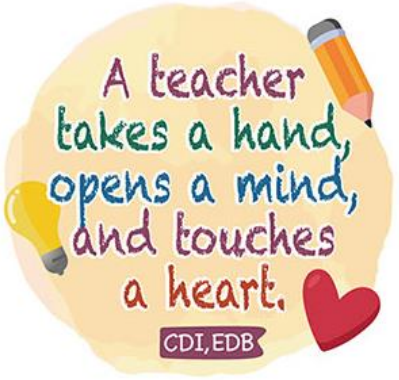
Curriculum Leadership and Management for the English Language Education Key Learning Area Series:

Holistic Planning and Implementation of the Secondary English Language Curriculum for English Teachers (Refreshed) (Online Self-learning Programme)

(Course ID: CDI020240476)

English Language Education Section
Curriculum Development Institute
Education Bureau
December 2023



Objectives

- To enhance teachers' understanding of holistic planning and implementation of the school English Language curriculum in secondary schools;

- To enhance teachers' capacity in incorporating the key curriculum initiatives (e.g. promoting Language across the Curriculum, values education and the academic and creative uses of English) in the school English Language curriculum through collaboration, experience sharing and knowledge building; and

- To discuss and share strategies and practices on holistic planning and implementation of the school English Language curriculum

Programme

Time	Content
3 hours	1) English Language Teachers as an Agent for Innovation & Change
	2) Holistic Planning and Implementation of the School English Language Curriculum • Major updates of the English Language Education Key Learning Area Curriculum Guide (ELE KLACG) (P1-S6) (2017) • Recommendations of the Task Force on Review of School Curriculum (2020)
	3) Experience Sharing (Kowloon True Light School)
	4) Summary and Resources
	5) Assignment

Part 1:

English Language Teachers as an Agent for Innovation and Change

Roles of English Language Curriculum Leaders

- Plan, lead, manage and evaluate the school curriculum and its implementation
- Ensure vertical and horizontal curriculum coherence
- Build capacity in panel members and students
- Manage resources
- Collaborate with other KLA panels and promote a culture of collaboration

As an English Language teacher, how can you contribute to the effective planning & implementation of the school English Language Curriculum?

- Adopt appropriate pedagogical approaches to motivate students
- Try out innovative teaching strategies
- Make use of a variety of authentic language learning materials to foster a broader range of literacy skills
- Engage in professional development and lifelong learning
- Enhance assessment literacy
- Make use of community resources and expose students to meaningful use of English

Curriculum Planning

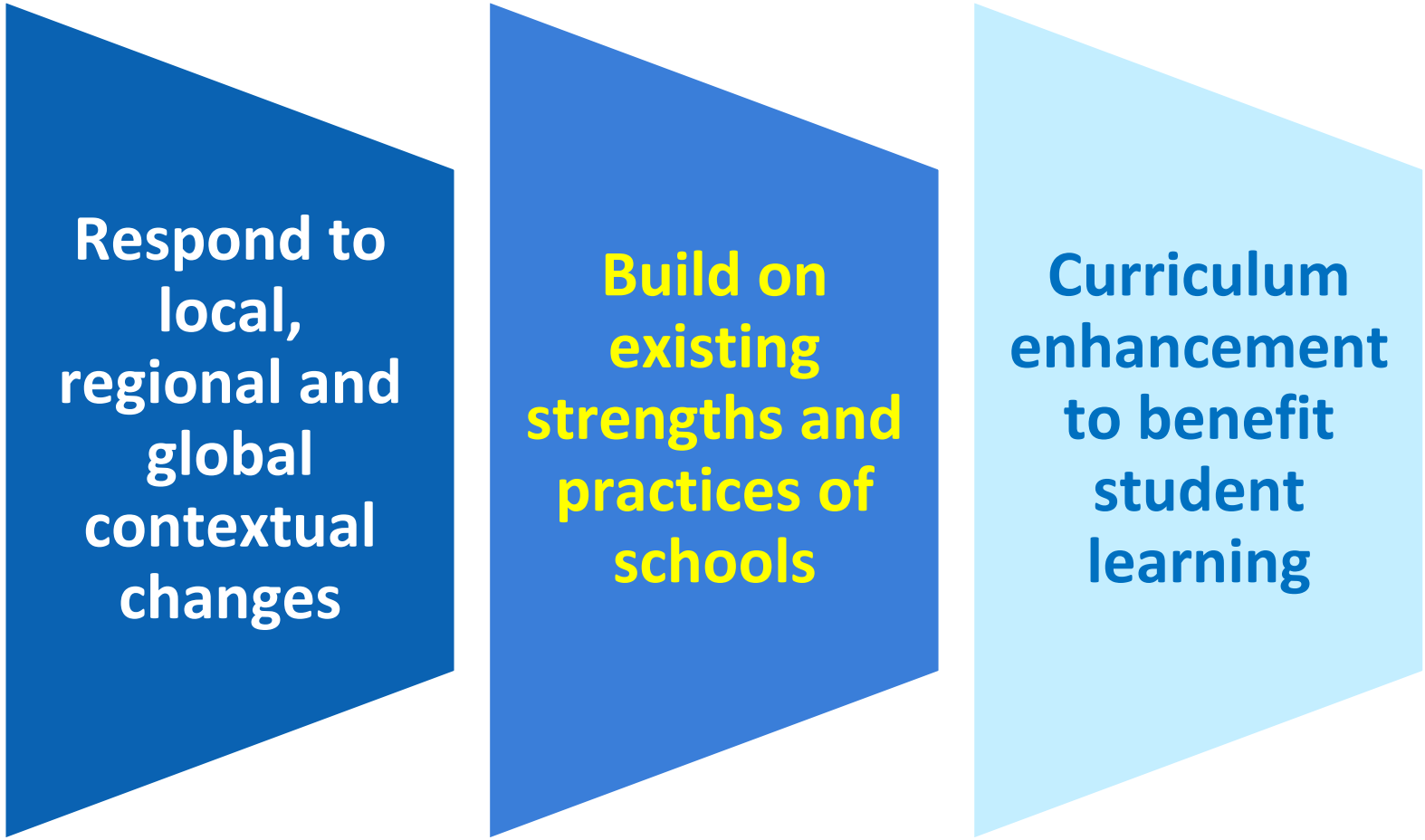
Horizontal coherence	• Aligning with what is taught, and discussing the progress of learning and conduct of assessments to ensure key concepts are covered in every classroom at the same level
Vertical coherence	• Ensuring the curriculum is logically sequenced across all levels so that students are building on what they have previously learnt and progress to more challenging, higher-level work
Subject-area coherence	• Ensuring the curriculum is well-planned to facilitate learning in the subject, and enabling communication and collaboration among all teachers in the panel
Interdisciplinary coherence	• Focusing on skills and habits that students need to succeed in their study, such as reading and writing skills, generic skills

Part 2:

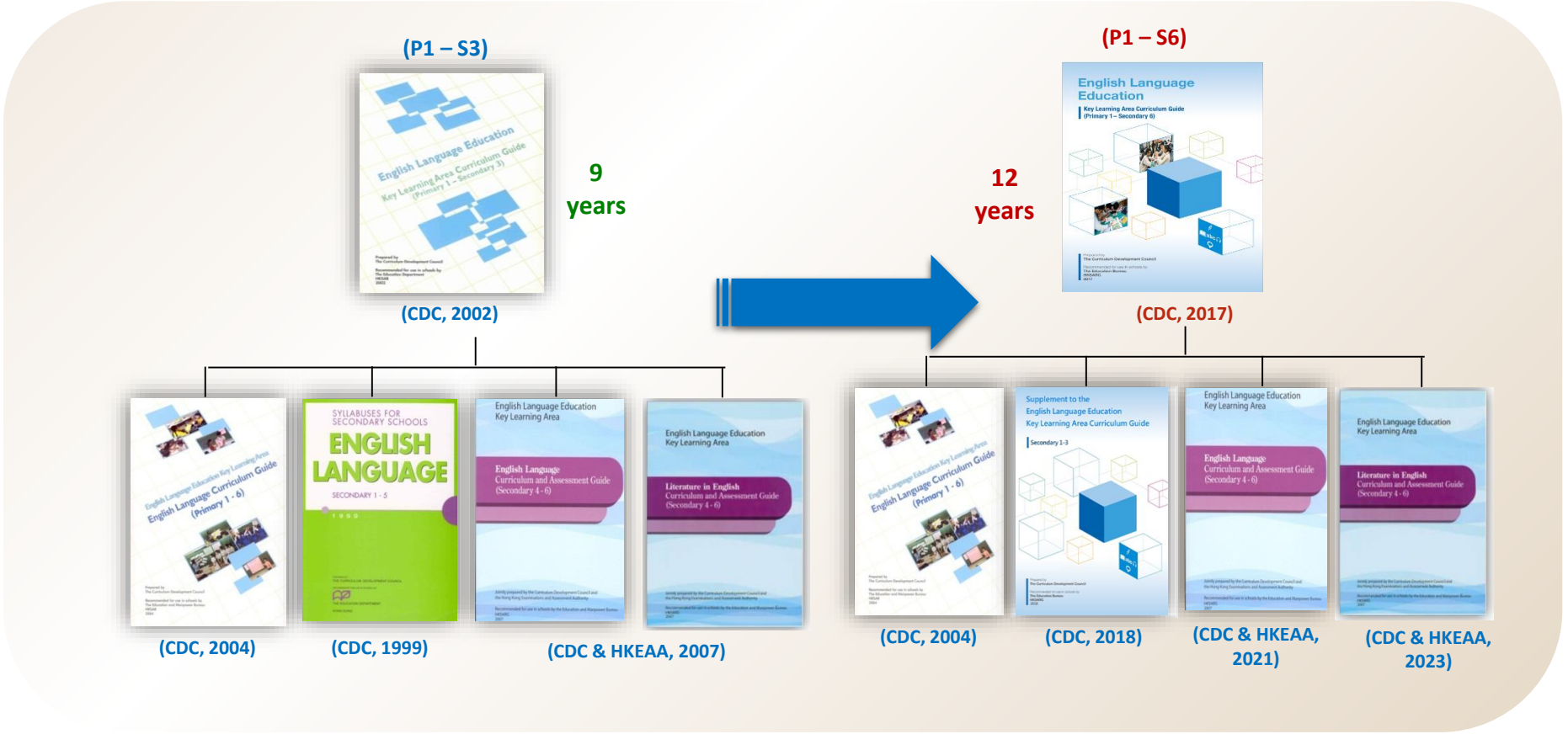
Holistic Planning and Implementation of the School English Language Curriculum

Are there any references regarding the directions, approaches and strategies for planning and implementing the school English Language curriculum?

Ongoing Renewal of the School Curriculum



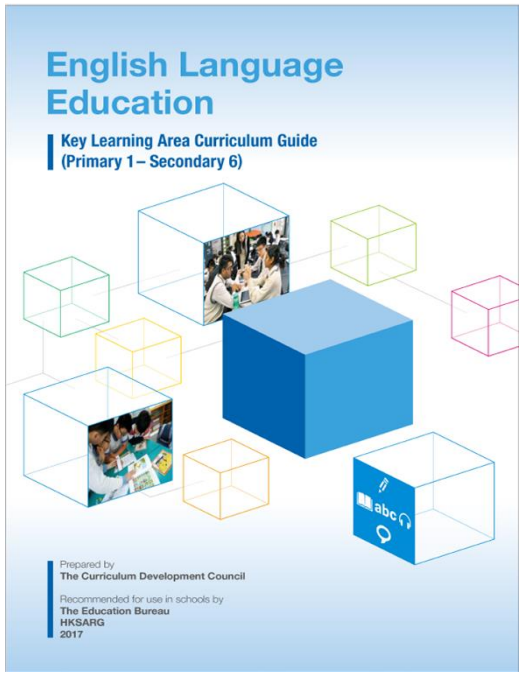
Updating of the English Language Education Key Learning Area Curriculum Guide (ELE KLACG)



Ongoing Renewal of the School Curriculum

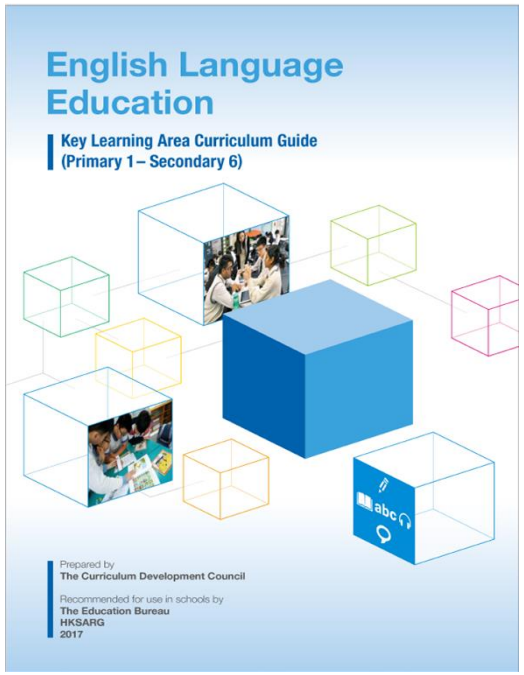
https://edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html

Major Updates of the ELE KLACG (P1-S6)



- Literacy Development
- e-Learning & Information Literacy
- Integrative Use of Generic Skills
- Values Education
- Reading across the Curriculum
- Learning and Teaching of Text Grammar
- Extending from Assessment for Learning to Assessment as Learning
- Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

Major Updates of the ELE KLACG (P1-S6)



Literacy Development

What is "Literacy"?

Literacy

-the ability to read and write

Literacy

A linear form of presentation limited to **words**

New Literacy

- the ability to understand and create a range of texts that integrate linguistic, audio, visual, gestural and spatial elements as well as the ability to use different media and technological tools for effective communication and information management

New Literacy

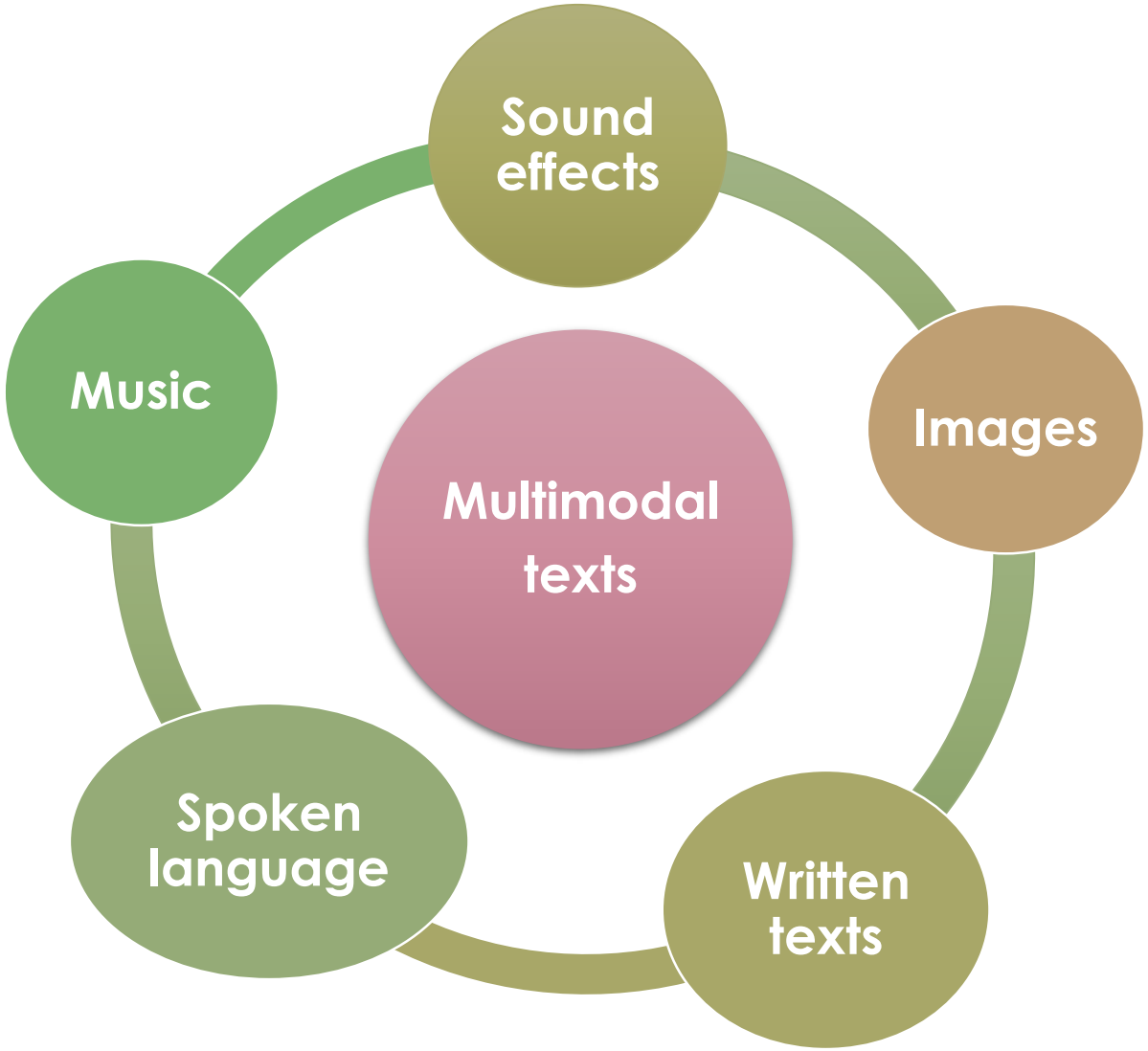
- Various modes of communication
- Involving understanding & production of **multimodal texts**

References:

p.8, *ELE KLACG (P1-S6)* (2017)

p.3, *Developing Students Multimodal Literacy in the Secondary English Language Classroom*, ELE, CDI, EDB (2021)

Literacy Development



Why should multimodal texts be used in teaching?

- To make English learning more **authentic**, **engaging** and **fun**

- To develop students' **new literacy skills**

Examples of multimodal texts

Advertisement	Animation	Audio book	Blog	Comics	Diagram
Infographics	Instruction manual	Leaflet	Movie	News article	Podcast
Poster	Picture book	Photo caption	Song	Storyboard	Video clip

How to use multimodal texts in English Language teaching?

✓ **Integrate** multimodal texts in English lessons to
- foster **language skills development**
- promote **self-directed learning**
- cater for **learner diversity**

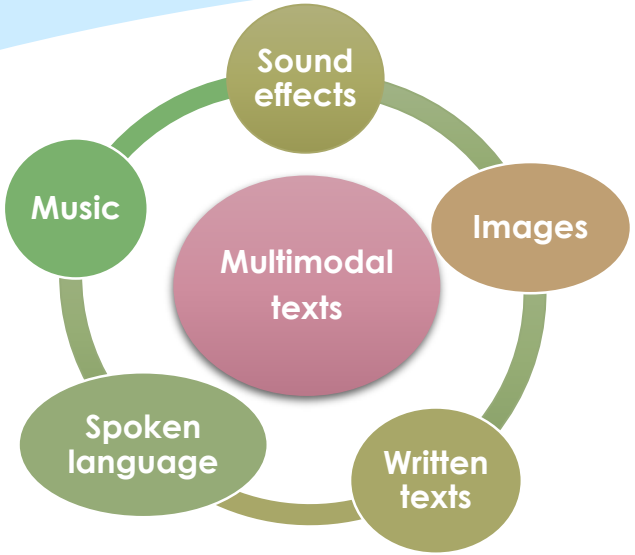
Equipping Students with New Literacy Skills

Enhancing information and media literacy skills

Promoting Language across the Curriculum (LaC)

Lifelong learning

Challenges in the 21st century



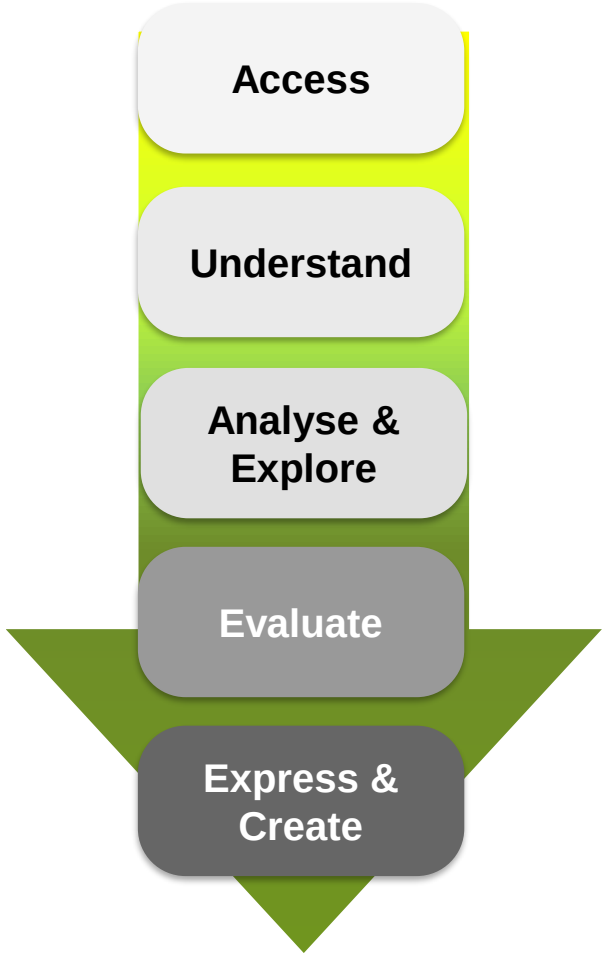
Literacy Development in the English Classroom

The ability to **read and write** effectively

Processing and creating multimodal texts

Pedagogy to Enhance Literacy Development

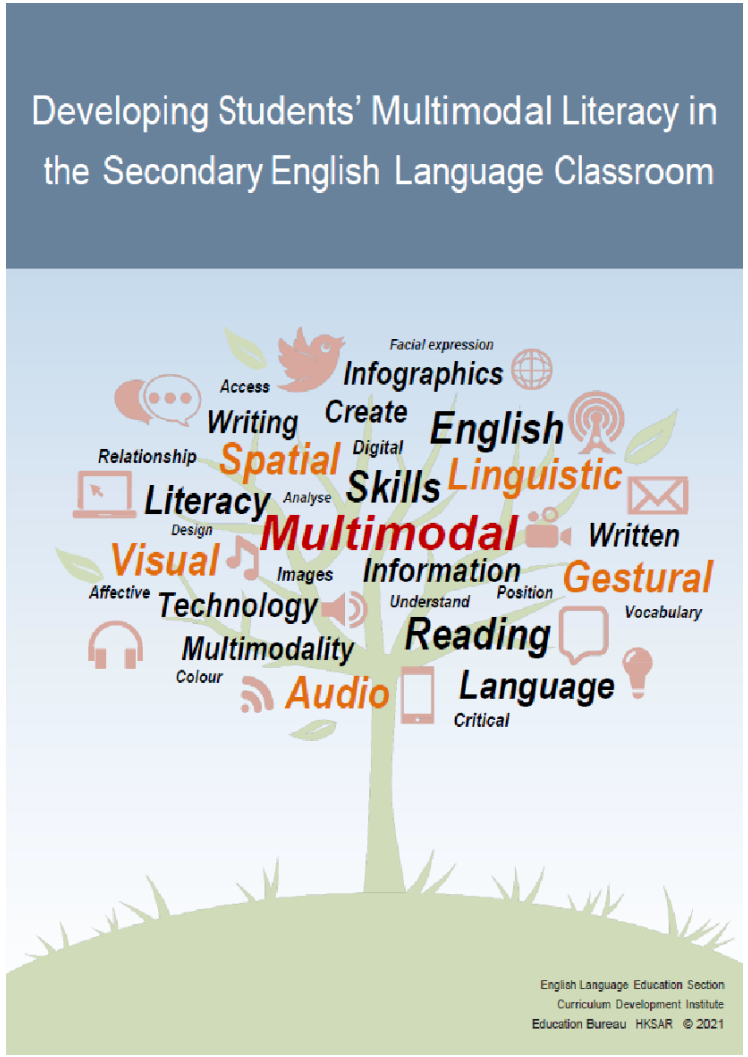
- Access information from a variety of sources
- Understand the ideas in the multimodal texts under teachers' guidance
- Analyse and explore how messages are presented
- Evaluate the messages and values embedded in the multimodal texts
- Express and create messages using different modes of communication



Interacting with Multimodal Texts

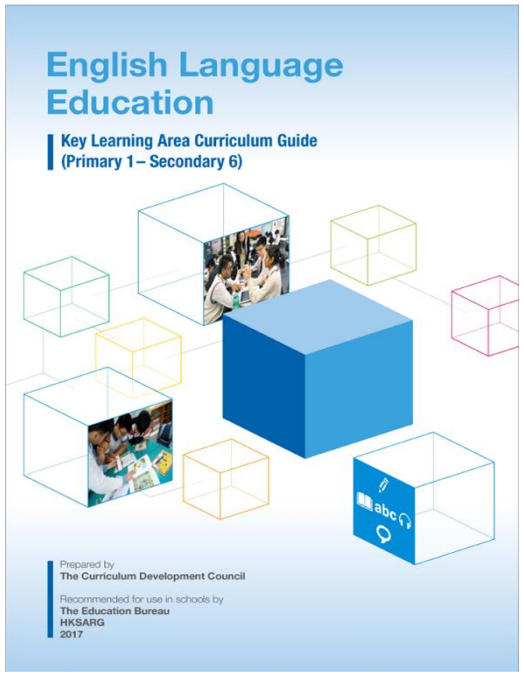
Producing Multimodal Texts

Online Resource Package on Developing Students' Multimodal Literacy in the Secondary English Language Classroom (2021)



- ✓ Theories and practices in the adoption of multimodal texts in the English classroom
- ✓ L&T materials in modules and units
- ✓ Suggested teaching steps

Major Updates of the ELE KLACG (P1-S6)



e-Learning & Information Literacy

e-Learning & Information Literacy

e-Learning

an open and flexible learning mode involving the use of the electronic media, digital resources and communication tools to achieve the learning objectives

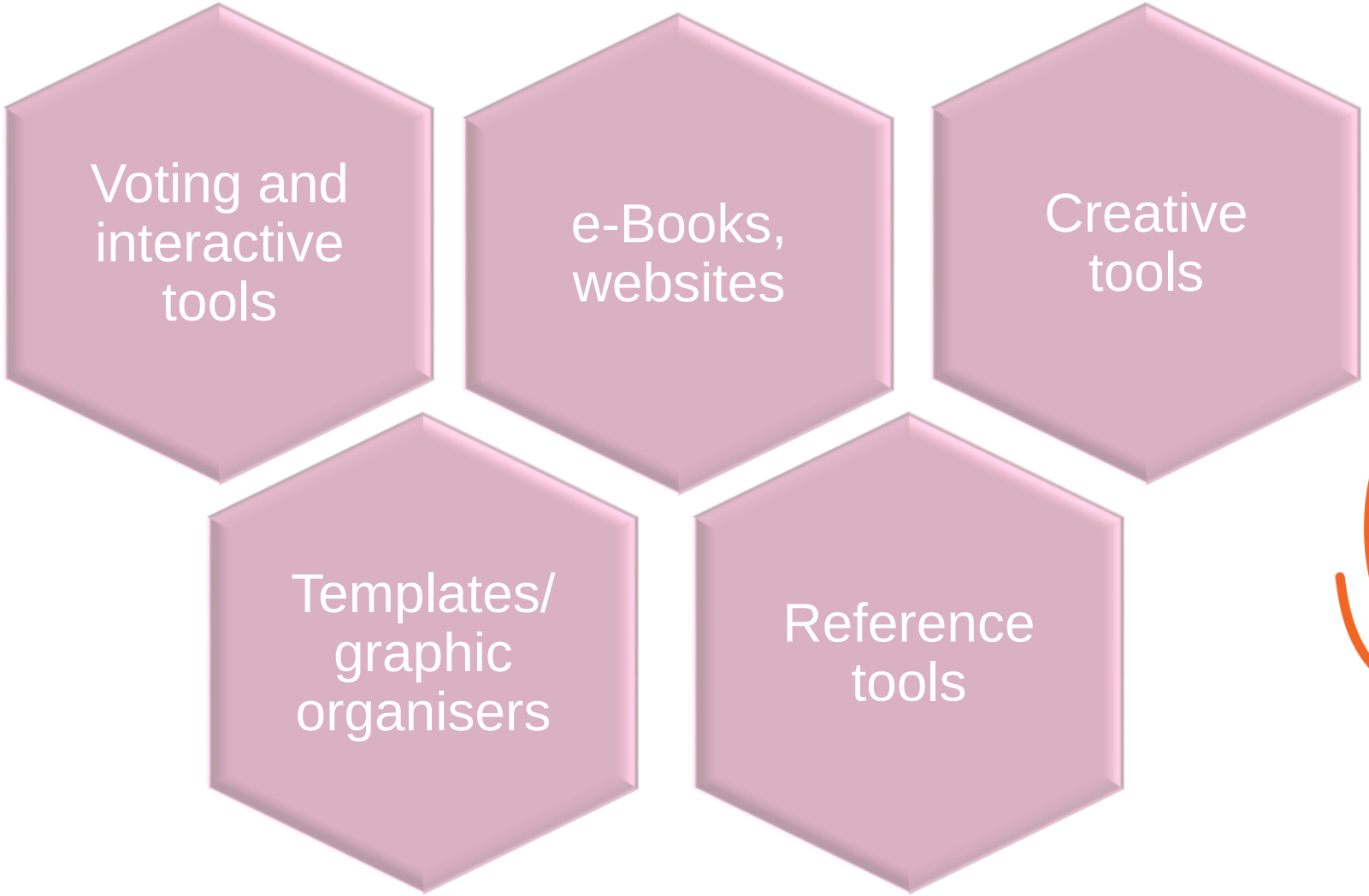
Information literacy

the essential abilities and attitudes that lead to effective and ethical use of information for lifelong learning and self-directed learning

"Information Literacy for Hong Kong Students" Learning Framework (Updated Version) (Draft) (Aug 2022)

https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Information-Literacy/IL_learningFramework/IL_LearningFramework(UpdatedVersion)(Draft)(EN).pdf

e-Learning & Information Literacy



“Pedagogy empowered by digital technology”

e-Learning & Information Literacy

The use of e-learning tools in the English classroom is not just for making the lesson fun and motivating students to learn, but it also serves **different pedagogical purposes**.

