

Below are the outlines of the eight suggested modules. For illustration purposes, schemes of work for the modules are provided at [www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html](http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html). The schemes of work provide teachers with detailed information about the kinds of activities and materials they might like to use, as well as suggestions about how to cater for learner diversity. Teachers may refer to the schemes of work for ideas, select and adapt the suggested activities, or make use of other materials available on the market.

## LANGUAGE ARTS

### **Learning English through Drama**

#### **General Description**

In this module, drama is used as a medium through which learners engage in purposeful communication. Learners will have the opportunity to read/view and appreciate drama texts/performances. Drama activities which offer an extensive range of contexts and roles will be used to boost learners' self-confidence in using English, and to develop their language skills, notably their pronunciation and oral skills, as well as generic skills such as creativity, and communication, collaboration and critical thinking skills. Learners may be asked to participate in the production of a dramatic performance at the end of the module.

#### **Learning Targets**

To develop learners' ability to:

- respond to characters, events, issues and themes in dramatic texts through oral, written and performative means
- reflect on the way in which writers use language to create effects
- give expression to imaginative ideas or their own experience through creating drama
- participate with others in planning, organising and presenting dramatic performances
- understand how the English language works in the context of drama, and how dramatic texts are organised and expressed, and apply this understanding to their learning and use of the language

### **Learning Objectives**

1. To strengthen learners' skills of understanding and interpreting dramatic texts through reading and writing
2. To enhance learners' oral skills by encouraging them to experiment with language in different roles and dramatic contexts
3. To strengthen learners' creativity through script writing, oral activities and dramatic performances
4. To help learners reflect on and evaluate their own performance and those of others

### **Content**

The module comprises three parts.

**Part 1** focusses on equipping learners with the knowledge and understanding of the basic skills needed for performing in drama and writing scripts.

**Part 2** focusses on providing learners with the experience of writing short scenes and performing dramatised reading.

**Part 3** focusses on providing learners with the experience of producing and performing a play.

### **Time Allocation**

Teachers should exercise their discretion in the time allocation for this module.

### **Assessment**

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Drama module will focus on learners' demonstration of their ability to:

- use stress and intonation, verbal and non-verbal ways of conveying feelings, emotions and motivations
- use a familiar story to write a short play script
- evaluate scripts given a set of criteria
- perform dramatised reading
- produce and perform a play
- evaluate a performance given a set of criteria

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- quizzes
- process writing
- play scripts
- role-plays
- group rehearsals and performances

## **Learning English through Short Stories**

### **General Description**

This module introduces learners to the world of short stories, encouraging them to read, write and tell them. Learners will be engaged in different activities which aim to develop their understanding of the major features of short stories, their language skills, cultural awareness, critical thinking skills and creativity. Learners will either write their own story or develop a given story outline at the end of the module.

### **Learning Targets**

To develop learners' ability to:

- understand the major features of short stories (e.g. theme, character, plot)
- respond and give expression to the imaginative ideas and feelings expressed in short stories through oral, written and performative means
- understand how the English language works in short stories and apply this understanding to their learning and use of the language

### **Learning Objectives**

1. To help learners understand the concepts of narration, setting, character, theme and symbol, as well as consider ways of creating mood, and of writing good story openings, closings and dialogue
2. To help learners apply the concepts and techniques they have learned in their own writing
3. To enhance learners' skills and interest in reading and appreciating short stories from a wide variety of sources
4. To help learners talk about works of fiction in an informed way
5. To introduce learners to storytelling as an art form

### **Content**

The module comprises three parts.

In **Part 1**, learners are introduced to the aims, design and content of the module. They will learn to identify and understand the key features of a short story, and read short stories with appreciation.

In **Part 2**, learners read and write specific aspects of a short story such as setting, character, theme, dialogue, opening and closing. They will also start to write their own story for the module by gathering ideas and producing drafts.

In **Part 3**, learners practise oral and story telling skills by sharing a story of their own choice with the class. They will finalise the draft for their module story and perform it to the class.

### **Time Allocation**

Teachers should exercise their discretion in the time allocation for this module.

### **Assessment**

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Short Stories module will focus on learners' demonstration of their ability to:

- understand concepts and techniques of short story writing
- apply this understanding to create short examples
- produce a written short story
- comment helpfully on the work of others
- tell or perform stories orally
- read and comment on a number of short stories

A range of activities will be used for assessing learner performance, including:

- short pieces of writing
- an end-of-course short story
- oral performances

## **Learning English through Poems and Songs**

### **General Description**

This module introduces learners to a variety of poems and songs with themes that are of interest to them. Learners will engage in different activities that aim to develop their appreciation of the themes and emotions expressed in poems and songs, acquaint them with poetic language and features, enhance their cultural awareness, stimulate their imagination, and foster their creative use of English. Throughout the module, learners will write/rewrite poems or lyrics and present them through various means. Learners will also produce a journal that contains their own reflections on poems/lyrics they have read in the module.

