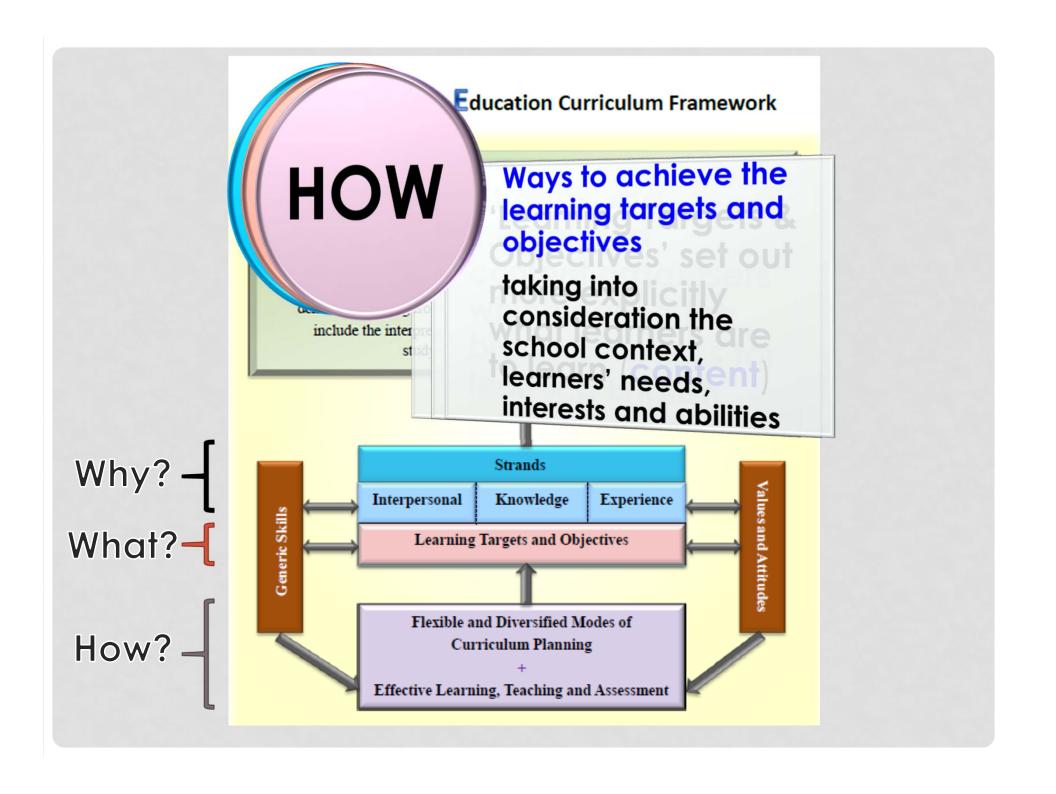
UNDERSTANDING AND INTERPRETING THE ENGLISH LANGUAGE CURRICULUM FOR NEW ENGLISH TEACHERS

English Language Education Section
Curriculum Development Institute
Education Bureau

BY THE END OF THE WORKSHOP, YOU WILL BE ABLE TO

- develop a better understanding of the design and the features of the English Language curriculum with an emphasis on the senior secondary level;
- gain an insight into the latest development in the English Language curriculum
 - integration of the Compulsory and Elective Parts;
 - promotion of academic and creative uses of English, and
- > enhance assessment literacy.



ENGLISH LANGUAGE EDUCATION KLA CURRICULUM GUIDES



OPTIMISING SENIOR SECONDARY ENGLISH LANGUAGE

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 39/2021

Ref.: EDB(CD/C&S)/ADM/75/1/16C(1)

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

(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 serior 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 Driversity" 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.
- 3. The four SS core subjects currently take up more than half or even more of the lesson time in many schools and students lack diversified learning experiences. Optimising the four SS core subjects to varying degrees can generate synergy, release lesson time and enhance curriculum flexibility for creating space for students. With the optimising measures in place, the four SS core subjects will not take up more

EDBCM No. 39/2021



Curriculum:

Elective Part

- Fully integrated into the Compulsory Part and/or taught as enrichment/extension components,
- Promoting creative use of English through the language arts components

Cross-curricular links

 Promoting academic use of English through RaC and LaC, as well as co-curricular and LWL activities

Assessment:

Part B of Paper 2 (Writing)

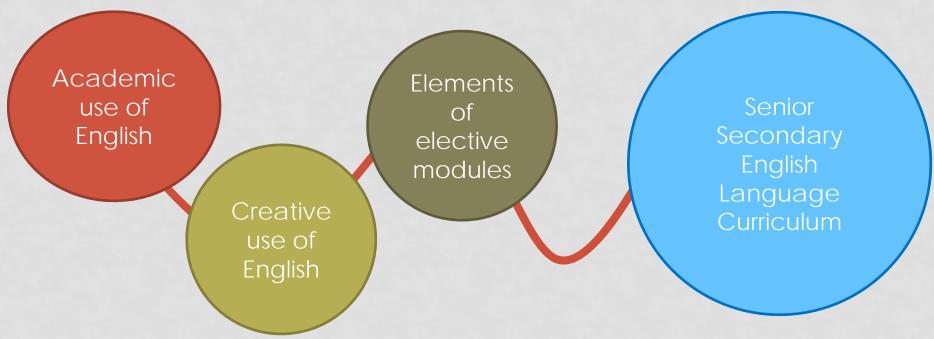
- Delinking questions from the eight elective modules
- Reducing the number of questions from 8 to 4

School-based Assessment (SBA)

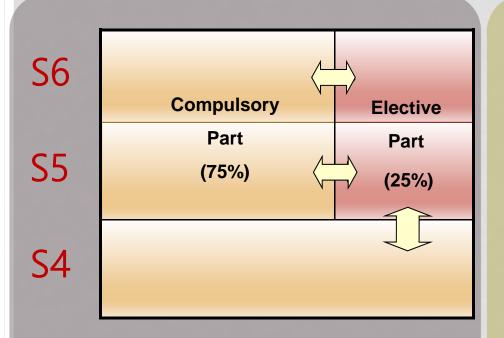
- Both marks (7.5% @)submitted based only on reading/viewing programme
- Adjusting the number of texts to be read/viewed from 4 to 2-4

QUESTION

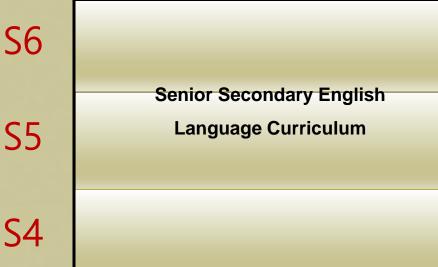
How can these updates be integrated into the senior secondary English Language curriculum?



