



# Enhancing a smooth interface between Key Stage 2 and Key Stage 3 in the English Language Education

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## Objectives of today's sharing

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- To **enhance** teachers' understanding of the language demands of the secondary English Language curriculum
- To help teachers **reflect** on the differences and similarities between the learning and teaching of English in primary and secondary schools
- To **share school-based experiences** and **provide suggestions** on what can be done to enhance the interface between Key Stage 2 and Key Stage 3 in the **English Language Education**



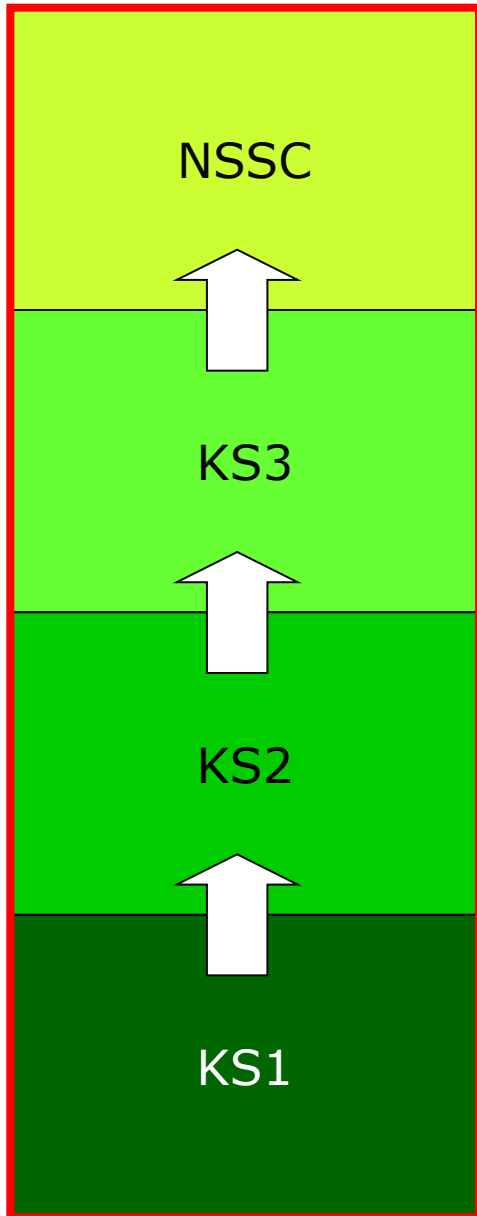
# Run-down

<b>Part 1</b>	<b>Understanding more about the JS and SS curriculum</b>
<b>Part 2</b>	<b>Effective strategies to enhance a smooth interface</b>
<b>Part 3</b>	<b>Example 1: Infusing language arts and non-language arts elements into the curriculum</b>
<b>Part 4</b>	<b>Example 2: Explicit teaching of vocabulary building skills and reading skills and strategies</b>
<b>Part 5</b>	<b>Example 3: Connecting reading and writing</b>
<b>Part 6</b>	<b>Q &amp; A</b>

# Quiz

1. What does “NSSC” stand for?
2. What is “HKDSE”?
3. How many elective modules are offered in the senior secondary English Language curriculum?
4. How many elective modules are students required to take?
5. Which of the following is not an elective module of Language Arts?  
A. Poems and songs      B. Films      C. Popular culture
6. Which of the following is not an elective module of Non-Language Arts?  
A. Grammar    B. Social issues    C. Workplace communication

# Importance of curriculum continuity



- The curriculum at each key stage is a part of the English Language curriculum and closely connected to one another
- Knowledge and skills needed for the NSSC are already set out in KS1 – KS3
- Progression of skills and knowledge across key stages should be ensured
- Helping students to reach the curriculum goals - all teachers have a part to play

# St. Francis Xavier's College

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## **School background:**

- all classes use English as the medium of instruction
- collaborated with EDB 3 years ago
- aimed to prepare students for the NSSC
- implemented a reform to revamp the junior secondary English Language curriculum

# Senior secondary English Language curriculum

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<b>SS3</b>	<b>Compulsory</b>	<b>Elective Part</b>	<b>115 hours</b>
<b>SS2</b>	<b>Part (75%)</b>	<b>(25%)</b>	<b>145 hours</b>
<b>SS1</b>			<b>145 hours</b>

# Elective Modules

## Language Arts

Learning English through **Drama**

Learning English through **Short Stories**

Learning English through **Poems and Songs**

Learning English through **Popular Culture**

## Non-Language Arts

Learning English through **Workplace Communication**

Learning English through **Sports Communication**

Learning English through **Debating**

Learning English through **Social Issues**

- Students need to take 3 modules out of 8 --- at least 1 module from each group





# Curriculum Framework: The Elective Part

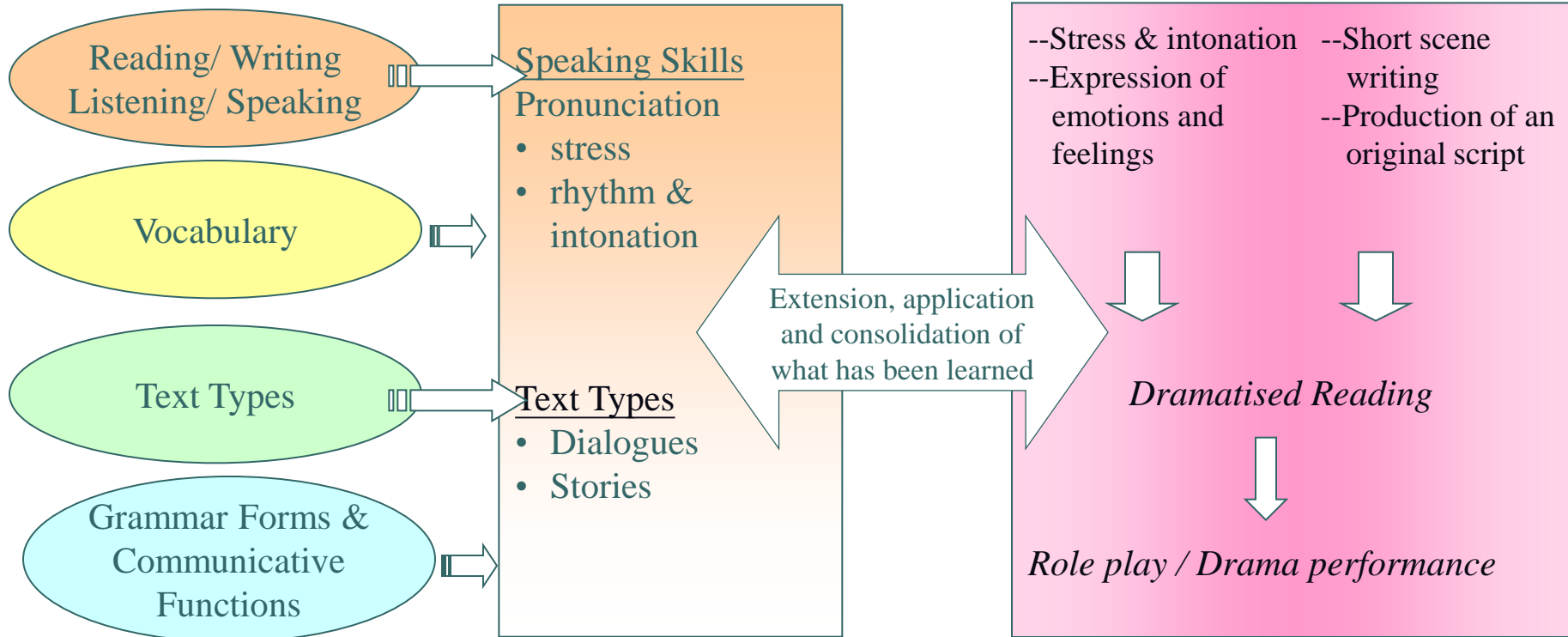
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- Helps students extend learning and apply learning experiences in a wider variety of contexts
- Adds variety to the language curriculum
- Caters for learners' diverse abilities, needs and interests

# Relationship between the Compulsory and Elective Part

## Compulsory Part

## Elective Part (Drama module)



# Assessment of the Senior Secondary Curriculum

HKDSE

Components	Details	
	Weighting	Requirements
Paper 1 <b>Reading</b>	20%	
Paper 2 <b>Writing</b>		
<b>Part A</b>	10%	200 words - Topics based on the core part
<b>Part B (Elective)</b>	15%	400 words - Topics based on the <b>elective modules</b>
Paper 3 <b>Listening &amp; Integrated Skills</b>	30%	
Paper 4 <b>Speaking</b>	10%	
<b>SBA</b> (group discussion & presentation)		
<b>Part A</b>	7.5%	Assessments based on <b>print/non-print materials</b> and the <b>elective modules</b>
<b>Part B (Elective)</b>	7.5%	

External  
Assessment

Internal  
Assessment

# Demands of the HKDSE: Reading skills in KS3 & K4

## Teaching of reading skill & strategies – KS3

1. making use of knowledge of the world to make sense of
2. identifying the main theme/focus
3. identifying general and specific information
4. working out the meaning of unknown words and expressions
5. skimming and scanning
6. sequencing events
7. identifying main ideas
8. identifying details that support a main idea
9. predicting the likely development of the text
10. understanding the connection between ideas by identifying devices or discourse markers
11. recognizing key words in a sentence
12. predicting the content using the book cover, picture cue and personal experience
13. recognizing formulaic or common expressions
14. recognizing repetitive language patterns
15. understanding the functions of basic punctuation
16. using linguistic and contextual clues
17. using knowledge of features of different text-types and
18. relating facts, opinion and information from a variety of
19. understanding different feelings, views and attitudes
20. distinguishing fact from opinion
21. making inferences / identifying implied meanings through
22. understanding the use of a range of language features in texts, for example, a. rhyme; b. alliteration; c. atmosphere; d. personification; e. tone

## Teaching of reading skill & strategies – KS4

### *Understand, Interpret and Analyse a Variety of Written Texts*

1. use linguistic and contextual clues, knowledge of features of different text-types and knowledge of the world to determine the meaning of the written text
2. identify main and supporting ideas
3. relate cause to effect
4. relate evidence to conclusions
5. recognise the rhetorical functions performed by sentences in the development of a text
6. follow and evaluate the development of a point of view or argument
7. distinguish different points of view and arguments
8. discriminate between different degrees of formality
9. appreciate the stylistic variations between text-types
10. interpret how linguistic and structural devices achieve certain effects
11. understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic<sup>#</sup>
12. understand the different types of meaning of words, and the semantic associations that exist among words<sup>#</sup>
13. detect faulty or misleading arguments<sup>#</sup>
14. evaluate critically views and attitudes<sup>#</sup>

# Paper 1 - example questions

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Based on the poem, who do you think ultimately made the right choice? Give reasons to support your views.