Examples	
Book Creator	Mentimeter
Edpuzzle	Plickers
Google Form	Padlet
Google Slides	Quizlet
Kahoot!	Quizizz
Keynote	Socrative
Nearpod	Wordwall

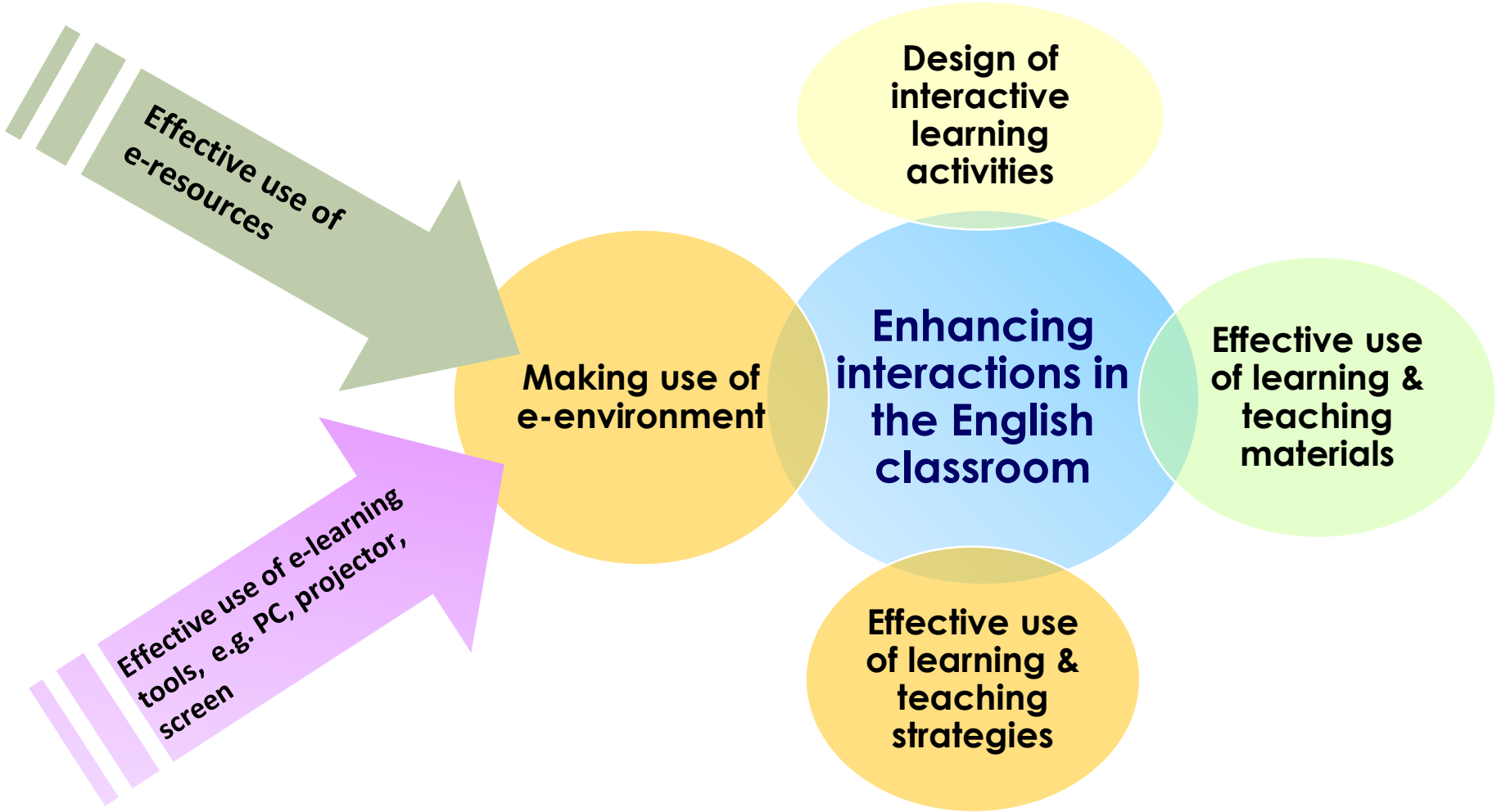
→ For collecting instant responses

→ For brainstorming ideas/collaboration

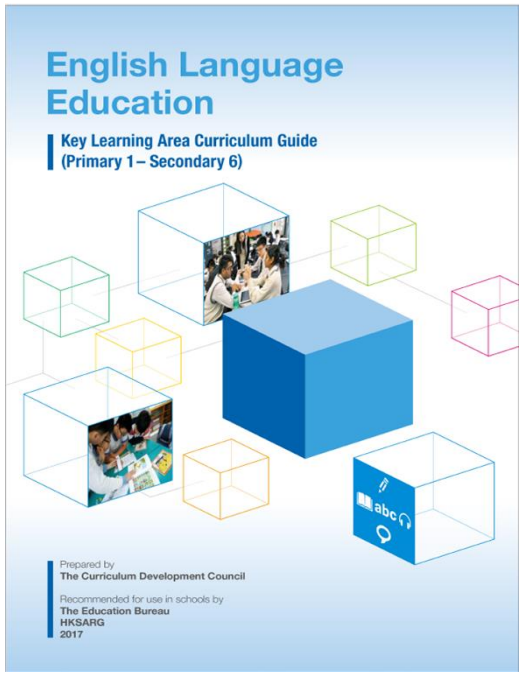
→ For enhancing interaction/ assessment/self-learning

e-Learning & Information Literacy

How to enhance interactions in the English classroom?



Major Updates of the ELE KLACG (P1-S6)



Integrative Use of Generic Skills

Reflection:

What are the nine generic skills? Why are they essential for 21st century learners? How do I integrate them into English Language teaching?

Nine Generic Skills Essential for 21st Century Learners

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

Integrative Use of Generic Skills

Two examples of integrative use of generic skills	
Holistic thinking skills critical thinking skills + problem solving skills + creativity	*Collaborative problem solving skills* collaboration skills + communication skills + problem solving skills

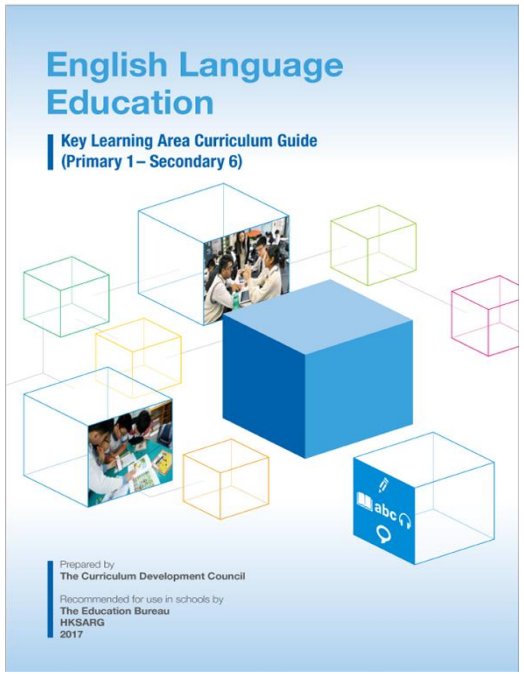
To prepare students for authentic & more complicated tasks

e.g. Project Learning

- S2 students take part in a "Jumble Sale" activity of a charity project on the theme "Charities and Helping Others" to promote students' integrative use of language skills and generic skills.

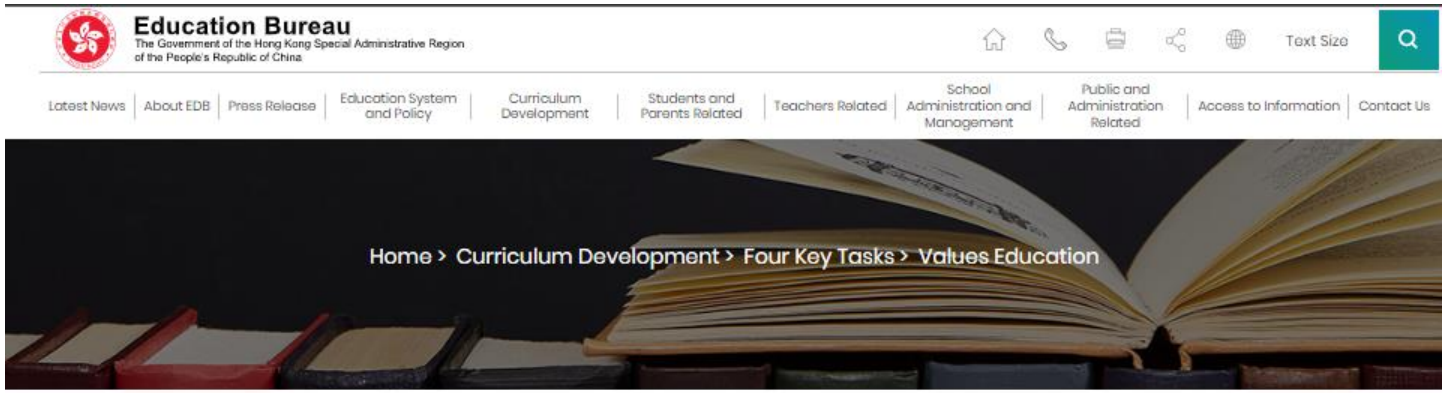
- Writing a proposal → **holistic thinking skills**
- Raising funds in the "Jumble Sale" at school → **collaborative problem solving skills**

Major Updates of the ELE KLACG (P1-S6)



Values Education

Values Education



Values Education Curriculum Framework (2021)

To cope with the directional recommendation on according a higher priority to values education put forward in the Task Force on Review of School Curriculum Final Report (2020), the Values Education Curriculum Framework (Pilot Version) was prepared by the Curriculum Development Council (CDC), to provide schools with suggestions and exemplars for the planning of their school-based values education curriculum, within and beyond the classroom, in order to cultivate students' positive values and attitudes from an early age, in preparation for the challenges they face in their studies, in their daily life and while growing up.

Curriculum Framework	Values Education Curriculum Framework (Pilot Version)(2021) CHI Values Education Curriculum Framework (Pilot Version)(2021) (Trimmed Version) CHI
Introductory Video	Values Education Curriculum Framework (Pilot Version) (202)Introductory Video CHI

Promoting Values Education under Various Cross-curricular Domains

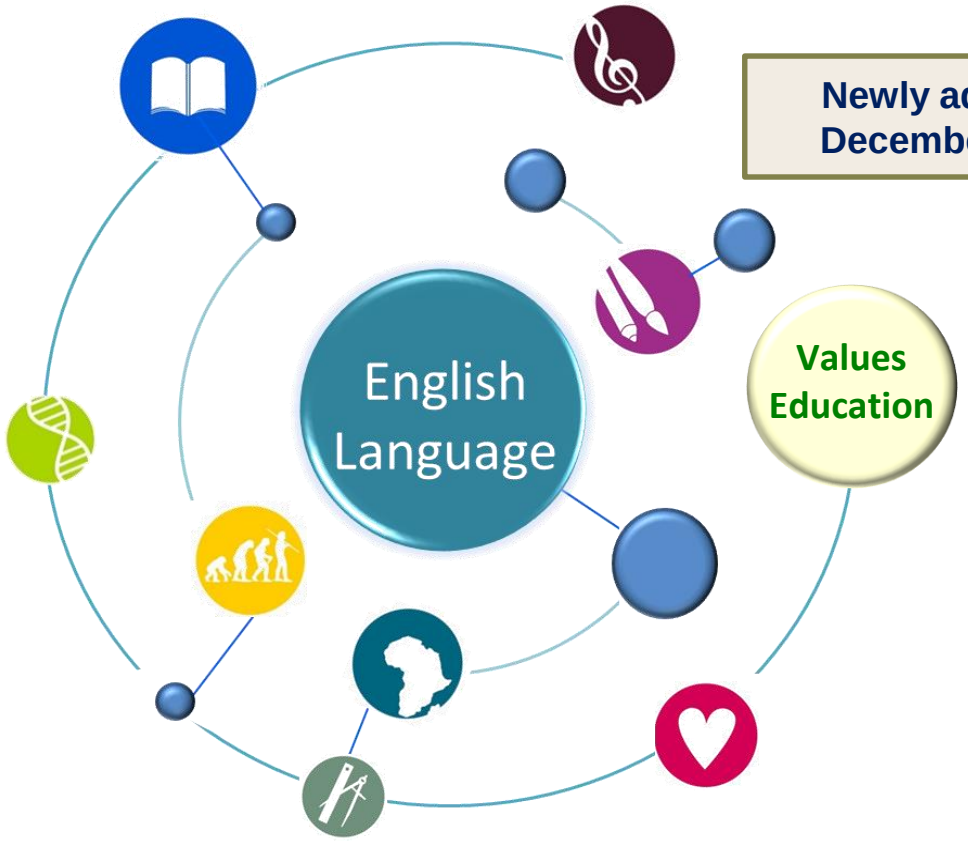
Values Education Curriculum Framework (Pilot Version) (2021)

https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/VE_CF_20211129_r.pdf

Examples

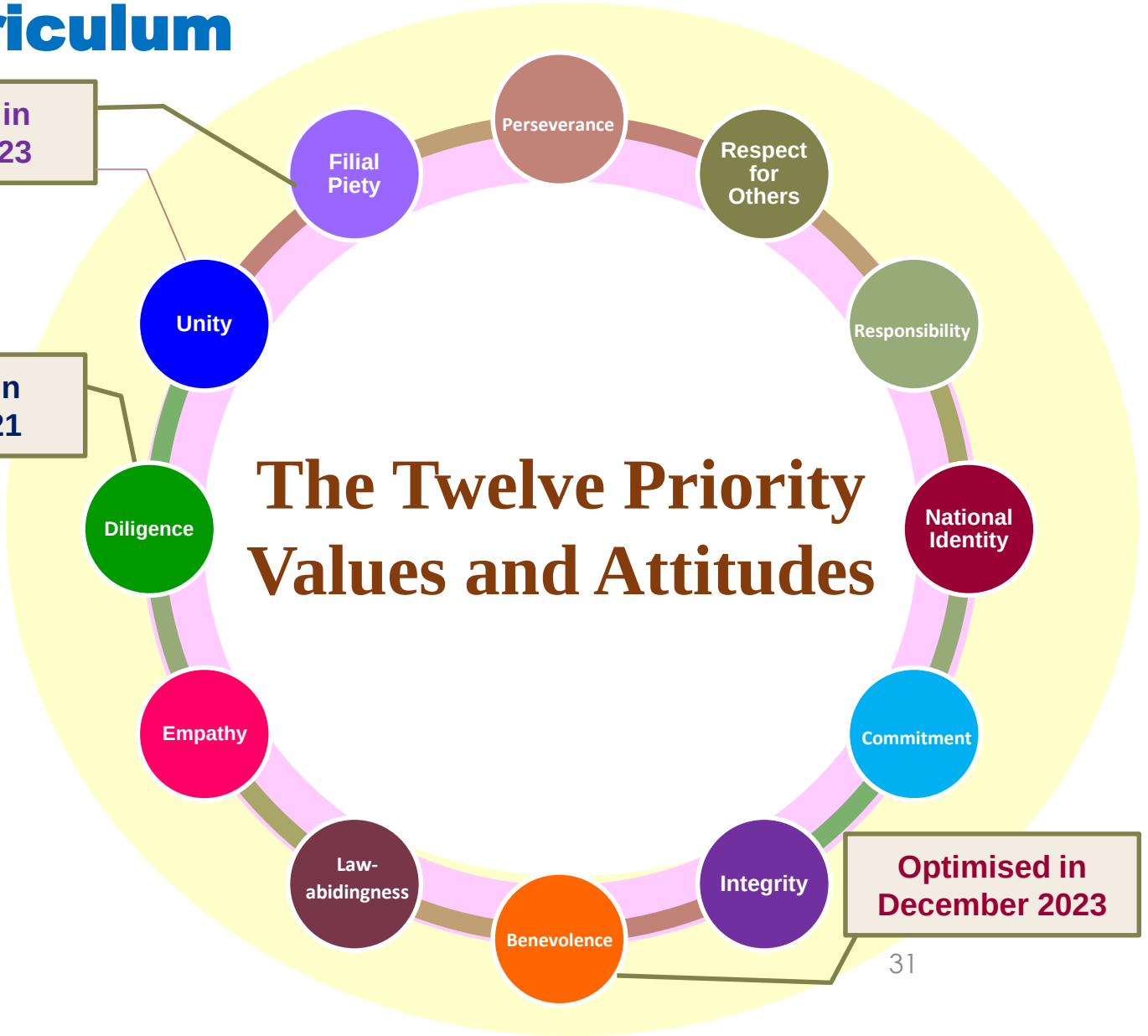
- moral education
- civic education
- national education (including Constitution, Basic Law and national security education)
- anti-drug education
- life education
- sex education
- media and information literacy education
- education for sustainable development

Incorporating Values Education in the School English Language Curriculum



Newly added in December 2023

Newly added in December 2021



Optimised in December 2023

Myth about Promotion of Values Education

Due to the tight teaching schedule, I can only focus more on the teaching of subject knowledge (e.g. vocabulary and grammar teaching). ***How can I set aside time for values education?***

Knowledge in Key Learning Areas

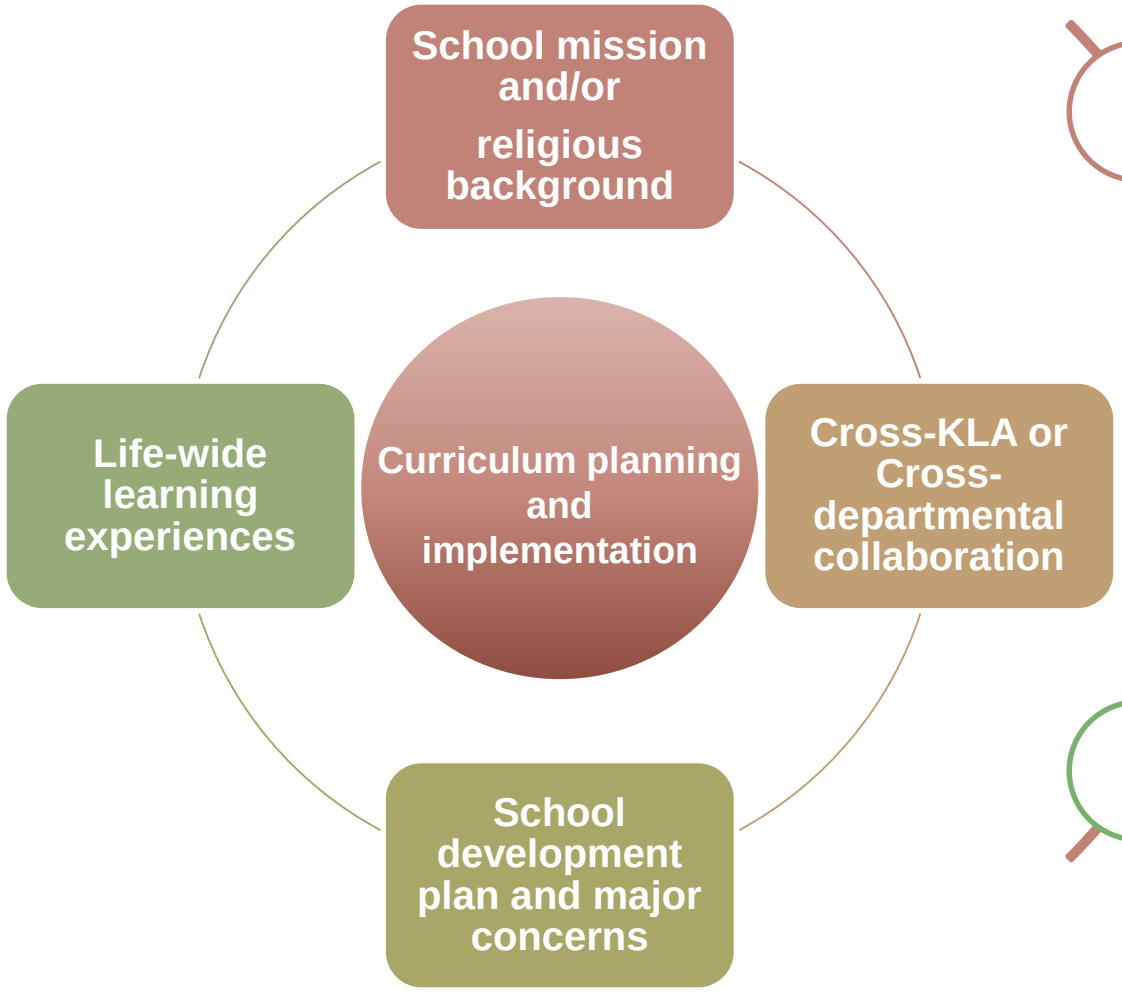
Not an addition, but an INTEGRATION

Generic Skills

Values and Attitudes

Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum

When incorporating values education in the school English Language curriculum, schools should take into consideration:



- Classroom Level
- Cross-curricular Level
- Whole-school level
- Inside classroom
- Outside classroom

Values Education

Choice of materials — Examples

- **Language arts materials** (e.g. short stories, poems, lyrics, films) which deal with universal issues such as interpersonal relationships, nature, love and growing up

The Road Not Taken

-Robert Frost

Count on me

-Bruno Mars

- **Non-fiction materials** (e.g. documentaries, biographies, news/magazine articles) which present students with inspiring stories of people, controversial issues and thought-provoking happenings in the world

Strategies for Integrating Values Education into the School English Language Curriculum

✓Connecting the priority values and attitudes with the themes and topics of teaching modules/units in the English Language curriculum

- Module
  Animal Protection
- Connection with the school motto
  Be a responsible and committed citizen
- Topic in English Language curriculum
  Keeping a pet
- Positive values and attitudes
  Responsibility, care for others, empathy
- Learning and teaching activities
  Watching a video on stray animals, writing a soliloquy of an abandoned dog, paying a visit to an animal shelter, writing a proposal for a fundraising campaign to raise awareness of the problems faced by abandoned animals

Examples of connecting the Twelve Priority Values and Attitudes with the Themes/Topics of Teaching Modules in the English Language Curriculum

Modules and Units	Activities	Values and Attitudes
Teenage Life (Growing Up)	**Storytelling** and **reader's theatre** on books or texts about family and interpersonal relationships	• **Benevolence** • **Respect for others** • **Filial piety**
Technology (Changes brought about by technology)	**Discussions** and writing **a letter to the editor** on social issues raised in an editorial	• **Law-abidingness** • **Integrity**
Wonderful Things (Successful people and amazing deeds)	Comparing the life stories of two successful people and discussing different ways to face adversities in a **group discussion**	• **Perseverance** • **Diligence** • **Commitment**
Cultures of the World (Customs, clothes and food for different places)	**Designing pamphlets and posters** which introduce the cultures and traditions of different countries	• **National identity** • **Respect for others** • **Unity**
Rights and Responsibilities, Wonderful Things (Precious things)	Writing a **short story** from the perspective of an abandoned pet	• **Responsibility** • **Empathy**

Strategies for Integrating Values Education into the School English Language Curriculum

✓ Integration of cognition, affection and action

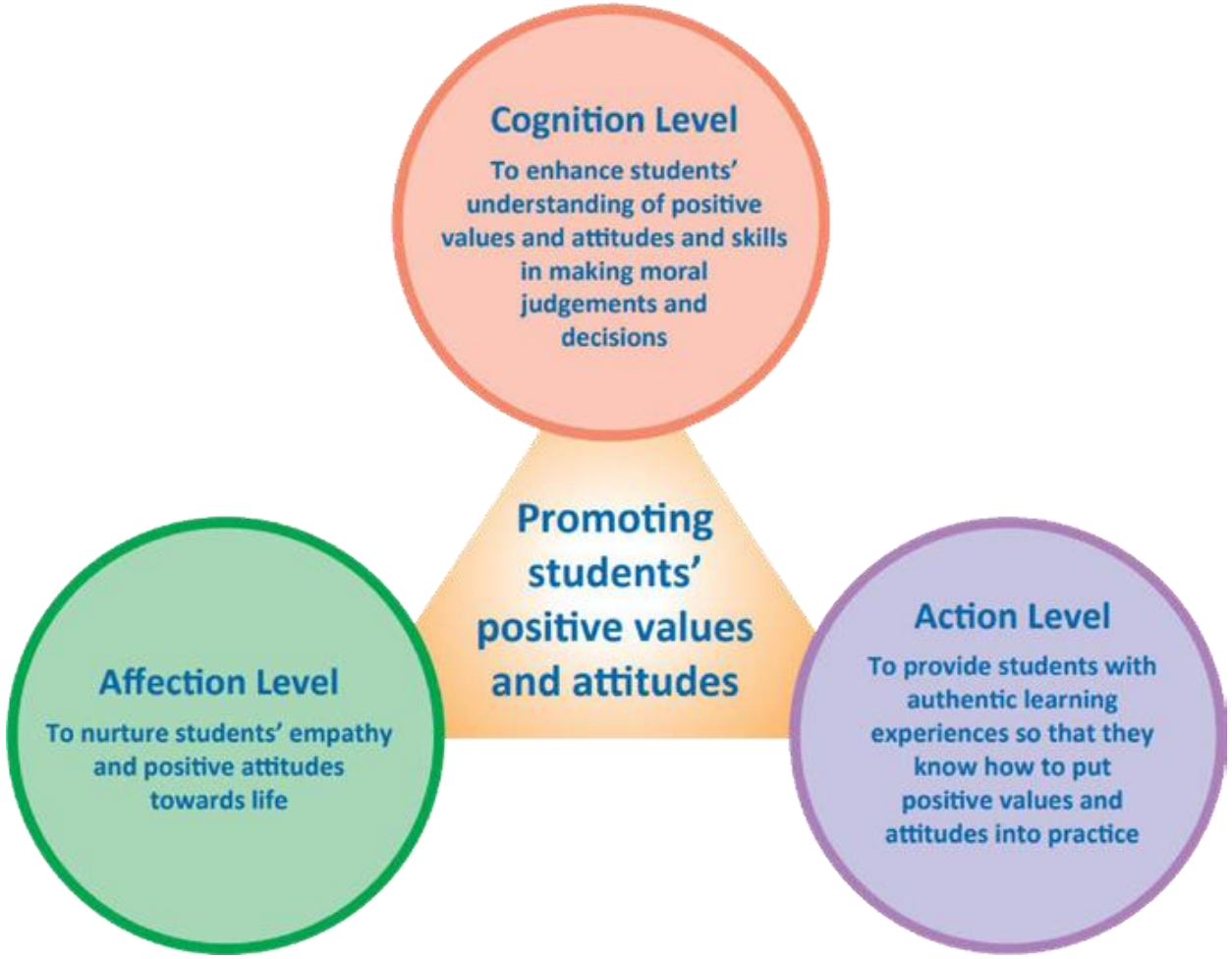


Figure 6A.1 Integration of Cognition, Affection and Action (p.10, Booklet 6A, *Secondary Education Curriculum Guide* (2017))

