

file: Eng-2

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

FORM TWO

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| Longman Elect JS2A & JS2B (Second Edition) | Gary Harfitt, John Potter, Sarah Rigby, Kitty Wong | Longman |
| Longman Elect Workbook JS2A & JS2B (Second Edition) | Jeremy Lanaway | Longman |
| Junior Oxford Advanced Listening Book 2 | Andrew Doig, Kevin Hayhoe, Daisy Hughes, Andrew Jarvis, Elizabeth Steward | Oxford |
| Developing Skills: Grammar & Usage for Junior Secondary Learners 2 (Set B) | C. Harris | Aristo |
| A Christmas Carol | Charles Dickens (retold by Clare West) | Oxford Bookworms (Stage 3) |
| The Time Machine | H.G. Wells (retold by David Maule) | Penguin Readers (Level 4) |
| Cambridge Learner's Dictionary (3rd Ed.) (With CD-ROM) (ISBN: 978-0-521-68202-2) | | 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, communicative tasks).

LEARNING OBJECTIVES**A. LEARNING STRATEGIES AND STUDY SKILLS****1. Everyday expressions and use of language**

To achieve the communicative purposes of English language learning and facilitate the successful use of English as the medium of learning, students should be able to communicate with their teachers, carry out tasks (e.g. discussion) and participate in school functions in English. Students should also be able to express themselves in everyday situations and various contexts for work and study using English.

2. Dictionary skills

Students should be able to use the dictionary to learn about words. They should become more familiar with the symbols and abbreviations and should be able to make good use of their dictionary.

3. Phonics skills

Students should be taught to identify and pronounce all English vowel and consonant sounds. They should learn how to divide words into syllables, find out where the stresses are and pronounce most English words, familiar or unfamiliar, with the help of phonetic symbols.

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. The 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.2 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 various learning tasks set by their teachers.

B. WRITING

Students should be able to write an extended text (200-220 words) which is coherent, accurate and appropriate in style and format. The types of text at this stage should include personal writing (e.g. personal profiles), social writing (e.g. guidebooks, presentations), public writing (e.g. formal letters), study writing (e.g. reports, essays) and creative writing (e.g. jokes, stories, plays).

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 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;
- identify implied meaning through inferencing;
- 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 expected to read at least 20 books in Form Two.

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. make connections between ideas and information with the help of discourse markers;
7. take notes on spoken texts and conversation to complete information gaps; and
8. combine information from spoken texts and simple data files to complete simple guided writing 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 add variety to the oral lesson, further familiarising the students with stress and intonation patterns.

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. DICTION

Students should be able to record accurately a spoken text of about 180 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 Two.

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.2 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 |
|------|---|---|
| 1 | 1. Present continuous and simple present tenses 2. Comparative and superlative adjectives 3. Many, much, few, a few, little, a little | 1. Talking about the future 2. Comparing two, three and more (groups of) people, things or places 3. Talking about amounts |
| 2 | 1. Reported Speech 2. Prepositions of movement 3. Connectives of sequence | 1. Reporting statements 2. Describing how people or things move 3. Connecting ideas |
| 3 | 1. Conditionals 1 (facts) 2. Question phrases 3. Can / could | 1. Talking about facts 2. Asking questions with "How + an adjective" & "How + an adverb" 3. Talking about abilities |
| 4 | 1. Nouns without articles 2. Reflexive pronouns 3. Comparative and superlative adverbs | 1. Talking about things in general 2. Emphasizing that someone does something alone or without any help 3. Comparing the actions of people, places or things |
| 5 | 1. Past continuous tense 2. Connectives of time, reason and purpose (<i>because, since, as & so that</i>) 3. Direct speech | 1. Talking about an action that continued for a period of time in the past 2. Referring to periods of time an action takes place and talking about reasons and purposes of actions 3. Showing the words of a speaker |
| 6 | 1. Relative clauses (defining and non-defining) 2. Passive voice (present tense & past tense) 3. Order of adjectives | 1. Describing which people or things we are talking about and giving more information about the people or things we are talking about 2. Stating facts when the 'doer' is/was unknown, unimportant or obvious; creating an objective, formal tone by describing events or actions without identifying the 'agent' / subject 3. Describing the size, colour, pattern, style or material of an item and what we think of it |
| 7 | 1. Conditionals 2 (possibilities) 2. Somebody, something, anybody, anything, nobody & nothing 3. Gerunds and to-infinitives | 1. Talking about what will possibly happen 2. Referring to people and things without saying exactly who or what they are 3. Using verb forms correctly in sentences to talk about actions |
| 8 | 1. Present perfect tense 2. Question tags 3. Interjections | 1. Talking about past events which have a link with the present or have just happened 2. Checking if some information is true 3. Expressing strong feelings |

Additional items:

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| 1. Modal verbs (should, ought to, have to, must, need to, may, might, could & had better)* | 1. Talking about advice, necessity and possibility |
| 2. Verb forms (bare infinitives)* | 2. Using verb forms correctly in sentences to talk about actions |
| 3. Adjectives and adverbs* | 3. Using adjectives and adverbs to enrich descriptions |
| 4. Passive voices of present, past, future and modals* | 4. Talking about actions where the subject is acted upon; stating facts when the 'doer' is/was unknown or unimportant; creating an objective, formal tone by describing events or actions without identifying the 'agent' / subject |
| 5. Reported speech* | 5. Reporting questions, order and requests |
| 6. Phrasal verbs* | 6. Using phrasal verbs to talk about actions / events / ideas correctly |

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-cooperativeness 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.

-End

Signature of Teacher-in-charge: _____

Checked by: _____