

Optimising Senior Secondary English Language Series: (1) Effective Curriculum Planning and Implementation for English Panel Chairpersons

5 December 2022

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. integration of the Compulsory and Elective Parts, promoting the academic and creative 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 Academic and Creative Uses of English into Daily Teaching
Break	
Part 3:	School Sharing
Part 4:	Wrap-up and Q&A

Part 1

Effective Strategies for Planning and Implementing the Optimised Senior Secondary English Language Curriculum

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 (2021)
- Integrate the Elective Part into the Compulsory Part
- Offer English-related elective subject and Applied Learning courses
- 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

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 course
- engage in remedial/enrichment programmes
- participate more actively in OLE/LWL/co-/cross-curricular activities

Suggested Time Allocation for the Senior Secondary Curriculum (Effective from S4 in the 2021/22 school year)

Component of the SS Student Programme		% of Time Allocation
Core Subjects	<ul style="list-style-type: none">Chinese LanguageEnglish LanguageMathematicsCitizenship and Social Development (in lieu of Liberal Studies)	≤50%
Elective Subjects	<ul style="list-style-type: none">Subjects from KLAsApplied LearningOther Languages	≥20%
Other Learning Experiences	<ul style="list-style-type: none">Moral and Civic EducationCommunity ServiceCareer-related ExperiencesAesthetic DevelopmentPhysical Development	≥10%

English Language accounts for 10.5% – 13% of the total lesson time for the senior secondary curriculum

Source: Supplementary Notes to the Secondary Education Curriculum Guide (2017) (Published in June 2021)

Tips for 'Packing'

