教育暨青年局
Direcção dos Serviços de Educação e Juventude

Junior Secondary English Curriculum

Guide for Schools Using English as

the Primary Language of Instruction (EMI)

2017

Foreword

Following the publication of the Curriculum Framework for Formal Education of Local Education System (Macao SAR Government Administrative Regulation No. 15/2014) and other official curriculum documents, the Education and Youth Affairs Bureau (DSEJ) of the Macao SAR Government has been developing and preparing curriculum guides for the various areas and stages of formal non-tertiary education, as well as the Requirements of Basic Academic Attainments (hereafter BAA Requirements) which stipulate the knowledge, skills, abilities, emotions, attitudes and values that students should acquire at the end of each stage of schooling.

Secondary school years vitally impact on students' growth and development, personally, academically and aesthetically. In particular, children who have just completed their primary school education in their most perceptive/receptive years are faced with new challenges in many subjects of study, especially in English, which is basically a foreign language to the majority of learners in Macao. Success in English at this stage bears significantly on their well-balanced personal growth, sustainable academic development and general well-being, in a multicultural and pluralistic community in Macao. As Macao aims to become an international centre of tourism, leisure, conventions and exhibitions, there is an ever-increasing demand for multilingual human resources and the mastery and proficiency of English is one of the core competences.

This Junior Secondary English Curriculum Guide serves two purposes. First, it helps school leaders and teachers develop a clearer and better understanding of the BAA Requirements (English) for junior secondary schools using English as the medium of instruction so as to implement the English curriculum systematically and comprehensively, bearing in mind the BAA Requirements, throughout the process of realistic planning with clearly-set goals and objectives; well selected teaching & learning materials, activities and resources; eclectic approaches and methods of teaching, and integrated assessment both for and as learning, to maximize student success in learning English. Second, this Curriculum Guide provides schools with

substantial support for school-based curriculum and teacher professional development while helping them effectively implement the BAA Requirements with reference to the relevant provisions in the curriculum framework stated above.

Though this Curriculum Guide is prepared for junior secondary schools using English as the primary medium of instruction (EMI), it is strongly held that formal school education is a continuum and adequate efforts and arrangements should be made in this direction. And though there is no intention to over-emphasize the gaps or differences between EMI and Non-EMI schools, which still exist in Macao school system due to historical and socio-economic factors, resources and corresponding efforts given to English language teaching should be reflected in the scope, depth and width of student learning of knowledge (range of vocabulary, grasp of grammar, etc.), as well as the skills mastered, and fluency and accuracy acquired.

This Curriculum Guide is a resource for those involved in English language education in schools. Stakeholders may include:
• education officials
• school administrators
• curriculum leaders
• teacher educators
• teachers of English
• students and learners of English
• teaching and learning resources developers
• parents
• educational researchers, and
• other professionals in related areas.

Curriculum development is an on-going process, and to meet the growing demands prompted by rapid global changes and socio-economic diversification, more meticulous efforts need to be made to optimize effectiveness and efficiency throughout the process, including the Curriculum Guide. It is hoped that, with the consistent support of the Macao SAR Government, school leaders and teachers, people in education, and all the stakeholders by providing feedbacks, critical comments and inputs, continuous improvements will be made, thus culminating in greater success in ELT/ELL in Macao.

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Chapter 1: Curriculum Orientation and Development Direction

The development of this Curriculum Guide has taken into consideration the global trends of English curriculum development past and present, and is based on rationales specific to the situation of the Macao SAR.

1.1 Global Trends of Curriculum Development in English Language Teaching and Learning (ELT/ELL)

Advances in language curriculum development in recent years have highlighted the following principles and practices:

1.1.1   Attempts to identify the needs of the learner, of the society and education system to attain its education goals and ideals

Previously, syllabus design in language teaching and learning focused on the system of the language and linguistic content, and a typical language program consisted of inventories of phonetics, grammar and vocabulary, graded according to linguistic difficulty. Nowadays, however, curriculum development in second language teaching begins with identifying the needs of the learner, of education system to attain its education goals, and the needs of the larger society (Richards, 2001; Graves, 2000). For example, what uses might the learner be putting the target language to? What is the status of the target language in the education system and in the society at large?

1.1.2   Communicative competence as the ultimate goal of language learning

Whatever teaching methodology is adopted, it is widely recognized that the ultimate goal of learning a second language is the ability to communicate effectively in that language. Success in language learning is not measured by the size of the learners' vocabulary, or the number of grammar rules that they can articulate, but by the proficiency with which they can communicate effectively in the target language.

1.1.3   Language as knowledge and language as skills

In the case of instructed learning, as opposed to naturalistic acquisition, explicit knowledge of the target language (e.g., grammar and vocabulary) is needed. However, it cannot be assumed that this explicit knowledge will be translated into proficiency in using the target language. There are specific skills in listening, speaking, reading and writing that lead to successful communication. The learning outcomes of second language curriculum, therefore, should be organized around skills.

1.1.4   Language skills being contextualized and integrated

A second language syllabus today typically consists of lists of skills in listening, speaking, reading, and writing, to be covered in every stage of schooling, with expected outcomes. However, although these skills are usually listed separately for easy reference, they are not to be treated as discrete items to be presented, and then crossed off, one at a time. The development of these skills should be integrated and carried out in meaningful contexts. Since real-life communication events often involve more than one language skill, different language skills should, as far as possible, be integrated into activities and lessons.

1.1.5   Development of supportive personality and language learning attitudes

Successful second language learning requires an open and positive attitude towards the target language, culture and the learning process. A second language curriculum, therefore, should not confine itself to knowledge and skills. It should also include desirable values and attitudes that the curriculum aims to inculcate in learners.

1.1.6   Effective employment of technology and learning resources

A second language curriculum is more about skills development than the learning of subject matter. The development of a particular skill item can be carried out through different activities. Thus, teachers have more space in using their own teaching ideas, and subsequently, their own teaching and learning resources. Today, a lot of such resources are in digital format, and technology has provided almost infinite access to and opportunities for teaching and learning. Teachers should be encouraged to make use of technology in delivering the curriculum.

Some recent studies summarized by Sun, Yilin (2016), have echoed the principles and practices stated above. In what is called "principled eclecticism" as a coherent and pluralistic approach to language teaching and learning, they have unanimously pointed out that an ELT/ELL curriculum should be oriented towards

- Maximizing learning opportunities (keeping an open mind, opening eyes to all possible teaching/learning opportunities, ways and means)
- Facilitating negotiated interactions (interpersonal, interregional and international)
- Encouraging learner autonomy (learner initiatives, independent learning, self-learning, etc.)
- Increasing language awareness (through use, listening, speaking, reading and writing)
- Activating self-discovery (utilizing learning and communication strategies, open and confident)
- Contextualizing language input (thematic, situational, etc.)
- Integrating language skills (listening, speaking, reading, writing, etc.)
- Ensuring social relevance (a means for self-empowerment and expression)
- Raising cultural consciousness (for inter/cross- cultural exchanges, balanced personal growth and all-rounded development)

(Sun, 2015, p.8-9)

These salient statements have further crystalized the global trends of language curriculum development.

1.2 Rationale Analysis and Orientation of the Junior Secondary English Language Curriculum

As stated in the Requirements of Basic Academic Attainments of English for Secondary Schools Using English as the Primary Language of Instruction, Macao is unique for her cultural diversity and is becoming more internationalized. English serves as a bridge for effective communication with international communities and plays an important role in various sectors like business, education, tourism, etc. On top of the functional purposes, English also serves as a medium for student personal development, both intellectual and aesthetic, and as a vehicle for life-long learning, critical & creative thinking, and getting along with others.

The Junior Secondary English Curriculum for schools with English as the primary language of instruction has the additional mission of helping students develop adequate English communication skills that will enhance their learning effectiveness

in studying subjects in the content areas through the medium of English. More importantly, the English curriculum should help build up students' motivation and self-confidence to communicate in English.

Therefore the Junior Secondary English Language Curriculum Guide for schools using English as the primary language of instruction (EMI) is based on the following principles and rationales:

1.2.1   The Junior Secondary English Curriculum should further strengthen and develop the following four basic principles and rationales:

· English as the primary language of instruction helps students learn English for the purpose of enhancing their personal and intellectual development, cultural understanding and global competitiveness.

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     The curriculum should be student-centered, valuing each student as a unique learner. A rich environment of learning materials and teaching techniques will help diversify the classroom and promote sustainable learning.

· Students should extend their basic competence of language skills that they have acquired by further developing their listening, speaking, reading and writing skills. They will also grow as individuals as they develop knowledge and values through the learning of English. .

· English should be taught by using a variety of teaching methods which value higher order thinking and multiple intelligence. Variety in teaching strategies caters for learner diversity.

1.2.2   Ensuring sufficient cognitive challenge

When students enter the junior secondary stage, they begin a process of rapid physical, cognitive and psychological development. As adolescents and early teenagers they begin to form their personal identity and become more curious about the world. They will need a language learning experience that satisfies their cognitive and emotional needs. The junior secondary English curriculum should ensure that on top of the linguistic objectives (such as grammar and vocabulary), the subject-matter or content of learning resources as well as the learning experiences should sufficiently and cognitively challenging to the students.

1.2.3   Attending to the humanistic values of language learning

English should not, and need not, be taught solely for functional purposes. In fact, like any language, English can serve to impart humanistic values. When students begin

junior secondary schooling, they have already built a foundation in the English language and acquired more knowledge. Therefore the English curriculum should support them to develop moral and civic values so that they will become responsible and caring members of the society.

1.2.4   Providing students with learner training

Compared with primary students, junior secondary students have better meta-cognitive skills, which leads to more reflective learning. Therefore, while students continue to receive quality language input from their teachers, they should also be provided with training from the beginning of this stage that will help them become more independent and effective language learners. Examples of such training may include metalinguistic awareness, language learning strategies and self-assessment.

1.2.5   Addressing the skills for studying through the medium of English

For junior secondary schools using English as the primary language of instruction, the English Language curriculum should take on the additional responsibility of equipping students with the language skills that will help them study subjects in the content areas more effectively.

1.3. Curriculum Goals

1.3.1   Extend the knowledge, skills, and attitudes in English Language learning;

1.3.2   Extend students' vocabulary knowledge for both receptive and productive language use;

1.3.3   Extend students' grammatical knowledge and their grammatical competence for more accurate comprehension and expression in language use;

1.3.4   Strengthen students' ability to understand varieties of spoken and written texts with richer content;

1.3.5   Enable students to describe factual events with richer details and better organisation in speaking and writing;

1.3.6   Enable students to describe personal experiences, express personal opinions, and report on simple projects coherently;

1.3.7   Develop students' ability to take part in simple conversations and debates;

1.3.8   Introduce students to literary texts to nurture their language appreciation skills;

1.3.9   Help students to engage personally with a variety of texts and draw connections between self, texts and the world in order to develop intellectual, emotional, socio-cultural and global awareness;

1.3.10   Enable students to articulate their personal and analytical response to informational and literary texts;

1.3.11   Cultivate students' ability to edit and revise their spoken and written productions for better communicative effect;

1.3.12   Nurture students' propensity in evaluating their own language learning progress;

1.3.13   Enable students to use a range of language references, both print and online, for solving language problems;

1.3.14   Sensitise students to cultural differences in different contexts of language use;

1.3.15   Equip students with the language skills that will help them study more effectively through the medium of English.

Chapter 2:   Interpretation of the Requirements of Basic Academic Attainments

2.1 The Requirements of the Basic Academic Attainments explained

2.1.1   The meaning and values of the Requirements of Basic Academic Attainments

2.1.1.1   The "requirements of basic academic attainments" refer to the basic requirements for competences that students should acquire after completing a certain education level. The key elements include knowledge, skills, abilities, emotions, attitudes and values. It is necessary to pay attention to the comprehensiveness and integrity of students' competences when the "requirements of basic academic attainments" are being set.

2.1.1.2   The "requirements of basic academic attainments" are the foundation for students' future development and lifelong learning; therefore:

● The "basic" academic attainments refer to the essential, the most fundamental and the most important competences that students are expected to acquire. They are the "basic requirements", rather than the "highest requirements", for students.

● The "requirements of basic academic attainments" are achievable by the majority of students after having tried hard (the fundamental nature).

● The "requirements of basic academic attainments" reflect the tradition

of Macao education and are based on the existing standard (the realistic nature).

● The "requirements of basic academic attainments" can satisfy the individual and social development needs in the future (the developmental nature).

2.1.2   The Functions of the "Requirements of Basic Academic Attainments"

2.1.2.1   To set the curriculum standards for various subjects and learning areas and to regulate school curriculum and teaching.

The "requirements of basic academic attainments" and "curriculum framework" are the essential component parts of the curriculum system of Macao. They are the fundamental bases and standards for Macao schools to develop curriculums for various learning areas and subjects, as well as to carry out education and teaching; they are the criteria for managing and evaluating curriculums, guiding and regulating teaching, as well as assessing the quality of school education.

2.1.2.2   To guide the compilation and selection of teaching materials

The "requirements of basic academic attainments" are the fundamental basis for compilation and selection of teaching materials. In accordance with the "requirements of basic academic attainments" of the learning areas or subjects of the related education level, the specific contents of teaching materials will be selected for designing learning activities for students. The "requirements of basic academic attainments" will guide the compilation and selection of teaching materials.

2.1.3 Relationship between the Requirements of the Basic Academic Attainments and the School-based Curriculum

The Requirements of the Basic Academic Attainments provide the general directions for the school-based curriculum to move towards. The Requirements themselves do not constitute a teaching curriculum, but serve as a foundation on which schools can develop their school-based curriculum. Different schools have different strengths, and their students have different needs. Schools, while drawing up their school-based curriculum, should consider their strengths and their students' needs, but should ensure that as far as possible, the Basic Academic Attainments are all covered in their school-based curriculum. At the same time, they should be alert to the possibility of progressing beyond the Basic Academic Attainments if their school situation and their students' ability warrant it, since the Requirements represent the basic expected learning outcomes only.

2.2 The structure and design ideas of the *BAA Requirements for English*

Currently, the global trend of specifying the principal learning outcomes in English Language education within an education system is to set out the target language skills in the 4 areas of Listening, Speaking, Reading, and Writing. The organization of the *BAA Requirements English EMI Junior Secondary* follows the same trend. Specifically, the 4 domains of Basic Academic Attainments for English Language are Listening, Speaking, Reading, and Writing (hereafter, the "4

macroskills").

2.2.1 Communication skills, attitudes, and learning strategies

A language curriculum for an education system is different from the syllabus of a short course offered by a language school in that the former has to take into consideration students' long-term development in the language. Therefore, the Basic Academic Attainments for English Language should not be confined to purely instrumental macroskills that are needed for communication. Some of the Basic Academic Attainments are hence attitudinal, aiming to foster positive attitudes towards learning English over a long period of time. There are also Basic Academic Attainments that are concerned with learning strategies. This not only corresponds with one of the broad aims of education, which is to develop students as self-directed learners, but also aligns with one of the recent trends in language teaching, which points to the fact that given the nature of language learning, learners can learn much of the target language on their own if they have received appropriate learner training.

2.2.2   Process and product

One approach to specifying the learning outcomes in a curriculum is to set out what learners should be able to *do* by the end of a stage of learning. These outcomes should be observable and measurable.

However, this approach is not always possible for language curricula which are based on macroskills. This has to do with the nature of language use and communication. A language skill can operate at many levels, depending on the context,

the subject matter concerned, and the language (e.g., vocabulary, discourse) involved. For instance, whether a learner has mastered the reading skill 'Understanding the main points of a text' depends very much on the text itself – the vocabulary difficulty, the kind of language being used, and the subject matter of the reading text.

Another consideration is that some language skills can only be mastered through practice over a long period of time. For example, while it is relatively manageable for students to pronounce individual words from their spelling, speaking English with an acceptable level of pronunciation with respect to proper pronunciation of individual phonemes, word stress, weak form, sentence stress, rhythm, and intonation, requires practice and improvement over a long period of time.

It is for the above reasons that while some of the Basic Academic Attainment requirements or English Language specify more specific learning outcomes (i.e. product-oriented), others describe certain desirable learning activities (i.e., process-oriented).

2.2.3   The need for recycling, and integration

The distinction between product-oriented and process-oriented Basic Academic Attainment requirements points to the need for recycling. In other words, the lists of macroskills in the 4 domains are not to be taken as a simple 'to-do' list, the items of which are to be crossed off once they are 'covered'. Most of the skills, and in particular the process-oriented ones, need to be recycled from time to time and at different grade levels, using contexts, language, and content ideas, that match the students' linguistic and cognitive development.

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Furthermore, although the Basic Academic Attainment requirements are presented through 4 different domains (i.e., 4 macroskills), real-life communication is often integrated in terms of the use of language skills. A conversation, for example, involves both listening and speaking. Hence, the 4 domains are not to be taken as discrete categories which are unrelated to each other.

2.3 Interpretation of the curriculum goals set by the Requirements of Basic Academic Attainments

2.3.l   Extend the knowledge, skills, and attitudes in English Language learning ;

(Despite a small number of students who may have joined Macau's school education later than usual, most junior secondary students will have studied English for at least 6 years in the primary school. As such, the junior secondary English curriculum should capitalize on students' attainment in the primary school.)

2.3.2   Extend students' vocabulary knowledge for both receptive and productive language use;

(Although vocabulary should not be taught for its own sake, a more extended vocabulary will enable students to tackle listening and reading, and perform speaking and writing, more efficiently and effectively.)

2.3.3   Extend students' grammatical knowledge and their grammatical competence for more accurate comprehension and expression in language use;

(Similar to the case of vocabulary, mastery of a wider range of grammar features will enhance students' competence in comprehension and self-expression.)

2.3.4 Strengthen students' ability to understand varieties of spoken and written texts with richer content;

(Students in junior secondary will have increasing contacts with English in real life. Hence, the English Language curriculum should prepare them to understand varieties of spoken and written texts with richer content.)

2.3.5 Enable students to describe factual events with richer details and better organisation in speaking and writing;

(This is to build on junior secondary students' more developed language proficiency and cognitive ability.)

2.3.6 Enable students to describe personal experiences, express personal opinions, and report on simple projects coherently;

(Junior secondary is the stage where students quickly develop their personal identity. The English Language curriculum should provide them with ample opportunities for personal expression.)

2.3.7 Develop students' ability to take part in conversations and debates;

(With a more developed oral proficiency, students in junior secondary should now attempt speaking activities which are more interactive and spontaneous in nature.)

2.3.8   Introduce students to literary texts to nurture their language appreciation skills;

> (Students can be introduced to Literature so as to enrich their understanding and knowledge of the lives of other community groups.)

2.3.9   Help students to engage personally with a variety of texts and draw connections between self, texts and the world in order to develop intellectual, emotional, socio-cultural and global awareness;

> (Other than responding to texts only for the purpose of developing reading skills, students should now make use of texts as stimulus for personal development and as means through which they learn about the world.)

2.3.10   Enable students to articulate their personal and analytical response to informational and literary texts;

> (Literary texts need not be employed only for expanding students' language competence. Students can be guided to express their own thoughts in response to the texts through discussing and writing.)

2.3.11   Cultivate students' ability to edit and revise their spoken and written productions for better communicative effect;

> (This is in line with the general goal of school education that students should be nurtured as self-directed learners, so that they will progress beyond what is prescribed by the teacher.)

2.3.12   Nurture students' propensity in evaluating their own language learning progress;

> (A self-directed learner is also a reflective learner. Students should be

guided to reflect periodically on their progress in learning the English language.)

2.3.13   Enable students to use a range of language references, both print and online, for solving language problems;

(Now that reference materials, both print and digital, are easily accessible, students should be trained to use a range of language references to solve language problems and for their further language enhancement.)

2.3.14   Sensitise students to cultural differences in different contexts of language use;

(Using a foreign language is not simply expressing oneself in a different linguistic code. Behind each language is a sophisticated set of cultural norms, which effective communicators need to be conscious of.)

2.3.15   Equip students with the language skills that will help them study more effectively through the medium of English.

(In schools where English is used as the medium of instruction, English is not simply a school subject. It is also the means through which students learn the subjects in the content area. The language of content subjects, besides differences in lexis, has distinctive discourse features. As far as possible, the English subject should help to prepare students, in terms of language skills, for the study of the content subjects.)

2.4.   Detailed Explanations of the Requirements of Basic Academic Attainments for Various Areas of the Subject

Explanation of coding:

(1) The capital English letters represent the requirements of basic academic attainment in different learning domains; A-Listening, B-Speaking, C-Reading, D-Writing;

(2) The number following the English letter signifies the serial number of learning categories in the learning domains.

Learning domain A: Listening

A-1	Recognise key words in connected speech. *(Note L1)*
A-2	Deduce the meaning of unknown words while listening. *(Note L2)*
A-3	Follow spoken instructions. *(Note L3)*
A-4	Identify the purpose of a spoken text. *(Note L4)*
A-5	Understand various types of descriptions. *(Note L5)*
A-6	Recognise the level of formality of spoken discourse. *(Note L6)*
A-7	Recognise the connections between ideas in a simple spoken text from cohesive devices including pronoun reference and connectors. *(Note L7)*
A-8	Distinguish between main points, specific details and examples in a spoken text.
A-9	Predict the development of a spoken text and check predictions when listening. *(Note L8)*
A-10	Follow the sequence of events in a spoken recount. *(Note L9)*
A-11	Follow an oral explanation of how something happens, with visual support where suitable. *(Note L10)*
A-12	Recognise the structure of more proceduralised oral exchanges. *(Note L11)*
A-13	Make connections between spoken discourse and other sources of information such as diagrams and maps. *(Note L12)*
A-14	Process spoken discourse on familiar topics at a pace adequate for sustaining a dialogue. *(Note L13)*
A-15	Identify new or important information from stress and intonation. *(Note L14)*
A-16	Recognise the use of intonation for topic management and turn-taking. *(Note L15)*
A-17	Understand degrees of certainty and of obligation in spoken discourse. *(Note L16)*
A-18	Understand feelings, attitudes and opinions of speakers or interlocutors from their stress and intonation, and tone of voice.

A-19	Follow the reasoning of a simple oral argument or exposition.
A-20	Request clarification during or after listening.
A-21	Take down notes on the main points of a talk. *(Note L17)*
A-22	Use information gained from spoken discourse for new purposes. *(Note L18)*

Note L1: Connected speech is a continuous string of speech sound, rather than a series of words pronounced consecutively. Listeners need to be able to identify the key words according to the purpose of listening.

Note L2: For example, listeners may make use of their background knowledge, the context and the co-text, to make sense of unknown words in spoken texts.

Note L3: For example, complete a diagram or carry out a procedure according to oral instructions.

Note L4: Purposes include to persuade, to entertain, to instruct, to inform.

Note L5: These may be descriptions of things, events, places, people, etc.

Note L6: For example, a speech to an audience is usually more formal, while a casual conversation between close friends is usually more informal.

Note L7:
- Pronoun reference refers to the person, thing, or matter being referred to (i.e., the referent) by a pronoun.
- Examples of connectors: first, second, next, on the one hand, on the other hand, finally, etc.
Other cohesive devices include (but are not limited to) definite article (e.g. for second mention), ellipsis, substitution words such as do/does to replace a verb.

Note L8: For example, a spoken text that starts by listing materials may be expected to follow with instructions; a request for advice from one speaker may be followed by advice from another speaker.

Note L9: This can be achieved by paying attention to the connections between the content ideas, or to the use of cohesive devices by the speaker.

Note L10: Students will need to understand the sequence and, for example, cause-effect relationships between the stages of the sequence. This may be represented in a flow diagram as well as explained orally, and students will need to be able to relate the oral and visual information.

Note L11: Proceduralised oral exchanges are ones that have a more predictable structure, usually because they carry out a specific purpose that is common in our society. Examples of more proceduralised oral exchanges: doctor-patient interaction in a clinic; teacher questioning in a classroom; people asking for directions at an information counter, ordering food at a fast food restaurant, etc.

Note L12: For example, in an oral presentation, speakers often use visuals (e.g, PPT) to support their oral delivery. Listeners need to make connections between the oral delivery and the visuals supported.

Note L13: In an unplanned conversation, we often have to respond to our interlocutor instantly. This requires an ability to keep listening and still be able to speak.

Note L14: Speakers often signal a piece of new or important information by varying the word stress or sentence stress, and intonation.

Note L15: Intonation does not correspond rigidly with sentence types, such as falling intonation for affirmative sentences and Wh-questions, and rising intonation for yes/no questions. Intonation is often used to manage a speech event. For example, falling intonation to signal end of turn; high key or pitch to signal unexpected information.

Note L16: Certainty and obligation are signalled by, for example, adverbial phrases such as probably, and modal verbs such as must.

Note L17: Students need to be able to use short forms, abbreviations and symbols to take notes when listening.

Note L18: In real life, we often listen for information in order to make a decision. For example, we may listen to the weather report before deciding on whether to go out or not. We may watch a TV commercial before deciding on whether to buy a product or not.

