

Suggested Modules and Units for Key Stages 1 - 4*(CPF2002)****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

Compulsory Part (CDC, 2007, pp. 29-30)

Below is a list of suggested modules and units for senior secondary level:

- Getting along with Others
 - Friendship and Dating
 - Sharing, Co-operation, Rivalry
- Study, School Life and Work
 - Study and Related Pleasure/Problems
 - Experiments and Projects
 - Occupations, Careers and Prospects
- 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
- The Individual and Society
 - Crime
 - Human Rights (personal rights, civic rights, respect)
- Communicating
 - The Media and Publications
 - International Network (Internet)
- Technology
 - Changes Brought about by Technology
- Leisure and Entertainment
 - The World of Sports
 - "Showbiz"

2.3.6 Elective Part

The Elective Part includes a range of extension modules which reinforce different aspects of English Language learning. The Elective Part takes up about 25% (approximately 100 hours) of lesson time. It serves the purposes of adding variety to the English Language curriculum, broadening students' learning experience and catering for their diverse needs and interests.

The proposed modules in the Elective Part are categorised into the following two groups:

Language Arts

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

Non-Language Arts

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

The modules in the Elective Part represent a structured and focused way of using various approaches to learning English over a sustained period of time. They focus not so much on the explicit teaching of subject knowledge and skills (i.e. the four skills, grammar, communicative functions, vocabulary and text-types) as on providing learners with opportunities to apply them through following a particular approach or exploring a particular topic which may or may not be covered in the Compulsory Part. In addition to developing learners' language skills, the modules enhance the further development of generic skills such as communication, critical thinking, creativity and collaboration.

Schools are encouraged to offer modules that suit the needs of their learners and the school context. In selecting/developing the modules for the Elective Part, teachers should be clear about the purpose and nature of each module, select relevant materials and design suitable learning activities to help learners to achieve the learning objectives. For each module, teachers should aim to engage learners in a variety of activities to develop their language skills, generic skills and cultural awareness, and to help them to gain understanding and knowledge of the topic in focus. Learners should be provided with opportunities to demonstrate their learning or achievements through producing some kind of product. Depending on the nature of the modules, this may be in the form of a performance, a display or a portfolio consisting of learners' work and reflections.

Learners are required to choose three of the modules in the Elective Part during senior secondary, and they should opt for at least one module from each group to avoid a lopsided choice of modules.

*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

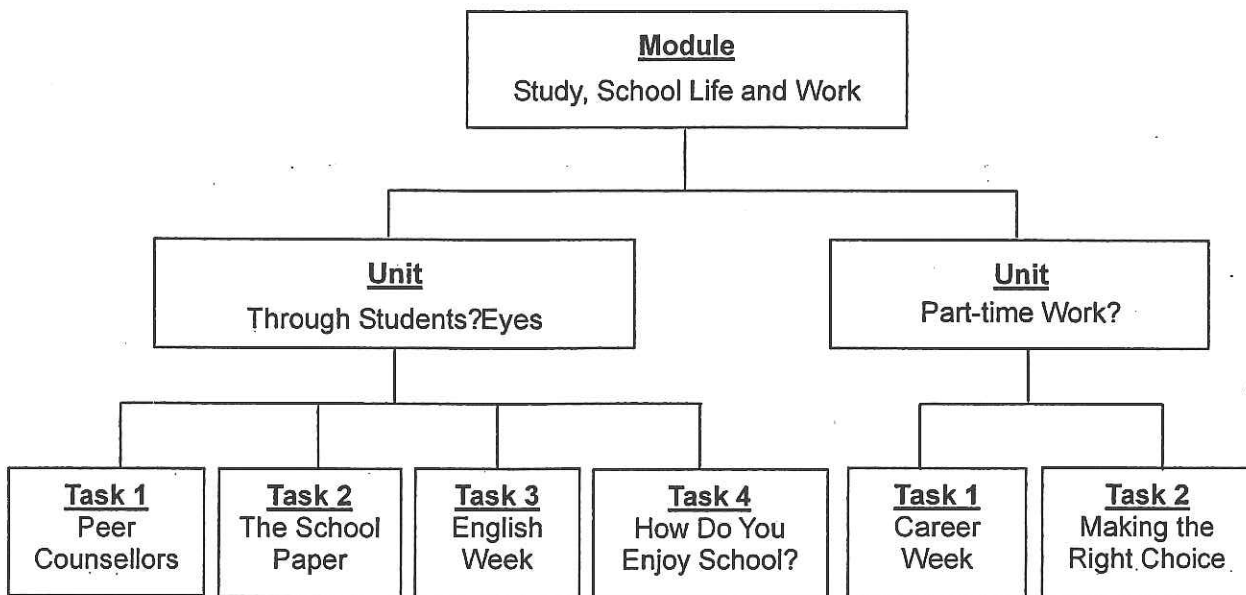
- ❖ Changes Brought about by Technology

- Suggested Units for KS3
- ❖ Suggested Units for KS4
- Suggested Units for KS3 & KS4

makes cross-curricular planning easier when teachers consider the themes or topics to be used for developing cross-curricular learning materials.

Figure 3.1 shows how units and tasks can be developed and organised within the module study, School Life and Work? which is one of the modules suggested for learners at senior secondary level.

Figure 3.1 Organisation of Modules, Units and Tasks: An Example (CDC, 2007, p. 53)



Curriculum Development Council, & Hong Kong Examinations and Assessment Authority. (2007). *English language curriculum and assessment guide (secondary 4-6)*. Hong Kong: Government Logistics Department.