Review School-based Curriculum

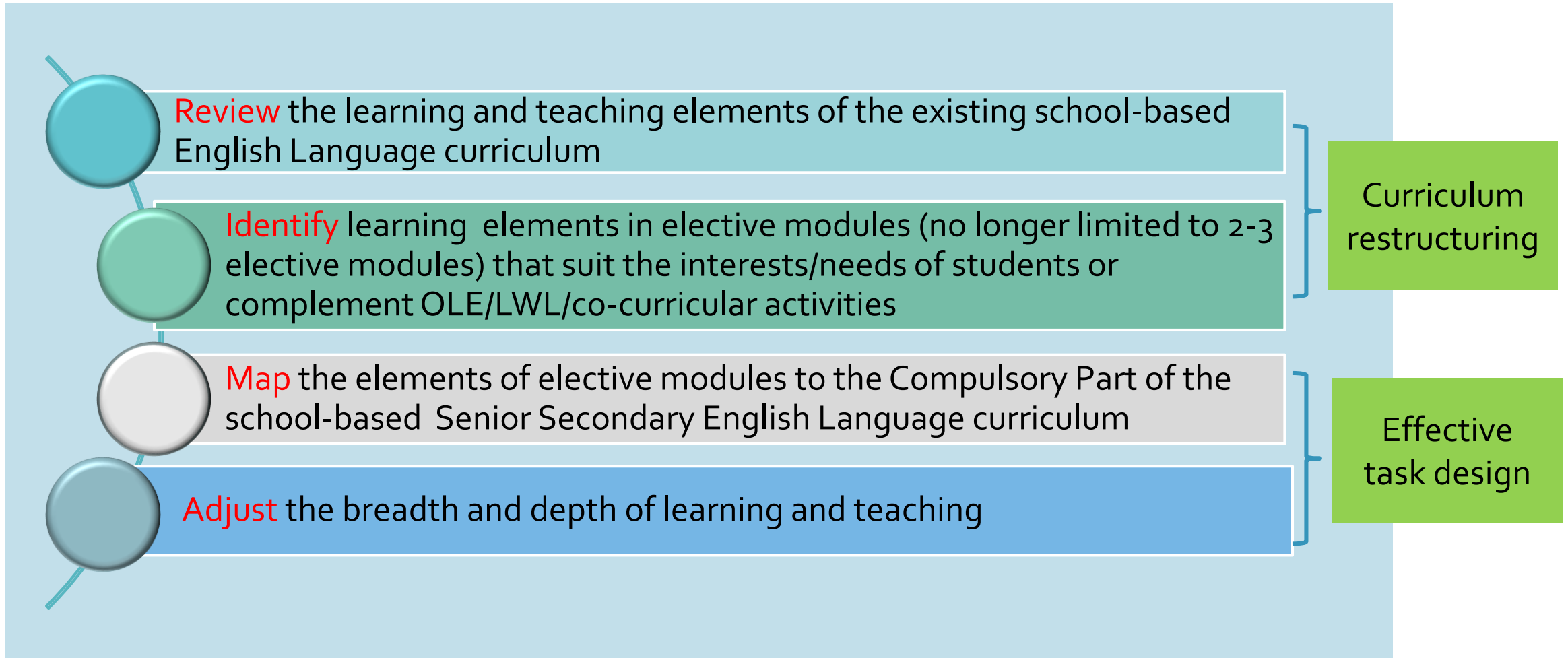
Compulsory Part + Learning Elements



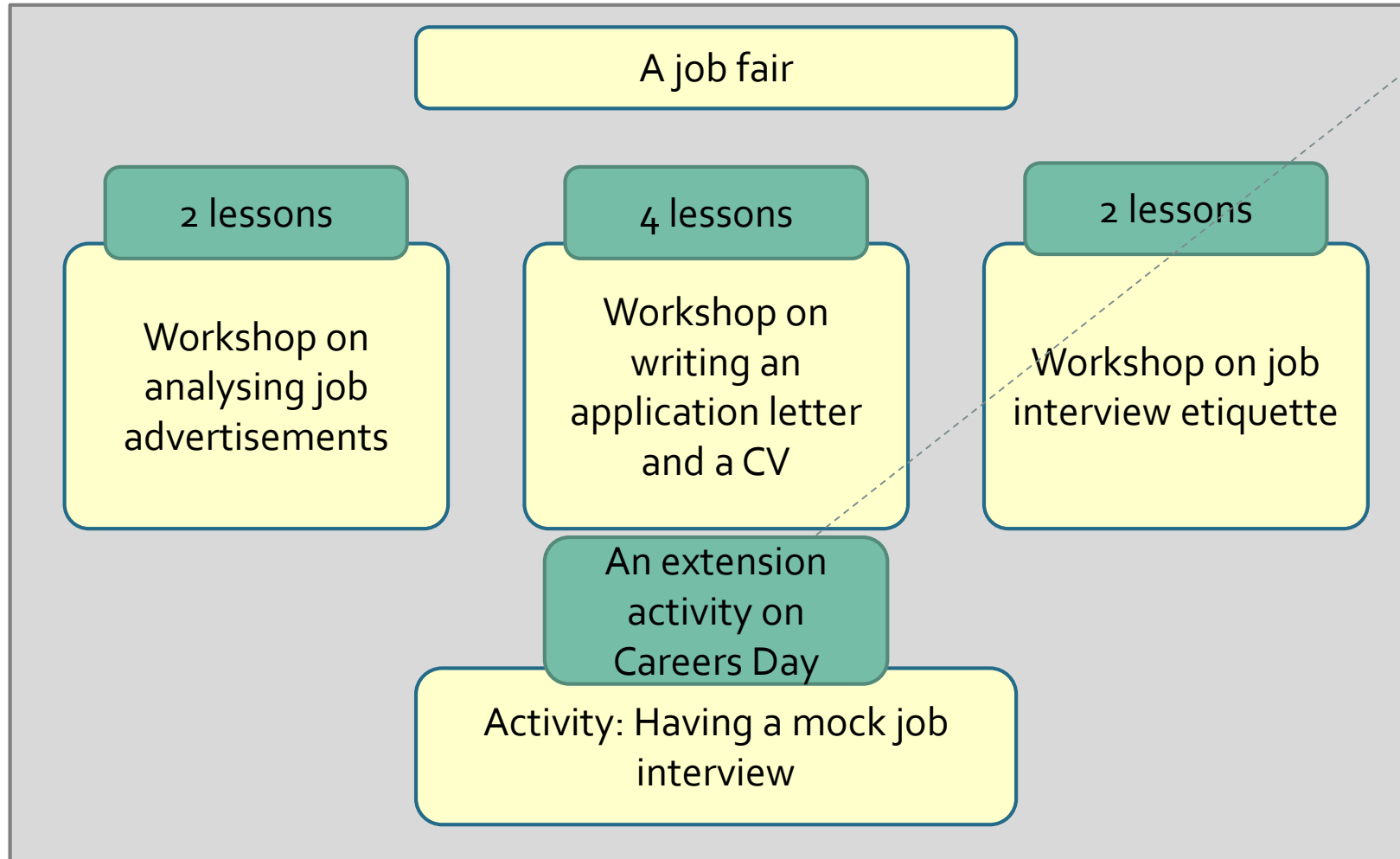
Plan School-based Curriculum

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

Integration of the Elective Part into the Compulsory Part



1) Using the Learning Elements as Extension and Enrichment Components

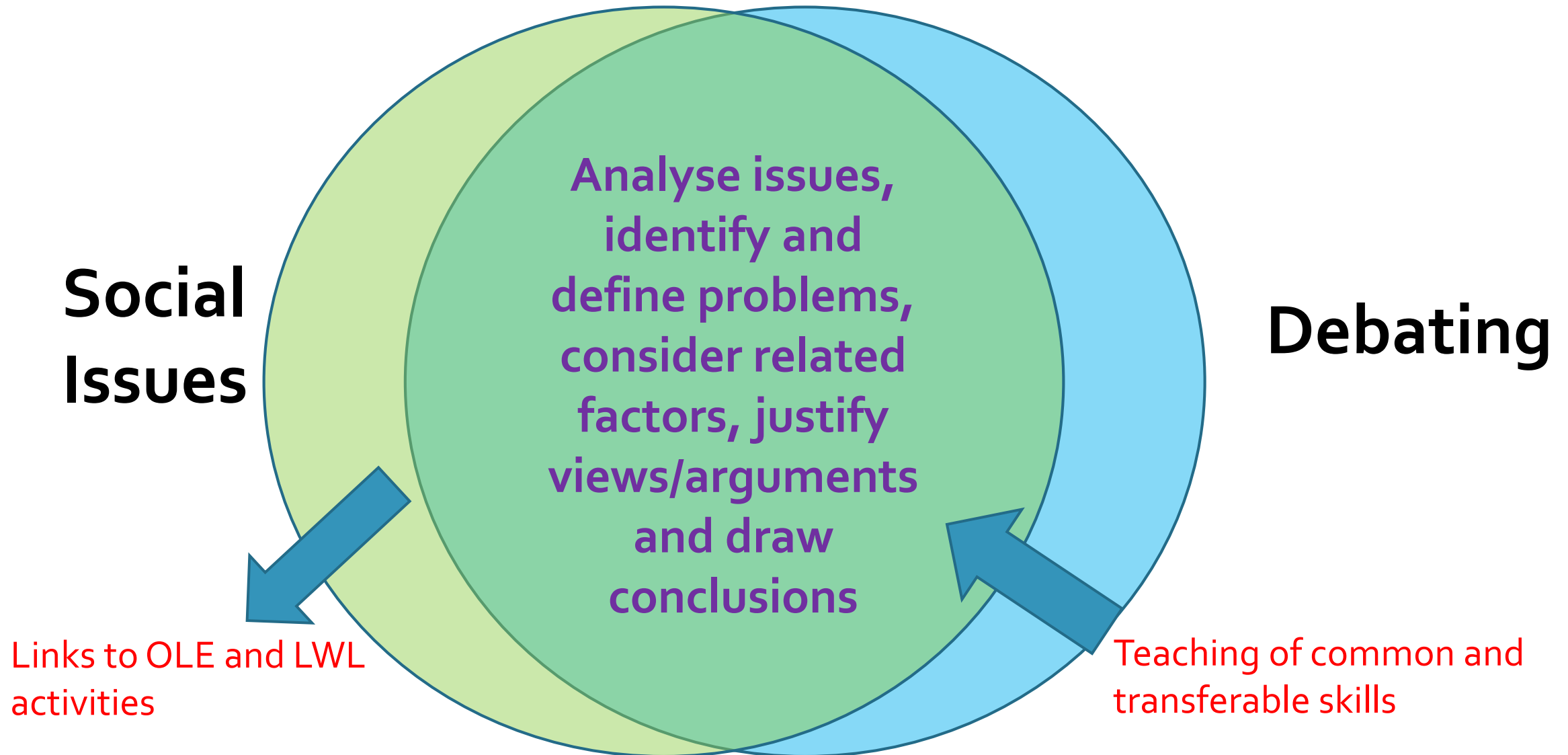


A school-based life-planning education programme

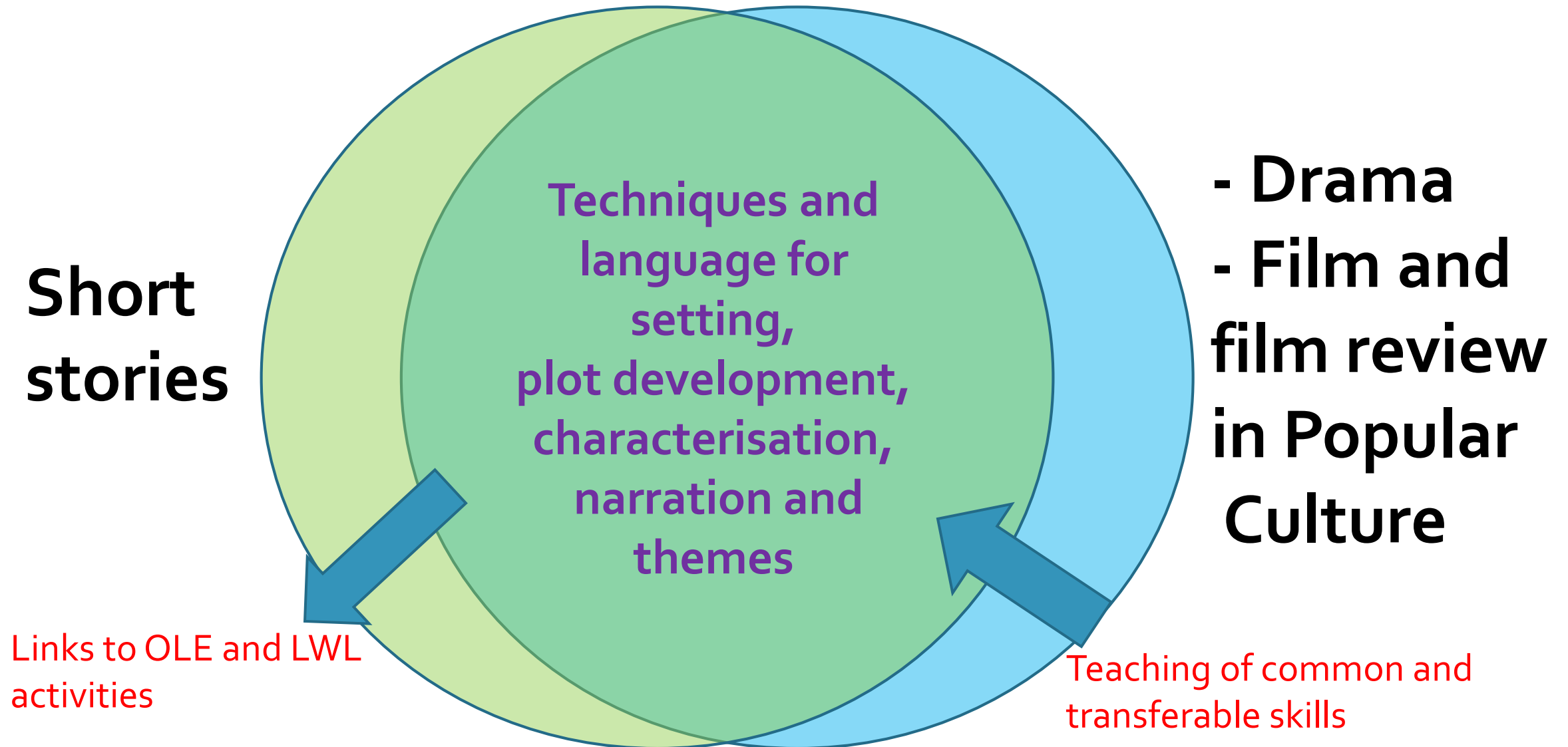
"Reaching out to your dream job"

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

2) Creating an Integrated Learning Programme/Module



2) Creating an Integrated Learning Programme/Module

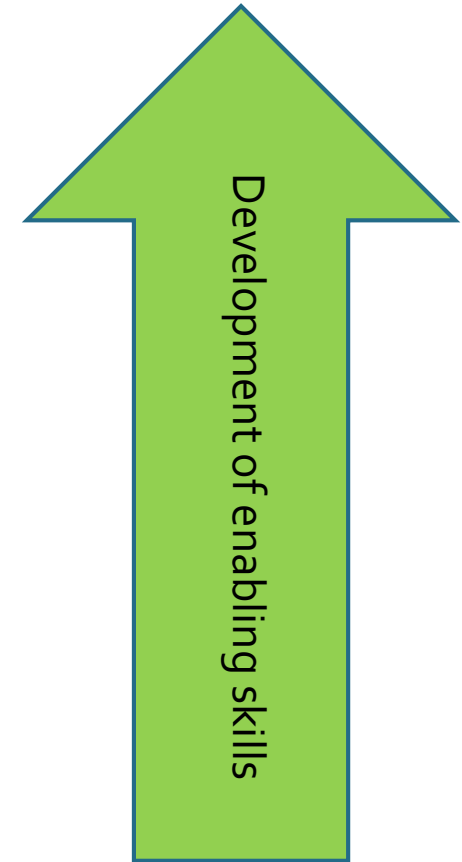


Review School-based Curriculum – Vertical Curriculum Planning

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



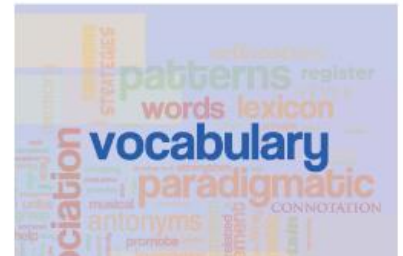
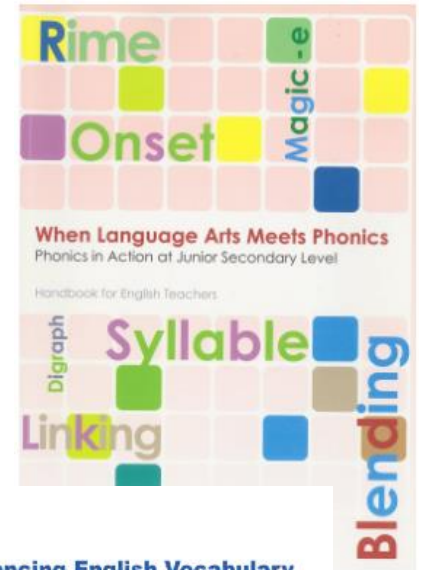
JS Curriculum: - 4 language skills
- grammar
- language arts
- RaC / LaC



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



Synthesising Ideas and Paraphrasing Skills

Example 1

I got 30 marks for the English test last time.

I got 80 marks for the English test this time.



My teacher is happy with my
improvement / achievement / progress.

X My teacher is happy with my from 30 marks to 80 marks.

Example 2

I could only run 1km before I started training for running.

After training for 6 months, I could finish a half-marathon in 3 hours.



I am satisfied with my
improvement / achievement / progress.

X I am satisfied with my from only 1km to a half-marathon in 3 hours.

Summarising Skills

Example 1

Removing unimportant details

Original Text:

The social distancing measures, including the closure of cafes, restaurants, gyms and entertainment venues and compulsory use of masks in public areas, are effective in combating COVID-19, which has become widespread in the world.



Summary:

The social distancing measures are effective in combating COVID-19.

