

Optimising Senior Secondary English Language Series: Effective Curriculum Planning and Implementation for English Panel Chairpersons

3 December 2021

English Language Education Section
Curriculum Development Institute
Education Bureau

Objectives

- to introduce the **optimising measures** for senior secondary English Language;
- to discuss **effective strategies** for planning and implementing the **optimised senior secondary English Language curriculum** (e.g. promoting creative and academic uses of English); and
- to explore effective ways to enhance students' English learning through **making differentiation arrangements** and **planning co- and extra-curricular activities holistically**

Rundown

Part 1:	Effective Strategies for Planning and Implementing the Optimised Senior Secondary English Language Curriculum
Part 2:	Infusing Elements of Creative and Academic Uses of English into Daily Teaching
Break	
Part 3:	School Sharing
Part 4:	Wrap-up and Q&A

Warm-up Activity :
How much do you know about the optimising measures
for Senior Secondary English Language?

True or False?

1	The rationale of optimisation is to create space and cater for learner diversity.	True
2	Depending on school contexts, schools may reduce up to 50 hours of English lesson time <u>per year</u> .	False → Reduce up to 50 hours of English lesson time in 3 years
3	In the 2024 HKDSE Writing Paper , there will be 4 questions in Part B , 2 on language arts and 2 on non-language arts modules .	False → 4 Qs delinked from the 8 elective modules
4	For SBA in the 2024 HKDSE Examination , schools should submit two marks : one from the reading and viewing programme , one from the Elective Part .	False → Submit two marks based on 2 - 4 texts read and viewed
5	The English lesson time for the same cohort of students may vary in a school.	True

Measures to optimise senior secondary English Language Curriculum – In a nutshell

Curriculum

- Adjust the lesson time according to that suggested in the curriculum and assessment guide
- Integrate the Elective Part into the Compulsory Part
- Offer English-related Applied Learning
- Promote academic and creative uses of English

Assessment

- Refine the **writing paper** by reducing the number of questions and delinking it from the Elective Part
- Streamline the **SBA** by allowing flexibility in the number of texts to be read and viewed and delinking it from the Elective Part

How to implement the optimising measures?

Review of
School
Curriculum



Optimisation
of the Four
Core Subjects



Optimisation
of Elective
Subjects

Holistic school curriculum planning



Reallocation of lesson time, flexible
time-tabling & regrouping of students

Guiding Principles:

Catering for learner diversity (in terms of interests, abilities and needs) and creating room and opportunities for students to:

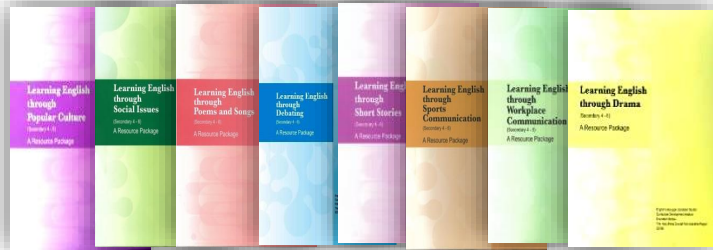
- take an additional elective subject or ApL
- engage in remedial/enrichment programmes
- participate more actively in OLE / life-wide learning activities

STRATEGIES FOR CREATING ROOM

Tips for 'Packing'

Review School-based Curriculum

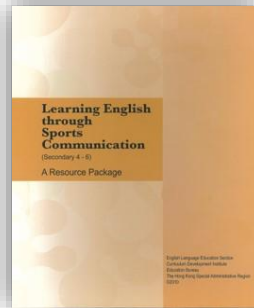
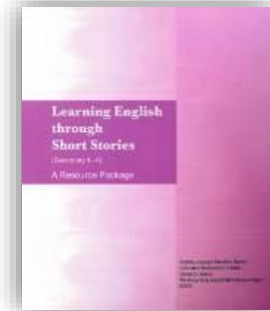
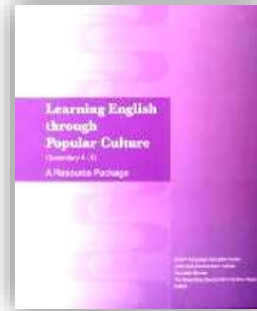
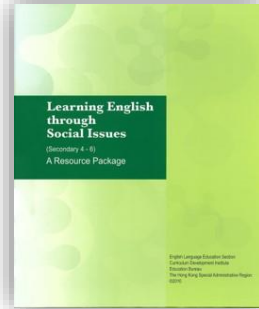
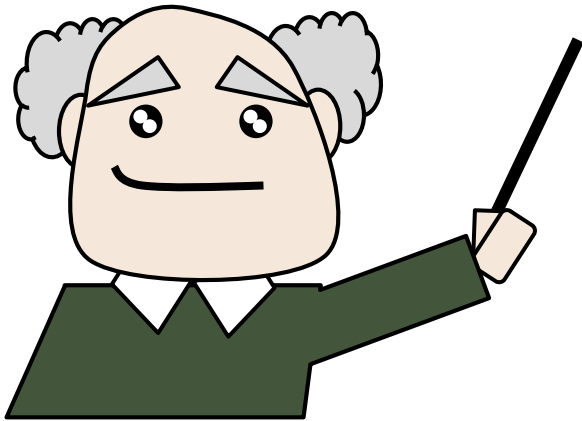
Compulsory Part + Learning Elements



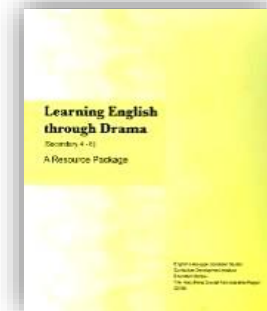
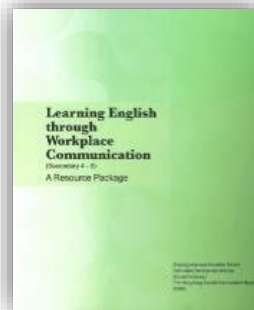
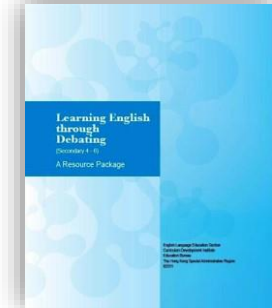
Plan School-based Curriculum

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

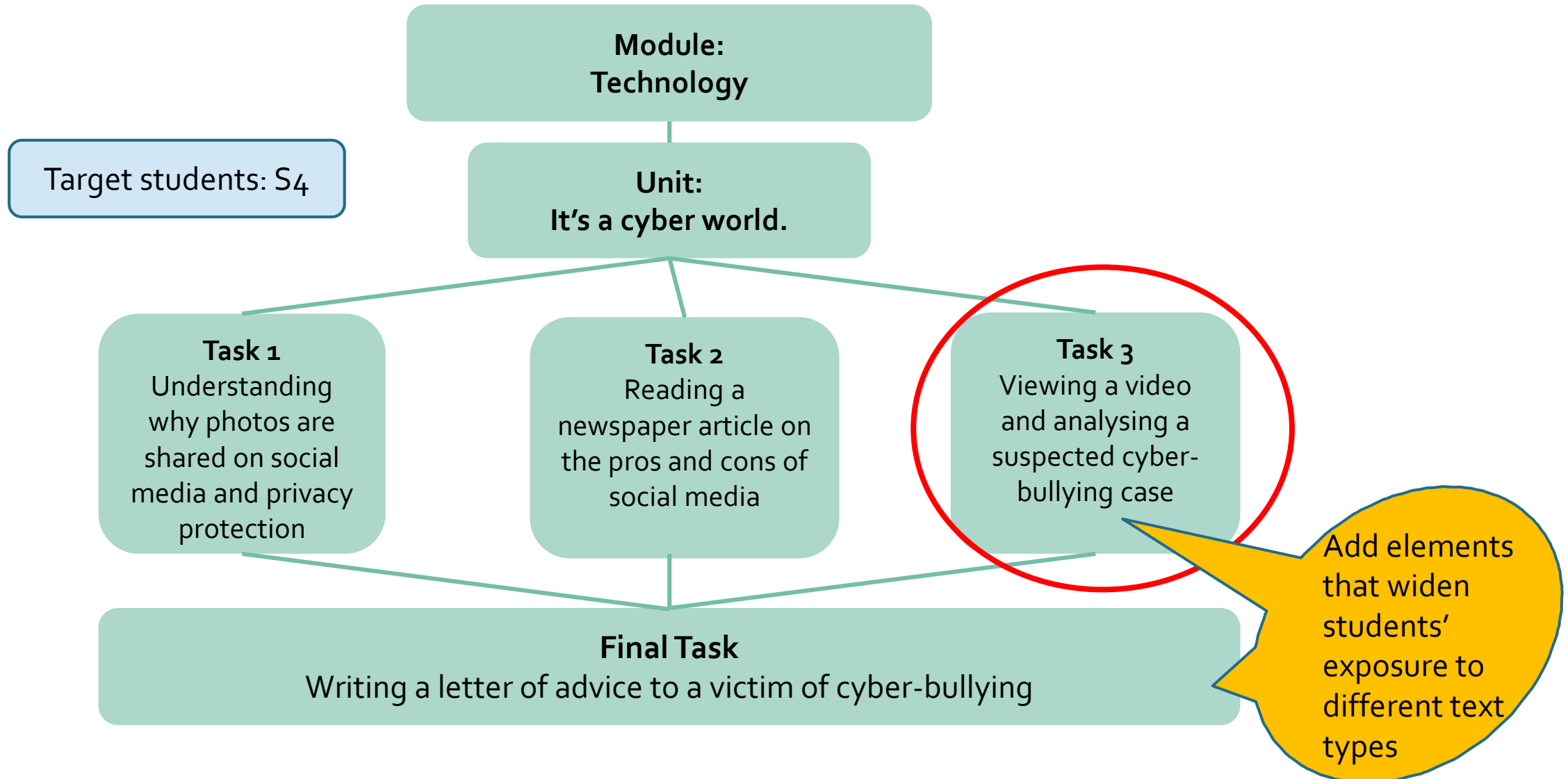
Integration of Elements of Elective Modules