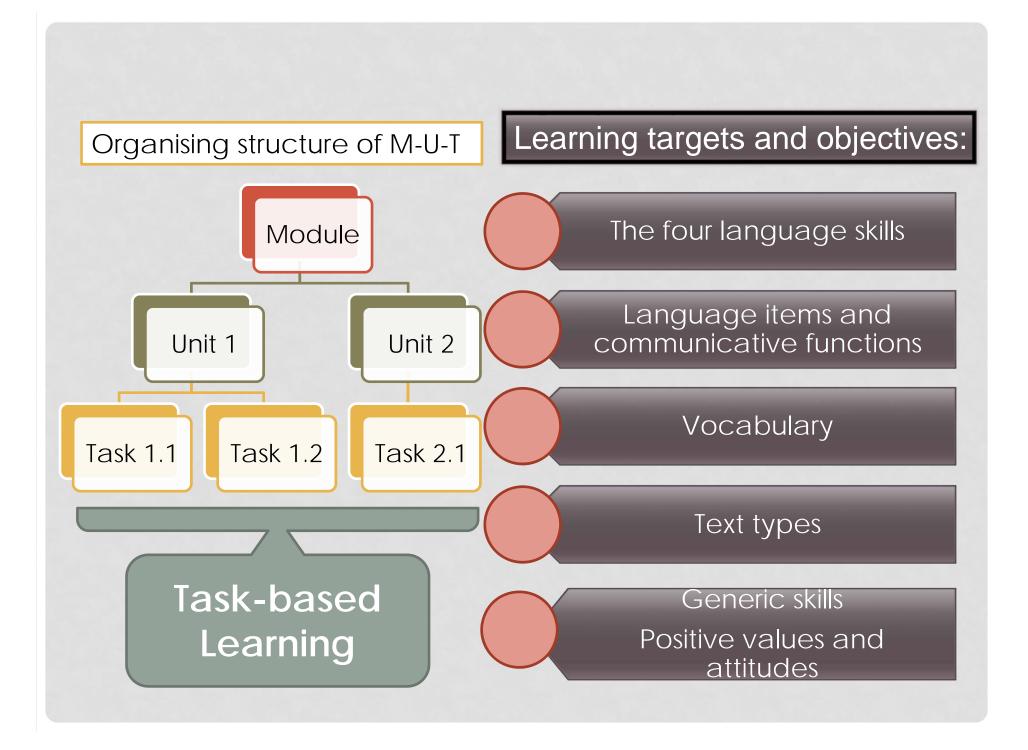
THE SENIOR SECONDARY ENGLISH LANGUAGE CURRICULUM



2020/21: S4, S5 & S6 Cohorts 2021/22: S5 & S6 Cohorts



2021/22: S4 Cohort onwards



TASK-BASED APPROACH: FEATURES OF A TASK

Context

Purpose

Product

Involves learners in thinking and doing

Requires learners to draw upon a framework of knowledge and skills

ADOPTING A TASK-BASED APPROACH IN LESSON DESIGN

Module
Study, School Life and Work

Unit Teens' Health Problems

Task 1

Understanding
Obesity

Task 2

Analysing the Overall Fitness of Students in Your School Task 3

Reviewing Your Overall Fitness and Setting Goals on Weight Management Task 4

Viewing and Analysing a Slide Video on Youth Smoking in Hong Kong

Final Task

Creating an Audio Visual Presentation on Weight Problems in Your School

ACTIVITY ONE

In groups, identify the following in each task:

- text types
- vocabulary
- language skills
- language items and communicative functions
- generic skills
- positive values and attitudes

ACTIVITY TWO

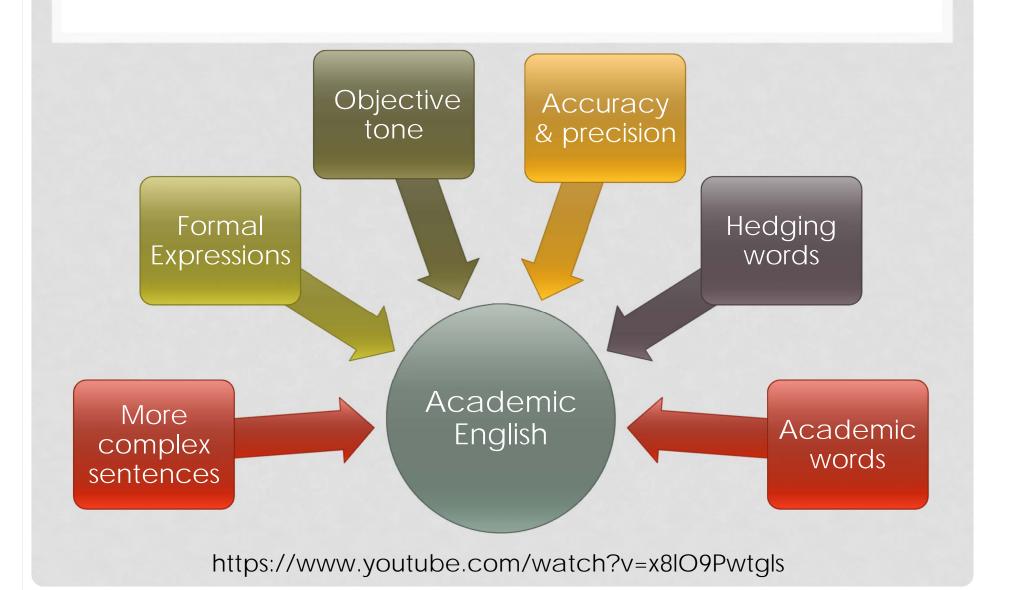
 Can you identify elements of academic use of English in the set of materials?

WHAT IS ACADEMIC ENGLISH?

Academic English:

refers to the language required for studies in subjects using English as the medium of instruction and it is a prerequisite for success in Reading and Language across the Curriculum

FEATURES OF ACADEMIC ENGLISH

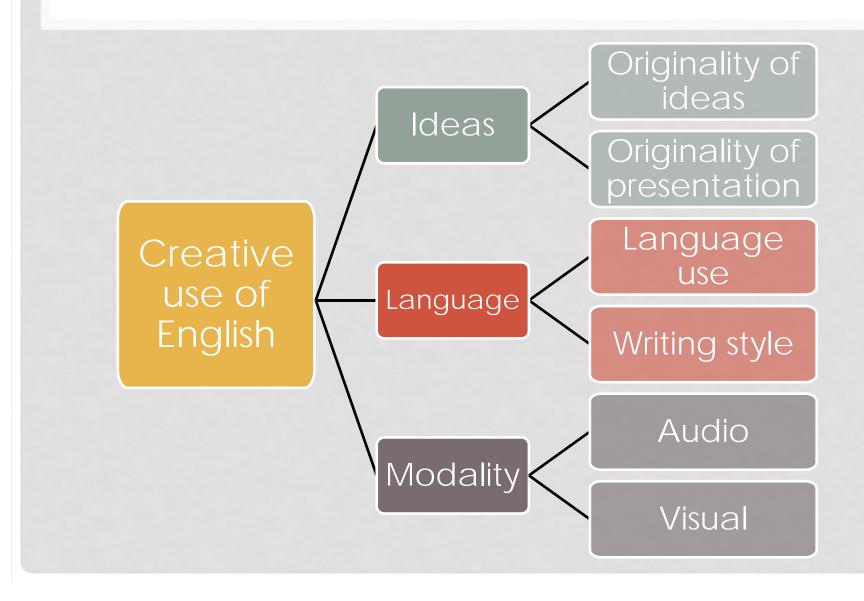


WHAT IS CREATIVITY?