Learning domain B: Speaking Skills

B-1	Pronounce a new word from its spelling with reasonable accuracy; *(Note S1)*
B-2	Use discourse markers to signal the organisation of spoken discourse; *(Note S2)*
B-3	Establish cohesion through lexical and grammatical choices; *(Note S3)*
B-4	Rephrase own utterances in light of an interlocutor's response;
B-5	Recount the sequence of events of a personal experience;
B-6	Give instructions for carrying out a task;
B-7	Explain how or why a simple process occurs; *(Note S4)*
B-8	Start and close a spoken interaction appropriately;
B-9	Adjust the formality of speaking according to the context or relationship with the interlocutor; *(Note S5)*
B-10	Indicate agreement and disagreement, directly and indirectly as appropriate; *(Note S6)*
B-11	Use strategies to cope with the pressures of unplanned, spontaneous spoken discourse; *(Note S7)*
B-12	Summarise or rephrase own or interlocutor's stretch of discourse;
B-13	Give reasons to support a point of view;
B-14	Respond appropriately to unplanned dialogues on familiar and school-related topics; *(Note S8)*
B-15	Ask for clarification from the interlocutor, and give clarification when asked;
B-16	Use stress and intonation patterns to highlight important or new information; *(Note S9)*
B-17	Use appropriate intonation to express attitudinal meaning; *(Note S9)*
B-18	Manage turn-taking and changes of topic with intonation and discourse markers; *(Note S10)*
B-19	Show interest in what is said by an interlocutor, and tolerance and respect for opposing views; *(Note S11)*

Note S1: The correspondence between the spelling and the pronunciation of a word is not 100% regular in the case of English. Nevertheless, learners should be trained to predict the pronunciation of a word from its spelling.

Note S2: Examples of discourse markers: First, second, moreover, furthermore, on the other hand, however, finally, in conclusion, etc. However, care should be taken that this is not overdone in a stretch of spoken discourse.

Note S3: Cohesion is achieved when the parts of a text are felt to link with each other. In English, this effect can be achieved through lexical and grammatical choices, for example by employing synonymous expressions and pronouns, respectively.

Note S4: This explanation may be supported by visual information such as a flow diagram.

Note S5: For example, choose between "Can you give me that?" and "Please could you pass me the dictionary?" as appropriate.

Note S6: Disagreement is rarely signalled by "I disagree", which can sound quite rude. More common are phrases such as "Yes, but …", or, at most, "I'm not so sure….." Intonation is also important here to soften the disagreement.

Note S7: Examples of such strategies:
- Judicious use of 'buffer' expressions such as actually, well, you know, etc.
- using examples and anecdotes, etc., while formulating the next point to make.

Be aware that these strategies or features are associated with poor language control in writing, but are entirely appropriate in speaking. For example:
Fillers, or filled pauses, e.g. 'er' (as well as the buffer expressions)
False starts, self-corrections, backtracking
Phrase-by-phrase construction rather than complete sentences

Note S8:   Students need to be able to speak and carry on a dialogue without notes. They need to listen and respond in real time on simple subjects and familiar subjects; with more complex topics such as school subject learning, they may need scaffolding such as visual support.

Note S9: Typical intonation patterns are fall-rise to refer to shared information, and fall to proclaim new information. As with all issues of intonation, the teacher may decide that modelling is preferable to analysis of patterns.

School coursebooks often link sentence types with intonation patterns, e.g., the rising

intonation is used for Yes/No questions; the falling intonation is used for affirmative sentences and Wh-questions. The function of intonation, however, goes far beyond that. While it is difficult to exhaust all the attitudinal functions of each intonation pattern in English, learners should be sensitized to, and trained to use, some common intonation patterns for expressing attitudinal meaning.

Note S10: Examples of turn-taking management:
- Handing over to another speaker at an appropriate moment;
- Signalling intention to speak; and
- Interrupting tactfully a domineering interlocutor.

Note S11: Interest can be shown by comments and questions, but also by 'backchannelling' with the use of, e.g. 'mm', 'yeah', really?

Learning domain C: Readings Skills

C-1	Recognise previously learned vocabulary and accumulate vocabulary through various reading strategies;
C-2	Work out the meaning of unfamiliar words from clues in the word or the text, and background knowledge;
C-3	Understand meanings of words on different levels, including denotative and connotative levels, and words with more technical meanings. *(Note R1)*
C-4	Set a purpose for reading and meet it by selecting appropriate reading strategies;
C-5	Make predictions about the content of a text using prior knowledge, contextual clues, and features of text. *(Note R2)*
C-6	Apply a variety of comprehension skills to understand a new text. *(Note R3)*
C-7	Understand connections between ideas by identifying a larger range of cohesive devices such as pronoun and article reference and connectors; *(Note R4)*
C-8	Make inferences and draw conclusions based on information supplied;
C-9	Ask and answer questions while reading, and re-read to help determine or clarify the main ideas and key details of a text;
C-10	Recognise a variety of basic text types and identify their purpose, structure and associated language features. *(Note R5)*
C-11	Construct meaning and locate information from complex texts. *(Note R6)*

C-12	Identify texts as more formal or less formal;
C-13	Recognise all punctuation marks and demonstrate understanding by reading aloud sentences with the right pausing and intonation; *(Note R7).*
C-14	Make effective and judicious use of the dictionary and language references to assist reading and understanding new words in texts. *(Note R8)*
C-15	Take notes on the main points of a written text.
C-16	Apply information gained from reading to new purposes and formats;
C-17	Distinguish between presentations of an event in different genres;
C-18	Interact with others around a text before, during and after reading;*(Note R9)*
C-19	Gather information independently from multiple print and digital sources;
C-20	Recognise writers' expression of greater or lesser certainty. *(Note R10)*
C-21	Recognise writers' points of view, attitudes, intended meaning, and feelings; *(Note R11)*
C-22	Demonstrate interest in reading for pleasure.

Notes

R1: For example, both "kid" and "brat" have the denotative meaning of "child", but "brat" has a somewhat negative connotation, while "kid" is more neutral. "Force" and "energy" have everyday meanings, and also specialist meanings within science education. (The specialist or technical meanings are not expected to be covered in English lessons, but students should be aware that words are used differently in different contexts, including different school subjects.)

Note R2: Able to look at the text features such as the title, headings and illustrations; think about what is already known about the topic and predict what type of text will follow; what the text will be about or what will happen next.
Students are encouraged to identify features of text such as chronological (time-based) order in a recount or narrative, or the expression of a problem in a narrative to help them predict.

Note R3: Able to use reading strategies such as: inferring, sounding out, context clues and grammar clues to understand a new text.

Note R4: Examples of connectors: whereas, meanwhile, on the other hand, basically. E.g. of article reference: "….a dog… The dog …. (definite article for second reference).

Note R5: E.g. poems, journals, editorials, biographies, etc.

Note R6: E.g. posters, print advertisements, diagrams, charts, schedules, graphs.

Note R7: Able to recognize all punctuation marks including semi-colon (;), quote ("), hyphen (-) and demonstrate understanding by reading aloud the sentences with the right tone and pace.

For personal and factual recounts, explanations, information reports, exposition or argument:

	purpose	text structure	sample language features
recount	to tell what happened	orientation-record of events-reorientation	connectors of time; past tense
procedure	to tell how to do or make something	goal-materials-steps	imperatives; action verbs
information report	to present information about a class of things	general identification-information organised into sections, e.g. physical feature, food etc.	simple present tense; paragraphs with topic sentences
explanation	to explain how things work or phenomena	what is to be explained-explanation sequence	cause and effect language
argument (exposition)	to persuade to do or believe	Thesis-Arguments-Thesis	connectors of cause, contrast,

Note R8: Able to learn the pronunciation and the definition of a new word from a dictionary, to find out if it is commonly used in spoken/written form, to look for the synonym and/or anonym of it.

Note R9: Able to discuss, share and justify a personal response to a text.

Note R10: Degree of certainty is expressed in a range of ways, for example with adverbial phrases such as probably and possibly, with modal verbs such as may and might, and with verb choice such as seem.

Note R11: Show awareness of, and being able to point out, how the writer's use of language (e.g. choice of words, rhetorical questions) varies according to the purpose and audience for the writing to achieve impact.

Learning domain D: Writing Skills

D-1	Use a range of vocabulary for everyday topics, along with some more school-related vocabulary. *(Note W1)*
D-2	Demonstrate full control of basic conventions of English writing, such as spelling and punctuation. *(Note W2)*
D-3	Use varying combinations of clauses. *(Note W3)*
D-4	Use a wider range of grammar structures with reasonable accuracy. *(Note W4)*
D-5	Use language to express degrees of certainty and of obligation in writing. *(Note W5)*
D-6	Express attitudes, feelings and opinions in ways appropriate to the context.
D-7	Write texts with structures and language features appropriate to their purpose. *(Note W6)*
D-8	Use a simple range of resources, including paragraphs, connecting phrases, and word order, to organise text. *(Note W7)*
D-9	Establish cohesion through lexical and grammatical choices. *(Note W8)*
D-10	Write with a clear understanding of the purpose and audience awareness; *(Note W9)*
D-11	Gather and organise ideas before writing by researching (from the Internet or other resources) and using pre-writing strategies such as mind-mapping. *(Note W10)*
D-12	Write more formally or less formally according to the context. *(Note W11)*
D-13	Write dialogues that simulate real-life conversations.
D-14	Write personal and factual recounts to retell past events. *(Note W12)*
D-15	Use appropriate formats for texts, such as for formal and informal letters. *(Note W13)*

D-16	Write short stories that arouse the reader's interest. (Note W14)
D-17	Write simple texts to explain a sequential process or phenomenon *(Note W15)*
D-18	Write procedural texts to give instructions. *(Note W16)*
D-19	Write simple argumentative texts to present a point of view. *(Note W17)*
D-20	Proofread final drafts and correct mistakes in grammar, vocabulary, and mechanics. *(Note W18)*
D-21	Improve own and peers' drafts by enriching content, and improving textual organisation and wording. *(Note W19)*
D-22	Acknowledge sources of information in writing by giving references. *(Note W20)*

Note W1

Able to use a range of vocabulary appropriately – e.g. the handsome man / the good-looking man / the well-dressed man;

Able to use right collocations – e.g. make an effort, does no harm, hard and fast rules, bread and butter

School-related language includes general academic words such as develop, increase, and cause.

Note W2

Able to write words, sentences, and punctuation marks with a high degree of accuracy and clarity.

Note W3

Examples:

She worked hard. (simple sentence)

She worked hard and went to bed late. (compound sentence)

Although she worked hard, she failed her examination. (complex sentence)

Note W4

Use a basic range of grammatical resources to express meanings, although students may still frequently have problems in selection and accuracy. Resources used will include a range of tenses, passive and active voice, noun phrases and modals. Examples: *the present, present perfect, past and future tenses, the passive voice, articles, prepositions, subject-verb agreement and modals.*

Note W5

Able to use appropriate modal verbs to express degrees of certainty and obligation –

e.g. *could, may, might, must, have to, should.*

Note W6

For example:

	purpose	*text structure*	*sample language features*
recount	to tell what happened	orientation-record of events-reorientation	connectors of time; past tense
procedure	to tell how to do or make something	goal-materials-steps	imperatives; action verbs
information report	to present information about a class of things	general identification-information organised into, e.g. physical feature, food etc.	simple present tense; paragraphs with topic sentences
explanation	to explain how things work or phenomena	what is to be explained-explanation sequence	cause and effect language
argument (exposition)	to persuade to do or believe	Thesis-Arguments-Thesis	connectors of cause, contrast,

Note W7

Use a simple range of resources, including paragraphs, connecting phrases, and word order, to organise text.

Organise written work in keeping with its overall purpose, using

- paragraphs and other major text divisions to group sections of similar purpose
- connecting phrases to link these sections, e.g. "Another problem is …" or "When you have finished all of this, you …"
- word order to manage the information flow, e.g. starting the sentence with previously-introduced or familiar material.

Note W8

Lexical choices – e.g. synonyms, antonyms and collocations

Grammatical cohesion involves, e.g., pronouns, definite article for second reference, connectors, e.g. *however*, *although*, *because*.

Write with a clear understanding of the purpose and audience of writing tasks. Able to identify the purpose of writing – e.g. *writing a story to entertain, writing a recount to tell past events in chronological order*

Understand that we write not only for the teacher but also for an intended audience – e.g. *writing a story for the school magazine* – hence the readers are fellow schoolmates; *writing a recount for the class blog* – hence the readers are classmates in the same class

Note W10

Gather ideas by collecting information from relevant sources (e.g. books, magazines, newspapers, the Internet) and using pre-writing strategies such as brainstorming and mind-mapping.

Note W11

For example, use or avoidance of contractions; distinctions between verb and modality choice such as "I want to .." versus "I would like to …"

Note W12

Examples:

Write recounts (e.g. in diaries and blogposts) with a clear structure, beginning with an orientation that contains some background information (e.g. who, when, where), a sequence of events narrated in chronological sequence, and an ending including a feeling, thought or reflection

Note W13

Able to make a distinction between formal and informal letters in terms of the layout and the level of formality with regard to language.

Note W14

Examples:

- Include the setting, characters, problems, events, resolution and evaluation in a story to convey meaning and indicate overall organization
- Include new and interesting content to arouse interest – e.g. attention-grabbing beginning, gripping storyline and impressive ending

Note W15

For example: write a simple text to explain the process of cultivating tea, showing the

order of stages and how they relate to each other. The explanation may be accompanied by visual information such as a flow chart.

Note W16
Write texts that tell the reader how to make or do something, such as recipes or instructions for how to use a machine.

Note W17
Present an argument with clear thesis, and separate arguments to support the thesis.

Note W18
Read final drafts and fix inaccuracies in language use and mechanics

Note W19
Focus on content, organization and language when revising drafts.
Read texts written by peers and give suggestions to improve content, organization and language in accordance with the teacher's instructions.
The teacher may ask students to conduct peer evaluation by focusing on content, or s/he may give students a peer editing form and ask them to focus on specific grammatical features

Note W20
Avoid plagiarism by acknowledging sources of information

Chapter 3. Developing the School-based English Language Curriculum

3.1 Principles for developing the school-based English Language curriculum

School-based curriculum development is a highly context-laden endeavor. Each school has its own characteristics. Developing the school-based curriculum is seldom a strictly linear process, as it involves a variety of factors and decisions. The following are some principles that merit attention in the process.

3.1.1 A widened notion of the school-based curriculum

In the literature on curriculum development, a distinction is made between a (teaching) syllabus and a curriculum. A syllabus is a list of the major teaching contents (e.g., topics) to be covered. A curriculum contains the teaching syllabus, but also all the teaching and learning activities that, when taken together, contribute to the achievement of the ultimate curriculum goals.

For the subject English Language, the school-based curriculum should not be construed as simply the totality of what goes on during the timetabled lessons. It also covers all the learning experiences related to English that students will go through. These may be in the form of after-school extra-curricular activities, enrichment or intervention programmes, English Week, English-related competitions and displays, short morning reading sessions, campus radio/television, extensive reading programmes, etc.

3.1.2 Integrative use of English for communicative purposes

For operational reasons, the school-based English Language curriculum may consist of different components and activities. The individual components, lessons, and activities may have their specific objectives. One way to ascertain whether these different parts are working together to form a coherent and effective teaching and learning programme is to ask whether the individual components and activities are helping students acquire the ability to use English for communicative purposes. In this regard, the Basic Academic Attainments are useful points of reference, as they specify the language skills for communication that students should aim towards in each phase of schooling.

3.1.3 The needs and interest of students in different phases of schooling

Students undergoing different stages of schooling have different interests and needs. These differences should be taken into account when drawing up the school-based English Language curriculum. Generally speaking, students in Junior Secondary develop quickly both cognitively and psychologically. They become more curious about the world and things around them, and have changing needs for companionship.

3.1.4 The school's strengths and characteristics

Each school has its own strengths and characteristics. It has its own culture and missions. Its staff members may have special areas of expertise. Its students are also different. These factors should also be taken into consideration, so that the school-based English Language curriculum can capitalize on the school's strengths and characteristics.

3.1.5 Compartmentalised vs Integrated?

Some schools have the practice of compartmentalizing the English lessons, labelling them as GE, Reading, Oral, etc., while others follow a more flexible and integrative approach, using each English lesson on the weekly timetable according to the progress in connection with the unit plan. Both approaches have their own merits. The important consideration is that whichever approach is followed, developing students' communicative competence and working towards the Basic Academic Attainment items (hereafter *BAAs*, or *BAA items*, when reference is made to the individual Attainment items) should be at the forefront of teachers' attention.

3.1.6 The need for recycling

Given the nature of language use, some of the BAA items for English are more holistic than others. A BAA item can often be dealt with at different cognitive and linguistic levels. For example, how difficult is the subject matter of the reading text? How difficult is the language of the reading text in terms of, for instance, vocabulary and sentence structures?

Hence, while compiling the school-based English Language curriculum, it is necessary to note that many of the BAA items need recycling at successive higher grade levels, using contexts, subject matter content, and language, that are increasingly demanding. The BAA items should not be taken as a simple to-do list, in that once an item is dealt with in a certain grade level; it is crossed off and never re-visited again.

3.1.7 Moving beyond the BAAs

For English Language, the BAA items set out the basic language skills that students should work towards. However, as pointed out above, each school has its own strengths and characteristics. Schools need not confine themselves to the BAA items when drawing up their school-based English Language curriculum. They should be alert to the possibility of moving beyond the BAAs, especially if their own situation allows it.

3.1.8 School-based curriculum as an ongoing process

While it is necessary to engage in sufficient planning prior to actual teaching, it should be recognized that in essence, any school-based curriculum compiled is only a tentative decision, based on our professional knowledge and judgment at a particular point in time. Its actual efficacy has to be ascertained through classroom implementation. Furthermore, the students also vary from year to year in terms of their ability, needs, and interest. School-based curriculum development should be taken as an ongoing process. It is advisable, therefore, that a system of noting down how well a unit/activity has gone, no matter how brief the system is, will facilitate the revision of the yearly schemes of work.

3.2 How to develop the school-based English Language curriculum

Below are some suggestions that may facilitate the process of developing the school-based English Language curriculum.

3.2.1 Using real-life themes to contextualize learning activities

The contents of the school-based English Language curriculum will consist of:

(a) Development in the skills of listening, speaking, reading, and writing;

(b) Activities that serve to nurture positive attitudes towards learning English and to develop students' learning skills and strategies; and

(c) Aspects of the language itself, e.g., phonics, pronunciation, vocabulary, grammar, etc.
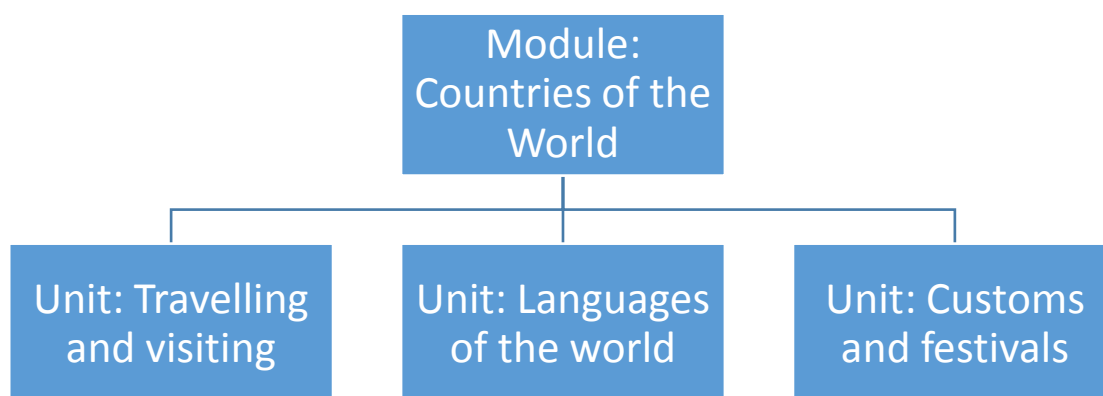
While there are times when teachers may focus on a particular element above, for example, when they are presenting a grammar item and getting students to

practise the grammar item, or when they conduct a reading lesson to help students develop certain reading skills or learn certain new vocabulary items, these various teaching and learning activities should be contextualized within real-life situations as far as possible, so that students will find the language learning experience purposeful and meaningful, as well as interesting. Contextualising learning activities will also increase the chances of students being able to apply their language knowledge and skills in real-life situations.

3.2.2 Organising teaching and learning activities into units

The above paragraph has underscored the importance of contextualizing teaching and learning activities. However, to avoid having to create a new context every time a new teaching or learning activity commences, one handy solution is to use the same theme for linking a series of related lessons. Each series of related lessons will comprise a unit. All the teaching and learning activities within a unit will be derived from the theme of the unit.

The theme of a unit will be a topic related to a real-life situation or matter that is of relevance and interest to the students. Since a theme may be broad enough (e.g., people around us) to include smaller themes (e.g., family members; friends at school; people helping us in society), it is possible that units that have related themes be grouped into modules:

```
                    ┌─────────────────────┐
                    │      Module:        │
                    │  Countries of the   │
                    │       World         │
                    └─────────────────────┘
          ┌───────────────┼───────────────┐
┌─────────────────┐ ┌─────────────────┐ ┌─────────────────┐
│ Unit: Travelling│ │ Unit: Languages │ │  Unit: Customs  │
│  and visiting   │ │  of the world   │ │  and festivals  │
└─────────────────┘ └─────────────────┘ └─────────────────┘
```

Some suggested themes are provided in 3.3.2.

3.2.3   The contents and organization of a unit

A unit is a series of lessons that are united by a common theme. Each unit will have its major/major aims, which set out in broad terms what students will be learning within that unit. The specific teaching and learning activities need to be organized into more tangible sections for classroom treatment. More detailed information can then be presented for each section, such as the focus linguistic content (e.g., a grammar item; a vocabulary set; a text type), and the main classroom activities. Additional information such as the related teaching and learning resources can be provided. The target BAAs of the unit will also be specified.

The template below shows one way to organise the BAA-oriented scheme of work (yearly plan):

Week	Dates	Module/Unit		Major Content				Target BAAs	Remarks
		Title	Module/Unit objectives	Unit/Chapter/ Section	Number of lessons	Learning objectives and activities	Resources		

Some exemplars of BAA-oriented schemes of work can be found in the appendices.

As it will be seen, there are some slight differences in format between the exemplar schemes of work as the schools follow slightly different approaches to organizing the school-based English Language curriculum. However, it is advisable that the same format be adopted for all the grade levels within a school.

3.2.4   The role of the coursebook

A school may develop its own school-based English Language curriculum from scratch. In practice, many schools will adopt a coursebook, and use the coursebook as the basis for developing the school-based curriculum. While this is a practical strategy, the school-based curriculum should not simply be a

replicate of the table of contents of the coursebook.

3.2.5 A balanced coverage of the BAAs

In actual practice, the responsibility for developing the whole-school English Language curriculum may be shared among different teachers. If this is the case, attention should be paid to ensuring continuity, progression, and linkage between the schemes of work for different grade levels. This will also ensure that there is a balanced coverage of the BAA items. To achieve that end, there should be provisions in the schools for teachers to get acquainted with the schemes of work of the grade levels other than the ones they are currently teaching, as well as personnel who are responsible for checking or monitoring the vertical coverage (P1 to P2 to P3 and so on) of the BAA items.

3.3 Content and Topics

English language differs from the subjects in the content area (e.g., General Studies) in that the ultimate goal of language learning is communicative competence, not knowledge of the linguistic system of the English language itself. This section elucidates the notion of content and topics with regard to the school-based English Language curriculum.

3.3.1 The content of the school-based English Language curriculum

In second language teaching, it is not always possible or advisable to separate *knowing what* (knowing about the language itself) and *knowing how* (being able to use the language for effective communication), especially in contexts of instructed learning (as opposed to naturalistic acquisition). For example, explicit knowledge of how each punctuation mark should be used can, after conscious practice, be turned into intuitive ability to use punctuation appropriately in all writing situations.

Communicative language teaching, the current paradigm methodology in second language teaching, does not rule out knowledge of the language itself in the curriculum. What is important is that this knowledge should support, and be linked to, effective communicative in the target language.

For the subject English Language, content knowledge refers to the various linguistic,

aspects of the language, such as grammar, vocabulary, phonics, pronunciation, communicative functions, text types, discourse features, pronunciation, etc. In selecting what language knowledge to include while planning the school-based English Language curriculum, teachers should strive to ensure that such knowledge is not presented or learnt in an isolated manner, but that it should contribute to the overall communicative aims and objectives of the various teaching units and activities.

Five major areas of language content are discussed in greater detail below. They are vocabulary, grammar, communicative functions, text types, and sound-spelling correspondence.

3.3.1.1   Vocabulary

One fundamental consideration in developing the school-based English Language curriculum is whether to specify the target vocabulary items for each unit. This consideration is often accompanied by the question of what sources to refer to when deciding on what vocabulary items to select for teaching.

It was common practice in the past to prescribe an official word list in central English Language curricula. Teachers would then refer to the official word list when making decisions about what words to teach. Such official word lists were usually based on frequency counts, and included what would be referred to as high frequency words. However, this practice has been increasingly questioned in recent years. Some of the reasons are as follows:

- What is the corpus (a large collection of language data from authentic sources) from which the list of high frequency words is derived? Is this corpus representative enough?

- Language use is changing all the time. For instance, it is obvious that many lexical items related to computer technology have entered daily usage in recent years. Societal and political developments will also impact on the vocabulary that people use. Would an official word list be able to catch up with changes in real-life vocabulary use?

- What about spoken language? Would there be a major difference between spoken language and written language in terms of the lexical items used?

- High frequency words that are derived from corpus-based investigations

may not be the ones that are important or relevant to schoolchildren's experiences or interest.

As a result, in recent years, most official English Language curricula have refrained from providing a word list.

Another reason which has led to the absence of official word lists is related to second language teaching methodology. As can be seen from previous sections, current teaching methodology emphasizes contextualization by choosing thematic topics that are of relevance and interest to students. In other words, the selection of what words to teach should come after the selection of topics. Subsequently, further selections should be made with reference to what vocabulary items students need to learn in order to follow the teaching and learning activities derived from the topic chosen.