### **Learning Targets**

To develop learners' ability to:

- understand and appreciate a range of poems and songs
- respond and give expression to the imaginative ideas, moods and feelings expressed in poems and songs through oral, written and performative means
- understand how the English language works to convey themes and evoke feelings in poems and songs, and apply this understanding to their learning and use of the language

## **Learning Objectives**

1. To help learners understand the themes, structure, features and language in various poetic forms and songs
2. To help learners understand how moods and feelings are conveyed in poems and songs
3. To help learners apply the knowledge and techniques they have learned in their own creative production or appreciation of poems and songs

## **Content**

The module comprises five parts.

**Part 1** is an introductory component that helps learners understand what the module will cover and what will be required for the Poem and Song Journal, which is a collection of student-selected poems and songs with their personal responses.

**Part 2** introduces learners to various poems and songs. Learners will learn to identify and understand their features, structure, language and themes as well as appreciate them. This part also covers the vocabulary and techniques (e.g. simile, metaphor, rhyme, rhythm) that are used to create feelings, moods and meaning in poems and songs.

In **Part 3**, learners focus on reading and writing different types of poems, such as acrostics, shape poems, limericks, haikus and ballads. Learners will learn the characteristics and features of each of these different types of poem. They will also be encouraged to express various themes and personal feelings by producing poems of their own.

**Part 4** focusses on songs. Opportunities are provided for learners to read and identify the language features of song lyrics, to listen to and appreciate songs as well as to write/rewrite lyrics. Learners will also be introduced to a musical and have the chance of performing a song.

In **Part 5**, learners give a presentation or performance based on the poems or songs that they have selected.

### **Time Allocation**

Teachers should exercise their discretion in the time allocation for this module.

### **Assessment**

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Poems and Songs module will focus on learners' demonstration of their ability to:

- understand and appreciate the themes and language of poems and songs
- apply some of the techniques they have learned in the creative production of poems and song lyrics
- revise their own poems and songs for content/desired effects
- perform poetry

Assessment will focus primarily on the written and spoken work produced by learners. This will include:

- written personal responses to poems and songs
- creative work, such as original haikus and rewritten lyrics
- presentations and performances
- work that demonstrates the creative use of language in real-life contexts

## **Learning English through Popular Culture**

### **General Description**

In this module, learners will be provided with opportunities to extend their range of English abilities through exploring popular culture. They will be exposed to an array of popular culture texts covering a range of text types, such as reviews, newspaper/magazine columns, photo captions, advertisements and commercials. They will engage in different activities which aim to increase their critical thinking, creativity and cultural

awareness. At the end of the module, they will present a selection of their work in a form that is agreed upon between them and the teacher (e.g. a time capsule, an online publication, a newspaper-type publication).

### **Learning Targets**

To develop learners' ability to:

- understand a variety of written and spoken texts related to popular culture
- analyse popular culture texts to understand the typical features, language and structures
- respond and give expression to experiences, events, ideas, characters or issues through creative writing, performance and personal reflections
- understand how the English language works in different texts in popular culture and apply this understanding to their learning and use of the language

### **Learning Objectives**

1. To help learners understand and interpret ideas, information, facts, opinions and intentions presented in written and spoken texts related to popular culture
2. To help learners develop the vocabulary, language, format and styles used in various texts of popular culture
3. To help learners apply the knowledge and skills they have learned in their creative production and appreciation of popular culture texts

### **Content**

This module is divided into three parts.

In **Part 1**, learners are introduced to the basic concepts involved in this module, such as what popular culture means and what defines popular culture texts. They also need to consider the form that the end-of-module presentation of work will take.

In **Part 2**, learners are introduced to different text types that are tied to different areas of popular culture (e.g. photo captions, comic strips, columns, advertisements and commercials, and reviews). Learners are provided with opportunities to learn about the content, language and stylistic features that are typically associated with the text type in question, and to produce the text type using a process approach.

In **Part 3**, learners give presentations of the work that they have produced.

### **Time Allocation**

Teachers should exercise their discretion in the time allocation for this module.

### **Assessment**

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Popular Culture module will focus on learners' demonstration of their ability to:

- understand and interpret ideas and information in different popular culture texts
- identify the distinguishing language and stylistic features of different popular culture text types
- identify the purpose and intended audience for different popular culture texts
- apply their knowledge and understanding of the language and characteristic features of popular culture texts in their own production
- revise a popular culture text for content/desired effects
- present their work orally

Assessment primarily focusses on the work produced by learners during the course of the module. This includes:

- short reviews of films
- column contributions (e.g. horoscopes, fashion and style, advice)
- captions (e.g. photo captions, cartoon captions)
- comic strips
- presentations
- group discussions

## NON-LANGUAGE ARTS

### **Learning English through Sports Communication**

#### **General Description**

This module helps learners learn to read/view and produce a range of texts related to sports. Learners will also learn vocabulary and expressions related to sports, the skills and strategies sports writers and broadcasters employ to create their texts, the sales pitch in promotional and advertising materials about sports, the ways in which fans express their support, etc. Towards the end of the module, learners will produce a selection of texts for a sports display, media programme or magazine.