'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.'

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

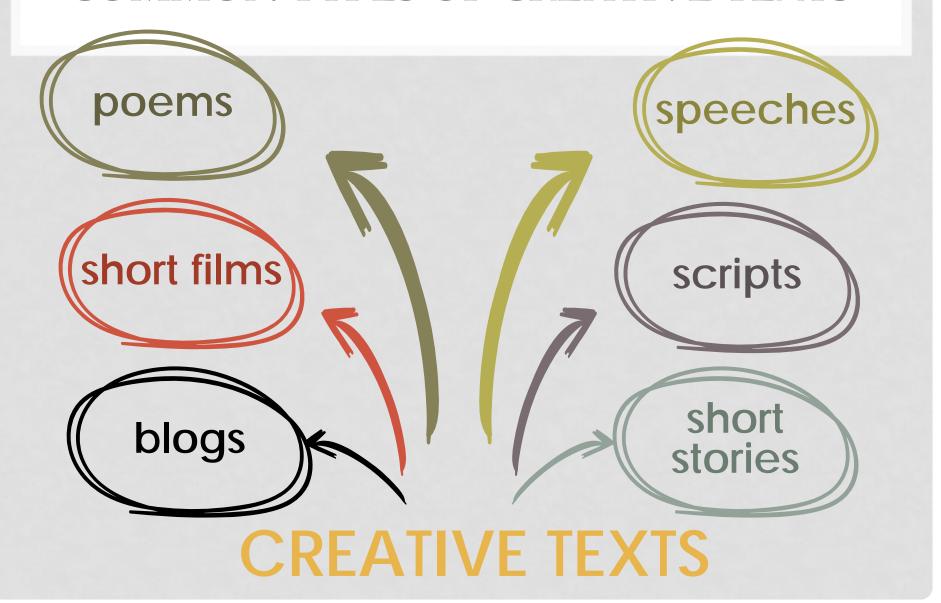
WHAT IS CREATIVE USE OF LANGUAGE?



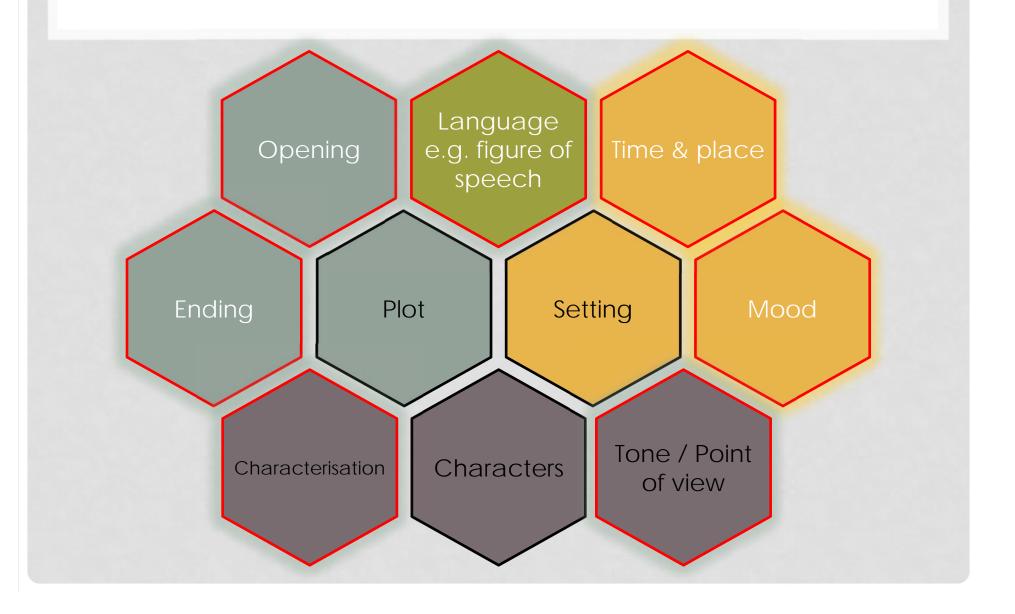
WHAT DO WE EXPECT STUDENTS TO DO?

- To experiment with the language
- To look at things, issues and people in different perspectives
- To explore strategies to arouse readers' interest and sympathy, and create resonance

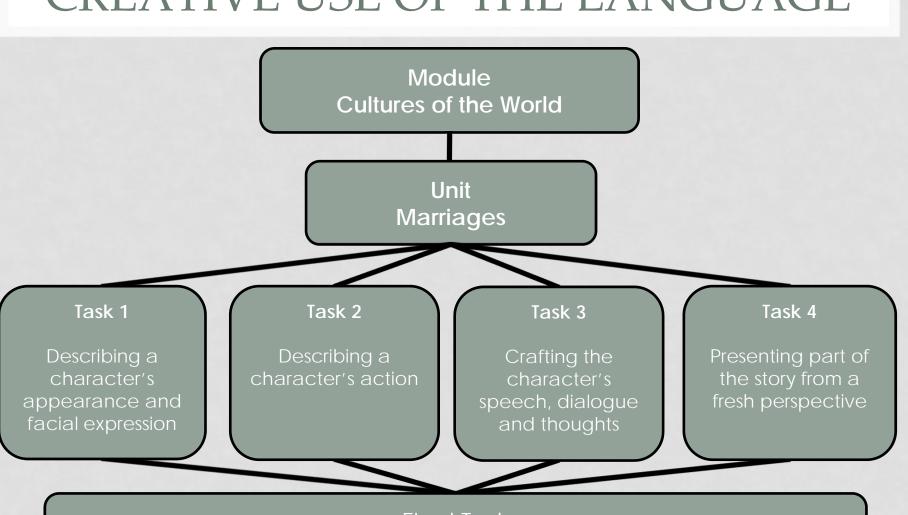
COMMON TYPES OF CREATIVE TEXTS



ELEMENTS IN SHORT STORIES



PUTTING MORE EMPHASIS ON THE CREATIVE USE OF THE LANGUAGE



Final Task Rewriting a part from Lu Xun's "The New Year Sacrifice" (祥林嫂)

PUTTING MORE EMPHASIS ON THE CREATIVE USE OF THE LANGUAGE

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.

ACTIVITY THREE

2. Incorporate elements of creative use of English into the teaching of the following writing questions:

2018-DSE Eng Lang Paper 2 Part B Q9:

Imagine you are a bird in a cage. One day your owner left your bird cage open.

Write a story from the bird's point of view.