Example 2

Providing a general term to cover specific terms

Original Text:

Beef, pork and lamb are rich in protein.



Summary:

Meat is rich in protein. / Meats are rich in protein.

Connecting Different Text Types

What similarities can you identify in these two text types?

Text Types for KS1 (P1 – 3)	Additional Text Types for KS2 (P4 – 6)	Additional Text Types for KS3 (S1 – 3)	Additional Text Types for KS4 (S4 – 6)
<ul style="list-style-type: none"> • Advertisements • Captions • Cards • Cartoons and comics • Charts • Conversations • Coupons • Diaries • Directions • Fables and fairy tales • Forms • Illustrations • Instructions • Labels • Leaflets • Lists • Menus • Notes and messages • Notices • Personal descriptions • Personal letters • Personal recounts • Picture dictionaries • Poems • Postcards • Posters • Product information • Rhymes • Riddles • Rules • Signs • Songs • Stories • Tables • 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 	
Language Feature(s) / Item(s)	<ul style="list-style-type: none"> • to express opinions <ul style="list-style-type: none"> - e.g. desirable, crucial • to give suggestions <ul style="list-style-type: none"> - modals, verbs/phrases to make suggestions (e.g. suggest, what about ...?) • to call to action <ul style="list-style-type: none"> - language to create urgency (e.g. imperatives, conditionals) 	
	<ul style="list-style-type: none"> • can be <u>more formal</u> 	<ul style="list-style-type: none"> • can be <u>less formal</u>

(Workplace Communication) 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.

(Sports Communication)

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.

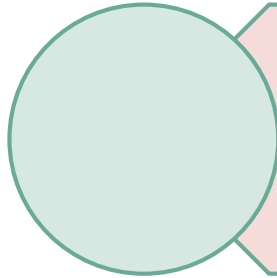
(Debating)

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.

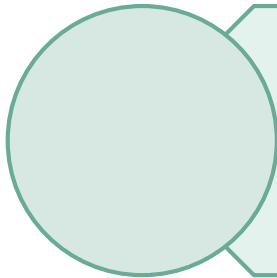
- Write an argumentative essay.
- Argue either for OR against the effectiveness of food warning labels in changing people's eating habits.

Differentiation Programmes

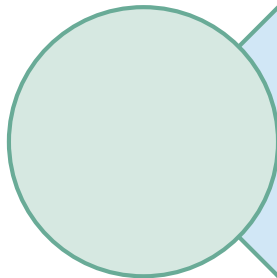
What Can We Do With the Time and Space Created?



Offering English-related elective subject (**Literature in English**) and Applied Learning courses (e.g. **Vocational English, Translation Studies, English for Creative Communication**)

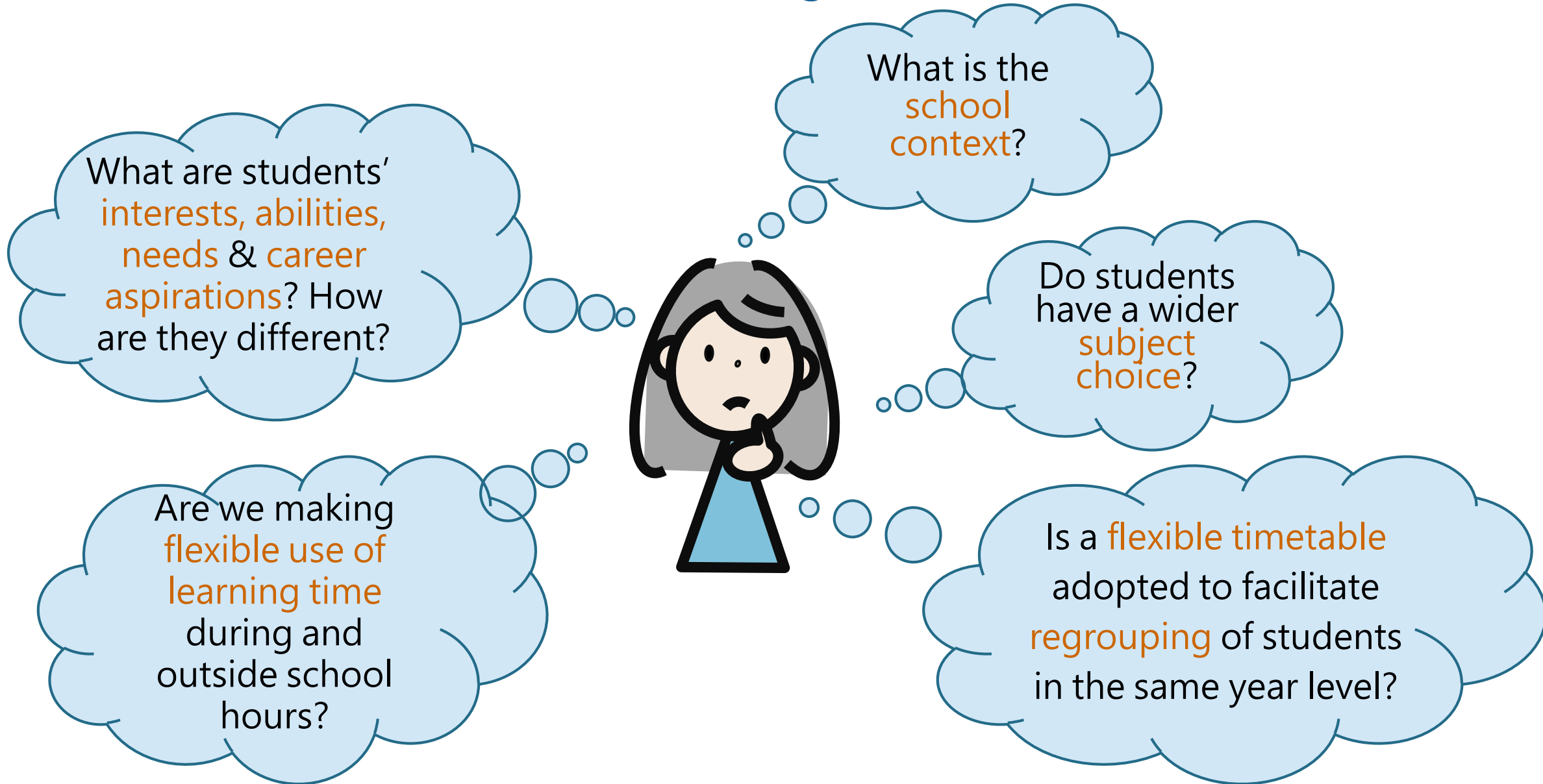


Devising short customised pull-out enrichment/remedial programmes



Organising diversified activities to provide opportunities for using English e.g. OLE/LWL/co-/cross-curricular activities

What Should We Consider When Planning for the Differentiation Measures?



Part 2

Infusing Elements of Academic and Creative Uses of English into Daily Teaching



Purposes of Learning and Teaching Academic Use of English

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/are the purpose(s) of promoting academic use of English?

- to prepare students for further studies
- to support students in learning other subjects through English

Characteristics of Academic Texts

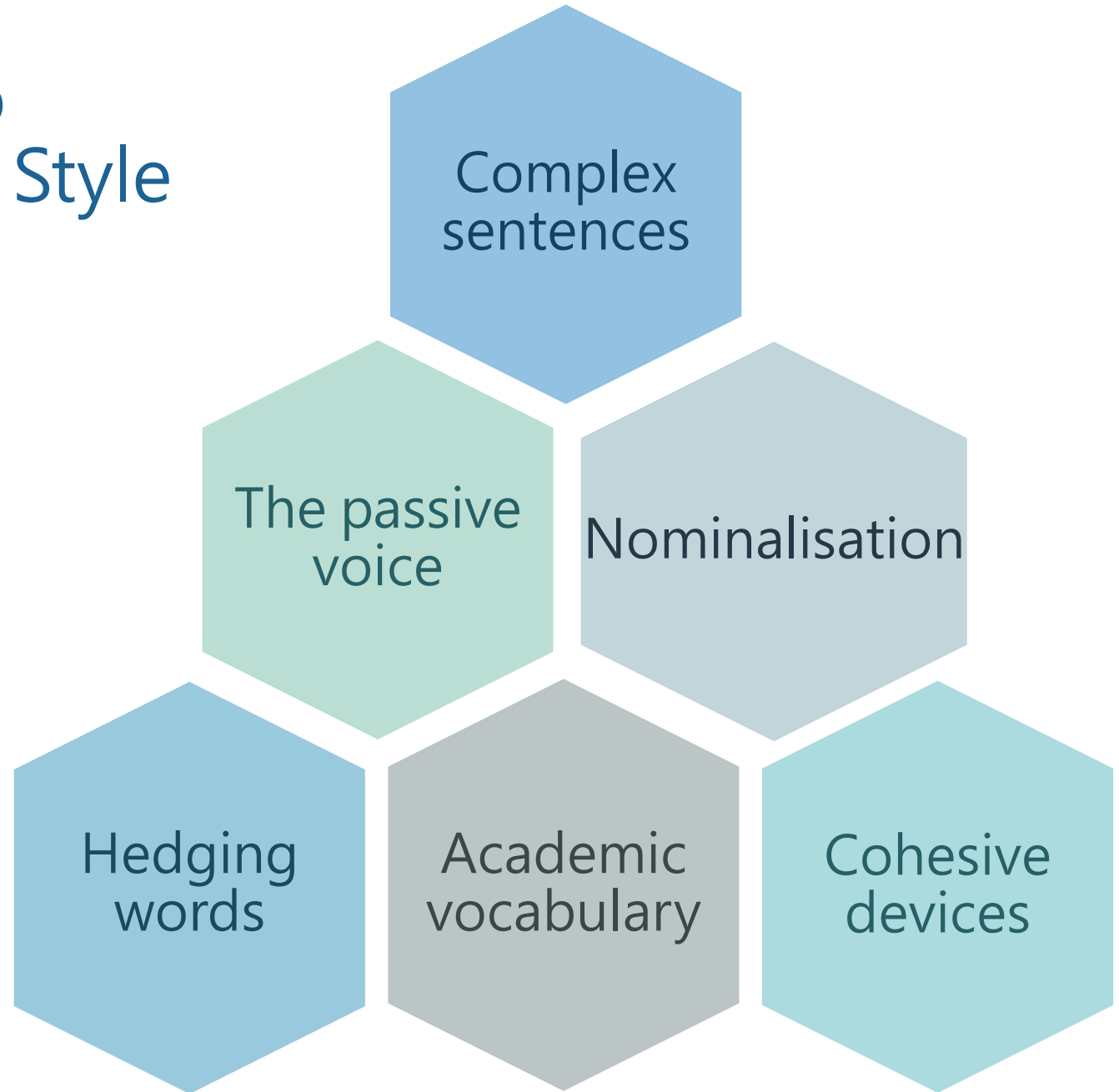
Formal

Objective

Technical

Precise

Language Features to Achieve an Academic Style



Academic Vocabulary

Formal words	<p>Words that are <u>less often</u> used in <u>daily casual conversations</u></p> <p>e.g. observe → watch identify → find</p> <p>Scientists try to <u>find</u> the root cause of the pandemic. → Scientists try to <u>identify</u> the root cause of the pandemic.</p>
Subject-specific words and technical terms	<p>Words that ...</p> <ul style="list-style-type: none">• are crucial to understanding the content of the <u>subject</u> (e.g. photosynthesis, carnivore, isthmus); and• often appear in <u>information texts</u> and <u>textbooks</u>.

