TRACKING STUDENT'S LEARNING THROUGH COMPREHENSIVE ENHANCEMENT OF ASSESSMENT LITERACY (QSIP – CEAL)

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- School type: Aided co-ed school

- Banding: Band 2

- Medium of Instruction: Chinese

- Students' English level: weak to medium
  Students have limited vocabulary and the weakest students struggle with spelling of basic words. Students are also very weak in grammar and few are keen readers of English books. Students are generally positive towards learning and are eager to seek advancement.

THE CHANGES MADE TO CLASSROOM TEACHING AND DESIGN OF LEARNING MATERIALS

READING SKILLS

PAPER 1 READING: FOCUS ON FOUR TARGET SKILLS

A step-by-step guide to demonstrate the use of inferencing skills

Vocab Inferencing

Supermarkets and wet markets often throw away food that has gone off.

What thing (noun) has not gone off (verb)?

1. What part of speech is the word?

2. Always make inference based on the relationship between the verb and the noun → what is done? with what object can it be done?

3. Put the word into context

PAPER 1 READING: FOCUS ON FOUR TARGET SKILLS

In the past

Now:

Teachers tailor-made questions to create opportunities for students to practice.
1. Pronounce referencing
2. Vocabulary inferencing
3. Writer's attitude
4. Purpose of writing

More individual **think time** and **question prompts** should be given, especially to weak learners

Repeated skill-based drilling exercises can be boring to higher achievers, so we can...

ask students to set questions on the four skills themselves to **boost student involvement**.

VOCABULARY TEACHING

VOCABULARY: CORE, RECOGNIZED AND GOOD-TO-KNOW VOCABULARY LIST

In the past:

All jumbled + given

Now: Categorized + learners' responsibility

Core + Recognized words + Good-to-know

12.	Harmony	和諧		42.	Shelters	庇護所
13.	Begged	乞討		43.	Causes/Factors	原因/因素
14.	Insisted	堅持說		44.	Conserve	保存
15.	Sweating	流汗		45.	Raise the awareness of	提高對[事物]的意識
16.	Shivered	因恐懼而輕微顫抖，發抖		46.	Protect	保護
17.	Shake	(因害怕或緊張)打顫		47.	Respect	尊重
18.	Howl	長嚎		48.	Ensure	確保
19.	Trapped	被困住，陷入困境		49.	Destroy	摧毀，破壞
20.	Whisper	小聲說話		50.	Lead to/Bring about	導致，使發生
21.	Celebrate	慶祝		51.	Solve (problems)	解決問題
22.	Passed away	去世了		52.	Reflect on	深思
23.	Consult	諮詢		53.	Starve	使飢餓
24.	Unusual	獨特的		54.	Log (a tree)	伐(木)
25.	Strange	奇怪的		55.	Fascinating	吸引人的
26.	Uncomfortable	不舒服的		56.	Curious	好奇的
27.	Mysterious	神秘的事物		57.	Responsible	負責任
28.	Traditional	傳統的		58.	Spacious	寬敞的
29.	Nervously	緊張不安		59.	Disastrous	災難性的
30.	Calmly	冷靜地		60.	Endangered	瀕危的

S2 Module 2 Vocabulary: Shopping

	Vocabulary	Picture / Example sentence	Your notes
1.	Bakery		
2.	Ice rink		
3.	Bookshop		
4.	Food court		
5.	Department store		
6.	Cinema	I-max cinema which is more comfortable and spacious is welcomed by most movie- goers.	
7.	Electronics shop		
8.	Convenience store		

THIS YEAR, WE REVISED IT INTO EVEN MORE STUDENT-FRIENDLY VERSIONS

S1 English Language Module 2: Animal Friends & Culture

Target Vocabulary List

IMPROVE YOUR PARTS OF SPEECH

Fill in the parts of speech table for the vocabulary below and finish questions 1-6 by filling in the correct words in the correct parts of speech.

	Noun	Verb	Adjective	Adverb	Your notes
1.	a convenience store				
2.			annoyed/ annoying		
3.		grow	grown/		
4.			terrible		
5.			frightening		
6.			dangerous		

1. Mary's cat is very _____. It scratched her new sofa yesterday.

2. 7-11 and Circle K are famous _____ stores.

3. The weather was _____ bad yesterday.

4. This scary movie is the most _____ one I have even watched.

5. My puppy _____ up very fast. He was just 2.5 pounds three months ago and now he is 6 pounds.

A parts of speech table for core vocabulary item + parts of speech practice questions

↓

Prepare students for SUMMARY CLOZE questions in HKDSE
(The importance of Backward Planning!!)