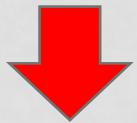
2020-DSE Eng Lang Paper 2 Part B Q8:

Sci-Fi magazine is organising a First Chapter Competition. The competition involves writing the first chapter of a story based on the following scenario. A journalist is sent to investigate a research station in the Arctic after staff begin to mysteriously disappear one by one.

- You would like to enter the competition.
- Write the first chapter ONLY of your story.

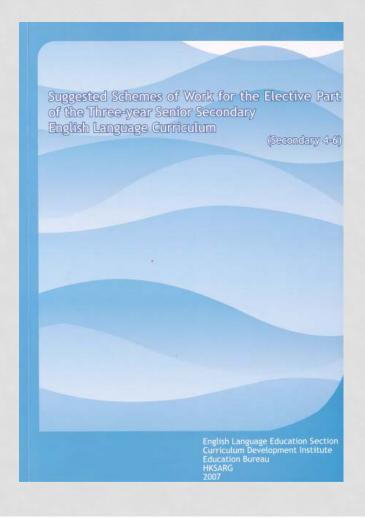
RECAP OF PART ONE

- The major components of the English Language Education KLA Curriculum and its latest development
- Promoting the academic and creative uses of English through the task-based approach



Integrating the Compulsory and Elective Parts

ELEMENTS OF ELECTIVE MODULES



Learning English through Debating

	Suggested Learning Focuses and Number of Periods Periods			
Prior knowledge	Features of argumentative essays			
Part 1 -	 Understanding the fundamental ideas of debating (2) 			
Introduction	Establishing knowledge about debating rules and procedures (2)			
	Introducing the idea of rhetoric* (2)	2*		
Part 2 –	Defining motions (2) 20			
Sub-skills for	Researching information (2)			
debating	 Analysing underlying principles and assumptions (4) 			
=	Working on arguments and examples (4)			
	Structuring logical arguments (4)			
	Preparing speeches and rebuttals (6)			
	Using delivery techniques (4)			
Part 3 - Debates	Holding a mini-debate* (4)	4*		
•	Total lesson time:	30 (6*)		
Suggested co-curricular activity: an interclass debating competition				

Learning English through Social Issues

	Suggested Learning Focuses and Number of Periods				
Prior knowledge	Language for expressing cause and effect				
Part 1 –	Identifying a social issue and discussing how an issue may affect the 12				
Identifying and	world, society and individuals (4)				
examining a social	 Examining a social issue form various perspectives (4) 				
issue	 Analysing and working out solutions to a social issue (4) 				
Part 2 –	Conducting observations, interviews and surveys (6)				
Researching a	Reporting survey findings (6)				
social issue	Acknowledging the sources of information (2)				
	 Writing an expository essay on a social issue (4) 				
Part 3 – A mini-	Conducting a mini-project on a selected social issue* (6)	6*			
project					
	Total lesson time:	30 (6*)			

Suggested cross-curricular activity: a Social Issue Week with a film show and exhibition of students' projects in collaboration with the PSHE KLA

Learning English through Workplace Communication

	Suggested Learning Focuses and Number of Periods				
Prior knowledge	owledge Features of formal and informal texts				
Part 1 -	Understanding business-related vocabulary and concepts (4)				
Reading and	Identifying features of various business texts, e.g. agenda, minutes (4)				
Writing	Writing memos and business letters (4)				
-	Producing sales/promotional materials (2)				
	Writing CV and application letters (4)				
Part 2 –	Handling telephone enquiries and complaints (2)				
Listening and	Making business/sales presentations (4)				
Speaking	 Setting up and holding meetings, and taking notes at meetings (2) 				
	Role-playing job interviews (4)				
Part 3 -	Planning a business task/event (e.g. product launch, trade show) (3)				
A mini-project	Making a presentation to promote a product/company* (3)				
•	Total lesson time:	30 (6*)			

Suggested cross-curricular activity: a "Job Hunt Day" with talks on different jobs and mock job interviews in collaborating with the Careers Team

SCHEME OF WORK (1)

ABC School∉ Secondary 5 English Scheme of Work

\mathbf{M}	odul	e: Lei	sure	& Ente	ertainı	ment⊬	
		-		4	4.	CHI	

Unit 7 The arts (popular culture, films, advertising)

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

- follow the development of a point of view or argument;
- identify supporting information:
- identify various perspectives involved in the discussion of an issue:
- <u>present</u>, elaborate and <u>organise</u> views and ideas in an argumentative essay.√

Reading

Text type: article

- Reading Skills:↓
 Following the
 development of a
 point of view or
- argument↓

 Evaluating views
 and attitudes↓

 Writing

 • Text type: essay

 • Writing Skills:

- Presenting arguments (using negative and positive language)
- Supporting arguments with valid reasons
- Writing Task: Writing a 2-sided argumentative essay about the pros and cons of selling advertising space at school

Listening@

- Text type: debate speech
- Listening Skills:↓
 - Following the development of a point of view or argument↓
 - Identifying reasons to support views and arguments.
- Integrated Task: Writing a debate speech

Speaking Skills:

- Expressing own views
- Elaborating views and ideas
- Supporting views and ideas

Social Issues

- Part 1: Identifying, examining and presenting social issues
- Focus 1: Reading, analysing and presenting solutions (internet addiction)
 - Learning Objectives:
 - ♦ Identify solutions in texts
 - Research solutions to an issue
 - Give a presentation of findings
- Focus 2: Examining an issue from various perspectives (urban development)
 - Learning Objectives:
 - Read and view texts about an issue
 - Identify groups involved in the issue and their views

 √
 - ◆ Take part in a panel discussion

SBA (learning activities)

- Part AReading/Viewing Programme: ↓
 - Print, Non-fiction (e.g. documentary reading texts ...)
 - Skills of individual presentation (IP)
- Part B Elective (Social Issues): ₽
 - Skills of group discussion (GI)
 - A panel discussion (discussion with assigned roles ...)

Language Functions↔

- To express personal feelings, opinions and judgements and present arguments.
- To justify a point of view
- To give presentations
- To participate in and follow group discussion

Extended learning activity: Inter-class Lunchtime Forum↓

SCHEME OF WORK (2)

XXX Secondary School

Secondary 5 English Language Scheme 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

Reading	Writing	Listening	Speaking
Reading Text type(s): Short story (The Gift of the Magi) Synopses and Comments Skills: 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	Text type(s): Script for a short film Synopsis of a short film Skills: Produce a script by selecting and organising relevant information as 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 the length of text to meet the	Text type(s): Interviews with a prize-winning director / actor Skills: identify details that support a main idea understand the use of discourse markers distinguish between facts and opinions in spoken texts	Task(s): Group discussion Producing a short film Skills: 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 use appropriate interaction skills and conversational strategies convey ideas, feelings and
	requirements of different text types Draft, revise and edit a piece of writing		motivations through both verbal and non-verbal means

Extended learning activities / Co-curricular activities:

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

COMPULSORY PART AND ELECTIVE PART

Suggested Learning Activities for Integration

As topics and themes in the Compulsory and Elective Parts are closely related, the two parts can be smoothly integrated. The table below provides some ideas and examples on how the learning elements of the Elective Part can be integrated into the Compulsory Part of the senior secondary English Language curriculum:

Suggested Modules and Units for the Compulsory Part	Possible Elective Modules for Integration	Suggested Integration Activities
Getting along with Others • Friendship and Dating • Sharing, Co-operation, Rivalry	♦ Drama ♦ Poems and Songs	Developing a script and role-playing a scene on the conflict between two friends Listening to songs about friendship and love and understanding the theme and figurative language used in the lyrics
Study, School Life and Work Study and Related Pleasure / Problems Experiments and Projects Occupations, Careers and Prospects	Popular Culture Workplace Communication	Writing a letter for a newspaper column to offer advice on teenage problems Conducting a mock job-interview in a Career Expo
Cultures of the World Travelling and Visiting Customs, Clothes and Food of Different Places	♦ Poems and Songs♦ Popular Culture	Reading poems and listening to folk songs about other places and cultures Reading reviews on travel blogs and websites to plan trips and itineraries
Wonderful Things • Successful People and Amazing Deeds • Great Stories • Precious Things	♦ Short Stories ♦ Sports Communication	Reading stories / biographies of Nobel laureates Watching documentaries of famous athletes
Nature and Environment Protecting the Environment Resources and Energy Conservation	♦ Debating♦ Social Issues	Conducting a debate on environmental conservation vs economic development Designing a questionnaire and conducting a mini-survey on an environmental issue
The Individual and Society Crime Human Rights (personal rights, civic rights, respect)	♦ Short Stories♦ Social Issues	Reading and analysing the theme and plot of a detective story Giving a speech on discrimination / the importance of an inclusive community
Communicating The Media and Publications International Network (Internet)	Social Issues Workplace Communication	Discussing the pros and cons of social media and suggesting solutions to problems caused Writing a memorandum to staff on cyber security at the workplace
Technology • Changes Brought about by Technology	DebatingSocial Issues	Conducting a debate on whether Artificial Intelligence does more harm than good Writing an article about how technology changes the ways students learn
Leisure and Entertainment The World of Sports "Showbiz"	 ♦ Sports Communication ♦ Drama 	Writing a proposal to suggest a new sport to be included in the Olympic Games/a new city to host the Olympic Games Recreating the ending of a play / musical

Fully integrated into the M-U-T structure

Or

Taught as enrichment / extension components

ACTIVITY THREE

 In groups, design three tasks set against the suggested modules/units in the previous slide to develop or consolidate the target knowledge and skills having two to three elements of elective modules in the Elective Part incorporated.

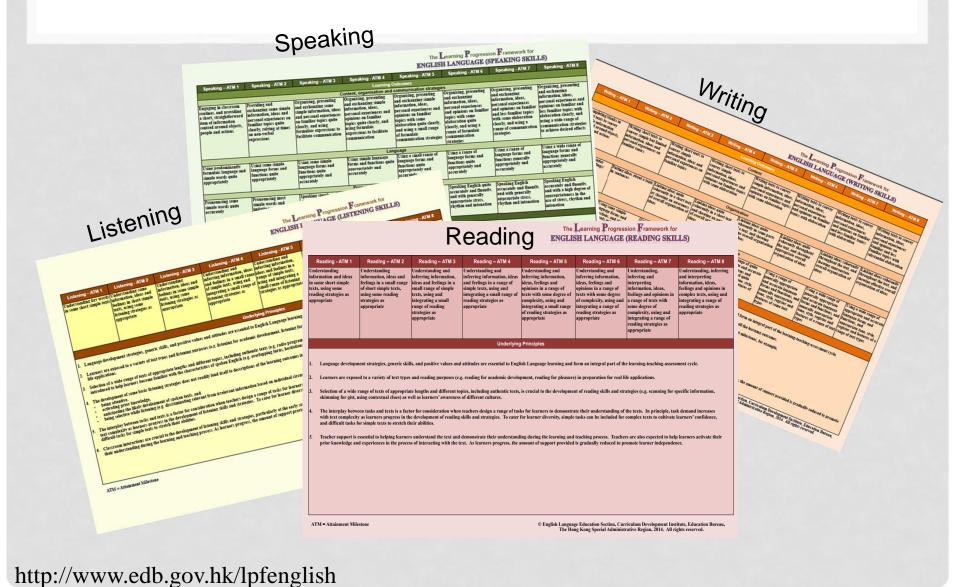
EXPERIENCE SHARING

In your group, share with others your experience in planning and/or implementing the senior secondary curriculum. You may want to talk about:

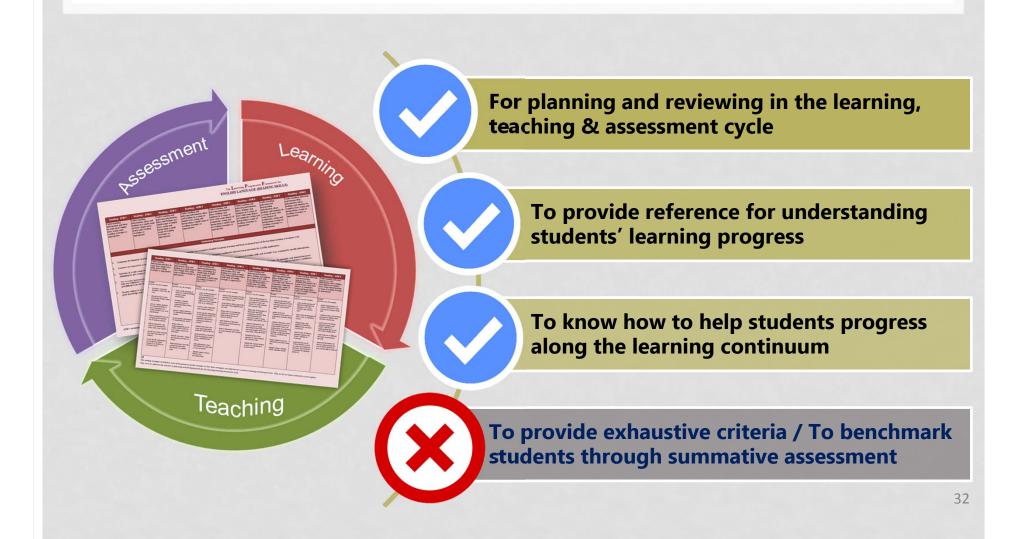
- if your school integrates different curriculum components;
- the challenges you encountered/you anticipate in planning and delivering the curriculum; and
- how you overcame the challenges/you think the challenges could be tackled.

ASSESSMENT

THE LEARNING PROGRESSION FRAMEWORK (LPF) FOR ENGLISH LANGUAGE



WHAT ARE THE PURPOSES OF DEPLOYING THE LPF?



