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SING YIN SECONDARY SCHOOL
SYLLABUS FOR ENGLISH SEPTEMBER 2016 - JULY 2017

FORM ONE

Longman Elect JS1A & JS1B (Second Edition)	Gary Harfitt, John Potter, Sarah Rigby, Kitty Wong	Longman
Longman Elect Workbook JS1A & 1B (Second Edition)	Jeremy Lanaway	Longman
Junior Oxford Advanced Listening Book 1	Andrew Doig, Kevin Hayhoe, Daisy Hughes, Andrew Jarvis, Elizabeth Steward	Oxford
Developing Skills: Grammar & Usage for Junior Secondary Learners 1 (Set B)	C. Harris	Aristo
Billy Elliot	Melvin Burgess (retold by Karen Holmes)	Penguin Readers
Frankenstein	Mary Shelley (retold by Deborah Tempest)	Penguin Active Reading (Level 3)
Cambridge Learner's Dictionary (4 th Ed.) (With CD-ROM) (ISBN: 978-1-10-766015-1)		Cambridge

AIMS

The aims of this syllabus are as follows:

1. to develop students' competence in the four skill areas of speaking, listening, reading and writing so that they are thoroughly prepared for the next stage of English learning as well as studying other subjects through the medium of English;
2. to develop a firm foundation to facilitate the successful use of English as a means of communication, expression and enjoyment;
3. to help students identify and accept their own strengths and weaknesses in language learning, and take action to address their weaknesses;
4. to develop students' open-minded attitude, showing understanding and respect for different cultures, ways of life, beliefs and points of views through exposure to a wide variety of texts;
5. to help students reflect positively on their learning experiences with the aim of increasing their language proficiency; and
6. to promote creativity & critical thinking skills through language arts.

TASK-BASED LEARNING

The task-based approach to language learning places emphasis on learning to communicate through purposeful interaction in the target language. It aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes (e.g. project learning).

LEARNING OBJECTIVES**A. BRIDGING PROGRAMME & LEARNING STRATEGIES AND STUDY SKILLS****1. Classroom language and everyday expressions**

To achieve the communicative purposes of English language learning and facilitate the successful use of English as the medium of instruction, teachers should use English for all aspects of classroom learning and management. Students should be taught to understand the teachers'

instructions and they should also be able to talk to them in simple English in aspects such as asking for permission, asking for clarification or repetition, apologizing, responding to teachers' questions, etc. Students should also learn how to express themselves in everyday situations using English.

2. Dictionary skills

Students should be able to use the dictionary to learn more about words. They should understand the symbols and abbreviations and know what they can learn from their dictionary.

3. Phonics skills

Students should be taught to identify and pronounce all English vowel sounds. They should learn how to divide words into syllables, find out where the stresses are and be able to pronounce the words they come across in F.1. The teaching of phonics and phonetic symbols should not be an end in itself. The students should understand how phonetic symbols can help them in pronunciation.

4. Vocabulary skills

Students should be taught the different skills for learning, organising and retaining new vocabulary.

5. Library skills

Library skills should be taught so that students can be resourceful and independent learners. Students should be taught how to find information and make use of the resources in the library for project work and self-learning.

6. Newspaper reading

F.1 students are encouraged to subscribe to an English language newspaper at least once a cycle. Students should be encouraged to form a habit of reading an English language newspaper regularly to get more exposure to authentic English. They should be able to complete simple learning tasks set by their teachers.

B. WRITING

Students should be able to write an extended text (160-180 words) which is coherent, accurate and appropriate in style and format. The types of text at this stage should include personal writing (e.g. homepages), social writing (e.g. e-mail messages, letters, and postcards), public writing (e.g. leaflets), study writing (e.g. reports) and creative writing (e.g. stories, advertisements).

Teachers should develop students' skills at the various stages of the writing process. They include pre-writing, drafting, revising and editing. Students should be taught to generate ideas, plan ideas, identify purposes and audience, write effective beginnings and endings for different text-types, develop and structure content, review and revise the drafts at the text level and use an editing code to address language errors.

C. READING

1. Intensive Reading

The students should learn to understand, interpret and analyse different genres of written texts. They should be able to:

- make use of the knowledge of the world to make sense of the written text;
- acquire, extract and organize information relevant to specific tasks;
- understand different feelings, views and attitudes;
- differentiate fact from opinion;
- understand how sentences and parts of a sentence relate to each other;
- understand the use of discourse markers; and

- know what a word or phrase refers to in the previous or subsequent context.