Integrating Values Education into the School English Language Curriculum An Example

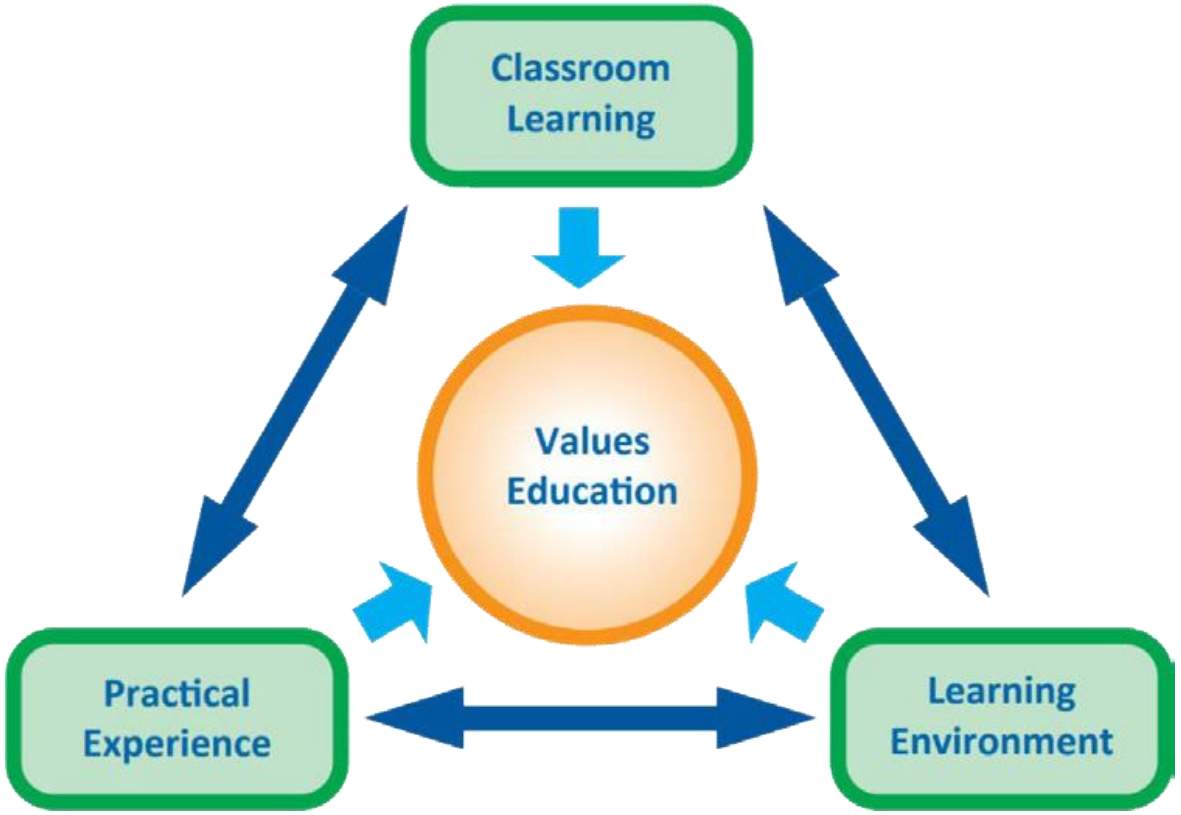
Module	The World of Sports
Level	S4 students
Connection with the school's major concern	To develop a positive outlook on life through nurturing perseverance and grit
Topic	The success stories of Paralympic athletes
Positive values and attitudes	Perseverance, respect for others, empathy, grit
Integrative use of generic skills	Holistic thinking skills – critical thinking skills, problem solving skills, creativity

Learning and teaching activities

Read/View a text about motivational Paralympic athletes who beat the odds in their sporting career	Outline the positive attributes of the athletes and analyse the reasons for their success using a graphic organiser	Empathise and reflect on the challenges faced by athletes with a disability by giving a short presentation	Research on underprivileged groups in society and write a proposal to suggest how the Government can support people with disability
Cognition level	Cognition level	Affection level	Action level

Strategies for Integrating Values Education into the School English Language Curriculum

✓ Provision of holistic and balanced learning experiences through integrating classroom learning, practical experience and learning environment



Example

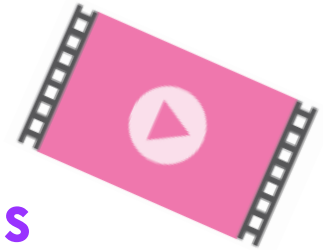
- S2 students take part in a charity project on the theme "Charities and Helping Others" to promote students' integrative use of language skills.
- The project starts with a talk by a social worker on underprivileged children who are deprived of education. Students then discuss the roles and responsibilities of the more fortunate ones to understand the importance of social responsibility.
- Students are then asked to sign a "contract" to commit themselves to a series of fundraising events leading up to the "Jumble Charity Sale" to support children's right to education.

Implementing a School-based Reading/Viewing Programme to Promote Values Education

An Example

"What Happens Next?"

Predicting the Storyline of Inspirational Short Animations



Select and play an inspirational short animation for the first time.

Pause the video at specific times and engage students in making predictions of the plot at different stages.

Have students identify the unpleasant experience or challenges (e.g. a disability, a challenging task) faced by the characters in the short animation.

Discuss how the characters handle/overcome the adversities. Ask students to put themselves in the shoes of the characters and share what they would do and how they would feel if they faced similar challenges.

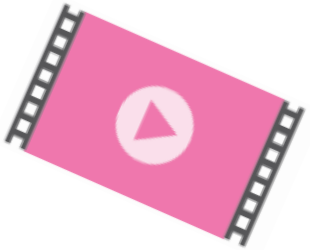
Play the short animation multiple times as necessary to analyse the fictional elements (e.g. themes) and cinematic techniques (e.g. camera shots).

Conclude the lesson by eliciting from students the positive messages learnt from the short animation. Get them to reflect on how they can apply those positive values and attitudes in the daily life.

Implementing a School-based Reading/Viewing Programme to Promote Values Education - An Example

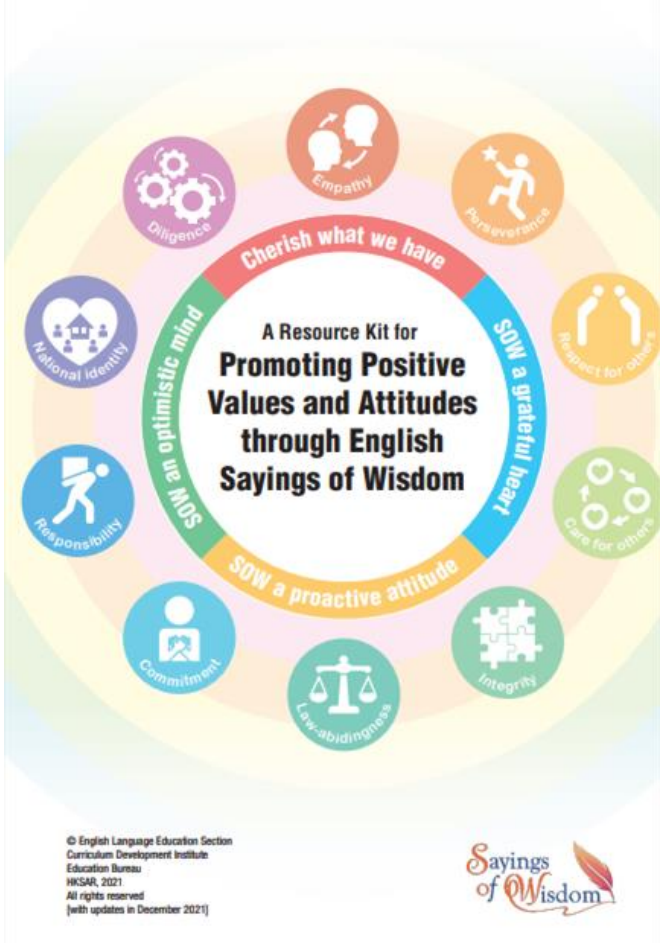
"What Happens Next?"

Predicting the Storyline of Inspirational Short Animations



Name of Animation	Positive Values and Attitudes	Synopsis
Hair Love	Hope, love, perseverance	A heart-warming story of an African American father learning to do his daughter's hair for the first time for a special occasion.
The Present	Empathy, hope, love	A story about a boy who receives a life-changing present from his mom – a puppy with three legs.
Ormie the Pig Wants a Cookie	Perseverance, determination, grit	An animation capturing Ormie's quest for a jar of cookies
My Shoes	Empathy, gratitude, care for others	A story with a twist which teaches us about gratitude and empathy.

A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom (e-version) (2021)



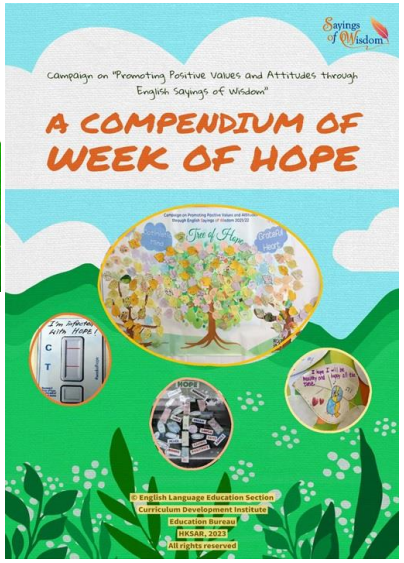
- ✓ Strategies for promoting Values Education
- ✓ L&T ideas with lesson procedures
- ✓ Ideas on creating a language-rich environment to promote values education
- ✓ Games

http://www.edb.gov.hk/Hope_RK

School-based English Activity Week: Examples of school-based activities

https://www.edb.gov.hk/WoP_examples

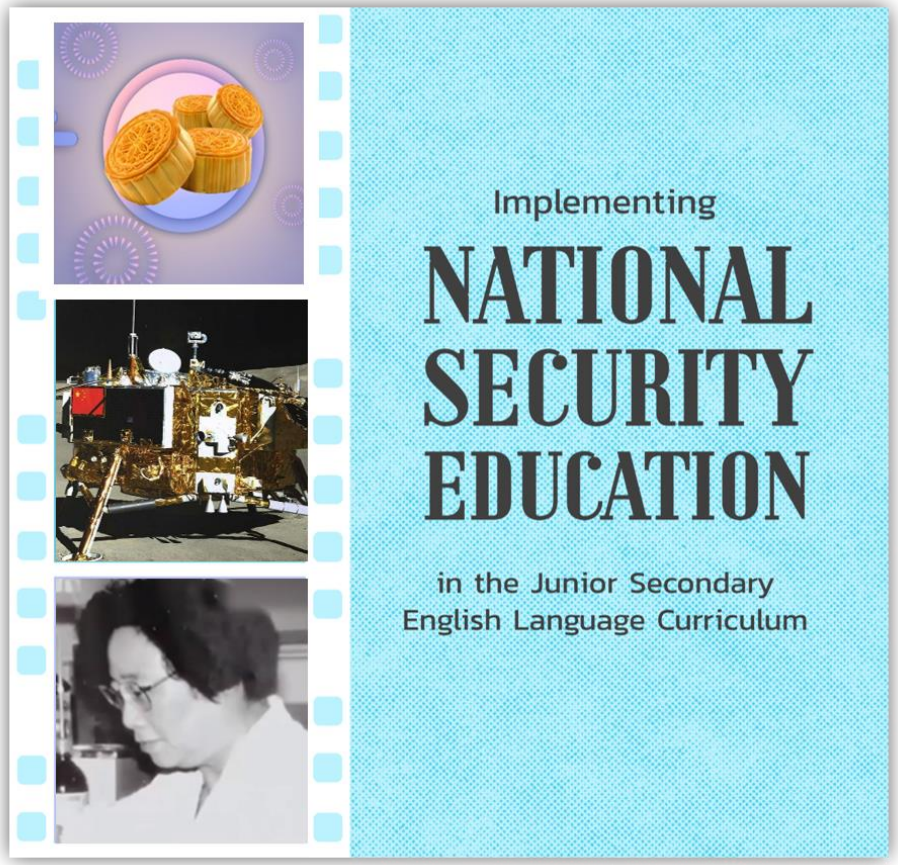
https://www.edb.gov.hk/WoP_examples



https://www.edb.gov.hk/WoH_booklet

classroom learning activities for appreciation of SOW	drama performances	film appreciation
song dedication	theme-based talks	book exhibitions
classroom board/ poster design competitions	speech competitions/ book sharing	game booths

Implementing National Security Education in the English Language Curriculum
An Example



Resource Materials on "Implementing National Security Education in the Junior Secondary English Language Curriculum"
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Implementing National Security Education in the English Language Curriculum An Example

Module	Unit	Topic
Cultures of the World	Customs, Clothing and Food of Different Places	Chinese Festival

Content Objectives

To explore concepts related to cultural / ecological security, e.g.

- the history and culture of traditional Chinese festivals
- learning activities to strengthen traditional Chinese culture to enhance cultural strength and competitiveness
- waste reduction and recycling

Language Objectives

To develop language knowledge and skills, e.g.

- listening, speaking, reading/viewing and writing skills
- text structures (i.e. a video, an article, story elements)
- tenses:
  - the use of the simple present tense to present facts; and
  - the use of the simple past tense to talk about past events / events of a story

Resource Materials on "Implementing National Security Education in the Junior Secondary English Language Curriculum"
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Implementing National Security Education in the English Language Curriculum An Example

A Video on "The Legend of Moon Cakes – Mid-Autumn Festival"

Pre-viewing

- Find out how much students know about the Mid-Autumn Festival.

While-viewing

- Play the video.
- Engage students in finding out the traditions, the legend and how the festival is celebrated nowadays.

Post-viewing

- Use an article on the Mid-Autumn Festival as a follow-up to reinforce students' understanding of the festival and their role in waste reduction and recycling in festive celebrations.
- Guide students to develop the language knowledge and skills through integrating information and ideas from the video and the article on the Mid-Autumn Festival.

Source: *The China Current*: https://chinacurrent.com/story/23958/the-legend-of-moon-cakes-mid-autumn-festival-tasmin-little

3

Resource Materials on "Implementing National Security Education in the Junior Secondary English Language Curriculum"
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

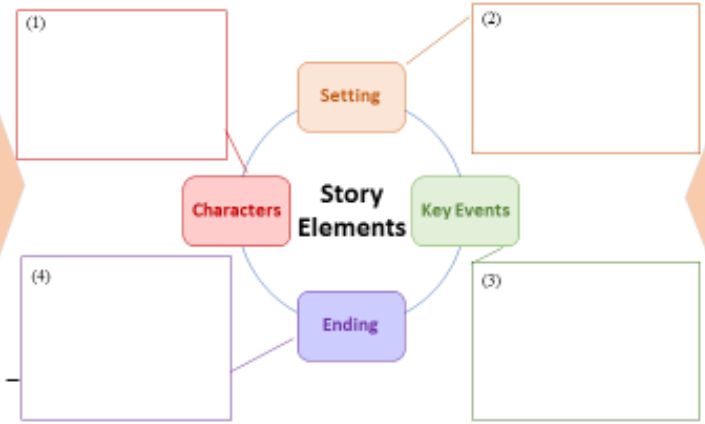
Implementing National Security Education in the English Language Curriculum An Example

Post-viewing

- Guide students to develop the language knowledge and skills through integrating information and ideas from the video and the article on the Mid-Autumn Festival.

The story about the legend of the Mid-Autumn Festival

A Video on "The Legend of Moon Cakes – Mid-Autumn Festival"



An Arti
Mid-Autu

Post-viewing

Guide students to identify the use of
- the simple present tense to present facts about the festival; and
- the simple past tense to talk about past events/events of a story.

Language Focuses

A Video on "The Legend of Moon Cakes – Mid-Autumn Festival"

To describe the traditions of the festival

Simple present tense

To talk about the history of the festival/events of the legend

Simple past tense

To describe how people celebrate the festival nowadays

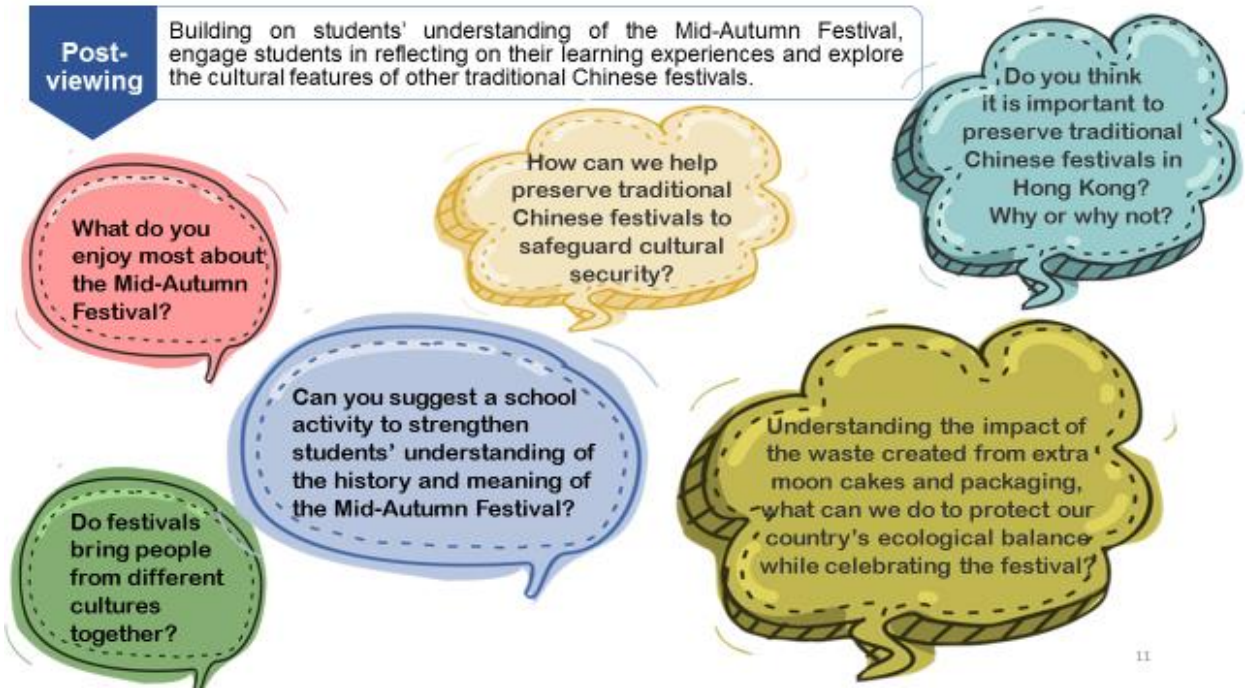
Simple present tense

An Article on the Mid-Autumn Festival

10

Resource Materials on "Implementing National Security Education in the Junior Secondary English Language Curriculum"
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Implementing National Security Education in the English Language Curriculum An Example



Resource Materials on "Implementing National Security Education in the Junior Secondary English Language Curriculum"
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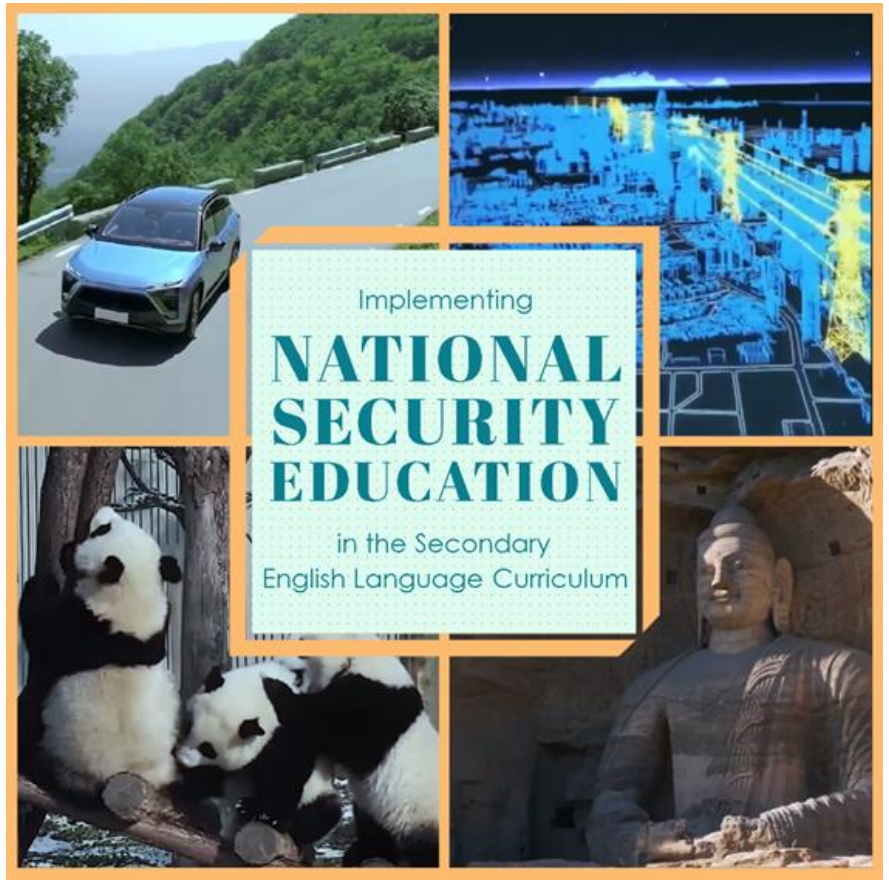
Implementing National Security Education in the English Language Curriculum



https://www.edb.gov.hk/NSE_elesec

Wildlife Conservation
(Junior Secondary)

Teacher Version
DOCX PDF
Student Version
DOCX PDF

Renewable Energy
(Junior Secondary)

Teacher Version
DOCX PDF
Student Version
DOCX PDF

Reducing Our Carbon Footprint
(Senior Secondary)

Teacher Version
DOCX PDF
Student Version
DOCX PDF

Cultural Heritage Preservation
(Senior Secondary)

Teacher Version
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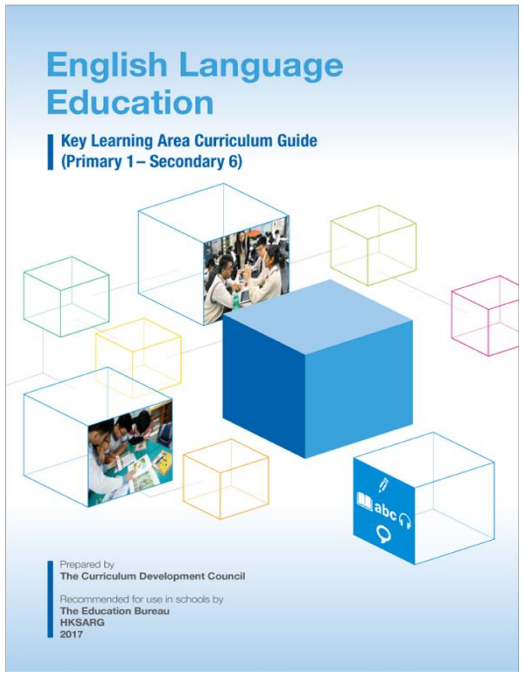
Student Version
DOCX PDF

Major Updates of the ELE KLACG (P1-S6)



Learning and Teaching of Text Grammar

Reflection:

How do I usually teach grammar?

- **Grammar drills?**
- **Introduce language items through texts ?**

Drilling

- **Only a mechanical practice of language forms**

Mostly **form-focused** exercises

Understanding and application of the functions of language items are equally important

Text Grammar

- Authentic contexts help students make meaningful connections between language forms and functions, hence effective use of the language

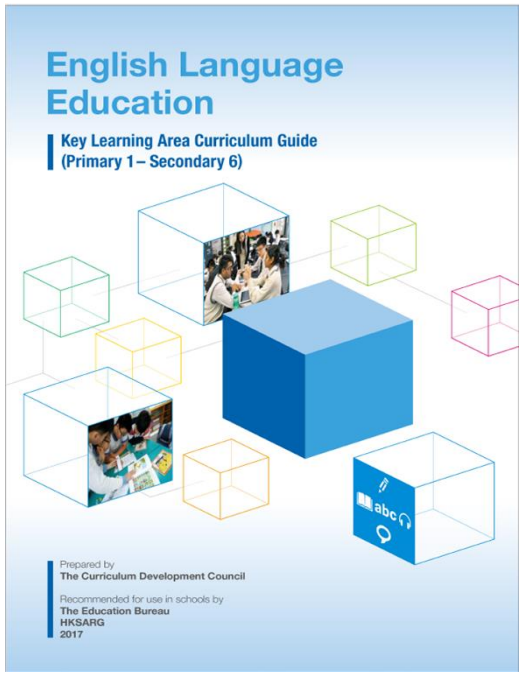
Beyond **sentence level**

Grammar in Context and *Text Grammar*

- the link between **form and function** and how grammar makes meaning and varies in different contexts
- how contexts shape the **choice** of language used

- **beyond sentence level**
- grammar items typical of a particular **text type**
- how grammar contributes to the **structure, coherence, tone, style and register of a text**
- how to apply grammar knowledge to create texts of **different text types**

Major Updates of the ELE KLACG (P1-S6)



Extending from

Assessment for Learning to

Assessment as Learning

Assessment of Learning	It refers to the assessment designed to provide evidence for making judgments on student achievement against learning targets, objectives or standards at a certain point of time.
Assessment for Learning	It is a formative and diagnostic kind of assessment where teachers collect ongoing information about students' learning progress, provide timely and quality feedback and adjust their teaching strategies for improving student learning.
Assessment as Learning	It refers to students' use of learning tasks and feedback to enhance their own learning. During the process, students actively develop an understanding of their learning, critically assess their learning effectiveness, adjust learning strategies, plan for follow-up actions, and set future learning goals. When implementing assessment as learning, feedback from teachers or self- and peer assessments help students reflect on their own learning, and identify their strengths and areas for improvement.

