

**Yearly Examination 2018-2019**  
**Syllabus for S.1 English Language**

**Paper 1 - General English**

- Unseen, covering vocabulary items and grammar items in Longman Elect Book 1B Unit 5-8
- Grammar focus:
  - Unit 5 – countable and uncountable nouns, quantity words, quantifiers, imperatives
  - Unit 6 – preposition of time, simple future tense, talking about future with ‘be going to’, present simple and present continuous tense
  - Unit 7 – gerund and infinitive, used to, adjectives
  - Unit 8 – question tags, connectives (and, but, or, so, although, because, since), expressing opinions with adjectives and adverbs

**Paper 2 – Writing**

- Unseen, but on type covered in the course book.
- 1 short task of sentence construction and 1 writing of 150 words out of 3 choices

**Paper 3 – Listening and Integrated Skills**

- Unseen, with the paper modelled on the question types similar to the Longman Edge – Listening and Integrated Skills Book 1B

**Paper 4 – Speaking (conducted during regular English lessons)**

- Reading Aloud: Reading passage from Longman Edge Book 1B Unit 5-7
- Picture description and conversation: Appropriate topics similar to Unit 5-7 chosen for exam

**Yearly Examination 2018/2019**  
**Syllabus for S.2 English Language**

**Paper 1 – General English**

**Comprehension Passage** – Unseen, but on themes covered in class (units 5-8)

**Vocabulary:** Units 5 – 8

**Grammar items covered from unit 5-8**

**Unit 5**

- Direct Speech
- Reporting Verbs
- Adverbs and Adverbial Phrases of Manner
- Present and Past Participle Phrases

**Unit 6**

- Conditional sentences – Type 1
- Gerunds and To-infinitives
- Linking words / Connectives

**Unit 7**

- Indirect Questions
- To-infinitive clauses
- Commenting on Amounts

**Unit 8**

- Connectives of time
- Reported Speech
- Defining and Non-defining Noun Phrases

**Grammar Book –**

- i) ‘Success in Grammar’ (Units corresponding to the grammar items covered in class )
- ii) Supplementary worksheets need to be referred to for revision for the related grammar items in Longman Edge Book 2B Units 5-8.

**Paper 2 – Writing**

- Unseen, but on types covered in class

**Paper 3 – Listening and Integrated Skills**

- The paper will be modelled on the question types done in Longman Edge – Listening and Integrated Skills Book 2B.

- i) Reading aloud: Reading passages from Longman Edge Book 2B Units 5- 8
- ii) Individual presentation – Appropriate topics chosen for the exam

## S.3 English Yearly Exam. Syllabus (2018-2019)

### **Paper 1 – General English**

**Textbook:** Longman Edge JS3B **Units 5 to 8**

Vocabulary from JS3B **Units 5 to 8**

Grammar items from JS3B **Units 5 to 8**

**Grammar Bk.:** Success in Grammar Book (all grammar items relevant to JS3B Units 5 to 8)

All worksheets, handouts and quizzes related to Grammar & Vocabulary provided in respective classes.

General English Paper will consist of:

1. Reading Comprehension
  2. Vocabulary (from Units 5 to 8)
- &
3. Grammar (from Units 5 to 8)

Grammar items:

1. Expressions to call for action
2. Repetition & Referencing (Connecting sentences)
3. Past perfect & Past perfect continuous
4. Linking expressions
5. 3<sup>rd</sup> Conditional
6. Connecting ideas
7. Passive voice
8. Adjective Patterns
9. Introducing or Presenting arguments

### **Paper 2 – Writing**

Unseen, but on types / formats covered in class

### **Paper 3 – Listening and Integrated Skills**

The paper will be modelled on the type of work done in Longman Edge – Listening and integrated skills Book 3B.

### **Paper 4 – Speaking** (Conducted during regular English lessons)

- ii) Group Interaction – Appropriate topics to be chosen for the exam.

# Sir Ellis Kadoorie Secondary School (West Kowloon)

## S4 English Examination Syllabus

### Yearly Examination 2018/2019

The assessment of this subject is based on the Examination Syllabus for English Language published by the Hong Kong Examinations and Assessment Authority.

The overall aim of the assessment is to evaluate candidates' English language abilities.

