

Law Ting Pong Secondary School
S.1 English Studies
Course Outline (2020 - 2021)

General Description

This year, I will develop my English language skills by doing different activities inside and outside the English classroom. Our units of work will include reading different text-types, interacting with others, telling others about ourselves, storytelling, writing our own myths, fables and poems, and making an episode of Campus TV.

Learning Objectives

By the end of S1, I will be able to:

- practise my English and learn more vocabulary by reading autobiographical pieces, stories, poems and novels;
- present my feelings and views to my classmates confidently through different activities such as presentations, discussions, role playing and writing;
- listen to other classmates carefully and ask relevant questions;
- work well with my classmates as a team;
- write different text types such as autobiography, myths, fables, letters, poems and diaries.

Topics and Teaching Schedule

Date	Week	Module
3 rd -11 th Sep	2	<p>Introduction to the course and course requirements: In this week, I will:</p> <ul style="list-style-type: none"> • learn about the S.1 curriculum; • learn about the writing and speaking assessment criteria; • learn about continuous assessment; • understand the assessment and homework policies; • learn about appropriate classroom language. <p>Subject affairs: I will:</p> <ul style="list-style-type: none"> • hand in my summer holiday assignment; • organise my classwork books and English Learning Portfolio (ELP); • learn about the Speech Festival; • understand the Reading Scheme and DEAR programme. <p>Rules and regulations: I will:</p> <ul style="list-style-type: none"> • learn about the classroom rules; • understand the rules about handing in homework and projects. <p>Goal setting: I will:</p> <ul style="list-style-type: none"> • set learning goals for my S.1 studies.

14 th -29 th Sep	3-5 (2.5 teaching weeks)	<p>Unit 1 Autobiographical Writing</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • understand the style of autobiographical writing and the relationship with the reader; • read short autobiographical pieces; • use paragraphs to organise my writing; • produce a piece of autobiographical writing (recount) with details; • work cooperatively with my classmates; • orally present my work; • show learning actively; • use at least three of the five sentence types in my writing. <p><u>Reading Focus:</u></p> <ul style="list-style-type: none"> • Identifying the sequence of events <p><u>Formative Practices:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • read some autobiographical pieces; • write recounts, practise writing the five sentence types and learn to add detail to my writing; • listen to descriptions of people and fill in the blanks; • do individual presentations and group discussions, act out, and interview people. <p><u>Summative Assessments:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • write a detailed recount on a topic given by the teacher.
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<p>5th Oct-27th Nov</p> <ul style="list-style-type: none"> • 1st Oct National Day • 2nd Oct The day following the Chinese Mid-Autumn Festival • 26th Oct Chung Yeung Festival • 9th-13th Nov TERM BREAK (Week 11) 	<p>6-13 (7 teaching weeks)</p>	<p>Unit 2 Myths and Fables</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • think critically about myths and fables; • research myths and fables; • work together in groups in research and drama; • write extended pieces of work; • appreciate and enjoy telling stories; • work individually and collaboratively on telling stories; • develop a habit for reading. <p><u>Reading Focus:</u></p> <ul style="list-style-type: none"> • Specific factual • Understanding what a word / phrase refers to <p><u>Formative Practices:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • read some myths and fables and answer comprehension questions; • rewrite myths and fables individually and/or in groups with different beginnings and/or endings, write summaries of myths and fables, and write my own and/or group myths and fables; • listen to myths and fables and answer questions, listen to storytellers; • retell stories, do individual presentations, participate in group discussions, act out. <p><u>Summative Assessments:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • read a myth and a fable and answer comprehension questions; • write my own myth and my own fable; • listen to a myth/fable and answer comprehension questions; • do a group storytelling of a myth or a fable that I have written in my group (group presentation).
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<p>30th Nov-22nd Jan</p> <ul style="list-style-type: none"> • 21st Dec Christmas Fun Day • 22nd Dec Christmas celebration • 23rd Dec-2nd Jan CHRISTMAS BREAK (Weeks 17-18) 	<p>14-21 (6.5 teaching weeks)</p>	<p>Unit 3 The Language of Poetry</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • read and appreciate different types of poetry; • learn about poetic devices and how they enhance poetry; • write my own poetry; • perform poetry. <p><u>Reading Focus:</u></p> <ul style="list-style-type: none"> • Identifying the main ideas <p><u>Formative Practices:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • read different poems and answer comprehension questions; • create and write different types of poems; • listen to different poems and answer questions; • perform poetry (group and individual), participate in group discussions and read poems aloud to others. <p><u>English Learning Event:</u> Poetry Café – share and appreciate poetry through different activities and games</p> <p><u>Summative Assessments:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • write poems and produce a poetry booklet; • perform a poem (individual).
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<p>25th Jan-30th Apr</p> <ul style="list-style-type: none"> • 25th-29th Jan S1 – S3 Summative Assessment Week (with learning periods) • 11th-20th Feb LUNAR NEW YEAR HOLIDAY (Weeks 24-25) • 16th-17th Mar Sports Days • 18th Mar Holiday after Sports Days • 23rd-26th Mar Experiential Learning Week (ELW) • 29th Mar-6th Apr EASTER HOLIDAY (Weeks 31-32) • 8th Apr Global Learning Showcase 	<p>22-35 (9.5 teaching weeks)</p>	<p>Unit 4 Novel Study</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • read and appreciate a novel (<i>Kensuke’s Kingdom/Rowan of Rin</i>); • identify features of a printed novel (front cover, blurb, spine, title, author); • know the different beginnings of a novel and be able to write my own; • know the features of personal letters and postcards and be able to write them; • know the features of a diary and be able to write my own; • take on the role of different characters from the novel and act them out. <p><u>Reading Focus:</u></p> <ul style="list-style-type: none"> • Identifying the contextual meaning of words <p><u>Formative Practices:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • read parts of the novel and do related activities; • answer questions based on the novel; • create and write different beginnings of a novel, write summaries of chapters in my own words, write my thoughts on different chapters and characters’ feelings, write letters and diary entries from different characters’ viewpoints, and write about personal experiences, difficulties, fears or survival skills; • listen to excerpts of a novel and answer comprehension questions, listen to and watch stories online; • do individual presentations and group discussions, and take on the role of different characters in the novel. <p><u>Summative Assessments:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • read an excerpt from a novel and answer comprehension questions; • write an informal letter and a diary entry; • listen to recordings and fill in the blanks; • perform a monologue from the point of view of one of the characters from the novel.
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<p>3rd May-2nd June</p> <ul style="list-style-type: none"> • 1st May Labour Day • 19th May Birthday of the Buddha 	<p>36-40 (4.5 teaching weeks)</p>	<p>Unit 5 Janus Project</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • reflect on experiences in S.1; • anticipate what is going to happen in S.2; • explore the medium of television; • research episodes of Campus TV; • write a script; • develop, organise and communicate ideas about my own episode; • work cooperatively with my classmates on an LTV episode. <p><u>Formative Practices:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • do presentations about our own episode; • write mini-reflections and my own script; • listen to different school-related topics and answer questions; • share learning experiences, interview students and staff members, and participate in group discussions. <p><u>Summative Assessments:</u> In this unit, I will:</p> <ul style="list-style-type: none"> • listen to recordings and fill in the blanks; • produce an LTV episode and present it.
<p>3rd-9th June</p>	<p>40-41</p>	<p>End-of-year reflection; Exam preparation</p>
<p>Year-end Exam (10th-24th Jun)</p>		
<p>28th-30th Jun</p>	<p>44</p>	<p>Exam Paper Checking</p>