Strengthening Assessment for Learning

Assessment tools

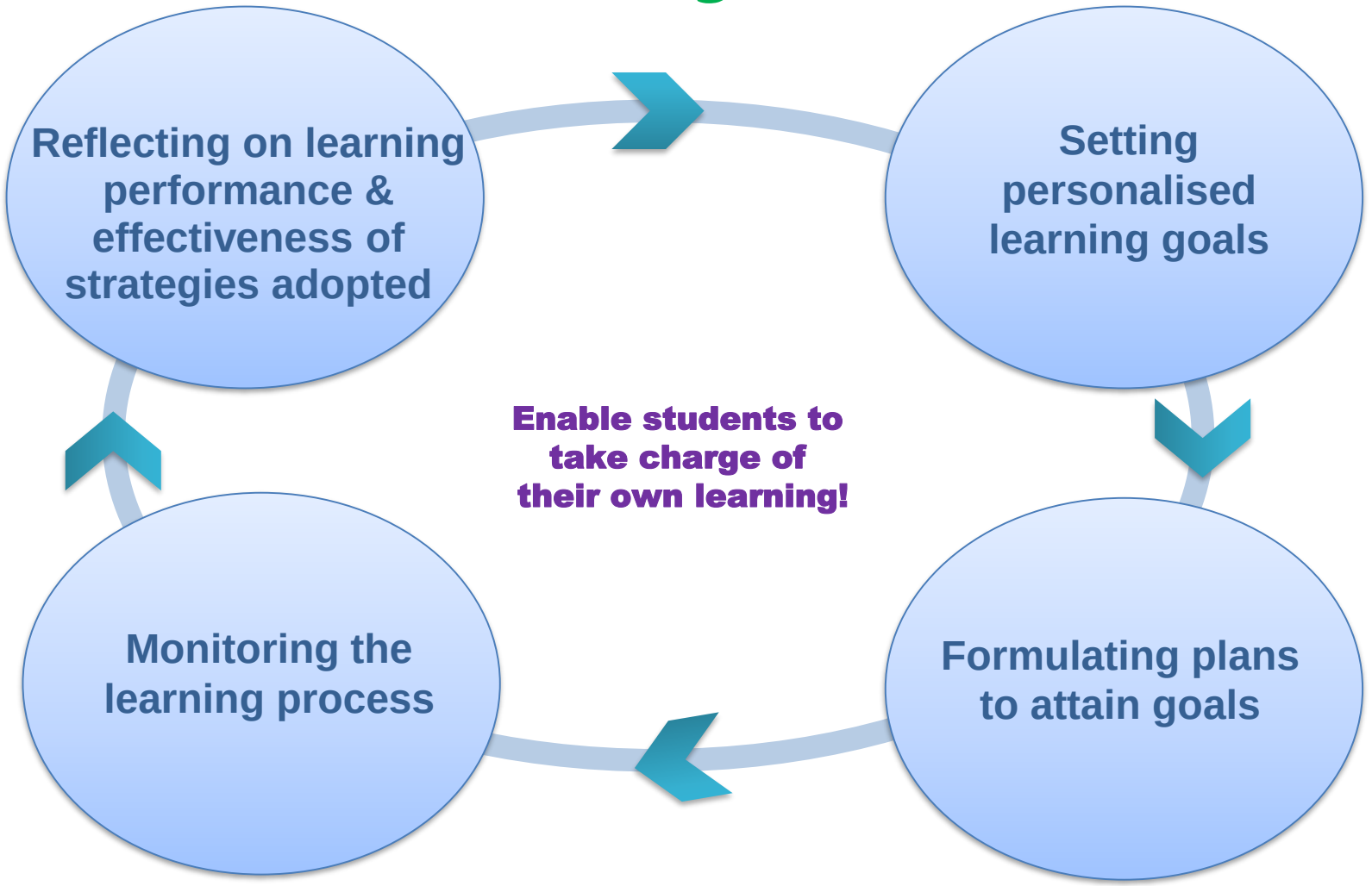
Assessment data

Extending from Assessment for Learning to Assessment as Learning

Assessment as Learning

✓ empowers students to reflect on their own learning, and develop their habit of mind and skills to monitor and evaluate their own progress of learning

✓allows greater involvement of students in the **Learning-Teaching-Assessment process**

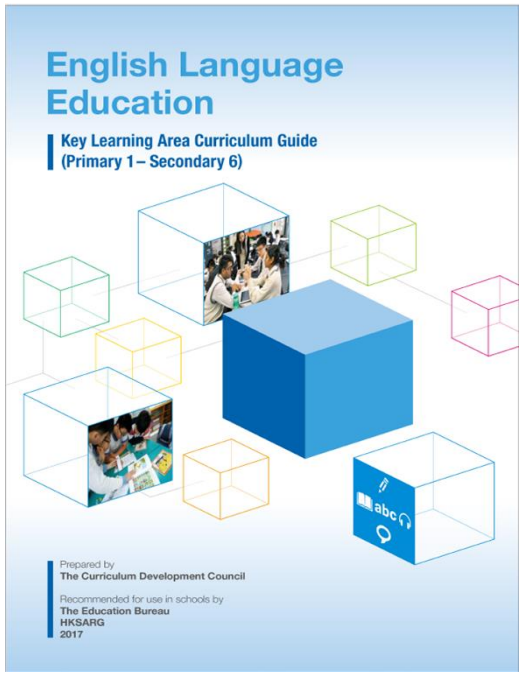


Strategies to promote Assessment as Learning

In order to enable students to take charge of their own learning, teachers can do the following:

identifying **expected learning outcomes**	creating **criteria of good practices** with the students	guiding students to **set goals**
teaching **enabling skills** (e.g. dictionary skills, research skills, phonics skills and **vocabulary building strategies**)	providing opportunities for students to **practise the skills** that need to be learned or mastered	**modelling** of learning strategies (e.g. the skills of self-reflection) through think-aloud
discussing sample **student work** and providing **constructive feedback** to students as they learn	using different kinds of assessment forms (e.g. KWHL Table, SWOT, PMI, Traffic Light, Feedback Sandwich) to facilitate **self-reflection**	guiding students to **keep track of** their own **learning**

Major Updates of the ELE KLACG (P1-S6)



Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

Reflection:

There are a few students who are very talented in English in my class. How can I stretch their potential in the mainstream English classroom?

Catering for the Needs of SEN & Gifted Students in the Mainstream English Classroom

Students with SEN

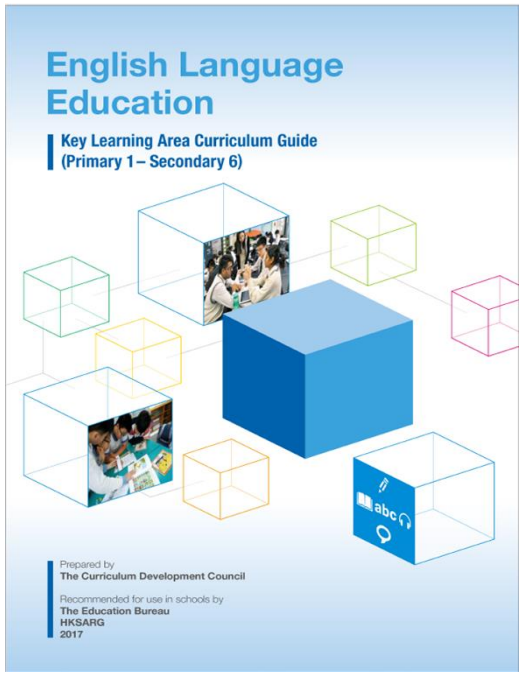
- Adapting the learning content
- Adopting a multisensory approach to learning and teaching
- Using multimodal learning and teaching aids and materials
- Adjusting the pace and linguistic load of instruction
- Setting realistic assessment goals/objectives

Gifted students

- Allowing flexibility with the curriculum to address differences in the rate, depth and pace of learning
- Providing enrichment activities which encourage creativity and original thinking
- Encouraging students to pursue independent projects or study based on their interests and abilities
- Guiding students to set individual goals and assume ownership of their learning

Accommodating diverse students' needs in the mainstream English classroom

Major Updates of the ELE KLACG (P1-S6)



Reading across the Curriculum

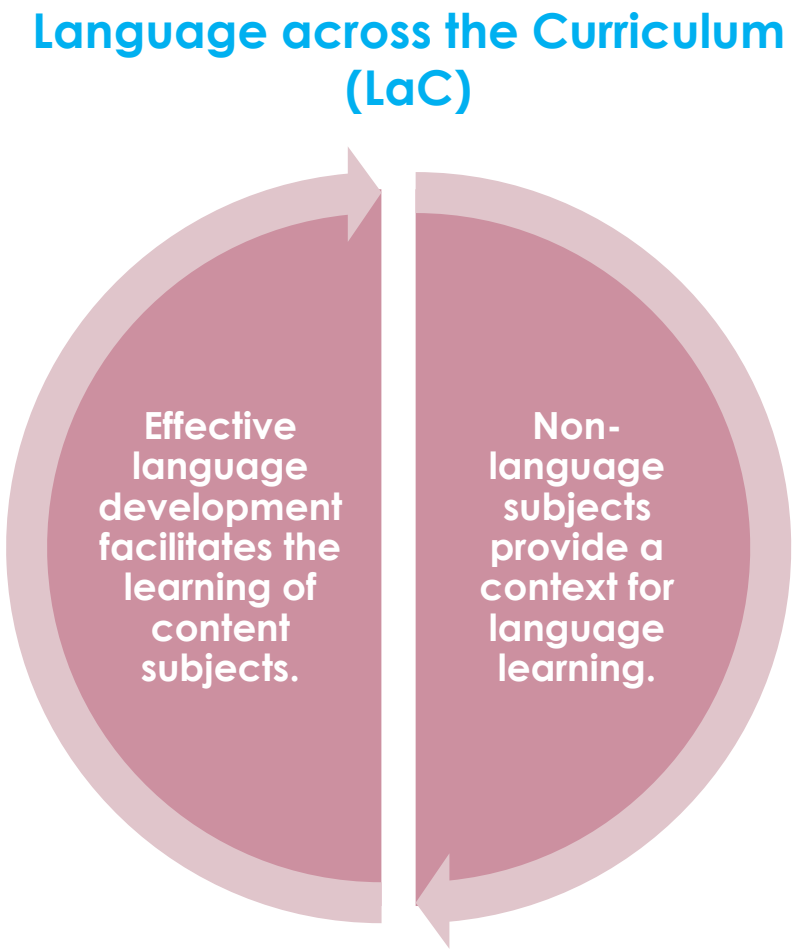
Reflection:

"Promoting Reading across the Curriculum is about providing and teaching a ***glossary*** *of thematic vocabulary commonly used in content subjects."*

Do you agree?

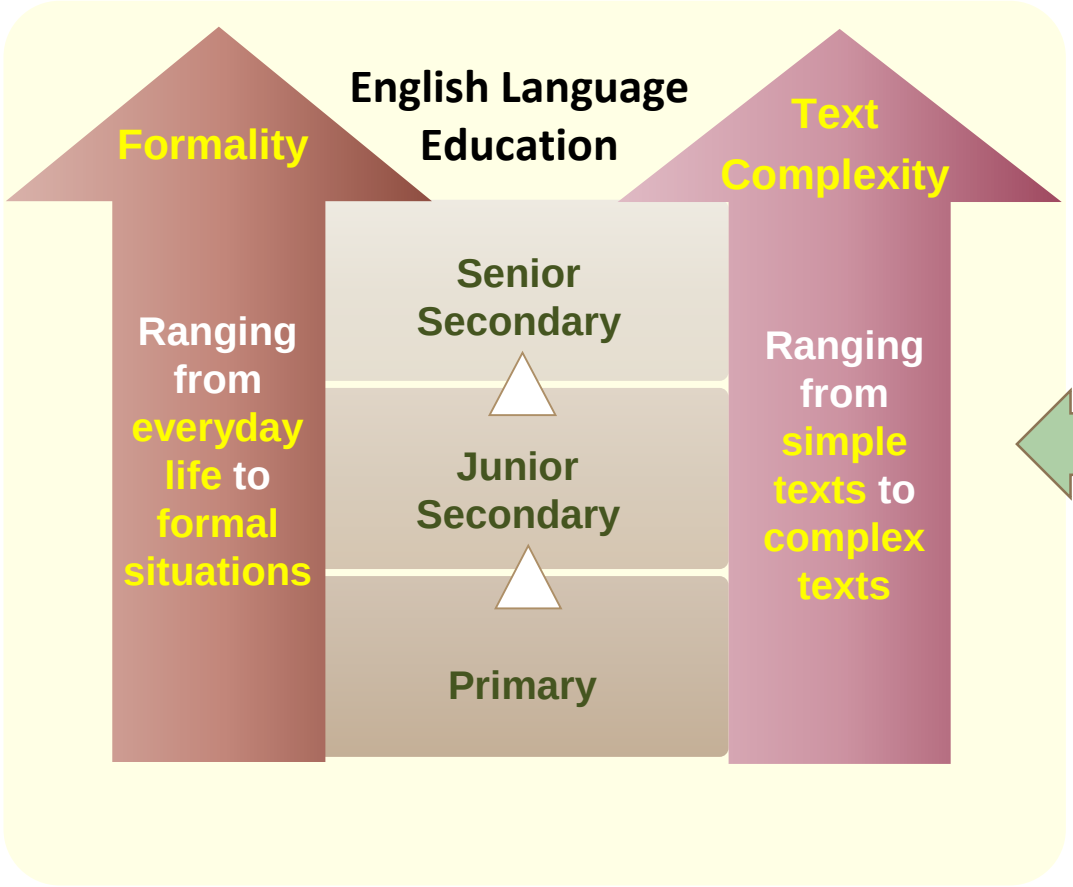
Importance of Reading across the Curriculum (RaC)

- RaC, a component of LaC, is more than provision of a glossary.
- It helps students connect learning experiences between English Language & non-language subjects by establishing meaningful links between language features and concepts acquired across different KLAs.



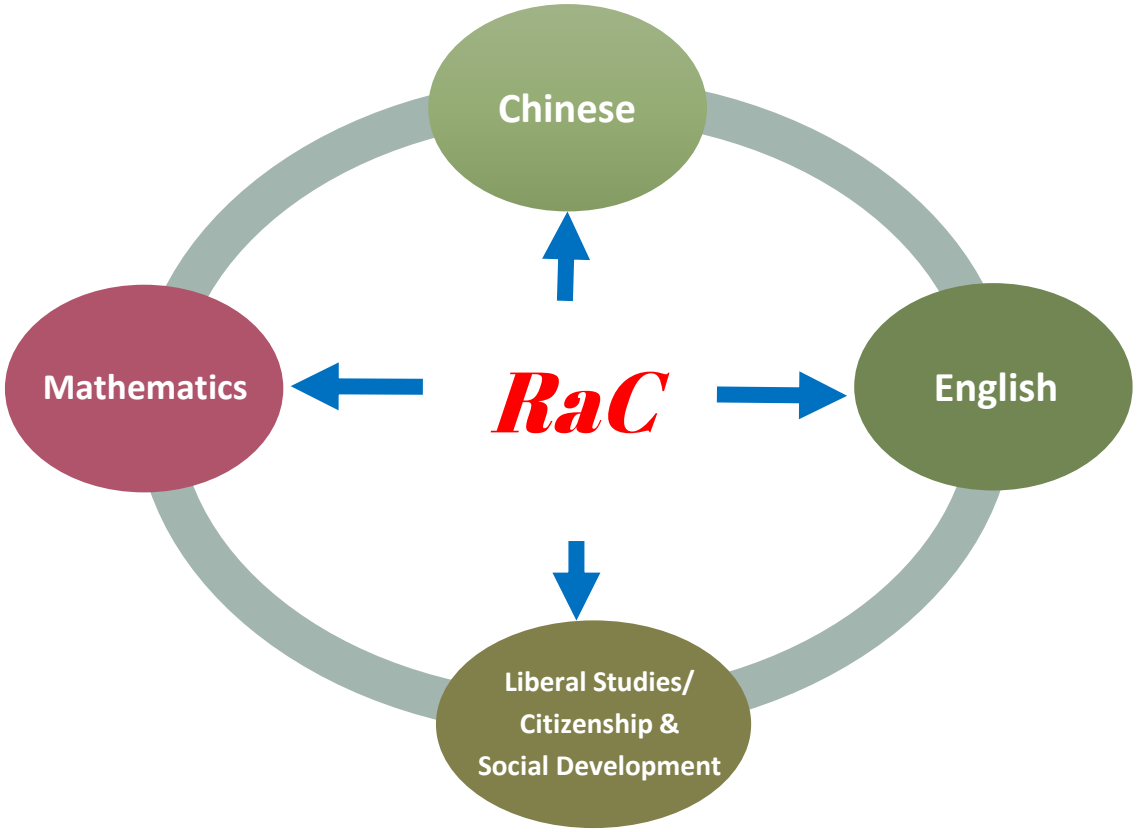
Challenges for Secondary School Students

Language demand grows in terms of formality and text complexity



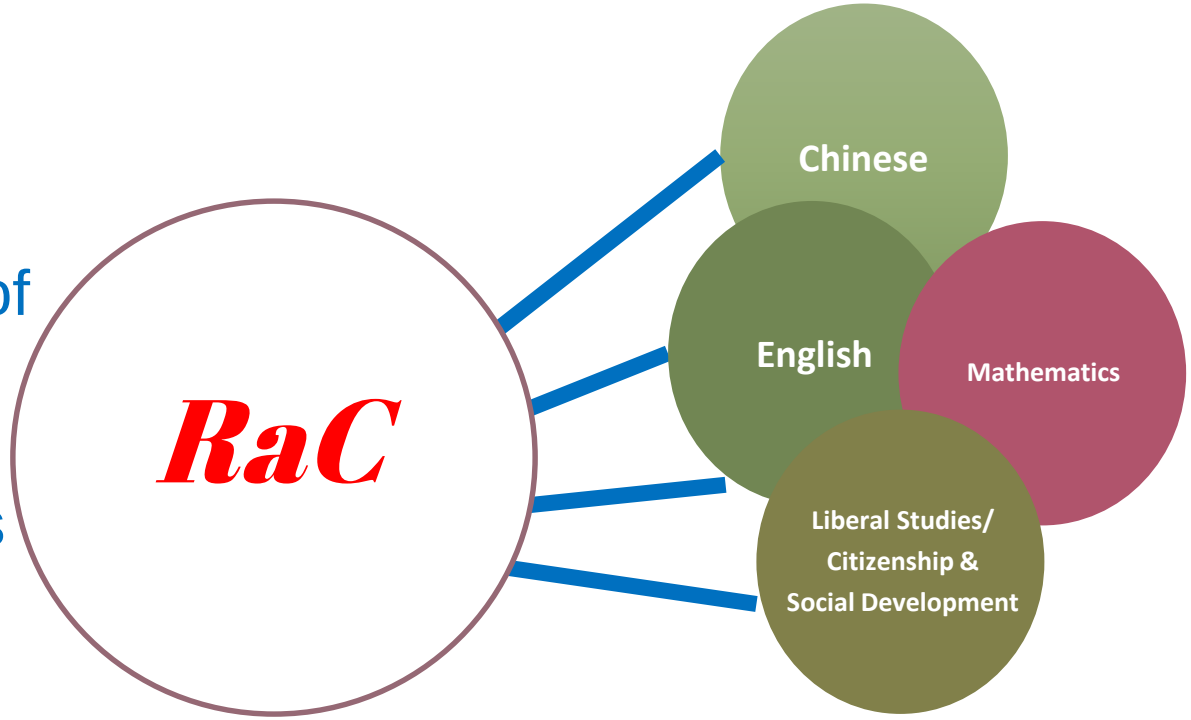
Reading across the Curriculum (RaC)

In terms of topics / themes

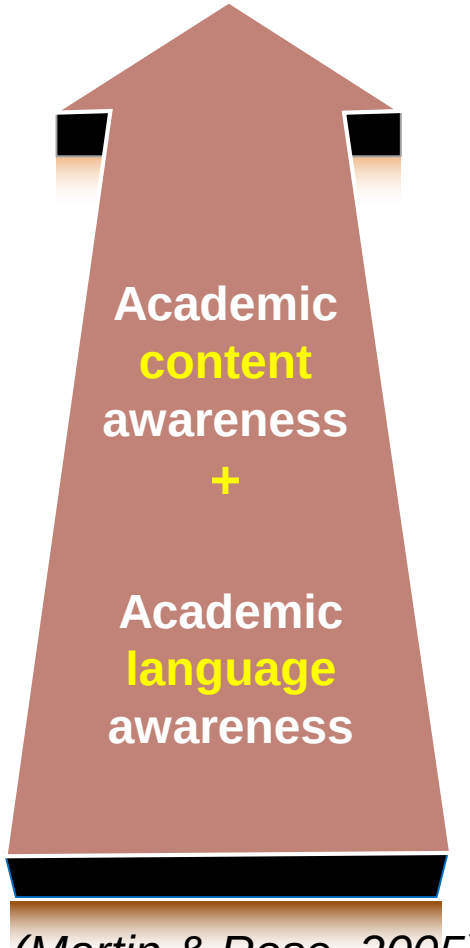


Reading across the Curriculum (RaC)

In terms of reading skills and strategies



Reading across the Curriculum (RaC)



(Martin & Rose, 2005)

- **Reading across the curriculum (RaC) helps students establish meaningful links among concepts and ideas acquired in different KLAs.**

- **RaC**
  - **explicit teaching of reading skills and strategies to be integrated with the curriculum**
  - **students learning to read**
    - **the subject matter of pedagogic texts**
    - **the associated language patterns**
  - **develop students' literacy skills, positive values and attitudes, deep learning and world knowledge**

Reading across the Curriculum (RaC)

English for General Purposes

VS

English for Academic Purposes

Rhetorical Functions & Language Features

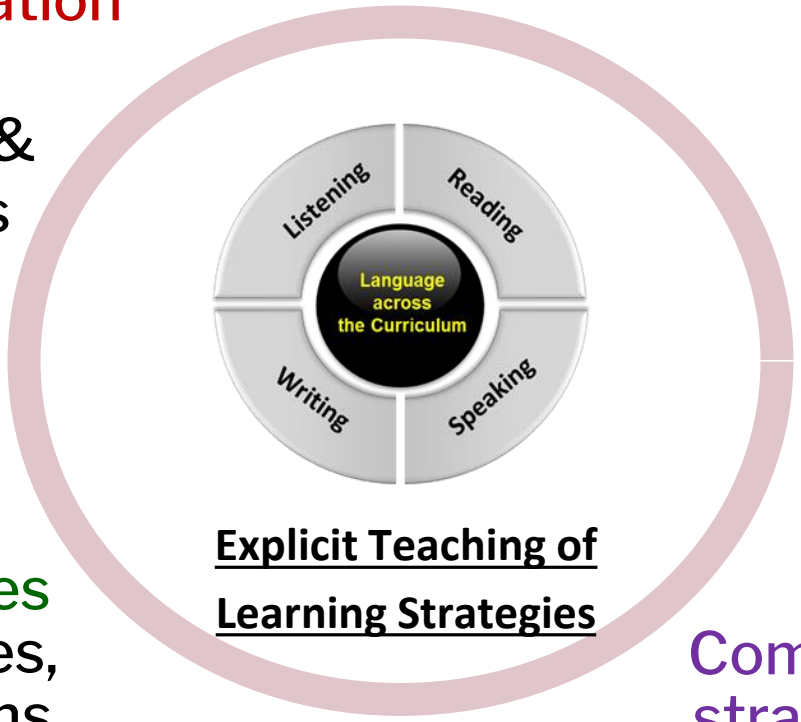
Examples

Rhetorical functions	**Language features (e.g.)**	PSHE	ME	SE	TE	AE	PE
Comparison	**Connectives: (KS3 – KS4)** ***However, on the contrary, despite, whereas***	*		*			
Procedure	**Imperatives: (KS1 – KS4):** ***Hold*** the racket vertically.		*	*	*	*	*
Recount	**Past tense: (KS1 – KS4)** World War II ***lasted*** from 1939 to 1945.	*		*			*
Explanation	**Connectives: (KS2 – KS4)** ***Due to, because, since; therefore, so, as a result***	*	*	*			
Description	**Adjectives: (KS1 – KS4)** ***Postmodern, romantic, three-dimensional*** **Passive construction: (KS3 - KS4)** Water ***is pumped*** to the water treatment station.	*		*		*	
Conclusion	***To summarise, to conclude***	*		*			
Suggestion	**Modal verbs: (KS2 - KS4)** Can, may, could, might, should	*		*			
Instructions	**Wh-words: (KS1 – KS4)** ***What*** is the sum of the numbers from 1 through 1000000? **Imperatives: (KS1 – KS4)** ***Discuss*** the impacts of Meiji Restoration.	*	*	*	*	*	*
Presentation of facts	**Present tense: (KS1 – KS4)** The Earth ***rotates*** around the Sun.		*	*			*
Assumption	**If, let, suppose: (KS2 – KS4)** The value of a gold coin is $3 200. ***If*** its value increases by 6% each year, what ***will be*** its value after 4 years?		*				*

Strategies for Promoting RaC

Use of visual representation to deconstruct the structure, language & content of the texts

Reading & enabling skills (e.g. vocabulary building strategies, phonics skills)

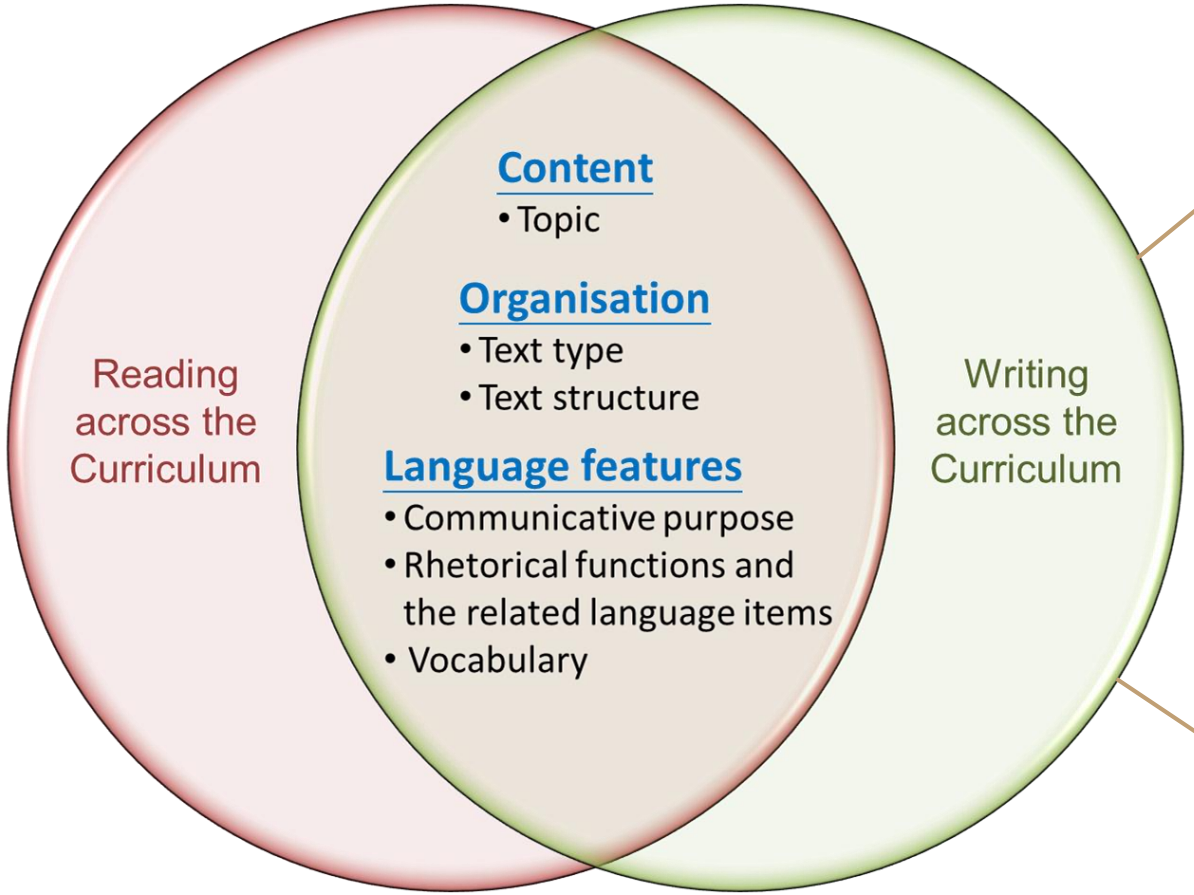


Features of different text types (e.g. text structures, rhetorical functions & the related language items)

Communication / Interaction strategies that students can apply in presentation & discussion activities across KLAs

Promoting Writing across the Curriculum (WaC)

WaC is a meaningful follow-up on RaC



Helping students

- establish meaningful links among concepts and ideas in other KLAs
- develop a better understanding of the language features of texts on cross-curricular subjects

RaC & WaC – Collaboration among KLAs

✓Curriculum mapping

- Take into consideration students' learning needs across KLAs at the same year level or across levels
- Develop a horizontal or vertical curriculum map that highlights possible entry points (e.g. learning and teaching strategies, themes, text structures, rhetorical functions, language items) for the implementation of RaC and WaC

RaC & WaC – Collaboration among KLAs

Curriculum mapping – Example

	Secondary 2	English Language	History	Science
Reading	Learning and teaching strategies	Use of visual representation (e.g. a Venn diagram) to help students deconstruct the text		
	Rhetorical functions	To compare/contrast		
	Language items	Showing similarities *Both, like, similarly* Showing differences *Unlike, while, however/but, instead of*		
	Teaching focus	Introducing the forms and functions of the target language items	Reinforcing the use of the target language items	
	Topic	Cultures of the World	Industrial Revolution	Respiration
Writing	Providing relevant contexts for the application of the target language items (e.g.)	*"Unlike western parents, Hong Kong parents tend to focus much on their children's academic performance…"*	*"Water power was a source of energy before the Industrial Revolution, while the steam engine has become an important source of energy after the Revolution…"*	*"Like respiration, burning also produces heat energy…"*

RaC & WaC – Collaboration among KLAs

✓Planning of curricula and collaborative development of learning materials

- Teachers of different KLAs working closely to match the language needed as well as the content for different subjects
- Planning the English curriculum to facilitate and enhance reading and writing skills for non-language subjects
- Working on the scheme of work of English Language to incorporate language skills and features needed for non-language subjects
- Producing learning and teaching materials for the use in the non-language subjects

RaC & WaC – Collaboration among KLAs

✓Conduct of cross-curricular projects

➢ **Small-scale cross-curricular projects:**

Subjects	Suggested Ideas
English + Mathematics	Conduct a survey, e.g. to find out the favourite extra-curricular activities of S1 students and present the findings in the form of statistical presentation and oral presentation.
English + Geography	Describe the land use in the district where the school is located and suggest alternative uses of the land.
English + Computer Literacy	Use of apps (e.g. "Explain Everything", "Book Creator") to produce English digital multimodal texts

RaC & WaC – Collaboration among KLAs

✓Conduct of cross-curricular projects

- Large-scale cross-curricular projects:
- Collaboration of several KLAs on one project

Example: A project on a school tour to the Mainland

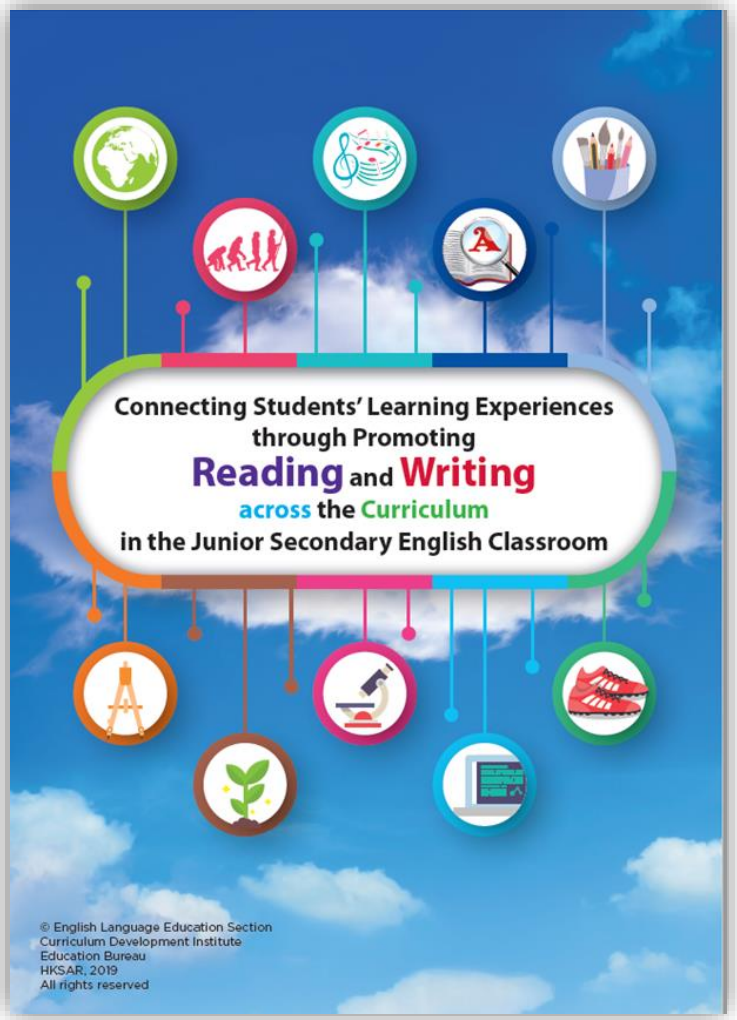
History:
Students study the history of the place.