TO PREPARE STUDENTS FOR ASSESSMENTS AND CATER FOR WEAKER STUDENTS

A synonym / antonym column to fill in together and teachers can use these synonyms and antonyms to set questions in assessments

IV Adjectives	rts of speech	Your notes	Synonyms / Antonyms	Example sentence
Vocabulary				
29. wild				
30. grumpy				
31. safe and sound				
32. mean			A:	

Categorize the vocabulary for weaker students
(Stronger students can be asked to do it themselves)

THE CHANGES MADE TO THE TEST / EXAM PAPERS

ALIGN TEACHING WITH ASSESSMENTS

- **2** points in mind:

  1. Align teaching with internal assessment

  2. Align teaching and internal assessment with external assessment (DSE)

VOCABULARY: MAKE THEM SPELL!

16-17 S2 Vocabulary Quiz

Part 1 Vocabulary (18 marks)
Complete the following recount with the words in the table below. Pay attention to tenses and plurals.

Capital city	Beautiful scenery	New challenges	Symptoms
Luxurious	Founded	Lack of	Breathe
Fantastic experience	Sightseeing	Ignore	Was suffering from
Increase appetite	Deserts	Ensu...	Patients
Reduce stress	Develop a career	re...	...ure

Last August, n... the 2._____
3._____
4._____ din...
5._____ by th...
given some coleslaw salad t...
the 7._____
ourselves 8._____
hiking, Katy suddenly...
showed 10._____
heat stroke.
Luckily, after...
12._____ water that caused the s... fill up your bottle when you go hiking! This is an advice you cannot 13._____ 14._____ her safety, we head back to the hotel. At night, we went to ge..._____. Getting 16._____ massages can 17._____ muscle st... especially good for 18._____ with arthritis. All in all, we enjoyed our trip very much!

Part 1 Total:

In the past:
- Word choices given
- No spelling needed

17-18 S2 Vocabulary Quiz

S2 Module 2 Vocabulary: Shopping

1st July, 2018

Dear Diary,

I am trying to write about shopping for my 1000-word composition, but I've only written 50 words. I feel 1. a_____ a_____ right now. I really want to go shopping in department store, where I can buy many different products. It was a very 2. p_____ place for shopping back in the 80s, where many parents brought their kids there on ... Many of them are 3. e_____ in size, with more than ten floors and twenty 'depa...' ...level.

I still remember my shopping experiences ... ver we visit, mom liked to run to the 4. b_____, looking for th... ...ags, shoes, etc. I think my sister learned from her. She is a lov... ...nt dressing styles. She

...sa...
wore...
whole tim...

For m...
fa...

...as watching a movie at the cinema, ...ing some toiletries for the household in 18. p_____ c_____.

Oh no! It's 2pm now and I am going to meet ... c_____ s_____ 7-11 in Sham Shui Po MTR concourse. We are going to ... s_____ in Apliu Street Flea Market and get a camera for the project. Anyways, got...

Now:
- First letter of each word given
- Spelling is a MUST!

VOCABULARY: MAKE THEM SPELL!

- 2016-17 Term 2 Exam

- 2017-18 Term 2 Exam

- 2017-18 UT

Part II Grammar Usage and Vocabulary   70 marks
Section A   Vocabulary (15 marks)
Fill in the speech below with the most suitable words / phrases from the word-box. Each word /phrase can only be used ONCE.

under the spotlight	fashionable	cast
nature	anxious	background
climax	politics	audience
characters	social	peer pressure
hooked	popularity	director
outstanding	to run marathon	curiosity
actor	attracted	talented	unique

Good afternoon all film club members,

As an avid film buff, I am glad to share with you two films I have wa
One is an adventure film whereas the other is a film about teenage problem v
to a recent __1__ issue.

'Journey to Egypt' is an exciting film. It is screened by an experienc
is superior which includes at least eight superstars! Moreover, I am __4__ by t
costumes. Every __7__ and actress has shown their best performance __8__. I
music is __9__ . It really moves my heart according to the mood of the film.

The theme is simple but well-thought of since the conflicts build up to
__10__ which grabs my mind. Gradually, the twist leads the story to an open e
11 to think of the resolution. Therefore, I highly recommend this film to you

However, I only give one and a half stars out of five to the film 'Peers'
a teenager who gets __12__ to drugs because of __13__ and __14__ . Finally, he
mind to kick the habit of drug-taking.

On the whole, the message it puts across is a bit unclear. Somehow,
in getting the main idea of the film. No wonder why it hardly gains any __15__
since viewing last month!

Well, that's the end of my sharing. Thank you for your attention.

Part II Grammar Usage and Vocabulary   60 marks
Section A   Vocabulary (16 marks)
*Complete the letter below with the most suitable words / phrases from the word-box. Each word /phrase can only be used ONCE. *For questions 6,12,14, and 16, the words / phrases are not given below, but the first letter is provided to you.*

adventure	horror alien Planets Halloween
supernatural powers	graveyard well-chosen feng shui pyramids
science-fiction plot society frightening spaceship
castle fairy zombie wizard ancient
book review spoiler hero death

How's it going? It is now mid-October and __(1)__ is coming soon. I invited my classmates John and Sam to watch __(2)__ movies with me. The ghosts in the movie *White Face* were so ___(3)___ that John kept screaming. However, Sam didn't seem to enjoy the movie. He said that the ___(4)___ in the movie looked fake because the graves looked very new and he could see they were made of paper. He said it would be better if the ghosts were changed into mummies which lived in ___(5)___ and the mummies would chase after the main
*(6) c_____!