Depth of Processing



Reading Skills and Strategies

Understanding

- Locating information
- Working out meaning of words and phrases
- Connecting ideas
- Identifying main ideas and supporting details
- Distinguishing facts from opinions
- Organising information and ideas

Inferring

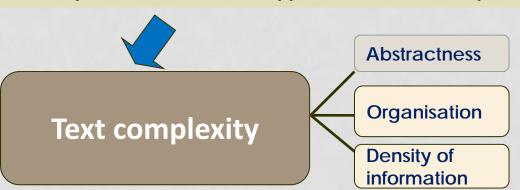
- Inferring feelings
- Deducing information and ideas
- Comparing information and ideas
- Working out main ideas and themes

Interpreting

- Analysing information and ideas
- Synthesising
- Evaluating
- Justifying

Underlying principles

- Activating learners' prior knowledge and experiences
- Selection of a wide range of texts of appropriate lengths and different topics
- Interplay between texts and tasks
- The provision of teacher support and the need to promote learner independence





Range and application of reading strategies

COMPLEXITY OF TEXTS

	Easier texts	More difficult texts
Abstractness	 Ideas and information explicitly stated Straightforward & factual information 	 Ideas and information implicitly stated Meaning hidden between lines or beyond lines
Organisation	 Well-defined text structure Organisation of paragraphs following sequence of events, logical progression (general to specific) Use of short paragraphs, subheadings & cohesive devices 	 Lack of well-defined text structure, mix of text-types Organisation of paragraphs not following a common pattern (problem-solution) Lack of signposts to facilitate understanding of texts
Density of information	 Most sentences/paragraphs containing one piece of information Sentence structures and language largely simple, with occasional use of complex structures 	 High lexical density – with a large amount of information-carrying words A wide range of complex sentence structures and language

ABSTRACTNESS

Example:

2020 HKDSE Reading Paper Part B1 Easier Section (Text 2)

Example:

2017 HKDSE Reading Paper Part B2
More Difficult Section (Text 4)

Professor Kite's rules for picking the best days for flying a kite

[2] Because we don't control the wind, we learn to watch for the right kite-flying conditions.

Wind

- [4] Flying is most fun when the wind is medium so you can do more than just hold on. You can make your kite dance across the sky by pulling in and letting out the line. Be sure your kite is put together correctly, or it may not fly at all. EXECUTEDATE a handy step-by-step guide here to help you build your own kite.

Flying space

- [5] This should be a clear, open area. Stay away from roads, power lines and airports. Open fields, parks and beaches are great for flying kites. The more room you have, the more line you can let out.
- [6] Remember that as the wind goes over and around trees and buildings, it gets bumpy and difficult to fly kites in. Watch out for 'kite-eating' trees!

Raware

[7] Never fly in rain or lightning. Electricity in clouds is attracted to damp kite lines and foolish kite fliers.

Professor Kite says:

- [8] "Never be a danger to yourself or others. Most of all... slow down, take it easy, and enjoy!"
- [9] "Many wonderful people, just like you, enjoy the pleasures and fellowship to be found at the end of a kite line. Try sharing the experience to make the fun even greater. See you in the sky!"

Graham Norton: "The letters I can never forget"

- [2] I'm not sure who it was that once claimed there are no problems, only solutions.
- [6] But I'm not sure the doctor's Hippocratic Oath was tailored to some bloke huffing because...
- [7] Because there are 'problems' and there are problems.

ORGANISATION

Example: 2020 HKDSE Reading Paper Part B1 Easier Section (Text 2)

Professor Kite's rules for picking the best days for flying a kite

[2] Because we don't control the wind, we learn to watch for the right kite-flying conditions.

Wind

[3] Wind that is too strong or too light is nearly impossible to fly in. A flag or windsock is handy to help you see the wind. About 8-40 kph is best for most kites (when leaves and bushes start to move, but before it really starts to blow). Diamond and dragon kites are the best to fly in light to medium winds while box kites fly better when the winds get a little stronger. THERE THERE to find a store.

[4] Flying is most fun when the wind is medium so you can do more than just hold on. You can make your kite dance across the sky by pulling in and letting out the line. Be sure your kite is put together correctly, or it may not fly at all. EXYNMENTE a handy step-by-step guide here to help you build your own kite.

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- [6] Remember that as the wind goes over and around trees and buildings, it gets bumpy and difficult to fly kites in. Watch out for 'kite-eating' trees!

Beware

[7] Never fly in rain or lightning. Electricity in clouds is attracted to damp kite lines and foolish kite fliers.

Professor Kite says:

- [8] "Never be a danger to yourself or others. Most of all... slow down, take it easy, and enjoy!"
- [9] "Many wonderful people, just like you, enjoy the pleasures and fellowship to be found at the end of a kite line. Try sharing the experience to make the fun even greater. See you in the sky!"

Example: 2020 HKDSE Reading Paper Part A Compulsory Section (Text 1)

[1] For 179 years, the former Victoria Prison and Central

Police Station compound stood aloof in the heart of Hong Kong, visible yet inaccessible — unless you enforced the law or fell on the wrong side of it. Now everyone has a chance to step inside its walls. After a long and arduous conversion into a centre for art and heritage, Hong Kong's most significant heritage conservation project is finally complete.

- [2] Officially re-christened with its former nickname, Tai Kwun, the Cantonese equivalent of 'the big house', the compound now includes art galleries, exhibitions on local history, shops, restaurants and bars. "The philosophy has been very clear from day one," says Winnie Yeung, Tai Kwun's head of heritage. "We're trying to turn a closed-off site that Hong Kong people were familiar with but never had a chance to go inside into a site that is open to the public with easy access."
- [3] That was a challenge like nothing Hong Kong had seen before. The first iteration of Victoria Prison was built in 1841. It was the first permanent structure built by the British in their new colonial possession. With 18 different buildings, three of which are declared monuments – a designation that imposes legal restrictions on how a building can be modified – the restoration work was destined to be particularly complicated.
- [4] The Jockey Club, which was asked to lead the restoration project, spared no expense, hiring renowned Swiss architectural firm Herzog & de Meuron to design a new arts pavilion for the site, along with a master plan for how to convert the historic site into its new role as a public facility. Their first proposal called for a spindly tower inspired by bamboo scaffolding and it was furiously rejected by nearby residents, who said it would ruin their views and overshadow the venerable old buildings. Eventually, the architects came up with a plan for two boxy structures that floated above parts of the old prison courtyard. One houses a 200-seat auditorium, the other an art gallery. Both are clad in black aluminium blocks that give them the appearance of leather jewellery boxes.

ORGANISATION

Examples of Organisational Patterns	Text Types	Related Comprehension Question Intents
Time sequence	News articlesShort stories	 Order of events/details
Compare/Contrast	 Almost all types of writing 	 Similarities and differences of opinions/perceptions Conclusion(s), if any
Order of importance	Mainly persuasive writingReportsProposals	Main idea(s)Evidence such as statistics, supporting details
Cause/Effect	Mainly expository writingOpinion writingProcess reports	Problem(s) & solution(s)Relationships & the logical flow
Combined/Multiple orders	Mainly informal textsCommentariesScripts	-

DENSITY OF INFORMATION

Example:

2020 HKDSE Exam Reading Paper Part B1 Easier Section (Text 3)

Para 10

Kite flying was one of the most popular leisure activities for children in Hong Kong in the 1950s and 1960s. Back then, there were no restrictions on kite flying and kites could be seen in every corner of the city's sky and even beyond – from the rooftops of Sham Shui Po to the corridors of Shek Kim Mei Housing Estate.

