

WAH YAN COLLEGE, KOWLOON
ENGLISH DEPARTMENT SCHEME OF WORK 2017-2018

Year/Term: 2017-2018 Term 1	Level: S2
Units: Progress Now 2 Unit 1, 2; HKDSE Grammar; Developing Skills Set B 2 Units 1-4	Time frame: approx. 14 teaching weeks

MONTH UNIT	TOPIC	Learning Focus/Teaching Objectives/Consolidation and Assessments							REMARKS	VALUES #	
		DIMENSIONS (All 3 span across whole year)	GENERIC SKILLS	READING VOCABULARY	GRAMMAR	WRITING	LISTENING	SPEAKING			LITERATURE
9 – 10 5	Social Media	<p>INTERPERSONAL DIMENSION (ID): to establish and maintain relationships and routines in school and other familiar situations to converse about feelings, interests, preferences, ideas, experiences and plans to exchange messages such as writing simple letters, making telephone calls and sending postcards and invitations to participate with others in making choices and decisions for carrying out events to obtain and provide objects, services and information in classroom situations and through activities such as interactive games and simple open-ended role-play.</p>	<p>Communication, Self- management, Critical thinking, Problem- solving, Collaboration, Creativity</p>	<p>READING: Reading for main ideas and supporting details</p> <p>Focus: Understanding vocabulary from context clues</p> <p>VOCABULARY: Forming Abstract Nouns PN2 p.10</p> <p>Forming new words, Compound and blends PN2 p.11</p> <p>EXTENDED: Extra theme-related reading</p> <p>SELF-DIRECTED & EXPERIENTIAL LEARNING: Project (e.g. Use of Social Media/ Production of Reality Shows: Research, data collection, data analysis, outing)</p> <p>Assessment: - Reading Portfolio - Project - Reading and Grammar Uniform Test</p>	<p>Nouns PN2 p.10 HG5 HG Revision 2 HG Self-assessment 2</p> <p>Questions: yes/no questions, wh-questions, rhetorical questions PN2 p.9</p> <p>Direct speech (informal vs. formal tone) PN2 p.9 HG13; HG Revision 5; HG Self-assessment 5 (review)</p> <p>Comparatives & superlatives adjectives PN2 p.12-14 HG8 HG Revision 3 HG Self-assessment 3</p> <p>The future will/shall to talk about the future; be going to; present tenses for future; future continuous PN2 p.15-17 HG10 HG Revision 4 HG Self-assessment 4</p> <p>Assessment: Reading and Grammar Uniform Test</p>	<p>Text-type: Feature article Audience: newspaper/ magazine readers Purpose: expository Formality: formal Word count: 220</p> <p>Employ the conventions of feature article: Title, Byline, Introduction, Main Body, Conclusion. Use rhetorical questions. Use phrases to introduce facts and figures. Use will + bare infinitive to make predictions about the future. Use future continuous tense to talk about things that will happen naturally in the future without arrangement or intention. Use direct speech to quote interviewees</p> <p>Assessment: Feature article</p>	<p>Listening to descriptions of general appearance, descriptions of facial features, the tone of voice. (DS Unit 1) Listening for comparisons. Understanding the listening situation. (DS Unit 2) Listening and Integrated Task: Set 1 - Writing a letter of invitation</p> <p>Practice: Listening and Integrated Tasks</p>	<p>Expressing personal opinion PN2 p.2; p.7</p> <p>Expressing opinions in group discussions PN2 p.7</p> <p>Learning how to manage and contribute to a group discussion PN2 p.20-21</p> <p>Practice/Assessment: Group Interaction (Preparation: 3 min Assessment: 4 min for 3Ss)</p>	<p>Term 1 - <i>Among the Hidden</i> by Margaret Peterson Haddix</p> <p>3 Main Objectives: 1. Students will identify different parts of structure in relation to Freytag's Pyramid. 2. Students will identify and use examples to explain different methods of characterization employed by author: both direct and indirect. 3. Students will identify and explain the four different kinds of conflict:</p> <p style="text-align: right;"><i>(continued on next page)</i></p>	<p>MC1 Ts design/tailor a project to help students to reflect on their use of social media platforms.</p> <p>MC 2 Reading materials, writing, speaking tasks and project based on theme 'Social Media' to teach Ss values relating to how to use social networking sites wisely.</p>	1,2,14,15,23,29,31,33

