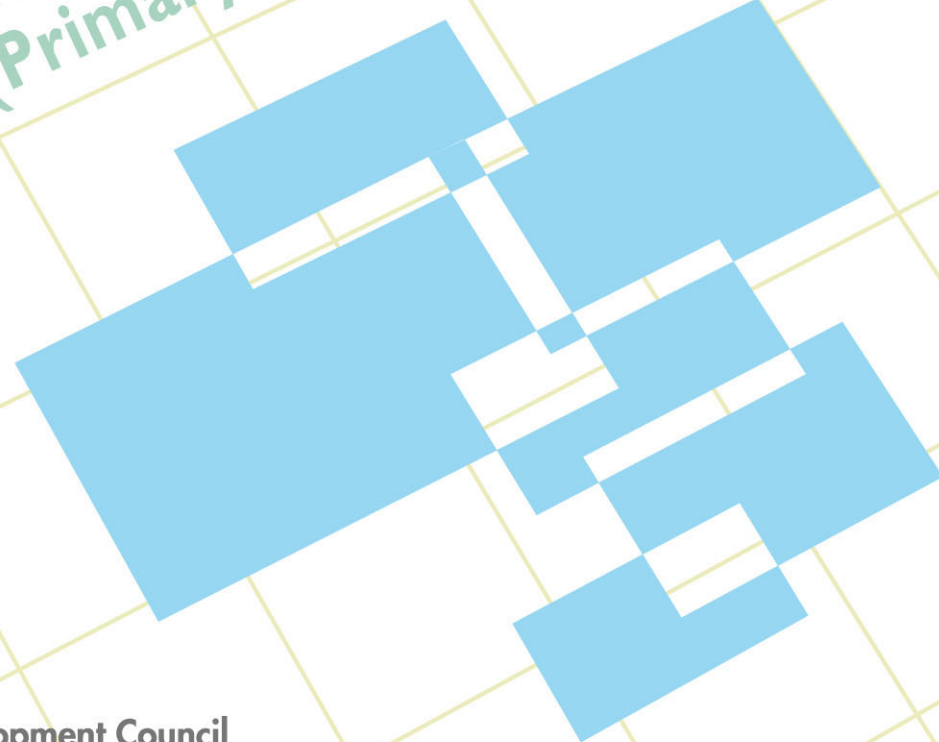


# English Language Education

## Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)



Prepared by  
The Curriculum Development Council

Recommended for use in schools by  
The Education Department  
HKSAR  
2002

## Preamble

A series of eight Key Learning Area (KLA) Curriculum Guides (Primary 1 to Secondary 3) and the General Studies (GS) for Primary Schools Curriculum Guide (Primary 1-6) have been developed by the Curriculum Development Council (CDC) to support the *Basic Education Curriculum Guide - Building on Strengths* (2002) and to help realize the recommendations made in the CDC Report, *Learning to Learn - The Way Forward in Curriculum Development* (2001) and in the Education Commission's (EC's) education reform final report, *Learning for Life, Learning through Life* (2000).

The CDC is an advisory body giving recommendations to the Hong Kong Special Administrative Region Government on all matters relating to curriculum development for the school system from kindergarten to sixth form. Its membership includes heads of schools, teachers, parents, employers, academics from tertiary institutions, professionals from related fields or related bodies and representatives from the Hong Kong Examinations Authority, as well as officers from the Education Department.

The KLA and GS Curriculum Guides are based on the *Learning to Learn* consultation documents of the respective KLAs and GS published in November 2000. Relevant KLA committees under the CDC have taken into consideration the concerns, needs and interests of schools, teachers and students as well as societal expectations expressed during the consultation period when developing these Guides.

The KLA and GS Curriculum Guides aim to present curriculum frameworks which specify the KLAs' or GS's curriculum aims, learning targets and objectives, and provide suggestions regarding curriculum planning, learning and teaching strategies, assessment and resources. In addition, each Curriculum Guide provides exemplars of effective learning, teaching and assessment practices. Schools are encouraged to adopt the recommendations in the Curriculum Guides and to achieve the learning goals of the school curriculum (CDC Report, 2001) and aims of education (EC Report, 2000), taking into consideration their contexts, needs and strengths.

Schools are also encouraged to make cross-reference to the *Basic Education Curriculum Guide - Building on Strengths* (2002) and the related subject guides

as often as possible. This will ensure that there is a coherent understanding of curriculum planning at school, KLA and subject levels.

As curriculum development is a collaborative and on-going enhancement process, the KLA and GS Curriculum Guides as well as their related subject guides will be updated and improved from time to time to meet new needs of students and society.

Ideas and suggestions on the development of the English Language Education curriculum are always welcome and may be sent to:

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## **Key Messages**

### **English Language Education KLA**

The English Language Education Key Learning Area is an integral part of the school curriculum that provides students with a wide range of learning experiences to enhance their:

- English language proficiency;
- personal and intellectual development, and social skills;
- cultural understanding; and
- global competitiveness.

### **Entitlement of Students**

- All students from Primary 1 to Secondary 3 are entitled to opportunities for developing the above capabilities in the context of English language learning.
- 17%-21% of the lesson time is allocated for each key stage.  
(3.4 provides further suggestions on how to make use of learning time.)

### **The Direction of Curriculum Development in English Language Education**

- To continue with existing effective English language learning or teaching practices, notably:
  - ♦ helping learners master the language forms (including vocabulary, text-types, grammar items and structures) and communicative functions; and
  - ♦ adopting a learner-centred approach focusing on the four language skills of listening, speaking, reading and writing.
- To build on these effective practices by promoting new developments conducive to broadening and enriching students' learning experiences. The following list outlines the short-term focuses for English Language Education curriculum development.



### **Short-term Targets (2001-02 to 2005-06)**

Schools and teachers focus on:

- ◆ Increasing motivation in learning through:
  - the promotion of reading
  - the use of information technology (IT)
  - a diversity of activities
- ◆ Enhancing learning and teaching through:
  - greater use of language arts
  - greater use of IT
  - better use of formative assessment
  - collaboration in developing learning, teaching and assessment plans and materials
  - the promotion of quality learning, teaching and assessment through flexibility, experimentation and innovation
- ◆ Fostering independent and lifelong learning through:
  - the promotion of a culture of reading among learners
  - the promotion of language development strategies, IT in language learning, self-access language learning (SALL) and project learning
  - the development of generic skills, values and attitudes to promote learning how to learn
  - the development of a positive, open-minded attitude towards and respect for different points of view and cultures
  - the provision of more opportunities for learners to extend their language learning experiences beyond the classroom
- ◆ Developing their school-based English Language curriculum which:
  - is in line with the English Language Education curriculum framework
  - suits the needs of learners and society
  - makes cross-curricular links and encourages collaboration among language teachers, school librarians and teachers of other KLAs

(Please refer to 1.4, 1.5 and 4.2 for more suggestions.)

### **Overall English Language Education Curriculum Aims**

- To provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other

- people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
- To enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

### **The Central English Language Education Curriculum: An Open and Flexible Framework**

The central curriculum, in the form of an open and flexible framework, sets out the following key learning elements that schools are encouraged to include in their English Language curriculum to help learners achieve the goal of lifelong language learning:

- subject knowledge and skills as embodied in the learning targets under the Interpersonal, Knowledge and Experience Strands (or Dimensions as was previously known) and in the learning objectives;
- generic skills; and
- positive values and attitudes.

### **Connecting School-based Curriculum Development with the Central Curriculum**

Because of its flexibility, the central curriculum allows much space and scope for school-based curriculum development. Following the general direction and recommendations provided in the central curriculum, schools are encouraged to:

- develop a suitable, balanced and coherent school-based English Language curriculum;
- design and carry out innovative curriculum plans and build on good practices; and
- vary the organization of learning content, learning and teaching strategies, pace of learning and teaching, homework requirements, and criteria and modes of assessment, taking into consideration factors such as students' needs, interests and abilities, teachers' readiness and the school context.

## **Learning and Teaching**

Schools are encouraged to enrich English language learning and teaching through:

- incorporating the four key tasks – moral and civic education, project learning, reading to learn, and IT for interactive learning;
- life-wide learning;
- task-based learning and teaching;
- catering for learner diversity; and
- greater use of formative assessment as well as quality and timely feedback to improve students' learning.

In addition, schools are encouraged to create a language-rich environment by:

- providing greater opportunities for learners to use English for purposeful communication both inside and outside the classroom;
- making use of learner-centred instruction to promote learner independence;
- making greater use of literary or imaginative texts to promote critical thinking and encourage free expression and creativity;
- assigning quality homework to provide language practice in meaningful contexts and discouraging meaningless mechanical drills;
- facilitating the development of a “reading to learn” culture through encouraging learners to read a wide range of materials with different subject content and text-types, and designing appropriate tasks for learners to appreciate the value of reading; and
- promoting the development of strategies, values and attitudes that are conducive to effective, independent and lifelong learning.

## **Assessment**

Promoting assessment for learning through:

- placing emphasis on both formative and summative assessments;
- making greater use of purposeful tasks and activities to gain insights into learners' strengths and weaknesses;

- providing timely and quality feedback to inform learners of their performance and how to make further progress; and
- using feedback as well as formative and summative assessments for reviewing and improving teaching plans and strategies.

(**Appendices 4 to 10** provide further illustrations on this topic.)

## **Resources**

Enhancing English language learning through appropriate and flexible use of:

- a variety of print and non-print resources which include quality textbooks and resource materials, facilities, equipment and manpower; and
- community resources which include up-to-date information and professional services provided by different government departments, non-government agencies and educational institutions.

(For more information on various curriculum matters, please also refer to the *Basic Education Curriculum Guide – Building on Strengths* (2002).)

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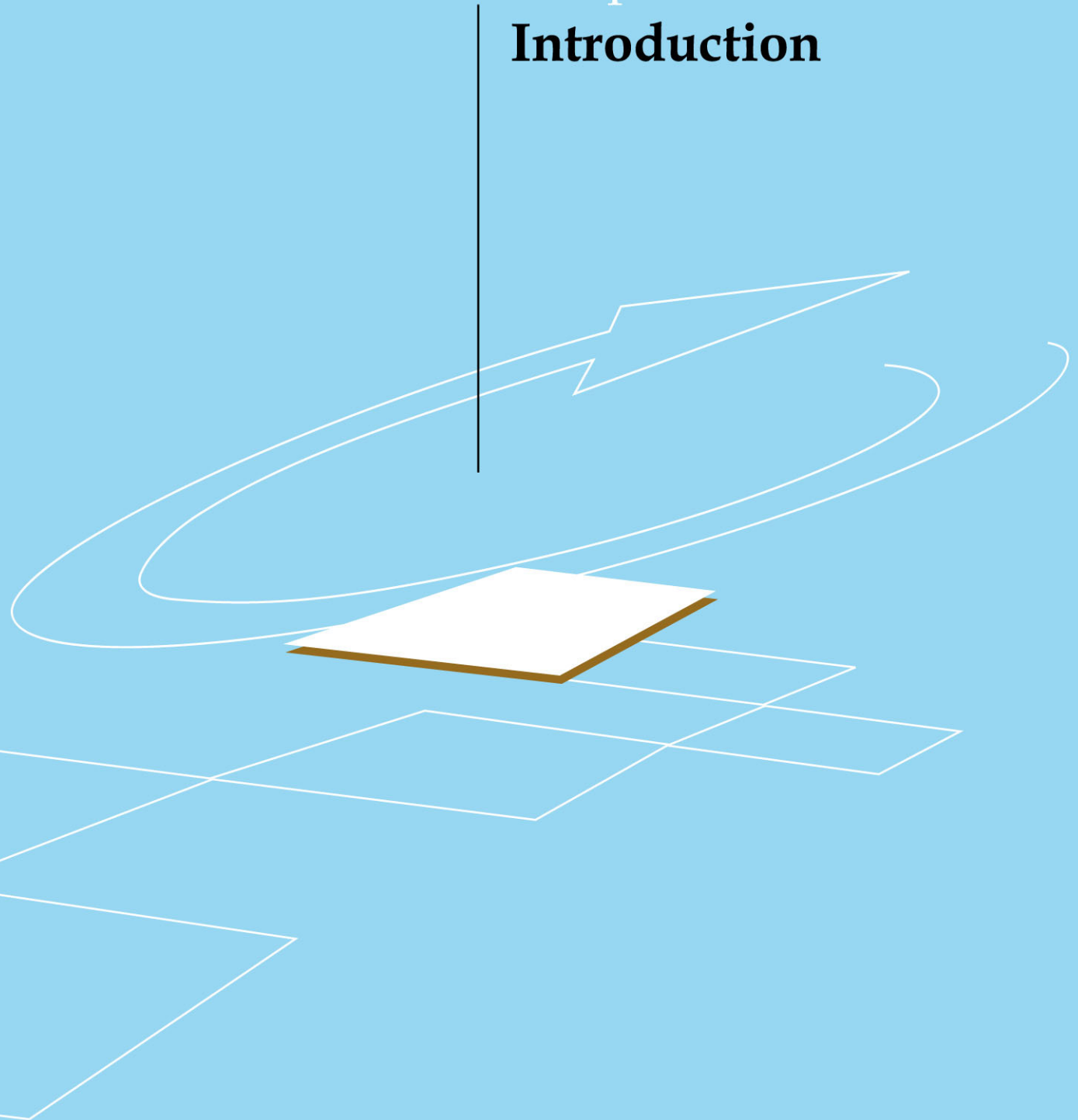
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# Chapter 1

## **Introduction**



## Chapter 1 Introduction

The *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)* (2002) is prepared by the Curriculum Development Council (CDC) Committee on English Language Education. It is written in support of the CDC's final report on its Holistic Review of the School Curriculum entitled *Learning to Learn - The Way Forward in Curriculum Development* (2001) and the *Basic Education Curriculum Guide - Building on Strengths* (2002).

The latter two documents, together with the Education Commission's education reform final report, *Learning for Life, Learning through Life* (2000), provide the overall direction for both education and curriculum development in Hong Kong now and in the years to come. The *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)* (2002) incorporates the key recommendations made in these documents, which seek to facilitate the accomplishment of the principal educational aims of lifelong learning and whole-person development. Specifically, it puts forth a coherent, flexible English Language Education curriculum framework that suits learners' varied needs, interests and abilities. It sets the main direction for the learning and teaching of English for 9-year basic education. Further, it provides guidelines, suggestions and exemplars to promote effective learning, teaching and assessment practices, and to help school principals and teachers plan, develop and implement their own school-based English Language curriculum.

The *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)* (2002) is also closely related to other CDC curriculum documents on English Language such as the *CDC Syllabus for English Language (Primary 1-6) 1997*, and *CDC Syllabus for English Language (Secondary 1-5) 1999*, and their revised editions in the future.\* It is meant to be read in conjunction with them. These two syllabuses are important supporting documents, as they embody the pedagogical principles laid down in this Guide. They provide in detail the learning targets and objectives for the various key stages of education (KS1-4). They elaborate many of the teaching ideas and suggestions presented in this Guide.

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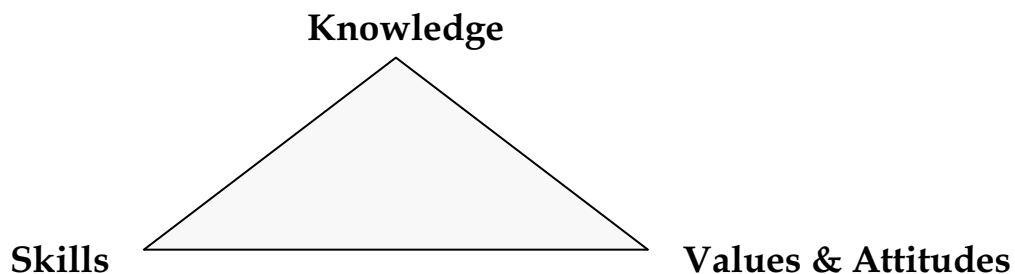
\* A revised CDC primary English Language syllabus, *English Language Curriculum Guide (Primary 1-6)*, will be published in the 2003-04 school year.

The school curriculum, apart from helping students to acquire necessary knowledge, should also help the younger generation to develop a global outlook, to learn how to learn and to master lifelong skills that can be used outside schools. The curriculum should also cultivate students' positive values and attitudes and achieve the educational aims of promoting whole-person development and lifelong learning.

(A Message from the Chairman of the Curriculum Development Council,  
*Learning to Learn - The Way Forward in Curriculum Development (2001)*)

### 1.1 What is a Key Learning Area (KLA)?

A Key Learning Area (KLA) is an important part of a curriculum. It is founded on fundamental and connected concepts within major fields of knowledge which should be acquired by all students. A KLA provides a context for the development and application of both generic skills (e.g. creativity and skills of communication, critical thinking and collaboration) and subject-specific skills, positive values and attitudes through appropriate use of learning and teaching activities and strategies. It serves as a context for the construction of new knowledge and the development of understanding. The studies offered in each KLA may have an academic, social or practical orientation or a combination of these, depending on their purpose(s). They can be organized into subjects, modules, units, tasks or other modes of learning.



## **1.2 Position of English Language Education KLA in the School Curriculum**

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

## **1.3 Rationale and Direction for Development**

The English Language Education curriculum framework aims to build on existing good practices in English Language teaching in Hong Kong. It also makes suggestions on ways to provide students with wider access to meaningful and effective language learning experiences that will enable them to meet the needs and challenges of society.

In many local English Language classrooms, considerable emphasis has been placed on helping learners master the language forms (including vocabulary, text-types, grammar items and structures), communicative functions, and skills of listening, speaking, reading and writing. Mastery of these learning elements is important and should continue to be promoted in the language classroom. Teachers are encouraged to provide opportunities for practice of these elements in meaningful contexts, rather than in isolation. More importantly, they are encouraged to enhance learners' experiences by providing a language-rich environment, through:

- provision of greater opportunities for learners to use English (e.g. the language skills, vocabulary, and grammar items and structures they have learnt) for purposeful communication both inside and outside the classroom;
- making use of learner-centred instruction to encourage learner independence;
- making greater use of literary or imaginative texts to develop critical

- thinking and encourage free expression and creativity; and
- promotion of language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning.

## **1.4 Strategies for Development**

Schools are encouraged to plan and further develop their own English Language Education curriculum. The government is firmly committed to providing schools with resources and assistance in the form of financial support, collaborative research and development projects, teacher development programmes, etc. A proposed schedule is presented below, outlining focuses for English Language Education curriculum development in the short (2001-02 to 2005-06), medium (2006-07 to 2010-11) and long (beyond 2011) term:

### **1.4.1 Short-term (2001-02 to 2005-06)**

Schools and teachers focus on:

- Increasing motivation in learning through:
  - the promotion of reading (e.g. shared reading of big books, story-telling, reading campaigns and awards)
  - the use of IT (e.g. writing e-greeting cards, interactive story-reading and games)
  - a diversity of activities (e.g. show-and-tell, puppet shows, language games, tasks and projects)
- Enhancing learning and teaching through:
  - greater use of language arts (e.g. songs and rhymes, short stories, drama, poems, advertisements) to promote creativity
  - greater use of IT (e.g. resources on the web, CD-ROMs)
  - better use of formative assessment
  - collaboration in developing learning/teaching/assessment plans and materials
  - the promotion of quality learning, teaching and assessment through flexibility, experimentation and innovation

- Fostering independent and lifelong learning through:
  - the promotion of a culture of reading among learners
  - the promotion of language development strategies, IT in language learning, self-access language learning (SALL) and project learning
  - the development of generic skills, values and attitudes to promote learning how to learn
  - the development of a positive, open-minded attitude towards and respect for different points of view and cultures
  - the provision of more opportunities for learners to extend their language learning experiences beyond the classroom by participating in activities which involve the use of community resources (i.e. life-wide learning\*)
  
- Developing their school-based English Language curriculum which:
  - is in line with the English Language Education curriculum framework presented in this Guide
  - suits the needs of learners and society
  - makes cross-curricular links and encourages collaboration among language teachers, school librarians and teachers of other KLAs

#### **1.4.2 Medium-term (2006-07 to 2010-11)**

Schools and teachers continue to work on the focuses listed in the short-term phase and

- strengthen the learning-teaching-assessment cycle by using criterion-referencing principles in judging and describing learners' achievement
- further enhance team-building and experience-sharing among teachers
- develop modules of learning to foster closer links across KLAs and to encourage flexible, coherent and integrated organization of learning experiences

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\* Life-wide learning refers to the learning experiences that take place beyond the classroom, in authentic environments such as the community and the workplace. The learning experiences gained in these different environments complement those gained in school.



- develop different modes of curriculum planning and ways of implementation
- develop a balanced and coherent school-based English Language Education curriculum that caters for the diverse needs of learners and society

### **1.4.3 Long-term (Beyond 2011)**

Schools and teachers continue to work on the focuses listed in the short- and medium-term phases and

- attain proficiency in designing quality learning, teaching and assessment materials and activities
- build a good network among schools for the sharing of resources and good practices
- formulate and implement a comprehensive and effective school-based assessment policy

## **1.5 Building on Strengths**

The English Language Education curriculum framework presented in this Guide seeks to build on existing effective practices in language learning and teaching while promoting new developments conducive to broadening and enriching learners' learning experiences. The following table summarizes the current effective learning and teaching practices to be continued, and the curriculum developments to be encouraged.

Existing Strengths	New Emphases
<i>Learning and Teaching Practices</i>	
<ul style="list-style-type: none"> <li>• Helping learners achieve the learning targets and objectives in and across the Interpersonal, Knowledge and Experience Strands*/Dimensions, including language development strategies and attitudes conducive to English learning</li>   <li>• Adopting a learner-centred approach focusing on the four language skills (i.e. listening, speaking, reading and writing)</li>   <li>• Teaching of grammar (language forms and structures) while giving due emphasis to communicative functions</li>   <li>• Teaching of pronunciation through minimal pairs and modeling; and working on stress, rhythm and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to helping learners achieve the learning targets and objectives in and across the Interpersonal, Knowledge and Experience Strands/Dimensions: <ul style="list-style-type: none"> <li>◆ Developing their generic skills, values and attitudes, and</li> <li>◆ Exposing them to rich learning experiences through: <ul style="list-style-type: none"> <li>– moral and civic education</li> <li>– project learning</li> <li>– reading to learn</li> <li>– IT for interactive learning (the four key tasks)</li> </ul> </li> </ul> </li>   <li>• Adopting a learner-centred approach providing ample opportunities for purposeful, integrative and creative use of language</li>   <li>• Teaching of grammar in context, providing learners with opportunities for engaging in language focus preparation work and, more importantly, using the language purposefully in authentic situations</li>   <li>• Teaching of phonics in meaningful contexts to develop learners’ speaking (pronunciation), writing (spelling) and reading skills, and to facilitate their acquisition of stress, rhythm and intonation through shared reading at primary level</li> </ul>

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\* Strands have been referred to as “Dimensions” in earlier English Language curriculum documents such as the *CDC Syllabus for English Language (Primary 1-6) 1997* and *CDC Syllabus for English Language (Secondary 1-5) 1999*.

<ul style="list-style-type: none"> <li>• Teaching of vocabulary building skills</li> <li>• Exposing learners to different text-types</li> <li>• Helping learners develop the five fundamental intertwining ways of learning and using knowledge (i.e. communicating, conceptualizing, inquiring, problem-solving and reasoning)</li> <li>• Making use of tasks to facilitate language learning</li> <li>• Adapting and making good use of textbooks, readers and other resources</li> <li>• Making use of SALL to enhance English Language learning</li> <li>• Helping learners develop good reading habits through extensive reading and the use of readers</li> </ul>	<ul style="list-style-type: none"> <li>• Helping learners enhance their vocabulary building skills through purposeful tasks and meaningful contexts</li> <li>• Maximizing learners' exposure to a wide range of text-types to enhance their reading proficiency</li> <li>• Provision of more opportunities for learners to practise the five fundamental intertwining ways of learning and using knowledge by engaging them in meaningful and purposeful tasks</li> <li>• Adopting a task-based approach in the planning and organization of learning and teaching materials and activities, ensuring their relevance to learners' interests, experience, needs and aspirations</li> <li>• Enhancing language learning through flexible use of a wide variety of quality print and non-print resources</li> <li>• Promotion of learner autonomy and lifelong language learning through SALL</li> <li>• Facilitating the development of a "reading to learn" culture</li> </ul>
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<ul style="list-style-type: none"> <li>• Catering for learner diversity through remedial teaching</li>   <li>• Creating a language-rich environment through extra-curricular activities</li>   <li>• Assessment of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Using language arts to promote reading and to help learners achieve the target of the Experience Strand/Dimension (i.e. using English to respond and give expression to real and imaginative experience) and to develop their critical thinking skills and creativity</li>   <li>• Catering for learner diversity through developing learning tasks and activities and employing teaching strategies that suit the specific needs of both less able learners and more able learners as well as the needs of learners with different learning styles</li>   <li>• Creating a language-rich environment through promoting cross-curricular approaches to learning and making use of community resources to facilitate student participation in life-wide learning and co-curricular activities</li>   <li>• In addition to assessment of learning, promoting assessment for learning through greater use of <ul style="list-style-type: none"> <li>◆ formative assessment</li> <li>◆ criterion-referenced assessment to gain insights into learners' strengths and weaknesses</li> <li>◆ feedback to inform learners of their performance and how to make progress towards further learning</li> </ul> </li> </ul>
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<i>Roles of Teacher</i>	
<ul style="list-style-type: none"> <li>• Organizer and manager of class activities</li> <li>• Language resource person</li> <li>• Materials developer</li> <li>• Assessor</li> </ul>	<p>In addition to being the organizer and manager of class activities, language resource person, materials developer and assessor, the teacher plays the roles of:</p> <ul style="list-style-type: none"> <li>• Facilitator – i.e. a person who supports learning through interacting with students and providing guidance to help them construct knowledge and develop skills, positive values and attitudes</li> <li>• Curriculum developer – i.e. a person who contributes to the development of a school-based English Language curriculum based on the focuses in this Guide, either as an individual or, better, in collaboration with colleagues</li> <li>• Curriculum leader – i.e. a person who takes the role of leader in initiating innovative curricular changes</li> </ul>
<i>Roles of Learner</i>	
<ul style="list-style-type: none"> <li>• Diligent worker</li> <li>• Cooperative listener and class participant</li> </ul>	<p>In addition to being a diligent worker, and a cooperative listener and class participant, the learner plays the roles of:</p> <ul style="list-style-type: none"> <li>• Active learner and negotiator in language learning activities</li> <li>• Motivated, independent worker – i.e. one who steadily pursues knowledge and develops language proficiency through various means including: <ul style="list-style-type: none"> <li>◆ setting meaningful goals for his or her own learning and working persistently towards them</li> </ul> </li> </ul>

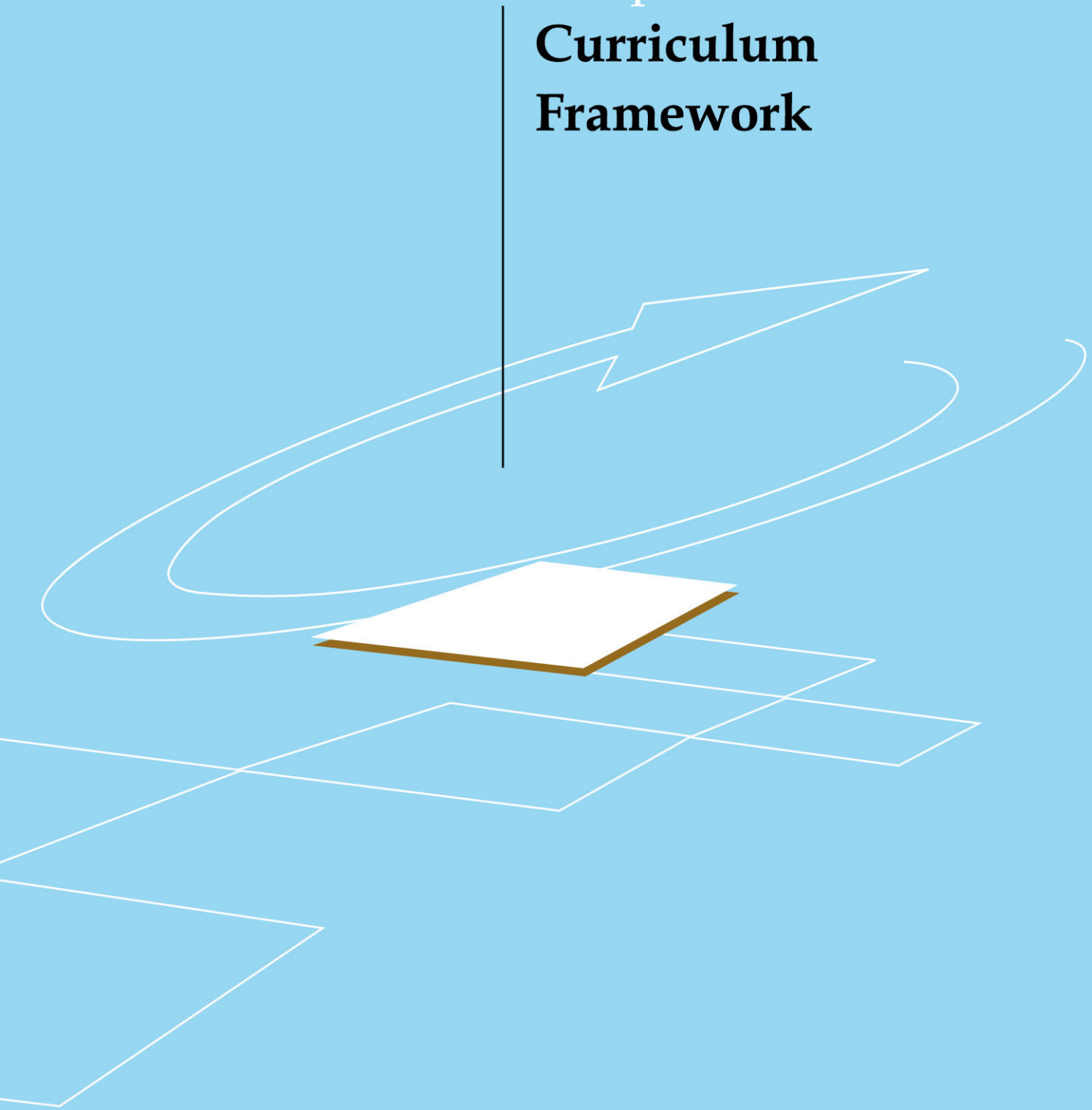
	<ul style="list-style-type: none"> <li>◆ taking the initiative to inquire and discuss with teachers and fellow-learners</li> <li>◆ reflecting on and evaluating his or her own learning experiences</li> <li>• Confident and creative student unafraid of taking risks in language learning</li> <li>• Monitor and reviewer of learning progress through active participation in peer and self assessment</li> </ul>
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## 1.6 Major Challenges

The following are the major challenges to school-based curriculum development that have been identified, with suggestions as to how to overcome them:

- **Helping teachers implement the curriculum development proposals effectively and create time and space** – The Education Department will forge a strong partnership with teachers and schools through school visits, teacher education programmes, research and development projects, and dissemination of good practices regarding language learning and teaching and use of resources such as the Capacity Enhancement Grant.
- **Helping teachers implement the English Language Education curriculum by enhancing various aspects of learning and teaching, notably phonics, grammar, language arts and task-based language learning** – The Education Department will continue to strengthen these key aspects of learning and teaching through measures such as teacher education programmes and dissemination of resource packages as well as good practices.

Chapter 2  
**Curriculum  
Framework**



# The Hong Kong School Curriculum





## **Chapter 2 Curriculum Framework**

The curriculum framework for English Language Education is the overall structure for organizing learning and teaching for the subjects of English Language and Literature in English. The framework comprises a set of interlocking components including:

- subject knowledge and skills, which are expressed in the form of learning targets under the Strands of Interpersonal, Knowledge and Experience, as well as learning objectives;
- generic skills; and
- positive values and attitudes.

The framework sets out what students should know, value and be able to do at various stages of schooling. It gives schools and teachers flexibility and ownership to plan and develop alternative curriculum modes to meet their varied needs.

### **2.1 Aims, Learning Targets and Objectives**

#### **Aims**

The overall aims of the English Language Education curriculum are:

- to provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
- to enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

## Learning Targets and Objectives

The English Language Education curriculum comprises two closely related subjects: English Language and Literature in English. **English Language is the core subject; Literature in English is the extended and optional subject.** Each of these subjects has its own specific target, which sets the main direction for the learning and teaching of the subject.

The subject target of English Language is 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.

The subject target of Literature in English is to develop learners' ability:

- to understand, enjoy and appreciate literary or creative works in English by writers from different cultures;
- to give expression and respond to ideas and experiences in literary or creative works freely and imaginatively;
- to critically interpret, discuss and evaluate literary or creative works;
- and
- to improve their proficiency in English.

In general, the relationship between the subjects of English Language and Literature in English lies in:

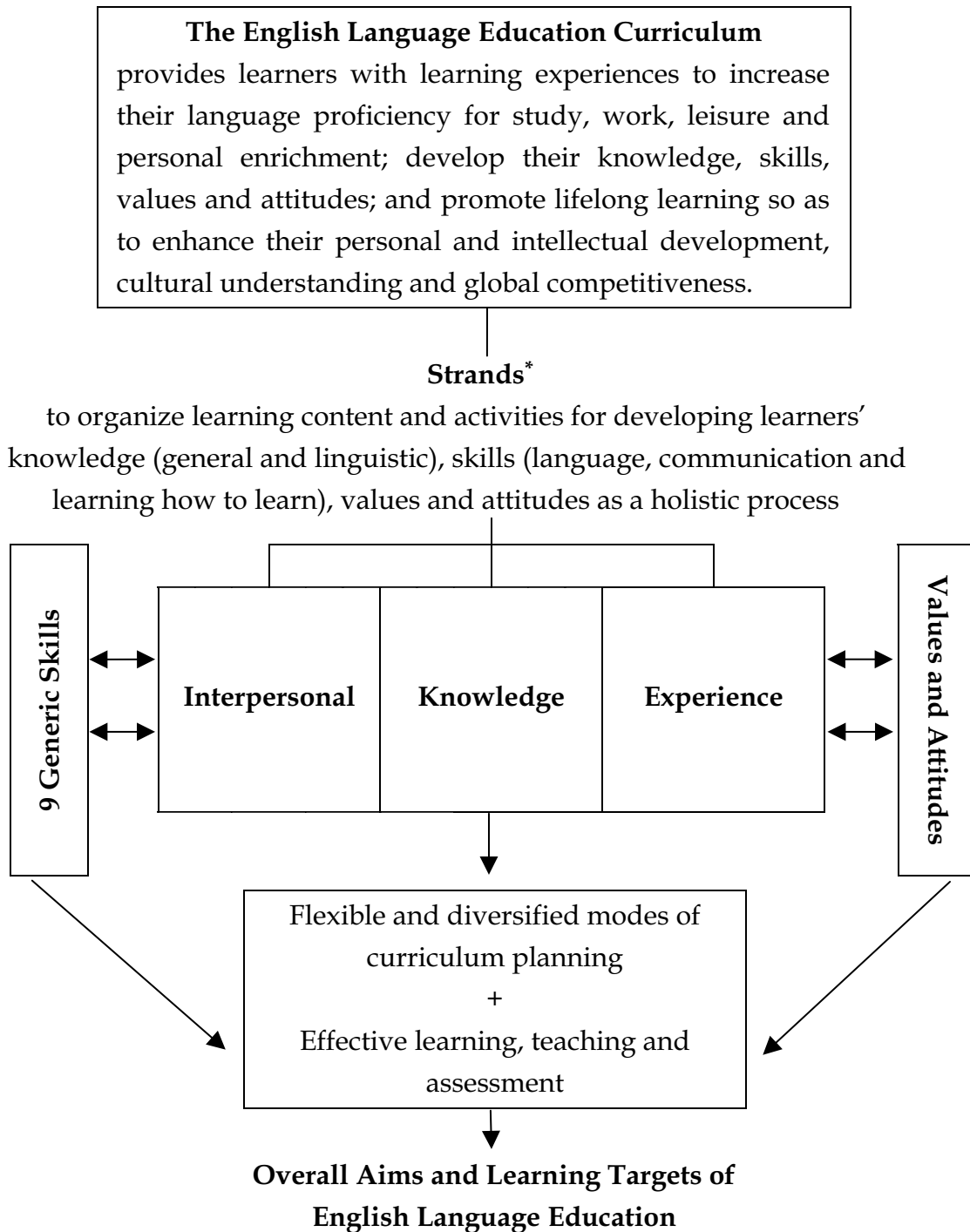
- the affinity they share in raising learners' language proficiency, critical thinking skills, problem-solving skills, creativity and cultural awareness; and
- the complementary role of the subject of Literature in English in that it reinforces the subject of English Language by seeking to strengthen the emotional and cultural content that is part of language learning.

A diagrammatic representation and a table highlighting the major components of the English Language Education curriculum framework are provided on pages 20 and 29 respectively. A more detailed list of learning targets for each key stage is provided on pages 30 to 36.

The learning objectives describe more explicitly the essential focuses of learning. The learning objectives for the subject of English Language can be found in the *CDC Syllabus for English Language (Primary 1-6) 1997* (pp. 22-48) and *CDC Syllabus for English Language (Secondary 1-5) 1999* (pp. 12-30). The learning objectives for the subject of Literature in English are provided in the table on page 37. Together they serve to help teachers plan their English Language Education curriculum.

## 2.2 Components of the Curriculum Framework

### *Diagrammatic Representation of the English Language Education KLA Curriculum Framework*



\* Strands have been referred to as “Dimensions” in earlier English Language curriculum documents such as the *CDC Syllabus for English Language (Primary 1-6) 1997* and *CDC Syllabus for English Language (Secondary 1-5) 1999*.

### 2.2.1 Strands

Strands are categories for organizing the curriculum. Their major function is to organize content for the purpose of developing knowledge, skills, values and attitudes as a holistic process.

Strands have been referred to as “Dimensions” in earlier English Language curriculum documents such as the *CDC Syllabus for English Language (Primary 1-6) 1997* and *CDC Syllabus for English Language (Secondary 1-5) 1999*.

In the English Language Education KLA, three interrelated strands or dimensions – Interpersonal, Knowledge and Experience – have been employed as content organizers. The inclusion of the Experience Strand in the subject of English Language aims:

- to emphasize English as a source of pleasure and aesthetic experience by encouraging free and creative personal responses and expression;
- to contribute to the provision of a broader and more balanced language curriculum, along with the Interpersonal Strand and the Knowledge Strand; and
- to offer learners insights into the nature of Literature in English and prepare them for this subject, should they decide to opt for it at the senior secondary level.

For details about the learning targets within and across the various strands or dimensions of the two subjects, English Language and Literature in English, please refer to pages 30 to 36.

### 2.2.2 Generic Skills

The component of generic skills is fundamental in enabling students to learn how to learn. Altogether, nine types of generic skills have been identified:

- collaboration skills;
- communication skills;

- creativity;
- critical thinking skills;
- information technology skills;
- numeracy skills;
- problem-solving skills;
- self-management skills; and
- study skills.

These skills are to be developed through learning and teaching in all the KLAs. Among the nine generic skills, the English Language Education KLA provides greater opportunities for the development of collaboration skills, communication skills, creativity, critical thinking skills, problem-solving skills and study skills. On pages 38 to 68 examples are given of how the English Language Education KLA contributes to the development of the generic skills conducive to lifelong learning. The examples are illustrative rather than exhaustive.

### **2.2.3 Values and Attitudes**

The values that we develop underpin our conduct and decisions. They can be positive or negative in effect. Examples of positive values include honesty, self-esteem and perseverance. Examples of positive social values include equality, interdependence, and tolerance. An example of a negative value is egocentricity. Attitudes are personal dispositions, which may also affect our behaviour positively or negatively. Students need to develop positive attitudes such as responsibility, open-mindedness and co-operativeness if they are to develop healthily.

Values and attitudes are developed through learning activities. For example, teachers can help students learn to be independent by allowing them to choose a topic that they regard as interesting and appropriate for them to work on. They can also help students learn to be open-minded and tolerant by encouraging them to accept different points of view and different ways of doing things.

Among the learning objectives of the English Language Education KLA, there are language development strategies, literary competence

development strategies and positive attitudes related to language and literature learning. They are especially relevant to the development of the generic skills, and the personal and social values and attitudes broadly recognized and valued in all KLAs.

For a full list of the personal and social values and attitudes deemed essential for learners' all-round development, please refer to pages 69 to 73. The list also gives examples of how the English Language Education KLA can facilitate the development of these personal and social values and attitudes.

### **2.3 Curriculum Organization**

In the English Language Education KLA, students' learning is not confined to the English lessons or to the school itself. Students' learning time includes:

- lesson time (i.e. the English lessons);
- school time other than lesson time (e.g. assembly, recess, lunch, before/after school, open day, post-examination activity day); and
- time during holidays (e.g. Sundays, Christmas Holidays, Summer Holidays).

With reference to the recommended lesson time allocation for each KLA (refer to **Appendix 1** for details), schools can allocate 17% to 21% of the lesson time to the English Language Education KLA for each key stage from Primary 1 to Secondary 3. Schools are free to vary the allocated percentage time for different year levels of a key stage as long as the total lesson time falls within the recommended range.

Schools should note that learning time is not rigidly calculated according to the number of English lessons per week or cycle. The concept of the total learning time within a year or even a key stage has to be developed. To facilitate learning and teaching through effective curriculum organization, schools are encouraged to make flexible use of the time during and outside school hours. Chapter 3, "Curriculum Planning" provides ideas on how to plan and organize a balanced school-based

language curriculum. For suggestions on how to plan and use learning time, please refer to Section 3.4.

### **2.3.1 Modules, Units and Tasks**

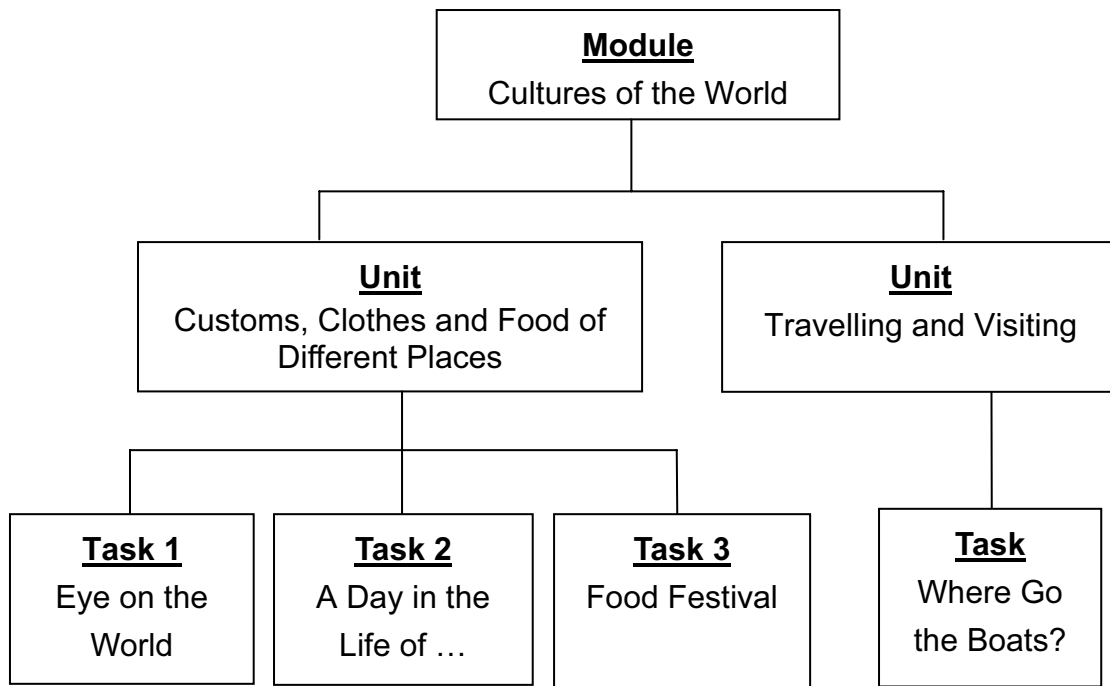
The task-based approach is recommended in the English Language Education curriculum to help learners progress towards the learning targets and objectives as well as develop the generic skills, values and attitudes. Through the use of tasks, learners are provided with purposeful contexts where they can learn and use English (i.e. the language skills, vocabulary, and grammar items and structures they have learnt) for meaningful communication, as well as develop the generic skills (e.g. critical thinking skills, creativity, collaboration skills) and positive attitudes (e.g. confidence in using English, enjoyment of reading) conducive to independent, lifelong learning.

Teachers are encouraged to apply the concepts of modules, units and tasks to organize learning and teaching. 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 or adapting a variety of resources and authentic materials, teachers may develop modules of their own to suit the interests, needs and abilities of their particular group of learners.

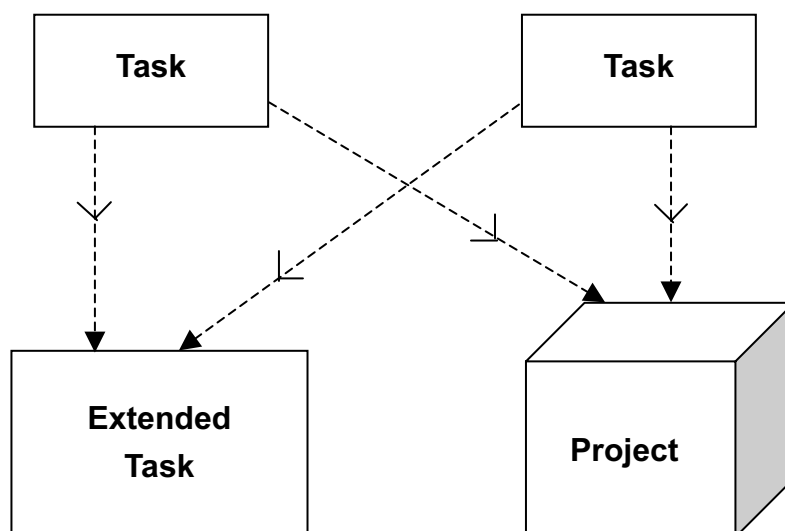
Organizing learning and teaching materials in modules, units and tasks thus provides learners with a framework that enables them to learn in purposeful and authentic situations. It also facilitates cross-curricular planning when teachers consider the themes or topics to be used for developing cross-curricular learning materials.



Below is a diagram showing how units and tasks can be developed and organized under the module “Cultures of the World”, which is one of the modules suggested for learners at secondary level.



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



For a full list of the suggested modules and units for KS1-KS4, please refer to **Appendix 2**.

### **2.3.2 Smooth Transition between Kindergarten and Primary School, and between Primary and Secondary School**

Learners need to adapt to changes in their school environment during the transition from Kindergarten to Primary 1, and between Primary 6 and Secondary 1. Parents, kindergartens, primary and secondary schools should collaborate closely on goals, learning and teaching methods and assessment to ensure smooth continuity from one level of schooling to another. It should be noted that the framework of learning targets for English Language Education as specified in Section 2.1 and pages 30 to 36 is designed to facilitate continuity and a smooth transition across the levels as it reflects the purposes of learning and using English from Primary 1 to Secondary 5 and suggests how the learning and teaching of English should be developed from one key stage to the next.

To ease the transition process, the different institutions can do the following with regard to the learning and teaching of English.

#### ***Kindergartens***

- Expose children to English through interesting activities (e.g. games, songs, action rhymes and stories) rather than teach it formally.
- Provide children with positive language experiences in group settings and create a stimulating environment to enhance their interest in language learning.
- Refrain from requiring children to memorise spellings of words and doing dictation in a formal manner.

#### ***Primary schools***

##### **Primary 1**

- Continue to provide children with positive language experiences and create a stimulating environment to enhance their interest in language learning.
- Use interesting and meaningful activities (e.g. games, songs, rhymes, stories and role-plays) to motivate learners.

- Avoid pen-and-paper dictation in the first few months. Even if dictation is attempted, it should be limited to letter sounds (e.g. ‘hat’, ‘cat’) or it should take the form of asking learners to choose the correct word card to demonstrate recognition of the print form of words pronounced by the teacher or peers.
- Put more emphasis on the development of phonics, listening, speaking and reading skills.

### Primary 6

- Continue to enhance motivation to learn English by providing active, engaging and meaningful learning activities for the learners.
- Provide opportunities for learners to develop dictionary and information skills as well as to practise the integrative use of language (e.g. doing projects on self-selected topics).
- Strengthen grammar learning by providing a wide range of materials and activities in which learners have to apply what they have learnt; reduce the use of mechanical grammar drills.
- Continue to encourage learners to read materials in English.

### *Secondary schools*

- Organize school-based Pre-Secondary 1 summer English Week, English Day or bridging programme which motivates the new students to learn English and provides enjoyment.
- Develop dictionary skills and information skills as early as possible.
- Check if learners have developed some phonological awareness; if not, include such learning into the school’s regular English lessons by drawing learners’ attention to letter-sound relationships in the words or texts they come across.
- Be positive and encouraging; support learners by preparing them adequately for any productive use of English (e.g. eliciting and providing vocabulary items through brainstorming, demonstrating how to organize ideas through constructing a concept map together with the class).
- Teach grammar in context. Explanations and drills are not necessarily effective ways to help learners learn grammar. Learners need

opportunities to actively use the target forms with a purpose.

- Provide more life-wide learning experience by collaborating with other professionals of different fields, practitioners and people from different cultural backgrounds to organize relevant activities (such as visits, talks on specific topics in English) to enhance students' understanding of the use of English in the local community and in work contexts.

## 2.4 Smooth Transition between Junior and Senior Secondary Levels

While waiting for the release of the new senior secondary curriculum, as proposed in EC's education reform final report (2000), schools are encouraged to continue to:

- make use of the English Language Education curriculum framework for the learning targets and objectives as well as suggestions for learning and teaching at senior secondary level;
- provide a language-rich environment to allow learners ample opportunities for learning and using English;
- provide, if appropriate, additional support (e.g. materials adaptation, promotion of cross-curricular language learning, development of self-access language learning strategies and activities) to prepare classes for the switch to the English medium of instruction at Secondary 4; and
- make greater use of language arts materials and activities in English Language classes to increase, inter alia, learners' literary awareness.

For more information about transitions between kindergarten and primary school, between primary and secondary school, and between junior and senior secondary levels, please refer to Booklets 9A and 9B of the *Basic Education Curriculum Guide - Building on Strengths* (2002).

## Major Components of the English Language Education Curriculum

The following table highlights the major components of the English Language Education curriculum:

English Language (Core Subject - KS1 to KS4)	Literature in English (Extended and Optional Subject - KS4)
<p><i>Strands/Dimensions - Organizers of Learning<sup>+</sup></i></p> <p>Language learning for the purposes of developing learners’</p> <ul style="list-style-type: none"> <li>• ability to establish and maintain relationships; to exchange ideas and information; and to get things done <b>(Interpersonal)</b></li> <li>• ability to provide or find out, interpret and use information; to explore, express and apply ideas; and to solve problems <b>(Knowledge)</b></li> <li>• ability to respond and give expression to real and imaginative experience (as presented largely through literary or creative texts) <b>(Experience)</b></li> </ul>	<p><i>Strands/Dimensions - Organizers of Learning<sup>+</sup></i></p> <p>Literary studies for the purposes of developing learners’</p> <ul style="list-style-type: none"> <li>• ability to converse, argue, justify and discuss ideas, feelings, and points of view about literary or creative works <b>(Interpersonal)</b></li> <li>• ability to develop and apply literary knowledge through interacting with a wide range of literary or creative texts <b>(Knowledge)</b></li> <li>• ability to understand, enjoy and appreciate literary or creative works and to respond freely and imaginatively to such works <b>(Experience)</b></li> <li>• competence in language through analytical and critical reading of literary or creative texts, and oral/ written responses and discussion <b>(Language)</b></li> </ul>
<p><i>Learning Objectives* - Focuses</i></p> <ul style="list-style-type: none"> <li>• <b>Forms and Functions</b> (vocabulary, text-types, grammar items and structures, and communicative functions)</li> <li>• <b>Language Skills</b> (listening, speaking, reading, writing)</li> <li>• <b>Language Development Strategies</b> (e.g. thinking skills, information skills, skills of planning, managing and evaluating one’s own learning)</li> <li>• <b>Attitudes</b> (e.g. confidence in using English, sensitivity towards language use in the process of communication, respect for different cultures)</li> </ul>	<p><i>Learning Objectives<sup>+</sup> - Focuses</i></p> <ul style="list-style-type: none"> <li>• <b>Literary or Creative Works</b> (focusing mainly on poetry, prose and drama)</li> <li>• <b>Skills of Literary Comprehension and Appreciation</b></li> <li>• <b>Literary Competence Development Strategies</b> (e.g. inference skills, analytical and critical thinking skills, creativity)</li> <li>• <b>Attitudes</b> (e.g. enjoyment of reading literary works, appreciation and respect for different cultures of the world)</li> </ul>

<sup>+</sup> See pages 30-37 for details.