I am planning to invite more classmates over to have a party on 31st October. I want to dress up in costumes of an ___(7)___ with a grey body and a pair of big eyes. I have once seen this kind of creature in a ___(8)___ movie called 'Invading Other ___(9)___', which talks about how human beings drive a ___(10)___ to Mars and Venus to destroy the homes of the creatures living there. The ___(11)__ is really exciting but I don't want to tell you the ending, so you better watch it for yourself! Going back to the party, I plan to put up some decorations and stick some pictures of ghosts around my house to create a scary *(12) a_____. However, my mom said it will affect ___(13)___ of the house and we will become unlucky. Her words really sent a *(14) s____ d____ m____ s____. Anyways, I don't believe in this ___(15)___ Chinese practice. I don't care what she says and I will still turn my house into something like a haunted house, just like the ones you go into at Ocean Park! I hope my classmates are all *(16) c_____ enough to give it a try!

Section C   Vocabulary   (20 marks)
Complete the letter below with the most suitable words/ phrases covered in the modules. First letters are not given for Number 9, 10, 19 and 20.

Do you know many teenagers have social media 1) a_____? They spend over 4 hours a day checking those sites in order to 2) c____ with their friends through comments and likes. This is a form of 3) p____   p____ for them as they want to keep a good 4) r____ with their friends. In earlier years, it was so 5) i____ for people to write and get a letter back in a few days. It seems nice to have a technology to connect with people at your fingertip. However, this is not without 6) d____. Usually, teenagers 7) s____ u____ l____ till 2 to 3am every night mindlessly playing with their 8) g____. They become *9) ____ and don't get enough energy for the school day after. In some cases, serious addicts have to see a *10) ____ in order to 11) s____ the problem.

Recently, there is a green trend in computer games—gamers have to fight against 12) g____ w____ by reducing the amount of 13) h____ g____ like carbon dioxide that heats up the earth. For the purpose of improving 14) a____ q____ in city side, the main character has to do 15) u____ f____ on building rooftops instead of traditional fields. The character has to make use of 16) u____ m____, such as the leftovers and 17) p____ b____ after drinking water, and donate them to 18) g____ o____ for recycling. If you cannot finish the mission, the *19) _____ like rice cooker and TV will all combine together and become a massive transformer! More terribly, all the *20) ____ ____ that you use as lunchbox will also fly around in the sky.

Set papers which are

◆**easy for students to pass**

◆**difficult to get a high mark**

EFFECTIVENESS?

MARKERS' COMMENTS

2017- 18 Term 1 Uniform Test

S2 Evaluation Summary 2017-18 Uniform Test

Paper 1

	2i	2ii	2iii	2C	2D	Total:
Passing rate	0%	31.6%	78.9%	36.7%	75%	44.44%
Average marks	32.2	46.4	55.8	46.3	56.8	47.5

✓ Students got the gist of answering pronoun referencing questions

✓ Students perform poorly in summary cloze questions

✓ Despite the higher requirement of not giving vocabulary to students, students' performance was satisfactory

✓ Performance of 2ABiii was outstanding (MKY)

UT RESULTS: STUDENTS' AVERAGE MARKS IN VOCABULARY SECTION
EVEN THE WEAKER GROUPS COULD DO IT

	Group 1 (PIF: 99)	Group 2 (PIF: 95)	Group 3 (PIF:45)
Average mark	7/16	11/16	10/16
Percentage passed:	43%	74%	79%

EXAM MARKERS' COMMENTS

Paper 1

S2 English Language Paper 1 Evaluation

	Comprehension (passing rate)	Highest mark (50 marks)	Lowest mark	Grammar (passing rate)	Highest mark (70 marks)	Lowest Mark	Total passing rate
2AB(1)	6= 33%	31	8	0%	33	2	1= 5%
2AB(2)	9=47%	30	13	1=5%	37	14	3=16%
2AB(3)	13=68%	41	18	12=63%	47	28	14=74%
2C	18=60%	44	14	13=43%	53	14	13=43%
2D	28=87.5%	45	22	28=87.5%	57	23	27=84%

- ✓ Most students completed the target items (writer's tone and referencing question) correctly. For referencing questions, students should be reminded to check the plurality and singularity of the pronouns given.
- ✓ For class 2AB, quite a number of students score more than 10 marks out of 20 marks for vocabulary.
- ✓ Q2, 13, 14 were challenging as it required students to use plurals and past tense.