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 –

prefixes and suffixes

Prefixes	Meanings	Examples
semi-	half	semi -circle, semi conscious
uni- / mono-	one	uni formity, mono poly
bi- / di- / du-	two / double	bi polar, di oxide, du plicate
tri-	three	tri plicate, tri pod
quadri- / quadru-	four	quadri lateral, quadru pole
multi- / poly-	many	multi -purpose, poly gon
pre-	before	pre history, pre mature
post-	after	post -glacial, post -war
trans-	across / through	trans national, trans plant
over-	above / too much	over grazing, over estimate
under-	below / not enough	under growth, under estimate
inter-	between / across	inter personal, inter national
intra-	within / inside	intra personal, intra muscular

Suffixes	Meanings	Examples
-able	having the ability to	sustain able , inflamm able
-less	without	stain less , weight less
-ive / -ous / -ic	having the nature and quality of	addict ive , corros ive , poison ous , infect ious , acid ic , carcinogen ic
-ant / -ent / -eer / -er / -ee / -or (ess) / -ian / -ist	a person	consult ant , resident, engine er , employ er , employ ee , govern or (ess), histor ian , econom ist
-ance / -ence / -cy / -ness / -ment	quality/ state of being	domin ance , converg ence , deficien cy , competitiv ness , enhanc ement
-ity	degree	probabilit ity , elastic ity
-ism	belief/ system/ practice	Darwin ism , mechan ism , terror ism

Nominalisation

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

- *gerunds*
- *despite / in spite of*
- *because of / due to / owing to / in view of*

Nominalisation

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.

Nominalisation

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)*
- *create a more formal impersonal tone*

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

Hedging is the use of cautious or tentative language. It is commonly used in academic writing, particularly scientific writing, to avoid over-generalisation and soften the tone to make it less absolute.

Verbs

e.g. | appear to
seem to
tend to
think

Example:

Identical twins **tend to** have similar personalities.

Adverbs

e.g. | arguably
maybe
perhaps
presumably

probably
possibly
seemingly

Example:

The failure was **possibly** caused by human mistakes.

Nouns

e.g. | assumption
indication
likelihood

possibility
probability
tendency

Example:

There is a **tendency** for people in cities to marry later than those in rural areas.

Modal Verbs

e.g. | can
could

may
might

Example:

Housing sales **may** see a gentle rise in the next quarter.

Adjectives

e.g. | likely
possible
probable

doubtful
uncertain
unlikely

Example:

It is **likely** that online learning will become one of the major learning modes in the future.

Other Phrases

e.g. | commonly
frequently
generally

often
sometimes
somewhat

Example:

It is **generally** agreed that more funding is needed for education.

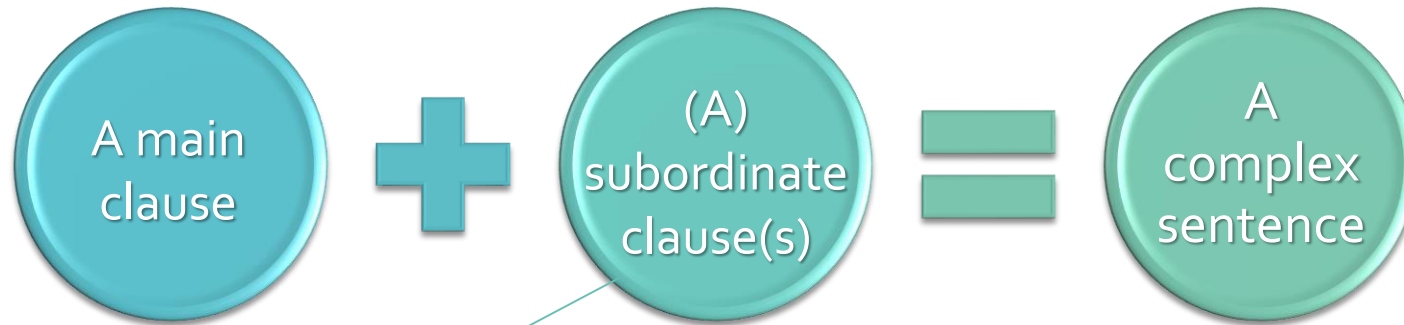
The Passive Voice

Thoughts from you:

Express your views:

How can I build on the foundational grammar knowledge to help SS students master the use of the passive voice in academic contexts?

Complex Sentences



Subordinate clauses:

1. Relative clause: *A nurse is a professional who cares for sick people.*
2. Noun clause: *Astronomers believe that there are billions of galaxies.*
3. Adverbial clause: *Players tend to be more aggressive even when they are not playing video games.*

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



Cohesive Devices for Different Purposes

Followed by a clause:

since because as therefore as a result

Followed by a noun/noun phrase:

because of due to owing to
thanks to

for example for instance

in this case such as

Similarities:

both as...as likewise similarly

Differences:

in contrast whereas unlike

Cause and Effect

Example

Comparison and Contrast

Clarification

namely

specifically

in other words

to put it simply

Emphasis

clearly obviously
definitely indeed
notably above all

Condition

if in case unless

provided that

on condition that

Addition

besides moreover
furthermore
in addition
not only...but also

on the whole
in most cases
in general

Generalisation

Summary

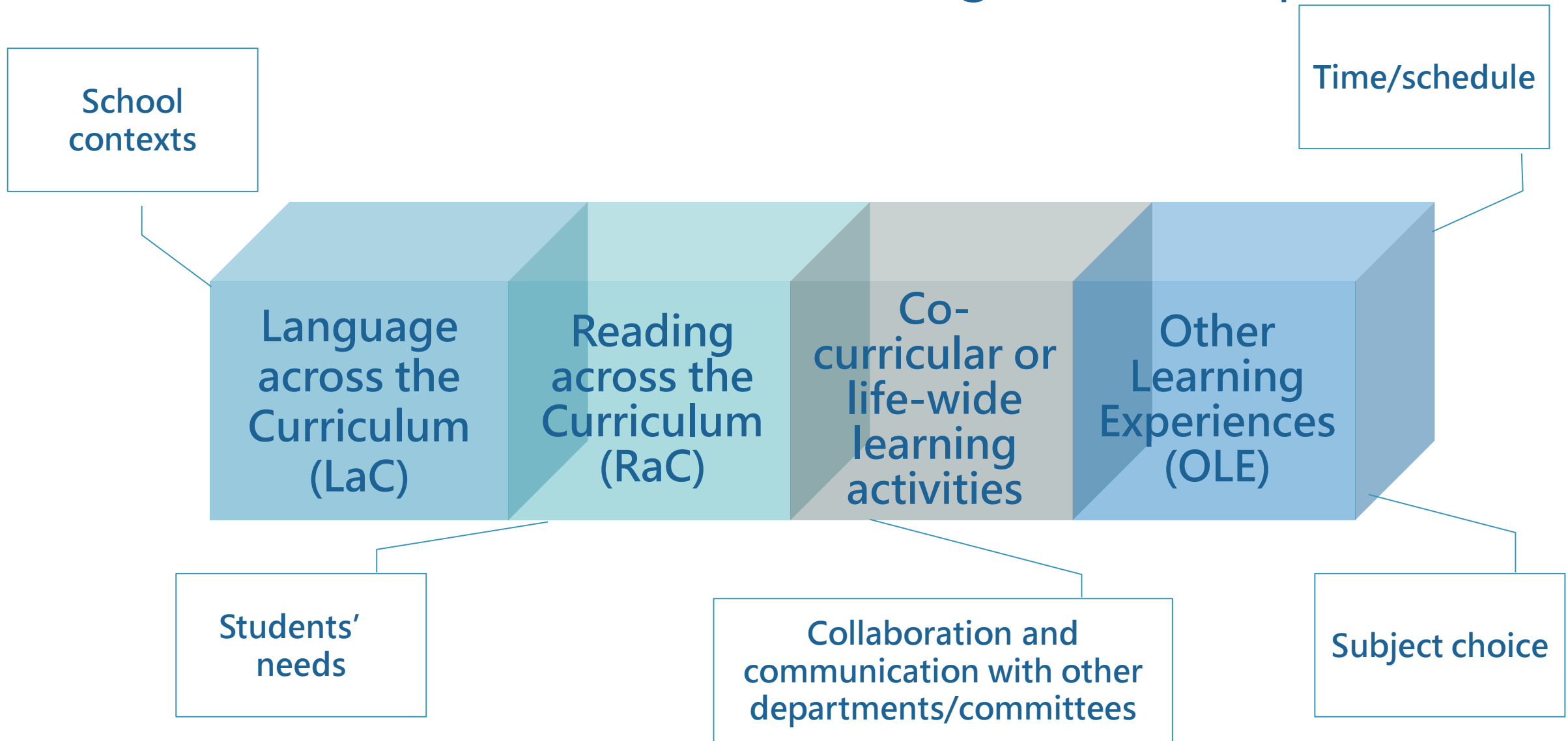
Order

first and foremost
subsequently finally
last but not least

in brief in conclusion

in summary to conclude to sum up

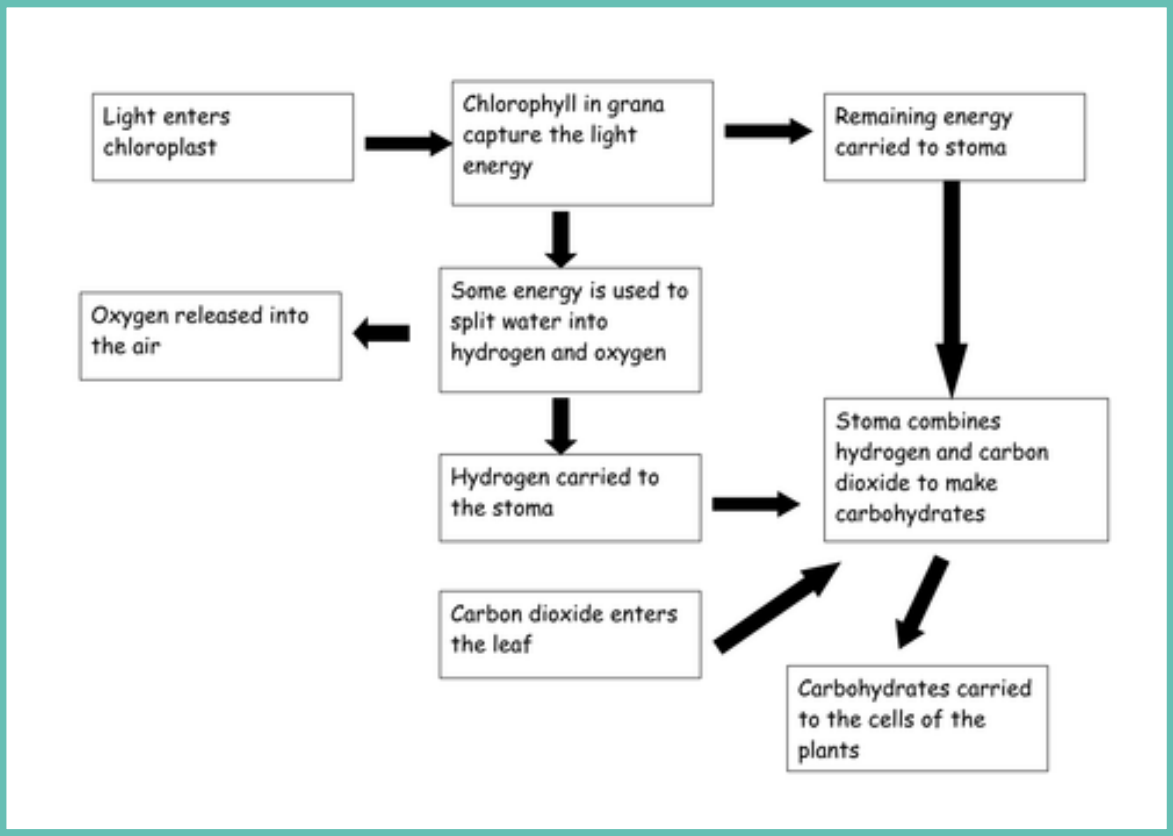
How to Promote Academic Use of English and Implement it



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

Flow chart of Photosynthesis



2021 Reading Paper 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) _____

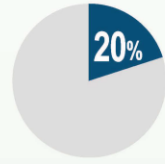
e.g.
Describing
statistics
and trends



Describing Statistics

Describing statistics is a basic academic writing skill. Findings can be presented in percentages, fractions or other expressions.

Language for Describing Percentages and Fractions



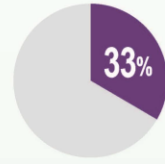
a/one fifth
(1/5)



slightly over one fifth



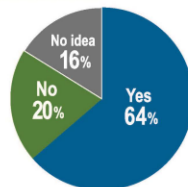
a/one quarter
(1/4)



about a/one third

Percentage	Expressions to paraphrase percentages or show approximation and proportion
90%	a vast majority
73%	a significant majority // approximately three quarters
66%	a large proportion // around two thirds
60%	well over half
39%	about/nearly/slightly under/almost two-fifths
35%	just over a third
25%	exactly/precisely a quarter
18%	(only) a small minority // slightly less than a fifth
10%	a small proportion/number // one in ten

Example



Do you like the new movie?

Is the new movie popular with the respondents?

- ✓ **About/Around/Approximately/Almost/Nearly/Slightly less than two thirds** of the respondents like the movie, while **one-fifth/a fifth** of them do not.
- ✓ The **majority** of the respondents (64%) like the new movie.
- ✓ **Well over half** of the respondents like the new movie.



Describing Trends

Trend description is an important skill for different purposes, for example, proposal writing and data analysis. With the accurate choice of words/phrases, the tendencies and changes can be more effectively presented.

Language for Describing Trends



Moving Up
soar/rocket/surge
leap/jump
climb/grow/rise
go up/increase

Moving Down

go down/decrease/decline
drop/fall
sink
plummet/plunge

Highest & Lowest Points

The number **peaked/reached a peak**.

The number **dipped/took a dip**.

Degree and Speed of Change

drastically/sharply
considerably/substantially
moderately/steadily
mildly/slightly

SPEED
rapidly/swiftly
gradually
slowly

No Change

stay the same
remain stable/steady
maintain (its level)

Constant Changes over Time

The numbers **fluctuated/seesawed**.

Example

Hong Kong Book Sales 2021

In January 2021, book sales were about HKD \$200 million. Over the next three months, sales **had declined gradually**. In May, the sales **dropped** to HKD \$100 million. After the **dip**, from May to July, sales had almost **doubled, rising drastically** from HKD \$100 million in May to HKD \$198 million in July. From August to December, sales **remained stable** at around HKD \$190 million.

Hong Kong Book Sales 2021



e.g. Writing comparisons

Describing similarities and differences

An Example: Mammals vs Reptiles

Mammals and reptiles are **both** vertebrates and they share some **similar** characteristics. They **both** breathe with lungs. **Like** most vertebrates, mammals and reptiles reproduce sexually. **However**, they also differ in a number of ways. For example, mammals are warm-blooded, **whereas** most reptiles are cold-blooded. **Unlike** mammals which have live births, most reptiles lay eggs. Hair is a defining characteristic of all mammals. Reptiles, **on the contrary**, do not have hair. They have scales instead.



Comparison & Contrast

Comparing and contrasting is an important skill in academic writing. It can be done at the text or paragraph level.

Differences

Transition words followed by **a clause**

- although/even though
- but/however/nevertheless
- whereas/while
- on the one hand ... on the other hand
- on the contrary

Similarities

alike
as... as
both, too, also
like, similar to
likewise, similarly
in the same way
the same as
equally
just as

Differences

Transition words followed by **a noun/noun phrase**

- unlike
- despite/in spite of
- different from
- instead of



Mammals

- warm-blooded
- have live births
- have hair

- vertebrates
- breathe with lungs
- reproduce sexually

Reptiles

- cold-blooded
- lay eggs
- have scales



What is Creativity?

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

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




- **novelty** and **innovation**
- **think out of the box**

Must students create or invent something new?

e.g. writing a poem or short story

Demystifying Creativity



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

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

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

Promoting Creative Use of Language in Senior Secondary English Language Classroom

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

What to do in the Senior Secondary English Language Classroom

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

Explicit teaching and focused practice of writing techniques

Limited rules can produce unlimited sentences – Chomsky

Common Techniques in Creative Writing

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

Explicit Teaching of Writing Skills and Techniques

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

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.

Writing topic taken from Paper 2 of the 2012 HKDSE English Language Examination ©HKEAA

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?"

Thought

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

Did he win the lottery and become rich overnight? Did he borrow money from his friends? My mind was filled with question marks and I figured out the simplest way to find out the answer was to ask him.

Effect 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 then burst into laughter, laughing so uncontrollably 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!"

Action

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 fists so tightly that my thumbs hurt.

Look

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

My brother's hair was slicked back with gel, looking as sleek and smooth as an egg tart, while mine was as messy and wiry as a broom. Looking at my brother's glamorous designer suit, I couldn't help feeling pathetic wearing a fake branded T-shirt.

How to Craft a Vivid Character?

S.T.E.A.L. - the five elements of indirect characterisation

Topic

You are taking a creative writing workshop and you have to submit the following assignment:

Imagine you are a university student living in a student hall. Your roommate has suddenly decided to leave. Write a short story describing the events that led up to your roommate's sudden departure.

Writing topic taken from Paper 2 of the 2014 HKDSE English Language Examination ©HKEAA

The topic requires the first-person narrative, so you need to think from the narrator's perspective (i.e. "I") on the roommate.

Your roommate's profile

- Your roommate's name: _____ Gender: M/F
- Subject major: _____ Year Level: Y _____
- Family background: _____
- Personality (strengths/weaknesses): _____
- Hobbies/Traits/Habits: _____

Draw your roommate here!

Look in the past:

Recent look:

Notes:

- Before students draw, teachers can ask them:
 - How did your roommate look like when you first met him/her?
 - How did your roommate look like before he/she left the student hall?
- Remind students to draw the physical details.



Speech

- What did your roommate tell you when you last met him/her (e.g. problems/achievements/inspirations)?
- How did he/she speak?

- She stammered, "Could you pass the withdrawal letter to the school office for me tomorrow?" Her decision startled me.
- After getting an offer from a leading multinational consortium, he said arrogantly, "Maybe I can be the next Steve Jobs or Mark Zuckerberg, who never finished college!"
- "You'd better rethink your plan," the lecturer suggested in a sincere tone.