\* Lists of the Learning Objectives can be found in the *CDC Syllabus for English Language (Primary 1 - 6) 1997* (pp. 22 - 48) and *CDC Syllabus for English Language (Secondary 1 - 5) 1999* (pp. 12 - 30).

## Learning Targets for Key Stages 1 – 4

English Language Learning Targets for Key Stage 1 (P1 – 3)		
Interpersonal Strand/Dimension	Knowledge Strand/Dimension	Experience Strand/Dimension
<p>a. to establish and maintain relationships and routines in carrying out classroom activities</p> <p>b. to converse about feelings, interests and experiences</p> <p>c. to exchange short simple messages such as writing greeting cards and notes</p> <p>d. to express preferences in making simple arrangements with others for carrying out events</p> <p>e. to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role-play</p>	<p>a. to provide or find out and present simple information on familiar topics</p> <p>b. to interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions</p> <p>c. to state opinions using information and ideas in simple spoken and written texts</p> <p>d. to recognize and solve simple problems in given situations</p> <p>e. to clarify one’s own written expression with support from the teacher</p> <p>f. to recognize 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</p>	<p>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</p> <p>b. to respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as:</p> <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> <p>c. 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>d. 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>

**English Language  
Learning Targets for Key Stage 2 (P4 – 6)**

Interpersonal Strand/Dimension	Knowledge Strand/Dimension	Experience Strand/Dimension
<p>a. to establish and maintain relationships and routines in <b>school and other familiar situations</b></p> <p>b. to converse about feelings, interests, <b>preferences, ideas, experiences and plans</b></p> <p>c. to exchange messages such as writing <b>simple letters, making telephone calls and sending postcards and invitations</b></p> <p>d. to participate with others in <b>making choices and decisions</b> for carrying out events</p> <p>e. to obtain and provide objects, <b>services</b> and information in classroom situations and through activities such as interactive games and <b>simple open-ended</b> role-play</p>	<p>a. to provide or find out, <b>organize</b> and present information on familiar topics</p> <p>b. to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, <b>comparing, explaining, predicting, drawing conclusions</b>; and to follow instructions</p> <p>c. to <b>identify ideas</b> in simple spoken and written texts, <b>form opinions and express them</b></p> <p>d. to recognize and solve simple problems in given situations, and <b>describe the solutions</b></p> <p>e. to <b>see the need</b> for clarifying one’s own written expression and then <b>make changes</b> with support from the teacher and <b>classmates</b></p> <p>f. 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</p>	<p>a. to develop an awareness of the basic sound patterns of English and <b>an enjoyment</b> of imaginative texts through activities such as <b>reciting poems and rhymes</b>, singing songs and <b>presenting short simple plays</b></p> <p>b. to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• making predictions</li> <li>• <b>making inferences</b></li> <li>• making evaluative <b>comments</b></li> <li>• <b>describing one’s feelings towards characters and events</b></li> <li>• <b>relating to one’s experiences</b></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> <p>c. 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 <b>with support from the teacher</b></li> </ul> <p>d. 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>

Note: Additional features embodied in Key Stages 2 to 4 are presented in bold.

**English Language  
Learning Targets for Key Stage 3 (S1 - 3)**

Interpersonal Strand/Dimension	Knowledge Strand/Dimension	Experience Strand/Dimension
<p>a. to establish and maintain relationships and routines in school and <b>community situations</b></p> <p>b. to converse and <b>exchange points of view</b> about feelings, interests, preferences, ideas, experiences and plans</p> <p>c. to <b>produce</b> or exchange a <b>range of formal and informal messages both oral and written</b></p> <p>d. to participate with others in <b>planning, organizing</b> and carrying out events</p> <p>e. to obtain and provide objects, services and information in <b>real and simulated situations</b></p>	<p>a. to provide or find out, <b>select</b>, organize and present information on familiar and <b>less familiar topics</b></p> <p>b. to interpret and use <b>more extensive</b> information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, <b>inferring, summarizing</b> and drawing conclusions</p> <p>c. to identify and <b>discuss</b> ideas in spoken and written texts, form opinions and express them</p> <p>d. to <b>identify and define</b> problems from <b>given information, consider related factors</b>, solve the problems and <b>explain</b> the solutions</p> <p>e. to clarify and <b>develop ideas by making revisions to one's own written texts through personal reflection and talk with others</b></p>	<p>a. to develop a <b>response to imaginative literature</b> including poems, songs and <b>dramatic texts</b> through activities such as:</p> <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> <p>b. to respond to characters, events and <b>issues</b> in imaginative and other narrative texts through oral, written and performative means such as:</p> <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>



**English Language  
Learning Targets for Key Stage 3 (S1 - 3)**

Interpersonal Strand/Dimension	Knowledge Strand/Dimension	Experience Strand/Dimension
	<p>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</p>	<p>c. 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 <b>lyrics using given models</b></li> <li>• <b>creating short dramatic episodes based on given situations</b></li> </ul> <p>d. to give expression to one's experience through activities such as providing oral and written <b>descriptions of feelings and events</b></p>

Note: Additional features embodied in Key Stages 2 to 4 are presented in bold.

**English Language  
Learning Targets for Key Stage 4 (S4 - 5)**

Interpersonal Strand/Dimension	Knowledge Strand/Dimension	Experience Strand/Dimension
<p>a. to establish and maintain relationships and routines in school and community and <b>work situations</b></p> <p>b. to converse, <b>compare, argue</b> and <b>justify</b> points of view about feelings, interests, preferences, ideas, experiences and plans</p> <p>c. to produce or exchange a range of <b>more complex messages</b> both oral and written</p> <p>d. to participate with others in planning, organizing and carrying out <b>more complex and extended events</b></p> <p>e. to obtain and provide objects, services and information in a <b>wider and more complex range</b> of real and simulated situations</p>	<p>a. to provide or find out, select, <b>analyze</b>, organize and present information on familiar and <b>unfamiliar</b> topics</p> <p>b. 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</p> <p>c. to identify and discuss ideas in spoken and written texts, <b>make connections, refine or generate ideas</b>, express or <b>apply</b> them</p> <p>d. 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</p>	<p>a. to develop a response to a <b>wider range</b> of imaginative literature through activities such as:</p> <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> <p>b. to respond to characters, events, issues and <b>themes</b> in imaginative and other narrative texts through oral, written and performative means such as:</p> <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>

**English Language  
Learning Targets for Key Stage 4 (S4 - 5)**

Interpersonal Strand/Dimension	Knowledge Strand/Dimension	Experience Strand/Dimension
	<p>e. to develop and <b>refine</b> ideas by making appropriate revisions to one's own written texts <b>independently and collaboratively</b></p> <p>f. 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</p>	<p>c. to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• writing stories <b>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> <p>d. 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 to 4 are presented in bold.

**Literature in English**  
**Learning Targets for Key Stage 4 (S4 - 5)**

<b>Interpersonal Strand/Dimension</b>	<b>Knowledge Strand/Dimension</b>	<b>Experience Strand/Dimension</b>	<b>Language Strand/Dimension</b>
<ul style="list-style-type: none"> <li>• to discuss set texts in the genres of prose, poetry and drama written in English by writers from a variety of cultural backgrounds</li> <li>• to discuss unseen poems in terms of themes, issues, language and style</li> </ul>	<ul style="list-style-type: none"> <li>• to recognize the major features of literary or creative forms such as prose, poetry and drama</li> <li>• to understand literary terms and concepts and to apply them appropriately in response to literary or creative texts</li> </ul>	<ul style="list-style-type: none"> <li>• to enjoy reading literary or creative texts</li> <li>• to respond and give expression to, inter alia, characters, events, themes and issues in literary or creative texts through               <ul style="list-style-type: none"> <li>– engaging in tasks or activities which encourage learners to make predictions and inferences</li> <li>– offering one’s own views or responses in group discussion</li> <li>– role plays, dramatic presentation or reading of texts</li> <li>– debates</li> <li>– creative writing</li> <li>– journal or diary writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• to enhance interpretative skills through reading and interacting with a variety of literary or creative works covering a broad range of themes and topics</li> <li>• to increase competence in language developed through               <ul style="list-style-type: none"> <li>– close reading of literary or creative texts</li> <li>– free and imaginative spoken/ written responses</li> <li>– oral/ written discussion</li> </ul> </li> </ul>

## Learning Objectives for Literature in English Key Stage 4 (S4 - 5)

Literary or Creative Works	Skills of Literary Comprehension and Appreciation	Literary Competence Development Strategies	Attitudes
<ul style="list-style-type: none"> <li>• to understand and appreciate               <ul style="list-style-type: none"> <li>– prescribed literary or creative texts in the genres of prose, poetry and drama (including the major features of these literary or creative forms); and</li> <li>– unseen poems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• to examine and discuss form and content, showing               <ul style="list-style-type: none"> <li>– comprehension of the thoughts and feelings conveyed in the texts</li> <li>– appreciation of the language and style through which these thoughts and feelings are expressed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• to develop analytical and critical skills through understanding and interpreting a broad range of literary or creative texts</li> <li>• to develop inference skills through negotiating the possible meanings of literary or creative texts</li> <li>• to develop skills in communicating ideas clearly and precisely in both oral and written forms, and in presenting thoughts and feelings with colour and emotion</li> <li>• to develop negotiation skills through discussing and debating literary or creative works</li> <li>• to develop skills in expressing oneself freely and imaginatively through responding to literary or creative texts</li> </ul>	<ul style="list-style-type: none"> <li>• enjoyment of reading literary or creative works and responding to them through oral, written and performative means</li> <li>• appreciation of the beauty of the language</li> <li>• increased awareness of human relationships and the interaction between the individual and society</li> <li>• appreciation of different cultures and societies at different times</li> </ul>

## Developing Generic Skills in the English Language Education KLA

### Collaboration Skills

Problem-solving, planning and making decisions in a small group require collaboration skills, namely the skills of listening, appreciation, communication, negotiation, making compromises, asserting leadership, making judgments, as well as influencing and motivating others. Learners with these skills will be able to engage in tasks and teamwork effectively. Ultimately, learners will be able to form relationships that are mutually beneficial.

(The expected achievements of learners in this type of generic skill cannot be suitably classified according to Key Stages.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Understanding working relationships</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules</li> <li>• recognize that individuals as well as the team have to take the consequences for their own actions</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. clarify information and seek correction</li> <li>2. recognize rules and regulations in and outside the school setting</li> <li>3. identify and accept different roles in collaborative work</li> </ol>
<p><b>Developing attitudes which contribute to good working relationships</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others</li> <li>• be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas</li> <li>• recognize and avoid stereotypes; withhold premature judgment until the facts are known</li> <li>• be willing to adjust their own behaviour to fit the dynamics of various groups and situations</li> </ul>	<p>Learners show readiness or initiative to</p> <ol style="list-style-type: none"> <li>1. appreciate the use of English by others</li> <li>2. respect others' views in a class discussion</li> <li>3. assume different roles in group work and role-play</li> <li>4. work cooperatively with others and treat others' suggestions positively to complete a task</li> <li>5. employ different negotiation skills to reach consensus, compromise, or bargain</li> <li>6. offer help to others in English learning situations when appropriate</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Achieving effective working relationships</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• select a strategy and plan cooperatively to complete a task in a team</li> <li>• understand the strengths and weaknesses of members and build on the strengths to maximize the potential of the team</li> <li>• liaise, negotiate and compromise with others</li> <li>• reflect on and evaluate the strategy used by the group and make necessary adjustments</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. appreciate the use of English by others</li> <li>2. respect others' views in a class discussion</li> <li>3. assume different roles in group work and role-play</li> <li>4. work cooperatively with others and treat others' suggestions positively to complete a task</li> <li>5. employ different negotiation skills to reach consensus, compromise or bargain</li> <li>6. offer help to others in English learning situations when appropriate</li> </ol>

## Communication Skills

Communication is a dynamic and ongoing process in which two or more people interact in order to achieve a desired outcome or goal. In learning to communicate effectively, learners should learn to speak, listen, read and write effectively. They should learn to select the most appropriate means to convey a message in accordance with the audience, the purpose and the context of the communication. They should use accurate and relevant information and organize it systematically and coherently for their audience. They should also evaluate the effectiveness of their communication and identify areas of improvement for action.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• comprehend and act appropriately on spoken instructions</li> <li>• use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings</li> <li>• read and write simple texts</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. interact with teachers and classmates in classroom situations and activities (e.g. understanding and responding to simple instructions or a short sequence of simple instructions, and participating in action rhymes and shared reading)</li> <li>2. understand, respond to and make short simple requests and instructions</li> <li>3. use appropriate expressions to exchange greetings</li> <li>4. use short expressions to establish and maintain routines and relationships in the classroom context</li> <li>5. provide, use and exchange simple information on familiar topics</li> <li>6. converse about feelings, interests, experience and ideas on familiar topics</li> <li>7. enjoy and respond to short, simple imaginative texts and give expression to one's experiences and imaginative ideas by simple means and based on models (e.g. completing simple stories, poems and rhymes)</li> </ol>



Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• comprehend and respond to different types of text</li> <li>• use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas</li> <li>• work and negotiate with others to develop ideas and achieve goals</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. understand, enjoy and respond to short imaginative texts, and give expression to one's experiences in short descriptions, simple stories, plays, rhymes and poems based on models</li> <li>2. use short notes and short personal letters to exchange information with others on a wider range of familiar topics</li> <li>3. make and respond to simple requests for information on familiar topics</li> <li>4. find out, interpret, organize and present simple information with others on a wider range of familiar topics including family and friends (e.g. constructing short texts such as simple instructions, rules, and regulations)</li> <li>5. express opinions and converse about preferences, ideas and plans</li> <li>6. participate with others meaningfully in games, structured situations, simulation and role-play activities including planning and carrying out events and in making simple choices and decisions to get things done</li> <li>7. understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts are organized; and apply this understanding to their learning and use of the language to convey meaning (e.g. text-types such as conversations, notices, posters, advertisements, recipes and stories)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• understand, analyze, evaluate and respond to a range of different types of text</li> <li>• use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings</li> <li>• reflect and improve on the effectiveness of their own communication</li> <li>• work and negotiate with others to solve problems and accomplish tasks</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. acquire, extract, organize and present relevant information in different text-types (e.g. newspaper articles, speeches, reports, brochures, formal letters)</li> <li>2. identify the sequence of events, causes and effects</li> <li>3. differentiate fact from opinion</li> <li>4. relate facts, opinions and information from a variety of sources such as reports, interviews, newspaper or magazine articles, letters</li> <li>5. understand levels of formality and informality in spoken texts</li> <li>6. understand, converse or exchange points of view about different feelings, opinions and attitudes</li> <li>7. identify and discuss ideas in spoken and written texts, form opinions and express them</li> <li>8. plan and organize information and ideas, and use appropriate cohesive devices, correct pronunciation, intonation and register in presenting them for different purposes</li> <li>9. describe, express or explain ideas, feelings and experiences clearly and logically, using a wide range of language patterns, appropriate tone, style and register for various specific purposes</li> <li>10. draft and revise texts according to their purposes for improved effectiveness</li> <li>11. use simple repetitions and examples to clarify meaning in speech</li> <li>12. clarify and develop ideas by making revision to their own written texts through personal reflection, peer feedback and teacher-student conferencing</li> <li>13. understand how the English language works and how different texts are organized and expressed, and apply this understanding to their learning and use of language</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• listen and read critically, and speak and write fluently for a range of purposes and audiences</li> <li>• use appropriate means of communication to inform, persuade, argue and entertain and achieve expected outcomes</li> <li>• critically evaluate the effectiveness of their communication</li> <li>• resolve conflicts and solve problems with others to accomplish tasks</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. present information, feelings, views and arguments with suitable reasoning, illustrations, suggestions and strategies</li> <li>2. use persuasive techniques effectively, such as those in explanations, arguments, requesting services</li> <li>3. use strategies (e.g. using appropriate pauses and stress) and produce expressions that arouse and sustain the audience's or readers' interest</li> <li>4. plan and produce coherent and structured texts for various specific purposes (e.g. notes, formal and informal letters, reports, stories, poems)</li> <li>5. use language appropriate to situations of different levels of formality (e.g. class discussions, meetings, debates)</li> <li>6. use appropriate linguistic and structural devices, a variety of structures and range of vocabulary to achieve desired purposes</li> <li>7. organize and integrate information and ideas, and write texts appropriate to the purpose and context (e.g. research reports, projects, analytical essays)</li> <li>8. understand how the English language works and how different texts are organized and expressed, and apply this understanding to their learning and use of language in oral and written modes</li> <li>9. present different views and arguments clearly and logically</li> <li>10. solicit sharing of experiences, views, attitudes and values when working with others to accomplish tasks</li> </ol>

<b>Descriptors of expected achievements across the school curriculum</b>	<b>Exemplars of implementation in English Language Education</b>
	<p>11. make judgments and suggestions, support and develop one another's views, disagree and offer alternatives, reply and ask relevant questions, explain and give examples, using appropriate expressions (e.g. group discussions)</p> <p>12. identify and define problems, consider related factors, explore options, solve the problems, explain and justify the solutions (e.g. projects which include the writing of proposals or reports)</p>

## Creativity

Creativity is an important but elusive concept. It has been defined in a variety of ways. Some people define it as an ability to produce original ideas and solve problems, others see it as a process, and yet others take it as certain personal qualities. In fact, creativity is a complex and multifaceted construct. Within the individual, creative behaviour is the result of a complex of cognitive skills/abilities, personality factors, motivation, strategies, and metacognitive skills. A person's creative performance may not correspond to his/her developmental stage.

Although the demanding process of teaching for creativity is hard to make routine, some principles apply in general. To develop students' creativity, we ask them to go beyond the given information, allow them time to think, strengthen their creative abilities, reward their creative efforts, value their creative attributes, teach them creative thinking techniques and the Creative Problem Solving model, and create a climate conducive to creativity<sup>1</sup>. These principles can be employed in all KLAS.

(The expected achievements of learners in this type of generic skill cannot be suitably classified according to Key Stages.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• strengthen creative abilities: fluency<sup>2</sup>, flexibility<sup>3</sup>, originality<sup>4</sup>, elaboration<sup>5</sup>, sensitivity to problems<sup>6</sup>, problem defining<sup>7</sup>, visualization<sup>8</sup>, imagination, analogical thinking<sup>9</sup>, analysis, synthesis, evaluation, transformation<sup>10</sup>, intuition, logical thinking, etc.</li> <li>• develop creative attitudes and attributes: imagination, curiosity, self-confidence, independent judgment, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/methods/approaches, deferment of judgment, adaptability, willingness to take sensible risks, etc.</li> <li>• use and apply the Creative Problem Solving (CPS) Model and creative thinking techniques: brainstorming, 6W thinking technique, 6 hats method, attribute listing<sup>11</sup>, idea checklists, synectics<sup>12</sup>, mind mapping, etc.</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. respond and give expression to experiences, events, characters or issues through creative writing (e.g. writing a poem or a play about the effects of TV on children)</li> <li>2. express freely ideas, views or feelings about a range of topics (e.g. giving a personal response to a certain news event in class discussion)</li> <li>3. strengthen their creative abilities through reading and listening to a broad range of imaginative texts including poems, novels, short stories, plays, films, jokes, advertisements, songs, radio and television programmes, etc., and demonstrate sensitivity in their critical appreciation of these texts</li> <li>4. cultivate and demonstrate free and open attitudes towards different opinions, ideas, values and cultures</li> <li>5. use and apply different creative thinking and problem-solving techniques to explore alternatives and speculate on consequences before deciding on the best approach to undertaking an activity or resolving a problem (e.g. discussing the pros and cons of different proposed ways of celebrating the last day of the school term)</li> <li>6. exercise their creative imagination and independent judgment to set their own learning agenda (e.g. proposing their own topic for a language learning project, and when approved, they plan, research and carry out the project)</li> </ol>

Notes:

1. Climate conducive to creativity: Respecting the novel and unusual, providing challenges, appreciating individuality and openness, encouraging open discussion, absence of conflict, allowing time for thinking, encouraging confidence and a willingness to take risks, appreciating and supporting new ideas, etc.
2. Fluency: The ability to produce many ideas in response to an open-ended problem, question or task.
3. Flexibility: The ability to take different approaches to a task or problem, to think of ideas in different categories, or to view a situation from several perspectives.
4. Originality: Uniqueness, nonconformity in thought and action.
5. Elaboration: The ability to add details to a given idea, e.g. to develop and embellish the idea.
6. Sensitivity to problems: The ability to identify problems, list out difficulties, detect missing information, and ask good questions.
7. Problem defining: The capability to 1) identify the “real” problem, 2) isolate the important aspects of a problem, 3) clarify and simplify a problem, 4) identify sub-problems, 5) propose alternative problem definitions, and 6) define a problem broadly.
8. Visualization: The ability to fantasize and imagine, “see” things in the “mind’s eye” and mentally manipulate images and ideas.
9. Analogical thinking: The ability to borrow ideas from one context and use them in another; or the ability to borrow the solution to a problem and transfer it to another.
10. Transformation: The ability to adapt something to a new use, to “see” new meanings, implications, and applications, or to change an object or idea into another creatively.
11. Attribute listing: A creative thinking technique that involves listing out all the important characteristics of an item and suggesting possible changes or improvements to the various attributes.
12. Synectics: The joining together of apparently unrelated elements. This technique gives rise to analogies and metaphors to help the thinker analyze problems and form different viewpoints.

## Critical Thinking Skills

Critical thinking is drawing out meaning from given data or statements. It is concerned with the accuracy of given statements. It aims at generating and evaluating arguments. Critical thinking is the questioning and enquiry we engage in to judge what to believe and what not to.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• extract, classify and organize information from a source</li> <li>• identify and express main ideas, problems or central issues</li> <li>• understand straightforward cause-and-effect relationships</li> <li>• distinguish between obvious fact and opinion</li> <li>• recognize obvious stereotypes, assumptions, inconsistencies and contradictions</li> <li>• formulate questions, make predictions/ estimations and hypotheses</li> <li>• draw simple but logical conclusions not contradictory to given evidence and data</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. provide, use, interpret and present simple information on familiar topics (e.g. preparing a simple class project on animals)</li> <li>2. identify main ideas in simple spoken and written texts and state opinions (e.g. listening to a conversation about what children are doing at recess in the playground and expressing opinions towards their behaviours)</li> <li>3. understand cause-and-effect relationships conveyed in simple texts (e.g. cause and consequence in stories)</li> <li>4. distinguish between positive and negative values and recognize inconsistencies in behaviours (e.g. recognizing the moral of a simple story with teacher support)</li> <li>5. ask questions, make predictions and draw logical conclusions with the aid of objects, pictures or other visual devices about development of events and characters based on information given in simple narrative texts</li> </ol>



Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• understand and make deductions/ inferences from sources</li> <li>• cross reference other sources to determine the reliability of a source</li> <li>• understand the concepts of relevance and irrelevance</li> <li>• distinguish fact and opinion as well as source and evidence</li> <li>• question obvious bias, propaganda, omissions, and less obvious fallacies</li> <li>• formulate appropriate questions, make reasonable predictions and hypotheses</li> <li>• draw logical conclusions based on adequate data and evidence, and make predictions about consequences</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. interpret and use information in spoken and written texts, and make deductions and inferences from different sources (e.g. listening to a telephone conversation about arrangements of activities and reading about the likes and dislikes of the people involved to decide on the best activity for the group)</li> <li>2. understand different versions (spoken or written) of a news story (e.g. an accident or a theft), identify main ideas, decide on relevance, distinguish fact and opinion, compare and connect ideas to find similarities and differences and re-construct the event or form views about its cause or who the suspect is</li> <li>3. make predictions, inferences and evaluative comments about characters and events in simple narrative texts (e.g. expressing their own ideas to complete a story with illustrations or providing a different ending to a story)</li> <li>4. identify values, attitudes and beliefs expressed in texts (e.g. reading an article about shoplifting and expressing personal views with teacher support)</li> <li>5. identify and question bias and omissions in texts such as posters and advertisements</li> <li>6. formulate hypothesis, and develop simple reasoning as a basis for action (e.g. suggesting some measures to prevent pollution)</li> <li>7. review and revise ideas in the light of new information or evidence (e.g. revising one's writing after discussing with classmates and/or the teacher)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• compare different sources, note contrasts and similarities, and determine their reliability</li> <li>• distinguish fact, opinion and reasoned judgment</li> <li>• be aware that value orientations and ideologies would affect the perspective of a source</li> <li>• recognize and challenge stereotypes, inconsistencies, emotional factors, and propaganda</li> <li>• draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable consequences</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. identify, interpret and relate information, facts, opinions and intentions presented in a range of text-types (e.g. preparing a report making use of information from news articles, speeches, brochures)</li> <li>2. employ contextual clues to analyze and interpret the meaning of sentences and words, and to recognise stereotypes, emotional factors</li> <li>3. understand the use of connectives and sequencing for logical deduction</li> <li>4. predict the development and outcome of a variety of stories and dramatic episodes based on reasoning</li> <li>5. note similarities and differences between a variety of text-types by recognizing their features and styles of language use (e.g. the greater emphasis on factual presentation in information texts than expression of personal feelings, the use of reported speech in news articles, the use of personification in fables), and based on such knowledge, produce various texts effectively for specific purposes (e.g. a letter of appreciation, a letter of complaint or an advertisement for a product)</li> <li>6. express personal response to descriptions of experiences with attempts to give some evaluative comments based on reasoned judgment</li> <li>7. make hypotheses, explore alternatives, predict probable consequences or test the conclusion and evaluate the effectiveness of their attempt when doing project work in English</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• distinguish real and stated issues, false and accurate images, and relevant and irrelevant evidence</li> <li>• recognize and challenge subtle consistencies and inconsistencies, unstated fundamental assumptions, permeating value orientations and ideologies</li> <li>• distinguish among sophisticated fact, opinion and reasoned judgment</li> <li>• be aware that the selection and deployment of information/facts is affected by personal perspective</li> <li>• draw warranted conclusions, predict and assess probable consequences and make reasoned judgment in reading, writing, and speech</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. identify, interpret, relate, organize and evaluate ideas and information, facts, opinions and intentions presented in a range of text-types (e.g. preparing a project making use of survey findings, Web information)</li> <li>2. form judgment about the effectiveness of different speakers and writers by discriminating between their styles, tones, etc., when they address different audiences (e.g. comparing the style of a letter from a parent to his or her daughter and that of a letter from the daughter to her parents)</li> <li>3. distinguish points of view, value judgments, or informed arguments, by recognizing the strategies employed by speakers or writers (e.g. humour, sarcasm, figurative speech, quotations, references, comparisons)</li> <li>4. interpret meaning between the lines (e.g. deducing underlying or hidden meaning and intention in a short story through linguistic clues)</li> <li>5. identify false information and bias through reasoning in both spoken and written discourse</li> <li>6. form evaluative judgments of a range of literary or imaginative texts based on an analysis of their structure, plot development, character portrayal, setting, treatment of themes and messages, and the ways these are expressed (e.g. assessing the effectiveness of the use of setting in a short story)</li> </ol>

## Information Technology Skills

IT skills include the ability to use IT to seek, absorb, analyze, manage and present information critically and intelligently. IT motivates and empowers our learners to learn at their own pace and helps them develop habits of self-learning.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• operate computers in school</li> <li>• input Chinese characters with a handwriting recognition device</li> <li>• use multimedia resources to support learning with the help of teachers</li> <li>• communicate and handle information with IT tools in learning activities</li> </ul>	<p>Learners use IT tools to</p> <ol style="list-style-type: none"> <li>1. provide, sort, classify and use simple information (e.g. using a drawing device to make a picture dictionary)</li> <li>2. state opinions and solutions to simple problems (e.g. using a word processor to list the food items for a school picnic)</li> <li>3. give expression to imaginative ideas or their own experiences (e.g. using a word processor to supply captions or labels to their own drawing based on an imaginative text)</li> <li>4. initiate and respond to simple requests (e.g. using a software package to prepare a greeting card or an invitation card)</li> <li>5. enjoy and respond to short, simple imaginative texts; and to participate in games and role-plays in software packages (e.g. listening to and reading an electronic storybook and completing related tasks)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• use a number of software packages for different purposes</li> <li>• input Chinese characters with devices and the aid of an input method</li> <li>• access information via computer networks and other media</li> <li>• process information using IT tools</li> </ul>	<p>Learners use IT tools (including the Internet) to</p> <ol style="list-style-type: none"> <li>1. provide, find out, organize, interpret, use and present information (e.g. using the Internet to search for relevant information for a project and present the product with IT tools)</li> <li>2. state and express opinions based on information and ideas (e.g. using an online communication tool to respond to and exchange opinions on given topics)</li> <li>3. solve problems and present the solutions (e.g. using an electronic dictionary or encyclopedia to find out relevant information and using a presentation software to organize and present the solution)</li> <li>4. give expression to imaginative ideas or their own experience (e.g. using word processing software to make a multimedia storybook, present poems or class publications of different text-types)</li> <li>5. initiate and respond to a range of messages such as simple letters, post cards, invitations and requests (e.g. using e-cards to send greetings and wishes to friends, or e-mail to invite schoolmates to join a school function)</li> <li>6. enjoy and respond to short imaginative texts; and participate in simulations and role-plays in software packages and on the Internet (e.g. listening to and reading an electronic storybook and rewriting the story into a short play, or reading a poem on the Internet and writing their own poem based on it)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• use appropriate IT tools to facilitate learning</li> <li>• use IT tools and strategies for processing and presenting information</li> <li>• communicate with others via e-mail</li> <li>• verify and evaluate the accuracy and reliability of information</li> </ul>	<p>Learners use a range of IT tools (including the Internet) to</p> <ol style="list-style-type: none"> <li>1. find out, select, organize, interpret and present information on a range of topics (e.g. giving a presentation using information gathered by means of electronic or online search and reference tools)</li> <li>2. identify and develop ideas, and express opinions (e.g. engaging in process writing using the editing, viewing, inserting and formatting functions of a word processor)</li> <li>3. clarify meaning (e.g. editing their own writing using an online or electronic dictionary)</li> <li>4. solve problems and describe the solutions (e.g. doing a group project which involves using information gathered from a variety of sources, including electronic and non-electronic media)</li> <li>5. identify, define and discuss problems, consider related factors, form opinions, solve problems and explain solutions (e.g. obtaining information about a topic or a news item from a variety of sources on the Internet for comparison and contrast, differentiation of facts and opinions)</li> <li>6. establish and maintain relationships in and outside the school setting (e.g. sending e-greetings or e-messages to a friend through the Internet or an intranet)</li> <li>7. respond and give expression to their own experiences and imaginative ideas, or a range of imaginative texts (e.g. producing a Web publication such as a poem or a short story, using the word-processor to create a song or film review or a journal describing and explaining feelings about characters and events)</li> <li>8. undertake self-access language learning (e.g. using multi-media resources and participating in IT-supported language learning games and activities)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• improve productivity</li> <li>• use and analyze information</li> <li>• produce multimedia presentations</li> <li>• integrate the use of a wide range of IT tools to fulfil specific purposes</li> <li>• select and apply appropriate IT tools in different aspects of study, like research, etc</li> </ul>	<p>Learners use a wide range of IT tools (including the Internet) to</p> <ol style="list-style-type: none"> <li>1. find out, interpret, select, synthesize, research, analyze, organize and present extensive information (e.g. making a PowerPoint presentation using information from a variety of sources, including those gathered by means of electronic or online search, reference and data-processing tools)</li> <li>2. identify, refine, develop and make connections between ideas (e.g. doing process writing using the editing, viewing, inserting and formatting functions of a word processor)</li> <li>3. explore, express, explain and justify opinions (e.g. engaging in discussions, debates, etc. on a specific topic in an online discussion group or chatroom)</li> <li>4. solve problems and justify/evaluate solutions (e.g. doing a group project which involves sharing, discussing and applying information gathered from a variety of sources, including those in the electronic media to justify a proposed course of action)</li> <li>5. develop and clarify meaning (e.g. editing their own writing using an online or electronic dictionary or a concordancer)</li> <li>6. establish and maintain relationships in a variety of contexts (e.g. sharing experiences with a friend through the Internet or an intranet)</li> <li>7. respond to a range of increasingly complex imaginative texts with insight and critical appreciation (e.g. having an online discussion on a poem from a CALL software programme or a web site consisting of literary writing)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
	<p>8. give expression to and reflect on their own experiences and imaginative ideas (e.g. portraying and reflecting on real or imaginative experiences through an electronic journal, portfolio work or a Web publication such as a poem, a play, a short story)</p> <p>9. undertake self-access language learning (e.g. using multimedia resources and participating in IT-supported language learning games and activities in a self-access language learning corner)</p> <p>10. obtain services or information in a variety of situations (e.g. approaching organizations for information or services on the Internet)</p> <p>11. produce or exchange messages or information in a variety of contexts, including work situations (e.g. participating in planning and organizing joint school events through e-mail)</p>



## Numeracy Skills

Numeracy skills include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in language, to manage data, to handle money and do stock inventories.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• perform basic computations</li> <li>• recognize and describe shape, position and direction</li> <li>• develop an intuitive knowledge of measurement and measuring units, and use appropriate tools for measurements e.g. ruler, thermometer</li> <li>• formulate and solve simple problems arising from collected data and constructed graphs</li> <li>• read and use simple quantitative information</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. provide or find out and present simple information on familiar topics such as their weight and height, the quantity of objects in their classroom, the measurement of objects or places (e.g. the length and width of a blackboard), or tell time by the hour</li> <li>2. understand, interpret and use simple information which involves numerical, graphic forms or spatial concepts through processes or activities such as labelling, matching, describing, classifying (e.g. classifying and labelling the shapes of various food items such as cookies, sandwiches, hamburgers)</li> </ol>
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• perform numerical computations, calculate mentally and provide quick estimates of the accuracy of a calculation</li> <li>• understand intuitively the properties of shape, position and direction</li> <li>• extend measurement skills to concept areas such as volume</li> <li>• collect, process, present and evaluate quantitative information</li> <li>• use mathematical concepts to solve simple real-life problems</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. provide or find out, organize and present simple information on familiar topics such as telling time by the quarter or the minute, and presenting in graphic form the results of surveys</li> <li>2. understand, interpret and use simple information through processes or activities such as describing, classifying, comparing, explaining, predicting and drawing conclusions to solve simple real life problems (e.g. what and how much food to buy for the school outing, and to ask for or give directions)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• perform numerical manipulations and quick estimates of the accuracy of a calculation</li> <li>• understand properties of shape, position, direction and movement</li> <li>• apply formulae or choose the appropriate tools and strategies to find measures and note the approximate nature of measurement</li> <li>• use appropriate tools and strategies for collecting, processing and presenting quantitative information</li> <li>• estimate risks and chances through the use of elementary probability</li> <li>• solve real-life experiences utilizing quantitative information</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. provide or find out, select, organize and present quantitative information on topics using appropriate tools and strategies such as surveys, questionnaires, interviews, tables and charts</li> <li>2. understand, interpret and use quantitative information through processes or activities such as describing, classifying, comparing, explaining, predicting, inferring and drawing conclusions to solve real life or simulated problems (e.g. calculating and making estimation regarding class or school library resources, services and facilities)</li> </ol>
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• solve problems involving numbers and symbols by using quantitative evidence and appropriate devices</li> <li>• evaluate the appropriateness of tools and strategies for collecting, processing and presenting quantitative information</li> <li>• adapt to new mathematical demands in various circumstances as needed</li> <li>• use quantitative information for personal organization and planning, and for understanding social problems</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. provide or find out, select, analyze, organize and present quantitative information on topics using appropriate tools and strategies such as surveys, questionnaires, interviews, tables and charts</li> <li>2. understand, interpret and use quantitative information through processes or activities such as ordering, describing, classifying, comparing, explaining, justifying, predicting, inferring and drawing conclusions to solve real life or simulated problems (e.g. drawing up a proposal to request assistance or contribution with the support of quantitative evidence)</li> <li>3. participate with others in estimating risks and chances in the process of planning, organizing and carrying out class or club activities</li> </ol>

## Problem-solving Skills

Problem-solving involves using thinking skills to resolve a difficulty. In problem-solving we assemble facts about the problem and determine the best course of action.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• develop ideas about the problem and identify sources of information and help</li> <li>• identify, under guidance, different ways of tackling the problem</li> <li>• choose and implement a solution plan, using support and advice given</li> <li>• follow the given step-by-step methods to check and describe the outcomes</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. recognize and solve simple problems in given situations (e.g. choosing an appropriate present for a classmate)</li> <li>2. plan and make simple arrangements with others for carrying out events (e.g. preparing a duty roster for a class picnic)</li> <li>3. use, locate and organize information with teacher support (e.g. classifying the materials and putting them into files of different topics or themes to check spelling or meaning)</li> </ol>
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify the problem and describe its main features</li> <li>• propose alternative courses of action for solving it</li> <li>• plan and try out the selected option, obtain support and make changes when needed</li> <li>• develop an appropriate method to measure the outcomes and examine the approach chosen</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. recognize and solve simple problems (e.g. figuring out the rules of a game)</li> <li>2. make and respond to simple requests and describe the solutions (e.g. in groups, suggesting a series of activities for a visitor to the school and comparing and selecting activities to draw up a schedule)</li> <li>3. find out, organize and classify information on familiar topics, recommend action and evaluate results (e.g. comparing descriptions of books, working out a shopping list and developing ways to find out whether they have made good choices)</li> <li>4. use directories for purposes such as locating places, services and addresses (e.g. studying brochures to identify appropriate activities and venues for a visit)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• explore the problem and identify the issue(s) at stake</li> <li>• suggest and compare the possible outcomes of each alternative course of action and justify the option selected</li> <li>• execute the planned strategy, monitor progress and revise the approach when necessary</li> <li>• evaluate against established criteria the quality of outcomes, and review the effectiveness of the solution process</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. analyze data, information and situations given in various texts systematically for better understanding or solving problems</li> <li>2. explain what information they require in solving a problem and why, rephrase their questions when necessary, sum up points made and redirect the discussion when the need arises</li> <li>3. explore alternatives in obtaining and organizing information relevant to specific tasks (e.g. through further reading, interviews, visits or search on the Internet)</li> <li>4. identify and define problems from given information, consider related factors, and make use of the information to solve the problems</li> <li>5. explain the solutions and evaluate the processes and product (e.g. at the end of a project such as organizing a fund-raising function or writing and staging a play)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• recognize the complexity of the problem and search for appropriate information required to solve it</li> <li>• formulate feasible strategies to achieve optimal results, considering both long term as well as short term objectives</li> <li>• monitor and critically reflect on the progress in solving the problem</li> <li>• evaluate the overall strategy and anticipate possible future problems related to the solution</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. analyze data, information and situations systematically for the prediction of the possible effectiveness of a proposed course of action (e.g. organizing an English Week for a particular year group of students in the same school)</li> <li>2. anticipate problems and employ negotiation skills to solicit support, reach agreement or solve problem (e.g. when carrying out a group project in English)</li> <li>3. identify and define more complex problems from given information, consider related factors, explore options, solve the problems, explain and justify the solutions (e.g. making sound recommendations based on a logically derived conclusion in a report on the best way to keep fit)</li> <li>4. use and process information in texts to develop problem solving strategies or solutions for various purposes (e.g. using linguistic and contextual clues and general knowledge to help solve a problem)</li> <li>5. evaluate the effectiveness of their learning plan and action and suggest ways for improvement in future (e.g. after doing some self-access language learning activities)</li> </ol>

## Self-management Skills

Self-management skills are essential for the building up of self-esteem and the accomplishment of goals. Learners who have mastered self-management skills understand their own feelings and preserve emotional stability. They are positive and proactive towards work. They set appropriate goals, make plans and initiate actions to achieve them. They manage time, money and other resources well. They are able to handle stress and tolerate ambiguity.

### **Learners will learn to**

1. evaluate their own feelings, strengths, weaknesses, progress and objectives (self-assessment)
2. consider aspects of their performance, attitudes and behaviour in order to change or enhance future outcomes (self-reflection)
3. be confident of their own judgment, performance and capabilities (self-confidence)
4. make informed decisions and safe choices in reaching goals and carrying out tasks, develop good habits and maintain a healthy life style (self-discipline)
5. work under unfamiliar, stressful or adverse conditions, accept changes and new ideas and be able to handle diversity and tolerate ambiguity (adaptability/ability to work with diversity)
6. make decisions and initiate actions on their own and draw satisfaction from their own efforts (self-motivation)
7. keep promises and fulfil obligations (responsibility)
8. control their own emotions and impulses and maintain emotional balance (emotional stability)

(The expected achievements of learners in this type of generic skill cannot be suitably classified according to Key Stages.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Self-reflection</li> <li>• Self-confidence</li> <li>• Self-discipline</li> <li>• Adaptability/ Ability to work with diversity</li> <li>• Self-motivation</li> <li>• Responsibility</li> <li>• Emotional stability</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. set meaningful and realistic goals for their own learning of English Language or Literature in English</li> <li>2. plan studies and make preparations for completing tasks such as practising the necessary language elements and functions, gathering information, data and ideas in support of their learning</li> <li>3. reflect positively on their learning experiences and evaluate their own progress or achievements against set goals and through means such as reviewing samples of their own work over time and noting the improvement in areas including content, organization of ideas, tone, accuracy and style</li> <li>4. show confidence in using English such as performing tasks through working in groups or individually and making judgments independently</li> <li>5. 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 pen-pal club, watching English TV programmes, listening to radio programmes or making use of community resources</li> <li>6. participate actively in English learning tasks although there are risks of making mistakes or encountering difficulties</li> <li>7. discover and express their 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 their own English learning experiences with others</li> <li>8. appreciate the use of English by others</li> <li>9. work cooperatively with others and treat suggestions positively in carrying out English Language learning tasks or activities</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
	<p>10. identify and assume different roles in group activities (e.g. in language games or project work), such as leader, partner, organizer, participant</p> <p>11. become aware of and capitalize on the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking to reach consensus</p> <p>12. identify and accept their own strengths and weaknesses in learning and maintain sufficient self-esteem</p> <p>13. show respect for different cultures through appreciating texts and films originating from different countries and cultures</p> <p>14. cultivate perseverance and develop endurance (e.g. making positive statements to themselves as an encouragement before and while engaging in a language task)</p>



## Study Skills

Study skills help to improve the effectiveness and efficiency of learning. They underpin the learning habits, abilities and attitudes that form the essential foundation for lifelong learning.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify the main points and ideas in different types of straightforward reading material</li> <li>• use different forms of writing to present main ideas clearly</li> <li>• collect information from given sources, organize them into predetermined categories and analyze them according to preset guidelines</li> <li>• understand the need to set up a study plan and follow a given plan to meet short-term targets</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. locate and extract specific information and main ideas from short given texts such as charts, tables and posters</li> <li>2. develop written texts using appropriate format and conventions when a model or framework is provided (e.g. writing simple greeting cards based on given models)</li> <li>3. organize words into alphabetical order and refer to them as a resource for spelling help (e.g. making vocabulary cards and classifying them into files of different topics or themes with teacher support)</li> <li>4. use a simple coding system in the class library to find books of interest (e.g. recognizing and using different colours or labels for different topics)</li> <li>5. plan, manage and evaluate their own learning (e.g. reviewing their own work over time and noting the improvements in areas such as handwriting and spelling)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify main lines of reasoning, skim materials to gain general ideas of content and scan text to obtain main points</li> <li>• use different forms and styles of writing for different purposes and present main ideas coherently in a given form and style of writing</li> <li>• locate required information from a variety of sources, organize it into self-defined categories and assess it for completeness, accuracy and relevance</li> <li>• develop short-term and intermediate study plans to meet targets and purposes of study identified by oneself</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. skim and scan through texts or listen to locate relevant information and main ideas</li> <li>2. obtain information from the different parts of a publication (e.g. making use of the book cover, title, table of contents and blurb)</li> <li>3. develop written texts using appropriate format, contexts and language features to express their own ideas and feelings and to present main and supporting ideas (e.g. writing simple letters with some language support)</li> <li>4. use a variety of emphasis techniques to focus on important information in reading materials (e.g. underlining, starring or colour-coding the key words or key points)</li> <li>5. organize words and expressions into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning</li> <li>6. use library classification systems to find specific reading materials</li> <li>7. develop a timetable for study and test or examination revision and practise the necessary language elements and functions for a task</li> <li>8. evaluate their own progress in learning English (e.g. reviewing their own work over time and noting the improvement in areas such as accuracy and organization of ideas)</li> <li>9. seek or create opportunities to learn and use English in natural, realistic settings (e.g. listening to English songs)</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify accurately complex lines of reasoning and hidden ideas and distinguish facts from opinions</li> <li>• select an appropriate form and style of writing for a specific purpose and develop a writing strategy for organizing ideas and information clearly and coherently</li> <li>• define purposes of collecting information, critically investigate sources to distil relevant information and evaluate its quality and validity</li> <li>• review and revise study plans developed for short-term, intermediate and long-term targets to meet new demands and to improve study performance</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. employ contextual and syntactic cues to identify implied meanings</li> <li>2. differentiate facts from opinions</li> <li>3. identify apparent relationships between materials, data, ideas, events</li> <li>4. recognize the salient features of various text-types (e.g. maps and legends, brochures, reports, stories, poems) and use them efficiently for locating information and ideas</li> <li>5. use the library system and the Internet for locating information and ideas for language work or projects</li> <li>6. use a dictionary to find out about pronunciation, usage and grammar to discover meaning and shades of meaning</li> <li>7. take notes from both spoken and written texts</li> <li>8. employ graphic forms (e.g. charts, tables) to present information and ideas for various purposes (e.g. producing simple projects, recipes, itineraries)</li> <li>9. draft and revise texts for improved effectiveness (showing organization, coherence, some awareness of tone, style and register) according to the purposes of the texts</li> <li>10. set meaningful and realistic goals and determine what information or resources are necessary for various purposes (e.g. organizing and integrating information and ideas and producing texts appropriate to the purpose and content of a project)</li> <li>11. make arrangements for gathering information, data and ideas in support of one's learning of English Language or Literature in English</li> <li>12. schedule their study and maximize the fruitfulness of their time and efforts</li> <li>13. assess their achievements against the goals and targets of learning English Language or Literature in English</li> </ol>

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• evaluate key ideas, opinions and arguments identified from reading material and synthesize them to construct and develop their own interpretation and reflections</li> <li>• assess their own writing strategy to ensure that information is relevant, ideas and arguments are structured and presented in a logical sequence and the writing is in an appropriate form and style</li> <li>• explore alternative lines of enquiry, refine and integrate information into specific formats and evaluate an overall strategy for refinement and new requirements</li> <li>• evaluate an overall strategy for effectiveness and quality and adapt the strategy and seek alternatives as necessary, based on reflections and feedback</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. acquire, relate and evaluate ideas and information in both spoken and written discourse</li> <li>2. understand and evaluate different views and attitudes in both spoken and written discourse</li> <li>3. identify relations (grouping and differentiating, cause and effect, priority, sequence and order, similarities and differences) between the content of materials, the background and interpretation of ideas and concepts, attitudes, motives</li> <li>4. extract information from various reference books such as an encyclopedia to carry out language learning activities</li> <li>5. use strategies such as seeking information through a variety of media and planned discussion in preparation for writing</li> <li>6. express experiences, views, observations and imaginative ideas through descriptive and narrative texts, stories, playlets, simple poems, etc. with attempts to make good use of the salient features of these text-types</li> <li>7. evaluate and review their own writing for a well-balanced structure and appropriate tone, style and register (e.g. formal letters, editorials, feature articles, stories)</li> <li>8. employ graphic forms (e.g. charts, tables, maps) for support and illustration in organizing and presenting information and ideas on various topics (e.g. presenting survey findings, reporting on different views and attitudes)</li> <li>9. seek or create opportunities to learn and use English in natural, realistic settings such as making use of community resources and support</li> <li>10. reflect on their process and style in learning language and literature and evaluate the outcomes against the goals and targets</li> <li>11. identify specific goals for work or further studies</li> </ol>

## A Proposed Set of Values and Attitudes for Incorporation in the School Curriculum

<u>Core Values:</u> <u>Personal</u>	<u>Sustaining Values:</u> <u>Personal</u>	<u>Core Values:</u> <u>Social</u>	<u>Sustaining Values:</u> <u>Social</u>	<u>Attitudes</u>
- sanctity of life	- self-esteem	- equality	- plurality	- optimistic
- truth	- self-reflection	- kindness	- due process of law	- participatory
- aesthetics	- self-discipline	- benevolence	- democracy	- critical
- honesty	- self-cultivation	- love	- freedom and liberty	- creative
- human dignity	- principled morality	- freedom	- freedom and liberty	- appreciative
- rationality	- self-determination	- common good	- common will	- empathetic
- creativity	- openness	- mutuality	- patriotism	- caring
- courage	- independence	- justice	- tolerance	- positive
- liberty	- enterprise	- trust	- equal opportunities	- confident
- affectivity	- integrity	- interdependence	- culture and civilization	- cooperative
- individuality	- simplicity	- sustainability	- heritage	- responsible
	- sensitivity	- betterment of human kind	- human rights and responsibilities	- adaptable to changes
	- modesty		- rationality	- open-minded
	- perseverance		- sense of belonging	- with respect for
			- solidarity	• self
				• others
				• life
				• quality and excellence
				• evidence
				• fair play
				• rule of law
				• different ways of life, beliefs and opinions
				• the environment
				- with a desire to learn
				- diligent
				- committed to core and sustaining values

## Learning Objectives Contributing to the Development of Values and Attitudes

<u>Values and attitudes</u>			Exemplars of implementation in English Language Education
			Key Stage One
<p><b>Core Values: Personal</b></p> <ul style="list-style-type: none"> <li>- sanctity of life</li> <li>- truth</li> <li>- aesthetics</li> <li>- honesty</li> <li>- human dignity</li> <li>- rationality</li> <li>- creativity</li> <li>- courage</li> <li>- liberty</li> <li>- affectivity</li> <li>- individuality</li> </ul>	<p><b>Sustaining Values: Personal</b></p> <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- self-reflection</li> <li>- self-discipline</li> <li>- self-cultivation</li> <li>- principled morality</li> <li>- self-determination</li> <li>- openness</li> <li>- independence</li> <li>- enterprise</li> <li>- integrity</li> <li>- simplicity</li> <li>- sensitivity</li> <li>- modesty</li> <li>- perseverance</li> </ul>	<p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>- optimistic</li> <li>- participatory</li> <li>- critical</li> <li>- creative</li> <li>- appreciative</li> <li>- empathetic</li> <li>- caring</li> <li>- positive</li> <li>- confident</li> <li>- cooperative</li> <li>- responsible</li> <li>- adaptable to changes</li> <li>- open-minded</li> <li>- with respect for               <ul style="list-style-type: none"> <li>• self</li> <li>• others</li> <li>• life</li> <li>• quality and excellence</li> <li>• evidence</li> <li>• fair play</li> <li>• rule of law</li> <li>• different ways of life, beliefs and opinions</li> <li>• the environment</li> </ul> </li> <li>- with a desire to learn</li> <li>- diligent</li> <li>- committed to core and sustaining values</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. develop confidence in using English through performing tasks individually or in groups, etc.</li> <li>2. show keenness to participate in activities leading to improvement of knowledge and skills in the language and not worry about making mistakes</li> <li>3. develop sensitivity towards language use in the process of communication</li> <li>4. appreciate the beauty of the language through enjoying singing English songs and reading simple rhymes, etc.</li> <li>5. show care and concern towards others through expressing good wishes</li> <li>6. participate actively and work with others to complete a task, respecting their rights</li> <li>7. develop self-motivation through telling the teacher their feelings concerning English learning in general and in specific tasks</li> <li>8. evaluate their own learning through reviewing samples of their writing over time and note the improvement or lack of it in areas such as accuracy and the organization of ideas</li> <li>9. distinguish between positive and negative values</li> </ol>
<p><b>Core Values: Social</b></p> <ul style="list-style-type: none"> <li>- equality</li> <li>- kindness</li> <li>- benevolence</li> <li>- love</li> <li>- freedom</li> <li>- common good</li> <li>- mutuality</li> <li>- justice</li> <li>- trust</li> <li>- inter-dependence</li> <li>- sustainability</li> <li>- betterment of human kind</li> </ul>	<p><b>Sustaining Values: Social</b></p> <ul style="list-style-type: none"> <li>- plurality</li> <li>- due process of law</li> <li>- democracy</li> <li>- freedom and liberty</li> <li>- common will</li> <li>- patriotism</li> <li>- tolerance</li> <li>- equal opportunities</li> <li>- culture and civilization</li> <li>- heritage</li> <li>- human rights and responsibilities</li> <li>- rationality</li> <li>- sense of belonging</li> <li>- solidarity</li> </ul>		