Geography:
Students read the map of the place and plan the tour.

Mathematics & Computer Literacy:
Students prepare a statistical presentation.

English:
Students present their findings in English.

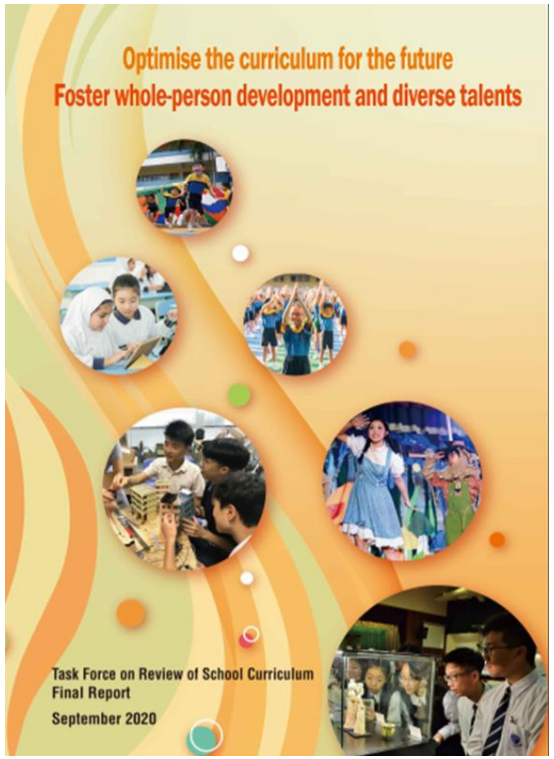
Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom (2020) (printed & e-version)



http://www.edb.gov.hk/RWaC_JS

- Concepts related to R/WaC
- Strategies for Promoting R/WaC
- Learning and Teaching Materials for Promoting R/WaC (3 Learning Tasks)

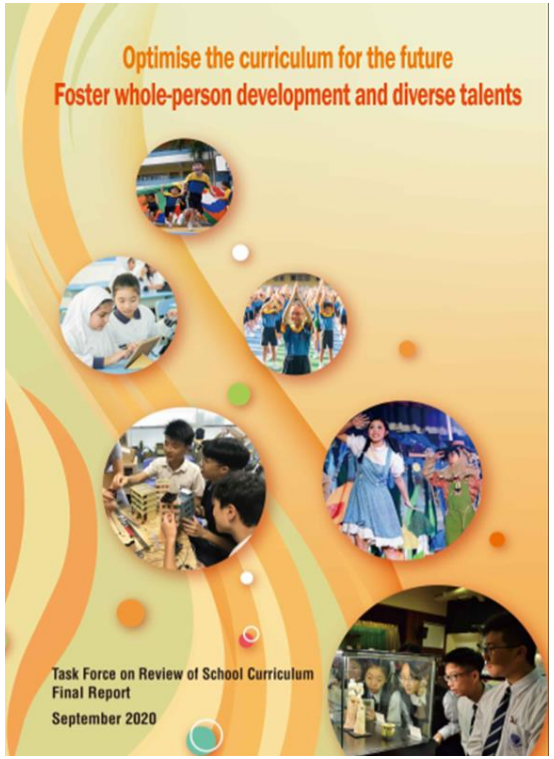
Recommendations of the Task Force on Review of School Curriculum



Task Force on Review of School Curriculum

- The Task Force was set up in November 2017 to holistically review the primary and secondary curricula.
- It examines how to:
  - make the school curricula rigorous and forward-looking in enhancing students' capacity to learn and nurturing in them the values and qualities which are essential for learners of the 21st century;
  - better cater for students' diverse abilities, interests, needs and aspirations;
  - optimise the curriculum in creating space and opportunities for students' whole-person development; and
  - better articulate learning at the primary and secondary levels.

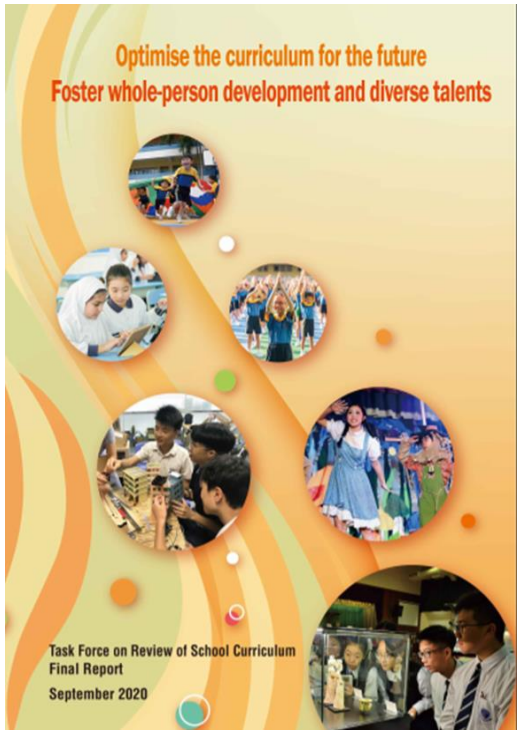
Final Report of Task Force on Review of School Curriculum (2020)



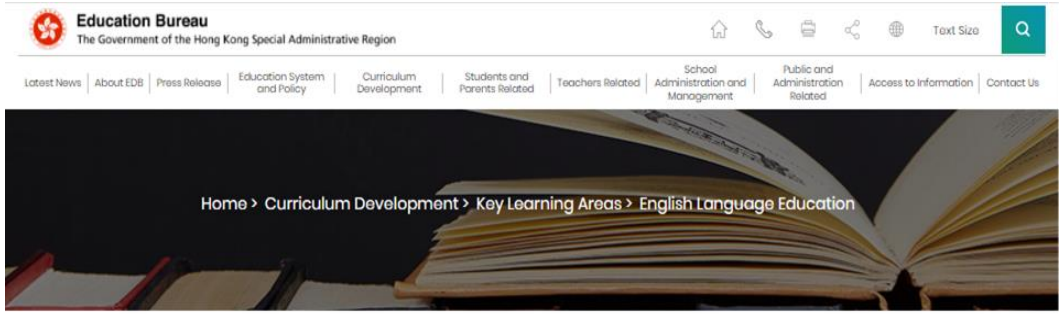
Six Directions of Recommendations

- Whole-person Development
- Values Education and Life Planning Education
- Creating Space and Catering for Learner Diversity
- Applied Learning
- University Admissions
- STEM Education

Final Report of Task Force on Review of School Curriculum (2020)



- further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE
- offer English-related Applied Learning (ApL) course as an elective
- ✓ enrich the existing curriculum, with more emphasis on the academic and creative use of the language
- ✓ provide more opportunities for students to enhance their language competency through LaC and RaC



Optimising Senior Secondary English Language

Background

In tandem with one of the recommendations set out in the review report with the theme "Optimise the curriculum for the future, Foster whole person development and diverse talents" of the Task Force on Review of School Curriculum (Task Force), the committees on the four senior secondary (SS) core subjects under the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) have formulated proposals to optimise the respective curricula and assessments of the subjects, thereby creating space for students and catering for learner diversity.

Short Video: Optimising the Four Senior Secondary Core Subjects - English Language NEW

Flexible Arrangements to Cater for Learner Diversity
Multifarious Activities to Enhance English Learning

References and Resources

English Language Curriculum and Assessment Guide (Secondary 4 - 6) (2021)
[effective from Secondary 4 in the 2021/22 school year]

PDF

Resource Kit on the Academic Use of English NEW

Academic Use of English

Resource Kit on the Creative Use of English: A Collection of Six Posters and Activity Sheets NEW

Creative Use of English

Professional Development Programme

Optimising Senior Secondary English Language (June 2021)

PDF

EDB Circular Memorandum

Curriculum Documents in Support of the Optimised Senior Secondary Core Subjects and Supplementary

EDBCM no. 72/2021

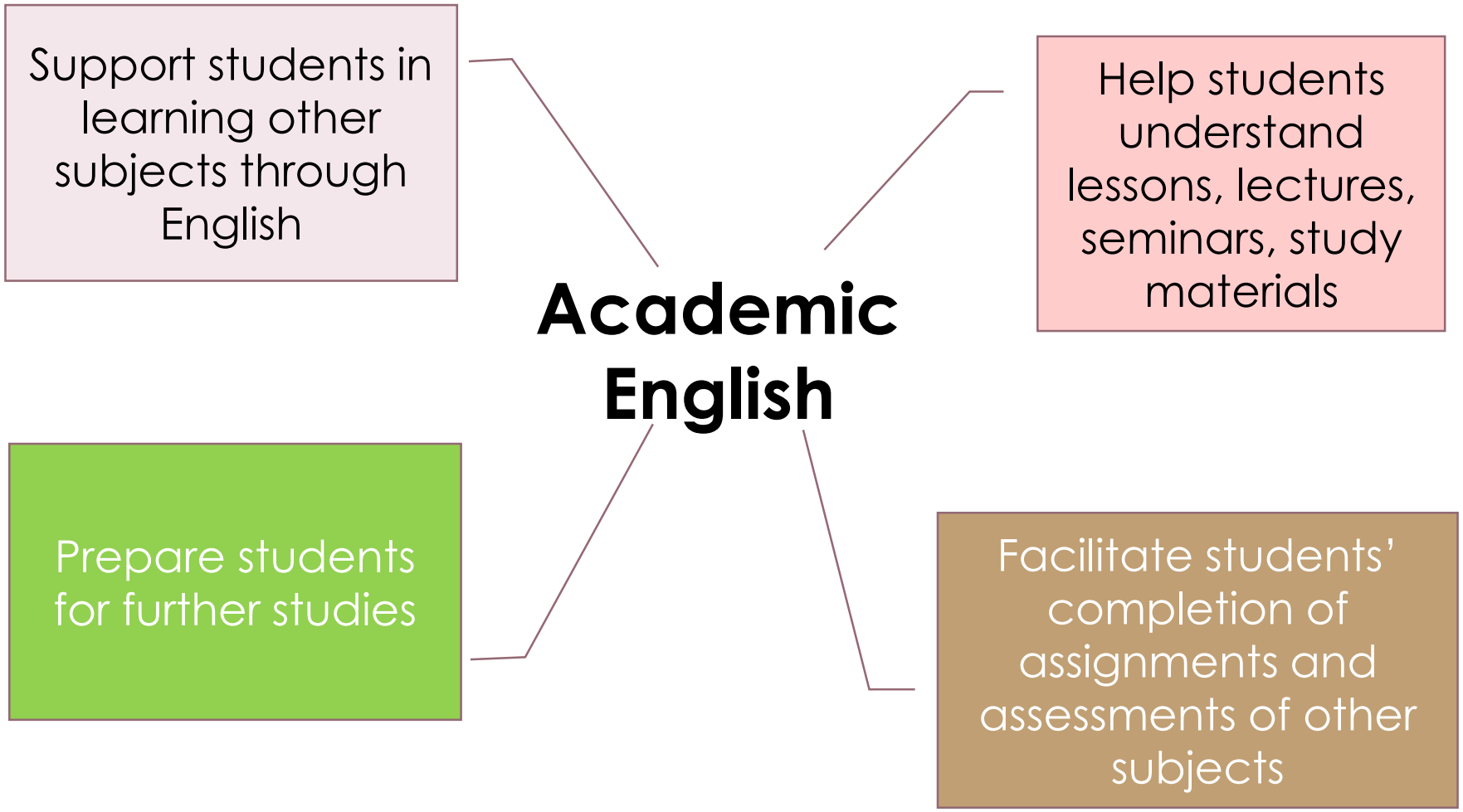
https://edb.gov.hk/en/curriculum-development/kla/eng-edu/optimising_SS_English_Language.html

Offering English-related Applied Learning Courses

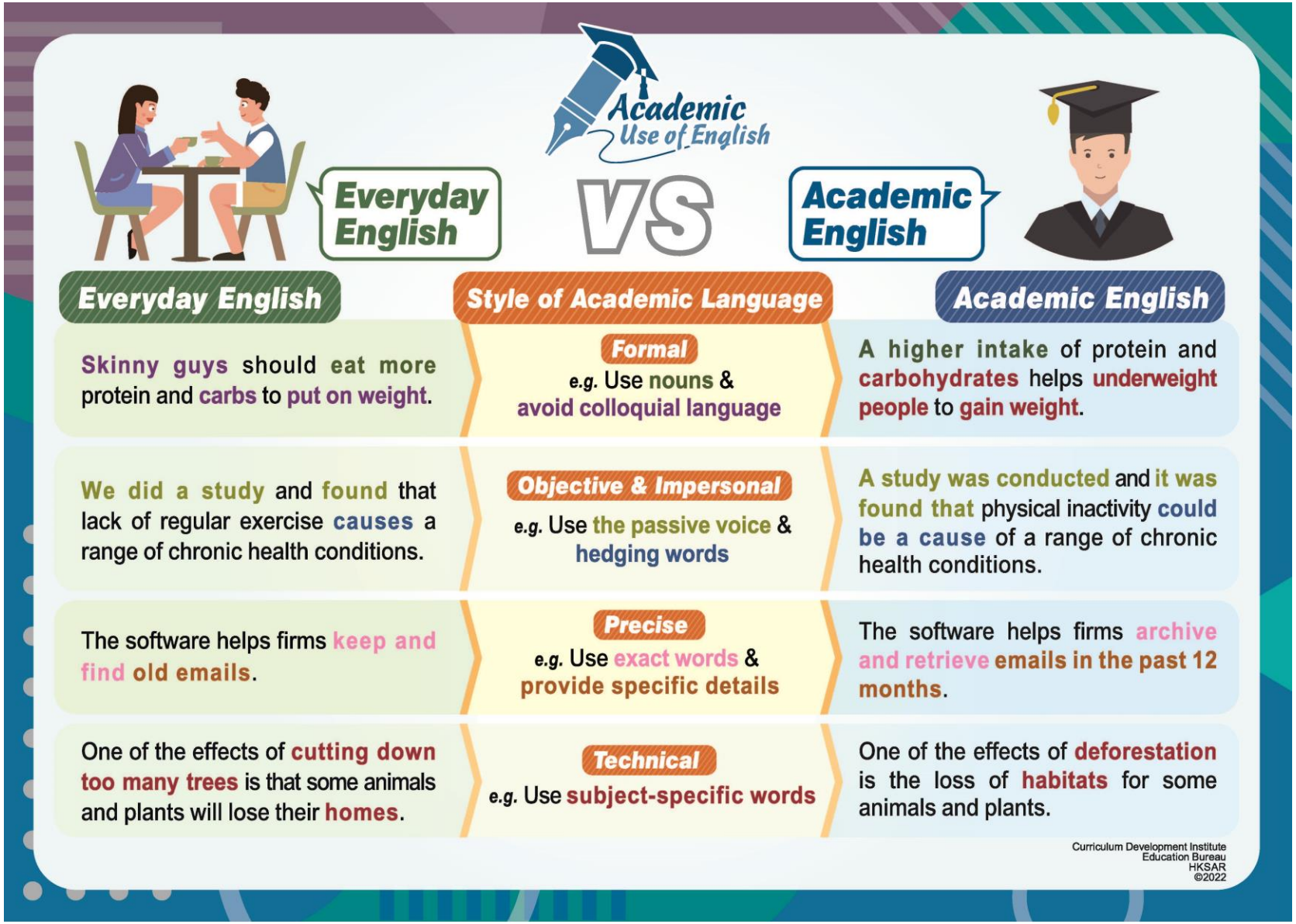
- Vocational English
- Translation Studies
- English for Creative Communication

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/VocE.html

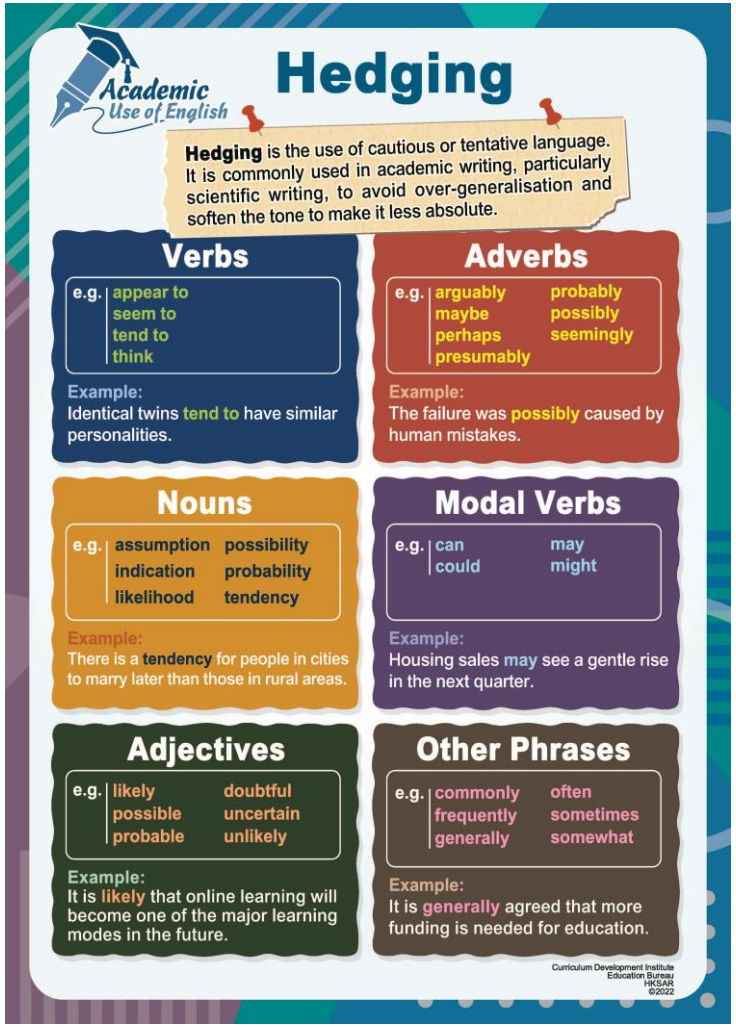
Promoting the Academic Use of English

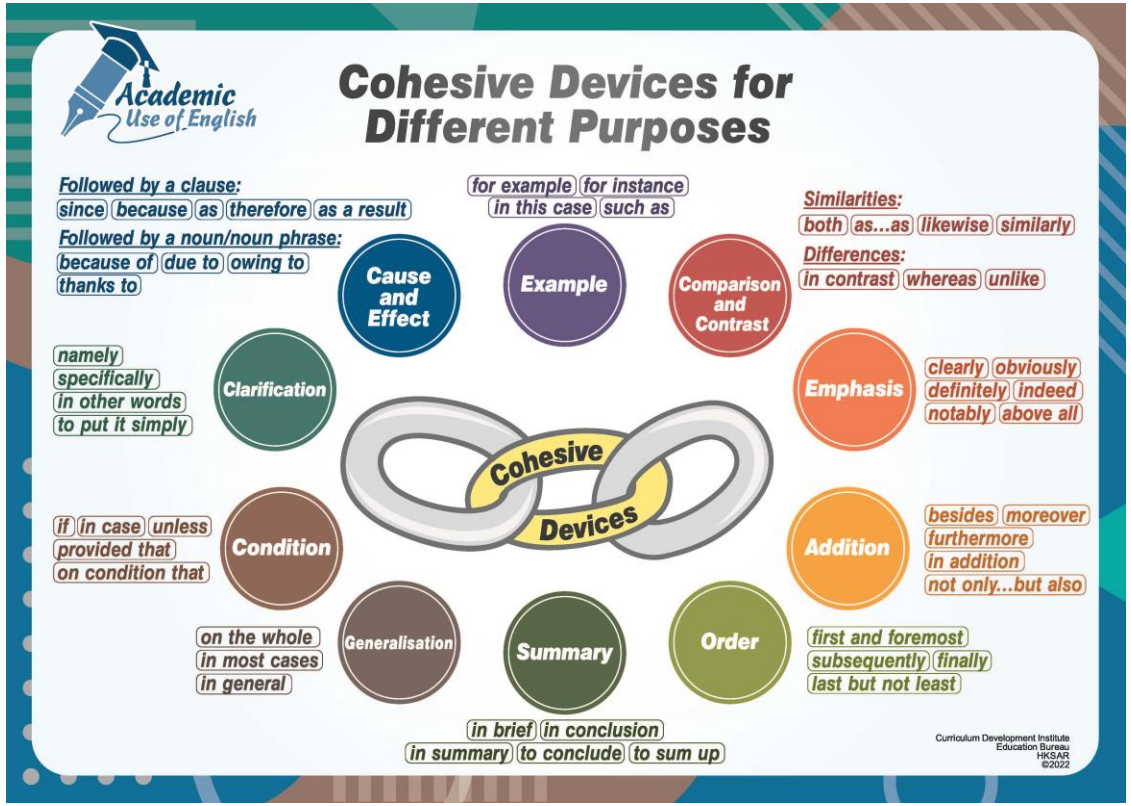


Style of Academic Language

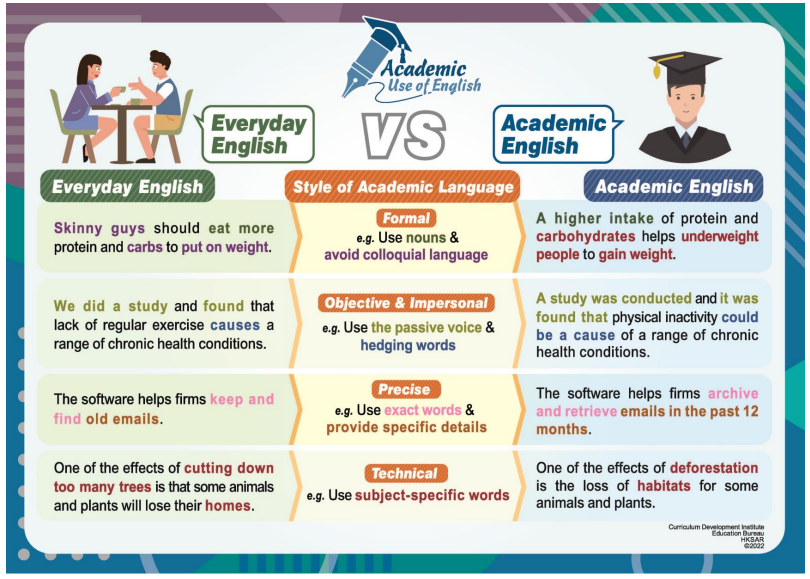


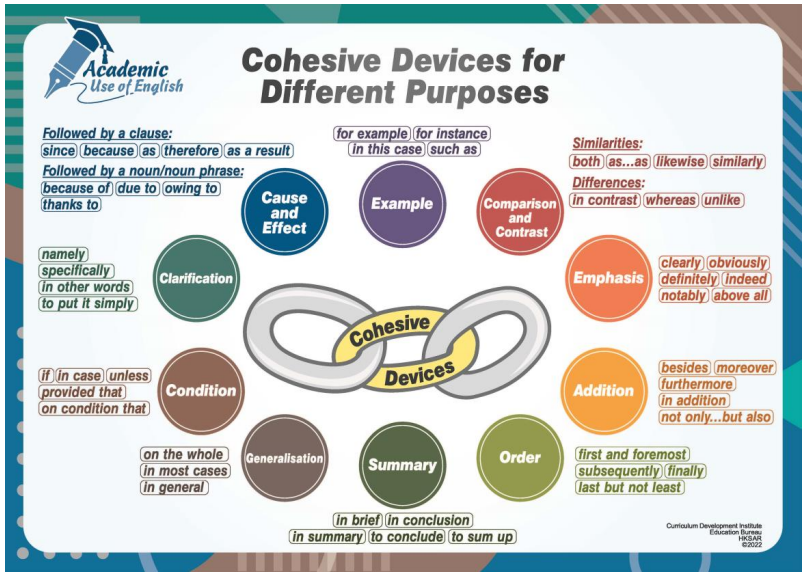
Examples of Language Features

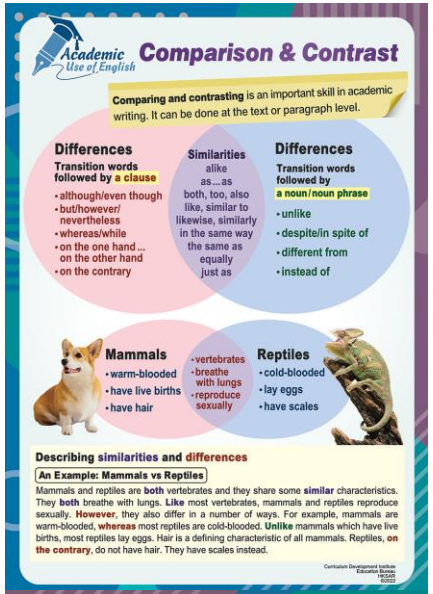


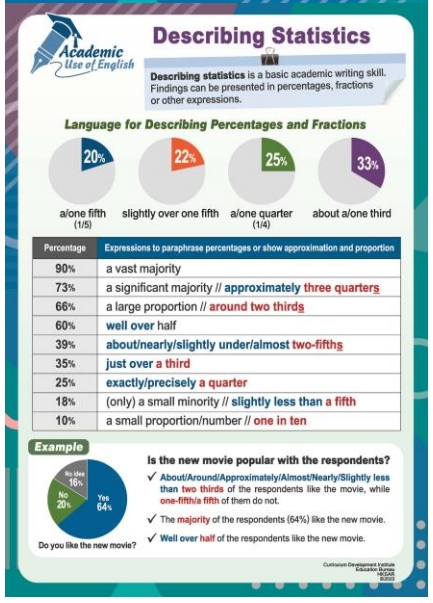


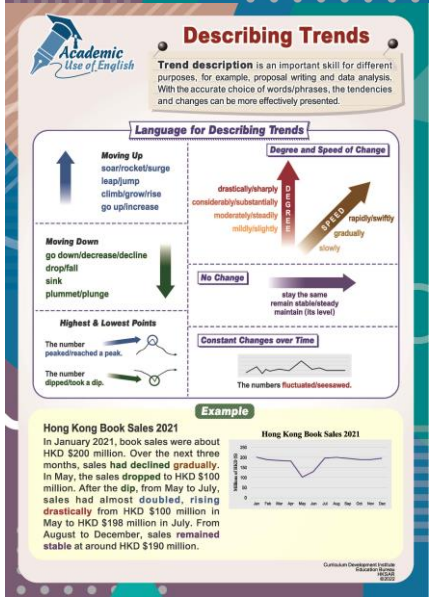
Resources for promoting the Academic Use of English Posters











Academic Use of English Posters

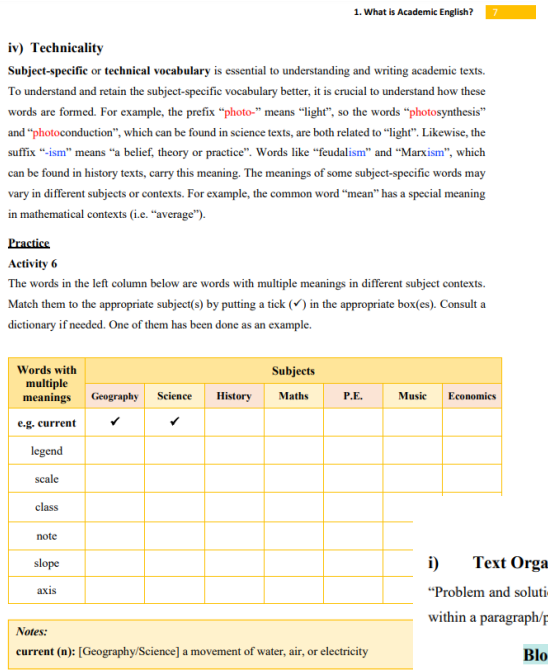
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/home.html

Resources for promoting the Academic Use of English Resource Pack

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/resource_pack.html

Student Book

Preface	DOCX	PDF
Chapter 1 What is Academic English?	DOCX	PDF
Chapter 2 Academic Vocabulary	DOCX	PDF
Chapter 3 Useful Sentence Structures and Language for Academic Writing	DOCX	PDF
Chapter 4 Paraphrasing, Summarising and Quoting	DOCX	PDF
Chapter 5 Paragraph Structure	DOCX	PDF
Chapter 6 Common Academic Text Structures	DOCX	PDF



1. What is Academic English? 7

iv) Technicality

Subject-specific or **technical vocabulary** is essential to understanding and writing academic texts. To understand and retain the subject-specific vocabulary better, it is crucial to understand how these words are formed. For example, the prefix "photo-" means "light", so the words "photosynthesis" and "photoconduction", which can be found in science texts, are both related to "light". Likewise, the suffix "-ism" means "a belief, theory or practice". Words like "feudalism" and "Marxism", which can be found in history texts, carry this meaning. The meanings of some subject-specific words may vary in different subjects or contexts. For example, the common word "mean" has a special meaning in mathematical contexts (i.e. "average").