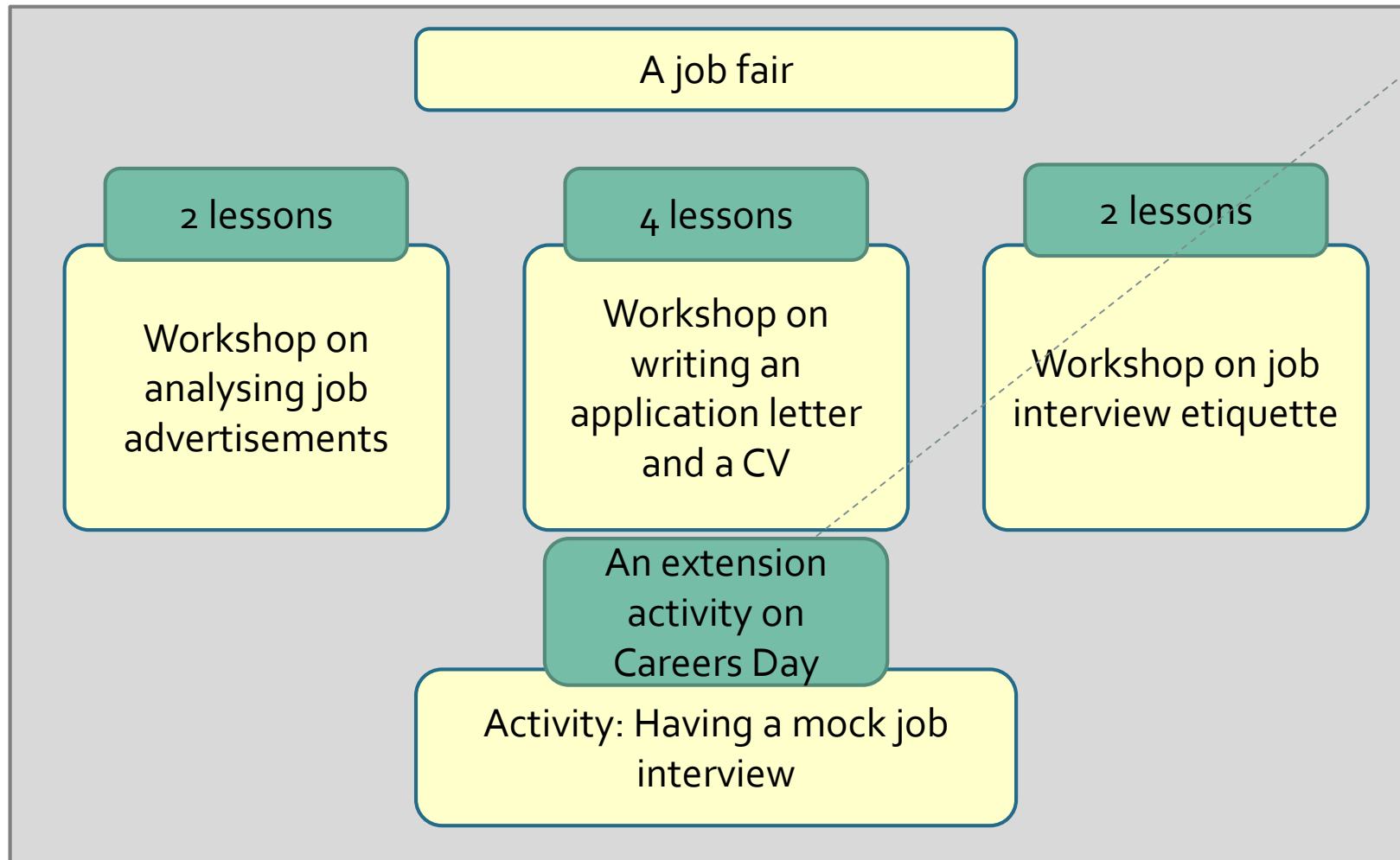
The Elective Part can be used for extension, application and consolidation of what has been learned in the Compulsory Part.



1) Using the learning elements as enrichment materials



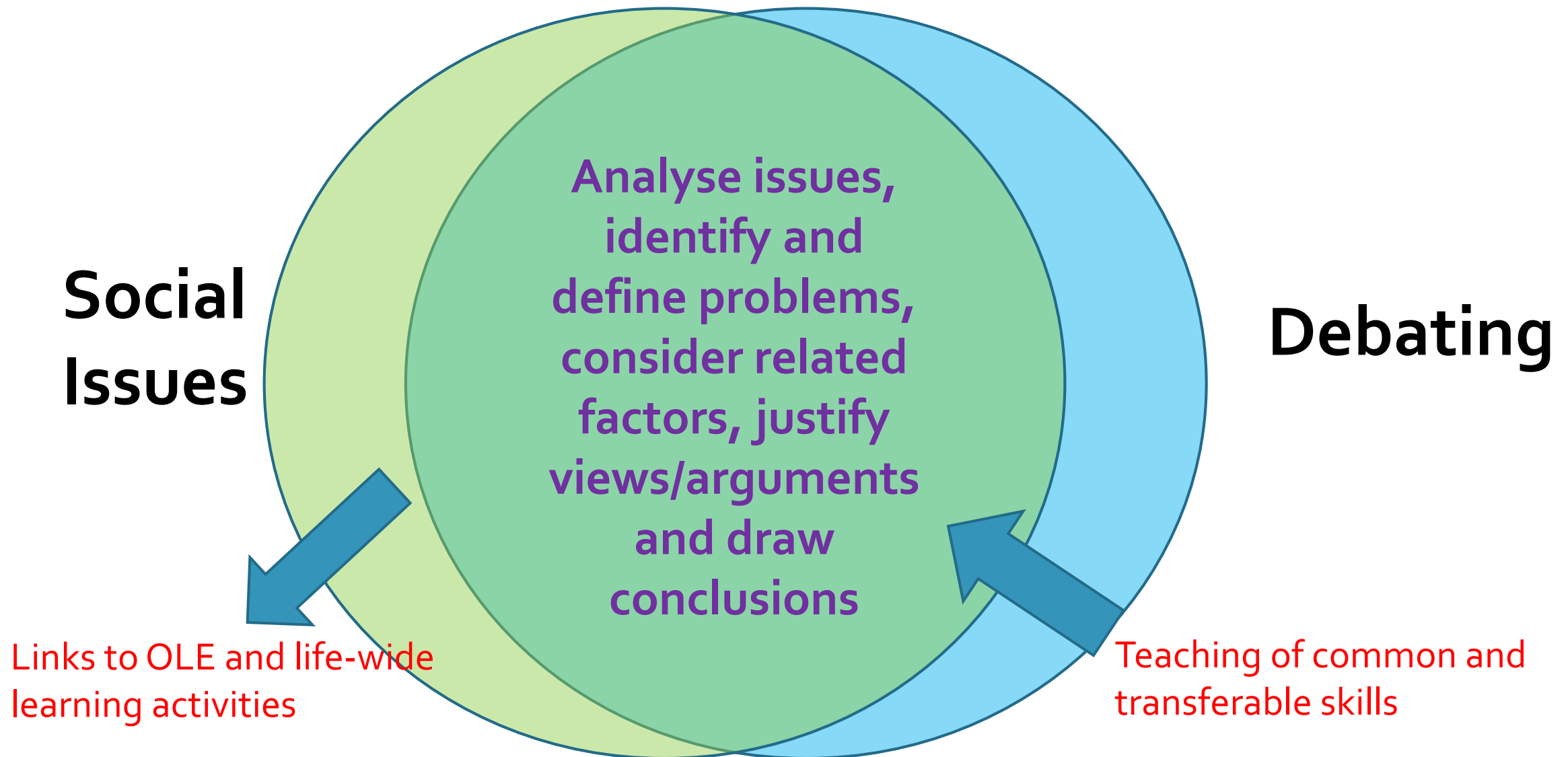
2) Using the learning elements as extension components



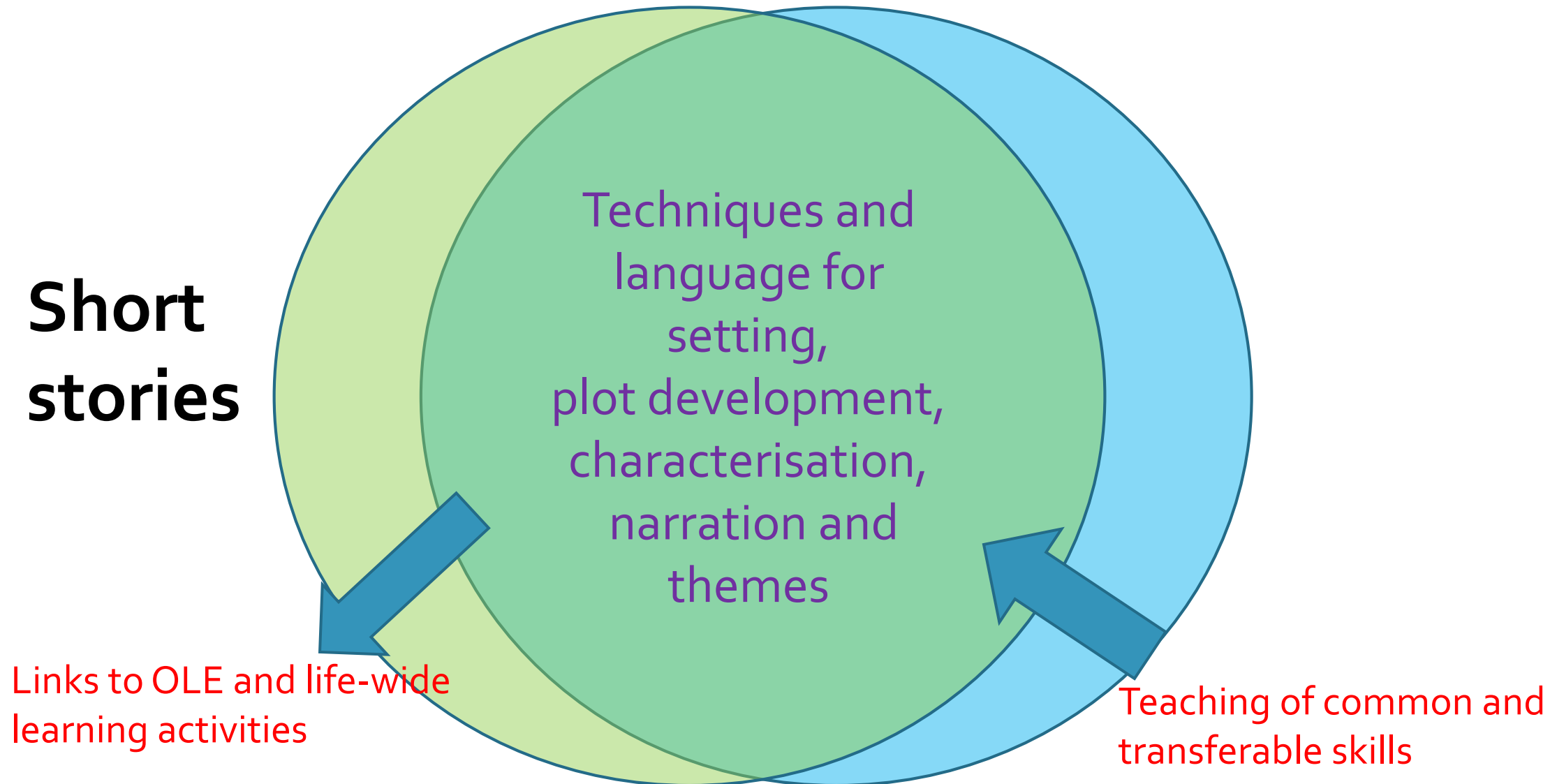
A school-based life-planning education programme "Reaching out to your dream job"

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

3) Creating a learning programme using the released time



3) Creating a learning programme using the released time



Review School-based Curriculum – Horizontal Curriculum

XXX Secondary School Senior Secondary – Reading Skills					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 points of view					
Appreciate the stylistic variations in language					
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 writer's use of language, words, and the semantic associations					
Detect faulty or misleading arguments					
Evaluate critically views and arguments					

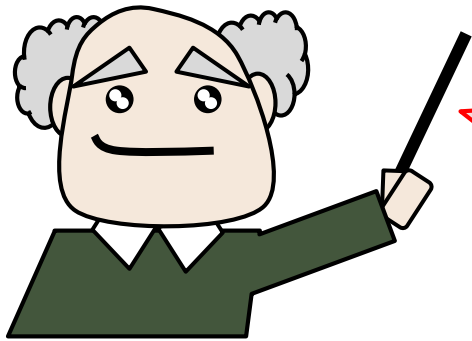
XXX Secondary School Senior Secondary – Writing Skills					Writing Skills
	S4 1 st term	S4 2 nd term	S5 1 st term	S5 2 nd term	
Plan and produce coherent and structured texts					
Organise and integrate information and ideas, and create written and multimodal texts appropriate to context, purpose and 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					

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

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

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?