#### ASSESSMENT OBJECTIVES

To assess the ability of candidates to:

1. understand ideas, facts, opinions and feelings presented through the medium of spoken and written language;
2. respond to, evaluate and make use of ideas, facts, opinions and feelings which may be presented in an integrated manner through the medium of spoken and written language;
3. express their own views, feelings and ideas, imaginative and otherwise, and describe, discuss and reflect upon their own experiences through the medium of spoken and written language;
4. interact with others through the medium of spoken and written language.

#### MODE OF ASSESSMENT

The assessment will consist of four papers as outlined in the following table:

S4	Paper	Duration	Marks	Coursework mark
	Paper 1 (Reading)	1.5 hrs	45	25 (to be converted to 50)
	Paper 2 (Writing)	1.5 hrs	60	
	Paper 3 (Listening & Integrated Skills)	~2 hrs	70	
	Paper 4 (Speaking)	20 mins	25	
	<b>SUB-TOTAL</b>		<b>200</b> <b>(to be converted to 150)</b>	
	<b>TOTAL</b>		<b>200</b>	

#### ***Paper 1 Reading (1 hour 30 minutes)***

Candidates will be required to respond to a variety of written texts of different lengths and levels of difficulty. A range of question types will be used, including multiple-choice items, short responses and more extended open-ended responses. Candidates will be required to demonstrate their ability to:

- (i) understand the overall meaning of a text as well as extract specific information from it;
- (ii) recognise, interpret and make inferences from opinions, assumptions, intentions, attitudes and feelings which occur explicitly or implicitly in a text;
- (iii) use linguistic and contextual clues and general knowledge to determine meaning;
- (iv) complete a text by supplying or selecting words or phrases which are semantically and syntactically appropriate to the overall meaning of the text.
- (v) make use of information provided in a variety of texts to produce or complete a type of text.

## **Paper 2      *Writing (1 hour 30 minutes)***

There will be two writing tasks. The first task will be a short, guided one (150 words). Candidates will be provided with the situation and the purpose for writing, as well as some relevant information. The second task will be longer and more open-ended (300 words). Pictures and other forms of graphic representation may be used in setting tasks.

Candidates will be required to do one or more of the following:

- (i) to express their own views, feelings and ideas, imaginative and otherwise;
- (ii) to describe and discuss their own experiences;
- (iii) to respond to, reflect upon, evaluate and make use of given information;
- (iv) to modify a written draft so that the modified text makes sense and reflects a correct use of language.

The text produced by the candidate should be appropriate to the context, purpose and/or audience in terms of content, style and use of language.

For assessment purposes, consideration will be given to the relevance and adequacy of the content; the planning and organisation of the ideas; the accuracy and appropriacy of punctuation, vocabulary and language patterns; and the appropriacy of tone, style, format and register.

## **Paper 3      *Listening and Integrated Skills (Approximately 2 hours)***

There will be a variety of listening, reading and writing tasks based on the same theme. At least one of the writing tasks will require candidates to produce an extended piece of writing.

Candidates will be required to process information by selecting and combining data from both spoken and written sources in order to complete various listening and writing tasks in a practical work or study situation. All the information necessary to complete these tasks will be provided.

A variety of spoken and written input material will be used, including conversations, telephone messages, interviews, lectures, articles, letters, tables, graphs and flowcharts.

Assessment will be based on how well candidates complete the tasks, taking into account appropriacy to the purpose and context, relevance, and organisation where applicable. Language will be assessed in terms of the extent to which the use of sentence structures, vocabulary, spelling and punctuation supports or interferes with successful communication.

## **Paper 4      *Speaking***

### **Part A      *Group Discussion (Preparation: 10 minutes; discussion: 6 minutes per group)***

Four candidates will be grouped together and will take part in a group discussion based on given prompts. These prompts may be in prose form or may be presented graphically, in tables, graphs, flow charts, pictures and so on. Candidates may be required to make suggestions, give advice, make and explain a choice, argue for and/or against a position, or discuss the pros and cons of a proposal. The emphasis will be on effective communication rather than on task completion.

Candidates will be given ten minutes for preparation and will be allowed to make notes. During the discussion they may refer to their notes.

### **Part B      *Individual Response (One minute per candidate)***

Each candidate will respond individually to an examiner's question(s), which will be based on the group discussion task. Candidates may be required to make and justify a choice, decide on and explain a course of action, argue for or against a position, and so on.

Candidates will be assessed on the quantity, quality and organisation of their ideas; the clarity and accuracy of their pronunciation and delivery; the appropriacy and accuracy of their vocabulary and language patterns; and their ability to establish and maintain interaction in both parts of the speaking examination.