*(3 marks)*

- **Make inferences based on a poem**
- **Relate evidence to conclusions**
- **Express ideas using one's own words**

**Identify main ideas and summarize key points**

**Understand different views and attitudes**

**Relate evidence to conclusions**

**Identify specific details**

Message	Writer's connection with Hong Kong	General opinion expressed	Supporting quote from the passage	Change mentioned in the web posting
A	_____	<u>positive</u>	<u>Hong Kong remains a fabulously vibrant place.</u>	<u>the great influx of tourists from the Mainland</u>
C	_____	_____	_____	<u>Many people no longer considered themselves to be Chinese</u>
E	_____	_____	<u>It is always an exciting city, a shopping paradise, with super food and nice people.</u>	_____
F	<u>The writer may have visited Hong Kong before.</u>	_____	_____	_____

# Paper 1 – other assessment focuses

Give the (*red / amber / green*) light to universal suffrage

Jake van der Kamp's article, 'What will Hong Kong look like in 2047?' (July 1), is a highly commendable prediction of the path which lies ahead of us. He astutely articulates the (30) *aspirations / expiry / enquiries* of many people like myself. Too (31) *can / can't / could* appreciate the poetry!

It's (32) *obvious* / *envious / odious* that creative arts alone will not sustain our economic future. (33) *Consequently / Frankly / Doubtless*, banking and finance will continue to play an important role in our economic future. (34) *Sensibly / Similarly / Shockingly*, I think Hong Kong will further establish itself as a center for publication, education and research. What other facets of our society might be enhanced?

I don't think that air pollution should be the (35) *soul / soil / sole* focus of our attention, as is often the case with government reports. To (36) *score / get* *reach* our target of becoming a leading center for the creative arts in Asia, we must have extensive government subsidies without (37) *no / any / none* strings attached. Consequently, Hong Kong will need a government that can (38) *hold / carry* *keep* its distance and at the same time respond appropriately to the public clamour for universal suffrage.

Vocabulary


Collocation

# What are the implications?

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- Further development of language skills and strategies
- Equipping students with basic knowledge and skills to **understand, interpret, appreciate, analyse and respond to a wide range of literary and non-literary texts**





# Our reform: Infusing language arts and non-language arts elements into the JS curriculum through curriculum mapping

Level	Main focus	Other elective elements	Focus of work
S1	Poems and songs	Short stories Pop culture Social issues Sports communication	<ul style="list-style-type: none"> <li>• <b>Develop S1 modules</b> through infusing related knowledge and skills into textbook units</li> </ul>
S2	Short stories Social issues Pop culture	Poems and songs drama	<ul style="list-style-type: none"> <li>• <b>Develop S2 modules</b> through infusing related knowledge skills into textbook units</li> </ul>
S3	Social issues  Debating	Poems and songs Pop culture Workplace communication Sports communication	<ul style="list-style-type: none"> <li>• <b>Develop S3 modules</b> through infusing related knowledge and skills into textbook units</li> </ul>

# Conducting curriculum mapping

<u>S1</u>	<i>Unit</i>	<i>Unit</i>	<i>Unit</i>	<i>Unit</i>
<u>S2</u>				
<u>S3</u>				

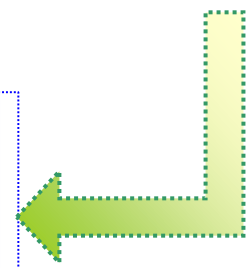
Review  
textbook  
modules

Identify skills  
and knowledge  
to be developed

Integrate the  
identified skills &  
knowledge in units

Refine or develop  
learning activities  
and tasks

Ensure balanced  
development of the four skills  
recommended by the CG



# Identified skills and knowledge

Page

# Suitable learning tasks / activities

Infusing knowledge and skills related to

selective modules into the JS curriculum through making

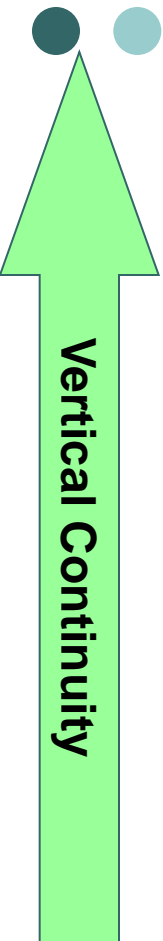
meaningful links

	Unit /Theme	Elective(s)	Learning focuses	Materials	Suggested tasks and activities
S1	Elect 1A Unit 1: Making friends	<ul style="list-style-type: none"> <li>Poems &amp; songs</li> </ul>	<ul style="list-style-type: none"> <li>Acrostic</li> <li>Adjectives to describe appearance and personality</li> <li>How to respond to poetry</li> </ul>	<ul style="list-style-type: none"> <li>Acrostic poems</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Writing an acrostic poem about a friend or a family member</li> </ul>
	Elect 1A Unit 2: Family matters	<ul style="list-style-type: none"> <li>Poems &amp; songs</li> </ul>	<ul style="list-style-type: none"> <li>Acrostic</li> <li>Rhyming poem</li> <li>rhyme</li> <li>metaphor</li> <li>How to respond to poetry</li> </ul>	<ul style="list-style-type: none"> <li>Poem - My friend</li> <li>Supplementary materials on responding to poetry</li> </ul>	<ul style="list-style-type: none"> <li>Responding to the song and poem</li> <li>Writing an acrostic poem using rhyme and metaphor</li> <li>Diary entry (integrated with Core)</li> </ul>
	Elect 1A Unit 3& 4: On holiday/ Festivals	<ul style="list-style-type: none"> <li>Short stories</li> </ul>	<ul style="list-style-type: none"> <li>Story genres</li> <li>Short story (plot, setting, characters)</li> </ul>	<ul style="list-style-type: none"> <li>Short story about festivals</li> </ul>	<ul style="list-style-type: none"> <li>Picture composition (integrated with Core)</li> </ul>
	Elect 1B Unit 5: Nature	<ul style="list-style-type: none"> <li>Poems &amp; songs</li> </ul>	<ul style="list-style-type: none"> <li>Haiku</li> <li>Syllables, Imagery, mood, personification</li> <li>Photo captions</li> </ul>	<ul style="list-style-type: none"> <li>Haiku poems</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Haiku poems</li> <li>Writing a notice (integrated with Core)</li> </ul>
	Elect 1B Unit 6: Ocean fun	<ul style="list-style-type: none"> <li>Pop culture</li> <li>Social issues</li> </ul>	<ul style="list-style-type: none"> <li>Movie (characters and message)</li> <li>Identifying pros and cons with reasons</li> <li>Viewing issues from different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary materials</li> <li>Film - Evan Almighty</li> </ul>	<ul style="list-style-type: none"> <li>Responding to the movie</li> <li>Writing an informal letter to discuss a movie (integrated with Core)</li> </ul>
	Elect 1B Unit 7: Fantastic food	<ul style="list-style-type: none"> <li>Poems &amp; songs</li> <li>Pop culture</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming poems</li> <li>Alliteration</li> <li>Recipe (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Poem – the meal</li> </ul>	<ul style="list-style-type: none"> <li>Responding to the poem</li> <li>Writing a recipe and an informal letter (Integrated with Core)</li> </ul>
	Elect 1B Unit 8: The world of sports	<ul style="list-style-type: none"> <li>Sports communication</li> </ul>	<ul style="list-style-type: none"> <li>Sports related vocabulary</li> <li>Adjectives to describe appearance and personality</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary materials related to sports</li> </ul>	<ul style="list-style-type: none"> <li>Presenting a favourite sport and athlete (Integrated with Core)</li> </ul>

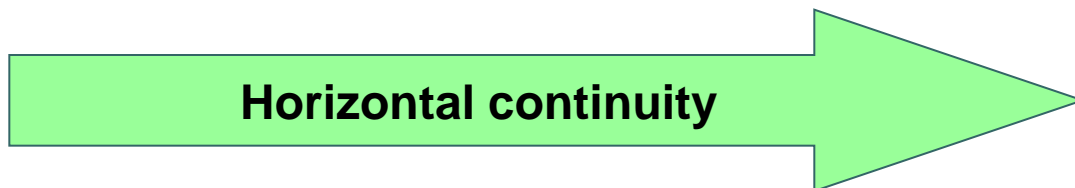
**Target Skills and knowledge of various elective modules to be covered across S1-S3**


Electives/ Level	S1	S2	S3
<p><b>Poems &amp; songs</b></p> <p><b>Skills:</b> How to appreciate and respond to poetry</p>	<p><b>Different types of poems:</b></p> <ul style="list-style-type: none"> <li>• Acrostic</li> <li>• Haiku</li> <li>• Rhyming poems</li> </ul> <p><b>Poetic features:</b></p> <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Metaphor</li> <li>• Alliteration</li> <li>• Syllables</li> <li>• Imagery</li> <li>• Mood</li> <li>• Personification</li> </ul>	<p><b>Different types of poems:</b></p> <ul style="list-style-type: none"> <li>• Limerick</li> <li>• Cinquain</li> <li>• Shape poem</li> </ul> <p><b>Poetic features:</b></p> <ul style="list-style-type: none"> <li>• Syllables</li> <li>• Stress</li> <li>• Similes</li> <li>• Onomatopoeia</li> </ul>	<p><b>Different types of poems:</b></p> <ul style="list-style-type: none"> <li>• Narrative poem</li> </ul> <p><b>Poetic features:</b></p> <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Repetition</li> <li>• Personification</li> <li>• Alliteration</li> </ul>
<p><b>Short stories</b></p> <p><b>Skills:</b> How to appreciate stories and write stories with a storyline</p>	<p><b>Story genres:</b></p> <ul style="list-style-type: none"> <li>• Fable</li> <li>• Short story</li> </ul> <p><b>Elements and features of short stories:</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Setting</li> <li>• Characters</li> <li>• Theme</li> <li>• Message</li> <li>• Point of view</li> </ul>	<p><b>Story genres:</b></p> <ul style="list-style-type: none"> <li>• Short story</li> </ul> <p><b>Elements and features of short stories:</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Setting</li> <li>• Characters</li> <li>• Atmosphere</li> <li>• Dialogue</li> <li>• Speech verbs</li> <li>• Twists</li> </ul>	<p><b>Story genres:</b></p> <ul style="list-style-type: none"> <li>• Short story</li> </ul> <p><b>Features of short stories:</b></p> <ul style="list-style-type: none"> <li>• Effective beginnings and endings</li> </ul>

