

SYLLABUSES FOR  
SECONDARY SCHOOLS

# ENGLISH LANGUAGE

SECONDARY 1 - 5

1 9 9 9

PREPARED BY  
THE CURRICULUM DEVELOPMENT COUNCIL

RECOMMENDED FOR USE IN SCHOOLS BY



THE EDUCATION DEPARTMENT

HONG KONG

**SYLLABUSES  
FOR  
SECONDARY SCHOOLS**

**ENGLISH LANGUAGE**

**(SECONDARY 1-5)**

PREPARED BY  
THE CURRICULUM DEVELOPMENT COUNCIL  
RECOMMENDED FOR USE IN SCHOOLS BY  
THE EDUCATION DEPARTMENT  
HONG KONG  
1999

## CONTENTS

<b>CONTENTS</b>	iii
<b>MEMBERSHIP OF THE CDC ENGLISH LANGUAGE SUBJECT COMMITTEE (SECONDARY)</b>	vi
<b>PREAMBLE</b>	viii
<b>1. AIMS AND DESIGN OF THE ENGLISH LANGUAGE CURRICULUM IN HONG KONG</b>	1
1.1 Introduction	1
1.2 Aims of the English Language Curriculum	2
1.3 Design of the English Language Curriculum	2
1.4 Principles of Curriculum Design	3
<b>2. LEARNING TARGETS AND OBJECTIVES</b>	6
2.1 Introduction	6
2.2 Learning Targets	7
2.3 Learning Objectives	12
<b>3. SUBJECT ORGANIZATION</b>	31
3.1 Time Allocation	31
3.2 Role of Panel Chairperson	31
3.3 Using Textbooks	32
3.4 Teaching Plan	34
<b>4. TEACHING STRATEGIES</b>	37
4.1 Using English in the Classroom	37
4.2 Task-based Learning	41
4.3 Listening	59
4.4 Speaking	65
4.5 Reading	73

4.6	Writing	84
4.7	Study Skills	99
4.8	The Teaching of Language Arts	103
4.9	Catering for Learner Differences	111
4.10	Self-access Learning	117
4.11	Extra-curricular Activities	124
<b>5.</b>	<b>ASSIGNMENTS AND ASSESSMENT</b>	<b>128</b>
5.1	Assignments	128
5.2	Assessment	132
<b>6.</b>	<b>RESOURCES</b>	<b>140</b>
6.1	School/Class Library	140
6.2	Educational Television Programmes	143
6.3	Extensive Reading Scheme	146
6.4	Information Technology	150
<b>APPENDICES</b>		
Appendix 1	Learning Tasks Involving the Five Fundamental Intertwining Ways of Learning and Using Knowledge	157
Appendix 2	The Communicative Approach	159
Appendix 3	Dimension Targets for Each Key Stage	161
Appendix 4	Learning Objectives for KS1 and KS2	165
Appendix 5	Exemplar Scheme of Work	190
Appendix 6	Classroom English	193
Appendix 7	Exemplar Learning Tasks for KS3	196
Appendix 8	Exemplar Learning Tasks for KS4	212
Appendix 9	Suggested Modules and Units for Key Stage 3 and Key Stage 4	226
Appendix 10	Exemplar Graded Tasks for KS3	227
Appendix 11	Finding out My Language Needs	236
Appendix 12	Learner Contract	238
Appendix 13	Learner Diary	239



Appendix 14	Bands of Performance (Bands 1-8): Target Descriptions	241
Appendix 15	Bands of Performance (Bands 1-8): Target Descriptions and Skills Descriptors	243
Appendix 16	Learning Records	255
Appendix 17	Exemplar Assessment Tasks: School Open Day	257
Appendix 18	Useful Websites for English Language Teaching and Learning	266

**MEMBERSHIP OF THE CDC ENGLISH LANGUAGE  
SUBJECT COMMITTEE (SECONDARY)**

The membership since 1 September 1995 has been as follows:

Chairman	Mr CHAN Shu-ki, Stephen
Vice Chairman	Principal Inspector (Curriculum Development/English) Curriculum Development Institute, Education Department (Ms TYE Lai-win, Vivien, until 27 October 1996) (Ms CHAN Wai-ming, from 28 October 1996)
Ex-officio Member	Senior Inspector (English) Advisory Inspectorate Division, Education Department (Ms HUNG, Jane, until 31 August 1996 and from 1 September 1997) (Mr LEE Sha-lun, Sheridan, from 1 September 1996 to 31 August 1997)
Members	Mr CHAN Wing-por, Robert (until 31 August 1997 and as a co-opted member from 1 September 1997)  Ms CHUNG Mui-may (from 1 September 1997)  Mr JOHNSON, Ivor (until 11 January 1999)  Mrs KWOK YIP Wai-kan, Rebecca (until 31 August 1996)  Mrs LEE LEE On-lai, Annie  Mrs LEE WONG Wai, Christina  Mrs MAK AU Sin-wan, Anita (until 31 August 1996 and from 4 December 1998)

Ms SIU Ching-yee, Truly

Ms TAM Kit-may, Mabel  
(from 1 September 1997)

Mrs TSE TSO Yuk-wah

Mrs XIAO, Maida Kennedy  
(from 9 April 1999)

Mr YUEN Tak-yan  
(until 3 December 1998)

Secretary

Curriculum Officer (English)  
Curriculum Development Institute, Education Department  
(Ms LAW Wai-han, Grace, until 31 August 1998)  
Senior Curriculum Officer (English)  
(Ms KEUNG Chi-fun, Ronnie, from 1 September 1998 to  
27 January 1999)  
Curriculum Officer (English)  
(Mr NG Kar-man, Raymond, from 28 January 1999)

## PREAMBLE

This syllabus is one of a series prepared for use in secondary schools by the Curriculum Development Council, Hong Kong. The Curriculum Development Council, together with its co-ordinating committees and subject committees, is widely representative of the local educational community, membership including heads of schools and practising teachers from government and non-government schools, lecturers from tertiary institutions, officers of the Hong Kong Examinations Authority as well as those of the Curriculum Development Institute, the Advisory Inspectorate and other divisions of the Education Department. The membership of the Council also includes parents and employers.

All syllabuses prepared by the Curriculum Development Council for Secondary 4 to 5 normally lead to appropriate examinations at the Certificate of Education level provided by the Hong Kong Examinations Authority.

This syllabus is recommended by the Education Department for use in Secondary 1 to 5. Once the syllabus has been implemented, progress will be monitored by the Advisory Inspectorate and the Curriculum Development Institute of the Education Department. This will enable the English Language Subject Committee (Secondary) of the Curriculum Development Council to review the syllabus from time to time in the light of classroom experiences.

All comments and suggestions on the syllabus may be sent to:

Principal Curriculum Planning Officer (Secondary & Prevocational),  
Curriculum Development Institute,  
Education Department,  
Wu Chung House, 13/F,  
213 Queen's Road East,  
Wan Chai,  
Hong Kong.

# **1. AIMS AND DESIGN OF THE ENGLISH LANGUAGE CURRICULUM IN HONG KONG**

## **1.1 INTRODUCTION**

Language is necessary for our intellectual, social, personal and aesthetic development. It enables us to reach beyond our home, school and neighbourhood. It enables us to explore the world of knowledge and experience and encounter the thoughts and experiences of the greatest human minds. It provides us with a means for reflection and understanding about ourselves. It is also the most effective tool for expressing ourselves. Altogether it plays an important role in shaping the kinds of people we become. This shaping of personality and exploration of one's own self are inextricably bound up with the development of our language abilities. Our personality and language enhance each other in an ever-developing process.

In addition to education in the mother tongue and the opportunities for learning and experiencing that language offers, every student in Hong Kong is offered the right to a second language which provides further opportunities for extending knowledge and experience. A new word in the second language may draw one into awareness of a totally new concept, and a new foreign expression may enable one to be acquainted with the culture and conventions of language behaviour of other countries. Such extension of knowledge and experience is even more important for the twenty-first century, with the advancements in information technology bringing about not only rapid socio-economic changes and demands, but also turning the world into a global village. The development of personality, values and abilities in preparation for adult life must be compatible with these changes. Analytical, critical and independent thinking, problem-solving strategies, including creativity, social competence and cultural awareness are of vital importance to our students.

As a result of the number, size and influence of the English-speaking countries in the world and their scientific, technological, economic, commercial and cultural influences, English has become a truly international language. English is the language of international communication, commerce, education and entertainment. The mastery of English therefore opens up new possibilities for our students in career advancement, educational attainment and personal fulfilment.

## 1.2 AIMS OF THE ENGLISH LANGUAGE CURRICULUM

The aims of the English Language curriculum in Hong Kong are as follows:

- to offer every student the right to a second language which provides further opportunities for extending knowledge and experience of the cultures of other people, including opportunities for further studies, pleasure, and work in the English medium; and
- to enable every student living into the twenty-first century to be prepared for the changing socio-economic demands resulting from advancement in information technology, including the interpretation, use and production of materials for pleasure, study or work in the English medium.

The Subject Target for English Language is therefore for learners to develop an ever-improving capability to use English

- to think and communicate;
- to acquire, develop and apply knowledge;
- to respond and give expression to experience;

and within these contexts, to develop and apply an ever-increasing understanding of how language is organized, used and learned.

## 1.3 DESIGN OF THE ENGLISH LANGUAGE CURRICULUM

Since a person's development is a rising continuum, a lifelong approach to the overall plan of the English Language curriculum is preferred to separate and isolated syllabuses. There should be one single English Language curriculum for all levels of school education from Primary 1 to Sixth Form with an outlook towards continuing education after schooling:

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Sixth Form	continuing education
Primary 1-3	Primary 4-6	Secondary 1-3	Secondary 4-5	Secondary 6-7	further studies, work, etc.

Each stage should be developed from the previous stage and lead to the next stage. All stages should provide learners with education in English learning appropriate to the age and language experience available to them in Hong Kong. Key Stages 1 and 2 focus on laying the foundation of English language development through interesting activities. Key Stages 3 and 4 focus on the



application of English for various everyday, learning and developmental purposes. The Sixth Form provides language preparation for further studies at tertiary level as well as work, where on-the-job training may or may not be available.

## **1.4 PRINCIPLES OF CURRICULUM DESIGN**

### **1.4.1 Target-oriented**

To ensure that learners spend their time and effort meaningfully and for maximum benefits, there must be a plan for them to work according to specific learning targets which are geared towards the aims of the curriculum. All learning and assessment activities, including the contents and strategies for such activities, should be geared towards maximum learning effectiveness for achieving the learning targets.

The learning targets for English Language are clearly stated in the next chapter. These learning targets are identified under three dimensions: Interpersonal Dimension, Knowledge Dimension and Experience Dimension. They reflect the purposes of learning and using English across all levels of education from Primary 1 to Secondary 5. They are relevant to the functions of English in Hong Kong, especially in view of the language needs for work and further education.

To enable learners to achieve the learning targets, they need to be taught and well-prepared with a range of language forms and functions, skills and strategies as well as attitudes. They are identified in this Syllabus as the Learning Objectives and they give a picture of what teachers should teach and what learners should acquire in the course of their study.

### **1.4.2 Five Fundamental Intertwining Ways of Learning and Using Knowledge**

Five fundamental intertwining ways of learning and using knowledge have been identified: communicating, conceptualizing, inquiring, problem-solving and reasoning. These are essential ways for acquiring and developing knowledge and skills, enabling sound independent judgement and decisions, and maintaining an ever-increasing capability for improvement throughout life. These five ways are therefore strongly advocated for all learners. Appendix 1

provides some descriptions of learning tasks that can be used to develop these five ways.

Together these five ways form the basis of the learning targets for this subject, guide the choice and organization of the content of learning as listed in the Learning Objectives and the suggested Modules, Units and Tasks, and decide the nature and purposes of assessment.

#### **1.4.3 Communicative Purposes**

The purpose of a second language curriculum is to help learners acquire effective language skills for various functions in communication, establishing and maintaining relationships, study and work. Therefore, language learning activities must be related to the learners' needs, interests and daily life experiences; they must be authentic and purposeful, as well as engaging the learners in genuine acts of communication. Language tasks and projects are effective activities for the development of communicative competence. Learning through these communicative activities enhances learners' long-term language development. The Communicative Approach to the teaching of English is advocated in this Syllabus. The teaching strategies developed under the Communicative Approach are therefore relevant and highly recommended. Some general information on the Communicative Approach is in Appendix 2.

In this connection, it must be stressed that the use of English in English lessons is, by its very nature, communicative and purposeful, and is particularly insisted upon for all English lessons.

#### **1.4.4 Learner-centred**

To ensure that language learning efforts are effective, the language content to be taught and learnt should be determined by the activities deemed suitable for the age-group concerned. Only language relevant to the learners' knowledge and experience is meaningful. Language that is not relevant is remote and will soon be lost even if learnt by memorization.

Teaching efficiency is improved when the learners and their learning are the focus of attention instead of the teacher or his/her teaching. Learners' needs and interests vary at different stages and in different settings, and such

differences must be anticipated in the school curriculum, or the learning activities become meaningless and wasteful of time and effort.

#### **1.4.5 Integrative Language Use**

Language use in real life situations is almost always integrative:

- in the three dimensions: Interpersonal Dimension, Knowledge Dimension and Experience Dimension;
- in the major language skills: Listening, Speaking, Reading and Writing;
- in the major communicative functions and language forms such as text-types, sentence structures, tenses, etc.; and
- in language development strategies and attitudes.

To ensure that the language which learners acquire is meaningful and useful, it is essential that the teaching and learning of the language are also integrative. This implies that almost all meaningful learning activities involve more than one Dimension, more than one major language skill, more than one major communicative function and form, and involve language development strategies and attitudes. A highly effective learning process usually covers many of these areas. Careful planning of teaching and learning enables such integrative use of language and is therefore highly recommended.

## **2. LEARNING TARGETS AND OBJECTIVES**

### **2.1 INTRODUCTION**

To enhance continuity in the development of the English Language curriculum from the previous stages, this Syllabus adopts the framework and approach of a Target Oriented Curriculum. It calls for the development of learning targets and objectives, defines the content of learning, identifies strategies and methodologies and outlines the principles and methods of assessment.

The Subject Target sets the main direction for the teaching and learning of English.

The three Dimension Targets define the purposes of learning English - for Interpersonal communication, for developing and applying Knowledge, and for responding and giving expression to Experience. These three purposes of learning English are often interrelated as in authentic situations of language use.

Each Dimension Target is elaborated into Dimension Targets for each Key Stage. They set out the various targets within each Dimension and the progression across Key Stages.

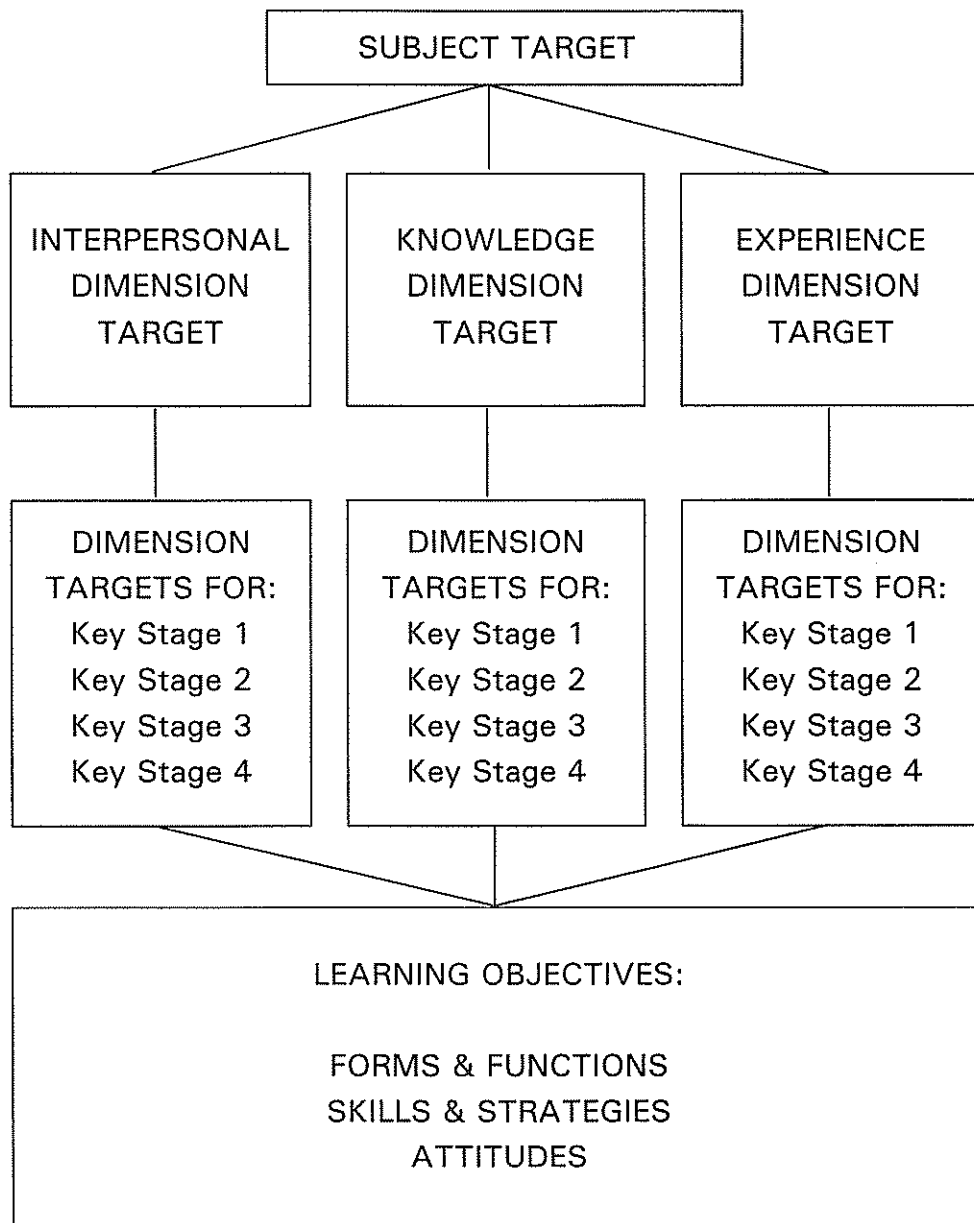
The bottom layer of the hierarchy consists of Learning Objectives which describe more explicitly essential elements of language learning that learners acquire and use at each Key Stage. They form the content of learning for the subject, embodying language forms and functions, the four language skills of listening, speaking, reading and writing, language development strategies and attitudes that we hope to cultivate in learners. They are what learners will need to develop in order to work towards the learning targets.

In teaching and learning, activities should integrate the Dimension Targets and Learning Objectives for each Key Stage in order to help learners develop their framework of knowledge and skills.

The learning targets and objectives together serve as the basis for the planning and evaluation of all aspects of teaching, learning and assessment.

## 2.2 LEARNING TARGETS

An overview of the hierarchy of learning targets and objectives for the subject of English Language:



### **2.2.1 Subject Target**

To develop an ever-improving capability to use English

- to think and communicate;
- to acquire, develop and apply knowledge;
- to respond and give expression to experience;

and within these contexts, to develop and apply an ever-increasing understanding of how language is organized, used and learned.

### **2.2.2 Dimension Targets**

#### Interpersonal Dimension (ID)

To develop an ever-improving capability to use English

- to establish and maintain relationships;
- to exchange ideas and information; and
- to get things done.

#### Knowledge Dimension (KD)

To develop an ever-improving capability to use English

- to provide or find out, interpret and use information;
- to explore, express and apply ideas; and
- to solve problems.

#### Experience Dimension (ED)

To develop an ever-improving capability to use English

- to respond and give expression to real and imaginative experience.



### 2.2.3 Dimension Targets for Key Stage 3 and Key Stage 4

The learning targets for Key Stages 3 and 4 under the different Dimensions are listed in the following tables. For an overview of the progression of the targets across the four Key Stages from Primary 1 to Secondary 5, please refer to Appendix 3.

#### Interpersonal Dimension (ID)

To develop an ever-improving capability to use English

- to establish and maintain relationships;
- to exchange ideas and information; and
- to get things done.

	Key Stage 3	Key Stage 4
a	to establish and maintain relationships and routines in school and <b>community situations</b>	to establish and maintain relationships and routines in school, community and <b>work situations</b>
b	to converse and <b>exchange points of view</b> about feelings, interests, preferences, ideas, experiences and plans	to converse, <b>compare, argue and justify</b> points of view about feelings, interests, preferences, ideas, experiences and plans
c	to <b>produce</b> or exchange <b>a range of formal and informal messages both oral and written</b>	to produce or exchange a range of <b>more complex messages</b> both oral and written
d	to participate with others in <b>planning, organizing</b> and carrying out events	to participate with others in planning, organizing and carrying out <b>more complex and extended events</b>
e	to obtain and provide objects, services and information in <b>real and simulated situations</b>	to obtain and provide objects, services and information in <b>a wider and more complex range</b> of real and simulated situations

Note: Additional features embodied in Key Stages 3 and 4 are presented in bold.

## Knowledge Dimension (KD)

To develop an ever-improving capability to use English

- to provide or find out, interpret and use information;
- to explore, express and apply ideas; and
- to solve problems.

	Key Stage 3	Key Stage 4
a	to provide or find out, <b>select</b> , organize and present information on familiar and <b>less familiar topics</b>	to provide or find out, <b>select</b> , <b>analyze</b> , organize and present information on familiar and <b>unfamiliar topics</b>
b	to interpret and use <b>more extensive</b> information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, <b>inferring</b> , <b>summarizing</b> and drawing conclusions	to interpret and use more extensive and <b>complex</b> information through processes or activities such as <b>ordering</b> , describing, classifying, comparing, explaining, <b>justifying</b> , predicting, inferring, summarizing, <b>synthesizing</b> and drawing conclusions
c	to identify and <b>discuss</b> ideas in spoken and written texts, form opinions and express them	to identify and discuss ideas in spoken and written texts, <b>make connections</b> , <b>refine or generate ideas</b> , express or <b>apply</b> them
d	to <b>identify and define</b> problems from <b>given information</b> , <b>consider related factors</b> , solve the problems and <b>explain</b> the solutions	to identify and define <b>more complex</b> problems from given information, consider related factors, <b>explore options</b> , solve the problems, explain and <b>justify</b> the solutions
e	to clarify and <b>develop ideas by making revisions to own written texts through personal reflection and talk with others</b>	to develop and <b>refine</b> ideas by making appropriate revisions to own written texts <b>independently and collaboratively</b>
f	to understand how the English Language works in relation to <b>basic differences between formal and informal contexts</b> and how <b>different</b> texts are organized and <b>expressed</b> ; and apply this understanding to one's learning and use of the language	to understand how the English Language works in a <b>wide range of contexts</b> and how <b>more complex</b> texts are organized and expressed; and apply this understanding to one's learning and use of the language

Note: Additional features embodied in Key Stages 3 and 4 are presented in bold.

### Experience Dimension (ED)

To develop an ever-improving capability to use English

- to respond and give expression to real and imaginative experience.

	Key Stage 3	Key Stage 4
a	to develop a <b>response to imaginative literature</b> including poems, songs and <b>dramatic texts</b> through activities such as: <ul style="list-style-type: none"><li>• <b>participating in the presentation of texts</b></li><li>• <b>identifying and discussing themes</b></li><li>• <b>understanding and appreciating the effect of sound patterns</b> including rhythm and rhyme</li></ul>	to develop a response to a <b>wider range</b> of imaginative literature through activities such as: <ul style="list-style-type: none"><li>• participating in the presentation of texts</li><li>• identifying and <b>interpreting</b> themes</li><li>• <b>appreciating the use of language</b> including rhythm and rhyme, <b>other</b> sound patterns and <b>rhetorical devices</b></li></ul>
b	to respond to characters, events and <b>issues</b> in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"><li>• making predictions and inferences</li><li>• making evaluative comments</li><li>• <b>explaining</b> one's feelings towards characters and events</li><li>• <b>expressing one's reactions to issues</b></li><li>• relating to one's experiences</li><li>• <b>putting oneself in the imaginary roles and situations in the story</b></li><li>• participating in dramatic presentations</li></ul>	to respond to characters, events, issues and <b>themes</b> in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"><li>• making predictions and inferences</li><li>• <b>analyzing the actions and motivations of characters and the significance of events</b></li><li>• relating to one's experiences</li><li>• putting oneself in the imaginary roles and situations in the story</li><li>• participating in dramatic presentations and <b>reflecting on the way in which authors use language to create effects</b></li></ul>

c	<p>to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• <b>writing stories with a clear sequence of events and some description of characters</b></li> <li>• providing oral and written descriptions of a situation, object or character</li> <li>• <b>creating simple poems and lyrics using given models</b></li> <li>• <b>creating short dramatic episodes based on given situations</b></li> </ul>	<p>to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• <b>writing stories with a clear awareness of purpose and some development of plot and character</b></li> <li>• providing oral and written descriptions <b>interpreting</b> a situation, object or character</li> <li>• creating poems and lyrics</li> <li>• creating short dramatic episodes</li> </ul>
d	<p>to give expression to one's experience through activities such as providing oral and written <b>descriptions of feelings and events</b></p>	<p>to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events, <b>incorporating where appropriate reflections on their significance</b></p>

Note: Additional features embodied in Key Stages 3 and 4 are presented in bold.

## 2.3 LEARNING OBJECTIVES

The Learning Objectives describe more explicitly what learners learn and use at each Key Stage in order to work towards the learning targets for that Key Stage. Unlike the learning targets, the objectives cannot be categorized according to Dimensions, as it is neither meaningful nor realistic to restrict the use of any language item or text-type to a particular Dimension.

The Learning Objectives are organized under the following general areas:

### Forms and Functions

- Text-types
- Vocabulary

- Communicative Functions
- Language Items

### **Skills and Strategies**

- Listening
- Speaking
- Reading
- Writing
- Language Development Strategies

### **Attitudes**

At Key Stage 3, learners will already have encountered many of the forms, functions and skills. There should be opportunities for revisiting previously learnt items in new or more complex situations, both for consolidation and extension.

Naturally there will be considerable variation in the extent to which learners become proficient in using English in the above areas as learners progress through Key Stage 3 and into Key Stage 4. Individual learners differ in their abilities and rates of development. It is therefore necessary for teachers to exercise their professional judgement in deciding when learners are ready or need to develop particular skills, the degree of support required and the degree of complexity to which learners are expected to develop them. Tasks which cater for a range of ability will allow different learners to acquire, develop and use the language forms and skills most appropriate for their level.

In the following sections of this chapter, the format of add-on lists is used. This helps to highlight the new elements that are introduced at each Key Stage. It also underlines the view that learning involves a spiraling rather than linear process.

It may be of interest to teachers to see how the Learning Objectives develop from the previous Key Stages. The Learning Objectives for Key Stages 1 and 2 are in Appendix 4.

### 2.3.1 Forms and Functions

In order to develop an ever-improving capability to use English for various purposes, learners need to master different aspects of the language system and be able to mobilize this knowledge for effective communication. Learners must not only know the rules and focus on the forms, they must also learn how to apply such knowledge for purposeful communication in real-life situations. Equal emphasis should be given to the learners' mastery of the forms and the meaningful use of them. The major areas of Forms and Functions, which include text-types, vocabulary, communicative functions and language items are presented in this and the following pages.

#### Text-types

Text-types refer to forms of speech and writing. The intended purpose and audience of each text-type determine its structure and special linguistic and stylistic features.

To assist learners in their development as proficient users of English, it is important that they are introduced systematically to a good variety of text-types. Different text-types provide meaningful contexts for the learning and purposeful use of specific language items and vocabulary. A report is one such example with a clearly defined function and specific language features. In addition, an awareness of the demands of different text-types is essential for successful and effective communication.

The range of text-types widens at the higher levels of learning. At the same time, the text-types that learners are exposed to and are expected to produce increase in complexity according to the levels of learning. The selection of text-types will depend on learners' needs, experiences and interests. It may also partly depend on publishers' materials and learners' environmental support. It must be recognized that in authentic situations, learners will only be required to produce a limited range of text-types and they will be engaged with other text-types through reading and interpreting.

The following is not intended as a checklist. Rather, it suggests the variety and range of texts that learners may be exposed to and produce, whenever appropriate. Teachers should bear in mind that the text-types for previous



Key Stages must be consolidated and developed to a greater degree of complexity.

<b>Additional text-types for KS3:</b>	<b>Additional text-types for KS4:</b>
brochures journals reports (such as news reports, book reports, reports for science experiments) speeches formal letters (such as letters of appreciation/complaint)	formal letters (such as letters of application) debates editorials feature articles

### Vocabulary

The vocabulary items that learners encounter, acquire and use at each Key Stage vary with the tasks and the amount of language support that learners experience in the learning environment. It is therefore not useful to prescribe or suggest a vocabulary list out of context for each Key Stage. Below are some general considerations for the selection of vocabulary:

#### *Learners' Needs*

As advocated in this Syllabus, vocabulary is introduced through modules, units and tasks. The units and tasks, which address learners' needs and interests, provide an authentic context for vocabulary use. In Key Stages 3 and 4, it will be increasingly difficult to predict the vocabulary items to be covered in each task, as learners may tackle the task in a variety of ways employing a wide range of vocabulary. It is likely that teachers and learners may perceive different needs for vocabulary and teachers should be ready to strike a balance between the two.

#### *Cultural Factors*

Teachers should be careful with words that reflect the interests of other cultures which may not be shared by our learners. Take for example the underground railway. It is called the "tube" in London, the "subway" in New York and the "MTR" in Hong Kong. Other terms originating from Western culture like "Thanksgiving", "Yorkshire pudding", etc., may require a lot of

explanation. In Key Stages 3 and 4, learners are gradually exposed to a widening range of themes and contexts, thereby extending their experience beyond that of their immediate environment. It is useful for learners to begin to develop the awareness that there are many varieties of English, as the language is used in many parts of the world with different traditions.

### *Passive and Active Vocabulary*

Passive vocabulary generally refers to language items that are recognized and comprehended in the context of listening and reading materials. Items which learners can recall and use appropriately in speech and writing are categorized as active vocabulary. In a language learning situation, it is usually the teacher and the materials writer that decide which items are worth learning for active use and which for recognition only. As the learners' language competence develops, some of the passive items will become active. This transition of learners' passive vocabulary to active use is a gradual process. It is useful to bear the distinction in mind when teaching vocabulary.

### *Vocabulary Building Strategies*

In addition to exposing students to a wider range of vocabulary in Key Stages 3 and 4, it is essential to introduce them to basic vocabulary building strategies such as:

- **Collocation**

Collocation refers to the typical occurrence of words together. For example, the words "blonde" and "hair" collocate but not "blonde" and "walls"; the words "commit" and "crime" collocate but not "do" and "crime". This is an important aspect of vocabulary development as learners have to be aware of the possible ways words are connected. Collocation can provide a useful framework for revising items and for strengthening the learners' knowledge of them.

- **Prefixes and Suffixes**

Developing knowledge of prefixes such as un-, dis-, ex-, pre-, super-, etc. and knowledge of suffixes such as -less, -ful, and -ble will help learners handle and learn new vocabulary items even if the context is not familiar. So a "subway" is a walkway "below" the ground and the "post-war" period refers to the years "after" the war. If a basketball player is scoring "effortlessly", the game does not seem to be demanding to the player at all.

- Compound Words

The awareness of how words are combined to form new words may enable learners to guess the meaning of new words such as "childcare", "bookworm" and "fire engine". Learners may also apply this technique in their writing to coin interesting new words.

- Various Forms of Verbs

Learning and recognizing the various forms of a verb will be an aid to learners not just in listening and reading but also in speaking and writing.

- Word Families

Learners may be made aware that certain suffixes are linked with certain parts of speech. Many nouns, for example, end in -ment, -tion or -ship. When learners are able to generalize from this knowledge, they may be able to work out other members of the word family even though initially only one word is learnt.

- Synonyms, Antonyms and Homonyms

Meaningful practice intended to develop such knowledge will help learners extend their vocabulary and sensitivity in the choice of words. The study of homonyms will inevitably draw learners' attention to the wealth of meanings that English words possess. One can "catch" a bus, a cold, a snatch of song or someone stealing money. Moreover, one can have a "hair-raising" experience but hardly a "hare-raising" one. Homonyms also take learners into the metaphorical meanings of words. "Hands", for example, are more than a part of our body. We can also refer to the hands of a clock, a hand in a game of poker and to "giving someone a hand".

- Using the Dictionary and Thesaurus

Using references such as the dictionary and thesaurus is an essential skill that all learners should develop in order to become independent in their learning. Not only does the dictionary provide word meanings, it also provides such information as pronunciation, parts of speech, phrasal verbs and, through examples, demonstrates how words are used in context. The thesaurus, on the other hand, should be used judiciously. While it may be a useful tool in writing, it may not be advisable to use the thesaurus for expanding one's vocabulary. The learner must develop awareness of the distinctions in the use of such words of similar meanings.

## Communicative Functions

The range, complexity and level of use of the Communicative Functions increase according to the levels of learning.

### *Communicative Functions for KS3*

The Communicative Functions listed for Key Stages 1 & 2 should be consolidated and extended to a greater degree of complexity at Key Stage 3. Additional Communicative Functions for Key Stage 3 are:

Make comparisons and give descriptions of processes and situations

Make general statements about the world and "universal truths"

Refer to events in the past, present and future and to the frequency with which things occur

Express gratitude and regret

Pay a simple compliment

Make a complaint

Justify one's behaviour and point of view in simple situations

Describe one's feelings and responses to happenings and states of affairs in some detail

Ask for and give advice on simple matters

Ask for minor favours and assistance

Express obligation, prohibition, agreement and disagreement

Seek advice on matters related to one's studies

Give directions on how to get to places in Hong Kong

Seek information and respond to enquiries

Offer and decline help

Give and follow more advanced instructions

Invite, make and refuse suggestions and proposals

Use the telephone effectively: deal with wrong numbers, offer/respond to requests to take messages, return calls

### *Communicative Functions for KS4*

The Communicative Functions listed for Key Stages 1 to 3 should be consolidated and extended to a greater degree of complexity at Key Stage 4.

## Language Items

Language Items suggest the range of English that learners need to develop and acquire as they work towards the learning targets. The language items and Communicative Functions have been combined in the table below to illustrate the relationships between them.

The following list applies to both Key Stages 3 and 4. Teachers are advised to select those items which are of the appropriate level of difficulty for their learners.

Language Items and Communicative Functions	Examples
Use adjectives, adverbs, formulaic phrases, etc., to make comparisons and give descriptions of processes and situations	Exercise will make you <u>healthier</u> and <u>stronger</u> . Nancy is the girl in an <u>old-fashioned</u> , <u>blue</u> , <u>tattered</u> dress. You cannot expect <u>more</u> pay for <u>less</u> work. <u>After two months</u> , we found the missing ring under the carpet. The children are <u>upset to hear</u> that the picnic has been cancelled. It is <u>kind of you to help</u> . Tom is <u>old enough to travel</u> by himself. John walks and talks <u>like</u> his father. Although the twins look <u>alike</u> , they are very <u>different</u> in character.
Use the simple present tense, gerunds, conditionals, etc., to make general statements about the world and "universal truths"	Greed <u>is</u> not the only force that <u>moves</u> the world. Hong Kong <u>is</u> a financial centre. The plane <u>leaves</u> for Beijing at seven o'clock tonight. <u>Swimming</u> is a popular sport in Hong Kong. <u>If there is</u> a thunderstorm, you should not swim in the sea.
Use a variety of tenses, passive voice, reported speech, adverbs,	This volcano last <u>erupted</u> in 1960. He <u>has worked</u> in this bank for twenty

etc., to refer to events in the past, present and future and to the frequency with which things occur	<p>years.</p> <p>He <u>used to</u> swim for half an hour every morning.</p> <p>I <u>may have thrown</u> away the book by mistake.</p> <p>My brother <u>is working</u> at the airport.</p> <p>I <u>was watching</u> the stars when I saw a strange flying object.</p> <p>Our team <u>will be playing</u> against Japan in the second round of the game.</p> <p>He <u>has been talking</u> on the phone for two hours already.</p> <p>I <u>will see</u> you next week.</p> <p>He <u>has been working</u> since January.</p> <p>She <u>said</u> she <u>would arrive</u> before noon.</p> <p>Peace in the region <u>is threatened</u> by the recent terrorist attacks.</p>
Use conditionals, inversions, formulaic expressions, etc., to express gratitude and regret	<p><u>Had it not been</u> for my teacher, I <u>would never have had</u> the confidence to finish this project.</p> <p><u>May I take this opportunity to express our deepest gratitude to</u> all our teachers for their guidance, patience and support.</p> <p><u>I wish I could</u> take back my words.</p> <p><u>If you had come</u> earlier, you <u>would have met</u> Michael Chang.</p> <p><u>I'm sorry</u> I won't be coming to your graduation.</p> <p><u>It's a pity</u> that the concert has to be cancelled because of the typhoon.</p>
Use adjectives and formulaic expressions to pay a simple compliment	<p><u>Never have I seen</u> such a big fish.</p> <p><u>Well done.</u></p> <p><u>How clever of you</u> to think of all that.</p> <p>Our students were deeply <u>impressed</u> by the love and respect with which the elderly were treated in your centre.</p>
Use formulaic expressions, adverb clauses, etc., to make a complaint	<p><u>I've had enough of</u> this nonsense.</p> <p><u>I'm afraid that</u> the noise your dog</p>



	<p>makes has kept us awake all night.  <u>What a nuisance</u> it is to fill in so many forms!</p>
Use adverb phrases and adverb clauses of reason, concession, result, etc., to justify one's behaviour and point of view in simple situations	<p>We have put more chairs in the school hall <u>in order to</u> take more people.  <u>As a result of the new law</u>, many foreign workers are allowed to work in Hong Kong.  <u>Owing to</u> the heavy rain, the concert was cancelled.  The two friends have fallen out <u>due to</u> a misunderstanding.</p>
Use adjectives, adjective phrases, formulaic expressions, etc., to describe one's feelings and responses to happenings and states of affairs in some detail	<p>It's difficult to describe my feelings at the airport. I was <u>thrilled</u> about studying abroad, <u>sad</u> to leave my family and friends, a little <u>anxious</u> about adapting to a new place and intensely <u>aware</u> that I had to make something of myself.  The runners were <u>too tired to move</u> after the marathon.  <u>Embarrassed by his careless blunder</u>, John went all red in the face.  <u>You must be joking</u>.  <u>What a shame!</u></p>
Use modals and formulaic expressions to ask for and give advice on matters, including those related to one's studies	<p><u>We would be grateful if you could</u> supply us with the information on university education in Australia.  <u>Could you</u> give us some hints on how to make a model?  <u>Why don't you</u> add more illustrations to your project?  <u>Perhaps you should</u> discuss this with your parents.  Yes, <u>it is a good idea</u> for our students to take part in voluntary services.</p>
Use modals and formulaic expressions to ask for minor favours and assistance	<p><u>Can</u> you pass me the salt please?  <u>Could</u> you kindly show me where the hardware department is?</p>

	<p>Do you <u>mind holding</u> this for me please?</p> <p>I <u>should be</u> grateful if you <u>would</u> let me have the results as soon as possible.</p>
Use modals and formulaic expressions to express obligation, prohibition, agreement and disagreement	<p>You <u>ought to</u> report the incident to the police.</p> <p><u>Under no circumstances</u> should you touch this button.</p>
Use modals and formulaic expressions to offer, accept and decline help	<p><u>Can you</u> give me a hand?</p> <p><u>What can I do for you?</u></p> <p><u>Is there anything I can do for you?</u></p> <p><u>Thank you, that's very kind of you.</u></p> <p><u>No, thank you. I can finish this project on my own.</u></p>
Use sequence words to give more advanced instructions	<p><u>First</u>, search in the library catalogue for all the books on this topic. Scan the contents page and index to locate useful information. <u>Next</u>, collect illustrations, photos or make your own models. <u>After that</u>, you should consider carefully your own views on the matter. <u>Then</u>, organize and present your materials in an interesting manner. <u>Finally</u>, make sure you hand in your work on time.</p>
Use modals and formulaic expressions to invite, make and refuse suggestions and proposals	<p><u>Please feel free to</u> make suggestions.</p> <p><u>Let's</u> make a card for Mother's Day.</p> <p>I <u>suggest that you</u> eat more vegetables.</p> <p>A: <u>Why don't we</u> bring our own tents to the campsite?</p> <p>B: <u>That may not be a good idea.</u> A typhoon is approaching. <u>I'd rather</u> sleep indoors.</p> <p><u>I'm afraid</u> that your proposal has been rejected by the committee.</p>
Use imperatives, sequence words and formulaic expressions to seek	<p><u>Excuse me</u>, we're students from ABC School. We're collecting the views of</p>

information and respond to enquiries	visitors on Hong Kong. <u>Can you spare us a few moments?</u> The Teaware Museum is in Hong Kong Park. <u>Get off</u> the MTR at Admiralty. <u>Then take</u> the Pacific Place exit. From there, it's only a 5 minute walk.
Use formulaic expressions to make telephone calls	<u>I'm afraid</u> Mr Chan is at a meeting. <u>Can I take a message?</u> <u>Would you like to leave a message?</u>

### 2.3.2 Skills and Strategies

In order that learners can use English effectively for the purposes described in the learning targets, it is essential that they develop competence in the skills of Listening, Speaking, Reading and Writing. Language Development Strategies are the strategies that learners need to develop in order to become motivated, independent and responsible for their own learning.

#### Listening

- listen for intended meanings, feelings and attitudes

#### Speaking

- present information, ideas and feelings clearly and coherently
- participate effectively in an oral interaction

#### Reading

- understand, interpret and analyze different written texts

#### Writing

- present information, ideas and feelings clearly and coherently

#### Language Development Strategies

- develop thinking skills
- develop reference skills
- develop information skills
- plan, manage and evaluate own learning
- develop self-motivation
- work with others

### Listening (KS3)

#### *Listen for Intended Meanings, Feelings and Attitudes*

- identify key ideas in a passage, discussion or conversation
- extract information and ideas in spoken texts
- identify the sequence of events, causes and effects
- understand levels of formality and informality
- discriminate between different intonation for various feelings and attitudes
- make connections between ideas and information with the help of discourse markers

### Listening (KS4)

#### *Listen for Intended Meanings, Feelings and Attitudes*

- understand and interpret different kinds of spoken texts
- distinguish between facts and opinions in spoken texts
- understand speakers' intentions
- establish and infer meanings from clues
- understand both connotative and denotative meanings of words
- \* • understand speakers with a variety of accents

### Speaking (KS3)

#### *Present Information, Ideas and Feelings Clearly and Coherently*

- convey ideas and information in conversations or discussions
- describe the sequence of events, causes and effects
- use words and expressions appropriate to the context
- use appropriate discourse markers
- use correct pronunciation, intonation and register for different purposes

#### *Participate Effectively in an Oral Interaction*

- seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises

\* Note: These items are more demanding and require considerable teacher support or guidance.

- make a balanced contribution without either dominating the discussion or being too reticent
- express, elicit and respond to ideas, opinions and feelings in a group discussion

### Speaking (KS4)

#### *Present Information, Ideas and Feelings Clearly and Coherently*

- present feelings, views and arguments with suitable reasoning, suggestions and strategies
- use language appropriate to situations of different levels of formality
- \*• use persuasive devices effectively

#### *Participate Effectively in an Oral Interaction*

- make judgements and suggestions, support and develop each other's views, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate
- lead or guide discussion and negotiations effectively using strategies
- solicit sharing of experiences, views, attitudes and values

### Reading (KS3)

#### *Understand, Interpret and Analyze Different Written Texts*

- make use of knowledge of the world to make sense of the written text
- acquire, extract and organize information relevant to specific tasks
- relate facts, opinions and information from a variety of print sources
- understand different feelings, views and attitudes
- differentiate fact from opinion
- identify implied meanings through inferencing
- recognize how writing conventions affect meaning and cohesiveness

\* Note: These items are more demanding and require considerable teacher support or guidance.

- understand how sentences and parts of a sentence relate to each other
- understand the use of discourse markers
- know what a word or phrase refers to in the previous or subsequent context

### Reading (KS4)

#### *Understand, Interpret and Analyze Different Written Texts*

- use linguistic and contextual clues and general knowledge to determine the meaning of the written text
- follow and evaluate the development of a point of view or argument
- distinguish different points of view and arguments
- appreciate the stylistic variations between text-types
- interpret how linguistic and structural devices achieve certain effects
- \*• understand hidden intentions of the writer
- \*• understand and appreciate the mood of the writer and the tone of his/her writing
- \*• detect faulty or misleading arguments
- \*• evaluate critically views and attitudes

### Writing (KS3)

#### *Present Information, Ideas and Feelings Clearly and Coherently*

- evaluate and make use of given information to complete specific tasks
- describe, express or explain ideas, feelings and experiences
- produce written texts appropriate to context, purpose and audience
- use strategies to arouse and sustain readers' interest
- plan and organize ideas, and use appropriate cohesive devices
- use a wide range of language patterns for various purposes
- use appropriate tone, style and register for various purposes

\* Note: These items are more demanding and require considerable teacher support or guidance.

## Writing (KS4)

### *Present Information, Ideas and Feelings Clearly and Coherently*

- plan and produce coherent and structured texts
- present different views and arguments clearly and logically
- adjust the balance of ideas and length of the writing to meet the requirements of a variety of text-types
- use appropriate linguistic and structural devices, a variety of structures and range of vocabulary to achieve desired purposes
- \*• organize and integrate information and ideas, and write texts appropriate to the purpose and context of a project
- \*• use persuasive devices effectively

## Language Development Strategies (KS3)

### *Develop Thinking Skills*

- use reasoning skills (causes and consequences, draw conclusions, etc.)
- analyze data and situations systematically for better understanding or solving problems
- think creatively/innovatively

### *Develop Reference Skills*

- use a dictionary to find out about pronunciation, usage and grammar
- identify apparent relationships between materials, data, ideas, events, etc.
- recognize the salient features of various text-types and use them efficiently for locating information and ideas
- read broadly for specific purposes

### *Develop Information Skills*

- collect and store information systematically in the form of notes, records, computer discs, etc.
- adapt simple materials, text-types, charts and tables for various purposes

\* Note: These items are more demanding and require considerable teacher support or guidance.

- employ graphic forms (charts, tables, time-lines, etc.) to aid the presentation of ideas

#### *Plan, Manage and Evaluate Own Learning*

- set meaningful realistic goals and determine what information or resources are necessary for completing a task
- schedule one's study and maximize the fruitfulness of one's time and efforts
- make arrangements for gathering information, data and ideas in support of one's learning
- assess one's achievements against the goals and learning targets

#### *Develop Self-motivation*

- identify and accept one's own strengths and weaknesses in learning
- maintain sufficient self-esteem
- reflect positively about one's learning experiences
- identify specific goals for each new stage of development
- cultivate one's perseverance and the power of innovativeness

#### *Work with Others*

- identify and assume different roles in group activities, such as leader, partner
- employ simple negotiation skills to reach consensus, compromise or bargain

### Language Development Strategies (KS4)

#### *Develop Thinking Skills*

- use reasoning skills (analyze for a particular purpose, make inferences, use induction, deduction, conclusion, etc.)
- explore alternatives and speculate about consequences
- analyze data and situations systematically for the prediction of the development of events
- generate criteria and principles for action and judicial thinking



### *Develop Reference Skills*

- identify relations (grouping/differentiating, cause/effect, priority/sequence/order, similarities and differences, etc.) between the contents of materials, the background and interpretation of ideas and concepts, attitudes, motives, etc.

### *Develop Information Skills*

- collect, evaluate and store information systematically
- adapt materials, text-types, systems, etc., for supporting and illustrating various topics
- employ graphic forms (pie/column charts, cartoons, maps, etc.) to organize information and aid the presentation of ideas

### *Plan, Manage and Evaluate Own Learning*

- set meaningful realistic goals and determine what resources are available for improving one's language proficiency
- seek or create opportunities to learn and use English in natural, realistic settings such as making use of community resources and support
- make arrangements for broadening and deepening one's learning (researching into job prospects, finding out one's opportunities for further education locally and overseas, etc.)
- reflect on one's learning process and style and evaluate the learning outcomes against the goals and learning targets

### *Develop Self-motivation*

- identify specific goals for work and/or further studies
- develop endurance and tolerance in the face of hardships

### *Work with Others*

- communicate to the point, explain precisely and clearly, describe with colour, motion, emotion and beauty
- employ negotiation skills to solicit support, reach agreement or solve problems

## **2.3.3 Attitudes**

Attitudes, along with knowledge and skills, form an integral part of the curriculum. Some attitudes, such as developing confidence in using English,

are likely to permeate all learning activities. Others, such as awareness of English as an international language of communication, will only be consciously developed in specific tasks. Opportunities for exploring, developing and encouraging these attitudes should be provided in the learning tasks.