Course Materials and Requirements

- Two orange exercise books for class work
 - Portfolio for all writing assignments and handouts
 - Oxford Listening Book 1
- I will bring along the necessary course materials to lessons and keep the materials neat and organised. I will keep all materials in the English Learning Portfolio (ELP).
- I will submit all assignments **on time**. I understand that a certain percentage will be taken off any work handed in late except for those with convincing reasons (e.g. sickness/special case with a doctor's note and a parent's letter).

School's Continuous Assessment (CA), Mid-year Summative Assessment (MSA) and Final Exam (FE) Weightings

Component	Weighting
1 st Term CA (Sep – Dec)	30%
Mid-year Summative Assessment	10%
2 nd Term CA (Jan – May)	30%
Final Exams	30%

Assessment Components and Weighting

Reading: 30%

Writing: 20%

Listening: 25%

Speaking: 20%

Self-regulation: 5%

Grade Boundaries and Writing and Speaking Marks Conversion

Grade	Mark range	Writing Score	Speaking (IP) Score	Speaking (GP) Score
A*	90 – 100	22 – 24	22 – 24	27 – 30
A	83 – 89	20 – 21	20 – 21	25 – 26
B	70 – 82	17 – 19	17 – 19	21 – 24
C	53 – 69	13 – 16	13 – 16	16 – 20
D	39 – 52	10 – 12	10 – 12	12 – 15
E	38 or below	≤ 9	≤ 9	≤ 11

Self-regulation Marking Criteria

In each term's report card, 5% of the total marks will be allocated to "Self-regulation" using the following criteria:

Form	Self-regulation Aspects
S1	<ol style="list-style-type: none">1. bring necessary materials including the class work book, portfolio and stationery to every lesson2. take notes in the class work book properly3. meet deadlines for homework and assessments

Mark	<u>Aspects of Self-regulation</u> The following marks are awarded based on how often and how well students showed the above aspects.
5	The learner showed <u>most</u> of the above aspects and <u>sustained most</u> of these.
4	The learner showed <u>many</u> of the above aspects and <u>sustained most</u> of these.
3	The learner showed <u>some</u> of the above aspects and <u>sustained some</u> of these.
2	The learner showed <u>some</u> of the above aspects but <u>may have sustained only a few</u> of them.
1	The learner showed <u>a few</u> of the above aspects but <u>may not have sustained</u> them.