# Holistic curriculum planning



<b>S 3</b>	Letter of advice <i>module</i>	Letter of complaint <i>module</i>	Argumentative essay <i>module</i>	Debate speech <i>module</i>	Social issues / Debating
	Film Review <i>module</i>	Short story <i>module</i>	Letter to the Editor <i>module</i>	Argumentative essay <i>module</i>	Pop culture Short stories Social issue
	<b>S 2</b>	Short Story <i>module</i>	Poem <i>module</i>	Song <i>module</i>	Poem <i>module</i>
<b>S 1</b>					





# **What will happen if P.6 students are not well prepared for moving on to S.1?**

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- Adverse effects on academic performance
- Emotional problems
- Behavioural problems



# Causes of transition problems from primary to secondary schools

Causes of problems	Strategies
1. Discontinuities in the curricula	1. Ensuring curriculum continuity
2. Discontinuities in pedagogical approaches	2. Adjusting pedagogical practices
3. Inadequate academic preparation	3. Fostering literacy skills and independent learning skills

(Galton & Hargreaves, 2002)

(Anderson et al, 2000)

Planning for transfer needs to start in primary schools and continue through the secondary years (Osborn et al, 2006)



# Strategy 1: Ensuring curriculum continuity through planning for Reading Programme

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- Make effective use of Reading Workshops
- Strike a balance between language arts texts and non-language texts
- Consider students' future learning needs
- Prepare students for their new learning through infusing the knowledge and skills necessary for a smooth transition into the primary curriculum



# Reflection: Are these elements included in your school-based curriculum?

## Language arts texts

- Poems
- Songs
- Stories
- Plays
- Readers (fiction)
- Comics
- Fables
- Biographies

Basic knowledge and skills in interpreting, appreciating and responding to literary work

They can be found in our textbooks!




What knowledge and skills are taught through these texts?

## Non-language arts texts

- News reports
- Magazine articles
- Informational reports
- Fact sheets
- Readers (non-fiction)
- Notices
- Newsletters
- Expositions

Basic knowledge and skills in understanding interpreting and responding to non-literary texts

# Examples of skills and knowledge to be infused in different modules

Texts	Skills and knowledge
<b>Poems and songs</b> 	<b>Types of poems:</b> acrostic poem, shape poem, limerick <b>Poetic features:</b> metaphor, simile, onomatopoeia, personification, alliteration, repetition <b>Skills:</b> how to appreciate and respond to poetry and songs
<b>Stories</b> 	<b>Elements and features of stories:</b> plot, setting, characters, rising actions/problem, climax(the most exciting part), resolution/ending, dialogue, speech verbs, moral <b>Skills:</b> how to appreciate and analyse stories and write stories with a plot structure
<b>Plays</b>	<b>Elements and features of plays:</b> stage directions <b>Skills:</b> the use of intonation to express emotions
<b>Reader (fiction narrative)</b> 	<b>Target reading skills:</b> making inferences about the characters' feelings and personalities

# Exposing students to a wider variety of poems

## Module on “Myself, friends and family”

### Acrostic poems using the student’s English name

Acrostic Poem

### Poem using onomatopoeia

### Poem using simile and rhyme

Rhyming poem



## Module on “Growing up/ the best job for me”

**Repetition** - go beyond recognizing the poetic feature

### I Don't Know What I Want To Be

## Module on “Animals”

**Rhyme**- go beyond recognizing the poetic feature

### At the Zoo

**Guide students to interpret and respond to the poet's feeling**

**Guide students to interpret and respond to the poet's point of view**

# Module on “Memorable experiences and farewell”

## Listening to the song “All kinds of everything remind me of school”

Places	Subjects	Tasks	Activities	Food / Facilities
Playground	Music P.E.	T	<b>Identifying hidden meaning &amp; finding evidence</b>  <b>Responding to the song</b>	

## Drawing on their own experience

### Responding to the song

1. Which of the following is the message that the song wants to send? Which line tells you the answer?

- A. Pupils want to go to school. Line: \_\_\_\_\_
- B. Pupils are going to say goodbye to school and they feel sad. Line: \_\_\_\_\_
- C. Pupils want people to know there are many things in school. Line: \_\_\_\_\_
- D. There are teachers, principals, students and friends in school. Line: \_\_\_\_\_

2. You are going to leave school soon. What or who will you miss most? Why? (You can choose more than one answer)

- A. I will miss **my teachers** most because \_\_\_\_\_
- B. I will miss **my classmates** most because \_\_\_\_\_
- C. I will miss **the tuck shop** most because \_\_\_\_\_
- D. I will miss \_\_\_\_\_ most because \_\_\_\_\_

3. How do you feel after listening to this song? Why? (You can choose more than one answer)

- A. I feel **happy** because \_\_\_\_\_
- B. I feel **sad** because \_\_\_\_\_
- C. I feel **relaxed** because \_\_\_\_\_
- D. I feel \_\_\_\_\_

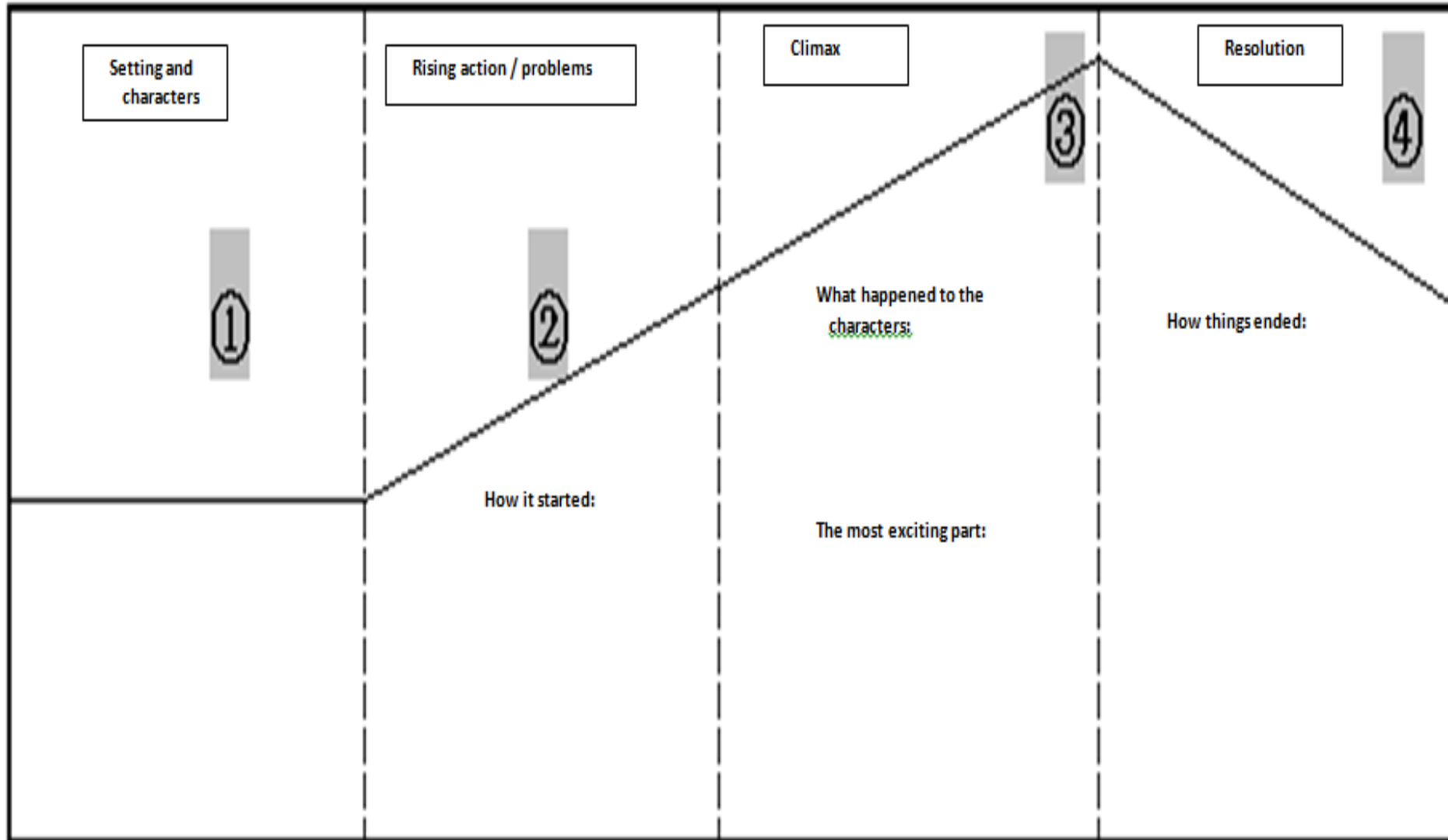


# Understanding story elements

## Activity 1: Understanding the structure of a story - Plot

In most stories, we can find a similar story structure like the one below. There are several parts in a story plot and one or some important events in each part.