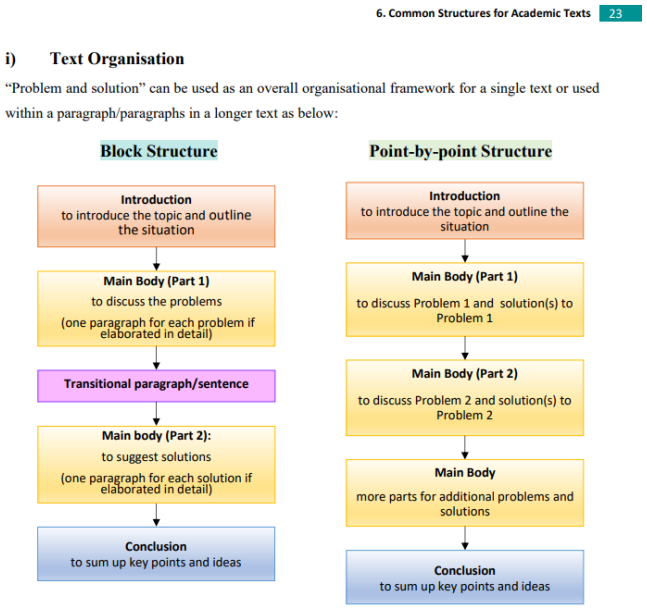
Practice

Activity 6

The words in the left column below are words with multiple meanings in different subject contexts. Match them to the appropriate subject(s) by putting a tick (✓) in the appropriate box(es). Consult a dictionary if needed. One of them has been done as an example.

Words with multiple meanings	Subjects						
	Geography	Science	History	Maths	P.E.	Music	Economics
e.g. current	✓	✓					
legend							
scale							
class							
note							
slope							
axis							

Notes:
current (n): [Geography/Science] a movement of water, air, or electricity



6. Common Structures for Academic Texts 23

i) Text Organisation

"Problem and solution" can be used as an overall organisational framework for a single text or used within a paragraph/paragraphs in a longer text as below:

Block Structure

- **Introduction** to introduce the topic and outline the situation
- **Main Body (Part 1)** to discuss the problems (one paragraph for each problem if elaborated in detail)
- **Transitional paragraph/sentence**
- **Main body (Part 2):** to suggest solutions (one paragraph for each solution if elaborated in detail)
- **Conclusion** to sum up key points and ideas

Point-by-point Structure

- **Introduction** to introduce the topic and outline the situation
- **Main Body (Part 1)** to discuss Problem 1 and solution(s) to Problem 1
- **Main Body (Part 2)** to discuss Problem 2 and solution(s) to Problem 2
- **Main Body** more parts for additional problems and solutions
- **Conclusion** to sum up key points and ideas

Promoting the Creative Use of English

Creative Use of English

Sensitivity
Students identify and appreciate novel ideas and language use in imaginative texts (e.g. poems and short stories), and are sensitive to sounds, word choice, images and figurative use of language.

Fluency
Students respond and give expression to experiences, events or characters within a time limit (e.g. giving a two-minute impromptu speech on a given topic).

Flexibility
Students adapt ideas and present arguments from multiple perspectives and explore alternative approaches to solving problems.

Elaboration
Students exercise their imagination to enrich and expand ideas (e.g. using different characterisation techniques to enrich the description of a character in a short story).

Originality
Students exercise their imagination to produce novel ideas in the form of spoken, written or multimodal texts, or through performative means (e.g. creating a new ending to a story).

How to promote the Creative Use of English?

Examples of Learning and Teaching Activities

- poster presentations on the theme/subject of the text
- discussion of photos/pictures related to the text
- personal reactions to the theme(s) which occur in the text
- choosing from a list of adjectives the one which best describes a certain character, and supplying reasons
- discussing the language used in the text (e.g. selecting the most beautiful line/best written part, explaining the craft/techniques used and the effects created)

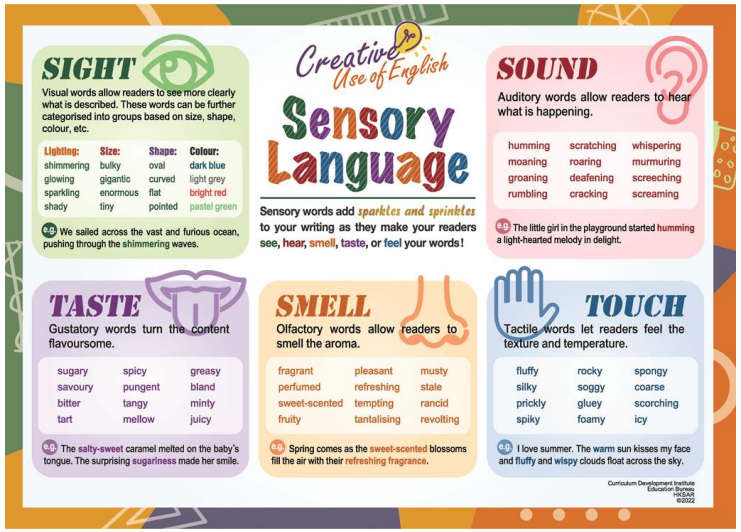
How to promote the Creative Use of English?

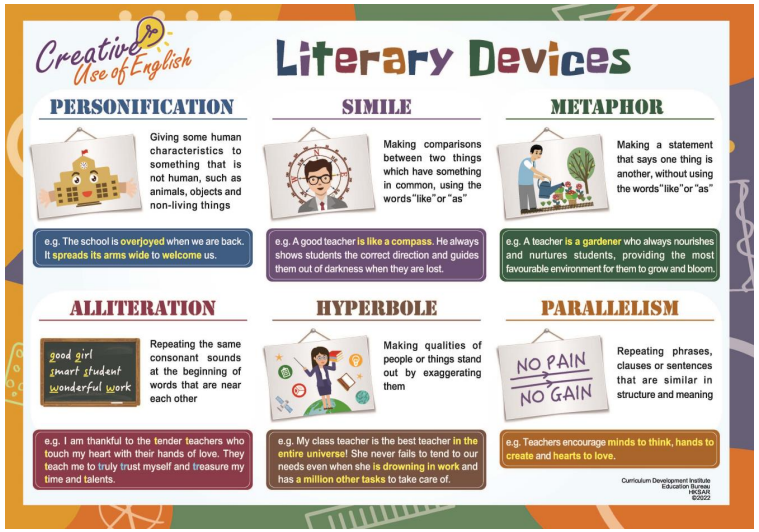
Examples of Learning and Teaching Activities

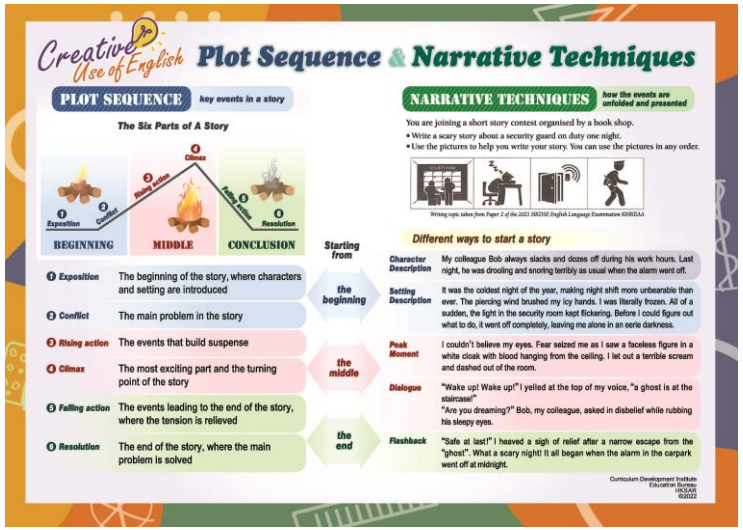
- reading aloud the text with feelings and an appropriate tone
- reading/listening to an extract, and writing and/or presenting the dialogue between the characters
- rewriting the text as a different text type (e.g. turning a story into a film script)
- writing diary entries or a letter reflecting on the events of the story from the point of view of the reader or one of the characters

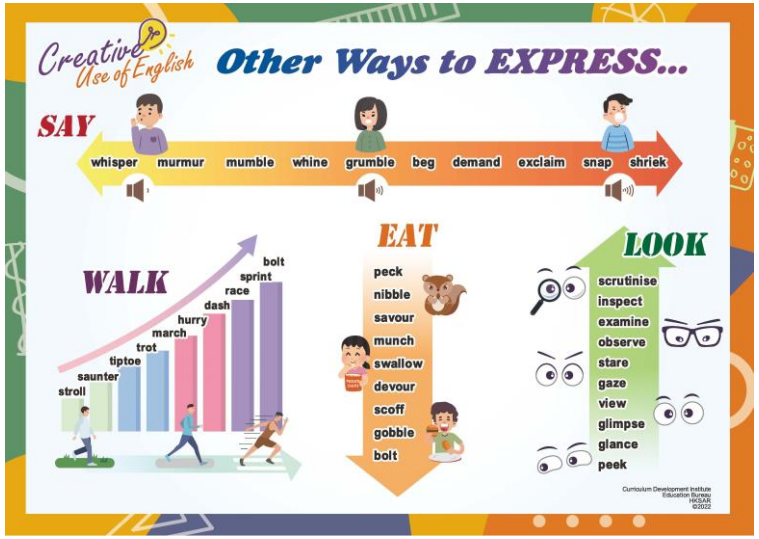
Resources for promoting Creative Use of English

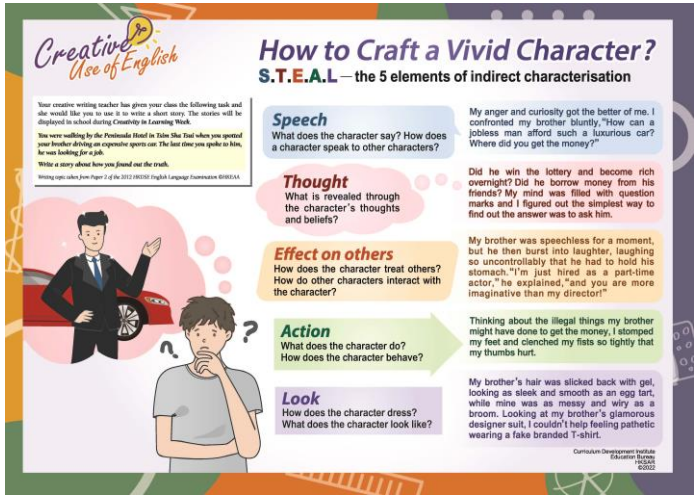
Posters



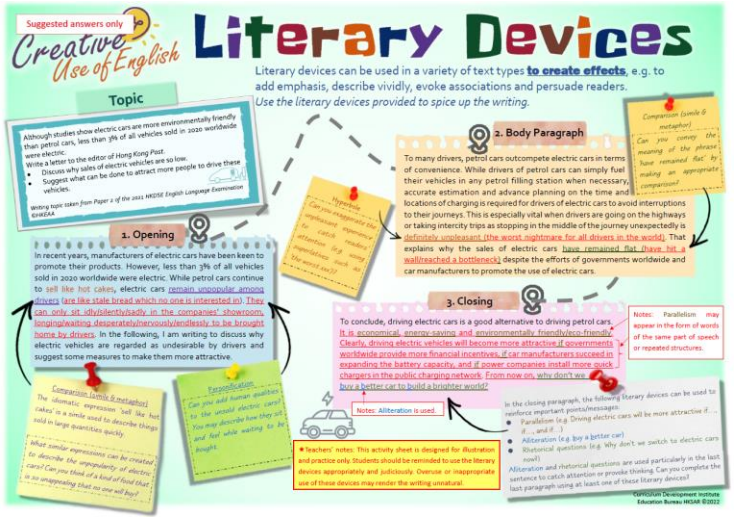


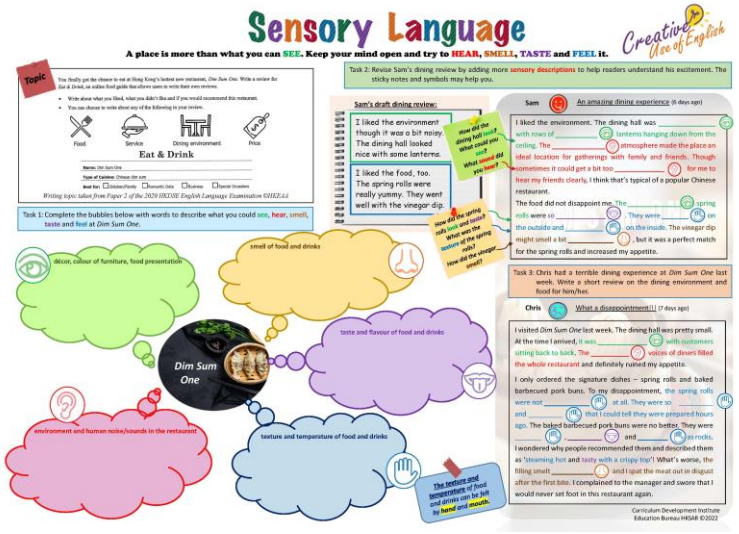


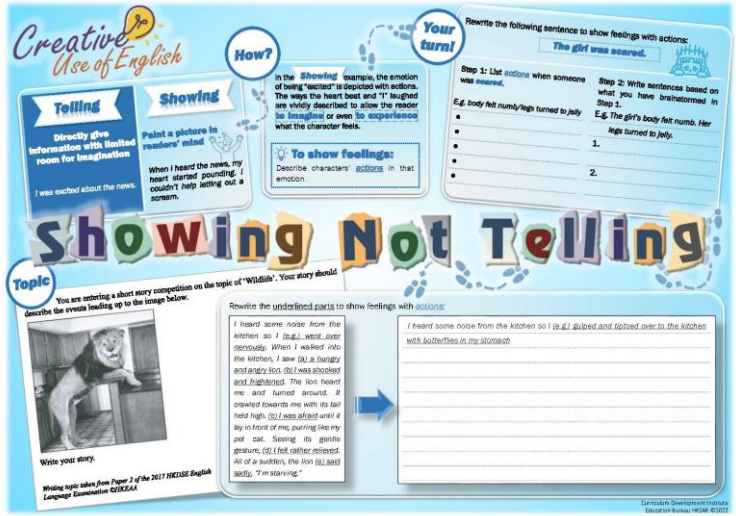


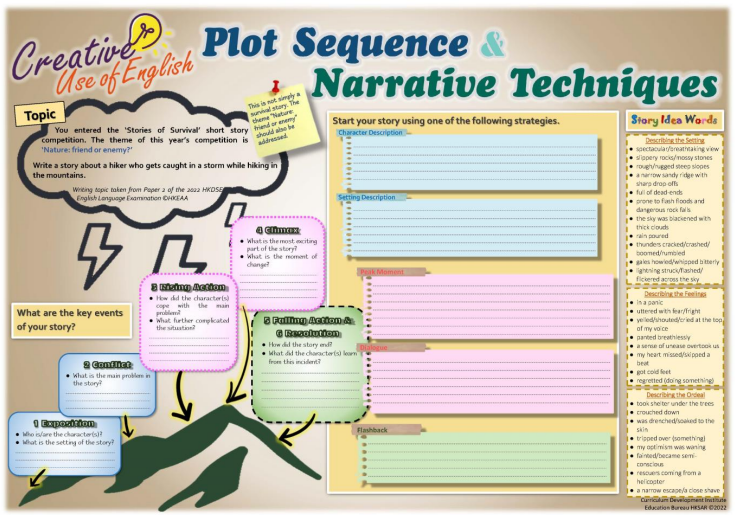


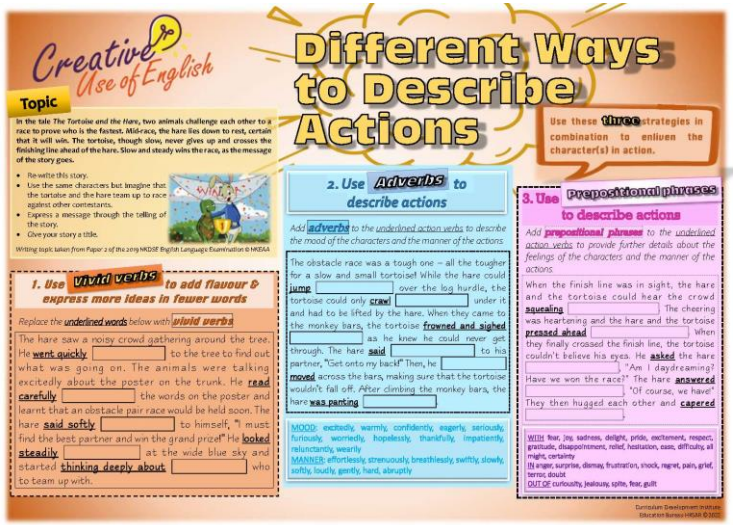
Resources for promoting Creative Use of English Activity Sheets