In summary, in line with the current trends in second language curriculum development, this Curriculum Guide will not include a word list. In coming up with the school-based English language curriculum, teachers should make decisions about vocabulary selection with reference to: (a) the thematic topic chosen for a teaching unit, and (b) students' readiness, interest, and needs.

3.3.1.2　　Grammar

Grammar is another important component of the second language curriculum, as mastery of grammar enables us to comprehend spoken and written language, and to express ourselves accurately through speaking and writing. While we acquire much of the grammar of our native language naturalistically, in instructed second language learning, grammar has to be acquired through conscious effort.

In developing the school-based English Language curriculum, decisions have to be made regarding what grammar items to teach, and when. Traditionally, such decisions were based on subjective assessments of the formal difficulty (i.e., difficulty in terms of language form) of various grammar items (e.g., Simple Past tense is more 'difficult' than Simple Present tense; Active sentences are considered 'easier' than Passive sentences). A grammar syllabus, beginning with the 'easiest' items, would then be drawn up.

Current communicative methodologies have challenged (a) teaching grammar for its own sake, (b) compartmentalizing the teaching of grammar, and (c) prescribing

a sequence for the grammar items to be taught based on perceived formal difficulty. The emphasis on contextualizing language teaching through thematic topics has also led to the practice of selecting grammar items that (a) are related to the topic in question and (b) are needed for the teaching and learning activities related to the exploitation of that topic.

Nevertheless, many teachers, based on their learning and teaching experience, will still be able to make intuitive judgments as to which grammar items are easier or more difficult and hence when they should be taught. As a result, decisions regarding the grammar component in the school-based curriculum development have to be based on both considerations: (a) those grammar items needed for the topic and the teaching and learning activities for a teaching unit, and (b) perceived difficulty of the various grammar items. Teachers should also be aware of the need for recycling previously taught items for enhanced mastery by students, and for extending the meanings and functions of those items.

Note: A suggested grammar inventory is given in Appendix 3. This is not a prescribed grammar syllabus, and is included for reference only. Teachers should select from, or go beyond, the list according to the needs of their students.

3.3.1.3   Communicative functions

Communicative functions are the more specific objectives for using language in certain common social situations. For example, when we meet someone we know, we greet them, and respond to greetings. There may be certain expressions that people often use for such social communication purposes, as when people meet each other. Students may be taught directly the expressions for fulfilling these purposes, especially since some of them are culture-specific (e.g., asking for permission to do something; apologizing). In fact, some of the BAA items capture specific communicative functions.

It should be noted, however, that if we are mindful of the communicative purposes of what we teach on a daily basis, we will also dealing with a large range of communicative functions all the time. For example, while teaching the Simple Past tense, if we do not get fixated on the language form, i.e., how to form verbs in the Past Tense, but also attend to the purpose of using the Past Tense, we will naturally be dealing with the communicative function "Talking about past events."

Hence, although a list of common communicative functions is provided below, it is for illustration purposes only. The list is not exhaustive, and teachers need not

hesitate to include other communicative functions when they draw up their school-based English Language curriculum.

- Greetings.

- Farewells.

- Taking leave.

- Introduction.

- Thanks.

- Responding to thanks.

- Getting attention.

- Asking for repetition.

- Expressing good wishes.

- Asking and telling the time, days and dates.

- Invitations.

- Accepting invitations

- Declining invitations.

- Apologies.

- Responding to apologies.

- Making appointments.

- Asking the way.

- Making a request.

- Responding to a request.

- Starting and ending a (telephone) conversation.

- Giving praise and encouragement.

- Expressing basic needs and wants.

- Offering something/offering to help.

- Accepting offers.

- Decline offers.

- Making suggestions.

- Responding to suggestions.

- Intentions and plans.

- Reminding.

- Rules, warnings and prohibitions.

- Ability and inability.

- Asking for and giving advice.

- Responding to advice.

- Likes and dislikes.

- State opinions.

- Agreement and disagreement.

- Expressing feelings.

- Showing concern.

- Predictions about the future.

- Stating preferences.

- Hopes and wishes

- Comparing.

- Describing a process.

- Giving directions.

- Explaining one's intentions, reasons, etc.

- Asking for and giving information.

- Expressing regret.

3.3.1.4 Text types

The term "text type" has been defined in different ways, but in the context of second language curriculum design, it refers to the way a piece of discourse (usually written though the term can also apply to spoken discourse) is organized in terms of its information structure and physical appearance. For example, a recipe, a comic strip, and an email are different text types. Each has a special appearance, and its content ideas are presented in a different way. The notion of text type has particular significance for the teaching of reading, since students need to recognize the various text types and understand how the information in each text is organized.

A list of text types is provided below for illustration purposes. This list is neither exhaustive nor prescriptive. It should also be noted that text types may overlap in terms of content or purpose. For example, a leaflet may be an advertisement. It may also be a factsheet.

- Advertisements
- Biographies
- Blogs
- Brochures
- Cards
- Captions
- Cartoons and comics
- Charts
- Conversations
- Diaries
- Dictionary entries
- Directories
- Emails
- Fables and folk tales
- Factsheets

- Fiction and novels

- Formal letters

- Instructions

- Jokes

- Journals

- Leaflets

- Lists

- Magazine articles

- Maps

- Newspaper reports

- Notes

- Notices

- Personal letters

- Poems

- Postcards

- Questionnaires

- Recipes

- Reports

- Reviews of books and films

- Rhymes

- Riddles

- Rules

- Short plays

- Short reports

- Short stories

- Signs

- Songs

- Speeches

- Tables

- Table of contents

- Text messages

- Timetables

- TV/Radio programmes

-

3.3.2　Topics

Given the nature of language teaching and learning, the notion of topics is different from that for subjects in the content area (e.g., general studies). In English Language teaching, topics are themes from real life that are used for contextualizing teaching and learning activities. In some cases, they might involve authentic subject matter knowledge, such as when students find out how eclipses happen or the types of eclipse there are from a reading text. Nevertheless, the primary function of topics is still to provide a context for language work. In recent years, there have been calls to imbue the second language curriculum with more content knowledge (which is often referred to as *Content and Language Integrated Learning,* or CLIL). For schools using English as the medium of instruction, there is an even stronger rationale for making some kind of link between the topics chosen for the school-based English language curriculum, and those covered in the content subjects (General Studies, Mathematics, etc.) The purpose is to make the language curriculum more meaningful. Teachers may look out for opportunities to use topics that, in addition to the role of contextualization, may impart content knowledge to students at the same time.

The following is a list of example topics. This list is not exhaustive; nor is it prescriptive. The examples only serve to illustrate the idea of using topics for contextualizing language activities. Teachers should feel free to think of topics that they find useful or interesting to students.

- School life

- Myself

- Family members

- Friends

- Festivals

- People around us

- Places

- After-school/Weekend activities

- Holidays

- Macao SAR

- Feelings

- Food and drinks

- Weather

- Nature

- Caring for others

- Eating habits

- Hobbies

- Growing up

- Sports and games

- My home

- Fun activities

- Travelling

- Cultural heritage

- Animals and pets

- Society

- Jobs

- Neighbours

- Proper behaviour

- Leisure

- Seasons

- Objects around us (e.g., water, air, fire)

- Countries of the world

- Adolescents and teenagers

- Technology

- Social media

- Social issues

- Caring for the environment

- Planning for one's future

- Self-awareness

- Moral/Ethical considerations

- Religions

- Commercialism

- Interpersonal communications

- Intellectual property and copyrights issues

- Etiquettes and manner

- Crimes and social order

- Cultural differences

- Education

- Countries and cultures

- Conflicts (e.g., inner self; interpersonal; EQ management)

3.4   Allocation of Time for Teaching Activities

According to *the Curriculum Framework for Formal Education of Local Education System* (Macao SAR Government Administrative Regulation No. 15/2014), the time of teaching activities for English Language in junior secondary schools using English as the medium of instruction is stated as follows:

For the entire 3 years of junior secondary education	A total of 20600-37080 minutes

In working out the number of lessons per week and the length of each lesson, the following requirements should be taken into account:

● The time of teaching activities does not include the time of examination at the end of each term/ semester.

● The minimum time of each lesson is 35 minutes and the maximum is 45 minutes.

● For junior secondary 1 and 2 (Form 1 and 2), there are 39 weeks in each school year. (Schools have full autonomy in deciding the number of teaching weeks of each school year on condition that they follow the regulation of 195 school days.) Junior secondary 3 (Form 3) can be exempt from the regulation of 195 days on condition that the requirements of the time of teaching activities and leisure activities of junior secondary education are met.

● The total teaching time of the 3 school years of junior secondary education is counted as 103 weeks. (There are 35 weeks for the first and second year, and there are 33 weeks for the third year, not including the examination time at the end of each semester or term.)

Below is an example for transferring total number of minutes to be covered from Form 1 to Form 3 to the number of English lessons to be conducted for each week with the condition that each lesson will last for 40 minutes:

20600 minutes ÷ (35 X2+33 X 1)weeks ÷40 minutes

= 20600minutes÷103weeks÷40minutes

= 5periods

37080minutes ÷ (35 X2+33 X 1)weeks ÷40 minutes

= 37080minutes÷103weeks÷40minutes

= 9periods

Please be aware that the number of weeks may vary among different schools and the number of minutes for each lesson may range from 35 to 45 minutes. In case these two factors vary, the number of lessons for each week will vary accordingly.

Chapter 4: Curriculum Design and Implementation

4.1 Basic theories for curriculum design and implementation

4.1.1 English language curriculum design process

English language curriculum design involves the integration of knowledge from a number of areas in the field of Applied Linguistics, including English language teaching methodology, second language acquisition, language assessment, language curriculum design, and language materials development. Figure 1 presents an adapted English language curriculum design model comprising a subdivided inner circle and three outer circles. The components of the curriculum design process shown in Figure 1 are defined as follows.
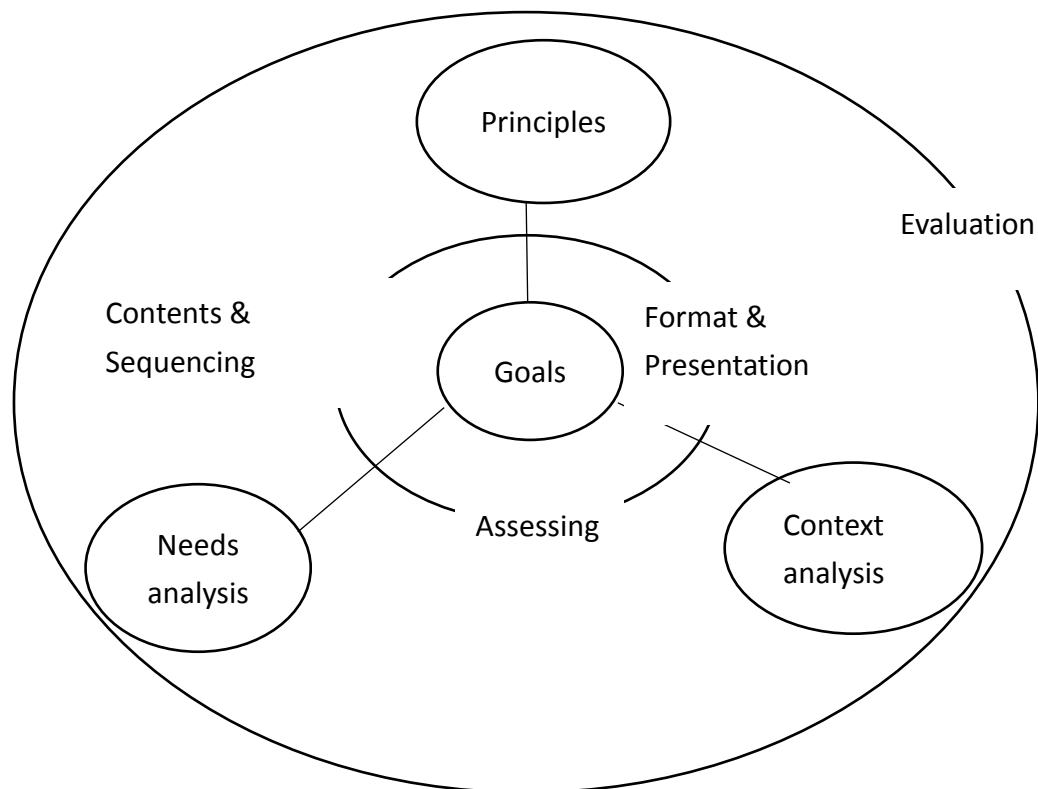
Goals: Goals and objectives are the general intended purposes and desired achievements of a particular educational environment. Crucially, they provide a framework for assessing the effectiveness of an English language curriculum. Goals and objectives generally characterize three types of language learning: knowledge, skills, and attitudes. The goals of a language lesson can focus on one or more of the following: language, ideas, skills, or text (discourse).

Figure 1 A model of English curriculum design process (Nation & Macalister, 2010)

Principles: Principles provide a structure for examining the variables that constitute the reality of curriculum design and the inter-relationships among them. Principles must be based on research and theory about English language education and allow variety and flexibility in their application to suit various teaching and learning contexts. The application of principles first involves determining which principles are the most important, and then monitoring their application throughout the design process. The result of that application is a course in which learning is given the utmost support.

Needs and context analysis: Needs as an internal factor and the context as an external factor constitute situational analysis, and needs analysis looks into necessities, lacks, and wants. It investigates what the language learners know already and what they need to know. Context analysis is defined as a detailed examination of the environment within which the curriculum is to be administered and the application of that analysis to curriculum planning. In undertaking context analysis, a curriculum developer is required to perform a needs assessment to identify problems, select appropriate factors, collect and analyze data, analyze the environment, and finally make recommendations as a basis for curriculum development. There is also a need to examine the nature of learners, teachers, and the teaching context. The steps are as follows.

i.   Identifying local needs
ii. Understanding the local curriculum context
iii. Facilitating subsequent curriculum development
iv. Providing a database for devising curriculum goals and objectives

Principles

Evaluation

Contents &
Sequencing

Format &
Presentation

Goals

Assessing

Needs
analysis

Context
analysis

Contents and sequencing: This part of the inner circle represents the language items to teach and learn in a language course, the order in which they occur, and the ideas content used as a vehicle for the language items. The lessons of a language course can be organized in two major different ways – a linear development (the material in one lesson depends on the learning that has occurred in previous lessons) and a modular arrangement (each lesson is separate from the others and the lessons can be conducted in any order).

Assessing: It represents the necessity to give attention to observing learning, testing the results of learning, and providing feedback to the language learners about their performance and progress.

Format and presentation: At the format and presentation stage of the curriculum design process, the information gathered from needs and context analysis and the principles selected to promote learning come together in activities that involve the language learners. Decisions regarding constraints, needs, principles, content, and sequencing will be only indirectly observable through the format and presentation of

the lessons. To provide a balanced range of opportunities for language learning, an English language lesson needs to consist of four strands – meaning-focused input, meaning-focused output, language-focused-learning and fluency development.

Evaluation: Evaluation is the process by which we attempt to gauge the value and effectiveness of any particular educational activity. The large outer circle can involve examining various aspects of a curriculum to see if the course is effective and adequate and where it needs improvement.

This model has illustrated the procedure of designing English language curriculum in various teaching and learning contexts. English language teachers can refer to this model when they face curriculum issues or design their own curriculum in specific contexts.

4.1.2   Effective implementation

There are various perspectives of curriculum implementation, and researchers have developed different curriculum implementation models. While these theoretical perspectives and curriculum implementation models have their own advantages and disadvantages, it is recommended that English language curriculum design should be flexible, dynamic and recursive. English language curriculum implementation requires restructuring and replacement, and primary in this restructuring is fostering and molding changes in people. English language curriculum implementation occurs in specific and individual teaching and learning settings with varying history, unique competencies among staff, particular expectations among community members and various capacities with regard to materials and monetary resources. The implementation of the English language curriculum is more than delivering new course materials. It requires an understanding of the purpose of the program, the roles people will play, and those affected. This process needs to be planned, but not rigid. It requires constant fine-tuning and a community of trust.

Successful curriculum implementation results from careful planning with a focus on three factors: people, progress, and processes. To ensure that English courses are implemented effectively, both internal and external factors should be taken into consideration, and the key players in curriculum implementation must become involved in the process. Educators need to understand the structure of the school, its traditions and power relationships, and how school members see themselves and their roles. Successful curriculum implementers should realize that implementation must appeal to participants not only logically, but also emotionally and morally.

4.1.2.1　Incrementalism/Improvement

Many educators view implementation as a procedure for managing change. Implementers must engage in self-reflection on the actual purpose of the change being considered. Focusing on changing the curriculum and the school culture places emphasis on change management. Also, as improvement equals increased quality and performance over time, sufficient time should be allowed for the change.

A control mentality often governs the improvement process, with various power groups striving to direct various avenues of change to serve their own particular purposes. Power groups range from political and parent power groups to educator power groups, and there must be cooperation among them if curricula that benefit students are to be implemented. Sufficient time must be allocated for English curriculum implementation if improved teaching and learning effects are to be achieved. Schools as a power group are encouraged to make flexible use of lesson time, school time (other than lesson time), and time during holidays to facilitate learning and teaching in the following ways.

- Arrange for double- or triple-period sessions per week or cycle, and allow uninterrupted stretches of time for extended tasks, projects, visits, and learner or professional activities.

- Set aside a short, regular period of time each day for reading to help learners to build up their reading habits and skills for lifelong learning.

- Plan school timetables and calendars that incorporate flexibility.

Teachers, as another power group, also need to manage their classrooms effectively and flexibly. Flexible grouping is one of the strategies that can be used to cater for variations in learners' needs, abilities, and interests. When grouping learners, the teacher should:

- recognize the individual differences in the group;

- avoid possible labeling effects on learners by changing the size and composition of groups as appropriate; and

- make decisions relating to the ability (i.e., similar- or mixed-ability grouping) and size of groups according to the purposes and requirements of the tasks at

hand.

4.1.2.2 Communication

To ensure adequate communication, a curriculum specialist must understand a school's communication channels. Communication channels can be either vertical (between people at different levels of the school hierarchy) or horizontal (between people at the same hierarchical level). For example, communication between a principal and teacher is vertical, whereas communication between two teachers is horizontal.

Horizontal networking among peers is being encouraged in many school restructuring efforts. Collaborative lesson preparation, which constitutes a type of horizontal communication, is essential to curriculum development within schools. It provides a good opportunity for teachers to discuss experiences and ideas and to build rapport and team spirit within the English panel. Teachers do not work in isolation, in fact, they can make full use of networking and multimedia technology. During collaborative lesson preparation, teachers are encouraged to:

- review current practices with reference to the latest developments of the central English language curriculum;
- improve the school-based English language curriculum based on a review of current practices and learners' work, performance, and feedback;
- develop appropriate teaching plans or strategies;
- select teaching content and design learning, teaching, assessment, and homework activities that suit learners' needs;
- share or develop teaching materials and learning resources; and
- establish mutual support and develop a collaborative culture within the panel.

4.2 Teaching and Learning

Successful curriculum implementation depends on effective teaching and learning as well as informed curriculum design. This section discusses some of the major principles for the effective teaching and learning of English.

4.2.1 Attention to the communicative dimension of language teaching and learning

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Traditional language teaching focused on explicit knowledge, especially of grammar and vocabulary. Grammar and vocabulary were often taught for their own sake. Even when there was an awareness of language use as the ultimate goal of learning, the assumption was often that as learners had built up sufficient knowledge of grammar rules and lexical items, they would be able to 'use' the target language for 'communication' in due course.

Today, the field of second language teaching recognizes that communicative competence, rather than knowledge of grammar and vocabulary, is the goal of learning for the majority of second language learners. Success in language learning is not measured by how many grammar rules or lexical items learners knows, but by how efficiently and effectively they can use the target language through listening, speaking, reading, and writing in different situations in real life.

Research in second language acquisition has also refuted the earlier assumption that the ability to communicate would surface as long as learners had accumulated sufficient knowledge of grammar and lexis. Communicative competence, in the form of listening, speaking, reading, and writing, needs to be purposefully developed, and from the early stage of language learning.

Hence, while there will be times when teachers may need to focus on teaching grammar and vocabulary, they should not lose sight of communicative competence being the general goal of teaching.

4.2.2   Language form and language function

Two sets of concepts emerge from recognizing communicative competence as the general goal of language teaching and learning. Traditional language teaching concentrated on teaching language form, e.g., *has/have + past participle* being the form of the Present Perfect tense. Much of the teaching would aim to ensure that learners could produce the verb form for the tense correctly.

Communicative language teaching, which is the current paradigm in language teaching methodology, points to the need for addressing the function of a language item as well. For example, what do people use the Present Perfect tense for? That the Present Perfect tense serves a particular function can be seen in the following exchange between Speaker A and Speaker B:

A: Let's go to Tokyo this summer.
B1: I've been there three times.
B2*: I was there three times.

Obviously, the Present Perfect tense used in response B1 carries a function that is not served by the Simple Past tense used in response B2.

Hence, when dealing with a specific language item, teachers should also be aware of the function that the particular language item is serving, on top of its form.

4.2.3   Macro skills as modes of practice vs macro skills as channels of communication

The four macro skills of communication are listening, speaking, reading, and writing. Of these four macro skills, listening and reading can be categorized as receptive skills, which require users to make sense of language input. Speaking and writing can be categorized as productive skills, which require users to produce language for communication.

It is imperative that teachers distinguish the four skills as modes of practising new language items taught, from the four skills as channels of language communication in real life. In the classroom, the presentation of a new language item often begins with the teacher getting students to listen to examples of the target language item (a new grammar structure; new vocabulary items, etc.). This is often followed by students repeating the examples, or taking part in teacher-guided practice, orally, and/or looking at the examples in written form. Finally, the students will practise the target language item in writing, either as classwork or as homework.

While the above activities involve listening, speaking, reading, and writing, they are modes of practicing a language item, rather than channels through which human beings communicate meaning. The implication for teaching is that while the former activities are necessary, teachers also need to ensure that there are macro skill activities that involve genuine exchange of meaning.

4.2.4   Accuracy and Fluency

As mentioned above, a macro skill can be employed as a mode of practice, or used as

a channel for communication. For example, after presenting a grammar structure, say, the Present Continuous tense, the teacher may conduct a series of controlled oral practices to enable students to produce sentences in the correct *"is/am/are + ing"* form. The purpose of such practices is that students will master the correct form of the Present Continuous tense. It is thus understandable that such practice activities should aim for a high level of accuracy. When students make an error, the teacher may correct them instantly.

While this initial emphasis on accuracy is necessary, it cannot be assumed that the level of accuracy thus attained can be carried immediately over to authentic and communicative language use. After the initial controlled practice, students need practice activities (sometimes called pre-communicative activities) which are freer and more meaning-oriented. In these activities, students begin to use the language items that they have learnt and practiced under controlled condition, to convey meaning. The purpose of such activities is not simply to produce sentences which are correct in terms of language form, but sentences that express the intended meaning. Later, depending on the level of the students, the teacher may move on to activities which are highly communicative, i.e., activities which are free, which do not confine students to one or two language structures, and which get more attention to the content ideas to be conveyed.

Such pre-communicative and communicative activities, whether they are in the form of speaking or writing, are necessary if students are to achieve a high level of communicative competence. However, once students pay more attention to expressing meaning than production of the correct language form, errors will inevitably occur. In fact, the more risks that students take in expressing themselves, the more language errors they may produce. This is a natural part of language learning, and teachers should put such errors in proper perspective. The ability to produce language for genuine communication, whether in speech or writing, with accuracy and communicative effectiveness, does not take place overnight.

There are two solutions that teachers can consider. The first is that at the end of an activity (speaking or writing) which has a major focus on communication of ideas; invite students to reflect on the language that they have used to see if any improvement can be made. For example, while students are engaged in a pair-work activity that involves an information gap, the teacher may move around, listen to the language produced by the students, and make a note of the errors that they have produced. When the students have finished, present some of these errors to the whole

class and ask the students how they may be corrected. Similarly, in writing tasks which are more communicative, when students have finished saying what they have wanted to say, encourage them to look back on the language that they have used to see if there are any errors or sentences that can be improved.

The second solution is to promote extensive listening and reading. Students' mastery of the target language, in terms of both mastery of language form and communicative effectiveness, will be enhanced through additional exposure to the language they are learning.

4.2.5 Task orientation

Communicative language teaching (CLT) is usually taken to represent a set of principles that guide language teaching. One approach to realizing communicative language teaching in terms of curriculum design and classroom pedagogy is known as task-based learning (TBL), which puts *tasks* as the central concept in how we organize our teaching program and classroom activities.

Different models of TBL have been proposed. Some of these models have very stringent criteria for what counts as a *task*. These different models are based on different assumptions of second language acquisition, the goal of the second language curriculum, teaching environments, etc., and hence need not be followed to the letter in any particular education system; the broad notion of *task* is worth our attention.

Traditional language teaching resorted to much one-way lecturing by the teacher, which was based on the assumption that students learnt a language by listening to explanations on language points provided by the teacher. Listening to the teacher's explanations was equated with 'learning' the target language. Today, our understanding is that such listening constitutes only one part of the language acquisition process. The emphasis on *tasks*, even if the term is to be interpreted loosely, is a reminder that on top of teacher explanations, much of class time needs to be devoted to engaging students in a variety of activities, whether they are in the form of teacher-led interaction, whole-class repetition, pair work, group work, games, or individual reading or writing.

