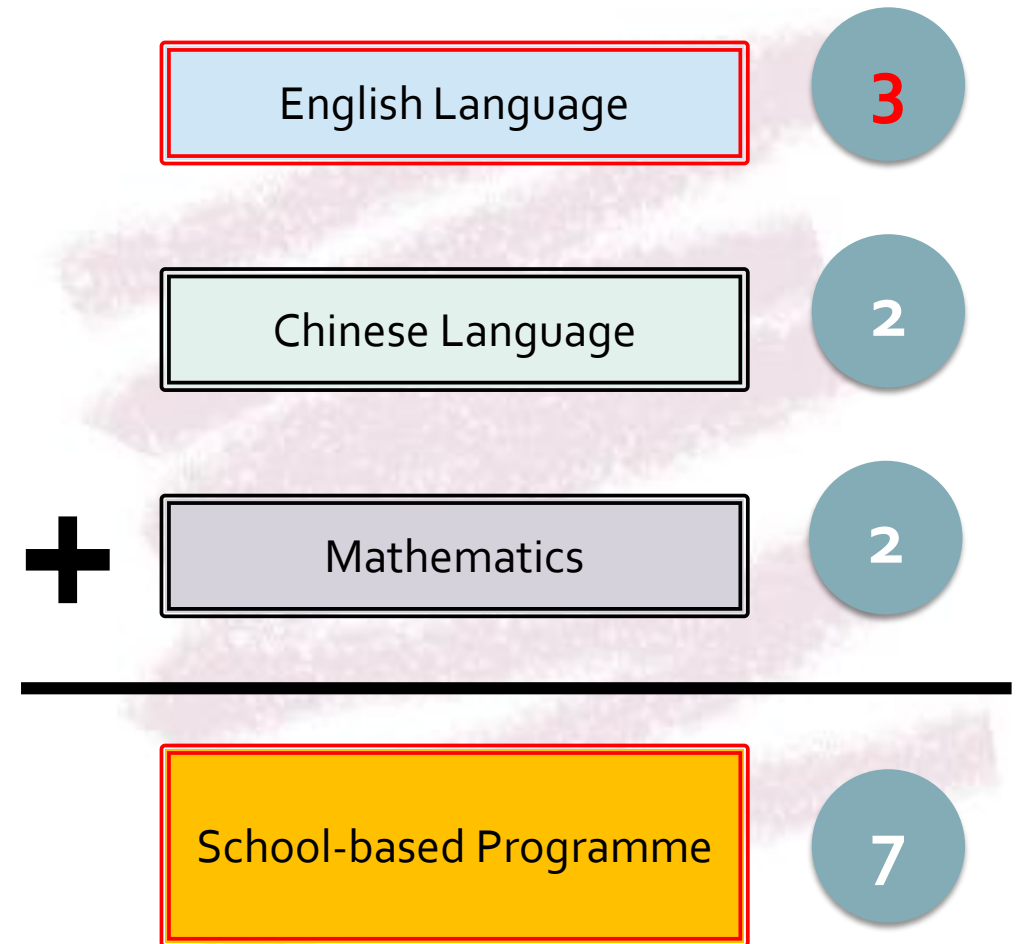
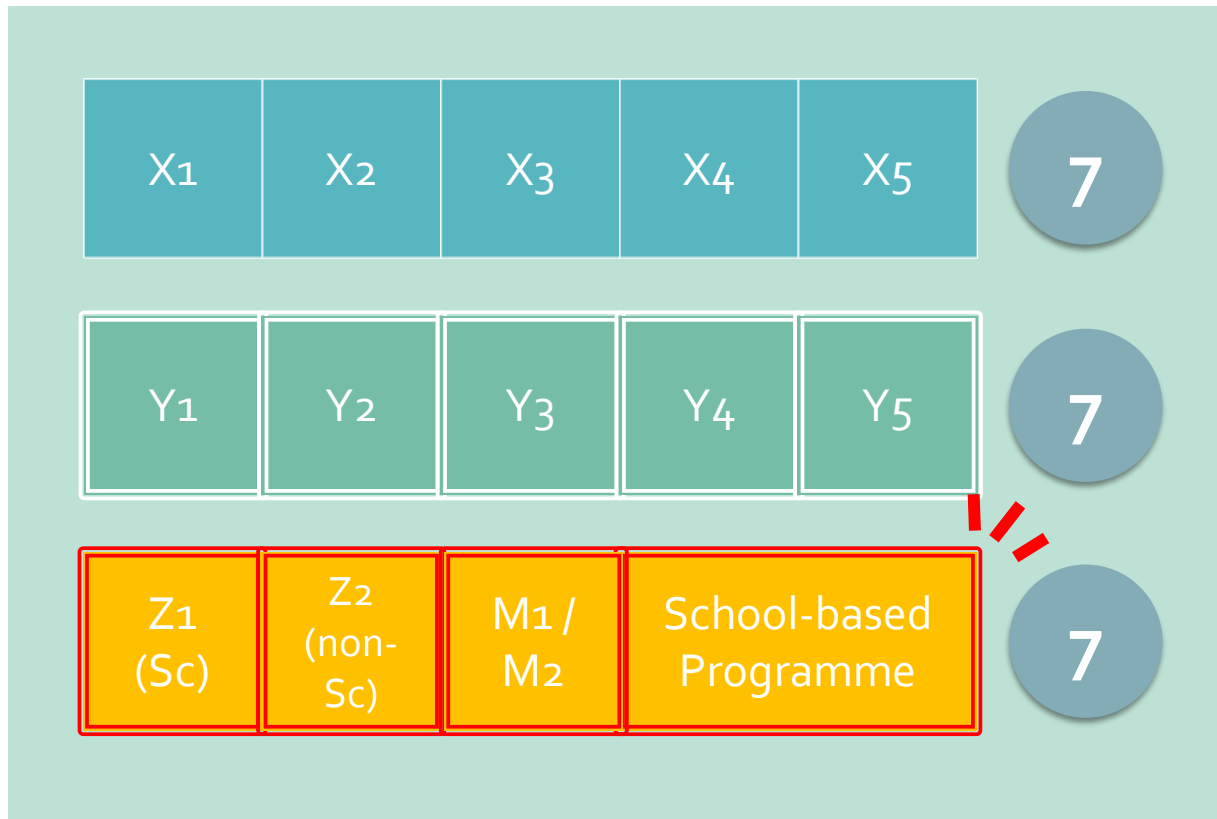