<u>Values and attitudes</u>			Exemplars of implementation in English Language Education
			Key Stage Two
<p><b>Core Values: Personal</b></p> <ul style="list-style-type: none"> <li>- sanctity of life</li> <li>- truth</li> <li>- aesthetics</li> <li>- honesty</li> <li>- human dignity</li> <li>- rationality</li> <li>- creativity</li> <li>- courage</li> <li>- liberty</li> <li>- affectivity</li> <li>- individuality</li> </ul>	<p><b>Sustaining Values: Personal</b></p> <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- self-reflection</li> <li>- self-discipline</li> <li>- self-cultivation</li> <li>- principled morality</li> <li>- self-determination</li> <li>- openness</li> <li>- independence</li> <li>- enterprise</li> <li>- integrity</li> <li>- simplicity</li> <li>- sensitivity</li> <li>- modesty</li> <li>- perseverance</li> </ul>	<p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>- optimistic</li> <li>- participatory</li> <li>- critical</li> <li>- creative</li> <li>- appreciative</li> <li>- empathetic</li> <li>- caring</li> <li>- positive</li> <li>- confident</li> <li>- cooperative</li> <li>- responsible</li> <li>- adaptable to changes</li> <li>- open-minded</li> <li>- with respect for <ul style="list-style-type: none"> <li>• self</li> <li>• others</li> <li>• life</li> <li>• quality and excellence</li> <li>• evidence</li> <li>• fair play</li> <li>• rule of law</li> <li>• different ways of life, beliefs and opinions</li> <li>• the environment</li> </ul> </li> <li>- with a desire to learn</li> <li>- diligent</li> <li>- committed to core and sustaining values</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. develop confidence in using English through working individually and in groups, making judgments independently, etc.</li> <li>2. appreciate the use of English by others and offer help to others when appropriate</li> <li>3. work cooperatively with others and treat others' suggestions positively to complete a task</li> <li>4. develop enjoyment of reading through reading children's stories and poetry, etc.</li> <li>5. appreciate the beauty of the language through performing plays and choral speaking</li> <li>6. show care towards others through expressing concern, sympathy and offering help to others in English learning situations when appropriate</li> <li>7. develop self-motivation through participating in activities (although there is the possibility of encountering difficulties), discovering and expressing their own feelings and attitudes concerning English learning through discussing with others including the teacher</li> <li>8. evaluate their own progress in learning English by reviewing samples of their own work over time and noting the improvement or lack of it in areas such as accuracy, organization of ideas and social appropriateness</li> <li>9. develop simple and valid rules as a basis for action</li> <li>10. identify values, attitudes and beliefs expressed in texts</li> <li>11. show awareness of English as an international language of communication</li> <li>12. show understanding and respect for the different cultures of the English-speaking world through participating in learning activities concerning themes of other places (e.g. Halloween, Mother's Day)</li> <li>13. recognize that there are different types of work in the community through learning the names of occupations and types of work in English and value them</li> </ol>
<p><b>Core Values: Social</b></p> <ul style="list-style-type: none"> <li>- equality</li> <li>- kindness</li> <li>- benevolence</li> <li>- love</li> <li>- freedom</li> <li>- common good</li> <li>- mutuality</li> <li>- justice</li> <li>- trust</li> <li>- inter-dependence</li> <li>- sustainability</li> <li>- betterment of human kind</li> </ul>	<p><b>Sustaining Values: Social</b></p> <ul style="list-style-type: none"> <li>- plurality</li> <li>- due process of law</li> <li>- democracy</li> <li>- freedom and liberty</li> <li>- common will</li> <li>- patriotism</li> <li>- tolerance</li> <li>- equal opportunities</li> <li>- culture and civilization heritage</li> <li>- human rights and responsibilities</li> <li>- rationality</li> <li>- sense of belonging</li> <li>- solidarity</li> </ul>		

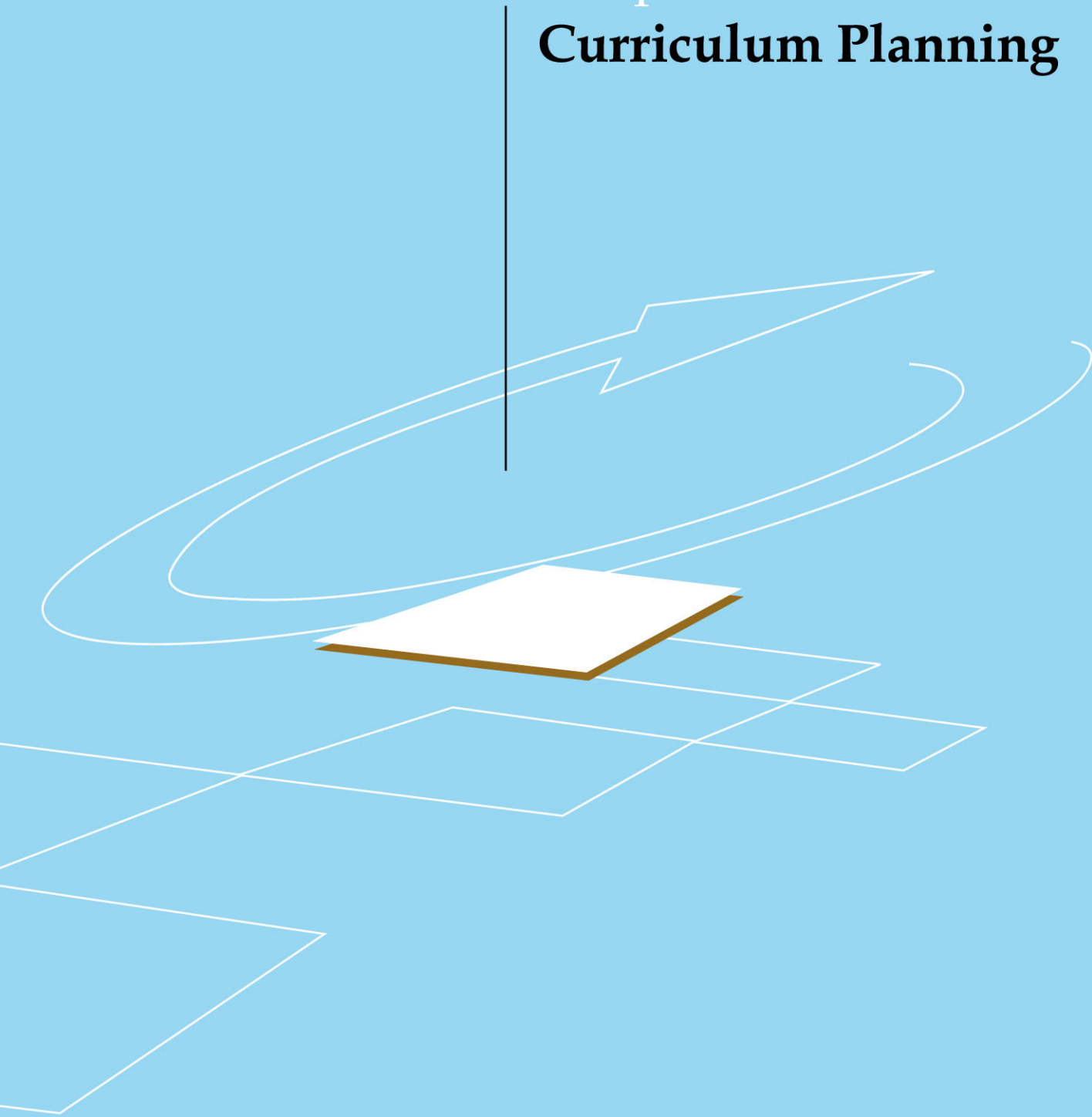
<u>Values and attitudes</u>			Exemplars of implementation in English Language Education
			Key Stage Three
<p><b>Core Values: Personal</b></p> <ul style="list-style-type: none"> <li>- sanctity of life</li> <li>- truth</li> <li>- aesthetics</li> <li>- honesty</li> <li>- human dignity</li> <li>- rationality</li> <li>- creativity</li> <li>- courage</li> <li>- liberty</li> <li>- affectivity</li> <li>- individuality</li> </ul>	<p><b>Sustaining Values: Personal</b></p> <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- self-reflection</li> <li>- self-discipline</li> <li>- self-cultivation</li> <li>- principled morality</li> <li>- self-determination</li> <li>- openness</li> <li>- independence</li> <li>- enterprise</li> <li>- integrity</li> <li>- simplicity</li> <li>- sensitivity</li> <li>- modesty</li> <li>- perseverance</li> </ul>	<p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>- optimistic</li> <li>- participatory</li> <li>- critical</li> <li>- creative</li> <li>- appreciative</li> <li>- empathetic</li> <li>- caring</li> <li>- positive</li> <li>- confident</li> <li>- cooperative</li> <li>- responsible</li> <li>- adaptable to changes</li> <li>- open-minded</li> <li>- with respect for <ul style="list-style-type: none"> <li>• self</li> <li>• others</li> <li>• life</li> <li>• quality and excellence</li> <li>• evidence</li> <li>• fair play</li> <li>• rule of law</li> <li>• different ways of life, beliefs and opinions</li> <li>• the environment</li> </ul> </li> <li>- with a desire to learn</li> <li>- diligent</li> <li>- committed to core and sustaining values</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. reflect positively on their learning experiences with the aim of increasing their language proficiency (e.g. keeping a journal or diary to express their feelings about the texts that they have produced, or texts that they have read or listened to, and see how they can further improve themselves)</li> <li>2. identify and accept their own strengths and weaknesses in language learning, and take action to address their weaknesses</li> <li>3. develop self-motivation by cultivating their perseverance and the power of innovativeness in doing language learning tasks or projects</li> <li>4. develop independence and a commitment to lifelong learning through undertaking self-access language learning both inside and outside the classroom</li> <li>5. develop an awareness of the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking (through, for example, being exposed to and producing their own spoken and written persuasive discourse)</li> <li>6. develop cultural interest and appreciation through being exposed to art forms such as music, painting and literature when learning language</li> <li>7. develop an open-minded attitude, showing understanding and respect for different cultures, ways of life, beliefs and points of view through exposure to a wide variety of texts, both spoken and written, or through direct communication with people from different cultural backgrounds (e.g. fellow students in international schools or guest speakers from different ethnic groups in Hong Kong)</li> <li>8. develop leadership and partnership qualities through assuming different roles in group activities such as games, meetings, dramas and projects</li> </ol>
<p><b>Core Values: Social</b></p> <ul style="list-style-type: none"> <li>- equality</li> <li>- kindness</li> <li>- benevolence</li> <li>- love</li> <li>- freedom</li> <li>- common good</li> <li>- mutuality</li> <li>- justice</li> <li>- trust</li> <li>- inter-dependence</li> <li>- sustainability</li> <li>- betterment of human kind</li> </ul>	<p><b>Sustaining Values: Social</b></p> <ul style="list-style-type: none"> <li>- plurality</li> <li>- due process of law</li> <li>- democracy</li> <li>- freedom and liberty</li> <li>- common will</li> <li>- patriotism</li> <li>- tolerance</li> <li>- equal opportunities</li> <li>- culture and civilization</li> <li>- heritage</li> <li>- human rights and responsibilities</li> <li>- rationality</li> <li>- sense of belonging</li> <li>- solidarity</li> </ul>		



<u>Values and attitudes</u>			Exemplars of implementation in English Language Education
			Key Stage Four
<p><b>Core Values: Personal</b></p> <ul style="list-style-type: none"> <li>- sanctity of life</li> <li>- truth</li> <li>- aesthetics</li> <li>- honesty</li> <li>- human dignity</li> <li>- rationality</li> <li>- creativity</li> <li>- courage</li> <li>- liberty</li> <li>- affectivity</li> <li>- individuality</li> </ul>	<p><b>Sustaining Values: Personal</b></p> <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- self-reflection</li> <li>- self-discipline</li> <li>- self-cultivation</li> <li>- principled morality</li> <li>- self-determination</li> <li>- openness</li> <li>- independence</li> <li>- enterprise</li> <li>- integrity</li> <li>- simplicity</li> <li>- sensitivity</li> <li>- modesty</li> <li>- perseverance</li> </ul>	<p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>- optimistic</li> <li>- participatory</li> <li>- critical</li> <li>- creative</li> <li>- appreciative</li> <li>- empathetic</li> <li>- caring</li> <li>- positive</li> <li>- confident</li> <li>- cooperative</li> <li>- responsible</li> <li>- adaptable to changes</li> <li>- open-minded</li> <li>- with respect for <ul style="list-style-type: none"> <li>• self</li> <li>• others</li> <li>• life</li> <li>• quality and excellence</li> <li>• evidence</li> <li>• fair play</li> <li>• rule of law</li> <li>• different ways of life, beliefs and opinions</li> <li>• the environment</li> </ul> </li> <li>- with a desire to learn</li> <li>- diligent</li> <li>- committed to core and sustaining values</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. reflect on their language learning process and style, and evaluate the learning outcomes against the goals and targets</li> <li>2. motivate themselves by developing endurance and tolerance in the face of hardships (such as when carrying out challenging language learning tasks or projects)</li> <li>3. develop independence and a commitment to lifelong learning through undertaking self-access language learning both inside and outside the classroom</li> <li>4. develop a critical attitude in analyzing and discriminating the different meanings or shades of meaning of words or texts, and in using language to achieve desired effects (e.g. influencing other people’s feelings and their direction of thinking)</li> <li>5. develop a critical attitude towards the ideas and values in spoken and written English texts</li> <li>6. appreciate the value and power of language through being exposed to and producing a wide range of texts, both literary and non-literary</li> <li>7. develop an awareness of the relationship between literature and society through relating themes represented in literary texts to contemporary social issues</li> <li>8. develop through language learning activities (such as debates, group discussions and projects) an open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people</li> <li>9. develop, through interacting with a wide range of texts and people from different cultural backgrounds, an appreciation of the relationship of Hong Kong to other countries and cultures, and the interdependent nature of the modern world</li> <li>10. develop leadership and partnership qualities through assuming different roles in group activities such as discussions, role-plays, simulations and projects</li> <li>11. identify specific goals for work or further studies so as to set directions for language learning work (notably, when choosing topics for project learning or optional courses)</li> </ol>
<p><b>Core Values: Social</b></p> <ul style="list-style-type: none"> <li>- equality</li> <li>- kindness</li> <li>- benevolence</li> <li>- love</li> <li>- freedom</li> <li>- common good</li> <li>- mutuality</li> <li>- justice</li> <li>- trust</li> <li>- inter-dependence</li> <li>- sustainability</li> <li>- betterment of human kind</li> </ul>	<p><b>Sustaining Values: Social</b></p> <ul style="list-style-type: none"> <li>- plurality</li> <li>- due process of law</li> <li>- democracy</li> <li>- freedom and liberty</li> <li>- common will</li> <li>- patriotism</li> <li>- tolerance</li> <li>- equal opportunities</li> <li>- culture and civilization heritage</li> <li>- human rights and responsibilities</li> <li>- rationality</li> <li>- sense of belonging</li> <li>- solidarity</li> </ul>		

## Chapter 3

# Curriculum Planning



## Chapter 3 Curriculum Planning

### 3.1 A Balanced Curriculum

The English Language Education curriculum framework allows for flexibility and innovation in curriculum planning. In order to provide different learning experiences, a balanced and coherent school-based curriculum emphasizing the active role of learners in the learning process should be developed. When planning and developing their own English Language curriculum, schools and teachers are encouraged to:

- aim for a balanced and comprehensive coverage of the learning targets and objectives within and across year levels, ensuring that the learning activities or tasks stress the integration of skills and a balance of learning experiences in the three strands or dimensions – Interpersonal, Knowledge and Experience – rather than focusing on isolated skills or just one strand or dimension at the expense of the others;
- plan and devise appropriate and purposeful language learning materials, activities, tasks and projects to develop learners’ language abilities, critical thinking skills, creativity, strategies for learning to learn, and positive values and attitudes conducive to lifelong learning;
- set and work on clear and manageable curriculum goals or focuses (e.g. pleasurable reading, creative writing, enhancing classroom interaction) over a specific period for the whole school or a particular year level; in the process, teachers will generate knowledge and gain experience of developing a progressive curriculum that serves to bring about pleasurable, meaningful and productive language learning experiences;
- work closely together as a team to plan the English Language curriculum, to develop learning materials and activities/tasks, and to collaborate with teachers of other KLAs on cross-curricular projects;
- adapt textbooks and other language learning resources, and supplement them with interesting and authentic materials to suit their learners’ needs;
- make flexible use of class time to facilitate a task-based approach and

life-wide learning (e.g. the inclusion of more double or even triple periods per week or cycle in the school time-table to allow for continuous stretches of time for English Language tasks or projects as well as outings or visits);

- collect and reflect on evidence of effective learning and teaching to inform curriculum development ; and
- make greater use of formative assessment (e.g. process writing, projects, portfolios) to inform learning and teaching, and avoid over-reliance on pen-and-paper tests.

### **3.2 Central Curriculum and School-based Curriculum Development**

This Guide sets the general direction for the learning and teaching of English Language from Primary 1 to Secondary 3. It provides a central curriculum which, in the form of an open and flexible framework, sets out the following key learning elements that schools are encouraged to include in their English Language curriculum to help learners achieve the goal of lifelong language learning :

- subject knowledge and skills as embodied in the learning targets under the Interpersonal, Knowledge and Experience Strands (or Dimensions as was previously known) and in the learning objectives;
- generic skills; and
- positive values and attitudes.

Schools are expected to follow the recommendations concerning the learning and teaching of English. These include:

- greater use of purposeful tasks and language arts activities in meaningful contexts to ensure a balanced coverage of the learning targets in the Interpersonal, Knowledge and Experience Strands, and of learning objectives such as grammatical forms, communicative functions and the skills of listening, speaking, reading and writing; and
- better use of formative assessment to enhance learning and teaching through providing timely feedback and reviewing teaching plans and strategies.

Because of its flexibility, this framework allows schools much space and scope for innovative curriculum practices. Schools are strongly encouraged to capitalize on it and develop their own school-based curriculum based on the general direction provided in the central curriculum, taking into consideration factors such as students' needs, interests and abilities, teachers' readiness, and the school context. For example, schools may focus on increasing motivation in learning through the promotion of reading, or fostering independent and lifelong learning through the promotion of language development strategies, IT in language learning, self-access language learning and project learning.

Booklet 2 of the *Basic Education Curriculum Guide - Building on Strengths* (2002) provides details about how curriculum planning involving the whole school can be achieved effectively.

In developing the school-based curriculum, schools are encouraged to consider the following possible modes of curriculum planning:

### **3.2.1 Developing Modules of Learning**

Organizing the thematically or conceptually related areas of learning into modules helps learners make better connections in what they learn. For example, a module such as "Cultures of the World" at Key Stage 3 allows learners to examine different related areas of knowledge such as travel and discovery, and customs, food and clothes of different places. It enables them to be engaged in using English to find out about, discuss and experience different cultures in a variety of ways, such as acting as tour guides to introduce a country or city, writing recipes for and inviting people to join an international food festival.

The modular approach can also make it easier to link classroom learning to real life experiences. For example, events that take place in the local and international communities can be drawn upon in developing the modules to broaden learners' perspectives and to develop their language proficiency and world knowledge.

Learning is best sustained when it stems from first-hand experience. Teachers are therefore encouraged to include in the modules activities or

projects which can motivate and involve (even very young) learners in “learning by doing”, creativity and experimentation, inquiring, problem-solving and decision-making, so that they find enjoyment and develop ownership and commitment in learning. For example, in one of the suggested modules for Key Stage 1, “Me, My Family and Friends”, young learners can be involved in the task of using English to organize and take part in a party.

For the more able learners, learning modules can be enriched or developed by designing activities that extend and deepen their learning experiences. Similarly, learning modules for remedial purposes can be adapted or developed for the less able learners to help them progress.

### **3.2.2 Integrating Classroom Learning and Independent Learning**

Learning is most effective when learners play an active role in the learning process and when they take charge of their own learning. Learner autonomy and independence should start at an early age. Teachers should see self-access learning as an integral part of students’ learning experience. Therefore, they should make an effort to integrate classroom and independent learning when planning and designing their English programmes. In the learning process, teachers can help learners:

- learn how to learn;
- make choices as to what, when, how and how long they want to learn;
- use a range of language development strategies;
- carry out self-assessment and reflection;
- think and act independently; and
- develop the knowledge, skills and strategies, attitudes and perseverance to take on language learning as a lifelong process.

### **3.2.3 Integrating Formal and Informal Curricula**

Integrating the formal and informal curricula is a way to provide relevant, pleasurable and meaningful learning experiences. Language learning can take place within and beyond the confines of the classroom.

Schools can:

- encourage learners to interact in English not only during but also outside class time;
- utilize their resources to enhance the language environment, so as to provide learners with enjoyable experiences in the use of the language through various types of extra-curricular activity (e.g. language games, puppet shows, drama activities, choral speaking, designing slogans or greeting cards for special occasions, and recording short radio plays); and
- explore opportunities for experiential learning in the community (e.g. attending talks and story-telling sessions delivered in English, going to plays or live theatre in English and inviting English-speaking guests to exchange ideas and share experiences) to widen learners' exposure to the authentic use of the language.

### **3.2.4 Cross-curricular Planning**

To enable learners to explore knowledge and gain experience in a more comprehensive and coherent manner, teachers can adopt a cross-curricular approach when planning their school-based curriculum. When learners make connections among ideas and concepts, their motivation will be enhanced. The knowledge they acquire, and the skills and attitudes they develop in each KLA, will also be deepened. To develop cross-curricular modules of learning, teachers can:

- collaborate with teachers of other KLAs to set realistic goals and draw up a plan or schedule of work; and to develop and evaluate the learning, teaching and assessment materials and activities;
- provide learners with opportunities to develop a broad range of generic skills that they can apply in the other KLAs, e.g. study skills, critical thinking skills; and
- reinforce learners' learning experiences by encouraging them to read about and discuss the topics they are working on in the other KLAs in English.

### 3.2.5 Flexible Grouping

Depending on their nature and purpose, learning and teaching activities can be carried out in groups of varying sizes. For example, a year level of 4 classes can be split into 5 – 6 groups, or learners from different year levels can be grouped together, to cater for a range of learners’ needs and abilities, and to facilitate collaborative learning. Some activities (e.g. group projects and board games) work well with smaller groups of learners and cater better for their needs. Teachers should create an atmosphere of trust, to encourage students to make choices and pursue their own interests. Other activities (e.g. watching videos and dramatization) can be conducted in larger groups to maximize the use of the resources and manpower available and facilitate the sharing of ideas among more people.

## 3.3 Collaboration within the English Language Education KLA and Cross KLA Links

### 3.3.1 Collaboration within the English Language Education KLA

To achieve the focuses set out in this English Language Education Curriculum Guide, close collaboration among key stakeholders is necessary. This involves not only collaboration among teachers of English within the school, but also support from principals, teachers of other KLAs and parents. **Exemplar 1** shows how such collaboration facilitates language learning and teaching. A diagram illustrating the principal’s role in school-based language curriculum development is also provided for reference in **Appendix 3**.



Close communication in the form of formal or informal meetings, experience sharing, professional development days, etc. should be maintained in school among teachers as well as with the principal. More sharing of learning resources is encouraged, and this should not be done just among teachers of English, but also between teachers of English and teachers of Literature in English. With some imagination, what appear to be learning or teaching materials for Literature in English can often be turned into interesting and motivating language arts materials for the English Language classroom.



Regular consultation with parents should be organized through parent-teacher meetings. Schools might also like to consider networking and collaborating with other schools, tertiary institutions and/or organizations on professional development concerning curriculum leadership and implementation of the English Language Education curriculum; in particular, ways of providing learners with more opportunities for life-wide learning.

### **3.3.2 Collaboration with Other KLAs**

It is also advisable for teachers of English to collaborate with teachers of other KLAs to promote language learning through a cross-curricular approach. When effectively used, this approach enables learners to learn English more effectively through exposing them to a wide range of themes or topics as well as enhancing subject learning in other KLAs. The following outlines the relationship between English Language Education and the other KLAs.

English Language Education KLA helps to:

- promote and facilitate learning in the other KLAs;
- further develop learners' language skills and world knowledge, which enables them to better meet the specialized demands of the other KLAs;
- provide learners with opportunities to develop a broad range of generic skills that they can apply in the other KLAs, e.g. study skills, critical thinking skills, creativity;
- reinforce learners' ability in learning English through the knowledge, skills and learning experiences that they gain in the other KLAs; and
- broaden learners' experience through language learning activities or tasks that are related to one or more of the other KLAs.

The following table presents some examples showing the links between English Language Education and the other KLAs. They are illustrative rather than exhaustive.

<b>Key Learning Area</b>	<i>Examples of Links</i> Links are made to each of the KLAs listed on the left hand column when, for example, learners of English:
Chinese Language Education	<ul style="list-style-type: none"> <li>• compare and discuss the cultural events, literary works, lifestyles and values of Chinese and Westerners.</li> </ul>
Mathematics Education	<ul style="list-style-type: none"> <li>• plan surveys, present research findings, and prepare arguments using statistics.</li> </ul>
Personal, Social and Humanities Education	<ul style="list-style-type: none"> <li>• read and discuss texts that examine issues or topics (e.g. interpersonal relationships, the relationship between the individual and society, civic education and environmental protection).</li> </ul>
Science Education	<ul style="list-style-type: none"> <li>• discuss ideas and clarify purposes prior to and in the process of an investigation; and</li> <li>• read or research information on science-related topics (e.g. energy, the earth, the solar system) or works of science fiction.</li> </ul>
Technology Education	<ul style="list-style-type: none"> <li>• explore and communicate ideas and information on or about the development or impact of modern technology.</li> </ul>
Arts Education	<ul style="list-style-type: none"> <li>• engage in different forms of creative writing (e.g. poems, short stories, play or film scripts) or give a dramatic presentation of a short play or a scene from a play; and</li> <li>• discuss or critique an advertisement, a poster, a film or the illustrations in a text.</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>• engage in learning tasks or activities that examine the pros and cons of various health and physical activities.</li> </ul>

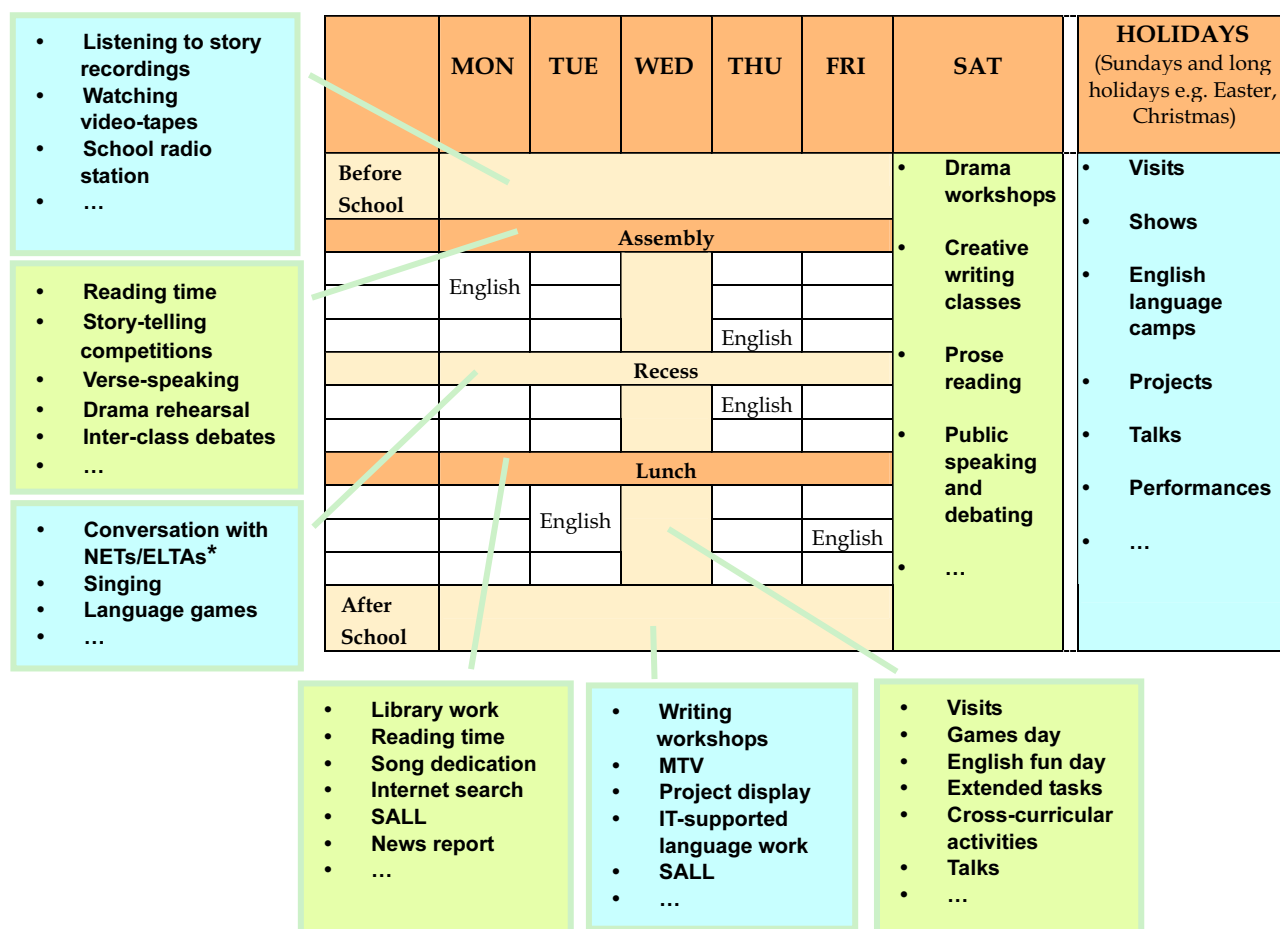
### 3.4 Time Allocation

As mentioned in Section 2.3, schools can allocate 17% to 21% of the lesson time to the English Language Education KLA for each key stage from Primary 1 to Secondary 3. They are greatly encouraged to make flexible use of the learning time during and outside school to facilitate learning and teaching. Confining the learning of English to the classroom

and designating lessons as dictation, listening, etc. in a rigid manner may fail to enable learners to construct and apply knowledge and skills coherently and integratively, as is required in real life. Instead, schools can:

- arrange for more double or triple period sessions per week or cycle and include half-day or whole-day activity sessions shared among different KLAs in the school time-table, to allow continuous stretches of time for extended tasks, projects, visits, student or professional performances, etc.;
- in addition to the regular English Language lessons of which reading is an integral part, set aside a short, regular period of time per day for reading to help learners build up their reading skills for lifelong learning; and
- plan their time-table and school calendar flexibly (e.g. adjusting the number and arrangement of lessons in each term to cater for the special requirements of the learning programmes, exploring the use of Sundays and long holidays to encourage life-wide learning).

The following diagram illustrates how to make flexible use of the learning time during and outside school hours:



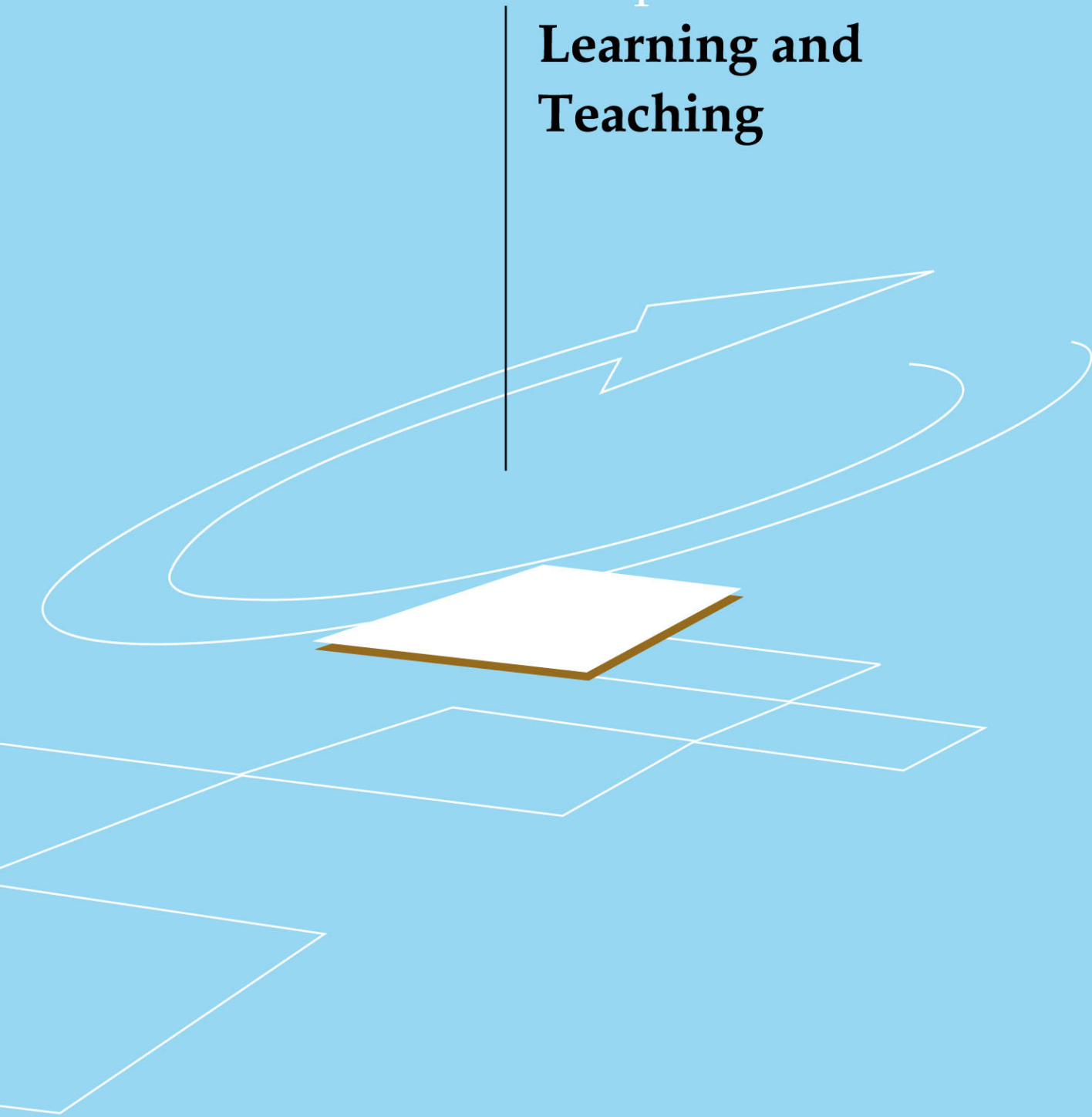
### Suggested allocation of learning time and activities

*Note: The suggested allocation of learning time and activities are for schools' reference only. Schools are encouraged to use their professional autonomy to maximize the use of learning time. They can select activities or design their own appropriate to their learners' needs and their school context in order to provide learners with a wide range of learning experiences.*

\* NET: Native-speaking English Teacher  
ELTA: English Language Teaching Assistant

## Chapter 4

# Learning and Teaching



## Chapter 4 Learning and Teaching

### 4.1 Guiding Principles for Learning and Teaching

The teacher plays an important role in facilitating effective language learning, teaching and assessment. To carry out this role, he or she can make use of the open and flexible curriculum framework presented in this Guide to develop effective language learning, teaching and assessment tasks and activities.

The EC's education reform final report, *Learning for Life, Learning through Life* (2000), identifies the following experiences as essential to learners' whole-person development:

- Moral and civic education;
- Intellectual development;
- Community service;
- Physical and aesthetic development; and
- Career-related experiences.

As suggested in the *Basic Education Curriculum Guide - Building on Strengths* (2002), all KLAs are encouraged to expose learners to these experiences. However, due to their nature and scope, some KLAs are capable of offering some of these experiences more readily and extensively than others. The English Language Education KLA seeks to provide almost all of these experiences (with the possible exception of physical development) through various means including the "four key tasks" (as presented in the next section), life-wide learning and task-based learning. More ideas on the guiding principles and good practices of learning and teaching can be found in Booklets 3A-D, 4 and 6 of the *Basic Education Curriculum Guide - Building on Strengths* (2002).

For illustration of a broad range of learning and teaching experiences, please refer to:



- the grid provided at the beginning of the Exemplars section which highlights the key features and emphases of the exemplars, as well as **Exemplars 1-16**;
- Booklets 3A-D, 4 and 6 of the *Basic Education Curriculum Guide – Building on Strengths* (2002);
- *CDC Exemplars of Curriculum Development in Schools* (2001); and
- the exemplars in the curriculum bank (<http://cd.ed.gov.hk>).

## 4.2 Approaches to Learning and Teaching

### 4.2.1 Four Key Tasks

The EC's education reform final report recommends that four key tasks – Moral and Civic Education, Project Learning, Reading to Learn, Information Technology (IT) for Interactive Learning – be encouraged in all KLAs. These tasks can be adopted or adapted in the English Language Education KLA to enliven learning and teaching, and to help learners progress towards the vision of whole-person development and learning how to learn. Taking into consideration learners' needs and interests, schools can flexibly adopt or adapt and incorporate strategically one or more of the tasks in their learning and teaching programmes.

#### *Moral and Civic Education*

Learning opportunities within and beyond the English Language Education KLA should be provided for learners to reflect on their values and attitudes. The 5 priority values for personal and social development of learners to be promoted during the short-term phase are:

- National identity
- Commitment
- Responsibilities
- Respect for others
- Perseverance

These values can be nurtured through the exploration of relevant themes or topics as well as through the learning and teaching process, which

may involve co-curricular activities. For example:



- Planning and implementation can start from theme-based activities, which involve the whole school or one or more KLAs. In a theme such as “Appreciating Chinese Culture”, learners can be asked to introduce some aspects of Chinese culture in English to the Native-speaking English Teacher (NET) or the English Language Teaching Assistant (ELTA). **Exemplar 1** is an example showing how one set of theme-based English learning activities originally designed for one year level has gradually evolved to become a whole-school project involving the participation of a social service agency as well as parents.
- In planning and implementing the school-based English Language curriculum, the English panel can also check whether the development of the five priority values has been included by:
  - selecting or developing materials or activities with relevant themes (e.g. showing respect for people from different cultures, showing how one’s commitment to society and nation is portrayed in the media) and providing opportunities for learners to discuss the relevant values in class;
  - assigning tasks (e.g. group work and projects) to create opportunities for collaborative work which requires learners’ commitment, responsibility and perseverance;
  - building in peer learning and peer evaluation in the learning process so as to provide opportunities for learners to practise showing respect for others; and
  - scheduling co-curricular activities (e.g. during assembly) in which learners share stories, read poems, sing songs or stage short plays promoting good personal qualities and virtues, or view and discuss films or multi-media materials on how people face adversities in life positively.

### *Project Learning*

In English Language learning and teaching, project work typically involves a theme-based investigation that engages learners in integrative use of the language.



Project learning has the advantages of:

- Providing an effective framework for language use and language learning – Through the processes of planning, information search, note-taking, interviewing, data analysis, discussion, drafting and re-drafting, presentation, etc. that are often involved in project work, learners are able to use language skills and language learning strategies in an integrated way.
- Helping learners develop independence and a sense of responsibility – It allows learners to pursue a topic of their own interest, set their own learning targets and plan and reflect on their course of action. Personal involvement of this sort enables learners to become more responsible for their own learning.
- Facilitating lifelong and life-wide learning – Project learning encourages learners to move out of the classroom into the community, allowing them to connect what they learn at school with the working world and the world at large. Through participating in real-life investigations which involve exploring problems from multiple aspects, presenting information in various modes, as well as planning and organization, they develop not only language knowledge and skills but also the generic skills and attitudes that are conducive to lifelong development.

The teacher plays a crucial role in project learning. Co-ordination across KLAs may be necessary not only for interdisciplinary projects, but also to ensure that learners are not assigned too many projects at the same time. For project work to be genuinely learner-centred, the teacher needs to be flexible and open-minded when working with learners, making different arrangements (e.g. time-tabling) and giving different types of support at various stages of the project. During the course of a project, the teacher may need to switch between the different roles of co-ordinator, facilitator, counsellor, co-learner, language consultant, supervisor, assessor, etc.



For more ideas about how project learning can be implemented, please refer to **Exemplars 1 and 2**. Suggestions regarding assessment of project work are provided on pp. 107 to 108.

### *Reading to Learn*

Reading helps to develop thinking skills, enriches knowledge, enhances language proficiency and broadens life experience. Emphasis has to be placed on motivating learners and providing them with proper guidance and opportunity to enhance their learning capacity through reading.

Language teachers can help promote reading through encouraging students to read a wide range of materials with different subject content and text-types. Teachers should select or develop appropriate tasks or activities based on the reading, in which learners find meaning and pleasure, so that they will learn to appreciate the value of reading and become motivated to make reading a lifelong habit.

Reading should be promoted in schools and integrated into regular English Language lessons with the other skills of listening, speaking and writing. It should also be promoted across all KLAs and in the whole-school curriculum. Further, schools should help learners develop the habit of reading by encouraging them to read outside class time, such as during morning assembly, recess and after school.



For illustration of how to promote reading at primary and secondary levels, please see **Exemplars 3, 4 and 5**.

### *Information Technology (IT) for Interactive Learning*

Effective use of IT can facilitate both classroom and self-access language learning. Through making use of the Internet, word processors and computer-assisted language learning (CALL) software such as concordancers and educational CD-ROMs, teachers should:

- enable learners to gain quick and easy access to information;
- enhance learning motivation;

- enhance learners' language skills;
- provide opportunities for learners to take charge of their own learning, think critically and evaluate the data or information on the Internet; and
- develop learners' knowledge management skills and prepare them for future study or work and lifelong learning.



**Exemplars 2 and 6** illustrate how to promote IT in language learning at primary and secondary levels respectively.

#### 4.2.2 Life-wide Learning

Learning is by no means limited to the classroom. It can take place at any time, in any place (including the home and the community) and in any form. To help create a language-rich environment to support life-wide learning, teachers are encouraged to:

- interact with learners in English both inside and outside the classroom (e.g. showing appreciation of learners' use of English in their interactions or discussions within and beyond the classroom and persistence in promoting such practice; encouraging learners to join English language camps as campers, camp helpers or camp leaders);
- provide opportunities for learners to interact with one another in English;
- provide greater exposure to authentic use of English (e.g. inviting speakers of English to give talks or to take part in school activities, using the media as a language learning resource, visiting international schools, business firms and institutions, or charitable organizations);
- encourage learners to seek and create opportunities to learn and use English in natural and realistic settings (e.g. collecting authentic materials or samples of English use in society and sharing them among peers, searching for information on the Internet, watching movies or TV programmes in English, and interacting with people from non-Chinese-speaking backgrounds);
- maximize the use of space and resources in school (e.g. ensuring

learners' easy access to computer facilities for language learning beyond lesson time, setting up an English Corner or posting authentic materials and learners' work on the bulletin boards, the walls or the Internet to facilitate wide reader access); and

- promote learning through formal and informal curricular activities (e.g. essay competitions, drama activities, verse-speaking, debates, short radio plays, visits and community services).

For illustration of how teachers can provide for life-wide learning in planning and designing language learning tasks and activities at primary and secondary levels, please refer to **Exemplars 7 and 8** respectively.



### 4.2.3 Task-based Learning and Teaching

Daily classroom interaction provides an authentic situation for teachers to engage learners in using English for a range of communicative purposes. Teachers are therefore encouraged to use English not only for instructional purposes, but also for carrying out daily classroom routines and for social exchange. Teachers should plan and organize tasks or activities with the aim of maximizing learners' exposure to English both inside and outside the classroom.

Learners learn best through purposeful and contextualized learning tasks. Effective tasks enable learners to seek and process information, formulate questions and responses, and make connections. They also provide meaningful and purposeful contexts in which learners learn and apply target grammar items and structures. When designing tasks, teachers are encouraged to consider and apply what follows.

#### *Learner-centred Instruction*

Students learn most effectively when teachers treat them and their learning as the focus of attention. Learner-centred instruction may be provided through:

- designing learning tasks or activities that cater for learners' age, needs, interests, abilities, experiences and learning styles;

- engaging learners in group work or pair work for genuine communication;
- applying suitable questioning techniques to stimulate thinking, encourage experimentation and facilitate knowledge construction; and
- encouraging learners to contribute to the learning process by:
  - sharing their views and learning experiences;
  - playing an active role in consulting the teacher; and
  - negotiating with the teacher on learning objectives, helping to select learning materials, and choosing appropriate activities such as role-plays, games, debates and projects.

### *Target-oriented English Learning*

Setting clear and appropriate targets and objectives will enable learners to know what they should strive for. Teachers are advised to:

- work as a team to select appropriate learning targets and objectives to focus on for each learning task; and
- ensure that there is a progression and a balanced, comprehensive coverage of the learning targets and objectives for all the strands or dimensions within and across year levels.

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

To help learners achieve the dual goals of language proficiency and lifelong learning, five fundamental intertwining ways of learning and using knowledge have been identified – communicating, conceptualizing, inquiring, problem-solving and reasoning. Teachers are encouraged to provide opportunities for learners to practise these five ways of learning and using knowledge in a balanced manner through careful choice of materials and tasks.

### *Integrative and Creative Language Use*

Language use in real life situations is almost always integrative and creative. Such important characteristics of authentic language use should

be stressed in English classrooms. In this regard, the use of tasks, projects or different text-types (whether they are informational, persuasive, literary or imaginative) is encouraged to facilitate the integrative and creative use of an extensive range of language knowledge, skills and strategies. In the learning process, teachers should:

- stimulate learners' imagination, sharpen their aesthetic sensitivity, promote the sharing of experiences and foster intercultural awareness and understanding; and
- encourage learners to use English creatively to respond and give expression to real and imaginative experience.



**Exemplars 9 and 10** show how teachers can promote critical thinking and creativity through the use of language arts at primary and secondary levels respectively.

### *Learning Grammar in Context*

The task-based approach to language learning does not preclude the learning and teaching of grammar. Within this approach, grammar is seen as a means to an end rather than a body of knowledge to be learnt for its own sake. The approach encourages the learning and teaching of grammar in context so that learners gain a better understanding of how, why and when to use particular language structures and items.

To enable learners to carry out a task, the teacher considers what language support learners will need. After the relevant grammar structures and items have been selected, he or she engages learners in exercises or activities ranging from those consisting of discrete grammar items to those encouraging contextualized grammar practice. The learning and teaching of grammar need not be restricted to the pre-task stage. Should learners experience difficulty with certain language forms, which prevent them from carrying out the task, the teacher can provide exercises or activities addressing the learners' problems during the task itself. Likewise, he or she can carry out post-task grammar teaching, if there are grammar items which learners did not use effectively during the task.

In brief, the task-based approach allows learners ample opportunities to learn grammar in context and to apply their grammar knowledge in purposeful interaction and communication. For more details about the place of grammar teaching in task-based learning, please refer to pp. 49-51 of the *CDC Syllabus for English Language (Secondary 1-5) 1999*.



**Exemplars 11 and 12** show how grammar can be effectively taught using the task-based approach.

### *Learner Independence*

To enable students to become motivated and independent language learners, teachers should promote self-access learning both inside and outside the classroom. This mode of learning has the benefit of helping learners develop the essential skills, strategies and attitudes for lifelong learning. To facilitate self-access language learning, teachers should:

- create opportunities for learners to make choices or decisions in their learning by providing a wide range of information and creative texts, learning materials and activities (e.g. portfolios, drama, debates and projects);
- enable learners to monitor, review and assess their own performance by building self and peer assessment procedures (e.g. answer keys, evaluation checklists) into the learning materials and activities; and
- develop language learning activities or tasks that encourage learners to make meaningful use of the self-access corner or centre in school.

Further, to enhance learners' skills, interest and confidence in reading on their own, teachers should help them develop enabling skills such as phonics skills, vocabulary-building skills, reference skills, etc. through meaningful and purposeful games and activities.

Apart from independent reading, it is also important for learners to develop the ability to work out the pronunciation of new or unfamiliar words on their own. Towards this end, teachers are encouraged to make use of language learning activities or tasks that promote the development

of phonics skills in context at primary level as well as the mastery of phonetic symbols at secondary level.



**Exemplars 3 and 4** provide suggestions on how phonemic awareness and phonics skills can be developed through shared reading and other learning activities.

#### 4.2.4 Meaningful Homework

In implementing task-based learning and teaching, teachers should make use of meaningful learning tasks and activities not only in the classroom but also as homework. Quality homework helps to develop and reinforce learning outside formal class time. The feedback teacher gives on learners' homework also provides an opportunity for learners to reflect on their own learning. **Exemplars 1 to 7, 10 to 12, 14 and 16** include examples of various types of homework in task-based learning and teaching. Further guidelines on how to make use of homework for learning and teaching can be found in Booklet 8 of the *Basic Education Curriculum Guide - Building on Strengths* (2002), pp. 116-120 of the *CDC Syllabus for English Language (Primary 1-6) 1997\** and pp. 128-131 of the *CDC Syllabus for English Language (Secondary 1-5) 1999*.



For illustration of how to promote English Language learning through the task-based approach, please refer to **Exemplars 3, 4, 9, 10, 11 and 12**.



#### 4.3 Catering for Learner Diversity

Every class is made up of individuals who are different in terms of motivation, learning style, preferences, needs, interests and abilities. For effective learning and teaching, teachers should take account of learner diversity and take appropriate action to help different learners learn well. This can be achieved through effective curriculum planning, specific learning and teaching strategies, and assessment.

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\* Reference should be made to the *English Language Curriculum Guide (Primary 1-6)* for guidelines on meaningful homework upon its publication in 2003-04.



### 4.3.1 Curriculum Planning

- The curriculum can be appropriately adapted (e.g. by trimming down learning materials, making additions, or a combination of both) to suit learners of different needs, interests, abilities and learning styles.
- Modules of learning can be developed to help learners make connections across what they learn. For the more able learners, learning modules that aim at expanding their learning experience can be developed; whereas for the less able ones, learning modules can be designed to help them overcome their weaknesses and make progress.
- Ways should be provided to help the less able learners learn more effectively and to maximize the development of the more able learners, for example, by:
  - introducing activities that draw on higher order thinking skills and creativity in the regular school programme for the more able learners;
  - creating enhancement or enrichment activities such as a story-telling competition, a creative writing workshop for both the more able and the less able learners; and
  - setting up remedial classes to help the less able learners catch up with school work.

### 4.3.2 Specific Strategies

Teachers are advised to promote the following specific learning and teaching strategies:

- employ a variety of teaching methods (e.g. draw upon learners' existing knowledge to construct concept maps with the class, provide clear explanations and instructions, give constant feedback and use IT) to enhance interactive learning;
- make use of graded learning tasks and exercises;
- provide learners with the same tasks and exercises, but

- vary the expected output of different learners; or
- vary the amount and style of teacher input and support to provide extra help to the less able learners and stretch the more able ones;
- make use of open-ended tasks;
- motivate learners by attending to their affective needs, especially the less able learners, by giving positive reinforcement, building on their successful experiences and caring about their self-esteem;
- make use of flexible grouping according to the nature and purpose of the activity (e.g. put learners into different groups for collaborative learning); and
- promote self-access, independent learning both inside and outside classroom (e.g. the less able learners do extra work to reinforce classroom learning; the more able learners stretch their ability to acquire knowledge and skills beyond what they learn in the classroom).

