UNDERSTANDING AND INTERPRETING THE ENGLISH LANGUAGE CURRICULUM

- English Language Education Section
- Curriculum Development Institute
- Education Bureau
WARM-UP ACTIVITY

In groups, discuss the following:

How far do you agree with the following statements?

1. Students should do more past exam papers in class in order to get good results in the HKDSE examinations.
2. Teachers are required to spend 25% of the lesson time on the teaching of the Elective Part.
3. There is a huge gap between the JS and the SS curricula.
4. Since the elective modules are not properly assessed in the HKDSE examination, they need not be taught.
BY THE END OF THE WORKSHOP, YOU WILL HAVE

- a better understanding of the design and the features of the three-year senior secondary English Language curriculum;

- explored strategies for curriculum planning and implementation; and

- designed task-based activities for senior secondary students.
Planning the New Senior Secondary English Language Curriculum at Classroom Level
DIAGRAMMATIC REPRESENTATION OF THE ENGLISH LANGUAGE CURRICULUM FRAMEWORK

The English Language Curriculum

Strands

Interpersonal Knowledge Experience

Learning Objectives: Forms and Functions Skills and Strategies Attitudes

Flexible and Diversified Modes of Curriculum Planning + Effective Learning, Teaching and Assessment

Overall Aims and Learning Targets of English Language

9 Generic Skills

Values and Attitudes
THE SENIOR SECONDARY ENGLISH LANGUAGE CURRICULUM

Compulsory

Part (75%)

Elective

Part (25%)
THE COMPULSORY PART

Meaningful use of:

- **Reading / Writing**
- **Listening / Speaking**
- **Vocabulary**
- **Grammar Forms & Communicative Functions**
- **Text Types**

through the **task-based approach** and the organising **structure** of Modules, Units and Tasks by adopting a range of **approaches and strategies**
While Modules, Units and Tasks are to be adopted for organising learning and teaching in the Compulsory Part, the modules in the Elective Part may not necessarily follow the M-U-T structure. However, the general approach to teaching the modules in the Elective Part remains task-based – that is, teachers are encouraged to continue with the principles and practices associated with task-based learning, namely using learner-centred instruction, providing opportunities for meaningful and purposeful communication and promoting integrative and creative uses of language.
THE COMPULSORY PART

- Task-based Learning
- Grammar in Context
- Language Arts
- Integrated Skills
- Assessment for Learning
- Self-access Language Learning
FEATURES OF A TASK

- **Context**: Involves learners in thinking and doing

- **Purpose**: Requires learners to draw upon a framework of knowledge and skills

- **Product**: Requires learners to draw upon a framework of knowledge and skills
TASK-BASED APPROACH

- Provides contexts for:
  - integrated use of language skills
  - meaningful and purposeful use of English for communication
- Facilitates effective grammar and vocabulary learning and teaching
- Uses learning and teaching resources of a variety of text types
- Promotes a learner-centred approach
ADOPTING A TASK-BASED APPROACH IN LESSON DESIGN

Module
Communicating

Unit
The Internet

Task 1
Listening to a speech delivered by the Advisor of the English Debating Club

Task 2
Reading a magazine article entitled “Should the Internet be Censored?”

Task 3
Studying an online forum on people’s opinions of the internet

Final Task
Writing a debate speech

Adapted from Enhancing English Vocabulary Learning and Teaching at Secondary Level (2012), pp.141-188
Building on the strengths of students and considering their future learning needs, plan for a Junior Secondary English Language curriculum to gear students towards the learning targets and objectives in the English Language curriculum.
LEARNING EXPERIENCE ACROSS KEY STAGES

Primary
• Exposure to a range of text types
• Incorporation of Reading Workshops into the School-based English Language Curriculum
• Development of basic language skills and strategies

Junior Secondary
• Exposure to a wide range of print and non-print texts
• Extensive reading and viewing
• Further development of language skills and strategies

