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

SECONDARY FOUR

1.	Ignite Reading & Writing Skills for the HKDSE 4 (Set B)	Jeremy Lanaway, John Potter	Pearson
2	Developing Skills for HKDSE - Paper 3 Listening & Integrated Skills Book 5 (Set B) 2015 Edition	C. Nancarrow, T.Lai	Aristo
3	Oxford Advanced Exam Skills Paper 4 Speaking (with Practice Book)	Naomi Castle, Kay Ng, M.J. Pol, C.F.Snow	Oxford
4	Precise Communicative Grammar for HKDSE English (2nd Edition)	John Duncan, Martin Sutton	Precise
5	Learning English through Short Stories	Heather A. Jones	Star Summit
6	Oxford Advanced Learner's Dictionary (9th Edition) Paperback + DVD + Premium Online Access Code ISBN: 9780194798792		Oxford

AIMS

The curriculum at senior secondary level aims to enable our students to:
(i)   broaden and deepen the language competencies they have developed at the junior level to enhance personal and intellectual development, effective social interaction, further study, work and pleasure;
(ii)   further develop their interest and confidence in using English as their understanding and mastery of the language grow;
(iii)   further broaden their knowledge, understanding and experience of various cultures in which English is used;
(iv)   further develop learning how to learn skills and positive values and attitudes conducive to meeting the needs of our rapidly changing knowledge-based society; and
(v)   develop language awareness and independent learning skills.

DESIGN

Compulsory Part
The task-based approach to language learning facilitates the teaching and learning of the four language skills, grammar, communicative functions, vocabulary and text-types.

Skills required:
(i)   present information, ideas and feelings clearly and coherently
(ii)   demonstrate both global and detailed understanding of a variety of written texts
(iii)   integrate listening, reading and writing skills in the pursuance of task-based activities
(iv)   understand and use spoken English for practical communication

Elective Part
This part serves the purposes of adding variety to the English Language curriculum, broadening students' learning experience and catering for their diverse needs and interests. The module in S4 is Learning English through Short Stories. Students will learn to appreciate a range of short stories on different themes, understand and identify features, write and tell a short story.

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.

LANGUAGE FOCUS
(i)   Parts of speech, sentence structures and types
(ii)   Tenses (simple present, present continuous, simple past, past continuous, present perfect, present perfect continuous, simple future and future continuous, past perfect, past perfect continuous, future perfect, future perfect continuous)
(iii)   The passive voice
(iv)   Modal verbs (to give advice, to ask for or give permission, to show certainty, obligation & willingness)
(v)   Question words and phrases
(vi)   Comparatives and superlatives
(vii)   Connectives
(viii)   Present and past participle phrases
(ix)   Conditional sentences
(x)   Prepositions
(xi)   Gerunds and to-infinitives
(xii)   Indirect speech
(xiii)   Adjectives
(xiv)   Countable and uncountable nouns
(xv)   Collocations and idioms

COMPOSITION
Length : short tasks (200 words); longer and more open-ended tasks (350 words)

Skills required:
(i)   plan and produce coherent and structured texts appropriate to context, purpose and audience
(ii)   describe, express or explain ideas, feelings and experiences
(iii)   present different views and arguments clearly and logically
(iv)   adjust the balance of ideas and length of the writing to meet the requirements of a variety of text-types
(v)   use appropriate linguistic and structural devices, a variety of structures and range of vocabulary to achieve desired purposes to respond to, reflect upon, evaluate and make use of given information
(vi)   draft, revise and edit a piece of writing
(vii)   use the salient features of a range of text-types appropriately

Text types :
(i)   Narrative: writing in the form of an account of events, a short story, a script, etc.
(ii)   Descriptive: description of people, places, things, etc.
(iii)   Informative: factual report of a school activity, a project, a class function, a meeting, a sports event, etc.
(iv)   Persuasive: personal letters giving advice, letters to make and deal with complaints, school, college or job applications, requests, replies to letters, proposals, etc.
(v)   Argumentative : presenting an issue from different points of view

Rhetorical functions :
Elaboration, explanation, definition, cause, consequence, comparison, contrast, summary, conclusion and generalization

READING COMPREHENSION AND USAGE
Other than those in the course books, texts may be drawn from a variety of sources including, for example, newspapers, magazines, government publications and promotional materials and the type commonly encountered in occupational, educational, social and recreational contexts.   They will be of different lengths and levels of difficulty.   A range of question types will be used, including multiple-choice items, short responses and more extended open-ended responses.