*It is called the **structure** of a story.*



# Analysing story structure

① Setting and Characters	② Rising Action / Problems	③ Climax	④ Outcome / Resolution
a) Who was/were the main character(s)?  _____	a) What was the problem that the character had?  _____	a) What was the most exciting part of the story?  _____	a) How did the story end?  _____
b) Where did it happen?  _____	b) What happened next? How was/were the character(s) trying to solve the problems?  _____		b) Was/were the problem(s) solved?  _____
c) When was it?  _____			c) Is it a happy or sad ending?  _____

Does the text facilitate the teaching of story structure?

Is it interesting enough to motivate students to appreciate and respond to it?

- A. Cinderella, Prince, Cinderella's step mother, Cinderella's step sisters
- B. Cinderella's step sisters could go to a ball but Cinderella could not. She had to stay home and do housework. She was very sad.
- C. It's a happy ending
- D. Yes, the prince and Cinderella were married at the castle.

# Reinforcing the learning of story elements and story structure

## Beginning

### Setting

- a) Where did it happen?  
Where did it happen?

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### Characters

- b) Who was/were the main character(s)?

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## Problems

- a) What was the problem that the character(s) had?

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- b) What happened next?

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## Climax

- a) What is the most exciting part?

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## Ending

- a) How did the story end?

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- b) Happy or sad ending?

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Summarizing important details in their own words

### At the Beginning

What they did:

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### Main characters:

### In the end

What they did:

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## Moral

- a) What does the story want to tell us?

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## Helping students understand and respond to narrative texts

- What is the setting?
- What is the problem facing the characters?
- Who is your favourite character why?
- Which character do you dislike most and why?
- Do you like the ending of the story?
- Can you think of another ending for the story?

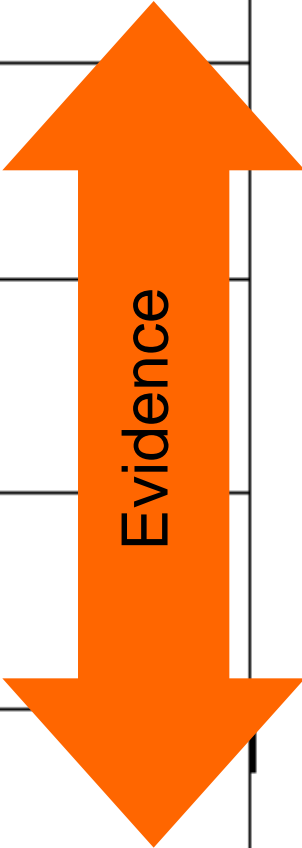
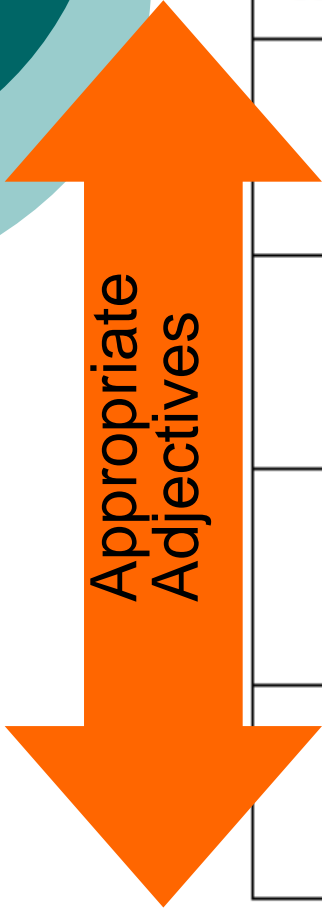


# Junior secondary reading task

Students make inferences based on their reading

## Scrooge

Characteristics	Page no.	What Scrooge said or did
rude/ impolite	5	“Bah, humbug!”



Design similar tasks for primary school students

# Making inferences about the characters' personality

Marcus	Page	Evidence
Chapter 3		
He was lazy.	<b>Personality provided</b>	
He was lonely.		
He didn't care about people or things around him.		
Chapter 5		
He was proud of himself		

# References for infusing language arts materials into the curriculum

## Suggested List of Poems and Songs for KS2

Themes	Titles	Possible Teaching Focuses	Sources
Relationships	All Kinds Of Everything Remind Me Of School (song)	<ol style="list-style-type: none"> <li>1. Learn things in school</li> <li>2. Learn how to interpret and respond to the message of songs</li> <li>3. Learn how to appreciate songs</li> </ol>	<a href="http://www.ccy.m.edu.hk/english/Poem/Web_form1/All_kinds/unknown.htm">http://www.ccy.m.edu.hk/english/Poem/Web_form1/All_kinds/unknown.htm</a>
	My Mummy	<ol style="list-style-type: none"> <li>1. Learn rhyming words</li> <li>2. Learn how to understand the poet's feelings</li> <li>3. Practise reading skills, such as guessing the meaning of unknown words</li> </ol>	Rhythm and Rhyme by Mike Murphy (HKIE)
	My Family and Me	<ol style="list-style-type: none"> <li>1. Learn simile</li> <li>2. Learn rhyming words and rhyming schemes</li> <li>3. Write poems using simile</li> </ol>	Unknown (Please refer to the PPT for details)
	A Girl's Best Friend	<ol style="list-style-type: none"> <li>1. Learn personification</li> <li>2. Learn rhyming words and rhyming schemes</li> <li>3. Practise reading skills, such as making inferences</li> </ol>	NETworking: Using Poetry in the English Classroom (EDB)
	Sally	<ol style="list-style-type: none"> <li>1. Practice reading skills, such as making inferences</li> <li>2. Design and write a get well card for a friend</li> </ol>	LEAP KS2
Festivals	True Meaning Of Christmas	<ol style="list-style-type: none"> <li>1. Learn how to understand the deeper meaning of poems</li> <li>2. Learn rhyming words</li> <li>3. Practise reading skills</li> </ol>	<a href="http://www.poemhunter.com/poem/true-meaning-of-christmas/">http://www.poemhunter.com/poem/true-meaning-of-christmas/</a>
	Fireworks	<ol style="list-style-type: none"> <li>1. Learn more about the topic of "Chinese New Year"</li> <li>2. Learn onomatopoeia</li> </ol>	NETworking: Using Poetry in the English Classroom (EDB)
	Chinese New Year	<ol style="list-style-type: none"> <li>1. Understand more about the topic of "Chinese New Year"</li> <li>2. Learn vocabulary on objects &amp; food related to the topic</li> <li>3. Learn to make suggestions with "let's"</li> <li>4. Learn rhyming words</li> <li>5. Practise reading aloud with rhythm</li> </ol>	Let's Experience And Appreciate Poetry Key Stage 2 (LEAP KS2)

# Text structure reflection

Text Structure	Explanation	Signal Words			Graphic Organizers
Cause and Effect	Ideas, events, or facts are presented as causes in conjunction with the resulting outcomes or effects	<ul style="list-style-type: none"> <li>• accordingly</li> <li>• consequently</li> <li>• may be due to</li> <li>• so</li> <li>• thus</li> </ul>	<ul style="list-style-type: none"> <li>• because</li> <li>• for this reason</li> <li>• nevertheless</li> <li>• therefore</li> </ul>	<ul style="list-style-type: none"> <li>• as a result</li> <li>• if...then</li> <li>• since</li> <li>• this led to</li> </ul>	
Compare and Contrast	Similarities and differences are presented between two or more topics or concepts	<ul style="list-style-type: none"> <li>• although</li> <li>• but</li> <li>• either...or</li> <li>• in common</li> <li>• similar to</li> </ul>	<ul style="list-style-type: none"> <li>• as opposed to</li> <li>• compared with</li> <li>• even though</li> <li>• likewise</li> <li>• yet</li> </ul>	<ul style="list-style-type: none"> <li>• as well as</li> <li>• different from</li> <li>• however</li> <li>• not only</li> </ul>	
Description	Provides information about a topic	<ul style="list-style-type: none"> <li>• a number of</li> <li>• characteristics</li> <li>• in addition</li> <li>• is like</li> <li>• to illustrate</li> </ul>	<ul style="list-style-type: none"> <li>• appears to be</li> <li>• for example</li> <li>• in back of</li> <li>• looks like</li> </ul>	<ul style="list-style-type: none"> <li>• as in</li> <li>• for instance</li> <li>• including</li> <li>• such as</li> </ul>	
Problem and Solution	Problem is presented followed by one or more solutions	<ul style="list-style-type: none"> <li>• a problem</li> <li>• because</li> <li>• in order to</li> <li>• one reason for</li> <li>• steps involved</li> </ul>	<ul style="list-style-type: none"> <li>• a solution</li> <li>• for this reason</li> <li>• leads/led to</li> <li>• since</li> <li>• this led to</li> </ul>	<ul style="list-style-type: none"> <li>• accordingly</li> <li>• if ... then</li> <li>• may be due to</li> <li>• so that</li> <li>• thus</li> </ul>	
Question and Answer	Question is posed and then followed by answers	<ul style="list-style-type: none"> <li>• how</li> <li>• one may conclude</li> <li>• when</li> <li>• why</li> </ul>	<ul style="list-style-type: none"> <li>• how many</li> <li>• the best estimate</li> <li>• where</li> </ul>	<ul style="list-style-type: none"> <li>• it could be that</li> <li>• what</li> <li>• who</li> </ul>	
Sequence	Events are described in numerical or chronological order	<ul style="list-style-type: none"> <li>• after</li> <li>• before</li> <li>• first</li> <li>• initially</li> <li>• next</li> <li>• on (date)</li> <li>• soon</li> <li>• today</li> <li>• while</li> </ul>	<ul style="list-style-type: none"> <li>• afterward</li> <li>• during</li> <li>• following</li> <li>• later</li> <li>• not long after</li> <li>• preceding</li> <li>• then</li> <li>• until</li> </ul>	<ul style="list-style-type: none"> <li>• at last</li> <li>• finally</li> <li>• immediately</li> <li>• meanwhile</li> <li>• now</li> <li>• second</li> <li>• third</li> <li>• when</li> </ul>	

Source: The Florida Center for Reading Research (2007)