### 4.3.3 Differential Assessment

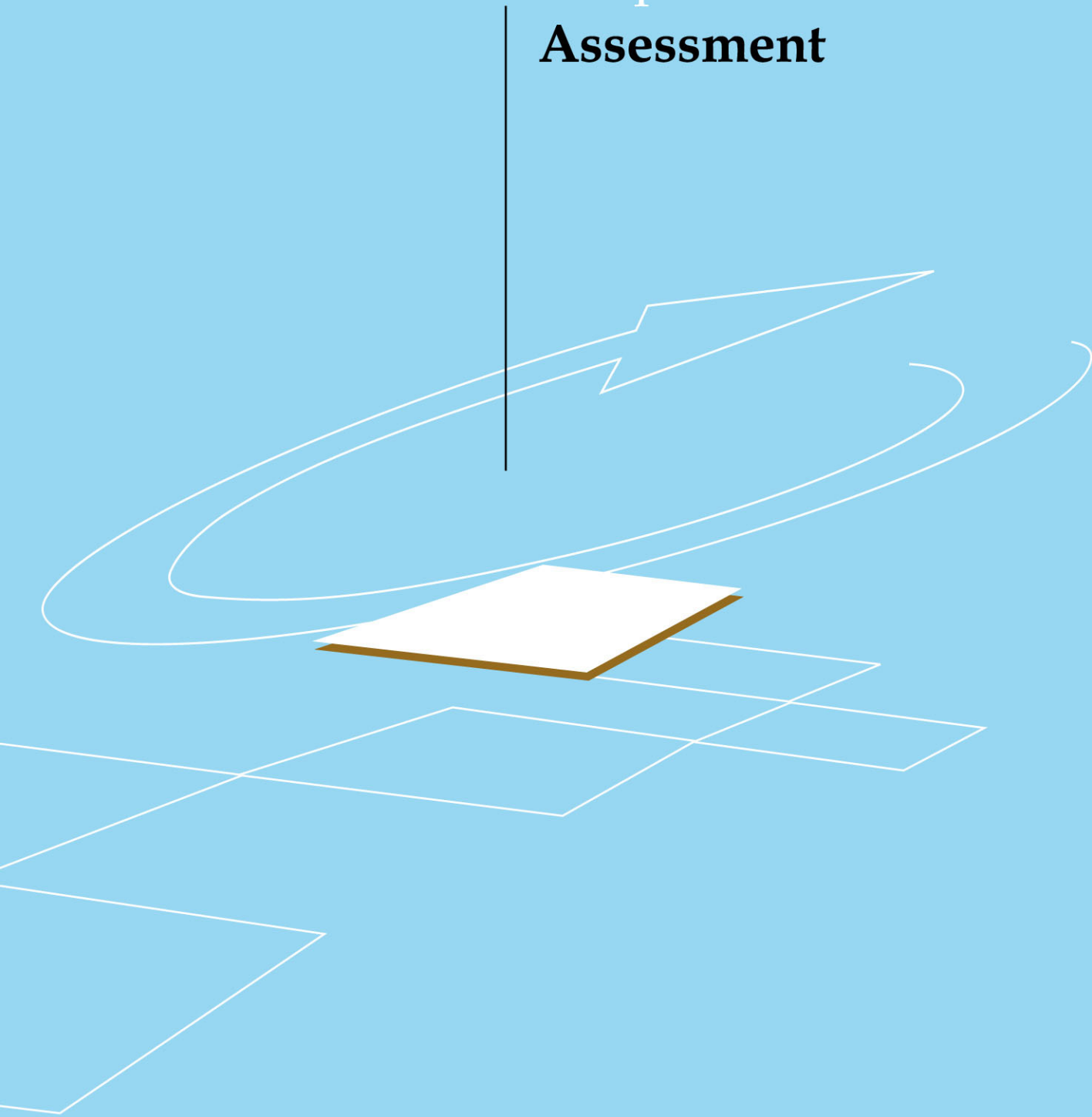
- Formative assessment should be used frequently to provide effective and timely feedback, both formal and informal. Different types of assessment (e.g. short assignments, assessment tasks, projects) can be used to help teachers identify the strengths and weaknesses of learners and decide on the appropriate curriculum, and learning and teaching strategies for them.
- There is no sense in a school adopting standardized assessment for all if learners' abilities are wide-ranging. Schools can devise a school assessment policy and practices with different content, modes of assessment, and different expectations of students.
- All learners should be helped to develop the necessary skills to assess and monitor their own learning through self-assessment. They should assess both process and product, and thus learn how to learn better. Peer assessment should also be encouraged.



For further ideas about how to cater for learner diversity at primary and secondary levels, please refer to **Exemplars 13 and 14** respectively.

# Chapter 5

## **Assessment**



## Chapter 5 Assessment

### 5.1 Guiding Principles

Assessment is the practice of collecting and interpreting information about student learning. It is an integral part of the learning, teaching and assessment cycle and should be guided by the following principles:

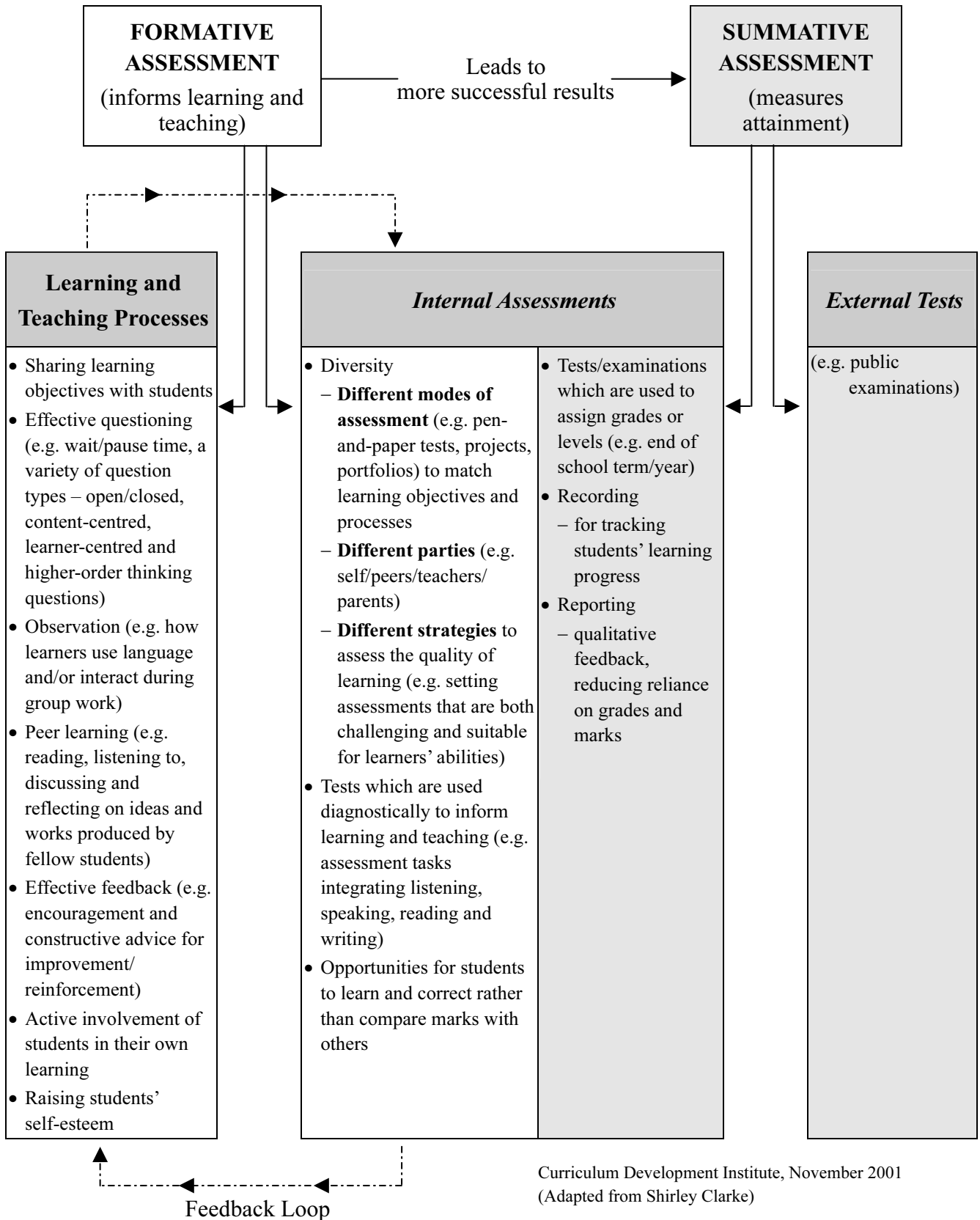
- It should serve a variety of purposes, from measuring attainment to informing learning and teaching through providing quality feedback.
- It should involve making considered judgments on the learning processes and outcomes.
- It should be based on criterion-referencing principles by which learner performance is evaluated and described in relation to criteria rather than how other learners perform.
- There should be an appropriate coverage of learning targets and objectives, generic skills, values and attitudes.
- Both formative and summative assessment should be used to facilitate understanding of learner progress within and towards the learning targets and objectives.

The following sections describe the different modes and types of assessment. They should be read in conjunction with Booklet 5 of the *Basic Education Curriculum Guide - Building on Strengths* (2002), which gives further details about the ideas and principles underlying assessment.

### 5.2 Modes of Assessment

In the context of the English Language Education curriculum, assessment serves the principal aim of promoting learning by providing information about learners' achievements in relation to the learning targets and objectives, thereby helping learners, teachers and parents understand learners' progress and enabling them to plan for further improvement. To match the learning processes and objectives, assessments serving formative and/or summative purposes are encouraged in the English Language Education curriculum (please refer to the diagram on the next page).

## A FRAMEWORK OF SCHOOL ASSESSMENT PRACTICES



### 5.3 Formative Assessment

Formative assessment refers to the on-going evaluation of learners' performance and abilities. It is often informal and carried out during the learning process. The main aim of formative assessment is to improve learning and teaching through:

- diagnosing learners' strengths and learning problems or difficulties;
- providing quick guidance and feedback to learners; and
- reviewing and improving teaching plans and strategies.

Formative assessment does not need to be conducted by teachers only. Learners should also develop the necessary skills to assess and monitor their own progress so that they develop ownership and responsibility for their learning. Peer review or evaluation is also a valuable form of formative assessment as it enhances interaction and collaboration among learners and enables them to understand each other's points of view.

#### 5.3.1 Different Types of Formative Assessment

The following are some common types of formative assessment which teachers are encouraged to use flexibly according to the school culture or policy, the current educational context and practice.

##### *Learning Tasks and Activities*

When carrying out well-designed learning tasks and activities, students demonstrate their progress towards the learning targets. Such tasks may include games, quizzes, oral presentations, etc. which are commonly used in the learning and teaching process. Evidence of learning collected should form the basis of feedback to promote further learning. It is not always necessary to record learners' performance formally.

##### *Projects*

Teachers should assess the process as well as the product when assessing student performance on projects. They can use a variety of means such as

observation, conferencing and looking at the process of a student's writing. Continuous feedback should be given with the aim of stimulating learners' critical reflection and helping them improve their learning. Areas to be considered in assessing projects include:

- content (e.g. relevance of ideas, coverage of topic);
- organization (e.g. logical development of ideas, connection of ideas);
- language use (e.g. appropriateness, fluency, style, accuracy);
- generic skills (e.g. communication, creativity, critical thinking, collaboration, problem-solving); and
- attitudes (e.g. confidence in using English, keenness to participate in activities, respect for others, an awareness of the potential influences of language use on other people's feelings).

### *Portfolios*

A portfolio is a purposeful collection of a learner's work (e.g. samples of writing and recordings of speech) that demonstrates progress in the development of knowledge, skills, values and attitudes in a given area. Guidelines for setting and assessing portfolios are provided in **Appendix 4**. Examples of two common types of portfolio for secondary level – theme-based portfolio and learning reflection portfolio – are provided in **Appendices 5 and 6**.

### *Process Writing*

Well thought-out writing involves a process, which is generally made up of the recursive stages of planning (i.e. brainstorming, researching, outlining), of drafting (i.e. writing, rewriting, revising) and finalizing (i.e. editing). At appropriate stages of the writing process, teachers can give feedback on learners' drafts. With adequate preparation, learners can also be asked to provide feedback on the drafts of each other and of their own. Based on the feedback, learners can improve their drafts with suitable revisions. Initial feedback can focus on higher-order or global level concerns, that is, on ideas, organization and genre requirements. Thereafter, feedback can be given on lower-order or surface-level concerns, that is, on language (grammar and mechanics) and style.

Examples of feedback sheets for use at secondary level are included in **Appendix 7**. Teachers are encouraged to develop and use their own feedback sheets or guidelines with the appropriate criteria to suit the purposes of their writing activities and the needs of the learners.

### **5.3.2 Learning and Teaching Processes for Effective Formative Assessment**

The following are some learning and teaching processes that facilitate effective use of the different types of formative assessment outlined above:

#### *Observation*

By observing learners' body language, their facial expressions, how they use language in class, how they respond to learning tasks and how they interact during group work, teachers can gain insights into learners' affective, linguistic and cognitive development.

#### *Effective Questioning*

Through apt use of wait-time, cues, and a variety of question types (e.g. open and closed questions, content-centred questions, higher-order thinking questions and learner-centred questions), teachers can gather much information about learners' knowledge and skills in the language as well as their values and attitudes towards specific topics or learning in general.

#### *Effective Feedback*

To promote learning, learners need to be informed not only about their performance but also about how to build on their strengths and address their weaknesses. Much of this information will come as feedback from teachers but some will be through learners' direct involvement in assessing each other's, or their own, work.

One efficient and effective means of gathering and disseminating feedback for learners is the use of feedback sheets (or checklists) for the



various formative assessment tasks or activities that learners engage in. Examples of feedback sheets for common types of formative assessment are provided in **Appendices 7 and 8**.

### *Conferencing*

Conferencing is generally held for the purpose of giving feedback and opening up communication between the teacher and learners. Effective conferencing is focused and has specific achievable goals (e.g. revising a letter in order to make a better connection with the intended reader, discussing progress on a particular task or project).

During conferencing, teachers ask open-ended questions that encourage discussion and give learners ample opportunity to ask questions and bring up issues. It is necessary to create a trusting atmosphere to facilitate effective conferencing. Teachers may contribute in a variety of ways (e.g. discussing problem-solving or time management techniques, modeling a revision or editing technique and offering feedback on ideas and language) depending on the conference goals and the individual needs of learners.

Before ending the conference, it is important to summarize what has been covered and set plans for follow-up action.

For illustration of how teachers can make use of formative assessment to promote learning at both primary and secondary levels, please refer to **Exemplars 15 and 16** respectively. Please also refer to Booklet 5 of the *Basic Education Curriculum Guide - Building on Strengths* (2002) and the “Assessment for Learning” web site at <http://cd.ed.gov.hk/assessment/> for information and exemplars on the same topic.



## **5.4 Summative Assessment**

Summative assessment refers to the evaluation of learner performance and abilities at the end of a period of time (e.g. end of a school term or a school year) in order to:

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

To evaluate learner performance against the learning targets, teachers are encouraged to use assessment tasks. Assessment tasks are basically the same as learning tasks. However, in learning tasks, teachers need to conduct appropriate pre-task, while-task and post-task language-focus activities along with other supporting activities (for example, "scaffolding") where learners are encouraged to actively engage in constructing knowledge so that they can complete the task satisfactorily. Assessment tasks do not provide learners with any language or knowledge-building support. Rather they require learners to carry out the task independently so that teachers can assess their achievement. For illustration of the design of summative assessment, please refer to the primary and secondary exemplar assessment tasks in **Appendices 9 and 10**.

### **Summative Assessment Design Considerations**

In designing assessment tasks, teachers should ensure that:

- there is an appropriate, balanced and adequate coverage of the learning targets and objectives involved. Summative assessment can comprise a number of tasks or activities to ensure that the major aspects of learning and teaching are covered. It is NOT confined to a pen-and-paper test only. Teachers are encouraged to design assessment tasks or activities that stress the integration of the four language skills and a balance of learning experiences in the Interpersonal, Knowledge and Experience Strands or Dimensions.
- summative assessment provides opportunities for learners to activate their knowledge, skills and strategies in the purposeful and meaningful use of English. Assessment tasks should be appropriately contextualized and related to learners' experience. They include open-ended questions, which can stimulate thinking and facilitate

learners' integrative and creative use of the language.

- a variety of text-types is included.
- the rubrics are clear, concise and correct. The choice of words is appropriate to the level of difficulty of the tasks.
- task specific criteria and marking schemes are agreed upon by teachers of the same level when deciding the extent to which the learning targets and objectives have been achieved.
- due acknowledgement is given to fluency instead of just accuracy in writing and speaking assessments.

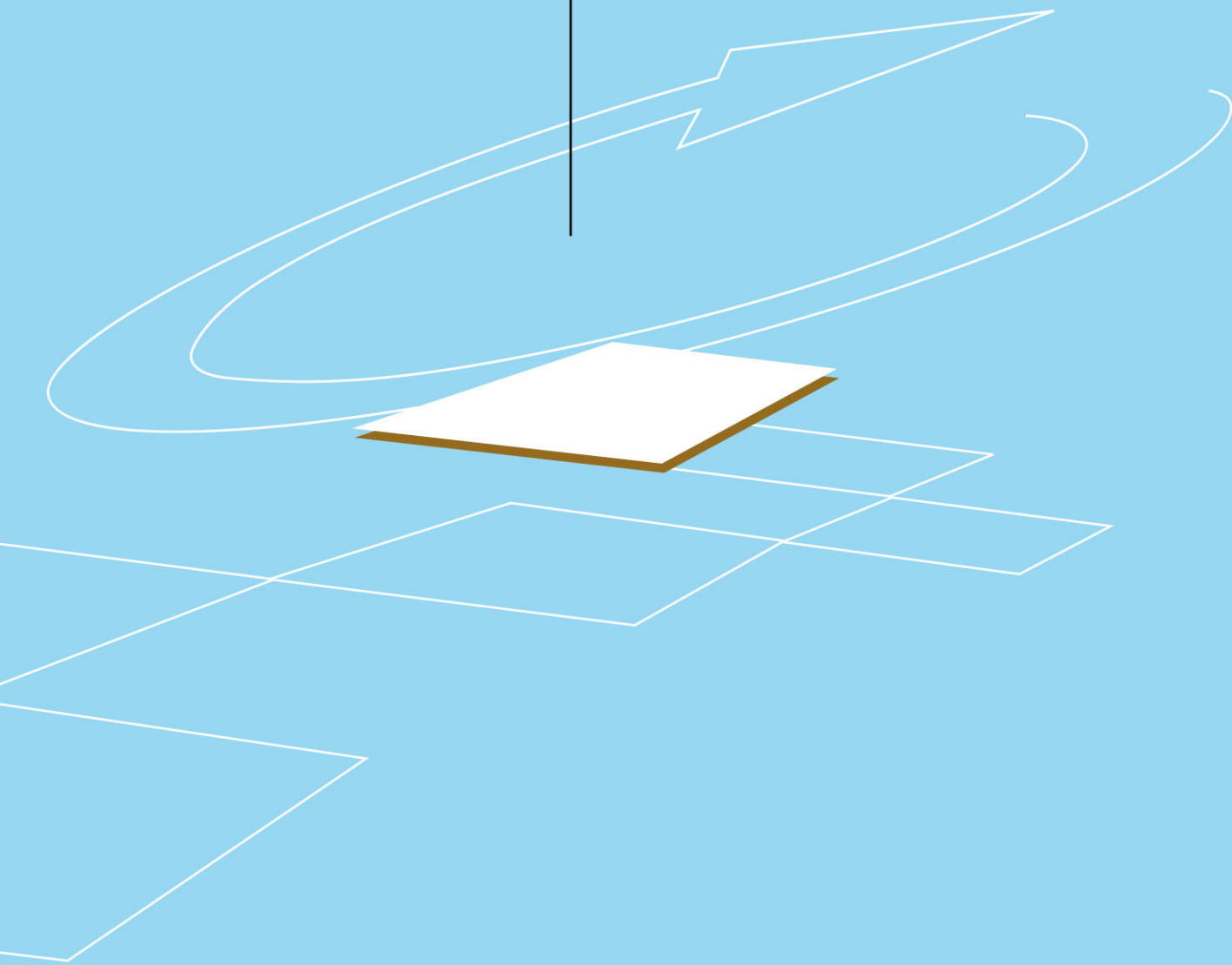
## 5.5 Reporting

As teachers are encouraged to make use of both formative and summative assessment to gain a comprehensive picture of learners' performance and abilities, there is a need to ensure that the reporting system reflects both. Provision should be made for relevant information on the learner's performance in both formative and summative assessment to be presented on the report card. This will give parents a better picture of how their children are progressing in their learning, what their strengths and weaknesses are, and where assistance is necessary.

Schools that would like to provide more qualitative feedback on the learner's achievements in English might consider using an attachment, i.e. a separate sheet, with a checklist of performance indicators. For examples of performance indicators, please refer to the Bands of Performance in Appendix 11 and Appendix 15 of the *CDC Syllabus for English Language (Primary 1-6) 1997* and *CDC Syllabus for English Language (Secondary 1-5) 1999* respectively.

## Chapter 6

# Learning and Teaching Resources



## Chapter 6 Learning and Teaching Resources

### 6.1 Subject Guides

To further support language learning and teaching, subject guides will be issued in addition to the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (2002). A schedule for the issue of these subject guides is presented as follows:

- 2003-04 *English Language Curriculum Guide (Primary 1-6)*
- 2004-05 *Literature in English Curriculum Guide (Secondary 4-5)*

### 6.2 Quality Textbooks and Other Learning and Teaching Materials

Quality textbooks and resource materials are crucial to learning and teaching. What follows outlines the latest developments with regard to the preparation of textbooks and other learning and teaching materials. The word “textbook” is used throughout the rest of this section to refer not only to language textbooks but also to learning and teaching resources that are selected or developed for classroom use.

- Future textbooks will follow the new curriculum framework.
- Textbooks should help learners understand key concepts and develop generic skills.
- To facilitate the preparation of textbooks, publishers will be informed of the latest curriculum developments and of progress through the multiple stages of the consultation process through the CDC Homepage.
- To ensure the quality of textbooks, a set of guiding principles for quality textbooks supporting the curriculum framework and a learner-centred approach to learning and teaching has been formulated for the writing, reviewing and selection of textbooks.
- Teachers should use textbooks flexibly to achieve learning targets and enhance learning effectiveness.

A web site called “Textbook World” is being developed in *HKeducationCITY* (<http://www.hkedcity.net>) to provide teachers,

parents and learners with a platform to express their views and feedback on the standards and content of textbooks.

### **Choosing Textbooks**

Schools should choose textbooks for the subject of English Language according to the needs, abilities and interests of their learners, taking into account:

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

Besides, schools should consider the following:

- the approach and coverage of the textbooks – whether they facilitate the development of the knowledge, skills, values and attitudes promoted in the curriculum;
- the suitability of the teaching content;
- the quality of the language used in the textbooks;
- the appropriateness of the examples, exercises 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.

For more information about quality learning and teaching resources, please refer to Booklet 7 of the *Basic Education Curriculum Guide – Building on Strengths* (2002).

### **Using Textbooks**

Teachers should apply their judgment and use textbooks flexibly according to the needs, abilities and interests of their learners. Teachers should not feel obliged to use a textbook from cover to cover. They are

free to select or adapt relevant parts to suit their teaching purposes. If deemed desirable, parents should be advised on the rationale for this at appropriate meetings. Teachers should 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 textbook content against the school's English curriculum and making sure that there is a balanced coverage of the Learning Targets and Objectives;
- omitting certain parts – the more able learners may skip the easy parts and the less able learners may skip the more difficult parts;
- using different parts flexibly for different groups of learners – the parts that overlap with what has already been taught should be omitted, and the parts that are insufficient should be supplemented with other materials; and
- adapting the activities to make them attractive to their learners – the interesting activities can be extended to promote further learning, and the less interesting activities can be modified or removed.

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

- develop their own learning and teaching materials to meet their learners' needs; 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).

### **6.3 Resource Management in Schools**

It is important that the use of school resources, which include learning and teaching materials, facilities, equipment and manpower, is maximized to support student learning. The following are some suggestions as to how to achieve this goal:

- make good and flexible use of grants to purchase useful learning and teaching resources;
- make appropriate use of the print or electronic learning and teaching resources produced by government departments, notably the Education Department, as well as other organizations;
- build up a resource bank of teacher-designed and learner-generated materials including reference books, audio-visual materials, IT resources, and useful learning and teaching packages;
- ensure that the learning and teaching resources are appropriate to learners' needs, interests and abilities;
- maintain a record of the resources and ensure that they are easily accessed;
- ensure that the resources (in particular, computers and audio-visual equipment) are accessible during and beyond lesson time; and
- provide a language-rich environment which promotes the frequent use of the school library, Multimedia Learning Centre (MMLC), English Corner, Self-Access Corner or Centre (SAC).

#### **6.4 Resource Materials in Support of Curriculum Development**

A number of printed and electronic resource materials have been developed and disseminated to schools to support the implementation of the English Language Education curriculum. Please refer to **Appendix 11** for a list of these resources.

The following resources are being developed to further support teachers and schools:

- A curriculum bank of authentic exemplars showing how learners can learn in the curriculum has been developed. It is available at <http://cd.ed.gov.hk>.
- The Learning and Teaching Series
  - Guidebooks and Tool kits
  - Multi-media packages
  - Exemplars of learning and teaching practices



- Self-access learning materials for teachers on specific issues (e.g. motivation, catering for learner diversity, assessment for learning)
- CD-ROM curriculum planners
- Action research publications
- Reports on research and development projects
- Educational Television (ETV) programmes and other multimedia developments
- Life-wide learning database
- *HKeducationCITY* web site (<http://www.hkedcity.net>)
- Resource lists on web site (including the updated work of different organizations)

## 6.5 Collaborative Research and Development (“Seed”) Projects

### Purpose

The purpose of Collaborative Research and Development (“Seed”) Projects in the English Language Education KLA is to:

- generate useful experiences for the reference of schools, teachers and the community;
- develop a critical mass of curriculum change agents and leaders in schools (e.g. teachers, school heads, teacher librarians) to enhance the capacity for curriculum reform; and
- act as an impetus to school-based curriculum development.

### Themes

All projects are geared towards promoting the learning capabilities of learners to achieve the learning targets of the school curriculum in the English Language Education KLA. Below are some suggested themes which can either stand alone or be integrated into projects. They are in line with the key emphases of the curriculum reform and the focuses set out for English Language Education curriculum development:

- Critical thinking and creativity
- Catering for learner diversity
- Assessment for learning (including portfolio)
- Four key tasks – moral and civic education, reading to learn, project learning, and IT for interactive learning
- School-based curriculum development
- Curriculum organization and learning and teaching strategies

### **Characteristics**

Each project:

- begins with a practical issue (e.g. enhancing learners' capability and/or motivation to learn English, fulfilling assessment needs) in the natural setting of schools and the community in Hong Kong;
- is based on principles or theories and puts them into practice;
- is evidence-based, evaluative, adaptable to other situations, and suggests action for improvement;
- is collaborative, involving the participation of schools, curriculum developers, tertiary institutions, and local and international consultants;
- varies in size and objectives (e.g. a single lesson, an activity, a unit, a 3-year longitudinal study), and in the way development and research components interact;
- may build on some earlier success that has led to effective learning, for example:
  - innovations initiated by schools themselves
  - consultancy studies on learner diversity
  - action research projects in school undertaken by Curriculum Development Institute, Quality Education Fund (QEF) and tertiary institutions;
- serves the immediate needs of schools and is faster than basic research, which focuses on findings rather than translating them into practice;
- is evaluated and improved on the basis of experience at the end of each year in terms of impact on learning, teacher empowerment, change management and continuous professional development; and

- the experience generated from the “Seed” projects will be disseminated through effective channels such as seminars, sharing sessions, reports, learning and teaching resource materials.

### **Participation**

There is an invitation to join “Seed” projects sent out to schools each year. Criteria for selection are set for each project in order to identify schools with the willingness and commitment to achieve the aims and objectives of the project. Schools which have successfully completed a project and nurtured curriculum leaders can help other schools in the next year. Additional resources (e.g. supply teachers) are given to schools so that prospective curriculum leaders or change agents can be seconded to the Education Department to help generate useful experiences in curriculum planning and assist in the development and implementation of the school-based English Language Education curriculum.

There is continuous liaison among schools, the Education Department, tertiary institutions, QEF, the Standing Committee on Language Education and Research (SCOLAR) and research associations to exchange information and work together.

Details about the three English Language Education “Seed” projects which were initiated in 2001-02 are provided below:

Name	Level	Time-line	Focus
Case Studies of English Language Learning through Cross-curricular Modules at Primary Level	Primary	2001 - 2004	<p>Seeks to examine whether cross-curricular learning and teaching can</p> <ul style="list-style-type: none"> <li>• enhance learners’ motivation, confidence and interest in learning English</li> <li>• raise learners’ awareness of the links between English and other subjects</li> <li>• develop appropriate values and attitudes in learners</li> <li>• develop some generic skills in learners</li> <li>• develop a collaborative culture among teachers</li> <li>• enhance the professional development of teachers</li> </ul>
The Learning and Teaching of Language Arts at Junior Secondary Level	Junior Secondary	2001 - 2004	<p>Seeks to</p> <ul style="list-style-type: none"> <li>• develop language arts materials and strategies for integration into the English curriculum to enhance English learning and teaching at Secondary One level</li> <li>• examine the effectiveness of the use of language arts materials and strategies in promoting enjoyment in learning</li> <li>• examine the effectiveness of the use of language arts materials and strategies in developing critical thinking and creativity</li> <li>• enhance the professional development of teachers</li> </ul>

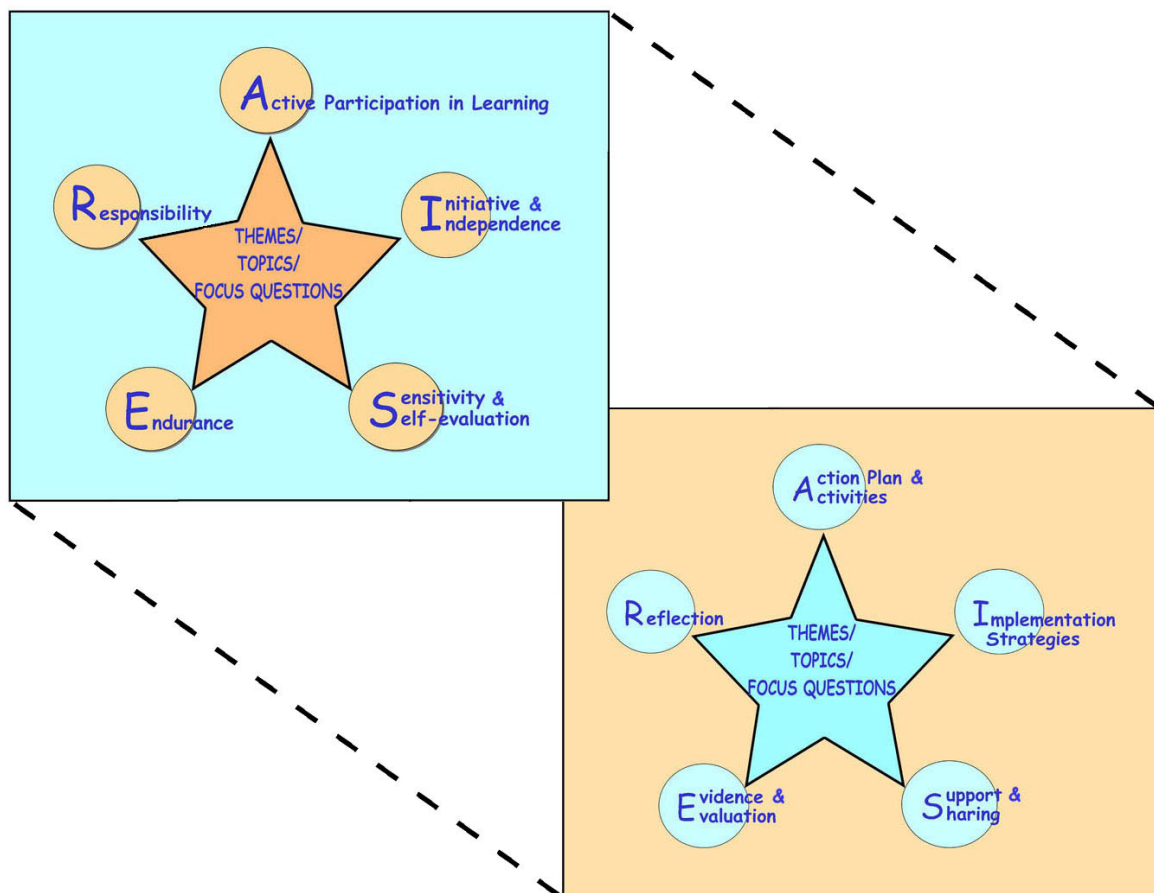
Self-access Language Learning (SALL) in Hong Kong Secondary Schools	Senior Secondary	2001 - 2003	Seeks to <ul style="list-style-type: none"> <li>• document the previous experience of a secondary school in establishing SALL</li> <li>• help participating schools set up and run SALL</li> <li>• evaluate the process of establishing SALL, and the SALL programmes that participating schools have established</li> <li>• disseminate project findings and exemplary materials and practices among all secondary schools in Hong Kong</li> </ul>
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The expected benefits from the three “Seed” projects include:

- research reports including exemplary teaching ideas, materials and practices;
- resource materials on cross-curricular learning, language arts and SALL for dissemination to schools;
- enrichment of learners’ learning experiences;
- professional development of primary and secondary school teachers involved in the projects; and
- stronger links between schools, tertiary institutions and the Education Department.

Below is a diagram illustrating how the three English Language Education “Seed” projects **RAISE** in learners and teachers their awareness of the key factors conducive to effective learning and teaching:

*Learners*



*Teachers*

Through exploring the identified themes, topics or focus questions,

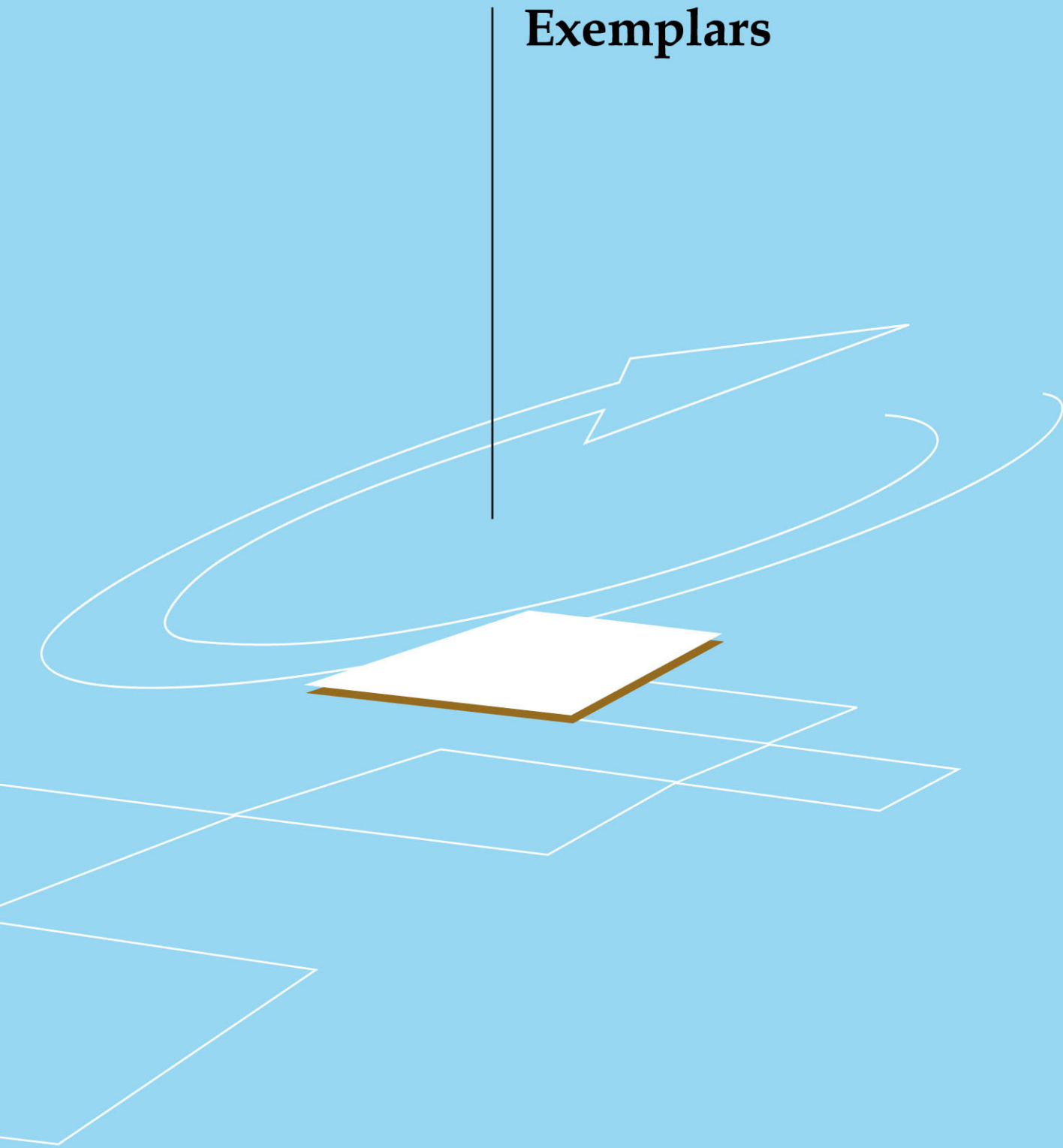
<p><i>learners</i> raise their awareness of the following key factors conducive to effective learning:</p> <ul style="list-style-type: none"><li>• <b>Responsibility</b></li><li>• <b>Active Participation in Learning</b></li><li>• <b>Initiative &amp; Independence</b></li><li>• <b>Sensitivity &amp; Self-evaluation</b></li><li>• <b>Endurance</b></li></ul>	<p><i>teachers</i> raise their awareness of the following key factors conducive to effective teaching:</p> <ul style="list-style-type: none"><li>• <b>Reflection</b></li><li>• <b>Action Plan &amp; Activities</b></li><li>• <b>Implementation Strategies</b></li><li>• <b>Support &amp; Sharing</b></li><li>• <b>Evidence &amp; Evaluation</b></li></ul>
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## 6.6 Community Resources

To facilitate life-wide language learning, different government departments, non-government agencies and educational institutions, etc. can make a unique contribution. They are teaching partners who can help provide learners with authentic learning experiences as well as up-to-date information and professional services that keep pace with the future needs of curriculum development.

A number of community resources have been identified and provided in **Appendix 12** for teachers' reference. They are by no means exhaustive. Teachers are encouraged to explore further learning opportunities available in the community and make good use of them to make language learning and teaching interesting, authentic and meaningful.

# Exemplars





## Exemplars

	Summary Grid: Key Features and Emphases of Exemplars	E4
1	Project Learning: “Charities and Helping Others” (Secondary 1-2)	E6
2	Making Use of Project Learning and IT for English Language Development: “Cyber Zoo” (Primary 5)	E10
3	Making Links across KLAs and Developing Effective Learning Strategies and Skills through Reading, Phonics and Grammar Games: “My Favourite Things” (Primary 1-3)	E16
4	Promoting Shared Reading and Developing Phonics and Vocabulary Building Skills: “Using My Five Senses” (Primary 1-3)	E21
5	Promoting a “Reading to Learn” Culture through Linking Reading, Oral Presentation and Assessment (Secondary 1-3)	E25
6	Promoting the Use of Information Technology for Interactive English Language Learning: “Mother’s Day” (Secondary 1)	E29
7	Promoting Life-wide Learning through Interacting with Non-Chinese-speaking Local Learners: “It’s a Small World” (Primary 4-6)	E32
8	Making Use of Community Resources and Making Connections between Formal and Informal Curricula (Secondary 2)	E38
9	Promoting Critical Thinking and Creativity through Drama in Primary Schools (Primary 4-6)	E42
10	Using Imaginative and Literary Texts to Develop Creativity, Critical Thinking and Cultural Awareness: “Where Go the Boats?” (Secondary 1-3)	E46
11	Promoting Grammar Learning through a Range of Language Materials and Activities: “Growing Up” (Primary 4-6)	E49
12	Learning Grammar through a Task-based Approach: “Inviting a Friend to a Food Festival” (Secondary 1-3)	E54
13	Developing Gifted Learners’ Capabilities in the Creative Use of English through Exploration and Discovery (Primary 1-6)	E58
14	Catering for Learner Diversity: “Getting to Know Some Animals” (Secondary 1)	E63
15	Using Process Writing to Promote Effective Learning, Teaching and Assessment: “The Christmas Party” (Primary 4-6)	E68
16	Assessment for English Learning: “Who am I?” (Secondary 3-4)	E70

## Summary Grid: Key Features and Emphases of Exemplars

		<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Project Learning: "Charities and Helping Others" (Secondary 1-2)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Making Use of Project Learning and IT for English Language Development: "Cyber Zoo" (Primary 5)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Making Links across KLAs and Developing Effective Learning Strategies and Skills through Reading, Phonics and Grammar Games: "My Favourite Things" (Primary 1-3)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Promoting Shared Reading and Developing Effective Vocabulary Building Skills: "Using My Five Senses" (Primary 1-3)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Promoting a "Reading to Learn" Culture through Linking Reading, Oral Presentation and Assessment (Secondary 1-3)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Promoting the Use of Information Technology through Interactive English Language Learning: "Mother's Day" (Secondary 1)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Promoting Life-wide Learning through Interacting with Non-Chinese-speaking Local Learners: "It's a Small World" (Primary 4-6)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Making Use of Community Resources and Making Connections between Formal and Informal Curricula (Secondary 2)</div> </div>								
<b>Exemplar No.</b>		1	2	3	4	5	6	7	8	
<b>Key Emphases</b>	4 Key Tasks	Information Technology	✓	✓				✓		✓
		Project Learning	✓	✓					✓	
		Reading to Learn		✓	✓	✓	✓	✓		✓
		Moral/Civic Education	✓				✓	✓	✓	✓
	Catering for Learner Diversity		✓					✓		
	Learner Independence	✓	✓	✓	✓	✓	✓		✓	
	Assessment for Learning		✓			✓	✓		✓	
	Cross-curricular Learning			✓	✓			✓	✓	
	Life-wide Learning	✓	✓					✓	✓	
	Other			Task-based Learning	Task-based Learning					
<b>Generic Skills</b>	Collaboration Skills	✓	✓	✓	✓	✓	✓	✓	✓	
	Communication Skills	✓	✓	✓	✓	✓	✓	✓	✓	
	Creativity	✓	✓	✓	✓	✓	✓	✓	✓	
	Critical Thinking Skills	✓	✓	✓		✓	✓	✓	✓	
	Information Technology Skills	✓	✓				✓	✓	✓	
	Numeracy Skills									
	Problem-solving Skills	✓	✓	✓		✓	✓	✓		
	Self-management Skills	✓	✓		✓	✓			✓	
Study Skills	✓	✓	✓	✓		✓	✓	✓		

Exemplar No.		9	10	11	12	13	14	15	16
Key Emphases	4 Key Tasks	Information Technology				✓	✓		
		Project Learning				✓			
		Reading to Learn	✓	✓	✓		✓	✓	
		Moral/Civic Education	✓	✓					
	Catering for Learner Diversity					✓	✓		
	Learner Independence		✓	✓	✓	✓	✓	✓	✓
	Assessment for Learning		✓	✓	✓			✓	✓
	Cross-curricular Learning					✓			
	Life-wide Learning					✓			
	Other	- Language Arts - Task-based Learning	- Language Arts - Task-based Learning	Grammar through Task-based Learning	Grammar through Task-based Learning				
Generic Skills	Collaboration Skills	✓	✓	✓	✓	✓	✓	✓	✓
	Communication Skills	✓	✓	✓	✓	✓	✓	✓	✓
	Creativity	✓	✓	✓		✓	✓		✓
	Critical Thinking Skills	✓	✓		✓	✓		✓	✓
	Information Technology Skills					✓	✓		
	Numeracy Skills								
	Problem-solving Skills	✓	✓		✓	✓		✓	✓
	Self-management Skills		✓			✓	✓	✓	✓
Study Skills		✓	✓	✓	✓	✓			

Promoting Critical Thinking and Creativity through Drama in Primary Schools (Primary 4-6)

Using Imaginative and Literary Texts to Develop Creativity, Critical Thinking and Cultural Awareness: "Where Go the Boats?" (Secondary 1-3)

Promoting Grammar Learning through a Range of Language Materials and Activities: "Growing Up" (Primary 4-6)

Learning Grammar through a Task-based Approach: "Inviting a Friend to a Food Festival" (Secondary 1-3)

Developing Gifted Learners' Capabilities in the Creative Use of English through Exploration and Discovery (Primary 1-6)

Catering for Learner Diversity: "Getting to Know Some Animals" (Secondary 1)

Using Process Writing to Promote Effective Learning, Teaching and Assessment: "The Christmas Party" (Primary 4-6)

Assessment for English Learning: "Who am I?" (Secondary 3-4)

## Project Learning: “Charities and Helping Others”\* (Secondary 1 – 2)

### Introduction

Project learning provides an effective framework that enables learners to develop and connect knowledge, skills, values and attitudes through a variety of learning experiences. The following exemplar is a year-long project carried out with two classes of S2 learners. The project began in the English classroom, but as the learning activities extended to the school, home and community levels, they involved not only students and teachers but the principal, parents, past students, and the community at large. It shows how project learning can be used to promote integrative and meaningful use of language and broaden learners’ perspective, helping them develop empathy and assist less fortunate children in China.

This exemplar illustrates how:

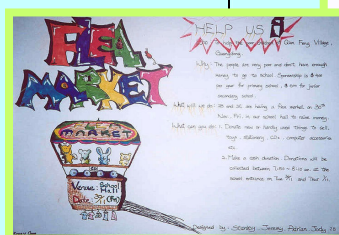
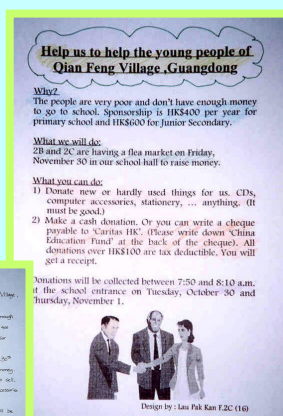
- a wide variety of authentic resources and learning activities is used to stimulate interest, cultivate a sense of commitment, and facilitate the development of generic skills (e.g. communication, collaboration, critical thinking and problem-solving) as well as positive values and attitudes (e.g. kindness, empathy and respect for life);
- life-wide learning and the use of English for real, meaningful communicative purposes are encouraged; and
- independent learning capabilities are promoted through self-directed, self-regulated and reflective learning.

Learning and Teaching Process	Impact on Learning
<ul style="list-style-type: none"> <li>• Learners brainstorm the good things in their lives and some world problems that concern them. They make suggestions on what they can do to help solve some of the problems.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learners exercise critical thinking and develop empathy for those who are less fortunate when they reflect on their own experience, make use of their knowledge of the world and suggest what they could do to help with some world problems.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Learners watch videos to learn about how a couple of teenagers attempted to bring about changes in the lives of some disadvantaged people in Africa and India.</li> <li>• Learners discuss and decide to do something to help some of the less fortunate children in China.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learners practise listening for specific information and overall comprehension.</i></li> <li>• <i>Reflection and self-directed learning take place when learners appreciate the good work of their peers and decide to take action to help some of the less fortunate children in China.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Learners attend a talk by a volunteer worker from a social service agency to learn about his work, and also about the children in Qian Feng in China, who are deprived of the chance of education because of poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learners develop compassion for the less fortunate and value the sense of reward and satisfaction that voluntary/charity work provides.</i></li> </ul>

\* Ms Rebecca ALDERTON and Ms CHEW Lai-chun, teachers of Cheung Sha Wan Catholic Secondary School, initiated, developed and conducted this project. We thank them for sharing their experience with fellow teachers.

<ul style="list-style-type: none"> <li>Learners discuss and decide to raise funds to provide education for the children in Qian Feng.</li> </ul>	<ul style="list-style-type: none"> <li>Learners develop critical thinking skills; they practise giving opinions and learn to respect others' opinions.</li> </ul>
<ul style="list-style-type: none"> <li>Learners write letters to inform the children in Qian Feng about their intention and to make friends with them. They plan to maintain correspondence throughout the project.</li> </ul>	<ul style="list-style-type: none"> <li>Learners feel motivated and committed as they find ownership and meaning in their learning activities.</li> </ul>

- Learners plan and organize a “Jumble Charity Sale” to raise funds. They conduct a series of activities in English:
  - making announcements at morning assemblies and sending letters to parents, past students and commercial firms to request for donations of items for sale;
  - making posters and pamphlets to publicize the event, designing and sending thank-you cards to donors and producing their self-designed items for sale;



- Learners practise various language skills in an integrated way. As all learning activities (with the exception of the letters written to the children in Qian Feng) are carried out in English, learners experience using English for communicative purposes in an authentic context both inside and outside the classroom.
- Learners develop creativity and the skills of communication, collaboration, critical thinking and problem-solving through the learning activities related to the charity sale.
- Self-regulated learning takes place when learners keep track of the stages of their work.
- Learners share their learning experiences with parents.

<ul style="list-style-type: none"> <li>– promoting the sales items at the charity sale, and keeping sales records; and</li> <li>– recording the progress of work throughout the process.</li> </ul> <ul style="list-style-type: none"> <li>• Learners discuss plans and activities with parents, and encourage their active participation and involvement.</li> </ul>		
<ul style="list-style-type: none"> <li>• With the principal's support for making special time-tabling arrangements, learners visit the children in Qian Feng (on a voluntary basis on a Friday and a weekend, with parents joining the function or giving support, morally and financially) to hand over the funds and other donated items collected.</li> </ul>  <ul style="list-style-type: none"> <li>• As homework, learners write a “personal response” on their learning experience gained through the project.</li> </ul>	 	<ul style="list-style-type: none"> <li>• <i>Learners gain life-wide learning experience and first-hand knowledge of how they have been able to make a difference in the lives of the children in Qian Feng.</i></li> <li>• <i>Learners achieve a sense of success and satisfaction in seeing the results of their own efforts and getting support and recognition from the principal, teachers and parents.</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Reflection and free expression of personal feelings and insights are encouraged.</i></li> <li>• <i>Learners share their feelings and experience with parents, and get feedback and guidance on their writing.</i></li> </ul>



**Extended mini-project**

As homework, learners work in groups of 4 and do a study of one charitable organization and prepare for a class presentation which includes providing basic information on the organization, reflections on the work of volunteers and their own views towards life and helping others.

- *Self-directed learning takes place when learners make use of IT and reference skills to conduct an information search, and ensure that no two groups are working on the same organization.*
- *Learners use language in an integrated way when they teach and learn from each other about the different charitable organizations.*
- *Through their own study, and parental guidance and support, learners develop a positive attitude for life when they understand that with good will and concerted effort, there are solutions to many of the world's problems, and everyone can contribute to making the world a better place.*

## Making Use of Project Learning and IT for English Language Development: “Cyber Zoo”\* (Primary 5)

This exemplar illustrates how KS2 learners:

- develop independence and work according to their needs, interests and abilities in learning English through project work;
- work collaboratively to set up their school’s cyber zoo, using innovative and authentic learning resources;
- learn how to learn as they discuss how to do the project before they divide the work among themselves and work independently on a specific area;
- see the need to use English to prepare and present their projects since their work is to be published on the Internet and viewed by other children or Internet users who may not read Chinese; and
- improve their work and develop a sense of responsibility for their learning after receiving feedback from people who have visited their cyber zoo.