### Attitudes to be Developed at Key Stage 3

The attitudes listed for Key Stages 1 & 2 should be further developed at Key Stage 3. An additional attitude that learners should be developing for Key Stage 3 is given below:

An awareness of the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking

### Attitudes to be Developed at Key Stage 4

The attitudes listed for previous Key Stages should be further developed at Key Stage 4. An additional attitude that learners should be developing for Key Stage 4 is given below:

A critical attitude towards the ideas and values in spoken and written English texts.

### **3. SUBJECT ORGANIZATION**

#### **3.1 TIME ALLOCATION**

The Curriculum Development Council's "Guide to the Secondary 1 to 5 Curriculum" (1993) suggests that 7 - 8 periods per week be allocated to the teaching of the English Language subject at the secondary level. However, the number of English lessons can be increased or decreased flexibly according to the needs of the learners.

#### **3.2 ROLE OF PANEL CHAIRPERSON**

The effectiveness of the English Subject Panel will depend to a large extent on the Panel Chairperson, who must have considerable initiative, experience and expertise as an English teacher and have a genuine interest in the learners as well as in the subject.

Support and guidance must be given to inexperienced or non-English subject trained teachers, who should not be left to fend for themselves. There should be an atmosphere of support in which new teachers feel free to discuss their concerns and problems. There should also be guidance on subject-related professional issues to help them become more effective teachers who can motivate and facilitate learning.

The panel chairperson can encourage a culture of open discussion, mutual support and professional development in the panel. Opportunities for peer observation and team teaching can be organized to facilitate reflection on the teaching process. Teachers of the panel can also collaborate to develop school-based teaching materials. Not only is the workload shared out, but it allows for regular exchange of teaching ideas and experiences, which often results in stronger bonds among teachers of the panel. Professional sharing of ideas on theories and practices of English Language Teaching can be held from time to time to encourage the on-going process of professional development.

There should be regular panel meetings not only to discuss routine matters such as schemes of work, examination papers and choice of textbooks but also to share teaching experiences, both successes and problems, so that

teachers can learn from and support each other. The panel chairperson must keep a clear record of the work of the English panel, including minutes of panel meetings, lists of available resources and records of co-ordination among English Language teachers. These records provide valuable information for the future planning of the work of the English panel and are useful if there is a change of personnel within the panel.

### **3.3 USING TEXTBOOKS**

Textbooks are the basic learning materials used in the classroom. A good English Language textbook enables learners to develop the language skills, thinking and communication skills, positive attitudes and values, sound judgement, confidence and independence at the level appropriate for the target learners.

Schools should choose English textbooks according to the needs of their learners taking into account:

- what they already know;
- what they need to learn; and
- what will increase their motivation and enhance learning effectiveness.

The following factors should be taken into consideration:

- the approach and coverage of the textbooks - whether they enable the suitable development of the skills and abilities advocated by the Syllabus;
- the suitability of the teaching contents, including both the choice of language items and the contexts in which they appear;
- the quality of the language used in the textbooks;
- the appropriateness of the examples, practice and illustrations;
- the quality of print and paper - whether they are durable or not;
- the use and size of examples and illustrations - whether they help learning or cause extra difficulty, and whether they waste pages of the textbook; and
- the weight of the textbooks - whether they are heavy for learners or not, and whether paper has been used economically.

Teachers should apply their judgement and use English textbooks flexibly according to the needs, abilities and interests of their learners. Teachers do

not have to feel obliged to use a textbook from cover to cover. Nor should they feel that all parts must be used in the same manner. They can develop their own teaching/learning materials instead. In any event, the value of textbooks depends on how they are used. Teachers may take into consideration the following factors when using textbooks:

- keeping the Learning Targets and Objectives of a Key Stage in mind and identifying the focus of each unit;
- matching the contents with the programmes of the school and making sure that there is balanced coverage of the Learning Targets and Objectives;
- omitting certain parts - the easy parts can be omitted by the more capable learners, and the more difficult parts can be omitted by the less capable learners;
- using different parts flexibly for different groups of learners - the parts that overlap with what has already been taught can be revised briefly without details, and the parts that are insufficient can be supplemented with other materials; and
- adapting the activities to make them attractive to their learners - the interesting activities can be extended to achieve more learning, and the less interesting activities can be reduced or modified.

As alternatives to textbooks on the recommended lists, schools are encouraged to:

- develop school's own teaching and learning materials to meet learner needs, if necessary; and
- adopt a wide variety of suitable learning resource materials, e.g. school-based curriculum projects, useful information from the Internet, the media, relevant learning packages and educational software available, etc.

### **3.4 TEACHING PLAN**

In order to enhance the effectiveness of teaching, learning and assessment, it is necessary for teachers to plan systematically to ensure continuity between different Key Stages and year levels.

The following provides guidelines for drawing up a teaching plan for the teaching of English in secondary schools.

#### **3.4.1 Planning for the Key Stage**

The panel chairperson, in collaboration with teachers of the Key Stage, should:

- identify the needs and interests of the learners of the Key Stage;
- examine the learning targets for the Key Stage, as well as the references and resources available;
- select Modules/Units/Tasks which are appropriate to the needs, capability, experiences and interests of learners;
- check the Dimension Targets for the Key Stage and the Learning Objectives covered by the Modules/Units/Tasks chosen, to make sure there is comprehensive coverage of all the Targets and Objectives over the Key Stage; and
- decide which Modules/Units/Tasks are to be covered in a particular year, taking into consideration the different stages of development and levels of capability of the learners in each year level.

It should be borne in mind that units and tasks within a particular module need not be covered in one single sequence or one year, but can be distributed across years within the Key Stage. This enables teachers to recycle, extend and enrich learners' existing knowledge and skills.

### **3.4.2 Planning for the Year/Term**

A scheme of work should best be planned on a term basis and reviewed periodically, so that adjustment might be made when needed. When designing the scheme of work, teachers of the same year level should:

- ensure that there is balanced and comprehensive coverage of the range of Learning Targets and Objectives for the year or term;
- identify Learning Targets and Objectives, and Modules/Units from previous Key Stages that may be recycled and revisited;
- identify for each selected task the Learning Targets and Objectives, and resources used, etc.;
- ensure that there is a variety of tasks to work towards the Learning Targets and Objectives;
- decide on the sequence of the tasks according to their themes, difficulty levels, etc.;
- check that the sequence allows for adequate support and reinforcement of the language items, skills, vocabulary, etc.;
- identify tasks that could be developed into projects and allocate time for project work;
- decide on the times and methods of assessment;
- write out the scheme of work, paying special attention to the time available; and
- meet regularly to evaluate and revise the scheme of work.

### **3.4.3 Planning for the Week/Day**

Individual teachers should:

- identify for each selected task the specific elements of knowledge, skills and attitudes, and decide on the teaching strategies;
- organize and adapt the tasks to cater for learner differences;
- ensure that the tasks are carried out at an appropriate pace;
- use the information gained from learners' performance to provide learners with constructive feedback about their progress and to form a basis for planning further tasks; and
- evaluate the medium-term plan and make modifications if required.

In the exemplar Scheme of Work (Appendix 5), two learning tasks “Choosing a Club” and “Writing to a Pen Friend” have been selected for the first few weeks of the term. The task descriptions are given below.

### Choosing a Club

Learners are presented with posters and pamphlets from different clubs. They read the posters and pamphlets to find out the information about each club. They then form groups of four or five and discuss which clubs they would like to join and why. In the discussion, they express their preferences and try to explain them with descriptions of their personal experiences. After discussion, each learner completes an application form for joining a club, with justification for his/her choice.

### Writing to a Pen Friend

Learners receive a letter from a new pen friend from a foreign country and they are asked to write a reply to him/her. In the letter, the pen friend introduces himself/herself, tells learners about his/her school life and his/her country. With teacher’s help, learners read the letter and become aware of the features of the text-type. Learners then identify the questions asked in the letter. Each learner responds to the questions and writes a reply to the pen friend.



## **4. TEACHING STRATEGIES**

### **4.1 USING ENGLISH IN THE CLASSROOM**

#### **4.1.1 General Considerations**

Daily classroom interaction provides the most authentic situation for learners to use English. Teachers should therefore use English all the time and engage learners in speaking English as much as possible during the English lessons. To increase learners' exposure to the English language and ensure that there is meaningful practice of English at school, English teachers should attempt to establish English as the main language of communication between the learners and themselves both inside and outside the classroom.

In the English lesson, the teacher must speak and use English as frequently as possible, not only for instructional purposes, but also for carrying out daily classroom routines, organizing teaching activities and providing optimal opportunities for engaging learners in authentic situations where English is used for genuine purposes of communication. The English used in the classroom for management and socializing is fully contextualized and appropriate to the setting and learners will learn to use it for meaningful purposes.

When English is used as a medium of communication, learners are not only learning the specific language items taught in the lesson. They are also exposed to language structures and vocabulary which are used repeatedly in classroom and social English. At the same time, they are practising a number of language skills: how to listen, pick out key words and think in English. Greater exposure to authentic English will help learners perform better in listening to the flow of English and inferring meaning from intonation and stress. They can ask and answer questions and use the language more effectively for communication. They can also use the language to solve problems, share ideas and express feelings in an immediate and meaningful way.

Other advantages of teaching English through English include the following:

- Learners will recognize that English has a true communicative value.
- More opportunities for purposeful and meaningful use are provided.
- Language is much better learnt through real use.
- It can help learners develop confidence to speak up in class.
- Learners will develop more interest in learning English as their participation in the English lessons is enhanced.
- Learners feel comfortable using English among themselves.

#### **4.1.2 Problems of Using Mixed-code**

Some teachers may feel, considering the learners' proficiency and attitudes, that they want to use mixed-code. However, there are certain disadvantages of using mixed-code in English lessons, such as:

- Learners are not given a good model of language use when teachers use Chinese words or phrases during their English discourse.
- Learners lose the benefit of exposure to and use of English.
- Learners switch off when they hear English since they know that the Chinese translation will follow.
- Valuable class time is wasted on translation and repetition.

Using mixed-code therefore causes problems and learners will not be able to learn effectively. It should be avoided on all occasions, during lessons and school activities, and even in the use of resource materials after school, because the use of mixed-code incurs casual mixed use of the two language systems, translating of words and idiomatic expressions, and a mixture of all the other conventions and techniques of language use. The unnecessary confusion and increase in learning burden for learners are most undesirable. If learners are used to relying on mixed-code, they will not be able to read and write in any one language with the necessary fluency and proficiency.

#### **4.1.3 Teaching Classroom Language**

It is important for the class to accept the use of English as something normal right from the start. Teachers should make it very clear from the first lesson that English is above all a means of communication. So it is important not to delay the use of English for classroom language and teachers should take

advantage of the contextualized situations which exist in the classroom from the first lesson.

Teachers should distinguish between the language items they want learners only to understand and those they want learners to be able to produce in speech. There are no hard and fast rules as to which items are to be taught before the other items, except that the simple ones and urgently required ones should be taught first.

Teachers are advised to teach learners all the essential classroom language that is needed in order to have effective communication in the classroom. Teachers should teach the items step by step. It is already emphasized in the syllabus for the primary level that English should be used all the time during the English lessons and some classroom English should be taught. Teachers should therefore first help learners at S1 revise the classroom language they have learnt at the primary level to ensure that they can use it confidently. Then they can start teaching the more difficult items. The more difficult language items can be introduced gradually according to learners' abilities and needs.

In the teaching of classroom language, the emphasis must always be on the spoken form rather than the written form. Teachers can ask learners to repeat expressions after them and request learners to use these same expressions whenever possible. Lapses and repetition in use should be accepted and not regarded as failure to communicate. If learners do not have enough confidence, teachers should give them as much practice as possible and encourage frequent use, e.g. practice in group work, despite the possible errors. It must be accepted and explained to the learners that everyone makes mistakes and that mistakes are part of a natural learning process.

Teachers should teach and explain meanings in English, so that learners are led to think and form concepts in English. Where necessary, teachers can use gestures or visual aids to help illustrate their meanings. Whenever a new classroom language item is introduced, it should be accompanied by gesture or demonstration and lots of examples, to make the meaning as clear as possible. In order to avoid communication breakdown between the teacher and learners when learners cannot respond to the teacher's questions or instructions in English, the teacher should begin the school term teaching daily classroom language in English, and repeat such teaching whenever

necessary. Besides, the teacher should always try to speak clearly, with natural stress and intonation. The teacher may need to repeat, paraphrase and pause, giving learners time to think out the meanings for themselves sometimes. The most important thing is for the teacher to establish routines in class for various activities, e.g. pair work, so that learners know what to do and effective communication will be carried out. At the early stage it may be difficult for both teachers and learners, so a lot of praise and encouragement will be needed and correction of mistakes should be kept to a minimum. Otherwise, learners will lose confidence and give up. If learners have made an effort and expressed themselves clearly or effectively, teachers should praise them. Various means, such as awarding learners scores if they have communicated successfully a good number of times, can be used to reinforce learners' motivation. Teachers are easily tempted to give up when learners keep failing to understand and avoid English in the classroom, but they must persist. It is important to remember that if teachers use English in the classroom consistently and with perseverance, learners will eventually develop the same habit and consequently use the English language, which is essential for the development of language skills and positive attitudes. If learners get used to hearing nothing but English spoken during the English lesson, they will soon understand and later learn to communicate in English with the teacher and even among themselves.

The use of classroom language can also play a part in helping learners develop their own learning. It helps learners control their learning environment and have better access to resources, encourages pair and group work, etc. With more effective communication, learners can also share information and understand each other, so that a feeling of success is enhanced. Teachers should therefore set up or increase the number of situations in which learners can use classroom language, which in turn will broaden their experience of using the target language. (Two suggested lists of classroom language are provided in Appendix 6.)

#### **4.1.4 Integrative Use of Language Skills**

In order that learners can use English effectively for various purposes, it is essential to develop their competence in using the four language skills of listening, speaking, reading and writing. These language skills should never be taught independently because in real life situations they are seldom used in isolation. Teachers have to create opportunities for learners to practise the

integrated use of skills in appropriate contexts so that learning is meaningful, purposeful and authentic. However, to help teachers focus on one language skill at a time when reading this syllabus, the four language skills are discussed separately in Sections 4.3 - 4.6.

## **4.2 TASK-BASED LEARNING**

### **4.2.1 General Considerations**

Language learning should be experiential and it should aim at developing learners' communicative competence. The learning process is the priority. The task-based approach to language learning places emphasis on learning to communicate through purposeful interaction in the target language. Teachers have to help learners achieve communicative competence, which has to be supported by learners' development of linguistic competence and a good mastery of language skills as well as language development strategies. Learner independence and their positive attitude towards language learning are also essential to make language learning successful.

The task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. Such language focus components in turn enable learners to construct their knowledge of language structures and functions. All in all, the role of task-based learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks. Language use is stimulated and a range of learning opportunities for learners of all levels and abilities are provided.

Effective learning tasks motivate learners by:

- appealing to the imagination;
- providing challenge;
- developing confidence;

- providing a sense of achievement;
- expanding interests;
- providing enjoyment; and
- providing learners with opportunities to take responsibility for their own learning.

In the process of accomplishing different learning tasks, learners:

- develop the skills to manipulate the linguistic system spontaneously and flexibly in order to convey meanings appropriately under different circumstances and to interpret the specific meanings intended in written or spoken texts;
- attain a high degree of linguistic competence and become aware of the social meanings and potential communicative functions of linguistic forms in different situations; and
- develop the study skills and strategies for using language to communicate meanings effectively.

#### **4.2.2 Five Fundamental Intertwining Ways of Learning and Using Knowledge**

Five essential ways by which learners acquire and develop knowledge and skills, make sound independent judgement and decisions, and maintain an ever-increasing capability for improvement throughout life are strongly advocated. They are fundamental intertwining ways of learning and using knowledge, i.e. communicating, conceptualizing, inquiring, problem-solving and reasoning.

Together these five ways form the basis upon which the learning targets of this subject are built. They facilitate teachers' selection and organization of the content of learning as listed in the Learning Objectives and the suggested Modules, Units and Tasks. They also help teachers determine the nature and purpose of assessment.

### 4.2.3 Tasks and Exercises

Tasks are activities in which learners are required to draw together for further development a range of elements in their framework of knowledge and skills. They are characterized by an emphasis on activity, participation, flexible differentiation, and communication among participants through a variety of modes and media. Every learning task should have the following five features:

- A task should have a purpose. It involves learners in using language for the kinds of purposes that are described in the chapter on Learning Targets and Objectives.
- A task should have a context from which the purpose for using language emerges.
- A task should involve learners in a mode of thinking and doing.
- The purposeful activity in which learners engage in carrying out a task should lead towards a product.
- A task should require the learners to draw upon their framework of knowledge and skills.

Tasks in which language is used by learners for an authentic communicative purpose promote learning. They should also embody the following characteristics:

- They involve communicative language use in which the learners' attention is focused on meaning rather than linguistic structures.
- They should be authentic and as close as possible to the real world and daily life experience of the learners. Authentic materials should be selected. In addition, the processes through which the learner generates oral and written texts and the things he/she is required to do with the data should also be authentic and relevant.
- They should involve learners in various activities in which they are required to negotiate meaning and make choices in what, when and how to learn.

- They should provide opportunities for learners to manipulate and practise specific language features, develop language skills, practise the integrated use of language, acquire language development strategies and use language meaningfully and creatively.
- They should be graded or easily adapted to suit learners of different abilities. (For three exemplar tasks for KS3, see Appendix 7. For two exemplar tasks for KS4, see Appendix 8.)

In order to learn successfully, learners need a judicious combination of tasks and supporting exercises in which they focus upon and practise specific elements of knowledge, skills and strategies needed for the task. Exercises do not usually contain the five features of a learning task. They are good preparation for the completion of tasks and are best carried out in the context of a task. They should be sequenced systematically and integrated with each other to support a task.

Individual learners may progress further than they are expected to in the teaching plan. When the teacher finds a suitable topic and is sure that the learners are ready, he/she can engage them in extended tasks to help them develop further knowledge and skills.

Extended tasks can be completed as home assignments or classwork on top of the regular assignments for the whole class. Learners can be encouraged to complete the extended tasks within a certain period of time but at their own pace. Not only learners with higher abilities can be given extended tasks, learners of average and below average abilities can also be challenged to participate in extended tasks, but teachers may need to adjust their expectations, since individual learners' potential and interest may be different. It is during the process of participating in challenging tasks that learners develop their potential. (For an extended task for KS3, see "Hong Kong Corner" in Appendix 7.)

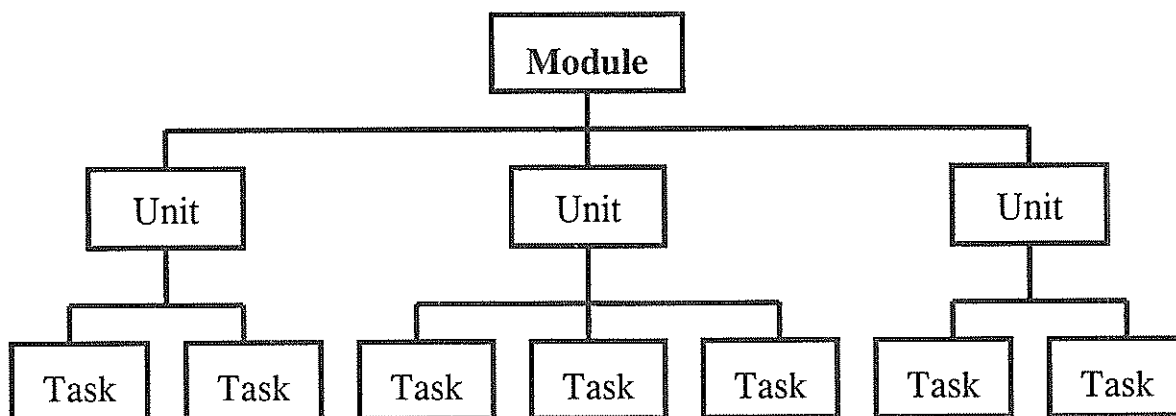
#### **4.2.4 Modules, Units and Tasks**

In organizing teaching and learning, the concepts of Modules, Units and Tasks are applied. A module is an organizing focus, and usually contains a number of units which are thematically or conceptually related. These themes and concepts are explored through tasks. Using resources and authentic

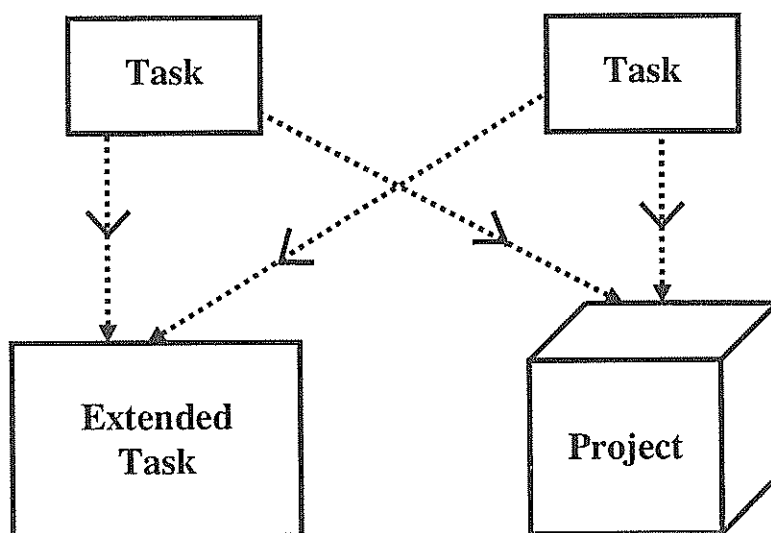


materials, teachers may develop modules of their own to suit the interests and ability of their particular group of learners. (For a list of suggested modules and units for KS3 and KS4, see Appendix 9.)

Below is a diagram showing the relationship among Modules, Units and Tasks:



Extended tasks and projects can be further developed from tasks. Below is a diagram showing the relationship among Tasks, Extended Tasks and Projects:



#### 4.2.5 Adopting a Task-based Approach

When planning for task-based learning, teachers should first consider learners' needs and abilities. They should design activities which challenge learners and extend their experience. To make task-based learning effective, learners should be allowed time for seeking information, processing it, formulating questions and responses, and making connections; they should also have opportunities to inquire, observe, discover, experiment, practise, discuss, analyze, reason and share. Most learning tasks require knowledge and skills developed across the curriculum, involving information and ideas from other subjects in both the formal and informal curricula. These activities all contribute to the development of the learners' framework of knowledge and skills.

Learners also need to be exposed to the variety of language they will need to understand and use outside the classroom. This might be language they will need in order to study other subjects, to use at work, or for pleasure. The classroom time can be better spent on increasing exposure and awareness, expanding learners' repertoire of useful words and phrases, relating forms and functions and asking them to use the language themselves. There should be an attempt to link classroom language learning with language used outside the classroom. In the process of task-based learning, learners' own personal experiences should be enhanced as important contributing elements to classroom learning.

*e.g. Learners' favourite pop stars or singers can be employed as the theme for a task. Learners can play the role of editorial members of the school newspaper, who are to write an article on their schoolmates' favourite pop stars or singers. The teacher can start by asking learners who their favourite pop star or singer is, why they like him/her and how this has affected their life. Based on the responses gathered, the teacher can draft a table showing the class's favourite pop stars or singers, for learners' reference. Learners can then be encouraged to design a questionnaire on their own in order to conduct a survey. They should be told to include any questions relevant to this issue. Learners then carry out the interviews or survey in class. They record what they have got and present the findings in table form. The final result can be exploited for other writing tasks, such as a report with learners' comments on*

*their schoolmates' favourite pop stars or singers. The teacher can also consider extending the survey to the whole form or whole school. Learners finally draft the article to be submitted to the school newspaper for publication.*

*Another topic about which learners can write to the school newspaper is "travelling". Based on the learners' personal experiences of travelling or their desire for it, the teacher can ask learners which country they consider the best place to visit. A list of these places can be derived from the discussion and learners can try to prioritize them on their own, giving reasons. Learners can be encouraged to design a questionnaire and interview their classmates to find out their classmates' preference. Learners finally write an article on travelling, introducing a particular place to their schoolmates.*

Teachers should always be flexible in designing and adapting materials for various activities. They should always try to expose learners to a range of listening, speaking, reading and writing activities by using a lot of different written and spoken texts which incorporate a variety of language. They should place sufficient emphasis on study skills which help learners learn efficiently, and develop greater independence in learning. To cater for learner differences, differentiated or graded tasks can be designed for learners of different interests and abilities. Teachers should pay special attention to the needs of learners and allow for flexible approaches to the task, offering different modes of participation, media, procedures, etc. They can then allow for different solutions depending on the skills and strategies drawn on by learners.

*e.g. The teacher can ask learners to write a description of someone they love, admire or find interesting. The teacher can provide input to learners by giving them related reading texts and vocabulary, including adjectives and useful phrases. More capable learners can be encouraged to write the essay on their own and add personal comments whenever they think suitable. They can then present their description orally to the whole class, with the help of pictures or other useful objects. For less able learners, instead of asking them to write a full description of the person, the teacher can ask them to choose a particular feature to focus on. The teacher can further provide them with a model and learners are to provide keywords only. After*

*completing the description, learners can be encouraged to present their work in whatever way they like, e.g. draw a picture to go with the description and post it on the board. For more able learners, they can also be given an extended task which is more challenging. They can choose a person in the school and have to find out more about him/her. They collect information on their own from various sources and by conducting interviews. Learners should be given the freedom to write about the person in a way they find most suitable.*

All English teachers must take on the responsibility for selecting and adapting suitable tasks from different materials or designing tasks for their own learners. They can make full use of authentic materials from newspapers, magazines, journals, etc. or adapt them for different purposes, although they need to be mindful of copyright issues. To enhance the sharing of experience and materials, teachers of the same school or level may collect resource materials and build up a bank of tasks. When drawing on such resources at a later date for other learners, teachers need to evaluate the effectiveness of the selected tasks and, if necessary, modify them.

In selecting, writing or adapting learning tasks, consideration must be given to the following:

- Is there a good coverage of the Learning Targets and Objectives and is there a good balance?
- How extensive are the materials and activities? How many parts does the task consist of? How many steps are involved? Is the task practicable for the learners?
- How wide is the range of interrelated elements involved in the task, e.g. linkage among different parts and integration of the four language skills? Is the task open-ended? How abstract are the concepts and how complex is the language required for the task?
- How familiar are the learners with the physical and social context of the task? What level of prior knowledge and experience is required?

#### 4.2.6 Place of Grammar Teaching in Task-based Learning

Task-based learning does not preclude the teaching of grammar (i.e. language items and forms). Fluency and accuracy are complementary, and learners must have a good command of language forms if they are to understand and express meanings effectively.

In the model of task-based learning described here, grammar focus work takes the form of exercises, which provide learners with the language support they need to carry out tasks. Exercises can be used at different stages of a task cycle to meet the needs of learners. Specifically, grammar learning can take place:

- **before** a task, when particular language items or structures are introduced to learners. For example, in preparing learners to do a task where they plan a Halloween party, the teacher may begin by introducing two major ways of talking about future events: "shall/will" and "be + -ing". Then by getting the class to do some exercises on these forms, the teacher will have helped learners to acquire some useful language structures which they will need later to talk about who they will invite to the party, what they are going to prepare, etc.
- **during** a task, when the teacher realizes that gaps in learners' understanding of particular language forms are preventing them from carrying out the task successfully. For example, a class is doing a survey of teenagers' attitudes towards part-time work. If the teacher finds that the learners are having unanticipated problems with asking for information politely, he/she can insert a mini-lesson on the use of "please" and modal verbs (e.g. "could" and "may") before getting the class to continue with the survey. However, teachers should also be aware of the possible discouraging effect on fluency if too much intervention takes place in the process of communication.
- **after** a task, in order to cover aspects which learners did not use effectively during the task. For example, learners have just written a story where they used the past simple tense exclusively, indicating that they did not know the use of the past continuous to "background" certain less important information in the story. In this case, the teacher can do some relevant practice activities with the class and help them see how they

could have conveyed their meaning/message more effectively and therefore completed the written task more successfully. Alternatively, the teacher can have the learners self- and peer-correct the story.

In short, within the framework of task-based learning, grammar is a means to an end and it should not be taught as a system of rules or a stand-alone body of knowledge. In selecting what language items and structures to focus on, teachers should use tasks as a starting point and consider what language support learners will need to carry them out. In other words, it is tasks which generate the need for and content of grammar exercises, not vice versa.

After the grammatical content has been selected, teachers need to consider ways of teaching the target structures and items effectively. In order for learners to see that grammar is a dynamic resource for expressing and creating meaning, learners should be exposed to authentic use of the language as well as gaining adequate experience in using the language meaningfully. Teachers should not explain various grammatical rules alone. Also, they should not introduce grammar through a heavy concentration on decontextualized and mechanical drills. Some techniques for making the teaching of grammar more interesting and effective are as follows:

- Use charts, time lines, pictures, songs, videos, CD-ROMs, etc. in presenting grammatical items or structures.
- Use authentic texts. For example, tourist brochures can be used to introduce or revise adjectives and newspaper headlines can be used to discuss a special use of the present tense to refer to past events.
- Involve learners' personal experience. If learners discuss issues that involve their own experiences and interests while engaging in grammar practice, they will become more involved and motivated.
- Use games. Some games like "noughts and crosses" and "snake and ladder" add an element of fun to grammar focus work. Also, more and more computer games and simulation games are becoming available for the teaching and learning of grammar. These games typically use attractive pictures and animation to arouse motivation, and provide instant feedback to learners on their performance.

- Get learners to discover language patterns on their own. Teachers should be aware that though explanation of grammar rules is sometimes necessary, it only helps to a limited extent. Learners differ in learning styles and strategies. Some of them may not benefit from a deductive approach. In other words, they do not learn very effectively when the teacher just explains the rules and meaning to them. For such learners, an inductive approach may be used. In this approach, learners are guided to discover language patterns on their own. This discovery process requires learners to be actively involved and thus facilitates deep learning to take place. (Where relevant hardware and software are available, teachers may also use a concordancer to help learners discover patterns of grammatical usage.)

In summary, for the learning of grammar to be effective, learners must be given ample opportunities to apply their knowledge of grammar in interaction and communication. Formal explanation and memorization of rules are not always useful, and learners should be helped to see the connection between language forms and language functions and internalize the forms through meaningful everyday language use.

#### **4.2.7 Integrated Tasks**

Most tasks in real life situations involve the use of more than one skill. Teachers have to create or adapt a series of authentic tasks which integrate the use of more than one of the four language skills. Learners have to be given opportunities to practise the integrated use of skills in appropriate contexts so that learning is meaningful, purposeful and authentic. Adopting a task-based approach naturally encourages combinations of skills applications.

Using theme-based materials is a good way to provide an organizing focus for different activities involving integrated use of skills. Teachers can give the lessons coherence and interest by selecting a topic, or getting the class to select a theme for several lessons. The topics can arise logically and naturally from clearly defined situational, personal and academic needs or interests. They can have an educational rationale and be based on substantive issues including cross-curricular issues. They can also come from the life experience of the learners. Learners can be encouraged to bring their own experience to class and teachers can design interesting original topics based on learners' input. A wide range of topics are needed to give learners variety. No matter

what the themes are, the teacher's intentions are to provide opportunities for realistic language use, focusing the learners' attention on the tasks themselves and finally developing their communicative competence.

*e.g. The teacher can ask learners to read newspaper cuttings on the problem of unemployment in Hong Kong around early 1998. The teacher can ask learners whether they know anyone who is in this situation and how they can be helped. For learners who study Government and Public Affairs, they can focus on the social problems and the role of the Government in helping the unemployed. They can focus on the unemployment figures and measures taken by the Government. Learners studying Economics can focus on the economic background and effects of such a problem. They can try to relate this problem to the Asian economic crisis and the economic recession in Hong Kong. Learners should write reports of interviews and comment on the issue. As a concluding activity, learners can write about the problem and express their opinions from different perspectives. Their work can be posted on the boards in the classroom or in the school, so that other learners can share their ideas.*

#### **4.2.8 Projects**

Projects are very useful tools to help learners develop independence and work according to their own pace and ability. Learners are allowed to set their own learning targets as they proceed. The motivation for learning therefore comes from within, not from without. The learners themselves can select and devise the project, with the teacher acting as coordinator and facilitator or consultant. Motivation for learning is sustained and increased as the work progresses. The project enables learners to use the target language in real situations and leads to tangible results - an end product which they themselves have created. Such personal involvement will help learners become responsible for their own learning.

Project work also provides a useful way of integrating the four skills. In the initial stages of a project - stimulus, discussion, negotiation - there may be more speaking and listening than reading and writing. Once the project is underway, however, learners will be using all four skills simultaneously, speaking and listening (e.g. in the interviews), writing (taking notes, presenting findings and reports) and reading (brochures, pamphlets,



background materials or even information retrieved from the Internet) - in short, combining the skills.

The advantages of projects are that they:

- offer learners an opportunity to activate what has been learnt through formal teaching;
- encourage learners to move out of the classroom into the world and put what they have learnt to use;
- help to bridge the gap between language study and language use;
- allow learners to pursue a topic or an issue of their own interest;
- encourage appreciation and enjoyment of meaningful language activities in contexts;
- develop in learners a sense of responsibility for the activities;
- develop knowledge, attitudes and skills that will enable learners to process information and participate in activities of societal interest;
- encourage sharing of ideas and cooperation among classmates;
- develop a sense of commitment to the learning and use of the language;
- develop a holistic understanding of the role of English in their education; and
- form behaviour and lifestyles that are conducive to lifelong development.

In addition to the five specific features that characterize tasks, projects are topic-based and provide an effective framework for language use and development. They can involve combinations of a variety of tasks. Project work can be both individual and collaborative. It may take learners out of the classroom and involve them in the collection of data through interviews or research work. The product can be in any form that the learners find suitable.

Some characteristics of successful project work are:

- open-mindedness, respect for evidence and critical evaluation of data and information, reflection based on informed and justified judgements;
- contribution and participation by each and every individual;
- first-hand experiences in the translation of concepts into action;
- group work requiring co-operation, the development of interpersonal and collaborative skills, and respect for others in the team;
- flexibility in learners' attitudes; and

- creativity in problem-solving on the part of the learners.

The processes of project work are usually more complicated than those of a task and involve steps such as planning, action, reviewing, collaboration, organization, finalization and reporting. The different stages of development in project work can be divided broadly as follows:

i. Stimulus

Learners have initial discussion of the idea and define the project objective. They may have negotiation, suggestion and argument with teachers or classmates during the brainstorming session. The teacher can write down learners' suggestions on the blackboard and help them establish links among the ideas, so that learners are helped to organize their thoughts more systematically.

ii. Data collection

Learners design ways to collect and collate information, e.g. questionnaires, interviews and surveys. Learners may work individually, in pairs or in small groups, inside or outside the classroom. They should also think about ways of recording data, e.g. flow-charts, diagrams, tables, etc. The teacher can suggest sources of useful materials to learners and provide input in terms of both language and content whenever necessary.

iii. Organization of information

Learners study the data collected, and read more extensively for cross-reference and verification. After analysis, they try to select and organize the collected information and materials, with the idea of developing the end product of the project. The teacher should teach learners the skills and strategies of organizing data in different manners for different purposes.

iv. Final presentation

Learners work out the manner of presentation, which will depend largely on the form of the end product - chart, booklet or oral presentation. Learners' creativity in presenting their work should be encouraged and the teacher can help to build up learners' confidence in oral reporting through preparation and rehearsal. Approval and

appreciation of learners' efforts should be the emphasis in assessing learners' presentations.

*e.g. Learners can be asked to do a project on "Keeping our place green and clean". They can play the role of members of the Conservation Club and have to work out a plan for designing measures to protect the environment. To start with, the teacher can prepare some relevant materials for learners to read and extract information from, e.g. newspaper cuttings, leaflets. The teacher can ask learners whether they have tried any ways to protect the environment. Brainstorming sessions can be held among learners of the same group regarding this issue. Learners can then work in groups and discuss what they want to focus on in the project. They are encouraged to collect and collate information from various sources, e.g. libraries, the Internet, the Hong Kong Conservancy Association, etc. Learners have to study all the information and analyze it. They should attempt to make suggestions on how to protect the environment in Hong Kong. They have to decide how they are going to organize the information and their recommendations and present them in their project.*

Since project work is learner-centred rather than teacher-directed, teachers may need to develop a more flexible attitude towards the learners' work. Teachers will be working with the learners, not directing them but acting as counsellor and consultant. Teachers may provide learners with guidance, check their progress and give them feedback whenever necessary. The amount and type of guidance should match learners' individual needs.

Teachers may remind learners that they should cultivate open-mindedness and respect for evidence in the process of project work. In a group project, learners should learn to co-operate with each other, divide work among themselves sensibly, and develop interpersonal and collaborative skills. Organizational skills and team work are important in getting the project done. Each learner should try his or her best to participate and contribute to the completion of the project. For a project to succeed, a good working relationship needs to be established. The learners must be able to co-operate with each other and also with the teacher.

Group projects are an effective way to ensure meaningful group work. Learners are arranged in groups, each given a role to play in the group (leader, recorder, reporter, etc.). Each group should complete the project according to a schedule. Teachers should go through the project requirements with the learners at the beginning, giving advice during the process of the project and comment on the results towards the end of the project. The final products of the different groups can be compared and each should be evaluated in conference with the learners concerned. If there are any relationship problems in a group, action must be taken at once to resolve any misunderstanding, to change the membership of the group or the roles of the group members, to adjust the nature of the project, etc. For teachers, the project may incur certain problems. Projects require an additional commitment from the teacher too, e.g. in establishing contacts, finding suitable sources of material, etc. Teachers may also find it difficult to monitor project work when they first use it. This means strategies have to be devised for checking systematically on what learners have heard, learnt and understood, e.g. by providing checklists and project report forms. Where available, audio and video recording equipment can also be used to help in assessing learners' performance. Although problems and difficulties do exist, teachers must see them in the right perspective. Teachers should realize that the considerable advantages of project work definitely compensate for the occasional difficulties which may arise and for the additional work which may be required of them, particularly in a full-scale project.

The ultimate goal of project work is to develop learners' ability to inquire, communicate, conceptualize, reason and solve problems. It can cultivate in learners a sense of commitment to their own learning, enhance the learning and use of English, and develop the knowledge, attitudes and skills that will enable learners to participate in authentic, interesting activities outside the classroom. It can also help learners form behavior and habits conducive to the development of ever-improving capabilities in language learning.

#### **4.2.9 Role of the Teacher in Task-based Learning**

Teachers should always facilitate learning which involves balancing the amount of exposure and use of language, and ensuring they are both of suitable quality. They should be able to identify learners' needs and create the best possible conditions for learning. It is essential for teachers to nurture learners' self-confidence so that they are willing to adopt risk-taking language

learning attitudes and strategies. Teachers have the responsibility of overseeing learners' development and coordinating activities so that they form a coherent and systematic progression, leading learners towards communicative competence. Teachers can play the following roles:

- They motivate the learners, arouse their interest and involve them in whatever activities they are participating in.
- They facilitate the communication process in all tasks, offering support, guidance and advice to learners whenever necessary in the learning process.
- They conduct and monitor the learning activities, devise and provide the appropriate input and practice, guide the learners in the classroom procedures and activities, group learners appropriately for different purposes, and give learners a chance to participate and monitor their performance.
- They provide information and act as a source of ideas, information and language; for instance, they select the new materials to be learned and present them to the learners.
- They act as language informants and cultural guides when the focus of learning is on language form.
- They diagnose and evaluate learners' work, give advice on ways of improvement and use learners' performance as a basis for planning future learning activities.

Teachers should never dominate classroom interaction and should always be sensitive to learners' needs and be open-minded in teaching, especially when sharing and responding to learners' ideas. They should aim at establishing a learning atmosphere which gives learners a sense of security, satisfaction and value as individuals. Co-operative relationships and collaborative learning should be the emphasis. It is also vital to give learners opportunities to "upgrade" their language to a higher level, to use richer vocabulary, more complex syntax and more appropriate registers.

When giving feedback, teachers should:

- give feedback tactfully and positively;
- acknowledge learners' efforts and show keen interest in what they have presented;
- react to the content of learners' work;
- comment on the quality of the language and presentation;
- give examples of good expressions or phrases and mention other good points; and
- ask learners to suggest suitable amendments when correcting, e.g. ways of completing the phrases.

Teachers should remember that the learning process is just as important as the product and each product deserves credit for its own reasons. The role and performance of individual learners in the groups should be given recognition. It is important to note the inquiry, communication, negotiation, coordination and other skills developed by each learner. In short, teachers should give guidance and advice throughout the process and play a supportive role all the time.

#### **4.2.10 Role of the Learners in Task-based Learning**

In task-based learning, learners take the central role in learning and the idea of learner-centredness is paramount. They no longer play merely a passive recipient role in learning. Instead, they often play the active role of a negotiator in language learning activities. They negotiate with themselves or other learners in the group or class and decide on the learning objectives and learning process. Some learners at this stage are relatively more mature and they should be allowed more freedom in choosing what and how to learn. After all, learning is a collaborative effort between teachers and learners. Learners should be involved in decisions on designing and selecting the content of learning and on methods of completing and evaluating the tasks. Learners at this stage are capable of giving as well as taking in the learning process. They must take responsibility for their own learning, developing autonomy and skills in learning how to learn which will enhance their lifelong language development.

## **4.3 LISTENING**

Listening is not a passive language skill whereby the listener merely receives and records a message. In fact, in the process of listening, one has to activate various types of knowledge, e.g. knowledge of a topic, the culture or the context, in order to construct one's own interpretation of what has been said. It also requires the activation of contextual information, which includes physical setting, the number of listeners/speakers, their roles, and their relationship to each other. In other words, the listener interprets what is being said, constructs meaning, and responds on the basis of that interpretation.

### **4.3.1 Importance of Listening**

Listening skills are important to learners for the following reasons:

- Learners need adequate listening ability for academic and intellectual purposes - at both secondary and tertiary level. As a significant part of the class time is spent in listening, whether to the teacher or learners, mastery of listening skills is important for the acquisition of new knowledge.
- Effective listening skills are essential for successful interpersonal communication, whether in work situations or socializing with English-speaking people.
- Listening skills are also required for leisure and entertainment, whether to listen to English-speaking radio programmes or watch English-speaking TV features and films for recreational purposes.

### **4.3.2 Role of the Teacher**

To enhance learners' listening abilities, teachers need to:

- expose learners to a broad range of listening experiences by using a lot of different texts which incorporate a variety of language - formal or informal, spoken slowly or quickly, different accents, etc.;
- build up learners' confidence by providing experiences and activities in

which learners can be successful; and

- help learners eliminate bad habits and develop good ones. Poor listening habits include:
  - ◊ listening to every word that is spoken, thus finding it difficult to keep up with the speaker;
  - ◊ daydreaming while listening, thus being unable to hear what is being said;
  - ◊ paying equal attention to main ideas and supporting ideas;
  - ◊ missing out important words;
  - ◊ making premature judgements and therefore getting the wrong meanings; and
  - ◊ interpreting the surface meaning of a message and ignoring implied meaning, which is very often the speaker's real intent.

Teachers can help by explaining to learners what listening entails and how they might approach it. They can make listening meaningful for learners by providing tasks which are as realistic as possible. Other suggestions on how these poor listening habits can be eliminated through the development of listening skills are provided in Section 4.3.4.

### **4.3.3 Choice of Listening Materials**

Learners should be exposed to as wide a variety of natural spoken English as possible if they are to understand spoken English as it occurs in the real world, not just classroom English specially developed for teaching. In this way, learners become familiar with the characteristics of natural speech like false starts, hesitations, pauses, variations in pitch, increase or decrease in volume, quickening or slackening in pace, different accents, and so on.

Authentic listening materials should be used as much as possible in order to prepare learners for listening in real life situations. However, if some of these listening materials are too difficult, they have to be specially adapted and tailored to the level of the learners while maintaining the real life settings.

### **4.3.4 Activities to Develop Listening Skills**

The following points outline the skills (presented in *italics*) which learners need to develop in order to improve their listening proficiency. To give



teachers an idea of how they can be developed, a list of suggested teaching/learning activities is provided under each skill:

- *Understanding Instructions and Following Directions*
  - ◇ Learners engage in task-oriented practice like tracing a route on a map according to the directions they hear.
  - ◇ Half of the class mime according to an instruction orally given and let the other half guess what they are doing.
- *Developing the Skill of Sequencing*
  - ◇ Learners re-sequence a list of sentences or a set of pictures in jumbled order in accordance with what they hear.
- *Skills of Anticipation*
  - ◇ Ask learners to discuss related topics that activate their prior knowledge, which is used as the basis for prediction and comprehension.
  - ◇ Provide learners with background information regarding the listening text they are going to hear and ask them to guess what the speaker is going to say.
  - ◇ Give learners adequate information about the speaker and the situation.
  - ◇ Play a short extract of the text to learners and invite them to predict what they will hear next.
  - ◇ Engage learners in focused listening in which they are told what to listen for beforehand. This will train them to select and pay attention to the key points in what they hear.
- *Sound Processing and Sound Discrimination*

Learners need to:

  - ◇ segment the stream of sound and recognize word boundaries;
  - ◇ recognize sentence and clause boundaries in speech;
  - ◇ recognize stress and intonation patterns as well as speech rhythm;
  - ◇ recognize the significance of intonation;
  - ◇ recognize changes in pitch, tone and speed of delivery;
  - ◇ recognize contracted forms; and
  - ◇ discriminate between similar speech sounds, homonyms, etc.

Sound discrimination exercises may include:

- ◇ use of minimal pairs set in context. To develop learners' awareness of the English phonological features, sentences containing minimal pairs of words should be used instead of single words. For example, learners should be given sentences "Please fill the glass." and "Please feel the glass." instead of single words "fill" and "feel" in discriminating between the / ɪ / and / i:/ sounds; and
  - ◇ identification of the meanings of different stress and intonation patterns and interpretation of the speaker's intent and the real meaning of the message. A simple sentence such as "My sister bought me a handbag" can be used and learners are then asked to identify the meaning of the sentence spoken with stress on a different word each time: "My SISTER bought me a handbag", "My sister BOUGHT me a handbag", "My sister bought ME a handbag", "My sister bought me a HANDBAG".
- *Processing Meaning*
    - ◇ Learners organize the materials into meaningful sections as they listen, e.g. making notes under different headings as they listen, using a spider-map to organize information.
    - ◇ Teachers may use listening texts which include paraphrases and repetitions to provide learners with practice in identifying redundant material.
- *Understanding the Main Idea or Main Theme*
    - ◇ The teacher may use non-verbal exercises, such as matching the description they hear with one picture from a set.
    - ◇ Learners are given a radio news bulletin which normally begins and ends with the news headlines. Learners can easily follow and identify the main points being summarized in these headlines.
    - ◇ As a start, learners write down the most important words they hear in a passage. Later on, they may be asked to write down the key phrases or key sentences of the passage.
    - ◇ The more advanced learners may be asked to supply a title to a passage they have heard or they may be asked to use their own words to summarize the main points of what they hear either orally or in writing. This will make them pay full attention to the overall theme as well as the central ideas.

- *Understanding the Use of Supporting Ideas or Details*
  - ◊ Learners write down the key details in support of the main point.
  - ◊ Learners find one illustration or example for each main idea listed.
  - ◊ Learners list all the supporting details under each main idea in the order in which they are heard.
  
- *Deducing Word Meanings and Implied Meanings*
  - ◊ Teachers use texts with plenty of contextual clues from which learners may deduce word meanings or implied meanings.
  
- *Critical Listening*
  - ◊ Group discussions allow learners to listen to their classmates' ideas and to evaluate them in the light of their own. Gradually they will develop a more logical way of judging what they have heard.
  
- *Understanding the Speaker's Intent or Attitudes*
  - ◊ Learners can learn to understand the speaker's intent or attitudes as well as the underlying meaning of what the speaker says by examining:
    - the language used (choice of words and stylistic features, e.g. use of repetition, exaggeration, etc.); and
    - the manner of speech (choice of intonation and stress, the volume, pitch and pace).
  - ◊ Teachers can start with a model in which the speaker is very straightforward so that learners can easily identify his/her real intent. As soon as they have formed the habit of being inquisitive about the speaker's intent, models of speakers whose intent is less explicit can be used. Discussion provides very good training for the learners to "reason out" the speaker's intention or purpose.
  - ◊ Learners may be exposed to different intonation patterns, special stress, pausing, phrasing, repetitions, hesitations, self-corrections, etc. presented in appropriate contexts to develop their awareness of the nuances of speech.

#### **4.3.5 Task-based Listening Activities**

Task-based listening activities can provide learners with a purpose for listening. There are three stages in conducting a listening task.

### Pre-listening Stage

This is the tuning-in stage. The purpose is to establish a framework for listening so that learners approach the listening practice with some point of reference.

Pre-listening activities may include:

- soliciting learners' knowledge and opinions on the topic;
- predicting content from the title;
- commenting on a picture or photograph relevant to the topic;
- revising learnt structures or vocabulary items;
- introducing the setting of the listening text;
- explaining the type of responses required;
- reading a short text on a similar topic; and
- reading through comprehension questions in advance.