Paper 2

Short task

	Group 1	Group 2	Group 3	2C	2D
Passing rate:	0	5.26	21.05	10	40.63
Highest	47	50	58	78	70
Lowest	7	4	27	4	8

- ✓ Target vocabularies (shopping) were widely used.
- ✓ There are many creative, real life examples. E.g. Hollywood Plaza, free Wi-fi, and parking, etc.
- ✓ Majority of the writings are quite well-paragraphed, with clear sub-headings,
- ✓ Students made an effort to be expressive, with some literary device such as rhetorical questions.
- ✓ Many students attempted to incorporate If-conditional in their writing, however with some other minor grammatical errors. A handful was able to demonstrate it perfectly.

STUDENTS' WORK IN PAPER 2 SHOW IMPROVEMENT – USE OF THEME-RELATED VOCABULARY

Dear Ivy _____ ,

Thanks for your email. I'm sorry to hear that you're felling lonely and upset. I can understand how you feel. It seems like you're going through a tough time. I've some tips for you.

In your email, you said that you're ① addicted to Internet shopping. There a many reasons behind. First, you may want to be more beautiful so you buy many new clothes to dressup yourself. Moreover, you may be ③ anxious because you have a ④ peer pressure problem, you saw your friends have many nice ⑤ gadget so you want to follow them.

You may find it helpless to ⑥ solve you Internet shopping ⑦ addiction. But don't worry, you're not alone. I've some advice for you. You should have a plan for how many times to Shopping at one month. If I were you, I would buy things at second-hand shop. It is because that things is more cheap. Also, if you have some thing already don't like, you can sell it to second-hand. It's better than throw it. Right?

Hope my advice can help ⑧ solve your problems. Feel free to talk to me when you feel upset.

Yours,

P.1

Dear Ivy Auntie ,

How are you? I am taking about you are addicted to Internet shopping. You cant addicted to Internet shopping. Because your room is packed with clothes, bags and books. However, you throws away many of them every now. ① If you do it, you are wasting our materials.

To begin with, ② you may stop buing clothes, bags and books so as to save the materials. You may try buy some second-hand clothes, bags and books. This is cheaper than Groupons. Whats more, Why you don't try to sell or give your unwanted materials for me? Because I am work as a part-time in a secound-hand shop. Maybe you can see a counsellor to help you. ③ I find it disappointed for you to addicted to Internet shopping. So I try to help you solve the problem.

I hope my suggestions can help your problems. If you (In conclusion) have any questions, you can find me!

Your cousin,

Rain

DIFFICULTIES

- **Both teachers and students are adapting to the new modes of teaching and assessment. More practices are needed.**
- **Don't be discouraged by unsatisfactory performance. Turn it into constructive feedback.**
- **Keep exploring what could be done to improve the situation.**

Reflecting on the student performance, we will continue to explore and experiment assessment strategies that cater for the diversity of our students' abilities .

2. AWARD PROCESS MARKS
2017-18: STILL EXPLORING

Term Test

Inferencing questions

Worried Parents Go Offline

My son has been addicted to computer games for the last two years. If we went on holiday and left him (1) in the apartment, I'm sure he would spend every hour playing games by himself, or with his gamer friends. I don't think he'd eat – and there is no chance he'd even think about school. However, recently my husband and I have been getting tough with him and his addiction – with mixed results.

You may think the word 'addiction' is too serious but when I found these signs of game addiction (5) online, several of them reminded me of my teenager's behavior.

a) Only feeling happy when in front of a screen
b) Ignoring family and friends
c) Feeling depressed when not using a computer / tablet / phone etc
d) Having problems at school / work (10)

At the peak of his problems, 'Jimmy' (not his real name) was playing games until 3 or 4am. His school sent him a warning letter. If he was late again, he was going to be expelled. I asked his teacher what I should do and he advised me to set a strict limit on his playing hours. He also suggested removing all computers, game consoles, and televisions from both our children's bedrooms.

In fact, I did more than that. I deleted all of my son's games while he was asleep. We also gave up our (15) internet connection. 'Jimmy' got incredibly angry. However, when he finally realized the games were gone he started going out more often with his friends, and talking to us at mealtimes. We allowed him to play computer games again when his homework improved. However, once his grades improved and he was rewarded, he went back to the games full-time and his grades dropped again. This is a cycle. Now, we have told him he can only play games at his friends' homes twice a week. Hopefully, 'Jimmy' (20) will accept our deal. One day, perhaps we'll be able to go on that holiday.

12. What does the writer mean when she says 'One day, perhaps we'll be able to go on that holiday'?

She means that 'Jimmy' may one day be able to control his own play time // they may not have to worry about 'Jimmy''s game addiction one day.

Result: only 1% of students in the form answered it correctly

Students' answers

12. What does the writer mean when she says 'One day, perhaps we'll be able to go on that holiday'?

The writer wants to go to a holiday and plays with son.