Senior Secondary
• Exposure to a widened range of more complex text types
• School-based Assessment: critical and imaginative responses to texts
• Comprehension and production of more complex messages in more formal texts
Primary
- Exposure to a range of text types
- Incorporation of Reading Workshops into the School-based English Language Curriculum
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## Exposure to a Wide Range of Text Types

<table>
<thead>
<tr>
<th>Examples of Text types for Key Stage 1</th>
<th>Examples of Text types for Key Stage 2</th>
<th>Examples of Text types for Key Stage 3</th>
<th>Examples of Text types for Key Stage 4</th>
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<tbody>
<tr>
<td>Cartoons and comics</td>
<td>Plays</td>
<td>Book reviews/reports</td>
<td>Editorials</td>
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<td>Diaries</td>
<td>Announcements</td>
<td>Film reviews</td>
<td>Debates</td>
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<td>Fables and fairy tales</td>
<td>Informational reports</td>
<td>Itineraries</td>
<td>Documentaries</td>
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<td>Rhymes</td>
<td>Maps and legends</td>
<td>Manuals</td>
<td>Essays</td>
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<td>Charts</td>
<td>News / Weather reports</td>
<td>Newspaper articles</td>
<td>Feature articles</td>
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<td>Labels</td>
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<td>Short novels</td>
<td>Films</td>
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<td>Lists</td>
<td>E-mails</td>
<td>Short stories</td>
<td>Novels</td>
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<td>Menus</td>
<td>Formal letters</td>
<td>Interviews</td>
<td>Minutes</td>
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<td>Notices</td>
<td>Discussions</td>
<td>Presentations</td>
<td>Public speeches</td>
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<td>Rules</td>
<td>Telephone conversations</td>
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<td>Proposals</td>
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<td>Signs</td>
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<td>Resumes</td>
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<td>Time-tables</td>
<td>Recipes</td>
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<td>Cards</td>
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LEARNING EXPERIENCE ACROSS KEY STAGES

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- Exposure to a range of text types
- Incorporation of Reading Workshops into the School-based English Language Curriculum
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- Exposure to a wide range of print and non-print texts
- Extensive reading and viewing
- Further development of language skills and strategies

Senior Secondary
- Exposure to a widened range of more complex text types
- School-based Assessment: critical and imaginative responses to texts
- Comprehension and production of more complex messages in more formal texts
GENERAL CONSIDERATIONS IN PLANNING FOR THE DEVELOPMENT OF READING SKILLS AT THE SECONDARY LEVEL

- Related topics
- Variety of text types
- Level of difficulty

Integrating reading into regular English Language lessons with the other language skills of listening, speaking and writing
READING ACROSS THE CURRICULUM

• To promote reading as a means to help learners seek information, develop thinking skills, enrich knowledge, enhance language proficiency and broaden perspectives.

• To promote the development of functional reading skills to help learners relate English Language learning to daily life in real world.

• To encourage extensive reading of a wide variety of resource materials with different subject content to enhance learning.

English Language Curriculum and Assessment Guide (Secondary 4 - 6) 2007
CONNECTING STUDENTS’ LEARNING EXPERIENCES

Science

Content
- Theme: Living things
- Reading-related strategies
- Locating specific information
- Working out meaning of unfamiliar words

Language features
- Rhetorical functions
- Text features

Reading texts

Focus questions

Cross-KLA activities
LEARNING EXPERIENCE ACROSS KEY STAGES

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### Cognitive processes involved in reading

<table>
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<tr>
<th>Understanding</th>
<th>Inferring</th>
<th>Interpreting</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Locating information</td>
<td>- Inferring feelings</td>
<td>- Analysing information and ideas</td>
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<tr>
<td>- Working out meaning of words and phrases</td>
<td>- Deducing information and ideas</td>
<td>- Synthesising</td>
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<tr>
<td>- Connecting ideas</td>
<td>- Comparing information and ideas</td>
<td>- Evaluating</td>
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<tr>
<td>- Identifying main ideas and supporting details</td>
<td>- Working out main ideas and themes</td>
<td>- Justifying</td>
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<tr>
<td>- Distinguishing facts from opinions</td>
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<tr>
<td>- Organising information and ideas</td>
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### Underlying principles