#### **Learning Targets**

To develop learners' ability to:

- understand a variety of written and spoken texts related to sports
- analyse sports-related texts to understand typical features, language and structures
- organise and present information and ideas on a sports-related topic
- understand how the English language works in different sports-related texts and apply this understanding to their learning and use of the language

#### **Learning Objectives**

1. To familiarise learners with the various elements of sports writing, such as types, styles and conventions
2. To help learners develop the skills needed to create written and spoken materials related to sports
3. To reinforce learners' language skills and learning strategies through providing them with the opportunities to produce texts for sports coverage and promotion

#### **Content**

The module has three different types of lesson.

There are writing workshops that examine different types of sport-related text and lead to writing practice. Writing activities will cover fan pages/player profiles, product reviews, sports articles, surveys and reports, etc.

There are lessons that concentrate on developing learners' speaking skills. Oral activities will cover presentations, interviews, discussions, etc.

There are other lessons intended to offer variety and keep learners well-motivated. Activities include quizzes, films and songs, etc. There will also be a display of work done relating to the learners' own school.

### **Time Allocation**

Teachers should exercise their discretion in the time allocation for this module.

### **Assessment**

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Sports Communication module will focus on learners' demonstration of their ability to:

- speak and write appropriately about one or more sports
- gather and organise information
- develop materials about sporting activities in the school

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- presentations
- sports articles
- sports product reviews
- fan pages
- survey reports

# Learning English through Debating

## General Description

This module introduces learners to the format and principles of debating, and its value as a powerful language learning tool. Learners will be engaged in a broad range of activities which aim to enhance their presentation, argumentation, critical thinking, collaboration and information skills, increase their world knowledge and develop their self-confidence. Learners will take part in a debate towards the end of the module.

## Learning Targets

To develop learners' ability to:

- converse and argue about points of view persuasively and confidently
- participate with others in planning, preparing for and carrying out a debate
- generate, research, relate, connect, develop, refine, justify and apply ideas
- define and solve problems by considering related factors and exploring options
- understand how the English language works in the context of a debate and apply this understanding to their learning and use of the language

## Learning Objectives

1. To familiarise learners with the format, basic set up and rules of a debate
2. To teach learners how to research and prepare for a debate
3. To help learners develop the skills for debating, in terms of content, structure and style
4. To enhance learners' debating skills by providing them with the opportunities to participate in debates

## Content

The module comprises three parts.

In **Part 1**, learners participate in a range of activities which help them understand the fundamental idea and the basic set up of debating as well as the idea of rhetoric.

**Part 2** aims at helping learners develop the range of skills necessary for debating, such as defining motions, researching information, analysing underlying principles and assumptions, working on arguments and examples, structuring arguments logically, preparing speeches and rebuttals, and using appropriate delivery techniques.

**Part 3** provides an opportunity for learners to participate in a debate where they will apply

their knowledge and skills in argumentation, organisation, collaboration, oral presentation and self/peer assessment.

### **Time Allocation**

Teachers should exercise their discretion in the time allocation for this module.

### **Assessment**

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Debating module will focus on learners' demonstration of their ability to:

- identify issues and problems
- research, analyse and organise information
- develop and elaborate arguments to justify or apply ideas
- plan and produce coherent and structured texts to achieve intended purposes
- use debating skills appropriately

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- quizzes
- group discussions
- role-plays
- presentations
- writing scripts for speeches
- debates

## **Learning English through Social Issues**

### **General Description**

In this module, learners will be provided with opportunities to develop and consolidate their language skills through exploring and researching social issues they are interested in. They will be exposed to a variety of resources through which they will learn to define issues/problems, analyse information, understand the arguments and use of language in the texts on these issues, and express their points of view about the issues through speaking or writing. At the end of the module, they will present their views or arguments on a selected social issue through various oral and/or written means.

### **Learning Targets**

To develop learners' ability to:

- understand a variety of written and spoken texts on social issues
- understand how a social issue may be defined, analysed, perceived, researched and presented in a spoken or written text
- analyse texts on social issues in order to understand their structural and linguistic features
- identify and define problems from gathered information, consider related factors, draw conclusions, explore options or solutions, and justify views or arguments
- develop and refine ideas, plan, organise and carry out presentations on particular issues
- understand how the English language works in different texts on social issues and apply this understanding to their learning and use of the language

### **Learning Objectives**

1. To help learners understand and interpret ideas, information, facts, opinions, intentions and arguments presented in written and spoken texts on social issues
2. To help learners develop the skills of understanding and evaluating social issues from various perspectives
3. To develop learners' abilities to evaluate information from various sources and carry out research using different methods
4. To enhance learners' ability to plan and produce coherent and structured texts through providing them with the opportunities to present information, views or arguments on particular issues

## **Content**

The module comprises three parts.

