

# C.C.C. KEI CHI SECONDARY SCHOOL

2018-2019 Scheme of Work

**Subject:** English Language    **Class:** S4    **Lessons per cycle:** 10    **No. of cycles:** 25    **Annual Total No. of Lessons/Teaching Hrs:** 250 (lessons)/ 292 (hrs)

**Teachers:** Chiu K. L.(Gp1), Ho W. M.(Gp2), Lee S. Y.(Gp3), Tse M. F.(Gp4), Cheung H. S.(Gp5)

| CYCLE                | CONTENTS  |  |  |  | Language Forms/<br>Language Functions   | Assessment (SBA),<br>Quiz & Homework   | *Remarks |
|----------------------|---|--|--|--|---|--|----------|
|                      | Paper 1 Reading/<br>Reader  | Paper 2<br>Writing   | Paper 3<br>Listening/<br>Dictation   | Paper 4<br>Speaking  |   |  | LE       |
| 1-5<br>4/9-<br>19/10 | <div>Unit 1 Reading</div> <b>Unit opening page (p. 1)</b><br>Photo of happy students sitting in a row<br><b>Reading Skills 1 (p. 2–7)</b><br>1 Skim a blog entry about an embarrassing experience during an exam and answer comprehension questions to practise skimming<br>2 Read an article about exam stress and answer thematic questions | <div>Unit 1 Writing</div> <b>Text type focus (p. 30–33)</b><br>1 Discuss questions about descriptive writing and analyse features of this type of writing<br>2 Read an informal email focusing on the text type structure and language features; find examples of language features in an email<br>3 Read a blog entry focusing on the text type structure and language features; find | <div>Unit 1 Listening</div> <b>Unit 1 opening page (p. 1)</b><br>Photo of a group of students smiling happily<br><b>Listening skills (p. 2–7)</b><br>Activating background knowledge<br>1 Exercise A1: Predict which topics will be discussed in a podcast<br>2 Exercise A2: Listen to the podcast the check if the chosen phrases appear in the recording<br>3 Exercise A3: Listen to the podcast and fill in the | <div>Speaking</div> <b>2017 Past paper</b><br>Set 4.3<br>Set 5.1<br>Set 5.2<br>Set 5.3 | <div>Unit 1 Reading</div> <b>Unit opening page (p. 1)</b><br>To introduce the unit topic of school life and studying to students<br>To outline the reading and writing skills, questions types and formats, and text types that students will learn in the unit<br><b>Reading Skills 1 (p. 2–7)</b><br>1 To introduce, teach and practise skimming<br>Skills builders<br>• Skimming a text by looking at the title, subtitles, first and last paragraphs, and first and last sentences of other paragraphs<br>• Reading questions carefully to predict possible answers<br>2 To introduce, teach and practise thematic questions in the format of multiple-choice questions | <div>Unit 1 Reading</div> Part A +B1 or B2 (p. 22-28)<br><div>Unit 1 Writing</div> Part A: Blog entry (p. 36-37)<br>Part B: Question 4: Blog entry (p. 38)<br><div>Unit 1 Listening</div> Either Part B1 any 2 tasks<br>Or Part B2 any 2 tasks |          |