Reading Scheme, DEAR Time and Awards

Learning objectives

By the end of the year, I will be able to:

1. read in English for interest;
2. acquire new knowledge outside the classroom;
3. expand vocabulary through reading a wide selection of texts that suit my individual level;
4. develop creativity and critical thinking skills through responding to the characters and events.

Notes

1. Throughout the academic year, I am expected to complete two Bingo assignments based on two books that I have read.
2. The first assignment must be turned in between October and December and the second one between January and April.
3. The two assignments are part of the Reading Continuous Assessment (CA) score (30%).

Bingo assignments

<p style="text-align: center;">Graphic Novel</p> <p>Create 4 pages of pictures that show an important event in the book. Write a caption under each picture. Use speech bubbles and thought bubbles to make your graphic novel interesting.</p>	<p style="text-align: center;">Book Trailer</p> <p>Create a book trailer which can capture the interest of the audience. Choose suitable music which reflects the mood.</p>	<p style="text-align: center;">Poetry Show</p> <p>Write 6 poems about the book. The poems can be an acrostic poem using the letters in the book title or a character's name, or a free verse about a chapter.</p>
<p style="text-align: center;">Diary of a Character</p> <p>Imagine you were a character from the book, write a diary entry from the character's perspective. Remember that the character's thoughts and feelings are very important in a diary.</p>	<p style="text-align: center;">Letter to the Author</p> <p>Write a letter / an e-mail to the author explaining to him or her what you think about the book and what you have learnt from it. If the author is still alive, send him / her the letter / e-mail.</p>	<p style="text-align: center;">New Ending</p> <p>Write a different ending for the book. You may think of a twist in the tale!</p>
<p style="text-align: center;">Character Monologue</p> <p>Imagine you were a character from the book, film yourself doing a monologue about a significant event in the story.</p>	<p style="text-align: center;">Act it Out</p> <p>Film yourself acting out a scene from the book, or use puppets or any other creative ways to dramatise the scene. If you and your classmate have read the same book, you can complete this task together.</p>	<p style="text-align: center;">Book Commercial</p> <p>Film yourself giving a sales talk to promote the book to your schoolmates. Describe what the book is about, why your schoolmates should read it and share your favourite quote from the book.</p>

Note: Unless already specified, written work should be at least 1 A4-page long (single-line spacing) and videos should be at least 1.5 – 2 minutes long.

Drop Everything and Read (DEAR) Time

In order to increase your time for reading and to allow you to read for interest, you will start each lesson with 5-7 minutes of DEAR time i.e. silent reading, unless under special circumstances (e.g. summative assessments).

By the end of the year, I will be able to:

1. understand the reason for this programme and the routine at the start of each lesson;
2. finish reading at least three books;
3. understand my own reading interest better; and
4. develop a reading habit.

Notes

1. I should be reading the same book in every lesson until I finish the book.
2. I should be reading fiction books or graphic novels until I finish three books. After this, the teacher will decide whether or not to allow me to read non-fiction books.
3. I should show evidence of my reading progress to my teacher on a regular basis.
4. Electronic devices are forbidden during the DEAR time. I should have dictionaries on the table for checking new words.

Awards

Students will receive prizes for **getting work published** (e.g. Young Post, SCMP, etc.), being a **diligent reader** during DEAR and library time, and being a **self-regulated learner**.

A total of FIVE students from each English group can be nominated for the diligent read and self-regulated learner awards. Each eligible student will receive a prize from the English department. Prizes are to be presented at the end of the academic year. It is up to YOU to show your teacher how much you love reading and how self-regulated you are.

Enquiries

Should parents have any queries regarding the Secondary 1 English Curriculum, please contact the Secondary 1 English Level Coordinators, Mrs. Rebecca Ewal or Mrs. Isha Dhar at 26851210.

Law Ting Pong Secondary School
English Studies (S2)
Course Outline (2020-2021)

General Descriptions

This year, I will develop my English language skills by doing different activities inside and outside the English classroom. The S2 units of work will include reading different text types, interacting with others, knowing more about different cultures through writing stories and poetry, launching an advertising campaign, and prepare us for the senior form. These interesting activities will further develop my curiosity and foster my interest in learning English, making me a lifelong learner.

Learning Objectives

By the end of S2, I will be able to:

- better demonstrate the language skills and expand vocabulary through the wide exposure to a variety of authentic language arts elements such as mini-sagas, short stories, plays, poems and novels;
- develop creativity, communication and critical thinking skills through a wide range of classroom activities such as presentations, discussions, role playing and writing;
- enhance note-taking, communication, collaboration and interpersonal skills through engaging in group work with peers; and
- be better prepared for the NSS curriculum.

