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

**FORM THREE**

Longman Elect JS3A & 3B (Second Edition)	Gary Harfitt, John Potter, Sarah Rigby, Kitty Wong	Longman
Longman Elect Workbook JS3A & JS3B (Second Edition)	Katherine Hall	Longman
Performance Plus Task-based Listening 3 (4th Ed.) (With Data File and CD)	Diana Esser	Pilot
Grammarway 3	Jenny Dooley - Virginia Evans	Express Publishing
Number the Stars	Lois Lowry	Houghton Mifflin Harcourt
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).

**LEARNING OBJECTIVES****A. LEARNING STRATEGIES AND LEARNING 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 master the use of

the symbols and abbreviations and should learn to make use of different kinds of dictionaries.

### 3. Phonics skills

Students should be able to identify and pronounce all English vowel and consonant sounds. They should be able to divide words into syllables, find out where the stresses are and pronounce all 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. 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.3 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 (240-260 words) which is coherent, accurate and appropriate in style and format. The types of text at this stage should include personal writing (e.g. journals, homepages), social writing (e.g. informal letters, e-mail messages), public writing (e.g. formal letters, articles, proposals, and leaflets), study writing (e.g. essays) and creative writing (e.g. 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

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;
- relate facts, opinions and information from a variety of print sources;
- understand different feelings, views and attitudes;
- differentiate fact from opinion;
- identify implied meaning through inferencing;
- recognize how writing conventions affect meaning and cohesiveness;
- 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 12 books in Form Three.

Students should also gain exposure to different genres and themes through reading texts and completing tasks from online resources.

### 3. Literature

Students should learn to appreciate a selected authentic text 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 and benefit from cross-curricular references. 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 & INTEGRATED TASKS**

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. understand levels of formality and informality;
6. discriminate between intonation for various feelings and attitudes;
7. make connections between ideas and information with the help of discourse markers;
8. take notes on spoken texts and conversations for specific purposes; and
9. combine information from spoken texts and conversations and data files to complete integrated and extended tasks.

## **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;

7. report conclusions or findings; and
8. participate effectively in a group interaction.

## F. DICTATION

Students should be able to record accurately a spoken text of about 200 words. Dictation should be given after a certain part of the course book 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 Three.

## G. INFORMATION TECHNOLOGY

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

## 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 supplementary materials. 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	<ol style="list-style-type: none"> <li>1. Past tenses (simple past and past continuous)#</li> <li>2. Reported Speech 1 (questions)#</li> <li>3. This, these, that, those#</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing past events</li> <li>2. Reporting questions</li> <li>3. Demonstrating or referring to people or things</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Modal verbs (<i>should, ought to, must, have to</i>)#</li> <li>2. Conditionals 2</li> <li>3. Reported Speech 2 (instructions)#</li> </ol>	<ol style="list-style-type: none"> <li>1. Giving guidelines and notes on behavior; talking about duties and giving advice</li> <li>2. Describing imaginary situations</li> <li>3. Reporting instructions</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Past perfect tense</li> <li>2. Gerunds and to-infinitives following verbs#</li> <li>3. Be used to</li> </ol>	<ol style="list-style-type: none"> <li>1. Talking about actions that happened in the past and reporting what people said in the past</li> <li>2. Talking about actions</li> <li>3. Talking about something we have done or seen so often that it is familiar or no longer strange to us</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Using more/fewer/less...than#</li> <li>2. Quantifiers 2 (<i>too many/ much/ few/ little; enough/ not enough</i>)</li> <li>3. Conditionals 3</li> </ol>	<ol style="list-style-type: none"> <li>1. Comparing amounts</li> <li>2. Commenting on amounts</li> <li>3. Talking about something that could have happened in the past but did not / expressing regret</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Passive Voice (present continuous, past continuous, present perfect, past perfect, future)#</li> <li>2. Connectives (adverbs / adverbial phrases)</li> <li>3. May / might / could#</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing events when the 'doer' is unknown, unimportant or obvious/ creating an objective, formal tone by describing events or actions without identifying the subject or 'agent'</li> <li>2. Linking ideas within two sentences</li> <li>3. Talking about possibilities</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Reported Speech 3 (statements with modal verbs)#</li> <li>2. Adjective patterns 1 (<i>it is + adj. + to-inf.; it is + adj + for...to-inf.; subject + to be + adj. + to-inf.; subject + to be+ adj. + enough +</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Reporting statements of possibilities or permission</li> <li>2. Commenting on experience, events or people</li> </ol>

	<i>to-inf.</i> ) 3. Phrasal verbs#	3. Using phrasal verbs to talk about actions / events / ideas correctly
7	1. Participle phrases (present participle & past participle) 2. Noun phrases 3. Inversion	1. Showing the reason why something happens or showing that two actions happen at the same time or right after another 2. Defining or giving information about people or things 3. Emphasising a point in formal situations
8	1. Adjective patterns 2 ( <i>subject + to be + adjective + to-infinitive; subject + to be + adjective + enough + to-infinitive</i> ) 2. Future Perfect Tense 3. Conditionals with the use of modal verbs	1. Expressing what we think and showing a person or thing is suitable for a certain purpose 2. Talking about actions that will be completed by another action in the future 3. Talking about conditional results that are less certain

Additional items:

1. All tenses#	1. Talking about actions or events happening at different times
2. Defining relative clauses & non-defining relative clauses#	2. Defining people or things one is talking about & giving more information about people or things one is describing
3. All types of conditionals (If + present + present.../ If + present + future.../ If + past + would/could...)#	3. Giving instructions, talking about facts and imaginary situations
4. Passive voice of all tenses#	4. Describing events or actions without identifying the subject or 'agent'
5. Adjective patterns 3 ( <i>it is + adj. + that...; it is + adj. + of sb. + to-inf; it is + adj. + for sb. + to-inf</i> )	5. Giving opinions
6. Adjectives + to-infinitives vs noun + to-infinitives	6. Describing actions, intentions or events using a variety of ways
7. Expressions followed by -ing	7. Giving comments or opinions on actions or things
8. Adjectives ending in -ed and -ing#	8. Expressing our feelings
9. Adverbial clauses of time, place and manner (when / where/ how/ as soon as, etc)	9. Expressing time, place and manner
10. Adverbial clauses/ phrases of purpose, result, contrast and reason (so that.../ despite.../ although... , etc)	10. Expressing purpose, result, contrast and reason

#Items for Revision

## **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.

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Signature of Teacher-in-Charge: \_\_\_\_\_

Checked by: \_\_\_\_\_