One way to guide the creation of learning tasks is to think along the lines of linguistic challenge and/or cognitive challenge. Linguistic challenge refers to the language

difficulty involved in processing the task. Is the language involved, whether it is for receptive or productive use, too difficult or too easy for the students? If the language required for completing the task is way above the students' present level, they will not be able to handle it. If the language required for completing tasks remains too easy for the students, then their language ability will not develop for lack of challenge. Cognitive challenge refers to the mental demand that is involved in completing the task. Does the task require some thinking? Is this thinking too simple or too complicated for the students? An appropriate level of cognitive challenge not only satisfies students' psychological needs, but also shows indirectly how language learning is intertwined with real life activities.

There are times when we need to give students that sense of security of being able to complete task with some effort, and times when we need to stretch their ability so that their language ability will develop and their motivation will be sustained.

4.2.6   Learning to learn

Recent advances in language teaching methodology have paid increasing attention to the role of the learner in the teaching and learning process. This is in line with the general trend, in curriculum and teaching, of developing the learner as a self-directed, autonomous, learner. This development has particular significance for language teaching given the nature of language learning. Specifically, when students are motivated enough, they can learn a lot more about the language through extensive listening and reading, and looking up language references themselves, than from the teacher's input only. One way to facilitate that is to provide students with learner training. For example, instead of explaining all the new vocabulary items in a reading text to students, students should be encouraged to guess the meanings from the context, and/or look up some of them in the dictionary before/after the lesson.

Showing students how to use a dictionary is a form of learner training. But learner training can take many forms. In their day-to-day training, as long as teachers refrain from imparting all the target information to students, and instead provide students with examples and guide them to deduce a pattern, work out a generalization, etc., they are providing students with learner training. This heightened language awareness will be invaluable to students as they continue to learn the language. For instance, in

presenting count nouns and non-count nouns, rather than explain the 'rules' to the students, teachers can show students examples of the two types of nouns from a context, and guide students to see the difference between them. This heightened sensitivity will be useful to students when they come across special cases of count nouns and non-count nouns later.

4.2.7   Differentiated Instruction

Learners differ in terms of their beginning proficiency, rate of language acquisition, learning style, and motivation. It is not uncommon today to find students with different levels of language ability within the same class. Catering for individual differences is becoming a core responsibility of the teacher.

There is now a literature on differentiation instruction in general, and on mixed ability teaching in language pedagogy. It may take some time for teachers to master the techniques for catering for individual differences, but an awareness and acceptance that learners are different is a necessary first step. For a start, teachers may pay more attention to grading their teaching content for different ability levels. For example, in whole-class teaching, teachers may have a stock of questions that range from easy to difficult, and distribute these questions accordingly during a lesson so that most students, whatever their ability, have a chance to display their knowledge and ability. For written classwork and homework, teachers may use graded worksheets (at 3 different difficulty levels) with students of different abilities.

Of course, sometimes other considerations may be at play. For example, when putting students together for pair-work or group work, there are times when the teacher may pair up a more able student with a less able student, so that the latter can learn from the former.

A word of caution may be necessary here. With the awareness that less able students should also be attended to, some teachers may constantly simplify the task demand, thinking that such learners will then get a sense of accomplishment. While this may be necessary in the beginning to build up students' confidence, continuing to do so indiscriminately may result in less able students falling further and further behind the average students. Hence, teachers need to be alert to such students' progress, and raise the linguistic and/or cognitive challenge of the learning activities, when the students are ready.

4.2.8 Enrichment activities

Enrichment activities, as the term is used here, refer to a variety of scripted or non-scripted fun-based activities that supplement the formal content of the school-based curriculum. Examples include limericks, jazz chants, classroom drama, songs, language games, debates, simulations, and reader's theatre.

These are activities particularly useful for livening up English language learning. They help to keep up students' interest in learning English, and build a pleasurable atmosphere in the classroom for language learning. These activities also have the advantage of catering for less confident or adventurous students, who are often less willing to speak out.

Videos of such activities can now be found quite easily on the Internet. When choosing such activities for a lesson, teachers may make their own choice on the basis of either the topic, i.e. something which is related to the theme of the current teaching unit, or the language, i.e., something which is related to the current target language focus (e.g., phonics, grammar and vocabulary).

However, teachers need also to consider the age and development of the students. For example, with junior secondary students, avoid using resources or activities that make students think that they are being treated as very young children.

4.2.9 Application of technology

The field of computer-assisted language learning has advanced phenomenally quickly in the last ten years. Technology has opened up many possible language learning activities which hitherto could not even be conceived of.

Certainly the application of technology in language teaching depends on factors such as the availability of hardware, and schools' mobile infrastructure. If teachers are teaching at a school which is well-equipped for e-learning, they should then look for opportunities to enhance their teaching with technology.

Of course, it has to be emphasized that teachers should not use technology just for the sake of using it. After all, it is the teacher's creativity and teaching ideas that are

crucial. Technology should be supporting teachers' teaching ideas, and not replacing teachers. But, as discussed above, technology makes many language learning activities possible which would be otherwise impossible. Hence, if their teaching situations permit, teachers should keep an eye open for opportunities of enhancing their teaching with technology.

4.3 Development, construction and utilization of school curriculum resources

To facilitate English language curriculum implementation, curriculum designers must provide the necessary support for their recommended curricular innovations or modifications by developing, constructing and utilizing school curriculum resources. They and the entire school community must facilitate the building of capacity and capability.

In-service training and staff development

In-service training and staff development are necessary for teachers who lack a good understanding of the curriculum and its creation process:

- Effective in-service programs result from collaborative efforts and address the needs of those who will be affected by the new curriculum.

- In-service programs are sufficiently flexible to respond to changing staff needs.

- In-service programs should be scheduled at convenient times for curriculum implementers.

- Open discussions of curricula and the numerous modern technologies available, as well as professional training in particular fields, are necessary.

Financial support

Funding is required to obtain new materials and equipment and to pay those involved in new curriculum implementation. At the local level, five steps are involved in budgeting for new programs: preparation, submission, adoption, execution, and evaluation. When a new program is going to be adopted, the school board needs to

allocate funds for specific educational materials.

Trusting relationships

There must be a trusting relationship among all parties in the school for effective curriculum implementation, particularly between administrators and teachers. In addition, good peer relationships among teachers and a trusting relationship among different administrative departments are also conducive to smooth implementation.

4.4 School curriculum leadership

School leaders, usually the school principal, English course supervisor, and curriculum director, serve as the curriculum leaders within schools, although English teachers and curriculum consultants can also be curriculum leaders in initiating curricular changes. In the planning, development, and management of a school-based English language curriculum, curriculum leaders are expected to take up different roles in serving as change agents. Sometimes, students, parents, and members of the wider community can also get involved if given the chance to provide feedback on the new curriculum and its implementation process.

4.4.1   School Heads/Principals

The school principal's leadership is critical to the success of curriculum implementation. Principals determine the organizational climate and support those involved in curricular change. They need to take responsibility for piloting the change and leading administrative and instructional departments at various levels. Principals thus need to:

- adopt effective policies of instruction and evaluation;

- allocate and apply resources rationally and promote new types of educational technology;

- plan school-based training for teachers' professional development;

- invite curriculum consultants and experts to discuss educational theories and effective teaching models and to support such innovations as flipped classrooms and learning communities;

- make arrangements for peer communications, class observations among teachers, and collaborative lesson preparation to allow teachers' to benefit from one another's practical experience;

- establish and maintain positive relationships with parents; and

- create a favorable language environment informed by cultural knowledge of the target language.

4.4.2 English Curriculum Supervisors and Curriculum Directors

Curriculum implementation must be supervised and monitored. Supervisors provide direction and guidance, and make sure that teachers have the skills to deliver courses and implement changes in the desired ways. Effective supervisors realize that they must adjust their tactics to the situation and participants at hand. They serve as a bridge linking superiors and subordinates and a channel for collecting and delivering messages. Curriculum supervisors:

- organize teaching seminars and meetings for same-grade English teachers in which they prepare teaching plans or syllabuses together, analyze textbooks, and collect suggestions for further teaching research;

- evaluate the curriculum and teachers and analyze the outcomes to improve curriculum design and implementation;

- help teachers to acquire the requisite pedagogic and curricular knowledge for curriculum implementation to ensure that they are positioned to develop, evaluate, and revise school-based textbooks to suit student needs;

- design teachers' schedules and timetables flexibly; and

- coordinate with other administrative staff to promote effective communication.

4.4.3 English Teachers

Teachers are central to any curricular improvement, as they are directly involved with its implementation in the classroom. Teachers should thus possess the expertise to:

- adhere to the essence of the innovation while adapting to student needs;
- cultivate students' English skills using scientific and effective methods from the English Research Group and teacher training;
- bring their own knowledge, experience, and disposition to the curriculum and modify it to fit the current situation;
- modify their methods of teaching based on the outcomes of curriculum and teacher evaluation;
- discuss their experiences with colleagues and supervisors and engage in self-reflection;
- be creative and innovative in the teaching process; and
- adopt interactive strategies to create a positive English language learning atmosphere in the classroom.

4.4.4 Curriculum Consultants

At times, a school district may wish to bring in an external facilitator or coordinators. External consultants can help schools to analyze and assess programs and obtain grant funding. Most are based in colleges and universities, and can:

- cooperate with teachers in addressing development or implementation

issues;

- work with teachers throughout the curriculum development and implementation process;

- establish peer support systems, coaching, and networks for working with internal facilitators; and

- guide teachers toward information that will help them to become comfortable with, and knowledgeable about, the innovation in question.

4.5 Professional development of teachers

Lifelong teacher professional development plays a crucial role in upholding the quality of education offered to students. In this regard, implementing the school-based curriculum provides useful and practical impetus for professional development as teachers (a) continue to reflect on and refine the school-based teaching program on an on-going basis, and (b) strive to effectively implement the teaching program effectively in day-to-day classroom teaching. Teachers should, therefore, recognize the importance of, and be open to, lifelong professional development.

Some of the principles for professional development have been mentioned in Section

4.4. Below are examples of specific professional development activities that teachers may like to engage in:

- peer lesson observation;

- producing and sharing teaching and learning resources with colleagues;

- in-house workshops for teachers to share their teaching ideas with each

    other;

- action research projects;

- collaborative lesson planning;

- keeping a teaching journal;

- joining professional organizations and taking part in their activities;

- reading, and writing to, professional journals and magazines;

- attending professional development courses, events, etc.;

- mentoring new teachers;

- team teaching;

- making use of online resources for teacher development;

- visiting, volunteer teaching, etc.

- taking part in activities, competitions, etc. organized by professional organizations.

Chapter 5: Curriculum Assessment

5.1 Purposes and Significance of Curriculum Assessment

Assessment is an essential curriculum element, and is crucial to the learning-teaching-evaluation cycle. It can be defined as the application of scientific methods such as examining, testing, and observing to the collection and interpretation of information about students' learning, and its effects in relation to the syllabus and learning outcomes. English language assessment can provide information about a student's abilities as an English user/learner in relation to the curriculum and its learning outcomes. This information collection and interpretation process serves a wide range of purposes, assisting teachers in optimizing their teaching design and students in the learning process and outcomes.

In general, assessment enables teachers to measure and report on students' attainment and then rank and select them accordingly. Assessment also enables teachers to predict future performance, identify students' strengths and weaknesses, and diagnose any learning problems, for which they can then offer support and scaffolding. In

secondary education, English language assessment measures and reports on secondary students' listening, reading, writing, speaking, vocabulary, and grammar in relation to curriculum objectives, or other more generic skills. This provides invaluable information to teachers and educators, enabling them to track students' language development and pinpoint any linguistic deficiencies, and give quality feedback for improvement.

5.2 Approaches to Assessment

English language education enables oral and linguistic knowledge to be developed, and also aims to improve students' generic skills such as collaboration, communication, problem-solving, etc. With this in mind, it is important to adopt different modes of assessment that relate to specific teaching and learning objectives. The three approaches - assessment *for* learning, assessment *of* learning, and assessment *as* learning serve related but different educational purposes. Assessment *of* learning has a cumulative assessment purpose, and is about grading and reporting, while assessment *for* and *as* learning have formative assessment purposes, and are explicitly intended to make assessment a part of teaching to support students' language learning.

5.2.1   Assessment of Learning

Assessment of learning is usually carried out through cumulative assessment (e.g., tests or examinations) at a particular point of time (e.g., the end of a school term or year), and the results are usually expressed symbolically as grades or marks. The purpose is to certify the learning of students, informing them and their parents of their relative position among peers. Unlike assessment for learning, teachers do not provide students with any additional direction or advice for improvement but direct their efforts to marking, grading, and producing a rank of order. Students are assessed at the end of a learning stage, so their overall performance can be reflected. Assessment of learning is long-established in education, and is widely accepted by parents and the public and will influence students' future development. The assessment tasks of learning should therefore be used in teaching as a reference for long-term planning.

The practice of *assessment of learning* requires the use of assessment tasks that provide appropriate contexts for learners to apply their language knowledge, skills and strategies, generic skills, and values and attitudes. Students are required to

complete the tasks independently. Following is a list of substantiated guidelines that should be used by teachers to design assessment tasks:

- Include a variety of tasks and activities that cater to primary learning and teaching targets and objectives. It is better to use pen-and-paper activities to test receptive vocabulary knowledge and oral presentations to measure the ability to produce language. Teachers should enrich task types by including open-ended questions in reading tasks to stimulate creative language use and critical thinking.
- Contextualize activities and relate them to learners' experiences. Reading passages are selected and adapted from real-word sources and different forms of text (e.g., academic, fiction, news, etc.) that students may encounter, or listening materials that feature natural language with pauses or repetitions.
- Develop clear, concise and accurate rubrics, task-specific criteria and marking schemes. Inter-rater reliability should be achieved among teachers when scoring in alignment with specified learning targets and objectives.

5.2.2 Assessment for Learning

The purpose of assessment for learning is to provide quality feedback that will benefit students and improve their performance. Assessment for learning is carried out during the teaching process, and helps teachers diagnose students' needs, expectations, abilities, and interests. It enables them to monitor the content and process of learning, improve their teaching strategies, and provide timely and useful feedback for the enhancement of learning and teaching.

Learning assessment is usually carried out using multiple formative assessments throughout the learning process. In-school assessment activities can provide the appropriate method to track students' progress:

- Provide to-the-point feedback on mistakes made in *homework*.
  Homework can be in written or oral form, and should allow teachers to diagnose students' strengths, weaknesses and progress. Teachers should summarize the underlying reasons for why students make certain mistakes (e.g., L1 influence on L2 phonetic acquisition) and provide appropriate remedies.
- Use an evaluation checklist to assess students' *oral presentations* and involve peer-feedback.

Oral presentations are designed for communicative and informative purposes in language classrooms. Teachers should assess students' performance according to a detailed evaluation checklist, which allows for the assessment of pronunciation, communication and critical thinking skills.

- Initiate questions concerning learning difficulties by *conferencing*.

  Conferencing is a discussion between a teacher and a student or a group of students during which the teacher should ask questions that motivate students to discuss, reflect and express their views voluntarily. For example, in a reading course, a teacher can check students' understanding of the textbook, their reading interest and difficulties, and use their findings to provide students with the appropriate support.

- Provide feedback on *learning tasks and activities* and *assessment tasks.*

  Learning tasks and assessment tasks should be designed in accordance with the learning targets and objectives. They can be in diverse forms, such as show-and-tell, games, presentations, group discussions and skits. Teachers should conduct pre-, during and post-activities, and provide language support activities for learning tasks but not necessarily for assessment tasks.

- Guide peer- and self-review and editing on *shared writing* and *process writing* activities.

  In shared writing, the whole class and the teacher compose an essay together. In process writing, students go through different stages of writing, including planning (i.e., brainstorming, researching and outlining), drafting (i.e., writing, rewriting and revising) and finalizing (i.e., editing) before achieving a final product. As the teacher leads both exercises, the associated pressures are reduced.

- Consider the use and application of language and generic skills in *projects*.

  Teachers should assess both products and processes. Both language skills and generic skills, such as communication and collaborative skills, are examined. For instance, in a process-writing exercise, teachers get involved by observing, conferencing, reading the final product and giving timely feedback.

- Track developmental progress using *portfolios*.

  A portfolio is a collection of a student's work that captures their development of language knowledge, skills and attitudes. For instance, dictation marks, classroom quizzes, writing tasks, oral presentations and conferencing records for an entire semester can be included in a portfolio.

- Develop *self-assessment* and *peer assessment* skills.

  Self-assessment refers to the assessment that learners give themselves. Peer assessment refers to the feedback that students give to others on their performance. Teachers can show students how to edit and proofread their writing, and provide them with self/peer assessment forms, questionnaires or checklists.

  The purpose of conducting various assessment activities is to collect information about a learner's language knowledge and skills, and their values and attitudes. To facilitate learning and enhance teaching, teachers should provide encouraging, constructive and specific feedback that is clearly linked to the criteria for successful learning.

5.2.3 Assessment as Learning

Assessment as learning highlights the role of the student in connecting assessment and their learning by understanding information, linking new knowledge to known information and constructing new learning. They regulate their learning process by using teachers' feedback to adjust and adapt the learning. For teachers, their focus is directed to support students to develop and practice skills to become critical self-assessors who are good at reflecting and interpreting their learning process and outcome. Self-assessment, self-monitoring and self-regulation are the core of learning and the focus of assessment as learning. The task of teachers is to co-work with students to decide what and how to keep record of learning and assist students in forming the habit of reflecting on their work and making judgments in making future learning on the basis of present work. Take giving feedback as an example. The teacher should provide descriptive instead of evaluative feedback which is in the form of grades or short comments expressing approval or disapproval.

There are several steps teachers should take when giving *descriptive feedback*:
- Tell students they are right or wrong.
- Describe why an answer is correct or incorrect.
- Tell students what they have achieved or have not achieved.
- Specify or suggest better approaches to learning.
- Encourage children to suggest ways to improve.

To develop students' self-assessment strategies, teachers should pay attention to the

following techniques:

- Encourage students to embrace and engage in self-assessment by regularly providing opportunities for emotionally safe and successful learning. For example, assign oral tasks that are suitable for the students' abilities and commend their performance.
- Show students multiple "expert" examples of work to set a standard of achievement that they can apply to their own work. For example, encourage students by using exemplary works to set writing standards.
- Provide current, accurate and focused feedback, with examples that allow students to understand the gap between their work and the "expert" examples. For instance, informal feedback on the oral presentation of a speech can refocus attention on techniques used in successful public speaking.
- Keep descriptive records of students' learning in addition to grades. For instance, establish a portfolio.
- Launch discussion sessions for students to exchange, discuss and analyze ideas and performance. For instance, arrange for the class to sit in a circle and have a detailed discussion before giving peer-feedback.
- Self-assessment is a complex skill that can only become an automatic habit of learning through industrious and repeated practice. For instance, constructive feedback should be implemented in different aspects of teaching reading, writing, listening and speaking.

Despite the different focuses of the three approaches to assessment, it is necessary to strike a balance under the school curriculum. The following table summarizes the features of the three types of assessment and shows the relationship of the approaches to one another.

Table 2. Features of Assessment *of*, *for* and *as* learning

Approach	Purpose	Reference Points	Key Assessor	Strategies
Assessment *of* learning	Judgment about placement, selection, promotion,	Other students, standards or expectations	Teacher	Evaluative feedback, standardized tests

	credentials, etc.			
Assessment *for* learning	Information for teachers' instructional decisions and to clarify student learning and understanding	External standards or expectations	Teacher in charge and student as contributor	Descriptive feedback, self-assessment and peer assessment and reflection
Assessment *as* learning	Self-monitoring and self-correction or adjustment for student to develop self-initiative and responsibility for their own learning	Personal goals and external standards	Student in charge and teacher for guidance	

5.3 Principles and Strategies of English Language Assessment

Secondary English language assessments should take into account the following specific principles and strategies.

5.3.1 Comply with language teaching and learning requirements

Assessment design and conduct is an integral part of the teaching-learning-assessment cycle and should be in line with the English language education/learning curriculum. Teachers should adhere to the education guidelines when formulating objectives and key assessment points, and when designing test items.

5.3.2 Provide balanced and adequate coverage of the learning targets and objectives

English language education provides the potential for oral and linguistic knowledge development and to enhance generic collaboration, communication, and problem-solving skills. Assessment activities should be designed to focus on the integration of these four language skill areas and the general learning ability of students. For example, pen-and-paper tests can address content, organization, and language use while performance tasks and projects are suitable for evaluating students' collaboration skills, critical thinking, and attitudes.

5.3.3 Select the assessment method by considering the learning targets and objectives

A variety of assessment content and methods should be considered and carefully selected, as the range of learning outcomes can be very broad. Teachers should choose the appropriate assessment methods and activities for both basic linguistic competency and generic skills. Pen-and-paper tests, for example, should not be solely used to assess students' performance in achieving spoken learning targets.

5.3.4 Develop assessment guidelines that cater to specific needs

The needs of both school and students should be considered when developing the language education curriculum. The school should encourage discussions that include all teachers, to attempt to establish a consensus. Assessment guidelines relevant to the classroom context and the whole school can then be formulated. The specific teaching context and individual differences should also be considered so that assessment activities suitable for students' particular learning styles and needs can be devised.

5.3.5 Contextualize and relate activities and items to students' experience

The assessment principle of authenticity can be applied when designing a language test in the following ways: 1) the language in the test is as natural as possible; 2) items are contextualized rather than isolated; 3) topics and situations are interesting, and relevant; 4) items are thematically organized (e.g., through a storyline); and 5) tasks represent, or closely approximate, real-world tasks (Brown & Lee, 2015).

5.3.6 Align the assessment framework with the teaching curriculum

Assessment is an integral part of the teaching-learning-assessment cycle, and its purpose is to promote and improve students' learning. For learners of English, it can establish their capabilities, on the basis of the aims and learning outcomes set out in the curriculum. Therefore, assessment should be aligned with instructional planning decisions. The advantages of considering teaching and learning objectives are that it makes the assessment process easier, and it identifies the key points and difficulties in teaching, which in turn makes teaching and learning more effective.

5.3.7 Focus on English communicative competency

Secondary English education focuses on cultivating communicative competence in English. The four skills (listening, speaking, reading and writing) represent the essential components needed to gain competency in a language. Therefore, an appropriate assessment should examine students' communicative competence in English by evaluating the student's mastery of vocabulary, grammar and syntax, reading level, listening comprehension, conversation ability and writing skills. Tests that assess all four language skills should also be implemented, as these skills promote overall communicative ability.

5.3.8 Plan a balanced assessment framework

Schools and teachers should incorporate both cumulative and formative methods into their assessment frameworks. Formative assessment, or assessment *for* and *as* learning, can be implemented regularly in daily teaching and used to identify learning problems, enabling the teaching approach to be adjusted accordingly. Cumulative

assessment, or assessment *of* learning, can be conducted at the end of each learning stage to fully evaluate students, and long-term teaching plans can be developed from its conclusions. The relationship of the different approaches should be based on the requirements of the school and the teaching objectives. The assessment framework should assess the listening, reading, speaking, and writing skills of the students, and their grammar and vocabulary, in a valid, reliable, and holistic manner. Assessing general development and ability should not, however, be ignored.

5.3.9   Identify students' learning gaps and needs

Schools and teachers should plan according to students' individual learning strengths and weaknesses. For example, schools can stream students according to their competency and set exams accordingly, enabling the assessment results to accurately reflect students' needs and provide convincing evidence for any necessary adjustments to teaching objectives or design.

5.3.10 Weigh Objective and Subjective Tests

Assessment should be offered in a wide range of formats, including objective and subjective evaluations. Objective tests include quizzes, multiple-choice tests, true/false and fill-in-the-blanks tests. The advantages of objective tests are that they are less ambiguous in defining and implementing scoring, they are more comprehensive and demonstrate a good level of discrimination. The disadvantages are that objective evaluations require greater expertise to compile valid and reliable tests, and they cannot reflect generic skills, which are also learning targets for the students. Subjective tests include essay writing, oral activities and discussions. It is easier for teachers to give an overall judgment of both linguistic ability and generic skills using subjective tests. However, the biggest disadvantage is the possible influence of raters' judgments. Therefore, schools and teachers should aim to balance the two types of assessments.

5.3.11 Provide rich, qualitative, and formative feedback

Teachers should provide students with feedback both formally and informally, according to the different modes of assessment used, so a wide range of language skills, learning strategies, attitudes, and behavior can be developed. Students will then receive confirmative appraisals and if necessary can be supported through timely modifications to teaching practices.

Chapter 6: Introduction to English language curriculum resources

6.1 English language teaching and learning resources

English language teaching and learning resources refer to anything that can be used to facilitate the learning of English, such as textbooks, worksheets, magazines, videos, websites and mobile phone interfaces (Tomlinson, 2012). These learning resources can be delivered in print or through electronic displays (e.g., CD-ROMs, DVDs and the computer) to provide learners with language experience and guide and encourage them to practice the target language. The learning materials in English language instruction can be classified into three groups: textbooks, supplementary teaching and learning materials, and electronically delivered teaching and learning materials

6.1.1   Textbooks

The textbook is the basic teaching material in the majority of secondary English classrooms. Quality textbooks benefit both language learners and teachers by allowing learners to achieve the set learning goals progressively, while saving teachers' time and energy in preparing lessons. Textbooks also help school administrators guarantee uniform and standardized language teaching. However, language teachers should not be constrained by the textbook in their classroom instruction. Instead, teachers should select and modify textbook materials to cater to the actual needs and wants of their students and in accordance with their learning abilities.