Topics and Teaching Schedule

Date	Week	Module
Sep 3 – Sep 11	1-2	<p>Introduction to the course and course requirements:</p> <p>In this week, I will:</p> <ul style="list-style-type: none"> - learn about the S.2 curriculum; - learn about the writing and speaking assessment criteria; - understand the assessment and homework policies. <p>Subject affairs:</p> <p>I will:</p> <ul style="list-style-type: none"> - reflect on my year in S.1 and set learning goals for S.2; - organise my classwork books and English Learning Portfolio (ELP); - know about the Speech Festival; - know about the Reading Scheme and the Drop Everything And Read (DEAR) Programme. <p style="text-align: center;">-</p>

		<p>Learn rules and regulations:</p> <p>I will:</p> <ul style="list-style-type: none"> - learn about the classroom rules; - understand the rules about handing in homework and projects; - understand the importance of being self-regulated.
<p>Sep 14 – Oct 30 (6.5 Teaching Weeks)</p>	3 – 9	<p>UNIT 1: MINI-SAGAS AND TALES</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> - appreciate mini-sagas and tales; - analyse tale elements; - develop vocabulary for reading and writing tales; - create tales with the story elements; - work individually and collaboratively on telling stories. <p><u>Reading Focus:</u></p> <p>Identifying the sequence of events</p> <p><u>Formative Practices:</u></p> <p>Reading: Read mini-sagas and tales</p> <p>Writing: Write summaries or any creative pieces related to this unit (e.g. characters, events, personal feelings, ways of solving problems, rewrite story endings)</p> <p>Listening: Listen to storytelling of tales and complete tasks</p> <p>Speaking: Do group storytelling; give individual presentations on any topic related to this unit</p> <p><u>Summative Assessments:</u></p> <p>Reading: Read a tale and answer comprehension questions</p> <p>Writing: Write a mini-saga and a tale</p> <p>Listening: Listen to stories and complete tasks</p> <p>Speaking: Storytelling of a tale (individual)</p>
<p>Nov 2 – Dec 11 (5 Teaching Weeks)</p> <p>● Nov 10 – Nov 13 Term Break</p>	10 – 15	<p>UNIT 2: THE PLAY’S THE THING</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> - develop an interest in plays; - expand vocabulary related to plays; - apply the knowledge and skills learnt into script writing;

		<ul style="list-style-type: none"> - boost my confidence in English, particularly pronunciation and delivery, and communication strategies. <p><u>Reading Focus:</u></p> <ul style="list-style-type: none"> - Making inferences - Identifying the main ideas <p><u>Formative Practices:</u></p> <p>Reading: Read extracts from plays</p> <p>Writing: Write summaries of the scenes or any creative pieces related to this unit (e.g. characters, events, personal feelings, dialogues, ways of solving problems, create the next scene)</p> <p>Listening: Listen to recordings related to plays and do exercises</p> <p>Speaking: Read aloud extracts from plays; act out the scenes; give individual presentations on any topic related to this unit</p> <p><u>Summative Assessments:</u></p> <p>Reading: Read an extract from a play and answer comprehension questions</p> <p>Writing: Write a script</p> <p>Listening: Listen to recordings related to plays and answer questions</p> <p>Speaking: Act out a scene (in groups)</p>
<p>Dec 14 – Jan 29 (5 Teaching Weeks)</p> <ul style="list-style-type: none"> ● Dec 21 Christmas Fun Day ● Dec 22 Christmas Celebration ● Dec 23 – Jan 2 Christmas and New Year Holiday ● Jan 25 – Jan 29 S.1-3 Mid-term Summative Assessment Week 	<p>16 – 22</p>	<p>UNIT 3: THE POETRY SHOW</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> - appreciate different types of poems and how poetic devices enhance poetry; - stretch my creativity and use language to express imaginative ideas, moods and feelings; - create various poems with appropriate poetic devices; - perform poetry. <p><u>Reading Focus:</u></p> <p>Understanding the use of figurative language (e.g. similes and metaphors)</p> <p><u>Formative Practices:</u></p> <p>Reading: Read various types of poems</p> <p>Writing: Write different types of poems; summarise poems in paragraphs or write creative pieces related to this unit (e.g. personal feelings)</p>

		<p>Listening: Listen to poems and do exercises</p> <p>Speaking: Read aloud poems (individual); give individual presentations on any topic related to this unit</p> <p>Summative Assessments:</p> <p>Reading: Read poems and answer comprehension questions</p> <p>Writing: Produce a poem booklet with at least eight poems</p> <p>Speaking: Give a presentation on any topic related to this unit (individual)</p>
<p>Feb 1 – Apr 16 (6 Teaching Weeks)</p> <ul style="list-style-type: none"> • Feb 11 – Feb 20 Lunar New Year Holiday • Mar 16 – Mar 18 Sports Days and Holiday after Sports Days • Mar 23 – Mar 26 Experiential Learning Week • Mar 29 – Apr 6 Easter Holiday 	23 – 33	<p>UNIT 4: FROOPS</p> <p>Learning Targets:</p> <p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> - understand how the English language works in the context of advertising; - develop persuasive language; - apply the knowledge and skills to launch an advertising campaign; - improve my spoken English. <p>Formative Practices:</p> <p>Writing: Write creative pieces related to the unit (e.g. healthy lifestyles, explain my own design with reasons, comment on peers’ design)</p> <p>Listening: Watch T.V. adverts; listen to recordings related to healthy lifestyles and do exercises</p> <p>Speaking: Give group presentations on the logo, slogan and packaging; have a group discussion on producing a T.V. advert</p> <p>Summative Assessments:</p> <p>Writing: Write a blurb</p> <p>Listening: Listen to recordings related to healthy lifestyles and answer questions</p> <p>Speaking: Give a presentation on the logo/ slogan/ packaging/ T.V. advert or on anything related to Froops (in groups)</p>
Apr 14 – Apr 16	33	English Learning Event: Showcase learning outcomes of the Froops unit
<p>Apr 19 – Jun 2 (6.5 Teaching Weeks)</p>	34 – 40	<p>UNIT 5: NOVEL STUDY: CIRQUE DU FREAK</p> <p>Learning Targets:</p> <p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> - develop an interest in reading imaginary texts and enhance my