Expressions for introducing speech:

- Speech verbs**
She stammered/yelled/grumbled. "I quit."
- Adverbs**
"I got a job offer," he said calmly/cheerfully/proudly.
- Adjectives**
She said in a sincere/miserable/disappointed tone/voice/manner.



Thought

- What might have happened to your roommate lately?
- What were your guesses about his/her changes in attitude and behaviour?

- She cried uncontrollably after the phone conversation. I wondered if she had a bitter quarrel with her boyfriend.
- Did his family problems put him in distress? Did he experience something traumatic?
- I wish she would tell me her problems.
- If only I knew what he was struggling with.

Expressions for introducing thoughts:

- What happened ...?
- Did he/she experience...?
- I wondered why/if...
- I wish he/she would...
- If only I knew...

Effect on others

Recall and describe one memorable scene in which your roommate interacted with others (e.g. you/family/friend/lecturer/stranger) before his/her sudden departure?

- She returned to the student hall late at night, bringing a stinky stray dog with her. She refused to send it away though I told her I was allergic to dogs.
- She slammed the door and flung her personal belongings everywhere, waking me up with the banging sound. I couldn't stand it anymore and yelled at her.
- A loud screech from the pantry caught my attention, then I peeped into it. My roommate was staring fiercely at the security guard, holding a knife. He roared, "Get out or I'll leave!"



Action

- What did you see your roommate do most often?
- Did he/she have any strange behaviour before leaving the hall?

- He was lingering in front of the lecture theatre, murmuring to himself.
- She gave me a dirty look and criticised my fashion style.
- She avoided interaction and eye contact with us as much as possible.

Notes:

Give someone a dirty look:
To look at someone in a mean and nasty way.



Look

- How would you describe your roommate's usual look (e.g. eyes/face/hairstyle)?
- Did you observe any change in your roommate's appearance (e.g. make-up/hairstyle/fashion style)?

- He always hid his face behind a pair of thick glasses and wrapped himself with a baggy anorak, which was what he called "comfort outfit".
- She smelt fragrant and decorated herself with twinkling accessories. The rose red high heels seemed to heighten her confidence.
- The make-up turned her rough skin dewy. She even dyed her hair blonde. Her loose-fitting floral skirt made her look more mature than her age.



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.

Writing topic taken from Paper 2 of the 2012 HKDSE English Language Examination ©HKEAA

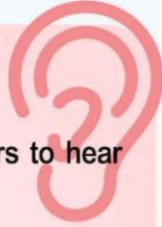
Vivid Descriptions

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 as <u>smooth</u> as an egg tart.

Sensory Language

SOUND



Auditory words allow readers to hear what is happening.

humming	scratching	whispering
moaning	roaring	murmuring
groaning	deafening	screeching
rumbling	cracking	screaming

e.g. The little girl in the playground started **humming** a light-hearted melody in delight.

SIGHT



Visual words allow readers to see more clearly what is described. These words can be further categorised into groups based on size, shape, colour, etc.

Lighting:	Size:	Shape:	Colour:
shimmering	bulky	oval	dark blue
glowing	gigantic	curved	light grey
sparkling	enormous	flat	bright red
shady	tiny	pointed	pastel green

e.g. We sailed across the vast and furious ocean, pushing through the **shimmering** waves.

TASTE

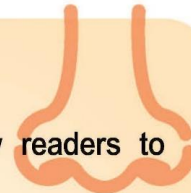


Gustatory words turn the content flavoursome.

sugary	spicy	greasy
savoury	pungent	bland
bitter	tangy	minty
tart	mellow	juicy

e.g. The **salty-sweet** caramel melted on the baby's tongue. The surprising **sugariness** made her smile.

SMELL



Olfactory words allow readers to smell the aroma.

fragrant	pleasant	musty
perfumed	refreshing	stale
sweet-scented	tempting	rancid
fruity	tantalising	revolting

e.g. Spring comes as the **sweet-scented** blossoms fill the air with their **refreshing fragrance**.

TOUCH



Tactile words let readers feel the texture and temperature.

fluffy	rocky	spongy
silky	soggy	coarse
prickly	gluey	scorching
spiky	foamy	icy

e.g. I love summer. The **warm** sun kisses my face and **fluffy** and **wispy** clouds float across the sky.

Dim Sum One



décor, colour of furniture, food presentation

- a brightly-lit dining hall with flaming red lanterns
- freshly-fried golden brown crab cakes
- the restaurant was jam-packed with people
- a charred pork chop



environment and human noise/sounds in the restaurant

- a buzzy atmosphere with people chatting and laughing
- melodious/relaxing/rhythmic traditional Chinese instrumental music
- the deafening/ear-splitting voices
- clashing and breaking/shattering of plates and cups



smell of food and drinks

- fruity, garlicky, lemony, minty, peppery, smoky
- The food/drinks smelt aromatic/fragrant/refreshing.
- The food/drinks had a/an pungent/revolting/rancid/unpleasant smell.



taste and flavour of food and drinks

- bitter, mellow, savoury, spicy, tangy, tart
- the briny tang/flavour of the scallops
- the winey taste of the drunken chicken
- The food was appetising/delectable/finger-licking/palatable/refreshing/scrumptious.
- I found the dish too bland/gamy/fishy.
- The food tasted awful/disgusting.



texture and temperature of food and drinks

- buttery, fizzy, flaky, fluffy, foamy, moist, spongy
- steaming hot, lukewarm, icy cold
- crispy, crunchy, juicy, silky, tender
- a piece of succulent meat
- The soup was smooth and creamy.
- The food was oily, soggy and tough.
- I didn't like the chewy/rubbery texture of the meat.



The texture and temperature of food and drinks can be felt by hand and mouth.

Creative Use of English

Telling

Directly give information with limited room for imagination

I was excited about the news.

Showing

Paint a picture in readers' mind

When I heard the news, my heart started pounding. I couldn't help letting out a scream.

How?

In the **Showing** example, the emotion of being "excited" is depicted with actions. The ways the heart beat and "I" laughed are vividly described to allow the reader **to imagine** or even **to experience** what the character feels.

To show feelings:

Describe characters' **actions** in that emotion.

Your turn!

Rewrite the following sentence to show feelings with actions:

The girl was scared.



Step 1: List **actions** when someone was **scared**.

E.g. body felt numb/legs turned to jelly

- stomach clenched
- throat tightened
- cringed
- froze
- let out a silent scream

Step 2: Write sentences based on what you have brainstormed in Step 1.

E.g. The girl's body felt numb. Her legs turned to jelly.

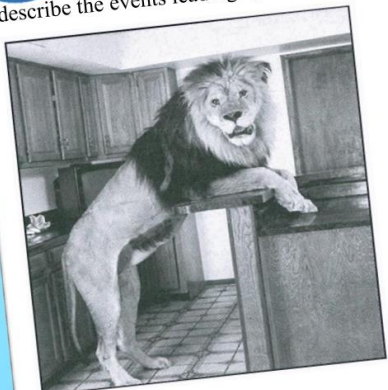
1. She cringed with a tightened throat.
2. She stood frozen to the spot. She let out a silent scream.

Notes: Actions of both the character and the character's body parts can be described. The subject varies in different descriptions, i.e. the character or the character's body parts.

Showing feelings through actions

Topic

You are entering a short story competition on the topic of 'Wildlife'. Your story should describe the events leading up to the image below.



Write your story.

Writing topic taken from Paper 2 of the 2017 HKDSE English Language Examination ©HKEAA

Rewrite the underlined parts to show feelings with **actions**:

I heard some noise from the kitchen so I (e.g.) went over nervously. When I walked into the kitchen, I saw (a) a hungry and angry lion. (b) I was shocked and frightened. The lion heard me and turned around. It crawled towards me with its tail held high. (c) I was afraid until it lay in front of me, purring like my pet cat. Seeing its gentle gesture, (d) I felt rather relieved. All of a sudden, the lion (e) said sadly, "I'm starving."



I heard some noise from the kitchen so I (e.g.) gulped and tiptoed over to the kitchen with butterflies in my stomach. When I walked into the kitchen, I saw a lion (a) scratching the counter top of the bar table fiercely with its belly growling. (b) My jaw dropped and my heart leapt into my throat. The lion heard me and turned around. It crawled towards me with its tail held high. (c) I trembled inside, sweated profusely and was glued to the spot until it lay in front of me, purring like my pet cat. Seeing its gentle gesture, (d) I lowered my guard and leaned forward. All of a sudden, the lion (e) whimpered with a long face, "I'm starving."

Notes: Prepositional phrases (e.g. with sweaty palms, tearful eyes, a trembling voice) can also be used to show feelings, especially to replace adverbs.

Showing not Telling

**EXCITED/
HAPPY**



- My heart was pounding.
- I raised my eyebrows.
- I hummed a tune.
- I walked with bouncy steps.
- I squealed with delight.

**SAD/
UPSET**



- Tears gathered in my eyes.
- My lips were trembling.
- I hung my head.
- I pulled a long face.
- I tossed and turned all night.

**AFRAID/
SCARED**



- My hands were shaking.
- My face turned pale/white.
- I couldn't breathe and my mind went blank.
- I was dizzy and about to faint.
- I got goosebumps all over my body.

**ANGRY/
IRRITATED**



- I clenched my fists/teeth.
- I grinded my teeth.
- My veins popped out.
- I slammed the door.
- I stomped my feet.

**SHOCKED/
APPALLED**



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

**NERVOUS/
ANXIOUS**



- My heart was racing.
- I bit my nails.
- My palms got sweaty.
- My hands were quivering.
- I felt/had a lump in my throat.

**BORED/
UNINTERESTED**



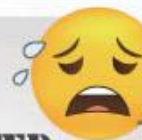
- I tapped my fingers.
- I began to fidget.
- I kept looking at my watch.
- I yawned.
- I rolled my eyes.

**EMBARRASSED/
SHY**



- I blushed.
- I lowered my head.
- I buried my face in my hands.
- I wanted to hide.
- I avoided looking him/her in the eye.