While considering the use of textbooks, secondary English language teachers should take note of the following:

- Using different parts of the textbooks flexibly to cater to the interests, needs and abilities of language learners.

- Avoiding any adaptation that violates the rationale underlying the design of the textbooks.

- Adding relevant background knowledge to contextualize the content of each

lesson and activity.

- Excluding overlapping sections that have already been taught and activities that do not meet learners' needs or maintain their interest and motivation.

- Dividing challenging parts into subsections to decrease difficulty and facilitate learning and the completion of tasks.

- Designing task-based and project-based group activities to promote further language learning.

6.1.2 Supplementary teaching and learning materials

In addition to textbooks, a wide range of print materials can be used as alternative or supplementary materials in English language classroom instruction. Magazines, reference books, worksheets, flash cards and other language arts materials are all important materials for language learning. These print materials are effective for English language education as they prompt English teachers' classroom instruction and enrich curriculum design. English teachers can use these learning materials to design collaborative learning activities both inside and outside of the classroom to enhance learner interest and knowledge integration ability. Some examples of supplementary teaching and learning materials are listed in the table below.

Table 3 Examples of supplementary learning materials

Category	Examples
Listening and Speaking	● *Speaking Across the Curriculum: Practical Ideas for Incorporating Listening and Speaking into the Classroom* ● *Speak Out! Debate and Public Speaking in the Middle Grades*
Reading	● *To kill a Mocking Bird* ● *The Great Gatsby*
Writing	● *Fifty Ways to Practice Writing: Tips for ESL/EFL Students*

Language Arts	● *The Learning and Teaching of Poetry (Secondary 1 – 3)*

While considering the use of supplementary materials, secondary English language teachers should take note of the following (to name a few):

- Using worksheets on vocabulary and grammar exercises.

- Using flashcards for memorizing vocabulary and drilling activities.

- Using language arts materials (e.g., poems, encyclopedias and magazines) to cultivate learners' cross-cultural awareness, reading ability and interest in language learning.

6.1.3　Electronic teaching and learning materials

The information technology (IT) era has introduced new technologies in the field of developing materials for English language teaching. English teachers and learners now have access to a wide range of English language learning and teaching materials available through computer software, courseware and websites (e.g., Facebook, blogs and YouTube). These electronic materials provide learners with authentic texts and allow them to connect with the outside world where English is used for real communicative tasks, thus making their language learning more meaningful, interactive, and authentic. Furthermore, electronic materials free teachers from the constraints of textbook use and give them choice and rapidity in finding information (Maley, 2011). Some common electronic materials used for language teaching and learning are listed in the tables below (Motteram, 2011).

Table 4 Examples of electronic materials

Type	Examples
Multi-media resources	● CD-ROMs ● PowerPoint ● Courseware ● Podcasts

	Audio-visuals
Web-based resources	● Wikipedia ● YouTube ● Blogs
Information technology tools	● Facebook ● Wiki ● Google Docs ● Classroom activity tools (e.g., Socrative, Kahoot, Quizlet, Nearpod)

Table 5 Useful on-line resources and websites

Category	Website title	Website Address
On-line resources related to DSEJ	Center of Educational Resources	http://www.dsej.gov.mo/cre/index-c.htm
	Community of Youth and Community	http://portal.dsej.gov.mo/www/portalspace/discuz/dsej_main_index.php?styleid=3
	Teaching resource base (including instructional design, pictures, websites, etc)	http://portal.dsej.gov.mo/www/portalspace/discuz/dsej_getcontent_page.php?con=portalspace/teachmai/resource/main.html&styleid=1
	Teaching Media Delivery Service	http://www.dsej.gov.mo/cre/media/express_e.htm
	Digital campus-classroom (one-stop e-education service for giving a new form of interactive	http://info.education.cloudmacau.com/?utm_source=DCC_banner&utm_medium=banner&utm_campaign=AreYouTea

	teaching and learning)	cher&utm_term=Classroom&utm_conte nt=%E4%BD%A0%E6%98%AF%E6% 95%99%E5%B8%AB%E5%97%8E%E F%BC%9F%E7%AB%8B%E5%8D% B3%E9%80%B2%E5%85%A5
	On-line Public Access Catalogue of DSEJ Library	http://lib.dsej.gov.mo/
	Recommendations of English learning websites	http://portal.dsej.gov.mo/www/portalspa ce/discuz/viewthread.php?tid=193&extr a=page%3D1
	Recommendations of teaching pictures	http://portal.dsej.gov.mo/www/portalspa ce/discuz/dsej_getcontent_page.php?co n=portalspace/teachmai/resource/pic.ht ml&styleid=1
	Recommendations of books, CDs, and DVDs	http://www.dsej.gov.mo/cre/recom_med ia/main_e.htm
	Information of new book (Cont.)	http://www.dsej.gov.mo/cre/recom_med ia/book_e/book3_e.htm
	Professional training and workshop	http://www.dsej.gov.mo/cre/training/not es.html
	Award scheme on instructional design	http://www.dsej.gov.mo/cre/tplan/award .htm
	Award-winning works of instructional design	http://www.dsej.gov.mo/cre/tplan/award .php
Community	English Language Center	https://fah.umac.mo/elc/

resources in Macau	(University of Macau)	
	University International College (The Macau University of Science and Technology)	http://www.must.edu.mo/en/uic-en
	MPI-Bell Center of English	http://bellcentre.ipm.edu.mo/index.php/en/
	Macau Association for the Advancement of English Language Teaching (MAELT)	https://www.facebook.com/MAELTMacao/
	Macau English Debating Association (MEDA)	https://www.facebook.com/macaudebate/
Lesson plans and materials	English Online: Materials for Teaching English	http://www.eleaston.com
	Learning Resources	http://literacynet.org/cnnsf/
	Learn English, the British Council	http://www.learnenglish.org.uk/
	ESL Discussion Center (Forum for discussing ESL/EFL activities and games)	http://eslcafe.com/discussion/
	ESL Quiz Center	http://www.eslcafe.com/quiz/
	Resource Packages for task-based learning (for secondary 1-3)	https://cd.edb.gov.hk/eng/references/secondary/task/index.htm
	Task-based Learning and an Exemplar Module for Key Stage 3	https://cd.edb.gov.hk/eng/references/secondary/ks3/index.html
	Task-based Learning and an Exemplar Module for Key Stage 4	https://cd.edb.gov.hk/eng/references/secondary/ks4/index.html

	Learning English through Drama (Secondary 4-6): A Resource Package	http://cd1.edb.hkedcity.net/cd/eng/2202 10%20EDB_Drama/EDB_Drama.html
	Learning English through Popular Culture (Secondary 4-6): A Resource Package	http://cd1.edb.hkedcity.net/cd/eng/2202 10%20EDB_PopCulture/EDB_Pop_Cul ture.html
	Learning English through Short Stories (Secondary 4-6): A Resource Package	http://cd1.edb.hkedcity.net/cd/eng/2202 10%20EDB_Short%20Stories/EDB_SS .html
	Learning English through Poems and Songs(Secondary 4-6): A Resource Package	http://cd1.edb.hkedcity.net/cd/eng/Poem sAndSongs/PoemsAndSongs.html
	EDB Assessment Tasks Reference	http://www.hkedcity.net/edbatr/
Resources and databases	Selected links for EFL and ESL students	http://iteslj.org/ESL.html
	Web Projects for ESL/EFL Class	http://www.kyoto-su.ac.jp/index.html
	Personal Pages of ESL Teachers (A database of ESL/EFL teachers' home pages from around the world)	http://iteslj.org/links/TESL/Personal_Pa ges_of_ESL_Teachers/
	English Language Teaching Resources	http://www.ohiou.edu/esl/index.html
	Teachers Helping Teachers	http://teachershelpingteachers.info/
	HKEdCity	http://www.hkedcity.net/
	Learning and teaching resources	http://www.edb.gov.hk/en/curriculum-d evelopment/kla/eng-edu/references-reso

		urces.html
	BBC's Teaching English	http://www.teachingenglish.org.uk/
	Useful Websites for English Language Learning and Teaching (Secondary)	http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/useful-websites-secondary.html
Phonics (Junior secondary level)	When Language Arts Meets Phonics	http://cd1.edb.hkedcity.net/cd/eng/phonics_in_action_js/home.html_media/2015/1503_e.htm
	When Language Arts Meets Phonics—Phonics in Action at Junior Secondary Level	http://cd1.edb.hkedcity.net/cd/eng/phonics_in_action_js/home.html
	Phonics in Action	http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Phonics%20in%20Action/phonics_in_action.html
Writing	E-cards	http://www.bluemountain.com/
Mass Media	South China Morning Post	http://www.scmp.com/
	BBC World Service	http://www.bbc.co.uk/worldservice/
	USA Today	http://www.usatoday.com/
	Voice of America	https://www.voanews.com/
	Teen time	http://app3.rthk.hk/special/teentime/mainpage.php
	Cable News Network (CNN)	http://www.cnn.com/
Games	Dave's ESL Cafe	http://www.eslcafe.com

	ESLgames.com	http://www.eslgames.com/
Grammar	Guide to Grammar and Writing	http://grammar.ccc.commnet.edu/grammar/
	Online English Grammar Resources	http://www.edufind.com/english/grammar
Idioms	ESL Idiom Page	http://www.eslcafe.com/idioms/
	Toon in to Idioms	http://www.elfs.com/2nInX-Title.html
Language Arts	One Stop English (A Leading ELT Resource Site)	http://www.onestopenglish.com/
	English Poetry Database	http://www.letrs.indiana.edu/epd
	ESL Teachers Board	http://www.eslteachersboard.com/cgi-bin/articles/index.pl?noframes;read=878
	Childrenstory.com	http://www.childrenstory.com/
	The Learning and Teaching of Language Arts at Secondary Level	http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/L&T-of-language-arts-at-sec-level.html
	Let's Experience and Appreciate Drama (LEAD)	http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/LEAD/LEAD.html
Dictionaries	Longman Dictionaries	http://www.ldoceonline.com
	Synonym Dictionary	http://vancouver-webpages.com/synonyms.html
	Collins English Dictionary	https://www.collinsdictionary.com/
	Macmillan Dictionary	http://www.macmillandictionary.com/

	Merriam-Webster Dictionary	https://www.merriam-webster.com/
	Oxford English <u>Dictionary</u>	http://www.oed.com/
ESL-related Centers in Hong Kong	The Independent Learning Centre (The Chinese University of Hong Kong)	http://www.ilc.cuhk.edu.hk/english/index1a.asp
	TeleNex (University of Hong Kong)	http://www.telenex.hku.hk
	English Language Centre (The City University of Hong Kong with links to listening and dictation exercises)	http://www.cityu.edu.hk/elc
	Centre for Language in Education (The Education University of Hong Kong)	http://www.eduhk.hk/cle/en/index.php
	Language Centre (The Baptist University with many links to materials for self-access learning)	http://lc.hkbu.edu.hk/
Associations	Teachers of English to Speakers of Other Languages (TESOL)	http://www.tesol.org/
	The Computer Assisted Language Instruction Consortium	http://www.calico.org/
	The British Council	http://www.britishcouncil.org/new/
	The American Council on the Teaching of Foreign Languages (ACTFL)	http://www.actfl.org/

	The English Speaking Union Hong Kong	http://www.esuhk.org/
	Ocean Park Conversation Foundation	https://www.opcf.org.hk/en/
	AFS Intercultural Exchanges Hong Kong	http://www.afs.hk/
ESL/EFL Publications	*ELT Journal*	http://eltj.oxfordjournals.org/
	TESOL	http://www.tesol.org
	The Internet TESL Journal	http://iteslj.org/
	The Modern Language Journal	http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-4781
	Language Teaching Research	http://journals.sagepub.com/home/ltr
	Applied Linguistics	https://academic.oup.com/applij
	Language Learning	
	The Canadian Modern Language Review	https://www.utpjournals.com/Canadian-Modern-Language-Review.html
	International Review of Applied Linguistics in Language Teaching	https://www.degruyter.com/view/j/iral

While considering the use of electronic materials, secondary English language teachers should take note of the following:

- Avoiding excessive reliance on electronically delivered learning materials by integrating different types of materials into classroom instruction.

- Using multi-media resources to design authentic and meaningful tasks and promote language learners' engagement in classroom interactions.

- Using authentic, attractive and appropriate information and learning

experiences from online resources such as Wikipedia and YouTube to build classroom games and activities.

- Using IT-based social networks (e.g., Facebook, Wiki and Google Docs) to encourage learners' language output and develop their communicative abilities.

6.2 Materials development in English language teaching and learning

Materials development involves the evaluation and adaptation of available materials and the production of new materials. The following are some criteria for the evaluation of English language teaching materials (Tomlinson, 2013):

- Do the materials have a noticeable effect on learners' language learning?

- Do the materials cater to the needs of all learners in the target group?

- Do the materials engage learners cognitively and affectively?

- Do the materials provide opportunities to use the target language for communication?

- Do the materials help learners to continue their language learning outside of the classroom?

In English language teaching and learning practices, teachers may choose to adapt the current teaching materials or even develop their own teaching materials for more effective English teaching. The development of teaching materials must satisfy the needs and wants of language learners and teachers. Multiple factors need to be considered in the development of teaching materials (Howard & Major, 2004):

- The language learner: interests, motivation, individual needs and educational

background (e.g., language learning experience, learning styles and prior language proficiency).

- The curriculum and context: the current school or state curriculum, and the cultural and situational context (e.g., secondary-level English learning environment)

- Resources and facilities: the availability of and access to computers, the Internet, video players, etc.

- Energy and time: Availability of time.

Some guidelines can be used by English language teachers to adapt and develop teaching materials for classroom instruction:

- Teaching materials should be contextualized to and appropriate for the target learners' comprehension levels. Specifically, the materials should be integrated into the school's English curriculum and contextualized with reference to the learning experiences and actual needs of learners.

- Teaching materials should promote communication and generate language output. Specifically, teachers should adopt an interactive teaching approach in accordance with the materials and ensure that learners use the teaching materials to generate new language.

- Teaching materials should be useful in developing learners' language skills and language learning strategies. The materials should promote the development of both receptive and productive skills beyond the classroom.

- Teaching materials should equally cover language forms and communicative functions, helping teachers to make classroom activities more communicative rather than using mere grammar and vocabulary drills.

- Teaching materials should use authentic texts and encourage authentic tasks in real life. For instance, the use of short clips of YouTube videos can give

learners' authentic language experiences. Simulation activities of real-world tasks can also be prepared, such as finding out how to get somewhere or selecting presents for friends.

- Teaching materials should be attractive enough to arouse young learners' curiosity, interest and motivation in English language learning. For instance, teachers can use challenging topics, illustrations and activities that encourage learners to think.

- Teaching materials should be flexible in content by allowing learners to make choices according to their actual needs and cognitive abilities. For instance, teaching materials should have a range of tasks applicable to learners of differing abilities so that they have the freedom to choose which tasks to complete.

6.3 Materials selection in English language teaching and learning

While choosing English language teaching and learning materials, schools and teachers should take into account learners' needs, learning styles and motivation to learn English. Specifically, the following four questions can work as general guidelines (Ghosn, 2013):

- Are the materials appropriate for learners in the target age group?

- Are the materials relevant enough to arouse learners' interest in learning?

- Are the materials helpful in developing learners' confidence and academic achievement?

- Do the materials match certain language learning theories?

6.3.1   Selecting textbooks

Given the variety of available international and localized textbooks, secondary school and language teachers need to consider the following (Arnold & Rixon, 2008; Tomlinson, 2011, 2013):

- Textbooks should be student-friendly and appropriate for the age and context of language learners who differ in cognitive ability and affective attitude.

- Textbooks should accommodate different learning styles—aural, oral, visual and kinesthetic.

- Textbooks should involve sufficient tasks and activities to engage individual learners or groups of learners to promote language skills, higher level thinking skills and problem-solving skills.

- The content of the textbooks should provide authentic and contextualized texts that are relevant and useful to learners' daily lives.

- The language used in textbooks should equally address the development of the four basic language skills.

- Vocabulary and grammar learning should be placed in specific contexts through tasks or activities. Reading activities should be divided into stages of pre-reading, reading and post-reading. Writing activities should be integrated in the use of texts.

- Textbooks should incorporate various English teaching and learning approaches and techniques, such as the interactive/communicative approach, task/project approach and the total physical response (TPR) approach, among others.

- The design and format of textbooks should be appealing in content and

attractive in presentation (e.g., attractive colours, lots of white spaces and cartoon-type visuals).

- Textbooks should support positive educational values, cross-cultural awareness and intellectual themes and promote the systematic study of language in particular.

6.3.2 Choosing supplementary materials

Some considerations for deciding what to use as supplementary materials in English language teaching at the secondary level are listed below:

- Supplementary materials should be closely aligned with the school's English curriculum and syllabus.
- The content should preferably incorporate elements of fun and pleasure and provide themes that appeal to learners' curiosity and everyday experiences.
- The language should be of appropriate difficulty level—rich but avoiding complicated vocabulary, grammar and sentences.
- The materials should be engaging and effective in enhancing learners' interest and motivation to learn.
- Storybooks, magazines, poems and other language arts materials should promote the development of learners' reading ability.

6.3.3 Selecting electronic resources

English language teachers should have a clear rationale for choosing electronic materials when teaching English at the secondary level. The following are some general considerations for the selection of these materials:

- Multi-media resources and IT tools (e.g., courseware and online courses) should allow for genuine interaction and communication between teachers and learners.

- Texts, graphics, sound and animations should be integrated well enough to arouse learners' interest in and motivation in language learning.

- The design of online courses and activities should get students involved in collaborative and interactive language learning in simulated environments.

- As the Internet provides a useful resource for a variety of authentic texts, language learning experiences and information, teachers should choose materials that are appropriate for the intellectual and linguistic abilities of language learners at the secondary level and that support them in completing web-based tasks.

Appendix 1: List of Grammar Items

Notes

1. The list below sets out the grammar items that students are likely to encounter in the listening and reading materials at the junior secondary level. However, this is not an exhaustive list of such grammar items.

2. As the teaching situation varies from school to school, teachers should exercise their own discretion in selecting which items to cover, and to what depth.

3. There are different ways to generalize language patterns and this leads to different terminologies being used. The same grammar item may be analysed from different perspectives. Teachers may need to refer to the major grammar references for a fuller understanding of the terms used in the list below.

4. Some of the grammar items below will have been initially dealt with in the primary school. They may need revision, or recycling at the junior secondary level for deeper understanding.

5. A grammar item may serve different communicative functions. It is beyond the scope of this curriculum guide to provide all the possible communicative functions for each grammar item.

6. The order of the grammar items below does not imply any particular consideration or significance.

1. Types of sentences according to language function (e.g., affirmative, negative, interrogative, imperative, exclamation)

2. The major verb tenses

3. regular and irregular plural noun suffixes (e.g., *bag, bags; bus, buses; child, children; sheep, sheep)*

4. various forms of a verb; regular and irregular verbs (e.g., *finish, finishes, finishing, finished)*

5. the concept of word classes (parts of speech), such as nouns, verbs, adjectives, and adverbs

6. using prefixes and suffixes to form words in different word classes (e.g., *able, enable; happy, happiness, happily*)

7. Major sentence types: simple sentences, complex sentences, compound sentences.

8. subordination (subordinate clauses) using *when, if, because, although,* etc.

9. coordination of clauses using *or, and, but*

10. comparative and superlative forms of adjectives and adverbs (e.g., *small, smaller, smallest; nutritious, more nutritious, most nutritious; quickly, more quickly, most quickly; hard, harder, hardest*)

11. the difference between a phrase and a clause

12. finite clauses and non-finite clauses

13. type of phrases, e.g., noun phrase, adjective phrase, preposition phrase

14. article system: definite and indefinite articles; zero article

15. Conditional sentences

16. verb complementation (e.g., infinitive, gerund, bare infinitive)

17. various uses of prepositions

18. reported speech

19. Agreement (e.g., subject-verb agreement; number agreement; case agreement)

20. various types of determiners (e.g., possessive pronouns, demonstratives, articles, quantifiers)

21. various types of adverbials (e.g., *quickly, last week, perhaps*)

22. common sentence patterns and their constituents (e.g., *SV; SVO; SVAdj*)

23. participial adjectives (e.g., *bored, boring; excited, exciting*)

24. discourse markers (e.g., *firstly, after that, as a result, on the other hand)*

25. relative clauses: defining and non-defining

26. modality and modal verbs

27. passive voice

28. tag questions

29. types of questions (e.g., Yes/no questions; Wh-questions; 'Negative yes/no questions'; Indirect questions)

30. phrasal verbs

31. conjunctions

32. quantifiers

Part A   General questions to guide assessment planning

Purposes and objectives of assessment	• Which aspects of language learning do I want to assess? • How does this relate to the learning experience of the children? • What do I want to use the assessment outcomes for? • Who else will use the outcomes? And for what purposes?
Methods of assessment	• How will information be gathered to assess the aspects of language? • How will the information that is collected be interpreted? • How will pupils be involved in gathering the information?
Quality management in assessment	• How can I make sure the assessment is valid? • How can I make sure the assessment is reliable? • How can I make sure the assessment is fair?
Feedback	• Who will I share the assessment outcomes with? • How will I communicate the outcomes of assessment?
Uses of assessment	• How will the outcomes of assessment inform future teaching, planning and learning opportunities?
Impact of the assessment	• What washback effects from assessment to teaching and learning may occur? • What will the impact be on pupils' motivation?

Part B   General guidelines for language test item formats

- Is the item format correctly matched to the purpose and content of the item?

- Is there only one correct answer?

- Is the item written at the students' level of proficiency?

- Have ambiguous terms and statements been avoided?

- Have negatives and double negatives been avoided?

- Does the item avoid giving clues that could be used in answering other items?

- Are all parts of the item on the same page?

- Is only relevant information presented?

- Have race, gender, and nationality bias been avoided?

- Has at least one other colleague looked over the items?

Part C   Guidelines for receptive response items and sample assessment tasks

Receptive response items like True-False, Multiple-Choice and Matching require students to select a response rather than actually produce one.

Below, for each response format, a checklist is given, which is followed by exemplar assessment items.

C-1   True-False

Checklist:

- Is the statement worded carefully enough so it can be judged without ambiguity?

- Have "absoluteness" clues been avoided?

Exemplar C-1-1: Read the article about a teenage crime survey. Write *T* for sentences that are correct about the text and *F* for those that are incorrect. [Yuet Wah College, Form 1]

Teenage Crime Survey

Children's Charity National Children's Home (NCH) has published the results of a teenage crime study. The study, 'Step Inside Our Shoes: Young People's Views on Gun and Knife Crime', questioned more than 800 young people (all of them are under twenty-five) over six months.

Chief executive Clare Tickell said, 'The results of our survey show what young people think of gun and knife crime and any experiences they have had.'

NCH warned that teenagers were worried about crimes in their area and often felt in danger. Some of them

know a lot about gun crime or know someone that has been attacked in the street. One in ten young people has been personally affected by gun and knife crime, the report shows.

Young people were asked about the main reasons why other young people started fighting violently on the street. Almost 66 percent of teenagers blamed drugs, self-protection (63 percent), images (63 percent) and pressure from school friends (63 percent). 46 percent said violent music and computer games could be the reason for gun and knife crime. 53 percent said sending teenagers aged seventeen to twenty-one to prison for a longer time could help reduce such crime.

Ms Tickell said, 'We need to stop thinking of young people as the problem. They can help us find a solution. And we need to find it quickly because our streets are more dangerous than they used to be.'

Write 'True' or 'False'.

(   )   1. The survey focused on how adults see teenage crime.

(   )   2. Many teenagers who answered the questions have been attacked in the street.

(   )   3. More than half of the young people fight on the street because they get pressure from their family.

(   )   4. About half of the young people who answered the questions think that teenagers commit crimes

          should be sent to prison for a longer time.

(   )   5. According to Ms Tickell, the country was safer in the past.

C-2 Multiple-Choice

Checklist:

➤ Have all unintentional clues been avoided?

➤ Are all of the distracters plausible?

➤ Has needless redundancy been avoided in the options?

➤ Has the ordering of the options been carefully considered? Or are the correct answers randomly

    assigned?

➤ Have distracters like "none of the above", "A and B only", etc. been avoided?