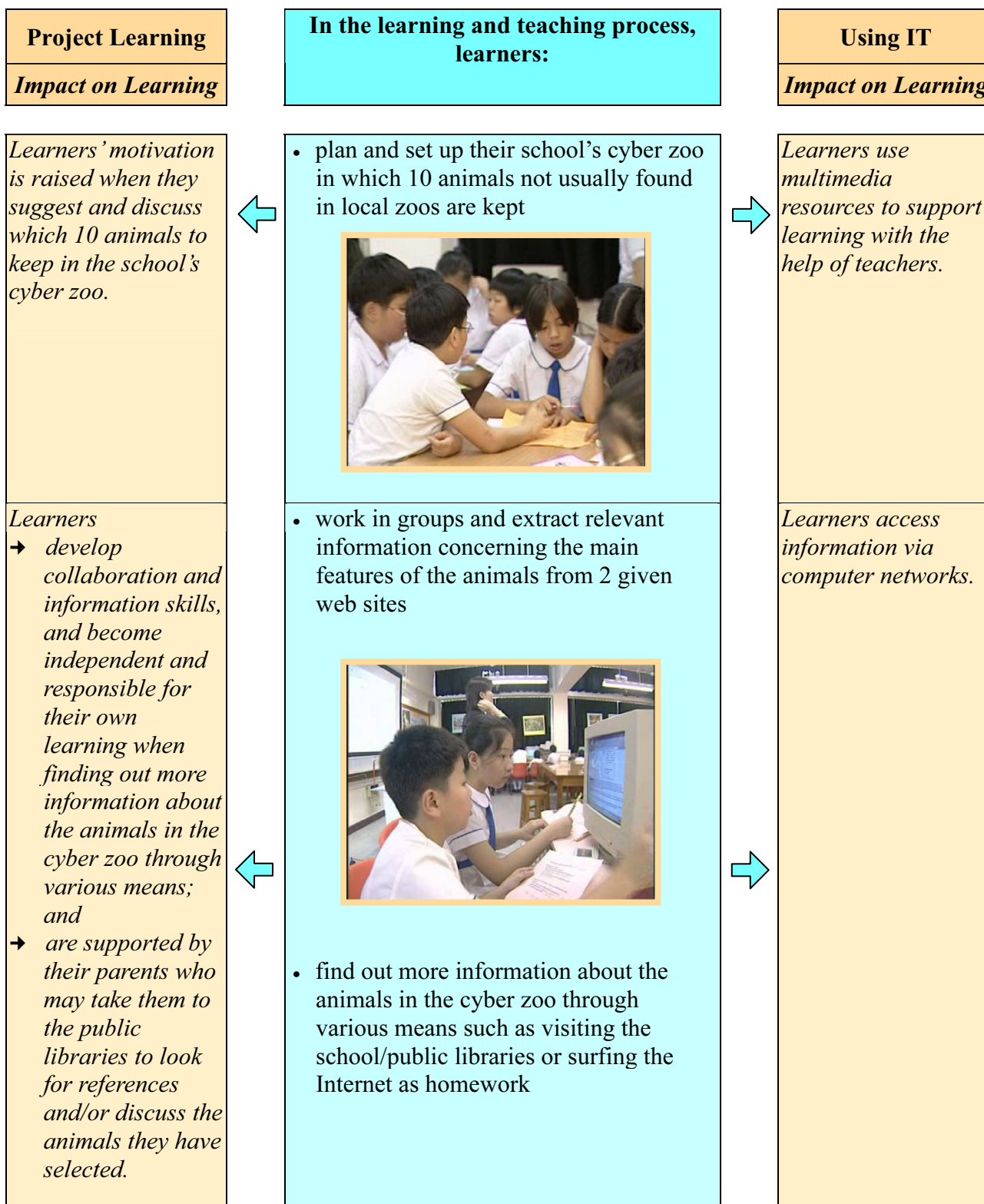
This project aims to:

<ul style="list-style-type: none"> <li>• develop learners’ capabilities to use English to:</li> </ul>	<ul style="list-style-type: none"> <li>• develop in learners the following:</li> </ul>
<ul style="list-style-type: none"> <li>- find out, organize and present information through using IT and making appropriate use of community resources (Knowledge Strand/Dimension)</li> <li>- interpret and use given information from various sources, e.g. web sites, to introduce the features of the selected animals by using IT (Knowledge Strand/Dimension)</li> <li>- see the need for clarifying their own written expression and then improve their project after receiving feedback from teachers, schoolmates and others (Knowledge Strand/Dimension)</li> <li>- converse about feelings, preferences, ideas through planning and setting up their school’s cyber zoo (Interpersonal Strand/Dimension)</li> <li>- exchange messages by sending an e-poster to invite others to visit their school’s cyber zoo (Interpersonal Strand/Dimension)</li> <li>- participate with others in making choices and decisions by sharing ideas, making suggestions and solving problems in the process of the project work (Interpersonal Strand/Dimension)</li> <li>- give expression to imaginative ideas through designing an e-poster (Experience Strand/Dimension)</li> </ul>	<p><i>Generic Skills</i></p> <ul style="list-style-type: none"> <li>- Collaboration Skills</li> <li>- Communication Skills</li> <li>- Creativity</li> <li>- Critical Thinking Skills</li> <li>- IT Skills</li> <li>- Problem-solving Skills</li> <li>- Self-management Skills</li> <li>- Study Skills</li> </ul> <p><i>Personal and Social Values and Attitudes</i></p> <ul style="list-style-type: none"> <li>- Aesthetics</li> <li>- Independence</li> <li>- Appreciation</li> <li>- Care and Concern</li> <li>- Open-mindedness</li> <li>- Co-operativeness</li> </ul>


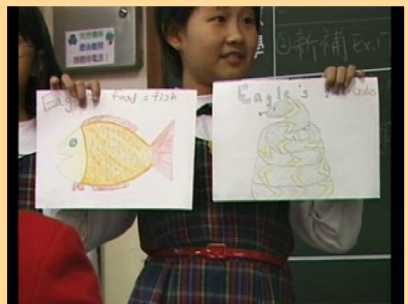
\* Some of the activities have been tried out in Buddhist Wong Cho Sum School. We thank the school for sharing their experience.



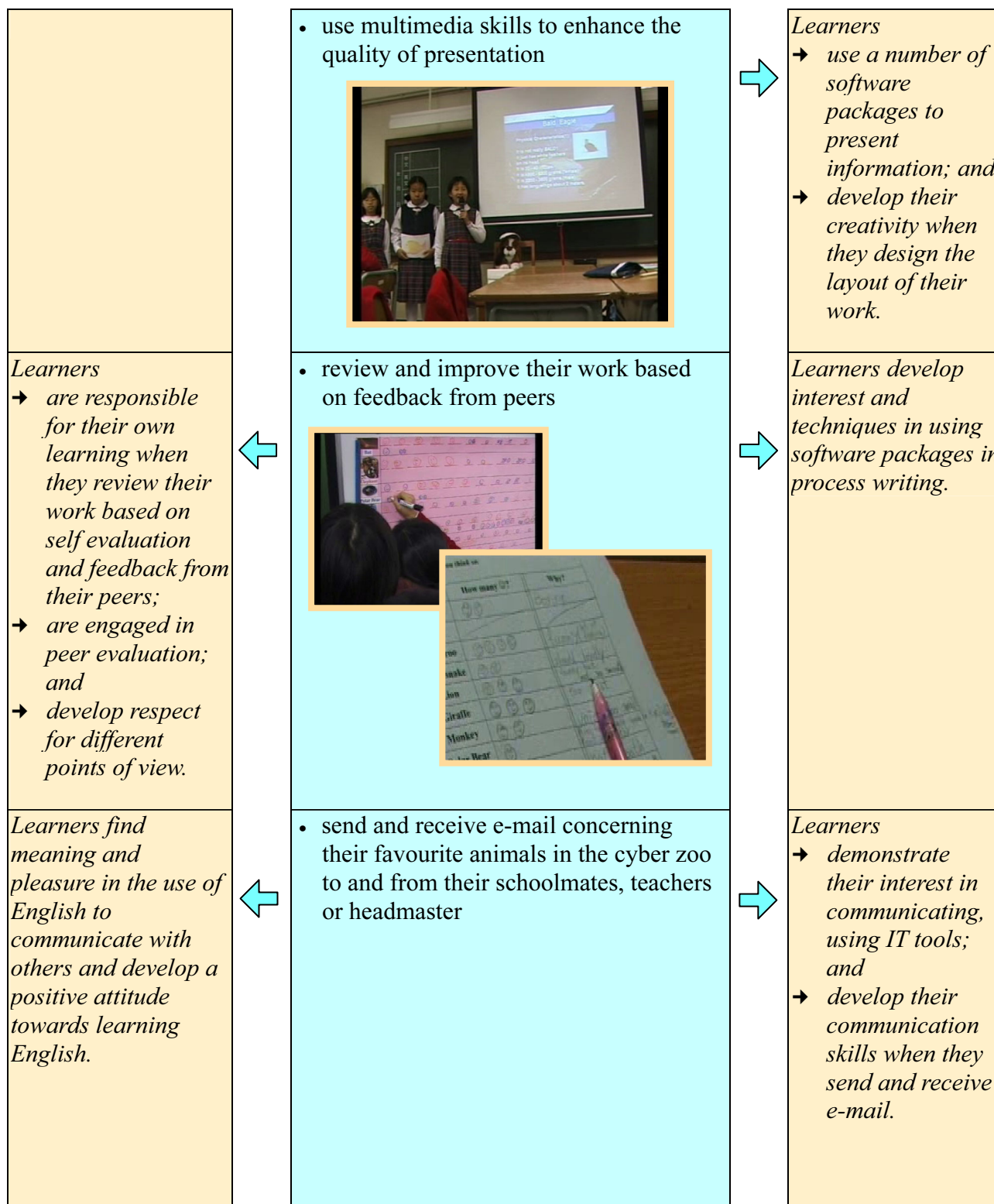
Learning and Teaching Process




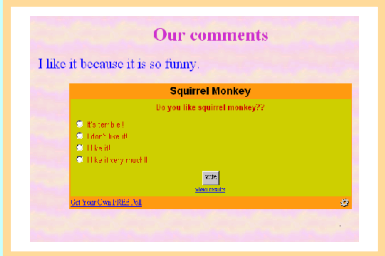
## Exemplar 2

<p><i>Learners develop their creativity, critical thinking and problem-solving skills when planning and setting up their school's cyber zoo.</i></p>	<ul style="list-style-type: none"> <li>report orally on what is extracted from given web sites concerning the main features of the animals they work on</li> </ul>  <ul style="list-style-type: none"> <li>study, exchange, discuss and compare the information gathered from different web sites</li> </ul>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>→ <i>develop interest and positive attitudes; and</i></li> <li>→ <i>work co-operatively with their peers when processing information via computer networks.</i></li> </ul>
<p><i>Learners develop their communication and collaboration skills when they report on the main features of the animals in the zoo.</i></p>	<ul style="list-style-type: none"> <li>compile and present orally in groups short descriptions of the main features of animals in the cyber zoo, e.g. their physical characteristics, diets and living environments</li> </ul> 	<p><i>Learners process information using IT tools.</i></p>
<p><i>Learners develop their language skills and language development strategies in an integrated way and become responsible for their own learning when they review and edit their own work.</i></p>	<ul style="list-style-type: none"> <li>use the word processor to draft, review, edit and rewrite their written work</li> </ul>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>→ <i>make use of software packages; and</i></li> <li>→ <i>are engaged in self-assessment in the process of writing.</i></li> </ul>

## Exemplar 2



## Exemplar 2

<p><i>Learners work collaboratively in designing an e-poster.</i></p>	<ul style="list-style-type: none"> <li>design and send an e-poster to a neighbouring primary school, inviting the pupils to visit their school's cyber zoo</li> </ul> 	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>develop their creativity when they design their e-poster; and</li> <li>use IT tools and strategies for presenting information.</li> </ul>
<p><i>Learners find meaning and pleasure in the project they develop and become motivated in learning.</i></p>	<ul style="list-style-type: none"> <li>send the project via e-mail to relevant web sites to share their work with other children in the world</li> </ul>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>use IT tools and strategies for presenting information; and</li> <li>demonstrate their interest in communicating, using IT tools.</li> </ul>
<p><i>Learners develop critical thinking skills when voting for the favourite animals in the cyber zoo.</i></p>	<ul style="list-style-type: none"> <li>visit the homepage to vote for and find out the most popular animal in the cyber zoo</li> </ul> 	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>are engaged in self-directed learning when they take the initiative to visit the homepage to vote for and find out the most popular animal in the cyber zoo; and</li> <li>access and provide information via computer networks.</li> </ul>

## Exemplar 2

### Learners

- are engaged in self evaluation;
- see the need for improving their own work; and
- develop a sense of commitment in learning and using English.



- review and improve their project based on feedback from people who have visited their cyber zoo



### Learners

- use IT tools for interactive learning; and
- are involved in life-wide learning.

**Making Links across KLAs and Developing Effective Learning Strategies and Skills through Reading, Phonics and Grammar Games: “My Favourite Things”\* (Primary 1 – 3)**

This exemplar shows how teachers:

- help young learners link the content of an English non-fiction reader to other learning/teaching materials for the subject of English Language as well as other subjects like Mathematics and General Studies;
- develop young learners’ reading skills and strategies through shared reading and follow-up learning activities;
- provide meaningful contexts for developing young learners’ phonics skills and reinforcing the learning of grammar items and communicative functions;
- use information books to broaden young learners’ world knowledge and exposure to English and develop their interest and skills in reading to learn; and
- use games and other activities with fun elements to develop young learners’ confidence, skills and interest in learning English.

**Learning and Teaching Process**

**Planning Stage**

Teachers work as a team to:

1. identify a theme/module to work on;
2. choose an appropriate English non-fiction reader that helps young learners make connections between their learning experiences in the subject of English Language and other subjects such as Mathematics and General Studies; and
3. identify the vocabulary items, letter sounds, communicative functions, and grammar items to focus on.



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\* Some of the activities have been tried out in Tin Shui Wai Methodist Primary School. We thank the school for sharing their experience.



Resources	Theme/Module	Vocabulary Items	Letter Sounds	Communicative Functions and Grammar Items
<p>Non-fiction reader:</p> <ul style="list-style-type: none"> <li>• What’s in my pocket?</li> </ul> <p>Textbook</p> <p>Other resources:</p> <ul style="list-style-type: none"> <li>• English word books</li> <li>• Picture dictionaries</li> </ul>	My favourite things	<p>Texture</p> <ul style="list-style-type: none"> <li>• soft</li> <li>• hard</li> <li>• fuzzy</li> <li>• gooey</li> </ul> <p>Shape</p> <ul style="list-style-type: none"> <li>• square</li> <li>• round</li> </ul> <p>Object</p> <ul style="list-style-type: none"> <li>• marble</li> <li>• block</li> <li>• feather</li> <li>• toy bear</li> <li>• rock</li> <li>• worm</li> </ul>	<p>w in</p> <ul style="list-style-type: none"> <li>• worm</li> </ul> <p>ock in</p> <ul style="list-style-type: none"> <li>• rock</li> </ul>	<ul style="list-style-type: none"> <li>• Use nouns to identify objects: <i>A <u>rock</u>.</i></li> <li>• Ask “Wh-” questions in a guessing activity: <i><u>What’s in my pocket?</u></i></li> <li>• Use pronouns to refer to objects: <i>I can feel <u>something</u> round.</i></li> <li>• Use adjectives to describe the texture of objects: <i>I can feel <u>something</u> <u>soft</u>.</i></li> <li>• Use adjectives to describe the shape of an object: <i>I can feel <u>something</u> <u>round</u>.</i></li> </ul>

**Learning and Teaching Stage**

In the shared reading sessions, learners:	Impact on Learning
<ul style="list-style-type: none"> <li>• listen to the teacher’s reading of the non-fiction reader presented in the form of a big book and in the process use pictorial and contextual clues to guess the content of the reader and the meaning of new words</li> <li>• read aloud together a certain part of the reader (e.g. all the questions “<i>Pocket, pocket, what’s in my pocket?</i>”) and then chime in at other parts of the reader in groups (e.g. all the cues “<i>Something that’s round.</i>” and the objects such as “<i>A marble.</i>”)</li> <li>• are asked to read aloud the reader to their parents or other family members as homework</li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>→ <i>broaden their world knowledge and exposure to English through reading a non-fiction reader;</i></li> <li>→ <i>develop their skills in reading, vocabulary building and problem-solving through using pictorial and contextual clues to make guesses about the content of the reader and the meaning of new words;</i></li> <li>→ <i>internalize the rhythm and form of the target language items and develop interest and confidence in reading when they are engaged in enjoyable shared reading activities; and</i></li> <li>→ <i>find meaning and pleasure in what they read when they share their learning experiences with their parents and become motivated to make reading a lifelong habit.</i></li> </ul>

- pay attention to, identify and frame the target letter sounds (e.g. **w** in *worm*; **ock** in *rock*) and later make a word worm and a word ladder
- look up English word books and picture dictionaries to find more words with the target letter sounds to put on the word worm and word ladder
- read aloud words from their word worm and word ladder



*Learners*

- ➔ *develop a positive attitude towards and skills for lifelong learning when they apply their phonological knowledge and phonics skills to read aloud unfamiliar words from the word worm and word ladder and also when they take initiative to look for words from different sources; and*
- ➔ *make connections between their learning experiences when they look up information books such as English word books and picture dictionaries to find more words with the target letter sounds.*

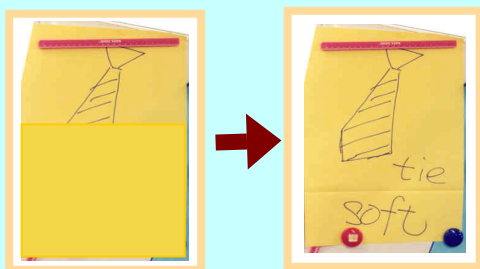
- participate in activities with fun elements (e.g. sing the song “*What’s in my pocket?*” using the melody of “*Are you sleeping?*”)
- participate in grammar games to practise the target vocabulary items and sentence structure:  
 Teacher: Pocket, pocket, what’s in my pocket?  
 Learner: (puts his hand into the pocket and feels the object) I think it’s a rock.



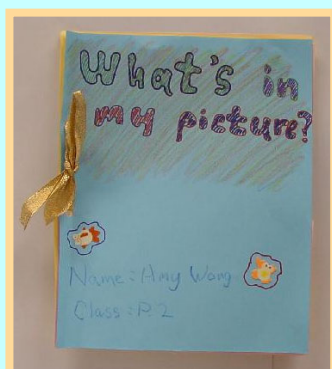
*Learners are motivated and they develop keenness to participate in grammar games and singing which reinforce the learning of the target grammar items and lead to an improvement of their knowledge and skills in English.*



- revise the vocabulary on clothing items through playing a guessing game:
  - A: Pocket, pocket, what's in my pocket?
  - B: I can feel something soft. I think it's a tie.
- revise and practise the vocabulary items and sentence structures by working in groups to make a mini book on "What's in my picture?" (e.g. draw or stick pictures of objects with different textures and shapes on a card and write the word cue inside the folded part under each picture)



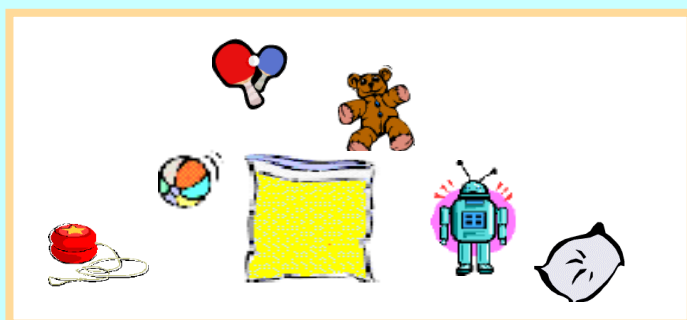
- work in pairs and use the mini books on "What's in my picture?" for self-access learning



*Learners develop*

- confidence and competence in using the target language items; and
- the skills of, and a positive attitude to, learning how to learn through preparing materials for and taking part in self-access learning.

- revise and practise the vocabulary items and sentence structures by creating their own mini book on “My favourite things”
- get ideas on how to describe the shapes of their favourite things from what has been learnt in the subject of Mathematics
- get ideas on how to describe the textures of their favourite things from what has been learnt in the subject of General Studies
- look up the English word books and picture dictionaries to find out the right English words to describe the textures and shapes of their favourite things
- design the cover and layout of their group’s mini book
- share the reading of their mini books in groups



*Learners develop*

- *an awareness of the connections between the contents of the subject of English Language and those of other subjects;*
- *their information skills and lifelong learning skills through organizing words into meaningful groups and using them as a resource for spelling and writing;*
- *their vocabulary building skills and independence in learning by looking up information books such as English word books and picture dictionaries;*
- *their creativity through designing the book cover and layout of their own mini book; and*
- *their appreciation of the use of English by others through shared reading of each other’s work.*

## Promoting Shared Reading and Developing Phonics and Vocabulary Building Skills: “Using My Five Senses”\* (Primary 1 – 3)

This exemplar shows how:

- teachers help young learners see connections in their learning when they link the storybook to the textbook and other resource materials rather than treating them separate;
- shared reading and other enjoyable learning activities can enhance learner motivation and confidence;
- teachers provide meaningful contexts for developing not only learners’ reading skills, but also a range of other language and enabling skills, such as phonics and vocabulary building, which are important to successful language learning; and
- teachers help learners develop their generic skills, notably communication skills and creativity, as well as the fundamental intertwining ways of learning and using knowledge such as communicating, conceptualizing and inquiring.

### Learning and Teaching Process

#### Planning Stage

Teachers work as a team to:

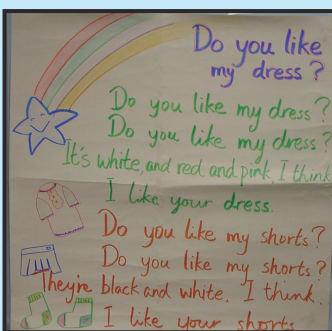
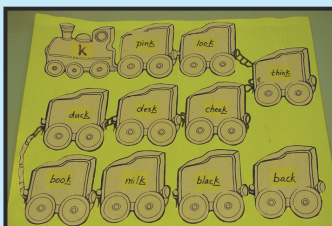
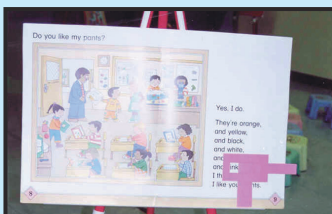
1. identify the theme/module to work on;
2. choose a storybook that is suitable for the learners (e.g. an interesting and relevant topic, appealing illustrations, appropriate degree of difficulty in language, repeated use of vocabulary items and sentence structures); and
3. identify the vocabulary items, letter sounds, communicative functions, and grammar items and structures to focus on.

Resources	Theme/Module	Vocabulary Items	Letter Sound	Communicative Functions, Grammar Items and Structures
Storybook: <ul style="list-style-type: none"> <li>• It’s pink, I think</li> </ul> Textbook	Using my five senses	Colour <ul style="list-style-type: none"> <li>• pink</li> <li>• red</li> <li>• yellow</li> <li>• green</li> </ul>	k in <ul style="list-style-type: none"> <li>• pink</li> <li>• think</li> <li>• black</li> <li>• sock</li> <li>• park</li> </ul>	<ul style="list-style-type: none"> <li>• Use the simple present tense to express likes and dislikes: <i>Do you like...?</i> <i>Yes, I do. /</i> <i>No, I don’t.</i></li> </ul>
Other resources: <ul style="list-style-type: none"> <li>• Picture dictionaries</li> <li>• Other storybooks</li> <li>• Advertisements</li> </ul>		Clothing <ul style="list-style-type: none"> <li>• dress</li> <li>• socks</li> <li>• jacket</li> </ul>		<ul style="list-style-type: none"> <li>• Ask simple questions to obtain information: <i>What colour is...?</i></li> </ul>

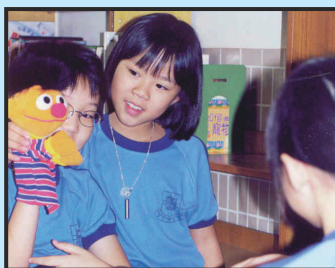
\* Some of the activities have been tried out in CUHKFAA Thomas Cheung School and TWGHs Kwan Kai Ming Primary School. We thank the schools for sharing their experience.

Learning and Teaching Stage

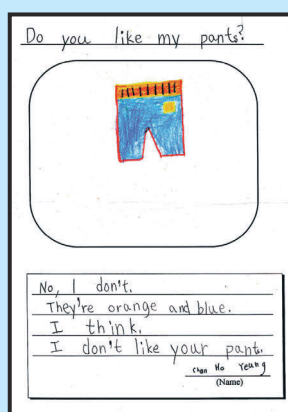
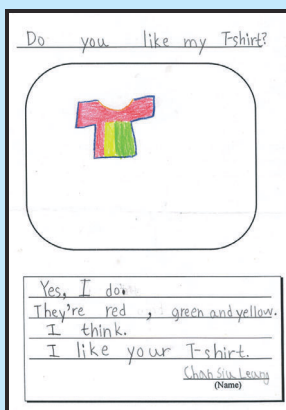
In the shared reading sessions, learners:	Impact on Learning
<ul style="list-style-type: none"> <li>listen to teacher’s reading of the story presented in a big book and in the process predict the meanings of new words and story content (e.g. using realia or the context and picture cues in the book)</li> </ul>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>→ develop an interest in learning English when they are engaged in enjoyable reading activities;</li> <li>→ internalize the rhythm and target language items through reading aloud and group reading; and</li> <li>→ develop their reading and vocabulary building skills through using the context and picture cues to guess the story content and meanings of new words.</li> </ul>
<ul style="list-style-type: none"> <li>read aloud part of the story together (e.g. all the questions “Do you like my ...?”) and then chime in at other parts of the story in groups (e.g. “Yes, I do.”/ “I like your socks.”)</li> </ul>	
<ul style="list-style-type: none"> <li>pay attention to, identify and frame the target letter sound (e.g. <b>k</b> in pink and think) and later make a word train/wall with words from the textbook and other resources</li> </ul>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>→ develop their awareness of the basic sound patterns and phonics skills; and</li> <li>→ build up their confidence and skills in attempting to read new words through the application of their phonics skills.</li> </ul>
<ul style="list-style-type: none"> <li>participate in activities with fun elements (e.g. singing the song “Do you like my dress?”) and show understanding of vocabulary items by playing a game on matching pictures and word cards of clothing items</li> </ul>	



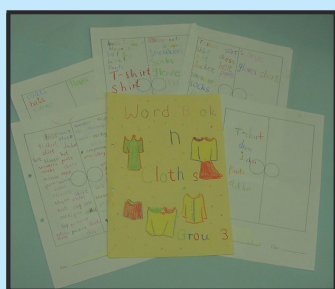
- express their personal experiences/imaginative ideas by creating their own stories, providing a new ending, or acting out the story



- conduct a survey through which they can express their likes and dislikes



- collect words on a theme related to the story (e.g. clothing, colour) from various sources (e.g. textbook, picture dictionaries, other storybooks, advertisements) and organize them in meaningful groups (e.g. vocabulary books/word trees)



*Learners*

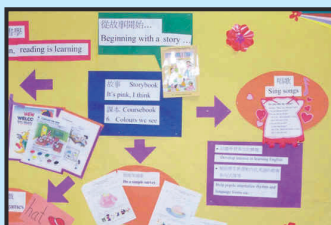
- practise and consolidate in meaningful contexts the vocabulary items, communicative functions, and grammar items and structures through re-writing a story and carrying out a survey instead of doing meaningless mechanical exercises such as filling in blanks with correct articles/prepositions/verbs in discrete sentences;
- develop their creativity through giving expression to their imaginative ideas; and
- develop their communication skills when they conduct the survey.

*Learners develop*

- their vocabulary building and study skills through actively collecting words to compile a vocabulary book/word tree or a diagram around a theme rather than memorizing a list of unrelated words out of context; and
- their information skills through organizing words in meaningful groups and referring to them as a resource for spelling and writing.



<p><b>In other English lessons, when teachers use the textbook/ other resource materials, they:</b></p>	<p><i>Impact on Learning</i></p>
<ul style="list-style-type: none"> <li>• draw learners’ attention to the target vocabulary items, letter sounds, communicative functions, and grammar items and structures</li> </ul>	<p><i>Learners see connections between their learning experiences and become more motivated in learning English.</i></p>
<ul style="list-style-type: none"> <li>• make reference to the shared reading experience (e.g. encouraging learners to add words they learn in the textbook/other resource materials to the vocabulary book/word train/word wall)</li> </ul>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>→ <i>carry out self-directed learning when collecting words from various texts that they come across (e.g. textbook, picture dictionaries and other storybooks); and</i></li> <li>→ <i>practise learning how to learn.</i></li> </ul>



## Promoting a “Reading to Learn” Culture through Linking Reading, Oral Presentation and Assessment\* (Secondary 1 – 3)

### Introduction

Reading helps develop thinking skills, enrich knowledge, enhance language proficiency and broaden life experience. This exemplar shows how these targets can be achieved through a series of “reading to learn” activities which connect reading with oral presentation and assessment. Not only do learners at junior secondary level engage in reading the books under the Extensive Reading Scheme, they also take part in an oral presentation on what they have read, and evaluate their fellow learners’ performance.

Specifically, this exemplar serves to illustrate how “reading to learn” activities can be used to:

- increase learners’ abilities in using the English language by integrating the four skills of listening, speaking, reading, and writing;
- develop learners’ critical thinking and problem-solving skills through understanding and constructing meaning from what they read and evaluating other learners’ performance;
- develop learners’ creativity in responding to imaginative/literary texts;
- promote independent learning through peer feedback;
- develop learners’ collaboration skills;
- cultivate an open attitude towards different opinions and ideas; and
- promote reading not just for the improvement of language proficiency but also for other important purposes, notably personal interest, and enrichment of knowledge and experience.

### Purpose of the School’s Extensive Reading Scheme

This exemplar presents some of the activities that have been designed to promote the Extensive Reading Scheme within a local school at junior secondary level. Through engaging in a wide range of activities such as quizzes, story-telling competitions, writing competitions, book exhibitions, writing book reports and oral book presentations, learners develop the skills and strategies for reading effectively and enrich their knowledge and experience. The ultimate goal of the scheme is to inculcate a reading culture within the school and help learners become independent readers.

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\* The English Department of Shung Tak Catholic English College designed and conducted these activities. We thank them for sharing their experience with fellow teachers.

**Learning and Teaching Process**

1. As part of the school’s Extensive Reading Scheme, learners of S1-S3 each read a story of his/her choice to be presented in class.



**Impact on Learning**

- *Learners develop an interest in reading, as they are provided with a meaningful purpose for reading and responding to the story they have read.*
- *Learners broaden their knowledge and experience through reading about and responding to the experiences of various characters in the story.*

2. Learners fill out a book review form on the story they have read, providing information about the plot and characters, and their views on the story. They can make use of the ideas on the form for their oral presentation, although they have to hand it in to the teacher prior to the presentation.

**Storybook Presentation**  
Book Review Form

Title of storybook:
Author:
Publisher:
Date finished reading the book:
Summary of the story:
Description of main characters:
Comments on the book:



- *Learners develop their creativity and critical thinking skills through:*
  - *understanding and constructing meaning from the story they read;*
  - *conceptualizing the plot, understanding the characters and forming their own views of the story; and*
  - *selecting, developing and organizing ideas for their oral presentation.*



3. With teacher's guidance, learners read and understand the assessment criteria in the evaluation form for the oral presentation.

**Evaluation Form**

Title of storybook: \_\_\_\_\_  
 Presenter: \_\_\_\_\_

	Excellent	Good	Average	Weak	Very weak
<b><u>Posture</u></b>					
Stands/Sits confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body language/Facial expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Presentation</u></b>					
Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of pauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loudness of voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Content and Language</u></b>					
Level of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/Insights on the book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name(s) of assessor(s): \_\_\_\_\_  
 Signature(s): \_\_\_\_\_  
 Class: \_\_\_\_\_

- *Learners develop their critical thinking skills through understanding and constructing meaning from the assessment criteria they read in the evaluation form.*
- *Learners enhance their knowledge and skills in self-monitoring and evaluation through reflecting on and applying the assessment criteria.*

4. Learners take turns to present their story to the class, making use of the basic information they have previously provided on the book review form and finding an effective way to present the story to the audience.

- *Learners develop their communication skills and creativity through expressing their ideas, views and feelings about the story with an audience in mind.*

5. In groups, learners evaluate the presentations with the evaluation forms.



- Learners develop their skills of critical thinking, problem-solving and collaboration in evaluating the presentations.
- Learners learn to take charge of their own learning as they practise peer feedback.



6. Learners from assessor groups give oral feedback about the presentations they have observed.



- Learners develop their speaking skills by responding to and evaluating the presentations orally.
- Learners show respect for different opinions and ideas in discussing each other's performance.
- Learners appreciate each other's use of the language.



7. Learners record their participation and performance in the oral presentations in the logbook they keep for recording their English activities.



- Learners develop an ability to manage, reflect on and review their own learning.



**My Performance In English Class**

Kind of Activity	Words of Praise from Teacher	Signature

Points awarded

For Logbook coordinator's use only

Teacher's signature \_\_\_\_\_ Parent's signature \_\_\_\_\_

## Promoting the Use of Information Technology for Interactive English Language Learning: “Mother’s Day”\* (Secondary 1)

In this exemplar, IT tools and resources such as search engine, web sites with language learning resources, word processing and other software are used to enhance interest and provide meaningful contexts for learning and using English. These tools and resources also provide opportunities for students to give expression to their own feelings and experiences and to use the language creatively.

This exemplar illustrates how information technology can be used to:

- motivate learners to learn;
- increase learners’ exposure to authentic social English;
- enable learners to communicate with each other in writing electronically outside the formal curriculum;
- provide meaningful contexts for learners to write creatively; and
- increase cultural awareness.

### Learning and Teaching Process

As Mother’s Day is coming soon, learners are encouraged to find out more about the festival and to do something special for their mother.

1. Learners read a story entitled “The Story of Mother’s Day” on the Internet (<http://www.holidays.net/mother/story.htm>) and complete a worksheet.

### Impact on Learning

- *Learners are actively involved in finding out and interpreting information on a topic of interest on the Internet.*
- *Learners’ intercultural awareness is increased.*

\* The activities presented in this exemplar have been tried out in Kowloon True Light Middle School. We thank the school for sharing their experience.

2. Learners browse some web sites with examples of Mother's Day poems. With guidance from the teacher, they formulate concepts about the characteristics of these poems. They then write their own poems about Mother's Day and design or look for e-cards from the Internet to go with the poems.



### *Learners*

- *use appropriate IT tools and multi-media resources to facilitate learning;*
- *practise using appropriate IT tools to communicate and maintain relationships with people outside the school setting;*
- *respond to imaginative texts and give expression to their feelings and experiences through writing creatively; and*
- *are on the way to producing quality home/class work by putting together different ideas and making use of different types of resources and materials, both visual and textual.*

3. Learners imagine that they have a sister who is studying in the USA. They write an e-mail message to her, telling her what they plan to buy for their mother, what they plan to do with their mother on Mother's Day and why.



*Learners*

- *practise using appropriate IT tools to communicate and maintain relationships with people outside the school setting; and*
- *develop the abilities to solve problems and describe the solutions.*

4. Learners read and share the draft e-mail messages and give peer feedback before submitting the final version to the teacher via e-mail.



*Learners*

- *develop their capabilities to clarify, revise and improve their writing through peer feedback and personal reflection, and to communicate with others via e-mail.*



**Promoting Life-wide Learning through Interacting with  
Non-Chinese-speaking Local Learners:  
“It’s a Small World”\* (Primary 4 – 6)**

Life-wide learning offers learning opportunities conducive to whole-person development. As it is done in real contexts, it is meaningful to learners. It is effective in language learning because it provides experiential learning that cannot be provided in classroom learning.

This project illustrates how the teachers of a school with Chinese-speaking learners initiate a visit to a school with non-Chinese-speaking learners. Teachers from the two schools work collaboratively to:

- help young learners extend their language learning experiences and generic skills beyond the classroom and experience the use of English in natural, authentic and realistic settings;
- develop in young learners an awareness of the use of English as an international language for communication;
- promote intercultural awareness in young learners; and
- seek and create opportunities to develop in young learners the following generic skills, values and attitudes:

*Generic Skills*

- Communication Skills
- Collaboration Skills
- Critical Thinking Skills
- Creativity

*Personal and Social Values and Attitudes*


- Openness
- Keeness
- Love
- Equality
- Open-mindedness
- Respect for others
- Respect for self
- Respect for different ways of life
- Appreciation

This exemplar further illustrates how teachers:

<p>from the school with Chinese-speaking learners (i.e. School A)</p> <ul style="list-style-type: none"> <li>• design interesting activities in which young learners learn, practise and use English meaningfully before, during and after the school visit; and</li> <li>• identify appropriate vocabulary items, grammar items and communicative functions to focus on, and provide meaningful contexts for young learners to learn the use of the target language items.</li> </ul>	<p>from the school with non-Chinese-speaking learners (i.e. School B)</p> <ul style="list-style-type: none"> <li>• provide support to the visit by preparing and encouraging the learners to receive the visiting learners and participate actively in the activities; and</li> <li>• ask learners to express personal feelings and experience through writing.</li> </ul>
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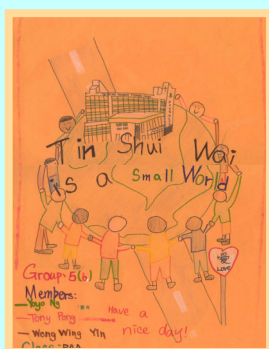
\* The activities have been carried out by Tin Shui Wai Methodist Primary School (School A) with support from Po Leung Kuk Camões Tan Siu Lin Primary School (School B). We thank the schools for sharing their experience.

Learning and Teaching Stage

Before the visit,		Impact on Learning																												
<p><b>School A's learners</b></p> <ul style="list-style-type: none"> <li>revise, practise and consolidate the formulaic expressions needed in making acquaintance with non-Chinese-speaking local learners (e.g. Hello. I'm Peter.)</li> <li>listen to, practise and role play a dialogue between two children meeting each other for the first time</li> </ul>	<p><b>School B's learners</b></p> <ul style="list-style-type: none"> <li>are briefed on the background of School A's learners</li> <li>are prepared to introduce themselves to School A's learners</li> <li>understand that they may respond freely and naturally when communicating with School A's learners</li> </ul>	<p>Learners from the 2 schools develop</p> <ul style="list-style-type: none"> <li>→ an awareness of the need to use English as an international language for communication; and</li> <li>→ intercultural awareness.</li> </ul>																												
<div data-bbox="204 815 603 1115" style="border: 1px solid black; padding: 5px;"> <p> Listen to the dialogue between George and Lipika. Circle the correct words in the brackets.</p> <p>e.g.</p> <p>George : Hello. (What/How) are you?                      Lipika : Hello. I'm fine, thank you.                      George : I'm George. May I ask you some questions about your pastimes?                      Lipika : Yes, sure.                      George : First, (what/what's) your name?                      Lipika : My name's Lipika.                      George : How do you (spell/say) 'Lipika'?                      Lipika : L-I-P-I-K-A .                      George : Thank you.</p> </div>		<p>School A's learners develop their</p> <ul style="list-style-type: none"> <li>→ interpersonal skills and command of English through role play; and</li> <li>→ confidence and capabilities in using English to communicate with non-Chinese-speaking local learners.</li> </ul>																												
<ul style="list-style-type: none"> <li>in a simulation, practise the use of appropriate “wh-” and “how” questions to obtain specific information from non-Chinese-speaking local learners</li> </ul>		<p>School A's learners develop confidence and competence in using appropriate questions to solicit specific information.</p>																												
<div data-bbox="204 1509 443 1778" style="border: 1px solid black; padding: 5px;"> <p>You will work in groups of five and talk to a non-Chinese speaking pupil next Tuesday. Write down the questions you want to ask him/her.</p> <p>1. Ask him/her 4 questions about his/her name, age, brothers and sisters and pastimes.</p> <p>2. Then discuss and ask him 4 more questions.</p> <table border="1" data-bbox="213 1608 418 1706"> <thead> <tr> <th>About</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td>1. Name</td> <td>What is _____ ?</td> </tr> <tr> <td>2. Age</td> <td>How old are you ?</td> </tr> <tr> <td>3. Brothers/ Sisters</td> <td>How many _____ ?</td> </tr> <tr> <td>4. Pastimes</td> <td>Do you always _____ ?</td> </tr> </tbody> </table> </div> <div data-bbox="443 1424 657 1688" style="border: 1px solid black; padding: 5px;"> <p>4) You will work in groups of five and talk to a non-Chinese speaking pupil next Tuesday. Write down the questions you want to ask him/her.</p> <p>1. Ask him/her 4 questions about his/her name, age, brothers and sisters and pastimes.</p> <p>2. Then discuss and ask him 4 more questions.</p> <table border="1" data-bbox="453 1473 647 1639"> <thead> <tr> <th>About</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td>1. Name</td> <td>What is _____ ?</td> </tr> <tr> <td>2. Age</td> <td>How old are you ?</td> </tr> <tr> <td>3. Brothers/ Sisters</td> <td>How many _____ and _____ do you have ?</td> </tr> <tr> <td>4. Pastimes</td> <td>Do you always _____ TV ?</td> </tr> <tr> <td>5. Hobby</td> <td>What do you like doing ?</td> </tr> <tr> <td>6. Sport</td> <td>What do you like to play ?</td> </tr> <tr> <td>7. Pastimes</td> <td>Do you always play in the park ?</td> </tr> <tr> <td>8. Pastimes</td> <td>Do you always play computer ?</td> </tr> </tbody> </table> <p>How much do you like this activity? (1-5)</p> </div>		About	Questions	1. Name	What is _____ ?	2. Age	How old are you ?	3. Brothers/ Sisters	How many _____ ?	4. Pastimes	Do you always _____ ?	About	Questions	1. Name	What is _____ ?	2. Age	How old are you ?	3. Brothers/ Sisters	How many _____ and _____ do you have ?	4. Pastimes	Do you always _____ TV ?	5. Hobby	What do you like doing ?	6. Sport	What do you like to play ?	7. Pastimes	Do you always play in the park ?	8. Pastimes	Do you always play computer ?	
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- work on a group project to introduce Tin Shui Wai to non-Chinese-speaking local learners (e.g. collect pictures of Tin Shui Wai and write appropriate captions to describe them)
- discuss and practise how to present the project to non-Chinese-speaking local learners



*School A's learners*

- are engaged in independent learning in authentic situations;
- develop keenness, open-mindedness, and skills in collaboration and critical thinking by working on and presenting a group project; and
- develop their artistic creativity through designing the layout of their project book.

- prepare the instructions for making paper firecrackers to introduce Chinese culture to non-Chinese-speaking local learners
- learn, revise and practise the necessary vocabulary items, grammar items and communicative functions to give instructions on how to make a paper firecracker

A. Number the pictures from 1-7 to show the steps of making firecrackers.

B. Use the words in the boxes to complete the steps of making firecrackers

Then First Finally After that Next

the yarn staple Repeat firecracker pairs of


Steps:

1. \_\_\_\_\_ roll a red packet.
2. \_\_\_\_\_ staple the 2 ends together. This is a \_\_\_\_\_.
3. \_\_\_\_\_ Steps 1 and 2 to make another firecracker.
4. \_\_\_\_\_ put a piece of \_\_\_\_\_ through the red packets.
5. \_\_\_\_\_ the yarn to the red packets.
6. Repeat Steps 1-5 to make 10-12 firecrackers.
7. \_\_\_\_\_ the pairs of red packets together with a long yarn.

*School A's learners develop*

- an initial interest in introducing Chinese culture to some non-Chinese-speaking local learners; and
- an understanding of the need to use the target language items in authentic situations.



During the visit,		Impact on Learning
<p><b>School A's learners</b></p> <ul style="list-style-type: none"> <li>• watch an Indian dance</li> </ul> <p>in groups</p> <ul style="list-style-type: none"> <li>• introduce themselves to the learners from School B</li> <li>• initiate the conversation by asking the learners from School B some questions about their daily lives</li> </ul>	<p><b>School B's learners</b></p> <ul style="list-style-type: none"> <li>• perform an Indian dance to welcome School A's learners</li> </ul> <p>in groups</p> <ul style="list-style-type: none"> <li>• introduce themselves to the learners from School A</li> <li>• respond to their new friends, sustain the conversation, and provide encouragement and support by answering questions about their daily lives</li> </ul>	<p><i>Learners from the 2 schools</i></p> <ul style="list-style-type: none"> <li>→ <i>develop intercultural awareness;</i></li> <li>→ <i>develop confidence and keenness in using English to communicate with others;</i></li> <li>→ <i>experience the use of English for communication in authentic situations;</i></li> <li>→ <i>develop an awareness of using English as an international language for communication;</i></li> <li>→ <i>develop respect for others and different ways of life; and</i></li> <li>→ <i>heighten intercultural awareness.</i></li> </ul>
		

<ul style="list-style-type: none"> <li>present their project and introduce Tin Shui Wai to their new friends in the same group</li> </ul>	<ul style="list-style-type: none"> <li>listen to their new friends, provide encouragement and support, and show interest in the presentation by listening patiently and asking further questions about Tin Shui Wai</li> </ul>	<p><i>Learners from the 2 schools</i></p> <ul style="list-style-type: none"> <li>→ <i>develop collaboration and communication skills in the project presentation and firecracker production;</i></li> <li>→ <i>develop interest and keenness in participating in meaningful activities with the use of English in authentic situations;</i></li> <li>→ <i>experience the use of English for communication in authentic situations;</i></li> <li>→ <i>develop respect for other cultures, different ways of life; and</i></li> <li>→ <i>reinforce their respect for self and develop an appreciative attitude.</i></li> </ul>
<ul style="list-style-type: none"> <li>give instructions to teach the learners from School B how to make paper firecrackers</li> </ul>	<ul style="list-style-type: none"> <li>show interest in the activity and provide encouragement by following the instructions and asking questions to seek clarification</li> </ul>	

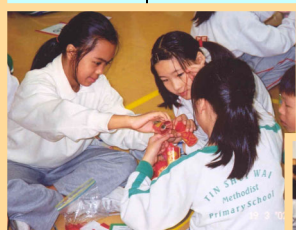


Let us show you how to make the firecrackers.

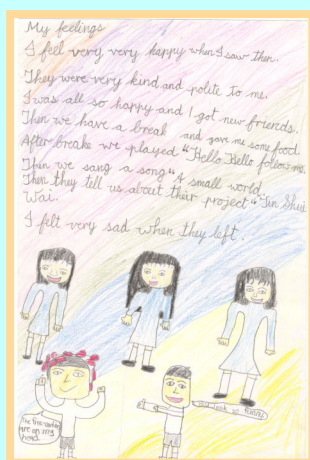
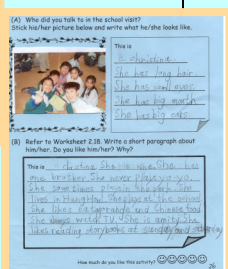
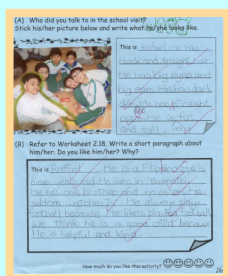
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1. First roll a red packet.
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5. Then staple the yarn to the red packets.
6. Repeat Steps 1-5 to make 10-12 pairs of firecrackers.
7. Finally tie the pairs of red packets together with a long yarn.

Let's make the firecrackers together!



After the visit,		Impact on Learning
<p><b>School A's learners</b></p> <ul style="list-style-type: none"> <li>introduce the new friends they made during the school visit to the whole class</li> </ul>	<p><b>School B's learners</b></p> <ul style="list-style-type: none"> <li>write about their experience and feelings</li> </ul>	<p>Learners from the 2 schools are</p> <ul style="list-style-type: none"> <li>→ motivated and develop keenness to participate in activities which engage them in the purposeful use of English; and</li> <li>→ on the way to develop the values of love, equality and appreciation.</li> </ul> <p>School A's learners</p> <ul style="list-style-type: none"> <li>→ develop their collaboration and communication skills through organizing and presenting the information collected; and</li> <li>→ use the target language items orally and in writing for purposeful communication.</li> </ul> <p>School B's learners use English to express personal feelings and experience.</p>
<ul style="list-style-type: none"> <li>write about their new friends as homework</li> </ul>		



## Making Use of Community Resources and Making Connections between Formal and Informal Curricula\* (Secondary 2)

### Introduction

Cross-curricular learning tasks enable learners to explore knowledge and gain experience in a comprehensive and coherent manner. Learners feel motivated when they are able to make connections among ideas and when they learn through real-life experiences.

The two cross-curricular tasks in this exemplar illustrate how community resources were used to provide learners with life-wide learning experiences. Learners were exposed to authentic use of English when they visited the Hong Kong Space Museum and the Hong Kong Museum of History. They were also able to see the relevance of what they had learnt in school and had opportunities to learn and use English in natural and realistic settings.

### The tasks exemplify:

- the use of innovative and authentic learning/teaching resources;
- cross-curricular organization of learning experiences in the KLAs of English Language Education and Personal, Social and Humanities Education;
- life-wide learning;
- flexible time-tabling; and
- the development of learners' language proficiency and a broad range of generic skills, values and attitudes through meaningful learning activities.

### Learning Targets/Objectives

The tasks seek to

- develop learners' capabilities to use English to:
  - converse and exchange points of view about feelings and experiences (Interpersonal Strand/Dimension);
  - find out, interpret, organize and present information (Knowledge Strand/Dimension); and
  - respond to characters, events and issues in imaginative and other types of texts through oral and written means such as participating in discussion, completing worksheets or doing personal reflection (Experience Strand/Dimension).
- develop in learners the following generic skills, values and attitudes:

#### *Generic Skills*

- Collaboration Skills
- Communication Skills
- Creativity
- Critical Thinking Skills
- Self-management Skills
- Study Skills

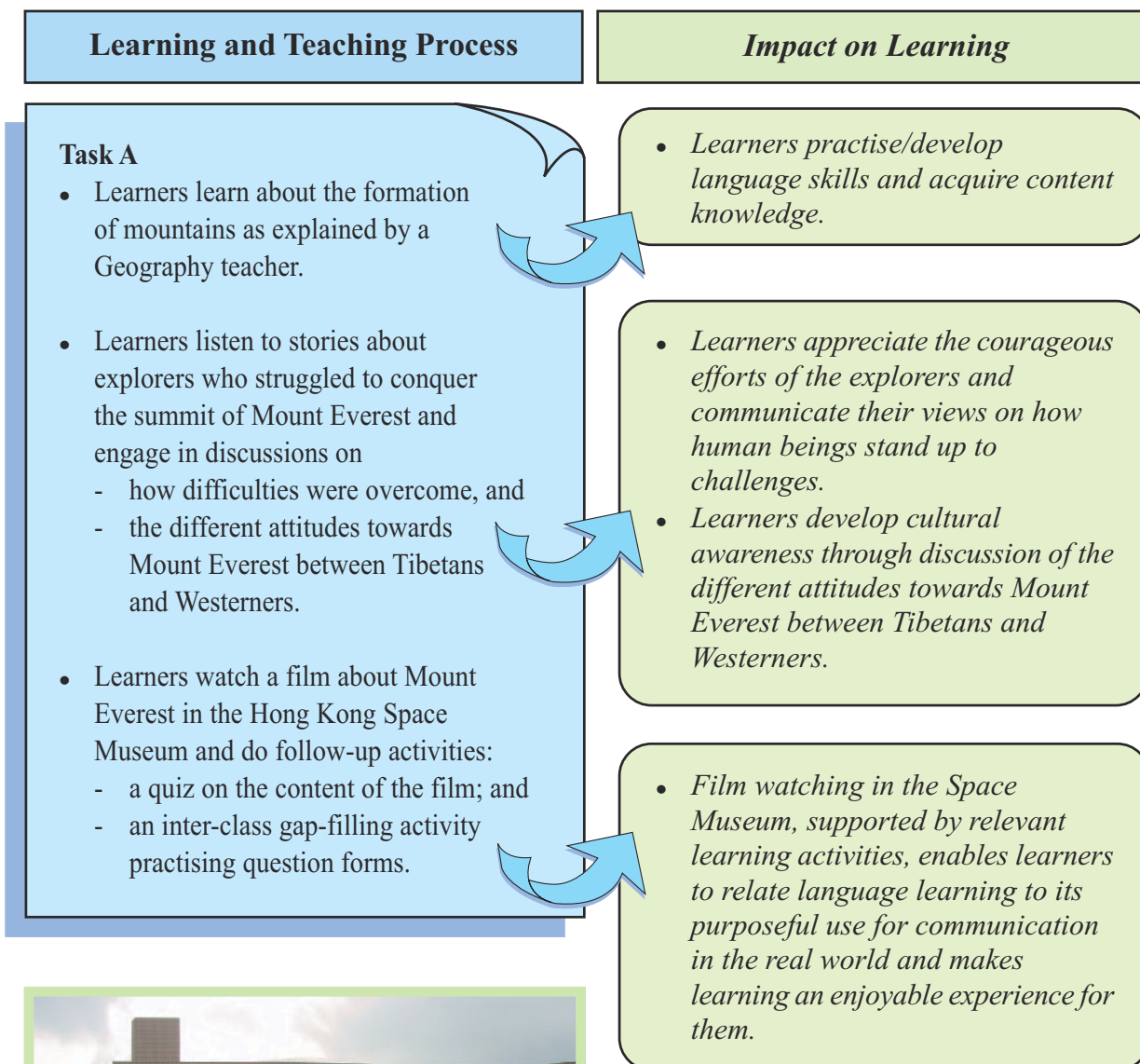
#### *Personal and Social Values and Attitudes*

- Independence
- Co-operativeness
- Open-mindedness
- Cultural Awareness
- Respect for Different Ways of Life, Beliefs and Opinions
- Human Dignity

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\* Ms Rebecca ALDERTON and Ms CHEW Lai-chun, teachers of Cheung Sha Wan Catholic Secondary School, designed and conducted these tasks. We thank them for sharing their experience with fellow teachers.