**Tired/
EXHAUSTED**



- I yawned and stretched my arms.
- My eyes were droopy.
- I rubbed my eyes.
- I nodded/dozed off.
- I slouched in the sofa.

Creative Use of Language is Not Only for Story Writing

Although studies show electric cars are more environmentally friendly than petrol cars, less than 3% of all vehicles sold in 2020 worldwide were electric.

Write a letter to the editor of *Hong Kong Post*.

- Discuss why sales of electric vehicles are so low.
- Suggest what can be done to attract more people to drive these vehicles.

Writing topic taken from Paper 2 of the 2021 HKDSE English Language Examination ©HKEAA

Opening

In recent years, manufacturers of electric cars have been keen to promote their products. However, less than 3% of all vehicles sold in 2020 worldwide were electric. While petrol cars continue to **sell like hot cakes**, electric cars remain unpopular among drivers (are like stale bread which no one is interested in).

They can only sit silently in the companies' showroom, waiting desperately to be brought home by drivers.

In the following, I am writing to discuss why electric vehicles are regarded as undesirable by drivers and suggest some measures to make them more attractive

Comparison (simile & metaphor)

What similar expressions can be created to describe the unpopularity of electric cars? Can you think of a kind of food that is so unappealing that no one will buy?

Personification

Can you add human qualities to the unsold electric cars? You may describe how they sit and feel while waiting to be bought.

Creative Use of Language is Not Only for Story Writing

Conclusion

To conclude, driving electric cars is a good alternative to driving petrol cars. It is economical, energy-saving and environmentally friendly/eco-friendly. Clearly, driving electric vehicles will become more attractive if governments worldwide provide more financial incentives, if car manufacturers succeed in expanding the battery capacity, and if power companies install more quick chargers in the public charging network. From now on, why don't we buy a better car to build a brighter world?

Literary devices →

- Parallel structures
- Alliteration
- Rhetorical questions

Your Turn

Writing technique in focus:

Use of literary devices

Use of language in focus:

- Parallelism (e.g. The lion dance is performed to bring prosperity, good luck and joy.)
- Alliteration (e.g. Calligraphy calls for concentration, calmness and control.)
- Rhetorical questions (e.g. Don't you want to preserve such precious cultural heritage?)
- Comparison (simile & metaphor) (e.g. Art is the best medicine.)

2022 HKDSE Writing Question 5:

The following comment appeared in the editorial of Hong Kong post.

Young people today lack interest in traditional art forms such as lion dance, calligraphy or the art of tea drinking.

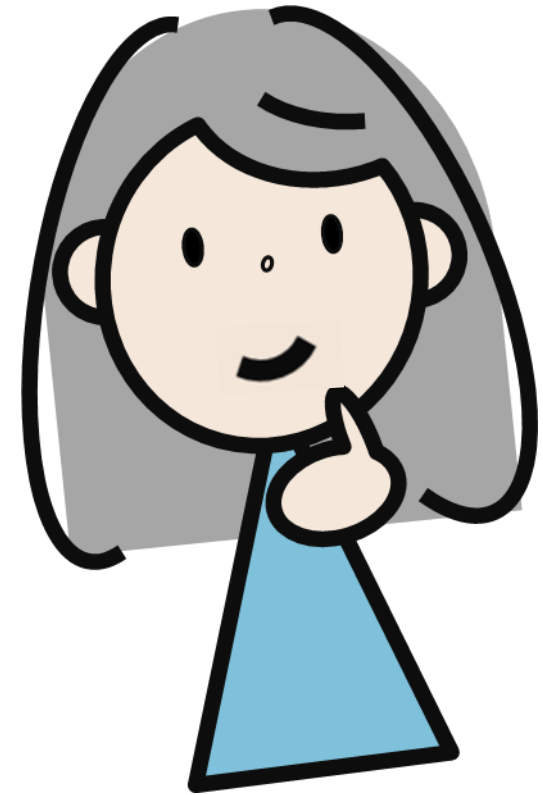
You are the chairperson of your school's Heritage Club. Express your views by writing a letter to the editor of Hong Kong Post.

What to do in the Senior Secondary English Language Classroom to Promote Creative Use of Language?

Map writing techniques to each writing topic.

Provide opportunities for students to practise writing techniques.

Equip students with skills that are transferable to different learning tasks.

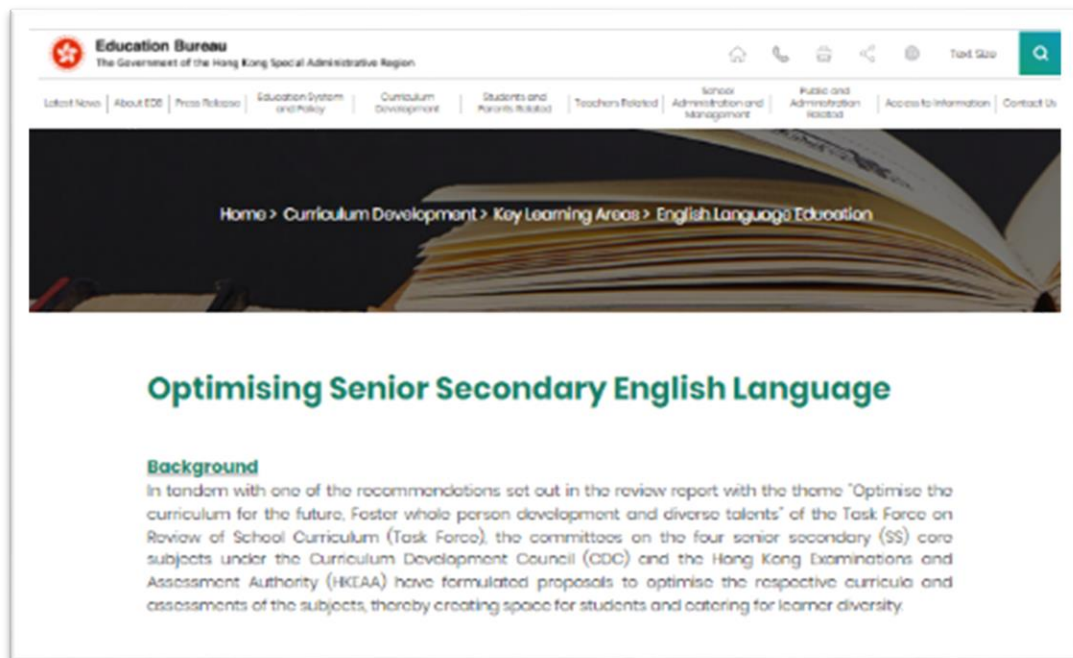


To bring Academic & Creative Uses of English into your SS English Language Classroom

- ✓ 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

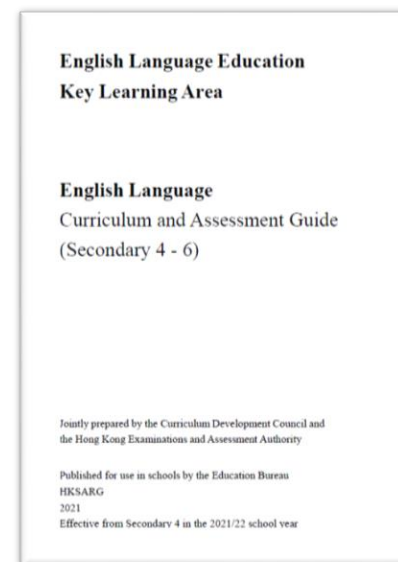
School Sharing

Resources and Curriculum Documents on Optimisation



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

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



References and Resources



Learning & Teaching Materials



Academic Use of English



Academic Use of English
RESOURCE PACK

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Education Bureau
HK SAR, 2022

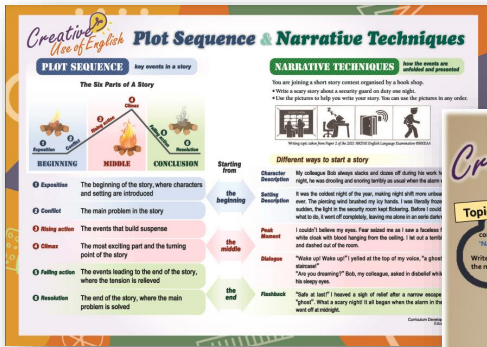


Academic Use of English

- PREFACE
- CHAPTER 1: What is Academic English?
- CHAPTER 2: Academic vocabulary
- CHAPTER 3: Useful sentence structures and language for Academic Writing
- CHAPTER 4: Paragraph writing, summarizing and quoting
- CHAPTER 5: Paragraph structure
- CHAPTER 6: Common Academic Text Structures



Creative Use of English



Plot Sequence & Narrative Techniques

Key events in a story

The Six Parts of a Story

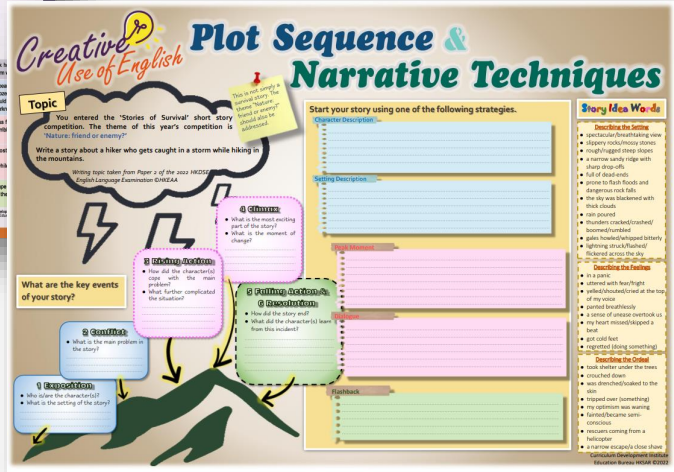
RESUMING, MIDDLE, CONCLUSION

Exposition, Conflict, Rising action, Climax, Falling action, Resolution

NARRATIVE TECHNIQUES

How the events are presented and processed

Writing a story about a mystery guest on Day one night.



Creative Use of English Plot Sequence & Narrative Techniques

Topic: You entered the 'Stories of Survival' short story competition. The theme of this year's competition is 'Mystery: friend or enemy?'