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

<table>
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<tr>
<th></th>
<th>Easier texts</th>
<th>More difficult texts</th>
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<tbody>
<tr>
<td><strong>Abstractness</strong></td>
<td>➢ Ideas and information explicitly stated</td>
<td>➢ Ideas and information implicitly stated</td>
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<tr>
<td></td>
<td>➢ Straightforward &amp; factual information</td>
<td>➢ Meaning hidden between lines or beyond lines</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>➢ Well-defined text structure</td>
<td>➢ Lack of well-defined text structure, mix of text-types</td>
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<td>➢ Organisation of paragraphs following sequence of events, logical progression (general to specific)</td>
<td>➢ Organisation of paragraphs not following a common pattern (problem-solution)</td>
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<td>➢ Use of short paragraphs, subheadings &amp; cohesive devices</td>
<td>➢ Lack of signposts to facilitate understanding of texts</td>
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<tr>
<td><strong>Density of information</strong></td>
<td>➢ Most sentences/paragraphs containing one piece of information</td>
<td>➢ High lexical density – with a large amount of information-carrying words</td>
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<td></td>
<td>➢ Sentence structures and language largely simple, with occasional use of complex structures</td>
<td>➢ A wide range of complex sentence structures and language</td>
</tr>
<tr>
<td>Example: 2013 HKDSE Exam Paper Part B1 Easy Section</td>
<td>Example: 2012 HKDSE Exam Paper Part B2 Difficult Section</td>
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<td>-----------------------------------------------------</td>
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</table>
| **Reading text 2**  
Para 7 and 8 | **Reading text 4**  
Para 10 |
| Group courses for beginners comprise eight weekly classes of 45 minutes and cost HK$1,680. Each focuses on the basic skills of string plucking, correct body posture while playing and proper use of both hands.  
One-to-one classes are available for beginner, intermediate and advanced students and cost HK$420, HK$480 and HK$550 respectively. Skype lessons are available for people who would find travelling to the school difficult. | Many young Chinese lament there is no Bill Gates of China. And the most cutting-edge scientific institutions are research centers run by Western-educated administrators wooing Chinese-born scientists back from the West, where they had relocated in order to enjoy the more rewarding research environment abroad. If they had the money and the clout and the personal connections to do so, Chinese moms would want to send their kids to Harvard (as several top-level Chinese leaders have done). In other words, the key to success is seen as a hybrid of East and West, at least when viewed from the lair of the Tiger Moms. |
FOOD FOR THOUGHT:
A restaurant guide to waste reduction and recycling

Preface

[1] The Integrated Waste Management Board is pleased to endorse this copy of Food for Thought: A Restaurant Guide to Waste Reduction and Recycling. This guide, developed by The City Council of San Francisco, presents a variety of suggestions and tips that restaurants can use to reduce the amount of rubbish thrown away.

[2] Communities across the country are facing increasing waste disposal problems. As landfill space decreases, the costs for disposing of our rubbish will grow. Ultimately, businesses and residents will have to pay higher disposal fees. Restaurants can do a lot to minimise these potential cost increases by setting up recycling and waste reduction programmes. Not only will this help save your business money, but it will extend the life of landfills and save valuable energy.

Waste reduction tips

1. Have employees use mugs or cups for their drinks.

2. Place rubber mats around dishwashing stations to reduce china and glass breakage. This will also prevent injuries from slipping on a wet floor.

3. Vegetables that have wilted are still safe to eat. Cut off the ends and soak them in warm water for fifteen to twenty minutes.

4. Styrofoam uses more than four times the amount of space than paper when thrown in the rubbish. Use paper packaging instead to reduce the volume of rubbish being produced.

5. Use leftover vegetable and meat trimmings for soup stock.

6. Date all food items on the day you receive them so that you can tell the new products apart from the old.

7. Buy beverages (e.g. juice, iced tea) in concentrate or bulk form. Similarly, buy milk in a 20-litre dispenser box rather than by the litre.