What to learn from a text?



What are the differences between 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 • Timetables 	<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. modal verbs• to call to action<ul style="list-style-type: none">➤ e.g. language appealing to emotions	

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.

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.

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.

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 Transfer</u></p> <p>➤ More personal, high level of confidence</p> <p><u>Sport Suggestion Letter:</u></p> <p>➤ Impersonal, with some features of a proposal (Propose a sport → reasons → benefits)</p> <p><u>Argumentative Essay for OR Against Food Warning Labels:</u></p> <p>➤ More authoritative with evidence, more complex language, with jargons of food labels</p>

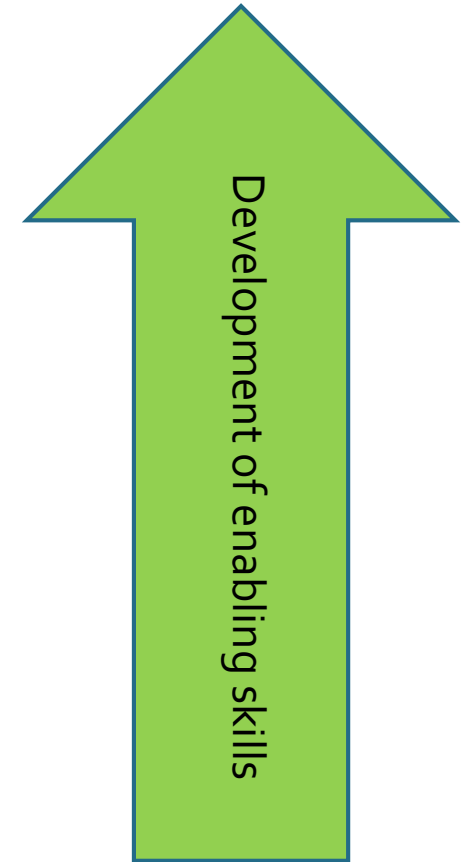
Structure of a Paragraph

Review School-based Curriculum – Vertical Curriculum

SS Curriculum: - 4 language skills
- grammar
- learning elements from elective modules
- creative and academic uses of English



JS Curriculum: - 4 language skills
- grammar
- language arts
- RaC / LaC



Importance of Enabling Skills

Enabling skills are essential skills that help students **learn to learn**. They “enable” students to apply their existing knowledge (both linguistic and cognitive) in their learning. Some important enabling skills include:

1. **Phonics skills**: essential skills for spelling, speaking and listening
2. **Vocabulary building skills**: essential skills for working out word meaning, spelling and reading
3. **Paraphrasing and summarising skills**: essential skills for academic studies, reading and writing
4. **Elaboration skills**: essential skills for writing and speaking

Resource
packages

Paraphrasing and Summarising Skills

Text 3

[6] **Central to** our stewardship program, however, is employee **engagement**. Last year, we had about 60 'Go Green Ambassadors' but less than 50 percent of our employees **attended** our sustainability events. We have three measures to improve employee engagement.

[7] All new staff **need to** attend training sessions to increase awareness of environmental issues facing Southeast Asia as well as Singapore, with a focus on solutions that our company promotes to solve these problems. Additionally, we should **provide rewards** for different teams and departments when they meet their key performance indicators. Finally, we plan to host **innovation** contests for our employees to promote **solutions that are unique** and applicable to their specific departments.



Q.27

The (i) _____ of our staff members is the **key to** our success in environment goals. For this reason, we would like to implement three initiatives that aim to increase **participation**. To raise their awareness of all Star Resort environmental policies, (ii) _____ will be **mandatory** for all new employees. We know that all employees like to **receive** (iii) _____ when they reach their targets. So these will be provided as our second initiative. Also, employee ownership of initiatives is a motivator so we can hold competitions to encourage employees' (iv) _____ in finding **new solutions**.

Elaboration skills

Activity

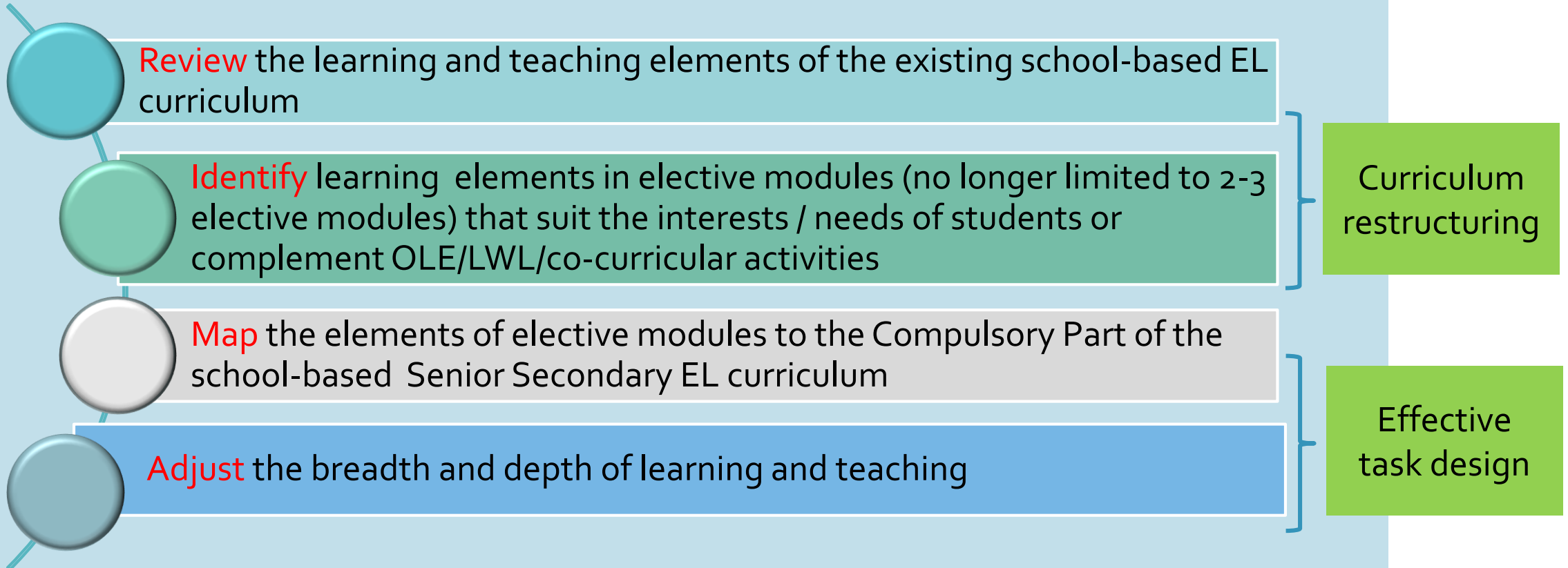
Study the tasks in the activity sheets. Discuss what knowledge/skills students need in order to complete the tasks successfully.

Elaboration skills

Developing students' elaboration skills through enhancing their understanding of:

- Word relations (e.g. synonymy, antonymy, hyponymy, part-whole relation)
- Types of adjectives (e.g. opinion, size, age, shape, colour, origin, material, purpose)

Integration of Elements of Elective Modules



Differentiation Programmes

Provision of English-related Elective Subject/ApL

Cat. A Subject

Literature in English

250 hours

Conducted by teachers in schools

Cat. B Subjects

- ApL (Vocational English)
- ApL (Translation Studies)

180 hours

Conducted by course providers

Activity

- A) Study the school cases and decide whether the differentiation measures taken are appropriate based on the following guiding principles:
- Catering for learner diversity in terms of interests, abilities, needs & career aspirations
 - Providing choice for students
 - Promoting academic and creative uses of English
 - Extending English learning to English-related to OLE and life-wide learning
 - Promoting cross-curricular learning and collaboration
- B) Share your school's optimising measures with your partners. Discuss whether you would like to fine-tune your school practice to better align with the guiding principles.

Considerations for Planning Differentiation Programmes

- Catering for learner diversity in terms of
 - * interest (e.g. drama, public speaking)
 - * abilities (e.g. remedial & enrichment programmes)
 - * needs (e.g. writing & speaking programmes)
 - * career aspirations (e.g. ApL)
- Providing choice for students
- Adopting a flexible timetable to facilitate regrouping and whole-form/school activities
- Promoting academic and creative uses of English (e.g. RaC/LaC, creative writing programme)
- Promoting cross-curricular learning & collaboration (e.g. ApL(Translation Studies), LaC/RaC, LaC+STEM)
- Extending English learning to English-related to OLE and life-wide learning (e.g. school-based and inter-school student activities/competitions, community services & visits)

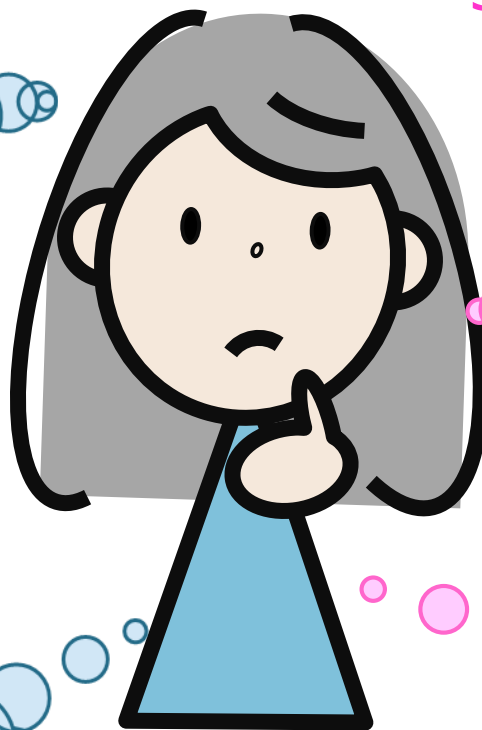
INFUSING ELEMENTS OF CREATIVE AND ACADEMIC USES OF ENGLISH INTO DAILY TEACHING

When do students need academic English?

attending lessons,
lectures and
seminars

reading and
understanding
study materials
of other subjects

doing assignments
and assessments
of other subjects



What is the purpose of promoting academic use of English?