12. What does the writer mean when she says 'One day, perhaps we'll be able to go on that holiday'?

Writer mean they want to go holiday happily with their son.

12. What does the writer mean when she says 'One day, perhaps we'll be able to go on that holiday'?

The writer think have one day, they can traveling on that holiday.

AWARDING PROCESS MARKS
2018-19: SLOWLY GETTING THE GIST

2018-19 UT and Exam papers

Award process marks to show that we VALUE every single point they manage to get

* Process mark

5. *According to paragraph 3, why is the writer 'surprised'? (3 marks)

D

He is surprised because (1) sugar is the secret ingredient (of Shanghainese cooking) but (1) the food doesn't taste very sweet. (1) → Perfect grammar

12. In paragraph 4, why did Hugh suggest the Manager "change your website" (line 20)? (3 marks)

_____The website showed that there were many fusion dishes (1 mark)_____

__but there were only very few fusion dishes / only typical Asian dishes (1 mark) _____

__Therefore, the information shown on the website was wrong / misleading (1 mark)_____

16. Why do you think the overseas student will put an unopened paper pack of sugar into his tea? (2 marks)

_____He has just been told the whole tea bag was to be unopened (1 mark)_____

__He has not been told the sugar package needed to open (or similar meaning) (1 mark)__

FOR LESS ABLE LEARNERS

School-based handouts written to guide students understand the reading skills step-by-step., aiming to communicate the learning targets with students using student-friendly language.

Show! Don't Tell!

How to find out main ideas and the purpose of writing

Teacher demonstrates how to work out the answers.

Teacher illustrates the think aloud process to guide ss to construct knowledge.
Display the thinking process on the blackboard, not the screen.

Brushing up your inference skills for reading

To Find the Supporting Detail

1. Do you think the writer enjoyed the upcycling workshop? Quote 1 line to support your answer.

To Find the Main Idea & Purpose of Writing)

Supporting details help you to find the Main Idea and the purpose of writing.
The main idea questions usually appear in the following ways.
(1) What is the article about? / (What is the main idea of the article?)
(2) What is the paragraph about? / (What is the main idea of lines 10 to 15?)
(3) What is the key message that the writer wants to convey?

Sometimes the writers tell the main idea right in the _____ sentence, some like to put it in the _____ sentence.

There are also writers do not state the main idea. You need to find it using the supporting details. We call this kind of main idea, the _____ main idea.

The purpose of writing questions usually appear in the following ways.
(1) Why does the writer tells his readers that ….
(2) What is the purpose for the writer to describe the …
(3) What is the writer's intention to include the …

E.g. What is the purpose for the writer to tell his readers "Since the workshop, I've made four more T-shirts bags and given them to friends."?

The way you work out the answers for main idea and purpose of writing are very similar.

How you may work out the answer:

Supporting Detail	The main idea	The purpose
- made more T-shirts bags afterwards (useful) - even giving to friends (fun to do) **Here we have 1 sentence but 2 different points!!!**	- The workshop was really useful and fun (enjoyable). **(Not yet the best answer!!!)** - The workshop gave useful and fun ideas for reducing waste.	- To show the workshop gave useful and fun ideas for reducing waste. Add 'To + verb'!!!

useful and fun
(the implied message)

To enrich your answer, sometimes you have to relate it to the main

Teacher modelling and thinking aloud

E.g. What is the pu...

I've made four mor...

Supporting Deta...

- made more T-shir...
- bags afterwards (...
- even giving to frie...
(fun to do)

Here we have 1 sentence but 2 different points!!!

answer!!!)
- The workshop gave useful and fun ideas f... reducing waste.

Guide students to note down the skills of getting the answer right.

Add 'To + verb'!!!

useful and fun
(the implied message)

To enrich your answer, sometimes you have to relate it to the main theme.

6 INSIGHTS GAINED

PROMOTE BACKWARD PLANNING

CURRICULUM RESTRUCTURING 2018-19

English Curriculum Restructuring 2018-19

S1-S3 Paper 1 Reading

Aims: (1) To introduce and train students progressively the different reading skills needed to tackle HKDSE reading paper.