### While-listening Stage

Learners are involved in a listening activity and have to respond as required in the task. Activities may include:

- putting pictures in a correct sequence;
- following directions on a map;
- checking off items in a photograph; and
- completing a grid, timetable, or chart of information.

As learners' proficiency develops, tasks will gradually become more demanding, eventually requiring learners to construct a framework of meaning for themselves, understand explicitly stated ideas, and make inferences and interpret attitudes. Examples include:

- filling gaps with missing words;
- picking out particular facts, evidence or cause and effect relationships;
- constructing a coherent set of notes;
- checking True/False statements; and
- inferring opinions across a whole text.

## Post-listening Stage

This is an opportunity for many kinds of follow-up work - thematic, lexical, grammatical, skills developmental, and so on. Post-listening activities may include:

- writing a summary for a defined purpose or audience with notes made while listening;
- reading a related text for comparison purposes;
- doing a role play; and
- writing on the same theme from a different point of view.

## **4.4 SPEAKING**

### **4.4.1 Importance of Speaking**

Speaking is sometimes regarded as the most important among the four skills (listening, speaking, reading, writing) involved in language learning. Most people use speech far more frequently than writing in their daily life, and many second language learners are primarily interested in learning how to speak. More significantly, speaking plays an important role in language development. If learners are given meaningful speaking tasks to do on a regular basis, they are provided with the opportunity to improve their fluency and communication skills in the spoken language. With appropriate guidance, their accuracy will improve at the same time. If learners know that they must not only listen to their teacher but must speak in the target language later, they will pay more attention to the language which they hear, so that they can make use of particular structural or intonation patterns or lexical items in subsequent speaking. And if learners are required to speak before an audience (e.g. reporting the outcome of a task to the whole class), this will give them good motivation to be more accurate, articulate and fluent in their speech. For these reasons, speaking is an important skill which facilitates the development of learners' language proficiency.

### **4.4.2 Skills and Strategies for Effective Oral Communication**

In order that learners can use the spoken language effectively to perform such functions as presenting information and feelings and participating in oral

interaction, they need to acquire a range of speaking skills and strategies. These include:

- *Accuracy*. This refers to the skill of using pronunciation (which covers speech sounds, stress, rhythm and intonation), grammar and vocabulary correctly to communicate ideas and express feelings.
- *Fluency*. This is the skill of producing speech at “normal” speed. Fluent speech is relatively free from an abundance of hesitations and false starts which typically cause difficulties in communication.
- *Appropriateness*. This is the skill of using formal or informal language to suit particular situations. For example, “Give me your newspaper” is grammatical but not appropriate if the speaker wants to be polite.
- *Coherence*. This is the skill of producing spoken utterances which “hang together”. Coherent speech makes use of such devices as pronouns, substitution, ellipsis and conjunctions to enable the listener to establish relationships across utterance boundaries.

In addition to these skills, learners need to develop *interaction strategies* so that they can participate in oral discussions effectively. Examples of interaction strategies include: seeking further information, asking for clarification, negotiating meaning, and taking turns appropriately at relevant points in an oral interaction.

#### 4.4.3 Role of the Teacher

The role of the teacher in planning for and conducting speaking activities includes the following:

- *Building Learners’ Confidence*

Many second language learners are reluctant to speak up in class because they are afraid of making mistakes and being corrected by the teacher publicly. Teachers therefore need to help learners to build their confidence as well as building trust and mutual support among them. Some suggestions are as follows:

- ◊ Help learners to understand that errors are a normal part of learning.
- ◊ Select speaking tasks with no correct answers.

- ◊ In communicative tasks, focus on what learners say (i.e. the message) rather than the language they use.
  - ◊ Before individual presentation, assign group work or pair work in which learners interact with their peers.
  - ◊ Be alert to the emotional and social state of individual learners when correcting their mistakes.
- *Teaching Enabling Skills*  
 Teachers need to ensure that learners are equipped with the necessary enabling skills to communicate ideas effectively. An important enabling skill to teach is pronunciation, which covers such elements as speech sounds, stress, rhythm and intonation. It will also be useful to revise or teach phonics at the junior levels and phonetics at a later stage.
    - ◊ In planning for pronunciation teaching, teachers should aim at the goal of intelligibility rather than native-speaker pronunciation.
    - ◊ Teachers need to help learners to perceive sounds and intonation patterns before they produce them.
    - ◊ Teachers should place equal emphasis on the suprasegmental features of stress, rhythm and intonation and the segmental elements of speech sounds.
  - *Using Appropriate Tasks*  
 Teachers need to select, adapt or design speaking tasks which are interesting, purposeful and relevant to the needs of their learners. Teachers should also help learners to relate their learning to their real life. More information about tasks for practising speaking skills is provided in the next section.
  - *Monitoring Learners' Performance throughout a Speaking Task*  
 Teachers should walk around and listen to groups of learners engaged in speaking tasks. While guidance and assistance may be necessary, frequent interruptions demotivate and should be avoided. Common mistakes should be noted down so that remedial work can be done with learners after the tasks.
  - *Keeping Learners Speaking in English*  
 Teachers may appoint a group member to remind others in the group to speak in English. Teachers may also try audio-recording each group's

speaking performance. These techniques raise learners' consciousness that their speech is being monitored, which helps them to be more careful.

- *Providing Feedback to Learners*

At the end of a speaking task, teachers should provide feedback to learners about their performance and participation. Teachers may want to begin by offering some encouraging remarks before discussing language items or communication strategies which learners still need to work on in order to improve their speaking competence.

- *Helping Learners to Develop Self-assessment Skills*

To promote learner independence, teachers should provide opportunities for learners to assess their own speaking performance. Checklists can be distributed beforehand so that learners are aware of how various aspects of speaking can be assessed and exert efforts to do their best.

#### **4.4.4 Choice of Speaking Activities**

A wide range of speaking activities should be used throughout the teaching programme. Some of these activities should focus on the more micro level of speech production or aspects of pronunciation while others should give learners the opportunity to develop the skills and strategies needed for effective speech performance.

The following types of activity, while not exhaustive, are effective in helping learners to enhance their competence in oral communication:

- *Information-gap activities.* These require learners to find out information from their classmates in order to solve a problem.
- *Ranking activities.* These require learners to reach a consensus in putting a list of factors or attributes (e.g. characteristics of a good teacher) in order.
- *Jigsaw activities.* These require learners to put different pieces of information together to form a coherent whole. For example, learners are given different sections of a story. They describe their own section in turn orally; then the whole group decide the sequence of the story.



- *Guessing activities.* These require learners to guess the identity of a person, the location of an object, etc.
- *Matching activities.* These require learners to match items that go together. An example is the Bingo game.
- *Problem-solving activities.* These require learners to find a solution to a problem, for example deciding what items are essential for survival on a desert island.
- *Role playing activities.* These require learners to take on the role of someone other than themselves. They may need to imagine themselves being in a real world context and have to use appropriate language for the context.
- *Discussions and debates.* These require learners to collect information and then present arguments for or against a particular motion.
- *Public address.* Activities like a speech, a vote of thanks or a presentation give learners opportunities to pay attention to delivery techniques, e.g. diction, projection, expression and even posture in addition to content and rhetorical conventions.

In selecting, adapting or designing any speaking activity for the above activity types, teachers need to check whether the activity embodies such characteristics as the following:

- It requires learners to speak a lot in English.
- It makes use of learners' personal experience.
- It allows learners to work collaboratively or creatively with peers.
- It is not cognitively too demanding.
- It is interesting rather than stressful for learners.
- It requires learners to exchange information or express feelings in order to close an information gap / opinion gap / reasoning gap / imagination gap, etc.
- It is realistic and simulates real life situations.

#### 4.4.5 Task-based Speaking Activities

Task-based speaking activities are process- as well as goal-oriented. They require learners to interact orally and, during this process, learners use the spoken language as a means to achieve a definite outcome, such as a drawing, a list of priorities, a solution to a puzzle, an oral report, a written summary of a group consensus, etc.

The following are some activities which help learners to achieve the objectives of (a) presenting information and feelings clearly and coherently, and (b) participating effectively in an oral interaction.

- *Conveying Ideas and Information in Conversations*
  - ◊ Learners work in pairs to do a "Spot the difference" picture activity. Learners A and B are each given a similar picture with several differences. Without showing their picture to each other, they exchange information to determine the differences.
  - ◊ Learners look at a painting or listen to a song together. Next, in groups of four, they tell each other what the painting or song makes them think about or feel. Learners with special ideas or stories share their information with the rest of the class.
  - ◊ Learners work in groups and imagine themselves as guests in a party. One member of the group takes the role of the host/hostess of the party and introduces the rest of the group to each other. After the introduction, the group carry out social chat, e.g. asking one another what their hobbies are, telling others how they spend their leisure, etc.
- *Using Correct Pronunciation and Intonation for Different Purposes*
  - ◊ Learners use the target sounds to produce a group story. For example, they are given a list of words containing the sound /r/, e.g. "wrong", "road", "rate". In groups, they use these words to create a story and read it aloud to other groups. When listening to a story, learners write down all the words they can hear which contain the sound /r/. They then summarize the story they have listened to by producing a few sentences that make use of the target sound.
  - ◊ Learners write their own tongue-twisters for use in class. They get one point for one sound which is shared by two or more words, e.g. /l/ as in "long" and "lively". They get two points for two sounds which are shared by two or more words, e.g. /br/ as in "break" and "bring".

Groups of learners then take turns to read the tongue-twisters aloud for competition.

- ◇ Learners practise shadow reading to improve their mastery of stress, rhythm and intonation. First, they listen to a recording of a speech a few times until they are familiar with it. They then play the tape again and read the text of the recording at the same time, trying to imitate the stress, rhythm and intonation used. Lastly, they record their own performance for the class to decide who the best speaker is.
- *Using Words and Expressions Appropriate to the Context*
  - ◇ As an awareness raising activity, learners are given several sentences such as: A teacher said to a parent, "How many offspring do you have?". Learners decide whether the language used is too formal or too informal.
  - ◇ Learners listen to some recorded material and decide on the degree of formality, relationship between the speakers, setting, etc. Then they improvise for similar situations.
  - ◇ Learners study the transcript of an informal conversation between two close friends about school life. They report the same information in a role play to a learner playing the role of a principal, using formal language.
- *Leading or Participating in Discussion and Negotiations Using Strategies*
  - ◇ Groups of learners are given a controversial topic for discussion. Each member researches one aspect of the topic. They then hold a discussion in which one learner is appointed as the chairperson of the group while another learner is assigned the role of an observer. When the group discussion is in progress, the observer makes notes about the performance of each participant, paying special attention to any interaction strategies which are used to lead a discussion or participate in an oral discussion.
  - ◇ Learners perform a role play activity in which they use discussion and negotiation skills in order to solve a problem, e.g. in a business setting or trying to reach a consensus among peers. More specifically, learners can be asked to assume the role of employers of a big company. Their task is to discuss ways to persuade staff of the company to save energy so as to be more environmental-friendly and to cut down on expenses. The chairperson of the group is responsible for seeing that each group member contributes ideas to the discussion.

#### 4.4.6 Conducting Speaking Activities

There are four main stages in conducting speaking activities:

- *Awareness raising.* The aim of this stage is to raise learners' awareness of what native speakers do in oral interaction, e.g. using expressions to encourage people to say more. Some examples of awareness raising activities are given below:
  - ◊ Learners tap on desks or clap hands in order to understand how stress works in English.
  - ◊ Learners listen to a recording and identify the use of different intonation patterns to convey meaning.
  - ◊ Learners listen to a recording and identify the use of conversational fillers such as "Really?" and "I see".
- *Pre-communicative.* This stage gives learners controlled practice in speaking. The focus is typically on a particular skill or language item which is needed for effective speech performance later, e.g. an intonation pattern, a language structure, a list of useful expressions, etc. Pre-communicative activities give learners repeated practice in discrete items rather than practice in all communication skills together. Learners therefore have less autonomy in what to say and how to say it.
- *Communicative.* This stage gives learners free practice in speaking tasks. There is no control of the structures, vocabulary or functions to be used. Communicative activities aim to develop learners' overall competence in speaking; in other words, skills such as fluency, appropriateness and interaction strategies are often practised together.
- *Feedback.* This stage allows learners to receive useful feedback from the teacher and/or their peers. In assessing learners' oral performance, teachers may want to address questions such as the following:
  - ◊ What effects did learners' pronunciation or accent have on the listeners?
  - ◊ Did learners' grammatical mistakes hinder communication?
  - ◊ Did learners convey their message fluently without undue hesitations?
  - ◊ Was the information conveyed in learners' speech coherent?

- ◊ Were learners confident in interacting with others using the spoken language?

## **4.5 READING**

Reading is not a passive language skill whereby the reader sits back to absorb meaning effortlessly. It is fundamentally an active, purposeful and creative process, in which the reader interprets a message in the light of his/her previous knowledge and experience, predicts and anticipates, selects and evaluates information, and then applies this knowledge to new experience.

### **4.5.1 Importance of Reading**

In everyday life, learners normally read to locate information, to know what is happening, when or where something will take place or what is available, to understand instructions to perform certain tasks in their daily life, to keep in touch with friends through correspondence, to seek enjoyment or enlightenment through reading, etc.

Learners need adequate reading skills and ability for academic and intellectual purposes too. Mastery of reading skills is important for the acquisition of new knowledge in both formal education and lifelong learning.

In the setting of a language classroom, reading is one of the major activities of learning. Reading helps to increase knowledge of the target language through exposure to new vocabulary and grammatical structures used in context. It also helps to consolidate previous learning of language items. Mastery of this skill helps learners to develop competence and fluency which may extend to speaking, listening and writing.

### **4.5.2 Task-based Reading Activities**

To enable learners to become effective readers, it is not enough just to ask learners to read a text and then answer questions. Reading is not only a comprehension practice or a linguistic exercise. In reading lessons, learners need to learn how language is used for conveying content and how to get meaning from the text intelligently. They need to practise varying their reading strategy and speed for different materials and according to specific purposes.

Task-based reading activities provide learners with a meaningful purpose for reading and an appropriate setting for involvement in the reading process. During the reading process, learners may acquire and practise particular reading skills.

#### **4.5.3 Conducting a Reading Task**

A reading task is usually conducted in three stages:

##### Pre-reading Stage

###### *Providing a Purpose for Reading*

How and what one reads depends very much on one's ultimate aim and purpose, whether it is reading for gist, for specific information, for exposition, for deliberation of argument, or just for pleasure. Once the purpose is identified, one can vary the strategy and speed accordingly.

When assigning a reading task, teachers can help to set a clear purpose, for example by giving learners a question, problem or task before they read. Learners can then judge which parts of the text to ignore, what to skim over and what to attend to in detail. At the beginning, teachers may need to make conscious efforts to remind learners or to discuss with them what to look for as they read.

###### *Introducing a Text*

The introduction of a text means giving learners some information on what they are going to read and this includes the topic, the setting, the background, the text type and its organization. The rationale behind this is to get learners into the right mood for a particular text and to make them feel interested in reading it. If learners get a global impression of the kind of text they are going to read and have a rough idea of the topic, this provides a general framework that facilitates the more detailed work that follows.

The best introductions are the ones that the teacher mostly draws out from learners. Learners can be invited to share opinions on a topic as often as possible. Suppose they have to read a text "A Melancholic Billionaire". Before they start reading, teachers can either ask learners to put down on paper the

pros and cons of being rich or ask them to engage in a debate. The points raised by them can be compared with those found in the text.

Here are some reminders for teachers when giving an introduction:

- Avoid a monologue with no learner involvement.
- Avoid too long an introduction.
- Avoid giving away too much of the content of the text.

### *Getting Readers into a Receptive Frame of Mind*

In the process of reading, readers have to interpret the message conveyed in the text in the light of their previous knowledge and experience. They use schemas to make sense of a text. Schemas are the reader's concepts, beliefs, expectations, processes - virtually everything from past experiences that is used in making sense of things and actions.

Below are some ideas for teachers to develop and activate learners' schemas:

- *Previewing*

Previewing means taking the time to look over the material one plans to read. Previews of text by skimming, looking at pictures, examining the title and subheadings, and going through the table of contents, the appendix and the preface help one's comprehension of explicit and implicit information.

- *Prediction*

Prediction is an important reading skill which activates readers' schemas. As learners make hypotheses about what the writer intends to say, the experiences and associated knowledge they already have about the topic of the text will be called into mind. Having an idea of what the text is to be about helps a reader to make sense of it and sets a purpose for his/her continued reading.

Teachers can get learners to predict the content of books, articles and so on from non-linear information like titles and headings, blurbs on the back cover or on the inside fold of the dust jacket and illustrations. Another possibility is that the teacher gives learners the first paragraph of a text sentence by sentence, stopping after each sentence in order to predict

what is likely to come next. Then he/she asks the learners to predict what is likely to come in the rest of the text.

- *Use of Semantic Maps*

A semantic map is an arrangement of key words which embody concepts about a topic. It can be developed in the following steps:

Step 1: Associations

Begin by asking learners what they think of when they hear the word "money", for instance. List the responses as learners offer their associations.

Step 2: Categorization

Put the associations on a semantic map by helping learners assign categories like "uses of money, kinds of money, ways of earning it, consequences of having money", etc. Encourage learners to pose their own questions about what they want to learn about the topic from the text.

Step 3: Revision\*

While going through the set of categories and pre-reading questions related to "money", learners add new ideas acquired from their reading, correcting and augmenting the original map. The resulting map is the result of the learners' pre-existing schemas, their new learning from the text, and the integration of new and old knowledge.

(\* Step 3 is activated for use in the while-reading and post-reading stages.)

- *Using Signpost Questions*

The purpose is to direct readers' attention to the important points in the text or to the things that might otherwise be missed, preventing them from going off the track. The best signpost questions relate either to the whole section or to its final part, so that they cannot be answered until the whole section has been read and understood.



## While-reading Stage

### *Breaking up the Text*

A long text is daunting to readers who are not very skilled or speedy. Before engaging learners in actual reading, teachers can break up the text into a number of shorter sections. It is easier to go through shorter texts than lengthy ones. In this way, learners' interest can be better sustained.

### *Tackling Unfamiliar Lexical Items/Structures*

Very often, the failure to understand a text results from an inability to decode the meanings of unfamiliar words and structures. Teachers should refrain from teaching all the new words and structures in the text before reading begins. Not only will this be very boring, learners will also get used to being given "pre-processed" texts and consequently they will never make the effort to cope with a difficult passage on their own. Instead, if learners are to read texts with understanding, they need to be equipped with word attack skills and knowledge of common grammatical structures and usage.

Teachers can introduce three categories of words to learners - active vocabulary, receptive vocabulary and throwaway vocabulary. Given frequent exposure in context, learners can transform receptive vocabulary into active vocabulary, whereas throwaway vocabulary items can be forgotten once they are taken out of context.

Not every unknown word readers come across can be ignored. With words that stand in the way of comprehension, learners have to develop word attack skills to tackle them. These skills include:

- use of structural information
  - ◊ By looking at the position of a lexical item in a sentence, learners can make a guess at its grammatical category (whether it is a noun, a verb or an adjective, etc.) and deduce the meaning of the text.
  - ◊ The morphology of a word may offer valuable clues to its meaning, which involves affixation, how compound words are built and the way phrasal verbs are put together to form new meanings.
  - ◊ Prepare learners to recognize the various devices used to create textual cohesion and more particularly the use of reference and link-words. For example, learners can be shown how authors use these devices to set

up expectations and to either reinforce or overthrow these expectations before presenting their own points of view.

- making inferences from context

Learners should be encouraged to infer the meanings of unknown words from context. Teachers should remind learners that inferences are about probabilities, not certainties. Certainties are developed over time with more frequent exposure to the language in use.

- use of a dictionary

Learners must learn to use a dictionary effectively and with discretion. They have to learn to decide which words to look up and which ones to bypass. Even if they need to look at the dictionary to get a precise meaning, they should only do so after having tried to work out an approximation on their own. The new language can often be more easily and effectively learnt during the process of reading.

### *Practising Skimming Skills*

Skimming skills are required to get a general impression of the content and structure of a text, the general direction of an argument or a narrative, or a sense of the writer's tone and intention. When a learner skims a text, he/she should be encouraged to note headings and subheadings and to locate topic sentences. Much newspaper reading is skimming. Skimming to get an initial global view is a valuable way of approaching difficult texts too.

Activities to practise skimming may include:

- skimming the text for answers to simple global questions;
- supplying a text and several titles. Learners have to choose which title best fits the text;
- supplying a text and several photos or diagrams. Learners are asked what topics are dealt with in the text;
- supplying a text and several figures. Learners are asked which figure illustrates the text;

- supplying some letters. Learners then need to put them under the categories of invitation letters, letters of complaint, letters of request, letters of appreciation, etc.; and
- supplying copies of news items from different papers about the same incident. Learners have to identify which copy states purely the fact, which one explains the background to the events and which one includes opinion.

### *Practising Scanning Skills*

Learners apply the reading skill of scanning to locate/extract specific information. They glance through a text rapidly to search for specific details (e.g. a name, a date). Learners should be encouraged to look for clue words or phrases that may indicate the location of the answer they are seeking without attempting to deal with the content as a whole.

Practice for scanning can be organized orally to force the pace. It is not scanning unless it is done fast. Some scanning activities are as follows:

- The easiest kind of exercise is to ask learners to scan for a single word or a fact on a page. For instance:
  - ◊ Look up a certain page to find out the year in which a particular event took place.
  - ◊ How many times does a particular word occur on a single page?
  - ◊ Find from the index on what page Topic A is mentioned.
- More complex activities can be used on a group basis:
  - ◊ Supply a copy of a newspaper and ask learners to:
    - locate the page and column where various headlines can be found;
    - locate regular features like editorials, letters, etc.; and
    - locate pictures being described or corresponding to captions.
  - ◊ Supply a page of advertisements from a newspaper and ask learners to answer a series of quiz questions asked orally, e.g. "What tour agent offers holidays in Italy? Where can you get a holiday for \$980?", etc.

### *Understanding Main Ideas*

Understanding main ideas is an important skill that learners should develop, as it helps them read more efficiently. By recognizing the essential ideas,

learners can become more proficient in processing and retaining information about the text they read. Some suggested activities aimed at developing this skill include asking learners to:

- match headings with newspaper articles;
- identify the key phrases or sentences in a text;
- select from a list the main ideas most relevant to the text they read;
- work in pairs, with each team member reading a different text and explaining to his/her partner its main ideas;
- summarize orally or in writing the main points of a text; and
- identify cause and effect relationships presented in the text.

### *Identifying Supporting Ideas or Details*

Making distinctions between general ideas and supporting details is an important part of reading comprehension. It is therefore essential that learners develop the skill of reading for details. Some suggested activities aimed at developing this skill include asking learners to:

- list the supporting details under each main idea in the text;
- find one illustration or example for each main idea provided; and
- read strips of paper containing sentences or paraphrase from the text they read and put these strips under the categories of "main idea" or "supporting detail".

### *Reading Beyond the Surface*

If learners are to understand the writer's points of views, intent or attitude towards a specific issue, they have to be trained to read beyond the literal meaning of the text.

Below are some suggestions for teachers to develop learners' power of inference:

- Encourage learners to anticipate the content of a text from its title and illustrations.
- Draw learners' attention to the use of figures of speech, cohesive devices, rhetorical devices and contextual clues which help bring out the underlying meaning.
- Sensitize learners to the use of certain typographical features such as italicized words and the use of question marks for statements.

- Draw learners' attention to the writer's distinctive style or personal experience and to the social, cultural and political setting of the text.
- Hold discussions to talk over the writer's points of view and attitude towards specific events.

As learners proceed to a more advanced level, they have to be taught to interrogate the text and respond to the writer's ideas in the light of their past experiences. To start off, general questions of the text can be asked to enable learners to grasp its theme. If learners have expressed opinions on a certain area or topic, it is desirable to invite comments from peers. Learners can also be encouraged to initiate and formulate questions. Teachers may have to go through some texts with the class, thinking aloud the questions these texts raise. The next step is to let learners tackle the questions from their own experience, with the teacher giving feedback on attempts made. Learners will gradually pick up the skill of reading a text critically.

### Post-reading Stage

In the post-reading stage, teachers may make use of tasks that involve:

- eliciting a personal response from the readers, whether they agree or disagree, like or dislike, etc.;
- linking the content with the readers' experience and knowledge;
- considering the significance of events which have taken place in the story and how different the ending has become as a result of these events;
- establishing the connection with other works in the same field or drawing comparisons between facts, ideas, etc. in the text and others;
- suggesting practical applications of theories or principles;
- working out the implications of facts and ideas presented in the text;
- ascertaining chronological sequences, like where a narrative shifts from one time to another or when it uses flashbacks;
- tracing the development of thoughts and arguments;
- weighing evidence;
- recognizing bias;
- evaluating characters, incidents, ideas, arguments, etc.; and
- choosing or creating a title, which is an excellent way of summing up readers' overall understanding of a text.

#### **4.5.4 Choice of Reading Materials**

To develop the many reading skills already described, reading materials of different text types and genres have to be used. These include stories, brochures, journals, reports, speeches, letters (formal and informal), debates, editorials and feature articles in newspapers, etc. Apart from offering variety to cater for individual interests and tastes, different text types provide meaningful contexts for the purposeful use of specific language items and vocabulary. They also make different demands on learners and extend the range of procedures used in reading lessons.

The reading skill is of no practical use unless it enables us to read texts we actually encounter in real-life situations. Authentic texts written to inform, to entertain or to convey a message should be used. Any printed materials and products that make sense to learners in the outside world can be brought into the classroom as frequently as possible.

#### **4.5.5 Role of the Teacher**

A teacher has a very important role to play in developing learners' reading skills. He/she can help to:

- create an encouraging, constructive and supportive reading atmosphere both inside and outside the classroom. This will help cultivate in learners a positive attitude towards reading so that they become enthusiastic readers. The teacher can:
  - ◊ set up a reading area or an English corner in school;
  - ◊ have English books and magazines displayed prominently;
  - ◊ choose reading materials that reflect learners' interests and developmental levels;
  - ◊ hold book fairs; and
  - ◊ put up posters which tell about authors and their books.
- set aside a particular time when learners can be read to. Reading to learners provides the teacher with an opportunity to demonstrate to learners the enjoyment and importance of reading, as well as the behaviours exhibited by a proficient reader. An alternative is for learners to listen to the audio tapes of books. Teachers may also set aside time for

learners to practise reading together or read something they have particularly enjoyed to their classmates.

- serve as a role model. Teachers should themselves enjoy and value reading and cultivate in learners a desire to read. They should show learners that they are also readers and encourage them to follow suit.
- increase learners' interest/motivation in reading so that they have pleasurable reading experiences. Suggestions include:
  - ◊ the use of texts that appeal to learners. Teachers may select or recommend materials with a variety of contents and related to the special interests of different learners;
  - ◊ the design of interesting activities and challenging tasks, e.g. crossword puzzles about books and authors and about the content of a particular book; and
  - ◊ the introduction of a reward system to acknowledge learners' efforts in reading extensively.
- encourage parental involvement in developing lifelong readers. Often parents want to help their children develop good reading habits, but they are not quite sure what they can do. Teachers can encourage parents to provide the basis for a good attitude toward reading. Parents can set good examples by reading themselves and by making good materials available for their children to read. They can encourage children to discuss what they have read with them.

#### **4.5.6 Intensive and Extensive Reading**

Both intensive and extensive reading are necessary if learners are to become proficient readers in a foreign language. It is best not to think of them as two distinct and separate modes, because the two are complementary and are often intertwined in real life.

The reading skills covered in this chapter are geared at helping learners understand what the text means and how the meaning is produced. Such texts are generally shorter in length. However, it is unrealistic to just rely on class time and the limited choice of reading materials that are available to develop fluency and efficiency in learners. Teachers have to give thought to

the promotion of extensive reading out of class through some kind of reading scheme or programme. This will be dealt with in greater detail in Section 6.3.

## **4.6 WRITING**

### **4.6.1 Importance of Writing**

Writing is an important skill that learners need to develop, because in real life people often have to communicate with each other in writing, whether through paper-and-pen or electronic communication. Writing is also important in that it helps learners learn. It reinforces the language structures and vocabulary that learners acquire. The written product allows learners to see how they are progressing and to get feedback from the teacher. Most significantly, writing engages them in a process which constantly requires them to take in information and generate thoughts, to organize and reorganize ideas, and to discover and recreate meanings. In effect, writing provides learners with ample opportunities to demonstrate their creativity, originality and independent thinking.

### **4.6.2 Role of the Teacher**

To facilitate learning, teachers need to be clear about the role they should play in the writing classroom. They may want to consider the following:

- In planning, designing and implementing his/her writing instruction, the teacher plays different roles at various times: he or she is a designer of learning tasks, an interpreter of those tasks, a motivator, an organizer, a facilitator, a resource, an evaluator and a reader for information.
- Teachers need to show a positive attitude, believing that learners are capable of doing the work in the writing curriculum.
- Teachers need to be aware that writing development takes time and therefore instruction should be planned accordingly.
- Teachers need to recognize that extensive practice is required in developing learners' writing skills.



- Teachers need to be flexible. They need to recognize that there is no one panacea for their learners with different backgrounds and abilities. Therefore they should use a variety of materials and tasks to suit their different levels, interests and needs. In general they need to provide learners with tasks or assignments that:
  - ◊ represent a broad range of interests;
  - ◊ lend themselves to different viewpoints;
  - ◊ relate to the learners' experience; and
  - ◊ vary in their stylistic complexity.
- Teachers need to encourage learners to take risks, to innovate and to reflect on their work in more complex ways.
- Teachers need to develop amongst the learners a sense of community and sharing, so that writing can become a collaborative and cooperative effort.
- Teachers need to be sensitive. They need to create a trusting environment in which learners feel comfortable talking about their writing with teachers. Teachers should not be viewed by learners as ones who criticize them, but ones who will provide encouragement and help them improve their proficiency.

#### **4.6.3 Strategies and Activities for Developing Learners' Writing Skills**

The following are some suggested learning strategies and activities which teachers can use to develop learners' skills at the various stages of the writing process. They include pre-writing, drafting, revising and editing.

##### Pre-writing

In the pre-writing stage, learners are mainly involved in generating and planning ideas.

##### *Generating Ideas*

Idea generation is a crucial initiating process, as it helps learners to get started, which is one of the most difficult steps in writing. Strategies which help promote the skill of idea generation include:

- *Brainstorming.* Learners work in small groups to say as much as they can about a topic without worrying about grammar, organization, mechanics, or the quality of ideas. Through quick exchange, learners can explore, clarify, and interpret ideas, as well as gain insight into others' points of view.
- *Freewriting.* Learners generate ideas by writing as quickly as possible without stopping for a certain period of time (e.g. ten minutes), concentrating on content rather than form.
- *Questioning.* Teachers use questions (who? what? where? when? why? how?) to stimulate thinking and develop ideas. Using questions as part of the writing process can stimulate a lot of valuable discussion and genuine communication in class.
- *Role play.* Role play simulates behaviour, language and ideas in a context other than that of the classroom. It also develops perspective and audience awareness, offering learners a wealth of different ideas and viewpoints.
- *Interview.* Learners collect information and ideas through questioning one another. This can be used as an out-of-class activity.
- *Reading/Listening.* This enables learners to learn other people's ideas, and stimulates them to think of their own new ideas.

### *Planning Ideas*

Planning involves consideration of the purpose and audience of a piece of writing. Through this, learners recognize the writing context, which significantly influences their exploration of possible content and planning of outlines. Strategies for planning a piece of writing include:

- *Identifying purpose.* In real life, people usually write with a purpose, whether it is to explain, to inform, to persuade or to entertain. It is necessary to understand the importance of purpose in writing, since it influences the choice of organization and the choice of language. Teachers need to make learners aware of the central role of a writer's purpose and to assign writing tasks where the purpose is relevant and useful in terms of their needs and interests.

The following are some suggested activities for developing the skill of identifying purpose:

- ◇ examining sample texts (e.g. letters to the editor) to consider the writers' purposes;
  - ◇ responding to a letter to the editor;
  - ◇ examining how a single event or issue (e.g. a bushfire in a particular country) has been reported from a variety of angles, e.g. eye-witness accounts, assessments of immediate environmental damage, descriptions of the tragedy, discussion of causes, arguments for and against certain measures, etc.; and
  - ◇ considering an event or a situation from the points of view of the various people involved, e.g. learners writing accounts of a bank robbery in the personae of various characters (the bank manager, the police, the customers, etc.).
- *Identifying audience.* Before attempting any piece of writing, it is important to ask the question "Who am I writing for?". Anticipating the reader influences the way the writer writes. Presenting, say, a concept in our culture to someone unfamiliar with it is quite different from presenting it to people of our own age from our own culture. A keen sense of audience can help the writer select appropriate content and express it in an appropriate form and style.

The following are some activities which can be used to develop learners' skill in identifying audience:

- ◇ examining a text and trying to deduce the audience it was written for;
- ◇ telling the same story from the perspective of a different character;
- ◇ rewriting an argumentative text from the perspective of the opposing viewpoint; and
- ◇ rewriting a letter of complaint to a friend explaining the complaint.

An example of a task-based activity for developing learners' awareness of audience and purpose:

*The teacher asks the class to imagine that they are the staff of an advertising agency and they are going to write advertisements for various products. But before they do so, they need to familiarize themselves with advertisements as a text-type. The teacher prepares a collection of*

*suitable texts. He/She also has a supply of worksheets for the learners to make notes as they consider the texts. In groups, learners consider each text in turn, answering the questions on the worksheet:*

- ◇ *What audience is the text aimed at?*
- ◇ *What is the purpose of the text?*
- ◇ *What are the main ideas?*
- ◇ *Which ideas are most effective?*
- ◇ *What language features help to express the writer's ideas most effectively?*

*After discussion, each group is asked to introduce one of the texts. The final activity is that each group drafts an advertisement for a product of their own choice. When they have finished, the groups can check each other's drafts according to the questions on the worksheet.*

- *Outlines.* A brief and flexible outline can make learners see the basic skeleton or form of what they plan to write, and assess what addition or development of main ideas is needed. It should be stressed that learners must not regard outlines as strait-jackets, but be ready to reshape their plans as they discover new ideas.

### Drafting

When writing the first draft, learners should focus on getting the content right and leave matters like grammar, punctuation and spelling until later. Class time should be allowed for learners to carry out this process.

Teachers should prepare learners for this particular stage of writing by developing their skills in the following areas:

#### *Beginning and Ending*

Teachers can use the following strategies to help learners develop beginnings capable of arousing interest and appropriate for the type of writing they are working on, as well as effective endings which make readers feel satisfied and stimulated.

- Examining the beginnings and endings of different text-types. Learners read and discuss the characteristics of the beginnings and endings of

sample texts of a particular type at one time, with the following guiding questions:

- ◊ Is the opening interesting?
- ◊ What form does it take? A general statement, a fact, an opinion, a quotation, an anecdote?
- ◊ How is the opening related to the other parts of the text?
- ◊ How is the ending related to the opening?
- ◊ How is the ending related to the other parts of the text?

Through discussion with peers and the teacher, learners recognize the typical characteristics of the beginnings and endings of a particular text-type. Should learners be working on a draft which comes under the category of this text-type, they could apply this knowledge to evaluate the opening and ending of their own drafts.

- Examining examples of effective beginnings of texts and discussing the ploys used to attract the reader's interest, e.g. an assertive statement to challenge the reader, a rhetorical question, a quotation, an event, a description which creates suspense, etc.
- Matching the beginnings and endings of texts to see the ways in which the endings reflect and relate to the openings.
- Writing a beginning and an ending to suit the body of a given text.

### *Developing and Structuring Content*

- Apart from writing effective beginnings and endings, teachers should strengthen learners' skills in developing and structuring a text.
- An effective means of developing these skills is that learners work through integrated tasks focusing particularly on reading and writing. Apart from developing thought and building vocabulary, reading allows learners to develop insights into text organization. Through reading intensively and extensively, learners can build up mental schemas of the structures of various discourse types, which help them shape their own writings. In addition, they can appreciate what makes an effective written work in terms of cohesion within and across sentences and in terms of the overall organization of the text.

- Teachers should also offer learners practice in writing full texts. Writing at the text level provides learners with an opportunity to develop ideas through sentences and paragraphs within an overall structure. Various aspects of rhetorical shaping such as cohesive devices (e.g. references, conjunctions, substitutions), paragraphing (developing topic sentences with key supporting details), organizational methods (e.g. deduction, induction), and types of writing (e.g. instructions, summaries, narrative, discussion, comparison, classification) can be practised in a meaningful way.
- Learners should be encouraged not only to read but also to write a broad range of text-types, so as to deepen their understanding and experience of the use of different methods of organization in different types of discourse. The types of texts to be included in a writing programme vary according to the learners' level, needs and interests, but teachers should select a range of items from the following areas:
  - ◊ personal writing (e.g. diaries, journals, recipes);
  - ◊ social writing (e.g. letters, invitations, telephone messages);
  - ◊ public writing (e.g. form-filling, letters of inquiry, letters of appreciation, letters of complaint);
  - ◊ study writing (e.g. making notes from reading/lectures, summaries, essays);
  - ◊ creative writing (e.g. rhymes, advertisements, stories, dramas, poems, jokes); and
  - ◊ institutional writing (e.g. agendas, minutes, memoranda, business letters, reports).
- Controlled language exercises focusing on one or more aspects of written discourse can be used to enhance learners' power of structuring writing. The more common ones aimed at developing the skill of using cohesive devices include combining sentences, logically sequencing jumbled sentences within a paragraph, rearranging jumbled paragraphs, etc. Others which aim to develop understanding of discourse organization include transferring information from a text to a tree diagram, reducing a text to an outline, etc. It should, however, be stressed that these exercises must be reinforced by freer writing activities which require learners to draw on their language resources and learning experience in order to express themselves creatively and to progress towards autonomy.

An example of an integrated activity aimed at building learners' skills in developing and structuring a narrative text through reading and writing:

*The teacher tells the learners that they are compiling a school newspaper, so they need to learn how to write news reports. He/She needs to have a newspaper article reporting an incident (e.g. a burglary, a fire, the opening ceremony of an important occasion, etc.). He/She prepares a worksheet which comprises language activities leading to the writing of a news report. First, learners work in pairs or small groups on a vocabulary building activity. With a list of key words from the article, they work out their meanings by reading the words around them in the text. They use the words from the list to complete a cloze passage. Learners then practise using the past tense in reporting incidents, by answering questions in full sentences regarding the news story. Aimed at developing learners' skills in sequencing events in a narrative, the next activity involves learners in combining sentences by using the linking words (e.g. after, as, because, although, etc.) taken from the article. Learners then work in small groups to produce on an overhead transparency a report of an incident, based on a supplied set of notes. The teacher collects and discusses the work of each group on an overhead projector, providing comments and suggestions. In the end learners individually write a news report of their own choice for their school paper.*

### Revising

While drafting is concerned with what the writer wants to say, revision or rewriting concentrates on how to say it effectively. Learners should be encouraged to review and make changes to their drafts at the text level instead of being overly concerned with surface, mechanical errors. When revising, they should apply the following checklist:

- Am I conveying my ideas clearly to my reader?
- Are my explanations and examples clear?
- Are there any points not adequately explained or developed?
- Are there any contradictions or inconsistencies in my argument?
- Are there any repetitive ideas?
- Are there any irrelevant ideas?
- Can I rearrange any sentences to make the writing clearer?

- Do I need to rearrange any paragraphs to improve the flow of ideas?
- Are the links between paragraphs clear?
- Does the vocabulary need to be made stronger at any point?

In supporting the revising process, teachers should consider applying the following strategies:

### *Peer Review*

- Also known as peer response, peer feedback, or peer editing, this method is often used in the writing classroom to assist revision. Central to this activity is the notion that learners work interactively in pairs or small groups to review each other's draft by way of questions, suggestions or comments. One key benefit of peer review is that it enhances audience awareness and promotes habits of revision with readers in mind. The interaction between learners and peer readers enables the former to gain insight into the others' point of view. Further, by responding critically to their peers' writing, they become aware that they need to do the same with their own work.
- Peer review sessions need to be constructed carefully. Learners need to be told that the goal is not so much to judge but to cooperate in a communicative process, helping others to balance individual purposes with the readers' expectations. Also they need to be given clear instructions and directions about the roles they will play and the tasks they are expected to accomplish. Teachers may like to demonstrate peer response roles by showing a text (e.g. a piece of learner writing from previous examinations or courses) on the overhead projector. They could provide either oral or written comments, asking questions about the text and modelling appropriate behaviours and language.
- To provide a structured approach for learners as well as to save time, learners can be asked to read each other's first draft before the peer conferencing session. In class, they are given a worksheet to guide them through the review process. In small groups learners exchange comments and suggest methods for improving each other's draft. They would use these comments and suggestions from peers to work on the next draft. The following worksheet can function with most levels of language proficiency; the questions can be shortened, modified, and adapted to better suit each classroom situation.



## PEER RESPONSE WORKSHEET

Complete the following statements:

- ◇ The best part of this piece of writing is ...
- ◇ When I finished reading this piece of writing, I thought/felt ...
- ◇ I disagreed with you when you said ...
- ◇ One experience or idea I had that was similar to this was ...
- ◇ When you said ..., I thought about ...
- ◇ The suggestions I want to make to improve this paper are ...

### *Teacher-Learner Conferencing*

The teacher conducts a discussion with the learners on a one-to-one basis or in small groups. It may take place out of class time when a group of learners meet with the teacher to discuss the current draft of a piece of writing, leading to a revision plan.

- Conferences provide learners with an informal atmosphere in which to ask questions. They allow them to actively participate, learn to negotiate meaning and clarify the teacher's responses. Learners are able to receive more immediate and elaborate feedback than they would through written comments. Also, learners may feel better motivated by the personal attention received.
- The obvious drawback of conferences is that they place a great demand on the teacher's time. One way of lessening this disadvantage is to make learners clearly understand the purpose of the conference and have them prepare a list of questions beforehand. This keeps the conference on task and may reduce the time needed for each meeting.
- The teacher can also conduct mini-conferences in class during small group work. He/She circulates as learners work, clarifying queries, asking questions and offering suggestions. Mini-conferencing has several benefits:
  - ◇ It becomes part of the regular classroom learning as a focused discussion activity.
  - ◇ The immediate intervention is a natural part of the writing process.

- ◊ It addresses the learner's immediate needs.

### *Responding in Writing*

- This refers to teachers' comments on the drafts they have collected from learners.
- Teachers should offer positive support by praising what is genuinely good in learners' drafts. They should raise specific questions which will enable learners to carry out revisions, make suggestions for reorganizing ideas or developing specific points in the draft, and provide a small set of concrete suggestions for improving the grammatical and mechanical aspects of the text.
- To make written feedback work, teachers must avoid giving vague and confusing comments which provide little direction for learners when they attempt revision. They must also avoid providing detailed editing comments on the surface form without paying attention to organizational and content issues.

### Editing

At this stage learners make the final revisions and check accuracy to make sure that the text is suitable for presentation to the reader. They focus on matters such as grammar and mechanics, including spelling, punctuation and handwriting.

To prepare learners for surface level revision, the teacher can familiarize them with an editing code which he/she is going to use for marking their final drafts. The teacher distributes and explains in class a handout of this code which consists of a list of symbols with their accompanying explanations and examples. He/She then provides learners with a text with grammatical and mechanical errors, which they will try to correct individually or in groups, applying the editing code. At this point teachers might like to clarify any grammatical points that learners have problems with by providing relevant instruction and practice. When learners have gained experience using the list, they can apply it to their own drafts, either through self-correction or peer review.

#### 4.6.4 The Teaching of Linguistic and Rhetorical Forms

Emphasis on process-writing strategies does not preclude methods or activities focusing on form and accuracy. Grammar and rhetorical structures are undoubtedly important, and have definite places in the writing pedagogy. However, they are means rather than ends in themselves. Teachers should, therefore, avoid adopting solely traditional product-based approaches to writing which are mainly preoccupied with the teaching of form and usage, with the finished product seen as a display of learners' ability in accurately manipulating grammar, vocabulary and mechanics (such as spelling, punctuation and handwriting). Successful writing depends on more than the ability to write grammatically flawless sentences. Methodologies entirely focusing on language errors are hardly adequate in improving learners' abilities.

#### 4.6.5 Evaluating Learner Writing

Evaluation refers to the teacher's response to a learner's final draft, based on the scoring guide he/she has developed. The teacher has a responsibility to inform learners about evaluation policies and criteria for specific writing tasks beforehand. These criteria represent the teacher's objectives and expectations, which serve as a guide for learners in writing and revising their work. Most task-specific criteria focus upon the following areas: purpose and audience, content, organization, grammar and mechanics.

It is important that when evaluating a piece of learner writing, teachers do not just indicate its weaknesses but its strengths as well. Teachers should begin by finding some positive things to say about the learner's work (e.g. it has a substantial content and makes effective use of connectives, etc.) before raising questions and providing suggestions which will allow learners to carry out revisions of text-level and language errors.

Teachers need not correct all the mistakes in learners' work. Total correction is time-consuming for the teacher and discouraging for the learners, particularly when the latter see their papers full of red ink. Teachers should consider using the following alternative approaches:

- *Correct mistakes selectively.* Instead of correcting all the mistakes in a piece of writing, the teacher should first agree with learners what to focus

on, e.g. the teacher may concentrate on areas such as tenses or articles, because these are where the learners particularly need help. Apart from selectively correcting mistakes, teachers write comments in the margin or at the end of a piece of written work. This helps to draw attention to recurrent mistakes in a particular area. The teacher then explains these common errors and addresses them by engaging the class in appropriate language activities.

- *Indicate mistakes so that learners can correct them.* This is done by underlining the mistakes and/or using a correction code to alert learners to the kinds of mistakes they have made. Using the same list of editing symbols supplied by the teacher earlier on, learners, either individually or in groups, will attempt to identify and correct some if not all of the mistakes for themselves. If they cannot, they may consult the teacher. This approach makes learners more aware of the kinds of mistakes they have made and is therefore likely to result in something being learned. As a follow-up activity, the teacher can provide learners with appropriate activities or exercises addressing their common text-level and/or language errors.

#### **4.6.6 Time Constraints**

It may appear to some teachers that process writing takes up too much of their class time and is ultimately impractical in the Hong Kong secondary school context, in which teachers often have to work under a tight schedule. Time constraints are indeed a major problem for teachers in Hong Kong. However, this does not mean that process-based approaches are therefore irrelevant and have no place in the writing curriculum. Information technology has contributed much to creating an environment conducive to teaching process writing. For example, the work of drafting and revising has been greatly relieved by the computer. In addition, it should be noted that learners do not need to go through the entire writing process every time they are given a writing task. What is important is that teachers make use of each writing assignment to focus learners on strategies regarding a specific aspect of the writing process, be it idea generation, planning, drafting, revising or editing. When learners have gained mastery of these strategies, they apply them to a single assignment as a whole. Teachers may decide on when is appropriate and which assignment to use to take the learners through the entire writing process. Such a practice is essential as it provides learners with

a comprehensive picture of what the approach entails and how they can apply it to their own writing.

#### **4.6.7 Use of Group Activities**

Teachers should include collaborative and group activities in their writing instruction. Group and collaborative work in language classrooms contributes to a non-threatening atmosphere under which communicative skills are fostered and the need for interaction is created. Collaborative activities integrate all skills: conversation and discussion, and comprehension of information in spoken and written texts for extended written compositions. They help develop learners' writing skills, in that peer groups provide learners with a real audience, with whom they can explore the effectiveness of their ideas. The learners can find out what their readers understand and do not understand, and are thus able to test their ideas before committing them to paper. Further, collaboration and group activities facilitate a strong sense of community within the classroom, as learners work together towards a common goal. They also help foster among learners a positive attitude towards accepting comments and suggestions.

Collaboration and small group work can be employed to help learners throughout the writing process. In small groups, learners can:

- collaboratively gather information, generate ideas and respond to opinions;
- work together to solve problems, along with evaluating and making decisions;
- role play or participate in simulation activities in the process of discovery; and
- participate in reader response activities: discussing, analyzing, and evaluating peers' drafts.

Guidelines for group work:

- Select the groups so that each member can participate fully.
- Stress that collaboration does not necessarily mean agreement, but minority opinions must be respected.

- Explain the purpose of the task and the role that each group member has to perform.
- Provide clear instructions on the board or a handout.
- Model the task. For example, in a reader-response task for a learner essay, the teacher might put another essay (by a learner from the previous year or the teacher himself/herself) on a transparency and use an overhead projector and a marker pen to annotate the essay for the class, speaking aloud as he or she reacts to the essay ("This is an interesting point... What does this sentence mean?... Why did the writer say this?").
- At the end of group reports, make sure the class offer some positive feedback (e.g. thank the group for their effort or praise those aspects which are genuinely well done) after each presentation (so as to promote enthusiasm and a sense of community).