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| <p>about it</p> <p>3 Answer comprehension questions about the Featured text type: an informal email about the writer’s participation in a colour run</p> <p><b>Reading Skills 2</b></p> <p>1 Read an article about private tutors and answer thematic questions to practise how to understand the writer’s purpose</p> <p>2 Read a blog entry about lucky charms, a magazine article about the DSE exam and a news report about the DSE exam and answer thematic questions about it</p> <p>3 Answer comprehension questions about the Featured text type: a</p> | <p>examples of language features in the text and discuss them; focus on useful sentence patterns found in blog entries</p> <p><b>Writing skills (p. 34–35)</b></p> <ul style="list-style-type: none"> <li>• Complete a Paper 2 question analysis</li> <li>• Study organizational tools for structuring ideas and creating outlines</li> <li>• Part A: Blog entry</li> <li>• Part B Question 4: Blog entry</li> <li>• Part B Question 7: Informal email</li> </ul> | <p>missing information</p> <p>Listening and taking notes</p> <p>1 Exercise A4: Shorten the phrases</p> <p>2 Exercise A5: Listen to a radio programme and make notes on a note-taking sheet</p> <p>Listening for keywords and specific information</p> <p>1 Exercise A6: Look at the rubric and note sheet and answer questions</p> <p>2 Exercise A7: Listen to an interview and write the information in the spaces</p> <p><b>Integrated skills (Reading) (p. 8–11)</b></p> <p>Skimming the Data Files</p> <p>Exercise B1: Skim some leaflets advertising the school De-stress Week and answer questions</p> <p>Scanning for specific information</p> | <p>3 To introduce the text type (informal email) taught and practised in Paper 2 sections</p> <p><b>Reading Skills 2 (p. 8–13)</b></p> <p>1 To introduce, teach and practise how to understand the writer’s purpose</p> <p>Skills builders</p> <ul style="list-style-type: none"> <li>• Read paragraphs carefully to understand the writer’s purpose</li> <li>• Sum up the purpose of the text in one sentence</li> </ul> <p>2 To introduce, teach and practise thematic questions by matching titles to texts</p> <p>3 To introduce the text type (blog entry) taught and practised in Paper 2 sections</p> <p><b>Practice makes perfect (p. 14–15)</b></p> <p>Revise what has been taught in the reading part</p> <p>Draw students’ attention to useful sentence structures that have appeared in the texts</p> <p><b>Exam practice (p. 16–28)</b></p> <p>Practise the text types and skills taught in the unit</p> <p>Complete a full mock test for Paper 1 (Part A, B1 &amp; B2)</p> <p><b>Unit 1 Writing</b></p> <p><b>Text type focus (p. 30–33)</b></p> <p>1 To introduce, teach and practise descriptive writing</p> <p>2 To understand the purpose, structure and</p> |  |  |
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| <p>blog entry and an online fact file about Rex Tso</p> <p><b>Practice makes perfect (p. 14–15)</b></p> <p>1 Exercise about question types and text types</p> <p>2 Read a blog entry about exam stress</p> <p>3 Answer comprehension questions about the text</p> <p>4 Form sentences using example sentence structures</p> <p><b>Exam practice (p. 16–28)</b></p> <ul style="list-style-type: none"> <li>• Part A: Online article and comments</li> <li>• Question–Answer Book for Part A</li> <li>• Part B1: Extract from a novel, Informal letter</li> <li>• Question–Answer</li> </ul> | <p>1 Exercise B2: Scan the De-stress Week leaflets again and answer questions</p> <p>2 Exercise B3: Read an article about what teenagers like to do to unwind and complete a table</p> <p><b>Integrated skills (Writing) (p. 12–17)</b></p> <p>Writing from notes</p> <p>1 Exercise B4: Listen to a recording and complete a letter</p> <p>2 Exercise B5: Use the notes taken in Exercise A5 to complete an email to your friend</p> <p>Writing to an outline</p> <p>1 Exercise B6: Study a web page and answer questions</p> <p>2 Exercise B7: Complete a web page using information from a poster, a blog entry and a</p> | <p>language features of informal emails</p> <p>3 To understand the purpose, structure and language features of blog entries</p> <p><b>Writing skills (p. 34–35)</b></p> <p>To introduce, teach and practise a Paper 2 writing skill:</p> <ul style="list-style-type: none"> <li>• Planning and outlining your writing</li> </ul> <p><b>Exam practice (p. 36–40)</b></p> <p>Practise the text types and skills taught in the unit</p> <p>Complete a full mock test for Paper 2 (Part A &amp; B)</p> <p><b>Unit 1 Listening</b></p> <p><b>Listening opening page (p. 1)</b></p> <p>To introduce the unit topic of school life to students</p> <p>Listening skills (p. 2–7)</p> <p>To teach and practise the following listening skills:</p> <ul style="list-style-type: none"> <li>• Activating background knowledge</li> <li>• Listening and taking notes</li> <li>• Listening for keywords and specific information</li> </ul> <p><b>Integrated skills (Reading) (p. 8–11)</b></p> <p>To teach and practise the following reading skills:</p> <ul style="list-style-type: none"> <li>• Skimming the Data Files</li> <li>• Scanning for specific information</li> </ul> |  |
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|  | <p>Book for Part B1</p> <ul style="list-style-type: none"> <li>• Part B2: Blog entry,</li> </ul> <p>Formal letter</p> <ul style="list-style-type: none"> <li>• Question–Answer</li> </ul> <p>Book for Part B2</p> |  | <p>WhatsApp conversation</p> <p><b>Progress check (p. 18–21)</b></p> <p>1 Exercise C1: Read the situation</p> <p>2 Exercise C2: Use two minutes to study the task</p> <p>3 Exercise C3: Listen to a conversation you had with Joshua, the chairperson of the Student Union, and make notes on the listening note-taking sheet</p> <p>4 Read an email and a transcript of a voice message from Joshua</p> <p>5 Complete a flyer for a talk using information from the note-taking sheet and the Data File items</p> <p><b>Knowing the question (p. 22)</b></p> <p>Exercise D1: Study Exam Practice Task 2 and complete the labels</p> <p><b>Exam practice (p.</b></p> |  | <p><b>Integrated skills (Writing) (p. 12–17)</b></p> <p>To teach and practise the following writing skills:</p> <p>Writing from notes</p> <p>Writing to an outline</p> <p><b>Progress check (p. 18–21)</b></p> <p>To consolidate students’ understanding of the listening and integrated skills learnt in this unit</p> <p><b>Knowing the question (p. 22)</b> To introduce a task that students will encounter in the Exam Practice that follows</p> <p><b>Exam practice (p. 23–32)</b></p> <p>To consolidate the language presented in the teaching part of the unit</p> <p>To put students’ newly learnt skills to the test under exam conditions</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Understanding the discussion topic.</li> <li>• Preparing for the discussion</li> <li>• Taking notes on a notecard.</li> <li>• Starting and organizing the discussion.</li> <li>• Intonation</li> </ul> |  |  |
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|  |  |  | <p><b>23–32)</b></p> <p>Part A (Tasks 1–4):</p> <p>Organizing a short film competition at school</p> <p>Part B: Organizing activities for the school Counselling Team</p> <ul style="list-style-type: none"><li>● Part B1 (Tasks 5 – 7): Completing a fact file, writing a letter of reply and an article for web page</li><li>● Part B2 (Tasks 8 – 10): Writing an introduction to survey, an email and a newsletter article</li></ul> |  |  |  |  |
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| CYCLE  | CONTENTS   |   |  |  | Language Forms/<br>Language Functions   | Assessment (SBA),<br>Quiz & Homework   | *Remarks   |
|--|--|---|--|--|---|--|--|
|  | Paper 1 Reading/<br>Reader   | Paper 2<br>Writing  | Paper 3<br>Listening/<br>Dictation   | Paper 4<br>Speaking  |   |  | LE   |
| <b>6-10</b><br><br>22/10-19<br>/11<br><br>20/11-<br>29/11<br>1 <sup>st</sup> Exam<br><br>3-4/12<br>Paper<br>Checkin<br>g | <div>Unit 2 Reading</div> <b>Unit 2 opening page (p. 41)</b><br>Photo of students in the library<br><br><b>Reading Skills 1 (p. 42–47)</b><br>1 Read an article about pets and emotional bonds and answer comprehension questions to practise how to work out the meaning of unfamiliar words and phrases<br>2 Read an article about the fear of missing out and | <div>Unit 2 Writing</div> <b>Text type focus (p. 70–73)</b><br>1 Read a letter and find examples of language features for giving advice<br>2 Read a letter of advice focusing on the text type structure and language features; find examples of language features in the letter: identify useful sentence patterns<br>3 Read a magazine article focusing on the text type structure and language features; find examples of language features in the article; match language | <div>Unit 2 Listening</div> <b>Unit 2 opening page (p. 33)</b><br>Photo of a group of friends making a thumbs-up sign<br><br><b>Listening Skills (p.34-40)</b><br>Listening for numbers and amounts<br>Exercise A1: Listen to a conversation you had with your friend about a surprise birthday party and complete a note sheet<br>Listening for names, address and web information<br>Exercise A2: Listen to a conversation you had | <div>Speaking</div> <b>2017 Past Paper</b><br>Set 1.2<br>Set 7.1 | <div>Unit 2 Reading</div> <b>Unit 2 opening page (p. 41)</b><br>To introduce the unit topic of friendship and making friends to students<br>To outline the reading and writing skills, questions types and formats, and text types that students will learn in the unit<br><br><b>Reading Skills 1 (p. 42–47)</b><br>1 To introduce, teach and practise how to work out the meaning of unfamiliar words and phrases<br>Skills builders <ul style="list-style-type: none"> <li>• Understanding an unfamiliar word/phrase by reading the words/sentences before and after it</li> <li>• Using general knowledge to work out the meaning from the context</li> </ul> 2 To introduce, teach and practise vocabulary questions in the format of short-response and multiple-choice questions<br>3 To introduce the text type (letter of advice) taught and practised in Paper 2 sections | <div>1<sup>st</sup> Test</div> Mock Test 1<br>Reading A+B1<br>Listening A+ B1<br><br><div>Unit 2 Reading</div> Part A +B1 or B2 (p.58-68)<br><br><div>Unit 2 Writing</div> Part A: Article (p.76)<br>Part B: Question 2: Letter of advice (p.78) (Essay Competition)<br><br><div>Unit 2 Listening</div> Either Part B1 any 2 tasks<br>Or Part B2 any 2 tasks | <b>11/10-6/11</b><br><b>Senior</b><br><b>Essay</b><br><b>Competition</b> |