		<p>imagination;</p> <ul style="list-style-type: none"> - expand vocabulary which creates the atmosphere; - respond to characters and events through oral and written means; - improve my spoken English. <p><u>Reading Focus:</u> Identifying the contextual meaning of words</p> <p><u>Formative Practices:</u> Reading: Read a novel Writing: Write creative pieces related to the novel (e.g. diary entries, personal feelings, events, solutions to problems, predict future events, letters to characters); write a discursive essay Listening: Listen to recordings related to stories and do exercises; watch videos related to the novel Speaking: Read aloud extracts from the novel; act out; give individual presentations on any topic related to this unit</p> <p><u>Summative Assessments:</u> Reading: Read an extract from the novel and answer comprehension questions Writing: Write a diary entry about any topic related to this unit Listening: Listen to recordings of a novel extract and answer comprehension questions</p>
Jun 3 – Jun 9	40 – 41	End-of-year revision and reflection
Year End Exam (Jun 10 – Jun 24)		
Jun 28 – Jun 30	44	Exam Paper Checking

Course Materials and Requirements

1. Two orange exercise books for class work
2. Portfolio for all written assignments and course handouts
3. Oxford Listening Book 1

I will bring along the necessary course materials to lessons and keep the materials neat and organised.

I will submit all assignments on time. I understand that a certain percentage will be taken off any work handed in except for those with convincing reasons (e.g. sickness/special case with a doctor's note and a parent's letter).

School's Continuous Assessment (CA), Mid-year Summative Assessment (MSA) and Final Exam (FE) Weightings

Component	Weighting
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Mid-year Summative Assessment	10%
2 nd Term CA (Jan – May)	30%
Final Exams	30%

Assessment Components and Weighting

Reading: 30%

Writing: 20%

Listening: 25%

Speaking: 20%

Self-regulation: 5%

Grade Boundaries and Writing and Speaking Marks Conversion

Grade	Mark Boundaries (%)	Writing Score	Speaking (IP) Score	Speaking (GP) Score
A*	90 – 100	22 – 24	22 – 24	27 – 30
A	83 – 89	20 – 21	20 – 21	25 – 26
B	70 – 82	17 – 19	17 – 19	21 – 24
C	53 – 69	13 – 16	13 – 16	16 – 20
D	39 – 52	10 – 12	10 – 12	12 – 15
E	38 or below	≤ 9	≤ 9	≤ 11

Self-regulation Marking Criteria

In each term's report card, 5% of the total marks will be allocated to "Self-regulation" using the following criteria:

Form	Self-regulation Aspects
S1	<ol style="list-style-type: none"> 1. bring necessary materials including the class work book, portfolio and stationery to every lesson 2. take notes in the class work book properly 3. meet deadlines for homework and assessments
S2	<ol style="list-style-type: none"> 1. the aspects from S1 2. organise the class work book and portfolio (e.g. use different coloured pens or highlighters in a way that aids retrieval of materials) 3. plan before writing and speaking tasks

<u>Aspects of Self-regulation</u>	
Mark	The following marks are awarded based on how often and how well students showed the above aspects.
5	The learner showed <u>most</u> of the above aspects and <u>sustained most</u> of these.
4	The learner showed <u>many</u> of the above aspects and <u>sustained most</u> of these.
3	The learner showed <u>some</u> of the above aspects and <u>sustained some</u> of these.
2	The learner showed <u>some</u> of the above aspects but <u>may have sustained only a few</u> of them.
1	The learner showed <u>a few</u> of the above aspects but <u>may not have sustained</u> them.

Reading Scheme, DEAR Time and Awards

Learning objectives

By the end of the year, I will be able to:

1. read in English for interest;
2. acquire new knowledge outside the classroom;
3. expand vocabulary through reading a wide selection of texts that suit my individual level;
4. develop creativity and critical thinking skills through responding to the characters and events.

Notes

1. Throughout the academic year, I am expected to complete two Bingo assignments based on two books that I have read.
2. The first assignment must be turned in between October and December and the second one between January and April.
3. The two assignments are part of the Reading Continuous Assessment (CA) score (30%).