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf>

# Textbook 6B

# School example

Unit	Text type	Additional text type	Text structure	Vocabulary building	Reading skills	Possible Tasks
2. Changes in Hong Kong	• Leaflet	• Article	<ul style="list-style-type: none"> <li>• Comparison and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Words related to time, e.g. months, years, seasons, days</li> <li>• Names of HK places</li> <li>• Words to show comparison and contrast, e.g. however</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying details</li> <li>• Identifying main ideas</li> <li>• Making inferences</li> <li>• Working out the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Completing a <u>venn</u> diagram</li> <li>• Completing diagrams to identify main ideas and details</li> <li>• MC Reading questions</li> <li>• Text analysis</li> </ul>
3. Taking care of our Earth	• News report	• News article	<ul style="list-style-type: none"> <li>• Problem/ solution</li> </ul>	<ul style="list-style-type: none"> <li>• Words to show cause and effect relationships, e.g. owing to, since</li> <li>• Words to give solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Making inferences</li> <li>• Identifying the writer's attitude</li> <li>• Drawing conclusions</li> <li>• Working out the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Completing a problem and solution diagram</li> <li>• MC reading questions</li> <li>• Text analysis</li> </ul>
4. Save the animals	• Fact sheets	• Fact sheets	<ul style="list-style-type: none"> <li>• Description</li> </ul>	<ul style="list-style-type: none"> <li>• Cardinal and ordinal numbers</li> <li>• Connectives</li> <li>• Words for listing things</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying main ideas</li> <li>• Identifying details</li> <li>• Working out the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Filling in fact sheets</li> <li>• MC reading questions</li> <li>• Text analysis</li> </ul>
5. Special people	• Pamphlet	• Biography	<ul style="list-style-type: none"> <li>• Sequence</li> </ul>	<ul style="list-style-type: none"> <li>• People's names</li> <li>• Time phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying details</li> <li>• Identifying main ideas</li> <li>• Sequencing</li> <li>• Working out the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Completing a flow chart</li> <li>• MC reading questions</li> <li>• Text analysis</li> </ul>

**Topic: Changes in Hong Kong – comparing the life in Hong Kong now and the life in Hong Kong 100 years ago**

**Compare and contrast text structure with a sub-topic in each paragraph**

**Housing**

**Schooling**

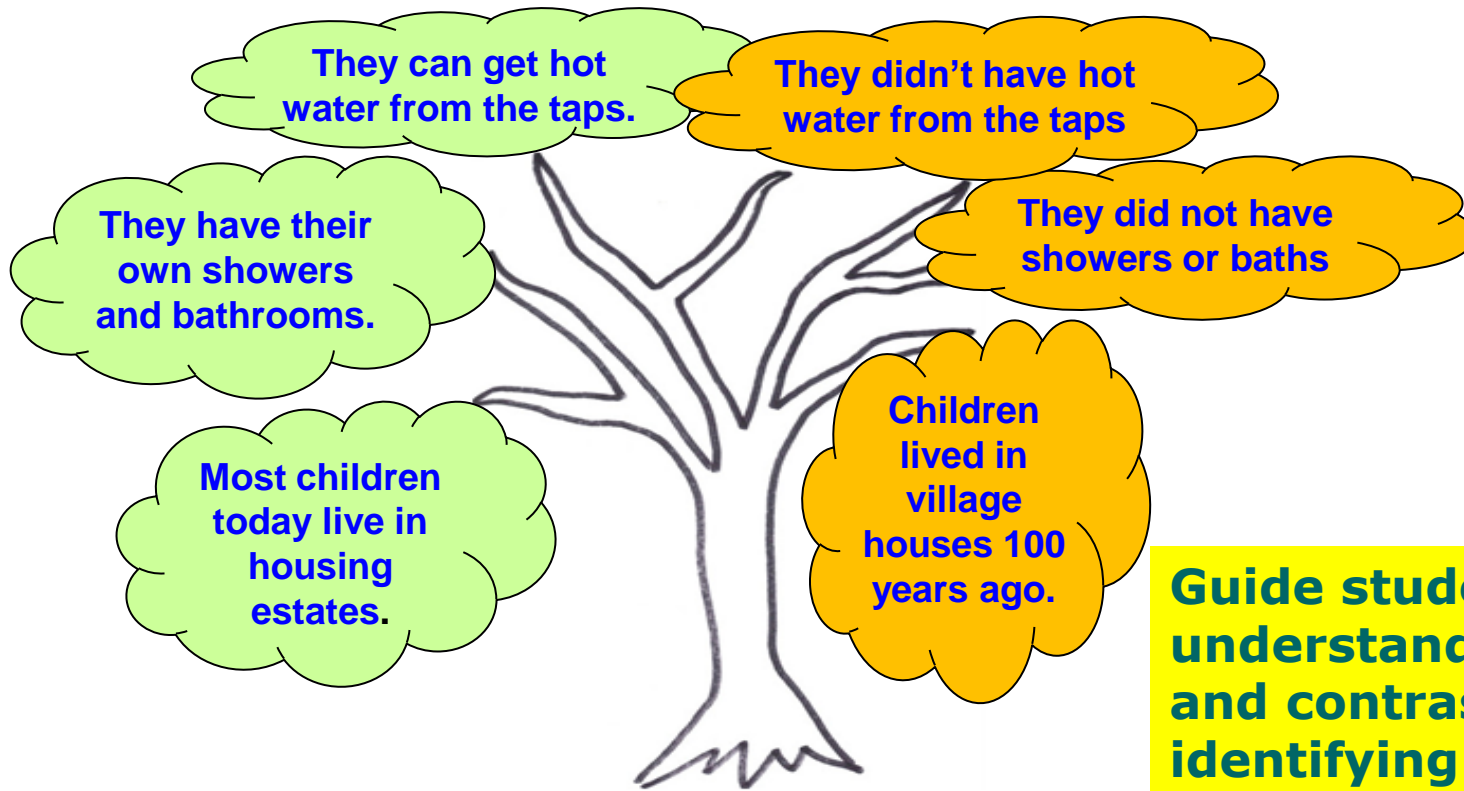
**Food**

**Games**

**Language for making comparisons**

**Integrated with the target language**

**What knowledge and skills can be developed through this text?**



**Guide students to understand a compare and contrast text by identifying details and the main idea**

Teacher's modelling

<p><b>What is the second paragraph about? What is the main idea?</b></p>	<p>A. The houses were small 100 years ago.          B. Children live in high-rise buildings today.          C. Children didn't have their own bedrooms in the past.  <u>D. There are differences in housing between today and 100 years ago.</u></p>
<p><b>Small idea</b></p>	
<p><b>Small idea</b></p>	
<p><b>Small idea</b></p>	
<p><b>Small idea</b></p>	



Read the text again and complete the table to find out the differences between life today and that of 100 years ago.

	Column A - Today	Signal words	Column B - 100 years ago
Paragaph1	1. Children live on _____ . 2. The flats are _____ . 3. The flats have showers and baths. 4. Children have hot water for baths.	<b>However</b>	1. Children lived in village houses. 2. The houses were small. 3. The houses did not have _____ or _____ . 4. Children _____ have hot water for baths.
Paragraph 2	1. Almost all children can learn to read. 2. Children learn to read in school.	<b>While</b>	1. Only _____ could learn to read. 2. Children learned to read in _____.
Paragraph 3	1. Children can have fast food. 2. Children eat fast food like _____ and _____.	<b>but</b>	1. There was no _____. 2. Children ate _____ _____.
Paragraph 4	1. Children have gadgets such as electronic games. 2. Children play electronic games and computer games.	<b>but</b>  <b>different</b>	1. Children did not have any _____. 2. Children played games with _____, _____ and _____.

## Part A. Comprehension

### Identifying the features of text types

1. The text above is a / an \_\_\_\_\_ .

A. notice

B. report

C. pamphlet

D. article

### Working out the meaning of an unfamiliar word

5. What is the meaning of "spacious"?

A. tiny

B. high

C. large

D. cold

9. What is the best title for the above text?

A. 100 years ago

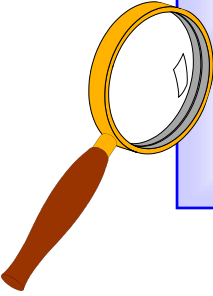
B. Hong Kong is our home

C. Children's life now and then

D. The old Hong Kong

### Identifying the gist/theme of the text

# How to conduct curriculum mapping?



<u>P4</u>	<i>Unit</i>	<i>Unit</i>	<i>Unit</i>	<i>Unit</i>
<u>P5</u>				
<u>P6</u>				

Review  
textbook  
modules

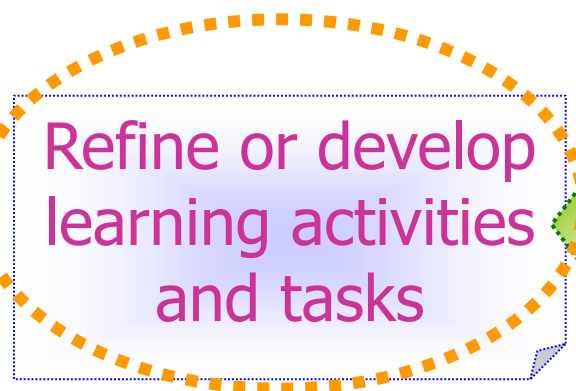
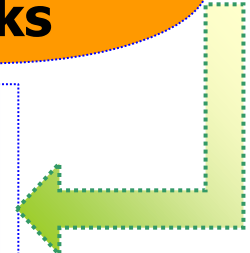
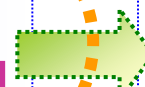
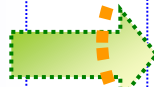
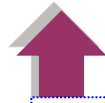
Identify skills  
and knowledge  
to be developed

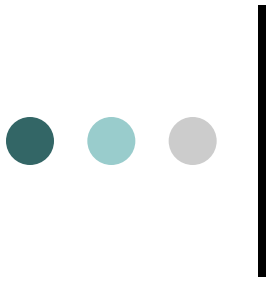
Integrate the identified  
skills & materials  
knowledge in units