Exemplar C-2-1: The following statements are combined with the use of relative pronouns. Choose the BEST option and write the LETTERS ONLY. Pay special attention to the background situation provided in the bracket. [Colegio Santa Rosa de Lima, English Secondary, Form 3]

1. My brother lives in Sydney. He came to see me last month.

    (Situation: I have three brothers)

A. My brother that lives in Sydney came to see me last month.

B. My brother, who lives in Sydney, came to see me last month.

C. My brother which lives in Sydney came to see me last month.

2. My sister is 25 years old. She spent her holiday in France.

    (Situation: I have one sister)

A.   My sister who is 25 years old spent her holiday in France.

B.   My sister, who is 25 years old, spent her holiday in France.

C.   My sister that is 25 years old spent her holiday in France.

3. Bob's mum is a musician. She has lost her car keys.

    (Situation: You want to emphasize that Bob's mum has lost her keys)

A.   Bob's mum who is a musician has lost her car keys.

B.   Bob's mum, who is a musician, has lost her car keys.

C.   Bob's mum, who has lost her car keys, is a musician.

4. My friend Jane's husband is Canadian. She moved to Canada.

    (Situation: You want to emphasize that your friend Jane moved to Canada)

A.   My friend Jane, that husband is Canadian, moved to Canada last week.

B.   My friend Jane whose husband is Canadian moved to Canada last week.

C.   My friend Jane, whose husband is Canadian, moved to Canada last week.

5. I bought the shoes yesterday. They are very comfortable.

   (Situation: I am a shoe fanatic)

A.   The shoes that I bought yesterday are very comfortable.

B.   The shoes, which I bought yesterday, are very comfortable.

C.   The shoes, that I bought yesterday, are comfortable.

6. I met Mr Robinson at the trade fair. He is a famous inventor.

   (Situation: You want to tell your friend that Mr Robinson is very famous)

A.   I met Mr. Robinson, who is a famous inventor, at the trade fair.

B.   Mr Robinson, whom I met at the trade fair, is a famous inventor.

C.   Mr Robinson whom I met at the trade fair is a famous inventor.

7. Tamara's two cats can play outside. They are black.

   (Situation: Tamara has two cats. Both of them are black)

A.   Tamara's two cats which can play outside are black.

B.   Tamara's two cats, which can play outside, are black.

C.   Tamara's two cats that can play outside are black.

8. Kevin has four cats. Two of them are black. They love playing outside.

   (Situation: Kevin has four cats. Two of them are black)

A.   Kevin has four cats two of whom are black and love playing outside.

B.   Kevin has four cats, which are black, and love playing outside.

C.   Kevin has four cats, two of which are black and love playing outside.

Exemplar C-2-2: CLOZE PASSAGE: choose the best answers to complete the following passage. Write the LETTERS only. [Sacred Heart Canossian College English Section]

Long ago people knew very little about the world. The **(1)** was thought to be flat. Hence, if a person **(2)** long enough in one direction, he would finally **(3)** the edge of the world and **(4)** off.

Today, we **(5)** that the earth is not a flat rectangular block; it is round. We owe **(6)** knowledge to the explorers who made long voyages to find **(7)** routes and discover new lands. They **(8)** accurate records of the oceans they **(9)** and the strange lands they visited. From these records, they drew up a map **(10)** the world. In this way, they ended **(11)** belief of a flat world.

Though we know the earth **(12)** better today, the spirit of exploration has not as a result come to an end. The **(13)** for adventure, the urge to set foot **(14)** a wild shore   and the curiosity for remote **(15)** are still alive. Besides, not all places on   earth have been fully **(16)**. Places like deserts, mountains, oceans and polar   regions **(17)** have secrets and mysteries to amaze **(18)** surprise us. It is fortunate for us   that **(19)** are still many things to be discovered which **(20)** that the earth remains rich and wonderful.

1.	A. island	B. earth	C. planet	D. Earth
2.	A. walked	B. walk	C.got	D. get
3.	A. touch	B. arrive	C. reach	D. step
4.	A. jump	B. fall	C. fell	D. drop
5.	A. understand	B. see	C. notice	D. know
6.	A. this	B. these	C. the	D. those
7.	A. old	B. near	C. exciting	D. new
8.	A. keep	B. kept	C. hide	D. share
9.	A. sail	B. crossed	C. passed	D. cross
10.	A. about	B. on	C. of	D. describe

11.	A. the	B. this	C. that	D. their
12.	A. a lot	B. much	C. many	D. a little
13.	A. desirous	B. desirable	C. desire	D. desirability
14.	A. at	B. to	C. in	D. on
15.	A. destination	B. areas	C. countries	D. places
16.	A. seen	B. understood	C. explored	D. known
17.	A. which	B. still	C. that	D. can
18.	A. even	B. and	C. but	D. also
19.	A. there	B. here	C. Earth	D. somewhere
20.	A. mean	B. meant	C. means	D. men

C-3: Matching

Checklist:

- ➢ Are there more options than premises?

- ➢ Are options shorter than premises to reduce reading?

- ➢ Are the options and premise lists related to one central theme?

Exemplar C-3-1: The following words are taken from the passage. Match each word or phrase with its definition. Write LETTERS only. [Sacred Heart Canossian College English Section]

1. driver's licence
2. gamble
3. nightclub
4. alcohol
5. military
6. vote

A. to play games to try to win money
B. drinks like wine, whisky, and beer
C. the army, airforce, and navy
D. to choose members of government
E. a paper or card that allows you to drive
F. a place for late-night drinking and dancing

Exemplar C-3-2: Match sentences 1-8 with a-h to form complete sentences. Write the LETTERS only.

[Yuet Wah College, Form 1]

1. We will pass the exam	a. if you do not phone her.
2. If he had enough money,	b. if we lived in a flat.
3. She will forget to pick you up	c. if you don't water them.
4. If we have time,	d. he would buy a new mobile phone.
5. We would not have a pet	e. we will watch movies.
6. If you boil water to 100℃,	f. if we study hard.
7. Plants die	g. I would also have a lot of fans.
8. If I were Katy Perry,	h. it becomes steam.

Exemplar C-3-3: Read the following passage and match the following essential time management skills (I - VII) with the appropriate sections (A-H). Put correct Roman numerals next to the letters. The first one is done as an example. [Colegio Santa Rosa de Lima, English Secondary, Form 3]

Time Management Skills for College Students

[1] Essential time management skills for college students ensure success in college. Depending on the number of courses students sign up for, and the demands of these courses, students can be stretched beyond anything they have ever encountered in their studies. If they are staying on college grounds for the first time, and are away from curfews at home, they may find their newfound friends and freedom sapping away their time, and upsetting any notion of time management.

[2] In order to ensure success at college, college students must practice the following essential time management skills:

A. _____

[3] Many students remain clueless about time management because they do not have any plan in mind.   A simple work schedule which revolves around lesson times, venue of lessons, and the available places of study near the venue of lessons helps ensure that time in between lessons does not go to waste.   By learning to manage these pockets of time, students soon realize that they can end up with more time for revision and more in-depth studies than they can ever hope for.

B. _____

[4] Focus on school work during weekdays, and rest and relaxation during weekday evenings and weekends.   Rest and exercise are vital for a healthy body and mind, and should not be neglected, despite a heavy study commitment.   Exercise should be easy enough and not take too much preparation time.   Worked into a regular routine, exercise becomes a great refresher and keeps college students physically fit for the rigorous schedule that they have to keep.

C. _____

[5] It is best to sleep and wake up at a regular time than have irregular sleep patterns.   By keeping to a regular sleep pattern, the body is conditioned to rest and thus be at its peak during waking hours.   It is best to avoid burning the midnight oil or waking in the middle of the night to complete work.   It is best to have uninterrupted sleep, then wake up earlier to study in the quiet of the pre-dawn hours.

D. _____

[6] By fixing dates and other social gatherings over the weekend, students are less likely to be distracted from studies during the week.   Dates can be less formal, such as eating together at mealtimes, or having exercise together during the weekdays.   A time-sapping activity is acceding to last minute emergencies of others.   Learn to say a firm "no", especially to friends who indulge in last minute activities.   Stick to the weekly schedule that you have.

E. _____

[7] It is easy to get distracted by telephone call from anxious parents, bored and restless friends, and hormone–active boyfriends and girlfriends.   Ensure that electronic communication devices are switched off so that you do not get disturbed or distracted unnecessarily.   An unplanned incoming call not only takes away the time spent talking, but also time to refocus on the task you were on.   A message on the chat board that pops up while you are writing an assignment could cost you an ingenious idea that you were about to write.

F.   _____

[8] Students can work under examination conditions to prepare them well for examination-based subjects, but also enable them to complete their regular assignments more efficiently.   Students are made more aware of the speed at which they work, and the level of readiness for an assigned task.

G.   _____

[9] By ensuring a healthy meal before pockets of study time, students will not be hungry mid-way through and interrupt their studies with a snack.   Interrupted study time means disruption of thought processes.   Having regular meals ensures a well-nourished body and brain that can work optimally.

[10] By following these essential time management skills, college students have their destiny in their hands. Every person has 24 hours.   It is the disciplined and smart-working college student who will succeed and pull ahead of his college mates.

Essential Time Management Skills	Sections
I. Switch off all electronic communication devices	A. IV
II. Set priorities right	B. _____
III. Avoid making impulsive appointments	C. _____
IV. Work on a realistic school work schedule	D. _____
V. Set a start and stop time for assignment	E. _____
VI. Establish a routine sleep pattern	F. _____

VII. Have a good meal before pockets of study time	G. _____

Part D   Guidelines for productive response items.

Productive response items including *fill-in*, *short-response* and *task* require students to actually produce

responses rather than just select them receptively.

Below, for each response format, a checklist is given, which is followed by exemplar assessment items.

D-1 Fill-In

Checklist:

> ➢ Is the required response concise?

> ➢ Is there sufficient context to convey the intent of the questions to the students?

> ➢ Are the blanks of standard length?

> ➢ Does the main body of the question precede the blank?

> ➢ Has a list of acceptable responses been developed?

**Exemplar D-1-1: Complete the following paragraph with the words given in the box below. [Sacred
Heart Canossian College English Section]**

retirement	*transition*	*allowed*	*significant*	*alcohol*
considered	*no longer*	*prohibited*	*celebrate*	*adulthood*

In America, some ages are (**1**) _____ to be important in a person's life. A person can do new things

at each age to show that he or she is (**2**) _____ a child. For instance, people in the U.S. are (**3**) _____ to

join the military and vote in government elections at 18, but they are (**4**) _____ from buying (**5**) _____ like

beer or wine until they become 21 years old. These are all part of the (**6**) _____ to adulthood.

However, celebrations do not stop at (**7**) _____ in many countries. Some people like to (**8**) _____

what they consider to be important ages or (**9**) _____ events such as their (**10**) _____, the period of life

after they have stopped working at a particular age.

Exemplar D-1-2: Complete the sentences with a word in each blank. The first letter of each word is given. [Yuet Wah College, Form 1]

1. Robert fell off his motorbike but luckily he didn't (1. g _ _) hurt.

2. The police want to (2. p _ _ _ _ _) teenagers from robbers because nowadays teens carry many expensive items with them.

3. If you are a (3. v _ _ _ _) of a crime, you should call the police as soon as possible.

4. Don't (4. b _ _ _) others for your poor result in the exam if you don't work hard enough.

Exemplar D-1-3: Complete the sentences using the correct PREPOSITIONS. [Sacred Heart Canossian College English Section]

1. England is famous _____ its rainy weather.

2. I'm very proud _____ my daughter because she works very hard.

3. It's better to get a taxi if you are going out alone _____ night.

4. The cat is _____ the house somewhere.

5. Why are you calling so late? I'm already _____ bed.

6. I waited for Lucy _____ the station.

7. When we arrived _____ the cinema, the film had already started.

8. Please explain this problem _____ us.

9. I've put your magazines _____ your bedroom.

10. Lucy is extremely good _____ languages.

Exemplar D-1-4: Read the conversation below. The same conversation has been rewritten in reported speech. Fill in the blanks to complete the reported speech. [Colegio Santa Rosa de Lima, English Secondary, Form 3]

Mr. Lam: Why didn't you do your homework yesterday?

Sam: I didn't feel well.

Mr. Lam: Really? What was your problem?

Sam: I had a headache just before dinner.

Mr. Lam: Was it serious? Did you see a doctor?

Sam: The pain was so serious that I had to go to a hospital.

Mr. Lam: Did you receive any treatment?

Sam: I was given some medicine. My pain stopped quickly.

Mr. Lam: Take good care of yourself, then. By the way, when will you do your homework?

Sam: I'll do it tonight.

Mr. Lam asked Sam (1) _____. Sam explained that (2)_____. Mr. Lam

doubted and went on to ask (3) _____. Sam said (4)_____. Mr. Lam asked Sam if

the pain had been serious. He also tried to find out (5) _____.

Sam replied that (6) _____.

Mr. Lam asked Sam (7) _____. Sam said that (8) _____ and his pain

stopped quickly.

Mr. Lam advised Sam to take good care of himself. He went on to ask Sam (9) _____. Sam

promised (10) _____.

Exemplar D-1-5: Complete the word formation table. [Sacred Heart Canossian College English Section]

evidence	(1)_____	(2)_____	(3)_____
(4)_____	---	**distinctive**	(5)_____
(6)_____	**feature**	(7)_____	---
(8)_____	---	(9)_____	**homelessly**
voyage	(10)_____	---	---

D-2 Short-Response

Checklist:

➢ Is the item formatted so that only one relatively concise answer is possible?

➢ Is the item framed as a clear and direct question?

Exemplar D-2-1: Answer questions (no. 1 – 5) in <u>ONE</u> complete sentence only. [Sacred Heart Canossian College English Section]

<u>*The Age of Adulthood*</u>

In the United States, 16, 18, and 21 are significant ages in a person's life. A person can do new things at each age to show that he or she is no longer a child. These are all part of the transition to adulthood.

After turning 16 in the United States, a person can be employed, get a driver's licence, and leave home. Many high school students learn to drive and get part-time jobs soon after celebrating their 16th birthday. At 18, people in the United States can vote in government elections and join the military, but they are prohibited from going into nightclubs, buying alcohol like beer or wine, or gambling until they are 21.

In many Latin American countries, a young woman's 15th birthday is important. At this age, she is no longer considered to be a girl, but a woman. To mark this special day, families with 15-year-old daughters have a celebration called a *quinceañear*. The day begins with the young woman and her family going to church. Later, there is a party to which many guests are invited.

In Japan, boys and girls are considered to be adults at the age of 20. At this age, they are allowed to vote and drink alcohol. The second Monday in January is a national holiday called Coming-of-Age Day. On this day, 20-year-olds celebrate by first going to a shrine with their families. Later, they listen to speeches given by city and school leaders. After that, many celebrate with family and friends late into the night.

In many countries, celebrations do not stop at adulthood. People like to celebrate what they consider to be important ages such as their 50th or 60th birthdays, or significant events such as the birth of their first child, or their retirement.

1. In the United States, when can a person be allowed to work?

    _____

2. What are the **three** things Americans <u>NOT</u> allowed to do until they turn 21?

    _____

3. How do the young women in the Latin American countries celebrate their 15th birthdays?

    _____

4. In Japan, at what age are people considered to be adults?

    _____

5. How is the second Monday of January called in Japan?

    _____

6. What was an important first event in life for you? Why was it important?

    _____

Exemplar D-2-2: Read the email below and answer each of the questions in <u>no more than 3</u> <u>words</u>. [Yuet Wah College, Form 1]

Hi Sally

Mike Sommer is playing in Sanford on 4th and 5th September. Tickets go on sale next week. You can book online or get them from the Bridge Theatre, Sanford. I'd love to go but I can't book online. I don't have a credit card. The lights on my bike don't work so I'm going to take the bus to Sanford and buy the tickets there.

It's about six kilometers from here.

Shall I get you one?

Lotte XX

1. Who is performing in Sanford? _____

2. When can you first buy tickets? _____

3. Why can't Lotte get tickets online? _____

4. How can Lotte get to Sanford? _____

5. How far is Sanford from Lotte's House? _____

D-3 Task

Checklist:

➢ Is the student's task clearly defined?

➢ Is the task sufficiently narrow (and/or broad) for the time available?

➢ Have scoring procedures been worked out in advance with regard to the approach that will be used?

➢ Have scoring procedures been worked out in advance with regard to the categories of language that will be rated?

➢ Have scoring procedures been clearly defined in terms of what each score within each category means?

➢ Is scoring to be as anonymous as possible?

Exemplar D-3-1: Composition. The writing must be around 250-300 words. Mark the word count at the end of your article. Pay attention, in particular, to the choice of tenses and modal verbs. Remember to give constructive suggestions or advice for improvement. [Colegio Santa Rosa de Lima, English Secondary, Form 3

Joint Sports Day
Santa Rosa De Lima
English and Chinese Secondary

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It was good to see two schools cheer for each

It was fun to see our teachers race and compete with the teachers of the Chinese section.

A Form 4 class teacher

Colegio De Santa Rosa De Lima (English Secondary) started a joint sports day with the Chinese section last year. It was a 3-day event and a new experience for all the members of the two schools. Look at the rundown below and recall your memory of the sports day of last year. Did you enjoy the sports day? Did you like the schedule of the events for the three days? Which event impressed/disappointed you the most? Why? On a side note, how did you feel about the food and beverage arrangements? Was the seating arrangement satisfactory to you and other participants?

Give a thought to the 3-day Joint Sports Day. Think about something that impressed you the most in either a positive or negative way. This could be related to

(a) the overall event,

(b) one particular experience during the Joint Sports Day, OR

(c) one particular aspect which constituted the cooperation of the two schools.

Describe your experience in details and evaluate it carefully. REPORT the comments of the F4 teacher above to make your writing more vivid. What kind of work should be done now in preparation for the next Joint Sports Day? Then give suggestions or advice for further improvement to facilitate better cooperation and connection between the two schools.

Rundown of the 3-day sports day:

Day1: 1. F1-F3 cheering competition

2. Semi-finals of various sports matches

Day 2: 1. Semi-finals of various sports matches

2. Finals of some sports matches

Day 3: 1. Finals of some sports matches

     2. F4-F6 cheering competition

     3. Matches between the teachers of the two schools

Exemplar D-3-2: Composition. Write an essay in 100-120 words on this topic. [Yuet Wah College, Form 1]

> The most *(disappointing/surprising/embarrassing)* experience I had this year.
>
> *(choose one adjective from the bracket)

You should …

✧ Write the topic as the title.

✧ Include the following information in the essay.

    ♦ When it happened and who was with you at that time

    ♦ Why it was *(adjective)*

    ♦ What you have learned from that experience

✧ Use at least 3 idioms from Section A in your writing and underline them.

✧ Skip lines

✧ Write the word-count at the lower right corner.

Title: _____

_____

_____

_____

_____

_____(   ) words

Exemplar D-3-3: Composition. Choose <u>one</u> of the following topics and write a narrative essay with appropriate <u>paragraphing</u> in about230words. Give a title to your essay.

[Sacred Heart Canossian College English Section]

Draft your essay considering the plot development. You may refer to the diagram below.

1. The Biggest Misunderstanding

2. When I realised I'm not a Kid Anymore

3. My First Flight Ever
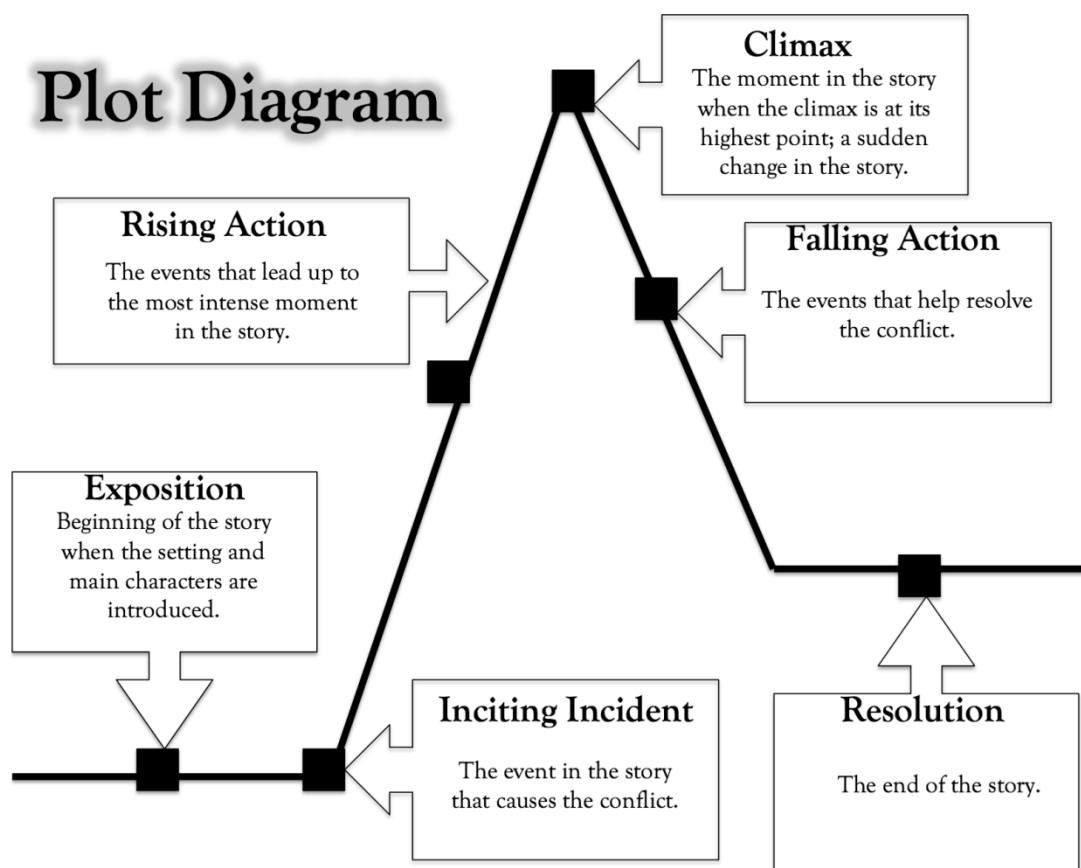
Appendix 3: BAA-aligned Lesson Plans

Lesson plan 1 Junior EMI

School name: Yuet Wah College		**Subject:** General English	
Class: F1D		**Room:** F1D - Dominic Building 1/F	
Number of students: 27			
Date: 3rd October, 2016		**Time:** 40 minutes	

Topic: Reading (Real Life Pre-intermediate: Unit 3 Your Style)

(This is the __1st__ period of this topic.)

General goals:

➢ Extract relevant information from reading text for various purposes

➢ Describe their own bedrooms and pictures of different bedrooms

Analysis of main and difficult points/ Anticipated problems:

Main points:

• Students will describe their own bedroom with given adjectives.

• Students will read descriptions of 4 bedrooms and match the descriptions to the pictures by extracting relevant information.

Difficult points:

• Students might not have enough vocabulary to describe their own bedroom.

Specific goals/Lesson Objectives: By the end of the lesson, students will be able to …	Coding of the Requirements of BAA	Goal attainments within this level
- describe bedrooms with suitable adjectives	B-13	Give reasons to support a point of view.
	C-1	Recognise previously learned vocabulary and accumulate vocabulary through various reading strategies.
- make inference of the owners' hobbies and personalities by looking at the items in the room and the design of the bedroom	C-2	Work out the meaning of unfamiliar words from clues in the word or the text, and background knowledge.
	C-4	**Set a purpose for reading and meet it by selecting appropriate reading strategies.**
	C-5	Make predictions about the content of a text using prior knowledge, contextual clues, and features of text.
- design their own ideal bedroom by drawing it out and writing a description for it	**C-8**	**Make inferences and draw conclusions based on information supplied.**
	C-13	Recognise all punctuation marks and demonstrate understanding by reading aloud sentences with the right pausing and intonation.
	D-7	**Write texts with structures and language features appropriate to their purpose.**
Preparation **-Previous learning:**	**-Material and teaching aids:** 1. Projector	

1. Adjectives for describing bedrooms	2. 27 copies of worksheet
2. Bedroom furniture	3. Pictures of 4 bedrooms
3. Adjectives for personalities and characteristics	

Timing (approx)	Steps	Class Organization	Purposes
5 min	**Motivation** - Ask students whether they have their own bedroom or share it with someone else at home - Draw students attention to Words2know and have them describe their bedroom with the given adjectives	T ⇔ C	- To relate students' daily experience to today's topic and activate their schemata - To help students learn and use new vocabulary
3 min 5 min 7 min 10 min	**Development** - Have students read the heading and the introduction of the text and guess what the article is about - Show pictures of the 4 bedrooms and have students describe the pictures with adjectives from Words2know in pairs - Allow students to read the article silently for 7 minutes and match the descriptions to the bedrooms - Have students read the paragraphs aloud at an appropriate pace and guess which picture is being described in each paragraph	T ⇔ C T ⇔ C Pair work T ⇔ C	- To give students a general overview of the text - To stimulate students' interest in and curiosity for the text by showing visual aids - To practise silent reading and to read with a purpose - To practise pronunciation and intonation - To answer the pre-reading questions by extracting relevant information form the text
5 min	**Conclusion:** - Have students comment on what the expert says about the four bedrooms and the owners	T ⇔ C	- To have students summarize the main idea of each paragraph - To express own ideas with supporting information
5 min	**Assignments:** - Have students draw a picture of their ideal bedroom that shows their hobbies and personalities and write an 80-word description with at least adjectives from Words2know for the room	T ⇔ C	- To reinforce their understanding of the adjectives in Words2know

Materials
- Real Life Pre-intermediate
- 27 copies of worksheet
- Pictures of 4 bedrooms

Assessment
- Students' understanding of the adjectives in Words2know can be checked when they are asked to describe their own bedroom and ideal bedroom.
- Students' pronunciation and intonation can be checked when they read the descriptions of the bedrooms aloud.
- Students' understanding of the descriptions can be checked when they match the descriptions to the pictures.

Lesson plan　2　F2

School name:　Sacred Heart Canossian College (English Section)	Subject: English Language
Class:　　　　　　Form 2D	Room:
Number of students:　　　35	
Date: 12th April, 2017 (Day VI, Wednesday)	Time: 10:35-11:20 (1 lesson)

Topic: Grammar – Reported Speech (Reinforcement)

(This is the 3rd period of this topic.)

General goals:
➢　The students are able to apply the grammar points to daily usage.