#### **4.6.8 Choice of Instructional Materials**

Teachers will find the following types of information and resources useful in facilitating their writing instruction:

- *Print-based materials* - including writing texts; language arts texts; anthologies of readings for writing; workbooks and grammar handbooks; dictionaries; thesauruses, encyclopedias; novels and short stories; articles from magazines and journals; newspapers; non-fiction books; and textbooks from subject-area fields.
- *Non-print materials* - on-line bibliographic databases, CD-ROMs, and the Internet offer a range of possible topics which might be completely new to learners.
- *Learner-generated materials* - the use of text-based or non text-based material contributed by learners provides a good avenue for facilitating exploration of personal/study-related issues or topics.

## **4.7 STUDY SKILLS**

### **4.7.1 Importance of Study Skills**

One of the major assumptions underlying the learner-centred philosophy is that, given the constraints that exist in most learning contexts, it is impossible to teach learners everything they need to know in class. It is more important to equip learners with the essential study skills so that they know how to learn efficiently and on their own. Study skills are transferable from one area of learning to another. They are extremely important for a person's intellectual and career development, especially in preparing individuals to meet changing demands in the twenty-first century.

Study skills are best developed through practice in natural settings and through tasks. Task-based assignments and projects involve the learning and use of study skills and are therefore meaningful. Assignments that are related to daily life interests and needs are best for acquiring and developing study skills.

### **4.7.2 Role of the Teacher**

Teachers have to help improve learners' study skills so that they can:

- develop efficient learning strategies;
- identify their own preferred ways of learning;
- decide what, when and how to learn;
- set their own objectives;
- adopt realistic goals and time frames; and
- evaluate themselves.

Teachers should foster in learners the following attitudes which are essential to the development of study skills:

- understanding their own learning styles and attempting other styles at times to open up their perspectives and creativity;
- taking an active approach to the learning tasks and seeking opportunities to communicate in the target language;
- being willing to take risks in using the target language and making attempts whenever the opportunities arise; and

- developing an awareness and control of their behaviour as far as possible, both inside and outside the classroom.

Teachers should try to integrate the teaching of study skills into the English Language curriculum so that they become an integral part of learning. When deciding on what and how skills should be taught, consideration must be given to the various learning styles of learners. No one single method will meet the needs of all learners. The best way is for teachers to offer a repertoire of strategies and help learners choose which methods work best for each of them. At the initial stage, teacher-modelling and classroom instruction are required, but the skills will later transfer to more independent use on the part of the learners. It is also important for learners to be given frequent opportunities to use them. To help learners master the essential skills, plenty of attempts for trial and error are required.

#### **4.7.3 Various Types of Study Skills**

Learners should be helped to master different learning strategies, including cognitive strategies and self-management strategies, so that they know how to plan for their learning and monitor their progress. Essential study skills will also enable learners to systematically plan, access, record, organize and use information on their own. Such skills may include the following:

- *Working in a Group*
  - ◊ asking classmates for help;
  - ◊ offering help to classmates when appropriate;
  - ◊ asking for clarification, elaboration or illustration;
  - ◊ giving description, justification or illustration;
  - ◊ discussing and negotiating with others to complete a task;
  - ◊ listening to different opinions and responding appropriately; and
  - ◊ expressing views and suggestions, drawing conclusions and making decisions.
- *Working Independently*
  - ◊ extracting important points and making notes when reading/listening;
  - ◊ classifying information and ideas meaningfully and making reference to them whenever necessary;
  - ◊ organizing materials, information and ideas systematically;



- ◊ identifying ideas and data that support opposite views, weighing pros and cons, advantages and disadvantages;
  - ◊ applying thinking skills: deducing, inducing, reasoning, conceptualizing, generalizing, etc.;
  - ◊ setting their own learning targets;
  - ◊ developing active and effective methods in managing homework;
  - ◊ planning their own learning and timetable for study and revision;
  - ◊ evaluating their own progress and noting their strengths and weaknesses;
  - ◊ developing the ability to work within constraints; and
  - ◊ developing the habit of self-monitoring and self-evaluation.
- *Developing Dictionary Skills*
    - ◊ checking the spelling of words;
    - ◊ using a simple phonetic system for pronunciation;
    - ◊ understanding the explanations of words and the examples provided;
    - ◊ choosing the appropriate explanation; and
    - ◊ checking their own language use against the explanation and examples in the dictionary.
- *Developing Reference Skills*
    - ◊ locating information from various sources;
    - ◊ identifying connections between ideas; and
    - ◊ classifying information under different themes/topics.
- *Developing Library Skills*
    - ◊ using school and public libraries regularly to collect information;
    - ◊ promoting efficient use of the classification system of the library; and
    - ◊ developing research skills by using the library.
- *Developing Enquiry Skills*
    - ◊ using appropriate tone and approach when asking for information and explanation;
    - ◊ repeating questions and asking for clarification politely and pleasantly;
    - ◊ requesting explanation in a polite and pleasant way when there is misunderstanding or query;
    - ◊ understanding the use of different tones and degrees of formality;
    - ◊ asking follow-up questions appropriate to the occasion; and

- ◊ writing simple notes or letters to ask for information and materials, both formally and informally.
- *Developing Note-taking Skills*
  - ◊ taking notes during lessons and from written material;
  - ◊ emphasizing learners' need to choose and justify choices while making notes;
  - ◊ making sure that accurate information is noted;
  - ◊ taking down the main points and important details;
  - ◊ making the notes precise and concise;
  - ◊ presenting notes in different forms, e.g. table, flow chart, spidergram, etc.; and
  - ◊ using abbreviations as far as possible: "e.g.", "i.e.", "&", etc.

In addition to the above study skills, it is important for learners to develop the following attitudes and skills to maintain confidence:

- overcoming shyness and inertia by deliberately urging themselves to face challenges;
- understanding that everybody has weaknesses and not being afraid to expose their weaknesses;
- participating in tasks despite the possibility of making mistakes;
- practising as much as possible by taking every opportunity to practise and perhaps even trying to look out for or create these opportunities;
- making positive statements to themselves for self-encouragement, e.g. "I can do it", "I need only try", "I haven't worked hard enough. If I work harder, I shall be able to do it"; and
- identifying tangible goals for each new stage of development.

All the study skills suggested above are essential for independent learning. The types and complexity of these skills increase according to learners' progress. Teachers should remember and remind learners that skills improve with practice and improved skills promote successful communication, social and interpersonal relationships, and personal satisfaction.

## **4.8 THE TEACHING OF LANGUAGE ARTS**

### **4.8.1 The Place of Language Arts in the English Language Curriculum**

One of the Dimension Targets of the English Language curriculum is to develop learners' capability to use English to respond and give expression to real and imaginative experience. In this regard, language arts has much to offer. Through the use of literary texts, it seeks to develop learners' language sensitivity, cultural awareness, and creative and critical thinking. Language arts involves the use of imaginative texts in the language classroom. Such texts may be selected from high or popular literature, both written and spoken, and include poems, novels, short stories, dramas, films, film scripts, jokes, advertisements, popular song lyrics, radio and television programmes, etc. To help learners progress towards the targets and objectives of the Experience Dimension, teachers are encouraged to adopt a wide variety of learner-focused teaching strategies rather than the more traditional approach of massive teacher explanation or the paraphrasing of texts.

The title "language arts" is used in this syllabus instead of the term "literature" in order to avoid the confusion which might be caused amongst teachers that the subject is concerned with the critical study of literary texts such as those prescribed in the Certificate of Education, Advanced Supplementary Level or Advanced Level English Literature examination syllabuses. It should be stressed that language arts is not concerned with:

- the mastery of literary and/or critical terms;
- the learning of the biographical and/or historical background of texts;
- stylistic analysis; or
- literary criticism.

### **4.8.2 Reasons for Using Imaginative Texts in the English Language Curriculum**

#### Language Enrichment

- Imaginative texts offer valuable authentic material not originally developed for the specific purpose of the language classroom. They offer genuine examples of a range of styles, registers and text-types at many levels of difficulty.

- Imaginative texts help sharpen the learners' awareness of the range of language itself. Figurative language often presents familiar experiences in a new light, encouraging the learner to consider the nature of the experience and the potential of the language itself. Learners are encouraged to be creative and adventurous as they begin to appreciate the richness and variety of the language.
- Imaginative texts are by nature open to multiple interpretations. Readers' interpretations of and reactions to a given text are rarely identical. This difference in points of view allows for genuine interaction among learners.
- Imaginative texts usually deal with issues of universal significance, e.g. human relationships, nature, love, growing up, etc. Very often their relevance transcends time and culture. This can be a powerful source of motivation for learners to bring a personal response from their own experience.
- The interest and appeal of imaginative texts make them a key resource for stimulating language activities. Learners have to engage interactively with the text, with fellow learners and the teacher. In the process learners pay careful attention to the text itself and generate language as they complete tasks.

### Cultural Enrichment

Imaginative texts also provide cultural enrichment as they expose foreign language learners to situations where they act and interact in terms of their own culture. Imaginative texts offer a rich context in which the characters' actions, thoughts and emotions are displayed, all of which provide insights into the codes and values of the society they represent. Learners are likely to gain an increased awareness of both the foreign cultures represented in the texts and their own as a result of a juxtaposition of the two.

### Personal Involvement

Imaginative texts allow for personal involvement. More diffuse than informational discourse, they stimulate the learner to engage in a vigorous interactive reading process. The focus of the learners' attention is often

shifted from the more mechanical aspects of the target language system to the emotional experience represented in the text.

#### **4.8.3 Guidelines for Assessing the Appropriateness of Texts**

The following are some suggested guidelines for assessing the appropriateness of a text:

- The suitability of a text depends on each particular group of learners, their age, needs, interests, cultural background, language level and previous exposure to imaginative texts.
- One important factor to consider is whether the text is able to stimulate personal involvement and provoke strong, positive reactions. Texts which are relevant to the life experiences, emotions or dreams of learners may be favoured. For example, learners in Hong Kong, with their knowledge and experience of travelling on the MTR, will be readily able to relate to a text portraying, say, the London Underground.
- Surprise, suspense, original thoughts and critical insights are common elements of texts that find popularity with learners.
- It is important to select texts of the appropriate length. Texts that are very long may pose the problem of how to maintain learners' interest. On the other hand, texts that are very short may not work because they lack the extended contextual support found in longer texts.
- Although language difficulty is a factor to be considered, it should never be the most important consideration. In fact, learners do not have to understand every word they read. Texts with a certain degree of stylistic complexity may help improve learners' language proficiency by developing their skill of processing texts with careful comprehension and greater attention to detail.
- Conceptual difficulty is another factor to be considered. Learners will lose interest if the ideas conveyed by the texts are beyond their intellectual and emotional maturity.

- Culturally difficult texts may pose challenges to both teachers and learners. However, this should not deter teachers from exploiting them to foster understanding of another culture and to study the target language in the social settings represented in the texts. After all, learning a foreign language is also getting to know a foreign culture.
- It may be a good idea to select three or four texts and introduce them very briefly in the classroom and allow learners to select the one they prefer to work on. Sometimes two texts can be selected to provide learners with the chance to compare and contrast themes and points of view.

#### **4.8.4 Planning and Designing Activities Using Imaginative Texts**

The following are some suggestions for planning and designing activities that may be used with imaginative texts:

- The imaginative text is often just one key element in a linked set of activities within a unit. These activities may include a preliminary discussion, interactive work involving the text, and follow-up activities such as speaking or writing.
- Group and shared activities - these activities allow the teacher to tap the knowledge and experience resources within the group. A group with its variety of life experiences can foster the development of an individual's awareness both of his or her own responses and of the world represented in the text. Learners working in groups are encouraged to take risks in reading and exploring the text together, sharing experiences, views and interpretations.
- Activities involving the use of questions are not necessarily teacher-centred. Questions can be designed and organized in such a way that they lead learners to work either individually or through group discussion to achieve a better understanding of the text. Learners can benefit from answering both closed questions aimed at eliciting information-based responses and open questions encouraging probing investigation and reasoned interpretation.

- In addition to the conventional “text and questions” approach, teachers should employ a broad range of activities to suit learners’ interests, level and needs, e.g. role play, solo/choral speaking, drama, improvisation, creative writing, audio/video production, jigsaw reading, parallel reading of a text with another text or other media, etc. However, it should be stressed that the variety of activities should aim at increasing learners’ confidence to develop and express their own responses. As their critical faculties are sharpened, they will be keener to articulate their own views and assess other perspectives. Further, they are more likely to engage in creative writing and/or extended reading at home.

#### **4.8.5 A Suggested List of Activities**

The following is a list of activities which may be used with imaginative texts. It is meant to be suggestive rather than exhaustive, and teachers should feel free to make changes and/or use their own ideas.

##### Preliminary Activities

- poster presentations on the theme/subject of the text;
- discussion of photos/pictures related to the text;
- predicting what the text is about by reading its title;
- personal reactions to the theme(s) which occur in the text;
- discussion of how learners would respond if they were in a similar situation to the one in the text; and
- brainstorming vocabulary conducive to understanding the text.

##### Activities Focusing on the Text

- jigsaw reading, i.e. reordering a scrambled text;
- choosing a description which best summarizes the text;
- completing sentences which show “cause-effect” relationships in the text;
- matching definitions with words in the text;
- organizing words according to lexical relationships;
- gap-filling, i.e. certain words are removed from the text, and learners fill in the gaps either by themselves or by choosing from a word list;
- choosing from a list of adjectives the one which best describes a certain character and supplying reasons;

- reading/listening to an extract, and writing and/or presenting the rest of the dialogue between the characters;
- answering comprehension questions about certain words or phrases, the content of the text and its underlying meaning;
- considering the same text presented in another form; and
- reading aloud.

### Follow-up Activities

- discussion/debate on the theme/subject of the text;
- writing creatively on the theme/subject of the text;
- role play/simulation;
- rewriting the text as a different text-type, e.g. if the text embodies a story, learners may be asked to rewrite it as if it were a newspaper article or film script; and
- writing diary entries or a letter reflecting on the events of the story from the point of view of the reader or one of the characters.

Appendix 8 provides an example of a language learning task ("English Week") using imaginative texts to help learners work towards some of the learning targets of the Experience Dimension. It also shows how some of the above suggested activities can be used in conjunction with imaginative texts to promote English learning. The following paragraph explains how this is done:

Consider "English Week" (pp.212-216), which involves the use of a song ("Wonderful World") to develop learners' language skills. As a pre-task activity aimed at developing learners' vocabulary and helping them understand the song, the teacher brainstorms with learners and asks them to name as many subjects as they can think of that are offered at school. The main task takes the form of a quiz (Section A) in which learners have to answer questions which seek to test comprehension and to elicit personal response. The follow-up activity is a writing competition (Section B) in which learners are invited to rewrite the lyrics from the point of view of the female character in the song.



#### 4.8.6 More Examples

"English Week" provides an example of how a song can be used as a means to develop learners' language proficiency and elicit their personal response. Similarly, the following three examples show how this goal can be reached through the use of a poem, a dramatic text and a short story respectively.

An example of using a poem with KS3 learners

*The task involves learners contributing a piece of creative writing to their school magazine.*

*The teacher may use Shel Silverstein's poem "Jimmy Jet and His TV Set" (in Patten, Brian (Ed). (1991). The Puffin Book of Twentieth-Century Children's Verse. London: Puffin Books) as a text. The poem tells the story of how Jimmy Jet gradually turns into a TV set as a result of his over-indulgence in TV watching.*

*As a pre-reading activity, the teacher may ask learners to predict what will happen in the poem by just looking at the title. Through brainstorming, learners' imagination and personal experience are tapped. To facilitate vocabulary building and understanding of the poem, another possible pre-reading activity involves the teacher showing learners a picture of a TV set and asking them to name its various parts. Then learners engage in a reading activity by examining both the content and language of the poem and comparing their predictions with the poet's portrayal of Jimmy. Focus questions can be used. The final activity entails learners working in a group writing a descriptive account of an imagined friend whose physical appearance has changed as a result of his/her addiction to computer games or his/her over-indulgence in other areas, e.g. eating too much chocolate or ice-cream. The finished product is to be sent to the school magazine.*

An example of using a dramatic text with KS3 learners

*The task involves learners completing a sketch and performing it in the class morning assembly.*

*The teacher may start by providing learners with a short extract from a play or a drama fragment prepared by himself/herself, such as the one below. It can be presented in the form of either a reading or listening text.*

*Jane: Do you know what has happened to David? Since he saw the form teacher after school two days ago, he has been absent from class. Has he been sick?*

*Bob: No, I don't think so.*

*Jane: How do you know? Did you phone him?*

*Bob: No, I didn't.*

*Jane: Just about everybody in class is talking about him. Some said he wasn't coming back. Some said he was doing part-time work in the day. You know, his father recently lost his job.*

*Bob: OK, I'll tell you what has happened to David and how I found out...*

*As a pre-reading/pre-listening activity, the teacher may share with learners experiences of knowing someone whose behaviour has changed, e.g. a reserved next door neighbour who has become very talkative, a film buff who has suddenly given up going to movies, etc. The next activity focuses the learners on the text, as they carefully read or listen to it and infer how the characters will complete the dialogue. In pairs, learners discuss and write the ending to the dialogue for the characters. The final activity is that learners perform the sketch they have completed.*

*An example of using a short story with KS4 learners*

*The task involves learners writing a play script based on a story they read. They perform the play in the school's Drama Competition.*

*The teacher may use the short story, "Carmen's Two Boyfriends" (in Myers, L.T. (1987). Stories from Latin America. Englewood Cliffs, New Jersey: Prentice Hall Regents) as a text. The story is about Carmen who falls in love with two young men. Roberto is poor and Gilberto is rich. Carmen is not sure whom she really loves. She does not want the two men to meet, and so she*

*sees Gilberto in her house and Roberto in other places. However, one day the two men coincidentally met, and her secret is revealed.*

*As a pre-reading activity, the teacher may discuss with learners the theme of dating (e.g. their ideal boyfriend or girlfriend). In the while-reading activity, they carefully examine the text. Then in groups, they discuss and complete a worksheet by listing the personal qualities of the three main characters and describing their behaviour at moments in the story. The follow-up activity is that in groups of three, learners write a play script based on the story. They then act out the script, with one of them playing the role of Carmen, the other one Roberto and the third one Gilberto. As an extended activity, learners imagine that they are Carmen. They write a diary entry or a letter to a close friend comparing Roberto with Gilberto and explaining their, i.e. Carmen's, behaviour.*

## **4.9 CATERING FOR LEARNER DIFFERENCES**

Every class is composed of individuals with their own characteristics in terms of personality, intellectual and emotional development, attitudinal and social maturity, motivation, ability, learning style, aspiration, needs and interests. Catering for learner differences is a most significant and challenging consideration when determining teaching methods, selecting learning content and developing learning materials. The paragraphs below give suggestions and examples regarding ways to cater for learner differences.

### **4.9.1 Role of the Teacher**

To cater for learner differences, a teacher needs to be:

- sensitive to each learner's needs;
- able to judge what materials will challenge each learner at a given point in time;
- aware of learners' current cognitive levels in order to:
  - ◊ present new ideas that suit their intellectual and linguistic abilities;
  - ◊ help create situations which provoke thinking and questioning, and which encourage experimentation with regard to language use;

- ◊ select suitable questioning strategies that will encourage learners to clarify thinking; and
- ◊ facilitate the formation of views and solutions to problems that promote conceptual development;
- able to arouse the learner's interest and desire to complete a learning activity;
- able to respond to and help learners who require extra assistance and stretch learners who are ready to take greater challenges; and
- able to appreciate the learner's capacity to learn and improve.

#### **4.9.2 Curriculum Adaptation**

Teachers may cater for learner differences by adapting the school curriculum to suit the specific needs and interests of their varied groups of learners. Adapting the curriculum can mean, among other things, trimming down the curriculum, making additions, or both, for effective learning. The teacher needs to employ his/her subject knowledge, professional skills and understanding of the learners to select and use appropriate methods to help them work towards the Learning Targets and Objectives. It is good practice for teachers teaching the same year level to meet and decide on how the English Language curriculum may be adjusted for a particular class or group of learners. Expansion or reduction of the learning content should be done carefully, and the teacher's decision to go either way should not adversely affect the learners' progress towards the Learning Targets and Objectives of each Key Stage. Adaptation may enable learners to learn at the level and pace that best fit them. A clear record of how the English Language curriculum has been adapted in a particular year must be passed on to the next year teachers so that they know the needs of the learners and continuity in the school curriculum can be achieved.

#### **4.9.3 Learning Tasks and Exercises**

The learning targets share a common affinity in that they describe the intended learning goals for all learners. The means by which learners work towards the common learning targets, e.g. tasks and exercises, may,

however, differ in a range of ways. The following examples show how different ways of using tasks and exercises can cater for learner differences:

- The teacher provides all learners of the class with the same task or exercise but varies the output that learners are to provide or the amount and style of support that the teacher gives.
- The teacher provides further support to the less able learners:
  - ◊ by giving them more exercises through which to focus on particular knowledge, strategies and skills;
  - ◊ by giving them more clues and guidance in the task sheets; and
  - ◊ by rephrasing some of the guiding questions and so on.
- The teacher provides learners with a variety of tasks or exercises that are graded according to difficulty, so that they work on tasks which match their stage of progress or learning styles. (For a set of exemplar graded tasks for KS3, see Appendix 10.)

#### **4.9.4 Teaching Methods**

In terms of methods, teachers should employ a variety of teaching techniques, for example, using a variety of questions, giving constant feedback, flexibly employing different kinds of class groupings including pair and group work, giving individual attention during class teaching and checking the correction work or supplementary language assignments done by individual learners. Teachers should create an atmosphere of trust to encourage learners to be adventurous, allowing learners to make choices, find answers to their own questions and pursue their own interests for improvement and advancement.

#### **4.9.5 How the Same Task Can Be Used to Cater for Learner Differences: Some Examples**

The following two sets of examples show how learner differences can be catered for by using the same task but varying the amount and style of teacher support and/or adjusting expected learner output.

## Set A

The two examples below show how learner differences are catered for by giving learners varied instructional support in the learning process along with adjusted expectations in the same task.

### (a) An example relevant to Key Stage 3

*A writing task:*

*The class is divided into groups of about 6 learners. Each group is of different abilities. Throughout the task, the teacher helps learners where and when necessary, and to different degrees according to their abilities.*

*Each group writes a description of one aspect of their dream school, e.g. location and environment, school functions, staff, facilities, extra-curricular activities, etc. The groups with less able learners are given picture cues with vocabulary. They attempt a brief description of the topic they have chosen whereas the groups with more able learners write more extensive descriptions. For very weak learners, teachers may set aside some time for pre-writing exercises like practising descriptive sentences, exploring relevant vocabulary and structuring a descriptive essay. These learners may be given more controlled writing tasks with guided questions/pictures at the beginning stage before they start to write an entire essay on their own.*

*Each group is further divided into sub-groups of two or three learners. Each sub-group prepares notes about its own topic and presents an oral description to the other sub-groups. The sub-groups with less able learners get help and assistance from their teacher as well as classmates.*

*Each group then collects the notes of its sub-groups, prepares one formal description in writing, and reads to the whole class the group's written description.*

*Both the teacher and learners give advice and suggestions on how each group can improve its description. Each group revises its work before it is submitted to the teacher for correction.*

*The finalized descriptions prepared by the groups are displayed in the classroom to give a picture of the different aspects of their dream schools.*

*The class read all the descriptions. Peer learning may take place when more able learners explain difficult points to weaker ones; the latter can spend more time and effort learning and understanding the content and the way language is used in the descriptions.*

- (b) An example relevant to Key Stage 4

*A speaking task:*

*The class is divided into groups of 4 or 5 learners. Each group is heterogeneous consisting of high, average and low achievers. Throughout the task, the team members help one another. The teacher also helps them where and when necessary, and to different degrees according to their abilities.*

*Each group gives an oral presentation on an aspect of the subject of love and sex, e.g. dating and friendship, marriage and cohabitation, contraception and abortion, early sex, AIDS, etc. Individually or in pairs, group members investigate one aspect of the topic their group has chosen and present a summary of their findings. Such task specialization enables each learner to feel that he or she has something unique to contribute to the group's task.*

*Each group then discusses and organizes its findings by extracting the main ideas and integrating them into a whole. The teacher meets with each group to give advice on organization and content. He/She also ensures that everyone in the group has a role to perform in the presentation which may take the form of a drama or a seminar. The more able learners may be made responsible for a greater portion of the presentation whereas the less able ones may be given a smaller portion. Each group then gives its oral presentation to the whole class*

*for open discussion. (A number of periods should be allocated for all the groups to present their findings in turns.)*

*The teacher and learners give feedback and suggestions to each group in terms of content and delivery. As a result of the presentations, the teacher may provide supplementary speaking tasks for the less able learners and challenging extended activities for the more able ones. If possible, a video/audio recording of the group presentations should be made, as recorded material lends itself to both peer and teacher review, in addition to forming a basis for the teacher to develop follow-up work.*

#### Set B

The following two examples show how learner differences are catered for by engaging learners in the same task which requires different levels of output.

##### (a) An example relevant to Key Stage 3

*Learners reply to an e-mail message from a friend about the complaint of an unfair treatment he/she experienced in school.*

- *The teacher provides additional support to less able learners by:*
  - ◊ *giving them plenty of preparatory exercises focusing on specific language skills, language forms and items relevant to the task;*
  - ◊ *giving them ample clues or suggestions related to the content and organization of the reply; and*
  - ◊ *guiding them to work through a model or example.*
- *The teacher requires two levels of response to the task:*
  - ◊ *the less able learners simply express sympathy and suggest ways to resolve the problem; and*
  - ◊ *the more able learners express sympathy, discuss reasons for the problem and suggest ways to resolve it.*

##### (b) An example relevant to Key Stage 4

*Learners write to the manager of a shop appealing on behalf of a brother/sister who has been caught shoplifting.*



- *The teacher provides additional support to the less able learners by:*
  - ◊ *giving them more preparatory exercises focusing on language skills, language forms and items relevant to the task;*
  - ◊ *giving them ample clues and suggestions related to content and organization; and*
  - ◊ *guiding them to work through a model or example.*
- *The teacher requires two or more levels of output:*
  - ◊ *the less able learners simply apologize for the brother/sister and ask for forgiveness;*
  - ◊ *the better learners apologize, express regret and make their appeal with generally sound reasons; and*
  - ◊ *the outstanding learners apologize, express regret and make their appeal persuasively by providing strong reasons.*

The final outcomes of the efforts to cater for learner differences should be to foster pleasure and satisfaction, confidence and motivation, concentration and persistence, knowledge and skills, and learning strategies in all learners, high, average and low achievers alike.

#### **4.10 SELF-ACCESS LEARNING**

“Self-access” refers to a particular way of organizing learning materials and activities so that learners can work independently (but not without guidance) from a teacher. In self-access learning, learners choose what skills to practise and what materials to use. Learners also decide whether to work individually or in a group, and they carry out self-assessment and reflection on their performance. Self-access learning is not to replace regular classroom teaching, but it is used in conjunction with and as a supplement to classroom teaching. The primary aim of self-access learning is to enable learners to take charge of their own learning both inside and outside the language classroom.

##### **4.10.1 Learner Autonomy and Independence**

Learning is most effective when learners take an active role in the learning process, making choices as to what, when, how and for how long they want to learn. Self-access learning requires learners to make use of a range of

language development strategies and to think and act independently. Such a process of encouraging learner autonomy and independence should start at an early age and continue throughout the secondary curriculum in order that learners are equipped with the knowledge, skills and strategies, attitude and perseverance to take on language learning as a lifelong process.

#### **4.10.2 Reasons for Promoting Self-access Learning**

Self-access learning should be promoted for the following reasons:

- Self-access learning activities are effective in promoting active and independent learning. Learners choose the materials and activities which suit their interests, level, needs and learning styles, and work on them during a library period or when they are free. In other words, learners direct their own learning (with initial and ongoing assistance from the teacher).
- Self-access learning caters for learner differences. Learners can have access to more learning opportunities in terms of time and resources. Self-access learning allows learners to work at their own pace and in areas where they need most practice or extension work. Learning is therefore more individualized. Less able learners can get more time and chances to catch up with their learning while high achievers can move onto more challenging tasks.
- Learners will be more motivated and have a greater commitment in their learning as they initiate the self-access work themselves.
- Self-access learning provides increased exposure to English. Learners have more opportunities to process and practise the use of language in self-directed tasks, which facilitates acquisition. They have a better chance to improve their language proficiency.

#### **4.10.3 Setting up Self-access Facilities**

Self-access learning can be promoted within the classroom, e.g. when learners are empowered to choose what they study or their own learning activities. More frequently, however, self-access learning takes place outside the classroom, where self-access facilities are made available to help learners

take charge of their own learning.

Self-access facilities can take many different forms. For example, boxes and steel cabinets can be used to store and organize self-access materials. If the need arises, boxes can also be wheeled around on a trolley. Where space is not a problem, a corner of the library, a section of the multimedia learning resource centre, or even a dedicated room can be set up.

Where resources allow, audio-visual equipment can be provided in a self-access room or centre to enhance independent learning. Useful equipment includes cassette recorders, television monitors, video players, headsets and computers.

#### **4.10.4 Developing Self-access Learning Materials**

Self-access facilities should be stocked with good and user-friendly learning materials conducive to independent learning. These materials can be obtained or developed through different means:

- Teachers can buy and make use of commercially produced materials from publishers. These materials can include printed materials, games and audio materials. To increase accessibility and to save resources, books can be cut up into self-contained units of work. Video tapes and computer software can also be provided if the school has the required equipment which learners can access. Many computer-based resources are now available for self-access work, for example:
  - ◊ word-processing programs - for writing and editing purposes; they are particularly useful in facilitating the learning of writing as a process, and can be used for simple desktop publishing tasks;
  - ◊ text analysis programs (e.g. concordancers) - for studying how words are used in authentic texts and collocations of words; learners can examine a corpus of authentic English and discover grammatical and lexical patterns for themselves;
  - ◊ educational CD-ROMs - for providing language practice and information on a wide range of topics and issues;
  - ◊ simulations and games - for increasing motivation and for practising problem solving; and
  - ◊ tests and quizzes - for language practice and assessing language proficiency.

- Teachers can develop self-access materials based on authentic materials. Authentic materials which are commonly found in learners' daily lives such as leaflets, advertisements, magazines and newspapers can be exploited. Teachers should, however, be aware of copyright issues when making use of these materials for self-access purposes.
- Teachers can make use of past examination papers, both internal and public, for individual practice. But teaching points should be added to help learners better focus their learning.
- Teachers can ask learners to bring in any printed materials or any audio/video productions which they enjoy. Teachers can then develop them into self-access materials. Alternatively, learners can be encouraged to design questions on the materials and supply an answer key. This not only helps relieve the teacher's workload but more importantly, fosters learner autonomy and critical thinking.
- Teachers can ask learners to build up topic-based materials. This can be done by first asking learners to list popular topics for discussion and exploration. Learners can then collect relevant materials from different sources such as government offices, newspapers, magazines, and from electronic databases, CD-ROMs and the Internet.

Teachers may like to consider the following points in developing self-access materials:

- The materials should be of a wide coverage and a great variety in order to cater for learners with different needs, interests and ability levels.
- The materials should be relevant, interesting and stimulating to attract learners to work on them on their own.
- The materials have to be categorized carefully and systematically to help learners locate what they need promptly. For example, colour-coding and labelling the materials to indicate levels and skill areas and labelling materials/book shelves are very efficient ways to promote user-friendliness. An information sheet listing what materials are available and

where to find them should be located in convenient places or issued to learners.

- The materials should be graded and arranged from easy to difficult to allow learners to progress in a systematic manner.
- Materials on specific skills should be integrated with other skills or areas of language learning to help learners see the communicative and integrated nature of language use.
- Self-access learning materials and activities should not be confined to mechanical exercises. They should aim at developing learners' creative thinking and extending their reasoning skills, referencing skills and information processing skills, etc. The use of open-ended questions and open-ended assignments like project work should be encouraged.
- Instructions on how to use the learning materials, how to find books, and how to use equipment such as video players and computers are always helpful as reminders for learners. Such instructions should be posted up at appropriate locations.
- All materials should have built-in self-assessment tools as far as possible. Answer keys/checklists for practice exercises should be provided in order that learners can check how well they have performed. These keys/checklists should not simply give answers. Learners need to be offered clear explanations, examples and further guidance. Suggestions on what learners can do next should be provided.
- Tapescripts of any self-access listening materials should be included.

#### **4.10.5 Role of the Teacher**

In helping learners make full use of self-access learning opportunities and materials, the teacher plays an important role as a facilitator, a provider of guidance and opportunities, a materials developer as well as an organizer of learning resources. It is recommended that teachers use the following ways to help learners develop independent study habits:

- To help learners take charge of their own learning, teachers should provide learner training which aims at helping learners learn how to learn at the initial stage. Teachers need to:
  - ◊ introduce the concept of self-access learning and explain its importance. Learners may have greater incentive to use the system if they are convinced that “knowing how to learn” is a skill they will need for the rest of their lives;
  - ◊ help learners identify their needs and decide which areas of the language they should practise (Appendix 11). If left on their own, most learners tend to base their self-directed language learning on their interests rather than genuine needs. A balance between the two needs to be struck;
  - ◊ help learners identify their strengths and weaknesses. Assessment can be done informally by observing learners’ performance in class or formally by means of a diagnostic test;
  - ◊ sensitize learners to their learning styles and strategies; help them reflect on what they are doing;
  - ◊ familiarize learners with the types of facilities and resources available for self-access learning as well as the classification system so that learners know what types of resources are available and choose the ones they like to work with. It may be worth teaching learners some study skills which include arranging items alphabetically, using a library card-index, and looking something up in a contents list or dictionary;
  - ◊ help learners set realistic goals. One way of doing this is by making contracts with learners to help them set manageable objectives (and monitor their progress later on) (Appendix 12);
  - ◊ provide “pathways” to guide learners to construct their own self-study programmes. Pathways can take the form of flow-charts or lists of suggested activities to be tackled in a certain order;
  - ◊ help learners keep records of their work so that they are well aware of their own efforts and achievements. Whenever necessary, teachers should check learners’ records and make use of them in evaluating learners’ progress and in making further contracts with the learners;
  - ◊ help learners acquire the skills and habits to monitor and assess their own learning; and
  - ◊ accept limitations and be positive about any progress made, no matter how small it is.

- Teachers' work to promote self-access learning does not stop with learner training. They need to think of ways to sustain learners' effort to stay with the programme. It is therefore necessary for teachers to maintain contact with learners while they are doing self-access work. Informal conferences can be held from time to time during which learners can discuss whether they have managed to accomplish their objectives and whether they wish to make any changes to their plans as they develop more understanding of their language needs or learning styles. Teacher encouragement and intervention may be needed especially at the initial stage when learners are likely to encounter difficulties.
- Teachers also need to build self-assessment procedures into the learning materials and activities to enable learners to monitor, review and assess their performance. Various procedures can be used to help learners better assess themselves and develop a critical awareness of their strengths and weaknesses as well as language learning processes. For example:
  - ◊ learners can be provided with such things as answer keys to gap-filling exercises, comprehension questions and so on;
  - ◊ learners can do self-evaluation and peer-evaluation with the help of checklists and/or questions, especially where fluency activities are involved;
  - ◊ learners can be asked to keep a language learning log or journal/diary to record and reflect on their learning experiences (Appendix 13); and
  - ◊ learners can keep records of their attempts and successes in portfolios, to review their work regularly, and to evaluate their performance against their own targets.

#### **4.10.6      Role of the Learner**

In self-access learning, learners play a leading role in learning. Self-initiation, commitment and sustained efforts are paramount. The following should be attempted:

- Learners familiarize themselves with the self-access facilities and materials so that they know how to find what they may need.
- Learners play the role of a negotiator in language learning activities. They negotiate with the teacher and decide on the learning objectives, content and process.

- Learners take the initiative to consult the teacher. Through discussion, they have a better idea of the goals and ways for future development.
- Learners carry out the learning activities individually or in groups in their own time.
- Learners take over the teacher's role of monitoring their progress and assessing what they have achieved.
- Learners can help build up and evaluate self-access materials at school because they know what topics they are interested in and in what areas they need improvement.
- Learners can be invited to help in the day-to-day running of the self-access facilities. They can also help in repairing the self-access materials which get damaged in the course of time. Learners may be more motivated to use the self-access facilities if they feel that they are contributing to the operation of the system.

#### **4.11 EXTRA-CURRICULAR ACTIVITIES**

##### **4.11.1 Rationale**

Schools can fully utilize their resources to create a rich language environment which engages learners in genuine communication and facilitates their development of competence in the English language. Extra-curricular activities can be organized to provide opportunities for learners to experiment with and explore both spoken and written language in natural and realistic settings.

It is a good idea for learners from different classes and age-groups to participate in the same activity so that they can co-operate and learn from one another.

Extra-curricular activities can also provide opportunities for learners to use and practise specific language features, develop language skills and practise the integrated use of the language. Through these activities, learners will acquire language development strategies and use the language meaningfully and creatively.



Extra-curricular activities can be developed from class activities. They are selected, designed and organized by teachers after considering learners' needs, interests and abilities.

#### **4.11.2 Role of the Teacher**

The teachers' role in extra-curricular activities with a language focus is to ensure that the activities have clear language objectives, help learners develop an awareness of their language needs and encourage learners to participate actively in every selected activity. They act as facilitators in the communication process, as well as offering support, guidance and advice to learners whenever necessary in the learning process. Having taken into consideration learners' readiness and the compatibility of the teaching schedule, teachers can conduct activities in formal and informal settings.

#### **4.11.3 Range of Activities**

It is important that learners are encouraged to take part in different kinds of extra-curricular activities to widen their experience in the use of the target language. A wide range of extra-curricular activities may be provided. Examples include:

- language games and activities;
- choral or solo verse speaking;
- dramas;
- debates;
- film shows;
- talks;
- visits to international schools;
- newsgroups;
- net surfing;
- international student projects;
- designing slogans or greetings cards;
- creative writing;
- using word processors in writing;
- extensive reading;
- reading groups;

- newspaper reading workshops;
- poem/song/story appreciation;
- running a school radio station;
- karaoke/juke boxes; and
- quizzes/contests.

#### **4.11.4 An Example for Illustration**

The following example discusses in greater detail the elements involved in developing English learning activities through singing.

##### Learning English through Singing

This activity provides learners with a leisurely environment to practise expressing their feelings and emotions in the target language. Learners can choose songs that they like to sing and give reasons for their choice. Then they can choose whether to sing the song together or individually. Competitions can also be held for the clearest or most dramatic singer. Learners should adopt a spirit of challenge to achieve a high standard of performance rather than just aiming to win. Therefore, the focus of the competition should be on motivating learners to participate and enjoy singing in the target language rather than on being the best singer.

Teachers can also promote language learning by using activities which focus on the lyrics of the songs. For example, the group can discuss the vocabulary used in the lyrics in terms of colloquial expressions, idiomatic expressions, similes, metaphors, personifications, use of repetitions, etc. In doing so, learners will be exposed to various writing techniques and they can even be asked to create their own lyrics using a particular technique. Eventually, they will develop their own style. Besides learning new vocabulary items and structures, learners can also practise speaking the target language by discussing the emotions expressed in the songs. To enhance learning, other aspects such as grammatical features, cultural information in the lyrics, rhythm, or things related to song production can also be dealt with in this activity.

The activity can be developed further into a writing activity such as rewriting the lyrics of the songs, discussing the messages or cultural information in the lyrics, or summarizing the content of the songs.

### Role of the Teacher in this Activity

Teachers act as facilitator and coordinator in the activity. They direct the learners' attention to the purposes of the activity as well as ensuring that the activity is properly organized. Teachers should also accept different approaches to appreciating the songs and should not penalize any unusual interpretation by the learners. Instead, teachers should encourage learners to share their viewpoints so as to build up their confidence in using the language. Alternatively, teachers can focus on accurate pronunciation and clarity in the spoken language. It is also advisable not to kill the joy of singing by interrupting and correcting mispronounced words every time. Teachers can note down mispronounced words and go through them with learners after the singing. In fact, it may be more effective if teachers can read aloud the lyrics with the learners.

### Role of the Learners in this Activity

The learners should be active participants. They can relax and enjoy singing but at the same time they should pay attention to the selected language objectives, e.g. correct pronunciation, rhythm and clarity in speaking the language. Learners of higher year-levels could be asked to take up more organizing jobs and responsibilities. Even junior learners could be asked to be DJs and introduce songs they like to others. The activity creates an opportunity for learners to practise the language and develop their language skills purposefully. Learners practise presenting information, ideas and feelings clearly and coherently. Through this activity, learners develop self-motivation and strategies for working with others, including identifying specific goals for each new stage of development and employing simple negotiation skills to reach consensus.

## **5. ASSIGNMENTS AND ASSESSMENT**

### **5.1 ASSIGNMENTS**

Assignments are not confined to written work done at home by individual learners. They come in different forms. Learners can be asked to read story books or newspapers and then give an oral report. They can be asked to listen to a radio programme and note the speakers' tone and mood, draw pictures to present ideas and thoughts, follow a set of instructions to perform a task or visit a library to collect information for a simple piece of research, etc.

Assignments can be given as homework or class work to complement each other. Homework provides additional or extended practice to class work while preparatory activity done in class like discussion prepares learners for more sophisticated work to be completed at home. Work assigned for holidays, which usually takes the form of project work done on a group basis, should be counted in as well.

No matter what forms assignments take, effective use of them can enhance and strengthen classroom teaching and learning. Well-designed assignments stimulate thinking and provide opportunities for furthering the development of knowledge, skills and attitudes. Successful completion of them develops learners' interest and confidence in the subject. Learners' performance in their assignments enables the teacher to reflect on his/her teaching so that suitable adjustments and reinforcements can be made. Besides providing a means of monitoring teaching effectiveness and learners' progress, assignments help to foster learners' ability and self-discipline to work independently.

#### **5.1.1 Setting Assignments**

The following are suggested guidelines for teachers when setting assignments:

- Assignments should be set with reference to the Learning Targets and Objectives, involving a well-balanced coverage of the major areas of learning.

- Assignments given should be varied in type and format - in written or spoken mode, on a group or individual basis, for daily or vacation practice.
- Assignments should encompass an appropriate mix of language forms and functions, involving both practice and use, since mastery of basic structures and their application for communicative purposes are two essential elements in language learning.
- Assignments should be set according to learners' abilities, knowledge, experience, needs and interests as well as the availability of resources (including time, information and materials). Assignments that are too easy and simple, too difficult and complex, or too long and time-consuming can cause boredom, frustration, failure or even resentment.
- Assignments should involve the purposeful use of language. Rote-learning and mechanical drills should be avoided. Learners can be asked to do exercises which give them practice in specific language items so long as they are contextualized. Tasks are effective assignments as they involve the use of language items and skills integratively. Projects are particularly useful for recapitulation, generalization and extension of what learners have learnt.
- Assignments set should be integrated as much as possible to provide learners with ample opportunity to practise the four language skills as well as study skills.
- Assignments should be graded carefully from the easier to the more difficult to give learners a sense of progress and achievement.
- Learners should be given sufficient time to draft and revise their work before submission. Rushing learners through the process deprives them of the opportunity to experiment with language use and to develop skills and knowledge.
- All assignments should be given according to the needs of the learners. Learners should be given sufficient but not excessive practice or they will have little or no time to relax, or engage in hobbies, social functions and extra-curricular activities.

There are no hard-and-fast rules about the frequency and quantity of assignments that should be given to each class level. Teachers are expected to exercise their professional judgement when deciding on the quantity to be given. The following are some guidelines which teachers may want to follow:

- Consider learners' learning needs as reflected by their performance in class, class work and previous assignments.
- Aim at short but frequent rather than lengthy assignments.
- Check against the quantity of assignments given by teachers of other subjects. The school management can work out a policy in consultation with the teaching staff which aims at maximizing the benefits of homework and minimizing its pressure on learners.

#### **5.1.2 Providing Guidance**

In order that assignments do not become a burden for learners and that they can be completed independently with little or no assistance from people like parents and private tutors, it is important that the teacher provides sufficient guidance, explanation, information and materials beforehand.

Provision of guidance can take the following forms:

- spelling out the objectives and requirements of the assignments;
- explaining difficult vocabulary or expressions to bridge the comprehension gaps;
- giving examples to illustrate what learners are expected to do when the format is unfamiliar and when the instructions involved are complicated;
- ensuring opportunities for oral preparation, for example through brainstorming and class discussion; and
- providing learners with adequate hints necessary for the accomplishment of work on their own.

#### **5.1.3 Marking Assignments**

There is no one best way of marking English assignments. Different types of work call for different treatment. For example, when marking an oral presentation, the emphasis can be put primarily on content and fluency.

When going through book reports, the focus can be upon learners' ideas and personal responses. When marking compositions, it is advisable to provide learners with comprehensive feedback on content, accuracy, appropriateness, presentation and organization.

Teachers may like to take note of the following points when marking assignments:

- It is always better to give concrete feedback rather than just a mark or grade. Teachers can write specific, constructive as well as encouraging comments, as these provide learners with directions on how to improve their work.
- Consistency in marking ensures fairness in assessment. Teachers are encouraged to work out and abide by standardized scoring guides to provide reliable information on learners' performance and progress.

#### **5.1.4 Recording**

Teachers should keep records of learners' assignments. These records enable them to find out how well learners are making progress towards the learning targets. Based on such information, teachers can evaluate the effectiveness of their teaching and make adjustments accordingly. Meetings can be arranged from time to time so that teachers can discuss with learners their performance as revealed in the assignments. In this way, teachers know how much more help they should give learners and in what ways.

Teachers may ask learners to keep in portfolios the materials they have produced in the course of learning. A portfolio is a purposeful collection of a learner's work over a period of time, thereby giving a comprehensive picture of the learner's achievements, progress, strengths and weaknesses. Portfolios are becoming increasingly popular as a means of continuous assessment.

Learners can also be trained to keep records of their work. They should get into the habit of writing dates on their assignments and keeping them in a chronological order. This enables them to go back to their work at any time they want. Proper and systematic management of work can help learners develop self-confidence and a positive attitude towards learning English.

## **5.2 ASSESSMENT**

### **5.2.1 Purposes of Assessment**

Assessment refers to the collection and interpretation of information about learners' knowledge, skills, strategies and attitudes. Assessment forms an integral part of any language teaching programme and can be used for a variety of purposes:

- diagnosis of learners' strengths and weaknesses;
- grading of learners' performance;
- placement of learners in an appropriate class or teaching programme;
- selection of learners for further studies; and
- evaluation of teaching effectiveness.

In a target-oriented curriculum, assessment should provide information on learners' accomplishments in relation to the learning targets. For this reason, the use of target-oriented assessment is encouraged. Target-oriented assessment is based on criterion-referencing principles by which learner performance is evaluated and described in relation to criteria, without reference to how other learners perform. Other major features of target-oriented assessment are as follows:

- It is based on tasks which elicit learner performance in relation to the learning targets.
- It requires a range of tasks to cover the spectrum of the learning targets.
- It gives learners an opportunity to demonstrate what they know and what they can do with the language.
- It uses multiple assessment criteria arranged in levels (or Bands of Performance) to give useful feedback to learners.

Subject to refinement, assessment criteria for judging learners' performance have been developed (Appendices 14 and 15). Their aims are to help teachers to:

- understand learners' progress within and towards the learning targets and objectives;
- find out learners' strengths and weaknesses;



- work out ways of helping learners to improve and make further progress; and
- use the information to improve teaching and learning.

Assessment often generates anxiety, panic and frustration because it is typically associated with formal tests or examinations at the end of a term or school year. Assessment is also sometimes used too frequently, causing undue pressure for learners. To address these issues, it is important that over-assessment in the form of weekly or monthly formal tests is avoided. In addition, greater use should be made of informal means of assessment (e.g. observation and questioning), and learners need to be trained in the skills of self-assessment, so that they feel responsible for their own learning.

### 5.2.2 Formative Assessment

Formative assessment refers to the ongoing evaluation of learners' performance and abilities. It is conducted during the learning process, not after learning has finished. Its main aims are to help teachers to:

- diagnose learners' learning problems or difficulties;
- provide guidance and feedback to learners; and
- improve teaching plans and strategies.

Formative assessment is a natural part of the teaching and learning process. In fact, many teachers are already using it. Although many of the techniques used tend to be informal, they are useful tools for collecting important information about learners' knowledge and skills in the language as well as their attitudes towards learning.

Some commonly used techniques for formative assessment include:

- *Observation.* By observing how learners use language during formal instruction, how they answer questions, how they respond to learning tasks and how they interact during group work, teachers can understand learners' linguistic and cognitive development.
- *Portfolios.* A portfolio is a purposeful collection of a learner's work, e.g. samples of writing and tape recordings of speech. Portfolios provide a

continuous record of language development and allow teachers to gain insights into the progress of individual learners.

