

LAW TING PONG SECONDARY SCHOOL

S4 English Language

Course Outline (2020-21)

General Description

The S4 syllabus aims to build a broad and solid foundation for students in preparation for the HKDSE under the New Senior Secondary (NSS) curriculum. In addition to the core curriculum areas, a variety of Language Arts and Non-Language Arts elective subjects will be an integral part of the syllabus. Through the wide exposure to intensive and extensive language practice, students will be able to strengthen their English language proficiency and self-confidence. Strong emphasis will also be placed upon developing students' self-learning in order for them to become life-long learners.

Learning Objectives

By the end of S4, I will be able to:

- demonstrate an enhanced knowledge of language skills, grammar and vocabulary due to increased exposure to authentic language arts and non-language arts modules;
- communicate and exchange ideas with confidence and fluency in a safe and relaxing environment;
- construct various text types which display an understanding of text structure, a rich content of ideas and an awareness of audience;
- comprehend a variety of different text conventions including but not restricted to: short stories, brochures, posters, leaflets, etc.; and
- build a solid foundation required for the NSS curriculum.

Teaching Schedule

Date	Week	Module
3 Sep – 11 Sep	Weeks 1-2	Introduction to the S.4 syllabus and course requirements Subject affairs (e.g. forming base groups, selecting subject representatives, introducing exercise books, informing Speech Festival details, explaining classroom rules, etc.) Introduction to the assessment and homework policies and the independent learning scheme Understanding the English DSE examination (e.g. weighting, requirements, marking schemes, formats)
14 Sep – 6 Nov	Weeks 3 - 10 (Around 6 teaching weeks) 1 Oct (Week 5): National Day	MODULE 1: LEARNING ENGLISH THROUGH SHORT STORIES <u>Learning Targets</u> By the end of the module, I should be able to: <ul style="list-style-type: none">- use a wide range of vocabulary related to short stories;- identify and explain the major features of short stories (e.g. theme, character, plot);- respond and demonstrate understanding of imaginative ideas and feelings

	<p>2 Oct (Week 5): Day after Mid-Autumn Festival</p> <p>26 Oct (Week 9): Chung Yeung Festival</p>	<p>expressed in short stories through oral, written and performative means;</p> <ul style="list-style-type: none"> - evaluate some of the basic writing techniques used in short stories (e.g. description, word choice and mood); - experiment with writing techniques (word choice, metaphor, imagery) in their own writing, ultimately producing an original short story; and - recognise the ways in which narrative texts may be examined in the DSE. <p><u>Reading Focus:</u> Identifying the contextual meaning of words</p> <p><u>Formative Practice</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - reading a selection of short stories; - writing summaries of the stories I read; - writing about my personal feelings towards the stories I read; - commenting on stories techniques used; - writing descriptions of the characters in the stories; - listening to short stories and doing exercises; - sharing with classmates the stories I read; - acting out scenes from stories. <p><u>Independent Study Scheme (Assigned by English teacher)</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - reading at least two short stories and writing story summaries, commentaries and reviews; - watching video clips of storytelling on YouTube; - making a video to tell a short story I read outside the classroom. <p><u>Summative Assessments</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> - listen to short stories and answer questions; - read a short story and answer comprehension questions; and - write my own short story (DSE rubric).
<p>16 Nov – 29 Jan</p>	<p>Weeks 12 – 22</p> <p>(About 8 teaching weeks)</p> <p>9-13 Nov (Week 11):</p>	<p>MODULE 2: CULTURES OF THE WORLD</p> <p><u>Learning Targets</u></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> - summarise parts of a reading passage using different strategies; - identify unique cultural features of different places, including Hong Kong; - give tips to tourists about traditions and must-try items in Hong Kong; - discuss different cultural aspects in a formal discussion e.g. superstitions and