8. Clean your fryers daily. This extends the life of the fryer.
[5] The study revealed that people with low self-esteem were more negative than people with high self-esteem and liked less by strangers who rated their participants’ status update.

[6] The study also found that people with low self-esteem got more responses from their Facebook friends when they posted highly positive updates, compared to less positive ones. People with high self-esteem, on the other hand, used Facebook less and got more ‘like’ replies after posting something negative, perhaps because these responses are rarer for them.

[10] In theory, social networking websites like Facebook could be great for people with low self-esteem. Sharing is important for improving friendships. But in practice, people with low self-esteem seem to behave counterproductively, bombarding their friends with negative tidbits about their lives and making themselves likeable.
[1] China is often accused of all but destroying its environment in the name of economic growth. But the same naked capitalism that has poisoned Chinese skies and waterways is hard at work in the streets of Shanghai, cleaning up the mess.

[2] China has a 10 million strong illegal army of rubbish entrepreneurs and in Shanghai they can seem ubiquitous.

[3] Three-wheeled bicycles piled impossibly high with plastic, cardboard and Styrofoam ply the streets. Pensioners pick through rubbish bins for drinks cans, or beg empty water bottles from tourists. Grannies brave the subway at rush hour to collect commuters’ discarded newspapers. Migrant workers go door to door like rag men, buying up the cast-offs of Shanghai’s conspicuous consumption, designer water bottles and flat screen television boxes which would otherwise clog up the city landfills.

[4] While China’s leaders bicker with environmentalists over emissions targets, it can appear that its people are quietly getting on with the task of making the planet a better place to live.
<table>
<thead>
<tr>
<th>Example: 2013 HKDSE Exam Paper Part B1 Easy Section</th>
<th>Example: 2012 HKDSE Exam Paper Part B2 Difficult Section</th>
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<tbody>
<tr>
<td><strong>Reading text 3</strong> Paras 2 &amp; 3</td>
<td><strong>Reading text 3</strong> Para 1</td>
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<td>New research suggests that so-called power users, who contribute much more content than the average Facebook user, are unwittingly revealing undesirable personal traits to their peers. The recent study also suggests that Facebook is not good for those suffering from low self-esteem.</td>
<td>The Wall Street Journal’s provocative January 8 headline alone – ‘Why Chinese Mothers Are Superior’ – would have been enough to spark intense discussion. But coupled with an excerpt from Amy Chua’s parenting memoir, <em>Battle Hymn of the Tiger Mother</em> (Penguin Press, Jan.), that sharply contrasts so-called ‘Eastern’ and ‘Western’ styles of parenting, what resulted was nothing less than a firestorm.</td>
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‘We had this idea that Facebook could be a fantastic place for people to strengthen their relationships,’ says Amanda Forest of the University of Waterloo in Ontario, Canada.
IMPLICATIONS FOR LEARNING AND TEACHING

• To review the texts in the examination papers/textbooks/skills books/practice papers in relation to students’ language abilities and learning needs
• To select different texts for different pedagogical purposes (e.g. teaching/practising/assessing reading skills)
• To plan reading programmes which include a range of texts to cater for learner diversity

Choose the right texts
Cognitive processes involved in reading

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

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

**Interpreting**
- Analysing information and ideas
- Synthesising
- Evaluating
- Justifying

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

Text complexity

- Abstractness
- Organisation
- Density of information

Range and application of reading strategies
Planning and Implementing the Senior Secondary English Language Curriculum
THE SENIOR SECONDARY ENGLISH LANGUAGE CURRICULUM

S6

Compulsory

S5

Part (75%)

Elective

Part (25%)

S4
THE ELECTIVE PART

- Adds variety to the English Language curriculum
- Caters for students’ diverse needs and interests
- Broadens students’ learning experiences
- Provides them with opportunities to apply what they have learnt in the Compulsory Part
THE ELECTIVE PART