- develop in learners the following specific language development strategies and attitudes:
  - creative thinking through reading/viewing a broad range of imaginative texts, such as stories and films, and demonstrating sensitivity in their appreciation of these texts;
  - active participation and collaboration with others in accomplishing tasks; and
  - respect for different cultures.



**EXPEDITION TO EVEREST**

The first person to reach the summit of Mount Everest was Sir Edmund Hillary from (1) \_\_\_\_\_ in 1953. He climbed Everest with a local Sherpa guide whose name was (2) \_\_\_\_\_. People had been trying to reach the summit since Everest was first discovered to be the highest peak in the world in 1855. Everest is (3) \_\_\_\_\_ feet (8,840 metres) above sea level. The mountain was named after Sir (4) \_\_\_\_\_, who had been the Surveyor General of the country of (5) \_\_\_\_\_. The name Mount Everest was accepted by the (6) \_\_\_\_\_ Society of Britain in 1856.

Since Everest was first climbed many people have followed ...



- Learners listen to and sing the song “Climb Every Mountain”.
- Learners are encouraged to find out more information about the conquest of Mount Everest, write stories about it and share their work with their peers.

*• Learners practise listening for meaning, appreciate the lyrics and melody of the song, and express their feelings through singing.*

*• Self-directed learning takes place when learners search for information on a voluntary basis. They develop creativity in story writing and communicate purposefully when they share their work with others.*

**Task B**

- Learners discuss and make a list of important events and figures in the history of modern China.
- Learners visit the exhibition “A Hundred Years of Self-strengthening” at the Hong Kong Museum of History to find out more about the history of modern China.

*• Learners apply their knowledge, exercise critical thinking, practise expressing their own views and learn to respect those of others.*

*• Learners’ motivation is raised when they can move beyond the confines of the classroom, make use of community resources and learn through real-life experiences. They also see the relevance and connections between English and what they learn in History.*



- Learners make use of information collected at the exhibition and complete worksheets which ask for facts as well as personal views about the history of modern China (e.g. “What makes you proud of China? What are your hopes for China?”).

- *Through seeing the exhibits, gathering information and reflecting on issues related to modern China, learners gain a deeper understanding of the history of China and are more aware of their national identity.*

**“A Hundred Years of Self-strengthening”**

*Students’ Response*

**What makes you proud of China?**

- ❖ The idea of one country, two systems
- ❖ Although there were a lot of wars, China has finally become a big, good and strong country
- ❖ ...

**What are your hopes for China?**

- ❖ More freedom and democracy
- ❖ More influential in the world
- ❖ Give people more rights
- ❖ Better and more open
- ❖ ...

**What do you think China will be in 10 years, 50 years and 100 years?**

- ❖ More prosperous than other countries
- ❖ Unified with Taiwan in 50 years
- ❖ More open
- ❖ One of the best countries
- ❖ ...

- Learners check each other’s work by referring to leaflets collected from the exhibition.
- Learners collaborate in completing an inter-class gap-filling activity. The teacher then provides evaluation and feedback.

- *Learning is promoted through collaboration, peer and teacher feedback and support.*

## Promoting Critical Thinking and Creativity through Drama in Primary Schools\* (Primary 4 – 6)

### Introduction

Drama offers a wide range of contexts and roles which allow learners to actively engage in purposeful communication. Learners have wonderful imagination. When they assume the roles of the characters in a play, they tend to forget themselves and lose their shyness in speaking a foreign language.

This exemplar illustrates how teachers make use of a play Bossy Chris to achieve the goal of pleasurable and effective language learning. In addition, follow-up activities are conducted to:

- develop learners’ creativity and critical thinking skills;
- reinforce the learning of grammar items and communicative functions; and
- foster positive values and attitudes towards learning.

Learning and Teaching Process	Impact on Learning
<p><b>Becoming familiar with the play</b></p> <ul style="list-style-type: none"> <li>• Learners read the play <u>Bossy Chris</u>. In the process, they are guided to use ‘<b>who</b>’, ‘<b>where</b>’ and ‘<b>what</b>’ questions to identify the major elements of a play.</li> </ul> <div style="border: 1px solid black; background-color: #d9ead3; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Synopsis of <u>Bossy Chris</u></b></p> <p>Chris is always bossing other pupils around. They find this very annoying and do not play with him. Tim, Mary and Sally are pupils in his class who get really annoyed with him. In the end, Chris learns that it does not pay to be bossy.</p> </div>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>→ <i>develop a better understanding of the main features of a play; and</i></li> <li>→ <i>sharpen their awareness of the use of language in the play.</i></li> </ul>

\* The activities have been tried out in SKH Lee Shiu Keung Primary School (PM). We thank the school for sharing their experience.



### Preparing for a drama performance

- Learners play some theatre games to warm up, release their energy and focus their energy.



‘Action/Freeze’

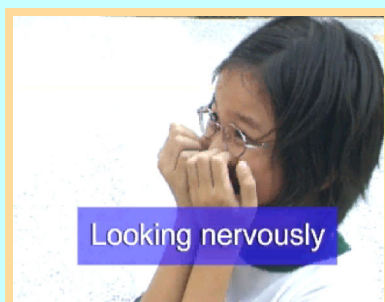


Warm-up Exercise

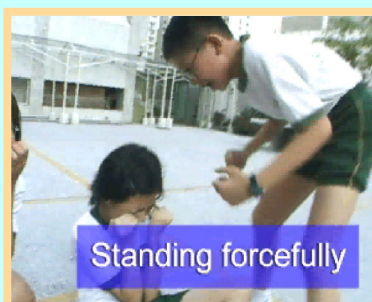


‘Forming an Object’

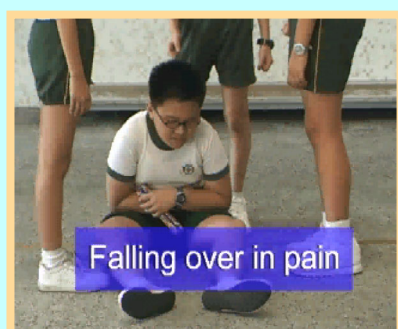
- Learners act out the key movements in the play (i.e. the most significant movements which convey the meaning and mood of the play and/or reveal the nature of the characters).



Looking nervously



Standing forcefully



Falling over in pain

### Theatre games

- arouse learners’ interest;
- open up learners’ imagination; and
- help learners concentrate.

Learners feel no pressure in having to act out the play after they have gone through the key movements in a fun way.

- Learners practise some key dialogues which convey the meaning of the play and reveal the nature of the characters.

*Dialogues which reveal the nature of the characters*

**Chris:** Yeah, just as I thought. You are so weak.  
**Mary:** Leave him alone, Chris. You always boss him around and make him nervous. You should stop bossing all of us around.

- Learners participate in some voice games to help them enunciate and project their voices.



'Hit My Hand'



'One, Papa', 'Two, Papa', ...

*Learners*

- *become increasingly relaxed and confident in speaking English;*
- *improve their pronunciation and learn to use stress, intonation, tone of voice and pace to convey intended meanings and feelings;*
- *develop sensitivity towards language use; and*
- *learn to speak English clearly, loudly and with confidence.*

**Performing the play**

- Learners, in groups, choose to act out their favourite scene.



*Learners*

- *make choices and decisions in their learning; and*
- *practise using English fluently and with enjoyment.*

**Doing activity sheets**

- Open-ended questions are included for learners to compare and connect ideas, and make predictions, inferences and evaluative comments about the characters and events in the play.
- Learners share their views and ideas.
- Learners give expression to their personal experiences.



1. Why didn't Tim, Sally and Mary help Chris right away?  
 Because Tim, Sally and Mary wanted Chris to promise to be happy from now on.

2. What did Chris promise to the others? Do you think the three children should ask Chris to make a promise when he was sick? Why?  
 Chris promised not to be angry from now on. Yes, I think the three children are right because this is help Chris.



1. Think about the group project work you do at school. Why is it important for everyone in the group to help each other?  
 e.g. We can get more ideas.  
 a. We can share our work.  
 b. We can finish our work quickly.  
 c. We can discuss together.

2. Sometimes group members are not helpful. What do they do?  
 e.g. They fight with others.  
 a. They don't do their work.  
 b. They are always playing.  
 c. They are laughing.

- Contextualised activities are included to help learners learn and apply the target language items.

*Practise using modals to express prohibitions and obligations*

1. You have to do a group project with five classmates. You want to do a GREAT project. Think about how you can make your group work well. List your ideas below:

We should ...  
 e.g. We should listen to the others.  
 a. We should help each other.  
 b. We should be friendly.  
 c. We should be honest.  
 d. We should be hard-working.  
 e. We should trust our partners.

We should not ...  
 e.g. We should not be bossy.  
 a. We should not be angry.  
 b. We should not play around.  
 c. We should not be selfish.  
 d. We should not fight with the others.  
 e. We should not be lazy.

*Practise using adjectives to describe people*

c. Write down why Chris should not do these things. The word in the box may help you.

get sick	selfish	bossy	greedy
naughty	not polite	not fair	

What shouldn't Chris do?	Why?
e.g. He should not make his friends do his work.	it is not fair to others.
He should not eat too much chocolate.	he will get sick easily.
He should not boss Tim around.	because it is not polite to others.
He should not be greedy.	it is selfish.

*Learners*

- develop their creativity and critical thinking skills;
- develop positive values and attitudes, such as tolerance and open-mindedness, by sharing different points of view; and
- enjoy participating in meaningful English learning activities which are related to their needs and daily life experiences.

*The learning of grammar items and communicative functions is reinforced in meaningful contexts.*

## Using Imaginative and Literary Texts to Develop Creativity, Critical Thinking and Cultural Awareness: “Where Go the Boats?” (Secondary 1 – 3)

In this exemplar, instead of giving a detailed explanation and interpretation of a reading text from the teacher’s perspectives and asking the learners to do highly controlled writing exercises, the teacher makes use of a poem to:

- encourage learners’ free expression of feelings, ideas and creativity;
- develop their critical thinking and cultural awareness;
- provide opportunities for learners to appreciate the beauty of the English language; and
- foster learner independence

through the following learning activities:

- collecting pictures and information about rivers;
- reading the poem and discussing in groups their responses to the poem;
- comparing rivers and activities near them and justifying their preferences regarding rivers; and
- writing poems based on a model and writing free poems.

### Learning and Teaching Process

- In groups, learners collect pictures and information about rivers in different parts of the world to find out the features of rivers and the activities near them.



- Learners discuss the following questions, which reinforce their understanding of rivers and the life and activities of the people living nearby.

1. Do you remember the colours of the rivers in the pictures?
2. Do the rivers move quickly or slowly?
3. What will happen if you put paper boats into these rivers?
4. What activities can you see in the rivers or near them?
5. How important are the rivers to the people living nearby?

### Impact on Learning

#### Learners

- *engage in self-access learning, make choices about what they want to find out and take charge of their own learning;*
- *inquire and communicate; and*
- *extend their knowledge of other cultures and develop critical thinking.*



- Learners read the poem, “Where Go the Boats?” by Robert Louis Stevenson (1850-1894).

### Where Go the Boats?

Dark brown is the river,  
Golden is the sand.  
It flows along for ever,  
With trees on either hand. 4

Green leaves a-floating,  
Castles of the foam,  
Boats of mine a-boating –  
Where will all come home? 8

On goes the river  
And out pass the mill,  
Away down the valley,  
Away down the hill. 12

Away down the river,  
A hundred miles or more,  
Other little children  
Shall bring my boats ashore. 16

### Learners

- *inquire and communicate;*
- *draw upon their knowledge and skills to respond and express their ideas/feelings in art and in language;*
- *communicate their responses and ideas;*
- *show appreciation of others' work; and*
- *develop critical thinking and creativity.*

- In groups or individually, learners draw pictures of the river based on their interpretation of the poem and discuss their drawings.



- Learners compare the river described in the poem with one of the rivers they have discussed earlier and present the differences and similarities of the rivers to the class.

**Similarities/Differences**

- Flow of the river
- Activities
- Importance to the life of the people

*Learners*

- *develop reasoning and critical thinking through making comparisons; and*
- *extend their cultural awareness.*



- Learners write four lines creatively on one of the rivers they came across earlier, based on the model of the first stanza, and present their poems with pictures. Their peers respond by giving reasons for their appreciation and preferences.

- Extended tasks, e.g.
  - Learners write poems creatively on anything of their choice and display their poems on the class bulletin board for their peers to provide comments; or
  - They find more poems or other texts about rivers or boats and share them among themselves.

*Learners*

- *develop creativity, critical thinking and problem-solving skills, and cultural awareness;*
- *respond to others' work by providing feedback; and*
- *engage in more independent learning.*

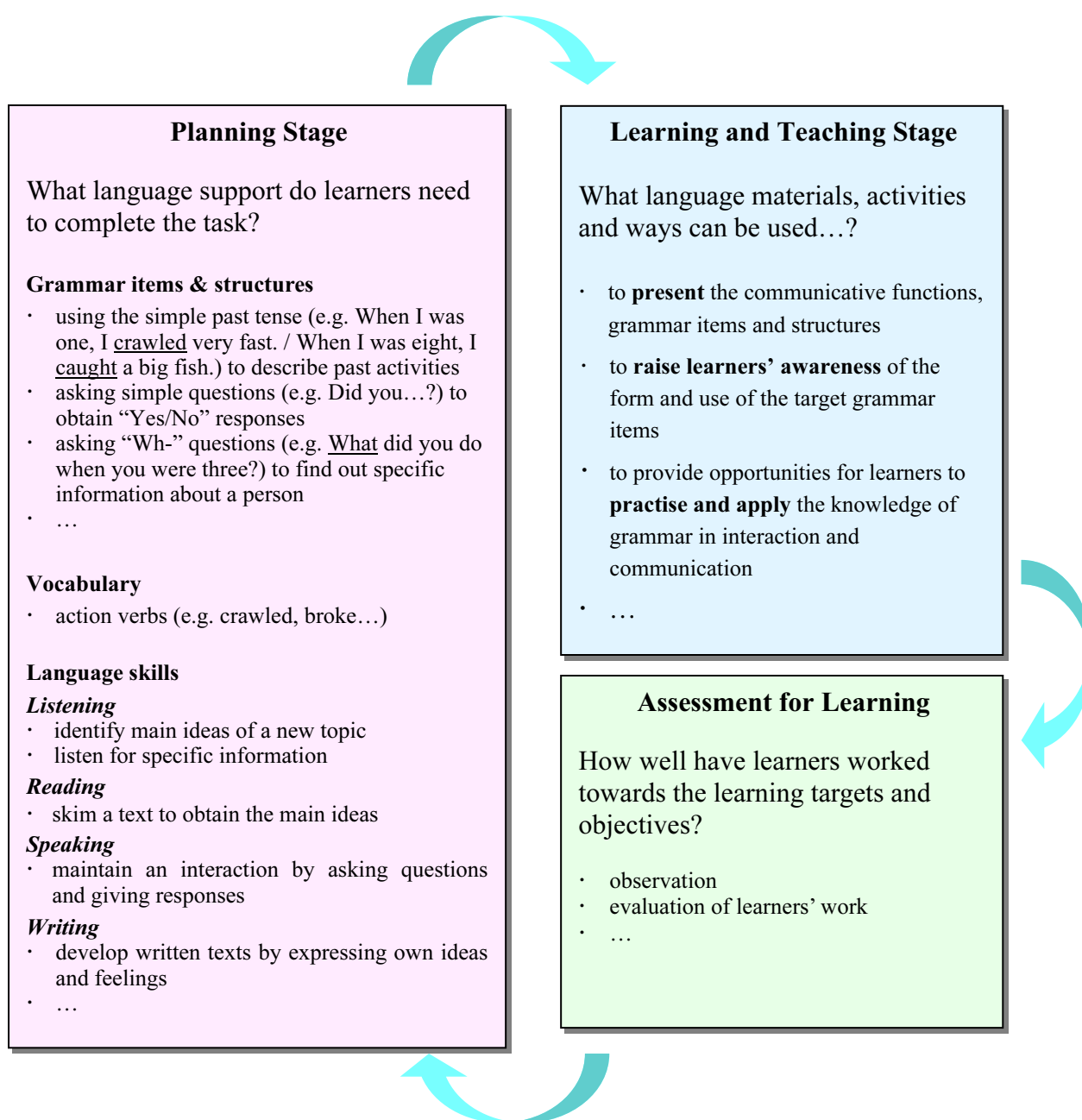


## Promoting Grammar Learning through a Range of Language Materials and Activities: “Growing Up” (Primary 4 – 6)

In this exemplar, teachers use purposeful and contextualized tasks (focusing on meaning and language use) instead of mechanical and meaningless exercises (focusing on form only) to help learners master the grammar items and structures.

### Use the task “Growing up” as a starting point:

- to develop learners’ capabilities to use English to provide or find out and present information about their personal experiences



**Learning and Teaching Process**

**Impact on Learning**

**Learners**

- brainstorm and discuss activities they did when they were small with the help of the teacher; and
- listen to a rhyme about what a person did at different ages.

**When Tim was small**

When Tim was one,  
He could not run.


When he was two,  
He learned to put on his shoes.

When he was three,  
He swam in the sea.

•  
•  
•

When he was eight,  
He ate off a plate.





When he was nine,  
Everything was fine.




- *Learners' personal experiences are activated.*
- *Learners' awareness of the use of the target grammar items (i.e. using the simple past tense to describe past activities in a meaningful context) is raised.*
- *Learners' interest is aroused.*

Learners match the given pictures with the appropriate descriptions in the rhyme.

Match the sentences with the pictures.

When Tim was one, He could not run.	•	•	
When he was two, He learned to put on his shoes.	•	•	
When he was three, He swam in the sea.	•	•	
When he was four, He liked sitting on the floor.	•	•	




- *Learners' interest is sustained through a matching game.*
- *Learners interpret given information about past activities of a person and show their understanding.*





- Learners listen to the rhyme again for specific information and fill in the past forms of the verbs.

Listen to the rhyme again and complete the following sentences.


When Tim was small


When Tim was one,  
He could not run. 

When he was two,  
He \_\_\_\_\_ to put on his shoes. 

When he was three,  
He \_\_\_\_\_ in the sea. 

•  
•  
•

When he was eight,  
He \_\_\_\_\_ off a plate. 

When he was nine,  
Everything was fine. 









*Learners*

- *develop the skills to locate relevant information and ideas;*
- *notice and practise the use of action verbs in their past forms; and*
- *develop their thinking skills by comparing and connecting ideas to find similarities and differences.*

- Learners relate the rhyme to their personal experiences by asking questions (e.g. Did you...?).

- Learners practise the use of more action verbs in their past forms by completing an exercise.

John is showing his friends some photos. He tells them what he did when he was small. Complete the following sentences.

<p>e.g.</p>  <p>1 year old</p>	<p>When I was one, I <u>crawled</u> very fast.</p>
<p>1.</p>  <p>3 years old</p>	<p>When I was, _____ I _____ every day.</p>
<p>2.</p>  <p>4 years old</p>	<p>When _____ I _____ very fast.</p>
<p>3.</p>  <p>5 years old</p>	<p>When _____ I often _____ a bicycle.</p>
<p>4.</p>  <p>6 years old</p>	<p>_____  I _____ my mother's vase.</p>
<p>5.</p>  <p>8 years old</p>	<p>_____  I _____ a big fish.</p>



- *Learners' knowledge of the use of the action verbs in their past forms is reinforced.*
- *Learners learn and practise more vocabulary items.*
- *Learners develop their thinking skills and generate new ideas and meanings by using an idea or a description as a springboard for new ideas or ways of thinking.*

- Learners relate John's past activities to their personal experiences.

In groups, learners

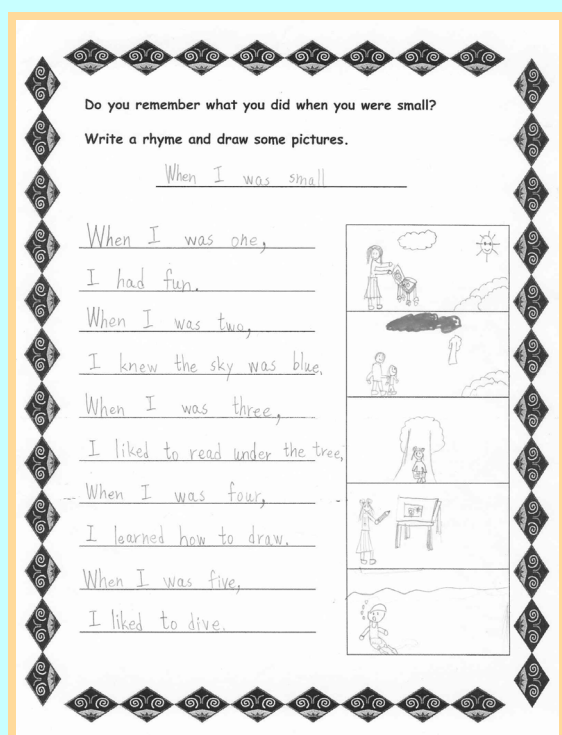
- make 3 dice (name dice, action dice and time dice);
- take turns to throw them;
- make sentences orally based on the cues on the 3 dice;
- write down the sentences they made on their worksheets; and
- ask their members whether the sentences reflect their real experiences and record their answers.



Learners

- develop keenness to participate in activities leading to collaborative learning and communication;
- increase their awareness of the elements of the target grammar items and structures;
- develop their speaking and writing skills by putting words in a logical order to make meaningful sentences; and
- obtain and provide information about their personal experiences.

When learners have mastered the action verbs in the past forms, they write their own rhyme (e.g. When I was small) by substituting the words in the text with their own words.



Learners

- are actively involved in providing or finding out, organizing and presenting information on their experiences;
- see the need to learn and use the target language items and structures to write their own rhymes; and
- generate new ideas and meanings by using the context and pictures in the given rhyme as a springboard for new ideas.

### Extended tasks

#### Learners

- make a photo album or sketch book by sticking photos or drawing pictures showing what they/their family members did at different ages and write captions for their photos or pictures;
- in groups, find information about people's life long ago from other resources (e.g. *Long Ago and Today* by Rozanne Lanczak Williams, *In Times Long Ago* by Renee Keeler, *Did You Know?* by Sandi Hill and *100 Years Ago* by Donna Marriott);
- in groups, compare the life of people long ago and nowadays, and then present it in class;
- evaluate the work of their peers; and
- revise their own work based on comments they have collected.

## Learning Grammar through a Task-based Approach: “Inviting a Friend to a Food Festival” (Secondary 1 – 3)

### Introduction

Grammar has an important place in language learning and teaching. To enable learners to master language items and structures for effective communication, grammar needs to be taught strategically and purposefully, and ample opportunities should be provided for learners to apply what they have learnt in meaningful and realistic situations. The following exemplar shows how this can be done by engaging learners in grammar learning in the context of a communicative task.

The task illustrates that:

- grammar is learnt and taught in a meaningful way as learners are able to understand the purpose of learning the target items and structures which they need to apply in order to carry out the task of writing an invitation letter;
- grammar learning is a motivating experience, as learners are involved in a task they can relate to; and
- grammar learning can take place *before, during* and *after* a task.

The task helps learners:

- master the grammar items and structures that they have learnt through both practice and use;
- develop their skills of communication, collaboration, critical thinking, problem-solving and self-management; and
- develop their sensitivity towards language use in the process of communication, valuing both fluency and accuracy.

### Learning and Teaching Process

1. Learners are asked to work on a task entitled “Food Festival”, which involves writing a letter to invite a friend to take part in a food festival that their school is going to organize.

### Impact on Learning

- *Through examining the nature and context of the task, learners gain an insight into the purpose(s) for using the language items and structures they are about to learn.*

#### Invitation

Our school is going to hold a food festival. Every student writes a letter to invite a friend to join the event.

#### **Details of the food festival:**

Date: 15th November 20XX (Sunday)

Time: 10:00 am to 5:00 pm

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: sushi, green tea noodles, dim sum,  
fried noodles, spring rolls, hot dogs,  
burgers, sandwiches, tacos, burritos,  
desserts and many more

### Before the task

2. Learners are presented with a sample invitation letter in which they are guided to identify the key grammar items and structures that are needed for completing the task.

8 December 20XX

Dear Parents,

We would like to invite you to the Secondary One Christmas Party on 20 December. The party will start at six o'clock at the Hall of Lak Sing Middle School.

The Secondary One Choir will sing English and Chinese Christmas songs, and the Secondary One Drama Club will perform a very funny Christmas skit. There will also be other performances. After the performances, there will be delicious snacks and drinks.

Please return the reply slip to your child by 15 December. We hope to see you on 20 December.

Best wishes,

Organizing Committee  
Secondary One Christmas Party 20XX  
Lak Sing Middle School

Reply Slip

I, \_\_\_\_\_ (name), parent of \_\_\_\_\_ of class \_\_\_\_\_, shall/shall not be able to join the Christmas Party on 20 December.

- *Learners develop the ability to*
  - *be aware of the importance of grammar in performing communicative tasks in English; and*
  - *focus on the most important and relevant grammar items needed for a task.*

3. As prepositions of time are among the grammar items to be typically used in the task, more examples of their use are provided to the learners. They are asked to make observations on when and how the prepositions are used and share their observations with the class. The teacher confirms/corrects their observations. The teacher further explains the use of prepositions of time.

- *Learners construct knowledge about a key grammar item through considering ample examples and developing a hypothesis about its use.*
- *Learners' understanding of the target grammar point is reinforced.*

4. Learners practise the grammar item by completing a gap-filling exercise with discrete items focusing on prepositions of time.

#### Exercise - Prepositions of Time

Complete the sentences with the following prepositions - at, by, from, to, on or until

##### A birthday party

- I would like to invite you to my birthday party \_\_\_\_\_ 18 May. Please send back your reply \_\_\_\_\_ 18 April.
- The party will be held \_\_\_\_\_ 6:00 p.m. \_\_\_\_\_ 1:00 a.m.
- The dance will be \_\_\_\_\_ 8:00 p.m. \_\_\_\_\_ midnight.
- \_\_\_\_\_ midnight everyone will eat dumplings.
- I have arranged a coach to take you home \_\_\_\_\_ 12:30 a.m.
- You are welcome to stay \_\_\_\_\_ 1:00 a.m.

##### A Christmas wedding

- Christmas is \_\_\_\_\_ Saturday this year.
- The wedding banquet will start \_\_\_\_\_ eight o'clock in the evening.
- The invitations must be sent out \_\_\_\_\_ 5:00 p.m. \_\_\_\_\_ Tuesday.
- The wedding presents will not be opened \_\_\_\_\_ the Boxing Day.

5. In pairs/groups, learners further practise the prepositions of time by completing another gap-filling exercise in the form of an invitation letter.

Complete the following letter with appropriate prepositions

10 November, 20XX

Dear Jack,

We would like to invite you to Suki's 14<sup>th</sup> birthday party. It is a surprise party so please do not tell her. The party is \_\_\_\_\_ 18 November.

We have rented a room at the Oasis Hotel in Wanchai. There will be food, drinks, music, dancing and karaoke. We think everyone will have lots of fun.

The party is \_\_\_\_\_ six o'clock \_\_\_\_\_ nine o'clock. However, if you arrive \_\_\_\_\_ 5:45 pm, you will be able to shout out "Surprise" when Suki comes in the door \_\_\_\_\_ 6:00 pm. So arrive early if you can.

Please let us know \_\_\_\_\_ 15 November if you can come. Phone us on 9678 9678.

Sincerely,

(Suki's Parents)

6. Learners do a contextualized activity in which they write a short letter inviting a friend to a birthday party. They are reminded to pay particular attention to and check over the grammar item they have practised. The teacher checks learners' progress and gives guidance and feedback.

- *Through engaging in meaningful, focused practice that progresses from exercises with discrete items to contextualized activities, learners develop their capabilities to*

➤ *use the grammar item accurately and appropriately; and*

➤ *advance from focusing on form to focusing on meaning while getting ready for a task.*

### During the task

7. Learners write a “Food Festival” invitation using a process writing approach. Grammar is dealt with through self monitoring and peer feedback.



- *Learners are given an opportunity to apply their grammar knowledge in an authentic situation that involves meaningful use of the language.*
- *Through self monitoring and peer feedback, learners are able to*
  - *initiate self-directed learning;*
  - *develop critical thinking, problem-solving and collaboration skills; and*
  - *improve the language of their writing.*

### After the task

8. The teacher gives feedback on the learners’ use of prepositions of time and provides further opportunities to revise the grammar item. For example, learners can be asked to make quizzes for their peers by using notices or advertisements of events in the media that show the use of time prepositions.



- *Through teacher feedback, learners are able to clarify/ consolidate their concepts about the use of the grammar item.*
- *Through further revision, or extended work, learners’ grammar knowledge is reinforced.*

## **Developing Gifted Learners' Capabilities in the Creative Use of English through Exploration and Discovery\* (Primary 1 – 6)**

This exemplar shows how teachers:

- incorporate challenging tasks for gifted young learners based on the regular school English programme;
- provide opportunities for gifted young learners to extend their language learning experiences beyond the confines of the classroom; and
- seek and create opportunities for gifted young learners to further develop their capabilities in learning English through life-wide learning.

Teachers work as a team to:

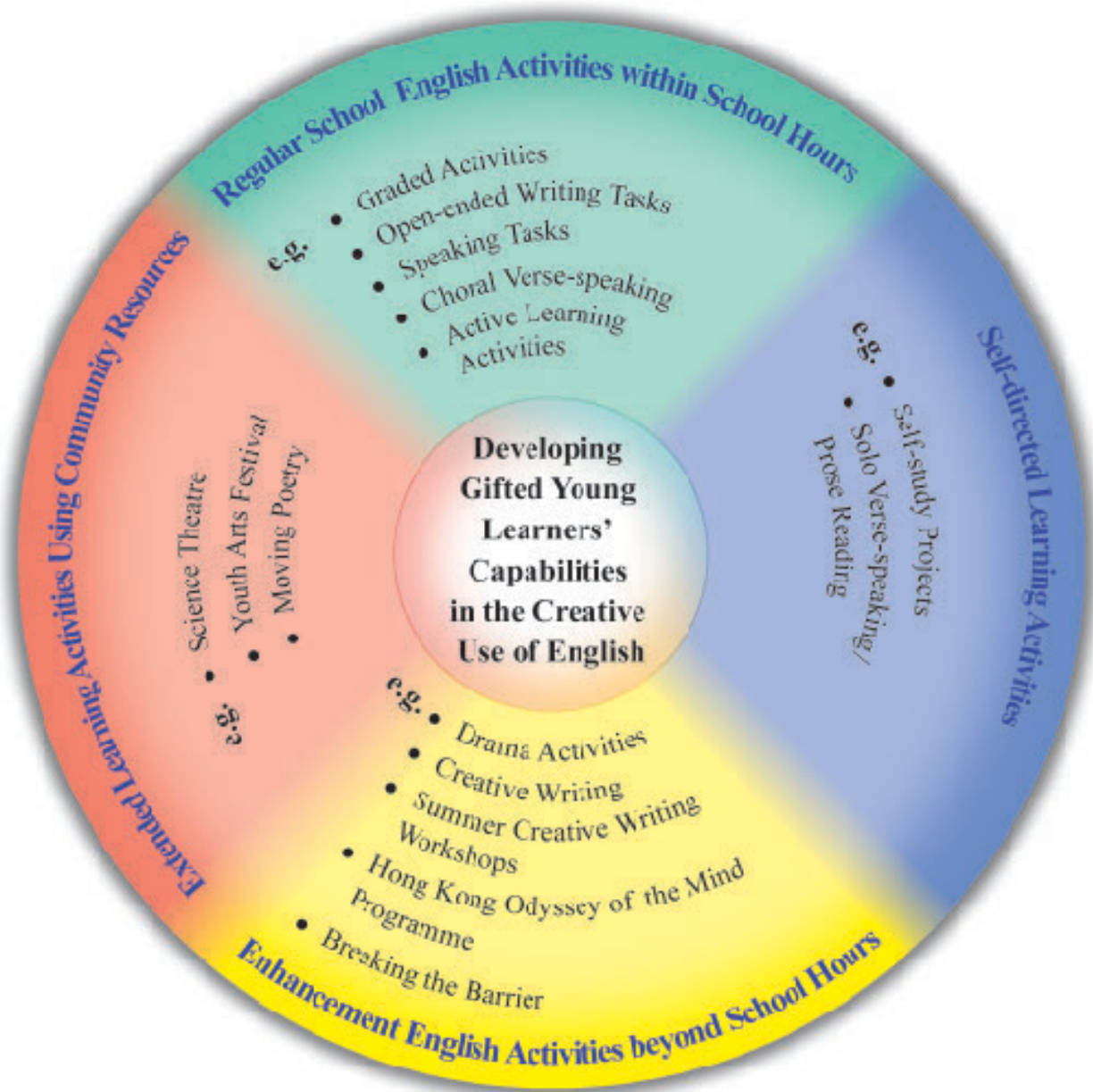
1. identify gifted young learners in the school by studying their performance in learning activities and assessments;
2. design a variety of activities to enable the gifted young learners to use English creatively; and
3. explore the possibilities of using different community resources to engage the gifted young learners in life-wide learning.



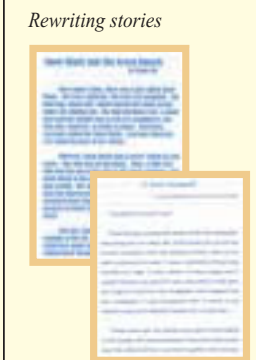








































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\* Teachers of St Stephen's Girls' Primary School have designed and implemented a variety of activities for their gifted and less able learners over the past few years. This exemplar illustrates how and what kind of activities can be organized within and/or beyond school hours to develop the capabilities of gifted young learners in English language learning. We thank the school for sharing their experience.




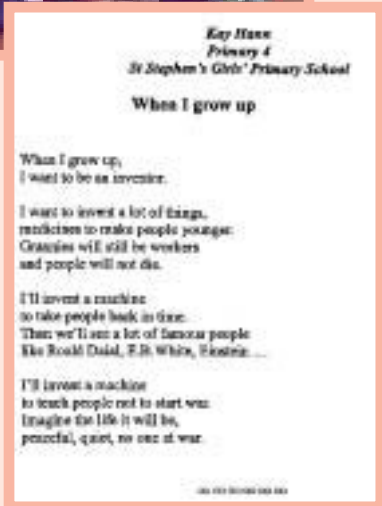
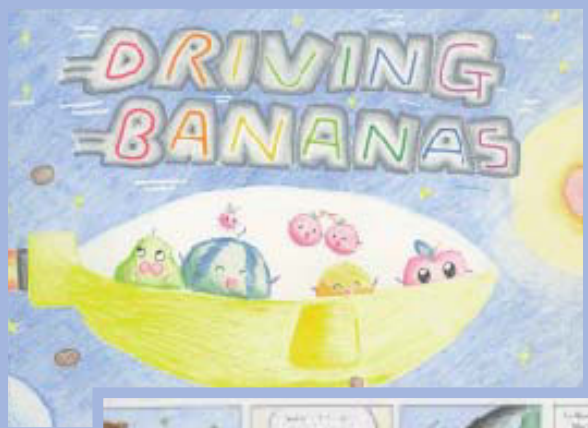



The following diagram and table show how a local primary school plans and implements a variety of activities to develop gifted young learners' creative use of English:



Regular School English Activities within School Hours			Enhancement English Activities beyond School Hours																																					
P1	<b>Graded Activities</b> <b>Target learners:</b> Top 10 pupils in each class from P1 to P6 <b>Mode:</b> <ul style="list-style-type: none"> <li>Regular English lessons</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Doing extended tasks based on the regular school English programme to provide opportunities for further language practice</li> </ul>	<b>Open-ended Writing Tasks</b> <b>Target learners:</b> Top 10 pupils in each class from P1 to P6 <b>Mode:</b> <ul style="list-style-type: none"> <li>Regular English lessons</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Doing additional challenging reading and writing tasks to enhance the development of critical thinking skills (e.g. reading a short passage about the dangers of fire and describing what one can do when her younger brother is found playing with a box of matches at home)</li> </ul>	<b>Speaking Tasks</b> <b>Target learners:</b> Top 15/16 pupils in each class from P1 to P6 <b>Mode:</b> <ul style="list-style-type: none"> <li>One lesson each week</li> <li>Designed and conducted by the school's native-speaking English teachers</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Participating in a variety of interactive speaking tasks in pairs/groups and individually (e.g. candid box, show and tell, storytelling)</li> </ul>	<b>Project reports</b> 		<b>Rehearsal</b> 	<b>Rewriting stories</b> 	<b>Writing poems</b> 	<b>Performance in the Regional Competition</b> 																															
				<b>Choral Verse-speaking</b> <b>Target learners:</b> Top 40 pupils in P2 <b>Mode:</b> <ul style="list-style-type: none"> <li>A one-hour workshop each week after lunch</li> <li>Conducted by an English teacher of the school</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>Taking part in the Hong Kong Speech Festival</li> </ul>	<b>Active Learning Activities</b> <b>Target learners:</b> Top 30 pupils in each level of P5 and P6 <b>Mode:</b> <ul style="list-style-type: none"> <li>One double lesson every Friday during the regular school hours</li> <li>Designed and conducted by the English teachers</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Doing a variety of reading and writing tasks</li> <li>Working as a committee to design a board displayed at the school's English Corner every week or every other week</li> <li>Applying various skills in doing projects (e.g. surfing the Internet for information to develop IT and information skills in language learning, interviewing people and writing poems)</li> </ul>	<b>Drama performance</b> 	<b>Creative Writing</b> <b>Target learners:</b> Top 15 pupils in each level from P3 to P6 <b>Mode:</b> <ul style="list-style-type: none"> <li>A one-hour lesson each week after the regular school hours</li> <li>Designed and conducted by the school's native-speaking English teachers</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Producing works of various text-types (e.g. recipes)</li> <li>Doing a variety of creative writing tasks (e.g. imagining oneself to be one of the characters in the story and writing a new ending)</li> <li>Pupils' work compiled and published in the school publication "创意小星星"</li> </ul>	<b>Summer Creative Writing Workshops</b> <b>Target learners:</b> Top 15 pupils in each level from P3 to P6 <b>Mode:</b> <ul style="list-style-type: none"> <li>A one-hour lesson every day for 10 days during the summer holidays</li> <li>Designed and conducted by the school's native-speaking English teachers</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Producing works of various text-types (e.g. advertisements)</li> <li>Doing a variety of creative writing tasks (e.g. writing an action plan if one becomes invisible)</li> <li>Pupils' work compiled and published in the school publication "创意小星星"</li> </ul>	<b>Hong Kong Odyssey of the Mind Programme</b> <b>Target learners:</b> Top 7 pupils in P3 and P4 <b>Mode:</b> <ul style="list-style-type: none"> <li>A 1½-hour workshop each week after the regular school hours</li> <li>Planned by the whole group of pupils, along with some support from the school's English teachers</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Selecting a topic to work on</li> <li>Discussing and planning how to solve the problems identified and present the solutions</li> <li>Participating in the Regional Competition</li> </ul>																															
<b>Keeping a diary</b> 		<b>Drama Activities</b> <b>Target learners:</b> Top 15 pupils in each level of P4 and P5 <b>Mode:</b> <ul style="list-style-type: none"> <li>A one-hour lesson each week after the regular school hours</li> <li>Designed and conducted by the school's English teachers</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Writing plays</li> <li>Participating in theatre games and various drama activities</li> <li>Taking part in the Hong Kong School Drama Festival</li> </ul>	<b>Breaking the Barrier</b> <b>Target learners:</b> Top 20 pupils in P5 and P6 <b>Mode:</b> <ul style="list-style-type: none"> <li>A 1½-hour workshop each week after the regular school hours</li> <li>Designed and conducted by an expert in drama hired by the school</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Writing scripts</li> <li>Participating in theatre games and various drama activities</li> <li>Preparing for a public performance together with children from other schools</li> </ul>																																					
P2	<b>Reading, thinking and writing</b>	<b>English Corner Committee Record of meeting</b> 		<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 																															
P3			<b>Reading, thinking and writing</b>							<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 																								
P4																	<b>Reading, thinking and writing</b>	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 																
P5																									<b>Reading, thinking and writing</b>	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 								
P6																																	<b>Reading, thinking and writing</b>	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 	<b>English Corner Committee Record of meeting</b> 



Self-directed Learning Activities		Extended Learning Activities Using Community Resources					
<p><b>Self-study Projects</b></p> <p><b>Target learners:</b> Top 3 to 4 pupils in each level from P1 to P6</p> <p><b>Mode:</b></p> <ul style="list-style-type: none"> <li>Planned by individual pupils</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Choosing a topic to work on (e.g. interesting places to visit in Hong Kong)</li> <li>Planning, developing and carrying out the project</li> <li>Consulting their English teachers for guidance and feedback</li> </ul>	<p><b>Solo Verse-speaking/Prose Reading</b></p> <p><b>Target learners:</b> Top 3 to 4 pupils in each level from P1 to P6</p> <p><b>Mode:</b></p> <ul style="list-style-type: none"> <li>Guidance mainly provided by parents, along with support from the English teachers of the school</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Taking part in the Hong Kong Speech Festival</li> </ul>	<p><i>Watching experiments on pulleys</i></p> 	<p><i>Participating in art workshops</i></p> 	<p><i>The young poets</i></p>  	P1	P2	P3
 <p><i>Project: "Driving Bananas to visit interesting places in HK"</i></p> 	<p><b>Science Theatre</b></p> <p><b>Target learners:</b> All pupils in each level from P4 to P6</p> <p><b>Mode:</b></p> <ul style="list-style-type: none"> <li>Regular school hours</li> <li>Organized by the British Council</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Watching a drama concerning science performed by English-speaking professionals</li> <li>Attending a follow-up workshop conducted in English to enhance learners' understanding of scientific knowledge</li> </ul>	<p><b>Youth Arts Festival</b></p> <p><b>Target learners:</b> All pupils in each level from P4 to P6</p> <p><b>Mode:</b></p> <ul style="list-style-type: none"> <li>Outings during the regular school hours</li> <li>Organized by the Hong Kong Youth Arts Festival Association Ltd.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Watching a performance (e.g. play, dance) by English-speaking professionals</li> <li>Attending a follow-up workshop conducted in English to help learners understand the content of the performance more</li> <li>Participating in art workshops and storytelling sessions conducted by native-speaking English teachers</li> </ul>	<p><b>Moving Poetry</b></p> <p><b>Target learners:</b> Top 10 pupils from P4 to P6</p> <p><b>Mode:</b></p> <ul style="list-style-type: none"> <li>Extra lessons on Saturdays</li> <li>Organized by the University of Hong Kong</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Participating in poetry writing workshops conducted by university teaching staff and local poets</li> <li>Pupils' work compiled and published in the HKU publication "Moving Poetry"</li> </ul>	P4	P5	P6	

## **Catering for Learner Diversity: “Getting to Know Some Animals”\* (Secondary 1)**

In a class, there may be some learners who are academically weak and/or low in motivation. This exemplar shows how the teacher effectively caters for the needs of these learners by:

- carefully adapting the curriculum – designing and developing learning materials and activities which the learners can manage and which are suited to their learning styles;
- employing a range of teaching techniques including clear explanations and instructions, and constant feedback;
- varying the amount of teacher support and the expected learning outcomes of different learners; and
- making effective use of IT to sustain motivation and interest.

### **Learning and Teaching Process**

#### **Planning Stage**

1. Teacher plans to set up a homepage for the class and encourages learners to make contributions to it. The topic chosen is “animals” because the learners find it interesting and familiar.
2. To help learners accomplish the task, the teacher provides ample input, guidance and support by:
  - developing and adapting learning materials to suit the learners’ abilities instead of relying on textbooks whose vocabulary and sentence structures are often too difficult for them; and
  - designing a series of carefully structured learning activities which range from highly controlled to loosely controlled.
3. All the learning materials and activities are pitched at the appropriate level of difficulty to ensure that:
  - the learners can manage the tasks and their motivation and interest will be sustained;
  - opportunities are provided for learners to draw on and expand their existing knowledge and skills; and
  - a positive attitude towards learning is fostered.

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\* Ms Mary CHUNG, English teacher of Caritas Fanling Chan Chun Ha Secondary School, designed and conducted these activities. We thank the school for sharing their experience with fellow teachers.

## Learning and Teaching Stage

## Impact on Learning

### I. Getting to know some animals

- Learners read texts on lizards, dinosaurs and bats to fill out a table about their characteristics such as what they are able to do, their favourite food by choosing the right answers from a list of words provided.
- Learners read another text, ‘Snowy – the Polar Bear’, to look for information on the characteristics of polar bears such as their size, shape and other special features.
- Learners discuss and check answers in pairs.
- Teacher checks answers with the whole class using PowerPoint.



- *Learners’ motivation is raised as the topic is of interest to them.*
- *Learners develop confidence when they find the vocabulary and the sentence structures of the activity manageable.*
- *Learners develop a sense of achievement as they systematically complete the activities under the teacher’s guidance.*
- *Learners communicate with each other and give peer feedback.*



## II. Writing about giant pandas

- Learners write a short paragraph on giant pandas, making use of the plural form ('These are ...', 'They come from ...'), which they have previously learnt and the information given in tabulated form.
- For reinforcement, the teacher makes use of PowerPoint to highlight an important grammar item and structure learners used in their descriptions of pandas, i.e. the subject verb agreement for singular and plural nouns.

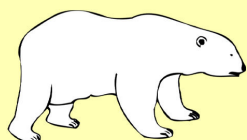
*These are.../This is...;*

*They come.../It comes...*

- *Learners achieve a sense of satisfaction when they are given ample guidance and support and succeed in producing a paragraph.*
- *Learners consolidate their learning of grammar items and structures through the teacher's use of IT.*

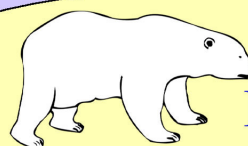


**These are giant pandas .**



**This is a polar bear.**

**They come from China.**



**It comes from the Arctic.**

### III. Introducing an animal on the Web

Learners on an individual basis select an animal they like, search for information, write a paragraph and present it on the homepage.

- Teacher demonstrates how to search for information on the Web, using 'chimpanzees' as an example.
- Verbal instructions and a simply written step-by-step guide are provided to help learners conduct the search.
- Learners look for information about 'emus' on the Web and take note of their characteristics, habitat and diet.
- Teacher shows another way of searching for information on the Web by using a multi-media encyclopedia.
- Learners search for information on two other kinds of pandas and record the differences.
- In pairs, learners compare and check answers.
  
- Learners look up information about an animal of their choice on the Internet.
  
- Learners write about the animal and present it on their homepage.

- *Learners acquire and apply IT and information skills to search for and process information.*



- *Learners communicate with each other and practise self and peer feedback.*
  
- *Learner independence is encouraged when they search for information on the Web.*
  
- *Learners develop creativity when they prepare for the presentation.*
  
- *Learner diversity is catered for in the different expected outcomes:*
  - *the less able learners give a simple presentation; and*
  - *the more able learners give a more comprehensive presentation.*



- For consolidation and further learning, a self-study package consisting of worksheets, links of animal web sites and demonstrations of steps is given to each learner.

**Unit 10 - Animals**

[Lesson Worksheet](#)

[Task 1](#)

[Task 2](#)

[Task 3](#)

[Worksheet Answer Key](#)

[More web sites about animals](#)

[Animal Clip Art Gallery](#)

**Demo**

**Steps**

**Project**

[Task 4](#)

[Polar Bear](#)

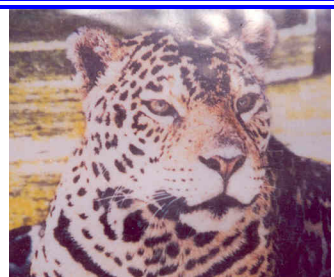
[Chimpanzee](#)

- Learners report and share in class what they have done. Their work is then compiled and displayed on the Web.



- *Self-directed learning is facilitated when learners are provided with a self-study package.*
- *Learners' different abilities/learning styles are catered for when they work at their own pace and time:*
  - *the less able learners revise what they have learnt in class; and*
  - *the more able learners search for information on the Internet about other animals they are interested in.*
- *Learners develop a positive attitude and a sense of ownership and success in their learning when their work is given recognition.*

### Examples of students' work



This is a Bengal Tiger. It comes from India. Bengal Tigers are warm-blooded animals. It is big and heavy. It is like a cat but has brown and black fur. It can run. It eats young animals. The Bengal Tiger is very dangerous.

This is an Aldabra tortoise. It comes from the Indian Ocean. Aldabra tortoises are warm-blooded animals. The Aldabra tortoise is about 1.2 meters long and weighs 120 kg. It has a thick tail and is gray in colour. They eat grasses, sedges, herbs and woody plants.

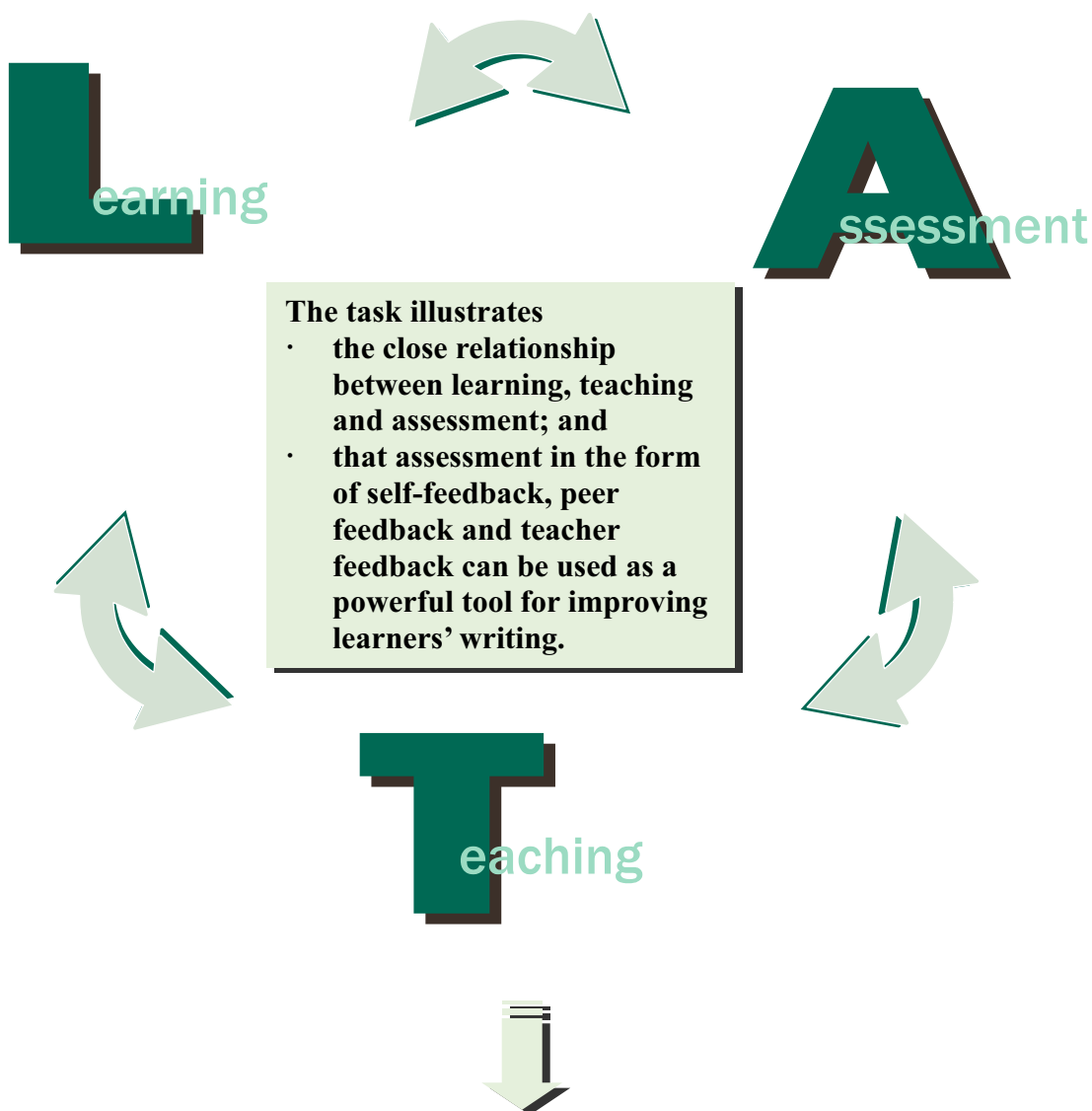




## Using Process Writing to Promote Effective Learning, Teaching and Assessment: “The Christmas Party” (Primary 4 – 6)

### Introduction

Assessment is often used by teachers to measure learners’ performance in learning. It is generally associated with formal tests or examinations at the end of a school term or school year. This exemplar task offers a wider view of assessment. It shows that assessment can be conducted through the process of learning and teaching, involving both teachers and learners.