Analysis of main and difficult points/ Anticipated problems:

Main points: Stimulating students' learning motivation and interest

Difficult points: Catering for individual differences in learning

Specific goals/Lesson Objectives: By the end of the lesson students will be able to	Coding of the Requirements of BAA	Goal attainments within this level
● use correct verbs (with to-infinitive/ gerund) for different purposes in reported speech ● identify the purposes/meanings of the speaker for what he/she said in dialogues (take note of tone of voice, intonation & wordings) ● turn dialogues into reported speech with correct wordings	A-15	Identify new or important information from stress and intonation.
	A-4	Identify the purpose of a spoken text.
	A-10	Follow the sequence of events in a spoken recount..
	A-18	Understand feelings, attitudes and opinions of speakers or interlocutors from their stress and intonation, and tone of voice.
	B-16	Use stress and intonation patterns to highlight important or new information.
	B-17	Use appropriate intonation to express attitudinal meaning.
	B-13	Give reasons to support a point of view.
	B-10	Indicate agreement and disagreement, directly and indirectly as appropriate.
	B-14	Respond appropriately to unplanned dialogues on familiar and school-related topics.

	D-4	Use a wider range of grammar structures with reasonable accuracy.
	D-6	Express attitudes, feelings and opinions in ways appropriate to the context.
	D-1	Use a range of vocabulary for everyday topics, along with some more school-related vocabulary.
	D-7	Write texts with structures and language features appropriate to their purpose.
	D-9	Establish cohesion through lexical and grammatical choices.
	D-13	Write dialogues that simulate real-life conversations.

Preparation

-Previous learning:

Students already learnt reported speech last term. It is being taught again this term because they have not learnt about the usage of alternate reporting verbs. Instead of using "Somebody said that …" all the time, they are taught to use other verbs for different purposes. For instance, they have learnt to use "advise" for giving suggestions, and use "order" for giving commands. The teacher has already taught this chapter for 3 lessons. Namely, students should have sufficient knowledge of reported speech and basic understanding of some alternative verbs for different purposes in their everyday communication.

-Material and teaching aids:

PPT

Timing (approx)	Steps	Class Organization	Purposes
5 min	**Motivation** The teacher is going to have a little revision with the students by showing them the PowerPoint used for teaching in the previous class and discussing with them the verbs for different purposes.	T ⇔C	The teacher would like to take this opportunity to have a little revision of the previous knowledge.
30 min	**Development** Activity: Let's act and guess! – Role playing (Application in context): For example, when you fail a test or when you want to apply for an extracurricular activity. Students need to discuss in groups about the content and dialogues of their setting. Namely, they are going write their own play. Nonetheless, in each setting, students are required to include a sentence which serves the function of command, suggestion, advice etc in their play. The teacher will circulate the class and check this required sentence as well as the content of the play.	T ⇔C	Role play can provide students a context which may allow them to associate with daily life. As students have already learnt reported speech, the teacher aims at <u>reinforcing the usage of the verbs and students' understanding of certain verbs with gerund and those with to-infinitive</u>. The teacher also aims at letting students know the tone of voice and the wordings that they can use. Throughout the whole activity, students make use of their 3 skills – listening, writing and speaking. Also, as they will be asked to turn the required dialogue into reported speech, it serves as a good consolidation and gives students a good opportunity to practice what they have learnt. Moreover, the teacher can see whether her students have fully mastered the grammar point or not.
5 min	**Conclusion:** Teacher spots out common errors on students' role play contents and students avoid making	T ⇔C	Common errors are spotted out and clarifications are made.

	mistakes again.		
	Assignments: *Grammar Practice* Ex. 71 a & b, 73 a & b		For consolidation

Materials

Book –Teachers' PowerPoint, *Grammar Practice* (book), Animal bookmarks, worksheet

Assessment

Students' learning is assessed throughout the process of teaching and learning in class and then further assessed by a written test or quiz.

Lesson plan 3_Quantifiers (2016-7)

School name: Santa Rosa de Lima (English)	**Subject:** English (Grammar)
Class: Form 3 Charity	**Room:** Form 3 Charity
Number of students: 33	
Date: 22/05/2017	**Time:** 9:10 am -9:50 am

Topic: Quantifiers (Grammar)

(This is the <u>first</u> period of this topic.)

General goals:

➢ The students will identify the similarities and differences between the quantifiers in terms of quantity and use them to describe statistics, which is also the topic of Composition with a focus on writing in this term.

Analysis of main and difficult points/Anticipated problems:

Main points:

➢ The main point of the lesson is to review quantifiers and help students see the differences between quantifiers in terms of quantity.

Difficult points:

➢ The students might find it confusing to identify the quantifiers that refer to the similar quantity.

Specific goals/Lesson Objectives:	Coding of the Requirements of BAA:
1. To be able to distinguish the quantifiers for count and non-count nouns	➢ A-3, B-11, B-18, B-19, D-1
	➢ A-3, B-18, B-19, D-1
2. To be able to see and understand the similarities and the differences between different quantifiers in terms of quantity.	
	➢ A-3, A-13, B-15, B-16, B-18, B-19 , D-1, D-3, D-4, D-8, D-9
3. To be able to describe a simple statistics using quantifiers	

<u>Preparation:</u>

Previous learning: The students learned some quantifiers in Form One.

Material and teaching aids: Next Generation Grammar C1(Textbook) (See Appendix 4), PowerPoint, worksheets

Timing (approx)	Steps	Class Organization	Purposes
5 minutes	**Motivation:** Step 1: Two sentences will be given as an example, one containing a quantifier for count noun and the other containing a quantifier for an uncountable noun. Using these as examples, the students have to elicit as many quantifiers as they know as possible for both types of nouns. Step 2: In groups, the students will describe their own class (F3C) as a group using quantifiers according to the true situation. Each group (8 groups of 4or 5) has to provide one fact about the class. The mistakes made in the use of quantifiers will be discussed and corrected during their presentations.	T ↔ C C↔ C	To recall their memories of quantifiers for count and non-count nouns
10 minutes	**Development:** Step 3: Two tables of quantifiers will be given out. One table is about the quantifiers for count nouns and the other table non-count nouns. For these two tables, the students will identify which quantifiers are similar in terms of quantity, thus can be used	T ↔ C	To distinguish the similarities between different quantifiers in terms of quantity

10 minutes	interchangeably (e.g. 'a lot of' with…, 'a majority of' with….) as well as which quantifiers can be used for both count and non-count nouns. (See Appendix 1)	$C \leftrightarrow C$	To distinguish the differences between different quantifiers in terms of quantity. .
10 minutes	Step 4: With the two tables, they have to work in groups to arrange the two groups of quantifiers in descending order from 'all' to 'none'. Within the time limit, the fastest group(s) will present their answers. If the answers are correct, they will get a bonus mark. (See Appendix 2) Step 5: In groups, the students will use quantifiers to describe a bar chart about the differences in the number of students walking to the university in 1980 and now. Some group(s) will present their answers. If the answers are reasonable, they will get a bonus mark. (See Appendix 3)	$C \leftrightarrow C$	To describe an example of statistics using quantifiers
5 minutes	**Conclusion:** Step 6: Review the main points and remind the students of their mistakes made during the lesson.	$T \leftrightarrow C$	To give reinforcement about quantifiers
	Assignments: Do Grammar Practice P57 in Next Generation Grammar C1. (See Appendix 4)		To identify and apply quantifiers in contexts
Materials			

Grammar Focus 1 Quantifiers P56 and Grammar Practice P57 in Next Generation Grammar C1. (See Appendix 4)

<u>Assessment</u>

This part will be tested in one section in grammar test. (See Appendix 5)

Quantifiers will be observed in Composition test.

Appendix 4: Sample BAA-aligned Schemes of Work

Scheme of Work 1

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
1	2 Sep – 12 Sep	Writing (Speech)	By the end of the lesson, students are able to: · identify the format and organisation of a speech; · analyse the topics provided and brainstorm relevant and logical ideas; · make use of a mind-map that helps them organise their ideas;	---	2	Students will: · read the sample speech to a partner and think about the tone about how to deliver it. · work in pairs to analyse the purpose, structure and feature of the speech;	Supplementary note	D-11

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			· outline an essay using appropriate methods; · enhance the content of the paragraph by the use of details and examples; · write a suitable topic sentence that fits the content of the paragraph.			· form groups to evaluate a chosen topic; · draw a mind-map to help them brainstorm relevant ideas; · work in pairs to expand their ideas in a paragraph with details or examples. · write a relevant topic sentence for each paragraph.		

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		Common linking expressions in speech & Paraphrasing	· recognise the reasons of using linking expressions; · apply them in their speech to improve the fluency and the coherence of it; · define plagiarism; · paraphrase sentences by changing sentence structures, altering the vocabulary and grammar.	Chapter 88	2	· finish the task in pairs; · write a short passage with the use of linking expressions; · share their works with the class; · work in pairs on paraphrasing the provided sentences; · share their answers and improve them with the help of classmates.	Supplementary note + Grammar Practice for Intermediate Students Chapter 88	D-7 D-9

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		Introduction of Writing Marking System	·　recognise the marking system in writing.	---	2	·　mark a short paragraph with the marking system and compare their answers with classmates.	Supplementary note	D-7 D-9
		Telling Directions	·　tell directions to get to the destination. ·　follow the instructions.	---	1	·　guess the meaning of some signs relating to directions. ·　tell directions to their partners to get to the destinations.	PPT	A-4 A-7 A-10 B-2 B-6

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
2	13 Sep – 21 Sep	<u>Active Reading</u> Unit 2 Going Abroad Chapter 2 – Safe Travel	· guess the content of a passage by scanning and skimming the subheadings; · follow the instructions while filling in an immigration form; · analyse the organisation of a text and highlight the key points.	<u>Active Reading</u> Unit 2 Going Abroad Chapter 2 – Safe Travel	2	· comment on the pictures shown; · share the difficulties they encountered during a trip; · preview the text and complete the pre-reading and post-reading exercise and cross check their answers with their peers; · discuss their answers in groups and present them in	Active Reading	C-6 C-9 C-11

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						class; · go through the passage and highlight new expressions; · gather information about the taboos in different countries; · analyse the features of the informative text with their peers.		
		Grammar Revision: Basic Tenses · Simple Tenses	· apply appropriate tenses in written work ; · form the tenses correctly according	Chapters 26-38	2	· complete the given task and cross check the answers with their peers;	Grammar Practice for Intermediate Students	D-2 D-4

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		· Continuous Tenses · Present & Past Perfect Tenses	to the time and situations implied; · identify the common time expressions that go with specific tenses; · explain the different tenses with timelines and proper examples.			· discuss the features and forms with their groupmates; · present their discussion and findings in front of the class and take notes for themselves; · write their own biographies using different tenses.		
		Future Perfect Tense & Future Continuous	· distinguish Future Perfect Tense from the other perfect tenses; · compare Future	Chapters 40-42	2	· draw the timelines of the tenses in their notebooks; · write one	Grammar Practice for Intermediate Students	D-4

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		Tense	Perfect Tense & Future Continuous Tense in terms of form and usage; · recognise some of the common mistakes related to these two tenses; · apply them in the written work and exercises.			sentence for each of the tenses they have learnt so far with clear time expressions; · discuss their findings on different tenses with their peers; · make 10 sentences using Future Perfect Tense and Future Perfect Continuous Tense. · finish worksheet as practice.		

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		<u>Writing</u> Summary Writing Practice	・ find out the main ideas of the passage for summary writing. ・ rearrange sentences and connect them with transition words.	---	2	・ underline the main ideas and summarise the given passage individually; ・ share their opinions on the purpose of summaries; ・ cross-check their work with their peers and give suggestions to each other's summary.	Supplementary note	D-2
		Telling Directions	・ tell directions to get to the destination. ・ follow to the	---	1	・ tell directions to their partners to get to the	PPT	A-4 A-7 A-10 B-2

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			instructions.			destinations. · listen to the audio and get to the final destination.		B-6
3	22 Sep – 29 Sep	Active Unit 2Going Abroad Chapter 2 – Safe Travel	· relate life experience to help solve problems and answer questions; · generalise the given information; · understand the function of a word web in expanding vocabulary; · apply the vocabulary learnt previously in written and spoken	Unit 2Going Abroad Chapter 2 – Safe Travel	2	· compare the taboos in the same country and select 5 most important ones to describe; · discuss the challenges in groups and share ideas. · write reminders or tips for travelling with	Active Reading	C-1 C-8

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			tasks; · apply the vocabulary learnt in writing and discussion.			the application of the vocabulary; · create a word web and brainstorm the words which can be added to the category.		
		Writing Speech · Peer Check · Final Draft	· spot grammatical mistakes and mark them systematically; · make less careless grammatical mistakes by being sensitive to certain commonly made mistakes;	---	2	· finish the second draft based on the comments on draft 1. · check their peers' work focusing on tenses and subject-verb	Supplementary note	D-20 D-21

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			· relate prior grammar points to enhance writings.			agreement. · correct their mistakes and distinguish whether a 'mistake' spotted is a true mistake. · finish the final draft.		
		Listening exercise	· identify key words. · identify cohesive devices.	---	1	· listen to main ideas.	Worksheet	A-1 A-2 A-3 A-7 A-12 A-17 A-18
4	30 Sep – 12	Consolidation & Small-scale	· strengthen the use of the structures	---	2	· complete and cross check	Supplementary note	D-2

Cycle No.	Date	Module/Unit		Major Content					Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources		
	Oct	writing task	they are weak in; · enhance the application of the grammar points.			assigned activities or exercises. · be invited to teach among themselves against challenging cases after teacher's explanation. · go through the sample passages and discuss what and why the particular grammar points are used.			
		Listening	· predict information	---	1	· follow spoken	Worksheet		A-1

| Cycle No. | Date | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
		exercise	in a listening task. · locate the appropriate information.			instructions. · predict the development of a conversation.		A-2 A-3 A-7 A-12 A-18
5	13 Oct – 20 Oct	<u>Active Reading</u> Unit 3 Movie Makers · Chapter 1 Behind the Scenes	· guess the content of a passage by scanning and skimming the subheadings; · infer the meanings of new vocabulary items based on the context; · analyse the main idea of the passage.	Unit 3 Movie Makers · Chapter 1 Behind the Scenes	2	· share their thoughts on movie and how a movie is produced; · preview the text and complete the pre-reading and post-reading exercise and cross check their answers with their peers;	Active Reading	C-2 C-6

| Cycle No. | Date | Module/Unit | | Major Content | | | | Target BAAs |
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						· work in small groups to help one another guess the meaning of some new vocabulary items; · check the correct meaning of the vocabulary together.		
		Grammar · Passive Voice	· identify the difference between passive voice and active voice; · recognise the function and	Chapter 66	3	· complete grammar exercises. · write a passage by only using active voice,	Grammar Practice for Intermediate Students	D-4

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			application of passive voice; · interchange passive voice and active voice; · understand the changes that occur when transforming sentences from active voice to passive voice.			cross check with their peers and shift it to passive voice.		
		Speaking: Travelling	· tell a personal experience; · express feelings and attitudes.	---	1	Discussion questions: · How often do you travel long distances? · Which place do you like most? · Can you introduce some	PPT	B-5 B-8 B-11 B-14 B-17

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						tourist spots of your favourite place. · Tell me about the most interesting journey you have ever made.		
6	21 Oct – 28 Oct	Active Reading Unit 3 Movie Makers · Chapter 1 Behind the Scenes	· use a diagram to describe a process and to organise information; · identify the writing structure of the passage; rewrite sentences using the vocabulary items in the passage.	Unit 3 Movie Makers · Chapter 1 Behind the Scenes	2	· present their discussion in front of the class; · apply the vocabulary learnt previously in written and spoken tasks; · apply the	Active Reading	D-17

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						vocabulary learnt in writing and discussion; · complete the word web; · make new sentences using the new vocabulary items.		
		Grammar · Passive Voice (Causative & Impersonal)	· identify the forms of causative & impersonal passive; · distinguish between personal & impersonal passive; · decide on using	Chapter 67	3	· generate more versions of other forms of passive voice with the same piece of writing previously done.	Grammar Practice for Intermediate Students	D-4

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			active or passive.					
		Speaking: Travelling	· tell a personal experience; · express feelings and attitudes.	---	1	Discussion questions: · Where did you go for your last holiday? · What sorts of things do you like to do on holiday? Why? · Do you think it's better to do a lot of activities on holiday or just relax? Why? · Do you like to travel around on holiday or just	PPT	B-5 B-8 B-11 B-14 B-17

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						stay in one place? Why? · What has travelling taught you?		
7	31 Oct – 8 Nov	Consolidation & Rewriting sentences	· strengthen the use of the structures they are weak in; · enhance the application of the grammar points.	--	6	· complete and cross check assigned activities or exercises. · be invited to teach among themselves against challenging cases after teacher's explanation. · go through the sample passages	Supplementary note	D-2 D-4

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
						and discuss what and why the particular grammar points are used.		
		Listening exercise	· listen for detail. · identify the tone of the speakers. · understand degrees of certainty.	---	1	· listen to main ideas.	Worksheet	A-1 A-2 A-3 A-4 A-7 A-8 A-9 A-12 A-17 A-18 A-21
8	9 Nov – 16 Nov	Revision & Corrections	· make clear the topics that they are doubtful about.	---	9	· discuss among themselves what topics they are	Supplementary note	---

Cycle No.	Date	Module/Unit		Major Content				Target BAAs
		Title	Module/Unit objectives	Unit/Chap/ Section	No. of lessons	Learning objectives and activities	Resources	
			・ avoid making the same mistakes they made in tests and quizzes.			doubtful of and need clarification. ・ go over the mistakes the made in tests and quizzes.		
		Speaking examination	・ make good use of discourse markers ・ give reasons to support their views	---	3	・	Supplementary note	B-2 B-8 B-10 B-13 B-18

1	2/9	Class rules and ice breaking activity	Students will be able to: - build rapport and expectations		1			
2	5/9 - 9/9	Real life Pre-intermediate U1	- extract relevant information from reading and listening tests	Real life U1 - p4, Time twins Reading & Listening	1	Skimming and Scanning a passage Collocations	Real life Pre-intermediate	Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18
			- apply skimming and scanning skills to a passage	Real life U1: - p6, Chilled or Hyper Vocabulary & Reading	1		Real life Pre-intermediate	
			- use some common collocations with the verbs go, have, get, make, do	Writing Task 1 - informal letter	1	Structure of informal Email	Writing handout – Informal letter	Writing: D-1 D-2 D-7 D-8 D-9 D-10 D-12 D-15
			- practice writing informal email - recognize the six elements of an informal letter	Listening test 1	1			
			- apply prediction skills to a reading text - talk about their own and other people's experiences as teenagers	Real life U1: - p8-9, talking teenagers Reading & Vocabulary	1	Skimming and Scanning a passage Collocations	Real life Pre-intermediate	Listening: A-1 A-3 A-4 A-5 A-6 A-7 A-9 A-11 A-13 A-14 A-15 A-17 A-18 A-20 A-22

3	12/9 - 16/9	Real life Pre-intermediate U1 Focus on Grammar 2 U4	- apply prediction skills to a reading text - talk about their own and other people's experiences as teenagers - review the affirmative, negative and question forms of verb to be in present tense	Real life U1: - p8-9, talking teenagers Vocabulary & Reading	2	Vocabulary building Prediction skills	Real life Pre-intermediate	Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18 C-22
				Readers Quiz 1	1	Moral education: Honesty	Sherlock Holmes: The Three Students	
				Grammar: - U4 (Count Nouns and Proper Nouns)	2	Verb to be in simple present	Focus on Grammar 2	
4	19/9 - 23/9	Real life Pre-intermediate U1 Focus on Grammar 2 U5	- construct a range of descriptive adjectives - discuss contents of passages in Unit 1 by answering questions that requires students' critical thinking skills - use vocabulary words highlighted in the Unit in the Active Study exercise	Grammar: - U5 (Descriptive Adjectives)	2	Order of adjectives	Focus on Grammar 2	Speaking: B-2 B-5 B-8 B-11 B-13 B-14 B-15
				Composition 1	1			
				Oral Task 1 (T.E.E.)	2	Answering a question with explanation and examples	Oral handout – T.E.E.	
				Dictation 1 revision	1			
				Real Life U1 Mini workbook	1	Consolidation and revision of U1 vocabulary	Real life Pre-intermediate	
5	26/9 -	Real life Pre-intermediate	- apply skimming skills to a reading - extract relevant	Oral Test 1 (Self-introductio n +T.E.E.)	2			Speaking: B-2 B-5 B-8 B-11 B-13 B-14

	Date	Unit	Objectives	Activity	No.	Content	Resource	Skills
	30/9	U3 Focus on Grammar 2 U6	information from reading texts	Grammar U6 (Preposition of Place)	1	Use of prepositions on addresses and prepositions before places	Focus on Grammar 2	B-15 Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18 C-22
				Readers Quiz 2	1	Moral education: Honesty	Sherlock Holmes: The Three Students	
				Real life U3 (P20, Through the keyhole) Vocabulary & Reading	2	Adjectives for describing a bedroom	Real life Pre-intermediate	
6	3/10 - 7/10	Real life Pre-intermediate U3 Focus on Grammar 2 U11	- distinguish the difference among possessive pronouns and possessive adjectives and apply to the text. - describe a place they like to hang out, and pictures. - describe people and their clothing styles	Comprehension Test 1	1			Listening: A-7 A-9 A-11 A-14 A-15 A-17 A-20 A-22 Speaking: B-1 B-10 B-13 B-14 B-19
				Grammar Test 1	1			
				Grammar U11 & 12 (There is/ There are) (Possessives)	2	The use of possessive pronouns The use of apostrophe +s	Focus on Grammar 2	
				Real life U3 (p21-23, vocabulary, listening and speaking)	3	Vocabulary and expression for describing places and personal style	Real life Pre-intermediate	
7	9/10 - 14/10	Focus on Grammar 2 U13 & U14	-express ability or possibility using can and could -distinguish the difference in using can to show permission and ability	Readers Quiz 3	1	Moral education: Honesty	Sherlock Holmes: The Three Students	Reading: C-22 Listening: A-1 A-3 A-4 A-5 A-6 A-13 A-14 A-15 A-18
				Listening mid-term test	1			
				Dictation practice	1			

			- distinguish the difference in using can to show permission and ability	Grammar U13 (Ability: Can or Could)	2	The structure and use of the modals can and could to make affirmative and negative statements	Focus on Grammar 2	
				Grammar U14 (Permission: Can or May)	2	Difference in using can to show permission and ability	Focus on Grammar 2	
8	17/10 - 21/10	Real life Pre-intermediate U3 Midterm tests		Oral mid-term test (self intro+ T.E.E.)	3			Writing: D-1 D-2 D-7 D-8 D-9 D-10 D-12 D-15 Speaking: B-2 B-5 B-8 B-11 B-13 B-14 B-15
				Composition mid-term test (informal letter)	1			
				Dictation mid-term test	1			
				Real Life U3 Mini workbook	1	Revision and consolidation of U3 vocabulary		
9	24/10 - 28/10	Real life Pre-intermediate U5	- listen to an interview and extract specific information - use should/shouldn't and must/mustn't appropriately for giving different kinds of advice - categorize food into food groups	In-class journal 3	1			Listening: A-7 A-9 A-11 A-14 A-15 A-17 A-20 A-22
				Real Life Unit 5-Stay Well p.36-37 Vocabulary & Listening	3	The use of should/shouldn't and must/mustn't for giving different kinds of advice	Real life Pre-intermediate	

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10	31/10 - 4/11	Real life Pre-intermediate U5	- use articles correctly in a range of situations - make generalisations about food and eating	Real Life U5 p38-39 Reading & Speaking	3	Categorizing food into food groups Making generalizations about food and eating	Real life Pre-intermediate	Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18 Speaking: B-1 B-10 B-13 B-14 B-19
		Focus on Grammar 2 U21	- make sentences with the simple past, including affirmative and negative statements and yes/no and wh-questions	Grammar U21 Simple Past Review	1	General revision of the structure and use of the simple past in affirmative and negative statements and questions	Focus on Grammar 2	
11	7/11 - 11/11	Real life Pre-intermediate U5	- discuss how to resist temptations in life and the importance of hard work and success - use the correct structure and remember the use of gerunds and infinitives and common verbs used with gerunds, infinitives, or both. - apply scanning	Readers Quiz 4	1	Moral education: Honesty	Sherlock Holmes: The Three Students	Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18 Speaking: B-1 B-10 B-13 B-14 B-19
		Focus on Grammar 2 U22		Grammar U22 Gerunds and Infinitives	2	The structure and use of gerunds and infinitives and common verbs used with gerunds, infinitives, or both	Focus on Grammar 2	
				Real Life U5 p40-41 Reading & Speaking	4	Food words which students are not familiar with	Real life Pre-intermediate	

				Listening Test 2	1			
			techniques to a reading text - talk about meal times and eating habits in Britain and in Macau - compare customs in different countries					
12	14/11 - 18/11	Real life Pre-intermediate U5 Focus on Grammar 2 U23	- make sentences with the simple present, present progressive, and simple past tense and compare their structures and uses	Grammar U23 Simple Present, Present Progressive and Simple Past	2	Language and expressions used to talk about creativity, inventions, and innovative ideas and approaches to doing things	Focus on Grammar 2	Listening: A-1 A-3 A-4 A-5 A-6 A-13 A-14 A-15 A-18
				Dictation practice	2			
				Real Life U5 Mini workbook	2	Revision and consolidation of U5 vocabulary	Real life Pre-intermediate	
13	21/11 - 25/11	Focus on Grammar 2 U18-20	- use the simple past in affirmative and negative statements with irregular verbs and be in suitable contexts	Dictation test 2	1			
				Grammar U18-20	2	General revision of the simple past in Yes/no and wh-questions	Focus on Grammar 2	