Bingo assignments

Graphic Novel Create 4 pages of pictures that show an important event in the book. Write a caption under each picture. Use speech bubbles and thought bubbles to make your graphic novel interesting.	Book Trailer Create a book trailer which can capture the interest of the audience. Choose suitable music which reflects the mood.	Poetry Show Write 6 poems about the book. The poems can be an acrostic poem using the letters in the book title or a character's name, or a free verse about a chapter.
Diary of a Character Imagine you were a character from the book, write a diary entry from the character's perspective. Remember that the character's thoughts and feelings are very important in a diary.	Letter to the Author Write a letter / an e-mail to the author explaining to him or her what you think about the book and what you have learnt from it. If the author is still alive, send him / her the letter / e-mail.	New Ending Write a different ending for the book. You may think of a twist in the tale!
Character Monologue Imagine you were a character from the book, film yourself doing a monologue about a significant event in the story.	Act it Out Film yourself acting out a scene from the book, or use puppets or any other creative ways to dramatise the scene. If you and your classmate have	Book Commercial Film yourself giving a sales talk to promote the book to your schoolmates. Describe what the book is about, why your schoolmates should read

	read the same book, you can complete this task together.	it and share your favourite quote from the book.
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Note: Unless already specified, written work should be at least 1 A4-page long (single-line spacing) and videos should be at least 1.5 – 2 minutes long.

Drop Everything and Read (DEAR) Time

In order to increase your time for reading and to allow you to read for interest, you will start each lesson with 5-7 minutes of DEAR time i.e. silent reading, unless under special circumstances (e.g. summative assessments). By the end of the year, I will be able to:

1. understand the reason for this programme and the routine at the start of each lesson;
2. finish at least three books;
3. understand my own reading interest better; and
4. develop a reading habit.

Notes

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Students will receive prizes for **getting work published** (e.g. Young Post, SCMP, etc.), being a **diligent reader** during DEAR and library time, and being a **self-regulated learner**.

A total of FIVE students from each English group can be nominated for the diligent read and self-regulated learner awards. Each eligible student will receive a prize from the English department. Prizes are to be presented at the end of the academic year. It is up to YOU to show your teacher how much you love reading and how self-regulated you are.

Enquiries

Should parents have any queries regarding the Secondary 2 English curriculum, please contact the Secondary 2 English level coordinators, Miss Helen Chu or Miss Mabel Sum at 2685 1210.

Law Ting Pong Secondary School
English Studies (S3)
Course Outline (2020-2021)

General Descriptions

This year I will extend my learning experience of the language arts and deepen my understanding of the New Senior Secondary (NSS) curriculum. I will be able to further develop the four essential language skills in everyday life and be prepared for the challenges that I may face at the NSS level.

Learning Objectives

By the end of S3, I will be able to:

- enhance my English language proficiency through intensive practice and a communicative and interactive approach;
- develop a variety of essential vocabulary and knowledge of text-types through exploring teenage issues, poetry reading, film appreciation, tourism, etc. so as to equip myself with the ability and skills needed for the New Senior Secondary curriculum;
- develop my mind to be critical and analytical through challenging in-class activities involving reading, writing, and oral communication (presentations and group discussions); and
- apply knowledge of the English language, vocabulary and language structures to read, write, listen and speak effectively.

Topics and Teaching Schedule

Date	Week	Module
Sep 3 – Sep 11	1-2	<p>Introduction to the course and course requirements: In this week, I will learn about:</p> <ul style="list-style-type: none"> • the S.3 curriculum; • the writing and speaking assessment criteria; • the continuous assessments; • the assessment policy and homework policy. <p>Subject affairs: I will:</p> <ul style="list-style-type: none"> • organise my classwork books and English Learning Portfolio (ELP); • learn about the Speech Festival; • learn about the Reading Scheme and Drop Everything And Read

		<p>Programme;</p> <ul style="list-style-type: none"> • reflect on my year in S2 and set learning goals for S.3. <p>Learn rules and regulations:</p> <p>I will:</p> <ul style="list-style-type: none"> • learn about the classroom rules; • understand the rules about handing in homework and projects.
Sep 14 – Nov 5	3-10	<p>Unit 1: Wider Reading (7.5 teaching weeks)</p> <p><u>Learning Targets:</u></p> <p>By the end of the module, I will be able to:</p> <ul style="list-style-type: none"> • develop vocabulary used in different text types; • understand the structure of different text types; • develop a habit of reading. • develop strategies to complete an integrated task. <p><u>Reading Focus:</u> Making inferences</p> <p><u>Formative Practices:</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> • read a variety of texts such as autobiographical poems, prose autobiography, novel beginnings, short stories, graphic novels and book reviews; • write poems using a range of poetic devices; write text-types taught within the unit; • listen to exercises related to the text types; • share poems; story-tell short stories; and hold group discussions related to the topics. <p><u>Summative Assessment Tasks:</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> • read a poem, short story and/or a book review and answer comprehension questions; • produce a writing portfolio which includes text-types taught within the unit; • complete tasks from Junior Oxford Listening Book; • present an individual response related to the topic.