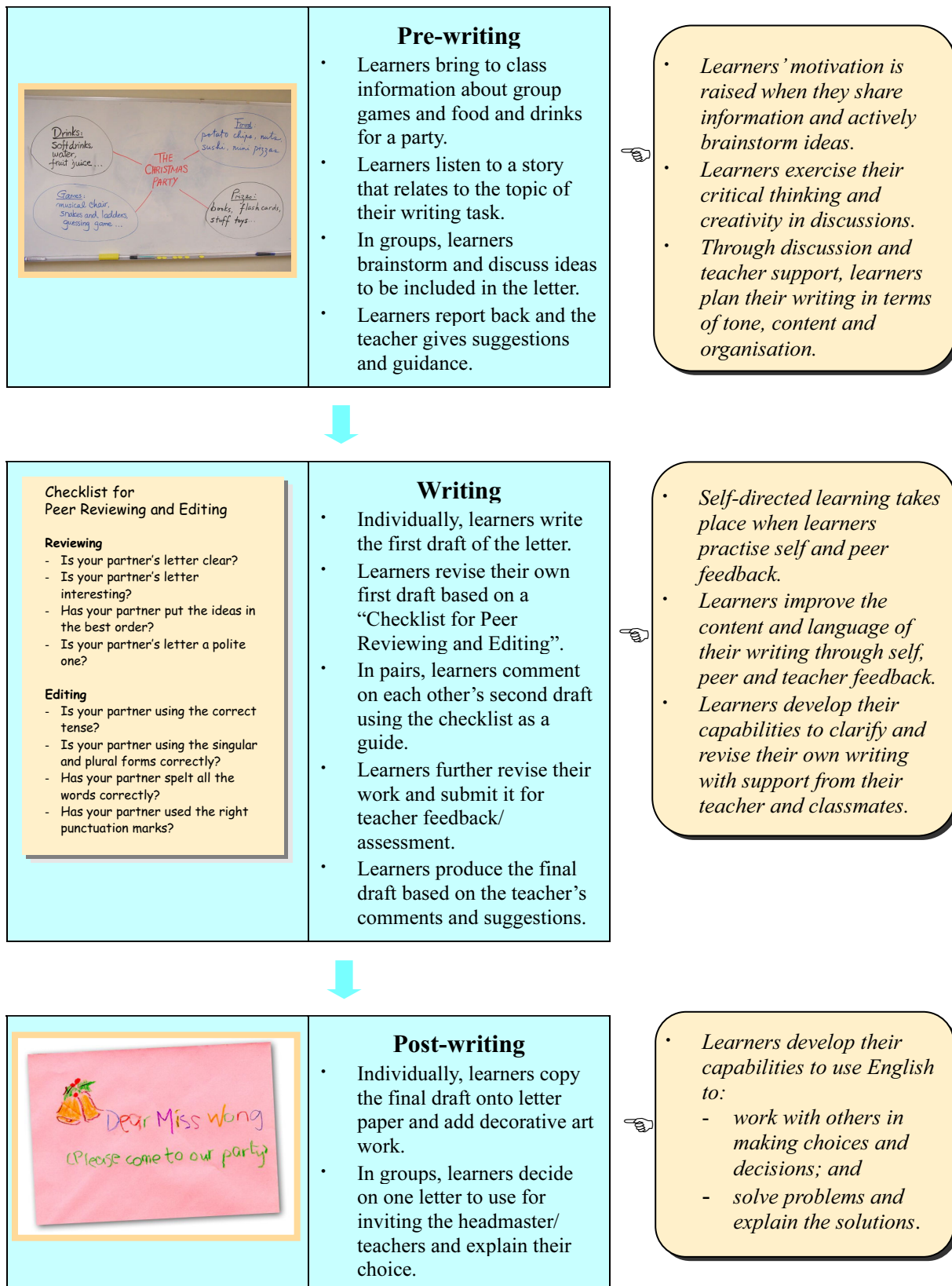
### It helps learners:

- understand that a piece of writing is often intended to be read, thought about and responded to;
- develop their creativity and their skills of communication, critical thinking, and problem-solving; and
- become more open-minded and respect different opinions.

## Learning and Teaching Process

This task engages P4 – P6 learners in the process of writing a letter to invite their headmaster and teachers to their class Christmas party.

### Impact on Learning



## Assessment for English Learning: “Who am I?”\* (Secondary 3 – 4)

### Introduction

Assessment need not always be formal and can be fun. The following exemplar task takes the form of a guessing game, which aims to assess learners’ ability to ask questions effectively. It shows how formative assessment can be used as a tool to promote classroom and self-access language learning in an interesting way.

The task illustrates how:

- formative assessment can be used to promote pleasurable language learning and teaching;
- self, peer and teacher feedback can be used to enhance learners’ speaking skills; and
- self-access language learning strategies can be promoted through formative assessment.

It helps learners:

- find out, through self, peer and teacher feedback, about their oral proficiency (including the use of questioning techniques) and develop strategies for improvement;
- develop their creativity, and skills of collaboration, communication, critical thinking, problem-solving and self-management; and
- develop a commitment to independent/lifelong language learning as well as social skills through assuming different roles in group activities.

### Background Knowledge

- Learners have learnt different question types such as yes/no questions and open-ended questions. They are familiar with wh-questions, i.e. questions beginning with “What”, “Where”, “When”, “Why”, etc.
- They have practised using stress and intonation in speech appropriately.
- They have also been taught the features of effective speech and are familiar with the criteria presented in the self and peer evaluation checklist.

### The Assessment Task

- In this formative assessment task, learners assume the role of guests at a birthday party where they are playing the “Celebrities” game. Learners work in groups of 4. One member plays the role of a celebrity based on given information. The other members ask questions in order to guess the identity of the celebrity.
- The task is intended for S3/S4 learners.

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\* The activities in this exemplar are adapted from the speaking task, “Who am I?” in the resource package *Self-access Language Learning for Secondary Schools (2001)*.

Learning, Teaching and Assessment Process	<i>Impact on Learning</i>
<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>Learners who play the role of the celebrity select a card from the “Celebrities Box”* and read the given information to get prepared.</li> <li>The other learners prepare questions to help them make the correct guess, while observing the rule that they should refrain from asking questions which directly reveal the identity of the celebrity.</li> </ul>	<ul style="list-style-type: none"> <li><i>Learners’ motivation is raised when they choose a celebrity and play a game in class.</i></li> <li><i>Learners practise skimming and scanning for overall understanding and specific information.</i></li> <li><i>Learners apply their knowledge of different question types and formulate questions to obtain useful information.</i></li> </ul>
<p><b>Questioning Time</b></p> <ul style="list-style-type: none"> <li>Learners are actively involved in asking and answering questions.</li> <li>They audio-tape their role play for purposes of self, peer and teacher assessment.</li> <li>Learners change roles and play the game again.</li> </ul>	<ul style="list-style-type: none"> <li><i>Learners use questioning techniques to gather information and apply their skills to convey information.</i></li> <li><i>Learners develop creativity and communication and problem-solving skills in completing the task.</i></li> <li><i>Learners develop a range of social skills through varying the roles in the game.</i></li> </ul>
<p><b>Self/Peer/Teacher Assessment</b></p> <ul style="list-style-type: none"> <li>Learners listen to the audio recordings of their role play and make use of a “Checklist” to do self and peer assessment of their speaking performances.</li> <li>Learners reflect on the questions they used in the role play and consider how improvements can be made.</li> <li>As a class, learners listen to the audio recordings of individual groups and share their self and peer feedback.</li> <li>Teacher provides encouragement and makes suggestions for further improvement.</li> <li>Teacher collects audio recordings, identifies learners’ strengths and weaknesses, and plans follow-up work.</li> </ul>	<ul style="list-style-type: none"> <li><i>Learners develop strategies of planning, managing and evaluating their own learning.</i></li> <li><i>Learners develop critical thinking and collaboration skills when they assess and make suggestions for improvement on aspects such as fluency, intonation, audibility and questioning techniques.</i></li> <li><i>Learners find out about their questioning techniques and skills in conveying information through self, peer and teacher assessment and develop strategies for improvement.</i></li> <li><i>Future learning activities are planned according to learners’ needs and abilities.</i></li> </ul>



\* A collection of materials/data files on celebrities that has been compiled for the purpose of this task. In fact, learners can be asked to work in groups to contribute materials to the collection, making the game more engaging.

<p><b>Extension</b></p> <p>As homework, individual learners gather information about their favourite celebrity through various sources and create a card to be contributed to the “Celebrities Box”. They can also set questions to test their peers.</p>	<ul style="list-style-type: none"> <li>• <i>Self-directed learning takes place when learners search, select and organize information to be presented as a data file.</i></li> <li>• <i>Learners may involve parents and get ideas, guidance and feedback from them in the process.</i></li> </ul>
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### Assessment Criteria for Speaking

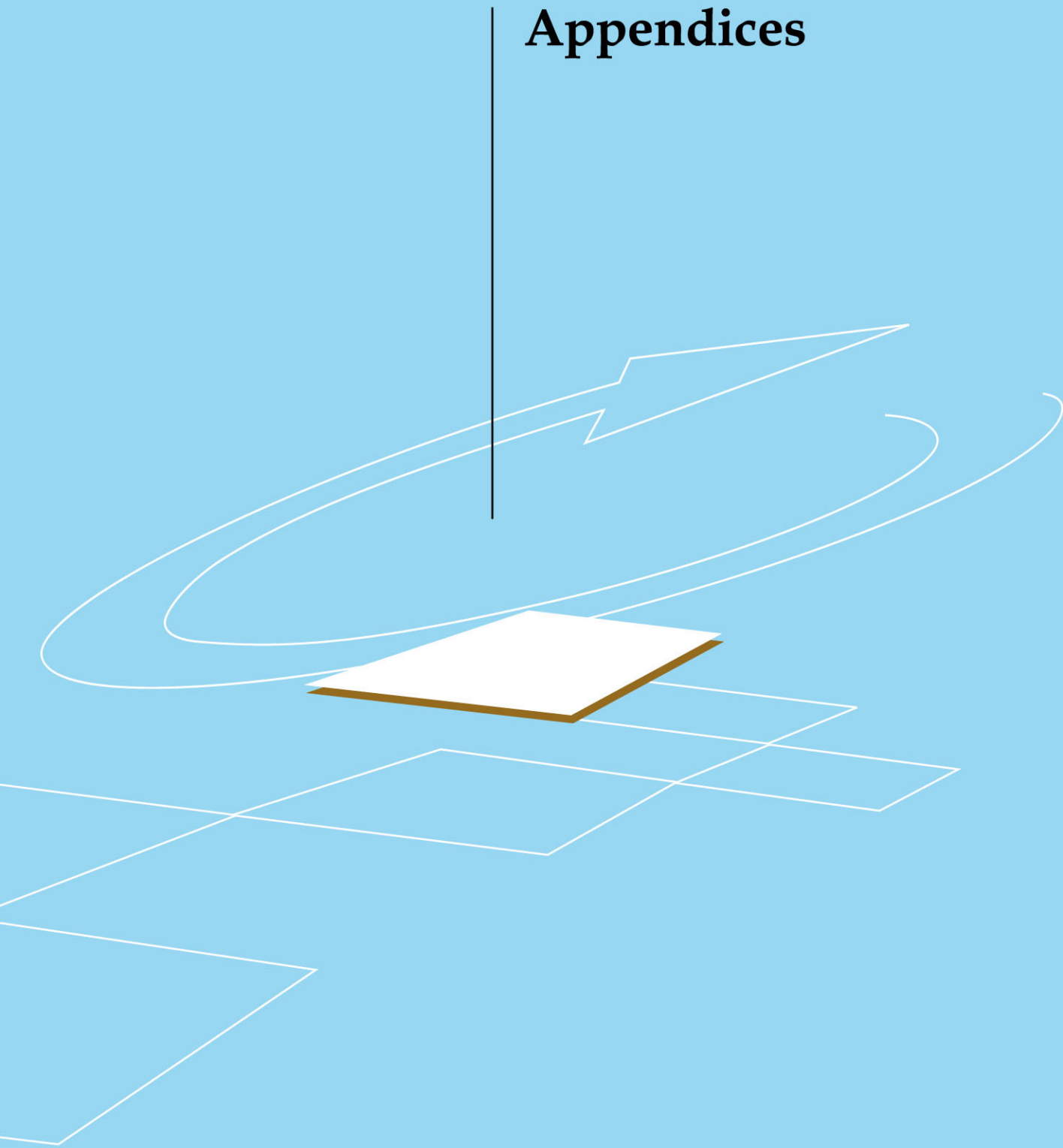
<b>Fluency</b>	This refers to the way one speaks. If a person speaks fluently, he/she is able to do so with ease and confidence and without many pauses.
<b>Pronunciation</b>	This refers to the way in which a word is said. When a person pronounces a word correctly, he/she says it with the right sound(s) and the proper stress.
<b>Intonation</b>	Intonation is the rise and fall of a person’s voice as he/she speaks. For example, people tend to raise their voice in order to add meaning to what they say.
<b>Audibility (voice level)</b>	It is important that one speaks loudly enough so that one’s ideas can get across clearly to the person(s) to whom one is speaking. If one speaks too softly, one’s ideas may not be heard, no matter how good they are. In such cases, the purpose of speaking is defeated.
<b>Eye contact</b>	Establishing eye contact with the person(s) to whom one is speaking is important. Looking directly at the person(s) to whom one speaks gives the impression that one is sincere and confident. On the other hand, dropping one’s head or avoiding direct eye contact signifies a lack of self-confidence and can sometimes be taken for indifference.
<b>Facial expression</b>	This refers to the feelings that are revealed on the speaker’s face. When a person is excited about what he/she is saying, his/her face will show excitement. If he/she is saying something sad, he/she will look serious.
<b>Gesture</b>	This refers to the movement that the speaker makes with his/her body, especially his/her hands or head, to express emotion or information. For example, one can nod one’s head to show agreement. Appropriate gestures add to the effect of the speaker’s presentation.

**CHECKLIST**

Tick (√) the appropriate boxes:

	Poor		Very Good	
Fluency	1	2	3	4
Pronunciation	1	2	3	4
Intonation	1	2	3	4
Audibility (voice level)	1	2	3	4
Eye Contact	1	2	3	4
Facial Expression	1	2	3	4
Gesture	1	2	3	4

# Appendices



## Appendices

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2	Suggested Modules and Units for Key Stages 1-4	A6
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## Suggested Lesson Time Allocation for Different Stages of Schooling\*

### Primary

<b><u>Key Learning Areas</u></b>		<b>Suggested Percentage</b>
Chinese Language Education		25% - 30%
<b>English Language Education</b>		<b>17% - 21%</b>
Mathematics Education		12% - 15%
Science Education	General Studies for Primary Schools	12% - 15%
Personal, Social and Humanities Education		
Technology Education		
Arts Education		10% - 15%
Physical Education		5% - 8%

### Junior Secondary

<b><u>Key Learning Areas</u></b>		<b>Suggested Percentage</b>
Chinese Language Education		17% - 21%
<b>English Language Education</b>		<b>17% - 21%</b>
Mathematics Education		12% - 15%
Science Education		10% - 15% <sup>(1)</sup>
Personal, Social and Humanities Education		15% - 20% <sup>(2)</sup>
Technology Education		8% - 15% <sup>(3)</sup>
Arts Education		8% - 10%
Physical Education		5% - 8%

\* Taken from *Basic Education Curriculum Guide - Building on Strengths* (2002), Booklet 2.

As regards schools whose curriculum has a technology education orientation:

- <sup>(1)</sup> 8-10% of learning time should be allocated for Science Education. The curriculum should connect students' learning experiences in science and technology education.
- <sup>(2)</sup> 10-15% of learning time is allocated for Personal, Social & Humanities Education so that the essential content for personal, social and humanities learning, including Chinese history and culture, can be accommodated.
- <sup>(3)</sup> 25-35% of learning time should be allocated for Technology Education. This makes it possible for students to develop generic skills in schools where technology subjects are emphasized. Some learning elements in technology subjects, for example, Design Fundamentals, Graphical Communication, etc., are already embedded in other KLAs (such as Arts Education, Science Education, Personal, Social and Humanities Education). In these schools, the lesson time, in terms of percentages allocated to other Key Learning Areas, should be adjusted accordingly.

## Suggested Modules and Units for Key Stages 1 - 4

### *Key Stage 1*

#### Me, My Family and Friends

- Introducing Myself and Family
- Feelings
- My Favourite Things
- Making Friends

#### Connecting with the Natural World

- Time
- Seasons
- Animals
- A Project on Plants

#### Places and Activities

- In the School
- In the Shop
- In the Park and Playground
- In the Library

#### Using My Five Senses

- Introducing the Five Senses
- Looking and Seeing
- Hearing and Listening

#### Storytime

- Have you seen Stanley?
- Prop and Prep Go on a Picnic
- The Bird in the Bread
- Funny Bones
- Winifred's New Bed
- Happy Birthday, Moon

***Key Stage 2***

Relationships

- Families
- Friends
- The Wider Community

My Neighbourhood

- People's Jobs
- Home and School
- Streetwise
- Rules and Behaviours

Food and Drinks

- Favourite Food and Drinks
- Eating Habits
- Exploring Food and Drinks

Hong Kong and Its Neighbours

- Geography
- Travelling in Hong Kong and Abroad
- Festivals
- Entertainment and Leisure

Change

- Changes in People
- Changes over the Seasons
- Changes in Hong Kong
- Making Changes

Natural Elements

- Fire
- Air
- Water
- Earth

Beauty

- Beautiful People
- Beautiful Things in Nature
- Beautiful Words

***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)

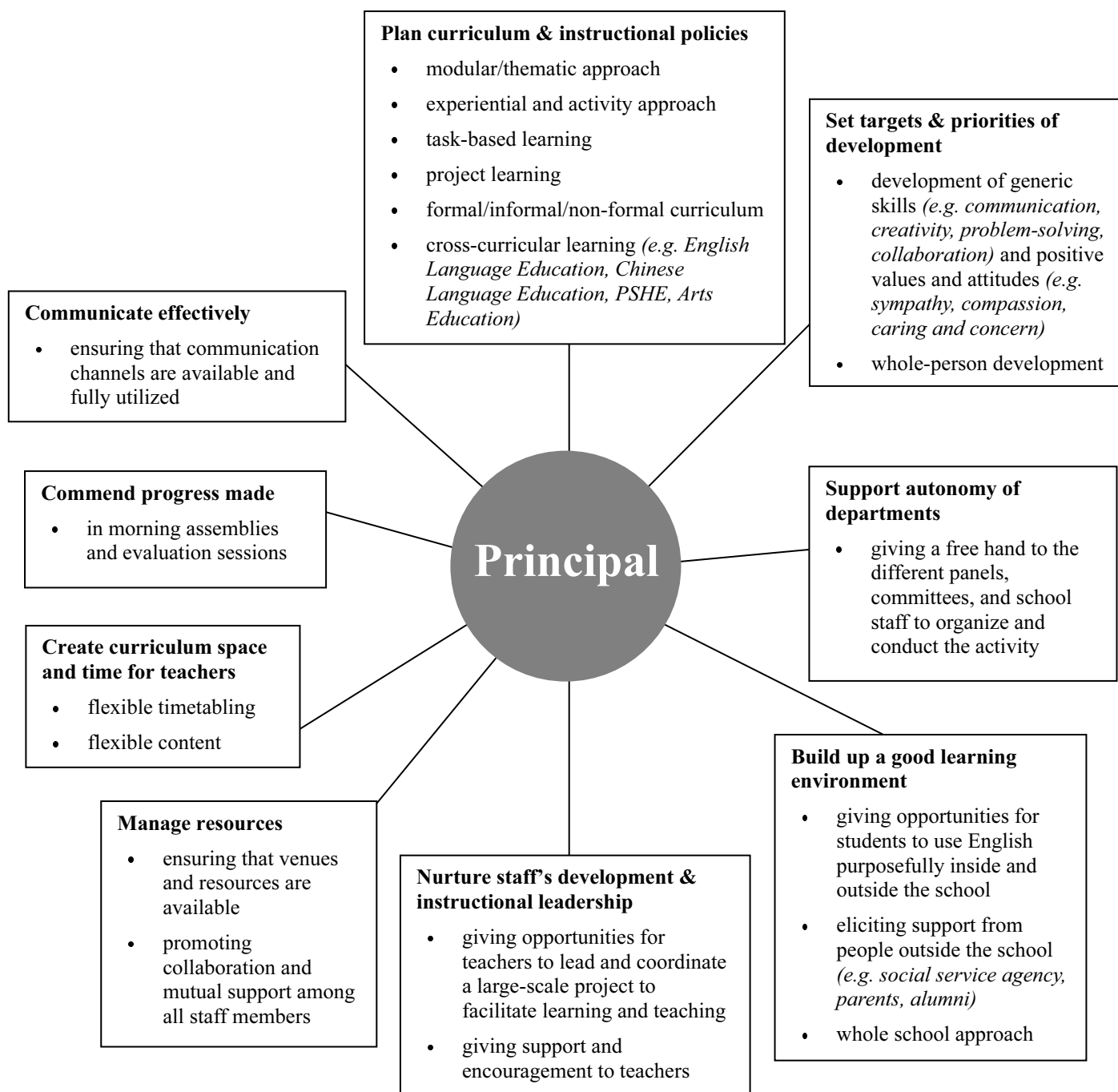
Technology

- ❖ Changes Brought about by Technology

- |   |
|---|
| <ul style="list-style-type: none"><li>○ Suggested Units for KS3</li><li>❖ Suggested Units for KS4</li><li>• Suggested Units for KS3 &amp; KS4</li></ul> |
|---|

## Roles of the Principal in Facilitating Learning to Learn in the “Jumble Sale” Activity of the Project “Charities and Helping Others”

The “Jumble Sale” is one of the English language learning activities in the project “Charities and Helping Others” organized by the learners of a local secondary school to raise funds to support the cause of providing education for the children in a village in China. The activity started off at S2 level but gradually evolved to become a whole school event involving the participation of students of all year levels, teachers of English and teachers of other subjects, the principal, parents and a social service agency. The school principal plays multiple roles in supporting the event (as illustrated in the diagram below), leading to its success.



### A vote of thanks:

We would like to thank Mr CHU Fu-yau, Ms Rebecca ALDERTON and Ms Jane CHEW Lai-chun of Cheung Sha Wan Catholic Secondary School for sharing their experience.

## Guidelines for Setting and Assessing Portfolios

- 1. Determine the learning/assessment aims in setting the portfolio assignment.** To engage learners in purposeful learning, the aims and assessment criteria of the portfolio should be clearly explained to the learners in straightforward language.
- 2. Determine the activities that will make up the portfolio.** Whenever possible, teachers should enhance learners' involvement and ownership of their own learning by allowing them to make choices on matters such as the topic, materials and approach(es) to carrying out and completing their work. This will facilitate reflection and selection, which are important learning experiences that portfolios should offer learners. It is also advisable to encourage learners to communicate directly with the reader (in the form of, say, an introductory letter or journal entries) explaining why or how the items are selected for inclusion.
- 3. Determine what will be assessed.** For formative assessment purposes, the teacher can decide on whether to assess the portfolio as a single entity; or specific parts of the portfolio (e.g. an introductory letter to the portfolio, the design of a questionnaire, an oral progress report) to reflect the learning process; or a combination of both.
- 4. Set general and task specific criteria before developing the portfolio assignment.** Teachers should consider developing an initial feedback sheet that incorporates both general criteria and any known task specific criteria and go over them carefully with learners at the start. Learners should be encouraged to use the feedback sheet to facilitate self-reflection and peer feedback during the process of portfolio development.
- 5. Help students understand the task specific criteria for any task or activity they will carry out.** This is clearly important and may involve negotiating with learners to develop new criteria or feedback sheets to suit the task or activity.
- 6. Allow time for portfolio development.** Portfolios require time for development and therefore teachers need to work out the times by which portfolios are due to be completed so that they do not all have to be handed in at the same time.
- 7. Build in formative feedback mechanisms** throughout the process of portfolio development which encourage self-reflection, peer feedback and teacher feedback opportunities in the form of written progress reports, teacher-student conferences, learner diaries, and feedback sheets.

## Portfolios

### Example 1: Theme-based Portfolio

You are going to develop a portfolio about your favourite holiday.

The purpose of developing this portfolio is for you to demonstrate your language ability and your ability to create a collection of related items that interests and informs your reader on a topic.

You will need to select and carry out 4 of the tasks below. At least one must be selected from each box. You must include tasks which are related to one another and arrange them in a logical order in the portfolio. As you carry out each task, revise and edit your work carefully. You should ask your classmates and your teacher for feedback.

After you have selected and carried out all of the tasks, write an introductory letter to the portfolio reader explaining why you have chosen them and what you have learnt from doing them.

You will be given feedback on the relevance and quality of each of the completed tasks (according to the criteria on the various feedback sheets), and of the portfolio as a whole.

**Choose from the list of tasks below. If you would like to work on something outside this list, talk about it with your teacher.**

- Write a poem about your favourite holiday.
- Write an article about the traditions of this holiday.
- Write an article about the origins of this holiday.
- Research how this holiday is celebrated in another country and then write a comparison about how it is celebrated in similar or different ways in Hong Kong.
- Read a story about this holiday and write a book report.
- Write about how you and your family celebrate the holiday.

- Select a poem about this holiday. Practise reading it using correct pronunciation, intonation, and rhythm. Include a written copy of the poem, and your final audio-taped recording of the poem.
- Make a short presentation on audio-tape or video-tape about the holiday.
- Learn a song that is associated with this holiday, and then perform and record it.

- Write a fact sheet about the holiday.
- Construct a crossword puzzle about the holiday.
- Design a poster about the holiday.
- Write a recipe for a dish or beverage commonly enjoyed on the holiday.
- Write instructions for a game or an activity that is done on this holiday.
- Write a greeting card for this holiday.



## Theme-based Portfolio Feedback Sheet

	Needs Improvement	Satisfactory	Well Done
<b><u>Overall content</u></b>			
• The tasks are relevant to the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The tasks provide adequate information about the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The tasks are interesting and creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Overall organization</u></b>			
• The tasks are related to one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The tasks are arranged in a logical order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Introductory letter</u></b>			
• It explains clearly and adequately why the tasks are chosen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• It explains clearly and adequately what is learnt from doing the tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Individual tasks</u></b>			
The quality of each individual task*:			
• Task 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Task 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Task 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Task 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(\* Use a relevant individual feedback sheet to assess each completed task and then tick the appropriate box above for an overall assessment. The categories on the next page give the areas to be assessed in the individual feedback sheets. These cover the major areas of content, organization, language and style, grammar and structure, as well as the other more task specific aspects for assessment.)

<b>Comments</b>	<b>Grade</b>

Feedback will be given in the following areas as appropriate to the specific task on an individual feedback sheet.

- For a written task you will receive feedback on the following areas as appropriate.
  - content
  - organization
  - task requirements
  - language and style
  - grammar and structure
  - mechanics
  
- For a speaking task you will receive feedback on the following areas as appropriate.
  - content
  - organization
  - communicative strategies
  - task requirements
  - pronunciation and fluency
  - language and style
  - grammar and structure

## Portfolios

### Example 2: Learning Reflection Portfolio

The purpose of this portfolio is for you to demonstrate your ability to reflect on your learning.

You will need to select 4 tasks you have completed during this term to include in the portfolio, e.g. a homepage, a comic strip, a poster, a letter, a survey report, or an oral book report. You have to include tasks which are related to one another. You also need to arrange the tasks in a logical order in the portfolio.

You will need to write a journal entry about each of the 4 tasks. For each entry, you might like to consider covering the following areas, if appropriate:

- What the task was and when you did it;
- Why the task was selected (state your selection criteria);
- What you liked and/or disliked about doing the task and why; and
- What you learned from doing the task.

You may include tasks that you had difficulty with. These tasks are often the ones we learn most from.

You will NOT be re-graded on any of the tasks. You will be given feedback on the quality of your reflections.

## Learning Reflection Portfolio Feedback Sheet

	Needs Improvement	Satisfactory	Well Done
<b><u>Content of portfolio</u></b>			
• The 4 tasks selected are relevant to the selection criteria (as stated in the journal entries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A journal entry is written for each task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Organization of portfolio</u></b>			
• The tasks are related to one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The tasks are arranged in a logical order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Journal entries</u></b>			
<b><i>Content</i></b>			
• Inclusion of information required (as stated in the instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas/personal reflections are clearly presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas/personal reflections are relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas/personal reflections are interesting/creative/original/critical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Organization</i></b>			
• Introduction and conclusion are included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Appropriate paragraphing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Paragraphs are logically ordered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas are well-connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Language</i></b>			
• Ideas/personal reflections are communicated clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Comments</b>	<b>Grade</b>
-----------------	--------------

**Process Writing:  
First Draft Feedback Sheet  
(Generic)**

**Purpose**

- Is the purpose of the piece of writing clear? If not, why not?

**Content**

- Are the ideas relevant to the topic? If not, which ideas seem irrelevant?
- Are the ideas clear? If not, which ideas need to be made clearer?
- Is there enough information? If not, what could be added?
- Is there too much information? If so, what could be taken out?

**Organization**

- Are the ideas presented in a logical order? If not, how could the ideas be presented in a better way?
- Are the ideas presented in paragraphs? If not, what information could be grouped into paragraphs?
- Are the paragraphs well connected to each other? If not, how could the paragraphs be better connected to each other?

**Format**

- Is the piece of writing presented in an appropriate format? If not, what format changes need to be made?

**Overall**

- Which part of the writing did you like the most and why?

**Process Writing:  
Language Feedback Sheet  
(Generic)**

**Vocabulary**

- Are the words and expressions correctly used?
- Are there some words or expressions which are used too often? If so, what are they?

**Grammar & Mechanics**

Underline the words/expressions in your peer's draft that need improvement. Write the appropriate symbols along the margin to help him/her make revision, as demonstrated in the examples below.

Grammar Items	Symbols	Examples
• Tense	T	Tom's father <u>is</u> in New York last month. (T)
• Word Order	WO	Mom gave her a <u>gold beautiful necklace</u> for her birthday. (WO)
• Subject Verb Agreement	SV	Three men <u>was</u> injured in the accident. (SV)
• Articles	A	<u>A</u> moon is big and bright tonight. (A)
• Gerunds	G	He has stopped <u>to go</u> to church. (G)
• Infinitives	I	The doctor told him <u>drink</u> plenty of water. (I)
• Word Form	WF	They talked very <u>loud</u> on the MTR. (WF)
• Spelling	Sp	He could not write his own name <u>collectly</u> . (Sp)
• Punctuation	△	How did you do it <sub>△</sub> (△)
• Preposition	Prep	As it was getting dark, mom switched <u>up</u> the lights. (Prep)
• Pronoun	Pron	She likes going shopping by <u>himself</u> . (Pron)

## Feedback Sheet Writing: Stories

Underline the appropriate item, tick the appropriate box, and add comments on the next page.

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• Ideas relate to the title of the story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas are original and creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
• The story has a beginning, a middle and an end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The beginning is made up of at least one paragraph that			
• tells where and when the story takes place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• introduces characters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The middle has paragraphs that			
• tell what happens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• are logically ordered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• are connected to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The end is made up of at least one paragraph that			
• concludes/offers a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task Requirements</b>			
• Word limit is followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language &amp; Style</b>			
• A story telling style is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Voice is consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Descriptive language is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Meaning is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of words is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Grammar & Mechanics**

- The story is accurate in
  - Tense
  - Word order
  - Subject verb agreement
  - Connectives (e.g. but, and, so)
  - Modals (e.g. can, must, may)
  - Prepositions
  - Pronouns
  - Articles
  - Gerunds & infinitives
  - Sentence structure
  - Punctuation
  - Spelling

<b>Comments</b>	<b>Grade</b>



## Feedback Sheet

### Speaking: Conversations & Discussions

Underline the appropriate item, tick the appropriate box, and add comments on the next page.

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• Adequate overall content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarity of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Relevance of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Originality/Creativeness/Insightfulness of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communicative Strategies</b>			
• Ability to use strategies such as:			
• Making an opening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Explaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarifying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◦ Restating			
◦ Offering examples			
• Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Disagreeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Taking turns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Self-correcting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Suggesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Summarizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Making a conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrating			
• Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Interest in conversation/discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Respect for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Open-mindedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Effective use of non-verbal features (e.g. eye contact, gestures, movement, pauses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Genre & Task Requirements**

- Observing time-limit
- Authenticity of speech     
(e.g. no memorized speech/utterances)

**Pronunciation & Fluency**

- Audibility
- Pace
- Correct pronunciation
- Intonation
- Stress

**Language & Style**

- Choice of words
- Variety of expressions
- Degree of formality
- Range of vocabulary

**Grammar & Structure**

- Accurate use of:
  - Tense
  - Word order
  - Subject verb agreement
  - Connectives (e.g. but, and, so)
  - Modals (e.g. can, must, may)
  - Prepositions
  - Pronouns
  - Articles
  - Imperatives
  - Gerunds & infinitives
  - Sentence structure

Comments	Grade

## Exemplar Assessment Task (KS2)

Name: \_\_\_\_\_ ( )

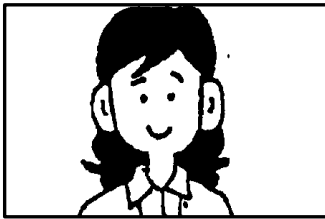
Class: P. \_\_\_\_\_

Date: \_\_\_\_\_

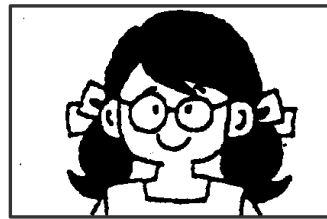
### Part 1

#### A Visit to the Dentist — Appointment Cards

This is the teacher, Miss Lee.



This is Sue.



The class is going to the dentist. Miss Lee gives Sue and her classmates the appointment cards.

Sue and her classmates are reading their appointment cards.

#### APPOINTMENT CARD

Name: Amy Wong  
Date: Tuesday, 14th November 20XX  
Time: 2:00 p.m.  
Room No: 301  
*\*Please bring this card and your toothbrush with you.*

#### APPOINTMENT CARD

Name: Sue Chan  
Date: Tuesday, 7th November 20XX  
Time: 2:30 p.m.  
Room No: 305  
*\*Please bring this card and your toothbrush with you.*

#### APPOINTMENT CARD

Name: Alan Ho  
Date: Tuesday, 7th November 20XX  
Time: 2:30 p.m.  
Room No: 301  
*\*Please bring this card and your toothbrush with you.*

#### APPOINTMENT CARD

Name: David Tam  
Date: Wednesday, 8th November 20XX  
Time: 2:30 p.m.  
Room No: 302  
*\*Please bring this card and your toothbrush with you.*

Answer the questions.

Sue wants to know ...

We're going to the dentist ...

1. a) Who is/are going on the same day with me?

\_\_\_\_\_

b) Are we going to see the dentist in the same room?

\_\_\_\_\_

2. What must I bring to the dentist?

a) \_\_\_\_\_

b) \_\_\_\_\_

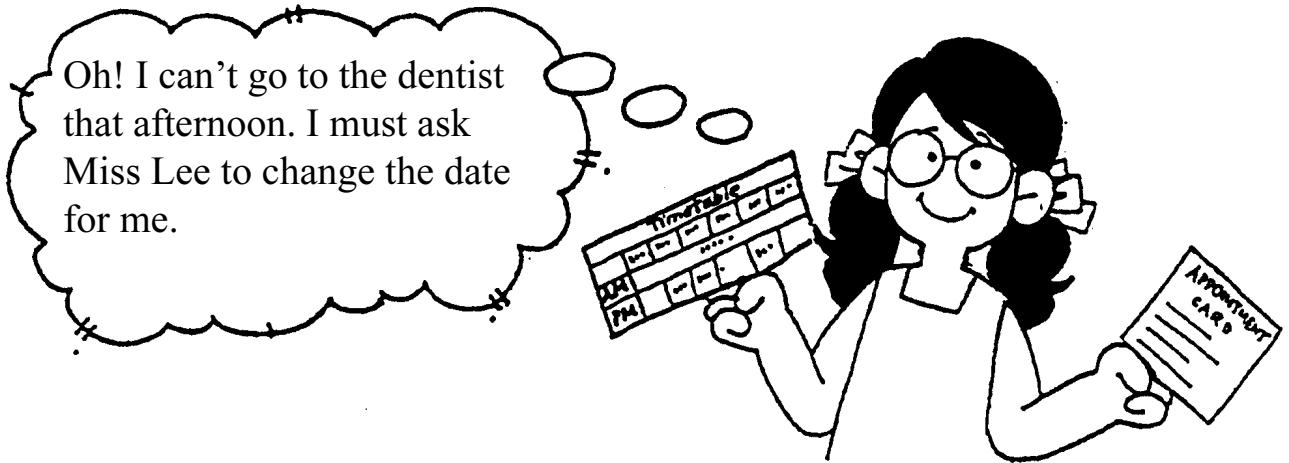


**Part 2**

**A Visit to the Dentist — Changing Date of Appointment**

This is Sue's timetable. Read it.

Timetable						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
AM	At School					
PM		dancing	swimming		drawing	



Sue looks at the following and chooses another day to go. Can you help Sue?

Kowloon Dental Clinic						
	Monday	Tuesday	Wednesday	Thursday	Friday	Sat, Sun & Public Holidays
AM	Open	Open	Closed	Open	Open	
PM	Closed	Open	Open	Open	Open	Closed

Complete the dialogue.



I cannot go to the dentist on \_\_\_\_\_  
 because I have a \_\_\_\_\_ lesson.  
 I can only go on \_\_\_\_\_.

OK. I'll check and change the date for you.



**Part 3****A Visit to the Dentist — Dragon Billy’s Tooth is Falling Out**

While Sue is waiting in the clinic, she reads a storybook about Dragon Billy.

Read the story about Dragon Billy.

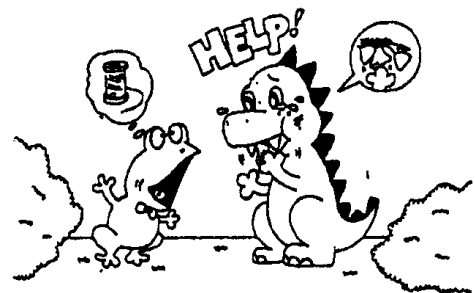
**Section A**

One morning, Dragon Billy woke up.

“What a beautiful day!” he said.

“Ah ... But something is wrong.”

He touched his nose. Nothing was wrong. He touched his mouth. Nothing was wrong. He opened his mouth. He touched a tooth. “Oh ... My tooth is falling out!”



Dragon Billy rushed into the garden.

“Help! Help! My tooth is falling out.” There was no one but Little Frog.

Little Frog looked up and asked, “What’s wrong with you?”

“My tooth is falling out. Come and help!” Billy cried.

Little Frog looked into Billy’s mouth.

“Yes. There’s a very loose tooth. It’s going to fall out. What are we going to do?” Little Frog said. “Let’s tell your mother.”

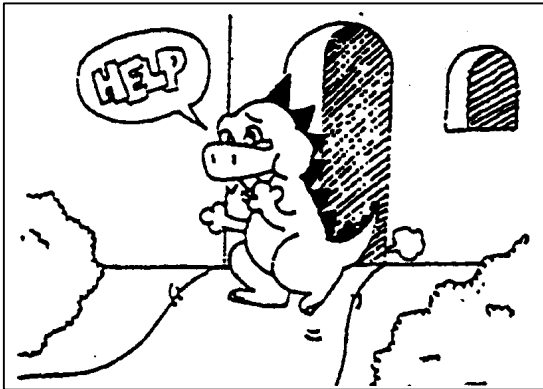
“No, I don’t want my mother to know,” Billy said. “Go and get me some thread.”

So Little Frog found him some thread ...

These pictures are about Section A of the story.

Tick (✓) the correct box .

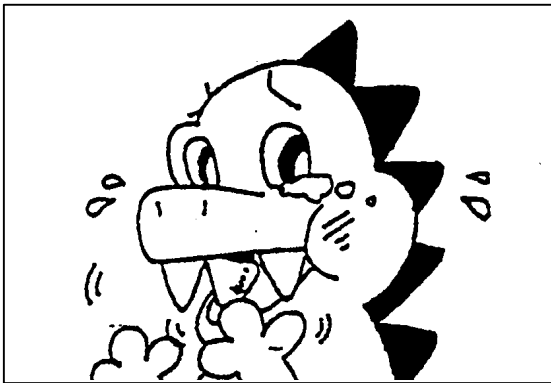
1.



Dragon Billy was unhappy because

- he had toothache.
- his tooth was falling out.
- he could not find Little Frog.

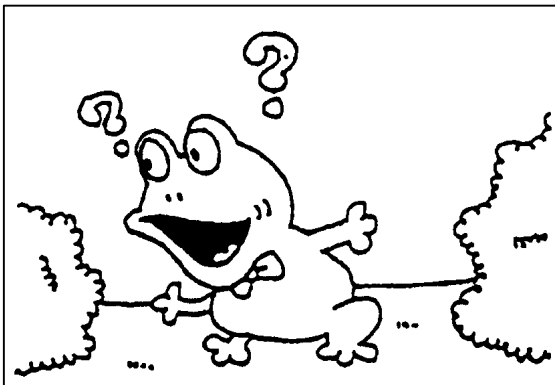
2.



Dragon Billy was crying for help because

- he had a loose tooth.
- he could not find his mother.
- he could not find Little Frog.

3.



Little Frog was trying to find

- some thread.
- Dragon Billy.
- Billy's mother.

4. What will you do if you have a loose tooth? (Write 2 sentences.)

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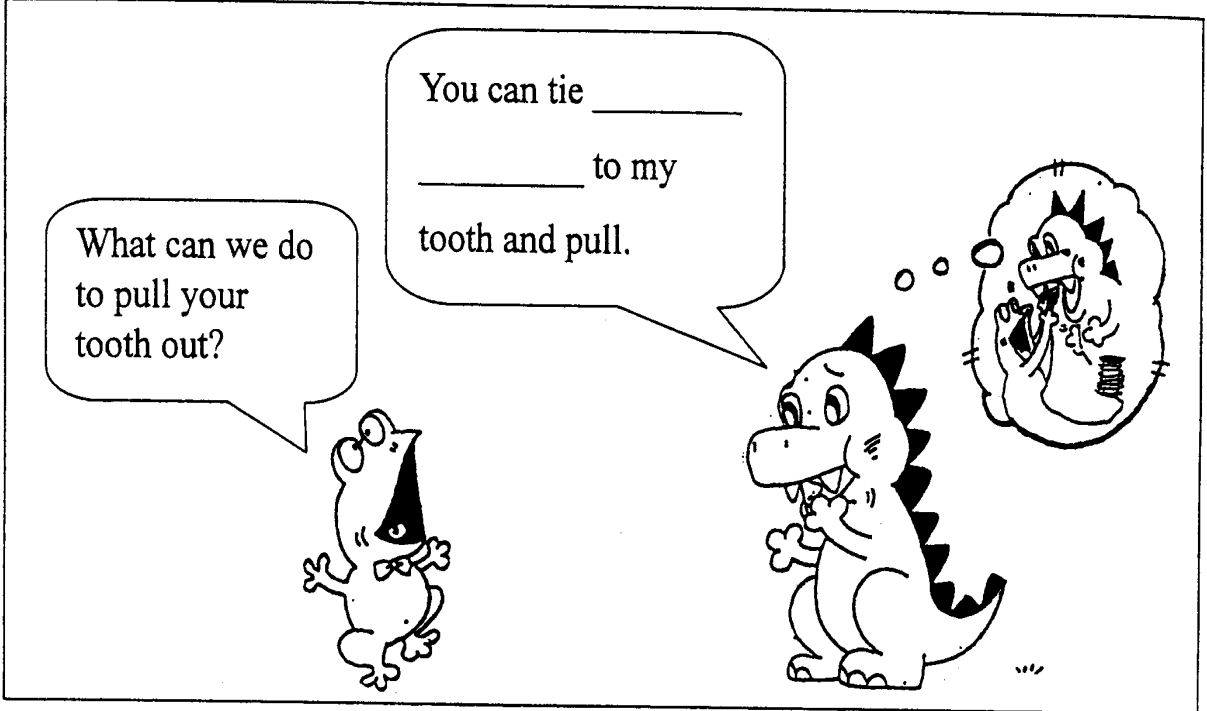


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Section B

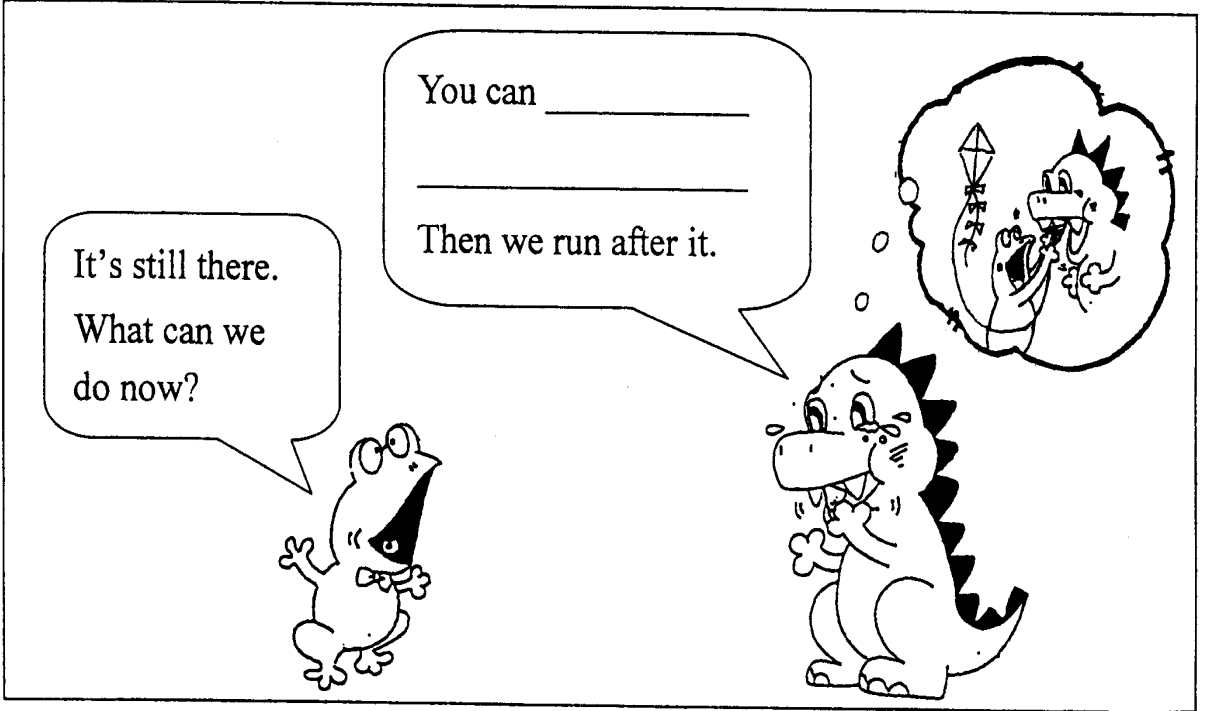
“What can we do ... ?”

Look at the pictures and fill in the  .

1. 

What can we do to pull your tooth out?

You can tie \_\_\_\_\_  
\_\_\_\_\_ to my  
tooth and pull.

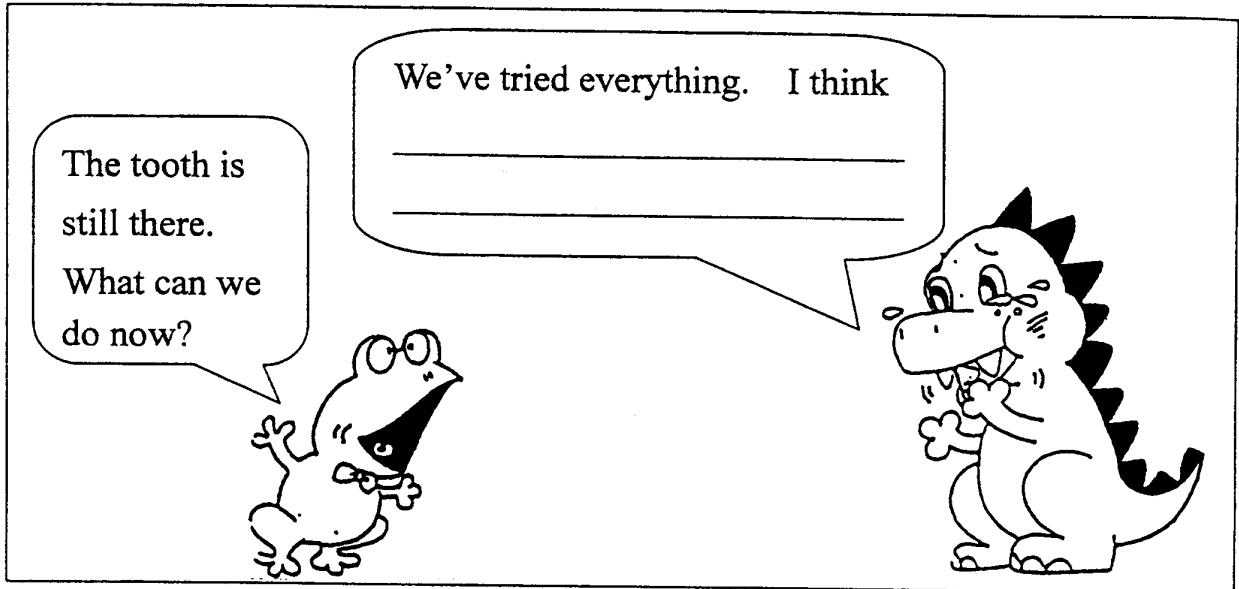
2. 

It's still there.  
What can we do now?

You can \_\_\_\_\_  
\_\_\_\_\_  
Then we run after it.



3.



Let's continue the story.

### Section C

That afternoon, Dragon Mother took Billy to see the dentist.

After the dentist had pulled out Billy's tooth, he said to Billy, "You're OK now."

The dentist then gave Billy the tooth that was pulled out.

Before Dragon Billy went home, he went to see Little Frog.

"Look! My tooth is gone," Billy cried with joy when he showed him the tooth.

"What do you want to do with it?" Little Frog asked ...



Where did Dragon Billy put his tooth? Write the ending of the story.

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**Part 4**

**A Visit to the Dentist — A Letter to Paul**

Sue gets a letter from her pen-friend, Paul.

Read the letter.

Dear Sue,

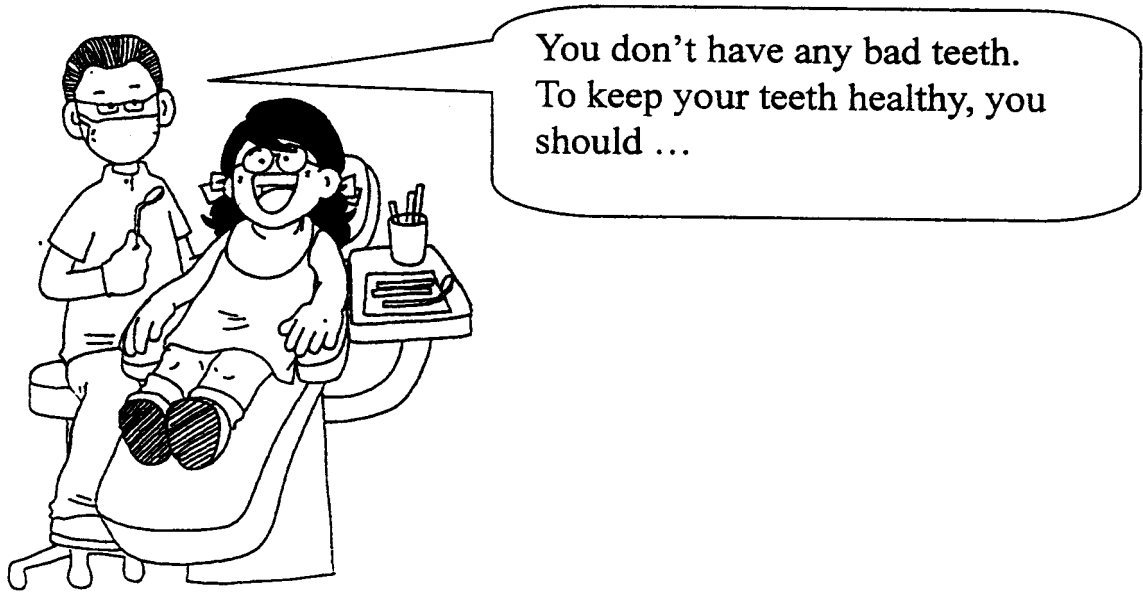
How are you?