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11 – 12 6	Reality TV	<p>KNOWLEDGE DIMENSION (KD): to provide or find out, organize and present information on familiar topics to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, comparing, explaining, predicting, drawing conclusions; and to follow instructions to identify ideas in simple spoken and written texts, form opinions and express them to recognize and solve simple problems in given situations, and describe the solutions to see the need for clarifying own written expression and then make changes with support from the teacher and classmates to understand some aspects of how the English Language works, including how grammatical features contribute to meaning and how simple texts are organized and apply this understanding to one's (cont')</p>	<p>Communication, Self-management, Critical thinking, Problem-solving, Collaboration, Creativity</p>	<p>READING: Recognizing different parts of a letter.</p> <p>Focus: Reading for specific information and main ideas.</p> <p>VOCABULARY: Segments, Collocations – verbs PN2 p.42</p> <p>Forming verbs with suffixes PN2 p.43</p> <p>EXTENDED: Extra theme-related reading</p> <p>SELF-DIRECTED & EXPERIENTIAL LEARNING: Project (e.g. Use of Social Media/ Production of Reality Shows: Research, data collection, data analysis, outing)</p> <p>Assessment: - Reading Portfolio - Reading and Grammar Uniform Test</p>	<p>Modal verbs - will/would/should PN2 p.44-45 HG12 HG Revision 5 HG Self-assessment 5</p> <p>Conditionals 0, 1 & 2 PN2 p.46-47 HG11; HG Revision 4; HG Self-assessment (review)</p> <p>Connectives: as long as, provided that, or else, otherwise, unless, if...not to replace if PN2 p.48-49 HG20</p> <p>Future perfect HG25</p> <p>HG Revision 10 HG Self-assessment 10</p> <p>Assessment: Reading and Grammar Uniform Test</p>	<p>Text-type: Blog Audience: online readers Purpose: descriptive Formality: informal Word count: 220</p> <p>Employ the conventions of blog writing: date, purpose, description, reflection and prediction, establish an informal tone. Explain ideas using examples and supporting detail. Use connectives to link paragraphs and sentences. Vary sentence structure and length</p> <p>Assessment: Blog</p>	<p>Identifying sound effects and onomatopoeia. Listening to Self-corrections. (DS Unit 3) Listening to make changes. Identifying connections between ideas (DS Unit 4) Listening and Integrated Task: Set 2 Completing the email</p> <p>Practice & Assessment: Listening and Integrated Tasks</p>	<p>Group Discussion PN2 p.34; p.39</p> <p>Learning to speak English naturally PN2, p.53</p> <p>Group debate PN2, p.62-65</p> <p>Express ideas</p> <p>Practice/Assessment: Group Interaction (Preparation: 3 min Assessment: 4 min for 3Ss)</p>	<p>Term 1 - <i>Among the Hidden</i> by Margaret Peterson Haddix</p> <p><i>(continued from previous page)</i> a. character vs. self, b. character vs. character, c. character vs. society, and d. character vs. nature</p> <p>Students will analyze how a character is influenced or shaped by the conflict.</p> <p>Assessment: Activities, Projects and Presentations</p>	<p>MC1 Ts design/tailor a project related to self-chosen reality shows to allow autonomy throughout students' learning.</p> <p>MC 2 Reading materials, writing, speaking tasks and project based on theme 'Reality TV' to teach Ss values relating to how to behave, appreciate and judge under the given social context.</p>	1,10,11,15,23,25,27,28

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Year/Term: 2017-2018 Term 2	Level: S2
Units: Progress Now 2 Unit 3, 4; HKDSE Grammar; Developing Skills Set B 2 Units 5-8	Time frame: approx. 18 teaching weeks