Background information

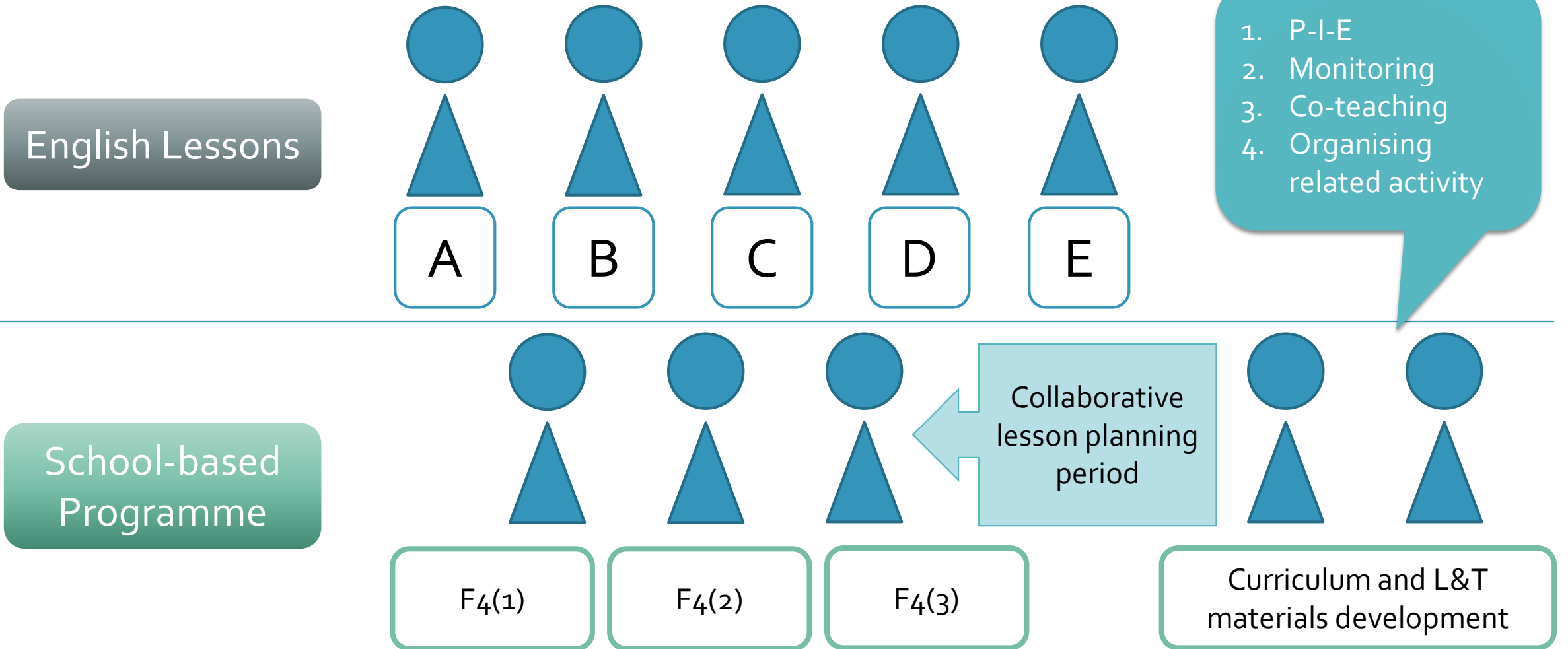
School's responses to the optimisation of the four SS core subjects:



Background information



Teacher deployment



School-based English Programme

Reading across the Curriculum Programme

(2013 HKDSE Paper 1)

(2018 HKDSE Paper 1)

Extensive reading



Reading across
the Curriculum

School-based English Programme

- [language skills] Revisit school-based S4 English Language curriculum for relevant language skills
- Re-sequence the order of the units in the anthology

School-based English Programme

S4 1 st term	S4 2 nd term
<ul style="list-style-type: none">• Around 6 lessons for each unit• An extended task designed for more able students• A reflection journal to reflect on skills and vocabulary learnt• A portfolio to collect students' work	
Mini project (1) – multimodal production	Mini project (2) – multimodal production

To be displayed on
campus / during
English Week

Discussion in progress ...

Flipped
classroom?

Self-learning
materials?

Evidence of
learning?

What about those who
will not take the school-
based programme?

X ₁	X ₂	X ₃	X ₄	X ₅
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Y ₁	Y ₂	Y ₃	Y ₄	Y ₅
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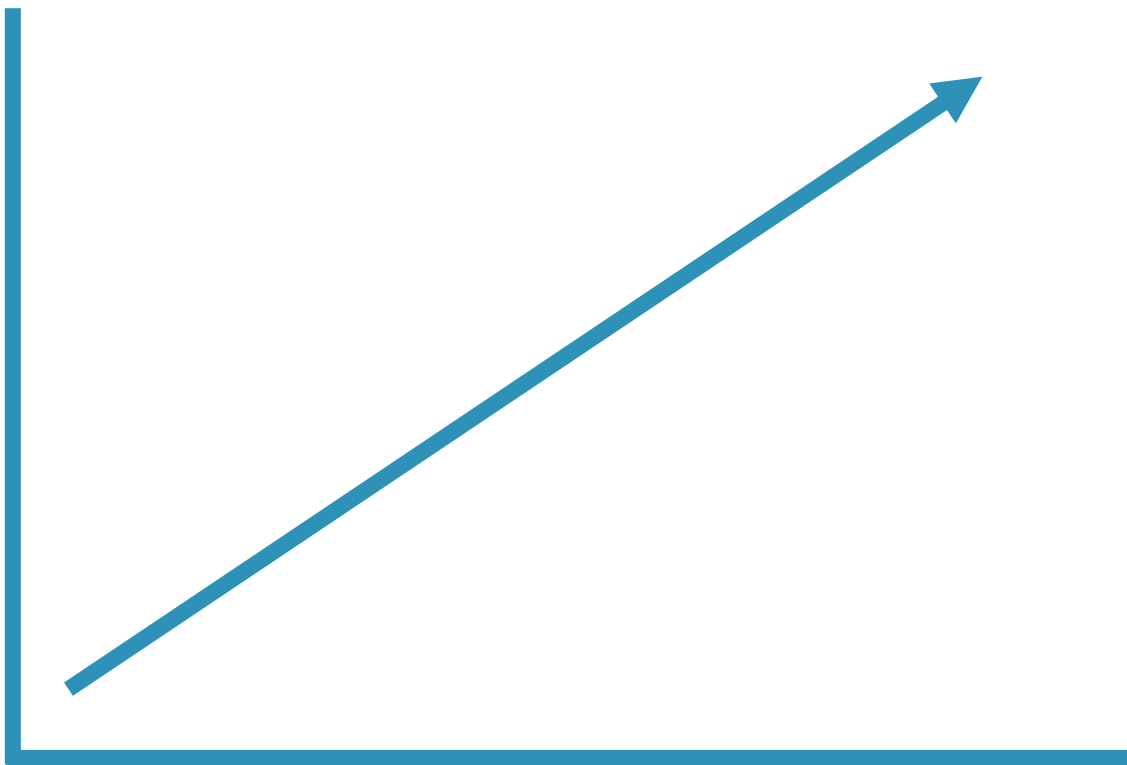
Z ₁ (Sc)	Z ₂ (non- Sc)	M ₁ / M ₂	School-based Programme
------------------------	--------------------------------	------------------------------------	---------------------------