Have you visited the dentist already? Were you frightened? Did you cry? Did you have any bad teeth? What did the dentist say? Please tell me.

Yours,

Paul

Sue writes and tells Paul about her visit to the dentist.



Write the letter in about 50 words.

Dear Paul,

---

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**Part 5****A Visit to the Dentist — Phone Messages****Section A**

After writing the letter to Paul, Sue checks the telephone messages and writes them down.

What are the messages about? Listen to the recording and write.

Telephone Message
To: <u>    Mummy    </u>
Message:
<u>  (1)                    </u> called.
<u>She wants to know when I go to see the (2)                    </u>

Telephone Message
To: <u>    Mummy    </u>
Message:
<u>  (3)                    </u> called.
<u>  She is having a (4)                    </u>
<u>  next Sunday. She invites us to go.                    </u>

Section B

The telephone rings. Sue answers the phone.



Can you help Sue to complete the messages? Listen and write.

Telephone Message

To: Mummy

Message:

Auntie (1) called.

She is coming for (2)

Message received by Sue

Telephone Message

To: (3)

Message:

(4) called.

He can (5)

Message received by Sue

## Tapescript

### Section A

After writing the letter to Paul, Sue checks the telephone messages and writes them down. What are the messages about? You now have 1 minute to look at the questions.

Listen carefully and write. The recording will be played twice.

Hello, Mrs Chan. This is Mrs Lee. When's your daughter going to see the dentist? (Pause)

Hello, Mrs Chan. It's Helen here. I'm having a birthday party next Sunday. Can your family come? (Pause)

### Section B

The telephone rings. Sue answers the phone. Can you help Sue to complete the messages? Listen carefully and write. The tape will be played once only.

(The telephone rings ...)

Sue: Hello.

Auntie: Hello. Is that Sue?

Sue: Yes.

Auntie: Sue, it's Auntie May here. Please tell your mother that I'm coming for dinner this evening.

Sue: Great! I'll tell Mummy that you're coming for dinner this evening.

Auntie: OK. See you this evening. Bye.

Sue: Bye. (Pause)

(The telephone rings ...)

Sue: Hello.

Uncle: Hello, Sue. This is Uncle Tom. Please tell your father that I can play football with him on Sunday.

Sue: Let me write it down. Uncle Tom can play football with Daddy on Sunday.

Uncle: Yes, that's right. Bye.

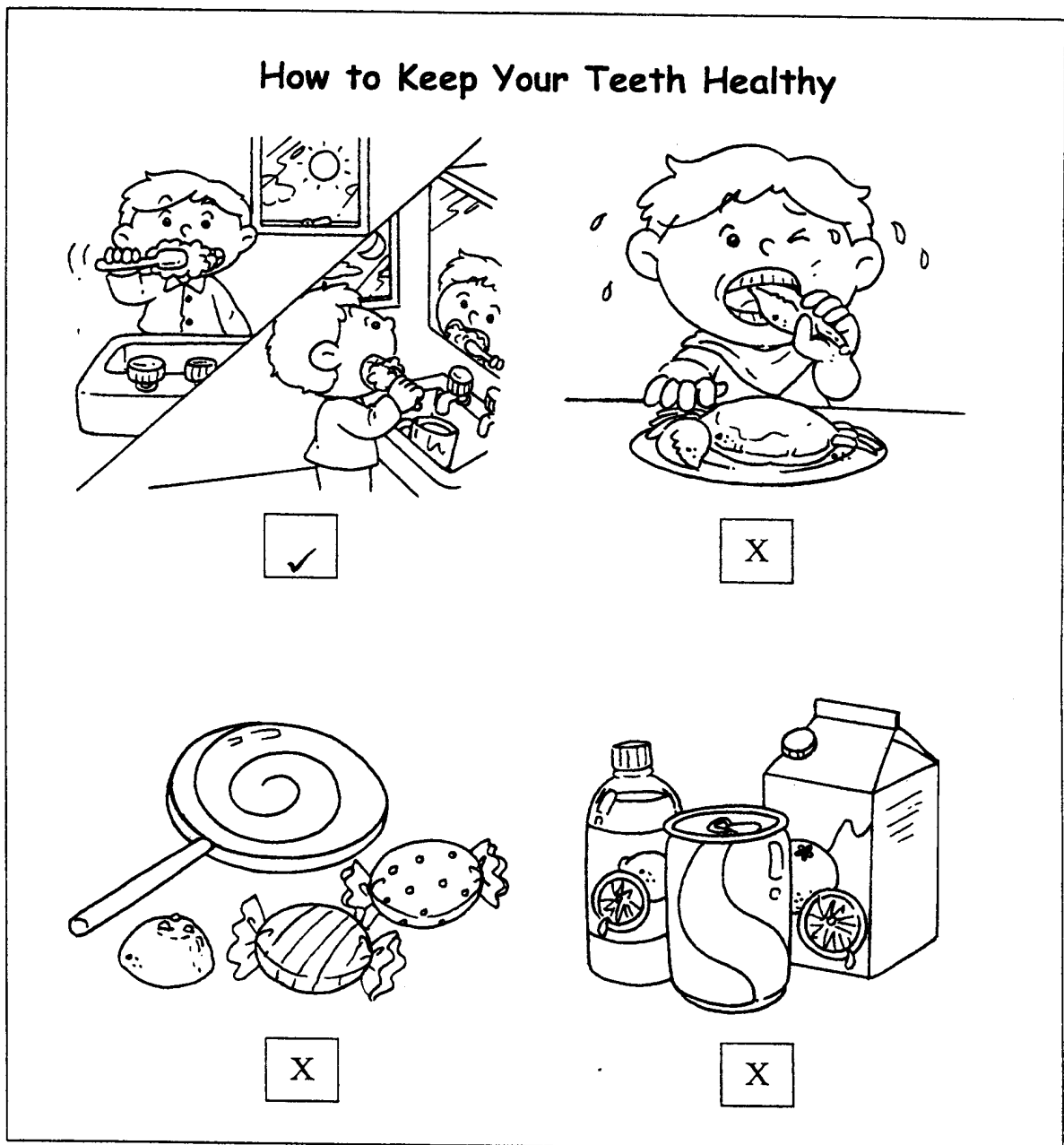
Sue: Bye.

**Part 6****A Visit to the Dentist — Keeping Your Teeth Healthy**

Today, a nurse comes to your school and gives each of you a picture card which tells you how to keep your teeth healthy.

Your teacher will ask you questions on how you take care of your teeth.

Read the picture card and talk with your teacher.



Notes for teachers:

### **A. Before the oral assessment**

Teacher explains the situation to the pupils by saying:

- e.g. a) Today, a nurse comes to your school and gives each of you a picture card which tells you how to keep your teeth healthy. Read the card and tell your teacher how you take care of your teeth.
- b) You have 3 minutes to study the picture card and 3 minutes to talk with the teacher.

### **B. During the oral assessment**

1. Begin the conversation by greeting the pupil.
2. Encourage the pupil to talk as much as he/she can in 3 minutes using the picture card as a prompt. You may ask

#### *Warm-up questions*

- e.g. Have you ever visited the dentist?  
How often do you visit the dentist?

#### *Questions related to the picture card*

- e.g. When should you brush your teeth?  
What should you eat less of?  
What should you drink less of?  
How do you feel when you visit the dentist?  
What other things should you do to keep your teeth healthy?

3. End the oral assessment by thanking the pupil.



## Exemplar Assessment Tasks (KS3)

### Task 1 – The yearly outing of CYC

#### **Part 1: Choosing a place for an outing**

You are the secretary of the CYC (Community Youth Club). The club is organizing a yearly outing for its members. You have collected some information on two places: Plover Cove and Cheung Sha Beach. You read through the information, and use a checklist to compare the two places.

You will need to suggest to the chairperson of CYC which you think is a better place for your outing.

#### Plover Cove

Plover Cove is just off Ting Kok Road in Tai Po, New Territories. It is easy to get to by taking the KCR to Tai Po and Light Bus 75K to the Plover Cove parking area. There are many activities that people can do for recreation and enjoyment - barbecuing, swimming, sailing, windsurfing, fishing, and kite flying. There are also many hiking trails to the north of Plover Cove. The scenery around Plover Cove is very beautiful.

Unfortunately, Plover Cove is often very crowded at weekends. Sometimes it is not easy to find a place to sit down. There is often a lot of rubbish along the trails and in the open area. In addition, it is difficult to find a barbecue space and there are many people cycling in the area. Another problem is the quality of the water. It is poor for swimming.

## Cheung Sha Beach

The scenery is very beautiful at Cheung Sha. There is a lovely view of the South China Sea. Cheung Sha is never overcrowded. The beach is quieter than most Hong Kong beaches. It is a great place for barbecues and there are lots of barbecue areas. The water at Cheung Sha is very clean. Many people like to swim there. The beach has excellent sand and is one of the best places in Hong Kong for making sandcastles. There are showers and a few small stores selling food and drinks.

Unfortunately, the transportation to Cheung Sha Beach is not very convenient. It is on the south side of Lantau Island. You have to take a ferry from the Central Ferry Pier, and then take a bus to the beach. Other than nice scenery, the beach and the sand, Cheung Sha has no attractions.

Now complete the following checklist by ticking  the right boxes and filling in the necessary information.

<u>Checklist</u>		
	Plover Cove	Cheung Sha Beach
Where it is:	<u>Tai Po</u>	
Transportation:		
• Easy?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
• How to get there?	_____ +	<u>ferry</u> +
Attractions:		
• Beautiful scenery?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Good for barbecue?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?/Why not?	_____ _____ _____	_____ _____ _____
• Good for swimming?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?/Why not?	_____ _____ _____	_____ _____ _____
• Activities that people can do:	1. swimming 2. barbecuing 3. sailing 4. _____ 5. _____ 6. _____ 7. kite flying	1. swimming 2. _____ 3. _____

## **Part 2: Suggesting a place for the outing**

You have compared the two places, Plover Cove and Cheung Sha. Now write a report to the chairperson of the club to suggest to him/her which of the two places you think is a better place for the club outing this year.

In your report, tell him/her

- where you think the club should go; and
- why (i.e. how the two places compare).

I have read some information about the two places, Plover Cove and Cheung Sha Beach. It seems that \_\_\_\_\_ is a suitable place for our outing this year.

The reasons are:

- Both \_\_\_\_\_, but \_\_\_\_\_
- \_\_\_\_\_ is a better place for \_\_\_\_\_ because \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Transportation is \_\_\_\_\_

I hope you will agree to what I suggest. We should hold a meeting soon to discuss what to buy for the outing.

### Part 3: Planning what to buy

Members of the club have decided that they want to go swimming and barbecuing at the Cheung Sha Beach for their outing. Now CYC is having a meeting to discuss what to buy for the barbecue. As the secretary of the club, you need to take notes. Listen to the discussion and complete the shopping list below.

<b>Shopping list</b>	
<u>Item</u>	<u>Quantity to buy</u>
1. water and _____	x ( _____ bring their own)
2. chicken _____	_____
3. sausages	_____
4. _____ chops	_____
5. oranges	_____
6. charcoal	_____ bag(s)
7. BBQ forks	_____
8. _____	4 jars
9. paper plates	_____
10. _____ and old newspapers	x (Sarah to bring them)

**Tapescript**

- Chairperson:** ... Now let's talk about what to buy for the barbecue. Any ideas?
- Chris:** Let's see. 50 members have signed up. That means we need to buy food and drinks for 50 people.
- Mary:** That's a lot. Shall we ask them to bring their own water and drinks?
- Chairperson:** Good idea. We'll remind them to do that – 'Members bring their own water and drinks'.
- Mark:** Now what food should we buy?
- Anna:** Chicken wings. Everybody likes chicken wings.
- Sarah:** And sausages too.
- John:** How about pork chops? Shall we get some of them as well?
- Chairperson:** Okay, chicken wings, sausages and pork chops. How many of each do we need?
- Sarah:** Will three chicken wings for each member be enough?
- Mary:** I think so. That's 150 chicken wings. How about sausages? Two for each?
- John:** That sounds reasonable. So 100 sausages. How about pork chops?
- Mark:** I love pork chops. Let's get 4 for each.
- Anna:** That's too many, Mark. We already have chicken wings and sausages.
- Chairperson:** Right. Three for each will do. 150 pork chops, got that?
- Mary:** I suggest that we buy some oranges. How about one for each member?
- Sarah:** Good. 50 oranges. I think that's enough food. Now how about charcoal, barbecue forks and all that?

- Mark:** We need to buy 3 bags of charcoal and 50 barbecue forks.
- Chairperson:** Hold on. I think we have some charcoal left over from the last picnic.
- John:** Two bags full. They're still in my home.
- Anna:** That means we need to buy one more bag. How about barbecue forks?
- John:** There are 30 left from last time. We need to get enough for everybody though.
- Chairperson:** Okay, get at least 20 more. Have we left anything out? Oh yes, we need to have honey, paper plates, matches, etc.
- Mary:** Let's buy 4 jars of honey and 50 paper plates.
- Sarah:** And I'll bring some matches and old newspapers.
- Chairperson:** Thanks Sarah. I think we'll do the shopping tomorrow after school. Who's coming along?
- Anna:** Count me in.
- Mark:** Me too.



**Part 4: Writing a Reminder Notice**

Miss Lee, CYC's advisor, was unable to come to the club meeting because she was sick. As the secretary of the club, you have sent her an email telling her what you and the chairperson have planned to do. Miss Lee sends you a reply and asks you to write a Reminder Notice about the outing for club members. Read her letter and write the Reminder Notice.

Dear Andrew and Mary,

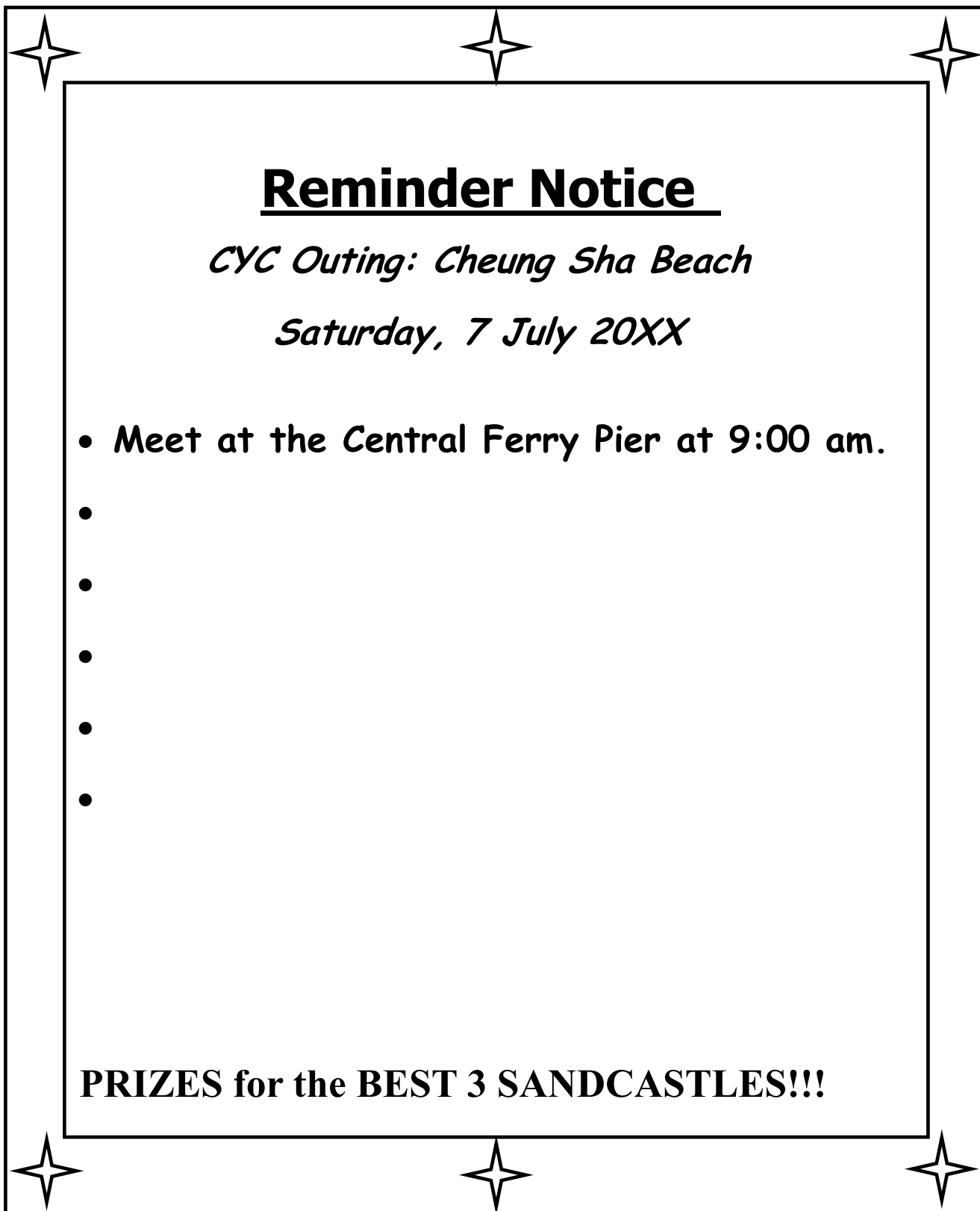
Thank you for holding the meeting and organizing everything for the outing. I would like you to write up a Reminder Notice for our club members and put it up on the notice board tomorrow. Write the Notice in point form, and use imperatives, to make the message clear.

On the Notice, state clearly the date, time and place for the outing. Tell members that they should meet at Central Ferry Pier at 9:00 am. Everyone has to bring \$40 for ferry and bus tickets. They should also bring their own water and drinks. Remind them to bring a bathing suit and a towel if they want to swim, and a pair of sandals if they do not want to walk on the beach bare-footed. Everyone ought to wear a hat as the sun may be strong. It would be a good idea for them to bring along some tools for building sandcastles. Tell them that there will be prizes for the three best sandcastles. Put your contact number on the Notice so that members can call you if they have any questions.

I am getting much better and should be able to join you for the outing. I look forward to having a good time on Saturday.

Yours truly,

Lucy Lee



**Reminder Notice**

*CYC Outing: Cheung Sha Beach*

*Saturday, 7 July 20XX*

- **Meet at the Central Ferry Pier at 9:00 am.**
- 
- 
- 
- 
- 

**PRIZES for the BEST 3 SANDCASTLES!!!**

**Task 2 – Radio call-in: “Come Share with Us”**

“Come Share with Us” is a radio call-in show for teenagers to express their views on different topics. The topic for this month is summer holidays. Your teacher would like you to listen to the show to get information for your project, which is on what most junior secondary students in Hong Kong do over the summer holidays.

**Part 1: A listening quiz**

To let you have an idea of what the show is like, all of you are asked to listen to the repeat of last night’s show in class. Now listen to it and complete the quiz that your teacher has prepared.

<b><u>Quiz</u></b>			
	<i>Caller 1</i>	<i>Caller 2</i>	<i>Caller 3</i>
<b>Name</b>	<b>Cindy</b>	_____	<b>Tony</b>
<b>Where caller is from</b> <i>(tick the right answer)</i>	<input type="checkbox"/> Tai Koo Shing <input type="checkbox"/> Causeway Bay	<input type="checkbox"/> Kowloon City <input type="checkbox"/> Tai Po	<input type="checkbox"/> Kowloon Tong <input type="checkbox"/> Yuen Long
<b>Summer activity</b> <i>(fill in one word for each blank)</i>	<b>Learn Japanese</b>	<b>Learn to</b> _____	<b>Help</b> primary school _____
<b>Reasons for choosing the activity</b> <i>(fill in one word for each blank)</i>	<b>Has an _____</b> <b>_____ in Japan</b> <b>Will visit her</b> <b>this _____</b>	<b>Cousin said it's beautiful under the _____</b>	<b>Want to share how he overcame problems in</b> _____ _____
<b>Expensive?</b> <i>(tick the right answer and fill in one word for each blank)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <b>She needs to find _____</b> <b>_____ for the school fees</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <b>His cousin will lend him some equipment</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <b>He does not need to use any _____ at all</b>

**Tapescript**

**Announcer:** Hello, this is Raymond Li and today we are talking about what you are going to do with your summer. Many of us just waste the summer away. Today I want to hear from those of you who have plans. Phone in and tell our listeners what you plan to do.

**Caller 1:** Hello, this is Cindy from Tai Koo Shing.

**Announcer:** Hello, Cindy so what special plans do you have this summer?

**Caller 1:** Well, this summer I am going to learn Japanese.

**Announcer:** Why are you going to learn Japanese?

**Caller 1:** Well, I have an email pal in Japan. We have been writing to each other for a year. She wants me to go to Japan and spend part of my Christmas holidays with her. My parents said I could go. This summer I want to learn some Japanese, so when I go to Japan this Christmas, I can speak with her friends and family.

**Announcer:** That's a great idea. So where are you going to take Japanese lessons?

**Caller 1:** People told me that the Ichiban Language School in Causeway Bay is quite good. I will start lessons there next week.

**Announcer:** How much do lessons cost?

**Caller 1:** Well, it will cost me about \$100 an hour for a small group class.

**Announcer:** So how can you afford that?

**Caller 1:** Well, I will have to find a job.

**Announcer:** Have fun learning Japanese, Cindy, and good luck in finding a job. Call us back and let us know how things are going.

---

**Announcer:** Our next caller is Andy from Tai Po. So Andy what are you going to do this summer?

**Caller 2:** Well, I am taking diving lessons.

**Announcer:** Pardon me, did you say diving or driving?

- Caller 2:** Diving.
- Announcer:** Diving! My, that sounds interesting. Why do you want to learn how to dive?
- Caller 2:** Well, my cousin is a diver and she says that there are many good places to dive around Hong Kong. She told me there are so many beautiful things to see under the water.
- Announcer:** But isn't it a very expensive activity?
- Caller 2:** Well, she is going to teach me so it won't cost me anything to learn.
- Announcer:** Have you bought your diving equipment yet?
- Caller 2:** Actually, my cousin is going to lend me some equipment so I don't have to buy very much. I just need to buy my own goggles and they are only \$150.
- Announcer:** It sounds like you have a very nice cousin. Good luck, Andy, and call us back to tell us what you see under the water.

- 
- Announcer:** Our last caller is Tony from Yuen Long. Tony, what are your plans this summer?
- Caller 3:** I am going to help some primary school children at my church.
- Announcer:** Helping primary school children...that sounds like a very meaningful activity Tony. Why did you decide to do that?
- Caller 3:** Well, my church has planned summer classes for the children. My church needed some young people to help out. I thought I'd rather like to do that. When I was in primary school, I had problems with English. So now I want to share with others how I overcame those problems. I want them to know that learning English is not hard, if you keep trying.
- Announcer:** I think that sounds like a very meaningful way to spend your summer. Would you call us again Tony and tell us how everything is going?
- Caller 3:** Yes, certainly.
- Announcer:** Well, that's all for today. Remember that summer is just ahead. Make your plans and tell us about them on our next show tomorrow at 6:00 pm. Bye for now.

## Part 2: Giving an oral report on what students are doing this summer

Everybody in class has listened to the “Come Share with Us” radio show and is getting ready to report back the information they have collected. However, you have lost your notes. Your teacher says you can borrow your friend’s notes for the oral report. You look over her Notes now and prepare an oral presentation on what the students who called up are going to do this summer. Your presentation should be about 1 minute and should include:

- **How many** students called in
- **Who** they were and **where** they were calling
- **What** they are going to do this summer and **why** they want to do it
- **Whether** they need to pay for it

Version 1

<u>Notes</u>		
	<i>Caller 1</i>	<i>Caller 2</i>
<b>Name</b>	<b>Kelly</b>	<b>David</b>
<b>Where caller is from</b>	<b>Tai Wo</b>	<b>Mongkok</b>
<b>Summer activity</b>	<b>learn sewing</b>	<b>work in parents' seafood restaurant</b>
<b>Reasons for choosing the activity</b>	<b>want to make own clothes</b>	<b>gain work experience; help parents</b>
<b>Need to pay?</b>	<b>\$35 per hour</b>	<b>will get \$1000 a month for working</b>

Version 2

<u>Notes</u>		
	<i>Caller 1</i>	<i>Caller 2</i>
<b>Name</b>	<b>Jane</b>	<b>Joe</b>
<b>Where caller is from</b>	<b>Cheung Chau</b>	<b>Diamond Hill</b>
<b>Summer activity</b>	<b>windsurfing</b>	<b>learn to design web pages</b>
<b>Reasons for choosing the activity</b>	<b>love windsurfing</b>	<b>want to design own web page</b>
<b>Need to pay?</b>	<b>parents already bought equipment</b>	<b>software costs a few hundred dollars</b>

Version 3

<u>Notes</u>		
	<i>Caller 1</i>	<i>Caller 3</i>
<b>Name</b>	<b>Mary</b>	<b>Mike</b>
<b>Where caller is from</b>	<b>Lantau</b>	<b>Lok Fu</b>
<b>Summer activity</b>	<b>help parents at their store</b>	<b>learn Putonghua</b>
<b>Reasons for choosing the activity</b>	<b>summer &gt; busy time at store</b>	<b>good for future</b>
<b>Need to pay?</b>	<b>will get \$200 each week for helping</b>	<b>\$300 for 6 weeks</b>



Version 4

<u>Notes</u>		
	<i>Caller 1</i>	<i>Caller 2</i>
<b>Name</b>	<b>Kitty</b>	<b>Ricky</b>
<b>Where caller is from</b>	<b>Stanley</b>	<b>Wanchai</b>
<b>Summer activity</b>	<b>improve swimming</b>	<b>travel to Taiwan</b>
<b>Reasons for choosing the activity</b>	<b>next year will join school swimming team</b>	<b>visit grandparents</b>
<b>Need to pay?</b>	<b>PE teacher will give free lessons</b>	<b>grandparents sent air tickets</b>

Version 5

<u>Notes</u>		
	<i>Caller 1</i>	<i>Caller 3</i>
<b>Name</b>	<b>Sandy</b>	<b>Paul</b>
<b>Where caller is from</b>	<b>Shatin</b>	<b>Kennedy Town</b>
<b>Summer activity</b>	<b>learn tennis</b>	<b>study Mathematics</b>
<b>Reasons for choosing the activity</b>	<b>friends all play tennis</b>	<b>want to get higher marks in Mathematics</b>
<b>Need to pay?</b>	<b>\$50 per hour</b>	<b>friend gives lessons for free</b>

Version 6

<u>Notes</u>		
	<i>Caller 1</i>	<i>Caller 2</i>
<b>Name</b>	<b>Jack</b>	<b>Grace</b>
<b>Where caller is from</b>	<b>Sai Kung</b>	<b>Sheung Shui</b>
<b>Summer activity</b>	<b>practise violin</b>	<b>travel to China</b>
<b>Reasons for choosing the activity</b>	<b>love violin</b>	<b>visit relatives; see Shanghai</b>
<b>Need to pay?</b>	<b>\$50 per hour 3 times each week</b>	<b>parents will pay for the air tickets</b>

Version 7

<u>Notes</u>		
	<i>Caller 1</i>	<i>Caller 2</i>
<b>Name</b>	<b>Charles</b>	<b>Jane</b>
<b>Where caller is from</b>	<b>Ma On Shan</b>	<b>Lam Tin</b>
<b>Summer activity</b>	<b>work in bookstore</b>	<b>play computer games</b>
<b>Reasons for choosing the activity</b>	<b>earn some money to buy books</b>	<b>love computer games; no time to play during school year</b>
<b>Need to pay?</b>	<b>will get \$300 per week</b>	<b>no need to pay</b>

<b>Education Department's Publications in Support of the Implementation of the English Language Education Curriculum</b>				
<b>Title</b>		<b>Year</b>	<b>Level</b>	<b>Format</b>
<b>I) Catering for Learner Diversity</b>				
1.	Handbook on Remedial Teaching of English in Primary Schools <sup>@</sup>	1999	Primary	Available on the Web only
2.	Handbook on Remedial Teaching of English in Primary Schools*	1994	Primary	Book
3.	Handbook on Remedial Teaching of English in Secondary Schools (Revised Edition)* <sup>@</sup>	1997	Secondary	Book
4.	English Language for Children Recently Arriving in Hong Kong from Various Parts of China*	1996	Primary & Secondary	Booklet
<b>II) Curriculum Guide/Syllabus</b>				
5.	Learning to Learn: English Language Education Consultation Document	2000	Primary & Secondary	Book
6.	CDC Syllabus for English Language (Primary 1-6) 1997 <sup>#</sup>	1997	P1 - P6	Book
7.	CDC Syllabus for English Language (Secondary 1-5) 1999 <sup>#</sup>	1999	S1 - S5	Book
8.	CDC Syllabus for Use of English (Advanced Supplementary Level) 1999 <sup>#</sup>	1999	S6 - S7	Book
9.	CDC Syllabus for English Literature (Secondary 4-5) 1995 <sup>#</sup>	1995	S4 - S5	Book
10.	CDC Syllabus for English Literature (Advanced Supplementary Level) 1995*	1995	S6	Book
11.	CDC Syllabus for English Literature (Advanced Level) 1995*	1995	S6 - S7	Book

<sup>@</sup> Available on the Web (<http://cd.ed.gov.hk/eng>)

\* Though on display at the Library of the Hong Kong Teachers' Centre and the Language Resource Centre at 4 Pak Fuk Road, North Point, there is no more stock for schools.

<sup>#</sup> Available for sale at Government Publications Centre (Tel. No.: 2537 1910)

<b>III) Extensive Reading</b>				
12.	Reading Makes a Difference	2002	P1 - S5	CD-ROM (The suggested booklists for the English Extensive Reading Grants are also available on the Web. <sup>@</sup> )
13.	Support Package on English Extensive Reading for Key Stage 1	2000	P1 - P3	CD-ROM & Audio CD
14.	Handbook on Extensive Reading in English (Part One)	1999	P4 - P6 & S1 - S3	Book* & CD-ROM
15.	English Extensive Reading Scheme (Primary 5 and 6) Operational Manual*	1997	Primary	Book
16.	Hong Kong Extensive Reading Scheme in English (Secondary I to III) – Teachers' Manual*	1995	Secondary	Book
<b>IV) Good Practices</b>				
17.	Good Practice in English Language Teaching: A Handbook for Primary Schools <sup>@</sup>	1998	P1 - P6	Book
18.	Good Practice in English Language Teaching: A Handbook for Secondary Schools <sup>@</sup>	1996	Secondary	Book* & Cassette Tape
<b>V) Guidelines and Handbooks</b>				
19.	School-based Curriculum Adaptation at Primary Level <sup>@</sup>	1999	Primary	Available on the Web only
20.	Guidelines on Setting Assignments for English – Towards a Homework Policy* <sup>@</sup>	1994	Primary	Leaflet
21.	Using English Textbooks	1995	Primary & Secondary	Leaflet
22.	Teaching Grammar and Spoken English: A Handbook for Hong Kong Schools*	1993	Primary & Secondary	Book
23.	Use of English Teaching Packages*	1994	Secondary	Book

<sup>@</sup> Available on the Web (<http://cd.ed.gov.hk/eng>)

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<b>VI) Information Technology (IT)</b>				
24.	Using IT to Learn, Learning to Use IT	2001	Primary	CD-ROM <sup>@</sup>
25.	Using IT in the Primary English Classroom	1999	P1 - P6	Leaflet
<b>VII) Language Arts</b>				
26.	Let's Experience and Appreciate Drama (LEAD)	2002	Primary	CD-ROM <sup>@</sup> , Audio CD, Booklets & Small Books
27.	Songs, Rhymes and Tales for Key Stages 1 and 2	2001	Primary	VCD
28.	Let's Experience and Appreciate Poetry (LEAP) (Key Stage 1)	2000	P1 - P3	Small Book, Big Book, Audio CD, Cassette Tapes & Teacher's Folder
29.	Let's Experience and Appreciate Poetry (LEAP) (Key Stage 2)	2000	P4 - P6	Small Book, Big Book, Audio CD, Cassette Tapes & Teacher's Folder
30.	Poems, Songs and Games	1994	Primary	Book & Cassette Tape
31.	Good Practice in Speech Activities	1999	Primary & Secondary	VCD & CD-ROM
32.	The Learning and Teaching of Poetry (Secondary 1-3): A Resource Package	2002	S1 - S3	Resource Folder, Audio CD
33.	The Teaching of Choral Verse Speaking*	1998	Secondary	Book with Video Tape
34.	Language Arts for Secondary 1 to 5	1997	S1 - S5	Book
<b>VIII) Phonics</b>				
35.	Phonics in Action	2002	Primary	Audio CD, VCD, Video Tape, Book, Card & Leaflet
36.	Phonics Multimedia Resource Pack	2000	Primary	VCD & CD-ROM
37.	Strategies and Activities to Maximize Pleasurable Learning Experiences (SAMPLE)	2000	P1 - P6	Pamphlet, CD-ROM <sup>@</sup> , VCD, Leaflet, Card & Cassette Tape

<sup>@</sup> Available on the Web (<http://cd.ed.gov.hk/eng>)

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38.	The Teaching of Phonics	1993	Primary	Book
<b>IX) Radio Programmes</b>				
39.	Teen Time Resource Package 2000	2000	S6 - S7	CD-ROM & Audio CD
40.	Teen Time Resource Package (A Language Fund Project)	1996	S6 - S7	Book & Cassette Tape
41.	Teen Time Resource Package*	1995	Secondary	Teachers' Notes & 2 Cassette Tapes
42.	Teen Time Selections	1994	S6 - S7	Book & Cassette Tape
<b>X) Self-Access Learning Materials</b>				
43.	Self-access Language Learning for Secondary Schools	2001	S1 - S7	Resource Folder & Audio CD, Resource Box & Audio CD
44.	Intensive English Language Programme <sup>@</sup>	2001	S6 - S7	Resource Folder, CD-ROM, Audio CD & Cassette Tape
45.	Intensive English Course (Revised Edition) <sup>@</sup>	1999	S6	Booklets*, Audio CD & Cassette Tape
46.	Practice Listening	1998	S4 - S7	Book & Cassette Tape
<b>XI) Task-based Learning</b>				
47.	Adopting Task-based Approach in the Primary Classroom	1998	P1 - P6	CD-ROM
48.	Task-based Language Learning (Secondary 4-5): A Resource Package	2002	S4 - S5	Resource Folder, CD-ROM
49.	Task-based Learning and an Exemplar Module for Key Stage 3 <sup>@</sup>	2000	S1 - S3	Book & CD-ROM
50.	Task-based Learning and an Exemplar Module for Key Stage 4 <sup>@</sup>	2000	S4 - S5	Book & CD-ROM

<sup>@</sup> Available on the Web (<http://cd.ed.gov.hk/eng>)

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<b>XII) Transition between Key Stages</b>				
51.	Bridging English across Primary and Secondary Education (To principals) ----- (To English panels) ----- (To teachers of EMI subjects)	1996	Primary & Secondary	Set of Leaflets
52.	Bridging English across Primary and Secondary Education	1995	Primary & Secondary	Booklet
53.	Learning in the English Medium in Secondary 4	1996	S4	Booklet
<b>XIII) Writing</b>				
54.	Writing Packages (Primary 1-3)	2001	P1 - P3	Copymasters, Notes for Teachers, CD-ROM <sup>@</sup> , Game Board & Sample of Minibook
55.	Writing Packages (Primary 4-6)	2000	P4 - P6	Copymasters, Notes for Teachers, CD-ROM, Audio CD & Authentic Materials
56.	Teaching Writing as a Process	1994	Primary	Book
57.	Writing Packages (Secondary 4 & 5)	2001	S4 - S5	Tasks & Help Files, Appendix of Useful Online Resources, Audio CD & CD-ROM
58.	Writing Packages (Secondary 1-3)	2000	S1 - S3	Copymasters, Notes for Teachers, CD-ROM, Audio CD & Authentic Materials

<sup>@</sup> Available on the Web (<http://cd.ed.gov.hk/eng>)

## Community Resources to Support Life-wide Learning

Organization	Activity	Telephone Number
AFS Intercultural Exchanges Hong Kong	<ul style="list-style-type: none"> <li>• This voluntary organization offers a variety of student exchange programmes which provide opportunities for language learning, cultural immersion and personal growth.</li> <li>• It has also run language camps in conjunction with the Education Department to promote language learning through fun-filled educational activities such as songs, dance, drama and games.</li> </ul> <p>Web site: <a href="http://afsweb.afs.org/HongKong.nsf/">http://afsweb.afs.org/HongKong.nsf/</a></p>	2802 0383
The British Council	<ul style="list-style-type: none"> <li>• The Council offers a range of services/activities that provide opportunities for life-wide language learning. These services/activities include film festivals, cultural programmes or exhibitions (on topics such as Art, Science, Design and Technology), English Mosaic (an online student magazine), English Language Centre, Book Centre, and Library and Information Services. Some of these services/activities are fee-based and some are free of charge.</li> </ul> <p>Web site: <a href="http://www.britishcouncil.org.hk">http://www.britishcouncil.org.hk</a></p>	2868 2818
Department of Health	<ul style="list-style-type: none"> <li>• Guided tours in English</li> </ul>	2199 9204
The English Speaking Union Hong Kong	<ul style="list-style-type: none"> <li>• “English in Action” <ul style="list-style-type: none"> <li>- This is a volunteer programme that provides non-native speakers of English with the opportunity to practise conversational English with native and/or fluent English speakers in a relaxed, social atmosphere.</li> </ul> </li> <li>• Public Speaking and Debating activities are organized from time to time to help participants learn and apply their knowledge and skills in communication, public speaking and debating.</li> </ul> <p>Email: <a href="mailto:esuhk@netvigator.com">esuhk@netvigator.com</a></p>	2537 5133



Environmental Protection Department	<ul style="list-style-type: none"> <li>Environmental Resources Centre <ul style="list-style-type: none"> <li>- Guided tours in English</li> <li>- The resources in the Centre are all in both Chinese and English.</li> </ul> </li> </ul>	2893 2856
Hong Kong Police Force	<ul style="list-style-type: none"> <li>Guided tours in English</li> </ul>	2866 6191
Hong Kong Schools Music and Speech Association	<ul style="list-style-type: none"> <li>English Drama Competition</li> <li>English Choral Speaking Competition</li> <li>Singing Competition</li> </ul>	2761 3877
Hong Kong Youth Arts Festival Association Ltd.	<ul style="list-style-type: none"> <li>Hong Kong Youth Arts Festival <ul style="list-style-type: none"> <li>- This festival is held in November every year. The activities are mainly divided into performing arts and visual arts. They are conducted in either Chinese or English.</li> </ul> </li> </ul> <p>Web site: <a href="http://www.hkyaf.com">http://www.hkyaf.com</a></p>	2877 2625
Kadoorie Farm and Botanic Garden	<ul style="list-style-type: none"> <li>Guided tours in English</li> </ul>	2488 1317
Labour Department	<ul style="list-style-type: none"> <li>Guided tours to some companies or factories in English can be arranged.</li> </ul>	2717 1771
Mass Transit Railway	<ul style="list-style-type: none"> <li>For secondary students, they can visit the Central Control Centre in Tsing Yi. For primary students, they can visit various MTR stations in Hong Kong. Guided tours can be in English if the schools apply in advance.</li> </ul>	2881 8888
Museums in Hong Kong	<ul style="list-style-type: none"> <li>Guided tours in English (advance-booking required)</li> <li>The Science Museum can provide worksheets in English.</li> <li>The movies are shown with Chinese and English narration in the Space Museum. The audience can choose the language that they want to listen to.</li> </ul>	* See Contact Numbers below

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\* **Contact Numbers**

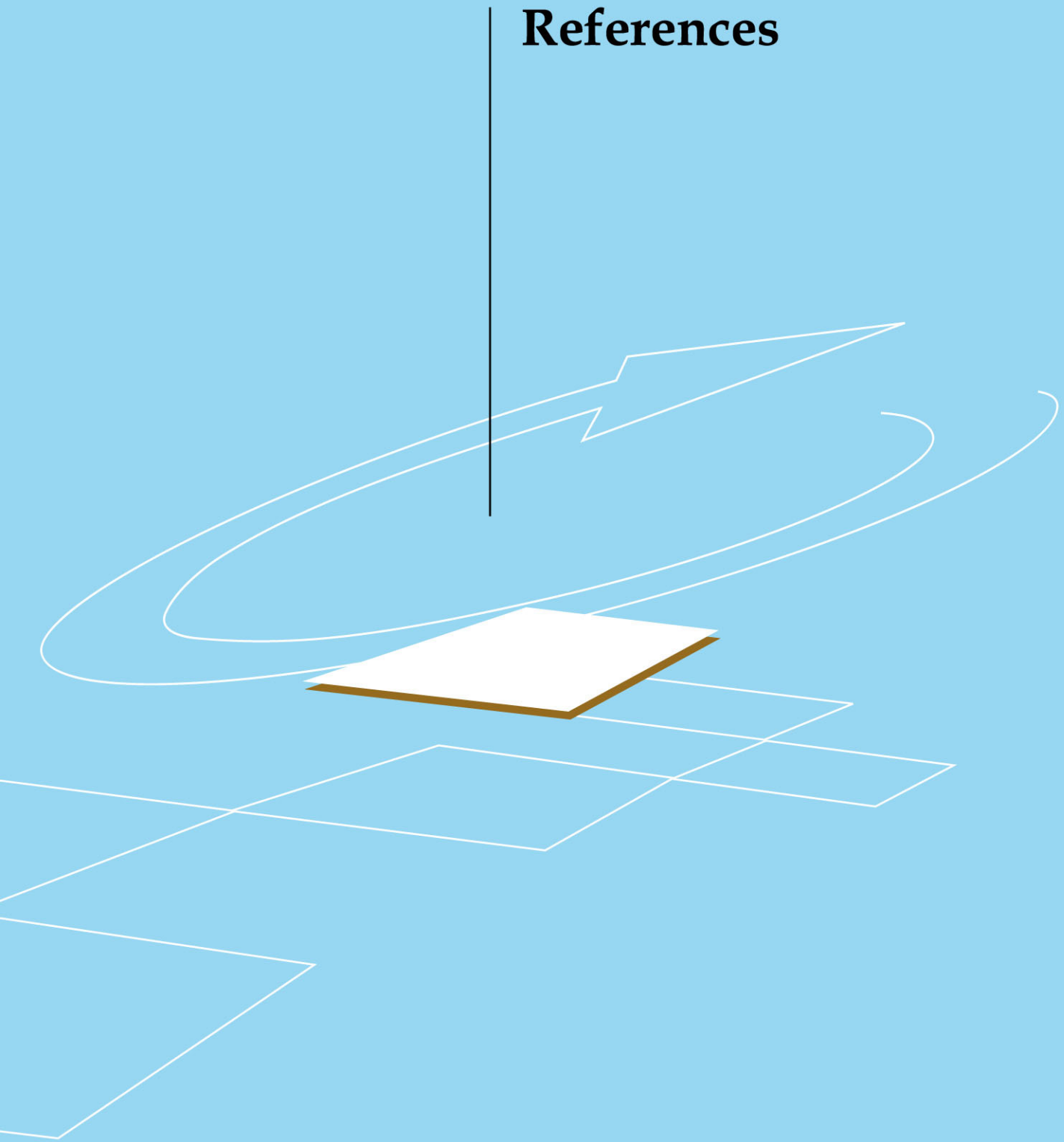
Hong Kong Film Archive	2739 2139	Hong Kong Science Museum	2732 3220
Hong Kong Heritage Museum	2180 8260	Hong Kong Space Museum	2734 2720
Hong Kong Museum of Arts	2734 2070	Law Uk Folk Museum	2896 7006
Hong Kong Museum of Coastal Defense	2569 1500	Lei Cheng Uk Han Tomb Museum	2386 2863
Hong Kong Museum of History	2724 9080	Sam Tung Uk Museum	2411 2001
Hong Kong Railway Museum	2653 3455	Sheung Yiu Folk Museum	2792 6365

Ocean Park	<ul style="list-style-type: none"> <li>• If the schools are the members of “Friends of the Ocean”, they can take part in the various activities organized by the Ocean Park Conservation Foundation. The activities include boat trips for observing dolphins, visits to Ocean Park, day camps, seminars, etc. Various animals are introduced. There is always one section in each of the above activities that teaches the participants the names of animals in English.</li> <li>• For some activities, guided tours in English can be provided.</li> </ul>	2873 8679
The Open University of Hong Kong	<ul style="list-style-type: none"> <li>• “The World of Communication” <ul style="list-style-type: none"> <li>- This is a bilingual communication portal developed by the Open University of Hong Kong for free public access. It offers a range of information and resources about professional communication strategies and skills, including key concepts and principles about effective communication, real-life samples about formats and styles, templates of major documents, useful tips in different communication situations, language learning aids, resources for teachers, public forum, etc.</li> </ul> </li> </ul> <p>Web site: <a href="http://learn.ouhk.edu.hk/~wpc">http://learn.ouhk.edu.hk/~wpc</a></p>	2768 6362
Public libraries	<ul style="list-style-type: none"> <li>• Chinese and English Books Exhibition</li> <li>• Reading Programme for Children and Youth <ul style="list-style-type: none"> <li>- The programme’s objective is to arouse the interest of children and youth in reading, to develop their reading habits, to widen their knowledge and scope of reading, to enhance their language proficiency and to encourage parents’ active participation in shared reading. Participants can join this programme individually or they can be nominated by schools.</li> </ul> </li> </ul> <p>Web site: <a href="http://www.hkpl.gov.hk/05activities/5_4reading.html">http://www.hkpl.gov.hk/05activities/5_4reading.html</a></p>	2921 2660
RTHK	<ul style="list-style-type: none"> <li>• “English in Speech” <ul style="list-style-type: none"> <li>- This is a programme which provides a range of resources and activities on nine great speeches by Abraham Lincoln, Martin Luther King, Anson Chan, Christopher Patten, etc., including audio recordings, scripts, background information, analysis, and online quizzes.</li> </ul> </li> </ul>	2339 6544

	<p>Web site: <a href="http://www.rthk.org.hk/elearning/betterenglish/speech_main.htm#">http://www.rthk.org.hk/elearning/betterenglish/speech_main.htm#</a></p> <ul style="list-style-type: none"> <li>• “Songbirds” <ul style="list-style-type: none"> <li>- Songbirds is a lively mix of music and an on-going local youth drama. It is designed to help students develop English Language skills and to appreciate drama and classical music.</li> </ul> </li> </ul> <p>Web site: <a href="http://www.rthk.org.hk/rthk/radio4/songbirds/">http://www.rthk.org.hk/rthk/radio4/songbirds/</a></p> <ul style="list-style-type: none"> <li>• “Talk to Win” <ul style="list-style-type: none"> <li>- This is a competition that requires the participants to express their thoughts and feelings after a specific English song is played. The students have to present themselves orally in English. Mr. Tao Kit comments on the students’ performance and decides on the winner.</li> </ul> </li> </ul> <p>Web site: <a href="http://www.rthk.org.hk/elearning/betterenglish/talk_main.htm">http://www.rthk.org.hk/elearning/betterenglish/talk_main.htm</a></p> <ul style="list-style-type: none"> <li>• “Teen Time” <ul style="list-style-type: none"> <li>- This is a special project jointly organized by the Education Department and Radio Television Hong Kong to promote the learning and use of English among secondary school students. The programme consists of regular features of interest to young people, such as popular songs and music, interviews with local personalities, film reviews, information and tips on trendy life style, professional advice on health and youth problems, current affairs, social issues, etc.</li> </ul> </li> </ul> <p>Web site: <a href="http://www.rthk.org.hk/rthk/radio3/teentime/">http://www.rthk.org.hk/rthk/radio3/teentime/</a></p>	
The Boys’ and Girls’ Clubs Association for Hong Kong	<ul style="list-style-type: none"> <li>• “Smart Kids” <ul style="list-style-type: none"> <li>- This is a playgroup organized by the Growth and Development Centre of the Association in Wan Chai. Activities are conducted to arouse children’s interest in learning English. The playgroup is suitable for P1 learners.</li> </ul> </li> </ul>	2527 9121

<p>World Wide Fund for Nature, Hong Kong</p>	<ul style="list-style-type: none"> <li>• Visits to Mai Po             <ul style="list-style-type: none"> <li>- Guided tours in English</li> <li>- There are both Chinese and English explanations for the photos and animal specimens in the Mai Po Marshes Wildlife Education Centre.</li> </ul> </li> </ul>	<p>2652 0285</p>
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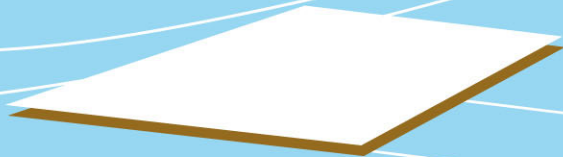
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**Membership of  
the Curriculum  
Development  
Council Committee on  
English Language  
Education**



**Membership of the Curriculum Development Council  
Committee on English Language Education  
(from September 1999)**

<b>Chairperson:</b>	Mr. CHAN Shu-ki, Stephen Tack Ching Girls' Middle School	(from 1.9.2000)
	Mr. TOO, Derek Rodney St. Stephen's College	(from 1.9.1999 to 31.8.2000)
<b>Vice-chairperson:</b>	Ms. CHAN Wai-ming English Section, CDI, ED	(from 1.9.1999)
<b>Members from Tertiary Institutions:</b>	Dr. MOK CHEUNG Hing-man, Angela The Hong Kong Institute of Education	(from 1.9.1999)
	Dr. SLETHAUG, Gordon E The University of Hong Kong	(from 1.9.1999)
	Prof. LITTLEWOOD, William Hong Kong Baptist University	(from 1.9.1999)
<b>Member from Related Professional Bodies:</b>	Mr. MILLER, Lindsay James The Hong Kong Association of Self- Access Learning and Development (HASALD)	(from 1.9.1999)
<b>Member from CDCC on Special Educational Needs:</b>	Mr. KUAN Yuk-kin Ebenezer School	(from 1.9.2001)
	Mr. LAM Cho-ki Chiu Chow Association Secondary School	(from 1.9.1999 to 31.8.2001)



<b>Member from CDCC on Early Childhood Education:</b>	Ms. WAN Koon-har Annunciation Catholic Kindergarten	(from 1.9.2001)
	Mrs. YUEN TO Mak-lo, Moira Parent representative	(from 1.9.1999 to 31.8.2001)
<b>School Heads:</b>	Mrs. LIU LU Lee-ching SKH Lee Shiu Keung Primary School (PM)	(from 1.12.2001)
	Mr. CHEUNG Man-biu, Robin Tsung Tsin College	(from 1.3.2001)
	Mr. TOO, Derek Rodney St. Stephen's College	(from 1.9.2000)
	Ms. MOK Fung-yee, Emily Chan's Creative School	(from 1.9.1999)
	Mr. CHAN Sai-ho Stewards Pooi Kei Primary School	(from 1.9.1999 to 30.11.2001)
	Ms. YAM Sui-lee, Melissa Lingnan Hang Yee Memorial Secondary School	(from 1.9.1999 to 31.12.2000)
	Ms. CHENG Woon-kai Sacred Heart of Mary Catholic Primary School (AM)	(from 1.9.2001)
<b>School Teachers:</b>	Mrs. FUNG SIN Lai-wan Hon Wah Middle School	(from 1.9.2001)
	Mrs. DUTHIE CHUANG Sha-li, Shirley St. Stephen's Girls' Primary School	(from 1.9.1999 to 28.2.2002)

	Mrs. LI, Catherine Marymount Secondary School	(from 1.9.1999)
	Ms. SIU Ching-yee, Truely PLK Centenary Li Shiu Chung Memorial College	(from 1.9.1999)
	Mr. CHAN Shu-ki, Stephen Tack Ching Girls' Middle School	(from 1.9.1999 to 31.8.2000)
	Ms. CHAN Wai-han Li Cheng Uk Government Primary School (AM)	(from 1.9.1999 to 31.8.2001)
	Mrs. LUI, Catherine St. Paul's School (Lam Tin)	(from 1.9.1999 to 31.8.2001)
<b>Co-opted Member:</b>	Mrs. DUTHIE CHUANG Sha-li, Shirley Head St. Stephen's Girls' Primary School	(from 1.3.2002)
<b>Ex-officio Members:</b>	Mr. THAM, Simon Quality Assurance Division, ED	(from 1.9.1999)
	Mrs. LEE WONG Wai, Christina Hong Kong Examinations Authority	(from 1.9.1999)
<b>Secretary:</b>	Mr. NG Kar-man, Raymond English Section, CDI, ED	(from 1.9.1999)