2. Extensive Reading

The Hong Kong Extensive Reading Scheme is a well-organised reading programme aiming at providing students with essential extra exposure to comprehensible English both inside and outside English classes so as to raise the levels of proficiency in English.

It can provide each student individually with:

- an accurate assessment of their initial reading level;
- a steady supply of books which are:
 - of good quality,
 - at the appropriate level,
 - of varied interest, and
 - of gradually increasing difficulty;
- constant and consistent encouragement to read;
- evidence of progress;
- feedback on their comprehension; and
- opportunity to work at their own pace.

Oral conferences should be held during ERS lessons to monitor students' progress, provide feedback on their effort and ensure that the scheme runs effectively for individual students.

It is hoped that through reading interesting books at the right level comfortably and extensively, the students will develop a good reading habit and will experience a rapid increase in reading comprehension and over a longer period, an improvement in writing ability. Students are encouraged to read at least 24 books in Form One (Challenge Programme: 26 books).

3. Literature

Students should learn to appreciate selected classic literature texts through guided reading of the text and exploration of setting, characters, themes and plot. It is hoped that students will gain an understanding of the language from a cultural perspective. With a focus on classic titles, Literature supplements the coverage of language arts in general (see Part H). The introduction of the literature element should also be a complement to developing students' intensive reading skills and extensive reading habits.

D. LISTENING

Students should learn to interpret what is being said, construct meaning and respond accordingly. They should be able to:

1. discriminate between similar speech sounds, homonyms, stress and intonation patterns;
2. identify key ideas in a passage, discussion or conversation;
3. extract information and ideas in spoken texts;
4. identify the sequence of events, causes and effects;
5. discriminate between intonation for various feelings and attitudes;
6. take notes on short spoken texts and conversations to complete information gaps; and
7. combine information from spoken texts and simple data files to complete simple tasks based on given situations or purposes.

E. SPEAKING

Oral work by the pupils should form a part of every lesson. Vocabulary drills, reading in chorus, discussions, role plays, oral presentations, etc. should be done frequently.

Constant use should be made of the language CDs and audio-visual clips for practice in pronunciation, stress, rhythm, intonation, sentence patterns and communicative tasks. Chants, songs and poems can be used to familiarise the students with stress and intonation patterns and add variety to the oral lesson.

Students should be able to:

1. present information, ideas and feelings clearly and coherently in front of an audience;

2. convey ideas and information in conversations;
3. describe the sequence of events, causes and effects;
4. use words and expressions appropriate to the context;
5. use correct pronunciation, intonation and register for different purposes;
6. read aloud texts, familiar or unfamiliar, fluently; and
7. report findings.

F. DICTATION

Students should be able to record accurately a spoken text of about 160 words. Dictation should be given after a certain part of the coursebook has been taught. Dictation passages may be rewritten with the language items that have been taught to reinforce learning. Students should know how to spell all the key words in the passages covered in Form One.

G. INFORMATION TECHNOLOGY

Students should be shown how computer software, educational CD-ROMs and the Internet can enhance language learning and should be taught how to make good use of the technology and resources available.

An on-line reading programme is provided for all students in F.1 aiming to cultivate a reading habit on a frequent, regular basis, promote independent learning, extend students' horizons and enhance reading skills.

H. LANGUAGE ARTS

Students should develop their capacity to appreciate language arts through classroom activities such as role plays, poem appreciation, song appreciation, story-telling, creative writing, etc, through which students' creativity and cooperative learning skills are also enhanced. Language arts devices can also be introduced to students with reference to the resources available in the coursebook and other language activities. Students will gain exposure to language arts elements such as poetry, songs, drama, short stories and popular culture.

I. LANGUAGE ITEMS AND LANGUAGE FUNCTIONS

Equal emphasis has to be placed on English as a medium of communication and as a formal linguistic system.