**Part 1** is an introductory component that presents the idea of social issues and gives learners the opportunity to consider various ways social issues may affect them personally, their society and the world around them. Learners practise reading, identifying and writing definitions, causes and effects, and solutions to social problems.

**Part 2** introduces learners to the idea that social issues can be looked at from different perspectives. They learn how to follow an argument and research a social issue. They also develop strategies for evaluating information from different sources, and techniques for citing and acknowledging sources.

In **Part 3**, learners identify a social problem they are interested in, and carry out research on it. They will define the issue, examine it and analyse it from different perspectives. Learners may choose to present their work in formats such as a letter to the editor, a pamphlet or a report.

## **Time Allocation**

Teachers should exercise their discretion in the time allocation for this module.

## **Assessment**

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Social Issues module will focus on learners' demonstration of their ability to:

- understand and interpret ideas and information in texts on social issues
- follow and evaluate arguments
- write about a social issue
- analyse and evaluate information from various sources
- carry out simple research using methods such as surveys and interviews
- summarise a passage
- present a written or spoken text that incorporates a definition of a social problem, its causes and effects, and offers solutions to it

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- quizzes
- paragraphs written on definitions, causes, effects and solutions
- evaluation of information
- questionnaires and interviews
- written or spoken presentations

## **Learning English through Workplace Communication**

### **General Description**

This module introduces learners to different text types related to the workplace. Learners will engage in a range of workplace tasks (e.g. making and handling telephone enquiries and complaints, writing memos) which aim to develop their knowledge and skills to use the language in a practical way and gain confidence in using English to communicate with others about work-related matters. Learners will develop language skills, presentation skills, organisation skills and interpersonal skills in the process. At the end of the module, learners will perform a series of communication tasks that simulate real work situations.

### **Learning Targets**

To develop learners' ability to:

- establish and maintain relationships and routines in the workplace context
- produce or exchange a range of workplace-related messages, both oral and written
- analyse, organise, integrate and present information, messages and views with suitable reasoning and strategies, and produce texts appropriate to the purpose, context and audience in the workplace
- identify and define problems from given information, explore and discuss options, and solve the problems
- understand how the English language functions in work-related contexts and apply this understanding to their learning and use of the language in real life

### **Learning Objectives**

1. To familiarise learners with the different types of workplace correspondence
2. To develop learners' understanding of the vocabulary, language, formats, styles and conventions used in spoken and written communication in the workplace
3. To help learners apply the knowledge and skills they have learned in their production of workplace-related texts

4. To enhance learners' ability to carry out workplace-related activities through providing them with opportunities to practise and demonstrate their language and communication skills in simulated tasks

### **Content**

The module has three different types of lesson.

There are lessons that concentrate on work-related reading and writing texts and activities, including business memos, letters, e-mails, sales/promotional materials, meeting agendas and minutes.

There are lessons that concentrate on listening and speaking activities which help develop skills in handling spoken communication in the workplace. Activities will cover telephone enquiries and complaints, sales presentations and job interviews.

There are other lessons which allow learners to develop work-related vocabulary and discuss business concepts. Learners will also plan and make a final presentation/performance of the work-related texts that they have produced in the course of the module.

### **Time Allocation**

Teachers should exercise their discretion in the time allocation for this module.

### **Assessment**

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Workplace Communication module will focus on learners' demonstration of their ability to:

- write appropriate texts
- speak in a suitable style for workplace purposes
- organise and convey information relevant to a workplace-related situation

A range of the following activities from the module can be used for assessment purposes:

- short oral tasks
- short writing tasks
- presentation/performance of workplace-related tasks
- quizzes

### 2.3.7 Broad Learning Outcomes

The following broad learning outcomes provide an overall picture of what learners should be able to do in English by the end of S6. They form the assessment objectives for English Language at the senior secondary level.

#### ***Reading***

- Understand and interpret the purpose and meaning of a broad range of texts
- Identify the main theme and key details of a broad range of texts
- Identify the contextual meaning of words and phrases
- Interpret the tone and mood of a writer
- Distinguish and evaluate views, attitudes or arguments in fairly complex texts
- Understand the use of a range of language features in fairly complex texts
- Interpret, analyse, select and organise ideas and information from various sources

#### ***Writing***

- Write texts for different contexts, audiences and purposes with relevant content and adequate supporting detail
- Convey meaning using a range of vocabulary, linguistic devices and language patterns appropriately and accurately
- Plan and produce coherent and structured texts with ideas effectively presented and developed
- Write texts using appropriate tone, style and register and the salient features of different genres
- Draft and revise written texts