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| <p>answer vocabulary questions about it</p> <p>3 Answer comprehension questions about the Featured text type: an advice column about feelings of jealousy</p> <p><b>Reading Skills 2 (p. 48–53)</b></p> <p>1 Read an article about loneliness and answer reference questions to practise identifying what reference words refer to</p> <p>2 Read an article about social networks and answer reference questions about it</p> <p>3 Answer comprehension</p> | <p>features to sentences</p> <p><b>Writing skills (p. 74–75)</b></p> <ul style="list-style-type: none"><li>• Read an article about managing parents and identify language features</li><li>• Read an email about cyberbullying and take notes to plan a reply</li></ul> <p><b>Exam practice (p. 76–80)</b></p> <ul style="list-style-type: none"><li>• Part A: Article</li><li>• Part B Question 2: Letter of advice</li><li>• Part B Question 8: Letter of advice</li></ul> | <p>with your friend about fun places in Hong Kong and complete a table</p> <p>Listening for descriptions of people</p> <p>Exercise A3: Listen to the Manga Club members discussing a comic’s characters and complete the character profiles</p> <p><b>Integrated skills (Reading) (p.41-44)</b></p> <p>Understanding instructions</p> <p>1 Exercise B1: Work in pairs and underline phrases that signal instructions in the memo from Chris to Jenny</p> <p>2 Exercise B2: Read an email from the chairperson of the Student Union and complete a list of key points you need to include in the task you</p> | <p><b>Reading Skills 2 (p. 48–53)</b></p> <p>1 To introduce, teach and practise identifying what reference words refer to</p> <p>Skills builders</p> <ul style="list-style-type: none"><li>• Learning what the most common types of reference words are</li><li>• Studying sentences close by and understanding main ideas in order to locate the referent</li></ul> <p>2 To introduce, teach and practise reference questions in the format of short-response and multiple-choice questions</p> <p>3 To introduce the text type (magazine article) taught and practised in Paper 2 sections</p> <p><b>Practice makes perfect (p. 54–55)</b></p> <p>Revise what has been taught in the reading part</p> <p>Draw students’ attention to useful sentence structures that have appeared in the texts</p> <p><b>Exam practice (p. 56–68)</b></p> <p>Practise the text types and skills taught in the unit</p> <p>Complete a full mock test for Paper 1 (Part A, B1 &amp; B2)</p> <p><b>Unit 2 Writing</b></p> <p><b>Text type focus (p. 70–73)</b></p> |  |  |
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|  | <p>questions about the</p> <p>Featured text type:<br/>a magazine article<br/>about making<br/>friends with social<br/>media</p> <p><b>Practice makes perfect</b><br/><b>(p. 54–55)</b></p> <p>1 Exercise about<br/>question types and<br/>text types</p> <p>2 Read an advice<br/>column about game<br/>addiction</p> <p>3 Answer<br/>comprehension<br/>questions about the<br/>text</p> <p>4 Form sentences<br/>using example<br/>sentence structures</p> <p><b>Exam practice</b><br/><b>(p. 56–68)</b></p> <ul style="list-style-type: none"><li>• Part A: Magazine<br/>article, Blog entry</li><li>• Question–Answer<br/>Book for Part A</li></ul> |  | <p>are asked to do</p> <p>Reading email exchanges</p> <p>Exercise B3: Put Paul’s<br/>email conversation with<br/>his friends in the correct<br/>order and answer<br/>questions</p> <p><b>Integrated skills</b><br/><b>(Writing) (p.45-49)</b></p> <p>Writing about changes</p> <p>Exercise B4: Write an<br/>email to your friend to<br/>update her on the speed<br/>friending event using<br/>information from a note<br/>and some emails</p> <p>Writing informal emails</p> <p>1 Exercise B5: Give<br/>examples of words and<br/>phrases used in an<br/>informal email</p> <p>2 Exercise B6: Read an<br/>email from your friend<br/>Flora and write a<br/>response to her using<br/>information from a<br/>magazine excerpt</p> |  | <p>1 To introduce, teach and practise writing advice<br/>and suggestions</p> <p>2 To understand the purpose, structure and<br/>language features of letters of advice</p> <p>3 To understand the purpose, structure and<br/>language features of magazine articles</p> <p><b>Writing skills (p. 74–75)</b></p> <p>To introduce, teach and practise a Paper 2 writing<br/>skill:</p> <ul style="list-style-type: none"><li>• Supporting and elaborating on your suggestions</li></ul> <p><b>Exam practice (p. 76–80)</b></p> <p>Practice the text types and skills taught in the unit</p> <p>Complete a full mock test for Paper 2 (Part A &amp;<br/>B)</p> <p><b>Unit 2 Listening</b></p> <p><b>Unit 2 opening page (p. 33)</b></p> <p>To introduce the unit topic of friendship to<br/>students</p> <p><b>Listening skills (p. 34–40)</b></p> <p>To teach and practise the following listening<br/>skills:</p> <p>Listening for numbers and amounts</p> <p>Listening for names, address and web information</p> <p>Listening for descriptions of people</p> |  |  |
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|  | <ul style="list-style-type: none"><li>• Part B1: Letter asking for advice, Letter of advice</li><li>• Question–Answer Book for Part B1</li><li>• Part B2: Article</li><li>• Question–Answer Book for Part B2</li></ul> |  | <p><b>Progress check (p.50-53)</b></p> <p>1 Exercise C1: Read the situation</p> <p>2 Exercise C2: Listen to a conversation you had with your teacher about a debate and make notes on the listening note-taking sheet</p> <p>3 Read an email from your teacher and an email exchange forwarded to you</p> <p>4 Complete an informal email to your debate teammate using information from the note-taking sheet and the Data File items</p> <p><b>Knowing the question (p.54)</b></p> <p>Exercise D1: Study the instructional text and a Data File item from Part B of the Exam Practice</p> | <p><b>Integrated skills (Reading) (p. 41–44)</b></p> <p>To teach and practise the following reading skills:</p> <p>Understanding instructions</p> <p>Reading email exchanges</p> <p><b>Integrated skills (Writing) (p. 45–49)</b></p> <p>To teach and practise the following writing skills:</p> <p>Writing about changes</p> <p>Writing informal emails</p> <p><b>Progress check (p. 50–53)</b></p> <p>To consolidate students’ understanding of the listening and integrated skills learnt in this unit</p> <p><b>Knowing the question (p. 54)</b></p> <p>To introduce a task that students will encounter in the Exam Practice that follows</p> <p><b>Exam practice (p. 55–64)</b></p> <p>To consolidate the language presented in the teaching part of the unit</p> <p>To put students’ newly learnt skills to the test under exam conditions</p> <p>Speaking</p> |  |  |
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|  |  |  | <p>and answer questions</p> <p><b>Exam practice</b><br/><b>(p.55-64)</b></p> <p>Part A (Tasks 1–4):</p> <p>Organizing the Drama Club’s spring drama performance</p> <p>Part B: Working on the next issue of school newspaper with the topic of friendship and dating</p> <p>Part B1 (Tasks 5 – 7):</p> <p>Completing a web page, writing an email and an article</p> <p>Part B2 (Tasks 8 – 10):</p> <p>Writing an email, a report and an article</p> |  | <ul style="list-style-type: none"><li>• Elaborating on the points given, linking ideas and inviting comments</li><li>.</li></ul> |  |  |
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|---|---|---|---|--|--|---|----------|
|   | Paper 1 Reading   | Paper 2<br>Writing  | Paper 3<br>Listening/<br>Dictation  | Paper 4<br>Speaking  |  |   | LAC      |
| <b>11-15</b><br><br>5/12-<br>20/12<br><br>24/12-<br>2/1<br>Christma<br>s<br><br>3/1-<br>1/2<br><br>4/2-<br>15/2<br>Chinese<br>New<br>year | <b>Unit 3 Reading</b><br><b>Unit 3 opening page (p. 41)</b><br>Photo of a woman doing a long jump<br><br><b>Reading Skills 1 (p. 82–89)</b><br>1 Read a leaflet about an obstacle course race and an article about unconventional races and answer comprehension questions to practise how to scan texts for specific information<br>2 Read an article about sports fans, comments and an | <b>Unit 2 Writing</b><br><b>Text type focus (p. 114–117)</b><br>1 Read a newspaper article about biking and complete the sentences by using given words and phrases<br>2 Read a newspaper report focusing on the text type structure and language features; find examples of language features in the text<br>3 Read a personal speech focusing on the text type structure and language features; find examples of language features in the article; focus on useful sentence patterns found in formal speeches | <b>Unit 3 Listening</b><br><b>Unit 3 opening page (p. 65)</b><br>Photo of students holding a trophy<br>Listening for times and dates<br><b>Listening skills (p. 66–71)</b><br>Exercise A1: Listen to a conversation you had with your teacher about the activities for Sports Week and complete a calendar<br>Listening for schedules and itineraries<br>Exercise A2: Listen to a conversation you had with two other Sports Club members about a guided tour of the Hong Kong Velodrome Park | <b>Speaking</b><br><b>2017 Past Paper</b><br>Set 6.1<br>Set 6.2<br>Set 8.3 | <b>Unit 3 Reading</b><br><b>Unit 3 opening page (p. 41)</b><br>To introduce the unit topic of competition and winning to students<br>To outline the reading and writing skills, questions types and formats, and text types that students will learn in the unit<br><br><b>Reading Skills 1 (p. 82–89)</b><br>questions by choosing or labelling<br>To introduce, teach and practise how to scan texts for specific information<br>Skills builders <ul style="list-style-type: none"> <li>Finding the necessary information in a reading passage</li> <li>Scanning the text to find relevant words and phrases</li> </ul> 2 To introduce, teach and practise specific factual g pictures and in the format of short-response questions<br><br><b>Reading Skills 2 (p. 90–95)</b> | <b>Unit 3 Reading</b><br>Part A +B1 or B2 (p.98-112)<br><br><b>Unit 3 Writing</b><br>Part A: Personal speech (p.120)<br>Part B: Question 2: Newspaper report (p. 122)<br><br><b>Unit 3 Listening</b><br>Either Part B1 any 2 tasks<br>Or Part B2 any 2 tasks<br><br><b>Christmas Holiday Assignment</b><br>Mock Test 2 Reading<br><br><b>Chinese New Year Holiday Assignment</b><br>Mock Test 3 Reading |          |