Refine or develop  
learning activities  
and tasks

Ensure balanced  
development of the four skills  
recommended by the CG

**thematic  
links**





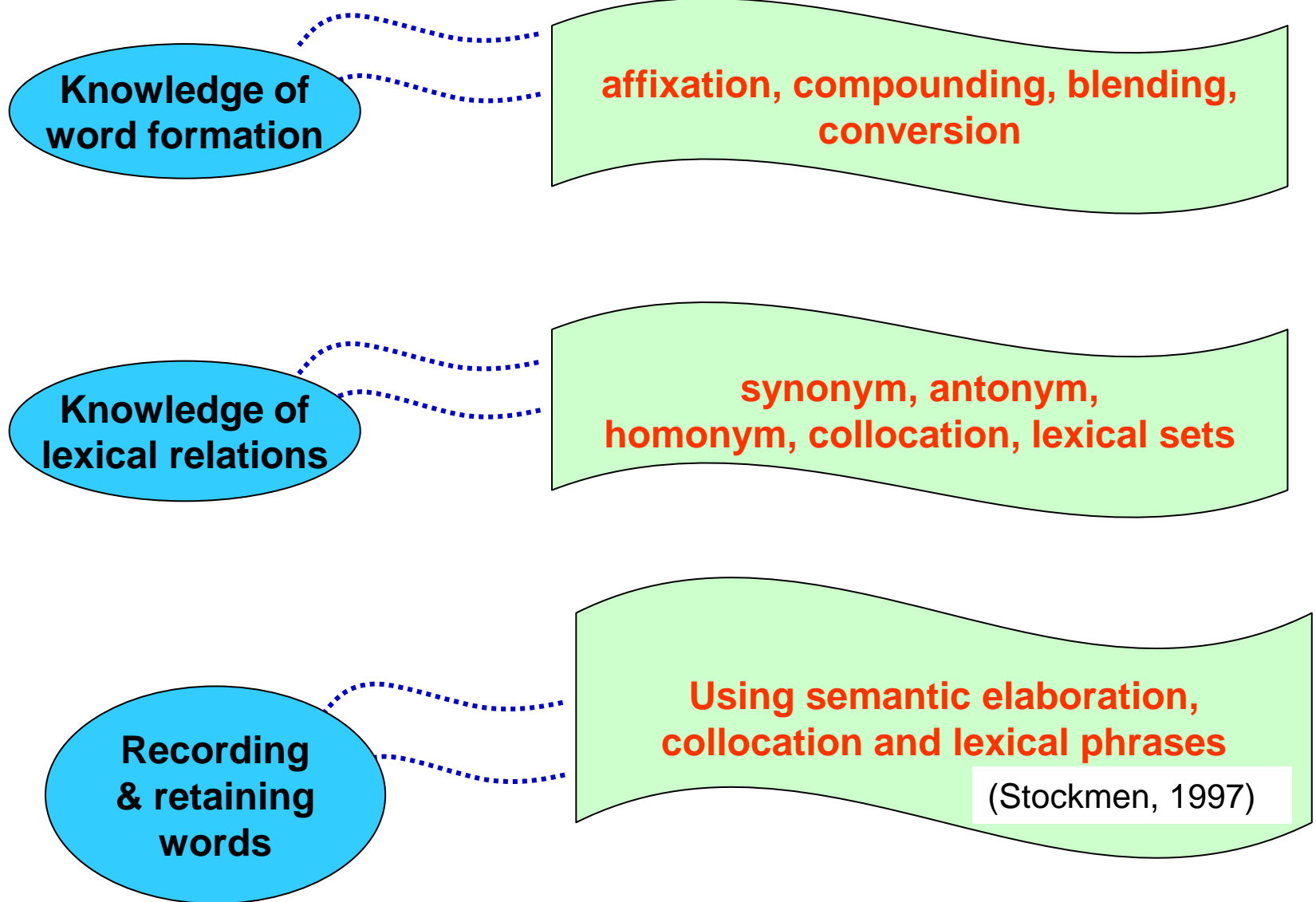
- **Strategy 2:  
Adjusting  
pedagogical  
practices**

**Strategy 3:  
Reinforcing the  
development of  
literary skills and  
independent  
learning skills**

## **Reflection:**

- What do you focus on most when you teach vocabulary?
- Do you teach vocabulary building skills to help students retrieve and retain vocabulary learned and become more independent learners?

# Explicit teaching of vocabulary building skills



English Language Curriculum Guide (Primary 1-6) 2004 P.168-170

English Language Curriculum and Assessment Guide (Secondary 4-6) 2007 P.147-148



# Knowledge of word formation

<b>Affixation</b>	adding prefixes or suffixes to base words	e.g. <u>un</u> friendly, educator <u>or</u>
<b>Compounding</b>	formation of words with two or more separate words	e.g. football
<b>Blending</b>	mixing two words together to form a new word	e.g. smoke + fog = smog
<b>Conversion</b>	a word of one part of speech converting into a word of another part of speech	e.g. kind → kindness



# Knowledge of lexical relations

<b>Synonyms</b>	two words that can be interchanged in a context	<b>e.g. big and large</b>
<b>Antonyms</b>	two words that express opposing concepts	<b>e.g. cheap, expensive</b>
<b>Homonyms</b>	words which have the same form but have completely unrelated meaning	<b>e.g. she is light / turn on the light</b>
<b>Collocation</b>	relationship between two words or groups of words that often go together and form a common expression	<b>e.g. take medicine</b>
<b>Lexical sets</b>	words that belong to a particular group	<b>e.g. Fruits: watermelon, apple</b>

# Benefits of learning vocabulary building skills

Vocabulary building skills	Benefits
Synonyms, antonyms	<ul style="list-style-type: none"><li>• Avoid repeating the use of the same words</li></ul>
Lexical sets	<ul style="list-style-type: none"><li>• Enhance vocabulary retention</li><li>• Use a variety of vocabulary for elaborating ideas</li><li>• Write longer and richer texts</li></ul>
Compounding, affixation, blending	<ul style="list-style-type: none"><li>• Enhance vocabulary retention</li><li>• Work out the meaning of unknown words by recognizing the base word within other words</li></ul>

Teaching of vocabulary

≠

Teaching of vocabulary building skills



# Module on “Jobs”

## Affixation

India, sing, visit, collect, teach, magic, dance, design, sail, prison, library, music, actor, write, farm, drive, win, football, play

A. Words ending in <u>“ian”</u>	B. Words ending in <u>“er”</u>	C. Words ending in <u>“or”</u>
1. India	1. Write	1. Act
Indian	Writer	Actor
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Nouns / Verbs



Nouns (people)

# Module on "Jobs"

**Word combinations about job duties**

Jobs	Verb	Object
A musician	plays	an instrument
A baker	makes	bread
A cashier	receives	money
A dentist	checks	the teeth
A flight attendant	serves	customers
A photographer	takes	photos
A pilot	flies	a plane
A reporter	reports	news
A nurse	takes care of	sick people

# Module on "Food"

## Unit 3 - Compounding

## Compounding

Part A. Write down more food and drink items in the table.

green +	tea	green tea
	tea	
	tea	
	tea	

lemon +	juice	lemon juice
	juice	
	juice	
	juice	

ham +	sandwiches	ham sandwiches
	sandwiches	
	sandwiches	
	sandw	

## Recycling

-ball	-way	-man	-thing
football	railway	fisherman	anything
eyeball	highway	sherman	everything
handball	runway	fireman	something
basketball	subway	police man	nothing

# Module on "Relationships"

**Retaining:**  
Going beyond  
using discreet  
vocabulary  
items

tidy	untidy	hardworking
unfriendly	lazy	rude
polite	honest	helpful

**Word  
associations**

How is the pupil?	What does the pupil do?
1. Peter is _____	<ul style="list-style-type: none"> <li>● He s_____ the floor.</li> <li>● He w_____ the plants.</li> <li>● He w_____ the dishes every day.</li> </ul>
2. May is _____	<ul style="list-style-type: none"> <li>● She t_____ her room every week.</li> <li>● She f_____ the clothes every day.</li> </ul>

**Collocation**

**Part B. Fill in the blanks with the correct form of words.**

**1. (help)**

**Conversion**

help	helper	helpful	helping
------	--------	---------	---------

Lucy is our domestic helper. She is very helpful.  
Whenever I need help, she gives me a helping hand.

**2. (kind)**

kind	unkind	kindness	kindly
------	--------	----------	--------

Miss Chau is a kind teacher. She loves all her students. She never gets angry with them and she treats them kindly even when they are naughty. I will leave school soon, but I will never forget her kindness.

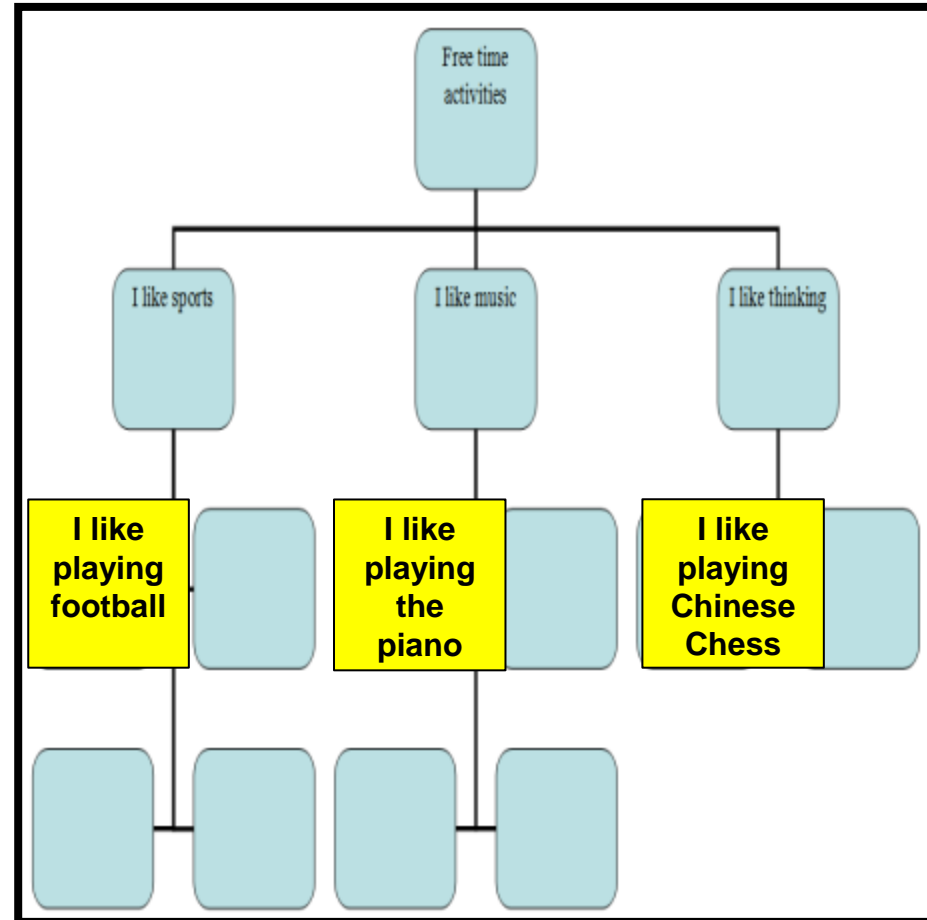
# Module on “Free time activities”

## Collocation

Choose the right words above and complete the table.