			- use the simple past in yes/no and wh-questions, and long and short answers to simple past questions					
14	28/11 - 2/12	Real life Pre-intermediate U6	- discuss/ share opinions about permission and obligation - describe relationship with phrases from the book	Readers Quiz 5	1	Moral education: Honesty	Sherlock Holmes: The Three Students	Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18 C-22
				Compre test 2	1			
				Grammar test 2	1			
				Real Life U6 P.44-45 Reading & Listening	2	Collocations that are used to describe behavior/ relationship	Real life Pre-intermediate	Listening: A-7 A-9 A-11 A-14 A-15 A-17 A-20 A-22
				Oral task 2 - Picture description	3	Describing a picture with relevant vocabulary and appropriate sentence structure	Oral handout – Picture description	Speaking: B-3 B-11 B14
15	5/12 -	Writing task 2	- write a story for the given pictures and	Oral Test 2	3			Speaking: B-3 B-11 B14

	9/12		describe the event happening in the story in detail	Writing task 2 - Pictures description	1	Using the correct tenses and relevant vocabulary to write a story for given pictures	Writing handout – Pictures description	Writing: D-2 D-7 D-8 D-9 D-10 D17
16	12/12 - 16/12	Real life Pre-intermediate U6 Focus on Grammar 2 U24	- describe, compare and respond to photographs - express permission, absence of permission, obligation and absence of obligation in the past - talk and write about jobs people do around the house - make sentences using be going to for the future, including affirmative and negative statements, yes/no and wh-questions, and short and long answers	Readers Quiz 6	1	Moral education: Honesty		Speaking: B-1 B-10 B-13 B-14 B-19 Reading: C-22 Listening: A-7 A-9 A-11 A-14 A-15 A-17 A-20 A-22
				Compo test 2	1			
				Real Life Unit 6-The Rules P.46-47 Listening & Speaking	3	Problems between generations	Real life Pre-intermediate	
				Grammar U24 Be going to for the Future	2	The use of possessive pronouns the use of apostrophe +s	Focus on Grammar 2	
17	2/1 - 6/1	Real life Pre-intermediate U6 Focus on Grammar 2 U25	- work in pairs to invent new laws that would benefit a range of people in society - express opinions and persuade others in a discussion - use will for the future in affirmative and negative statements,	Real Life Unit 6-The Rules P. 48-49 Reading & Vocabulary	5	- Crimes, responsibilities and penalties - Youth and citizenship - Using different sentence structure to express predictions, offers, requests and refusals	Real life Pre-intermediate	Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18
				Grammar U25	2	Meanings of will,	Focus on	

				yes/no questions, short answers	Will for the Future		including predictions, offers, requests, and expression refusal	Grammar 2	
18	9/1/ - 13/1	Focus on Grammar 2 U26	- use may and might to express possibility in affirmative and negative statements	Dictation exam	1				Listening: A-1 A-3 A-4 A-5 A-6 A-13 A-14 A-15 A-18
				Listening exam	1				
				Grammar U26 May or Might for Possibility	2	The differences between the usage of may and might	Focus on Grammar 2	
				Grammar Revision	2		Focus on Grammar 2 Revision worksheets	
				Dictation practice	1			
19	16/1 - 20/1	Real life Pre-intermediate U6		Oral exam	3				Speaking: B-3 B-11 B14
				Real Life U6 Mini workbook	1	Revision and consolidation of U6 vocabulary	Real life Pre-intermediate	
II 1	6/2	Oral task 3	-write a diary about daily personal	General English mid-term test	3				Speaking: B-4 B-9 B-18

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	- 10/2	Writing task 3	experience in correct tenses and formal - to perform and respond to basic language functions (e.g. enquiry, apology or invitation, etc) appropriately. (PTE L1)	correction				Writing: D-1 D-2 D-7 D-8 D-9 D-10 D-12 D-14
				Composition correction	1	Common writing mistakes		
				Oral task 3 - PTE Role Play	1	Choosing appropriate vocabulary and expressions according to different situations (formal / informal)	Oral handout – Role Play	
				Writing task 3 - Diary Writing	1	using appropriate tenses and tone to record personal experience	Writing handout – diary writing	
2	13/2 - 17/2	Real life Pre-intermediate U8 Grammar supplementary - Present Perfect and Simple Past	- talk about different sports and their popularity. -describe sports and equipment. - give opinions about keeping fit and how much sport to do. - compare uses of the past simple and the present perfect.	Real Life U8 p.60, 62 Vocabulary & Listening	2	Skimming and scanning a passage Vocabulary of Sports and Sports equipment	Real life Pre-intermediate	Listening: A-1 A-3 A-4 A-5 A-6 A-13 A-7 A-9 A-11 A-14 A-15 A-17 A-18 A-20 A-22 Reading: C-22
				Real Life U8 p.63 Vocabulary & Reading	2	Vocabulary of Sports and Sports equipment	Real life Pre-intermediate	
				Grammar – Present Perfect & Simple past	1	Different usages of Present Perfect and Simple Past	Grammar supplementary worksheet	
				Readers Quiz 1	1	Extensive reading	One-way ticket	
				Listening Test 1	1			
3	20/2 - 24/2	Real life Pre-intermediate U8	- perform and respond to basic language functions appropriately. (PTE L1) - describe sporting achievements	Oral Test 1 (PTE Role Play)	3			Speaking: B-4 B-9 B-18 Reading: C-1 C-2 C-3 C-4 C-5 C-6
				Real Life U8 p.64 Reading & Vocabulary	1	Moral education – understanding personal weaknesses and strengths	Real life Pre-intermediate	

		Focus on Grammar 2 U27	- discuss about their sporting hero and share the information to their classmates.	Grammar U27 - Count / non count/ quantifiers / articles	2	The structure and use of quantifiers and articles with count and non-count nouns.	Focus on Grammar 2	C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18 Writing: D-1 D-2 D-7 D-8 D-9 D-10 D-12 D-14
				Compo test 1 – Diary writing	1			
4	27/2 - 3/3	Real life Pre-intermediate U9 Focus on Grammar 2 U28	-describe the details of a picture - talk about different gadgets and how they work	Real life U 8 mini workbook	1	Revision and consolidation of U8 vocabulary	Real life Pre-intermediate	Listening: A-7 A-9 A-11 A-14 A-15 A-17 A-20 A-22 Reading: C-22 Writing: D-2 D-7 D-8 D-9 D-10 D17
				Writing task 2 – Pictures Description	2			
				Grammar U28 - How much/ How many, Quantifiers, Enough, Adverbs of Frequency	1	The structure and use of questions with how much and how many, quantifiers and quantity expressions with count and non-count nouns, statements of quantity with enough, and adverbs and expressions of frequency	Focus on Grammar 2	
				Readers Quiz 2	1	Extensive reading	One-way ticket	
				Real life U9 p.68 Vocabulary & Listening	1	Common everyday gadget and device names	Real life Pre-intermediate	
				Dictation Test 1	1			
5	6/3 - 10/3	Real life Pre-intermediate U9 Focus on Grammar 2 U29	- discuss others' and their own ideas for inventions -express their opinions on gadgets	Real life U9 p.69 Vocabulary & Listening	1	Prediction skills in reading tasks	Real life Pre-intermediate	Listening: A-7 A-9 A-11 A-14 A-15 A-17 A-20 A-22 Speaking: B-1 B-10 B-13 B-14 B-19
				Real life U9 p.70-71 Listening & Speaking	2	expressing own ideas with supporting examples and rational explanation	Real life Pre-intermediate	
				Grammar U29 Too much / too	2	The meanings and uses of the phrases too much	Focus on Grammar 2	

				many , too + adjective		/ many, and too + adjective		
				Comprehension Test 1	1			
6	13/3 - 17/3	Real life Pre-intermediate U9	-say numbers and years.	Real life U9 p.72 Listening & Speaking	1	Sub-skills of scanning and reading for specific information appropriately	Real life Pre-intermediate	Listening: A-7 A-9 A-11 A-14 A-15 A-17 A-20 A-22
			-express their opinions on gadgets.	Real life U9 p.73 Reading	2	Giving and exchanging opinions in groups	Real life Pre-intermediate	
		Grammar supplementary – Defining and non-defining relative clause	- use the correct Wh-word to replace the noun being modified and write a correct relative clause.	Real life U9 Mini workbook	1	Revision and consolidation of U9 vocabulary	Real life Pre-intermediate	Speaking: B-1 B-10 B-13 B-14 B-19
				Grammar – defining and non-defining Relative clause	1	Differences between defining and non-defining relative clauses		Reading:
				Readers Quiz 3	1	Extensive reading	One-way ticket	C-22
				Grammar Test 1	1			
7	20/3 - 24/3	Mid-term tests		Oral mid-term test – Role Play	2			Speaking: B-4 B-9 B-18
		Grammar supplementary – Conditional sentences (type 0 and type 1)	- correctly apply the structure of the present real conditional. - correctly apply the structure of the future real conditional.	Grammar – Conditional Sentences (type 0 & type 1)	2	Correctly apply the structure of the present real conditional and the future real conditional	Grammar supplementary worksheets	Listening: A-1 A-3 A-4 A-5 A-6 A-13 A-14 A-15 A-18
				Dictation practice	1			
				Listening mid-term test	1			
				Dictation mid-term test	1			

| 8 | 27/3 - 30/3 | Focus on Grammar 2 | - write an acrostic poem, based on the theme of "the 10 virtues of Mary". | In class journal | 2 | Religious education – 10 virtues of Mary Help of Christian | | |
| | | | | Grammar mid-term test revision | 1 | | Grammar revision worksheets | |
| 9 | 3/4 - 7/4 | Real life Pre-intermediate U10

Focus on Grammar 2 U35 | - talk about features of the natural world - understand facts about what the earth was like in the past - discuss proms and parties with enough, too/ very, as + adjective + as, same/different. | Real life U10 p.76 & 77 Vocabulary & Speaking | 2 | Names of feature of different natural environment | Real life Pre-intermediate | Speaking: B-1 B-10 B-13 B-14 B-19 |
				Grammar U35 Enough, too/ very, as + Adjective + As, same/different	2	The structure, meaning and use of enough, too/ very, as + adjective + as, same/different	Focus on Grammar 2	
10	10-14/4	Making posters for English Month	- design a poster to promote English month activities		4	Cooperation and different roles in groups		
11	17/4 - 21/4	Focus on Grammar 2 U33	- use comparative adjectives appropriately when comparing people or objects	Grammar U33 - The Comparative	2	The structure, meaning and use of the comparative, including the comparative forms of regular and irregular adjectives		Writing: D-1 D-2 D-7 D-8 D-9 D-10 D-12 D-15 D17
				PTE Mock Test (Unseen Compre and Compo)	2			
12	24/4 - 28/4	Real life Pre-intermediate U10

Focus on Grammar 2 U36 | - talk about natural hazards and consequences of global warming - give opinions about the history of The Scream. - use a range of suffixes | Real life U10 p.78 & 79 Reading, Listening & Speaking | 2 | Matching headings to paragraphs Consequences of global warming and solutions to it | Real life Pre-intermediate | Listening: A-7 A-9 A-11 A-14 A-15 A-17 A-20 A-22 |
| | | | | Real life U10 p80 & 81 | 2 | Matching extracts to paragraphs through | Real life Pre-intermediate | Speaking: |

				Reading & Vocabulary		looking at the coherence of a text		B-1 B-10 B-13 B-14 B-19
				GrammarU36 - The Superlative	2	The structure, meaning and use of the superlative, including the superlative forms of regular and irregular adjectives	Focus on Grammar 2	Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18
				PTE Mock Test (Listening)	1			
13	1/5 - 5/5	Real life Pre-intermediate U10

Focus on Grammar 2 U34 | - distinguish the differences between adjectives and adverbs

- use adverbs correctly | Grammar U34 - Adverbs of manner | 2 | Changing adjectives to adverbs | Focus on Grammar 2 | |
| | | | | Real life U10 Mini workbook | 1 | Revision and consolidation of U10 vocabulary | Real life Pre-intermediate | |
| 14 | 8/5 - 12/5 | Real life Pre-intermediate U12

Grammar Supplementary Conditional Sentence (type 2) | - build up students' vocabulary about crimes
-talk about the severity of different types of crime
-distinguish between use of adjectives ending in –ing and –ed
-apply the sub-skills of scanning and reading for | Real life U12 – p.92 Vocabulary & Speaking | 1 | The noun and verb forms of crimes | Real life Pre-intermediate | Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18

Speaking: B-1 B-10 B-13 B-14 B-19 |
				Real life U12 - p. 94 Vocabulary & Listening	2	The difference between the suffixes -ing and -ed.	Real life Pre-intermediate	
				Real Life U12- p. 95 Reading	1	Appreciating humours in the text	Real life Pre-intermediate	
				Grammar	2	Using second	Grammar	

to create nouns from verbs
- use superlative adjectives appropriately when comparing people or objects

				supplementary - Second Conditional		conditionals to talk about imaginations and present or future unreal situations	supplementary worksheets	
			specific information appropriately - distinguish the uses of second conditional					
				Dictation 2	1			
15	15/5 - 19/5	Grammar Supplementary - Conditional Sentences (types 0, 1 & 2)	-perform and respond to basic language functions appropriately. (PTE L1) -distinguish the uses of conditional types 0, 1 & 2	Oral Test 2 (PTE mock test)	4			Speaking: B-2 B-3 B-4 B-5 B-8 B-9 B-11 B-13 B-14 B-15 B-18 Reading: C-22
				Grammar revision - Conditionals	2	Revision and consolidation of conditional types 0, 1 & 2	Grammar revision worksheets	
				Comprehension Test 2 (Seen) Readers Quiz 4	0.5 + 0.5	Extensive reading	Hamlet	
16	22/5 - 26/5	Real life Pre-intermediate U12	-apply the sub-skills of scanning and reading for specific information appropriately. -give opinions about the crimes that people have committed. - correctly apply the structure of reported speech, rewrite direct	Real Life U12 - p. 96 Listening & Speaking	2	Teenage victims of crime	Real life Pre-intermediate	Listening: A-7 A-9 A-11 A-14 A-15 A-17 A-20 A-22 Speaking: B-1 B-10 B-13 B-14 B-19 Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9
				Real Life U12 Grammar Focus p.95 – Reported Speech	2	The structure of reported speech the change of tenses in reported speech	Real life Pre-intermediate	
				Grammar Test 2	1			

									C-10 C-11 C-13 C-14 C-15 C-18
			speech as reported statement & order.						
17	29/5 - 2/6	Real life Pre-intermediate U12 Grammar Supplementary – reported speech (Statement)	- talk about the severity of different types of crime - correctly apply the structure of reported speech, rewrite direct speech as reported statement & order	Real Life U12 - p.97 Reading	3	Tips to stay safe	Real life Pre-intermediate		Reading: C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9 C-10 C-11 C-13 C-14 C-15 C-18
				Grammar Supplementary – reported speech (Statement)	2	The structure of reported speech The change of tenses in reported speech	Grammar supplementary worksheet – reported speech (Statement)		
18	5/6 - 9/6	Real life Pre-intermediate U12 Grammar supplementary - Reported Speech (Order) Oral task 4 – describing an object Writing task 4 – narrative writing	- correctly apply the structure of reported speech, rewrite direct speech as reported statement & order	Real life U12 Mini workbook	1	Revision and consolidation of U12 vocabulary	Real life Pre-intermediate		Writing: D-2 D-7 D-8 D-9 D-10 D-16
				Oral task 4 - describing an object	1	Describing an object through talking about its size, shape, colour, materials and use	Oral task 4 handout		
				Grammar supplementary - Reported Speech (Order)	2	The structure of reported speech The change of tenses in reported speech	Grammar supplementary worksheet- Reported Speech (Order)		
				Grammar Reported Speech (Statement and Order)	2	The structure of reported speech The change of tenses in reported speech	Grammar revision worksheets		
				Writing task 4 – narrative writing	1	Recalling specific events, emotions, and impact of the events	Writing handout – narrative writing		
19	12/6			Dictation practice	1				

				Oral Exam	5			
	- 16/6			Listening Exam	1			
				Dictation Exam	1			
20	19/6 - 23/6	Real life Pre-intermediate Focus on Grammar 2	- consolidate Real life U12 vocabulary, reported speech and conditionals	Comprehension Revision	1	Revision and consolidation of U12 vocabulary	Real life Pre-intermediate U12	
				Grammar Revision	1	Revision and consolidation of reported speech and conditionals	Grammar revision worksheets	

School name: <u>Santa Rosa De Lima English Secondary</u>　　　　**Subject: <u>English</u>**　　　　**Class: <u>F3 Charity</u>**

Scheme of Work (2016/1017) (01/09/2016-22/10/2016)

Week No.	Date	Module/ Unit		Major Content					Target BAAs
		Title	**Module/unit objectives**	**Unit/ Chap/ Section**	**No. of lessons**	**Learning objectives and activities**	**Resources**		
1	1/9-3/9	School Admin matters			3				
2	4/9-10/9	Opinion Writing (Diagnostic) Summer vacation			1	Reflect and give opinion on the summer vacation (Diagnostic: opinion writing learnt in Form 2)			D-1,D-2,D-3,D-4,D-6 D-7,D-8,D-9,D-14, D-17,D-20
2	4/9-10/9	(Reading) Gap Year	1. Encourage students to think of their future from different angles by reading about the experiences of some young people 2. Encourage students to benefit from the experience of the teacher and one another	U1	3	Activity 1: Thinking outside the box Activity 2: What about continuing your education at university? (Also	Gateway B2 (P7)		C-2,C-13,C-14,C-15, C-18,C-21 A-11, A-16, A-21, B-9, B-5, B-18

						share teacher's experience)		
2	4/9-10/9	Vocabulary building	1. Foster a lively learning environment for vocabulary building 2. Expand students' vocabulary in the selected topic 3. Encourage students to make the best use of a dictionary	U1	2	Activity 1: 5-min Race to University (university subjects) Activity 2: Match making	Webpage Gateway B2 (P6)	C-8, C-9, C-10, C-11
2	4/9-10/9	Teachers' Day			1			
3	11/9-17/9	Vocabulary building	1. Foster a lively learning environment for vocabulary building 2. Expand students' vocabulary in the selected topic: University life	U1	1	Activity 3: You read it; I sign it! Round 1: Promoting university courses at school (Read & Sign) Round 2: Definition & Application – gap	Gateway B2 (P6) Gateway B2 (P6)	C-8, C-9, C-10, C-11

			3. Encourage students to make the best use of a dictionary					
3	11/9-17/9	(Reading) Advantages & disadvantages of studying at university in your hometown or abroad	1. Think about the topic (study plans) and relate it to their own situations 2. Understand the speakers' viewpoints and appreciate their feelings towards their decisions	U1	3	Activity 1: Make predictions Activity 2: Brainstorming Activity 3: Read carefully Activity 4: Draw an outline (mind map) Activity 5: Present findings	Gateway B2 (P11)	C-6, C-21, C-2,C-7, C-10,C-18, C-15, C-12, C-16, C-13,A-10,B-21
3	11/9-17/9	Writing from Reflection (about study plan)	1. Formulate students' own opinions by reflecting on what the text says about the topic 2. Raise their consciousness to how their peers develop their opinion and how language is used to express ideas clearly, precisely and convincingly		2	Activity 1: (Writing Prep) Write one-paragraph self-reflection on study plan Activity 2: Peer Review		D-1, D-6, D-3, D-4, D-9, D-8, D-7, D-5, D-16, B-19

3	11/9-17/9	Mid-Autumn festival			1			
4	18/9-24/9	Writing preparation	1. Confirm if students state their ideas (going abroad or staying in hometown for study) with the support of a reason(s) 2. Give guidance on how to write an opinion writing		3	Activity 1: Teacher's sharing about students' ideas on study plan Activity 2: Tips on opinion writing	Students' works Dr Lou's PPT	A-4, A-15, A-18, C-21
4	18/9-24/9	VIP preparation (VIP sharing on personal view on study plan)	1. Prepare some questions for VIP Q&A session in relation to the topic or the speaker 2. Discuss how to have a successful conversation		1	Activity 1: Formulate 5 questions based on the VIP's file and your own interest on study plan Activity 2: Tips for conversation	Webpage	B-15, B-16, B-17, B-18, B-19
4	18/9-24/9	VIP Talk/Sharing: Study at home vs Study Abroad	Learn from real world examples		2	1. Listen to the VIP's story. 2. Ask 5 questions politely. 3. Ask for clarification if necessary. 4. Note down the key points on the BOE		A-5, A-13, B-9, A-10, A-21, A-16, B-12, B-10, B-14,B-20

						5. Report student's observation to the class afterwards		
4	18/9-24/9	Writing: Expressing individual opinions Topic: The advantages and disadvantages of studying at the university in your hometown/abroad	Develop independent and critical thinking		1	Respond to the topic by stating the decision supported by **two** reasons		D-1, D-6, D-3, D-4, D-9, D-8, D-7 D-5, D-16, D-22
5	12/9-1/10	Writing: Expressing individual opinions Topic: The advantages and disadvantages of studying at the university in your hometown/abroad	Develop independent and critical thinking		2	1. Add an introduction and a conclusion to the writing. 2. Edit the work for clarity and completeness.		D-1, D-6, D-3, D-4, D-9, D-8, D-7 D-5, D-16, D-22
5	12/9-1/10	Grammar revision (Present Tenses)	1. Using the right tenses, describe one of the school facilities with a photo of it 2. Revise present tenses		3	Activity 1: Welcome to our school! (Present Tenses) Activity 2: paper-based	School compound	A-15, A-16, B-15, B-16, B-17, B-18, B-19, C-1, C-14, D-1, D-2, D-3, D-7,

						revision		D-9, D-11
5	12/9-1/10	Dictation			1			
5	12/9-1/10	'Ahhh' moment (Read aloud+ read for information)	Encourage students to pay attention to world and practice diction		1	Individual student reads aloud newspaper articles or other sources featuring an interesting thing, person or phenomenon around the world		B-1, B-2, B-3, B-12 C-23
6	2/10-/8/10	Speaking: Exam strategies	1. Give examples of personal experience 2. Give opinions to the topic: exam strategies (+/-agree) 3. Suggest alternative strategies (3 top tips)	U1	2	Activity 1: We are the experts! Activity 2: Lend me your ears!	Gateway B2 (P12)	B-5, B-7, B-18, B-14, B-21, B-20
6	2/10-/8/10	Listening (Exam Preparation)	1. Make predictions of the text 2. Listen with specific focus(match dialog with list) 3. Listen for specific details and	U1	1	Activity 1: What next? 1. Ask questions about a) the context b) the topic c) the details (ex. 3) + explanation of choice (MCQ)	Gateway B2 (P12)	A-10, A-8, A-2, A-16 A-19

			explain choices 4. Try to dig out evidence to figure out the speaker's attitude (speech, tone of voice)			d) the speakers' attitude 2. Predict the development and/or the ending of the conversation. 3. Think of the cause of male speaker's attitude. 4. Develop a short discussion about exam preparation and gender differences OR think about the causes that lead to a certain attitude towards exam preparation.		
6	2/10-/8/10	Grammar: Gerunds/Infinitives	1. Identify their strengths & limitations in the use of simple gerunds & infinitives 2. Identify the principles (word pairing, role in a clause, express intention or phenomenon …) 3. Edit with clear understanding of	U1	3	Activity 1: Poor Oliver: Re-telling his story Activity 2: Editing Activity 3: Diagnostic Test (paper-based) Activity 4: From zero to one Activity 5: Kahoot	Gateway B2 (P13)	B-2, B-3, B-5, B-17, B-21, D-21

			the meaning and usage of simple gerunds and infinitives					
6	2/10-/8/10	'Ahhh' moment (Read aloud+ read for information)	Encourage students to pay attention to world and practice diction		1	Individual student reads aloud newspaper articles or other sources featuring an interesting thing, person or phenomenon around the world		B-1, B-2, B-3, B-12 C-23
7	9/10-15/10	School activities			2			
7	9/10-15/10	Reading Strategy (How to tackle reading questions effectively)	1. Increase students' awareness to the purpose of different test types 2. Help students master a set of reading strategies to cope with a comprehension test • Time management in	U1	4	Activity: Answer questions prepared by the teachers about Study Plan	Gateway B2 (P11)	C-2, C-3, C-4, C-6, C-7, C-8, C-9, C-11, C-12, C-13, C-14, C-15, C-16, C-17, C-18, C-19

			a test environment					
			• Make predictions from (con)textual clues					
			• Interpret the expectation of a question					
			• Capture parts with potential answer					
			• Make interpretation from different parts					
			• Make the right judgment.					
			• Paraphrase if necessary					
7	9/10-15/10	'Ahhh' moment (Read aloud+ read for information)	Encourage students to pay attention to world and practice diction		1	Individual student reads aloud newspaper articles or other sources featuring an interesting thing, person or phenomenon around the world		B-1, B-2, B-3, B-12 C-23
8	16/10-22/10	Composition Debriefing (Study Plan)			1	Give feedback on writing (Study Plan)		
8	16/10-22/10	Revision/ school activities			3			

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8	16/10-22/10	'Ahhh' moment (Read aloud+ read for information)	Encourage students to pay attention to the world and practice diction		1	Individual student reads aloud newspaper articles or other sources featuring an interesting thing, person or phenomenon around the world		B-1, B-2, B-3, B-12 C-23
8	16/10-22/10	Reading test			1			
8	16/10-22/10	Grammar test			1			

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