Language Arts

- Learning English through Drama
- Learning English through Short Stories
- Learning English through Poems and Songs
- Learning English through Popular Culture

Non-Language Arts

- Learning English through Workplace Communication
- Learning English through Sports Communication
- Learning English through Debating
- Learning English through Social Issues

8 Elective Modules
THE ELECTIVE PART

(I) Choices of module, considering:

- Learners’ background, needs, interests and abilities
- Teachers’ expertise and readiness to teach the module
- Learning objectives and content of the modules
- Resources available, both inside and outside school
RELATIONSHIP BETWEEN THE COMPULSORY AND ELECTIVE PARTS (AN ILLUSTRATION WITH THE DRAMA MODULE)

Compulsory Part

- Reading/ Writing
- Listening/ Speaking
- Vocabulary
- Text Types
- Grammar Forms & Communicative Functions

Speaking Skills
- pronunciation
- stress
- rhythm & intonation

Text Types
- dialogues
- stories

Elective Part (Drama module)

- stress & intonation
- expression of emotions and feelings
- short scene writing
- production of an original script

Extension, application and consolidation of what has been learned

Dramatised Reading

Role play / Drama performance
PLANNING THE ELECTIVE MODULE IN CONTEXT
(KEY CONSIDERATIONS)

- Approaches to implementing the elective module (as a standalone module or integrated with other curriculum and assessment components)
- **Timetabling**
- Adaptations of the S.O.W. (e.g. selecting appropriate learning focuses)
- Sources of learning and teaching materials (e.g. textbooks, school-based materials, resource packages, the media)
- Teacher deployment
- Interface with the JS curriculum
### Example 1: Module-specific lessons in a single block

<table>
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Example 2: Module-specific lessons in two or more smaller blocks

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Example 3: 2 periods on the module per cycle

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<td>Lesson 5</td>
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<td>Lesson 6</td>
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<td>Lesson 7</td>
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<td>Lesson 8</td>
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<td>Lesson 9</td>
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</tbody>
</table>
INTEGRATING VARIOUS CURRICULUM COMPONENTS

- Compulsory Part and Elective Part
- Elective Part and SBA
- Elective Modules
## Module: Leisure & Entertainment
### Unit 7 The arts (popular culture, films, advertising)

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

- follow the development of a point of view or argument;
- identify supporting information;
- identify various perspectives involved in the discussion of an issue;
- evaluate views and attitudes; and
- present, elaborate and organise views and ideas in an argumentative essay.

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Text type: article&lt;br&gt;Reading Skills: Following the development of a point of view or argument&lt;br&gt;Evaluating views and attitudes&lt;br&gt;Question Format: Pictures, charts and diagrams</td>
<td>- Text type: essay&lt;br&gt;Writing Skills: Presenting arguments (using negative and positive language)&lt;br&gt;Supporting arguments with valid reasons&lt;br&gt;Writing Task: Writing a 2-sided argumentative essay about the pros and cons of selling advertising space at school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Listening</strong></th>
<th><strong>Speaking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Text type: debate speech&lt;br&gt;Listening Skills: Following the development of a point of view or argument&lt;br&gt;Identifying reasons to support views and arguments&lt;br&gt;Integrated Task: Writing a debate speech</td>
<td>- Speaking Skills: Expressing own views / ideas&lt;br&gt;Elaborating views and ideas&lt;br&gt;Supporting views and ideas</td>
</tr>
</tbody>
</table>

### Social Issues

- **Focus 1:** Reading, analysing and presenting solutions (internet addiction)
  - Learning Objectives:
    - Identify solutions in texts
    - Research solutions to an issue
    - Give a presentation of findings
- **Focus 2:** Examining an issue from various perspectives (urban development)
  - Learning Objectives:
    - Read and view texts about an issue
    - Identify groups involved in the issue and their views
    - Take part in a panel discussion

### SBA (learning activities)

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

### Language Functions

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

**Extended learning activity:** Inter-class Lunchtime Forum
ELECTIVE PART AND SBA

Task 1 (7 lessons)
Hot Sports
(Introducing a sport in the morning assembly)