(2) To expose students to questions of different types and levels of difficulty as well as equip them with the skills to tackle them

(3) To utilize data collected from formal assessments for designing more consolidation exercises when necessary

(4) To pinpoint question types that show particularly weak performance and guide students to tackle them progressively

	S1	S2	S3
Reading skills (suggested target question type)	1. Understanding steps and instructions (Sequencing and ordering)	1. Identifying opinion and attitude (MCQ, highlighting a particular sentence and/or the actions of the narrator / the character to infer his/her attitude)	1. Inference of meaning from context (Inference of attitude, intention or situation without any explicit clues given)
	2. Vocabulary inferencing (MCQ, synonyms and antonyms questions)	2. Understanding the main idea of a paragraph (MCQ with distractors)	2. Understanding opinion and attitude (MCQ / short answer questions and students are require to read a paragraph)
	3. Identify the main idea of a paragraph (Matching headings and subheadings)	3. Vocabulary inferencing (MCQ, synonym and antonym question, fill in the blanks questions)	3. Distinguishing between facts and opinion
	4. Identify feelings and attitude (MCQ with beginner level adjectives)	4. Understanding specific information (Wh-questions → Identify points in a paragraph in long questions)	4. Vocabulary inferencing (Short answer Qs requiring students to find synonyms/antonyms, a phrase, an expression)
Question type that is to be trained in every module	+ Summary cloze (direct copying, changing between singular and plural nouns)	+ Summary cloze (direct copying, changing between singular and plural nouns, changing the parts of speech *1 question only)	+ Summary cloze (changing between singular and plural nouns, changing tenses, changing parts of speech) + Understanding the main idea(s) and purpose(s) of the text

*The items in the list above are laid out according to order of the modules to be taught

Target reading skills for each module in S1-S3

Junior forms sentence patterns and grammar items 18-19 edition

✧ Sentence Patterns are to be used to make sentences (sentence-making exercises are to be kept in the composition folder for book inspection)

✧ Worksheets are to be designed for teaching the following patterns

✧ The 'Sentence Pattern' Unit in CG is to be covered at the beginning of Term 1

✧ The use of target patterns in daily compositions and examination are acknowledged and students will gain a maximum of 5 bonus marks

S1	S2	S3
1. S V adj	1. In order to / so as to / To	1. In spite of / despite
2. SV adv SVO S V (adj) O	2. If…(Type 0, 1 & 2) *If I were you Unless	2. Present participle (-ing)
3. SVOO	3. (Revise: It is ADJ for… to…) Subj find it ADJ to…	3. Because of / due to As a result, Consequently, As a consequence,
4. This is / These are / That is / Those are	4. It is too Adj to 5. …enough Adj / N to…	4. Paired conjunctions: a. not only…but also (not the same as 'and') Purpose: to show different degre[e] S V not only N, but also N b. both…and…
5. There is / are / was / were	6. Relative clauses (Who, Which)	5. …so (Adj) that … 6. …such (NP) that…
6. and / or	7. After / Before + V-ing	7. It is Adj for / of (someone) to…
7. Because / Since / As / So / However,	8. (adj)S V (adj)O(adv) (time,place,manner)	8. Relative clauses
8. Although / But	9. Passive Voice	9. …so that…
9. Both ___ and ___	10. There is / are / was / were (Change tense)	10. adjS V adjO adv(time,place,manner)

Target sentence structures in S1-S3

Grammar items

S1	S2	S3
1. Tenses (simple present, past, future, continuous, perfect)	1. Tenses (S1 Tenses Revision, past perfect)	1. Tenses (All Tenses Revision with emphasis on perfect tenses) *Questions on tenses and voices would be mixed and fall under a section called 'Tenses and Voices' in daily practices and assessment paper.
2. If (0, 1)	2. If (0, 1, 2)	2. Passive voice (Revision)
3. Passive voice (past, present, future)	3. -ed, -ing Adjectives	3. If (0, 1, 2 Revision) If Type 3
4. Parts of speech (V→N, Adj→N)	4. Reported speech Statements & commands with reporting verbs & commanding verbs	4. Reported speech Statements, commands, yes/ no questions & wh questions
5. Gerund & to-inf. + 10 verbs followed by v-ing	5. Passive voice (continuous tense)	5. Relative clauses (who, which, whose & Revision)
7. Pronouns	6. Relative clauses (who, which)	6. Present & past participle phrases
8. Wh-questions	7. Parts of speech	7. Gerund & infinitives stop to do sth / stop doing sth / can't help –ing / look forward to doing sth
9. Prepositions of location and time	8. Gerunds & infinitives	8. Parts of speech

Target grammar items in S1-S3

ENHANCING CONTENT VALIDITY AND VERTICAL PROGRESSION OF THE TEACHING AND TESTING OF TARGET GRAMMAR ITEMS

Grammar items are recycled throughout the 3 years

Systematic progression of the same language item from S1 to S3

Revised S1-3 Writing genres [20ᵗʰ August 2018 edition]