	<p><i>Term Break</i></p> <p><i>23 Dec - 2 Jan</i> <i>(Weeks 17 - 18):</i> <i>Christmas and New Year Holiday</i></p> <p><i>25 Jan – 10 Feb (Weeks 22-24)</i> <i>Mid-Year Summative Assessment Period</i></p> <p><i>11 – 20 Feb (Weeks 24-25): Lunar New Year</i></p>	<p>taboos;</p> <ul style="list-style-type: none"> - develop research skills through exploring different famous tourist spots around the world; - write an article about an exchange trip experience; - listen to various travel-related recordings, including about applying to an exchange programme; - understand the purpose of organising study trips; and - apply my knowledge to design a culture-related study tour and present it to the classmates. <p><u>Reading Focus:</u> Summarising parts of the reading passage</p> <p><u>Formative Practice</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - reading different articles related to cultures (e.g. food, festivals, music, traditions) in other parts of the world; - writing to explain the benefits of study trips; - writing about the purpose of organising a study trip; - writing about what it means by a ‘meaningful study trip’; - watching video clips of travel programmes; - having presentations on different cultures; - sharing travelling experiences (potentially related to ELW). <p><u>Independent Study Scheme (Assigned by English teacher)</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - reading different articles related to cultures (e.g. food, festivals, music, traditions) in other parts of the world; - writing informal letters to friends to share my travelling experiences; - writing about my favourite festivals; - writing about problems that students may encounter when going on a study tour; - designing a checklist for a study trip; - researching and writing about Hong Kong cultures; - watching video clips of travel programmes on YouTube and writing summaries of the content. <p><u>Summative Assessments</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> - participate in a group discussion related to travelling overseas; - write a short article to introduce a village in Hong Kong and its unique cultures (DSE rubric); and
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		<ul style="list-style-type: none"> - listen to people talking about their travel plans and complete the questions. <p><u>English Learning Event</u> <i>Date TBC</i> (the week after Mid-Year Summative Assessments)</p> <p>Each class will research a country, create posters about its unique culture/customs and create games (specific to that country) for other classes to play.</p> <p>The ELE will span across two individual lessons. While half the classes hold booths with information and games in their respective classrooms, the other half will walk between rooms trying out the booths and completing a small task sheet.</p>
<p>22 Feb – 16 Apr</p>	<p>Weeks 26 - 33 <i>(Around 6 teaching weeks)</i></p> <p><i>16 – 18 Mar (Week 29): Sports Days and Holiday after Sports Days</i></p> <p><i>23 – 26 Mar (Week 30): Experiential Learning Week</i></p> <p><i>29 – 6 Apr (Weeks 31 – 32): Easter Holiday</i></p>	<p>MODULE 3: LEARNING ENGLISH THROUGH SOCIAL ISSUES</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> - use various audio, video, print and online sources to learn about social issues; - identify and comment on social issues in Hong Kong from multiple stakeholder’s perspectives; - build a wider vocabulary bank by learning to use specific jargon related to the social issues that we study; - develop research skills by comparing different sources of information about social issues and extracting relevant information to support their stance; - develop a stance towards social issues; - organise ideas into a discursive framework such as that of an essay, speech, letter or article which describes the causes and effects of a social issue from multiple stakeholder’s perspective and proposes feasible solutions to alleviate the situation; and - comment on complicated ideas clearly, critically and coherently <p><u>Reading Focus:</u> Identifying the tone/ attitude of different stakeholders</p> <p><u>Topics suggested for social issues</u></p> <ul style="list-style-type: none"> - Technology (e.g. technological devices, how technology has changed the way we communicate, text walking, etc.) - The Individual and Society (e.g. human rights and social responsibility) - Nature and Environment (e.g. protecting the environment, climate change, resources and energy conservation) - Education (explore various education systems in the world, e.g. Finland) - Animal Welfare (e.g. should we support animal testing? Should zoos exist?) - Any current issues affecting daily life which provoke debate and about which citizens can attempt to make change

		<p><u>Formative Practice</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - reading newspaper and magazine articles, survey reports, journals about different social issues; - describing controversial issues in Hong Kong; - making suggestions to solve social problems; - writing summaries and commentaries of newspaper articles; - writing comments about different social issues; - writing letters to the editor or debate speeches based on the social issues learnt; - listening to news reports available on different media, e.g. BBC, RTHK; - taking part in presentations, group discussions and role-plays; - having city forums in class. <p><u>Independent Study Scheme (Assigned by my teacher)</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - reading newspaper articles (e.g. Face-off from Young Post); - writing a letter to the editor to share my views on an issue that I have studied. <p><u>Summative Assessments</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> - participate in a group discussion related to a social issue I have studied; and - read articles about social issues and answer the comprehension questions.
<p>19 Apr – 28 May</p>	<p>Weeks 34 - 39 <i>(Around 6 teaching weeks)</i></p> <p><i>19 May (Week 38): Birthday of the Buddha</i></p>	<p>MODULE 4: LEARNING ENGLISH THROUGH SPORTS COMMUNICATION</p> <p><u>Learning Targets</u></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> - build up their sports-related vocabulary to describe sports in detail; - expand sports-related knowledge using different listening or reading texts such as an article, a letter to the editor, a talk show, a blog, an interview, a profile or a biography, etc.; - encourage other people to be more physically active through an individual presentation; - express views and feelings about sports and sports issues in general, and sports at LTP in particular; - learn the features of a proposal letter and write to propose a new sports activity at school. <p><u>Reading Focus:</u> Identifying main idea of the passage and paragraphs</p>