1. Reading a webpage article
2. Surfing websites on sports
3. Writing a presentation plan

Task 2 (5 lessons)
Fan Talk
(Writing a piece of fan material on a sports player)

1. Reading some fan material (e.g. magazines, letters, profiles)
2. Watching a video clip
3. Surfing websites and reading magazines on a sports player

Task 3 (6 lessons)
Open Forum
(Discussing a film on sports)

1. Viewing part of a film on sports outside class
2. Writing a journal entry on a film on sports
3. Surfing websites on message boards of the film
Examining the content, language and stylistic features of advertisements

- Examining an issue from different perspectives
- Using language functions that signal cause and effect

Producing a leaflet giving advice on how to be a wise and sensible consumer

INTEGRATION OF ELECTIVE MODULES

Popular Culture

Social Issues

Final Product
# ELECTIVE MODULES

<table>
<thead>
<tr>
<th>Target Knowledge, Skills and Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Popular Culture</strong></td>
</tr>
<tr>
<td>✓ the content, strategies, language and stylistic features of advertisements/commercials</td>
</tr>
<tr>
<td>✓ linguistics and stylistic features of a leaflet</td>
</tr>
<tr>
<td>✓ organising structure of a leaflet</td>
</tr>
<tr>
<td><strong>Social Issues</strong></td>
</tr>
<tr>
<td>✓ understanding how various perspectives and lines of reasoning are presented within a reading text</td>
</tr>
<tr>
<td>✓ demonstrating critical awareness of the complex nature of the issue by examining it from different perspectives</td>
</tr>
<tr>
<td>✓ language functions that signal causes and effects in a discussion</td>
</tr>
</tbody>
</table>
ACTIVITY

• In groups, design three tasks set against a particular context to develop or consolidate the target knowledge and skills pertaining to any two modules in the Elective Part.
EXPERIENCE SHARING

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

• if your school integrates different curriculum components;

• the challenges you encountered/you anticipate in planning and delivering the curriculum; and

• how you overcame the challenges/you think the challenges could be tackled.
USEFUL RESOURCES FOR THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM
USEFUL WEBSITES

• Professional development programmes (PDP)
  - Information on PDP by Curriculum Development Institute, EDB
  - Application and Details
    http://tcs.edb.gov.hk

• Learning and teaching resources
  - One-stop Portal for Learning and Teaching Resources
    http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html
  - Curriculum Documents
  - References & Resources
  - ETV Programmes
    http://etv.edb.gov.hk
  - Radio Programmes
USEFUL WEBSITES

• Other useful websites
  ➢ Central Resources by Curriculum Development Institute, EDB
    http://www.edb.gov.hk/crc
  ➢ Language Learning Support Section, EDB
    http://cd1.edb.hkedcity.net/cd/languagesupport/resource/index_e.htm
  ➢ NET Section, EDB
  ➢ The English Campus of HK Education City
    http://www.hkedcity.net/english/
THANK YOU
<table>
<thead>
<tr>
<th>Latest Issue Date</th>
<th>Course ID</th>
<th>No. of Events</th>
<th>Course/Activity Title</th>
<th>Participant Group</th>
<th>Closing Date of Application (First Event / Last Event)</th>
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</thead>
<tbody>
<tr>
<td>2013/08/09</td>
<td>C0102010724</td>
<td>1</td>
<td>2013/14 EDB Web-based Learning Courses</td>
<td>Science / General Studies / Mathematics panel chairpersons and teachers of secondary / primary schools, especially personnel involved in coordinating / planning school-based gifted education.</td>
<td>2013/09/20 / 2013/09/20</td>
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<tr>
<td>2013/08/09</td>
<td>PDT020140032</td>
<td>2</td>
<td>Professional Development Programme on Enhancing Student Learning in Small Groups [5 weeks]</td>
<td>Financial Type: ALL Level SECONDARY Subject/Function: ALL Participant: PANEL HEADS AND TEACHERS</td>
<td>2013/10/14 / 2013/11/01</td>
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<td>2013/08/09</td>
<td>PDT020140033</td>
<td>1</td>
<td>Professional Development Programme on Mental Health in School Settings [5 weeks]</td>
<td>Financial Type: ALL Level PRIMARY AND SECONDARY Subject/Function: ALL Participant: COORDINATORS, DEPUTY HEADS, PANEL HEADS, SCHOOL HEAD AND</td>
<td>2013/10/14 / 2013/10/14</td>
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Course ID: CD020131041
Course Title: NSS Learning and Teaching Series for the Non-Language Arts Modules in the Elective Part of the English Language Curriculum: Workshop on Learning English through Social Issues (Refreshed)
Organising Division: Curriculum Development Institute
First Issue Date and Time: 2013/04/08 09:08
Latest Issue Date and Time: 2013/04/08 09:08