I play...	I go...	I paint...	I have...	I read....
1.	1.	1.	1.	1.
2.	2.		2.	
3.	3.		3.	
4.	4.			
5.				
6.				
7.				

## Words associations – lexical sets





# Recording and retaining vocabulary

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## **B. Meaningful chunks**

1. explore a place
2. take the ferry
3. a quick rest
4. hiking trail
5. a fun day out
6. catch a ferry
7. set off for a tour

# Recording and retaining vocabulary - **KISS**

<b>K</b> (Key Vocabulary)	<b>I</b> (Information)	<b>S</b> (Sound)	<b>S</b> (Shape)
<b>delicious</b>	having a very good taste or smell (adjective)	 <b>delicious</b>	
<b>Sentence:</b> The chocolate cake is <u>delicious</u> .			

<b>K</b> (Key Vocabulary)	<b>I</b> (Information)	<b>S</b> (Sound)	<b>S</b> (Shape)
<b>Sentence:</b>			

<b>K</b> (Key Vocabulary)	<b>I</b> (Information)	<b>S</b> (Sound)	<b>S</b> (Shape)
<b>Sentence:</b>			

# School example: Infusing vocabulary building skills into the curriculum

## Longman Express 5B

Unit	G.E. Programme		
	Text types		Vocabulary Building skills
	Reading	Writing	
1. Visiting Hong Kong	<ul style="list-style-type: none"> <li>Poem</li> <li>Survey report</li> <li>Leaflet</li> </ul>	<ul style="list-style-type: none"> <li>Survey report on how students go to school</li> </ul>	<ul style="list-style-type: none"> <li>Lexical sets on types of transport (e.g. ferry, tram)</li> <li><u>Lexical sets on road facilities (e.g. subway, footbridge)</u></li> <li>Lexical sets on places in Hong Kong (e.g. Hong Kong Island – Aberdeen, Shek O)</li> <li><u>Antonyms – adjectives to talk about travelling on transport (e.g. comfortable, uncomfortable)</u></li> </ul>
2. Finding places	<ul style="list-style-type: none"> <li>Story</li> <li>Directions</li> <li>Maps</li> <li>Timetables</li> <li>Leaflet</li> </ul>		
3. Travel advice	<ul style="list-style-type: none"> <li>Story</li> <li>Travel guide</li> <li>Magazine article</li> </ul>	<ul style="list-style-type: none"> <li>Letter of advice on travelling and study tours</li> </ul>	<ul style="list-style-type: none"> <li>Lexical sets on country names (e.g. Australia)</li> <li><u>Compound words about natural disasters (e.g. snowstorm, thunderstorm)</u></li> <li>Word combinations about things that happen while travelling (e.g. get sunburnt, lose your passport)</li> <li><u>Word combinations about things to do at camps (e.g. perform dramas, watch football matches)</u></li> </ul>
4. Fun with study tours	<ul style="list-style-type: none"> <li>Song</li> <li>Brochures</li> <li>Travel notes</li> </ul>		
5. Fun with making things	<ul style="list-style-type: none"> <li>Article</li> <li>Procedures</li> <li>Recipes</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Instruction on a new invention</li> </ul>	<ul style="list-style-type: none"> <li><u>Affixation (e.g. hold – holder, sharpen – sharpener)</u></li> <li>Lexical sets on action verbs (e.g. mix, stick)</li> <li>Lexical sets on materials (e.g. metal, plastic)</li> <li>Word combinations about materials (e.g. a piece of string, a piece of coloured paper)</li> <li><u>Conversion (e.g. invent, inventor, invention)</u></li> </ul>
6. Fun things around us	<ul style="list-style-type: none"> <li>Article</li> <li>Interview</li> </ul>		
7. Helping the police	<ul style="list-style-type: none"> <li>Story</li> <li>Personal statements</li> <li>Police report</li> </ul>	<ul style="list-style-type: none"> <li>Story about an accident</li> </ul>	<ul style="list-style-type: none"> <li>Lexical sets of words related to theft (e.g. pickpocket, robber, thief)</li> <li>Affixation (e.g. care-taker, police officer, gardener)</li> <li>Word combinations (e.g. break your leg/arm, bang your head)</li> </ul>
8. Accidents around	<ul style="list-style-type: none"> <li>Article</li> <li>News report</li> <li>News stories</li> </ul>		

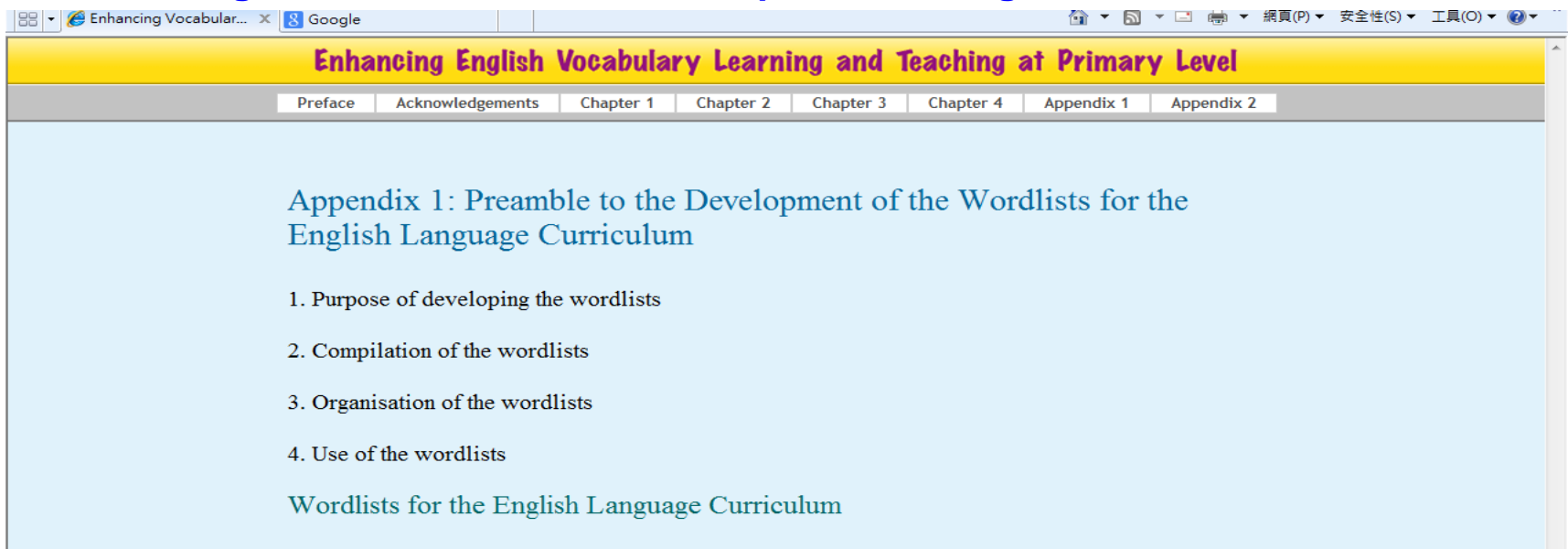


# Resources

## XVI) Vocabulary

<a href="#">Enhancing English Vocabulary Learning and Teaching at Secondary Level</a> User Guide for the Web version  	2012	Secondary	Book and also available on the Web
<a href="#">Enhancing English Vocabulary Learning and Teaching at Primary Level</a> User Guide for the Web version  	2010	Primary	Book and also available on the Web
PowerPoint slides for the seminar on "Enhancing the Effectiveness of Vocabulary Learning and Teaching at Primary Level" 	2007	Primary	Available on the Web only
PowerPoint slides for the seminar on "Vocabulary Building in the Hong Kong Classroom" 	2006	Primary	Available on the Web only
PowerPoint slides for the seminar on "English Vocabulary in the Secondary Classroom" given by Dr Arthur McNeill on 23 September 2006 	2006	Secondary	Available on the Web only

<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources.html>



Enhancing English Vocabulary Learning and Teaching at Primary Level

Preface Acknowledgements Chapter 1 Chapter 2 Chapter 3 Chapter 4 Appendix 1 Appendix 2

Appendix 1: Preamble to the Development of the Wordlists for the English Language Curriculum

1. Purpose of developing the wordlists
2. Compilation of the wordlists
3. Organisation of the wordlists
4. Use of the wordlists

Wordlists for the English Language Curriculum

# Reflection

- **Strategy 2: Adjusting pedagogical practices**

**Strategy 3: Reinforcing the development of literary skills and independent learning skills**

- What do you focus on most when you teach reading?
- Do you equip students with reading strategies to enable them to become independent readers?

# Enhancing the progression of reading skills from KS2 to KS3

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- Model the use of reading strategies through thinking aloud and provide opportunities for learners to apply them during independent reading
- Use a range of guiding questions for scaffolding / prompting to facilitate meaning making and extend content learning

# What is syntax surgery?

- It is a way to use think-aloud to show students how they should interact with the text through **lifting text** and providing **written marks**
- The teacher **shares the thinking process** explicitly
- Students can **see and hear** the strategies and skills of reading as the thinking is **mapped out** on the text



# What is syntax surgery?

- guide students to interact and reason with the text using clues within the text
- discourage students from relying on the dictionary
- encourage students to think for the answer while reading

**“READING IS A THINKING PROCESS”**

(McWhorter, 1995)



# What happens in the secondary school classroom?

What is the meaning of “descend”?