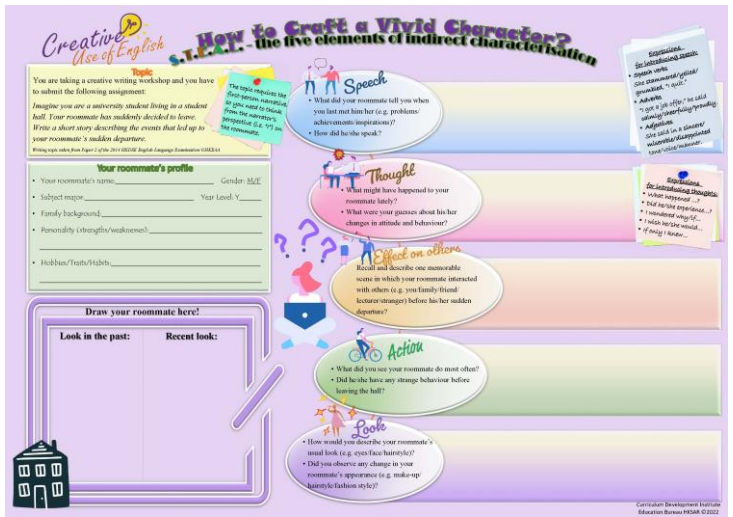




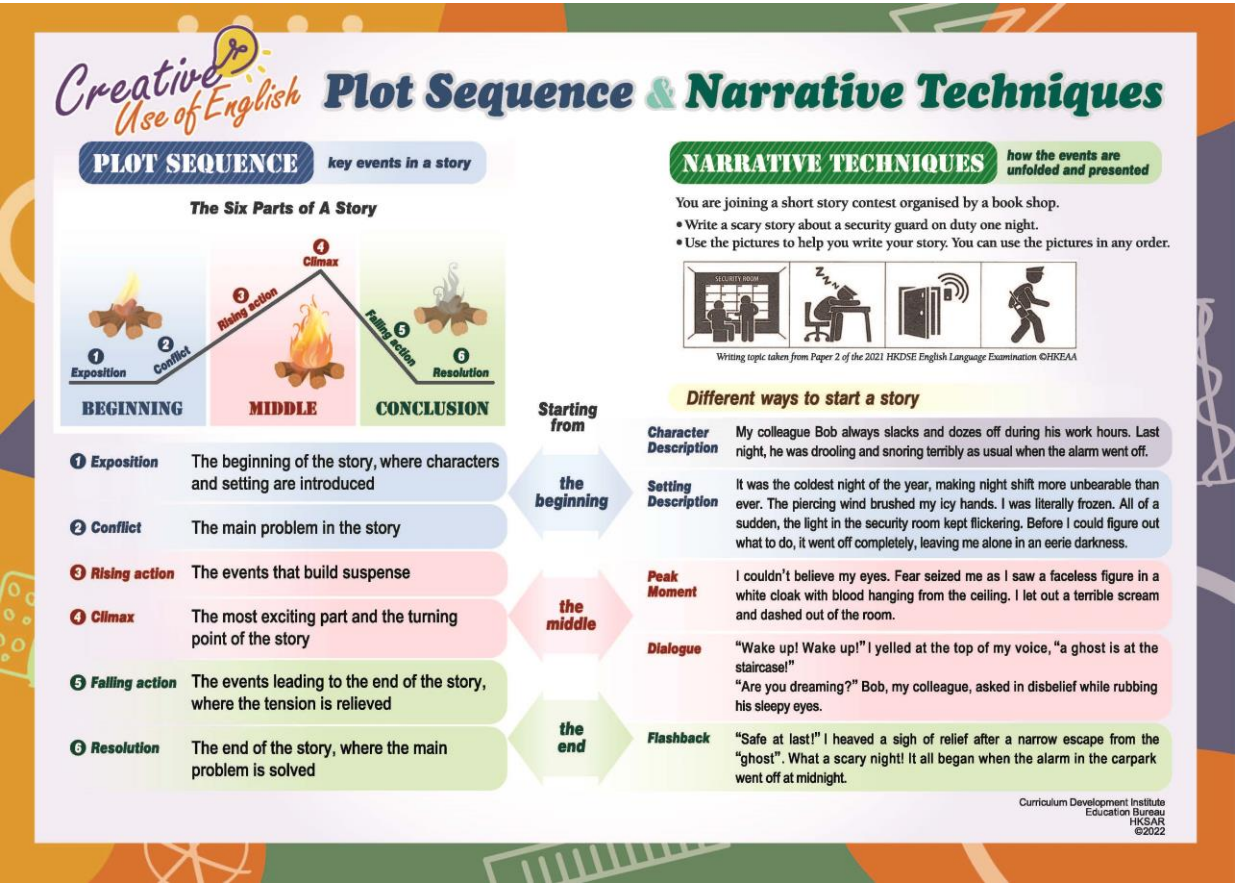


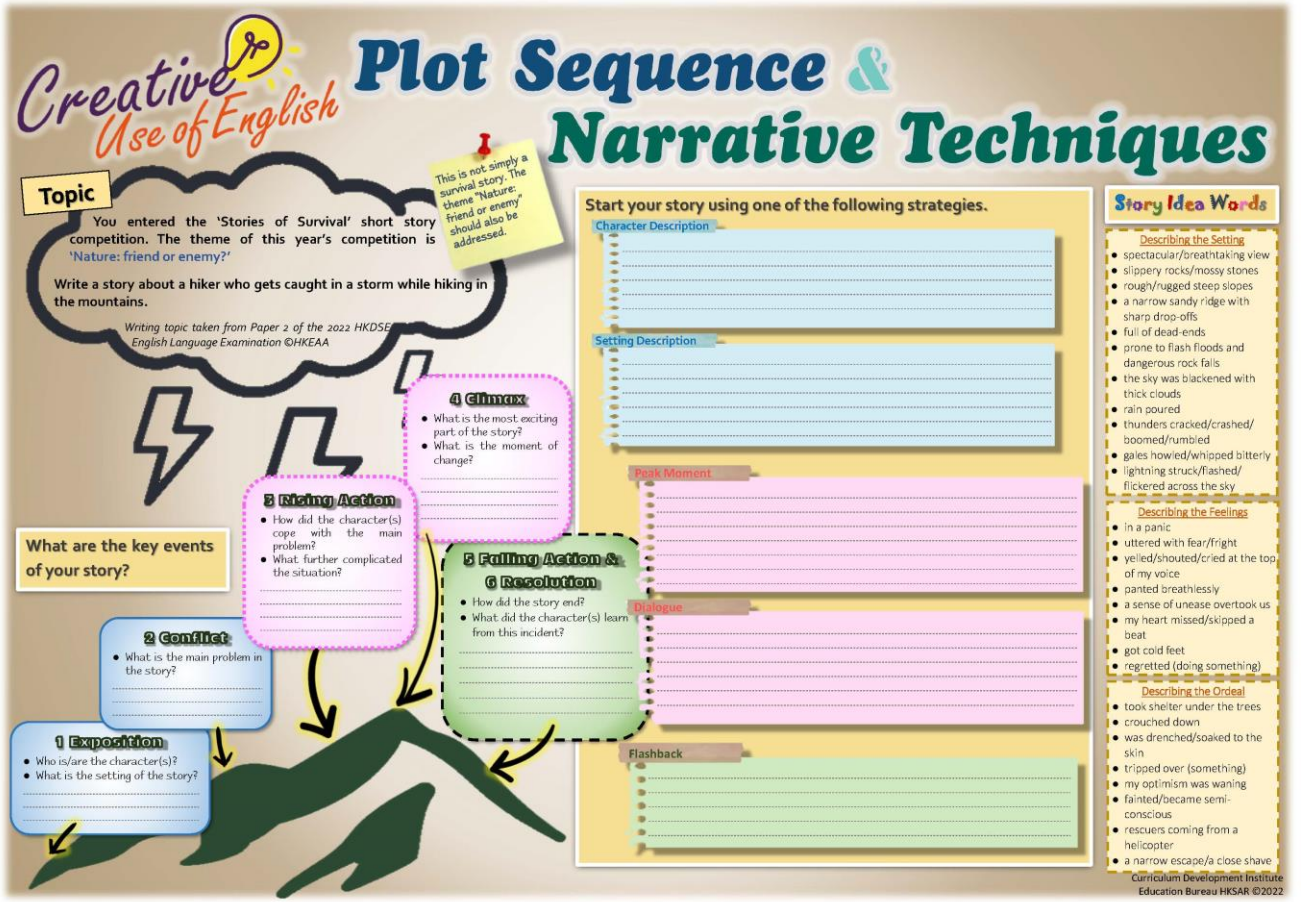




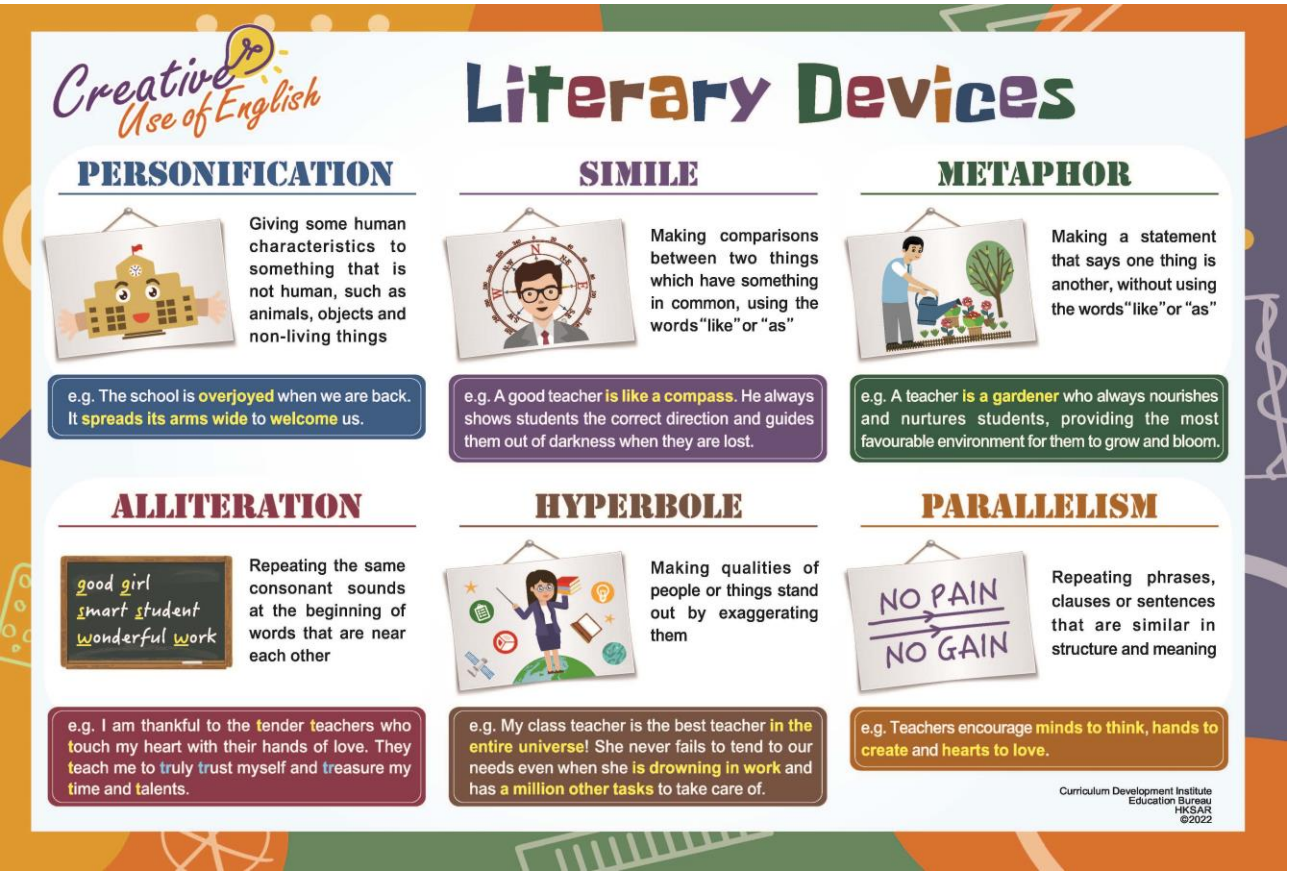


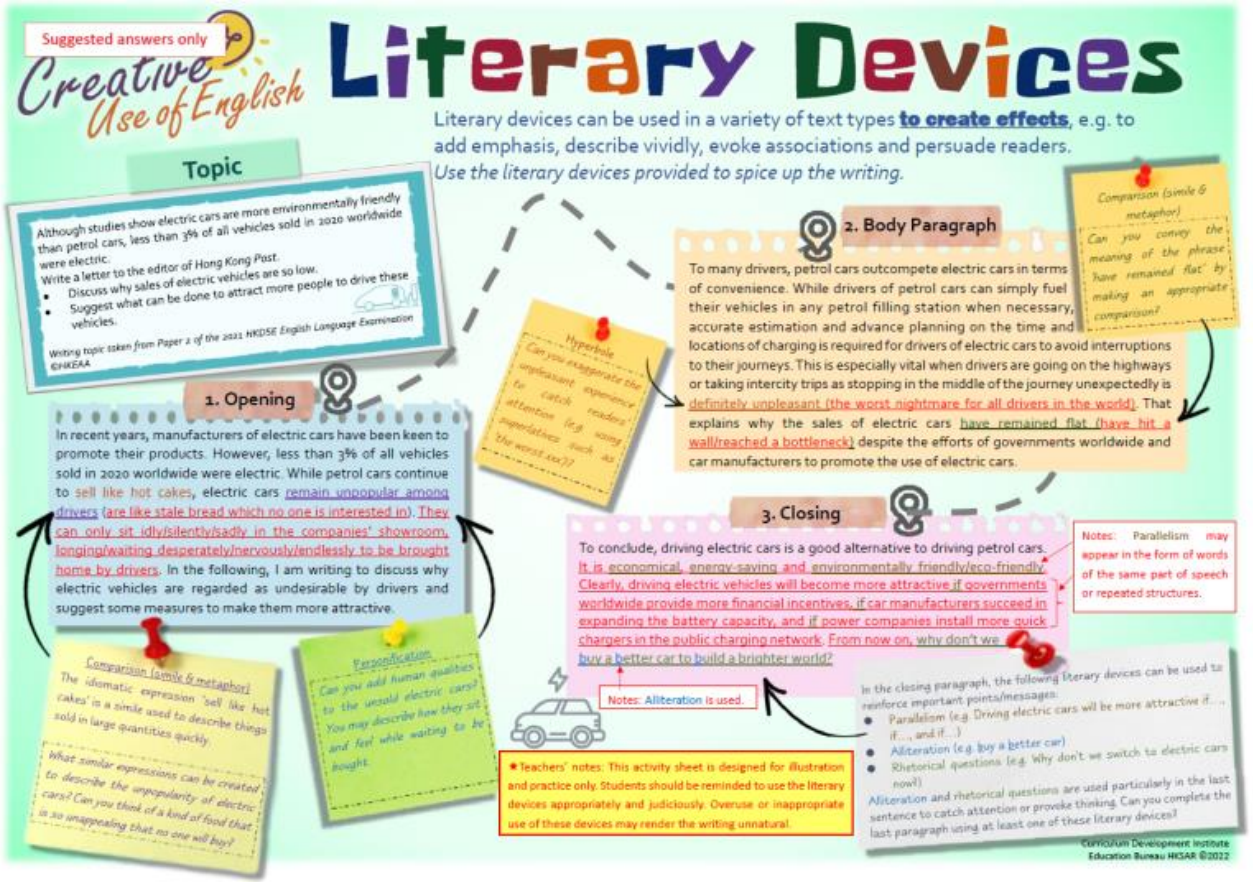
Resources for promoting Creative Use of English





Resources for promoting Creative Use of English

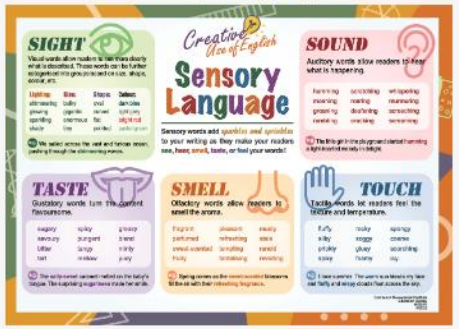




Resources for promoting Creative Use of English

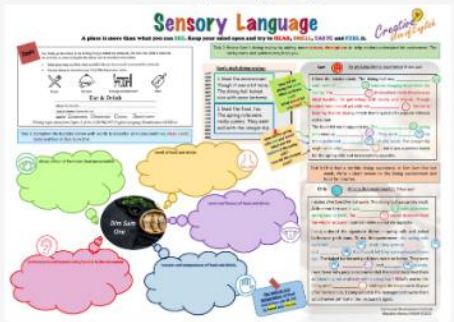
Posters and Activity Sheets

Sensory Language



PDF Ai

Sensory Language

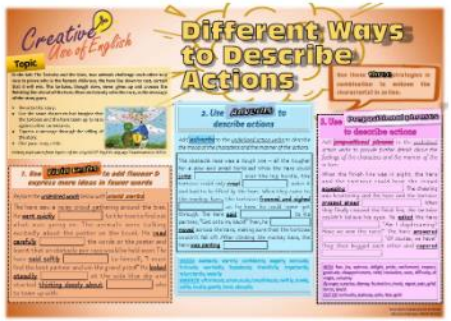


Students' version: PDF DOCX

Teachers' version: PDF DOCX

Other Ways to Express...

Different Ways to Describe Actions



Posters and Activity Sheets

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Creative-Eng/home.html

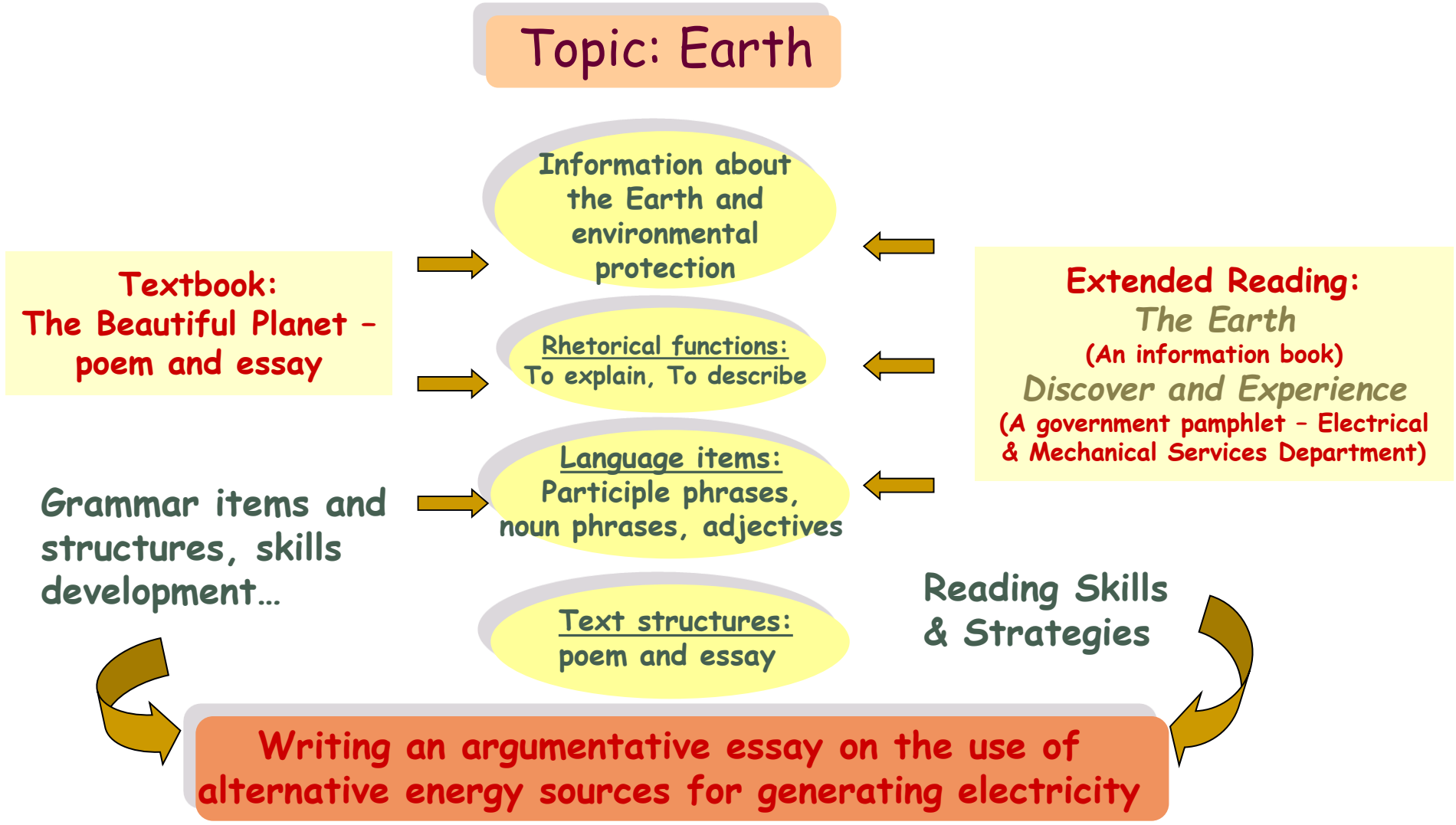
How to enhance students' language competencies through these?

LaC

RaC

Enhancing Students' Language Competency through LaC and RaC

An Example



Enhancing Students' Language Competency through LaC and RaC

An Example

Curriculum mapping

Identifying suitable reading materials

Identifying entry points such as text types, rhetorical functions, etc.

Establishing meaningful links between language features and concepts acquired across different KLAs

Enhancing Students' Language Competency through LaC and RaC

An Example

Reading material (a feature article):
"A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment"

Content

1) To understand different types of milk with respect to the carbon footprint, water footprint, nutrition and price

Language (Connection with Science, Mathematics)

Academic use of English

1) To understand the text structure of a feature article
2) To use graphic representations, i.e. charts/graphs, to present data
3) To understand rhetorical functions and the related language items:

Rhetorical functions	Target language items
To define	• "…*refers to*…"
To cite (the source)	• "*According to*…"
To present facts	• "…*measures*…" (the use of the present tense)
To make reference to	• "…*found (that)*…"
To compare and contrast	Presenting similarities • "…*both*…" Presenting differences • "…*meanwhile*…", "…*but*…", "…*while*…", "…*the most expensive*…" (the use of the comparative/superlative)

e-Learning

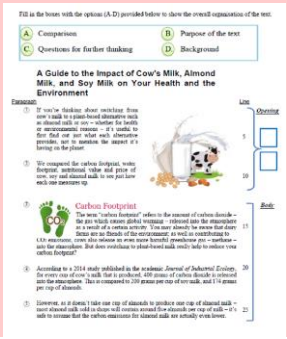
1) To develop a multimodal text (e.g with texts, images, charts/graphs…)

Enhancing Students' Language Competency through LaC and RaC

An Example

Pre-reading

Understanding the text type (feature


Fill in the boxes with the options (A-D) provided below to show the overall organization of the text.

A Comparison | B Purpose of the text
C Questions for further thinking | D Background

A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment

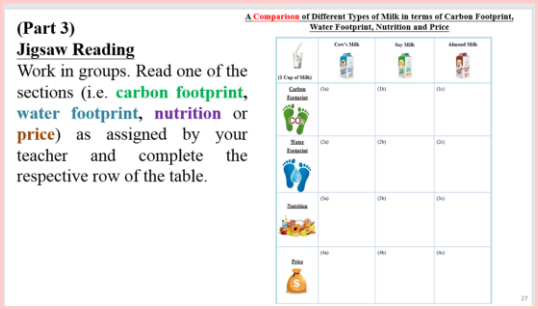
Paragraph | Line | Observing

Carbon Footprint

Body

While-reading

- Jigsaw reading: Comparison of milk
- Identifying the


(Part 3)

Jigsaw Reading

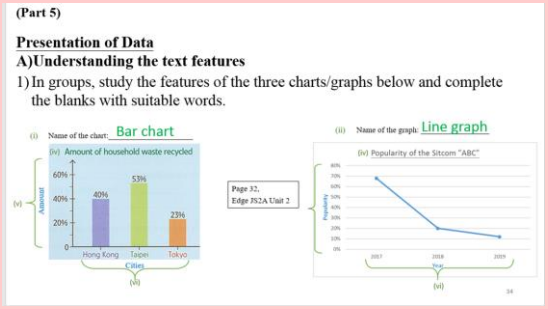
Work in groups. Read one of the sections (i.e. **carbon footprint**, **water footprint**, **nutrition** or **price**) as assigned by your teacher and complete the respective row of the table.

A Comparison of Different Types of Milk in terms of Carbon Footprint, Water Footprint, Nutrition and Price

(1 Cup of Milk)	Cow's Milk	Soy Milk	Almond Milk
Carbon Footprint	(1a)	(1b)	(1c)
Water Footprint	(2a)	(2b)	(2c)
Nutrition	(3a)	(3b)	(3c)
Price	(4a)	(4b)	(4c)

Post-reading

- Data presentation (relevant language features)


(Part 5)

Presentation of Data

A)Understanding the text features

1) In groups, study the features of the three charts/graphs below and complete the blanks with suitable words.

(i) Name of the chart: Bar chart

(iv) Amount of household waste recycled

Amount (v)

60% 40% 20% 0

40% 53% 23%

Hong Kong Taipei Tokyo

Cities (vii)

Page 32, Edge JS2A Unit 2

(ii) Name of the graph: Line graph

(iv) Popularity of the Sitcom "ABC"

Popularity (v)

2017 2018 2019

Year (vi)

Writing

Developing a multimodal feature article with Google Site

Enhancing Students' Language Competency through LaC and RaC

An Example

Reading

An Article

A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment

Paragraph | Line

① If you're thinking about switching from cow's milk to a plant-based alternative such as almond milk or soy – whether for health or environmental reasons – it's useful to first find out just what each alternative provides, not to mention the impact it's having on the planet.

② We compared the carbon footprint, water footprint, nutritional value and price of cow, soy and almond milk to see just how each one measures up.

Carbon Footprint

The term "carbon footprint" refers to the amount of carbon dioxide – the gas which causes global warming – released into the atmosphere as a result of a certain activity. You may already be aware that dairy farms are no friends of the environment; as well as contributing to CO_2 emissions, cows also release an even more harmful greenhouse gas – methane – into the atmosphere. But does switching to plant-based milk really help to reduce your carbon footprint?

④ According to a 2014 study published in the academic *Journal of Industrial Ecology*, for every cup of cow's milk that is produced, 400 grams of carbon dioxide is released into the atmosphere. This is compared to 200 grams per cup of soy milk, and 174 grams per cup of almonds.

⑤ However, as it doesn't take one cup of almonds to produce one cup of almond milk – most almond milk sold in shops will contain around five almonds per cup of milk – it's safe to assume that the carbon emissions for almond milk are actually even lower.

An Article

Content
- Going Green

Language Features
- Text structures
- Data presentation (In graphic forms)
- Rhetorical function (To Compare) and the related language items

Writing

An Article

Science

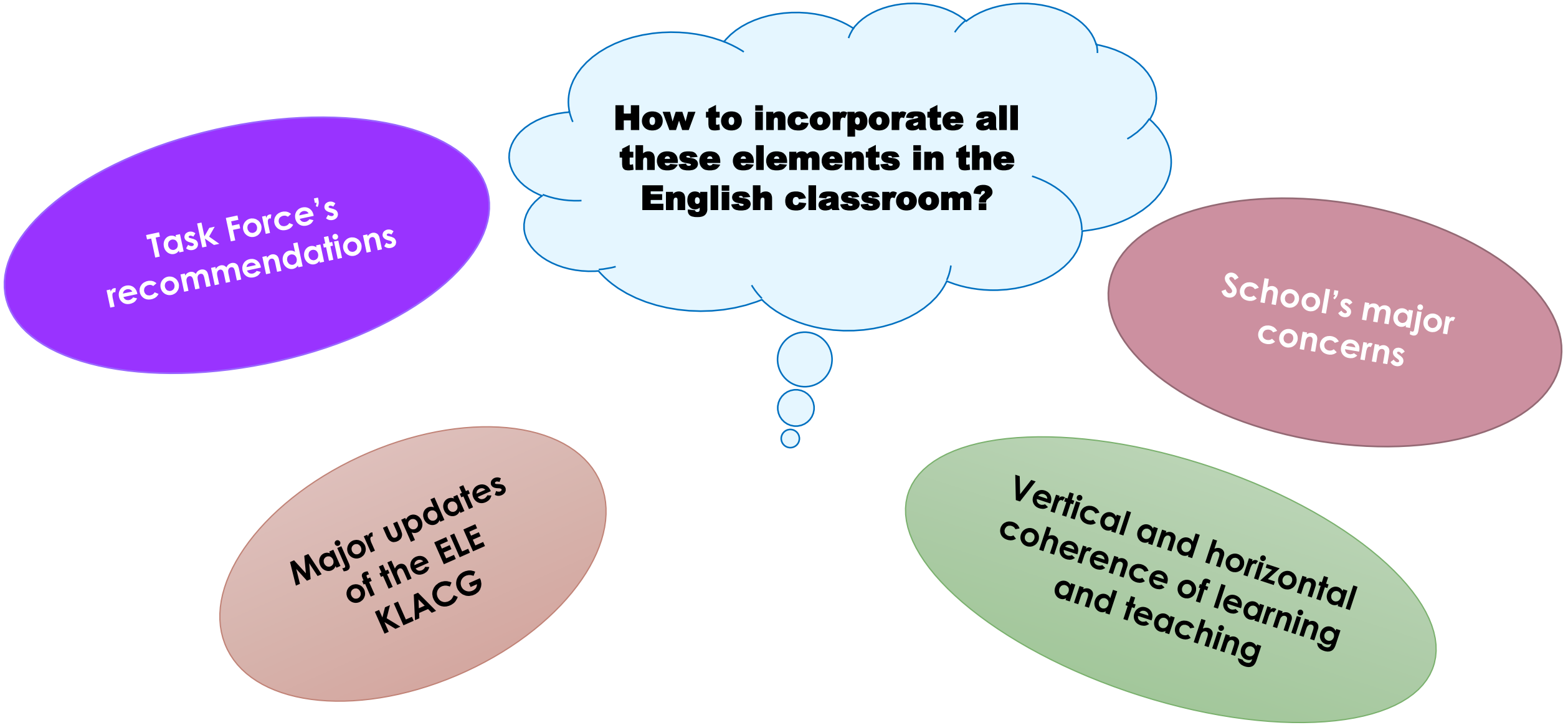
Science + Mathematics

Part 3:
Experience Sharing
by
Kowloon True Light School

Ms YEUNG Nga-ma, English Panel Chairperson
Ms MAK Wing-shan, Assistant English Panel Chairperson
Ms RIAR Saimanbir Kaur

Part 4:

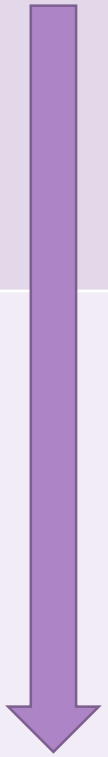
Summary and Resources


How to incorporate all these elements in the English classroom?
Task Force's recommendations
School's major concerns
Major updates of the ELE KLACG
Vertical and horizontal coherence of learning and teaching

Example

Promoting Values Education through Reading and Viewing

Level	Proposed ideas
KS 3	S1: **Stories** – to experience the life of abandoned animals (Empathy) S2: **Interviews** – to get inspired by successful athletes (Grit) S3: **Video clips** – to find out the struggles of the underprivileged groups (Care for others)
KS 4	S4: **Infographics** – to know more about the recycling projects in Hong Kong (Responsibility) S5: **Feature articles** – to raise awareness of fake news and cyber bulling (Law-abidingness) S6: **Songs** – to encourage people in face of adversity (Resilience)



Vertical coherence
✓ Values
✓ Text types

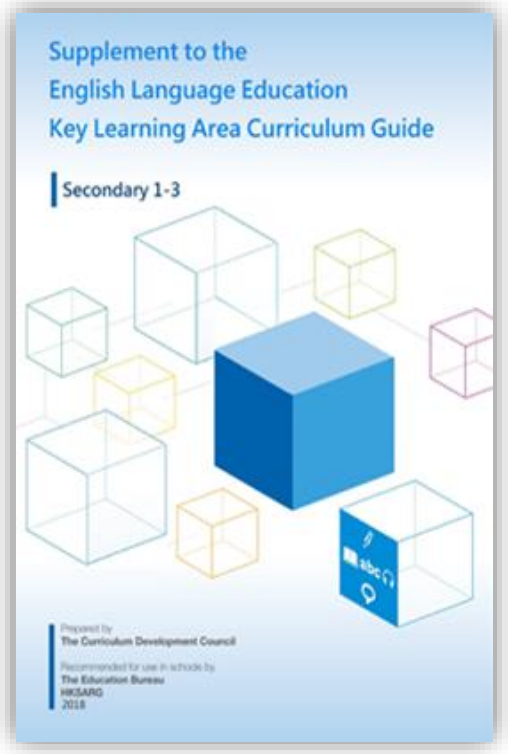
Example

Promoting Values Education & Academic and Creative Uses of English through Sayings of Wisdom

Level	Proposed ideas	
KS 3	S1:	Learning similes and metaphors through famous sayings (e.g. Life is like riding a bicycle. To keep your balance you must keep moving.)
	S2:	Creating slogans in parallel structures (e.g. No pain, no gain)
	S3:	Applying the rule of three in oral presentations (e.g. blood, sweat and tears)
KS 4	S4:	Identifying analogies, repetition and rhetorical questions through analysing famous speeches
	S5:	Incorporating literary devices in informal writing (e.g. narrative writing, blog entry, photo caption)
	S6:	Incorporating literary devices in formal writing (e.g. argumentative writing, letter to the editor)

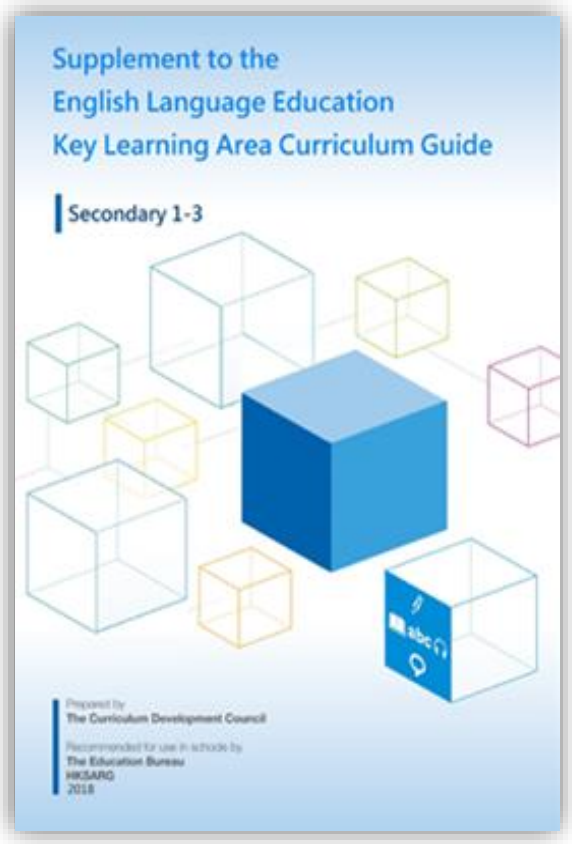
Supplement to the ELE KLACG (S1 – 3)

http://www.edb.gov.hk/elecg



- **Serves as a supplement to the ELE KLACG (2017)**
- **Aims to provide teachers with further suggestions on the implementation of the English Language curriculum at KS3 (S1 – 3)**
- **Revisits the curriculum emphases provided in the *Syllabus for English Language (S1 – 5) (1999)* for renewal and puts forth new emphases to reflect the changing contexts**

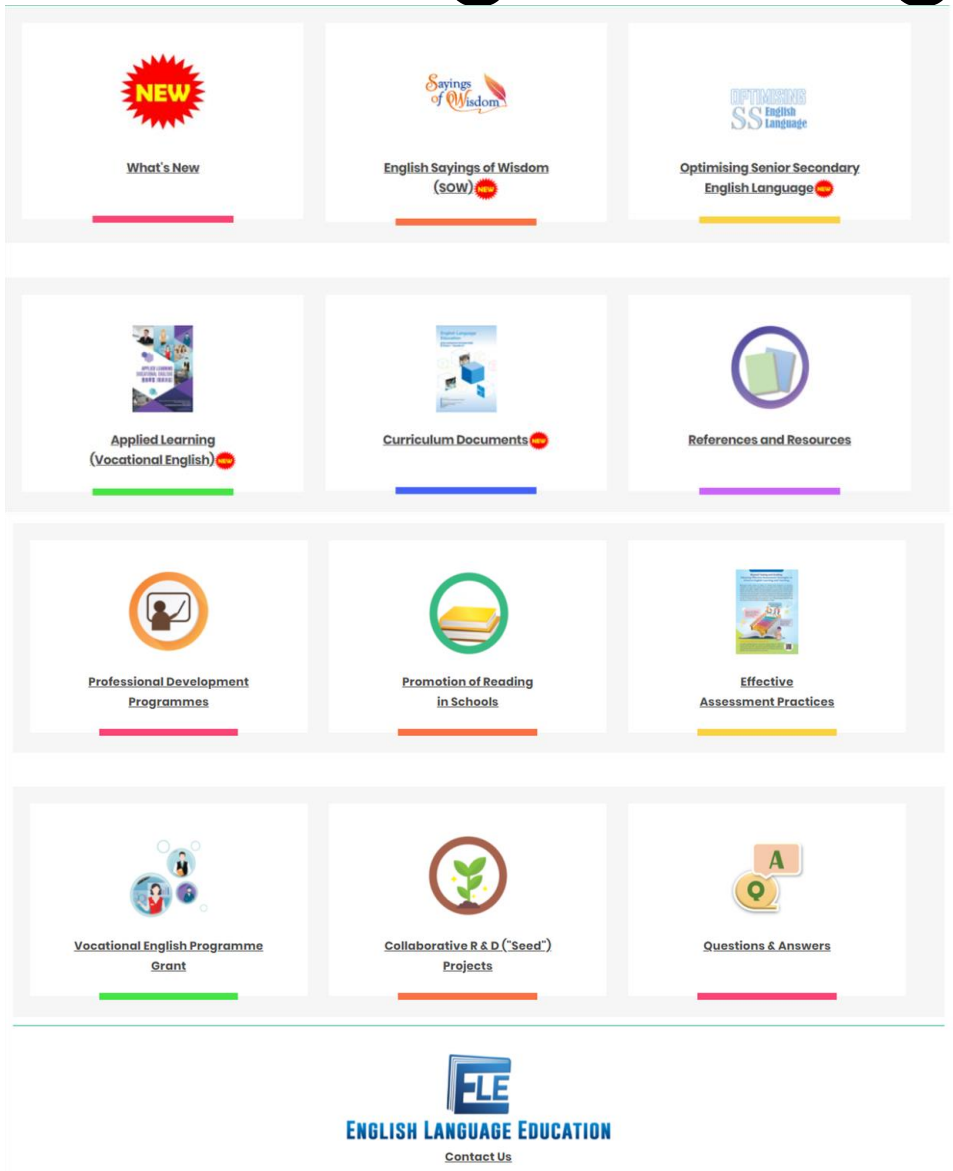
Supplement to the ELE KLACG (S1 – 3)



The Supplement consists of six chapters:

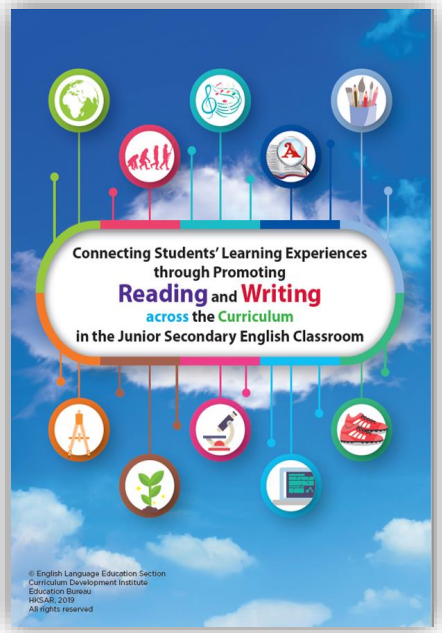
- **Chapter 1** The Learning and Teaching of **Listening**
- **Chapter 2** The Learning and Teaching of **Speaking**
- **Chapter 3** The Learning and Teaching of **Reading**
- **Chapter 4** The Learning and Teaching of **Writing**
- **Chapter 5** The Learning and Teaching of **Language Arts**
- **Chapter 6** Promoting **Language across the Curriculum** at Secondary Level

Resources and References on English Language Education

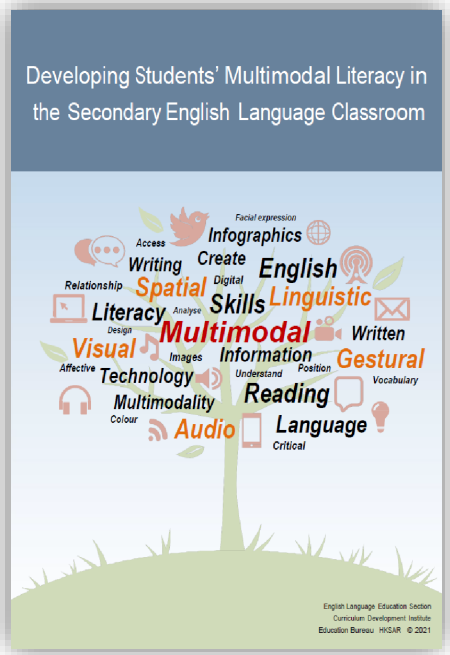


All learning & teaching resources and references for ELE can be accessed at the ELE KLA website.