### ***Listening***

- Understand and interpret the purpose and meaning of a range of spoken texts
- Identify the key details of a range of spoken texts
- Interpret speakers' feelings, views, attitudes and intentions
- Understand speakers with a range of accents and language varieties in speech delivered at a moderate pace
- Understand the use of a range of language features in fairly complex spoken texts

### ***Speaking***

- Express information and ideas (e.g. personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with suitable elaboration
- Convey meaning using a range of vocabulary and language patterns appropriate to the context, purpose and audience
- Establish and maintain relationships/spoken exchanges using formulaic expressions and appropriate communication strategies (e.g. making an appropriate opening and closing, negotiating meaning, making suggestions, using appropriate degrees of formality)
- Produce coherent and structured speeches with ideas effectively/clearly presented and developed
- Pronounce words clearly and accurately
- Use appropriate pace, volume, intonation, stress, eye contact and gesture to support effective communication

### 2.5.3 Enrichment Components

To add variety to the English Language curriculum, broaden students' learning experiences and cater for their diverse needs and interests, the following elements are to be incorporated:

Language Arts Elements <sup>3</sup>	Non-language Arts Elements <sup>3</sup>
Drama	Sports Communication
Short Stories	Debating
Poems and Songs	Social Issues
Popular Culture	Workplace Communication

Schools are encouraged to use the above elements to extend and deepen learning and enrich students' language learning experiences. Based on school contexts and students' needs, teachers are free to decide which of the above elements to teach, the breadth and depth of teaching, as well as the amount of time to be allocated to the enrichment components. The incorporation of these elements in the school-based curriculum aims to widen students' language exposure and heighten their language and cultural awareness, as well as to provide opportunities for application and integrative use of language and generic skills (e.g. creativity, critical thinking skills, communication skills).

The above elements can be flexibly and easily integrated into different modules of learning suggested in this Guide. The table below shows some examples:

Suggested Modules and Units	Enrichment Components	Suggested Activities
<u>Getting along with Others</u> <ul style="list-style-type: none"> <li>• Friendship and Dating</li> <li>• Sharing, Co-operation, Rivalry</li> </ul>	<ul style="list-style-type: none"> <li>✧ Drama</li> <li>✧ Poems and Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a script and role-playing a scene on the conflict between two friends</li> <li>• Listening to songs about friendship and love and understanding the theme and figurative language used in the lyrics</li> </ul>
<u>Study, School Life and Work</u> <ul style="list-style-type: none"> <li>• Study and Related Pleasure/Problems</li> <li>• Experiments and Projects</li> </ul>	<ul style="list-style-type: none"> <li>✧ Popular Culture</li> <li>✧ Workplace Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a letter for a newspaper column to offer advice on teenage problems</li> </ul>

<sup>3</sup> These elements are taken from the eight elective modules of the Elective Part of the previous curriculum. Under the optimising arrangements in 2021, there is no division between the Compulsory and Elective Parts.

<ul style="list-style-type: none"> <li>• Occupations, Careers and Prospects</li> </ul>		<ul style="list-style-type: none"> <li>• Conducting a mock job-interview in a Career Expo</li> </ul>
<u>Cultures of the World</u> <ul style="list-style-type: none"> <li>• Travelling and Visiting</li> <li>• Customs, Clothing and Food of Different Places</li> </ul>	<ul style="list-style-type: none"> <li>◇ Poems and Songs</li> <li>◇ Popular Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Reading poems and listening to folk songs about other places and cultures</li> <li>• Reading reviews on travel blogs and websites to plan trips and itineraries</li> </ul>
<u>Wonderful Things</u> <ul style="list-style-type: none"> <li>• Successful People and Amazing Deeds</li> <li>• Great Stories</li> <li>• Precious Things</li> </ul>	<ul style="list-style-type: none"> <li>◇ Short Stories</li> <li>◇ Sports Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Reading stories/biographies of Nobel laureates</li> <li>• Watching documentaries of famous athletes</li> </ul>
<u>Nature and Environment</u> <ul style="list-style-type: none"> <li>• Protecting the Environment</li> <li>• Resources and Energy Conservation</li> <li>• Biodiversity</li> <li>• Animal Protection</li> </ul>	<ul style="list-style-type: none"> <li>◇ Debating</li> <li>◇ Social Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting a debate on environmental conservation vs economic development</li> <li>• Designing a questionnaire and conducting a mini-survey on sustainable development</li> </ul>
<u>The Individual and Society</u> <ul style="list-style-type: none"> <li>• Crime</li> <li>• Human Rights (personal rights, civic rights, respect)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Short Stories</li> <li>◇ Social Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and analysing the theme and plot of a detective story</li> <li>• Giving a speech on discrimination/the importance of an inclusive community</li> </ul>
<u>Communicating</u> <ul style="list-style-type: none"> <li>• The Media and Publications</li> <li>• The Internet</li> </ul>	<ul style="list-style-type: none"> <li>◇ Social Issues</li> <li>◇ Workplace Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the pros and cons of social media and suggesting solutions to problems caused</li> <li>• Writing a memorandum to staff on cyber security at the workplace</li> </ul>
<u>Technology</u> <ul style="list-style-type: none"> <li>• Changes Brought about by Technology</li> </ul>	<ul style="list-style-type: none"> <li>◇ Debating</li> <li>◇ Social Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting a debate on whether Artificial Intelligence does more harm than good</li> <li>• Writing an article about how technology changes the ways students learn</li> </ul>
<u>Leisure and Entertainment</u> <ul style="list-style-type: none"> <li>• The World of Sports</li> <li>• “Showbiz”</li> </ul>	<ul style="list-style-type: none"> <li>◇ Sports Communication</li> <li>◇ Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a proposal to suggest a new sport to be included in the Olympic Games/a new city to host the Olympic Games</li> <li>• Recreating the ending of a play/musical</li> </ul>