		<p><u>Formative Practice</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - reading sports-related articles; - reading sample proposals; - reading sample exam text types related to this elective; - creating new types of sports; - writing about how to maintain healthy lifestyles; - writing about how the school can promote healthy lifestyles; - watching sports related programmes on BBC Learning English; - watching video clips of sports matches on YouTube and doing exercises; - sharing sports learning experiences; - discussing ways of promoting sports in Hong Kong. <p><u>Independent Study Scheme (Assigned by English teacher)</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - reading profiles of athletes; - writing about personal experiences, interests, dreams, profiles of athletes and DSE exam topics; - listening to commentaries of sports matches and doing exercises; - researching and introducing a sport by producing a video. <p><u>Summative Assessments</u></p> <p>In this unit, I will:</p> <ul style="list-style-type: none"> - write a proposal to the Principal suggesting new sports club or a Health and Fitness Week at school (DSE rubric); and - listen to recordings related to sports.
31 May – 9 Jun	40 – 41	End of year revision and reflection
10 Jun – 24 Jun	41 – 43	Year End Exam
28 Jun – 30 Jun	44	Exam paper checking

Homework and Course Requirements

- I will complete twelve summative assessment tasks in this year. My teacher will give me more details later.
- I must hand in all the assignments on time. If I hand in my assignment late without a convincing reason (e.g. sickness), my teacher will deduct my marks according to the Homework Policy of the English Department. If I am absent on the day when I have a summative assessment task to complete, I understand that I must provide a doctor’s certificate to explain my absence.
- I must keep all my work neatly and organised in the class work books and the English Learning Portfolio.

Stationery

- 2 blue exercise books for class work
- single-lined paper
- an English Learning Portfolio for keeping handouts, course materials, test papers and independent learning records

Course Materials

- School-based materials
- Oxford ESSENTIAL *HKDSE PRACTICE PAPERS EDITION 2019*

Continuous Assessment (CA), Mid-year Summative Assessment and Final Exam 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: 20%

Writing: 20%

Listening and Integrated Skills: 30%

Speaking: 25%

Self-regulation 5%

Grade Boundaries and Writing and Speaking Marks Conversion

Level	Mark range (/100)	Writing (/21)	Speaking (/28)
5*	90-100	19-21	26-28
5	80-89	17-18	23-25
4	70-79	15-16	20-22
3	50-69	11-14	14-19
2	40-49	9-10	12-13
1	39 or below	≤ 8	≤ 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
S4	<ol style="list-style-type: none"> the aspects from S1-S3 set learning goals and monitor progress towards these goals; keep a reflective journal about reading

<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.

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

%	Description
0	The learner <u>did not show any</u> of the above aspects in any way or form.
1	The learner showed <u>a few</u> of the above aspects but <u>may not have sustained</u> them.
2	The learner showed <u>some</u> of the above aspects but <u>may have sustained only a few</u> of them.
3	The learner showed <u>some</u> of the above aspects and <u>sustained some</u> of these.
4	The learner showed <u>many</u> of the above aspects and <u>sustained most</u> of these.
5	The learner showed <u>most</u> of the above aspects and <u>sustained most</u> of these.

Drop Everything and Read Programme

You will start each lesson with 5-7 minutes of DEAR time i.e. silent reading, unless under special circumstances (e.g. summative assessments).

1. You should be reading the same book in every lesson until you finish the book.
2. You can read either fiction or non-fiction books. After finishing 3 books, your teacher may allow you more freedom to explore different texts e.g. newspapers or magazines.
3. You should show evidence of your reading progress to your teacher on a regular basis.
4. Electronic devices are forbidden during the DEAR time. You should have dictionaries on the table for checking new words.