- *Conferencing.* Conferencing refers to informal discussions between a teacher and the learners. Conferencing can be conducted within or outside class time, and can be used to talk about a writing task, a reading task, etc. For example, the teacher can ask learners how they could improve a piece of writing which they have just produced. Through conferencing, teachers can understand the processes and strategies that learners use when attempting a language task.
- *Journals.* Journals are diaries kept by the learners. They are a rich source of information about learners' backgrounds, their goals in learning English, their preferences for particular types of tasks, their learning strategies, etc. When teachers respond to learners' journals, they are actually engaging in a written conversation with the learners.

In conducting formative assessment, teachers are encouraged to keep records of learners' processes and products, and discuss these records with learners from time to time, because such information provides evidence of learners' progress within and towards the learning targets. Samples of record forms for teachers' reference are given in Appendix 16. In support of these records, teachers may keep the materials learners have produced in the course of learning. These materials may be in the form of written assignments, recordings of speech samples, project work, etc.

Formative assessment does not need to be conducted by teachers only. Learners should also develop the necessary skills to assess and monitor their own learning so that they can feel more responsible for their progress. Self-assessment also has the advantages of enhancing intrinsic motivation for learning and helping learners to learn how to learn.

Techniques for self-assessment include the following:

- *Editing and proofreading.* Learners can read through their writing and try to correct their mistakes.
- *Assessment of performance.* Learners can assess their performance in the four skills of listening, speaking, writing and reading against the learning

targets.

- *Rating.* Learners can choose from a set of adjectives which describe their learning attitudes, e.g. "interested", "worried", "relaxed", etc.
- *Questionnaires.* Learners can fill in a self-evaluation questionnaire where they provide information about their preferences for classroom activities, their own evaluation about what they have learned and what they need further work on, etc.

Learners should assess not only themselves but also each other. In fact, peer review or evaluation is a valuable form of assessment. It is an activity that, if carefully nurtured and monitored, can prove very successful, and should therefore be promoted among learners. In addition to encouraging learner-centred learning, it enhances the degree of interaction and collaboration among learners and enables them to gain insights into each other's points of view.

### **5.2.3 Summative Assessment**

Summative assessment refers to the evaluation of learners' performance and abilities at the end of a period of time, in order to:

- provide a comprehensive summary of learners' learning achievements during the period and learners' performance at that particular point of time; and
- help teachers to check whether the major aspects of the learning targets have been covered.

To evaluate learner performance against the learning targets, it is important that assessment tasks are used. Assessment tasks resemble learning tasks in that both of them:

- involve the processes of inquiring, reasoning, conceptualizing, communicating and problem-solving; and
- require learners to activate their knowledge, strategies and skills in the purposeful use of English in contexts.

The major difference between assessment tasks and learning tasks is that in learning tasks, teachers need to conduct appropriate pre-task, while-task and post-task activities to ensure that learners can complete the tasks satisfactorily. Assessment tasks do not provide learners with so many hints or support during the process. Rather they require learners to satisfy the task-specific criteria independently so that teachers can assess their achievement.

Because of their similarities, assessment tasks can often be developed from learning tasks. In designing assessment tasks, teachers need to consider the following:

- The aims of the assessment tasks should be related to the Dimension Targets for each Key Stage.
- Assessment tasks should assess learners' capability to use language purposefully, e.g. to solve problems, to develop and use knowledge, to express their feelings and emotions, to interact with others socially, etc.
- It may be necessary to focus on particular aspects of language (e.g. vocabulary) while assessing communication skills. Assessment tasks can be designed to include the assessment of particular aspects of knowledge, strategies and skills within the task itself.
- Assessment tasks should provide free, equal and encouraging opportunities for learners to perform and demonstrate their achievements. For example, both verbal and non-verbal responses may be solicited from learners.
- Different text-types should be included: formal and informal letters, brochures, reports, feature articles, etc.

Exemplar assessment tasks are given in Appendix 17 to illustrate:

- how assessment tasks can be set according to the learning targets; and
- how the assessment of learners' performance can be measured against target criteria which have been organized into eight Bands of Performance.

These assessment tasks are set for the Key Stage with particular aims in mind. Their aims are related to the Learning Targets and Objectives for each

Dimension at each Key Stage. Their expected performance descriptions are based on the Bands of Performance appropriate to this level. Detailed information about Bands of Performance is provided below.

#### **5.2.4 Bands of Performance**

Bands of Performance are not assessment tools. Rather they are broad descriptions of learners' progress and growth in performance across time. They describe what learners are able to do in relation to the learning targets and the integrative use of language.

Eight Bands of Performance for English Language have been developed from the hierarchy of Learning Targets and Objectives for the subject of English Language across Key Stages 1 to 4. They describe performance covering the Primary 1 to Secondary 5 continuum in each of the Knowledge, Interpersonal and Experience Dimensions. Each Band of Performance is described in two parts:

- target descriptions, which summarize expected performance at each Band of Performance for all learners (Appendix 14); and
- descriptors under listening, speaking, reading and writing, which provide in greater detail descriptions of the performance expected at each Band of Performance (Appendix 15). These skills descriptors should be understood as indicators of general progress for identifying the expected level of performance in the learner. They are neither prescriptive nor exhaustive.

The eight Bands of Performance must be read together, across levels, for a picture of progression, and across Dimensions for a picture of the subject as a whole. Reading the descriptions in isolation will be meaningless.

While the use of the Bands of Performance may not be obligatory in assessment activities, they do provide useful information to teachers, parents and learners alike. The descriptions present in concrete terms accounts of learners' language skills and abilities and the progression of learners' performance in the three Dimensions across year levels.

When using the Bands of Performance, teachers should note the following:

- *Procedures*

- ◊ Teachers should first collect sufficient records and evidence of learner performance. They should then compare such records and evidence with the skills descriptors of the appropriate Bands of Performance to reach a judgement of the learner's overall performance in the Dimension.

- *Nature of the Bands of Performance*

- ◊ Teachers need to remember that while the learning targets always remain the same for the subject, the descriptions of the eight Bands of Performance may have to be adjusted after trialling with actual teaching and learning in the classroom. The present descriptions are representations of expected performance across the spectrum of school learning. They must be validated and fine-tuned before they can be totally reliable, a natural and necessary process in a developmental approach. They must also be regularly updated on the basis of learner performance in assessment tasks.
- ◊ Teachers should note that there is no fixed relationship between age and Bands of Performance, nor between year level and Bands of Performance. Nevertheless it is possible to hypothesize a rough relationship between Key Stages and the expected range of Bands of Performance for the majority of the learners. This relationship is set out in the diagram below.

	KS1	KS2	KS3	KS4
Expected Range of Bands of Performance in each of the Dimensions				8
				7
			6	6
			5	5
		4	4	4
		3	3	
	2	2		
	1			

### 5.2.5 Reporting to Parents

In order to help parents to better understand how their children progress in learning, what their strengths and weaknesses are, and where assistance is

necessary, schools and teachers should consider carefully the various ways of reporting, which all have their particular merits. Reporting to parents should occur no more than two times a year. Reporting at the end of each school year should give a summary of learners' performance. Further information on learners' progress could be given at the end of each Key Stage, when learners are awarded a Band of Performance in each Dimension according to their level of performance in it.

Instead of the present practice of entering marks in the record book under the categories of composition, oral English, dictation, general English, etc., teachers are encouraged to note down learners' performance against the identified target descriptions or skills descriptors and report learners' performance against the target descriptions for each Dimension. They need to maintain systematic records of individual learners' performance as evidence of their progress.

When teachers prepare reports to parents, they should take into consideration learners' performance throughout the term or school year. The report can contain teachers' comments or a checklist of performance indicators. The comments should be positive and forward-looking, pointing out how learners can improve. Subject to school tradition and policy, scores or grades may be used. Such grades or scores may be collected through formative or summative assessment or a combination of the two. Records and portfolios are also useful to help teachers to decide what and how to report, and should be explained to parents and learners through face-to-face discussions when the report cards are issued.

There are three major ways of reporting. Schools may use a combination of these ways instead of just one of them:

- a checklist of performance indicators derived from the Bands of Performance;
- a summary of performance used to indicate the general direction of the learners' development under each Dimension; and
- teachers' comments reflecting how the learners are progressing in their learning.

## **6. RESOURCES**

### **6.1 SCHOOL/CLASS LIBRARY**

#### **6.1.1 The School Library**

The school library helps promote language learning by providing all kinds of language learning/teaching materials. It also gives information about resources, language related or otherwise, available in other parts of the school, from other information service agencies (e.g. public libraries), as well as its own resources.

The school library increases in importance as greater emphasis is placed on task-based assignments, projects and problem-solving skills. Since self-initiated learning is important, learners need to learn how to use resources efficiently and effectively not only to complete essential coursework, but also to lay a good foundation for lifelong learning. Individualized learning places further emphasis on the importance of the school library.

#### **6.1.2 Access to Resources**

Language learners should be able to access a wide range of resources and facilities in the school library including the following:

- Language-based resources - embodying a substantial collection of language learning materials in either print or electronic format. The latter includes audio/video cassette tapes, Computer-Assisted Language Learning (CALL) programs, educational CD-ROMs, the Internet, etc.
- Recreational reading/listening materials - including stories, novels, newspapers, magazines, periodicals, etc.
- Information technology facilities - such as audio/video cassette recorders, TV, computers, etc. to provide opportunities for reading, viewing, listening and information search, individually and in small groups.



### **6.1.3 Selection of Language Resources**

The effectiveness of the language resources in a school library depends not just on the professional judgement of the school librarian, but the language teachers' input. With their knowledge of the language curriculum and of their learners' interests and needs, the language teachers can provide advice conducive to building a relevant and useful language collection.

Teachers should take the following into consideration regarding collection development:

- the different ages, sexes, interests, needs and language level of the learners;
- variety of resources in terms of format, topics and language levels;
- content and style of resource items;
- visual appeal of resource items;
- storage; and
- availability of appropriate machinery.

### **6.1.4 Promoting the Use of the School Library**

In order that learners make meaningful use of the school library, teachers can make it an integral part of learning. They can plan language activities involving use of the library. The following are some suggestions:

- Teachers encourage learners to keep a reading record and talk to learners about it at regular intervals. Teachers may like to make suggestions for further reading and share experiences and responses.
- Teachers co-operate with the school librarian to design activities that familiarize learners with library facilities and services.
- Teachers assign tasks or projects involving information search through both print-based and electronic resources.
- Schools may consider assigning a library period in their time-table.

### **6.1.5 The Class Library**

To promote extensive reading, a class library can also be organized. The advantages of having a class library are as follows:

- Teachers can choose resources that are particularly suited to the age, proficiency and interests of the learners.
- Learners can make suggestions regarding titles or make contributions to the class collection.
- Teachers can keep a close eye on the reading materials and who reads what.
- The library becomes a part of classroom life, so that learners may read during their free time without necessarily making a trip to the school library.
- Ease of access and borrowing allows learners more opportunities for outside class reading.

#### **6.1.6 Promoting Interest in the Class Library**

To encourage frequent use of the class library, teachers should get learners interested in its resources. The following are some suggestions:

- The teacher introduces a text (e.g. a story) by briefly talking about it or reading parts of it. He/She encourages the class to read on by themselves.
- Some reading materials are accompanied by cassette recordings. The teacher may like to play parts of the recordings in class to stimulate interest.
- The teacher invites learners to talk briefly about texts which they have found interesting and enjoyable.
- The teacher encourages learners to make or do things arising from their reading. Learners might prepare pictures for display or select parts of the text for role play.
- Finishing a book is an incentive for reading. Teachers should first start learners with short, easy texts. Learners will be motivated to keep reading as they gain self-confidence in themselves as readers. They may also have a sense of accomplishment, as they witness the growth of their list recording the number of books and the titles they have read throughout the term.

- Individual attention from the teacher gives learners an incentive to read, particularly the weaker ones. The teacher's interest and encouragement are essential for an effective class library.

## **6.2 EDUCATIONAL TELEVISION PROGRAMMES**

The aims of the ETV English Language Series are to provide audio-visual resources to enhance the teaching and learning of English, and to broaden the scope of the learners' knowledge and experience beyond the family and classroom. In some programmes, a worldwide perspective is also introduced.

ETV programmes are most useful in raising learners' awareness of what English is used, and how it is used, in authentic situations, thus enriching and extending their English learning experience.

ETV puts the learning materials in contexts which are familiar to learners by showing them that what they learn is immediately relevant and useful in daily life: for understanding signs, notices and messages in the mass media; for making simple exchanges with English speaking people, be they teachers, neighbours or friends; for further studies; for broadening their scope of experience in general, etc.

To complement and supplement the teachers' classroom efforts, ETV programmes provide samples of language use in authentic situations, which are difficult for teachers to replicate in their classrooms but which can be easily created in ETV programmes.

ETV provides learners with opportunities of exposure to the English language. ETV caters for this particular need in the most attractive manner. Every ETV English language programme aims to involve the learners, make them laugh or criticize, provoke thoughts or discussions, and lead them to learn interpretive and expressive language skills. If used well, ETV provides ample training in language skills such as listening and speaking.

### **6.2.1 Programme Design**

The programmes may be regarded as separate independent units or as a series of programmes. In both cases, they are designed to extend the learners' communicative competence. Starting from the 2001-2002 school

year, ETV English Language Programmes for secondary schools adopt a thematic approach with the concepts of Modules, Units and Tasks, in organizing the content of the ETV programmes. Each programme is produced around a topic interesting to the learners and presented through songs, dramas, documentaries, etc. Teacher's notes are compiled to provide reference to teachers on how best to utilize individual programmes.

### **6.2.2 Role of the Teacher**

Teachers should decide how they want to use ETV programmes, in part or in whole to achieve their teaching objectives. As recording facilities are available, it is highly desirable that teachers use the recorded programmes whenever appropriate. The standard of English varies considerably from class to class, and from school to school, so teachers should exercise their discretion and be flexible when using programme materials to cater for the needs of their learners. Programme materials can be used for motivation, revision, consolidation, illustration of language items used in realistic situations, or as preliminary introduction of particular language functions or items, in accordance with learners' interests and abilities. The role of the teachers at different phases is illustrated below:

#### Pre-viewing

Teachers should do only as much preparation as is required for their classes. Very little preparation is required for tuning-in by a very good class. For example, only a brief introduction of the theme or setting is necessary. For an average class, some explanation of vocabulary items and language functions may be necessary. Much more solicitation of learners' relevant experience and knowledge on the theme or topic, and perhaps even some practice of difficult language patterns, would be necessary for a weak class before watching the programme.

#### While-viewing

Once the television is switched on, learners should be left to watch the programme on their own. Teachers should not give a running commentary or any translation of language. As far as possible, they should not interrupt viewing or cause any distraction by trying to bring the learners' attention to particular points of interest, language or otherwise.

All these complementary efforts to ensure meaningful viewing can be performed on a second viewing. ETV programmes are produced with plenty of visual materials to help learners understand the situations and use language in proper contexts. At the first viewing, most learners cannot, and definitely need not, hear every word said in the programme and grasp every detail of the story. Weak learners may start with understanding single words and phrases only, but the more they are suitably exposed to the language, the quicker they will get familiarized with the language and develop their listening abilities, soon becoming able to understand whole sentences and dialogues. By simulation and transfer of knowledge, they will then also develop much more efficiently the other language skills of speaking, reading and writing. Therefore, whenever suitable, a second viewing should be arranged. During this time, learners will engage in tasks pertaining to the programme.

#### Post-viewing

A lot of follow-up activities can be conducted after learners have viewed the programme. These activities can extend learners' interest as well as reinforce learning. Learners can be asked to carry out role plays, comment on the plausibility of plots and characters, provide alternative endings to the stories, or even parody some episodes. Alternatively, teachers can integrate ETV programme contents into other learning activities such as speaking or writing on a similar theme.

The amount of follow-up work or integration into other English lessons that should be conducted after viewing a programme must be decided by the teacher according to the needs and abilities of the class. However, teachers have to note that ETV programmes are not designed to replace the teacher or the instructional materials that he/she is using.

For more information on how to use ETV programmes in the classroom, please refer to ETV Teacher's Notes - Secondary Series.

### **6.2.3 Future Development**

With the development of information technology, plans are underway to digitize selected ETV English programmes and store them as VCDs or CD-

ROMs for easy retrieval and use on multi-media computers in schools.

## **6.3 EXTENSIVE READING SCHEME**

### **6.3.1 Rationale for Promoting Extensive Reading**

Getting learners to read extensively is an effective way of improving their reading skills. As the amount of reading needed to achieve fluency and efficiency cannot be covered in class, reading out of class has to be promoted to extend learners' command of the language and to provide them with vast exposure to reading materials. It is hoped that through an extensive reading programme, learners will not associate books only with the classroom but also see reading as a pleasurable out-of-class and lifelong enrichment activity.

Extensive reading programmes or schemes can provide learners with longer texts, whereby the chances of vocabulary and other language features being recycled, and hence assimilated, are greater than if only short texts on a variety of topics are used. The more often learners meet a word, structure or usage, the more precise their understanding of it becomes. This will gradually free learners from dependence on a dictionary or the teacher.

### **6.3.2 Factors to Consider**

Extensive reading materials must not be confined just to stories. A wide spectrum of topics and text-types should be included in the programme for learners to choose. While learners are free to choose the books they want to read, they should be encouraged to explore various types of materials so as to extend their perspectives and scope of interest.

Extensive reading is essentially a private activity and intended to be above all enjoyable, so that learners can derive delight and interest from reading. However, teachers should still provide motivation and incentives for learners to read. Any attempt to make it seem like school work (like assigning marks) is likely to be a deterrent, while awards may provide additional incentives.

### **6.3.3 Suggestions for Activities**

It is important that teachers themselves are readers too and can share their interest in reading with learners from time to time. They can show the class

new books and talk a little about each one - enough to whet the appetite but not to give away the plot. In the lessons which are designated to promote extensive reading or in meetings of the reading club, teachers may:

- ask learners to read aloud, stopping the story at a tantalizing point, and invite the class to speculate about what happens next and encourage them to read on by themselves;
- get a learner who has enjoyed a book to read aloud the part which he/she enjoyed most, talk about it or write a brief note for display;
- play parts of the audio/visual recordings of some graded readers or popular books in class or during extra-curricular activity time;
- encourage learners to make or do things arising from their reading (e.g. they might prepare pictures for display or tape a dramatized version of the story); and
- promote discussion of the problems faced by characters in the books. This can take place after a fair number of learners have read the same book, or the class may follow an outline of the problem given by a learner who has read it.

Learners may be asked to:

- keep reading records. Learners' own records of reading can be a source of great pride to them. They give them confidence in their reading ability and provide them with evidence of their reading progress. Keeping reading records also increases learners' interest in personal reading and encourages them to read more;
- read written reports of their peers. Learners can get to know more titles of books which they can choose to read and their interest in reading will be promoted;
- evaluate the book. Learners can be asked to give an overall rating to the book or write about why they like or dislike it;

- write letters. Learners write to characters in the books to share their views or feelings. They can also assume the roles of characters, e.g. "Imagine you are Snowball in Animal Farm. Write a letter to a friend on another farm about the other animals.";
- tell stories. As a speaking activity, learners choose a particularly moving or exciting episode and tell it to the class;
- write book advertisements. Learners write a blurb or short review to promote the book;
- design book covers, bookmarks and posters. Learners should be advised to finish reading the books before extracting ideas for the design. The illustration can be based on the story, theme, characters or any significant event or component in the book;
- make scrap books by drawing or collecting pictures about characters, objects or events in books they have read. They can add suitable captions to the pictures;
- make masks or puppets which reveal the personality of the characters or critical events in the story. This will definitely stimulate others to read the book;
- make character charts. Learners can choose a particular character and describe him/her with respect to age, appearance, personality, likes and dislikes and why the character is considered important in the story;
- draw pictures of one or two important characters for a picture gallery. Learners can also be asked to write a brief description of the characters, their appearance, personality and the roles they play in the story;
- say what they would do if they were the characters in the book;
- perform role plays. Learners are given the roles of characters from the books they have read and develop a skit on a hypothetical situation;
- perform dramatization. Learners write a script on a chosen episode and perform it in class;



- make a topic-based dictionary. For the junior learners, this can be a picture dictionary. This arouses learners' interest in reading and enriches their vocabulary. It also serves as a useful reference book in their years of learning; and
- complete interesting activities like picture completion, sequencing, description, riddles and quizzes.

#### **6.3.4 Promoting Extensive Reading Through the English Extensive Reading Grant**

English extensive reading programmes have been implemented in schools through the Hong Kong Extensive Reading Scheme (HKERS), which was initiated and developed by the Education Department. Recognizing the benefits of extensive reading in helping learners to develop their knowledge of a language, the Education Commission, in its Report No. 6, recommended that extensive reading should be extended to all levels of primary and secondary schooling. The English Extensive Reading Grant was set up in 1997 in response to this recommendation. The Grant operates in addition to the HKERS.

As a library grant, the English Extensive Reading Grant enables schools to purchase a variety of quality English books, magazines and multi-media reading materials, etc. conducive to extensive reading, so that schools can help learners develop a good habit of reading and to improve their English proficiency in the long run.

The Grant is accompanied by 8 levels of graded book titles and support packages. The levels of books are labelled Red, Yellow, Green, Blue, Olive, Brown, Crimson and Purple (Red being the easiest and Purple the most difficult). There are 100 titles included in each level of books for teachers' reference.

To enrich the content of their extensive reading programmes, participating schools of the HKERS are advised to use the Grant and the accompanying support to supplement their existing provision. They should continue their existing practice of giving extensive reading a high profile through organizing

related extra-curricular activities and allocating class time to extensive reading. The class time can be utilized for:

- choosing, borrowing and returning books;
- individualized reading;
- completion of workcards and other follow-up activities;
- teaching reading skills or doing shared reading; and
- conducting teacher-learner conferencing sessions, in which learners discuss the books they have read with their teacher.

Schools which are not on the HKERS are strongly encouraged to make use of the Grant and the accompanying support to organize their own school-based extensive reading programmes for their learners. Extensive reading is worth promoting because through reading extensively, learners can gain not only fluency and mastery of the second language, but also a better understanding of the world and appreciation of human experiences.

#### **6.4 INFORMATION TECHNOLOGY**

English language teaching and learning can be enhanced by means of information technology (IT). IT can be used to:

- arouse learners' motivation to learn;
- provide a more individualized and independent mode of learning;
- offer more opportunities for communication in English;
- provide assistance to learners as an untiring tutor;
- facilitate the drafting and revision processes involved in writing;
- facilitate lifelong learning; and
- give instant feedback to learners.

A wide range of resources and applications are available through IT. Of these, some are particularly useful for English teaching and learning, especially Computer-Assisted Language Learning (CALL) software, educational CD-ROMs, and the Internet.

##### **6.4.1 CALL Software**

A large number of CALL programs are now available for use. These can be categorized as the following:

- *Skill-based programs.* These may focus on one or more language skills (e.g. reading, listening) or highlight aspects such as pronunciation, grammar or vocabulary.
- *Interactive simulations or games.* These aim to arouse learners' language learning motivation while promoting collaboration or competition at the same time.
- *Concordancers.* These enable learners to see what words are regularly used together (e.g. *hold* and *discussion*) and how words and phrases are used in authentic texts.
- *Word processors.* These facilitate the conceptualizing, drafting and editing processes involved in producing a piece of writing, not only at the lexical and syntactic levels but most importantly at the text level.
- *Authoring programs.* These allow teachers to adapt and edit existing materials to develop tailor-made learning resources for their own learners.

The following examples illustrate how CALL packages can be exploited for effective English teaching and learning.

- *Using a Word Processor*
  - ◊ Learners can use the templates provided by a word processor to draft letters, memos, reports, poems, stories, etc. This is useful for learners who find it intimidating to begin with a blank page.
  - ◊ Learners can use the spell check function to call up alternatives for wrongly spelt words. This helps to improve learners' spelling and proofreading skills.
  - ◊ Learners can use the built-in thesaurus to improve the choice of words in their writing. This trains learners to avoid using the same words over and over again and to choose words which are more precise in meaning.
  - ◊ Learners can use a word processor, either individually or in groups, to draft, re-draft and edit their work in the light of feedback from peers and the teacher. This facilitates the adoption of a process approach and collaborative learning in writing lessons.

- ◊ Learners can use the desktop publishing function of some word processors to publish their written products in the form of a pamphlet, poster, report, etc.
- *Using a Concordancer*
  - ◊ Using a concordancer under teacher guidance, learners can work in groups to discover language patterns of usage, e.g.
    - whether it is correct to put "on" after "emphasize"; and
    - when it is correct to use "the" before "society".
- *Playing a Simulation Game for Language Learning*
  - ◊ In groups, learners may read a given situation/scenario for a simulation game. They then conduct a discussion to arrive at a group decision. Next, they key in their decision and the computer generates a second situation/scenario. This prompts the learners to conduct further discussion for necessary action. In such a simulation game, English is used purposefully by the learners.

In selecting CALL programs, it is important to include those where a context is provided to show how English is used. Early CALL software with its focus on repetitive language drills, is less useful than more recent programs which emphasize using forms for communication or getting learners to discover language use for themselves.

#### 6.4.2 Educational CD-ROMs

Educational CD-ROMs are increasingly used in the language classroom. Some CD-ROMs contain corpuses (or collections) of authentic texts and can be used in conjunction with a concordancer for language analysis purposes. Other CD-ROMs incorporate texts, video clips, sound files and animation, and hold greater potential to motivate learners to learn and to improve their proficiency. The following are some examples of the use of educational CD-ROMs.

- Learners extract relevant information, pictures, and photographs about football from a multimedia encyclopedia and use the materials to do a project on the World Cup.

- Learners use a desktop publishing CD-ROM to write an introduction to their school for parents and visitors. The work of the best group is put onto the school's web site for anyone interested to read and comment on.
- Learners read a multimedia storybook on the computer. They listen to the story (through ear phones) while looking at the computer screen. If they come across any new words, they click on them for the pronunciation, meaning and usage. After reading a chapter of the book, they attempt an interactive reading comprehension task or an exercise which helps to build up their vocabulary.

A good CD-ROM designed for English learning embodies such characteristics as the following:

- It is based on sound pedagogical principles (e.g. helping learners to learn how to learn).
- It takes into account different learning styles.
- It involves an integration of various language skills.
- It requires learners to use authentic language in authentic tasks that resemble real world tasks.
- It provides appropriate error correction and other kinds of help or feedback.

### **6.4.3 The Internet**

The Internet is a large network of networks across the world. It provides a massive amount of information and is full of language learning resources such as jokes, games, interactive quizzes, crossword puzzles, on-line newspapers and magazines, multimedia dictionaries and encyclopedias, and forums for discussion.

As the availability of computers and software packages differs from school to school, teachers may need to make adaptations to any suggestions on using the Internet for English language learning according to the resources available. In addition, teachers need to prepare learners adequately for any Internet-based assignments and help them to see that many of these assignments have linguistic as well as non-linguistic value. (For a list of useful websites for English teaching and learning, see Appendix 18.) The following are some suggestions for exploiting the Internet for language learning purposes.

- *Developing Information Skills*
  - e.g. *Learners work in groups on a project about teenage hobbies and leisure. They look for information from different websites and download relevant information and pictures. They then organize what they have found and present their findings to the whole class, using presentation software if possible. In doing this task, learners practise seeking, evaluating, organizing and presenting information in English. Where possible, learners can also publish their projects on the World Wide Web. This not only gives them a real purpose for doing the project but also increases their sense of ownership of their work.*
  
- *Developing Communication Skills*
  - ◊ Learners make use of electronic mail (e-mail) to exchange messages with keypals from around the world.
  - ◊ Learners send a weekly e-mail message to the teacher as part of an assignment in keeping an electronic journal. They can describe what they did during the past week or any learning difficulties they experienced. The teacher responds by e-mail and keeps the messages as a resource for designing remedial activities.
  - ◊ Learners hold on-line conferences with the teacher or others using a real time communications tool. The teacher and learners can arrange a designated time to meet on line, or learners can contact the teacher when they feel a need to talk about something.
  
- *Developing Skills in Planning, Managing and Evaluating Learning*
  - ◊ Learners attempt carefully chosen on-line language learning tasks and materials for self-access work. They then evaluate their performance against the answer key provided.
  
- *Developing Skills in Working with Others*
  - ◊ Learners join international students' projects on the Internet. This not only provides a real purpose for them to communicate in English but also facilitates collaborative learning.

#### **6.4.4 Implementing IT-supported Language Learning**

IT is one of the many resources which can facilitate language teaching and learning. Like any other resources, it can, if implemented well, prepare learners for some of the needs and challenges of the 21st Century.

##### Role of the Teacher

In implementing IT-supported language activities, teachers should:

- try out any software packages or CD-ROMs first before using them in class;
- set specific tasks for learners to complete and inform learners of the expected outcome of the activity;
- provide step-by-step instructions, clear examples and sample screens as guidance for learners;
- establish classroom routines so that learners know when they should look away from the computer and pay attention to the teacher, and when they should conduct face-to-face discussion with their classmates;
- guide learners adequately for any Internet-based assignment, and set time constraints and deadlines as surfing on the net can be an overwhelming and time-consuming activity;
- set up intra- and inter-class class/school projects when possible; and
- be prepared for the unexpected and have alternative lesson plans if they are faced with any technical problems on the spot.

##### Accessibility of Computers

A dedicated computer laboratory or multimedia learning resource room is not obligatory for IT-supported English language learning activities to take place. Teachers can explore ways of fully utilizing the school library, English Corner, etc. where one or more computers are available for learners to access within and beyond class contact hours. For example, teachers can arrange a session during which learners are taken to the library. One group of learners can look for information at the computer while the other groups consult printed materials in the library. Then they rotate using the computer. This arrangement makes less demand on IT resources. In addition, it helps learners see how electronic and printed materials complement each other.

There is no need for each learner to have access to one computer all the time. Some activities are best done in pairs or groups (e.g. peer editing and problem-solving) and learners can be asked to work collaboratively with their classmates at the computer. This arrangement often generates a lot of on-task discussion among learners.

### Selection of Software

Teachers should choose software packages carefully. Some software focuses on mechanical drills or uncontextualized exercises, and is ineffective in helping learners use language for communicative purposes. Instead of such software, teachers should choose programs and packages that require learners to use English to communicate, inquire, reason, solve problems, etc. The software should also be user-friendly and easy to follow.

### Time for IT-supported Language Activities

Teachers need not be too worried about how much time to devote to IT-supported language activities. They should use IT if it can raise learners' motivation; increase their exposure to the target language; enhance their proficiency in the language; and/or extend their information and research skills, critical thinking and creativity. IT should not be used just for the sake of using it. Instead, it should be seen as a tool that supports self-initiated and lifelong learning.

### Technical Issues

Some of the problems related to the use of IT are not as serious as they may appear to be. If teachers work collaboratively with their colleagues both within and outside the English Panel and get their computer literate learners to help out with some technical issues, it should be possible for IT-supported language learning to be implemented effectively.



### **Learning Tasks Involving the Five Fundamental Intertwining Ways of Learning and Using Knowledge**

1. In order to develop the five fundamental ways of learning and using knowledge, learning tasks are used to provide opportunities for and encourage learners to inquire, communicate, conceptualize, reason and solve problems. Extended tasks or projects will provide these opportunities in a broad sense and should be encouraged.
2. Examples relevant to Key Stage 3
  - (a) A task asking learners to collect and present information on the study and career opportunities for S3 school-leavers, requires learners to inquire and conceptualize.
  - (b) A task asking learners to find out, compare and comment (with the help of diagrams or pictures) on the future development of different professions or occupations in Hong Kong (such as the tourist industry, the computer industry, etc.) requires learners to inquire, reason, conceptualize and communicate.
  - (c) An extended task that asks learners to suggest in detail (involving the design of a personal schedule) what their vision for their future in ten years' time is, and the necessary steps they have to take to achieve that goal, requires learners to inquire, conceptualize, communicate, reason and solve problems.
3. Examples relevant to Key Stage 4
  - (a) A task asking learners to collect, organize and present information and views on water pollution in Hong Kong, requires learners to inquire and conceptualize.
  - (b) A task asking learners to find out, compare and comment (with the help of diagrams or pictures) on the use of water by different consumers (such as factories, hotels, restaurants, homes, etc.), requires learners to inquire, reason, conceptualize and communicate.

- (c) An extended task that asks learners to suggest creatively how to better control the quality of water, stamp out illegal dumping of industrial waste in the sea, etc., requires learners to inquire (possibly on the Internet for information on overseas practices), conceptualize, communicate, reason and solve problems.

### **The Communicative Approach**

In order to reflect the significant worldwide developments in the theory and practice of second and foreign language learning and teaching, the CDC Syllabus for English (Secondary 1-5) was revised in 1983. The emphasis has shifted from helping learners to achieve structural accuracy in language learning to developing communicative competence. The goal of language teaching is to provide every learner with the opportunity to develop the ability to carry out successfully certain tasks and communicative transactions in English. The ultimate aim of language learning is to use language as a means of communication. The Communicative Approach has therefore been advocated since the 1980's, although it is only one among the many approaches which teachers should feel free to adapt and experiment with to suit the needs of their learners.

In adopting the Communicative Approach, teachers should design activities to enable learners to attain the communicative objectives of the English language curriculum and to engage learners in communicative transactions. When learners are using language for communication, language learning takes place through natural processes. Through participation in such activities, the learners can also improve their motivation to learn, as they can see meaning and purpose in their learning.

Communicative activities are tasks in which learners are expected to achieve communicative purposes. Communicative purposes can be of many different kinds. What is essential is that at least two participants are involved in some kind of interaction or transaction in which one participant has an intention and the other participant responds or reacts to this intention. The most typical communicative purposes include sharing information, processing information and bridging different gaps such as opinion gaps or attitude gaps. The participants' roles and relationships are usually well-defined to make the purposes more authentic. A context is also given, for example, the background, situation, place and time of the activity. In carrying out the activities, learners' choice of language is not controlled as they can use language freely to express their meanings and achieve their purposes. Therefore, there is always a level of unpredictability in learners' language use. The emphasis is to encourage learners to develop language and communicative strategies through purposeful and contextualized use of language.

Since the Communicative Approach has been advocated, some teachers have expressed worry that the teaching of grammar is neglected. The adoption of the Communicative Approach does not preclude the teaching of grammar. However, the ultimate purpose of language learning is not the mere mastery of individual forms but the use of these forms for effective communication. Equal emphasis should therefore be placed on forms and functions. Teachers do not just teach learners the language forms, but also what they should do with these forms when communicating with others. Learners have to be provided with ample opportunities to use the language for communicative purposes.

To develop communicative competence, learners should first acquire a basic knowledge of the essential lexical, grammatical and phonological features of the English Language. That is, the mastery of the linguistic system is still a basic requirement for using the language to communicate one's meaning effectively. Teachers should help learners develop their skills and strategies in using their knowledge of the linguistic system to the point where they can use it spontaneously and flexibly to convey their meanings in real-life situations.

After establishing the inseparable relationship between forms and functions, teachers have to decide what to teach and how to teach it, taking into consideration the needs, interests and maturity of their learners. The traditional approach adopted by many grammar books is boring and ineffective. They only give explanations of grammar rules or provide repetitive mechanical drills. In adopting the Communicative Approach in English Language teaching, purposeful and contextualized activities are advocated to help learners internalize the grammatical system.

## Dimension Targets for Each Key Stage

### Interpersonal Dimension (ID)

*To develop an ever-improving capability to use English*

- to establish and maintain relationships;
- to exchange ideas and information; and
- to get things done.

	KEY STAGE 1	KEY STAGE 2	KEY STAGE 3	KEY STAGE 4
a	to establish and maintain relationships and routines in carrying out classroom activities	to establish and maintain relationships and routines in <b>school and other familiar situations</b>	to establish and maintain relationships and routines in school and <b>community situations</b>	to establish and maintain relationships and routines in school, community and <b>work situations</b>
b	to converse about feelings, interests and experiences	to converse about feelings, interests, <b>preferences, ideas</b> , experiences and <b>plans</b>	to converse and exchange <b>points of view</b> about feelings, interests, preferences, ideas, experiences and plans	to converse, <b>compare, argue and justify</b> points of view about feelings, interests, preferences, ideas, experiences and plans
c	to exchange short simple messages such as writing greetings cards and notes	to exchange messages such as writing <b>simple letters, making telephone calls and sending postcards and invitations</b>	to <b>produce or exchange a range of formal and informal messages both oral and written</b>	to produce or exchange a range of <b>more complex messages</b> both oral and written
d	to express preferences in making simple arrangements with others for carrying out events	to participate with others in <b>making choices and decisions</b> for carrying out events	to participate with others in <b>planning, organizing</b> and carrying out events	to participate with others in planning, organizing and carrying out <b>more complex and extended events</b>
e	to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role-play	to obtain and provide objects, services and information in classroom situations and through activities such as interactive games and <b>simple open-ended role-play</b>	to obtain and provide objects, services and information in <b>real and simulated situations</b>	to obtain and provide objects, services and information in a <b>wider and more complex range</b> of real and simulated situations

Note: Additional features embodied in Key Stages 2, 3 and 4 are presented in bold.

## Knowledge Dimension (KD)

*To develop an ever-improving capability to use English*

- to provide or find out, interpret and use information;
- to explore, express and apply ideas; and
- to solve problems.

	KEY STAGE 1	KEY STAGE 2	KEY STAGE 3	KEY STAGE 4
a	to provide or find out and present simple information on familiar topics	to provide or find out, <b>organize</b> and present information on familiar topics	to provide or find out, <b>select</b> , organize and present information on familiar and less familiar topics	to provide or find out, <b>select</b> , <b>analyze</b> , organize and present information on familiar and unfamiliar topics
b	to interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions	to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, <b>comparing</b> , <b>explaining</b> , <b>predicting</b> , <b>drawing conclusions</b> ; and to follow instructions	to interpret and use <b>more extensive</b> information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, <b>inferring</b> , <b>summarizing</b> and drawing conclusions	to interpret and use <b>more extensive and complex</b> information through processes or activities such as <b>ordering</b> , describing, classifying, comparing, explaining, <b>justifying</b> , predicting, inferring, summarizing, <b>synthesizing</b> and drawing conclusions
c	to state opinions using information and ideas in simple spoken and written texts	to <b>identify ideas</b> in simple spoken and written texts, <b>form opinions and express them</b>	to identify and <b>discuss ideas</b> in spoken and written texts, form opinions and express them	to identify and discuss ideas in spoken and written texts, <b>make connections</b> , <b>refine or generate ideas</b> , express or apply them
d	to recognize and solve simple problems in given situations	to recognize and solve simple problems in given situations, and <b>describe the solutions</b>	to <b>identify and define</b> problems from <b>given information</b> , consider <b>related factors</b> , solve the problems and <b>explain the solutions</b>	to identify and define <b>more complex</b> problems from given information, consider related factors, <b>explore options</b> , solve the problems, explain and <b>justify the solutions</b>
e	to clarify own written expression with support from the teacher	to <b>see the need</b> for clarifying own written expression and then <b>make changes</b> with support from the teacher and classmates	to clarify and <b>develop ideas by making revisions to own written texts through personal reflection and talk with others</b>	to develop and <b>refine ideas by making appropriate revisions to own written texts independently and collaboratively</b>
f	to recognise some obvious features of the English Language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one's initial learning and use of the language	to <b>understand some aspects of how the English Language works, including how grammatical features contribute to meaning and how simple texts are organized</b> ; and apply this <b>understanding</b> to one's learning and use of the language	to understand how the English Language works in relation to <b>basic differences between formal and informal contexts</b> and how <b>different texts</b> are organized and expressed; and apply this understanding to one's learning and use of the language	to understand how the English Language works in a <b>wide range of contexts</b> and how <b>more complex texts</b> are organized and expressed; and apply this understanding to one's learning and use of the language

Note: Additional features embodied in Key Stages 2, 3 and 4 are presented in bold.

## Experience Dimension (ED)

*To develop an ever-improving capability to use English*

- to respond and give expression to real and imaginative experience.

	KEY STAGE 1	KEY STAGE 2	KEY STAGE 3	KEY STAGE 4
a	to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking	to develop an awareness of the basic sound patterns of English and an <b>enjoyment</b> of imaginative texts through activities such as <b>reciting poems and rhymes</b> , singing songs and <b>presenting short simple plays</b>	to develop a <b>response to imaginative literature</b> including poems, songs and <b>dramatic texts</b> through activities such as: <ul style="list-style-type: none"> <li>• <b>participating in the presentation of texts</b></li> <li>• <b>identifying and discussing themes</b></li> <li>• <b>understanding and appreciating the effect</b> of sound patterns including rhythm and rhyme</li> </ul>	to develop a response to a <b>wider range</b> of imaginative literature through activities such as: <ul style="list-style-type: none"> <li>• participating in the presentation of texts</li> <li>• identifying and <b>interpreting</b> themes</li> <li>• <b>appreciating the use of language</b> including rhythm and rhyme, <b>other sound patterns</b> and <b>rhetorical devices</b></li> </ul>
b	to respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"> <li>• making predictions</li> <li>• making simple evaluative remarks</li> <li>• drawing pictures, making simple models or objects</li> <li>• creating captions</li> <li>• describing one's related experiences</li> <li>• participating in the telling of stories</li> </ul>	to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"> <li>• making predictions</li> <li>• <b>making inferences</b></li> <li>• making evaluative comments</li> <li>• <b>describing one's feelings towards characters and events</b></li> <li>• relating to one's experiences</li> <li>• <b>imagining oneself to be a character in the story and describing one's feelings and reactions</b></li> <li>• <b>participating in dramatic activities</b></li> </ul>	to respond to characters, events and <b>issues</b> in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"> <li>• making predictions and inferences</li> <li>• making evaluative comments</li> <li>• <b>explaining one's feelings towards characters and events</b></li> <li>• <b>expressing one's reactions to issues</b></li> <li>• relating to one's experiences</li> <li>• <b>putting oneself in the imaginary roles and situations in the story</b></li> <li>• participating in dramatic presentations</li> </ul>	to respond to characters, events, issues and <b>themes</b> in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"> <li>• making predictions and inferences</li> <li>• <b>analyzing the actions and motivations of characters and the significance of events</b></li> <li>• relating to one's experiences</li> <li>• putting oneself in the imaginary roles and situations in the story</li> <li>• participating in dramatic presentations and <b>reflecting on the way in which authors use language to create effects</b></li> </ul>

Note: Additional features embodied in Key Stages 2, 3 and 4 are presented in bold.

c	<p>to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• supplying captions to and/or describing sequences of pictures that tell a story</li> <li>• supplying captions to and/or describing pictures that depict a scene, object or character</li> <li>• experimenting with simple sound and word patterns in creating rhymes and poems based on given models</li> </ul>	<p>to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• <b>constructing with appropriate support simple stories that show some understanding of “setting” and events</b></li> <li>• <b>providing simple oral and written descriptions of a situation, object or character</b></li> <li>• creating simple rhymes and poems with support from the teacher</li> </ul>	<p>to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• <b>writing stories with a clear sequence of events and some description of characters</b></li> <li>• providing oral and written descriptions of a situation, object or character</li> <li>• creating simple poems and lyrics using <b>given models</b></li> <li>• <b>creating short dramatic episodes based on given situations</b></li> </ul>	<p>to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• <b>writing stories with a clear awareness of purpose and some development of plot and character</b></li> <li>• providing oral and written descriptions <b>interpreting</b> a situation, object or character</li> <li>• creating poems and lyrics</li> <li>• creating short dramatic episodes</li> </ul>
d	<p>to give expression to one's experience through activities such as making illustrations of selected events and describing and/or providing captions for them</p>	<p>to give expression to one's experience through activities such as <b>providing simple oral and written accounts of events and one's reactions to them</b></p>	<p>to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events</p>	<p>to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events, <b>incorporating where appropriate reflections on their significance</b></p>

Note: Additional features embodied in Key Stages 2, 3 and 4 are presented in bold.



## Learning Objectives for KS1 and KS2

### Forms and Functions

#### Text-types

Text-types for Key Stage 1:	Additional text-types for Key Stage 2:
captions cartoons conversations charts diagrams diaries forms instructions jokes labels letters lists messages notices posters rhymes riddles short stories signs songs tables (including school timetables) telephone calls	advertisements maps and legends plays or dramatic episodes poems recipes stories TV schedules weather reports

#### Vocabulary

As advocated in this Syllabus, vocabulary is introduced through Modules, Units and Tasks. The units and tasks, which address learners' needs and interests, provide authentic contexts for vocabulary use. There may be some concern in Key Stage 1 that all long and difficult words should be avoided. However, some such vocabulary items may be needed for the meaningful

completion of tasks. For example, a task about the living things that learners can see at home may include recognizing words like “cockroaches” or “mosquitoes” as part of the authentic context, although they may not be expected to learn the spelling by heart at this stage.

Moreover, teachers have to predict the vocabulary that learners need, such as:

- words that learners need to know in order to carry out classroom routines, commands, directions, requests and activities in the classroom; and
- words that learners use to identify or describe people, things or events in their family and school environment.

The vocabulary items that learners encounter, acquire and use at each Key Stage vary with the tasks and the amount of language support that learners experience in the learning environment. It is therefore not advisable to prescribe or suggest a vocabulary list out of context for each Key Stage.

Teachers may also consider the following in selecting vocabulary in Key Stages 1 and 2:

- *Cultural Factors*

Teachers should be careful with words that reflect the interests of other cultures which may not be shared by our learners. Take for example the underground. It is called the “tube” in London, the “subway” in New York and the “MTR” in Hong Kong. Other terms originating from western culture like “Halloween”, “rice pudding”, etc., also require a lot of explanation. On the other hand, learners may wish to express ideas and experiences specific to the local context. Words like “mini-bus”, “tunnel-bus”, “housing estate”, “peak trams”, etc., need to be introduced in the early stage. In addition, at the sociocultural level, learners may find certain topics such as Chinese festivals more significant and need to learn words like “mooncakes”, “lanterns”, “dumplings”, etc.

- *Active and Passive Use*

Passive vocabulary generally refers to items that are recognized and comprehended in the context of listening and reading materials. Items which learners can recall and use appropriately in speech and writing are categorized as active vocabulary. In a language learning situation, it is

usually the teacher and materials writer that decide which items are worth learning for active use and which for recognition only. As the learners' language competence develops, some of the passive items will become active. This transition of learners' passive vocabulary to active use is a gradual process. It is useful to bear the distinction in mind when teaching vocabulary.

In addition to the learning of some basic vocabulary items for communicative purposes, it is also important that learners develop vocabulary building strategies. These may include guessing the meanings of words from context and developing knowledge of word roots, affixes and word parts.

### Communicative Functions

The range, complexity and level of use of the Communicative Functions increase according to the levels of learning. Lists of Communicative Functions for Key Stages 1 and 2 are given below:

#### ***Communicative Functions for Key Stage 1***

Greet the teacher and other adults and respond to greetings, bid farewell  
 Introduce oneself  
 Ask and tell the time, the day and the date  
 Describe the daily weather  
 Identify simple objects and describe their sizes, shapes and colours  
 Identify common animals and plants found in Hong Kong and describe them very simply  
 Give a simple description of oneself and others in terms of name, age, occupation, members of the family, possessions, personal characteristics, habits and abilities  
 Ask and describe what people are doing  
 Talk about past events  
 Talk about locations  
 Talk about personal possessions  
 Talk about prices and quantities  
 Ask a person's name and make other simple inquiries  
 Ask permission to do a few simple things  
 Express good wishes  
 Express and respond to thanks

Make and respond to an apology or excuse  
Make simple requests  
State opinions and express feelings  
Respond to and give simple instructions  
Express inability to respond, seek information and elucidation  
Comprehend oral and written prohibitions  
Recognize common signs in English used in Hong Kong  
Refer to the English names of important places in Hong Kong

### ***Communicative Functions for Key Stage 2***

The Communicative Functions listed for Key Stage 1 should be consolidated and extended to a greater degree of complexity at Key Stage 2. Additional Communicative Functions for Key Stage 2 are:

Draw attention to people and things and describe them briefly  
Express preferences, ideas and plans  
Express basic needs and wants  
Express concern and sympathy  
Describe simple processes and situations  
Ask and describe what people do regularly and when they do it  
Give a simple account of things that have happened and things that people did in the past  
Describe the manner and frequency with which people carry out actions and the purposes and results of these actions  
Make simple comparisons of various kinds  
Talk about future events, actions and processes  
Make predictions and refer to unplanned future actions  
Make simple suggestions  
Make simple conditional statements  
Give simple instructions, warnings and prohibitions  
Ask for and give explanations  
Ask someone to come to the phone and identify oneself  
Offer one's services

### **Language Items**

Language Items suggest the range of English language use that learners need to develop and acquire as they work towards the learning targets.

**Language Items (Key Stage 1)**

The Language Items and Communicative Functions have been combined in the tables below to illustrate the relationship between them.