Prepare
students for
further studies

Support students
in learning other
subjects through
English

Characteristics of Academic Texts

- Formal
- Objective
- Precise
- Technical

Language features that help achieve an academic style

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

Academic Vocabulary

verbs for instruction and presentation of ideas

Statement	Description & Explanation	View	Analysis	Argument
<ul style="list-style-type: none">• state• declare• observe• report• point out	<ul style="list-style-type: none">• describe• depict• define• illustrate• demonstrate• explain• discuss• examine• account for	<ul style="list-style-type: none">• believe• suggest• claim• opine• express	<ul style="list-style-type: none">• analyse• consider• examine• evaluate• justify	<ul style="list-style-type: none">• argue• contend• refute• insist• assert

Academic Vocabulary

Common academic prefixes

prefix	meaning	example nouns
anti-	against	anti-establishment, antipathy
auto-	self	autograph, autobiography
bi-	two	bicycle, bilingualism
co-	joint	co-author, co-creator
com-	together	comparison, composition
counter-	against	counter-argument
dis-	opposite	disabled, dissatisfaction
ex-	former	ex-colleague, ex-boyfriend
hyper-	extreme	hyperactivity, hyperinflation
in-	opposite	inability, incoherence
inter-	between	interstate, interaction
mal-	poor	maltreatment, malware
mis-	incorrect	misinformation, mistreatment
neo-	new	neo-conservative, neoliberalism
poly-	multiple	polyglot, polyamorist
re-	again	re-entrance, re-examination
sub-	under	subdivision, submersible
trans-	across	transmission, transportation
under-	below	undergraduate, underpayment

- **General vs. Specific** (e.g. teenagers/adolescents vs. young people)
- **Informal vs. Formal** (e.g. vaccination vs. jab)
- **Layman vs. Technical** (e.g. fear of height vs. acrophobia)

Common academic suffixes

Suffixes	Meaning	Example
-sion, -tion	state of being	concession, transition, abbreviation
-ship	position held	fellowship, ownership, kinship, internship
-ness	state of being	heaviness, sadness, rudeness, testiness
-ment	condition of	argument, endorsement, punishment
-ity, -ty	quality of	inactivity, veracity, parity, serenity
-ist	one who	chemist, narcissist, plagiarist
-ism	doctrine, belief	communism, narcissism, skepticism
-er, -or	one who	trainer, protector, narrator
-dom	state of being	freedom, kingdom, boredom
-ance, -ence	state or quality	maintenance, eminence, assurance
-al	act or process of	refusal, recital, rebuttal
-acy	state or quality	privacy, fallacy, delicacy

Nominalisation

When do you teach students about the need to use nouns / noun phrases in the curriculum?

- *gerund & to infinitives*
- *despite / in spite of*
- *because of / due to / owing to / in view of*

Why is the use of nouns and noun phrases common in academic texts?

- *obscure context and agency*
- *turn action into more abstract forms (e.g. facts, processes, concepts, ideas, possibilities)*

Compare these sentences:

- Cooking refers to the transfer of heat from a heat source to the food.
 - The cooking of rice involves both a physical and chemical change
 - The cooking of Italy is very regionally diverse because until its unification in 1870, Italy was divided into many separate states.
-
- 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.

Hedging Words

← *cautious & tentative language*

MODAL VERBS

- may
- might
- can
- could

E.g. *Offering free vitamins to all school age children **could** save the National Health Service billions of pounds over the next five years.*

ADJECTIVES

- probable
- possible
- likely
- doubtful
- unlikely
- uncertain

E.g. *It is **probable** that obesity in the elderly increases the risk of stroke.*

INTRODUCTORY VERBS

- tend to
- seem to
- appear to be
- suggest

E.g. *Studies **tend to** show a link between drug use and crime.*

ADVERBS

- probably
- possibly
- seemingly
- arguably
- perhaps
- maybe
- presumably

E.g. *This is **possibly** because patients in the trial were not randomly selected.*

NOUNS

- probability
- possibility
- likelihood
- assumption
- tendency
- indication

E.g. *This gives an **indication** that current measures are not enough to tackle childhood health issues such as obesity.*

OTHER PHRASES

Words or phrases to show frequency, degree, quantity and time.

- sometimes
- often
- generally
- commonly
- frequently
- approximately
- somewhat

The Passive Voice

A picture showing sample sentences of the active voice and the passive voice.

Activity:

Discuss in groups the following with reference to the grammar book materials provided:

1. What is special about the use of the passive voice in academic texts? How is it different from its use in general everyday English?
2. How can I build on the foundational grammar knowledge to extend SS students' mastery of the passive voice in academic contexts?

Complex Sentences

Subordinate Clause

1. Relative clause (Adjective clause)

The doctors helped the man who the maniac punched.

2. Noun clause

Sue thinks that she has learned enough for one day.

3. Adverbial clause

The burglar broke into the house while Joe was sleeping.

Embedded modifiers (adverbial phrases)

- regardless of ...
- subject to...
- in accordance with...
- in consideration of.../ in light of ... / in view of ...
- on the basis of ... / based on

Types of Adverb Clauses

Types of dependent clauses	Common Subordinating Conjunctions	Examples
Condition	• if • unless	• If a country doesn't have a resource such as oil, it must import the resource.
Contrast (Concession)	• although • even though	• Sometimes imported goods are very inexpensive even though they are taxed.
Purpose	• so that	• Countries often tax imports so that they can protect national industries.
Reason	• because	• Some imported goods are very expensive because the taxes on them are high.

1. Adverbial Clause of time
2. Adverbial Clause of place
3. Adverbial Clause of reason/ cause
4. Adverbial Clause of manner
5. Adverbial Clause of condition
6. Adverbial Clause of degree/ comparison
7. Adverbial Clause of result/ consequence /effect
8. Adverbial Clause of purpose
9. Adverbial Clause of concession/contrast

Cohesive devices

- connectives/conjunctions
- signposting words
- transition/linking words
- discourse markers

They:

- indicate the change and development of ideas *within* and *across* sentences, paragraphs and text
- enhance logical flow of text

Adding more information	Comparing and Contrasting	Cause/Reason	Expressing Effect
AND AS WELL AS BESIDES MOREOVER IN ADDITION ANOTHER POINT IS THAT RELATIVE PRONOUNS WHO, WHOM, THAT, WHICH, WHERE, WHEN, WHOSE	BUT HOWEVER WHEREAS WHILE ALTHOUGH ON ONE HAND...ON THE OTHER HAND IN CONTRAST DESPITE	AS BECAUSE SINCE AS A RESULT DUE TO FOR THIS REASON THIS IS WHY	SO THEREFORE THUS CONSEQUENTLY EXPRESSING PURPOSE: TO SO AS TO IN ORDER TO SO THAT
Narration or an Event Sequence or Answer to a 'How to..' question		Opinion	Emphasis
FIRST OF ALL AT FIRST TO BEGIN WITH IN THE BEGINNING TO BEGIN WITH THEN NEXT BEFORE AFTER AFTER THAT AFTERWARDS WHILE	DURING SOON IMMEDIATELY ONCE SUDDENLY AS SOON AS FINALLY EVENTUALLY AT THE END IN THE END AT LAST UNTIL	IN MY VIEW IN MY OPINION I THINK (I'M NOT SURE) I BELIEVE APPARENTLY PERSONALLY SPEAKING	ESPECIALLY PARTICULARLY NATURALLY REALLY ACTUALLY ABOVE ALL EXACTLY
Giving Examples	Similarity	Summing up	
FOR EXAMPLE FOR INSTANCE IN PARTICULAR SUCH AS INCLUDING NAMELY	SIMILARLY ALSO LIKE JUST AS JUST LIKE SIMILAR TO	TO SUM UP IN SHORT IN BRIEF BRIEFLY SPEAKING	

Awareness-raising and Noticing Activities Embedded in Reading

HKDSE Practice Paper Reading (Part A)

PART A

Pre 2012 Sample Paper

Read Text 1 and answer questions 1-23 on pages 1-4 of the Question-Answer Book for Part A.

Text 1

An Ocean Apart

Does keeping large animals in aquariums and zoos foster social benefits like education and conservation, or is it unethical, sending the wrong message to young minds? Read what two people have to say about both sides of the issue.

Suzanne Gendron is Executive Director of Zoological Operations and Education at Ocean Park, Hong Kong.

[1] Zoos, aquariums and marine parks have been widely and rightly recognised by the public and by governments for their long-standing contributions to marine education and protection of ocean wildlife and habitats. Worldwide, good zoos and aquariums host over 600 million visitors each year, and in Hong Kong alone, close to 5 million people visit Ocean Park annually. For all these people, zoos and aquariums are a resource for wildlife education, motivators for environmental stewardship and a place for family recreation.

[2] At Ocean Park Academy, over 35,000 schoolchildren participate each year in our courses. They include children with special financial needs and children from schools in remote areas. Guests can also participate in our animal encounter programme, which gives them a chance to see some of Asia's rarest animals. Even our restaurants display information panels which advocate wise seafood choices in support of sustainable agricultural and fisheries practices.

[3] Polls and studies confirm that seeing living, breathing animals in zoological facilities inspires children and adults to care about protecting marine mammals and their declining ocean environments. A poll taken in 2005 found that the public was nearly unanimous in its acclaim for the educational impact of marine life parks, zoos and aquariums. Many respondents agreed that the experience of seeing animals in zoos could not be replicated by film or television.

[4] A recent study by Dr Lance Miller, a behavioural biologist with the San Diego Zoo, demonstrated an increase in conservation-related knowledge, attitudes and behavioural intentions immediately after guests viewed a dolphin show. Three months later, in the next round of interviews, these guests reported that they were engaging in more conservation-related behaviour since their dolphin show experience. They also retained what they had learned. These findings echo those of a study conducted at Ocean Park about our dolphin interactive programme where, three months after their participation, guests' positive attitudes towards the environment were still stronger than before the programme.

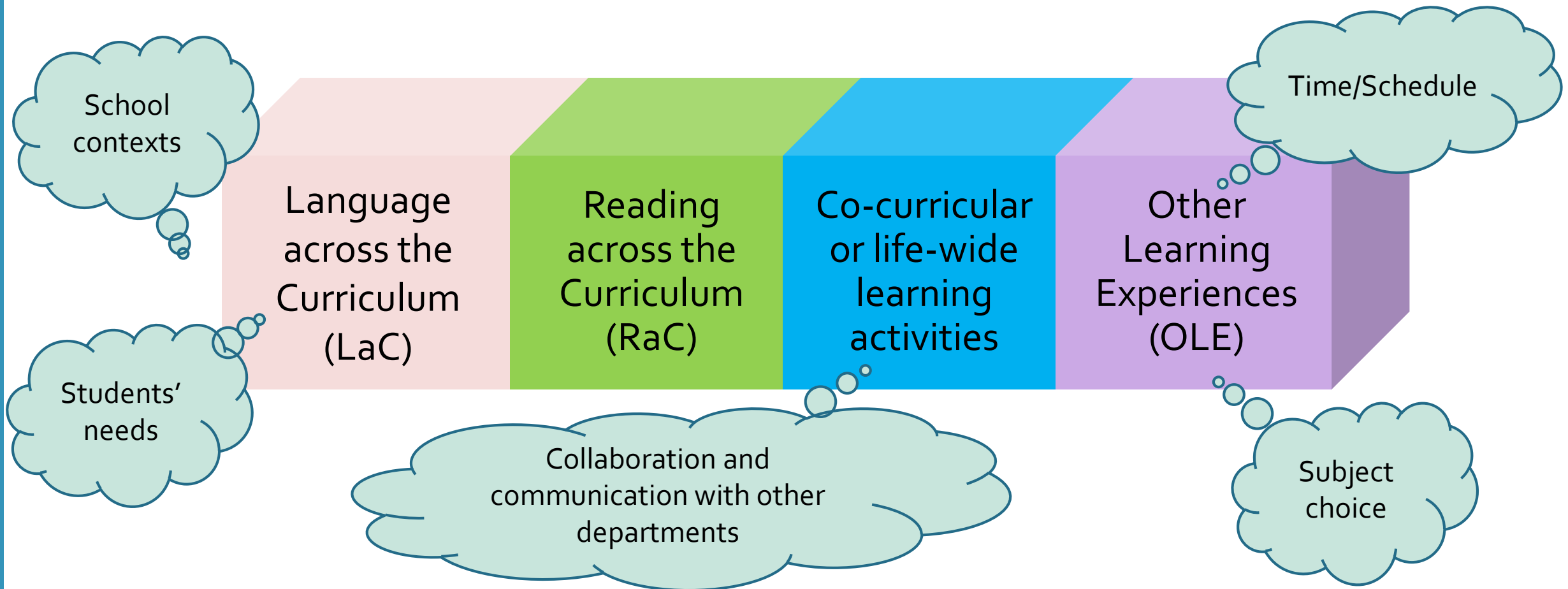
[5] Most Hong Kong families live in urban settings, increasingly withdrawn into an electronic world of computer downloads, satellite media and video games. Children are losing touch with nature and the animal world. In a time of environmental challenges, zoos and aquariums are vital links to nature and wildlife. They connect real-life people and real-life animals, and foster the understanding that it is more important, now than ever before, to conserve our natural environment.