Skills required:

(i)   understand the overall meaning of a text
(ii)   locate or extract specific information from a passage
(iii)   use linguistic and contextual clues and general knowledge to determine meaning
(iv)   understand how sentences and parts of a sentence relate to each other
(v)   follow and evaluate the development of a point of view or argument
(vi)   distinguish different points of view and arguments
(vii)   recognize what rhetorical functions (e.g. example, contrast, elaboration, generalization) sentences perform in the development of a text
(viii)   recognize, interpret and make inferences from opinions, assumptions, intentions, attitudes and feelings which occur explicitly or implicitly in a text
(ix)   complete a text by supplying or selecting words or phrases which are semantically and syntactically appropriate to the overall meaning of the text

LISTENING AND INTEGRATED SKILLS

There will be a variety of listening, reading and writing tasks based on the same theme.   At least one of the writing tasks will require students to produce an extended piece of writing (100-200 words).

Students will be required to process information by selecting and combining data from both spoken and written sources in order to complete various listening and writing tasks in a practical work or study situation.

A variety of spoken and written input material will be used, including conversations, telephone messages, interviews, lectures, articles, letters, tables, graphs and flowcharts.

Assessment will be based on how well candidates complete the tasks, taking into account appropriacy to the purpose and context, relevance, and organisation where applicable.   Language will be assessed in terms of the extent to which the use of sentence structures, vocabulary, spelling and punctuation supports or interferes with successful communication.

SPEAKING

Skills required:
(i)   Pronunciation and delivery: long and short vowels, diphthongs, consonants, -ed endings, consonant clusters, word stress, sentence stress, rhythm, sentence intonation, connected speech, voice projection, pace and fluency.
(ii)   Communication strategies: eye contact, body language, turn taking and interaction skills
(iii)   Discussion skills: initiate and end a discussion, present information or views, listen and respond to ideas, make choices and give reasons, compare and contrast ideas, seek or give clarifications and summarize or expand on others' ideas

Task types:
(i)   take part in a group discussion based on given prompts, which may be in prose form or may be presented graphically, in tables, graphs, flow charts, pictures and so on
(ii)   respond to questions, recite a poem, recount an experience, tell or comment on a short story and so on

Students will be assessed on the quality, quantity and organisation of their ideas, the appropriacy and accuracy of their vocabulary and language patterns, their pronunciation, delivery and ability to establish and maintain interaction.

EXTENSIVE READING / VIEWING SCHEME AND SCHOOL-BASED ASSESSMENT

Students need to read or view texts of different genres from four categories: print fiction, print non-fiction, non-print fiction and non-print non-fiction. They need to write up some comments and personal reflections, practise presenting and discussing the texts based on the tasks provided by the teachers.   Students are expected to read or view at least 8 texts (10 texts for Challenge Class) in S4.

LANGUAGE DEVELOPMENT STRATEGIES

Students will be helped to master different learning strategies, including cognitive strategies and self-management strategies, so that they know how to plan for their learning and monitor their progress.   Effective use of language

development strategies will enable learners to become motivated, independent and responsible for their own learning. Such strategies include working in a group, working independently, developing dictionary skills, developing reference skills, developing information skills, developing self-assessment skills and raising language awareness.

INFORMATION TECHNOLOGY

English language teaching and learning is enhanced by means of information technology (IT). IT is used to:
(i)   improve teaching and learning
(ii)   arouse students' motivation to learn
(iii)   cater for learner diversity
(iv)   provide a more individualized and independent mode of learning
(iv)   provide more opportunities for communication in English
(v)   extend learners' horizons and facilitate lifelong learning

An on-line reading programme is provided for all students in S4 aiming to cultivate a reading habit on a frequent, regular basis, promote independent learning, extend students' horizons and enhance vocabulary and reading skills.

CHALLENGE CLASS

The syllabus for the Challenge Class aims to stretch the students' potential in learning English. Projects, tasks and activities designed by the teachers will help students learn the subject in greater breadth and depth, strengthening their language skills and enhancing attitudes that are conducive to lifelong development.

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Signature of Teacher in Charge : _____

Checked by : _____