ELE KLA Website
www.edb.gov.hk/ele



[Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom (2020) (Print/Online)]



[Developing Students' Multimodal Literacy in the Secondary English Language Classroom (2021) (Online)]

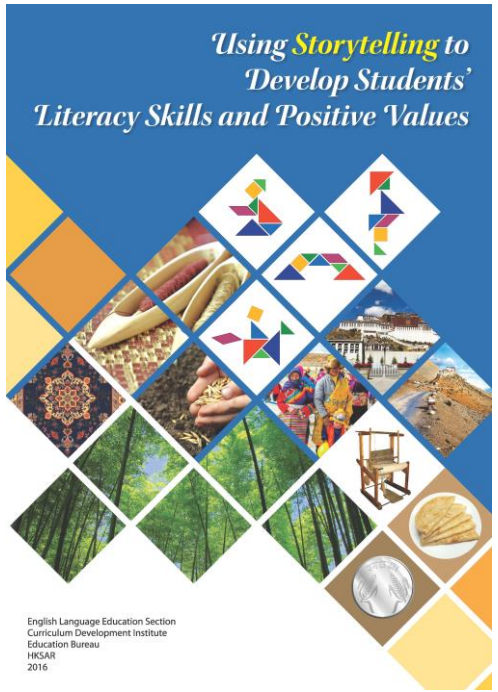
A Treasury of LITERARY CLASSICS

Short Story Series
(For Secondary Students)

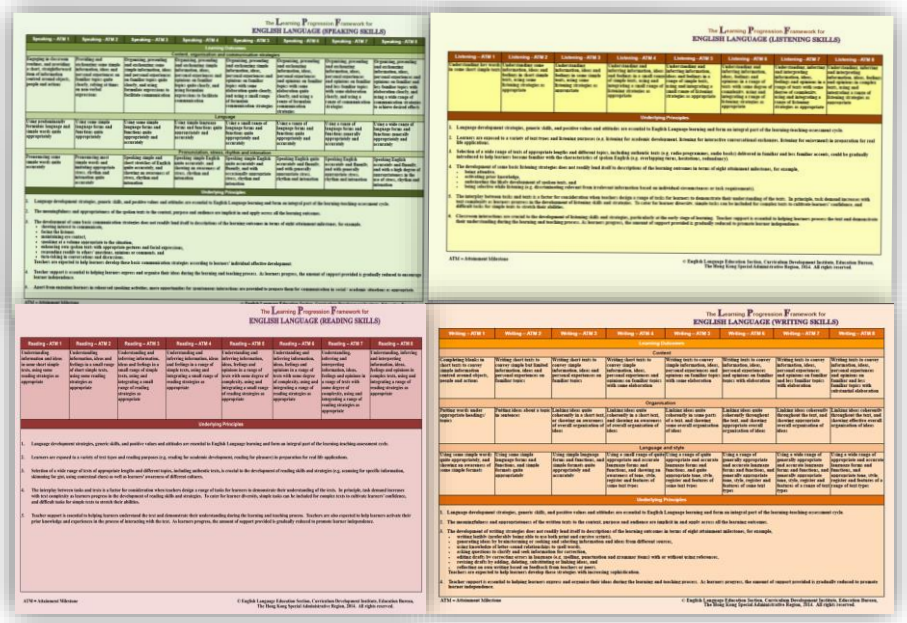
Greek Mythology Series
(For Secondary Students)

Lyrics Series
(For Secondary Students)

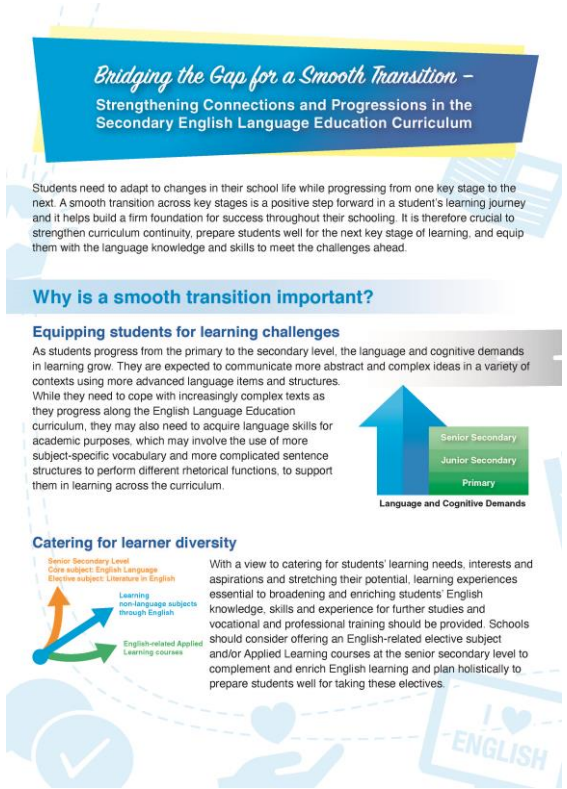
A Treasury of Literary Classics
Updated in 2022 (Online)

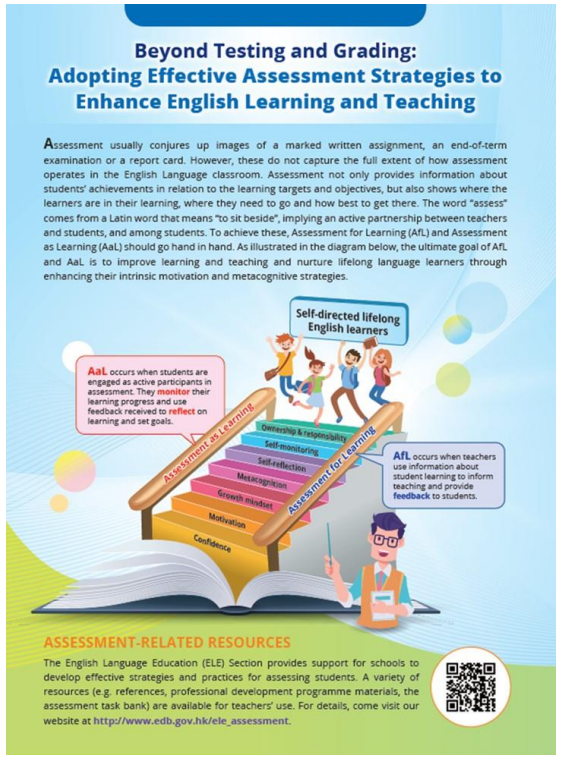


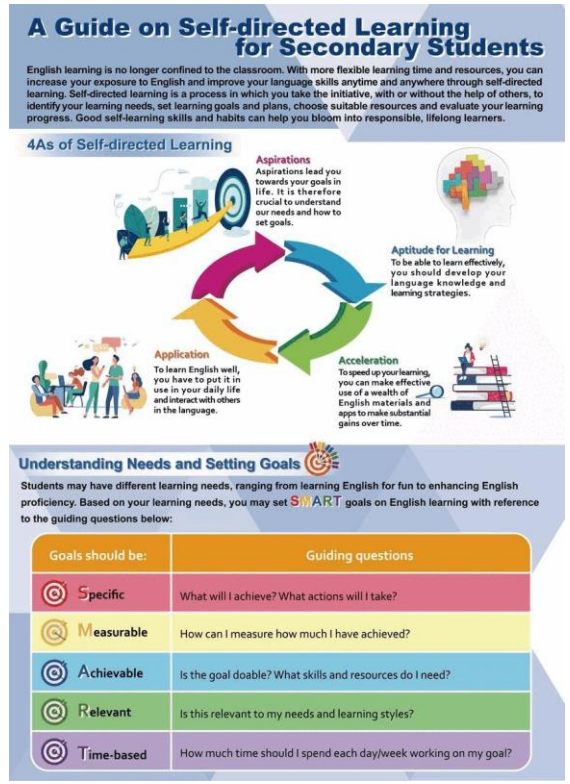
Using Storytelling to Develop Students' Literacy Skills and Positive Values
2016 (Print/ Online)



The Learning Progression Framework for English Language (Reading) (Writing) (Listening) (Speaking)
2017 (Print/Online)







[Leaflet on "Bridging the Gap for a Smooh Transition - Strengthening Connections and Progressions in the Secondary English Language Education Curriculum" 2022 (Online)]

[Leaflet on “Promotion of Reading in Schools" 2019 (Online)]

[Leaflet on "Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching" 2020 (Print/Online)]

[Leaflet on “A Guide on Self-directed Learning for Secondary Students” 2023 (Online)]

SOW Web Page

www.edb.gov.hk/sow

Selected SOW

Student Activities/ Competitions

SOWIT Videos

Wallpapers/ Posters

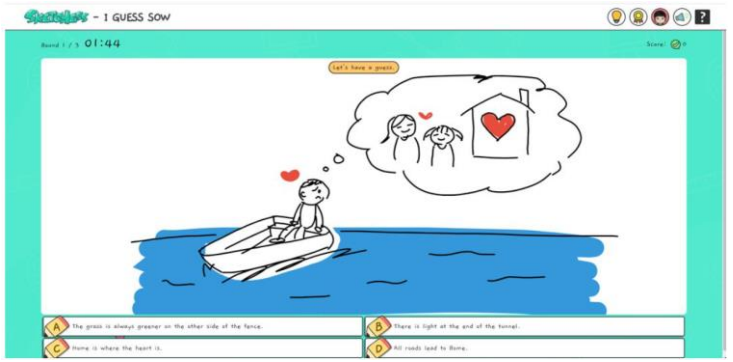
Instant Messaging Stickers

Games

Learning and Teaching Materials

SOW Animated Posters, Posters and Wallpapers

SOW Interactive Online Games

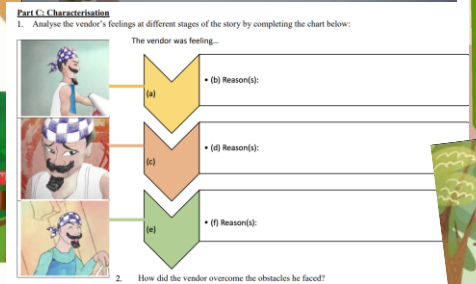


Instant Messaging Stickers

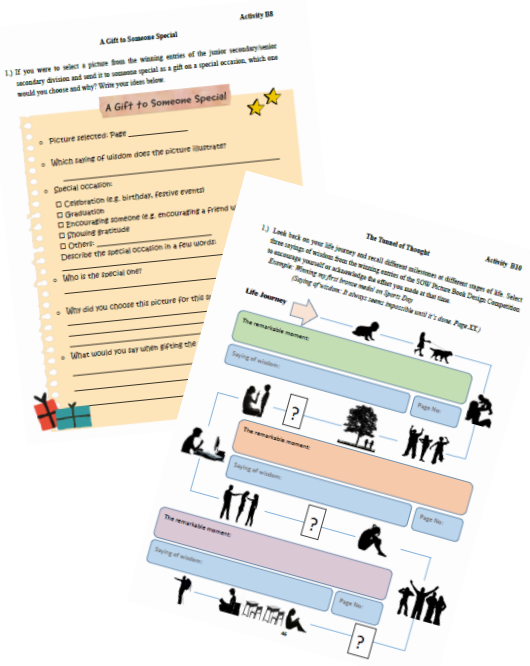
A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom

Resource Kit on Inspirational Speeches

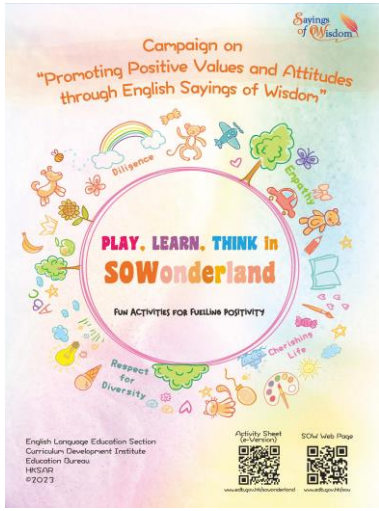
SOWIT Videos and SOWIT Resource Kits



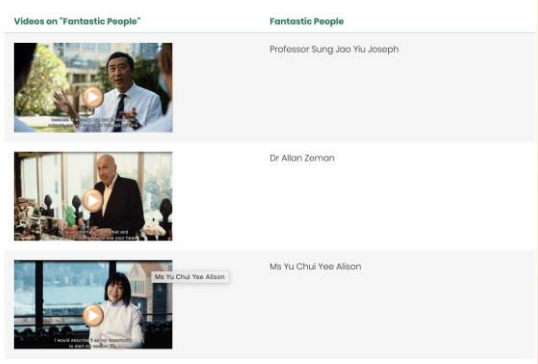
SOW Flipbooks and Activity Booklet



SOW Activity Sheet - PLAY, LEARN, THINK in SOWonderland: Fun Activities for Fuelling Positivity



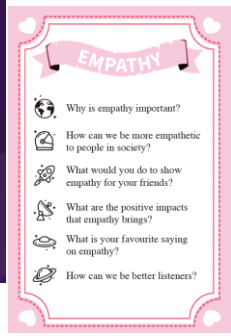
Videos on Fantastic People and Activity Booklet



E-book Famous Scientists

Resources for schools to promote positive values and attitudes through English sayings of wisdom

SOW Treasure Chest



www.edb.gov.hk/sow_tc

Sayings of Wisdom

SOW Campaign 2023/24

SOW CAMPAIGN 2023/24

Themes and Sub-themes

Overarching theme:

In Love We Share,
In Love We Grow

Sub-themes:

- Love Our Country
- Love the Community
- Love Our Family & Friends
- Love Myself
- Love Learning
- Love Nature

Sayings of Wisdom

Proverbs and inspirational quotes

Sayings of Wisdom

Competitions

Time to Talk Public Speaking Competition 2023/24
(Nov 2023 - May 2024)

"We Write · We Sing" Music Competition
(Oct 2023 – Jul 2024)

"SOW in Love" Letter Writing Competition
(Nov 2023 - Mar 2024)

Poetry Remake Competition 2023/24
(Oct 2023 – Mar 2024)

Filmit 2024: A Student Film Competition
(Nov 2023 – May 2024)

Story to Stage Puppetry Competition 2023/24
(Nov 2023 – Jun 2024)

Learning and Teaching Resources

- Animation on positive values and attitudes
- Learning resources for Week of Love and Growth
- SOW Posters
- SOW Ambassadors Passports

School Activities

Week of Love and Growth (Feb - Jul 2024)

Experience sharing sessions on promoting values education in the school English Language curriculum

Talk by an inspirational figure

Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom 2023/24" Competitions

- "SOW in Love" Letter Writing Competition (Pri & Sec)
  Nov 23 - Mar 24

- Poetry Remake Competition (Sec)
  Oct 23 - Mar 24

- SOW Week of Love & Growth (Pri & Sec)
  Feb - Jul 24

- "We Write · We Sing" Music Competition (Pri & Sec)
  Oct 23 - Jul 24

- Filmit 2024: A Student Film Competition (Pri & Sec)
  Nov 23 - May 24

- "Time to Talk" Public Speaking Competition (Pri & Sec)
  Nov 23 - May 24

- "Story to Stage" Puppetry Competition (Pri)
  Nov 23 - Jun 24

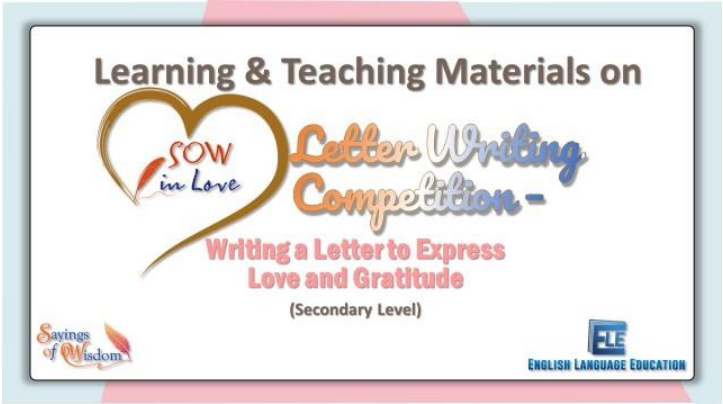
"SOW In Love" Letter Writing Competition

Students are invited to:

- **write a letter to express their love and gratitude towards an entity with a saying of wisdom (SOW) of their choice; and**
- **create a piece of two-dimensional (2D) artwork to enhance conveyance of meaning and visual representation of the letter.**

Submission deadline:
6:00 p.m., 8 March 2024

http://www.edb.gov.hk/sow_letter_writing



Poetry Remake COMPETITION

Sayings of Wisdom

- A cross-curricular activity for students to connect **poetry appreciation** and **art creation** through creating artwork on one of the selected English poems by Hong Kong-based poets.
- Students create a 2D artwork in response to one of the selected poems, and then write an artist statement in English to explain the ideas in their work

Submission Period:
7 to 8 March 2024

https://www.edb.gov.hk/poetryremake

Learning and Teaching Materials

*Click the titles to download the materials

- Grandfather by Gillian Bickley
- Tiny Scissors by Tammy Ho
- Central by Leung Ping Kwan
- On My Way to Cantonese Class by Kate Rogers
- Rice with Soy Sauce by Chris Song
- modern concrete by Eddie Tay

Grandfather

Gillian Bickley

My grandfather was a quiet man;
an allotment near the railway line,
where his working life was spent,
gave him additional quiet.

"Ask your grandfather to take you there,"
the family suggested.

He showed me his shed,
but most of all the robin's nest
with blue eggs or bald young,
and an alert bright-eyed brown nesting bird,
on a high shelf in the dark,
which a curious small girl could just
stand tip-toe to see.

"Don't touch it now!" he warned,
quite sternly, for him.
"She'll abandon the nest, fly away,
perhaps never return."

His own mother had done that;
died when he was fourteen.

For the rest of his life, on one day of the year,
The quiet man was quietest of all.
"What's the matter?" his wife or daughter
(my mother and grandmother) would ask.

"This was the day my mother died,"
came his unchangeable reply.

Suggested Answers

1. What is the poem about?

   The poem is about family love and memory of one's parent.

2. In the poem, the speaker recalled the incident when her grandfather showed her the robin's nest in his shed.

   (a) Why was the nesting bird "alert" in line 10?

   The "bright-eyed brown nesting bird" was alert because she was alarmed by the appearance of the speaker and her grandfather. She always stayed alert to protect her eggs and bald young birds from any possible harm and danger.

   (b) Why is the robin's nest so important in the eyes of the speaker's grandfather?

   The robin's nest symbolises family union, mother's care and nurturance, and the grandfather's wish for a warm and unbroken family. In the poem, the newborn/young robins lived in the nest under the protection and care of their mother. The maternal love and care seen in the nest reminded the speaker's grandfather of the missing piece in his life – his late mother.

3. Think of three adjectives to describe the speaker's grandfather. Support your answers with examples from the poem.

Adjectives	Textual evidence
quiet	The speaker describes his father as a "quiet man" and the word "quiet" was used repeatedly in the poem (lines 1, 4 and 21).
stern	The grandfather warned his speaker sternly against touching the bird's nest (lines 14-15).
filial	The grandfather remembered his dead mother fondly and "was quietest of all" (line 21) every year on her death day.
sentimental	The grandfather is shown to be in grief and there is a sense of loss throughout the poem because of the death of his mother in his early age (lines 18-19). Even the scene of the robin's nest could stir his feelings of pity and compassion.

Any three. The answers above are not exhaustive. Accept any reasonable answers.

4. What is the tone of the last two stanzas (lines 20-25)?

   The tone is sorrowful, but in the "quietest" and composed manner. Grandfather always

Week of Love and Growth

Registration
(Deadline: 12 Jan 2024)

Implementation
(19 Feb – 12 Jul 2024)

Sharing of Good Practices
(By 26 Jul 2024)

Week of
Love & Growth

http://www.edb.gov.hk/WoLG

Important Dates of the "Week of Love and Growth"

Registration

(Now – 12 Jan 2024)

Complete the Registration Form via a Google Account by 6:00 p.m., 12 January 2024

https://forms.gle/k1oX27nECsSFqmgV6

Resources for participating schools

(Feb 2024)

Receive "Seeds of Love: A Blossoming Garden of Growth" Poster & SOW Ambassadors Passports

Week of Love and Growth

(19 Feb – 12 Jul 2024)

Schools can freely decide on the dates and duration of the activity week.

Sharing of Good Practices

(By 26 Jul 2024)

Submit **names of SOW Ambassadors** and **school-based "Week of Love and Growth" record** via the Google Form

https://forms.gle/gqMA6cYrBr7XDnjf8

Certificates of Achievement for eligible SOW Ambassadors

(By late 2024)

SOW Campaign 2023/24 resources

- SOW posters on the 6 sub-themes (half A3 size)
- A2 Poster on the overarching theme and sub-themes of SOW Campaign 2023/24
- A2 Poster "Unlock the Power of Love and Growth from A to Z"

PDPs for 2023/24 s.y.

English-related Applied Learning Courses

- Introduction to English-related Applied Learning Courses

Curriculum Management, Leadership and Planning

- Curriculum Leadership and Management for the English Language Education Key Learning Area Series: Holistic Planning and Implementation of the Secondary English Language Curriculum for English Panel Chairpersons
- Curriculum Leadership and Management for the English Language Education Key Learning Area Series: Holistic Planning and Implementation of the Secondary English Language Curriculum for English Teachers
- Experience Sharing Session on Promoting Values Education in the School English Language Curriculum (Secondary Level)

PDPs for 2023/24 s.y.

Senior Secondary Curriculum and Assessment

- Optimising Senior Secondary English Language Series: (1) Integrating and Connecting Different Curriculum and Assessment Components
- Optimising Senior Secondary English Language Series: (2) Using Language Arts to Promote the Creative Use of English
- Optimising Senior Secondary English Language Series: (3) The Role of Grammar and Vocabulary in Academic Reading and Writing

Sustaining the Curriculum and Assessment Reform

- Adopting Effective Strategies to Enhance the Learning and Application of Grammar Knowledge in the Secondary English Language Classroom
- Enhancing Students' Literacy Skills Development through Promoting Language across the Curriculum in the Junior Secondary English Classroom

PDPs for 2023/24 s.y.

Sustaining the Curriculum and Assessment Reform

- Enhancing Assessment Literacy through Effective Use of the Learning Progression Framework (Reading and Listening Skills)
- Enhancing Assessment Literacy through Effective Use of the Learning Progression Framework (Writing and Speaking Skills)
- Effective Assessment Practices in the English Language Curriculum
- Harnessing Technology to Cater for Learner Diversity in the Secondary English Language Classrooms
- Effective Use of e-Resources to Enhance Students' English Language Skills and Promote the Creative Use of English at the Secondary Level (6-hour course)
- Connecting the Dots: Effective Strategies for Teaching Vocabulary for Cross-curricular Learning

PDPs for 2023/24 s.y.

Sustaining the Curriculum and Assessment Reform

- Enriching Knowledge Series: Understanding Film Genres
- Writing an Effective Analytical Essay on Films
- Appreciating Shakespearean and Modern Plays
- Enriching Knowledge Series: (1) Exploring and Appreciating English Creative Texts
- Enriching Knowledge Series: (2) Effective Writing Skills and Strategies for English Teachers
- Enriching Knowledge Series: (3) Improving English Pronunciation and Speaking Skills
- Critical Reading and Viewing: Developing Students' Visual Literacy in the English Language Classroom

The enhanced School development and Accountability (SDA) framework

Background:

- The SDA framework was introduced by the Education Bureau (EDB) in the 2003/04 school year in supporting schools to implement school-based management (SBM).
- The framework emphasises that school self-evaluation is a core element of schools for their perpetual improvement through putting in place a systematic Planning-Implementation-Evaluation (P-I-E) cycle.
- To strengthen SBM, EDB announced the implementation of the "enhanced SDA framework" in the 2022/23 school year to bolster the accountability of staff in publicly funded schools in providing quality school education and enhancing national education through the adoption of a whole school approach in particular.

The enhanced SDA framework

Online self-learning course	
Date	- Dec 2023 – Apr 2024
Mode	- Open for self-learning at the VLE platform of the HKEdCity
Objective	- Facilitate understanding of the concept and basic information of the enhanced SDA framework
Targets	- All principals and teachers
Enrolment method	- School applications via TCS open (Course ID: QA0020240016)

Useful Websites

Learning and teaching resources

- Resources developed by the Native-speaking English Teacher Section, CSD
  http://www.edb.gov.hk/en/curriculum-development/resource-support/net/enet-resources.html
- Resources developed by the Language Learning Support Section, CDI
  http://cd1.edb.hkedcity.net/cd/languagesupport/resources.html
- One-stop Portal for Learning and Teaching Resources
  http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html
- Educational Multimedia
  https://emm.edcity.hk/
- HKedCity English Campus
  https://www.hkedcity.net/english/