[6] Saving the planet's biodiversity is increasingly more challenging. It is through good zoos and aquariums that children, families and communities can meet nature's ambassadors. Through these connections, they will help save the wild places and wild animals so that future generations will appreciate the thrill of nature.

- 1 [1] Zoos, aquariums and marine parks have been widely and rightly recognised by the public and by governments for their long-standing contributions to marine education and protection of ocean wildlife and habitats.
- 5 Worldwide, good zoos and aquariums host over 600 million visitors each year, and in Hong Kong alone, close to 5 million people visit Ocean Park annually. For all these people, zoos and aquariums are a resource for wildlife education, motivators for environmental stewardship and a place for family recreation.
- 10

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

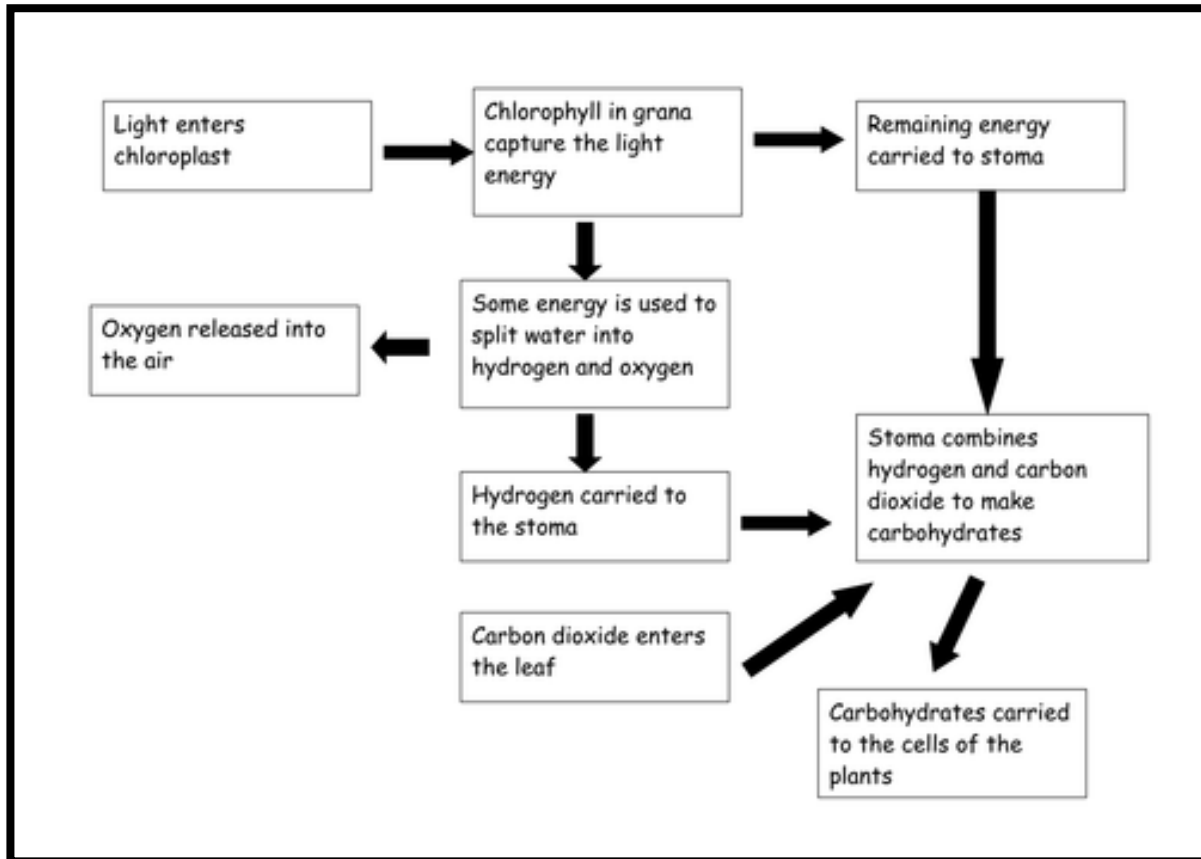
At the school/cross-curricular level:



What to do in English Language → Identify generic skills common to subjects

e.g. Reorganising and presenting ideas and information in the form of tables and charts

Photosynthesis flow chart



Reading Part B2 Q57

57. Complete the following flow chart on terraforming Mars based on information from paragraph 4. (8 marks)

DEVELOPMENT OF TERRAFORMING INFRASTRUCTURE	
Terraforming machines will need to be set up on Mars in one of two ways:	Both will need the same energy source:
Option 1: (i) _____	(iii) _____
Option 2: (ii) _____	_____
↓	
Machine Type 1:	
Purpose: (iv) _____	
↓	
Machine Type 2:	Additional method:
Purpose: (v) _____	(vi) _____
_____	_____
↓	
Desired Environmental Conditions on Mars:	(vii) _____ (viii) _____

e.g. Describing Graphs and Trends

Describing Trend

Moving Up	Degree of Change
climb go up grow increase jump rise rocket soar	<div><div>abruptly dramatically rapid</div><div>quickly sharply steeply strikingly</div><div>considerably significantly substantially</div></div>
Moving Down	<div><div>gradually moderately steadily gently slightly slowly</div></div>
collapse decline decrease drop fall plummet plunge sink	No change
	<div>stay remain</div> + <div>constant stable steady</div>
Highest & Lowest Points	Continuous changes
The number peaked/reached a peak.	
The number dipped./took a dip.	
	The numbers fluctuated/seesawed.

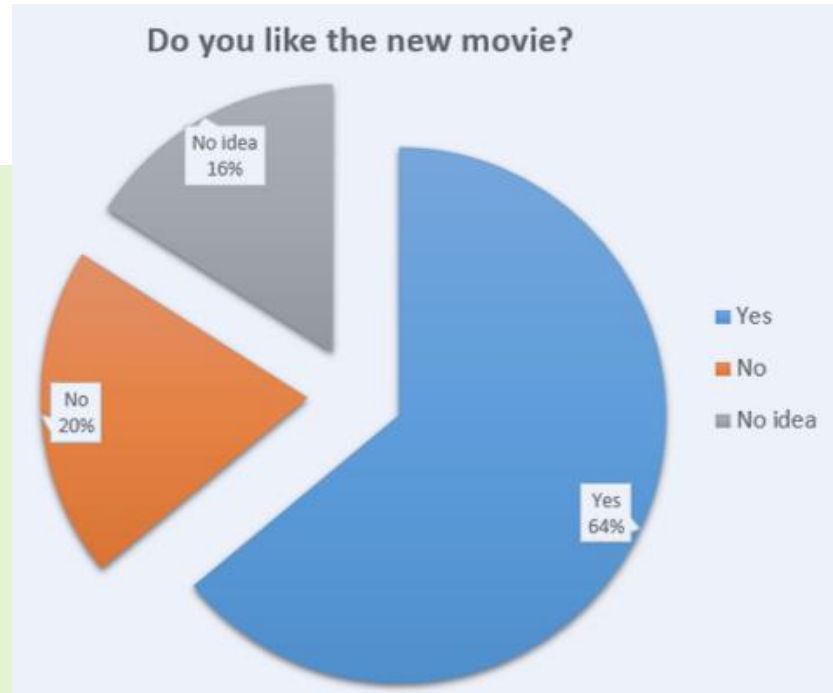
Example



In January 20__, book sales were about HKD \$200 million. In February, they **grew slightly** to \$220 million, and then **rose dramatically to a peak** of \$350 million in March. In the next four months, sales **declined gradually, taking a dip** of \$120 million in July.

From July to August, sales almost **doubled, rising drastically** from \$120 million in July to \$210 million in August. This **sharp increase** was then followed by **a sudden drop** in September to \$120 million.

From September to October, sales **bounced back** to \$180 million. In October to November, sales **remained stable**, with **a slight increase** in December to HKD \$190 million.

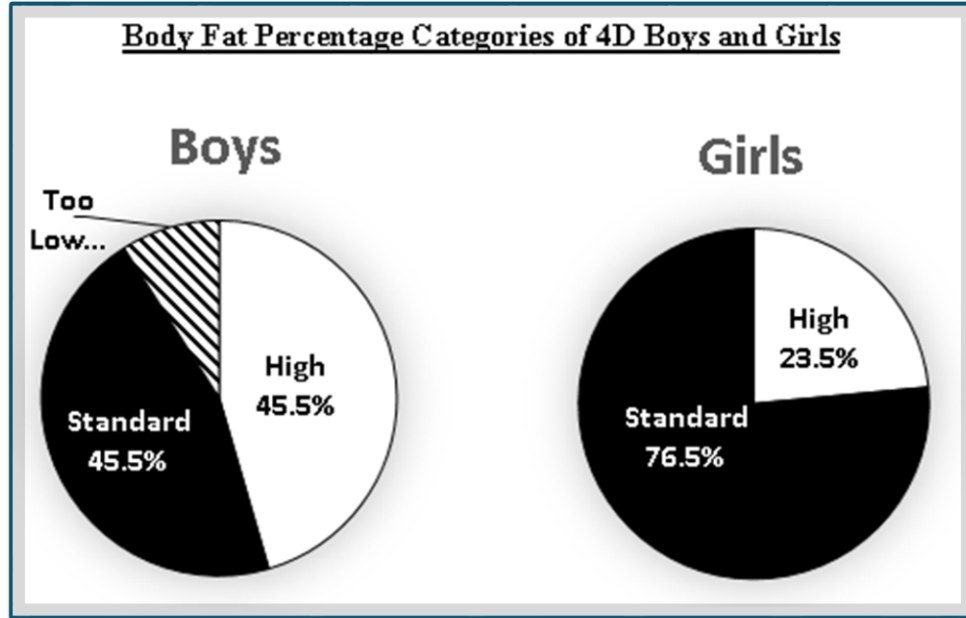


Describing Graphs

Is the new movie popular with the respondents?