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| <p>article about sports and confidence and answer specific factual questions about it</p> <p>3 Answer comprehension questions about the Featured text type: an interview about Spartan races</p> <p><b>Reading Skills 2 (p. 90–95)</b></p> <p>1 Read an article about e-sports and an article about teamwork and underline sentences that have been paraphrased</p> <p>2 Read a speech by a professional gamer and answer specific factual questions about it</p> <p>3 Answer comprehension</p> | <p><b>Writing skills (p. 118–119)</b></p> <ul style="list-style-type: none"> <li>• Write headlines for the school newspaper</li> <li>• Use notes to write a headline and lead for a newspaper report</li> </ul> <p><b>Exam practice (p. 120–124)</b></p> <ul style="list-style-type: none"> <li>• Part A: Personal speech</li> <li>• Part B Question 2: Newspaper report</li> <li>• Part B Question 6: Blog post</li> </ul> | <p>and complete an itinerary</p> <p>Listening for locations and directions</p> <p>1 Exercise A3: Listen to a conversation you had with a classmate about how to get to the venue of the Hong Kong Interscholar Basketball Marathon, and write down the missing information on the map</p> <p>2 Exercise A4: Listen to a conversation you had with the organizer of a charity run and draw the route on the map</p> <p><b>Integrated skills (Reading) (p. 72–75)</b></p> <p>Understanding programmes</p> <p>1 Exercise B1: Look at Joanna’s notes and help her decide with workshop(s) to take</p> <p>2 Exercise B2: Study a</p> | <p>1 To introduce, teach and practise how to recognize paraphrasing</p> <p>Skills builders</p> <ul style="list-style-type: none"> <li>• Finding factual information in a reading passage</li> <li>• Comparing the text to the statement to find the correct answer</li> </ul> <p>2 To introduce, teach and practise specific factual questions in the format of True/False/Not Given questions and by matching questions</p> <p>3 To introduce the text type (newspaper report) taught and practised in Paper 2 sections</p> <p><b>Practice makes perfect (p. 96–97)</b></p> <p>Revise what has been taught in the reading part</p> <p>Draw students’ attention to useful sentence structures that have appeared in the texts</p> <p><b>Exam practice (p. 98–112)</b></p> <p>Practise the text types and skills taught in the unit</p> <p>Complete a full mock test for Paper 1 (Part A, B1 &amp; B2)</p> |  |  |
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| <p>questions about the<br/>Featured text type:<br/>a newspaper report<br/>about an e-sports<br/>competition</p> <p><b>Practice makes<br/>perfect<br/>(p. 96–97)</b></p> <p>1 Exercise about<br/>question types and<br/>text types</p> <p>2 Read an article<br/>about performance<br/>anxiety</p> <p>3 Answer<br/>comprehension<br/>questions about the<br/>text</p> <p>4 Form sentences<br/>using example<br/>sentence structures</p> <p><b>Exam practice<br/>(p. 98–112)</b></p> <ul style="list-style-type: none"> <li>• Part A: Article</li> <li>• Question–Answer<br/>Book for Part A</li> </ul> | <p>programme of events and<br/>answer your friend’s<br/>questions</p> <p>Reading blog entries</p> <p>1 Exercise B3: Read a<br/>blog entry and answer<br/>questions</p> <p>2 Exercise B4: Read<br/>Simon’s blog entries and<br/>complete a note sheet</p> <p>Writing formal letters</p> <p>1 Exercise B5: Label a<br/>letter using words and<br/>phrases from the word<br/>box</p> <p>2 Exercise B6: Write a<br/>thank-you letter to your<br/>class teacher using<br/>information from a note<br/>from your classmate and<br/>a blog entry</p> <p><b>Integrated skills<br/>(Writing)<br/>(p. 76–81)</b></p> <p>Writing personal profiles</p> <p>1 Exercise B7: Read a<br/>personal profile and</p> | <p><b>Unit 3 Writing</b></p> <p><b>Text type focus<br/>(p. 114–117)</b></p> <p>1 To introduce, teach and practise how to<br/>recount events</p> <p>2 To understand the purpose, structure and<br/>language features of newspaper reports</p> <p>3 To understand the purpose, structure and<br/>language features of personal speeches</p> <p><b>Writing skills (p. 118–119)</b></p> <p>To introduce, teach and practise a Paper 2<br/>writing skill:</p> <ul style="list-style-type: none"> <li>• Writing headlines and leads</li> </ul> <p><b>Exam practice (p. 120–124)</b></p> <p>Practise the text types and skills taught in<br/>the unit</p> <p>Complete a full mock test for Paper 2 (Part<br/>A &amp; B)</p> <p><b>Unit 3 Listening</b></p> <p><b>Unit 3 opening page (p. 65)</b></p> <p>To introduce the unit topic of<br/>sports/competition to students</p> <p><b>Listening skills (p. 66–71)</b></p> <ul style="list-style-type: none"> <li>• To teach and practise the following</li> </ul> |  |