# Appendices

## Appendix 1

### Language Items and Communicative Functions for Key Stages 3 – 4 (Secondary 1 – 6)

Language Items and Communicative Functions	Examples
Use adjectives, adverbs, formulaic expressions, etc. to make comparisons and give descriptions of processes and situations	<p>Exercise will make you <u>healthier and stronger</u>.</p> <p>You cannot expect <u>more</u> pay for <u>less</u> work.</p> <p>John walks and talks <u>like</u> his father.</p> <p>Although the twins look <u>alike</u>, they are very <u>different</u> in character.</p> <p>Nancy is the girl in an <u>old-fashioned, blue, tattered</u> dress.</p> <p><u>After two months</u>, we found the missing ring under the carpet.</p> <p>The children are <u>upset</u> to hear that the picnic has been cancelled.</p> <p>It's <u>kind of you to help</u>.</p> <p>Tom is <u>old enough to travel</u> by himself.</p> <p>To a large extent, the two pieces of work are <u>similar</u> in terms of content.</p> <p>It's an own goal! <u>What a blunder!</u></p>
Use the simple present tense, gerunds, conditionals, etc. to make general statements about the world and “universal truths”	<p>Greed <u>is</u> not the only force that <u>moves</u> the world.</p> <p>Hong Kong <u>is</u> a financial centre.</p> <p><u>If there is</u> a thunderstorm, you <u>should not swim</u> in the sea.</p> <p>The plane <u>leaves</u> for Beijing at seven o'clock tonight.</p> <p><u>Swimming</u> is a popular sport in Hong Kong.</p> <p><u>Surfing the Internet</u> is a very popular pastime among Hong Kong teenagers.</p>
Use a variety of tenses, the passive voice, reported speech, adverbs, etc. to refer to events in the past, present and future and to the frequency with which things occur	<p>The volcano last <u>erupted</u> in 1960.</p> <p>He said that he <u>used to swim</u> for half an hour every morning.</p> <p>I <u>may have thrown</u> away the book by mistake.</p> <p>My brother <u>is working</u> as a nurse in a local hospital for the time being.</p> <p>I <u>was watching</u> the stars when I <u>saw</u> a strange flying object.</p> <p>Manchester United <u>will be playing</u> against Millwall in the FA Cup Final.</p> <p>He <u>has been talking</u> on the cell phone for two hours already.</p> <p>I <u>will get</u> in touch with you sometime next week.</p> <p>Security in the region <u>is threatened</u> by the recent bomb attacks.</p> <p>He <u>has worked</u> in this bank for twenty years.</p> <p>He <u>has been working</u> since January.</p> <p>She <u>said she would arrive</u> before noon.</p> <p>She <u>has been</u> the Chief Executive Officer of that company for seven years.</p>
Use conditionals, inversions, formulaic expressions, etc. to express gratitude and regret	<p><u>Had it not been</u> for my teacher, I <u>would never have had</u> the confidence to finish this project.</p> <p><u>May I take this opportunity to express our deepest gratitude to all our teachers for their guidance, patience and support.</u></p> <p><u>If you had come</u> earlier, <u>you would have met</u> Michael Jordan.</p>