The Independent Study Scheme

The Independent Study Scheme gives you the chance to learn at your own pace with tools of your own choice. It gives you the opportunity to move towards learning goals and experiment with different learning strategies. You should set tasks for yourself to improve areas of your English that you feel need improving. This scheme will lead you to become a more self-regulated learner. Your English teacher will let you know more details about the Independent Study Scheme.

Go to the English Studies Google Site for recommended web-sites for independent learning:

<https://sites.google.com/a/elearn.ltpss.hk/english-studies/home>



You can choose either “INDEPENDENT LEARNING WEB-SITES FOR ALL LEARNERS” or “S4 INDEPENDENT LEARNING SCHEME” where you will find recommended web-sites suitable for the units of work you are studying.

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**. s

A total of **FIVE** students from each English group can be nominated for the diligent reader 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 4 English Curriculum, please contact the Secondary 4 English Level Coordinators, Ms. Vivienne Loi and Mr. Timmy Hung at 2685 1210

LAW TING PONG SECONDARY SCHOOL

S5 English Language

Course Outline (2020-2021)

General Description

This year, I will take part in various learning activities both inside and outside the classroom to prepare for the HKDSE. Our units of work include the compulsory modules as well as a wide range of Language Arts and Non-Language Arts elective modules. I will do a lot of extensive reading, writing, listening and speaking tasks in this year in order to strengthen my English language proficiency and self-confidence. These activities will develop my self-regulation skills and make me a life-long learner in the future.

Learning Objectives

By the end of S5, I will be able to:

- further develop my confidence in using English;
- sharpen my language skills (i.e. reading, writing, listening and speaking) and enhance my generic skills (e.g. communication skills, creativity, critical-thinking skills, etc.) through learning a range of units of work;
- have a deeper understanding of the requirements of HKDSE and gain better exam techniques;
- communicate and exchange ideas with a higher level of proficiency, effective social interaction, further study, vocational training, work and pleasure; and
- enhance the learning and use of English language knowledge and skills in meaningful contexts through the elective modules.

Topics and teaching schedule

Date	Weeks	Module
3rd – 11th Sep (Half-day timetable)	1-2	Introduction to the course and course requirements <ul style="list-style-type: none">• curriculum – understanding the course outline and the summative tasks• reviewing assessment criteria• understanding assessment policy and homework policy• reviewing DEAR programme and the Independent Study Scheme• reviewing S.4 examinations and setting learning goals Subject affairs <ul style="list-style-type: none">• forming base groups, selecting subject representatives, applying for speech festival, etc. Return exams, do corrections and set new targets for the year

<p>14th Sep – 30th Oct Includes: 30th Sep – Staff Development Day 1st Oct – National Day 2nd Oct – Day following the Mid-Autumn Festival 26th Oct – Chung Yeung Festival Holiday</p>	<p>3-9</p>	<p>Module 1 Learning English through Poems & Songs</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • further deepen my understanding of various types of poems and poetic devices: simile, metaphor, paradox, rhyme, alliteration, personification, etc.; and • appreciate a wide selection of poems and songs through applying the analytical framework to analyse poems and songs. <p><u>Reading Focus</u> I can understand the use of figurative language (e.g. similes and metaphors).</p> <p><u>Suggested Formative Practice</u></p> <ul style="list-style-type: none"> - Read, appreciate and analyse different poems and do relevant exercises or tasks - Write personal responses to poems or songs - Rewrite song lyrics - Create poems using different types of poetic devices - Write poems and songs reviews - Rewrite poems - Listen to different songs and produce any type of creative writing based on the songs - Read aloud poems - Make a presentation on poems or songs - Take part in group interactions about poems or songs that you enjoy <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Reading: A reading comprehension about two poems • Listening: Listening paper
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<p>2nd Nov – 15th Jan Includes: 9th – 13th Nov – Term Break 27th Nov – Speech Day 11th Dec – Staff Development Day 21st Dec – Fun Day 22nd Dec – Christmas Celebration 23rd Dec – 3rd Jan – Christmas Holidays and New Year</p>	<p>10-20</p>	<p>Module 2 Understanding the HKDSE Exam Framework + SBA (NPF) and Film Appreciation</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • describe the DSE exam framework, assessment requirements and criteria; • describe the SBA requirements and assessment criteria; • analyse themes and genres of movies (non-print fiction); critically expand ideas in a group discussion (e.g. linking a scene in the movie with personal experiences, elaborating ideas based on others’ notions); • develop a wider range of vocabulary through watching films; and • improve my pronunciation and communication strategies. <p><u>Reading Focus</u> I can make inferences based on clues in that text.</p> <p><u>Suggested Formative Practice</u></p> <ul style="list-style-type: none"> - Read film reviews - Do reading exam practice paper - Write reviews about the films or any creative piece related to films - Produce a film logbook - Research and write plots or synopsis of films - Do writing exam practice paper - Watch movies - Listen to programmes related to films available on BBC 6-minute English - Take part in group discussions (SBA format) <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Speaking: SBA Recording I (Weeks 15-17) SBA Recording II (Weeks 19-20) • Writing: A movie review • Reading: Reading paper (Mid-year Summative Assessment)
<p>18th Jan – 12th Mar Includes: 25th Jan – 10th Feb Mid-year Summative Assessments 10th – 19th Feb – Lunar New Year Holiday</p>	<p>21-28</p>	<p>Module 3 Learning English through Debating</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 structure of a formal debate; • use persuasive techniques in a debate;