Discussion in progress ...

Weighting of
assessment

0

Student's motivation



In response to the reduction in the number of lessons ...

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:05 - 8:30	Morning Assembly					
8:30 - 9:10						
9:10 - 9:50						
9:50 - 10:05	Recess					
10:05 - 10:45						
10:45 - 11:25						
11:25 - 11:40	Recess					
11:40 - 12:20						
12:20 - 1:00						
1:00 - 2:10	Lunch					
2:10 - 2:15	Roll Call					
2:15 - 2:55						
2:55 - 3:35						
3:35 - 4:15						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Effective use of lesson time

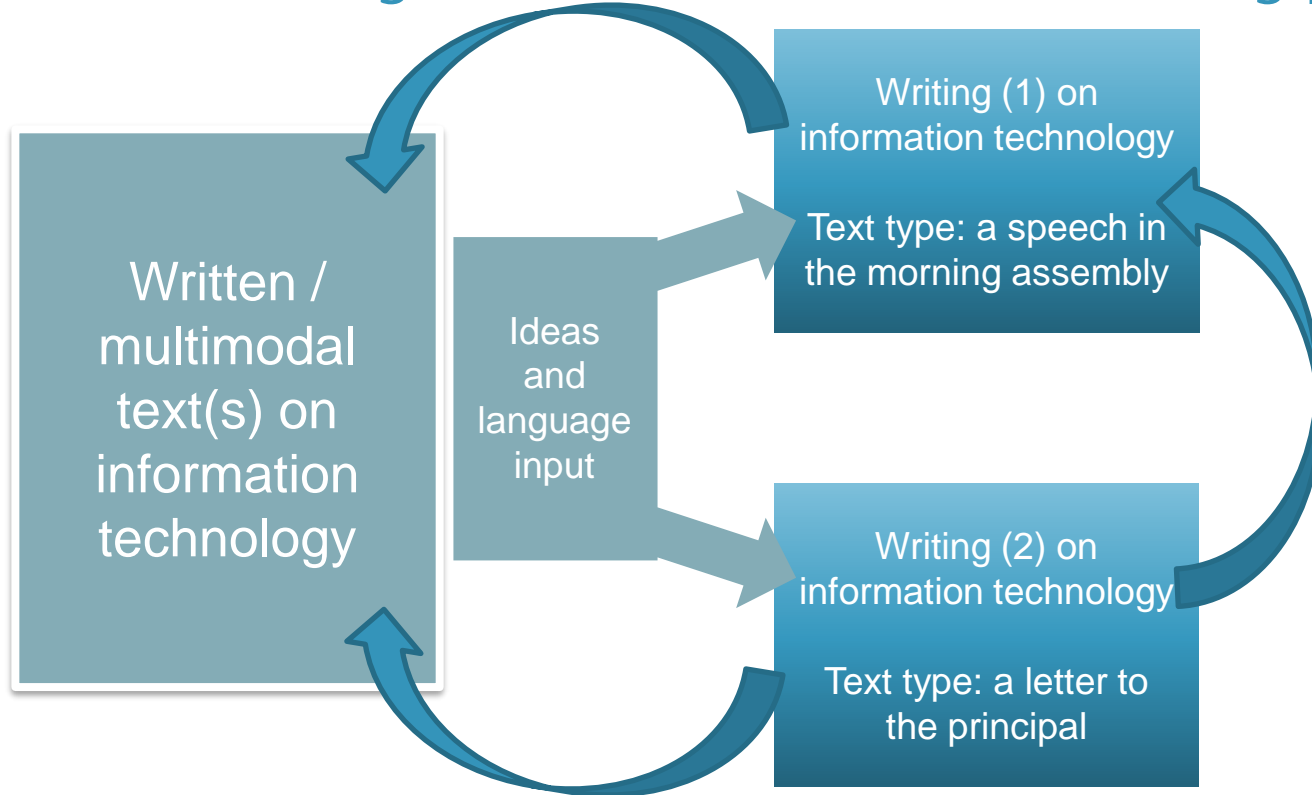
Designing effective pre-lesson preparation tasks