MONTH UNIT	TOPIC	Learning Focus/Teaching Objectives/Consolidation and Assessments							REMARKS	VALUES #	
		DIMENSIONS	GENERIC SKILLS	READING VOCABULARY	GRAMMAR	WRITING	LISTENING	SPEAKING			LITERATURE
1-3 7	Let's sell it!	<p>learning and use of the language.</p> <p>EXPERIENCE DIMENSION (ED): to develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs and presenting short simple plays to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: → making predictions, → making inferences, → making evaluative comments, → describing one's feelings towards characters and events, → relating to one's experiences</p>	<p>Communication, Self-management, Critical thinking Problem-solving, Collaboration, Creativity</p>	<p>READING: Making inferences. Recognizing different parts of a letter of complaint. Focus: inferring meanings from text</p> <p>VOCABULARY: Overused words PN2 p.74</p> <p>Strong adjectives PN2 p.74-75</p> <p>Homonyms PN2 p.75</p> <p>EXTENDED: Extra theme-related reading</p> <p>SELF-DIRECTED & EXPERIENTIAL LEARNING: Project (e.g. Advertising Campaign/ Musical Appreciation: Research, data collection, data analysis, outing)</p> <p>Assessment: - Reading Portfolio - Project - Reading and Grammar Uniform Test</p>	<p>Adverbs of manner PN2 p.76 HG9</p> <p>Comparatives and superlative adverbs PN2 p.77 HG9</p> <p>HG Revision 3 HG Self-assessment 3</p> <p>Question Tags PN2 p.78-79 HG 23 HG Revision 9 HG Self-assessment 9</p> <p>Rhetorical questions PN2 p.79</p> <p>Assessment: Reading and Grammar Uniform Test</p>	<p>Text-type: Complaint letter Audience: Head of department/company/organization Purpose: persuasive Formality: formal Word count: 250</p> <p>Employ the conventions of formal letter writing: address(es), date, salutation, purpose, description of issue(s), closing with request(s), complimentary close. Establish a formal tone. Describe past experience, make formal requests</p> <p>Assessment: Letter of complaint</p>	<p>(DS Unit 5) Listening for the main idea. Listening to and write suggestions. (DS Unit 6) Listening to very large numbers and understanding instructions in Data File.</p> <p>Practice: Listening & Integrated Tasks</p>	<p>Group discussion PN2 p.66; p.71</p> <p>Learning to pronounce – -ed and -s endings PN2 p.84-85</p> <p>Expressing thoughts and opinions, explaining choices PN2 p.85</p> <p>Practice/Assessment: Individual Presentation (Preparation: 3 min Assessment: 1.5 min)</p>	<p>Term 2: <i>Holes</i> by Louis Sachar</p> <p>1. Students will examine and analyze episodic narrative, flashbacks and foreshadowing 2. Students will trace the use of symbols (advanced classes)</p> <p>Assessment: Activities, Projects and Presentations</p>	<p>MC1 Ts design/tailor a project on advertising to help develop students' creativity.</p> <p>MC3 Ts and Ss make use of school facilities like computers and Visual Arts Room to design their advertisement.</p>	<p>15,18,19,23,24,28,30</p>

