### Learning Focus/Teaching Objectives/Consolidation and Assessments

<table>
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<tr>
<th>MONTH</th>
<th>UNIT</th>
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<tbody>
<tr>
<td>9 – 10</td>
<td>9</td>
<td>PROTECT THE ENVIRONMENT</td>
<td>INTERPERSONAL DIMENSION (ID): produce or exchange a range of complex oral and written messages; converse, compare, argue and justify points of view</td>
<td>Numeracy, self-management, study, communication, critical thinking, problem-solving, communication, creativity, collaboration, self-reflection</td>
<td>READING: Pre-reading PN3 p.2-3 Comprehension: The hot topic PN3 p. 4-7 Identify the main points and supporting detail for each paragraph, read for specific information and main ideas, use contextual clues to work out meaning of words, make inferences</td>
<td>Passive Voice PN3 p.12-13 HG17 HG Revision 7 HG Self-assessment 7 Modal verbs and the passive voice PN3 p. 14-15 Verbs often used in passive voice PN3 p.16 The subject is with the passive voice PN3 p.17 Inversion HG26 HG Revision 10 HG Self-assessment 10</td>
<td>Text-type: Speech on an action plan Audience: assembly participants Purpose: persuasive Formality: semi-formal Word count: 300 Use of persuasive language, suggesting, recommending Assessment: Speech</td>
<td>Developing Skills: Active Listening for Junior 3 Set B - Module: School life and work, Unit 1 Charity – Ex. 1-3, Extended Task 1; Module: Cultures and Tradition, Unit 2 Showtime! – Ex. 1-4 Assessment: Listening &amp; Integrated Tasks</td>
<td>Group interaction communication strategies: expressions, agreeing and disagreeing, body language Practice/ Assessment: Group Interaction of an environmental protection (Preparation: 3 min Assessment: 4 min for 3Ss)</td>
<td>Term 1 – The Switch by Anthony Horowitz - Review concepts of plot, setting, character and plot - Explore character motivation, identify dynamic vs flat characters, examine the role played by foil characters - Identify and explore themes in the book. - Identify and explore themes in relation to the literature text Assessment: Projects and Presentations</td>
<td>3, 7, 17, 18, 19</td>
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PN3 – Progress Now 3
HG – HKDSE Grammar
DS – Developing Skills Set B
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<td>11 – 12</td>
<td>10</td>
<td>INTERPERSONAL DIMENSION (ID): Critical thinking, communication, study, collaboration, self-management, self-reflection</td>
<td>Critical thinking, communication, study, collaboration, self-management, self-reflection</td>
<td>READING: Pre-reading PN3 p.34-35, Reading a newspaper report and a letter to the editor PN3 p.36-39, Read current news reports on crime</td>
<td>Modal verbs to talk about necessity, obligation and prohibition PN3 p. 44-45, Modal verbs to talk about possibility and certainty PN3 p. 46-47, Modal verbs to talk about the past PN3 p.48-49, HG12, HG Revision 5, HG Self-assessment 5</td>
<td>Text-type: Letter to the Editor, Audience: Newspaper Editor, Purpose: persuasive; expository, Formality: formal, Word count: 300</td>
<td>Writing about an issue related to crime, Provide evidence to support arguments, Offer suggestions</td>
<td>Assessment: Letter to the Editor</td>
<td>Pronunciation and delivery techniques; communication strategies in group discussion; ideas and organisation</td>
<td>Term 1 – The Switch by Anthony Horowitz</td>
<td>2</td>
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**Crime**

**VALUE**

PN3 – Progress Now 3
HG – HKDSE Grammar
DS – Developing Skills Set B 3
### WAH YAN COLLEGE, KOWLOON
### ENGLISH DEPARTMENT SCHEME OF WORK 2016-2017

<table>
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<tr>
<th>Year/Term: 2016-2017 Term 2</th>
<th>Level: S3</th>
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<tr>
<td>Units: Progress Now 3 Unit 11, 12; HKDSE Grammar; Developing Skills Active Listening 3 Set B Unit 5-8</td>
<td>Time frame: approx. 18 teaching weeks</td>
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<tr>
<td>1-3</td>
<td>11</td>
<td>INTERPERSONAL DIMENSION (ID): produce or exchange a range of complex oral and written messages; converse, compare, argue and justify points of view</td>
<td>Communication, critical thinking, study, problem-solving, collaboration, creativity, self-management, self-reflection</td>
<td>READING: Pre-reading PN3 p.67</td>
<td>Read an argumentative essay about space exploration PN3 p.68-71</td>
<td>Identify relationships between ideas Finding unstated main ideas Location specific information for charts and timelines Matching-summary sentences and topic sentences</td>
<td>VOCABULARY: Countable and uncountable nouns PN3 p.76-77</td>
<td>Article (a/an, the) and nouns without articles PN3 p.78-79</td>
<td>HG 5</td>
<td>HG Revision 2</td>
<td>HG Self-assessment 2</td>
</tr>
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PN3 – Progress Now 3
HG – HKDSE Grammar
DS – Developing Skills Set B 3
# WAH YAN COLLEGE, KOWLOON
## ENGLISH DEPARTMENT SCHEME OF WORK 2016-2017