	Units	Themes	Writing genres (target grammar items / SP)
S1	3 Fun with food 4 Animal friends 5 Super role models 8 A better me	• Culture • Animals/Society • Famous people • Teen life	1. Email to a friend about summer holiday (Past tense VS present tense) 2. Recipe/Regulations (Modals and connectives) OR Restaurant review (Past tense) 3. Blog entry: Activity Day (Simple past) 4. Pictorial writing: Holiday Dream (TSA) (Conditional sentence type 1 and past tense) 5. Short story: pictorial writing (Past tense, speech verbs, simple dialogues) 6. Blog entry: Role Model (Present and Past tenses, It is ADJ for N to V) 7. Email of advice: teenage problems (present tense, past tense, advice language) **Focus on S1: Informal language [Personal emails and Story]** ***Contractions *Adjectives (Person feelings)**
S2	1 Shopping 3 Save our planet 7 Amazing stories 8 Seek a balance	• Culture • Nature/Society • Mystery • Teen life	Feature article (Semi-formal) (If type 2: If I were you, I would…, Relative clauses, comparative and superlative) 1. A feature article on the best district for shopping in Hong Kong 2. A feature article on a Halloween Haunted Theme Park Short story: (X pictorial, beginning sentence or a topic given) (It is adj that…/ It is adj for n to v) (Dialogue and speech verbs) (Adjectives describing feelings and setting) Letter to the editor: 1. Letter to the editor about an environmental problem 2. Letter to the editor about technology addiction among teenagers Email of advice: (4 ways of giving advice, informal language features, question tags) 1. An email of advice to a friend organizing Earth Week in her school 2. An email of advice to a friend on fighting addiction +3. Advise a friend to make decision using comparative and superlatives (I-watch) **Focus on S2: Story and Introduction to formal writing**

Target writing genres in S1-S2

S3	2 We could be heroes	• Charity	Letter of Complaint
	4 What lies in the future	• Technology	1. About a bad performance
	5 Showtime	• Entertainment	2. TV broadcaster on too many cooking shows, ask for more educational programme
	6 True beauty	• Health	(It would be a good idea to…) (Why not…?) (Present participle)
			(Passive for suggestions: …can be done/ should be done)
			(Formal letter language: not short form/ contractions)
			Letter to the editor
			1. Advice for more educational programmes on TV
			Story → TSA writing
			2. Describe what you did on a typhoon day
			(Adjectives) (Adverbs) (Simple past, Past continuous, Past perfect) (When/While)
			Opinion essay (Argumentative) – One-sided
			Will robots make our life better or worse
			(It is said that / It is believed that…)
			(Adverbs of degree: certainly, absolutely, definitely, for sure…)
			Speech (Semi-formal, persuasive)
			Promoting a charity event
			Question tags, Future tense
			Informal language: contractions
			Purpose of the speech in the opening + Call for action in the ending paragraph
			Letter of advice
			Letter of advice to the cousin
			(Rhetorical questions – don't you…) (Questions: Why don't you…?)
			(It will be ADJ of….)
			Focus of S3: Formal and Informal Persuasive Writing (Opinion essay and Speech)

*Catering to learners' diversity: Design 1 set of tiered-materials to guide students in writing in each term

*Set a Writing Test in each term to test students' ability in question analysis (Test should be conducted prior to term exams)

Target writing genres in S3

RESTRUCTURING TOOK US SOME TIME BUT...

It has become a Department Policy, which means every teacher knows clearly WHAT to teach and WHAT + HOW to assess, so it…

😃 saves teachers' time on discussing what to teach, and they can focus on **HOW to teach**

😃 saves time on arguing WHAT and HOW to assess, teachers can spend time analysing whether the questions are content-valid

⬇️

Teachers can improve in both teaching and assessment design!

DESIGN DIFFERENT MATERIALS FOR UPPER AND LOWER DIVISIONS

MAKE SPELLING OF VOCABULARY ITEMS A MUST

PROVIDE OPPORTUNITIES FOR KNOWLEDGE APPLICATION, ACCUMULATION AND RECYCLE.

ASSESS
THE WHAT (CONTENT)
AND
THE HOW (SKILLS)
YOU HAVE TAUGHT

REVIEW OF UNIFORM TEST 1 (OCT 2018)

S1

	1A KYW	1B CKF	1C YWM	1D THC
PASSING	**3.3%**	**12.9%**	**18.75%**	**50%**
READING (marks /40)	10.6	11.3	15.9	19.3
Reading %	**26.5%**	**28.3%**	**39.8%**	**48.3%**
GRAMMAR (mark / 60)	14.4	22.6	24.4	34.9
Grammar %	**24%**	**37.7%**	**40.7%**	**58.2%**
Vocabulary Passing	0%	0%	9.4%	56.3%
Target Skill 1 (Sequencing and ordering) Passing	0%	41.9%	50%	43.8%
Summary Cloze Passing	0%	12.9%	37.5%	56.3%

S2

	2A NML	2B YWM	2C KYW	2D LKM
PASSING	**13.3%**	**3.3%**	**35.5%**	**56.2%**
READING (marks /40)	18.5	15.1	21.5	23
Reading %	**46.25%**	**37.75%**	**53.75%**	**57.5%**
GRAMMAR (mark / 60)	17.2	15.5	20	29.2
Grammar %	**28.7%**	**25.8%**	**33.3%**	**48.7%**
Vocabulary Passing	10%	22.5%	9.7%	9.7%
Target Skill 1 (Identifying opin & attitude)	56.7%	38.7%	51.6%	
**Target Skill 2 (understand...	53.3%	22.5%	45.2%	45.2%