Nouns	Examples
Use nouns/noun phrases to <ul style="list-style-type: none"> <li>• identify people, animals, events, objects and activities</li> <li>• refer to one object/more than one object/uncountable objects</li> <li>• refer to days of the week and dates</li> <li>• indicate time</li> </ul>	He is a <u>teacher</u> . I like <u>dogs</u> . Today is my <u>birthday</u> . This is a <u>bag</u> . I like <u>singing</u> . I have a <u>bicycle</u> . She has four <u>balloons</u> . I have <u>bread</u> for breakfast. Today is <u>Friday</u> . It's <u>2 July</u> . It's <u>half past ten</u> .
Use proper nouns to <ul style="list-style-type: none"> <li>• refer to people</li> </ul>	<u>Ann</u> is a taxi-driver.

Pronouns	Examples
Use pronouns to <ul style="list-style-type: none"> <li>• identify people, animals and objects</li> </ul>	<u>I</u> need a pen. Please give <u>it</u> to <u>me</u> . I have a cat. <u>It</u> is very naughty.
Use the introductory "there" and the impersonal "it" to <ul style="list-style-type: none"> <li>• express facts</li> </ul>	<u>There</u> are five pencils in the box. <u>It's</u> nine o'clock.

**Adjectives****Examples**

Use adjectives to <ul style="list-style-type: none"> <li>describe people, animals, objects and conditions</li> <li>show quantities</li> <li>show position/order</li> <li>describe weather</li> </ul>	My father is <u>kind</u> . Pigs are <u>fat</u> . The sky is <u>blue</u> . I am <u>hungry</u> . There are <u>some</u> books on the table. I have <u>three</u> rulers. Mary sits in the <u>first</u> row. Today is <u>cold</u> .
Use possessive adjectives to <ul style="list-style-type: none"> <li>show possession</li> </ul>	This is <u>Siu-sing's</u> pencil. Show me <u>your</u> book.

**Verbs****Examples**

Use imperatives to <ul style="list-style-type: none"> <li>give instructions and directions</li> <li>express prohibitions</li> </ul>	<u>Walk</u> to the bus stop. <u>Turn</u> left. Don't <u>walk</u> on the grass.
Use the simple present tense to <ul style="list-style-type: none"> <li>describe habitual actions</li> <li>talk about present states</li> <li>express simple truths</li> <li>express interests, feelings and opinions</li> <li>make requests</li> </ul>	I <u>brush</u> my teeth every day. My father <u>is</u> a policeman. Lemons <u>are</u> sour. I <u>like</u> swimming. I <u>don't like</u> singing. Please <u>give</u> me a rubber.
Use the present continuous tense to <ul style="list-style-type: none"> <li>describe an action taking place at the time of speaking</li> </ul>	What <u>are</u> the children <u>doing</u> ? They <u>are</u> singing.
Use the simple past tense to <ul style="list-style-type: none"> <li>* talk about past activities and states</li> </ul>	Daddy <u>washed</u> the dishes. I <u>was</u> a fat baby.
Use modals to <ul style="list-style-type: none"> <li>ask for permission</li> <li>talk about ability</li> </ul>	<u>Can</u> I go out? I <u>can</u> dance. I <u>can't</u> play the piano.

\* Note: These items are more demanding and require considerable teacher support or guidance.

**Adverbs****Examples**

Use adverbs/adverbials to <ul style="list-style-type: none"> <li>• express addition</li> <li>• indicate position</li> </ul>	Jane likes singing. I like singing, <u>too</u> . <u>Here</u> it is. Put the books <u>there</u> .
---	--

**Prepositions****Examples**

Use prepositions/prepositional phrases to <ul style="list-style-type: none"> <li>• indicate position/place/direction</li> <li>• indicate time</li> <li>• indicate means</li> </ul>	The cat is <u>under</u> the table. The children are <u>in</u> the park. Go <u>to</u> the blackboard. He goes to school <u>at</u> half past seven. We go home <u>by</u> bus.
--	---

**Connectives****Examples**

Use connectives to <ul style="list-style-type: none"> <li>• link similar ideas/add information</li> <li>• link contrasting ideas</li> <li>• express alternatives</li> </ul>	He has fish <u>and</u> rice for lunch. This man is tall <u>but</u> that man is short. Is the water cold <u>or</u> hot?
---	--

**Determiners****Examples**

Use indefinite articles to <ul style="list-style-type: none"> <li>• make general statements</li> </ul>	Hong Kong is <u>a</u> big city. Lily has <u>an</u> apple every day. ___ Milk is good for you. (no article is required)
--	--

Use definite articles to <ul style="list-style-type: none"> <li>• refer to a specific person, animal, event, time and object</li> </ul>	<u>The</u> baby smiled. <u>The</u> kitten is naughty. My friends came to <u>the</u> party. Tom goes to school in <u>the</u> morning. <u>The</u> moon is very bright.
Use demonstratives to <ul style="list-style-type: none"> <li>• refer to people or objects</li> </ul>	<u>This</u> picture is beautiful. <u>Those</u> children are clever.

**Interrogatives****Examples**

Ask simple questions to <ul style="list-style-type: none"> <li>• obtain "yes/no" responses</li> </ul>	Is she a nurse? Are you hungry? Do you like sweets? Can you cook?
Ask "Wh-" and "How" questions to <ul style="list-style-type: none"> <li>• find out a person's identity</li> <li>• find out time</li> <li>• find out age</li> <li>• find out place, position or direction</li> <li>• find out various kinds of specific information about a person, object or an event</li> <li>•* find out about a specific person or object</li> <li>•* find out means, quantity and price</li> </ul>	<u>What's</u> your name? <u>Who</u> is that man? <u>What</u> time is it? <u>When</u> do you get up? <u>How old</u> are you? <u>Where</u> is the hospital?  <u>What</u> is it? <u>What</u> is Paul doing? <u>What</u> colour is it? <u>Which</u> boy is your brother?  <u>How</u> do you go to school? <u>How many</u> trees can you see? <u>How much</u> is this shirt?

\* Note: These items are more demanding and require considerable teacher support or guidance.



**Formulaic expressions for  
interpersonal communication**

**Examples**

<p>Use formulaic expressions to</p> <ul style="list-style-type: none"> <li>• greet people and respond to greetings</li> <li>• begin a short written message</li> <li>• introduce oneself and others</li> <li>• take leave</li> <li>• express and respond to thanks</li> <li>• express and respond to apologies</li> <li>• express approval/ encouragement</li> <li>• express good wishes</li> <li>• accept or decline offers and invitations</li> <li>• reply to requests</li> <li>• get attention or interrupt in speech</li> <li>• express lack of comprehension</li> <li>• ask for repetition or rephrasing</li> </ul>	<p>Good morning. Hello, how are you? Dear Mary, I'm Peter. This is my sister, Sally. Good-bye. Bye-bye. Thank you. Thank you very much. You're welcome. I'm sorry. That's all right. Good. Very good. Well done! Happy Birthday! Happy New Year! Yes, please. No, thank you. Here you are. Excuse me.  I'm sorry. I don't know. I'm sorry. I don't understand. Pardon?</p>
---	--

**Language Items (Key Stage 2)**

The items taught in Key Stage 1 should be consolidated and extended. The following are additional Language Items to be taught in Key Stage 2.

Nouns	Examples
Use nouns/noun phrases to <ul style="list-style-type: none"> <li>• identify conditions</li> <li>• refer to quantity/units</li> </ul>	I have a <u>headache</u> . I need <u>a piece of paper</u> . I bought <u>a pair of trousers</u> yesterday.
Use proper nouns to <ul style="list-style-type: none"> <li>• refer to places, organizations and events</li> </ul>	Mr Wu lives in <u>Kowloon</u> . Susan Wong is a member of the <u>Girl Guides</u> . <u>Easter</u> is coming.

Pronouns	Examples
Use pronouns to <ul style="list-style-type: none"> <li>• refer to people, events and objects in a general/indefinite way</li> </ul>	There's <u>someone</u> outside. Is there <u>anything</u> in that box?

Adjectives	Examples
Use adjectives to <ul style="list-style-type: none"> <li>• describe events</li> <li>• make comparisons</li> </ul>	The picnic was <u>exciting</u> . John's hair is <u>longer</u> than Tom's. This dress is <u>more beautiful</u> than that one. This is the <u>most comfortable</u> chair. Our shoes are the <u>same</u> , but our shirts are <u>different</u> .

**Verbs****Examples**

Use the simple present tense to <ul style="list-style-type: none"> <li>• express preferences</li> <li>• express needs</li> <li>• express thoughts</li> <li>•* express a future possibility</li> </ul>	I <u>like</u> playing volleyball more than basketball. I <u>need</u> a new schoolbag. I <u>think</u> Siu-man is correct. If it <u>rains</u> , we won't go swimming.
Use the simple past tense to <ul style="list-style-type: none"> <li>• express past conditions</li> <li>• express past needs, interests and feelings</li> <li>•* express past thoughts</li> </ul>	I <u>had</u> a cold last week. I <u>enjoyed</u> the movie last night. I <u>thought</u> the film was good.
Use the present perfect tense to <ul style="list-style-type: none"> <li>• relate past events to the present</li> </ul>	I <u>have</u> already <u>done</u> my homework.
Use the future tense to <ul style="list-style-type: none"> <li>• talk about future events, actions and processes</li> </ul>	He <u>will see</u> the dentist tomorrow.
Use "going to" to <ul style="list-style-type: none"> <li>• describe events that will occur quite soon</li> </ul>	It is <u>going to</u> rain.
Use modals to <ul style="list-style-type: none"> <li>• make suggestions</li> <li>• express obligation and prohibition</li> <li>•* make an offer or invitation</li> </ul>	<u>Shall</u> we go on a picnic? I <u>must</u> work harder. You <u>can't</u> stay here. We <u>shouldn't</u> throw rubbish out of the window. <u>Would</u> you like to come with me?

**Adverbs****Examples**

Use adverbs/adverbials to <ul style="list-style-type: none"> <li>• describe manner</li> <li>• express time/frequency</li> <li>• express degree</li> </ul>	I do my homework <u>carefully</u> . See you <u>tomorrow</u> . My aunt <u>often</u> visits us. I enjoyed the film <u>very much</u> . You should read <u>more</u> . Don't make <u>so much</u> noise. The dress is <u>too</u> small for me.
---	--

\* Note: These items are more demanding and require considerable teacher support or guidance.

**Prepositions****Examples**

<p>Use prepositional phrases to</p> <ul style="list-style-type: none"> <li>• indicate a period of time</li> <li>•* describe people or objects</li> </ul>	<p>Uncle John stayed with us <u>for one month</u>.</p> <p>Who's that woman <u>in the blue dress</u>?</p> <p>Miss Lee lives in the house <u>with the red door</u>.</p>
--	---

**Connectives****Examples**

<p>Use connectives to</p> <ul style="list-style-type: none"> <li>• give reason</li> <li>• show result</li> <li>•* show the time relationship between two actions</li> <li>•* express conditions</li> </ul>	<p>I'm late <u>because</u> I missed the bus.</p> <p>She swims every day, <u>so</u> she is healthy.</p> <p>The dog barked <u>when</u> the postman came.</p> <p>We put on more clothes <u>if</u> it is cold.</p> <p><u>If</u> it rains tomorrow, we'll stay at home.</p>
--	--

**Interrogatives****Examples**

<p>Ask "Wh-" and "How" questions to</p> <ul style="list-style-type: none"> <li>• find out which person something belongs to or is associated with</li> <li>• find out the reason/purpose</li> <li>•* find out distance and the length of a period of time</li> </ul>	<p><u>Whose</u> handbag is it?</p> <p><u>Why</u> are you late?</p> <p><u>How far</u> is it from here to Mongkok?</p> <p><u>How long</u> have you lived here?</p>
--	--

\* Note: These items are more demanding and require considerable teacher support or guidance.

**Formulaic expressions for  
interpersonal communication**

**Examples**

<p>Use formulaic expressions to</p> <ul style="list-style-type: none"> <li>• begin and end a letter</li> <li>• show concern</li> <li>• ask for permission</li> <li>• make and respond to suggestions</li> <li>• show agreement/disagreement</li> <li>• respond to good wishes</li> <li>• start a telephone conversation</li> </ul>	<p>Dear Sir/Madam, Write soon. Hope to see you soon. Yours, Yours sincerely, What's the matter? Please let me play in the park. Let's go to Stanley this weekend. That's a good idea. I'm sorry I can't. Yes, I agree. No, I don't think so. (Merry Christmas.) Same to you. Hello. May I speak to Tony, please?</p>
--	--

## Skills and Strategies

In order that learners can use English effectively for the purposes described in the learning targets, it is essential that they develop competence in the skills of Listening, Speaking, Reading and Writing. Language Development Strategies include, among others, study skills and ways to plan, manage and evaluate one's own learning. All these are very important because they enable learners to become motivated, independent and responsible for their own learning. The detailed lists of Skills and Strategies for Key Stages 1 and 2 are given below.

### Listening (Key Stage 1)

#### *Discriminate sounds, stress and intonation*

- discriminate between words with different initial or final sounds, e.g. walk/talk, cat/cap
- discriminate between one syllable words with different middle vowel sounds, e.g. sit/at
- recognize alliterative and rhyming words in activities such as listening games
- identify key words in an utterance by recognizing the stress, e.g. Where are the books?
- \* recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately

#### *Listen and understand meaning*

- recognize language patterns and vocabulary items previously encountered in new spoken texts
- recognize the connection between ideas supported by appropriate time markers or simple linking words, e.g. *this morning, yesterday, and, but*
- locate specific information in response to simple instructions or questions
- identify main ideas
- \* work out the meaning of unknown words using extensive visual clues
- \* recognize speakers' intentions and feelings supported by gestures and facial expression

\* Note: These items are more demanding and require considerable teacher support or guidance.

Listening (Key Stage 2)*Discriminate sounds, stress and intonation*

- discriminate between words with different initial or final consonant blends, e.g. smoke, snake; string, spring; mask, mast
- recognize the longer vowel sounds in words, e.g. boy, point, care, bear.
- recognize the stress in words, e.g. enjoy
- recognize the stress in connected speech, e.g. See you tomorrow
- recognize differences in the use of intonation in questions, statements (including approval and disapproval), commands, and respond appropriately

*Listen for explicit and implicit meaning*

- use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression
- understand the connection between ideas by recognizing linking words and phrases, e.g. *because, therefore, but, at last*
- listen for specific information
- identify the main ideas of a new topic
- identify details that support a main idea
- \* predict the likely development of a topic by recognizing key words, and making use of context and knowledge of the world
- \* understand the speaker's intention, attitude and feelings through his/her choice and use of language, gesture and facial expression

Speaking (Key Stage 1)*Convey meaning clearly and coherently*

- pronounce correctly words in isolation, e.g. *girl* /gɜ:l/
- pronounce correctly words in connected speech by linking words together and using appropriate stress, e.g. *What is it?* /wɒt ɪz ɪt/
- produce simple phrases and sentences involving repetition or lists, e.g. *I like bananas, apples and oranges.*
- use modelled phrases and sentences to communicate with teachers or other learners

\* Note: These items are more demanding and require considerable teacher support or guidance.

- connect ideas by using time markers or simple linking words, e.g. *last Friday, and, but*
- \* use appropriate intonation in questions and statements
- \* express meaning when a word is unknown by giving a simple description in response to teacher's prompts

*Use interaction skills and strategies*

- open an interaction by
  - ♦ greeting someone politely
  - ♦ introducing oneself briefly
  - ♦ eliciting a response, e.g. *How are you?*
- maintain an interaction by
  - ♦ using single words and formulaic expressions to acknowledge, agree and disagree, ask questions and reply
  - ♦ providing information in response to factual or yes/no-questions
  - ♦ repeating questions and answers if they are not understood
  - ♦ getting help from other learners or the teacher, e.g. *How do you spell "policeman"?*
- close an interaction by
  - ♦ using simple formulaic expressions, e.g. *Good-bye.*

Speaking (Key Stage 2)

*Convey meaning clearly and coherently*

- use appropriate registers when speaking to familiar interlocutors such as teachers and peers
- apply syntactic rules such as subject-verb agreement correctly, e.g. *Peter plays football every Sunday.*
- connect ideas by using linking words or phrases, e.g. *before, therefore, but, also, at last*
- use gestures and facial expression to convey meaning and intention
- \* use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings

*Use interaction skills and strategies*

- open an interaction by

\* Note: These items are more demanding and require considerable teacher support or guidance.



- ♦ greeting someone in an appropriate manner
- ♦ introducing oneself with more details
- ♦ \* eliciting a response by asking questions or providing information on a topic, e.g. *I've borrowed three very interesting story books. Would you like to have a look?*
- maintain an interaction by
  - ♦ controlling participation in an interaction or group activities such as taking one's turn at the right moment and recognizing others' desire to speak, e.g. *It's my turn... It's your turn now.*
  - ♦ asking and responding to others' opinions, e.g. *Do you like that film? What do you think?*
  - ♦ verbalizing inability to understand, asking for slower repetition of utterance and spelling, e.g. *I beg your pardon?*
  - ♦ acknowledging, agreeing or disagreeing, replying, asking questions, adding or giving examples, explaining and using formulaic expressions where appropriate
  - ♦ \* predicting the likely development of a conversation and responding accordingly
  - ♦ \* self-correcting or rephrasing questions and answers if they are not understood
- close an interaction by
  - ♦ using appropriate formulaic expressions, e.g. *See you tomorrow.*
  - ♦ giving reasons, e.g. *Sorry. I have to see my teacher now.*

### Reading (Key Stage 1)

#### *Establish concepts about print*

- follow left to right directionality, and recognize the beginning and end of sentences
- recognize and name all the letters of the printed alphabet
- distinguish between capital and small letters
- recognize known clusters of letters in unknown words, e.g. *in, thin, chin*
- use knowledge of basic sound-symbol correspondences to work out how to read a word aloud
- recognize familiar words in new texts

\* Note: These items are more demanding and require considerable teacher support or guidance.

*Construct meaning from texts*

- recognize common abbreviations and contracted forms, e.g. *Mr, Mrs, 10:00 am, 3:00 pm, She's clever.*
- work out the meaning of unknown words by recognizing the base word within other words, e.g. *like, dislike*
- identify key words in a sentence
- understand the connection between ideas by identifying time markers or simple linking words, e.g. *this morning, yesterday, and, but*
- confirm meaning by re-reading a sentence or paragraph
- \*predict the meaning of unfamiliar words by using context or picture cues
- \*predict story, characters, topic of interest using picture cues and book cover

*Locate information and ideas*

- locate specific information in a short text in response to questions
- identify main ideas from a text with teacher support

Reading (Key Stage 2)

*Construct meaning from texts*

- use knowledge of what words and letters look or sound like to work out the meaning of unknown words, e.g. *understand, misunderstand*
- use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression
- recognize recurrent patterns in language structure, such as word structure, word order, sentence structure, organization of text-types
- read written language in meaningful chunks
- understand the connection between ideas by identifying linking words or phrases, e.g. *because, therefore, however, also, at last*
- predict the likely development of a topic by recognizing key words and making use of context and knowledge of the world
- re-read to establish and confirm meaning
- self-correct by using strategies such as checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help

\* Note: These items are more demanding and require considerable teacher support or guidance.

- \* recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation
- \* recognize format and language features in narrative and non-narrative texts
- \* understand intention, attitude and feelings stated in a text by recognizing features such as the choice and use of language

*Locate information and ideas*

- scan a text to locate specific information by using strategies such as looking at headings and repeated words
- skim a text to obtain a general impression and the main ideas
- identify details that support a main idea

Writing (Key Stage 1)

*Establish concepts about the writing process*

- use the basic conventions of written English to
  - ♦ combine letters to form words, use the left to right directionality sequence, capital and small letters, leave spaces between words and use basic sentence punctuation
- write out a piece of work by
  - ♦ using neat and legible handwriting
- develop written texts by
  - ♦ reproducing sentences from teacher's writing and words from print in the environment, such as copying names of shops in the street outside the school
  - ♦ putting words in a logical order to make meaningful phrases or sentences
  - ♦ adding personal ideas and information when a model or framework is provided, such as filling gaps
  - ♦ \* using concepts of order and time when writing texts, e.g. *Last night, I ... This morning, I ...*
  - ♦ \* using appropriate format and conventions when writing notes and greetings cards
  - ♦ \* writing a first draft

\* Note: These items are more demanding and require considerable teacher support or guidance.

- ♦ using available sources such as a word bank
- ♦\* making changes to incorrect spelling, punctuation and grammar, and adding details if necessary in response to suggestions from the teacher
- gather and share information, ideas and language by
  - ♦\* using strategies such as brainstorming, listing and observing

## Writing (Key Stage 2)

### *Develop skills in the writing process*

- gather and share information, ideas and language by
  - ♦ using strategies such as brainstorming, listing, questioning, and interviewing
- plan and organize information and ideas by
  - ♦ identifying purpose and audience for a writing task
  - ♦ deciding on the sequence of content
- develop written texts by
  - ♦ expressing own ideas and feelings
  - ♦ presenting main and supporting ideas
  - ♦ using appropriate linking words or phrases, e.g. *because, therefore, however, also, at last*
  - ♦ writing paragraphs which present ideas logically
  - ♦ writing a first draft
  - ♦\* using paragraphs and conventional punctuation to frame ideas
  - ♦\* using appropriate format, conventions and language features when writing non-narrative texts such as a description and a simple report
  - ♦\* using basic narrative structure that comprises setting, characters, events and dialogue when writing about real and imaginary experience
- revise and edit drafts by
  - ♦ using available sources such as a dictionary or glossary

\* Note: These items are more demanding and require considerable teacher support or guidance.

- ♦ using a range of revision techniques to improve the content of a piece of writing such as combining ideas, rearranging the order of ideas, adding/deleting details, substituting words or phrases with more appropriate ones
- ♦ re-reading the draft and correcting spelling, punctuation and grammar
- ♦ sharing work with teachers and classmates and responding positively to suggestions on ideas and use of language
- write out a piece of work by
  - ♦ presenting writing using appropriate layout and visual support including illustrations, tables and charts where necessary

### Language Development Strategies (Key Stage 1)

#### *Develop thinking skills*

- distinguish between positive and negative values
- recognize and solve simple problems in a given situation
- generate new ideas and meanings by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking

#### *Develop reference skills*

- use given materials to find out required information
- locate simple information in materials such as price lists and telephone directories
- use organized information to check spelling or meaning, such as locating vocabulary cards in a word bank
- classify the materials and put them into files of different topics/themes with teacher support

#### *Develop library skills*

- observe some simple class library rules, such as when to return the book and not to write/draw on the book
- find books of interest from the class library with reference to a simple coding system, e.g. different colours or labels for different topics

*Develop information skills*

- extract information and ideas from texts with the help of visual clues
- organize words into alphabetical order and refer to them as a resource for spelling help when writing

*Plan, manage and evaluate own learning*

- concentrate on one's work
- make use of opportunities to learn and use English in the classroom, such as trying to talk to the teacher and classmates in English
- review samples of own writing over time and note the improvement in areas such as accuracy and organization of ideas

*Develop self-motivation*

- participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties
- \* tell the teacher one's feelings concerning English learning in general and specific tasks

*Work with others*

- ask others for help with the meaning and pronunciation of words
- work with others to complete a task

Language Development Strategies (Key Stage 2)

*Develop thinking skills*

- recognize and solve simple problems
- compare and connect ideas to find similarities and differences
- find out, organize and classify information on familiar topics
- make inferences from given information
- identify values, attitudes and beliefs expressed in texts
- develop simple and valid rules as a basis for action
- review and revise ideas in the light of new information or evidence
- generate new ideas and meanings by using an idea or a description as a springboard for new ideas or ways of thinking

\* Note: These items are more demanding and require considerable teacher support or guidance.

*Develop reference skills*

- use an English dictionary to check meaning or spelling
- categorize the materials of different topics or themes into different files for easy access
- use simplified encyclopedias for finding out required information
- \* use directories for purposes such as locating places, services and addresses

*Develop library skills*

- obtain information from the different parts of a publication such as the book cover, title, table of contents and blurb
- use library classification systems to find specific reading materials

*Develop information skills*

- skim and scan through texts or listen to locate relevant information and ideas
- focus on important information in reading materials through a variety of emphasis techniques such as underlining, starring or colour coding
- organize words into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning
- extract relevant information and ideas and record them by using strategies such as making simple notes as a study aid
- review at intervals materials such as notes
- classify or reclassify information and ideas into meaningful groups, either mentally, in drawing or in writing, and make reference to them from time to time

*Plan, manage and evaluate own learning*

- plan a timetable for study and test/examination revision
- prepare for an upcoming task by practising the language elements and functions necessary for the task
- evaluate own progress in learning English through means such as reviewing samples of own work over time and noting the improvement in areas such as accuracy, organization of ideas and social appropriateness

\* Note: These items are more demanding and require considerable teacher support or guidance.

- seek or create opportunities to learn and use English in natural, realistic settings such as selecting materials of interest and increasing challenge to read for pleasure, joining an international penpal club, watching English TV or listening to radio programmes

*Develop self-motivation*

- make positive statements to oneself as an encouragement before and while engaging in a language task
- push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties
- \* discover and express own feelings, attitudes and motivation concerning English learning in general and specific language tasks through means such as discussing with others including the teacher, sharing own English learning experiences with others

*Work with others*

- ask questions to clarify information and seek correction
- appreciate the use of English by others
- work cooperatively with others and treat others' suggestions positively to complete a task
- offer help to others in English learning situations when appropriate

**Attitudes**

Attitudes, along with knowledge and skills, form an integral part of the curriculum. Some of the attitudes, such as developing confidence in using English, are likely to permeate all learning activities. Others, such as the awareness of English as an international language of communication, will be consciously developed only in specific tasks and may not be immediately apparent in all tasks. Opportunities for exploring, developing and encouraging these attitudes should be provided in the learning tasks. The attitudes that learners in Key Stages 1 and 2 should be developing are given below.

\* Note: These items are more demanding and require considerable teacher support or guidance.



***Attitudes to be developed at Key Stage 1***

- confidence in using English
- keenness to participate in activities leading to improvement of knowledge and skills in the language
- sensitivity towards language use in the process of communication
- appreciation of the beauty of the language

***Attitudes to be developed at Key Stage 2***

The attitudes listed for Key Stage 1 should be further developed at Key Stage 2. Additional attitudes to be developed at Key Stage 2 are:

- enjoyment of reading
- an awareness of English as an international language of communication
- respect for the different cultures of the English speaking world

## Exemplar Scheme of Work: Overview of Modules, Units and Tasks

Key Stage: 3

Year Level: S1

Terms & Year: First Term 20XX-XX

Modules	Units	Tasks for September 20XX				Tasks for October 20XX				Tasks for November 20XX			
		Wk 1	2	3	4	5	6	7	8	10	11	12	13
Getting Along with Others	Sharing, Co-operation, Competition, Rivalry	#Choosing a Club											
	Friendship and Dating	#Writing to a Pen Friend											
Teenage Life	Leisure and Hobbies	#Going to Movies #Sports and Games We Play											
	Being Fashionable					#How Much is Enough? #Keeping Fit and Healthy							
Study and School Life	Study and Related Pleasure/ Problems					#Comics and Cartoons #Cheating							
Rights and Responsibilities	At Home									#Giving a Helping Hand #Should Everything be Known?			
	In a Group									#Be Considerate			

N.B. The above is an exemplar Scheme of Work for the first three months of Secondary One. The starting point for the Scheme of Work is the task "Choosing a Club" to meet the immediate needs of S1 learners. It is followed by a task from the unit "Friendship and Dating". This is done to recycle concepts presented in the KS2 module "Relationships". Tasks are then chosen to extend learners' previous knowledge from self to families, friends and the wider community.

## Exemplar Scheme of Work

Key Stage: 3

Year Level: S1

Terms & Year: First Term 20XX-XX

Teacher: \_\_\_\_\_

Week/ Cycle	Module/ Unit	Tasks/ Clusters of Tasks	Key Stage Targets	Language Items and Communicative Functions	Skills and Attitudes	References/ Resources
1	Getting Along with Others/ Sharing, Co- operation, Competition, Rivalry (5 lessons)	#Choosing a Club	KDb - to interpret and use more extensive information through describing, comparing, explaining, inferring and drawing conclusions IDb - to converse and exchange points of views about feelings, interests, preferences, ideas, experiences and plans EDd - to give expression to one's experience	<ul style="list-style-type: none"> <li>- Use the simple present tense to express preferences and thoughts <i>e.g. I prefer the English Club. I think I can improve my English there.</i> <i>e.g. I prefer joining the Tennis Club. I imagine it's really great fun.</i></li> <li>- Use adverb phrases and adverb clauses of reason, concession, result, etc., to justify one's point of view in simple situations <i>e.g. I will join the Chess Club because I am good at chess.</i> <i>e.g. I want to learn how to sing so that I can become a singer in the future.</i></li> <li>- Use modals and formulaic expressions to make and refuse suggestions <i>e.g. Why don't we join the Computer Club together?</i> <i>e.g. I suggest that you join the Geography Club instead.</i></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- acquire, extract and rearrange information relevant to the task</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>- seek and give clarification, rephrase one's questions when necessary</li> <li>- understand speaker's intention, attitude and feelings</li> <li>- express, elicit and respond to ideas, opinions and feelings in a group discussion</li> <li>- make a balanced contribution to the discussion</li> <li>- convey information in an appropriate manner</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- respond to and make use of given information</li> <li>- understand and identify purpose, audience, roles and context of the task</li> <li>- present ideas clearly and logically</li> </ul> <p><b>Language Development Strategies</b></p> <ul style="list-style-type: none"> <li>- using a dictionary to find out about pronunciation, usage and grammar</li> <li>- recognizing the salient features of various text-types and using them efficiently for locating information and ideas</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>- keenness to participate in activities leading to improvement of knowledge and skills in the language (KS1)</li> </ul>	<p>Textbook p.X</p> <p>Posters and pamphlets from different clubs</p> <p>Application forms for joining the clubs</p>

2	Getting Along with Others/ Friendship and Dating (4 lessons)	#Writing to a Pen Friend	<p>lDa - to establish and maintain relationships</p> <p>KDa - to find out, select, organize and present information on familiar topics</p> <p>KDe - to clarify and develop ideas by making revisions to own written texts</p>	<ul style="list-style-type: none"> <li>- Use a variety of tenses, adverbs, etc., to refer freely to events in the past, present and future and to the frequency with which things occur <i>e.g. I go swimming for an hour every Saturday.</i> <i>e.g. I used to go to the library once a week when I was a primary student.</i></li> <li>- Use adjectives, adjective phrases, formulaic expressions, etc. to describe one's feelings and responses to happenings and states of affairs <i>e.g. I am thrilled to receive your letter.</i></li> <li>- Use formulaic expressions to begin and end a letter <i>e.g. Dear X, ... Yours,</i></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- acquire, extract and rearrange information relevant to the task</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- respond to and make use of given information</li> <li>- understand and identify purpose, audience, roles and context of the task</li> <li>- plan and organize ideas with the help of cohesive devices</li> <li>- present ideas clearly and logically</li> <li>- use a wide range of language patterns to improve the presentation of the letter</li> <li>- using appropriate format, conventions and language features when writing non-narrative texts such as a description and a simple report (KS2)</li> </ul> <p><b>Language Development Strategies</b></p> <ul style="list-style-type: none"> <li>- using a dictionary to find out about pronunciation, usage and grammar</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>- confidence in using English (KS1)</li> <li>- sensitivity towards language use in the process of communication (KS1)</li> </ul>	<p>Textbook p.X</p> <p>Letter from a Pen Friend</p>
---	--	--------------------------	---	---	---	---

N.B. The above is a detailed exemplar Scheme of Work for the first 2 weeks of the first term in Secondary One.

## Classroom English

The items listed below are grouped according to their nature and use. They are only for teachers' reference. They are neither prescriptive nor exhaustive.

### Teacher's List

#### *Classroom Routine*

Silence, please. / Stop talking.

May I have your attention please? / Now, pay attention, everybody.

Please do not disturb others.

Can anyone tell me what we learnt last lesson?

Let's get on with the lesson.

We are going to have some conversation practice/do some role play.

I want you to do this exercise orally.

I have some worksheets for you to do today.

Let's revise it/do it once more.

Listen to the instruction carefully.

Take out your book and turn to page X.

Can you turn round and face your neighbour/classmate?

Stand up. / Sit down. / Sit up, please.

Please speak louder. / Speak up please. / Repeat your answer please.

Tell the class your answer to this question please.

Raise your hand if you know the answer.

Put away your books. / Put your books in the drawer.

Has anyone forgotten their homework/left their books behind?

Will you please remember to bring the exercise books tomorrow?

Come and see me after the lesson/at recess time.

Before you leave, please make sure that your desks are clean.

Would you please turn the lights/fans on/off?

Would you mind closing the door for me?

Could someone bring me the books?

#### *Instructions for Assignments*

Copy the heading and underline it.

Write on alternate lines/every line.

Write on the right hand side only and leave the left side blank.

You must hand in your homework by next Thursday at the latest.  
Hand in your books to the monitor/monitress.  
Pass your books to the front.  
Stop copying and do it on your own.  
Do the corrections carefully.  
Before next lesson, I want you to read pages X to Y and answer the questions.  
Complete the tasks/exercises within X minutes.

*Instructions for Activities*

Would you please form groups of X?  
Discuss your answers with your partner/group members.  
Choose a group leader among yourselves.  
You have X minutes for your discussion/presentation.  
Don't start until I tell you to.  
Present your ideas to the class.  
Follow the steps/instructions and work out the answers.  
Present your findings in the form of diagrams/tables.  
Interview your classmates/teachers and find out their hobbies.  
Share your experiences/ideas with your classmates.

*Questions and Feedback to Learners*

Do you have any questions?  
Any suggestions/questions?  
Are you ready?  
Who will be the first group/one to present?  
What does it mean?  
Can you explain a little bit?  
Good, well done. I'm pleased that you have tried your best.  
You'd better try harder.  
All right, but you mustn't forget/must try to remember next time.

Learner's List

*Apologizing*

I'm sorry. I don't understand.  
I'm sorry. I don't know the answer.  
Sorry. I have no idea.  
I'm sorry. I've forgotten to do the homework.  
Sorry, I've forgotten to bring the book.  
I'm sorry I'm late. It's because I got up late/I missed the bus.  
Sorry, I've left my exercise book at home.

*Interrupting*

Sorry, could I say something?  
Excuse me, could I ask something?  
Excuse me, can I talk to the monitor?  
Sorry to stop you here, I have a question to ask.

*Asking for Permission*

May I be excused?  
May I open the window?  
Can I turn on the fan? / Can I switch off the air-conditioner?  
Can I change my seat? I can't see the blackboard clearly.

*Asking for Repetition*

I beg your pardon. / Can you repeat your point?  
Would you please explain this part again?  
Would you mind saying it one more time?  
Please could you say that again?

*Asking for Clarification*

Can you please tell me the meaning of this word/sentence/part?  
When shall we hand in the homework?  
Do we need to do the corrections?  
Do you mean we can leave earlier today?  
Which chapter should we prepare?  
When shall we have the dictation/test?  
Sorry, when can we get back our books/tests?  
Sorry, did you say we have to prepare a topic for presentation?  
I don't quite understand what that means. Can you explain it again?

*Making Requests*

Can we have the dictation/test later?  
Sorry, I can't hear clearly. Would you please turn up the cassette?  
Sorry, can you speak louder?  
I'm sorry. How do you say it in English?  
Excuse me, can you tell me the English for X?  
Excuse me, how do you spell it?  
Excuse me, how do we pronounce this word?

*Asking for Feedback*

Excuse me, is this right?  
Excuse me, why is this wrong?  
Excuse me, have I done this right?  
Excuse me, is this how to do it?

### Exemplar Learning Tasks for KS3

**Module:** Cultures of the World  
**Unit:** Customs, Clothes and Food of Different Places  
**Task:** Eye on the World

#### Description

Learners are staff working in a theme park called "Eye on the World". There are different sections in the park. Each section shows the customs, clothes, food and some special features of a different country or place.

In Part 1, learners read a pamphlet about the section on Japan and complete the floor plan attached. In Part 2, they listen to a commentary on the USA section and make some notes. In Part 3, learners form groups of six. They take turns to be tourist guides and take the other members of the group through one of the sections. They may make use of drawings, photos, magazine cuttings or even actual food items to aid their commentaries.

#### 5 fundamental intertwining ways of learning and using knowledge

- ☒ Communicating *(Learners read or listen to information about the theme park.)*
- ☒ Conceptualizing *(Learners organize their knowledge about the way of life in different places.)*
- ☒ Inquiring *(Learners find out, construct and use knowledge about the customs, clothes and food of different places.)*
- ☐ Reasoning
- ☐ Problem-solving

#### Learning targets (KS3) *(Only relevant parts of the learning targets are presented below.)*

To develop an ever-improving capability to use English

- to find out, select, organize and present information on familiar and less familiar topics (KDa)
- to interpret and use more extensive information through processes such as describing, explaining (KDb)
- to converse about feelings, interests, preferences, ideas, experiences and plans (IDb)

#### Learning objectives

##### ★ Text-types

floor-plans  
pamphlets  
speeches

##### ★ Vocabulary

Names of food: sushi, fugu, noodles, ketchup, mustard, tacos,  
roast turkey, pumpkins

Names of clothes: kimono, jeans

Names of events or activities: exhibition, sword fights, Thanksgiving



## ★ Language Items and Communicative Functions (KS3)

- e.g. Use adjectives to make comparisons and give descriptions of processes and situations

*Mount Fuji is the most famous mountain in Japan.*

*Our games stall shows the latest electronic games from Japan.*

*(Talking about tacos) They look like pockets.*

- e.g. Use the simple present tense to make general statements about the world and “universal truths”

*Children love Halloween.*

- e.g. Use imperatives to refer freely to events in the future and to the frequency with which things occur

*Take part in an exciting sword fight.*

## ★ Language Skills

## 1. Listening (KS3)

*Listen for intended meanings, feelings and attitudes*

- identify key ideas in a passage, discussion or conversation
- extract information and ideas in spoken texts
- identify the sequence of events, causes and effects
- make connections between ideas and information with the help of discourse markers

## 2. Speaking (KS3)

*Present information, ideas and feelings clearly and coherently*

- convey ideas and information in conversations
- describe the sequence of events
- use words and expressions appropriate to the context
- use appropriate discourse markers
- use correct pronunciation, intonation and register for different purposes

## 3. Reading (KS3)

*Understand, interpret and analyze different written texts*

- make use of knowledge of the world to make sense of the written text
- acquire, extract and organize information relevant to specific tasks
- understand the use of discourse markers
- know what a word or phrase refers to in the previous or subsequent context

## ★ Language Development Strategies (KS3)

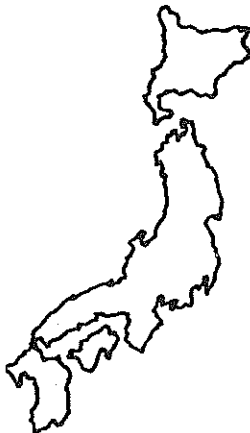



- Develop information skills
  - ♦ employ graphic forms (charts, tables, time-lines, etc.) to aid the presentation of ideas
- Develop reference skills
  - ♦ use a dictionary to find out about pronunciation, usage and grammar

★ Attitudes

- Keenness to participate in activities leading to improvement of knowledge and skills in the language (KS1)
- An awareness of English as an international language of communication (KS2)
- Respect for the different cultures of the English speaking world (KS2)

**Module:** Cultures of the World  
**Unit:** Customs, Clothes and Food of Different Places  
**Task:** Eye on the World


You work as a tourist guide in "Eye on the World". You are preparing some notes on the Japanese section. You read the following pamphlet about Japan and complete the floor plan.

<p>Mount Fuji is the most famous mountain in Japan. Many visitors go there every year.</p> <p>Take a photo in front of the <i>sakura</i> trees. The flowers are white and pink.</p> <p style="text-align: center;">*   *   *</p> <p>Visit our mini-cinema for a 3-D show.</p> <p>Feel an earthquake!</p> <p>Take part in an exciting sword fight!</p> <p>Our games stall shows the latest electronic games from Japan.</p>	<p style="text-align: center;"><i>Eye on the World</i></p> <p style="text-align: center;"><b>JAPAN</b></p>  <p>Watch the celebration of the mountain festival. Join the parade. Take part in the singing and dancing.</p> <p style="text-align: center;">Performances:</p> <p style="text-align: center;">10:30 am 11:30 am 3:00 pm 4:00 pm</p>	<p>Don't miss our foodstall!</p> <p>Try <i>sushi</i> - rice rolls with fish and vegetables. Children love them.</p>  <p>Try our dried <i>fugu</i> pieces. It's the fish with a poisonous sac.</p>  <p>There are different kinds of Japanese noodles. Some come in a bowl of hot soup and some are eaten cold.</p> <p>Finish your meal with a cup of green tea or some green tea ice-cream. Enjoy the refreshing feeling!</p> <p style="text-align: center;">*   *   *</p> <p>Don't miss our exhibition of beautiful kimonos. Take a photo in a kimono!</p> 
--	---	---

**Task****Part 1: Floor Plan**

Make notes on the floor plan below. They will help you remember important facts.

**Floor Plan: Japan**

<p>_____ <b>Exhibition</b></p> <p>take _____ here</p>	 <p>Parade for the mountain _____</p>	<p>_____ <b>Stall</b></p> <p>latest _____ games</p>
<p>_____ <b>-cinema</b></p> <p>_____ shows</p> <p>sword _____</p>	<p><b>Mt</b> _____</p> <p>_____ trees</p> <p>with _____ and</p> <p>_____ flowers</p>	<p><b>Food Stall</b></p> <p>_____</p> <p>_____</p> <p>_____ noodles</p> <p>_____</p>

**Part 2**

You are now preparing for the section on the USA. Listen to the tape and complete the notes below.

(Tapescript)

Ladies and gentlemen, please follow me to the next section of the park. Yes, we've arrived at the USA. Let's go in.

On your left is the Food Stall. You see, Americans love hot dogs. There are many hot dog stalls in the streets. Most people add ketchup and mustard to their hot dog. Well, it is easy to see the difference. Ketchup is red and mustard is yellow.

Then there are hamburgers. You can eat them with French fries. They are potatoes cut into long, thin pieces. Yes, you eat them with ketchup too. Many Americans like to add ketchup to their food.

And this big bird here is a turkey. Well, it looks like a big hen but we call it a turkey. Every November, American families get together for Thanksgiving. They give thanks for the good things in their lives. For dinner, they have roast turkey and lots of other food.

What are these? Oh these are tacos. How do you spell them? T-A-C-O. Yes, they look like large pockets. It's Mexican food but it's very popular in America. You can put any kind of food in the pockets. I usually put beans and meat. You want to put eggs, Jackie? Fine. You make your own tacos.

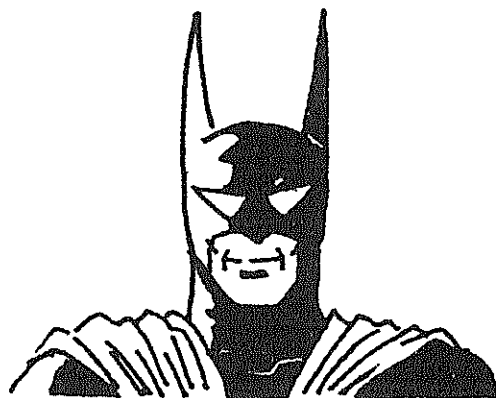
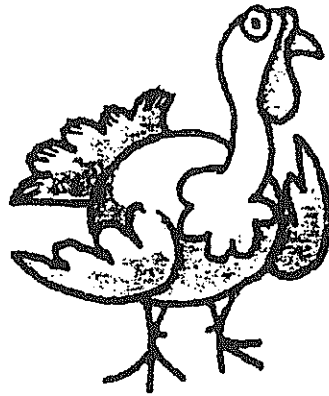
Follow me please to the next stall. This is a Halloween party. Halloween is on 31st October. Yes, it's the same day every year, 31st October. Children love Halloween. They dress as ghosts and witches. They paint their faces and dress in white or black cloths. Then they go round the houses. They knock on the door and say "Trick or Treat?" "Trick or Treat?" People give them sweets and the children are very happy. What are these? These are pumpkins. Yes, at Halloween, children make special lamps. They carve faces on pumpkins and put candles inside. Look at that pumpkin over there.

In front of you is the White House. The president of the USA lives and works here.

And next is Hollywood. Many films are made here every year. You see Batman over there? He's very strong and brave. That's Wonder Woman. Yes, she's beautiful and strong. Of course you can take photos with them.

Let's go to the next stall. Wow, we have cowboys here. They send cows from the farm to the market. Look at their jeans. Cowboys like to wear jeans because they are very strong. Now, they are worn by people all over the world.

\*Teachers may make use of the following pictures to help learners:



**Part 2: Worksheet**

Complete the following notes.

Notes on (1) \_\_\_\_\_

- (2) Which of the following can you find in the Food Stall? Circle the right answer.
- a. sandwiches
  - b. hamburgers
  - c. milk shake
- (3) At Thanksgiving, families eat roast \_\_\_\_\_.  
 a. turkey  
 b. hen  
 c. peacock
- (4) Americans love \_\_\_\_\_, which look like big pockets.

\* \* \* \* \*

### Halloween

- (5) Date: \_\_\_\_\_
- (6) Children \_\_\_\_\_ their faces and dress as \_\_\_\_\_.
- (7) They say  
 a. "Trick or Treat?"  
 b. "Thick or Thin?"  
 c. "Chick or Cheat?"
- (8) People give them \_\_\_\_\_.
- (9) People carve \_\_\_\_\_ on pumpkins.

\* \* \* \* \*

- (10) The \_\_\_\_\_ House.
- (11) The president of the USA lives and \_\_\_\_\_ here.

\* \* \* \* \*

- (12) \_\_\_\_\_ are made in Hollywood.
- (13) Visitors can take photos with \_\_\_\_\_ here.

\* \* \* \* \*

- (14) Cowboys wear \_\_\_\_\_.
- (15) They are \_\_\_\_\_.

### Part 3

Form groups of six. Take turns to be tourist guides and take the other members of your group through one of the sections. You may make use of drawings, photos, magazine cuttings or even actual food items in your commentaries.

**\*Teacher's notes:**

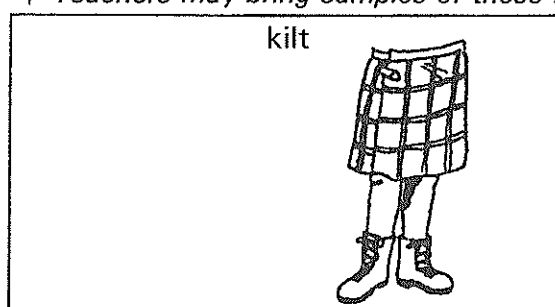
1. Teachers may ask learners to present either the Japanese or USA section.
2. Learners may be asked to introduce a stall instead of the whole section.
3. Alternatively, teachers may provide some essential information and vocabulary for a new section. The following information sheet takes Scotland as an example.

### Information Sheet : Scotland

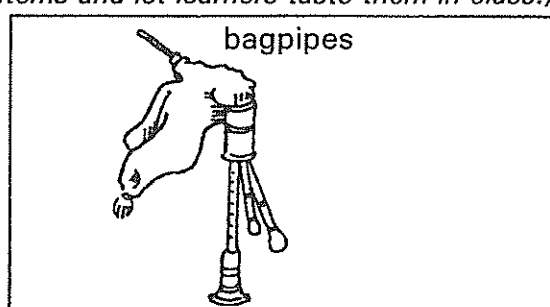
You are a tourist guide working in "Eye on the World". You will take your group around the Scottish section. Use the hints on this page.

- Edinburgh is the capital city. Every summer there is an arts festival there.
- Food: shortbread: a kind of biscuit made from flour, sugar and butter  
smoked salmon  
butterscotch: a hard sweet that tastes like toffee. It is made from butter and sugar

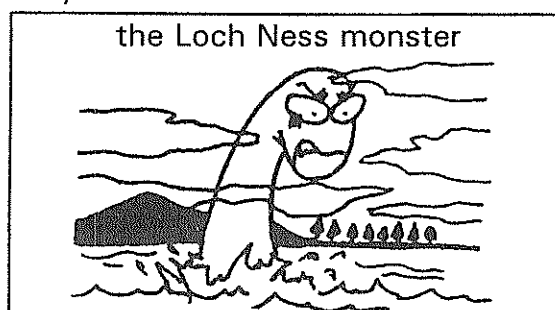
*(\*Teachers may bring samples of these food items and let learners taste them in class.)*



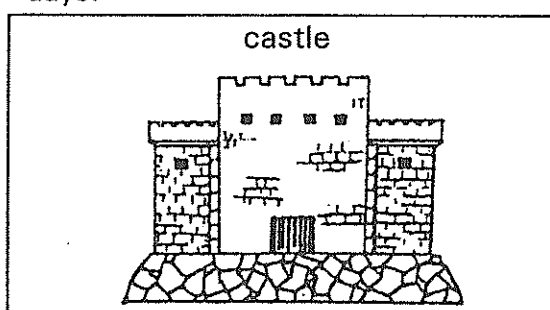
Even the men wear kilts on special days.