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|  | <p>•Part B1: Interview, Letter to the editor</p> <p>• Question–Answer Book for Part B1</p> <p>• Part B2: Article, Personal speech</p> <p>• Question–Answer Book for Part B2</p> |  | <p>answer questions</p> <p>2 Exercise B8: Write a short profile of a Hong Kong sportsperson using information from an email from your teacher and a magazine article</p> <p><b>Progress check (p. 82–85)</b></p> <p>1 Exercise C1: Read the situation</p> <p>2 Exercise C2: Listen to a conversation you had with your teacher and another classmate about the world record attempt and make notes on the listening note-taking sheet</p> <p>3 Read a memo from your teacher, an email from the judge’s assistant and an event programme</p> <p>4 Write a thank-you letter using information from the note-taking sheet and the Data File</p> |  | <p>listening skills:</p> <ul style="list-style-type: none"> <li>• Listening for times and dates</li> <li>• Listening for schedules and itineraries</li> <li>• Listening for locations and directions</li> </ul> <p><b>Integrated skills (Reading)</b><br/><b>(p. 72–75)</b></p> <p>To teach and practise the following reading skills:</p> <ul style="list-style-type: none"> <li>• Understanding programmes</li> <li>• Reading blog entries</li> </ul> <p><b>Integrated skills (Writing)</b><br/><b>(p. 76–81)</b></p> <p>To teach and practise the following writing skills:</p> <ul style="list-style-type: none"> <li>• Writing formal letters</li> <li>• Writing personal profiles</li> </ul> <p><b>Progress check (p. 82–85)</b></p> <p>To consolidate students’ understanding of the listening and integrated skills learnt in this unit</p> <p><b>Knowing the question (p. 86)</b> To introduce a task that students will encounter in the Exam Practice that</p> |  |  |
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|  |  |  | <p>items</p> <p><b>Knowing the question (p. 86)</b><br/>Exercise D1: Study<br/>Exam Practice Task 1<br/>and answer questions</p> <p><b>Exam practice (p. 87–96)</b><br/>Part A (Tasks 1–4):<br/>Joining a fitness centre<br/>Part B: Organizing the<br/>first Hong Kong<br/>Interschool E-sports<br/>Tournament<br/>Part B1 (Tasks 5 – 7):<br/>Completing a schedule,<br/>writing an email and a<br/>personal profile<br/>Part B2 (Tasks 8 – 10):<br/>Writing a personal<br/>profile, a letter and an<br/>article</p> |  | <p>follows</p> <p><b>Exam practice (p. 87–96)</b><br/>To consolidate the language presented in<br/>the teaching part of the unit<br/>To put students’ newly learnt skills to the<br/>test under exam conditions</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Asking for and giving clarification.</li><li>• Relating to personal experience.</li><li>• Keeping the discussion relevant</li><li>• Summing up and ending the<br/>discussion</li></ul> |  |  |
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| CYCLE   | CONTENTS  |   |   |  | Language Forms/<br>Language Functions  | Assessment (SBA),<br>Quiz & Homework   | *Remarks   |
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|   | Paper 1 Reading/<br>Reader  | Paper 2<br>Writing  | Paper 3<br>Listening/<br>Dictation  | Paper 4<br>Speaking  |  |  | S  |
| <b>16-20</b><br><br>18/2-<br>1/3<br><br>4/3-<br>13/3<br>2 <sup>nd</sup> Exam<br><br>18/3-<br>24/4<br>Book<br>inspectio<br>n<br><br>15/4-<br>23/4<br>Easter<br>Holiday | Unit 4 Reading<br><br><b>Unit 4 opening page (p. 125)</b><br>Photo of singers and performers on stage<br><br><b>Reading Skills 1 (p. 126–131)</b><br>1 Read a short text about binge-watching and an article about film genres and answer main idea questions to practise how to identify the main idea of a text<br><br>2 Read a blog post about film-making | Unit 4 Writing<br><br><b>Text type focus (p. 162–165)</b><br>1 Read a review of a new cinema and list examples of words and phrases expressing judgement<br>2 Read a forum post focusing on the text type structure and language features; change the meaning of words and phrases in the forum post<br>3 Read a film review focusing on the text type structure and language features; find examples of language features in the article; identify appropriate and inappropriate | Unit 4 Listening<br><br><b>Unit 4 opening page (p. 97)</b><br>Photo of a young woman shopping for clothes<br><br><b>Listening skills (p. 98–103)</b><br>Listening for feelings<br>1 Exercise A1: Look at the examples in the table and distinguish whether the adjectives describe positive, neutral or negative feelings<br>2 Exercise A2: Listen to four teens talk about fashion trends and decide how each speaker is feeling<br>3 Exercise A3: Listen to a TV show in which four teenagers call in to talk | Speaking<br><br><b>2017 Past Paper</b><br>Set 1.3<br>Set 2.1<br>Set 2.2<br>Set 2.3<br>Set 3.2<br>Set 4.1<br>Set 4.2<br>Set 7.3<br>Set 8.1<br>Set 8.2 | Unit 4 Reading<br><br><b>Unit 4 opening page (p. 125)</b><br>To introduce the unit topic of films and movies to students<br>To outline the reading and writing skills, questions types and formats, and text types that students will learn in the unit<br><br><b>Reading Skills 1 (p. 126–131)</b><br>1 To introduce, teach and practise how to identify the main idea of a text<br>Skills builders <ul style="list-style-type: none"> <li>Looking at the subheadings before reading a text</li> <li>Scanning paragraphs to find the main idea</li> </ul> 2 To introduce, teach and practise main idea questions by matching subheadings to paragraphs<br>3 To introduce the text type (film review) taught and practised in Paper 2 sections | <b>2<sup>nd</sup> Test</b><br>Mock Test 4<br>Reading A+B1<br>Listening A+ B1<br><br><b>Unit 4 Reading</b><br>Part A +B1 or B2 (p. 142-160)<br><br><b>Unit 4 Writing</b><br>Part A: Online forum post (p. 168)<br>Part B: Question 6: Film review (p. 170)<br><br><b>Unit 4 Listening</b><br>Either Part B1 any 2 tasks<br>Or Part B2 any 2 tasks | <b>24/4-24/5</b><br><br><b>Book inspection</b><br><br><b>Reading</b><br>2-3 sets<br><b>Writing</b><br>(3 Long, 2 Short)<br><b>Listening Tasks</b><br>4-6 |