		<ul style="list-style-type: none"> • build a wider range of vocabulary related to debate; • work in a team to build arguments and rebuttals; and, • deliver an argumentative speech clearly, critically and coherently. <p><u>Reading Focus</u> I can identify the writer’s stance.</p> <p><u>Suggested Formative Practice</u></p> <ul style="list-style-type: none"> • Read newspaper articles (e.g. Face-off from Young Post) • Read debate speech samples • Make suggestions to solve social problems • Watch video clips of debate competitions on YouTube and do exercises • Watch the clip of Martin Luther King’s speech – I have a dream • Have city forums in class • Have mini debates in class <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Listening: Listening paper • Writing: Captain’s debate speech • Speaking: A formal debate <p><u>English Learning Event (ELE)</u> In Week 40, students will participate in one inter-class debate. Details to be confirmed closer to the time.</p>
<p>15th Mar – 28th May Includes: 16th – 18th Mar – Sports Day and Holiday after Sports Day 23rd – 26th Mar Pathway Exploration 29th Mar – 6th Apr – Easter Holidays 19th May – Buddha’s Birthday</p>	29-39	<p>Module 4 Post-secondary Communication</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • analyse my own strengths and weaknesses before choosing a suitable university programme or making a choice for my post-secondary path; • expand my vocabulary related to tertiary education and workplace communication; • learn different text types related to the workplace, e.g. e-mails, reports, CVs and letters of complaint; • explore various work-related issues; • enhance communication skills and problem-solving skills to prepare myself for the workplace.

		<p><u>Reading Focus</u> I can identify the main idea of the passage and of specific paragraphs.</p> <p><u>Suggested Formative Practice</u></p> <ul style="list-style-type: none"> - Read articles related to tertiary education and careers - Research various university programmes offered by local universities or institutions - Write about personal thoughts, plans and experiences - Write interview questions - Write an effective self-introduction - Respond to different workplace situations and write solutions - Write a self-account OR a composition for the “Additional Information” section of my JUPAS application - Listen to programmes related to workplace communication and tertiary education available on BBC Learning English - Watch videos about job interviews or dealing with difficult customers - Participate in individual presentations, role-play, acting out <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Reading: Reading paper • Writing: A letter of complaint • Listening: Listening paper
7th Jun – 9th Jun	41	End-of-year reflection; Revision for Exam
10th Jun – 24th Jun	41-43	Year End Exam
28th Jun – 30th Jun	44	Exam Paper Checking

Homework and Course Requirements

- I will complete twelve summative assessment tasks in this year. My teacher will give me more details later.
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Assessment for Learning

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:	20%
Writing:	20%
Self-regulation:	5%
Listening and Integrated skills:	30%
Speaking:	25%

Grade Boundaries and Writing and Speaking Marks Conversion

Level	Mark range (/100)	Writing (/21)	Speaking (/28)	SBA (/24)
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3	50-69	11-14	14-19	12-16
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1	39 or below	8 or below	11 or below	9 or below

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Course Materials

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- Oxford ESSENTIAL HKDSE PRACTICE PAPERS EDITION 2019

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1. You should be reading the same book in every lesson until you finish the book.
2. You can read either fiction or non-fiction books. After finishing 3 books, your teacher may allow you more freedom to explore different texts e.g. newspapers or magazines.
3. You should show evidence of your reading progress to your teacher on a regular basis.
4. Electronic devices are forbidden during the DEAR time. You should have dictionaries on the table for checking new words.