S3

	3A WWH	3B IMY	3C KYW	3D LYN
PASSING	**3.7%**	**7.7%**	**13.3%**	**46.9%**
READING (marks /40)	13.3	13	14.9	21
Reading %	**33.25%**	**32.5%**	**37.2%**	**52.5%**
GRAMMAR (mark / 60)	15.9	20.4	18.7	29.1
Grammar %	**26.5%**	**34%**	**31.1%**	**48.5%**
Vocabulary Passing	3.7%	3.8%	3.8%	30.8%
Target Skill 1 (Opinion and Facts) Passing	59.3%	76.9%	84.6%	
Summary Cloze Passing	11.1%	3.8%	1?.4%	61.5%

The result of UT1 after our S1-3 restructuring began was not all bright and encouraging…

MEMO TO TEACHERS ON THE SETTING OF TERM 1 EXAM (JAN 2019)

Suggestions from QSiP
On paper setting
1. **18-19 Exam 1: 15 marks on vocabulary**
2. can provide **more clues** for students to answer ___ questions without the first letter given
3. clues can be given in the **synonyms and** ___ vocab lis... can refer to the clues
4. analysis of some specific ___ section should ___
5. **the whole voca...** **paragraph** ↓ **(Instead of two lo...** **each other is also a...**
6. **In general, assessme...** **questions can be a...**
7. Mark "E" for eas... **[Aim: Easy to...** → teachers ___ they are s...
8. to improve spelling, more th... students cannot spell the whole w... ...g is the same as the pronunciation,) so s...
9. NET can give a helping hand in term... ...aking e... ...ude a part—the pronunciation of the word...
10. make revision on vocabulary by the end ... lesson

A valuable opportunity for teachers' professional development

Sit down in a meeting to discuss the reasons and analyse the papers

Constructively think about WHAT to do and HOW to do it

Learn from mistakes and keep improving

FINAL STEPS

SUSTAIN THE PRACTICE
+
REFINE THE PRACTICE
+
SPREAD IT OUT TO OTHER FORMS

S4 TARGET READING SKILLS EXERCISES

The English Channel

Please refer to P.1 *The Time Initiative* to answer the following questions and finish P.2.

1. What does 'their' (line 1 of paragraph 1) refer to?
   _____

2. What does 'this problem' (line 7 of paragraph 1) refer to?
   _____

3. What does 'they' (line 2 of paragraph 2) refer to?
   _____

4. What does 'who' (line 8 of paragraph 2) refer to?
   _____

5. What does 'its' (line 2 of paragraph 4) refer to?
   _____

6. What does 'this project' (line 7 of paragraph 5) refer to?
   _____

7. What does 'their' (line 8 of paragraph 6) refer to?
   _____

8. What does 'it' (line 8 of paragraph 7) refer to?
   _____

9. Look at the word 'launch in line 4 of paragraph 5. Now look at the dictionary entry for 'divide' below. Which meaning corresponds to the meaning in line 4 of paragraph 5? Blacken the correct answer.

   launch (noun) (verb)
   A. (verb) an event to celebrate or introduce something new
      e.g. How much champagne will we need for the launch?
   B. (noun) an occasion when a ship is put into water, or a spacecraft is sent into space, for the first time
      e.g. The launch of the space shuttle was delayed for 24 hours because of bad weather.
   C. (verb) to begin something such as a plan or introduce something new such as a product
      e.g. The programme was launched a year ago.

   A   B   C
   ○   ○   ○

S4 TARGET SKILLS FOCUS IN ASSESSMENTS

2017-18 S4
Term 1 Examination

Read Text 2 and answer questions 25-35.   (24 marks)

Pronoun referencing questions

25. What does 'they' (line 7) refer to? _____ emoticons / emoji(s)

26. What does 'your' (line 19) refer to? _____ readers'

27. What does 'their' (line 21) refer to? _____ FiveThirtyEight's

28. What does 'their' (line 23) refer to? _____ companies'

29. What does 'His' (line 25) refer to? _____ Jeremy Goldman's

True/ False/ Not Given questions

30. Read paragraph 4 and decide whether the following statements are True (T), False (F) or the information is Not Given (NG). Put the corresponding symbol (T), (F) or (NG) in the box.   (5 marks)

i) FiveThirtyEight investigated which emoji are popular on Twitter.	T
ii) 'Teary eyes' is the second most used emoji on Twitter.	F
iii) FiveThirtyEight shows the top five most popular emoji on Twitter.	F
iv) People who visit FiveThirtyEight will be invited to enter a contest.	NG
v) Jeremy Goldman's favourite emoji are included in the list compiled by FiveThirtyEight.	NG

P.4 Total: _____