<table>
<thead>
<tr>
<th>Event (ID)</th>
<th>Session</th>
<th>Date</th>
<th>Time</th>
<th>No. of Hours</th>
<th>Venue</th>
<th>Speaker(s)/Facilitator(s)</th>
<th>Max no. of participants</th>
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<tbody>
<tr>
<td>AA</td>
<td>1</td>
<td>2013/05/11 (Sat)</td>
<td>09:30 - 12:30</td>
<td>3.0</td>
<td>Room E303, East Block, Kowloon Tong Education Services Centre</td>
<td>Curriculum Development Officers of the English Language Education Section, CDI, EDB</td>
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<tr>
<td></td>
<td>2</td>
<td>2013/05/11 (Sat)</td>
<td>13:45 - 16:45</td>
<td>3.0</td>
<td>Room E303, East Block, Kowloon Tong Education Services Centre</td>
<td>Curriculum Development Officers of the English Language Education Section, CDI, EDB</td>
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<tr>
<th>Event (ID)</th>
<th>Session</th>
<th>Closing date for Applicant</th>
<th>Recommending / Approving Officer</th>
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<tr>
<td>AA</td>
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<td>2013/05/04</td>
<td>2013/05/06</td>
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<tr>
<td></td>
<td>2</td>
<td>2013/05/04</td>
<td>2013/05/06</td>
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</table>

**Financial Type:** All

**Level:** Secondary

**Subject/Function:** English Language

**Participant:** Panel Heads and Teachers

**Objective(s):**
1. To help the participants understand and plan the module "Learning English through Social Issues" in the Elective Part of the three-year senior secondary English Language curriculum, in particular how the module could be integrated with the Language Arts modules as well as other Non-Language Arts modules throughout the three-year course for developing students’ language and higher-order thinking skills.
2. To enhance the participants’ knowledge and skills in developing learning and teaching activities/materials for the implementation of the module.
3. To familiarise the participants with strategies for teaching the module and the use of assignments, assessments and feedback for improving learning and teaching.
4. To provide experience-sharing opportunities among the participants, including good practices, issues and solutions in planning and implementing the module or related learning and teaching activities.

**Language Medium:** English

**CFD Elements for Principal**
- **CPD Mode:** Structured Learning
- **CPD Hours:** 6.0 Hour(s)
- **Core Areas of Leadership:** II. Learning, Teaching & Curriculum