Example:

2020 HKDSE Exam Reading Paper Part B2 More Difficult Section (Text 4)

Para 5

Let me make no bones about it: [my tough love diagnosis isn't for everyone] and [I'm aware that [there are those who have written to me in the expectation of a kind word and a couple of aspirin and have instead received a tongue-lashing and a slap in the face]].

Depth of Processing



Reading Skills and Strategies

Understanding

- Locating information
- Working out meaning of words and phrases
- Connecting ideas
- Identifying main ideas and supporting details
- Distinguishing facts from opinions
- Organising information and ideas

Inferring

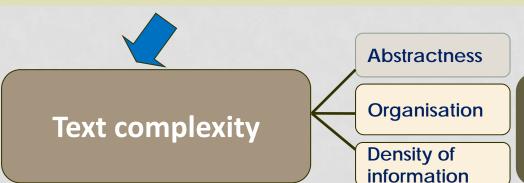
- Inferring feelings
- Deducing information and ideas
- Comparing information and ideas
- Working out main ideas opinions and themes

Interpreting

- Analysing information and ideas
- Synthesising
- Evaluating
- Justifying

Underlying principles

- Activating learners' prior knowledge and experiences
- Selection of a wide range of texts of appropriate lengths and different topics
- Interplay between texts and tasks
- The provision of teacher support and the need to promote learner independence





Range and application of reading strategies

Example: 2020 HKDSE Exam Paper Part B1 Q20



How to fly a kite

1 [1] Kite flying is great fun and it's easy if you know some of Professor Kite's secrets. So grab your kite and join in the fun, the sky is big enough for everyone!

Professor Kite's rules for picking the best days for flying a kite

[2] Because we don't control the wind, we learn to watch for the right kite-flying conditions.

Wind

- [3] Wind that is too strong or too light is nearly impossible to fly in. A flag or windsock is handy to help you see the wind. About 8-40 kph is best for most kites (when leaves and bushes start to move, but before it really starts to blow). Diamond and dragon kites are the best to fly in light to medium winds while box kites fly better when the winds get a little stronger.
- 10 [4] Flying is most fun when the wind is medium so you can do more than just hold on. You can make your kite dance across the sky by pulling in and letting out the line. Be sure your kite is put together correctly, or it may not fly at all. DOWNLOAD a handy step-by-step guide here to help you build your own kite.

Flying space

- [5] This should be a clear, open area. Stay away from roads, power lines and airports. Open fields, parks and beaches are great for flying kites. The more room you have, the more line you can let out.
 - [6] Remember that as the wind goes over and around trees and buildings, it gets bumpy and difficult to fly kites in. Watch out for 'kite-eating' trees!

Beware

[7] Never fly in rain or lightning. Electricity in clouds is attracted to damp kite lines and foolish kite fliers.

Question 20

When is National Kite Month?

Example: 2020 HKDSE Exam Paper Part A Q3

Text 1

Para 1

For 179 years, the former Victoria **Prison** and Central **Police Station** compound stood aloof in the heart of Hong Kong, visible yet inaccessible – unless you **enforced the law** or **fell on the wrong side of it**.

Question 3

What does 'fell on the wrong side of it' (line 3) mean?

- A. broke the law [64%]
- B. fell off a wall
- C. made the wrong decision
- D. put something in the wrong place

Example: 2020 HKDSE Exam Paper Part B1 Q34

Text 3

Para 2

Kites have a special place in Shum's heart, as information in paragraph 2. they were one of the few toys he had during his childhood. It is a different story for his The trip to Tai Mei Tuk is important to daughter, whose leisure hours are filled with Thomas because_____ television and electronic games. Now, he ______ wants her to know more about this fading culture in Hong Kong.

Question 34

Complete this sentence using the

Example: 2020 HKDSE Exam Paper Part B2 Q56

Text 4

Para 19

I'm not saying it will be all **plain sailing**. There will be **lonely nights** when you miss your friends and family, but this is 2020 so you have the luxury of calling or Skyping them...

Para 21

I would also strongly suggest that when **things are proving challenging** in your new home, you don't give up at the first **hurdle**. Persevere and make that if or when you leave it...

Question 56

Norton says leaving Sweden as part of a 'decision you are in charge of' may be better than 'simply running away' (lines 63-64).

What **fear** of David's is Norton responding to here?

Example: 2020 HKDSE Exam Paper Part B2 Q58 & 59

Text 4

Para 24

Dear Graham,

The past 40-odd years have for me been an often fruitless search for a barber who can do a good job on my challenging hair. Now I have found one with whom I am perfectly satisfied, but while he cuts my hair, he continually picks his nose. I would appreciate your advice.

P Smith, Bracknell, UK

Dear P,

What comes out of the top of your head? **Steel wool**? But you aren't driving a car or operating heavy machinery, so next time, why not do this thing I've discovered when confronted with something I **don't want to see – shut your eyes!** A longer fringe may also help.

Question 58

What does Norton **imply** when he says 'A longer fringe may also help' (line 76)?

_____·

Question 59

What is the tone of Norton's response to P Smith?

- A. bitter
- B. Amusing
- C. reflective
- D. supportive

Example: 2020 HKDSE Exam Paper Part A Q14

Below is a summary of paragraph 10. In three of the lines there is ONE mistake. If you find a mistake, underline it and replace the word with one that expresses the correct idea. Write the word in the box on the right. Both grammar and spelling must be correct. In one of the lines there is no mistake; put a tick (✓) in the box. One has been done for you as an example.

(4 marks)

	Summary	Correction
(i)	The final exhibition held at Tai Kwun was chosen to celebrate	
(ii)	its new private role in the community. This was staged at	
e.g.	all locations around the entire compound. Called 100 Faces,	eight
(iii)	it told the stories of both famous and more ordinary people	
(iv)	whose lives had been disturbed by the prison and police station.	

Example: 2020 HKDSE Exam Paper Part B2 Q51

Below are statements summarising the main ideas of paragraphs 12-15. Match the most appropriate idea (A-E) with each of the paragraphs. Write the letter of the main idea next to the paragraph number given. Use each letter ONCE only. One of the ideas is not used.

(4 marks)

Main Idea		
A.	Positivity is the key.	
B.	Being a better person.	
C.	Misunderstanding someone's motives.	
D.	Helping yourself is the best approach.	
E.	People believe problems are worse than they really are.	