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3-5 8	Musicals	<p>→ imagining oneself to be a character in the story and describing one's feelings and reactions, → participating in dramatic activities to give expression to imaginative ideas through oral, written and performative means such as:</p> <ol style="list-style-type: none"> 1. constructing with appropriate support simple stories that show some understanding of "setting" and events, 2. providing simple oral and written descriptions of a situation, object or character 3. creating simple rhymes and poems with support from the teacher to give expression to one's experience through activities such as providing simple oral and written accounts of events and one's reactions to them. 	<p>creativity, critical thinking skills, communication skills, collaboration skills, study skills, self-management skills</p>	<p>READING: Reading for specific information and main ideas.</p> <p>Focus: Meaning & References</p> <p>VOCABULARY: Collocations adverbs PN2 p.106</p> <p>Phrasal verbs PN2 p.107</p> <p>EXTENDED: Extra theme-related reading</p> <p>SELF-DIRECTED & EXPERIENTIAL LEARNING: Project (e.g. Advertising Campaign/ Musical Appreciation: Research, data collection, data analysis, outing)</p> <p>Assessment:</p> <ul style="list-style-type: none"> - Reading Portfolio - Project - Reading and Grammar Uniform Test 	<p>Adverbs of place, time, frequency and degree, sentence adverbs PN2 p.108-110 HG9 HG Revision 3 HG Self-assessment 3</p> <p>Adverbials PN2 p.111</p> <p>Phrasal verbs PN2 p.112-113 HG24 HG Revision 9 HG Self-assessment 9</p> <p>Assessment: Reading and Grammar Uniform Test</p>	<p>Text-type: Narrative with a twist Audience: teacher Purpose: narrative; descriptive Formality: informal Word count: 250</p> <p>Employ the conventions of story writing: Freytag's Pyramid, setting, plot, character. Use various dialogue tags, punctuate dialogue correctly (Ref: PN2 Unit 5 p.30- 33). Use transitions of time: next, then, after, before, later. Use rhetorical device: simile (Ref: PN2, p.64). Add a twist ending</p> <p>Assessment: Narrative with a twist</p>	<p>Learning ways of voicing opinion. Completing a survey. Identifying when something happened. Writing a report (DS Unit 7) Completing chart and writing from bits and pieces. (DS Unit 8) Completing the notice and promotional article (Listening and Integrated Task: Set 4)</p> <p>Practice & Assessment: Listening and Integrated Tasks</p>	<p>Individual presentation skills</p> <p>Stress in words PN2 p.117</p> <p>Expressing personal taste PN2 p.117</p> <p>Practice/Assessment: Individual Presentation (Preparation: 3 min Assessment: 1.5 min)</p>	<p>Term 2: <i>Holes</i> by Louis Sachar</p> <ol style="list-style-type: none"> 1. Students will examine and analyze episodic narrative, flashbacks and foreshadowing 2. Students will trace the use of symbols (advanced classes) <p>Assessment: Activities, Projects and Presentations</p>	<p>MC1 Ts design/tailor a project related to self-chosen musicals to raise students' interest learning about musicals of different cultural backgrounds</p> <p>MC 2 Reading materials, writing, speaking tasks and project based on theme 'Musical' to teach Ss values relating to how to appreciate and respect different art forms.</p>	12,14,17,21,22,38

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Addressing School's Major Concerns (MC):

1. To form self-directed and reflective learners, with attributes of competence, commitment, creativity and cultural curiosity
2. To strengthen students' character formation within a positive learning community that encompasses compassion, respect, collaboration, conscience and reconciliation
3. To enhance school facilities to support student learning and development

Core Values of Wah Yan College, Kowloon

- I. Love and care
- II. Strive for excellence
- III. Respect and Justice
- IV. Responsibility
- V. Faith

Sustaining values

	Life	Family	Love	Justice	Truth
I. Love and care	1. Accept & feel positive about himself 2. Appreciation & Gratitude 3. Empathy & Compassion 4. Positive and grateful 5. Kind and humble	6. Love your family 7. Loyalty and fidelity 8. Family as a basic unit of society; marriage is the foundation of a family	9. Forgiveness & Reconciliation 10. Care for the poor and the needy 11. Service to others		
II. Strive for excellence	12. Reflective 13. Strive for excellence (Magis & fighting spirit), 14. Reflection (Examen), 15. Discern right from wrong (Ignatian Spirituality), 16. Men of Human Excellence				

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	(Competence, Commitment, Compassion, Conscience) 17. Perseverance 18. Curiosity & willingness to learn 19. Value imagination and creativity				
III. Respect and Justice	20. Life is valuable and respectable 21. Manners and etiquette 22. Openness to good in all things 23. Honesty and integrity 24. Faithfulness	25. Mutual respect between a man and a woman	26. Love your neighbours 27. Respect for himself & others	28. Respect the rights of others, equity, the common good, human dignity	
IV. Responsibility	29. Freedom & Self-discipline 30. Responsible with public property 31. Responsibility		32. Care for the environment	33. Social Identities: citizen identity, national identity and global citizen identity	
V. Faith					34. Appreciate religious liturgies 35. Explore & practise one's faith 36. Sacrifice 37. Experience of God 38. The meaning of life 39. Truth about God, 40. Evangelization