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|  | <p>technology and answer main idea questions about it</p> <p>3 Answer comprehension questions about the Featured text type: a film review about Spider-Man: Homecoming</p> <p><b>Reading Skills 2 (p. 132–139)</b></p> <p>1 Read an article about anime and forum posts about anime for newbies and answer comprehension questions about them to practise how to paraphrase and summarize paragraphs</p> <p>2 Read an article</p> | <p>sentences for a film review</p> <p><b>Writing skills (p. 166–167)</b></p> <ul style="list-style-type: none"> <li>• Read a film review of Wonder Woman and differentiate between opinions and facts</li> <li>• Complete paragraphs with information found in Text 1</li> </ul> <p><b>Exam practice (p. 168–172)</b></p> <ul style="list-style-type: none"> <li>• Part A: Online forum post</li> <li>• Part B Question 6: Film review</li> <li>• Part B Question 7: Letter to the editor</li> </ul> | <p>about an item they have recently bought, then complete a table</p> <p>Listening for positive and negative information</p> <p>1 Exercise A4: Listen to a conversation you had with other school newspaper reporters and complete a table</p> <p>2 Exercise A5: Listen to three interviews in which students give feedback about a fashion show, then complete a table</p> <p>Distinguishing facts from opinions</p> <p>1 Exercise A6: Listen to five people talk about celebrity fashion and determine whether each speaker is expressing facts or opinions in their statements</p> <p>2 Exercise A7: Listen to a beauty vlog entry and complete a table</p> |  | <p><b>Reading Skills 2 (p. 132–139)</b></p> <p>1 To introduce, teach and practise how to paraphrase and summarize paragraphs</p> <p>Skills builders</p> <ul style="list-style-type: none"> <li>• Focusing on the overall theme of a paragraph</li> <li>• Using your own words to paraphrase the main idea</li> </ul> <p>2 To introduce, teach and practise main idea questions in the format of cloze summary and multiple-choice cloze questions</p> <p><b>Practice makes perfect (p. 140–141)</b></p> <p>Revise what has been taught in the reading part</p> <p>Draw students’ attention to useful sentence structures that have appeared in the texts</p> <p><b>Exam practice (p. 142–160)</b></p> <p>Practise the text types and skills taught in the unit</p> <p>Complete a full mock test for Paper 1 (Part A, B1 &amp; B2)</p> <p><b>Unit 4 Writing</b></p> <p><b>Text type focus (p. 162–165)</b></p> | <p><b>Easter Holiday</b></p> <p><b>Assignment</b></p> <p>Mock Test 4</p> <p>Reading B2</p> |  |
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| <p>about the influence of anime and answer main idea questions about it</p> <p>3 Answer comprehension questions about the Featured text type: a magazine column about Disney and Ghibli film studios</p> <p><b>Practice makes perfect (p. 140–141)</b></p> <p>1 Exercise about question types and text types</p> <p>2 Read a film review about Jurassic World</p> <p>3 Answer comprehension questions about the text</p> <p>4 Form sentences</p> |  | <p><b>Integrated skills (Reading) (p. 104–108)</b></p> <p>Extracting and organizing information from different sources</p> <p>1 Exercise B1: Read an instruction email from your manager and answer questions</p> <p>2 Exercise B2: Read the instruction email again, a chat transcript and a web page, then answer questions</p> <p>3 Exercise B3: Complete a notice using information from the Data File items in Exercises B1 and B2</p> <p>Reading articles</p> <p>1 Exercise B4: Skim an article and answer questions</p> <p>2 Exercise B5: Scan an article and answer questions</p> | <p>1 To introduce, teach and practise how to write responses and reviews</p> <p>2 To understand the purpose, structure and language features of forum posts</p> <p>3 To understand the purpose, structure and language features of film reviews</p> <p><b>Writing skills (p. 166–167)</b></p> <p>To introduce, teach and practise a Paper 2 writing skill:</p> <ul style="list-style-type: none"><li>• Supporting opinions with reasons, facts and examples</li></ul> <p><b>Exam practice (p. 168–172)</b></p> <p>Practise the text types and skills taught in the unit</p> <p>Complete a full mock test for Paper 2 (Part A &amp; B)</p> <p><b>Unit 4 Listening</b></p> <p><b>Unit 4 opening page (p. 97)</b></p> <p>To introduce the unit topic of fashion/shopping to students</p> <p><b>Listening skills (p. 98–103)</b></p> <p>To teach and practise the following listening skills:</p> |  |
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|  | <p>using example sentence structures</p> <p><b>Exam practice (p. 142–160)</b></p> <ul style="list-style-type: none"><li>• Part A: Film review and comments, Biography</li><li>• Question–Answer Book for Part A</li><li>• Part B1: Magazine column, Comic book review</li><li>• Question–Answer Book for Part B1</li><li>• Part B2: Factual article, Feature article</li><li>• Question–Answer Book for Part B2</li></ul> |  | <p><b>Integrated skills (Writing) (p. 109–113)</b></p> <p>Linking ideas</p> <p>1 Exercise B6: Use words and phrases from the word box to complete some notes about the fashion industry in Hong Kong</p> <p>2 Exercise B7: Help your friends proofread an article by inserting or correcting the linking words/phrases</p> <p>Writing letters of advice</p> <p>Exercise B8: Write a letter of advice for the school newspaper’s advice column using information from an email from your teacher and a magazine article</p> <p><b>Progress check (p. 114–117)</b></p> <p>1 Exercise C1: Read the situation</p> | <ul style="list-style-type: none"><li>• Listening for feelings</li><li>• Listening for positive and negative information</li><li>• Distinguishing facts from opinions</li></ul> <p><b>Integrated skills (Reading) (p. 104–108)</b></p> <p>To teach and practise the following reading skills:</p> <ul style="list-style-type: none"><li>• Extracting and organizing information from different sources</li><li>• Reading articles</li></ul> <p><b>Integrated skills (Writing) (p. 109–113)</b></p> <p>To teach and practise the following writing skills:</p> <ul style="list-style-type: none"><li>• Linking ideas</li><li>• Writing letters of advice</li></ul> <p><b>Progress check (p. 114–117)</b></p> <p>To consolidate students’ understanding of the listening and integrated skills learnt in this unit</p> <p><b>Knowing the question (p. 118)</b></p> <p>To introduce a task that students will encounter in the Exam Practice that</p> |  |  |
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|  |  | <p>2 Exercise C2: Listen to a radio programme about fast fashion and make notes on the listening note-taking sheet</p> <p>3 Read an email from the chief editor of the school newspaper, a letter from a student and an excerpt from a magazine article</p> <p>4 Write a letter of advice to the student who has written to the school newspaper’s advice column using information from the note-taking sheet and the Data File items</p> <p><b>Knowing the question (p. 118)</b></p> <p>Exercise D1: Study the instructional text and a Data File item from Part B of the Exam Practice and answer questions</p> <p><b>Exam practice (p.</b></p> |  | <p>follows</p> <p><b>Exam practice (p. 119–128)</b></p> <p>To put students’ newly learnt skills to the test under exam conditions</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Understanding the different types of questions in Part B (Individual Response)</li><li>• Answering questions that are related to your personal experience</li></ul> |  |  |
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|  |  |  | <p><b>119–128)</b></p> <p>Part A (Tasks 1–4):</p> <p>Interning at the Hong Kong Consumer Council and launching a campaign to educate the public about proper business and advertising practices</p> <p>Part B: Organizing a series of activities to help students develop proper shopping attitudes</p> <p>Part B1 (Tasks 5 – 7):</p> <p>Completing a web page, writing a letter and an email</p> <p>Part B2 (Tasks 8 – 10):</p> <p>Writing a report, a profile and an email</p> |  |  |  |  |
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| CYCLE   | CONTENTS   |   |  |  | Language Forms/<br>Language Functions   | Assessment (SBA), Quiz<br>& Homework   | *Remarks        |
|---|--|---|--|--|---|--|-----------------|
|   | Paper 1 Reading/<br>Reader   | Paper 2<br>Writing  | Paper 3<br>Listening/<br>Dictation   | Paper 4<br>Speaking  |   |  | BL<br>LE<br>LAC |
| <b>21-25</b><br><br>25/4-<br>11/6<br><br>12/6-<br>25/6<br><br>Final<br>Exam | <div>Unit 5 Reading</div> <b>Unit opening page (p. 173)</b><br>Photo of two travellers looking at a phone<br><br><b>Reading Skills 1 (p. 174–179)</b><br>1 Read an advertisement for an Italian restaurant and reviews by customers and underline examples of positive and negative language to practise how to understand positive and negative language<br>2 Read interviews about working | <div>Unit 5 Writing</div> <b>Text type focus (p. 210–213)</b><br>1 Read an online travel journal and label the features of reflective writing<br>2 Read a diary entry focusing on the text type structure and language features; find examples of language features in the article; focus on useful sentence patterns found in diary entries<br>3 Read reflective essay focusing on the text type structure and language features; find examples of language features in the article; read an outline and | <div>Unit 5 Listening</div> <b>Unit 5 opening page (p. 129)</b><br>Photo of a dragon boat race<br><br><b>Listening skills (p. 130–135)</b><br>Listening for patterns, materials, shapes and sizes<br>1 Exercise A1: Listen to an extract from a TV fashion show and complete some notes for each person's outfit<br>2 Exercise A2: Listen to a podcast about cheongsam and complete an article<br>3 Exercise A3: Listen to a conversation you had with your cousin Jodie | <div>Speaking</div> <b>2017 Past Paper</b><br>Set 1.1<br>Set 3.3<br>Set 6.3<br>Set 7.2 | <div>Unit 5 Reading</div> <b>Unit opening page (p. 173)</b><br>To introduce the unit topic of travelling to students<br>To outline the reading and writing skills, questions types and formats, and text types that students will learn in the unit<br><br><b>Reading Skills 1 (p. 174–179)</b><br>1 To introduce, teach and practise how to understand positive and negative language<br>Skills builders<br>• Identifying positive and negative language by paying particular attention to:<br>-adjectives<br>-nouns<br>-figurative language<br>-other language<br>2 To introduce, teach and practise identifying views questions in the format of table completion questions<br>3 To introduce the text type (diary entry) taught and practised in Paper 2 sections | <div>3<sup>rd</sup> Test</div> Mock Test 5<br>Reading A+B1<br>Listening A+ B1<br><br><div>Unit 5 Reading</div> Part A +B1 or B2 (p. 190-208)<br><br><div>Unit 5 Writing</div> Part A: Diary entry (p. 216)<br>Part B: Question 3: Reflective report (p. 218)<br><br><div>Unit 5 Listening</div> Either Part B1 any 2 tasks<br>Or Part B2 any 2 tasks<br><br><div>Summer Holiday Assignment</div> SBA Preparation |                 |

