

file: Eng-5

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

**SECONDARY FIVE**

- |      |   |  |         |
|------|---|--|---------|
| * 1. | Complete Exam Practice for the HKDSE (2015 edition) Edge (Sets 1-8)   | Gary Hill, Sarah Rigby, Paula Siddle, Kitty Wong | Pearson |
| 2.   | Developing Skills for HKDSE - Paper 3 Listening & Integrated Skills Book 5 (Set B)                                  | 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    | 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 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 modules in S5 are Learning English through Sports Communication and Learning English through Social Issues.

**Learning English through Sports Communication**

This module aims to help students develop English language skills through a range of tasks related to sports. Activities may include giving presentations, movie viewing, song appreciation, discussions, writing letters, etc.

**Learning English through Social Issues**

This module provides students with opportunities to develop and consolidate their language skills through exploring and researching social issues they are interested in. It develops students' ability to understand a variety of written and spoken texts on social issues, identify their structural and linguistic features, carry out research and express their points of view through speaking and writing.

### 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.

### COMPOSITION

Length : short tasks (200 words); longer and more open-ended tasks (400 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
- (viii) use persuasive devices effectively
- (ix) use appropriate style and register (formal or informal) in writing

#### Text types / Genres :

Formal letters, proposals, feature articles, agendas, minutes, speeches, debates, editorials, essays, reports, reviews, abstracts, synopses etc.

#### Rhetorical functions :

Introduction, definition, elaboration, explanation, generalization, classification, concession, reason, cause, consequence, comparison, contrast, summary, evaluation, reflection and conclusion

#### Types of writing:

Narrative, descriptive, informative, persuasive, argumentative and analytical

### 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
- (x) make use of information provided in a variety of texts to produce or complete a different type of text such as a text written for a different audience, with a different purpose or in a different style or format

### 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, summarize or expand on others' ideas and lead the discussion

#### 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 individually to questions, which are based on the discussion task
- (iii) give presentations, deliver debate speeches, read news reports, etc.

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.

The SBA (Part B) consists of a group interaction based on the two elective modules

### EXTENSIVE READING / VIEWING SCHEME AND SCHOOL-BASED ASSESSMENT (Part A)

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, present the texts based on the tasks provided by the teachers. Students are expected to read or view at least 6 texts (7 texts for Challenge Class) in S5. They need to give individual presentations two times in S5. The mark in the second term will be submitted to the HKEAA as the SBA (Part A) mark.

### 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 and 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

Students in S5 will develop a habit of using the Internet to increase their exposure to the English language. The use of IT can promote independent learning, extend students' horizons and enhance the four language 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.

- END -

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

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