Holiday after Information Day (Nov 9)

Term Break (Nov 10 – Nov 13)

Staff Development Day (Dec 11)

Nov 16 – Jan 22

12-21

Unit 2: Our Home Hong Kong (7 teaching weeks)

Learning Targets:

By the end of the module, I will be able to:

- develop vocabulary used in persuasive text;
- gain knowledge of brochure and letters to the editor writing;
- understand the importance of brevity and clarity in brochure writing;
- learn the format, layout and ways of organising information for brochures;
- develop elaboration skills for letters to the editor;
- build confidence in speaking through interviewing tourists.

Reading Focus: Identifying the text-type, the target audience and the writer's purpose

Formative Practices:

In this unit, I will:

- read at least two descriptive articles on famous local attractions and do reading exercises;
- write descriptive pieces of my favourite local attractions/restaurants; list out local attractions, research and write about Tai Po; write about Hong Kong's problems or issues, e.g. education, environment and social issues; research and write about Hong Kong's history;
- listen to a recording about Hong Kong tourism and do listening exercises; watch travel videos on YouTube;
- talk about a favourite spot in Hong Kong and peer critique on discussion skills; discuss and plan an itinerary for a one-day trip; group discussion on where to take a friend visiting Hong Kong and share reasoning and evaluate choices; introduce local attractions and share research findings.

Summative Assessment Tasks:

In this unit, I will:

- read a persuasive piece promoting Hong Kong tourism and answer comprehension questions;
- write a letter to the editor about an issue related to Hong Kong tourism;
- write a persuasive piece related to the unit;

		<ul style="list-style-type: none"> • complete tasks from Junior Oxford Listening Book; • hold a group discussion related to the topic. <p><u>School-based English related activities (English Learning Event)</u></p> <p><u>Learning Targets:</u></p> <p>By the end of the activity, I will be able to:</p> <ul style="list-style-type: none"> • improve my self-confidence and spoken English; • endure challenges from my learning experiences; • develop generic skills, e.g. leadership, problem-solving skills, IT, and time management are strengthened. <p>My groupmates and I will create a travel video introducing a tourist location in Hong Kong.</p> <ul style="list-style-type: none"> • Videos must be 5-8 minutes long. <p>Each presenting group must introduce their video.</p>
Christmas and New Year Holiday (Dec 23 – Jan 2)		
Jan 25 – Apr 30	22-35	<p>Unit 3: Teenage Lifestyles (8.5 teaching weeks)</p> <p><u>Learning Targets:</u></p> <p>By the end of the module, I will be able to:</p> <ul style="list-style-type: none"> • assess the target audience of a teen magazine; • understand the use of different registers; • develop vocabulary teenagers use in everyday life; • gain knowledge of asking and giving advice; • develop letter and article writing skills; • explore current teenage issues; • develop group discussion skills. <p><u>Reading Focus:</u> Identifying paragraph ideas</p> <p><u>Formative Practices:</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> • read a variety of texts such as articles about teen problems, agony aunt columns, recounts on embarrassing moments, and sample letters to the editor; • write about problems I encounter as a teenager, advice I would give my peers, recounts on embarrassing moments, and letters expressing my

		<p>opinions;</p> <ul style="list-style-type: none"> • watch how-to videos on YouTube; listen to a case study about a teen issue and answer questions; • share personal recounts; discuss teen problems and possible solutions. <p><u>Summative Assessment Tasks:</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> • read about a teen issue and answer comprehension questions; • write an agony aunt letter and reply or a literary recount about an embarrassing moment; • write an article on a teenage issue / trend; • complete tasks from Junior Oxford Listening Book; • hold a group discussion related to the topic.
<p>S1 – S3 Summative Assessments (Jan 25 – 29) Lunar New Year Holiday (Feb 11 – 20) Staff Development Day (Mar 1) Sports Days and Holiday after Sports Day (Mar 16 – 18) Experiential Learning Week (Mar 23 – 26) Easter Holiday (Mar 29 – Apr 6)</p>		
May 3 – Jun 4	36-40	<p>Unit 4: Film as Text (5 teaching weeks)</p> <p><u>Learning Targets:</u></p> <p>By the end of the module, I will be able to:</p> <ul style="list-style-type: none"> • give my opinion about a film; • relate my personal experiences to a character from a film; • learn key phrases for communicating in a group discussion; • understand issues through different perspectives; • learn to accept others’ opinions that are different from my own; • develop elaboration skills and give supporting evidence. <p><u>Formative Practices:</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> • read movie reviews; • write a script for acting-out; produce a range of creative and imaginative texts with topics related to the short films; • watch short films from YouTube and do listening exercises; • discuss characters, setting, and the plot of a select film; share feelings

		<p>about the short films;</p> <ul style="list-style-type: none"> • create a movie beginning <p><u>Summative Assessment Tasks:</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> • complete tasks from Junior Oxford Listening Book; • hold a group discussion based on a film.
Jun 7 – Jun 9	41	Revision and Reflection on Learning
Year End Exam (Jun 10 – Jun 24)		
Jun 28 – Jun 30	44	Exam Paper Checking

Course Materials and Requirements

1. Two orange exercise books for class work
2. Portfolio for all writing assignments and handouts
3. Junior Oxford Advanced Listening Book 1

I will bring along the necessary course materials to lessons and keep the materials neat and organised. I will keep all materials in the English Learning Portfolio (ELP).