Effective use of e-tools for display of learning

Immediate effect

In response to the reduction in the number of lessons ...

- Forge connections between learning points to facilitate spiral learning



1. Recycle the **ideas / vocabulary**
2. Recycle the **language for persuasion**
3. Heighten students' awareness of
 - the use of **tone and register** (different target readers)
 - the use of **formal and informal language**

Remarks

- Review existing school-based English Language curriculum
- Select materials that suit the needs and interests of students
- Plan learning time effectively to enable effective use of lesson time
- Start small
- Internalise P-I-E cycle

Recap of Key Ideas

Embracing Differentiation with
Effective Use of Time, Space and Flexibility

Review of School-based Curriculum +
Integration of Different Components

Effective Use of Lesson Time +
Learning Time

Why

What

How

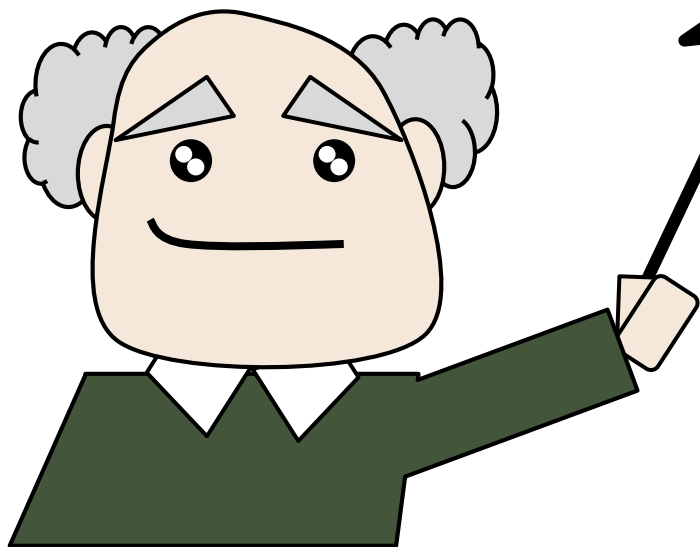
Less is more

Connection, connection and
connection

Think big, start small

A Well-designed School-
based
English Language
Curriculum

More information on Optimising Measures



Optimising Measures

EDB Circular:

Measures to Optimise the Four Senior Secondary Core Subjects (EDBCM 39/2021)

[PDF](#)

Proposed arrangements

EDB Circular:

Optimising the Four Senior Secondary Core Subjects to Create Space for Students and Cater for Learner Diversity : School Questionnaire Survey and School Briefing Sessions (EDBCM 20/2021)

[PDF](#)

PowerPoint slides used in the Briefing Sessions on Optimising Senior Secondary English Language:

[PDF](#)

Frequently Asked Questions:

Curriculum and teaching arrangements: [PDF](#)

Assessment: [PDF](#)



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/opimising_SS_English_Language.html

THANK YOU