- ✓ **Two thirds** of the respondents like the movie, while **one-fifth** of them do not like it.
- of the respondents like the movie, while
- ✓ **A majority/Well over half** of the respondents (64%) like the new movie, which far **outnumber** those who do not.

e.g. Writing comparisons



As shown in the pie charts, the percentage of girls within the standard BFP range was 76.5, which was **significantly higher than** that of the boys, with a difference of over 30%. **While** only 23.5% of 4D girls fell within the high BFP range, the percentage almost doubled for boys within that range. 9% of the boys were in the low BFP category, **whereas** no girls were found to be under the standard BFP range.



Animal Cells








Plant Cells

What are the Differences Between Them?

- smaller
- no cell wall
- nucleus in center
- many vacuoles
- cannot synthesis nutrients
- no plasmodesmata

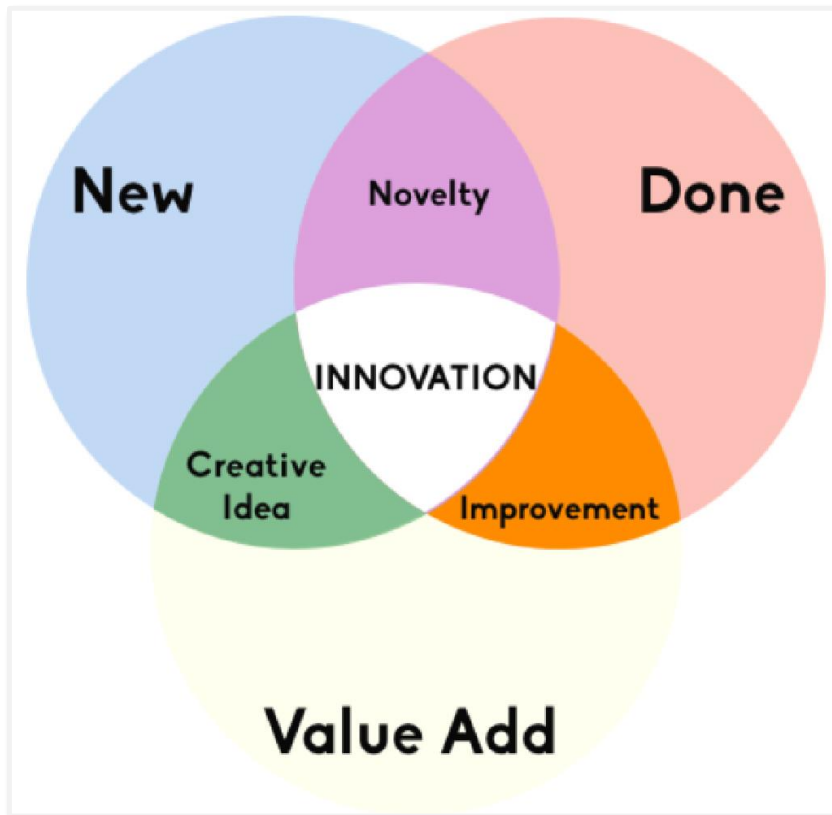
- larger
- cell wall
- nucleus on the side
- one vacuole
- synthesizes nutrients
- has plasmodesmata

	mammals 	birds 	reptiles 	amphibians 	fish 
body covering	hairy or furry skin	feathers	tough skin with scales	soft, moist skin (no scales)	scales
how it breathes	lungs	lungs	lungs	lungs	gills
where it lives	mostly on land	on land	mostly on land	on land and in water	in water
how offspring are produced	most young born alive	lay eggs	lay eggs	lay eggs (in water)	lay eggs

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• 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• <u>Learn and practise using different writing techniques in focused ways</u>• Edit writing to polish language, add variety and achieve effects

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)

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 generate fresh ideas, see things and present ideas from **fresh perspectives**
- Design learning activities to heighten **awareness** and **sensitivity** to creative use of language in texts
- Teach **writing techniques** in an **explicit** manner and provide opportunities for **focused practice** and application

Limited rules can produce unlimited sentences – Chomsky

Explicit teaching of Writing Skills and Techniques

What **writing techniques** and **creative language** can be taught in a focus way through these writing topics?

7. **Learning English through Short Stories**

Your creative writing teacher has given your class the following task and she would like you to use it to write a short story. The stories will be displayed in school during *Creativity in Learning Week*.

You were walking by the Peninsula Hotel in Tsim Sha Tsui when you spotted your brother driving an expensive sports car. The last time you spoke to him, he was looking for a job.

Write a story about how you found out the truth.

(2012 HKDSE Writing Paper: Part B Q7)



Vivid Descriptions

powerful adjectives & sensory language to appeal to our senses

Senses	Example
Sight	There I saw my brother step out of <u>a fiery red convertible</u> and walked into the classy hotel with <u>white pillars</u> and <u>glowing chandeliers</u> . He wore a stylish slim-fit <u>suit</u> in <u>smoky grey</u> , looking sleek and smart.
Sound	<u>Vroom!</u> His car sped past me and vanished around the corner of the street.
Taste	Seeing how well my brother seemed to be doing, I couldn't help feeling <u>sour</u> and <u>bitter</u> with envy.
Touch	My brother was <u>clean-shaven</u> and his hair was slicked back with gel, looking <u>as smooth as an egg tart</u> .

S-T-E-A-L Characterisation

Speech

What does the character say? How does a character speak to other characters?

My anger and curiosity got the better of me. I confronted my brother bluntly, "How can a jobless man afford such a luxurious car? Where did you get the money?"

Thoughts

What is revealed through the character's thoughts and beliefs?

Did he win the Mark Six and become rich overnight? Did he borrow money from his friends? I figured out the simplest way to find out the answer was to call him.

Effects on others

How does the character treat others? How do other characters interact with the character?

My brother was speechless for a moment, but he soon burst into laughter, laughing so crazily that he had to hold his stomach. "I'm just hired as a part-time actor," he explained, "and you are more imaginative than my director!"

Actions

What does the character do? How does the character behave?

Thinking about the illegal things my brother might have done to get the money, I stomped my feet and clenched my fist so tightly that my thumbs hurt.

Look

How does the character dress? What does the character look like?

Looking at my brother's glamorous designer tuxedo, I felt pathetic wearing a fake branded T-shirt from Taobao.

Showing feelings through actions

shocked

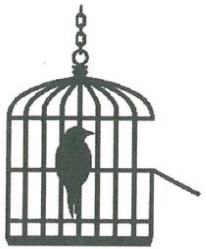
- My mouth was wide open.
- I gaped.
- I was taken aback.
- I froze.
- I was motionless and speechless.
- I felt a shiver down my spine.
- My eyes popped out.
- I couldn't believe my eyes.

Integrating creative use of language into the learning and teaching of writing

(2018 HKDSE Writing)

9. Learning English through Short Stories

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



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

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)

I Know Why The Caged Bird Sings

The free bird leaps on the back of the wind
and floats downstream till the current ends
and dips his wings in the orange sun rays
and dares to claim the sky.

But a bird that stalks down his narrow cage
can seldom see through his bars of rage
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings with fearful trill
of the things unknown but longed for still
and his tune is heard on the distant hill
for the caged bird sings of freedom

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn-bright lawn
and he names the sky his own.

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing

The caged bird sings with a fearful trill
of things unknown but longed for still
and his tune is heard on the distant hill
for the caged bird sings of freedom.

Maya Angelou

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

JOY IS A BIRD

By R. H. Grenville

Joy is a bird,
A fragile thing
Poised on a starry
Bough in spring.

Content is a kitten
Snug and warm
By the cottage hearth
On a night of storm,

Voicing a music
All her own
Long months after
The bird has flown.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

The Bird

There's a bird outside my window
He sits there everyday,
I often wonder what it's like
To have wings to fly away

I think of the first moment
When he spread his wings to fly,
And the courage that he must have had
To make him even want to try

But instead I stand here frozen
Afraid to move an inch,
And stare outside the window sill
With not even a flinch.

Writing techniques in focus:

Effective and engaging story opening
(description of character and setting)

Use of language in focus:

- Repetition – Anaphora / Parallel structure
- Use of quotation

9. Learning English through Short Stories

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



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

Description and introduction of a character	Everyone in the village knows 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 has changed. He became quieter and sometimes said strange things. Last night, he mumbled, "The greatest love is letting go!" and this morning I found my cage left open.
Description of the setting (place, time, weather)	It was a day with the finest weather. I could feel the gentle breeze brushing my feathers. I could see the beaming smile of the sun. I could 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. If only I could 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 I could smell freedom.

Writing techniques in focus:

Effective and engaging opening and closing

(Closing echoing the opening)

Use of language in focus:

- Parallel structures
- Rhetorical questions
- Personification
- Metaphors

(2020 HKDSE Writing Paper)

Learning English through Debating

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.



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 foods look tasty and cool, but these are land mines and time bombs. Some visual reminders and scare tactics are needed to caution consumers against their potential harm.

Closing:

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?

Using quotes and sayings

SOW Campaign – Sayings of Wisdom



Closing: The government should tighten disease control and prevention measures.

The battle against the COVID-19 pandemic is going on and 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 can travel freely without quarantine or seeing a sea of masked faces, and this calls for the collective efforts and wisdom of the world.

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



Closing 2:

"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.

Your Turn

Writing techniques in focus:

• ?

• ?

Use of language in focus:

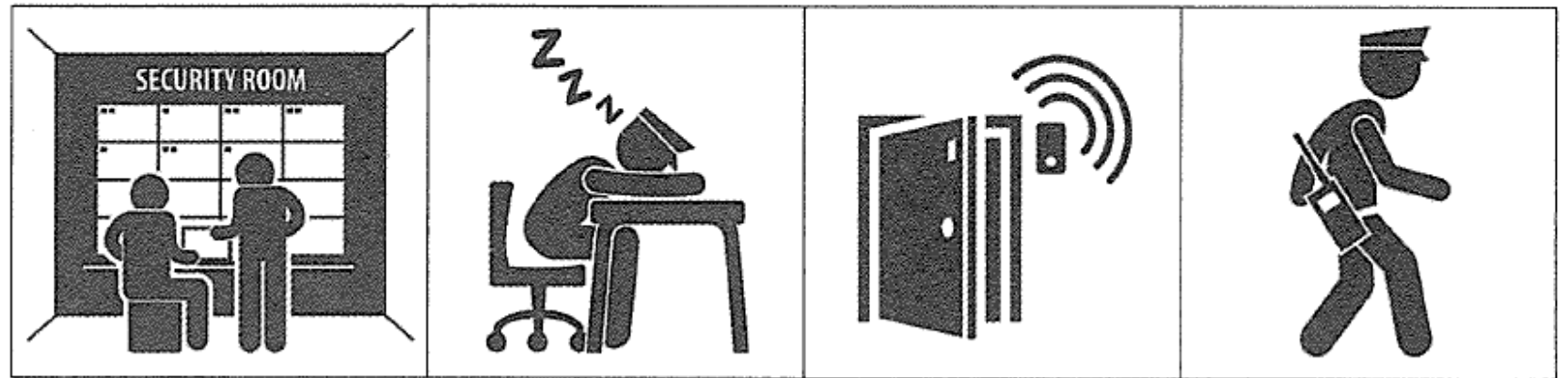
• ...