They play the bagpipes on special days.



There are many lakes in Scotland. The most famous of these lakes is Loch Ness. Many people claim they have seen a monster there.



There are many castles in Scotland.



**Module:** Cultures of the World  
**Unit:** Customs, Clothes and Food of Different Places  
**Extended Task:** Hong Kong Corner

### Description

Learners in groups of four are asked to design a new section on Hong Kong for "Eye on the World". They are required to collect materials on Hong Kong from various sources. Learners may focus on one or more aspects of life in Hong Kong such as festivals, food, buildings, entertainment. Learners may present their ideas in the form of writing, or an oral presentation with the help of drawings, photos or actual materials to be exhibited.

### 5 fundamental intertwining ways of learning and using knowledge

- |   |                 |   |
|---|-----------------|---|
| ☑ | Communicating   | <i>(Learners discuss and choose the topic/topics of their interest.)<br/>(Learners give an oral or written presentation of one or more aspects of life in Hong Kong.)</i> |
| ☑ | Conceptualizing | <i>(Learners organize their knowledge about one or more aspects of Hong Kong.)</i>  |
| ☑ | Inquiring       | <i>(Learners find out, explore, construct and use knowledge about one or more aspects of Hong Kong.)</i>  |
| ☑ | Reasoning       | <i>(Learners determine and explain their choice of topic and information in the presentation.)</i>  |
| ☑ | Problem-solving | <i>(Learners select, plan and present the specific information on one or more aspects of Hong Kong.)</i>  |

### Learning targets (KS3) *(Only relevant parts of the learning targets are presented below.)*

To develop an ever-improving capability to use English

- to exchange points of view about interests, preferences, ideas and plans (IDb)
- to participate with others in planning, organizing and carrying out events (IDd)
- to obtain and provide objects, services and information in real and simulated situations (IDe)
- to provide or find out, select, organize and present information on familiar and less familiar topics (KDa)
- to interpret and use more extensive information through processes such as describing, classifying, comparing (KDb)
- to identify and define problems from given information, consider related factors, solve the problems and explain the solutions (KDd)
- to clarify and develop ideas by making revisions to own written texts through personal reflection and talk with others (KDe)

### Learning objectives

- ★ Text-types
- posters
  - maps and legends
  - brochures
  - journals
  - reports

## ★ Vocabulary

Names of festivals, food, buildings and forms of entertainment

## ★ Language Items and Communicative Functions (KS3)

e.g. Use adjectives to make comparisons and give descriptions of processes and situations

*Karaoke is more popular among young people.*

e.g. Use gerunds to make general statements about the world

*Many young people are interested in windsurfing.*

e.g. Use a variety of tenses, passive voice, etc. to refer freely to events in the past, present and future and to the frequency with which things occur

*In the 70s, young people listened to pop songs from the west. Nowadays, they prefer local songs.*

## ★ Language Skills

## 1. Speaking (KS3)

*Present information, ideas and feelings clearly and coherently*

- convey ideas and information in discussions
- use correct pronunciation, intonation and register for different purposes

## 2. Reading (KS3)

*Understand, interpret and analyze different written texts*

- make use of knowledge of the world to make sense of the written text
- acquire, extract and organize information relevant to specific tasks
- differentiate fact from opinion
- know what a word or phrase refers to in the previous or subsequent context

## 3. Writing (KS3)

*Present information, ideas and feelings clearly and coherently*

- evaluate and make use of given information to complete specific tasks
- produce written texts appropriate to context, purpose and audience
- use strategies to arouse and sustain readers' interest
- plan and organize ideas, and use appropriate cohesive devices
- use appropriate tone, style and register for various purposes

## ★ Language Development Strategies (KS3)

- Develop thinking skills
  - ♦ analyze data and situations systematically for better understanding or solving problems
- Develop reference skills
  - ♦ read broadly for specific purposes

- Develop information skills
    - ♦ collect and store information systematically in the form of notes, records, computer discs, etc.
    - ♦ adapt simple materials, text-types, charts and tables for various purposes
    - ♦ employ graphic forms (charts, tables, time-lines, etc.) to aid the presentation of ideas
  - Plan, manage and evaluate own learning
    - ♦ set meaningful realistic goals and determine what information or resources are necessary for completing a task
    - ♦ make arrangements for gathering information, data and ideas in support of one's learning
  - Work with others
    - ♦ identify and assume different roles in group activities, such as leader, partner
    - ♦ employ simple negotiation skills to reach consensus or compromise
- ★ Attitudes
- Keenness to participate in activities leading to improvement of knowledge and skills in the language (KS1)
  - An awareness of English as an international language of communication (KS2)
  - Respect for the different cultures of the English speaking world (KS2)

**Module:** Cultures of the World  
**Unit:** Travelling and Visiting  
**Task:** Where Go the Boats?

### Description

Learners read the poem "Where go the boats?" by R.L. Stevenson. With the help of questions, they consider the poem both in terms of its ideas and feelings and the language the poet has used to express them. They then write 4 lines along the models given.

### 5 fundamental intertwining ways of learning and using knowledge

- ☒ Communicating *(Learners discuss the ideas and feelings expressed in the poem.)*
- ☒ Conceptualizing *(Learners form some ideas about rivers and man's relationship with them.)*
- ☒ Inquiring *(Learners find out more information about rivers.)*
- ☐ Reasoning
- ☐ Problem-solving

### Learning targets (KS3)

To develop an ever-improving capability to use English

- to develop a response to imaginative literature including poems through activities such as:
  - ◊ identifying and discussing themes
  - ◊ understanding and appreciating the effect of sound patterns including rhythm and rhyme (EDa)
- to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as
  - ◊ making predictions and inferences
  - ◊ making evaluative comments
  - ◊ explaining one's feelings towards characters and events
  - ◊ relating to one's experiences
  - ◊ putting oneself in the imaginary roles and situations in the story (EDb)
- to give expression to imaginative ideas through oral, written and performative means such as creating simple poems using given models (EDc)

### Learning objectives

- ★ Text-type  
poems
- ★ Vocabulary  
Words to describe feelings e.g. The poet wonders who will pick up his boats downstream.
- ★ Language Items & Communicative Functions (KS3)  
e.g. Use adjectives etc., to make comparisons and give descriptions of processes and situations  
*The waters of the river are murky and swift.*

## ★ Language Skills

## 1. Reading (KS3)

*Understand, interpret and analyze different written texts*

- make use of knowledge of the world to make sense of the written text
- understand different feelings, views and attitudes
- recognize how writing conventions affect meaning and cohesiveness

## 2. Speaking (KS3)

*Present information, ideas and feelings clearly and coherently*

- convey ideas and information in conversations or discussions

*Participate effectively in an oral interaction*

- make a balanced contribution without either dominating the discussion or being too reticent
- express, elicit and respond to ideas, opinions and feelings in a group discussion

## 3. Writing (KS3)

*Present information, ideas and feelings clearly and coherently*

- describe, express or explain ideas and experiences
- use appropriate tone, style and register for various purposes

## ★ Language Development Strategies (KS3)

- Develop thinking skills
  - ◆ think creatively/innovatively

## ★ Attitudes

- Keeness to participate in activities leading to improvement of knowledge and skills in the language (KS1)
- Sensitivity towards language use in the process of communication (KS1)
- Appreciation of the beauty of the language (KS1)
- Enjoyment of reading (KS2)

**Module:** Cultures of the World  
**Unit:** Travelling and Visiting  
**Task:** Where Go the Boats?

**\* Teacher's Notes:**

**Pre-reading activities**

1. Teacher shows pictures of rivers. Some are quiet and some are wild. Some are wide and some narrow. The teacher can give them a few days to study the pictures so that those who have not seen a big river can get a sense of its presence.
2. The following questions may be asked:
  - How many of you have seen a river? How big is it? Can you swim in the river?
  - Do you remember the colour of the rivers in the pictures?
  - Do the rivers move quickly or slowly?
  - (Show picture of rapids) What will happen if you fall into this river?
  - (Show picture of a calm river) What will happen if you put flowers into this river?
  - Where does the river go?
3. Either read the poem aloud for the class or play a taped reading.

**Task : "Where go the boats?"**

(The poem can be accessed at <http://www.lone-star.net/mall/literature/rls/WhereGotheBoats.htm>.)

**Worksheet**

Read the poem and answer the questions.

1. Draw a picture of the river as the poet has described it. (e.g. What colours are there? What can you see in the river and near the river?)
2. What kind of boats are they? Are they big or small? Which line/s in the poem suggest/s this to you? What will happen to these boats?
3. "Dark brown is the river..."  
 The usual order of the sentence is: "The river is dark brown." Poets often change the order of words to create special effects. Can you find other examples in the poem?

4. Based on the model of the first stanza, try to write 4 lines on anything of your choice. Two more examples are given below.

Example 1:

Rich green is the grass,  
    Yellow are the daisies.  
I lie under the shade  
    Of an old oak tree.

Example 2:

*(Note: This example may be given to more able learners.)*

Jet black is her hair,  
    Bright are her eyes.  
She waves her magic wand  
    And disappears into the air.

## Exemplar Learning Tasks for KS4

**Module:** Study, School Life and Work  
**Unit:** Through Students' Eyes  
**Task:** English Week

### Description

Learners participate in the "Learning English Through Songs" programme organized by the English club during English Week. The programme comprises two sections. In section A, learners attempt a quiz about a song they listen to. In section B, they participate in a song writing competition. They rewrite the lyrics of a song from a different point of view.

### 5 fundamental intertwining ways of learning and using knowledge

- |                                     |                 |   |
|-------------------------------------|-----------------|---|
| <input checked="" type="checkbox"/> | Communicating   | (Learners rewrite the lyrics of a song.)  |
| <input checked="" type="checkbox"/> | Conceptualizing | (Learners organize their knowledge about song lyrics.)                              |
| <input checked="" type="checkbox"/> | Inquiring       | (Learners find out the main character's attitude in the song.)                      |
| <input checked="" type="checkbox"/> | Reasoning       | (Learners make inferences about the personality of the main character in the song.) |
| <input type="checkbox"/>            | Problem-solving |   |

### Learning targets (KS4) *(Only relevant parts of the learning targets are presented below.)*

To develop an ever-improving capability to use English

- to converse, compare, argue and justify points of view about feelings, interests, preferences, ideas, experiences, and plans (IDb)
- to identify ideas in spoken and written texts, make connections, refine or generate ideas, express or apply them (KDc)
- to develop a response to a wider range of imaginative literature through activities such as identifying and interpreting themes (EDa)
- to respond to characters, events, issues and themes in imaginative and other narrative texts through oral and written means such as making predictions and inferences, analyzing the actions and motivations of characters and putting oneself in the imaginary roles and situations in the story (EDb)
- to give expression to imaginative ideas through oral, written and performative means such as providing oral and written descriptions, interpreting a situation, object or character, and creating poems and lyrics (EDc)

### Learning objectives

- ★ Text-type  
song lyrics
- ★ Vocabulary  
Subjects of study: trigonometry, algebra  
Instrument: slide rule  
Personality: caring, naive, romantic
- ★ Language Items and Communicative Functions (KS4)  
e.g. Use a variety of tenses to refer to events in the present and the future



*I don't claim to be a bright student , but I am working hard so as to get into university next year.*

★ Language Skills

1. Listening

*Listen for intended meanings, feelings and attitudes (KS3)*

- extract information and ideas in spoken texts

*Listen for intended meanings, feelings and attitudes (KS4)*

- understand speakers' intentions
- establish and infer meanings from clues

2. Speaking

*Present information, ideas and feelings clearly and coherently (KS4)*

- present feelings, views and arguments with suitable reasoning, suggestions and strategies

*Participate effectively in an oral interaction (KS4)*

- make judgements and suggestions, support and develop each other's views, disagree and offer alternatives, reply, ask relevant questions, explain, give examples, and use formulaic expressions where appropriate

3. Reading

*Understand, interpret and analyze different written texts (KS4)*

- use linguistic and contextual clues and general knowledge to determine the meaning of the written text
- understand and appreciate the mood of the writer and the tone of his writing

4. Writing

*Present information, ideas and feelings clearly and coherently (KS4)*

- plan and produce coherent and structured texts
- present different views and arguments clearly and logically
- use appropriate linguistic and structural devices, a variety of structures and range of vocabulary to achieve desired purposes

★ Language Development Strategies

- Develop thinking skills

- ◆ think creatively/innovatively (KS3)

- ◆ use reasoning skills (analyze for a particular purpose, make inferences, use induction, deduction, conclusion, etc.) (KS4)

- Work with others

- ◆ Communicate to the point, explain precisely and clearly, describe with colour, motion, emotion and beauty (KS4)

- ◆ employ negotiation skills to solicit support, reach agreement or solve problems (KS4)

★ Attitudes

- keenness to participate in activities leading to improvement of knowledge and skills in the language (KS1)
- enjoyment of reading (KS2)

**Module:** Study, School Life and Work  
**Unit:** Through Students' Eyes  
**Task:** English Week

During English Week, the English Club at your school has organised a "Learning English Through Songs" programme for senior students. The programme consists of 2 sections. Section A consists of a quiz regarding a song ("Wonderful World") to which students listen. Section B is a song writing competition. Participants rewrite the song from a different point of view.

Section A: The "Wonderful World" Quiz

You take part in the quiz as a senior form student. Listen to the song. Then answer the questions below. To ensure that your answers are correct/appropriate, you discuss them with one or two of your classmates before submitting them.

1. A number of school subjects are mentioned in "Wonderful World". Circle the subjects which have been mentioned:

History	English
Economics	Geography
Chinese	Biology
Science	Civic Education
Mathematics	French

2. Does the young man know his subjects well? How do you know?

---



---

3. What does he want to be? Why?

---



---

4. What kind of person is he? Circle one of the words below which you think best describes him. Explain your choice.

romantic      hard-working      naive      caring      wonderful

---



---

### Section B: The Song Writing Competition

You plan to enter the song writing competition. You are asked to imagine that you are the “you” in “Wonderful World” (i.e. the female character). You make a reply to “I” by rewriting the lyrics. You don’t have to change the melody, but remember to create your own title.

(In this section, the lyrics of “Wonderful World” are provided upon request. You might like to read and listen to the lyrics before you attempt your own version.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## WONDERFUL WORLD

The song lyrics used in this activity could only be reproduced in the print version according to the terms of use and are therefore not available in the electronic version. Teachers might like to refer to the print version for the use of this activity with students.

**Module:** Study, School life and Work  
**Unit:** Part-time Work?  
**Task:** Making the Right Choice

### Description

In Part 1, learners read 4 case studies of fellow students who wish to take up part-time work. Learners discuss in groups whether these 4 people should take up part-time work and also suggest ways to address their needs without taking up part-time work.

In Part 2, learners read 8 advertisements for part-time jobs. One of the 4 people in Part 1 has decided to take up one of these jobs. Learners write a letter to persuade him/her not to take up the job and suggest alternatives.

In Part 3, learners give advice to people taking up part-time work on how to lead a healthy life.

In Part 4, learners write about their experiences as a part-timer.

### 5 fundamental intertwining ways of learning and using knowledge

- |                                     |                 |   |
|-------------------------------------|-----------------|---|
| <input checked="" type="checkbox"/> | Communicating   | <i>(Learners discuss whether the people in the 4 case studies should take up part-time work. They write about their experiences as a part-timer.)</i> |
| <input checked="" type="checkbox"/> | Conceptualizing | <i>(Learners conceptualize about the advantages and disadvantages of particular part-time positions.)</i>   |
| <input checked="" type="checkbox"/> | Inquiring       | <i>(Learners find out information about different jobs and people's experience of working part-time.)</i>   |
| <input checked="" type="checkbox"/> | Reasoning       | <i>(Learners argue whether it is advisable for them to take part-time work, which jobs are suitable and give reasons.)</i>                            |
| <input checked="" type="checkbox"/> | Problem-solving | <i>(Learners suggest possible part-time work or alternatives to the 4 people.)</i>  |

### Learning targets (KS4) *(Only relevant parts of the learning targets are presented below.)*

To develop an ever-improving capability to use English

- to establish and maintain relationships in school and work situations (IDa)
- to converse, compare, argue and justify points of view about feelings, interests, preferences, ideas, experiences and plans (IDb)
- to produce or exchange a range of more complex written messages (IDc)
- to analyze, organize and present information on familiar and unfamiliar topics (KDa)
- to identify and discuss ideas in written texts, make connections, refine or generate ideas, express or apply them (KDc)
- to identify and define more complex problems from given information, consider related factors, explore options, solve the problems, explain and justify the solutions (KDd)
- to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events, incorporating where appropriate reflections on their significance (EDd)

**Learning objectives**

## ★ Text-types

advertisements  
discussions  
letters  
stories  
reports

## ★ Vocabulary

Names of occupations: salesman, telephone interviewer, etc.  
Adjectives to describe qualities required for different jobs: outgoing, physically fit etc.  
Adjectives to describe job-related experiences: frustrated, demanding etc.  
Special terms such as Comprehensive Social Security Assistance

## ★ Language Items and Communicative Functions (KS3)

- e.g. Use adverb phrases and adverb clauses etc. to justify one's behaviour and point of view in simple situations  
*Lucy's health and studies will surely suffer as a result of her work.*
- e.g. Use modals and common expressions to make and refuse suggestions and proposals  
*I suggest that Catherine should become a volunteer instead.*
- e.g. Use modals and common expressions to ask for and give advice on matters, including those related to one's studies  
*I think Jeffrey should try to buy second hand equipment.*

## ★ Language skills

## 1. Speaking (KS4)

*Present information, ideas and feelings clearly and coherently*

- present feelings, views and arguments with suitable reasoning, suggestions and strategies
- use language appropriate to situations of different levels of formality
- use persuasive devices effectively

*Participate effectively in an oral interaction*

- make judgements and suggestions, support and develop each other's views, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use common expressions where appropriate
- lead or guide discussion and negotiations effectively using strategies
- solicit sharing of experiences, views, attitudes and values

## 2. Reading (KS3)

*Understand, interpret and analyze different written texts*

- make use of knowledge of the world to make sense of the written text
- acquire and organize information relevant to specific tasks

## 3. Writing (KS4)

*Present information, ideas and feelings clearly and coherently*

- plan and produce coherent and structured texts
- present different views and arguments clearly and logically
- adjust the balance of ideas and length of the writing to meet the requirements of a variety of text-types
- use appropriate linguistic and structural devices, a variety of structures and range of vocabulary to achieve desired purposes
- use persuasive devices effectively

## ★ Language Development Strategies (KS4)

*Develop thinking skills*

- use reasoning skills (analyze for a particular purpose, make inferences, use induction, deduction, conclusion, etc.)
- explore alternatives and speculate about consequences
- generate criteria and principles for action and judicial thinking

*Work with others*

- communicate to the point, explain precisely and clearly, describe with colour, motion, emotion and beauty
- employ negotiation skills to solicit support, reach agreement or solve problems

## ★ Attitudes

- Confidence in using English (KS1)
- Keenness to participate in activities leading to improvement of knowledge and skills in the language (KS1)
- Sensitivity towards language use in the process of communication (KS1)
- An awareness of the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking (KS3)
- A critical attitude towards the ideas and values in spoken English texts (KS4)

**Module:** Study, School Life and Work  
**Unit:** Part-time Work?  
**Task:** Making the Right Choice, Part 1

Part 1

The following are 4 case studies of fellow students who wish to take up part-time work.

1. In groups of four, discuss whether they should take up part-time jobs and give reasons.
2. Suggest alternatives to each one of them. Instead of taking up part-time work, what else can they do to address their needs?
3. Each group will select a spokesperson to report their conclusions to the whole class. After listening to all the groups, the class will vote for the group with the best suggestions.

**Case 1: Michael**

Michael is tall and strong and spends a lot of time on sports activities in school. He lives very far away from school. His grades are average. He wants a part-time job so that he can buy more expensive sports equipment.

**Case 2: Pansy**

Pansy is very smart and is the best student of the form. She is quiet and shy. She wants to take up a part-time job to gain some work experience and develop more confidence when working with other people. She has strong computer skills.

**Case 3: Nick**

Nick's father has been out of work for a long time and his mother may soon lose her job. Nick wants very much to earn some money for the family. His grades in school are not very good. He is polite and hardworking.

**Case 4: Lucy**

Lucy has average grades in school. She is the only child in the family and her parents are busy at work all the time. She feels bored at home. She wants to take up a part-time job because she thinks it may be fun. She loves music and plays the piano and violin.



**Module:** Study, School Life and Work  
**Unit:** Part-time Work?  
**Task:** Making the Right Choice, Part 2

### Part 2

The 4 people in Part 1 - Michael, Pansy, Nick, and Lucy - have read the following 8 advertisements for part-time work and have made the following choices:

Michael: Distributing leaflets  
Pansy: Chinese Character Input  
Nick: Poster Distribution  
Lucy: Fish and Chips Shop

You think one of them has selected a job highly unsuitable for him/her. Write a letter of about 150 words to persuade him/her not to take up the job. You may consider the factors discussed in Part 1, such as:

- his/her need for a part-time job
- the working hours
- travelling time
- the pay
- effects on his/her health and studies
- nature of the work
- his/her personality and skills
- alternatives which may address his/her problem

#### \*Teacher's notes:

1. Different learning activities may be used according to learners' ability.
2. Less able learners may be asked to carry out a group discussion of the 8 part-time jobs and consider their suitability for the 4 candidates. Teacher can also suggest related ideas and vocabulary.
3. More able learners may be asked to use the case of a real or fictitious friend in writing this letter. The characteristics and circumstances of this person will be revealed through the letter.

**Advertisements for Part-time Jobs****① Salesman / Saleslady**

We sell desk-top vacuum cleaners for use in the office or home. Sales staff are required to run stalls in shopping malls in different parts of Hong Kong.

Pleasant and outgoing personality required.

Working hours: 4 to 9 pm every day

Pay: \$25 per hour and \$5 commission on every machine sold

**② Telephone Interviewers**

We are looking for interviewers to conduct surveys over the phone.

Applicants should have good telephone manners. Good command of Cantonese, English and Putonghua preferred.

Working hours: 7 to 10 pm at least 3 times a week

Pay: \$50 per hour

**③ Distributing Leaflets**

Part-time staff required to distribute leaflets in the streets.

Working hours: 6 to 9 pm

Pay: \$20 per hour

**④ Newspaper Delivery**

Help needed for newspaper delivery in this district.

Must be fit and strong, able to cycle with a stack of newspapers.

Working hours: 6 to 7 am every day

Pay: \$10 per delivery per month

⑤ Piano or Violin Teacher

Piano or violin teacher required to teach 8-year old child once a week preferably on Mondays.

Pay: \$150 per hour

⑥ Chinese Character Input

Part-time staff are required by a Chinese newspaper.

Working hours: 7 to 10 pm at least 3 times a week

Pay: \$100 per day.

Staff must be prepared to work overtime if need arises.

⑦ Poster Distribution

Part-time staff are required to put up posters in the streets.

Pay: \$200 per 1000 sheets

Must be prepared to work in different districts of Hong Kong.

⑧ Fish and Chips Shop

Part-time staff required to assist in kitchen.

Working hours: 4 to 8 pm at least 3 days a week

Pay: \$80 per day

**Module:** Study, School Life and Work  
**Unit:** Part-time Work?  
**Task:** Making the Right Choice, Part 3

Part 3

Your friend has decided to take up a part-time job despite your advice. In groups of 4, discuss and make up a list of points to remind your friend how he/she can make the most of his/her part-time job and still lead a healthy life.

\*Teacher's notes:

1. Teacher may vary the demands on learners by assigning them specific areas for discussion, for example, different groups will come up with ideas on how to make sure that their health, studies or social life will not suffer as a result of their taking up part-time work.
2. Teacher may provide them with some examples such as the following:
  - Make sure that you bring some snacks to work.
  - Make sure you have enough sleep over the weekend.
  - Sleep on the bus or MTR.
  - Organize your time well.

**Module:** Study, School Life and Work  
**Unit:** Part-time Work?  
**Task:** Making the Right Choice, Part 4

Part 4

You have taken up one of the above part-time jobs. Write a letter to a friend describing your experiences on the job. You may feel excitement, disappointment, regret or a mixture of different emotions. Again, you may think about the general ideas about part-time jobs in Part 1 and apply them to the particular job you have chosen.

\*Teacher's notes:

Learners may be asked to produce other kinds of writing, such as a poem, a diary entry or a story.

## Suggested Modules and Units for Key Stage 3 and Key Stage 4

### Getting Along With Others

- Friendship and Dating
- Sharing, Co-operation, Rivalry

### Teenage Life

- ☐ Leisure and Hobbies
- ☐ Growing Up
- ☐ Being Fashionable

### Study, School Life and Work

- Study and Related Pleasure/Problems
- ☐ Experiments and Projects
- ☐ Occupations, Careers and Prospects

### Rights and Responsibilities

- ☐ At Home
- ☐ In a Group (Class, Peer, School, Neighbourhood)

### Cultures of the World

- Travelling and Visiting
- Customs, Clothes and Food of Different Places

### Wonderful Things

- Successful People and Amazing Deeds
- Great Stories
- Precious Things

### Nature and Environment

- Protecting the Environment
- Resources and Energy Conservation

### Social Issues

- ☐ Crime
- ☐ Human Rights (personal rights, civic rights, respect)

### Communicating

- ☐ The Media and Publications
- ☐ International Network (Internet)

### Technology

- ☐ Changes Brought about by Technology

- |  |
|--|
| <ul style="list-style-type: none"> <li><input type="radio"/> Suggested Units for KS3</li> <li><input type="checkbox"/> Suggested Units for KS4</li> <li>• Suggested Units for KS3 &amp; KS4</li> </ul> |
|--|

### Exemplar Graded Tasks for KS3

**Module:** Cultures of the World  
**Unit:** Customs, Clothes and Food of Different Places  
**Task:** Food Festival

#### Description

Progressive Secondary School is holding a fund-raising food festival. Learners are organizers of the food stalls.

Learners write an informal invitation letter to ask their friends to join the event and provide details about the food festival.

In the more demanding task, learners write a formal invitation letter to ask the principal of a neighboring school to join the event.

**Note:** For illustration purposes, the activities/materials of this set of graded tasks are classified by different degrees of difficulty. At the lower right hand corner of the following pages in Appendix 10, a letter from "P,Q,R,S" (from easy to difficult respectively) is used as an indication. Those marked with "S" could be regarded as bonuses for the high achievers.

#### 5 fundamental intertwining ways of learning and using knowledge

- |                                     |                 |   |
|-------------------------------------|-----------------|---|
| <input checked="" type="checkbox"/> | Communicating   | (Learners read and write informal invitation letters.)  |
| <input checked="" type="checkbox"/> | Conceptualizing | (Learners organize their knowledge about writing an invitation.)                                      |
| <input checked="" type="checkbox"/> | Inquiring       | (Learners find out, construct and use knowledge about invitation letters and invitation cards.)       |
| <input checked="" type="checkbox"/> | Reasoning       | (Learners think and make judgements about the essential details to include in the invitation letter.) |
| <input type="checkbox"/>            | Problem-solving |   |

#### Learning targets (KS3)

To develop an ever-improving capability to use English

- to produce or exchange a range of formal and informal messages, both oral and written (IDc)
- to provide or find out, select, organize and present information on familiar and less familiar topics (KDa)

### **Learning objectives**

- **Text-type**  
letters
- **Vocabulary**  
Food: dim sum, sushi, taco, etc.

### **Language Items & Communicative Functions (KS3)**

e.g. Use imperatives, sequence words and formulaic expressions to seek information and respond to enquiries

*Will you give me a call to let me know whether you are coming or not?*

### **Language Skills**

1. Reading (KS3)  
Understand, interpret and analyze different written texts
  - make use of the knowledge of the world to make sense of the written text
  - acquire, extract and organize information relevant to specific tasks
2. Writing (KS3)  
Present information, ideas and feelings clearly and coherently
  - evaluate and make use of given information to complete specific tasks
  - produce written texts appropriate to the context, purpose and audience
  - use appropriate tone, style and register for various purposes

### **Language Development Strategies (KS3)**

- Develop thinking skills
  - ◆ reasoning skills
  - ◆ creative thinking

### **Attitude**

- Keenness to participate in activities leading to improvement of knowledge and skills in the language (KS1)



**Module:** Cultures of the World  
**Unit:** Customs, Clothes and Food of Different Places  
**Task:** Food Festival

### Invitation

Your school is going to hold a food festival. You write a letter to invite a friend to join the event.

#### **Details of the food festival:**

Date: 15th November 20XX (Sunday)

Time: 10:00am to 5:00pm

Venue: School Hall, Progressive Secondary School  
 116, Tai Hang Road, Causeway Bay, Hong Kong

Number of stalls: 15

Food variety: Japanese, Chinese, American, Mexican

Types of food served: dim sum, fried noodles, spring rolls, sushi,  
 green tea noodles, hot dogs, sandwiches,  
 tacos, desserts and many more

Before you write, you might like to read the example of an informal invitation letter on the next page, and consider the following questions.

#### **Guiding questions for writing an invitation letter**

Who are you writing to?

What is the purpose of the letter?

What kinds of information must you include in the letter?

Any other information about the event? e.g. number of stalls, different types  
 of food provided, etc.

Any other ways to make your invitation more attractive?

## Invitation

### An informal invitation letter

6th August 20XX

Dear Rose,

I would like to invite you to my place for a dinner party on 20th August at eight o'clock. It's Christy's birthday and I would like to throw a party for her.

We haven't seen each other for quite a while and so this will be a great opportunity for us to meet and chat. By the way, it's a surprise to Christy. It would be great if you could bring a gift along.

Will you give me a call to let me know if you are coming or not? My home number is 2788 7143.

Yours,

**Invitation (S)**

You are going to invite the Principal of a neighbouring school to join the food festival. Complete the following invitation card. You are given a sample of a formal invitation card for reference on the following page.

***Mr Ronald Cheng***  
***Principal***  
***CCC Memorial Secondary School***  
***153 Tai Hang Road***  
***Causeway Bay***  
***Hong Kong***

**The Principal, Teachers and Students of Progressive Secondary School**

request \_\_\_\_\_

at \_\_\_\_\_

of the \_\_\_\_\_

to be held at

\_\_\_\_\_

on \_\_\_\_\_

R.S.V.P.

Rosa Chan (Secretary)

Food Festival / Invitation / S1

**Invitation (S)**

**A Formal Invitation**

**The School Drama Council**  
requests the pleasure of your company  
at the Opening Ceremony  
of the School Drama Festival 20XX-20XX  
to be held at  
The Prince Hotel, TST East, Kowloon  
on Friday, 18th May 20XX at 2:00 pm

R.S.V.P.  
Simon Wong  
2567 7111

Refreshments will be served after the Ceremony

Food Festival / Invitation / S2

## Invitation

Write an informal invitation letter by filling in the missing parts with one or more than one word.

\_\_\_\_\_ 20XX

Dear \_\_\_\_\_,

I would like to \_\_\_\_\_ you to my school's food \_\_\_\_\_

which will be held in our \_\_\_\_\_ on \_\_\_\_\_

\_\_\_\_\_. The time of the \_\_\_\_\_ will be from \_\_\_\_\_ to \_\_\_\_\_.

There will be \_\_\_\_\_ food stalls with a great \_\_\_\_\_ of food served. I remember you love to eat \_\_\_\_\_ very much and I am sure you will find the food provided in the food festival tasty.

I really hope you can come. Will you give me a \_\_\_\_\_ and let me know if you \_\_\_\_\_ or \_\_\_\_\_?

All the best,

\_\_\_\_\_

Food Festival / Invitation / P3

## Invitation

Write an informal invitation letter by filling in the missing parts.

	_____
Dear _____,	
I would like to invite you to _____	
_____	
_____	
It will be held _____	
_____	
_____	
_____	
Please let me know if you can come on that day.	
Yours,	
_____	

Food Festival / Invitation / Q3

**Invitation**

Write an informal letter to invite your friend to the food festival.

A large rectangular box with a black border, intended for writing an informal letter. Inside the box, there are 15 horizontal lines for writing. The lines are evenly spaced and cover most of the box's height. The first line is positioned near the top right, and the last line is near the bottom left.

Food Festival / Invitation / R3

### Finding out My Language Needs

(Note: Before you start any self-access learning activities, you should think about your own language needs and what you hope to achieve through the activities. The following questions will help you to find out your needs.)

**A. Areas I find most important:**

Ask yourself how necessary or important each area is for you and circle one of the numbers. (1 = least important; 5 = most important)

	Area	least important				most important
<b>1</b>	<b>Listening</b>					
1.1	in conversations	1	2	3	4	5
1.2	in academic situations (e.g. speeches, documentaries, taking notes)	1	2	3	4	5
1.3	in work situations (e.g. following instructions, taking minutes)	1	2	3	4	5
1.4	for pleasure or entertainment (e.g. films, radio programmes)	1	2	3	4	5
<b>2</b>	<b>Speaking</b>					
2.1	in conversations	1	2	3	4	5
2.2	in academic situations (e.g. oral presentations)	1	2	3	4	5
2.3	in work situations (e.g. speeches, meetings)	1	2	3	4	5
<b>3</b>	<b>Reading</b>					
3.1	feature articles (e.g. newspapers, magazines)	1	2	3	4	5
3.2	academic texts (e.g. textbooks, reference books)	1	2	3	4	5
3.3	for survival/work (e.g. instructions, labels, procedures)	1	2	3	4	5
3.4	for pleasure (e.g. novels, comics)	1	2	3	4	5
<b>4</b>	<b>Writing</b>					
4.1	informal texts (e.g. letters to friends, notes)	1	2	3	4	5
4.2	formal texts (e.g. reports, proposals, memos)	1	2	3	4	5
<b>5</b>	<b>Grammar</b>	1	2	3	4	5
<b>6</b>	<b>Vocabulary</b>	1	2	3	4	5
<b>7</b>	<b>Pronunciation</b>	1	2	3	4	5



## B. Areas I am weak in:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## C. Areas I need to work on:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## D. Specific skills I need to work on for each area:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## E. Amount of time I plan to spend on each area:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## F. Specific improvements I hope to make:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Learner Contract**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

This learning contract is made between my teacher \_\_\_\_\_ and me on \_\_\_\_\_.

Period covered: \_\_\_\_\_

Goals: By the end of this period, I should be able to

\_\_\_\_\_  
\_\_\_\_\_

I will do at least \_\_\_\_\_ hours of work or \_\_\_\_\_ language activities a week on the areas I've chosen.

I will assess my achievement by:

\_\_\_\_\_  
\_\_\_\_\_

I will meet my teacher \_\_\_\_\_ times a week/month to discuss my progress and problems.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Learner Diary

(Note: Learners are encouraged to make records of what has happened in their language learning activities over a period of time, for instance, a week or a month. This learner diary should be adapted by teachers for their own learners.)

	Date/Period _____	Date/Period _____	Date/Period _____
<u>Activities done</u> (with catalogue reference no.)			
<u>Time spent</u>			
<u>Usefulness of the activities</u>			
<u>Difficulties encountered</u>			
<u>Ways tried to solve the problems</u>			

<u>Aspects of the activities I liked</u>			
<u>Aspects of the activities I didn't like</u>			
<u>Things I have learnt</u>			
<u>Further improvements I need to make</u>			
<u>Follow-up/Other activities I want to try</u>			
<u>Other comments</u>			

## Bands of Performance (Bands 1 - 8): Target Descriptions

Band	Target Description		
	Knowledge Dimension	Interpersonal Dimension	Experience Dimension
1	Learners are able to provide and use simple information in short spoken and written texts supported by visual means and based on immediate and familiar experiences.	Learners are able to participate in classroom routines; to interact with teacher and classmates in supportive and structured classroom situations and activities; to exchange greetings using appropriate expressions; and to exchange simple information about themselves, their families and friends.	Learners are able to appreciate short, simple imaginative texts read or told by the teacher, usually with strong visual support; and to recognize some rhyming words and patterns while participating in action rhymes.
2	Learners are able to provide and use simple information; to state opinions based on information and ideas provided in simple spoken and written texts on less immediate but still familiar topics; and to recognize and solve simple problems.	Learners are able to establish and maintain relationships in the classroom setting using and responding to appropriate expressions; to exchange simple information with others about familiar topics including family and friends; to participate meaningfully in games and role-play activities; and to make and respond to simple requests.	Learners are able to respond with enjoyment to short imaginative texts with support from the teacher; to give expression by simple means and based normally on given models to imaginative ideas and their own experiences; and to appreciate, participate in and produce with appropriate support simple rhymes.
3	Learners are able to find out, organize and present given information on familiar topics; to interpret and use given information and ideas; to express opinions based on these; and to solve straightforward problems and describe the solutions.	Learners are able to sustain relationships in the classroom and other familiar settings using simple means of expression; to exchange information on a wider range of familiar topics; to participate in making simple decisions to get things done, including through simulation and role-play activities; and to make and respond to requests in structured situations.	Learners are able to understand and respond with enjoyment to imaginative texts with increasing independence; and to give expression to their own experiences and imaginative ideas in short descriptions, narratives and poems based on given models and with guidance.
4	Learners are able to find out, organize and present given information on both familiar and less familiar topics; to interpret and use information and ideas; to express opinions, and to solve problems and describe the solutions.	Learners are able to establish relationships independently in the classroom and the school; to exchange information with others on a range of familiar topics; to participate with others in planning and carrying out events in structured situations; and to make and respond to a range of requests.	Learners are able to respond to imaginative experiences in stories with increasing empathy and understanding; and to give expression to their own experiences and imaginative ideas in simple narratives and poems based on models.
5	Learners are able to find out, organize, interpret and present information on a range of topics; to identify ideas and to express opinions; to solve problems and describe the solutions; to begin to differentiate degrees of formality in language use; and to use some simple strategies with support to clarify meaning.	Learners are able to establish and maintain relationships in and outside the school setting; to sustain exchanges with others on a range of familiar topics; to participate with guidance in planning, organizing and carrying out events and activities; and to make and respond to a wide range of requests and instructions with some awareness of the different degrees of formality that are appropriate.	Learners are able to respond to a range of imaginative texts demonstrating some simple critical reactions; and to give expression to their own experiences and imaginative ideas in spoken and written texts that show some awareness of how to make the expression of these ideas and experiences interesting and effective.

Band	Target Description		
	Knowledge Dimension	Interpersonal Dimension	Experience Dimension
6	Learners are able to find out, organize, interpret and present information on a range of increasingly unfamiliar topics; to identify ideas, indicate opinions and draw conclusions; to solve problems and explain the solutions; to use a range of text-types appropriately; and to collaborate in the use of some strategies to clarify meaning.	Learners are able to establish and maintain relationships in the school setting and in familiar settings in the community; to sustain exchanges with others, including the exchange of points of view in a straightforward manner, using appropriate degrees of formality; to participate in planning, organizing and carrying out events and activities including real situations; and to make and respond to more complex requests and instructions.	Learners are able to respond to a range of imaginative texts with some appreciation of the experiences; to express their own reactions; and to give expression to their own experiences and imaginative ideas in spoken and written texts in which there is an appreciation of the means by which these expressions can be made interesting and effective.
7	Learners are able to find out, analyze and present information on a range of topics that are complex but familiar, and unfamiliar but straightforward; to organize and present extensive information; to identify and make connections between ideas; to express and explain opinions and offer simple justifications; to solve complex problems through comparing and justifying possible solutions; to use a wider range of text-types with attempts at stylistic variation; and to use independently appropriate strategies to clarify meaning.	Learners are able to establish and develop relationships in a range of settings in the school and community; to sustain exchanges with others in which points of view and arguments are compared and ideas and preferences are expressed; to assume an active role in the planning, organizing and carrying out of events and activities; and to make and respond to a wide range of complex requests and instructions using some simple strategies such as repetition and tone of voice.	Learners are able to respond to a range of imaginative texts with appreciation of the experiences, themes and the way that some effects are created; to express their own reactions to the texts; and to give expression to their own experiences and imaginative ideas with an attempt to employ effective means for conveying the significance of the ideas and experiences.
8	Learners are able to research, analyze and present information on a wide range of topics; to organize, interpret and synthesize extensive information; to identify, refine, and make connections between ideas; to express, explain and justify opinions; to consider problems and evaluate solutions; to use successfully a wide range of text-types with an understanding of and control over stylistic variation; and to use independently appropriate strategies to develop and clarify meaning.	Learners are able to establish and develop relationships in a variety of contexts; to converse on a range of topics fluently; to participate effectively in working with others; and to provide and obtain information and services in a range of real and simulated situations.	Learners are able to respond to a range of increasingly complex imaginative texts with insight and critical appreciation; to express their own reactions and discuss those of others; and to create texts which express their own experiences and imaginative ideas, incorporating where appropriate reflections on their significance.

## Bands of Performance (Bands 1 - 8): Target Descriptions and Skills Descriptors

### KNOWLEDGE DIMENSION

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
KD B1	Learners are able to provide and use simple information in short spoken and written texts supported by visual means and based on immediate and familiar experiences.	<ul style="list-style-type: none"> <li>discriminating between common sounds (e.g. initial and final consonants and medial vowel differences)</li> <li>identifying key words in an utterance</li> <li>understanding and responding to questions that require short, simple answers</li> <li>understanding and responding to simple instructions and commands</li> </ul>	<ul style="list-style-type: none"> <li>pronouncing single words correctly</li> <li>giving short phrases to answer simple questions about familiar experiences</li> <li>using some formulaic expressions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>recognizing at sight some basic vocabulary items</li> <li>understanding short written directions and instructions (of one word or phrase) in the classroom context</li> </ul>	<ul style="list-style-type: none"> <li>showing an understanding that letters can be combined to form words and producing letter shapes including capital letters correctly</li> <li>using initial capital letters and fullstops to demarcate sentences</li> <li>supplying appropriate words in given contexts (e.g. captions or labels)</li> <li>writing sentences independently based on models</li> </ul>
KD B2	Learners are able to provide and use simple information; to state opinions based on information and ideas provided in simple spoken and written texts on less immediate but still familiar topics; and to recognize and solve simple problems.	<ul style="list-style-type: none"> <li>discriminating between a range of common sounds and intonation (e.g. questions and statements)</li> <li>identifying the main ideas in spoken texts with teacher support</li> <li>understanding the use of simple connectives (e.g. and, but)</li> <li>understanding and responding to a short sequence of simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>producing phrases or short sentences with correct pronunciation</li> <li>producing simple utterances to convey information and/or opinions on familiar topics</li> <li>asking and answering questions on topics that are familiar or immediate</li> <li>communicating effectively even when not all needed vocabulary items are known</li> </ul>	<ul style="list-style-type: none"> <li>using simple strategies for reading aloud (e.g. applying simple phonics)</li> <li>using simple strategies to extract meaning from short texts</li> <li>understanding and responding to short written instructions</li> <li>using simple reference books such as picture dictionaries and resources such as word banks</li> </ul>	<ul style="list-style-type: none"> <li>using basic punctuation marks accurately</li> <li>constructing short texts based on models</li> <li>providing information through simple tables, charts or posters</li> <li>revising for improvement under instruction</li> </ul>

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
KD B3	Learners are able to find out, organize and present given information on familiar topics; to interpret and use given information and ideas; to express opinions based on these; and to solve straightforward problems and describe the solutions.	<ul style="list-style-type: none"> <li>discriminating between intonation used for questions, statements, commands and exclamations</li> <li>deducing the meaning of unknown words through contextual clues with teacher support</li> <li>identifying the main ideas in spoken texts</li> <li>gaining information from short, simple spoken texts</li> <li>understanding the use of simple connectives (e.g. if, because)</li> <li>understanding and responding to a sequence of simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>using correct pronunciation and intonation</li> <li>expressing simple ideas, information and opinions on a familiar topic</li> <li>giving a simple sequence of instructions based on models</li> <li>requesting clarification and/or explanation</li> </ul>	<ul style="list-style-type: none"> <li>using strategies for reading aloud (e.g. applying the phonic system, intonation)</li> <li>using strategies to establish meaning in simple texts</li> <li>acquiring factual information from simple texts</li> <li>interpreting and using information presented in a small range of text-types including tables and diagrams</li> <li>locating information, such as finding the appropriate book in the library and the necessary information in the book</li> </ul>	<ul style="list-style-type: none"> <li>using punctuation marks correctly</li> <li>constructing short texts such as simple instructions, rules and regulations</li> <li>using a small variety of language patterns (e.g. different verb forms and sentence patterns)</li> <li>drafting and revising for improvement with teacher support</li> </ul>
KD B4	Learners are able to find out, organize and present given information on both familiar and less familiar topics; to interpret and use information and ideas; to express opinions; and to solve problems and describe the solutions.	<ul style="list-style-type: none"> <li>discriminating between intonation for various purposes</li> <li>understanding others in conversations on familiar topics</li> <li>deducing meaning of unknown words through contextual clues</li> <li>extracting information and ideas from short, simple texts</li> <li>understanding the use of connectives and sequencing</li> </ul>	<ul style="list-style-type: none"> <li>using correct pronunciation, intonation and rhythm</li> <li>making a short report based on given information</li> <li>expressing simple ideas, information and opinions on both familiar and less familiar topics</li> <li>giving a series of simple instructions</li> <li>self-correcting</li> </ul>	<ul style="list-style-type: none"> <li>understanding common prefixes and suffixes</li> <li>acquiring, selecting and rearranging information in simple texts</li> <li>using basic strategies to acquire necessary information for particular purposes</li> <li>interpreting and using information presented in a range of text-types</li> <li>using various resources for locating information, such as dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>preparing for writing using strategies such as applying word cues and gathering information</li> <li>producing various short texts for specific purposes, such as simple reports and recipes</li> <li>employing a range of connectives to express sequence (e.g. next, then, finally) and comparison/ contrast (e.g. but)</li> <li>using a range of language patterns for various purposes</li> <li>drafting and revising texts for improvement</li> </ul>



Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
KD B5	Learners are able to find out, organize, interpret and present information on a range of topics; to identify ideas and to express opinions; to solve problems and describe the solutions; to begin to differentiate degrees of formality in language use; and to use some simple strategies with support to clarify meaning.	<ul style="list-style-type: none"> <li>understanding speaker's intention expressed through use of tone and choice of words</li> <li>understanding others in discussions and conversations on familiar topics</li> <li>extracting information and ideas from spoken texts and explanations, simple speeches, discussions</li> <li>understanding the use of connectives and sequencing for logical deduction</li> </ul>	<ul style="list-style-type: none"> <li>using correct pronunciation, intonation and rhythm for particular purposes</li> <li>participating in discussions on familiar topics</li> <li>reporting on simple events, familiar topics and giving solutions to simple problems</li> <li>expressing ideas, information and opinions on familiar issues</li> <li>demonstrating some awareness of how to vary the formality of speech according to situation</li> <li>using simple repetitions or simple examples to clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>acquiring ideas and information from a variety of print sources</li> <li>employing contextual and syntactic cues to interpret words</li> <li>identifying features of a range of text-types</li> <li>taking notes of the main points of a fairly long text</li> <li>locating information by using the library system</li> <li>identifying different facts, information and views</li> </ul>	<ul style="list-style-type: none"> <li>producing various texts for specific purposes effectively (e.g. reports and formal letters)</li> <li>presenting information provided for specific purposes in short texts</li> <li>reporting on views and attitudes of different people</li> <li>using a wide range of language patterns for a range of purposes</li> <li>writing with some awareness of tone, style and register</li> <li>showing organization and coherence appropriate for the material</li> <li>drafting and revising texts for improved effectiveness according to the purposes of the text</li> </ul>
KD B6	Learners are able to find out, organize, interpret and present information on a range of increasingly unfamiliar topics; to identify ideas, indicate opinions and draw conclusions; to solve problems and explain the solutions; to use a range of text-types appropriately; and to collaborate in the use of some strategies to clarify meaning.	<ul style="list-style-type: none"> <li>extracting ideas and information from spoken texts such as speeches, discussions, debates and reports</li> <li>deducing the meaning of unknown idiomatic expressions</li> <li>making connections between simple facts and information not directly stated through clues</li> <li>distinguishing between facts and opinions in simple spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>using correct pronunciation, intonation and rhythm for persuasion and argument</li> <li>expressing ideas, information and opinions</li> <li>participating in discussions and interviews and drawing up plans</li> <li>reporting on events, solutions to problems, development of issues and findings from experiments, surveys etc.</li> <li>delivering a simple presentation on any particular issue (e.g. projects)</li> </ul>	<ul style="list-style-type: none"> <li>acquiring and relating facts, opinions and information from a variety of print sources</li> <li>understanding different views and attitudes</li> <li>employing contextual clues to understand sentence meaning and interpret idiomatic expressions</li> <li>appreciating the stylistic variations between text-types</li> <li>extracting information from various reference books such as the encyclopedia</li> </ul>	<ul style="list-style-type: none"> <li>using and processing information in a fairly long text to produce texts for various purposes</li> <li>describing different views and attitudes</li> <li>using a range of language patterns for clarity and accuracy</li> <li>planning and producing coherent and structured texts</li> </ul>