The Independent Study Scheme

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You can choose either “INDEPENDENT LEARNING WEB-SITES FOR ALL LEARNERS” or “S5 INDEPENDENT LEARNING SCHEME” where you will find recommended web-sites suitable for the units of work you are studying.



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
S2	<ol style="list-style-type: none">1. the aspects from S12. 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
S3	<ol style="list-style-type: none">1. the aspects from S1 and S22. build a vocabulary bank e.g. adjectives, informal language, etc.3. proofread own work carefully
S4	<ol style="list-style-type: none">1. the aspects from S1-S32. set learning goals and monitor progress towards these goals3. keep a reflective journal about reading
S5	<ol style="list-style-type: none">1. the aspects from S1-S42. read and respond to feedback3. conduct research and cite sources correctly

<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.

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 reader 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 5 English Curriculum, please contact the Secondary 5 English Level Coordinator, Mr Alan Cheng at 2685 1210.

Law Ting Pong Secondary School
English Language
S6 Course Outline (2020 - 2021)

General Description

The English S.6 curriculum will further consolidate my English language skills and to prepare me for the HKDSE exam under the New Senior Secondary (NSS) curriculum and further studies. Through the wide exposure to authentic language use in class and outside the classroom, I will be able to use English language proficiently and confidently. Also, I will develop my self-regulation skills in order to become a life-long learner.

Learning Objectives

By the end of S6, I will be able to:

- further increase my confidence in using English;
- enhance and consolidate examination skills required for the HKDSE, including the School-based Assessment (SBA);
- communicate and exchange ideas effectively with a higher level of proficiency needed for effective social interaction, further study, work and pleasure.

Topics and Teaching Schedule of Year 2020 - 2021

Date	Week	Module
Sept 4 - Sept 11	1-2	<p>Induction Week</p> <p>Introduction to the Course and the Course Requirements</p> <p><u>Learning Targets</u></p> <p><i>By the end of the module, I will be able to:</i></p> <ul style="list-style-type: none"> ✧ understand English language curriculum and the course outline ✧ understand the assessment and homework policy ✧ reflect on my performance in S.5 final examination ✧ set learning goals for myself <p>Return exams, reflections and corrections</p> <p>Revising self-account / OEA additional information</p>

Sept 14 – Oct 30	3-9	<p>Revision Module 1: Understanding the DSE assessment requirements and framework for each paper & SBA (Part B-IP)</p> <p><u>Learning Targets</u> <i>By the end of the module, I will be able to:</i></p> <ul style="list-style-type: none"> ✧ understand the SBA requirements for Part B ✧ sharpen my English skills required for the SBA ✧ apply all the skills to complete the SBA (Part B- IP) <p><u>Formative Practices</u></p> <ul style="list-style-type: none"> ✧ Reading: review the requirements of Paper 1; sharpen my reading skills and understand the common question types ✧ Writing: review the requirements of Paper 2, in particular the formats and rubrics ✧ Listening: review the requirements of Paper 3 ✧ Speaking: study SBA rubrics; watch sample videos of individual presentations and take part in individual presentations <p><u>Summative Assessment Tasks</u></p> <ul style="list-style-type: none"> ✧ Practice Examination (Saturday, Oct 10) Reading Practice Paper ✧ Practice Examination (Saturday, Oct 10) Writing Practice Paper ✧ Speaking: SBA (Part B-IP) (Weeks 6-7) <p>(Individual Presentation: I will select one of the learned NSS elective modules and work on the task that the teacher assigns.)</p>
Nov 2 – Nov 6	10	<p>Revision Module 2: Looking into Text Types</p> <p><u>Learning Targets</u> <i>By the end of this module, I will be able to:</i></p> <ul style="list-style-type: none"> ✧ recall the text types learned in previous years ✧ further understand the characteristics of various text types ✧ identify the content, linguistic and organisational features of each text type ✧ write appropriately for different purposes and audiences <p><u>Formative Practices</u></p> <ul style="list-style-type: none"> ✧ Reading: Read samples of various text types and explore the features of each text type, i.e. purpose, audience, language patterns, etc. ✧ Writing: Analyse the content, linguistic and organisational features used in each specific text type and practice writing each text type