**CFD Elements for T**
- **CPD Mode:** Structured Learning
- **CPD Hours:** 6.0 Hour(s)
## COURSES ON OFFER IN 2014/15

<p>| Course Title                                                                 | No. of Events | Enrol. per Event | Duration per Event |
| Adam | Workshop on Catering for Learner Diversity in the English Language Curriculum: (I) Reading and Listening Skills (Re-run) | 2 | 30 | 3 hr |
| 2 Adam | Workshop on the Language Arts Modules: Learning English through Popular Culture (Re-run) | 2 | 30 | 3 hr |
| 3 Adam | Workshop on the Language Arts Modules: Learning English through Short Stories (Re-run) | 2 | 30 | 3 hr |
| 4 Adam | Exploring Film in the Literature in English Classroom (New) | 1 | 30 | 3 hr |
| 5 Adam | Workshop on Catering for Learner Diversity in the English Language Curriculum: (II) Speaking and Writing Skills (New) | 2 | 30 | 3 hr |
| 6 Adam | Exploring Literary Texts through e-Learning in the Junior Secondary English Classroom (New) | 2 | 30 | 3 hr |
| 7 Adam | Incorporating e-Learning into the Development of Integrated Language Skills (New) | 3 | 30 | 3 hr |
| 8 Adam | Strategies on Using e-Resources to Cultivate Students’ Creativity in Speaking and Writing (New) | 3 | 30 | 3 hr |
| 9 Adam | Connecting Reading and Writing in the Secondary English Language Classroom (Re-run) | 2 | 30 | 6 hr |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
<th>No. of Events</th>
<th>Enrol. per Event</th>
<th>Duration per Event</th>
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<tr>
<td>10</td>
<td>Understanding and Interpreting the English Language Curriculum (New)</td>
<td>2</td>
<td>30</td>
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<tr>
<td>11</td>
<td>Workshop on the Non-language Arts Modules: Learning English through Workplace Communication (Re-run)</td>
<td>2</td>
<td>30</td>
<td>3 hr</td>
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<tr>
<td>12</td>
<td>Workshop on the Non-language Arts Modules: Learning English through Social Issues (Re-run)</td>
<td>2</td>
<td>30</td>
<td>3 hr</td>
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<tr>
<td>13</td>
<td>Curriculum Leadership and Management for English Language Education (Secondary) (Re-run)</td>
<td>2</td>
<td>30</td>
<td>3 hr</td>
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<tr>
<td>14</td>
<td>Designing a School-based Junior Secondary English Writing Programme with Reference to the Learning Progression Framework (New)</td>
<td>2</td>
<td>30</td>
<td>3 hr</td>
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<tr>
<td>15</td>
<td>Enhancing Students’ Grammar Knowledge and Skills through e-Learning (New)</td>
<td>3</td>
<td>30</td>
<td>3 hr</td>
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<td>16</td>
<td>The Reading Journey across Key Stages: Enhancing Students’ Development of Reading Skills and Strategies at the Junior Secondary Level (New)</td>
<td>2</td>
<td>30</td>
<td>3 hr</td>
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<tr>
<td>17</td>
<td>Promoting Assessment FOR and AS Learning (New)</td>
<td>2</td>
<td>30</td>
<td>3 hr</td>
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</table>
Position

Every learner is entitled to English Language education. As a Key Learning Area, English Language Education seeks to develop learners’ English proficiency for study, work and leisure, provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures through the English medium, and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.

The English Language Education curriculum comprises two closely related subjects: English Language and Literature in English. English Language is a core subject for students at all levels (i.e. Primary 1 – Secondary 7, although it assumes the title of Use of English for Secondary 6 – 7). Literature in English is an optional subject for students at senior secondary level (i.e. Secondary 4 – 7). Starting from 2009, English Language and Literature in English are a core and an elective subject respectively for Secondary 4 – 6 under the New Academic Structure.

Direction

Schools are encouraged to continue with the good practices that they have developed which are in
### 1) New Senior Secondary (NSS) English Language Curriculum

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>S4 - S6 (NSS)</td>
<td>Book &amp; Web Versions</td>
</tr>
<tr>
<td>2009-2011</td>
<td>S4 - S8 (NSS)</td>
<td>Resource Folder, CD-ROM and Web Version</td>
</tr>
</tbody>
</table>

#### Language Arts Modules
- Learning English through Drama
- Learning English through Poems and Songs
- Learning English through Popular Culture
- Learning English through Short Stories

#### Non-Language Arts Modules
- Learning English through Debating
- Learning English through Social Issues
- Learning English through Sports Communication
- Learning English through Workplace Communication

### Resource Packages for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4-6)

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>S4 - S8 (NSS)</td>
<td>Available on the Web only</td>
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