Paragraph	Main Idea	
12	(i)	
13	(ii)	
14	(iii)	
15	(iv)	

Example: 2020 HKDSE Exam Paper Part B2 Q62

Text 4

Para 4

Am I properly qualified for this vocation? Well not really, my calling has been thrust upon me. But I am ready to serve, **smelling salts** in one hand, a **sticking plaster** for the soul in the other.

Para 6

But I'm not sure the doctor's **Hippocratic Oath** was tailored to some bloke huffing because he was going to have to share the stage during his best-man speech...

Para 12

On a **physician-heal-thyself** note, I have found that thinking about other people's troubled lives has stopped me...

Question 62

Throughout the text Norton often compares himself to a medical doctor.

Why do you think these comparisons help to describe Norton's role as an agony uncle?

APPLICATION: DIVERSIFYING QUESTION INTENTS IN ASSESSMENT TASKS

Reading skills	Assessment items
Locating specific information	
Identifying main ideas	
Connecting ideas	
Understanding the relationship between ideas in the text (e.g. relating cause to effect, evidence to conclusion)	
Understanding text type features	
Inferring the tone of the writer	
Working out the meaning of words/expressions	
Inferring ideas	
Making use of general and world knowledge	
Application of grammar knowledge in context	



To access the Teacher's Copy and more assessment resources





ASSESSMENT FOR LEARNING - IMPLICATIONS FOR LEARNING AND TEACHING

- Expose students to a wide range of reading materials of different subject areas and connect reading with their learning and daily lives
- Teach reading strategies explicitly
- Review the assessment items in reading (e.g. levels of difficulty, range of reading skills)
- Set the right questions / tasks for different pedagogical purposes
- Provide feedback to students on their reading skills development (e.g. using the LPF as a framework for tracking progress) to help bridge gaps

APPLIED LEARNING (VOCATIONAL ENGLISH)

Application period for early commencement at S4 (2022-24 cohort):

3 May to 1 Jun 2021





APPLIED LEARNING (VOCATIONAL ENGLISH)

Information on ApL(VocE)



Web link to ApL(VocE) leaflet:

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/aplvoce/Vocational%20Eng%20Leaflet%20v06.pdf

Information on ApL



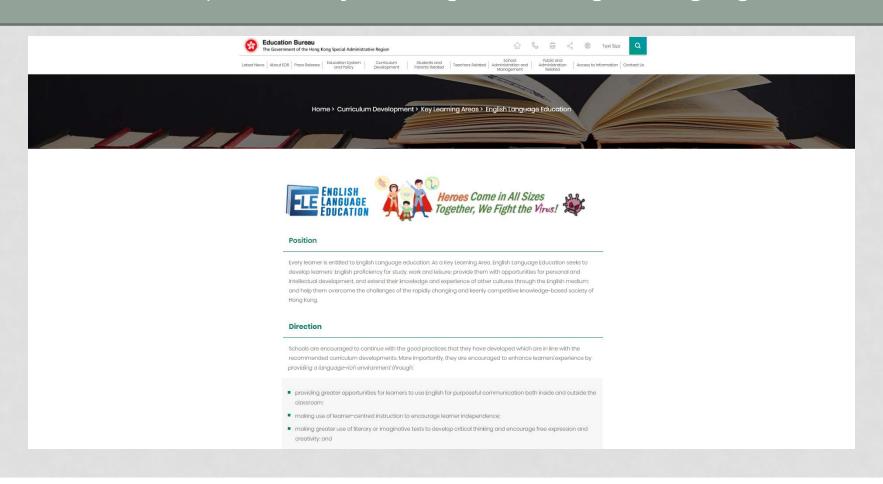
Web link to ApL web page:

https://www.edb.gov.hk/apl

USEFUL RESOURCES FOR THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM

ENGLISH LANGUAGE EDUCATION

Curriculum Development > Key Learning Areas > English Language Education

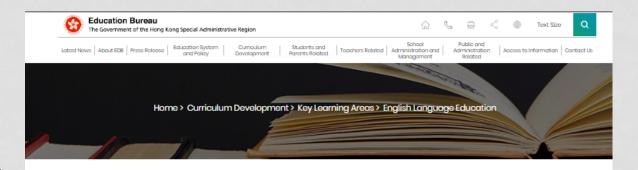


- providing greater opportunities for learners to use English for purposeful communication both inside and outside the classroom:
- making use of learner-centred instruction to encourage learner independence;
- making greater use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and
- promoting language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning.
- What's New
- Optimising Senior Secondary English Language
- English Sayings of Wisdom (SOW)
- Curriculum Documents
- References and Resources
- Professional Development Programmes
- Promotion of Reading in Schools
- Effective Assessment Practices
- Applied Learning (Vocational English)
- Vocational English Programme Grant
- Collaborative Research & Development ("Seed") Projects
- Questions & Answers
- Contact Us



Optimising Senior Secondary English Language

https://www.edb.gov.hk/en /curriculumdevelopment/kla/engedu/opimising_SS_English Language.html



Optimising Senior Secondary English Language

Background

In tandem with one of the recommendations set out in the review report with the theme "Optimise the curriculum for the future, Foster whole person development and diverse talents" of the Task Force on Review of School Curriculum (Task Force), the committees on the four senior secondary (SS) core subjects under the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) have formulated proposals to optimise the respective curricula and assessments of the subjects, thereby creating space for students and catering for learner diversity.

Proposed arrangements

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)



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



Frequently Asked Questions:

Curriculum and teaching arrangements: PDF

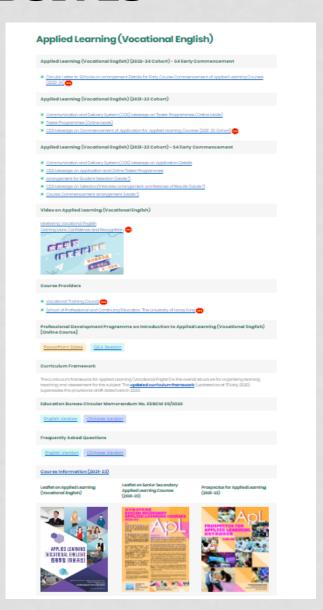


Assessment: PDF



 Applied Learning (Vocational English)

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



- Professional development programmes (PDP)
 - Information on PDP by Curriculum Development Institute, EDB

 http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/professional-development-programmes.html
 - Application and Details http://tcs.edb.gov.hk

- Learning and teaching resources
 - > Curriculum Documents
 http://www.edb.gov.hk/elecg
 - References & Resources
 http://www.edb.gov.hk/eleresources
 - English Treasure Chest
 https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/recommended%20items.html
 - Assessment Tasks for Senior Secondary
 https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/assessment_tasks_SS.html
 - SOW https://www.edb.gov.hk/sow
 - ➤ Educational Multimedia Platform https://www.hkedcity.net/etv/en

- Other useful websites
 - ➤ Language Learning Support Section, EDB

https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/language-learning-support/index.html

> NET Section, EDB

https://www.edb.gov.hk/en/curriculum-development/resource-support/net/index.html

> The English Campus of HK Education City

http://www.hkedcity.net/english/

Q & A