		<ul style="list-style-type: none"> ✧ Listening: watch video clips related to teaching specific text types on YouTube; listen to peers' work ✧ Speaking: Individual presentations and group discussions about work produced <p><i>Text types to be reviewed:</i></p> <ul style="list-style-type: none"> ✧ Survey report ✧ Article ✧ Proposal ✧ Argumentative Essay ✧ Discursive Essay ✧ Debate Speech ✧ Problem-solution Essay ✧ Formal emails ✧ Opening speech ✧ Letter to the Editor ✧ Letter to the principal ✧ Newspaper report ✧ Film / Song review
Nov 9 - Nov 13	11	<p>Term Break</p> <p><u>Assignment: Paper 3 (Part A & Part B) HKDSE 2017 Past Paper</u></p>
Nov 16- Dec 4 (Speech Day Nov 27)	12-14	<p>Revision Module 2 (Continued)</p> <p><u>Summative Assessment Tasks</u></p> <ul style="list-style-type: none"> ✧ Writing Practice Paper ✧ Speaking Practice Paper
Dec 7 - Dec 18	15-16	<p>Revision Module 3: Past Papers Practice</p> <p><u>Learning Targets</u></p> <p><i>By the end of the module, I will be able to:</i></p> <ul style="list-style-type: none"> ✧ interpret and analyse a broad range of texts ✧ write appropriately for different contexts, purposes and audiences ✧ understand and identify the key details of a range of spoken texts ✧ express information and ideas (e.g. personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with suitable elaboration

		<p><u>Formative Practices</u></p> <p>Past papers practice (2013-2018)</p> <p><u>Summative Assessment Task</u></p> <p>✧ Reading Practice Paper</p> <p>✧ Listening Practice Paper (Saturday, Dec 5)</p>
Dec 23 – Jan 1	17-18	<p><i>Christmas and New Year Holiday</i></p> <p><u>Assignments: Papers 1 & 3 HKDSE 2020 Past Paper</u></p>
Jan 4 – Jan 21	19-21	<p>Revision Module 3: Past Papers Practice (continued) & Final Examination Preparation</p>
Jan 25 – Feb 10	22-24	<p><i>Final Examination</i></p>
Feb 11 – Feb 19	24-25	<p><i>Chinese New Year</i></p>
Feb 22 – Mar 15	26-29	<p>Exam Paper Checking & Post-exam Consultation</p>

I understand the course requirements as follows:

Homework and Course Requirements

- There will be formative practices and summative assessments throughout the whole academic year. Details will be announced by the teacher at the beginning of the school year.
- All assignments will be handed in on time. Marks/Grade deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/special case with a parent’s signature).
- All work will be kept neatly and organised in the class work books and portfolio. Missing pieces of work will result in a lowered grade. Details will be informed by the teacher.

Assessment weightings of the year

- **Continuous Assessment (40%)**
 - Reading (20% of the sub total)
 - Writing (25% of the sub total)
 - Listening (30% of the sub total)
 - Speaking (25% of the sub total)
- **Mock Exam (60%)**
 - Reading (20% of the Mock Exam total)
 - Writing (25% of the Mock Exam total)
 - Listening (30% of the Mock Exam total)
 - Speaking (25% of the Mock Exam total)

English boundaries and writing and speaking marks conversion

Level	Mark Range (%)	Writing score	Speaking (DSE) score	Speaking (SBA) score
5*	90 – 100	19 – 21	26 – 28	22 – 24
5	80 – 89	17 – 18	23 – 25	19 – 21
4	70 – 79	15 – 16	20 – 22	17 – 18
3	50 – 69	11 – 14	14 – 19	12 – 16
2	40 – 49	9 – 10	12 – 13	10 – 11
1	39 or below	≤ 8	≤ 11	≤ 9

Course Materials

- School-based materials
- HKDSE Past papers

Exercise Books

I am responsible for keeping the following materials neat and organised for assessment use:

- 1 blue exercise book for classwork
- 1 folder for all handouts, course materials, and test papers