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| <p>holidays and answer table completion</p> <p>questions about it</p> <p>3 Answer comprehension</p> <p>questions about the</p> <p>Featured text type: an online travel journal</p> <p><b>Reading Skills 2 (p. 180–187)</b></p> <p>1 Read comments about the Ladies Market in Hong Kong and forum posts about Antarctica and describe the tone and attitude to practise how to identify tone and attitude</p> <p>2 Read diary entries from a camping trip and answer multiple-choice and</p> | <p>write the first part of an essay</p> <p><b>Writing skills (p. 214–215)</b></p> <ul style="list-style-type: none"> <li>• Add connectives to a postcard</li> <li>• Read a blog entry about a Vietnamese dish</li> <li>• Underline examples of cohesive devices in the text</li> <li>• Write a short paragraph about an unusual Hong Kong food</li> </ul> <p><b>Exam practice (p. 216–220)</b></p> <ul style="list-style-type: none"> <li>• Part A: Diary entry</li> <li>• Part B Question 3: Reflective report</li> <li>• Part B Question 4: Reflective essay</li> </ul> | <p>and complete a checklist</p> <p>Listening for sequence/order of events</p> <p>1 Exercise A4: Listen to the instructions given by your teacher for preparing a summer overseas exchange programme and number the preparation steps</p> <p>2 Exercise A5: Listen to a discussion you had with your parents about visiting some South-East Asian countries and fill in an itinerary</p> <p>Listening for information to rank items</p> <p>1 Exercise A6: Listen to a conversation you had with your classmates about the results of a class survey and rank the aspects that respondents consider important when choosing a tourist spot</p> <p>2 Exercise A7: Listen to another conversation you</p> | <p><b>Reading Skills 2 (p. 180–187)</b></p> <p>1 To introduce, teach and practise how to identify tone and attitude</p> <p>Skills builders</p> <ul style="list-style-type: none"> <li>• Thinking about the writer’s choice of words</li> <li>• Paying attention to the style, punctuation and details the writer uses</li> </ul> <p>2 To introduce, teach and practise identifying tone and attitude questions in the format of multiple-choice and extended, open-ended questions</p> <p>3 To introduce the text type (reflective essay) taught and practised in Paper 2 sections</p> <p><b>Practice makes perfect (p. 188–189)</b></p> <p>Revise what has been taught in the reading part</p> <p>Draw students’ attention to useful sentence structures that have appeared in the texts</p> <p><b>Exam practice (p. 190–208)</b></p> <p>Practise the text types and skills taught in the unit</p> <p>Complete a full mock test for Paper 1 (Part</p> |  |  |
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| <p>extended,<br/>open-ended<br/>questions about it;<br/>read a review of the<br/>cage-home hostel<br/>and answer<br/>comprehension<br/>questions about it</p> <p>3 Answer<br/>comprehension<br/>questions about the<br/>Featured text type:<br/>an essay about<br/>studying abroad</p> <p><b>Practice makes<br/>perfect<br/>(p. 188–189)</b></p> <p>1 Exercise about<br/>question types and<br/>text types</p> <p>2 Read an article<br/>about different<br/>cuisines</p> <p>3 Answer<br/>comprehension<br/>questions about the<br/>text</p> | <p>had with your<br/>classmates, then number<br/>the most popular tourist<br/>spots and note down the<br/>reasons</p> <p><b>Integrated skills<br/>(Reading)<br/>(p. 136–139)</b></p> <p>Interpreting pictures and<br/>other visual texts</p> <p>Exercise B1: Look at<br/>some pictures about<br/>different festivals around<br/>the world and complete<br/>some descriptions</p> <p>Understanding charts and<br/>graphs</p> <p>1 Exercise B2: Work in<br/>pairs and study a bar<br/>chart, then take turns<br/>asking each other<br/>questions</p> <p>2 Exercise B3: Complete<br/>an email to the<br/>chairperson of the<br/>Student Union using<br/>information from a pie</p> | <p>A, B1 &amp; B2)</p> <p><b>Unit 5 Writing</b></p> <p><b>Text type focus (p. 210–213)</b></p> <p>1 To introduce, teach and practise<br/>reflective writing</p> <p>2 To understand the purpose, structure and<br/>language features of diary entries</p> <p>3 To understand the purpose, structure and<br/>language features of reflective essays</p> <p><b>Writing skills (p. 214–215)</b></p> <p>To introduce, teach and practise a Paper 2<br/>writing skill:</p> <ul style="list-style-type: none"><li>• Using cohesive devices to link ideas</li></ul> <p><b>Exam practice (p. 216–220)</b></p> <p>Practise the text types and skills taught in<br/>the unit</p> <p>Complete a full mock test for Paper 2 (Part<br/>A &amp; B)</p> <p><b>Unit 5 Listening</b></p> <p><b>Unit 5 opening page (p. 129)</b></p> <p>To introduce the unit topic of<br/>travelling/cultures of different places to<br/>students</p> |  |  |
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|  | <p>4 Form sentences using example sentence structures</p> <p><b>Exam practice (p. 190–208)</b></p> <ul style="list-style-type: none"> <li>• Part A: Reflective diary, Feature article</li> <li>• Question–Answer Book for Part A</li> <li>• Part B1: Reflective essay, Infographic, Presentation slides</li> <li>• Question–Answer Book for Part B1</li> <li>• Part B2: Reflective article, Letter to the editor</li> <li>• Question–Answer Book for Part B2</li> </ul> |  | <p>chart</p> <p><b>Integrated skills (Writing) (p. 140–145)</b></p> <p>Describing graphical data</p> <p>Exercise B4: Complete a handout about World Heritage cultural sites using information from the charts and graph and the sticky notes from your teacher</p> <p>Writing reports</p> <p>Exercise B5: Write an evaluation report on an overseas cultural exchange trip using information from your teacher’s email and students’ comments</p> <p><b>Progress check (p. 146–149)</b></p> <p>1 Exercise C1: Read the situation</p> <p>2 Exercise C2: Listen to</p> |  | <p><b>Listening skills (p. 130–135)</b></p> <p>To teach and practise the following listening skills:</p> <ul style="list-style-type: none"> <li>• Listening for patterns, materials, shapes and sizes</li> <li>• Listening for sequence/order of events</li> <li>• Listening for information to rank items</li> </ul> <p><b>Integrated skills (Reading) (p. 136–139)</b></p> <p>To teach and practise the following reading skills:</p> <ul style="list-style-type: none"> <li>• Interpreting pictures and other visual texts</li> <li>• Understanding charts and graphs</li> </ul> <p><b>Integrated skills (Writing) (p. 140–145)</b></p> <p>To teach and practise the following writing skills:</p> <ul style="list-style-type: none"> <li>• Describing graphical data</li> <li>• Writing reports</li> </ul> <p><b>Progress check (p. 146–149)</b></p> <p>To consolidate students’ understanding of the listening and integrated skills learnt in</p> |  |  |
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|  |  | <p>a conversation you had with the principal about organizing a cultural exchange and make notes on the listening note-taking sheet</p> <p>3 Read an email from the principal, the survey results about cultural exchange and an extract from a school newsletter</p> <p>4 Complete a report on your school’s cultural exchange using information from the note-taking sheet and the Data File items</p> <p><b>Knowing the question (p. 150)</b></p> <p>Exercise D1: Study a letter and a Data File item from Part B of the Exam Practice and answer questions</p> <p><b>Exam practice (p. 151–160)</b></p> |  | <p>this unit</p> <p><b>Knowing the question (p. 150)</b></p> <p>To introduce a task that students will encounter in the Exam Practice that follows</p> <p><b>Exam practice (p. 151–160)</b></p> <p>To consolidate the language presented in the teaching part of the unit</p> <p>To put students’ newly learnt skills to the test under exam conditions</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>Using connectives to organize ideas.</li></ul> <p><b>SBA</b></p> <ul style="list-style-type: none"><li>SBA Introduction</li><li>Preparation for Part B (Group Discussion on Social Issues)</li></ul> |  |  |
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|  |  |  | <p>Part A (Tasks 1–4):<br/>Making your first video about food from around the world for your online video channel</p> <p>Part B: Interning at a travel agency</p> <p>Part B1 (Tasks 5 – 7):<br/>Completing a flyer, writing a letter and a survey report</p> <p>Part B2 (Tasks 8 – 10):<br/>Writing a newsletter article, a formal letter and a report</p> |  |  |  |  |
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**Collaborative Preparation Periods**