I will submit all assignments **on time**. I understand that a certain percentage will be taken off any work handed in late except for those with convincing reasons (e.g. sickness/special case with a doctor's note and a parent's letter).

School's Continuous Assessment (CA), Mid-year Summative Assessment and Final Exam (FE) Weightings

Component	Weighting
1 st Term CA (Sep – Dec)	30%
Mid-year Summative Assessment	10%
2 nd Term CA (Jan – May)	30%
Final Exams	30%

Assessment Components and Weighting

Reading: 30%

Writing: 20%

Listening: 25%

Speaking: 20%

Self-regulation: 5%

Grade Boundaries and Writing and Speaking Marks Conversion

Grade	Mark Boundaries (%)	Writing Score	Speaking (IP) Score	Speaking (GP) Score
A*	90 – 100	22 – 24	22 – 24	27 – 30
A	83 – 89	20 – 21	20 – 21	25 – 26
B	70 – 82	17 – 19	17 – 19	21 – 24
C	53 – 69	13 – 16	13 – 16	16 – 20
D	39 – 52	10 – 12	10 – 12	12 – 15
E	38 or below	≤ 9	≤ 9	≤ 11

Self-regulation Marking Criteria

In each term's report card, 5% of the total marks will be allocated to "Self-regulation" using the following criteria:

Form	Self-regulation Aspects
S1	<ol style="list-style-type: none"> bring necessary materials including the class work book, portfolio and stationery to every lesson take notes in the class work book properly meet deadlines for homework and assessments
S2	<ol style="list-style-type: none"> the aspects from S1 organise the class work book and portfolio (e.g. use different coloured pens or highlighters in a way that aids retrieval of materials) plan before writing and speaking tasks
S3	<ol style="list-style-type: none"> the aspects from S1 and S2 build a vocabulary bank e.g. adjectives, informal language, etc. proofread own work carefully

Mark	<u>Aspects of Self-regulation</u> The following marks are awarded based on how often and how well students showed the above aspects.
5	The learner showed <u>most</u> of the above aspects and <u>sustained most</u> of these.
4	The learner showed <u>many</u> of the above aspects and <u>sustained most</u> of these.
3	The learner showed <u>some</u> of the above aspects and <u>sustained some</u> of these.
2	The learner showed <u>some</u> of the above aspects but <u>may have sustained only a few</u> of them.
1	The learner showed <u>a few</u> of the above aspects but <u>may not have sustained</u> them.

Reading Scheme, DEAR Time and Awards

Learning objectives

By the end of the year, I will be able to:

1. read in English for interest;
2. acquire new knowledge outside the classroom;
3. expand vocabulary through reading a wide selection of texts that suit my individual level;
4. develop creativity and critical thinking skills through responding to the characters and events.

Notes

1. Throughout the academic year, I am expected to complete two Bingo assignments based on two books that I have read.
2. The first assignment must be turned in between October and December and the second one between January and April.
3. The two assignments are part of the Reading Continuous Assessment (CA) score (30%).

Bingo assignments

<p>Graphic Novel</p> <p>Create 4 pages of pictures that show an important event in the book. Write a caption under each picture. Use speech bubbles and thought bubbles to make your graphic novel interesting.</p>	<p>Book Trailer</p> <p>Create a book trailer which can capture the interest of the audience. Choose suitable music which reflects the mood.</p>	<p>Poetry Show</p> <p>Write 6 poems about the book. The poems can be an acrostic poem using the letters in the book title or a character's name, or a free verse about a chapter.</p>
<p>Diary of a Character</p> <p>Imagine you were a character from the book, write a diary entry from the character's perspective. Remember that the character's thoughts and feelings are very important in a diary.</p>	<p>Letter to the Author</p> <p>Write a letter / an e-mail to the author explaining to him or her what you think about the book and what you have learnt from it. If the author is still alive, send him / her the letter / e-mail.</p>	<p>New Ending</p> <p>Write a different ending for the book. You may think of a twist in the tale!</p>

Character Monologue	Act it Out	Book Commercial
Imagine you were a character from the book, film yourself doing a monologue about a significant event in the story.	Film yourself acting out a scene from the book, or use puppets or any other creative ways to dramatise the scene. If you and your classmate have read the same book, you can complete this task together.	Film yourself giving a sales talk to promote the book to your schoolmates. Describe what the book is about, why your schoolmates should read it and share your favourite quote from the book.

Note: Unless already specified, written work should be at least 1 A4-page long (single-line spacing) and videos should be at least 1.5 – 2 minutes long.

Drop Everything and Read (DEAR) Time

In order to increase your time for reading and to allow you to read for interest, you will start each lesson with 5-7 minutes of DEAR time i.e. silent reading, unless under special circumstances (e.g. summative assessments). By the end of the year, I will be able to:

1. understand the reason for this programme and the routine at the start of each lesson;
2. finish at least three books;
3. understand my own reading interest better; and
4. develop a reading habit.

Notes

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