*Reasoning with the text using contextual clues to work out the meaning of unknown words*

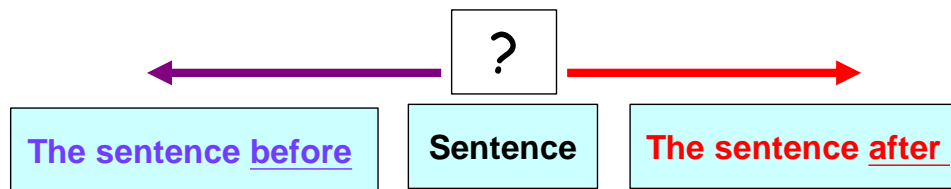
# Can the same practice be adopted in primary schools?

## Explanation of syntax surgery

What am I going to do while reading?

- You are going to be a detective when finding the hints from the passage.

We look **forward** (→) and **backward** (←) when finding the hints.



# Explicit teaching of reading skills & strategies

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- **Planning what to teach:**
  - Exploring what reading skills & strategies to teach in each unit
- **Planning how to teach:**
  - Pre-reading – active reading
  - While-reading – syntax surgery
  - Post-reading – consolidating skills learned or building new skills upon the ones learned





# How to do syntax surgery?

- Ask the focus questions set

<b>Skills &amp; Strategies</b>	<b>Focus questions</b>
Follow pronoun references	What does “this” refer to?
Guess word meaning	Can you replace “extremely” with another word?

- Engage students when they try to give oral responses
- Provide enough wait time
- Scaffold students’ learning by rephrasing questions and giving clues from the text



# Connecting reading and writing

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Students...

- can get **ideas** related to the topic
- can learn **vocabulary and useful expressions** appropriate to the context
- can gain a better understanding of how **ideas are organised** in different **text structures**



# From reading to writing: Common practice in secondary schools

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- Analyse and deconstruct the reading text in terms of content & organization and language with students
- Help students construct their own text using what they have uncovered from reading
- **Examples**

# Text analysis

		Question words
<b>Introduction</b>	<b>When?</b>	<p>Last week, I went to Sydney with my parents and brother. This was my first trip there. I was very excited about it.</p>
	<b>Who?</b>	
	<b>Where?</b>	
	<b>How did you feel?</b>	
<b>Body</b>	<b>What happened?</b> <ul style="list-style-type: none"><li>- what you did</li><li>- what you saw</li><li>- what you heard</li><li>- what you smelt</li><li>- how you felt</li></ul>	<p>We arrived in Sydney early in the morning. We ate a big breakfast at the hotel. We felt very full.</p> <p>After breakfast, Mum and Dad preferred seeing animals and plants. My brother preferred going shopping. Finally, we visited a zoo near the hotel. We saw many wild animals. They were running around. I fed kangaroos and koala bears. I was afraid at first, but they were cute. After that, we watched many different birds. We heard them sing together. We also saw many beautiful flowers. They smelt very nice.</p>
	<b>What happened?</b> <ul style="list-style-type: none"><li>- what you did</li><li>- what you saw</li><li>- what you heard</li><li>- what you smelt</li><li>- how you felt</li></ul>	<p>Although we didn't spend a long time in Sydney, we had so much fun. I want to visit Australia again.</p>
<b>Ending</b>	<b>Feeling happy</b>	<p>I want to fly in a hot-air balloon next time.</p>
	<b>Why?</b> <ul style="list-style-type: none"><li>- <u>what to do in the future?</u></li></ul>	<p>Although my parents and I enjoyed the trip, my brother didn't like it. He would rather do something</p>

Purposes	Examples	
<b>Use time phrases to tell the time</b>	<b>“Last week”</b> e.g.	<p>Last week, I went to Sydney with my parents and brother. This was my first trip there. I was very excited about it.</p> <p>We arrived in Sydney early in the morning. We ate a big breakfast at the hotel. We felt very full.</p> <p>After breakfast, Mum and Dad preferred seeing animals and plants. My brother preferred going shopping. Finally, we visited a zoo near the hotel. We saw many wild animals. They were running around. I fed kangaroos and koala bears. I was afraid at first, but they were cute. After that, we watched many different birds. We heard them sing together. We also saw many beautiful flowers. They smelt very nice.</p> <p>Although we didn't spend a long time in Sydney, we had so much fun. I want to visit Australia again. I want to fly in a hot-air balloon next time.</p> <p>Although my parents and I enjoyed the trip, my brother didn't like it. He would rather do something more exciting than visit the zoo. He wants to go to other places in Sydney next time.</p>
	<b>“in the morning”</b> e.g.	
	<b>“After breakfast”</b> e.g.	
<b>Use the past tense to talk about past events</b>	e.g. <b>went, arrived</b>	
<b>Use action verbs to talk about five senses</b>	<b>What did you do?</b> e.g. <b>ate, visited, fed</b>	
	<b>What did you see?</b> e.g. <b>saw, watched</b>	
	<b>What did you hear?</b> e.g.	
	<b>What did you smell?</b> e.g.	
	<b>How did you feel?</b> e.g.	
<b>Use the grammar items in the unit</b>	<b>“Although”</b> e.g.	
	<b>“prefer”</b> e.g.	
	<b>“would rather”</b> e.g.	

**Who? Where? When?**

**How did you feel?**

**A trip to \_\_\_\_\_**

**What did you hear?**

**What did you do?**

**What happened**

**What did you see?**

**How did you feel?**

**What did you smell?**

**What did you hear?**

**What did you do?**

**What happened?**

**What did you see?**

**How did you feel?**

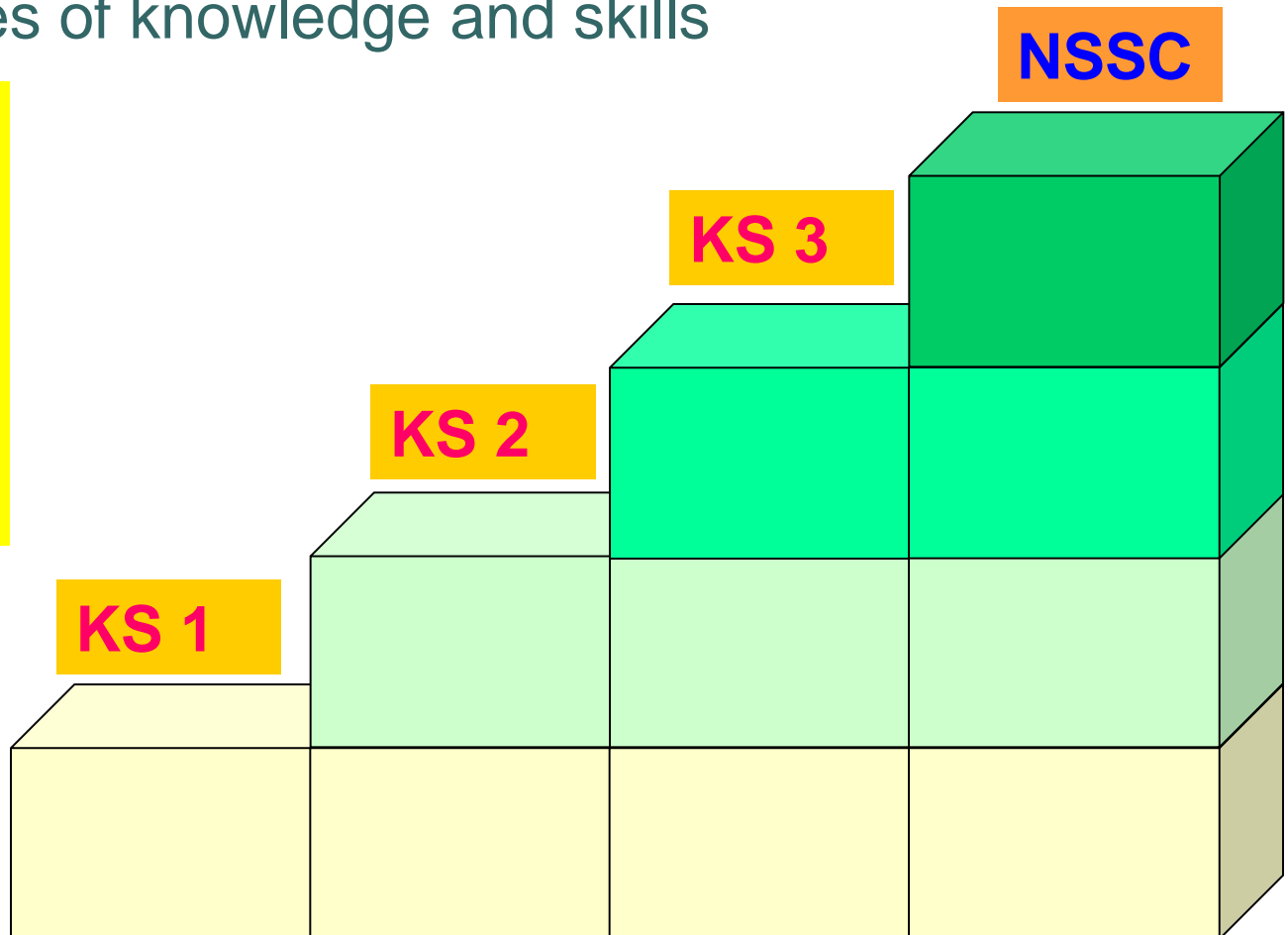
**What did you smell?**

**What happened in the end?**

# Implication: Conducting systematic curriculum planning

- **Horizontal and vertical planning** of the English curriculum to ensure continuity
- **Progression** in terms of exposure to various types of knowledge and skills

- Vocabulary building skills
- Reading skills & strategies
- Text types
- Literary features



# Building close ties between schools and teachers

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- ‘...primary and secondary schools should collaborate closely on **goals, learning and teaching methods and assessment** to ensure smooth continuity from one level of school to another...’



**The End  
Thank You**

## **Contact Information**

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