| Date                            | Time          | Period       | Venue  |
|---------------------------------|---------------|--------------|--------|
| 10/9/2018 (D5, Cycle 1) (Mon)   | 4:00am-5:00pm | After School | Rm 310 |
| 9/10/2018 (D5, Cycle 4) (Tue)   | 4:00am-5:00pm | After School | Rm 310 |
| 9/1/2018 (D3, Cycle 13) (Wed)   | 4:00am-5:00pm | After School | Rm 310 |
| 21/3/2019 (D2, Cycle 18) (Thur) | 1:50-2:25pm   | Period 7     | Rm 310 |
| 26/4/2019 (D2, Cycle 21) (Fri)  | 1:50-2:25pm   | Period 7     | Rm 310 |
| 4/6/2019 (D2, Cycle 25) (Tue)   | 1:50-2:25pm   | Period 7     | Rm 310 |

**SBA**

|                    | 1                       | 2                       | 3                       | 4                       | 5                       |
|--------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Module             | Social issues           | Social issues           | Short Stories           | Print fiction           | Workplace communication |
| Teaching           | S4 2 <sup>nd</sup> term | S5 1 <sup>st</sup> term | S5 2 <sup>nd</sup> term | S5 2 <sup>nd</sup> term | S6 1 <sup>st</sup> term |
| SBA                | /                       | S5 2 <sup>nd</sup> term | /                       | S5 2 <sup>nd</sup> term | /                       |
| Mode of assessment |                         | Group Interaction       |                         | Individual Presentation |                         |

**Remarks:**

- 1. The percentage of non-language subjects (except Chinese History) in English Extended learning activities: S1: 5-15%, S2: 8-20%, S3:10-25%**
- 2. This scheme of work has to be approved first and then signed by the panel head. Conveners make two copies to the panel head who keeps one for reference and the other one for the Academic Vice Principal.**
- 3. \* The abbreviations of ‘Basic Law’ is ‘BL’, of ‘STEAM’ is ‘S’, of ‘Language Across Curriculum’ is ‘LAC’ and of ‘Life Education’ is ‘LE’. Write the abbreviation in the column ‘Remarks’ if there is such an element in the unit.**

Date: 10<sup>th</sup> September, 2018.      Teacher's name: Chiu Kik Ling      Signature: \_\_\_\_\_      HOD's signature: \_\_\_\_\_