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	<p><u>I'm sorry</u> I won't be coming to your graduation ceremony.  It's a <u>pity</u> that the concert has to be cancelled because of the typhoon.  <u>I wish I could</u> take back my words.  <u>I wish I had been</u> more careful with my spending.</p>
Use adjectives, inversions and formulaic expressions to pay a compliment or make a criticism	<p><u>Never have I seen</u> such a badly put together documentary.  <u>Well done!</u>  <u>How clever of you</u> to think of all that!  Our students were deeply <u>impressed</u> by the love and respect with which the elderly were treated in your centre.</p>
Use formulaic expressions, adverbial clauses, etc. to make a complaint	<p><u>I've had enough of</u> this nonsense.  <u>I'm afraid that</u> the noise your dog makes has kept us awake all night.  <u>What a nuisance</u> it is to have to fill in so many forms!  You have shown no improvement in your behaviour <u>even though</u> you have been warned several times.</p>
Use adverb phrases and adverbial clauses of reason, concession, result, etc. to justify one's behaviour, decision and point of view in a variety of situations	<p>We have put more chairs in the school hall <u>in order that more</u> people can be accommodated.  <u>As a result of</u> the new law, many foreign workers are allowed to work in Hong Kong.  <u>Owing to</u> the heavy rain, the concert was cancelled.  The two friends have fallen out <u>due to</u> a misunderstanding.  Mr. Lee has decided to stop selling deep-fried snacks in the tuck shop <u>because of</u> parental pressure.</p>
Use adjectives, adjective phrases, formulaic expressions, etc. to describe one's feelings and responses to happenings and states of affairs in some detail	<p>It's difficult to describe my feelings at the airport. I was <u>thrilled</u> about studying abroad, <u>sad</u> to leave my family and friends, a little <u>anxious</u> about adapting to a new place, and intensely <u>aware</u> that I had to make something of myself.  The runners were <u>too tired to move</u> after the marathon.  <u>Embarrassed by his careless blunder</u>, John went all red in the face.  <u>You must be joking!</u>  <u>What a shame!</u></p>
Use modals and formulaic expressions to ask for and give advice on a variety of matters	<p><u>We would be grateful if you could</u> supply us with information on university education in the United Kingdom.  <u>Could you</u> give us some hints on how to solve the problem?  <u>Why don't you</u> add more illustrations to your project?  <u>Perhaps you should</u> discuss this with your parents.  Yes, <u>it is a good idea</u> for our students to take part in voluntary service.</p>
Use modals and formulaic expressions to ask for favours and assistance	<p><u>Can</u> you pass me the salt, please?  <u>Could</u> you tell me where the supermarket is?  <u>Do you mind</u> changing seats with us, please?  I <u>should be grateful</u> if you <u>would</u> let me have the results as soon as possible.</p>
Use modals and formulaic expressions to express obligations and prohibitions	<p>You <u>ought to</u> report the incident to the police.  <u>Under no circumstances</u> should you touch this button.</p>
Use modals and formulaic expressions to request, offer, accept and decline help	<p><u>Can you</u> give me a hand?  <u>What can I do for you?</u></p>

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	<p><u>Is there anything I can do for you?</u>  <u>Thank you, that's very kind of you.</u>  <u>No, thank you. I can finish this project on my own.</u></p>
Use modals, appropriate verbs and formulaic expressions, etc. to invite, make and refuse suggestions and proposals	<p><u>Please feel free to make suggestions.</u>  <u>Let's make a card for mum and dad's wedding anniversary.</u>  I <u>suggest that you</u> help create a school garden to grow vegetables.  A: <u>Why don't we bring our own tents to the campsite?</u>  B: <u>That may not be a good idea.</u> A typhoon is approaching. <u>I'd rather</u> sleep indoors.  <u>I'm afraid</u> that your proposal has been rejected by the committee.</p>
Use modals, formulaic expressions, etc. to seek information	<p><u>Excuse me</u>, we're students from Man Yiu College. We're collecting the views of visitors on Hong Kong. <u>Can you spare us a few moments?</u></p>
Use imperatives, sequence words and formulaic expressions, etc. to give instructions in a variety of contexts	<p>The Museum of Tea Ware is in Hong Kong Park. <u>Go</u> by MTR. <u>Get off</u> the train at Admiralty. <u>Then, take</u> the Pacific Place exit. From there, it's only a 5-minute walk.  <u>First, search</u> in the library catalogue for all the books on this topic. <u>Scan</u> the contents page and index to locate useful information. <u>Next, collect</u> illustrations, photos or <u>make</u> your own models. <u>After that</u>, you should carefully consider your own views on the matter. <u>Then, organise and present</u> your materials in an interesting manner. <u>Finally, make sure</u> you hand in your work on time.</p>
Use formulaic expressions, etc. to make and answer telephone calls	<p><u>I'm afraid</u> Mr Chan is at a meeting. <u>Can I take a message?</u>  <u>Would you like to leave a message?</u></p>
Use modals, formulaic expressions, adjectives, the passive voice, etc. to make observations	<p>I <u>can see</u> that you have put <u>a great deal of</u> effort into this project. Never have I seen such <u>marvellous</u> work before!  It <u>was observed</u> that most students in this class preferred to have a packed lunch.  He <u>was overheard</u> criticising the project.</p>
Use modals, formulaic expressions, adjectives, etc. to make enquiries	<p><u>I am writing to enquire about</u> the possibility of being exempted from the oral examination.  <u>I should be grateful if you could inform me</u> of the procedures I have to follow in order to apply for this job.</p>
Use adverbial clauses, modals and formulaic expressions, etc. to deal with enquiries and respond to requests or complaints	<p><u>With reference to</u> your request for a replacement for the disc you bought <u>recently</u>, <u>I regret to inform</u> you that this title is already sold out.  <u>I write to clarify</u> the possible misunderstanding which <u>might</u> have arisen during the meeting between the two parties.  <u>I represent</u> the Students' Union of our school and wish to apologise for the late payment for our purchases from your company.  <u>Let me apologise</u> on behalf of the company.  <u>We deem it necessary</u> to ban smoking in our shopping centre.  <u>Should you have any queries</u>, please contact me directly.</p>