• ...

⑦ Learning English through Short Stories

You are joining a short story contest organised by a book shop.

- Write a scary story about a security guard on duty one night.
- Use the pictures to help you write your story. You can use the pictures in any order.



Writing techniques in focus:

Playing with plot sequence and narrative techniques, e.g.

- chronological (starting from the beginning)
- in medias res (into the middle)
- flashback (beginning with the end)

Use of language in focus:

sensory language (to describe the eerie setting and create a scary mood)

precise verbs (to talk in fear)

- shrieked / screamed / yelled
- gasped
- whispered
- panted
- groaned / complained
grumbled / whined / ranted
- murmured / mumbled
- sighed



Different ways to start telling the story	
Character Description	My colleague Bob always slacks and dozes off during his work hours. Last night, he was drooling and snoring terribly as usual when the alarm went off.
Setting Description	It was the coldest night of the year, making night shift more unbearable than ever. The piercing wind brushed my icy hands. I was literally frozen. All of a sudden, the light in the security room kept flickering. Before I could figure out what to do, it went off completely, leaving me alone in an eerie darkness.
Peak moment	I couldn't believe my eyes. Fear seized me as I saw a faceless figure in a white cloak with blood hanging from the ceiling. I let out a terrible scream and dashed out of the room.
Dialogue	"Wake up! Wake up!" I yelled at the top of my voice, "a ghost is at the staircase!" "Are you dreaming?" Bob, my colleague, asked in disbelief while rubbing his sleepy eyes.
Begin with the end	"Safe at last!" I heaved a sigh of relief after a narrow escape from the "ghost". What a scary night! It all began when the alarm in the carpark went off at midnight.

Awareness-raising and Noticing Activities Embedded in Reading

2020 HKDSE Reading (Part B2)

PART B2

2020 Reading Paper

Read Text 4 and answer questions 42-62 in the Question-Answer Book for Part B2.

Text 4

Graham Norton: "The letters I can never forget"

- 1 [1] As the Telegraph newspaper's longstanding agony uncle, he has heard it all over the last decade. Comedian and chat show host Graham Norton reveals why his personal brand of tough love often proves effective.
- 5 [2] I'm not sure who it was that once claimed there are no problems, only solutions. All I can say is they've never opened my Pandora's postbag of woes. Broken hearts, family troubles, work traumas, embarrassing body functions, I've seen them all, in a manner of speaking, and sometimes, let me tell you, it's a pretty disturbing sight.
- [3] And as a result, I do feel as though I have my fingers on the throbbing pulse of the Telegraph readership and a soothing ice pack at its pounding temple.
- 10 [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.
- [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.
- 15 [6] But I'm not sure the doctors' Hippocratic Oath was tailored to some bloke huffing because he was going to have to share the stage during his best-man speech. And in a way, it's this sort of self-obsessed whingeing that makes the genuine, urgent cries for help stand out all the more.
- [7] Because there are 'problems' and there are problems. And then, I've discovered, there are problematic problems. Sometimes, where it's clear that my correspondent is so low or so grief-stricken by bereavement they could be suffering from clinical depression, I see my role simply not to make it any worse and gently refer them on to an expert who can give them what they need.
- 20 [8] Then there are letters like the one when a librarian from Manchester says, "I am going to marry a young Italian farmer half my age and my friends all think I'm crazy," and I think to myself well, they are right, probably – but not definitely, because, who knows, hers could be the one young Italian farmer scenario that ends happily ever after. So all I can do is point her in the direction of the potential pitfalls and wish her luck.
- 25 [9] Some issues come up again and again and it's difficult to rummage around in my medical bag and come up with a prescription that is constructive and original. When someone is lonely or distressed about being single, the obvious, banal advice is to tell them to get out there, find an interest and meet like-minded people.
- [10] But then part of me thinks there are some individuals who just don't make friends, and they are lonely. And some individuals never find a partner and wish they could, and beyond that there's not much more to say about it.
- 30 [11] That would be a bit brutal though, so I sort of skirt around it and hope that the letter to me will be a starting point, a springboard to some sort of positive action.
- [12] On a physician-heal-thyself note, I have found that thinking about other people's troubled lives has stopped me being so reactionary and self-righteous, which, believe you me, is a good thing.
- 35 [13] Telegraph readers, I know you are perceptive enough to take my wisdom in the spirit in which it is intended (pass the whisky). I really want to help and I think I do, but, in truth (and I think you all know this) as often as not you need to search deep inside yourself for your own solution (and no, before you ask, bile doesn't count).
- [14] I understand some of you feel battered and bruised, like you've been in the wars. But you haven't. Unless you actually have, in which case you should really call the Healthcare Advice Line.

- 40 [15] As for the rest of you, go on, out of the clinic with you. You might be wounded, but you're walking, so pack up your troubles in your old kit bag and smile, smile, smile. Chuckle at adversity, wink at disaster, laugh at your problems. God knows everybody else does.

Serious to silly, two letters from my postbag

Dear Graham,

- 45 [16] I'm an American getting ready to take up a job offer in Sweden. I'm 19 and have no idea what I want to do with my life long-term, but I still have an idea in my head that if things don't work out with this move I'll have failed in some way. I'm going all in for it, however, because it's a chance that doesn't come around a whole lot.

[17] Still, I've never been away from home for this long before and I'm terrified. I know this is the right move for me. But I love my family and I don't want to leave them behind. I have friends in Europe but it's a pretty big place. What advice can you give me?

50 *David, Illinois, USA*

Dear David,

[18] You have a ticket to Sweden in your hand. You aren't embarking on the first manned mission to Mars. So take some deep breaths and calm down. Obviously things will be very different when you get to Sweden; but that is why you are going.

- 55 [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. Before long you will be having so much fun you wish the people back home could be with you to share it all.

60 [20] The most important thing to remember is that you are 19 and no decisions you make now are forever. Come to Europe and explore all it has to offer, knowing that you could still return to the States and build a whole life and career there. You are a very lucky young man. You have opportunities and time, two things that most people long for.

[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 sure that if or when you leave it feels like a decision you are in charge of rather than simply running away.

- 65 [22] This is an exciting time for you, full of anticipation, but also trepidation. Feeling fear doesn't mean that you aren't brave. Doing something that frightens you is the very definition of courage. Go and embrace the differences. There may be ketchup on the table – but don't forget to try the lingonberry jam!

Dear Graham,

- 70 [23] 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,

- 75 [24] 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.

Awareness-raising and Noticing Activities Embedded in Reading

2020 HKDSE Reading (Part B2)

[7] Because there are 'problems' and there are problems. And then, I've discovered, there are problematic problems. Sometimes, where it's clear that my correspondent is so low or so grief-stricken by bereavement they could be suffering from clinical depression, I see my role simply not to make it any worse and gently refer them on to an expert who can give them what they need.

[14] I understand some of you feel battered and bruised, like you've been in the wars. But you haven't. Unless you actually have, in which case you should really call the Healthcare Advice Line.

[15] As for the rest of you, go on, out of the clinic with you. You might be wounded, but you're walking, so pack up your troubles in your old kit bag and smile, smile, smile. Chuckle at adversity, wink at disaster, laugh at your problems. God knows everybody else does.

To bring Academic & Creative Uses of English into your SS English Language Classroom

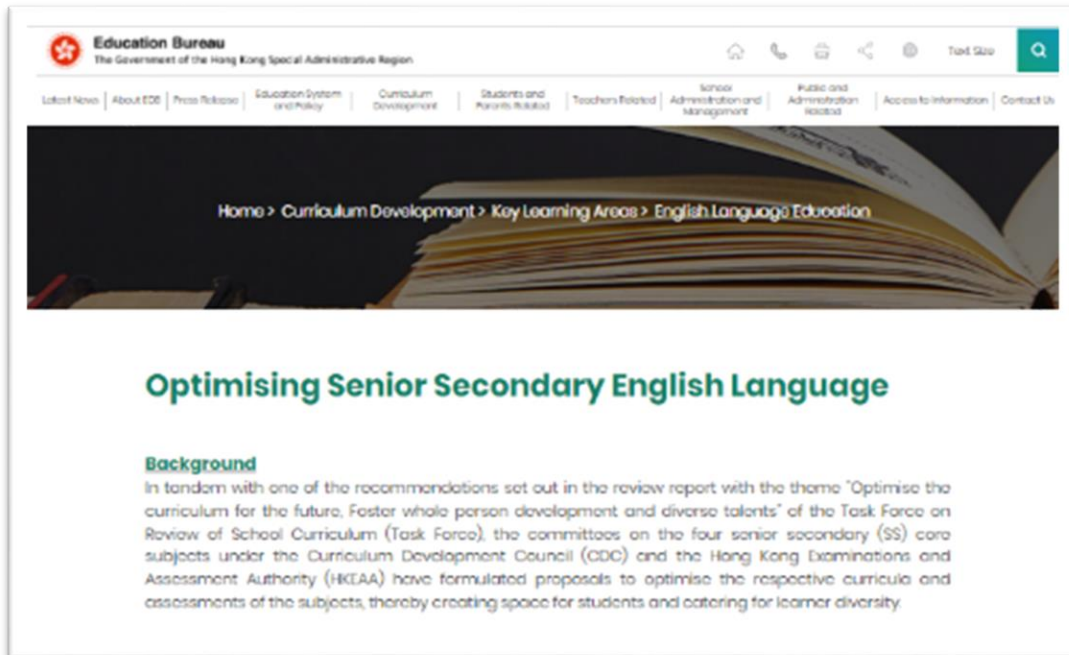
- ✓ Exploit the potential of existing materials used for the learning and teaching of four skills, vocabulary and grammar → extend and deepen learning from there
- ✓ Highlight the academic and creative elements in reading texts and design appropriate noticing or awareness raising activities
- ✓ Provide opportunities for application and practice of target academic and creative writing skills

SCHOOL SHARING

Holy Family Canossian College

Resources and Curriculum Documents on Optimisation

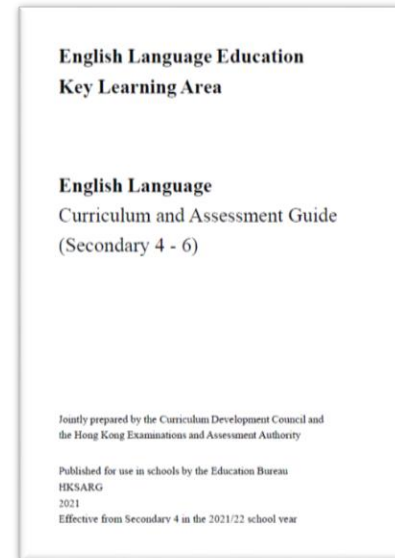
English Language Curriculum and Assessment Guide (Secondary 4 - 6) (2021)
[effective from Secondary 4 in the 2021/22 school year]



The screenshot shows the Education Bureau website with a navigation menu at the top. The breadcrumb trail reads: Home > Curriculum Development > Key Learning Areas > English Language Education. The main heading is 'Optimising Senior Secondary English Language'. Below it, under the 'Background' section, it states: '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.'