Write a story about a hiker who gets caught in a storm while hiking in the mountains.

Start your story using one of the following strategies.

Story Ideas Words

Describing the Setting

Describing the Characters

Describing the Plot

Posters and activity sheets

*Creative
Use of English*

Plot Sequence & Narrative Techniques

PLOT SEQUENCE

key events in a story

The Six Parts of A Story

The diagram illustrates the six parts of a story in a mountain-like shape. The base is divided into three sections: **BEGINNING** (blue), **MIDDLE** (pink), and **CONCLUSION** (green). The six parts are numbered 1 to 6 along the mountain's path: 1. Exposition (Beginning), 2. Conflict (Beginning), 3. Rising action (Middle), 4. Climax (Middle), 5. Falling action (Conclusion), and 6. Resolution (Conclusion).

1 Exposition	The beginning of the story, where characters and setting are introduced	Starting from the beginning
2 Conflict	The main problem in the story	
3 Rising action	The events that build suspense	the middle
4 Climax	The most exciting part and the turning point of the story	
5 Falling action	The events leading to the end of the story, where the tension is relieved	the end
6 Resolution	The end of the story, where the main problem is solved	

NARRATIVE TECHNIQUES

how the events are unfolded and presented

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.

The illustrations show a sequence of events: a security guard in a room, a person sleeping at a desk, a door with a wireless signal icon, and a person walking away with a backpack.

Writing topic taken from Paper 2 of the 2021 HKDSE English Language Examination ©HKCEAA

Different ways to start a 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.
Flashback	"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.

Curriculum Development Institute
Education Bureau
HKSAR
©2022

Creative Use of English

PERSONIFICATION

Giving some human characteristics to something that is not human, such as animals, objects and non-living things



Example: The rainbow smiled when we saw it.

(A person can smile, so the rainbow is given the human quality of smiling.)

Literary Devices

SIMILE

Making comparisons between two things in common, using the words "like" or "as"



Example: A good teacher is like a comedian. He always has a sense of humour and makes his students laugh.

METAPHOR

Using a metaphor that gives a new meaning to a word, without using the words "like" or "as"



Example: A teacher is a garden who creates knowledge and nurtures it in the hearts of his students.

ALLITERATION

Repeating the same consonant sounds at the beginning of words that go near each other



Example: The **l**oud **l**ion **l**ashed **l**ashes **l**ike **l**ightning.

HYPERBOLE

Exaggerating qualities or things or people in order to be convincing



Example: I have studied in the best teacher in the world.

PARALLELISM

Repeating phrases, clauses or sentences that are similar in structure and meaning



Example: Learning something new is hard, but it is worth it.



Creative Use of English – Activity Sheets

Using topics from HKDSE writing paper to illustrate effective learning, teaching and assessment practices



Creative Use of English Plot Sequence & Narrative Techniques

Topic

You entered the 'Stories of Survival' short story competition. The theme of this year's competition is 'Nature: friend or enemy?'

Write a story about a hiker who gets caught in a storm while hiking in the mountains.

Writing topic taken from Paper 2 of the 2022 HKDSE English Language Examination ©HKEAA

This is not simply a survival story. The theme 'Nature: friend or enemy?' should also be addressed.

1 Exposition

- Who is/are the character(s)?
- What is the setting of the story?

2 Conflict

- What is the main problem in the story?

3 Rising Action

- How did the character(s) cope with the main problem?
- What further complicated the situation?

4 Climax

- What is the most exciting part of the story?
- What is the moment of change?

5 Falling Action & 6 Resolution

- How did the story end?
- What did the character(s) learn from this incident?

Start your story using one of the following strategies.

- Character Description**
- Setting Description**
- Peak Moment**
- Dialogue**
- Flashback**

Story Idea Words

Describing the Setting

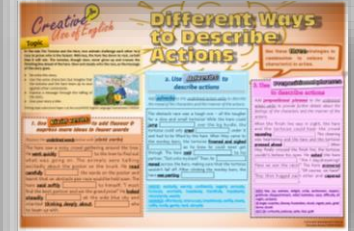
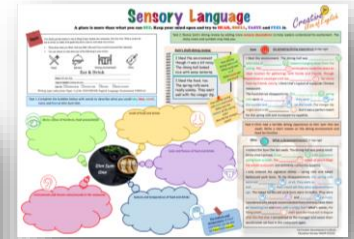
- spectacular/breathtaking view
- slippery rocks/mossy stones
- rough/rugged steep slopes
- a narrow sandy ridge with sharp drop-offs
- full of dead-ends
- prone to flash floods and dangerous rock falls
- the sky was blackened with thick clouds
- rain poured
- thunders cracked/crashed/boomed/rumbled
- gales howled/whipped bitterly
- lightning struck/flashed/flickered across the sky

Describing the Feelings

- in a panic
- uttered with fear/fright
- yelled/shouted/cried at the top of my voice
- panted breathlessly
- a sense of unease overtook us
- my heart missed/skipped a beat
- got cold feet
- regretted (doing something)

Describing the Ordeal

- took shelter under the trees
- crouched down
- was drenched/soaked to the skin
- tripped over (something)
- my optimism was waning
- fainted/became semi-conscious
- rescuers coming from a helicopter
- a narrow escape/a close shave



Learning & Teaching Materials



A Treasury of LITERARY CLASSICS



A Treasury of Literary Classics - Short Story Series

A Treasury of Literary Classics - Greek Mythology Series

Instructions:

1. Open a new browser
2. Copy and paste the
<https://www.wboro.org>
3. Read the short story

The Apple

The Trojan War was the
events of the Trojan War
Greeks. The story selected
Trojan War. In Homer's
catalyst for the Trojan War

English Classics - Lyrics Series

Instructions:

1. Open a new browser. [Open Browser](#)
2. Copy and paste the following keywords into a search engine.
 [Copy Keywords](#)
3. Choose an appropriate website, read the lyrics and answer the following questions.

I Hope You Dance

"I Hope You Dance" is a crossover country pop song written by Mark D. Sanders and Tia Sillers and recorded by Lee Ann Womack, an American country music singer, with Sons of the Desert, an American country music band. It is the title track on Womack's album *I Hope You Dance* released in 2000. "I Hope You Dance" is a mid-tempo country pop song in which the persona expresses her wishes to an unknown "you". Over time it has been adopted as a motivational song that encourages young people to live life to the fullest. The song won a Grammy in 2000 for Best Country Song and was later covered by other singers such as Ronan Keating.

1. In Verse 1, what is the message of "you get your fill to eat, but always keep that hunger"?
- A. Insufficient food is given to fill your stomach.
 - B. You have good appetite and can eat to your heart's content.
 - C. You stay curious and eager for more.
 - D. You can overcome hunger and the desire for food when you are starving.

Your answer:

[Answer Explained](#)

2. The persona asks "you" to "never take one single breath for granted". What is the meaning of "never take something for granted"?

- A. to receive something without appreciation or gratitude
- B. to treasure and cherish something
- C. to value something lightly
- D. to believe something should always be provided and readily available

Your answer:

[Answer Explained](#)

3. "I hope you still feel small when you stand beside the ocean" implies that the persona

Student Activities/Competitions



SOW Motivational Talk Contest
(Nov 2022 - Apr 2023)



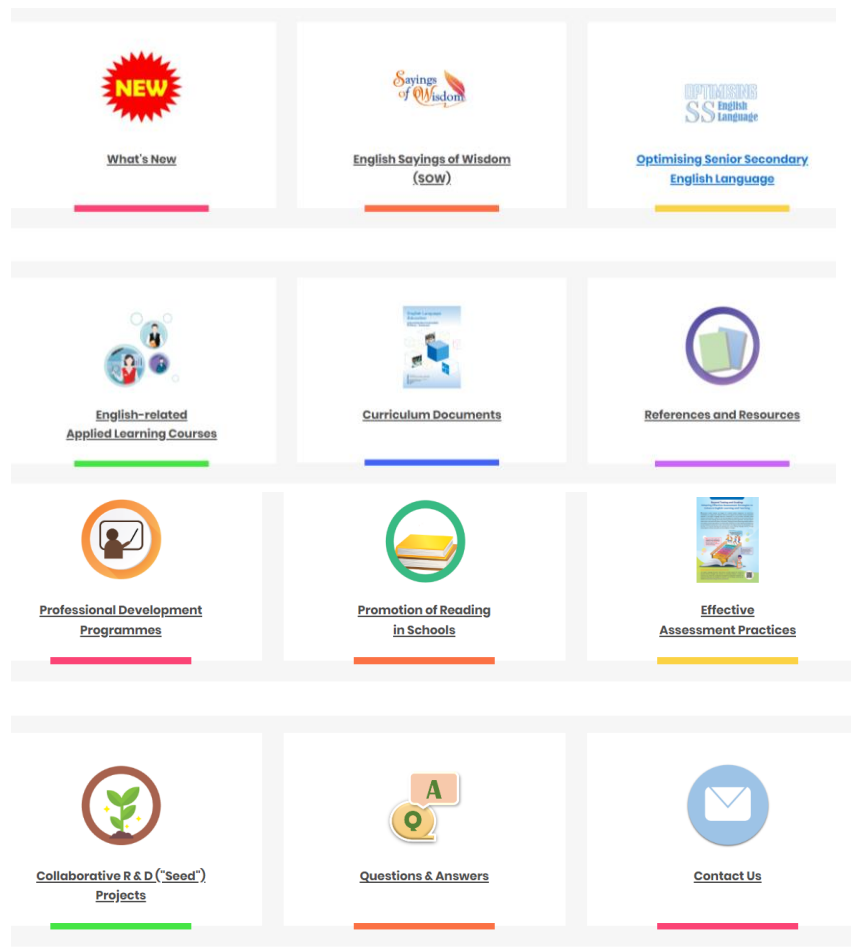
Poetry Remake Competition
(Dec 2022 - Mar 2023)



School-based activity "Week of Positivity"
(Feb - Jul 2023)



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