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Use a variety of tenses, prepositions, formulaic expressions, adjectives, adverb phrases, adverbial clauses, the passive voice, etc. to express factual information	<p><u>According to</u> the statistics, there <u>has been</u> a sharp rise in the number of visitors from Mainland China <u>during the last eight months</u>.</p> <p><u>As a matter of fact</u>, more and more university students take up part-time jobs nowadays for a variety of reasons. Some do it <u>because they have a real need to pay their increasingly high tuition fees</u>.</p> <p>UNICEF's work <u>is guided</u> by the Conventions on the Rights of the Child.</p> <p>Family problems have become more and more <u>acute</u> these days.</p>
Use a variety of tenses, prepositions, adjectives, adverb phrases, adverbial clauses, the passive voice, etc. to present plans	<p>The school authority <u>plans</u> to build a new wing next to the hall <u>during the summer holiday</u>.</p> <p>A 4% increase in spending on education <u>has been planned</u>.</p> <p><u>I'm going to send</u> you an email <u>as soon as I get to Canada</u>.</p>
Use a variety of tenses, the passive voice, adverb phrases, adverbial clauses, etc. to find and provide evidence for a particular conclusion	<p><u>Considering</u> the figures provided by the government, <u>it is evident that</u> the economy has been enjoying a rebound.</p> <p>It <u>has been proved</u> that passive smoking is extremely dangerous to health.</p> <p><u>As a result of</u> the strengthened police protection scheme for witnesses, more crimes were reported last month.</p> <p><u>There is no information</u> as to which political parties are the more popular among the public, and so a survey is being carried out by local experts.</p> <p>The candidate is likely to win the election <u>since she is way ahead of her opponent according to a recent poll</u>.</p>
Use imperatives, modals, adjectives, adverbial clauses, formulaic expressions, rhetorical questions, etc. to give and justify recommendations and make proposals	<p><u>Stop</u> buying electrical appliances or products that are not <u>energy-efficient</u>.</p> <p><u>In order to</u> stop bullying, victims of bullying <u>must be convinced</u> that they can do something about it.</p> <p><u>I feel strongly</u> that the government should redouble its efforts to stop discrimination against the disabled.</p> <p><u>It is of the utmost importance</u> for the government to review Hong Kong's language policy.</p> <p><u>Would it not make more sense</u> to promote the use of canvas bags instead of plastic bags?</p> <p><u>Another alternative</u> is to encourage manufacturers to use recycled paper as far as possible.</p>
Use the simple present tense, adverb phrases, adjectives, gerunds, conditionals, formulaic expressions, etc. to express personal feelings, opinions and judgements, and present arguments	<p>I <u>really appreciate</u> your firm stance on environmental issues.</p> <p>I am <u>very frustrated</u> by the lack of public swimming pool facilities in my neighbourhood.</p> <p><u>Creating more job opportunities</u> should be the most important issue on the agenda.</p> <p><u>If the clubhouse had publicised</u> its new policy better, the reactions from residents <u>would have been</u> more supportive.</p> <p><u>In my opinion</u>, child abuse has already become a major social problem in Hong Kong.</p>

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	<u>I'm afraid</u> family problems have become more and more acute these days.
Use a variety of tenses, the passive voice, adverb phrases and adverbial clauses, formulaic expressions, etc., to give presentations on a variety of topics	<p><u>I've just read about a topic</u> which worries me a lot: drug abuse.</p> <p><u>There is no doubt that</u> parents are very concerned about recent reports of bullying.</p> <p><u>First of all</u>, I would like to talk about the arrangements for the proposed trip.</p> <p><u>I would like to conclude</u> with the following suggestions: ...</p> <p>My findings <u>can be summarised</u> as follows: ...</p>
Use a variety of tenses, modals, adverb phrases, adverbial clauses, formulaic expressions, etc. to participate in and sustain group discussion	<p><u>Should we begin our discussion</u> with the first item on the agenda?</p> <p><u>In that case, do you think it's a good idea</u> to bring in more native speakers even though it may increase our budget?</p> <p><u>May I finish</u> my point first before you voice your opinion?</p> <p><u>Do you mean</u> you don't agree with the idea at all?</p> <p>Well, yes, <u>to a certain extent</u>.</p> <p>It seems we all think differently and it is quite impossible for us to come to a consensus. <u>Shall we take a vote?</u></p>