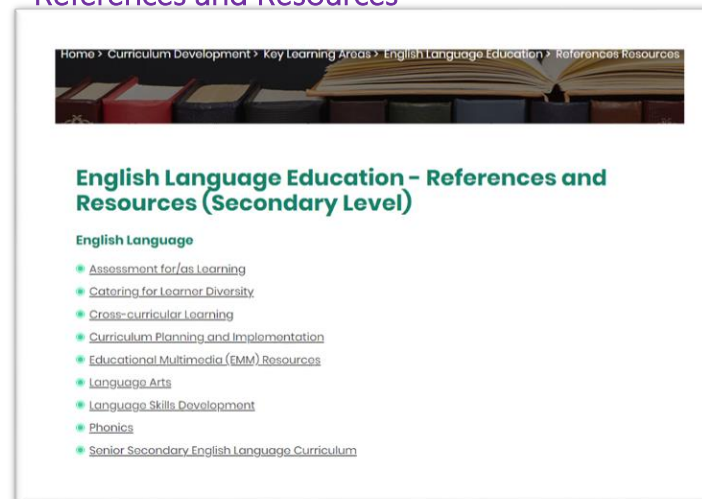
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/optimising_SS_English_Language.html



The cover of the document is titled 'English Language Education Key Learning Area' and 'English Language Curriculum and Assessment Guide (Secondary 4 - 6)'. It is jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. It is published for use in schools by the Education Bureau, HKSARG, 2021, and is effective from Secondary 4 in the 2021/22 school year.



References and Resources



The screenshot shows the 'English Language Education - References and Resources (Secondary Level)' page. The breadcrumb trail reads: Home > Curriculum Development > Key Learning Areas > English Language Education > References Resources. The page lists several resources under the 'English Language' section:

- [Assessment for/as Learning](#)
- [Catering for Learner Diversity](#)
- [Cross-curricular Learning](#)
- [Curriculum Planning and Implementation](#)
- [Educational Multimedia \(EMM\) Resources](#)
- [Language Arts](#)
- [Language Skills Development](#)
- [Phonics](#)
- [Senior Secondary English Language Curriculum](#)



Activities and Resources



Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2021/22”



Student Activities



**SOW Creativity Contest:
A Moment in Time**
(Nov 2021 - Feb 2022)



Poetry Remake Competition
(Jan - Apr 2022)

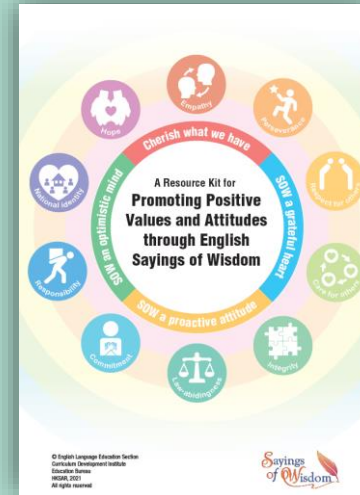


Week of Hope

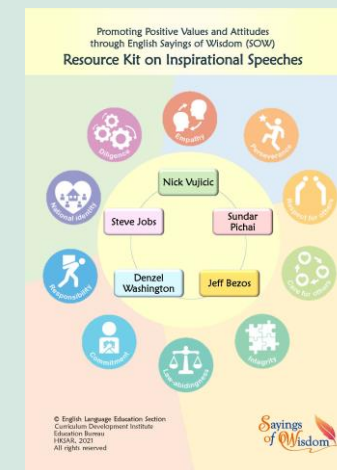
**School-based activity
“Week of Hope”**
(Mar - Apr 2022)



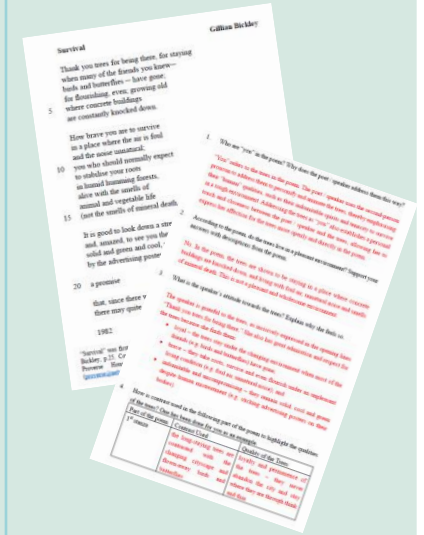
Learning and Teaching Resources



**A Resource Kit for
Promoting Positive
Values and Attitudes
through English Sayings
of Wisdom**



**A Resource Kit on
Inspirational
Speeches**



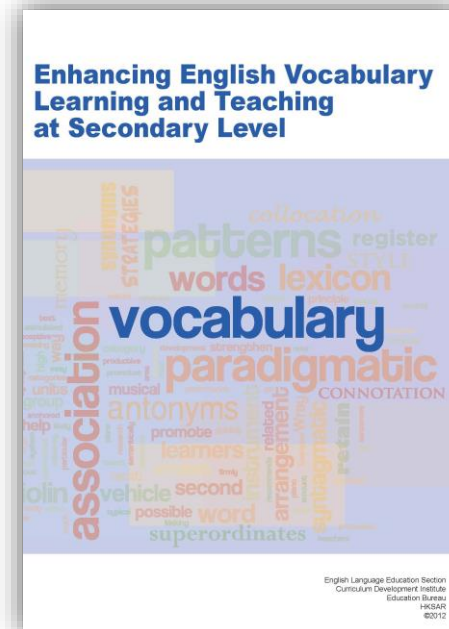
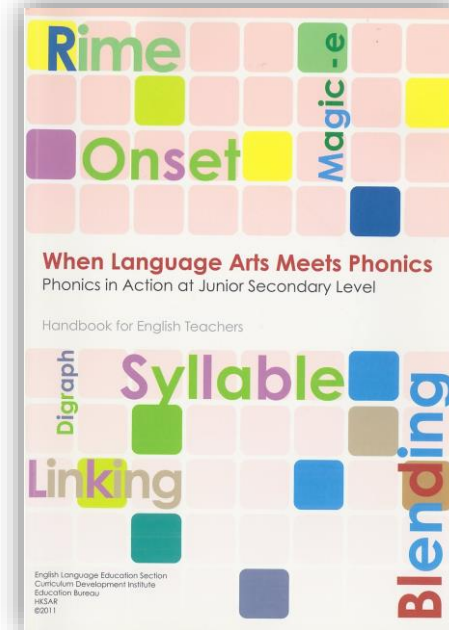
**Learning and Teaching
Materials for
Poetry Remake
Competition**



When Language Arts Meets Phonics



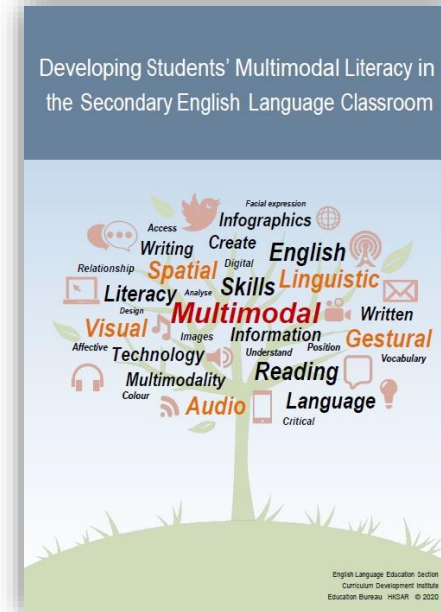
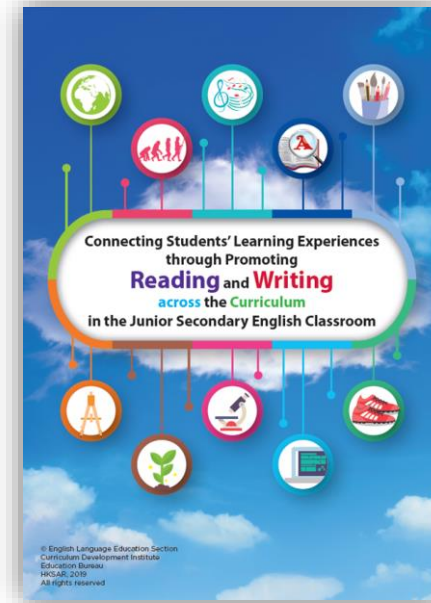
Enhancing English Vocabulary Learning and Teaching at Secondary Level



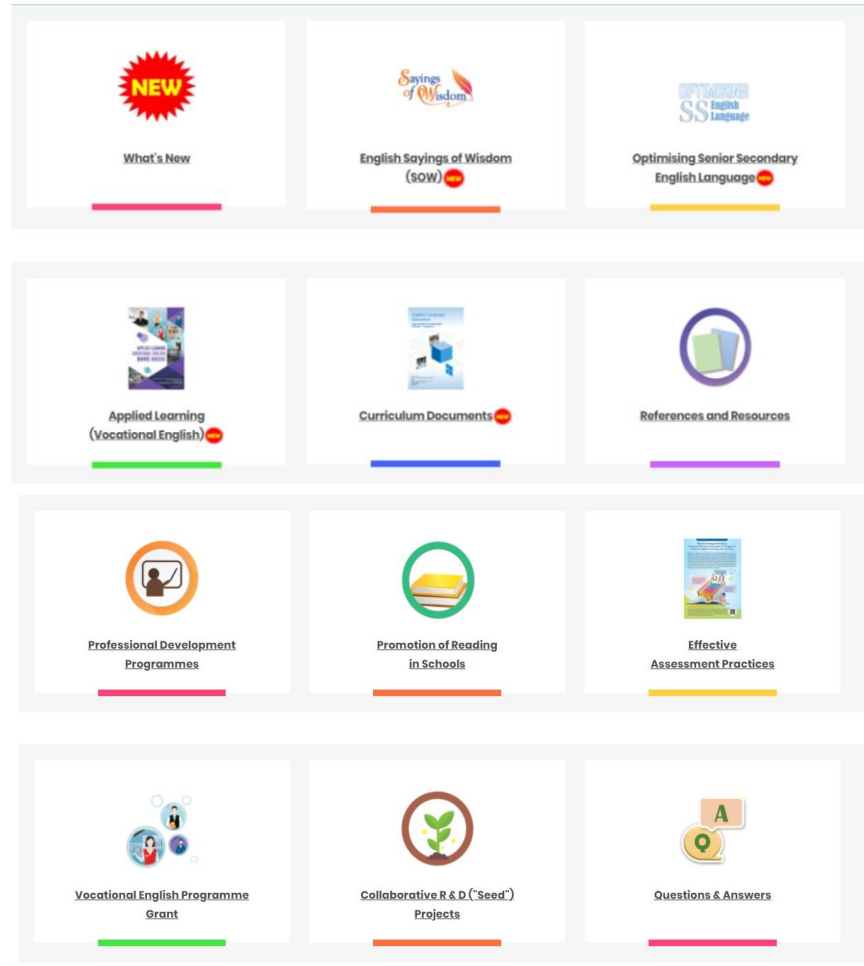
Connecting Students' Learning Experiences through **Promoting Reading and Writing** across the Curriculum in the Junior Secondary English Classroom (2020)



Online Resource Package on Developing Students' **Multimodal Literacy** in the Secondary English Classroom (2020)



Resources and References on English Language Education



All learning & teaching
resources and references for
ELE can be accessed at the
ELE KLA website.

ELE KLA Website
www.edb.gov.hk/ele