**Year/Term:** 2016-2017 Term 2  
**Units:** Progress Now 3 Unit 11, 12; HKDSE Grammar; Developing Skills Active Listening 3 Set B Unit 5-8  
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| 3-5   | 12   | Films | INTERPERSONAL DIMENSION (ID): produce or exchange a range of complex oral and written messages; converse, compare, argue and justify points of view  
KNOWLEDGE DIMENSION (KD): identify and discuss ideas; analyze information on familiar and unfamiliar topics; explore options, justify solutions  
EXPERIENCE DIMENSION (ED): express one's experience; respond to a wide range of literature  
| Communication, critical thinking, study, problem-solving, collaboration, creativity, self-management, self-reflection  
| READING: Reading a film review  
To-infinitives and bare infinitives  
PN3 p.108  
Gerunds  
PN3 p.109  
Verbs + Gerunds or to-infinitives  
PN3 p.110-111  
HG18  
HG Revision 8  
HG Self-assessment 8  
Relative clauses, pronouns and adverbs. Reduced relative clauses  
PN3 p.111-113  
HG16  
HG Revision 7  
HG Self-assessment 7  
Common mistakes  
HG p.266; p.278-282  
Assessment: Uniform Grammar Test | Text-type: Review  
Audience: Peers or anyone interested in topic  
Purpose: persuasive; descriptive  
Formality: informal  
Word count: 350  
Provide recount and reflection. Using figurative and descriptive language. Detailed description  
Assessment: Review | DS - Module: Media and technology, Unit 7 Media Power - Ex 1-3 and Extended Task 4; Module Social issues, Unit 8 Wise shopping - Ex. 1-4  
Practice: Listening & Integrated Tasks | Individual presentation skills  
Practice/Assessment: Individual Presentation on films (Preparation: 3 min Assessment: 2 min) |  
TERM 2 – *The Giver* by Lois Lowry  
- Review concepts of plot, setting, character and plot  
- Explore character motivation, identify dynamic vs flat characters, examine the role played by foil characters  
- Identify and explore themes in the book.  
- Identify and explore themes in relation to the literature text  
- Learn values through projects relating to their literature text  
Assessment: Projects and Presentations | MC1  
Ts design/tailor materials to cater for Ss’ needs  
MC3  
Reading materials and writing tasks based on theme ‘Films’. Students will learn good morals and values from films. They will also reflect and consolidate on values related to self-discipline, empathy and respect. | 2, 3, 7, 10, 11, 13 |
### Addressing School’s Major Concerns (MC):

1. Develop diversified teaching strategies and cater for learners' diversity, with high expectations of students
2. Help the students to form their character with Jesuit values and fighting spirit
3. Build a learning community, with focus on staff formation and self-evaluation.

### Core Values of Wah Yan College, Kowloon

<table>
<thead>
<tr>
<th>I. Love and care</th>
<th>1. Accept &amp; feel positive about himself</th>
<th>4. Forgiveness &amp; Reconciliation</th>
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<tr>
<td></td>
<td>2. Appreciation &amp; Gratitude</td>
<td>5. Service</td>
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<td>3. Empathy &amp; Compassion</td>
<td>6. Family as a basic unit of society; marriage is the foundation of a family</td>
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<td>II. Strive for excellence</td>
<td>7. Reflective</td>
<td>10. Curiosity &amp; willingness to learn</td>
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<td>8. Commitment</td>
<td>11. Value imagination and creativity</td>
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<td>9. Perseverance</td>
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<td>III. Respect and Justice</td>
<td>12. Life is valuable and respectable</td>
<td>15. Integrity</td>
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<td>13. Openness to good in all things</td>
<td>16. Faithfulness</td>
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<td>14. Respect for himself &amp; others</td>
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<td>18. Care for the environment</td>
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<tr>
<td>V. Faith</td>
<td>20. Experience of God</td>
<td>22. Appreciate religious liturgies</td>
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<td></td>
<td>21. Explore &amp; practise one's faith</td>
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