Unit	Language Items	Language Functions
Bridging Programme	<ol style="list-style-type: none"> 1. Classroom expressions (modal verbs, imperatives, Wh-questions, etc) 2. Parts of speech 	<ol style="list-style-type: none"> 1. Asking for permission, clarifying ideas, apologising, asking for information, following instructions, etc. 2. Identifying the building blocks of sentences
1	<ol style="list-style-type: none"> 1. Simple present tense 2. Adverbs of frequency 3. Subject pronouns 4. Object pronouns 5. Asking yes/no questions in the simple present 	<ol style="list-style-type: none"> 1. Talking about daily routines & asking yes/no questions in the present tense 2. Talking about how often things happen 3. Replacing nouns in the subject position 4. Replacing nouns in the object position 5. Checking information / seeking agreement
2	<ol style="list-style-type: none"> 1. Simple past tense 2. Possessive nouns, adjectives and possessive pronouns 3. Asking yes/no questions in the simple past 4. Adverbs of time 	<ol style="list-style-type: none"> 1. Talking about things that happened in the past and are now finished & asking yes/no questions in the past tense 2. Replacing nouns in the object position / Showing that someone or something belongs to someone or something 3. Checking information / seeking agreement 4. Expressing when events take place
3	<ol style="list-style-type: none"> 1. Present continuous tense 	<ol style="list-style-type: none"> 1. Talking about what is happening right now

	2. Articles (Indefinite and Definite articles) 3. Asking yes/no questions in the present continuous 4. Adjectives	2. Talking about a person, thing or place for the first time or has been mentioned before 3. Checking information / seeking agreement 4. Describing people, things or places
4	1. Wh-questions 2. Adjectives ending in -ing / -ed 3. There is / are / was / were ...	1. Asking for information 2. Expressing our feelings 3. Saying something is or was present
5	1. Simple future tense with 'will' and 'be going to' 2. Prepositions of time	1. Talking about events in the future and making plans and predictions 2. Talking about when something happens
6	1. Prepositions of location 2. Gerunds 3. To-infinitives 4. Used to	1. Talking about the location of people and objects 2. Acting as nouns to talk about likes and dislikes 3. Talking about likes and dislikes 4. Talking about past habits
7	1. Countable and uncountable nouns 2. Talking about amounts (some, any, no, quantity words) 3. Imperatives	1. Talking about quantities, size and weight 2. Making comparisons 3. Giving instructions
8	1. Adverbs of manner 2. Adverbs of degree 3. Connectives (and, but, or, so)	1. Describing the way in which something happens 2. Making the meaning stronger or weaker 3. Linking two or more ideas in a sentence
Additional items *	1. Basic sentence structures* 2. Using negative forms* 3. Passive voice of simple present tense and simple past tense* 4. Modal verbs 'can', 'could', 'be able to', 'may', 'would like'* 5. There will be* 6. Reflexive pronouns* 7. Possessive adjectives* 8. Using more/fewer/less...than* 9. Comparatives and superlatives* 10. This/That is; These/Those are* 11. Preposition of movement* 12. Defining relative clauses*	1. Expressing ideas in a complete sentence with a subject and a verb 2. Expressing negative statements / meaning 3. Talking about an action where a subject is being acted upon 4. Talking about ability, request, permission and offer 5. Showing that something will exist 6. Describing actions when subject and object are the same 7. Talking about to who the item belongs 8. Comparing amounts 9. Comparing qualities 10. Introducing or referring to things and people around 11. Talking about how something moves 12. Defining or describing which people or things we are talking about

COMPONENTS OF LANGUAGE LEARNING

In line with the senior secondary curriculum, English teaching and learning comprises a set of interlocking components, including:

- development of subject knowledge and skills, which are expressed in the form of learning targets in the Interpersonal, Knowledge and Experience Strands, as well as learning objectives;
- supporting the development of generic skills, including:
 - collaboration skills;
 - communication skills;
 - creativity;
 - critical thinking skills;
 - information technology skills;
 - numeracy skills;
 - problem-solving skills;
 - self-management skills; and
 - study skills.
- supporting the development of positive values and attitudes, including:
 - positive personal values such as honesty, self-esteem and perseverance.

- positive social values such as equality, interdependence and tolerance.
- positive learning attitudes such as responsibility, open-mindedness and co-operativeness for healthy development.

CROSS-CURRICULAR LINKS

A cross-curricular approach to language learning is encouraged. Tasks or activities can be designed so that students are encouraged to undertake to reinforce the English acquired or required in other subjects.

The learning of English language can also achieve other learning aims set out by the school. In particular, the major concerns of the school each year may be addressed by language tasks or activities. Students should also be able to gain other learning experiences, e.g. aesthetic development through language arts, language in performing arts, etc.

CATERING FOR LEARNER DIVERSITY

To cater for the varied needs, interests, abilities and learning styles of different students, teachers are encouraged to select and develop suitable topics and tasks, employ a variety of teaching methods and strategies and fine-tune them to suit different learning styles and situations.

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Signature of Teacher-in-Charge: _____

Checked by: _____