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
KD B7	Learners are able to find out, analyze and present information on a range of topics that are complex but familiar, and unfamiliar but straightforward; to organize and present extensive information; to identify and make connections between ideas; to express and explain opinions and offer simple justifications; to solve complex problems through comparing and justifying possible solutions; to use a wider range of text-types with attempts at stylistic variation; and to use independently appropriate strategies to clarify meaning.	<ul style="list-style-type: none"> <li>understanding and organizing facts and opinions in spoken texts</li> <li>making connections between facts and information not directly stated through a variety of clues</li> <li>discriminating between facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>participating actively in discussions and negotiations</li> <li>delivering presentation of projects with suitable strategies</li> <li>clarifying meaning through summarising</li> </ul>	<ul style="list-style-type: none"> <li>acquiring, relating and evaluating ideas and information</li> <li>interpreting meaning between the lines</li> <li>understanding and evaluating different views and attitudes</li> <li>taking notes of information acquired from a variety of reference materials</li> </ul>	<ul style="list-style-type: none"> <li>preparing for writing using strategies such as seeking information through a variety of media and planned discussion</li> <li>comparing and evaluating different views and attitudes on a topic</li> <li>using a wide range of language patterns for better presentation and accuracy</li> <li>using well-balanced structure and appropriate tone, style and register</li> </ul>
KD B8	Learners are able to research, analyze and present information on a wide range of topics; to organize, interpret and synthesize extensive information; to identify, refine, and make connections between ideas; to express, explain and justify opinions; to consider problems and evaluate solutions; to use successfully a wide range of text-types with an understanding of and control over stylistic variation; and to use independently appropriate strategies to develop and clarify meaning.	<ul style="list-style-type: none"> <li>understanding strategies employed by speakers such as techniques of persuasion</li> <li>reorganizing facts and opinions learned through spoken texts into structural patterns</li> <li>deducing underlying meaning and intention not explicitly stated in speech through various clues</li> <li>identifying false information and bias through reasoning</li> <li>recognizing the functions of references (e.g. quotations, historical examples)</li> </ul>	<ul style="list-style-type: none"> <li>leading or guiding discussions and negotiations effectively using strategies</li> <li>adapting strategies according to listener's response</li> <li>presenting views, arguments, findings etc. with suitable reasoning, illustration and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>acquiring, relating, synthesizing and evaluating ideas and information</li> <li>understanding hidden intentions of the writer</li> <li>understanding and evaluating critically views and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>writing essays with successful use of descriptive, expository, evaluative, argumentative and persuasion techniques (e.g. suitable comments on other people's views and attitudes, logical linkage between ideas)</li> </ul>

# EXPERIENCE DIMENSION

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
ED B1	Learners are able to appreciate short, simple imaginative texts read or told by the teacher, usually with strong visual support; and to recognize some rhyming words and patterns while participating in action rhymes.	<ul style="list-style-type: none"> <li>following a simple narrative told by the teacher with the help of pictures and other means</li> <li>recognizing the sound patterns of simple rhyming words</li> <li>understanding instructions for participating in action rhymes and other similar activities</li> </ul>	<ul style="list-style-type: none"> <li>responding briefly to teacher's simple questions about personal experiences</li> <li>participating in the shared telling of stories and the reciting of simple rhymes with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>recognizing some basic vocabulary items in stories and rhymes, including the names of characters</li> </ul>	<ul style="list-style-type: none"> <li>supplying captions or labels for pictures or picture sequences that portray events or characters</li> <li>giving expression to one's own experience by supplying labels or captions to one's own drawings</li> </ul>
ED B2	Learners are able to respond with enjoyment to short imaginative texts with support from the teacher; to give expression to their own experiences and imaginative ideas by simple means based on given models; and to appreciate, participate in and produce with appropriate support simple rhymes.	<ul style="list-style-type: none"> <li>following simple narratives told by the teacher with the help of cues (e.g. question cues)</li> <li>recognizing repeated sentences or actions in stories that are read or told</li> <li>recognizing some sound patterns in rhymes (e.g. rhythm, repetition)</li> </ul>	<ul style="list-style-type: none"> <li>describing, with prompts, a simple narrative including a short pictorial sequence of events</li> <li>giving, usually through simple question and answer routines, some information about personal experiences</li> <li>participating in the shared telling of stories and reciting of poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>understanding the main events in simple stories supported by pictures</li> <li>appreciating simple poems and rhymes with support such as illustrations</li> <li>recognizing idioms in story-telling (e.g. once upon a time)</li> </ul>	<ul style="list-style-type: none"> <li>supplying simple phrases and sentences to describe a picture sequence</li> <li>expressing own imaginative ideas with illustrations and some language support</li> <li>completing simple poems and rhymes with some language support and based on models</li> </ul>

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
ED B3	Learners are able to understand and respond with enjoyment to imaginative texts with increasing independence; and to give expression to their own experiences and imaginative ideas in short descriptions, narratives and poems based on given models and with guidance.	<ul style="list-style-type: none"> <li>understanding the development of simple stories</li> <li>recognizing the sound patterns in simple rhymes, poems and songs (e.g. onomatopoeia)</li> </ul>	<ul style="list-style-type: none"> <li>giving brief response to simple descriptions of experiences</li> <li>describing aspects of personal experience and other imaginative ideas in simple terms with the support of the teacher and/or a picture sequence</li> <li>participating in the performance of simple story-telling and recital of poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>understanding the sequence of events, and behaviour of characters in short stories</li> <li>predicting the likely outcome of simple stories</li> <li>appreciating and understanding simple poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>creating a picture sequence using some phrases or simple sentences</li> <li>expressing own imaginative ideas with a picture sequence or using some phrases or simple sentences</li> <li>writing simple poems and rhymes with some language support based on models</li> </ul>
ED B4	Learners are able to respond to imaginative experiences in stories with increasing empathy and understanding; and to give expression to their own experiences and imaginative ideas in simple narratives and poems based on models.	<ul style="list-style-type: none"> <li>appreciating imaginative and other narrative texts with an understanding of the main events and characters</li> <li>understanding the development of a variety of stories and dramatic episodes (e.g. detective stories)</li> <li>recognizing some outstanding features of language use in stories and poems (e.g. simile, alliteration)</li> </ul>	<ul style="list-style-type: none"> <li>giving personal response to descriptions of experiences with teacher support</li> <li>describing personal experience and imaginative ideas through simple description of simple events and/or characters</li> <li>participating in the performance of story-telling and playlets and the recital of poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>understanding the significance of events and characters and the interactions between them in imaginative and other narrative texts</li> <li>predicting the development and likely outcome of stories and dramatic episodes</li> <li>appreciating and understanding a range of simple poems on familiar themes</li> </ul>	<ul style="list-style-type: none"> <li>expressing experiences, observations and imaginative ideas by writing short accounts of events and/or characters</li> <li>writing simple poems and rhymes based on models</li> </ul>

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
ED B5	Learners are able to respond to a range of imaginative texts demonstrating some simple critical reactions; and to give expression to their own experiences and imaginative ideas in spoken and written texts that show some awareness of how to make the expression of these ideas and experiences interesting and effective.	<ul style="list-style-type: none"> <li>responding to imaginative and other narrative texts (told, broadcast or read aloud) with an understanding of the characters and events and the interactions between them</li> <li>understanding the development of a variety of stories based on topical issues</li> <li>understanding the effectiveness of some outstanding features of language use in imaginative and other narrative texts</li> </ul>	<ul style="list-style-type: none"> <li>expressing personal response to descriptions of experiences</li> <li>describing personal experiences through complete and sequenced description of events and characters</li> <li>expressing imaginative ideas through description of simple sequences of events and/or characters</li> <li>participating in discussion of the viewing or reading of an imaginative text</li> </ul>	<ul style="list-style-type: none"> <li>appreciating the interactions between events and characters in imaginative and other narrative texts</li> <li>predicting the development and outcome of a variety of stories and dramatic episodes based on reasoning</li> <li>appreciating and understanding a range of poems and lyrics on familiar themes</li> </ul>	<ul style="list-style-type: none"> <li>expressing experiences, views, feelings, observations and imaginative ideas through short descriptive and narrative texts, playlets and/or simple poems (including setting, happenings and some details of people)</li> </ul>
ED B6	Learners are able to respond to a range of imaginative texts with some appreciation of the experiences; to express their own reactions; and to give expression to their own experiences and imaginative ideas in spoken and written texts in which there is an appreciation of the means by which these expressions can be made interesting and effective.	<ul style="list-style-type: none"> <li>understanding the development of characters and the consequences of their behaviour in a wide range of stories</li> <li>recognizing styles of language use in a variety of imaginative and other narrative texts including those on the media</li> </ul>	<ul style="list-style-type: none"> <li>expressing personal response to descriptions of experiences with attempts to give some evaluative comments</li> <li>describing personal experiences with simple strategies to create effects (e.g. pauses and stress)</li> <li>giving comments with illustrations in discussion of the reading of an imaginative text</li> </ul>	<ul style="list-style-type: none"> <li>appreciating the experiences described in a range of imaginative and other narrative texts</li> <li>understanding the main messages and themes expressed through poems, songs, narratives, plays, etc.</li> <li>showing awareness of some of the means by which the expressions of emotions, characters and experiences are made interesting and effective</li> </ul>	<ul style="list-style-type: none"> <li>expressing experiences, views, feelings, observations and imaginative ideas through stories, playlets, and/or simple poems with some attempts to make good use of the salient features of these text-types</li> <li>producing expressions with an attempt to be interesting and effective</li> </ul>

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
ED B7	Learners are able to respond to a range of imaginative texts with appreciation of the experiences, themes and the way that some effects are created; to express their own reactions to the texts; and to give expression to their own experiences and imaginative ideas with an attempt to employ effective means for conveying the significance of the ideas and experiences.	<ul style="list-style-type: none"> <li>understanding the development of a range of stories based on topical issues (e.g. the environment, parent/child relationships) with some appreciation of the emotions, experience and judgements of characters</li> <li>appreciating the means of creating aesthetic effect in a variety of literary materials including those on the media</li> </ul>	<ul style="list-style-type: none"> <li>expressing personal response to descriptions of experiences with evaluative comments</li> <li>describing personal experiences using a variety of strategies to create the desired effects (e.g. tones of speech)</li> <li>giving comments with justification during discussion of the reading or viewing of an artistic presentation</li> </ul>	<ul style="list-style-type: none"> <li>appreciating the experiences, character portraits, reflections and the way that some effects are created in a range of imaginative and other texts</li> <li>appreciating the way by which messages and themes are expressed through poems, songs, narratives, plays, etc.</li> <li>appreciating the means by which the expressions of emotions, characters and experiences are made interesting and effective</li> </ul>	<ul style="list-style-type: none"> <li>expressing experiences, views, feelings, observations and imaginative ideas, through stories, plays, and/or poems with an attempt to use the various means for conveying the significance of the ideas and experiences</li> <li>producing expressions with some creativity</li> </ul>
ED B8	Learners are able to respond to a range of increasingly complex imaginative texts with insight and critical appreciation; to express their own reactions and discuss those of others; and to create texts which express their own experiences and imaginative ideas, incorporating where appropriate reflections on their significance.	<ul style="list-style-type: none"> <li>understanding the development of a range of authentic text-types including the media with appreciation of emotions, experience and judgements of characters</li> <li>appreciating critically the means of creating aesthetic effect in a variety of literary materials including those on the media</li> </ul>	<ul style="list-style-type: none"> <li>presenting an individual response to descriptions of experiences with persuasive and perceptive comments</li> <li>describing personal experiences using a variety of strategies that solicit listeners' response (e.g. sympathy, admiration, fear, anger)</li> <li>giving perceptive and critical comments during discussion of the reading or viewing of an artistic presentation</li> </ul>	<ul style="list-style-type: none"> <li>appreciating critically the structure, plot development, character portrayal, organization of setting, treatment of themes and messages, and the ways these are expressed in a range of imaginative and other narrative texts</li> </ul>	<ul style="list-style-type: none"> <li>expressing experiences, views, feelings, observations and imaginative ideas, through stories, plays, and/or poems with effective use of the various means for conveying the significance of the ideas and experiences</li> </ul>

# INTERPERSONAL DIMENSION

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
ID B1	Learners are able to participate in classroom routines; to interact with teacher and classmates in supportive and structured classroom situations and activities; to exchange greetings using appropriate expressions; and to exchange simple information about themselves, their families and friends.	<ul style="list-style-type: none"> <li>• understanding and responding to simple requests and classroom instructions</li> <li>• understanding simple utterances in classroom situations and about friends and family</li> </ul>	<ul style="list-style-type: none"> <li>• using common greetings</li> <li>• using short phrases to ask and answer simple questions</li> <li>• using short phrases to answer simple requests about familiar topics such as oneself, family and friends</li> </ul>	<ul style="list-style-type: none"> <li>• understanding simple expressions in greetings cards, short notes etc.</li> </ul>	<ul style="list-style-type: none"> <li>• expressing simple greetings</li> </ul>
ID B2	Learners are able to establish and maintain relationships in the classroom setting using and responding to appropriate expressions; to exchange simple information with others about familiar topics including family and friends; to participate meaningfully in games and role-play activities; and to make and respond to simple requests.	<ul style="list-style-type: none"> <li>• understanding and responding to short sequences of instructions and simple questions related to daily school life</li> <li>• understanding short spoken texts on familiar topics</li> <li>• recognizing basic differences in intonation (e.g. commands, questions and statements, approval and disapproval)</li> </ul>	<ul style="list-style-type: none"> <li>• using short expressions to establish and maintain routines and relationships in the classroom context</li> <li>• making simple requests for information on familiar topics</li> <li>• producing simple statements to convey information on familiar topics</li> <li>• participating in simple games and role-play activities with teacher support</li> <li>• using simple expressions to initiate and end conversations</li> </ul>	<ul style="list-style-type: none"> <li>• understanding short simple requests</li> <li>• understanding formulaic expressions in invitation cards, short notes etc.</li> </ul>	<ul style="list-style-type: none"> <li>• making simple greetings cards, invitation cards based on models</li> <li>• responding to greetings and invitations in short notes based on models</li> </ul>

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
ID B3	Learners are able to sustain relationships in the classroom and other familiar settings using simple means of expression; to exchange information on a wider range of familiar topics; to participate in making simple decisions to get things done, including simulation and role-play activities; and to make and respond to requests in structured situations.	<ul style="list-style-type: none"> <li>following simple sequences of instructions</li> <li>identifying some of the main ideas and information in short conversational exchanges</li> </ul>	<ul style="list-style-type: none"> <li>using a variety of expressions to establish and maintain routines and relationships in the classroom and other familiar settings</li> <li>making and responding to simple greetings and invitations</li> <li>making requests for and giving information on a range of familiar topics</li> <li>making suggestions for getting things done in structured situations with teacher support</li> <li>participating meaningfully in simple simulation and role-play activities with teacher support</li> <li>using a variety of means to initiate and sustain short conversations</li> </ul>	<ul style="list-style-type: none"> <li>understanding requests on familiar topics</li> <li>understanding simple personal letters</li> </ul>	<ul style="list-style-type: none"> <li>producing short personal letters (e.g. to exchange simple information)</li> </ul>
ID B4	Learners are able to establish relationships independently in the classroom and the school; to exchange information with others on a range of familiar topics; to participate with others in planning and carrying out events in structured situations; and to make and respond to a range of requests.	<ul style="list-style-type: none"> <li>following a set of instructions</li> <li>identifying the ideas and information in conversational exchanges</li> <li>sustaining a conversational exchange through understanding and responding in an appropriate way and at appropriate times</li> <li>discriminating between formal and informal tones of speech</li> </ul>	<ul style="list-style-type: none"> <li>using conversational strategies to maintain relationships in the school</li> <li>participating in planning and carrying out events with support in structured situations</li> <li>participating meaningfully in a range of role-play and other activities with support</li> <li>asking for and offering simple services and information</li> </ul>	<ul style="list-style-type: none"> <li>understanding requests and instructions on a wider range of topics</li> <li>understanding information in a range of short texts and, where appropriate, using it to plan and get things done</li> </ul>	<ul style="list-style-type: none"> <li>producing simple letters and a range of short texts for various purposes (e.g. to make requests, to provide information, to maintain communication with others, to express gratitude)</li> </ul>



Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
ID B5	Learners are able to establish and maintain relationships in and outside the school setting; to sustain exchanges with others on a range of familiar topics; to participate with guidance in planning, organizing and carrying out events and activities; and to make and respond to a wide range of requests and instructions with some awareness of the different degrees of formality that are appropriate.	<ul style="list-style-type: none"> <li>• following a range of requests and instructions</li> <li>• identifying ideas, information and intentions in conversational exchanges</li> <li>• recognizing different degrees of formality</li> </ul>	<ul style="list-style-type: none"> <li>• using a range of greetings for special occasions (e.g. congratulations, support)</li> <li>• participating in conversations with contribution</li> <li>• participating in planning and carrying out events with support and in familiar situations</li> <li>• asking for and providing services and information on a range of topics</li> <li>• participating effectively in a range of role-play and other activities (e.g. interview)</li> </ul>	<ul style="list-style-type: none"> <li>• understanding and appreciating the messages in common greetings cards</li> <li>• understanding requests in a wider range of contexts</li> <li>• understanding short texts with some awareness of different degrees of formality</li> </ul>	<ul style="list-style-type: none"> <li>• producing a variety of greetings cards with appropriate messages (e.g. congratulations, sympathy)</li> <li>• making requests and giving instructions for a particular audience</li> <li>• producing simple letters for various purposes with some awareness of different degrees of formality</li> </ul>
ID B6	Learners are able to establish and maintain relationships in the school setting and in familiar settings in the community; to sustain exchanges with others, including the exchange of points of view in a straightforward manner, using appropriate degrees of formality; to participate in planning, organizing and carrying out events and activities including real situations; and to make and respond to more complex requests and instructions.	<ul style="list-style-type: none"> <li>• understanding suggestions, advice and recommendations</li> <li>• understanding other people's views, attitudes and preferences in conversational exchanges</li> <li>• appreciating the different degrees of formality of expression in conversations</li> <li>• appreciating the attempts to sustain a meaningful conversation made by other people</li> </ul>	<ul style="list-style-type: none"> <li>• using a range of greetings for special occasions with elaboration</li> <li>• sustaining conversational exchanges through making contributions, understanding what others say and responding in appropriate ways and at appropriate times</li> <li>• using greetings and conversational strategies to maintain relationships in and outside school</li> <li>• participating in planning and discussion in familiar situations</li> <li>• giving suitable positive/ negative responses to enquiries and requests</li> <li>• using appropriate degrees of formality</li> </ul>	<ul style="list-style-type: none"> <li>• understanding and appreciating the messages in sophisticated greetings cards</li> <li>• discriminating between the different degrees of formality and familiarity expressed in personal/ official notes, memos and letters</li> </ul>	<ul style="list-style-type: none"> <li>• producing instructions and advice on common matters clearly and meaningfully</li> <li>• writing simple notes and letters of an official nature (e.g. note of apology to the principal, letter of complaint)</li> <li>• writing letters to friends, pen-pals and relatives on familiar topics with appropriate content and language</li> </ul>

Band	Target Description	Skills Descriptors			
		<i>These descriptors are not prescriptive or exhaustive. The purpose of providing such a list is to help teachers arrive at a holistic judgement of learners' progress towards the Targets. Their performance could include the following:</i>			
		Listening	Speaking	Reading	Writing
ID B7	Learners are able to establish and develop relationships in a range of settings in the school and community; to sustain exchanges with others in which points of view and arguments are compared and ideas and preferences are expressed; to assume an active role in the planning, organizing and carrying out of events and activities; and to make and respond to a wide range of complex requests and instructions using some simple strategies such as repetition and tone of voice.	<ul style="list-style-type: none"> <li>discriminating between and responding appropriately to facts and personal views in conversations</li> <li>understanding the various strategies employed by the speakers in a conversation</li> </ul>	<ul style="list-style-type: none"> <li>responding appropriately to other people's views, suggestions and advice during conversations</li> <li>using varied types of greeting and conversational strategies to carry out a discussion</li> <li>participating in discussions and planning activities related to topical issues</li> </ul>	<ul style="list-style-type: none"> <li>understanding and appreciating the strategies used to convey different degrees of intimacy in a personal note or letter (e.g. the choice of a special greeting or a form of address etc.)</li> <li>discriminating between the different styles of writing used by different people in common relationships</li> </ul>	<ul style="list-style-type: none"> <li>giving directions and explanations to different people with different levels of complexity</li> <li>writing letters of an official nature with appropriate tone and register (e.g. inviting the Secretary for Education and Manpower to the school speech day; suggesting an improvement measure for the district environment)</li> <li>writing letters to friends, pen-pals and relatives on a range of topics with suitable development of content and language</li> </ul>
ID B8	Learners are able to establish and develop relationships in a variety of contexts; to converse on a range of topics fluently; to participate effectively in working with others; and to provide and obtain information and services in a range of real and simulated situations.	<ul style="list-style-type: none"> <li>understanding other peoples' moods, feelings, attitudes and values</li> <li>understanding and appreciating the relationship of the people in a conversation</li> <li>appreciate the various strategies employed by speakers in a conversation</li> </ul>	<ul style="list-style-type: none"> <li>leading a conversation and/or employing strategies to help other participants, and developing the topic</li> <li>using persuasion techniques in explanations, arguments, requesting services, etc.</li> <li>soliciting sharing of experiences, views, preferences, attitudes and values</li> </ul>	<ul style="list-style-type: none"> <li>understanding and appreciating the use of humour, sarcasm, figurative speech, quotations, references, comparisons, etc. in personal letters</li> <li>discriminating between the tones and moods of different writers when they address different audiences</li> </ul>	<ul style="list-style-type: none"> <li>re-organizing instructions, directions, advice and explanations effectively for a particular purpose (e.g. simplifying them for a young person, illustrating them for a person not familiar with their contexts)</li> <li>writing letters with successful use of persuasion techniques</li> </ul>

## Learning Records

## Exemplar 1 : Learning record kept by teacher

Name..... Class.....		
<p><b>The learner is able to:</b></p> <p style="text-align: center;">seldom      sometimes      often</p> <ul style="list-style-type: none"> <li>• work independently and effectively <span style="float: right;"> _____ </span></li> <li>• work in groups to complete tasks and projects <span style="float: right;"> _____ </span></li> <li>• collect, interpret and use information and ideas <span style="float: right;"> _____ </span></li> <li>• complete a task according to requirements <span style="float: right;"> _____ </span></li> <li>• make choices based on reasons <span style="float: right;"> _____ </span></li> <li>• respond or react in clear and meaningful English <span style="float: right;"> _____ </span></li> <li>• <span style="float: right;"> _____ </span></li> <li>• <span style="float: right;"> _____ </span></li> </ul>		<b>Date</b>

**Exemplar 2 : Class reading record kept by teacher**

<b>Names of learners</b>																
Reading with purpose and understanding	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Ability to relate events in the story to own experiences																
Understanding new words in context																
Understanding headings and key words, phrases and sentences																
Stating main ideas with some elaboration																
Connecting cause and effect																
Recalling character traits and behaviour																
Inferring idea(s) not stated																
...																
Tick 1, 2, or 3 for each learner: 1 = very capable; 2 = capable; 3 = needs support.																

**Title of book****Date**

\_\_\_\_\_

**Exemplar Assessment Tasks: School Open Day**Level

Key Stage 3

S2

Aims

Assessment objectives:

- to establish and maintain relationships and routines in school and community situations (IDa)
- to obtain and provide objects, services and information in real and simulated situations (IDe)
- to find out, select, organize and present information on familiar and less familiar topics (KDa)
- to interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing, drawing conclusions (KDb)

Task descriptions

Learners carry out the following tasks to prepare for the school open day.

## Task 1 "Sweet Kitchen" (20 minutes)

Food will be served in the Cookery Room. Learners listen to the instructions given by the Cookery teacher and make notes. (KDa & KDb in KS3)

## Task 2 "Introducing our Class" (25 minutes)

In groups of four, learners introduce the four display boards in the classroom to a guest on open day. (IDa, IDe & KDb in KS3)

\*Teachers should note that assessment tasks do not have to be given in a formal setting, e.g. quiz or examination. In fact, they can be given as assignments or class activities.

**Exemplar Assessment Tasks: School Open Day**  
**Task 1: Sweet Kitchen**

**Worksheet**

On the open day, some students will prepare food in the Cookery Room and serve them to guests. The cookery teacher talks to the students about how to prepare for the event. Listen to her instructions and make notes.

You now have 1 minute to read the notes.

Notes

1. Sushi: \_\_\_\_\_ and \_\_\_\_\_ .
2. Paper plates for cold \_\_\_\_\_ .
3. Small \_\_\_\_\_ cups for \_\_\_\_\_ tea and  
\_\_\_\_\_ tea.
4. \_\_\_\_\_ : rolls and \_\_\_\_\_ .
5. Three kinds of \_\_\_\_\_ for the salad: \_\_\_\_\_ ,  
\_\_\_\_\_ and \_\_\_\_\_ .
6. \_\_\_\_\_ and \_\_\_\_\_ to put in the tacos.
7. Kebabs are small pieces of \_\_\_\_\_ and  
\_\_\_\_\_ on bamboo skewers.

8. Bamboo skewers are: (Circle the letter against the right answer.)
- a. long, thin pieces of bamboo
  - b. bamboo sheets
  - c. bamboo baskets
9. Apple pie a la mode means apple pie with \_\_\_\_\_ .
10. The teacher thinks it is a good / silly idea to buy ice-cream for apple pie a la mode.  
(Circle the right answer.)
11. Must be \_\_\_\_\_ to the guests.

**Exemplar Assessment Tasks: School Open Day**  
**Task 1: Sweet Kitchen**

**Answers**

1. Sushi: eggs and seaweeds.
2. Paper plates for cold noodles.
3. Small paper cups for green tea and rice tea.
4. Hot-dogs : rolls and sausages.
5. Three kinds of vegetable for the salad: lettuce, carrots and tomatoes.
6. Beef and beans to put in the tacos.
7. Kebabs are small pieces of meat / chicken and peppers / vegetable on bamboo skewers.
8. Bamboo skewers are: (Circle the letter against the right answer.)
  - a. long, thin pieces of bamboo
  - b. bamboo sheets
  - c. bamboo baskets
9. Apple pie a la mode means apple pie with ice-cream.
10. The teacher thinks it is a good / silly idea to buy ice-cream for apple pie a la mode.  
(Circle the right answer.)
11. Must be polite to the guests.



**Exemplar Assessment Tasks: School Open Day**  
**Task 1: Sweet Kitchen**

**Tapescript**

Now listen very carefully. Make sure you know what you must do on open day.

Those of you who are in charge of the Japanese stall, you're making sushi, right? Let's use eggs for the sushi. Now the eggs must be well cooked. And we also need seaweeds. You don't know what it is? It's the green stuff we used last week. It looks wet and slippery, remember? So eggs and seaweeds for the sushi.

Amy, you have a question about the noodles? Well, they will be served cold. So we'll need some paper plates for the cold noodles.

There will also be green tea and rice tea. Remember to serve the tea in small paper cups. It's easier for the guests this way.

And now, those in charge of the American stall, we need three or four people to make hot-dogs. So you'll have to get the rolls and the sausages ready. What kind of sausages? Well, you can choose those filled with minced pork or chicken. Rolls and sausages, I repeat. Make sure there are bottles of ketchup and mustard for the guests too.

OK. About the salad. The vegetables for the salad must be really fresh. What kind of vegetable would you like? Amy? Lettuce. That's a good idea. We'll get some American lettuce then. John? You like carrots and tomatoes. So let's put that on your lists as well - lettuce, carrots and tomatoes.

All right. Nancy. Your group is making tacos, right? What are you going to put in your tacos? Beef? Sounds very nice. And also beans? Tacos with beef and beans. I can smell it already.

And the last group. I believe you're making something very special. Kebabs. That's wonderful. Now you must first cut everything into small pieces - the chicken, mushrooms and peppers. You can choose different kinds of meat and vegetables. Then you thread 4 to 5 pieces on each bamboo skewer. Have you got the skewers? Good. Be careful you don't hurt yourself. You only need to barbecue the kebabs for a few minutes. Is that everything? You have another dish? Apple pie a la mode? Are you going to make both the apple pie and the ice-cream? You're buying the ice-cream? That sounds more sensible to me.

One last word. Remember to be polite to our guests at all times. Encourage them to try the food. Any questions?

**Exemplar Assessment Tasks: School Open Day**  
**Task 1: Sweet Kitchen**

**Scoring Guide**

Aims of Assessment Task:	Expected Performance	Task Specific Criteria
<p>To assess learners' ability to:</p> <ul style="list-style-type: none"> <li>• find out, select, organize and present information on familiar and less familiar topics (KDa in KS3)</li> <li>• interpret and use more extensive information through processes or activities such as describing, explaining (KDb in KS3)</li> </ul>	<p>KD Band 4 (Listening)</p> <ul style="list-style-type: none"> <li>• extracting information and ideas from short, simple texts (All questions except 8 and 9)</li> <li>• deducing the meaning of unknown words through contextual clues (Questions 8, 9)</li> </ul>	<p>Learners are able to complete most of the questions accurately. The answers reflect ability to extract relevant information and use contextual clues to deduce the meaning of unknown words.</p>

**Exemplar Assessment Tasks: School Open Day**  
**Task 2: Introducing our Class**

1. As part of the school open day, your class has prepared 4 boards in the classroom.
2. In groups of four, you introduce the boards to one of the visitors. Each person has one minute to introduce one of the boards.
3. You may add your own ideas to make the presentation more interesting.
4. You have 15 minutes to prepare for this task. You may make notes but do not read from a script.

**Board 1**

This board shows the prizes the class has won in the past year. They may include winning a singing contest, a choral speaking competition, an inter-class basketball match and a project competition on schooling in different countries.

**Board 2**

Students in your class have put their wishes on a wishing tree. These include their wishes for themselves, their school and family. For example, many want more computers in the school. Some want more PE classes. Most of them want to go to university some day. Some others wish to join an exchange students programme.

**Board 3**

This board shows photos of all the class activities in the past year. They may include class picnics, a Christmas party, a Halloween party and a Japanese festival with food and games.

**Board 4**

This board displays some of the learners' projects on "Travelling Abroad". Learners have looked for information about various countries and presented them with the help of pictures. Countries chosen include Japan and the USA.

**Exemplar Assessment Tasks: School Open Day**  
**Task 2: Introducing our Class**

**Scoring Guide**

Aims of Assessment Task:	Expected Performance	Task Specific Criteria
<p>To assess learners' ability to:</p> <ul style="list-style-type: none"> <li>establish and maintain relationships and routines in school and community situations (IDa in KS3)</li> <li>obtain and provide objects, services and information in real and simulated situations (IDe in KS3)</li> <li>interpret and use more extensive information through processes or activities such as describing, explaining (KDb in KS3)</li> </ul>	<p>ID Band 3 (Speaking)</p> <ul style="list-style-type: none"> <li>making simple greetings</li> <li>making requests for and giving information on a range of familiar topics</li> <li>participating meaningfully in simple simulation and role-play activities with teacher support</li> </ul> <p>KD Band 3 (Speaking)</p> <ul style="list-style-type: none"> <li>using correct pronunciation and intonation</li> <li>expressing simple ideas, information and opinions on a familiar topic</li> </ul>	<p>Learners are able to provide some simple information on the board in the room. As a result of the frequent errors in pronunciation, intonation and usage, the meaning is sometimes confused.</p>
	<p>ID Band 4 (Speaking)</p> <ul style="list-style-type: none"> <li>using conversational strategies to maintain relationships in the school</li> <li>asking for and offering simple services and information</li> <li>participating meaningfully in a range of role-play and other activities with support</li> </ul> <p>KD Band 4 (Speaking)</p> <ul style="list-style-type: none"> <li>using correct pronunciation, intonation and rhythm</li> <li>expressing simple ideas, information and opinions on both familiar and less familiar topics</li> </ul>	<p>Learners are able to show a clear awareness of the role s/he plays in introducing the exhibits to the visitor. There is a good attempt to give a detailed presentation with proper emphasis on major items of interest. Despite occasional errors in pronunciation, intonation and usage, the purpose of the activity is adequately conveyed.</p>

	<p>ID Band 5 (Speaking)</p> <ul style="list-style-type: none"> <li>• using a range of greetings for special occasions</li> <li>• asking for and providing services and information on a range of topics</li> <li>• participating effectively in a range of role-play and other activities</li> </ul> <p>KD Band 5 (Speaking)</p> <ul style="list-style-type: none"> <li>• using correct pronunciation, intonation and rhythm for particular purposes</li> <li>• demonstrating some awareness of how to vary the formality of speech according to situation</li> </ul>	<p>Learners are able to converse at ease in this simulated situation using an appropriately friendly and polite tone. They are able to present relevant information fully and clearly, with attempts to engage the interest of the listener. The language used is largely free of errors.</p>
--	---	---

## Useful Websites for English Language Teaching and Learning\*

Website addresses are subject to change. Sometimes websites come and go; sometimes they cannot be accessed for reasons such as different Internet access software or because a different Internet service provider is being used. If a site has been moved, use a search engine such as YAHOO or Alta Vista to search for it, using the name of the site. The addresses given below were accurate at the time this syllabus went to press. They are grouped under the following 19 headings: Associations, Dictionaries/Thesauruses, Encyclopaedias, ESL-related Centres in HK, ESL/EFL Publications, Games, Grammar, Idioms, Lesson Plans and Materials, Links for Students, Mass Media, Meeting Other Teachers, Oral English, Poetry, Publishers, Resources and Databases, Student Internet Projects, Search Tools, and Writing. The list is not exhaustive but should provide useful links and reference.

### Associations

ACTFL (<http://www.actfl.org/>)

The American Council on the Teaching of Foreign Languages

ACW (<http://english.ttu.edu/acw/>)

Alliance for Computers and Writing

AECT (<http://www.aect.org/>)

The Association for Educational Communications & Technology

The British Council (<http://www.britcoun.org/>)

The British Council

CALICO (<http://www.calico.org/>)

The Computer Assisted Language Instruction Consortium

IATEFL (<http://www.man.ac.uk/IATEFL/>)

The International Association of Teachers of English as a Foreign Language

IRA (<http://www.reading.org/>)

International Reading Association

---

\* The websites listed here have been revised and updated for the reprinting of this syllabus in 2001.

NCTE (<http://www.ncte.org/>)  
The National Council of Teachers of English

TESOL (<http://www.tesol.edu/>)  
Teachers of English to Speakers of Other Languages

Writing and Computers Association  
(<http://www.cogs.susx.ac.uk/users/mike/wa/wricom.html>)  
Writing and Computers Association

### **Dictionaries/Thesauruses**

Collins COBUILD (<http://titania.cobuild.collins.co.uk/>)  
This is the COBUILD home page. A related site is CobuildDirect  
([http://titania.cobuild.collins.co.uk/direct\\_info.html](http://titania.cobuild.collins.co.uk/direct_info.html))

Longman Dictionaries  
(<http://www.awl-elt.com/dictionaries/>)  
Longman dictionaries home page

Merriam-Webster Online (<http://www.m-w.com/dictionary>)  
Searches include pronunciation, etymology and a built-in thesaurus

Synonym Dictionary  
(<http://vancouver-webpages.com/synonyms.html>)  
This home page carries lists of English synonyms

Thesaurus.com: Roget's Thesaurus (<http://www.thesaurus.com/>)  
On-line version of the thesaurus of English words and phrases

Wordsmyth the Educational Dictionary-Thesaurus  
(<http://www.lightlink.com/bobp/wedt/>)  
On-line version of the publication

### **Encyclopaedias**

Britannica On-line (<http://www.eb.com/>)  
On-line version of the publication

Encarta On-line (<http://encarta.msn.com/encartahome.asp>)

On-line version of Microsoft's CD-ROM

### **ESL-related Centres in HK**

English Language Centre (<http://elc.polyu.edu.hk/elsc/>)

Home page of the English Language Centre at the Hong Kong Polytechnic University with various components; useful links are also available from the Supplementary English Programme

English Language Centre (<http://www.cityu.edu.hk/elc/>)

Home page of the English Language Centre at the City University of Hong Kong with links to listening and dictation exercises

Independent Language Learning (<http://elc.polyu.edu.hk/CILL/>)

Home page of the Centre for Independent Language Learning at the Hong Kong Polytechnic University with many components and links

Independent Learning Centre (<http://www.ilc.cuhk.edu.hk/english/>)

English section of the home page of the Independent Learning Centre at the Chinese University of Hong Kong with many components and links

Language Centre (<http://lc.ust.hk/>)

Home page of the Language Centre at the Hong Kong University of Science and Technology with many components and links

Language Centre (<http://www.hkbu.edu.hk/~lc/>)

Home page of the Language Centre at the Baptist University with many links to materials for self-access learning

Language Resource Centre (<http://lrc.ed.gov.hk/>)

Web page of the Language Resource Centre of the Advisory Inspectorate Division, Education Department, with links to useful websites for language teaching (English and Chinese), and access to information about the Language Resource Centre

Virtual English Centre (<http://ec.hku.hk/vec/>)

Home page of the English Centre at the University of Hong Kong with many components and links



## **ESL/EFL Publications**

EFLWEB (<http://www.u-net.com/eflweb/>)

An on-line magazine for those teaching and learning English as a foreign language

ELT Journal (<http://www.oup.co.uk/jnls/list/eltj/>)

An international journal for teachers of English to speakers of other languages published by the Oxford University Press in association with The British Council and IATEFL

Language Teaching (<http://uk.cambridge.org/journals/lta/>)

An international abstracting journal for language teachers, educators and researchers published by the Cambridge University Press

The Language Teacher On-line

(<http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/>)

Excerpts from The Language Teacher, the monthly publication of the Japan Association for Language Teaching (JALT)

TESL-EJ (<http://www-writing.berkeley.edu/TESL-EJ/>)

On-line publication of Teaching English as a Second or Foreign Language, an academic journal

TESL-HK (<http://www.tesl-hk.org.hk/>)

On-line newsletter for English language teaching professionals in Hong Kong offered by the City University of Hong Kong

## **Games**

abcteach (<http://www.abcteach.com/EasyPuzzles/kidsTOC.htm>)

Crosswords and word searches for young children

Ask My Tutor (<http://www.askmytutor.co.uk/>)

Fun website for children, features an online tutor, grammar and vocabulary games, and idiom cartoon

Daily Comic Strips, Archives and Merchandise (<http://www.comics.com/>)

A collection of over 90 different cartoons on the web

Disney.com (<http://www.disney.com/>)

Interactive site for people of all ages

Etymologic!

(<http://www.intuitive.com/cgi-local/etymologic.cgi/>)

Interactive games for guessing the origins of English words

Interesting Things for ESL Students (<http://www.manythings.org/>)

A fun study site for students of English as a Second Language

KidsCom (<http://www.kidscom.com/>)

Interactive and fun site for children

Vocabulary (<http://www.vocabulary.com/index.html>)

Home of Vocabulary University; has lots of activities for vocabulary building and links to crossword puzzles, comic strips, and word-related games

Wordland (<http://www.wordland.com/>)

Students can play interactive word games with other players from around the world

### **Grammar**

Dave's ESL Café Help Center (<http://eslcafe.com/help/>)

Help for ESL/EFL students from an international team of ESL/EFL teachers

English Grammar Links for ESL Students

(<http://www.gl.umbc.edu/~kpokoy1/grammar1.htm>)

Good selection of links from Karen M. Hartman of the University of Maryland, USA

EnglishCLUB Grammar (<http://www.englishclub.net/grammar/index.htm>)

English grammar lessons and tutorials for EFL/ESL students

Grammar Guide for Kids

(<http://kidslangarts.about.com/kids/kidslangarts/cs/grammarguide/index.htm>)

Activities, games, lessons and puzzles on grammar for young learners

The On-Line English Grammar (<http://www.edufind.com/english/grammar/>)  
Provides explanations and examples of elements of grammar

### **Idioms**

Animal Idioms

([http://www.eckersley.co.uk/Richard's%20Pages/V\\_animaq.html](http://www.eckersley.co.uk/Richard's%20Pages/V_animaq.html))

An on-line exercise to help students learn expressions containing various animal references

Toon in to Idioms (<http://www.elfs.com/2nlnX-Title.html>)

Cartoons and audio from Adam Rado

Using Idioms in Conversations (<http://www.comenius.com/idioms/index.tpl>)

Idioms presented with definitions and example dialogues accompanied by audio recordings

### **Lesson Plans and Materials**

AskERIC Lesson Plans (<http://ericir.syr.edu/Virtual/Lessons/>)

Lesson plans, materials, and curriculum units from ERIC

English Teaching/Learning Materials

(<http://www.ling.lancs.ac.uk/staff/visitors/kenji/kitao/material.htm>)

Collection from the Kitao, including Holidays, Colonial Days, Communicating with Americans, and Developing Reading Strategy

ESL Discussion Center (<http://eslcafe.com/discussion/dp/>)

Forum for discussing ESL/EFL activities and games

ESL Quiz Center (<http://www.pacificnet.net/~sperling/quiz/>)

Self-study quizzes for ESL students on a broad range of categories, e.g. grammar, reading comprehension, writing, idioms, geography, history, people, world culture

Lesson Plans and Resources for ESL, Bilingual, and Foreign Language Teachers (<http://www.csun.edu/~hcedu013/eslindex.html>)  
Resource from Marty Levin of California State University, Northridge, USA

Teams Distance Learning K-12 Lesson Plans  
(<http://teams.lacoe.edu/documentation/places/lessons.html>)  
Links to lesson plans in all subjects and a variety of sources from the Los Angeles County Office of Education, USA

### **Links for Students**

(Also see ESL-related Centres in HK)

Selected Links for ESL & EFL Students  
(<http://www.aitech.ac.jp/~iteslj/ESL.html>)  
Maintained by the Internet TESL Journal; introduces students to a select list of interesting and useful links

ThESLinkSite (<http://www.tc.umn.edu/~babin005/esl/index.htm>)  
Links to quizzes, games, grammar, and writing and listening practices for students

### **Mass Media**

AJR NewsLink (<http://ajr.newslink.org/>)  
AudioOnDemand (<http://www.wrn.org/ondemand/>)  
BBC World Service (<http://www.bbc.co.uk/worldservice/>)  
CBC On-Air Guide (<http://cbc.ca/onair/>)  
CBS News (<http://uttm.com/>)  
CNN Newsroom (<http://fyi.cnn.com/fyi/teachers.newsroom/>)  
Electronic Telegraph (<http://www.telegraph.co.uk/>)  
Guardian Unlimited (<http://www.guardian.co.uk/>)  
iMail (<http://www.hk-icemail.com/>)  
South China Morning Post (<http://www.scmp.com/>)  
The Times (<http://www.thetimes.co.uk/>)  
USA Today (<http://www.usatoday.com/>)

## **Meeting Other Teachers**

*TeleNex* (<http://www.telenex.hku.hk/>)

Teachers of English Language Education Nexus is a computer network run by the Department of Curriculum Studies at The University of Hong Kong to enhance English language standards and the quality of English language teaching in Hong Kong. The site comprises a primary network and a secondary network

TESL: Personal Pages of ESL Teachers

(<http://www.aitech.ac.jp/~iteslj/Links/TeacherPages.html>)

A database of ESL/EFL teachers' home pages from around the world

## **Oral English**

Did the Cat Get Your Tongue? (<http://www.cuhk.hk/eltu/ELH/doc4.html>)

Entertaining article on how to improve spoken English

English Pronunciation (<http://www.faceweb.okanagan.bc.ca/pron/>)

Minimal pairs practice, tongue twisters, and dictation exercises on selected sounds

Learning Oral English Online (<http://www.rong-chang.com/book/>)

An on-line conversation book compiled for intermediate ESL learners

Presentations and Public Speaking

(<http://www.englishclub.net/presentations/>)

An on-line guide on different aspects of presentations and public speaking, including preparation, equipment, delivery, language, assessment

VLC – English Pronunciation (<http://vlc.polyu.edu.hk/pronunciation/>)

A guide to English pronunciation and spelling

## **Poetry**

The Academy of American Poets (<http://www.poets.org/booth/booth.cfm>)

Search by poet or poem, features the listening booth and discussion forums

English Poetry (<http://etext.lib.virginia.edu/epd.html>)

A full-text searchable database of hundreds of poems from the University of Virginia library

Fooling with Words (<http://www.pbs.org/wnet/foolingwithwords/>)

Includes featured poets, a lesson plan and a downloadable teacher's guide to the teaching of poetry

The Internet Poetry Archive (<http://sunsite.unc.edu/dykki/poetry/>)

Selection of poems from a number of contemporary poets

### **Publishers**

Cambridge University Press (<http://www.cup.org/>)

Heinemann (<http://www.heinemann.co.uk/>)

Longman (<http://www.longman.co.uk/>)

Macmillan USA (<http://www.mcp.com/>)

The McGraw-Hill Companies (<http://www.mcgraw-hill.com/>)

Oxford University Press United Kingdom & Europe (<http://www.oup.co.uk/>)

Prentice Hall Regents (<http://www.phregents.com/>)

Scholastic (<http://www.scholastic.co.uk/>)

Syracuse Language (<http://www.syrlang.com/>)

### **Resources and Databases**

Comenius English Language Center (<http://www.comenius.com/>)

Information, resources and links provided by the Comenius Group, e.g. the Monthly Idiom, Fluency Through Fables, and the E-mail Key Pal Connection

Dave's ESL Cafe (<http://www.eslcafe.com/>)

Several interactive resources, e.g. ESL Question Page, ESL Idea Page, ESL Links Pages, ESL Help Center, ESL Discussion Center, etc.

English as a Second Language Home Page

(<http://www.rong-chang.com/>)

A variety of ESL learning materials and links to ESL websites

The International Lyrics Server (<http://www.lyrics.ch/>)

A database on lyrics

The Internet Movie Database (<http://us.imdb.com/>)

A database on movies

The Linguistic Funland (<http://www.linguistic-funland.com/>)

Extensive links and more from Kristina Pfaff-Harris

Resources for English language and culture

(<http://www.ohiou.edu/esl/english/index.html>)

Teaching ideas and materials for teachers and students including English-language newspapers from around the world, the ESLoop and links

The Secret Diaries of Lotus and Rose

(<http://www.cityu.edu.hk/ls/lotus&rose/>)

A Hong Kong Language Fund project conducted by Ken Keobke et al. of the City University of Hong Kong with useful teaching ideas and links

Teachers Helping Teachers (<http://www.pacificnet.net/~mandel/>)

Teaching tips and ideas for teachers

VOLTERRE-FR (<http://www.wfi.fr/volterre/>)

Extensive links and resources edited and published by Linda Thalman

World Kids Network (<http://worldkids.net/>)

A site for kids and run by kids to promote literacy and independent learning and research skills

### **Student Internet Projects**

Collaborative Writing Projects on the Internet

(<http://www.ruthvilmi.net/hut/Project/>)

This is an ongoing international writing project started in 1993 by Vilmi, R. This has become a big scale project that brings students from Asia, Europe, and North America together through the Internet to share their ideas and help each other in writing in English on a wide selection of topics

Email Projects Home Page

(<http://www.otan.dni.us/webfarm/emailproject/email.htm>)

A collection of products of students' email projects.

### Internet Projects for Learners and Teachers of English

(<http://www.wfi.fr/volterre/inetpro.html>)

Lots of links from VOLTERRE-FR

### Online Learning for School and Home (<http://www.lightspan.com/>)

A full list of web projects for CyberFair 2001 by students from schools representing 28 countries; contains useful resources for kids, teachers, parents and school leaders

### Web Projects for ESL/EFL Class

(<http://www.kyoto-su.ac.jp/~trobb/index.html>)

Articles and Japan-related student projects by Thomas N. Robb, Kyoto Sangyo University, Japan

## Search Tools

### Alta Vista (<http://www.altavista.com/>)

A popular search engine known for its consistency and accuracy as well as its advanced search tool which allows for boolean logic

### Google (<http://www.google.com/>)

A fast and user-friendly search engine

### Yahooligans (<http://www.yahooligans.com/>)

A search engine for kids

## Writing

### The Cartoon Factory

(<http://www.nationalgeographic.com/kids/ngo/cartoons/>)

A site for kids to practise writing captions/dialogues for a selection of cartoons; links to other fun and creative activities for language learning

### The Digital Postcard (<http://www.uq.edu.au/~uejchris/interact/ecard.htm>)

Students can practise writing by sending virtual postcards to their friends and teachers

### GeoCities (<http://www.geocities.com/>)

Free home page for students to do their Web publishing



Online Resources for Writers

(<http://webster.commnet.edu/writing/writing.htm>)

A list of online resources recommended by Charles Darling of Capital Community College

Writing Center – Writer's Web

(<http://www.richmond.edu/~writing/wweb.html>)

A site designed and maintained by students of Richmond University. Explores topics by stages of the writing process