

### S1-3 School-based Curriculum (Explicit Teaching of Reading Strategies - Three-year Plan)

	S1	S2	S3
<b><u>BC</u></b> <b><u>Descriptors</u></b> <b><u>(KS3</u></b> <b><u>Reading)</u></b>	<ol style="list-style-type: none"> <li>Using knowledge of the world</li> <li>Using knowledge of features of different text-types</li> <li>Obtaining information about the reading materials from the book cover and table of contents</li> <li>Predicting the content using picture cues, title, prior knowledge and personal experience</li> <li>Predicting the likely development of the text</li> <li>Skimming and scanning</li> <li>Understanding the connection between ideas by identifying a range of cohesive devices (pronoun referencing)</li> <li>Visualization</li> <li>Sequencing events</li> <li>Making inferences</li> <li>Locating vocabulary in the word charts</li> </ol>	<ol style="list-style-type: none"> <li>Understanding the functions of basic punctuation</li> <li>Understanding the connection between ideas by identifying a range of cohesive devices (connectives/conjunction)</li> <li>Recognizing key words in a sentence</li> <li> <ol style="list-style-type: none"> <li>Using linguistic and contextual clues to work out the meaning of unknown phrases</li> <li>Using a dictionary to find out about meaning and shades of meaning, usage and grammar</li> </ol> </li> <li>Understanding different views and attitudes</li> <li>Identifying main ideas</li> </ol>	<ol style="list-style-type: none"> <li>Identifying the main theme/focus</li> <li>Identifying details that support a main idea</li> <li>Paraphrasing</li> <li>Distinguishing fact from opinion</li> <li>Making word cards under different topics for reference</li> <li>Analysing and integrating relevant points from one or more than one text</li> </ol>
<b><u>Text-type</u></b>	<ul style="list-style-type: none"> <li>✓ Blog entry</li> <li>✓ Restaurant review</li> <li>✓ Promotional web-page (Project)</li> <li>✓ Biography</li> </ul>	<ul style="list-style-type: none"> <li>✓ Article</li> <li>✓ Presentation Script (Speech)</li> <li>✓ Story in the 1<sup>st</sup> person (Project)</li> <li>✓ Survey Report</li> </ul>	<ul style="list-style-type: none"> <li>✓ Film Review</li> <li>✓ One-sided Argumentative Essay</li> <li>✓ Script (Project: Filmit)</li> <li>✓ Application Letter</li> </ul>

## School-based Junior Form Language Curriculum

S1	S2	S3
<ol style="list-style-type: none"> <li>1. The simple present tense</li> <li>2. The present continuous tense</li> <li>3. The simple past tense</li> <li>4. The simple future tense</li> <li>5. Wh-questions</li> <li>6. Subject and object pronouns</li> <li>7. Reflexive pronouns*</li> <li>8. Singular and plural nouns</li> <li>9. Possessive adjectives (my, your, our, etc.)</li> <li>10. Possessive pronouns (mine, yours, ours, etc.)</li> <li>11. Articles</li> <li>12. Some-, any-, no-, every-</li> <li>13. Quantifiers*</li> <li>14. Adjectives</li> <li>15. Adverbs of frequency</li> <li>16. Preposition of time</li> <li>17. Preposition of location and movement</li> <li>18. Imperatives</li> </ol>	<ol style="list-style-type: none"> <li>1. The past continuous tense</li> <li>2. The present perfect tense</li> <li>3. The simple past tense and present perfect tense #</li> <li>4. Gerunds and to-infinitives</li> <li>5. Bare infinitives</li> <li>6. Relative pronouns &amp; relative clauses</li> <li>7. Passive Voice</li> <li>8. Participle Adjectives</li> <li>9. Comparative and superlative Adjectives</li> <li>10. Reported Speech (Statements)</li> <li>11. Conditional Sentences (Type 0)</li> <li>12. Conditional Sentences (Type 1)</li> <li>13. Conditional Sentences (Type 2) #</li> <li>14. Connectives of reason and result</li> <li>15. Question Tags</li> </ol>	<ol style="list-style-type: none"> <li>1. Rhetorical questions #</li> <li>2. The past perfect tense</li> <li>3. The past perfect and the simple past</li> <li>4. Question Tags*</li> <li>5. Modals</li> <li>6. Reported Speech (Questions)</li> <li>7. Relative clauses (who, which, that, whose, where, when)</li> <li>8. Conditional Sentences (Type 3) #</li> <li>9. Present and Past participle phrases #</li> <li>10. Talking about obligation and outcome</li> <li>11. Expressing contrast</li> <li>12. Adjectives + to-infinitives</li> </ol>
<ol style="list-style-type: none"> <li>1. Parts of Speech</li> <li>2. S+V</li> <li>3. S+V+O</li> <li>4. S+V+C</li> <li>5. Forming questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Compound sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Complex sentences</li> </ol>

School based grammar:

[https://docs.google.com/document/d/1qlQNgzbJudafCPsc0Tt0\\_VgEILpuF3Ll/edit?usp=drive\\_link&oid=108895765281828567989&rtpof=true&sd=true](https://docs.google.com/document/d/1qlQNgzbJudafCPsc0Tt0_VgEILpuF3Ll/edit?usp=drive_link&oid=108895765281828567989&rtpof=true&sd=true)

#optional for group 3

**S4-6 School-based Curriculum**

	<b>S4</b>	<b>S5</b>	<b>S6</b>
<b><i>Theme based reading</i></b>	Entertainment Successful people and amazing deeds Studying, school life and work Cultures of the world The individual and society	People and society Health, well-being and wonderful things Work, play and beyond Earth, nature and the environment Science, technology and what lies ahead	Environment Culture Technology Communication Sport
<b><i>Text-type</i></b>	<u><i>From Reading to Process Writing</i></u> Informal Email (2016 Q9) Article (2017 Q7) Blog Entry (2021 Q6) A letter to the editor (2017 Q5) <u><i>Integrated task</i></u> Profile Formal email Proposal News report Notice Summary Reply letter Letter of request Social media post Promotional leaflet	<u><i>From Reading to Process Writing</i></u> One-sided argumentative essay (2021 Q5) Speech - Keep Hong Kong Clan (2016 QA) Essay (2020 Q2) Proposal (2016 Q7 ) <u><i>Integrated task</i></u> Formal letter Description Leaflet Email of request Letter of Invitation Editorial Profile	<u><i>From Reading to Process Writing</i></u> Report (Social Issues, 2017 Q7 Part B) Letter (2017 QA Part A) One-sided argumentative essay (2020 Q6) <u><i>Integrated task</i></u> Leaflet Description Fact file Formal email Feature article Webpage Reply letter Report Schedule Biography
<b><i>Elective</i></b>	Sports Communication / Popular Culture	Social Issues	Workplace Communication
<b><i>SBA</i></b>	Part A Individual Presentation	Part B Group Interaction	