**S5 English Examination Syllabus**

**Yearly Examination 2018/2019**

The assessment of this subject is based on the Examination Syllabus for English Language published by the Hong Kong Examinations and Assessment Authority.

The overall aim of the assessment is to evaluate candidates' English language abilities.

**ASSESSMENT OBJECTIVES**

To assess the ability of candidates to:

1. understand ideas, facts, opinions and feelings presented through the medium of spoken and written language;
2. respond to, evaluate and make use of ideas, facts, opinions and feelings which may be presented in an integrated manner through the medium of spoken and written language;
3. express their own views, feelings and ideas, imaginative and otherwise, and describe, discuss and reflect upon their own experiences through the medium of spoken and written language;
4. interact with others through the medium of spoken and written language.

**MODE OF ASSESSMENT**

The assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

	Paper	Duration	Marks	Coursework mark	
<b>S5</b>	Paper 1 (Reading)	1.5 hrs	40	25 (to be converted to 50)	
	Paper 2 (Writing)	2 hrs	50		
	Paper 3 (Listening & Integrated Skills)	~2 hrs	60		
	Paper 4 (Speaking)	25 mins/group	20		
	SBA(Part A)		30		
	<b>SUB-TOTAL</b>			<b>200</b> (to be converted to <b>150</b> )	<b>50</b>
	<b>TOTAL</b>			<b>200</b>	

***Paper 1 Reading (1 hour 30 minutes)***

Candidates will be required to respond to a variety of written texts of different lengths and levels of difficulty. A range of question types will be used, including multiple-choice items, short responses and more extended open-ended responses. Candidates will be required to demonstrate their ability to:

- (i) understand the overall meaning of a text as well as extract specific information from it;
- (ii) recognise, interpret and make inferences from opinions, assumptions, intentions, attitudes and feelings which occur explicitly or implicitly in a text;
- (iii) use linguistic and contextual clues and general knowledge to determine meaning;
- (iv) complete a text by supplying or selecting words or phrases which are semantically and syntactically appropriate to the overall meaning of the text.
- (v) make use of information provided in a variety of texts to produce or complete a type of text.

## **Paper 2 Writing (2 hours)**

There will be two writing tasks. The first task will be a short, guided one (200 words). Candidates will be provided with the situation and the purpose for writing, as well as some relevant information. The second task will be longer and more open-ended (400 words). Pictures and other forms of graphic representation may be used in setting tasks.

Candidates will be required to do one or more of the following:

- (i) to express their own views, feelings and ideas, imaginative and otherwise;
- (ii) to describe and discuss their own experiences;
- (iii) to respond to, reflect upon, evaluate and make use of given information;
- (iv) to modify a written draft so that the modified text makes sense and reflects a correct use of language.

The text produced by the candidate should be appropriate to the context, purpose and/or audience in terms of content, style and use of language.

For assessment purposes, consideration will be given to the relevance and adequacy of the content; the planning and organisation of the ideas; the accuracy and appropriacy of punctuation, vocabulary and language patterns; and the appropriacy of tone, style, format and register.

## **Paper 3 Listening and Integrated Skills (Approximately 2 hours)**

There will be a variety of listening, reading and writing tasks based on the same theme. At least one of the writing tasks will require candidates to produce an extended piece of writing.

Candidates will be required to process information by selecting and combining data from both spoken and written sources in order to complete various listening and writing tasks in a practical work or study situation. All the information necessary to complete these tasks will be provided.

A variety of spoken and written input material will be used, including conversations, telephone messages, interviews, lectures, articles, letters, tables, graphs and flowcharts.

Assessment will be based on how well candidates complete the tasks, taking into account appropriacy to the purpose and context, relevance, and organisation where applicable. Language will be assessed in terms of the extent to which the use of sentence structures, vocabulary, spelling and punctuation supports or interferes with successful communication.

## **Paper 4 Speaking**

### **Part A Group Discussion (Preparation: 10 minutes; discussion: 8 minutes per group)**

Four candidates will be grouped together and will take part in a group discussion based on given prompts. These prompts may be in prose form or may be presented graphically, in tables, graphs, flow charts, pictures and so on. Candidates may be required to make suggestions, give advice, make and explain a choice, argue for and/or against a position, or discuss the pros and cons of a proposal. The emphasis will be on effective communication rather than on task completion.

Candidates will be given ten minutes for preparation and will be allowed to make notes. During the discussion they may refer to their notes.

### **Part B Individual Response (One minute per candidate)**

Each candidate will respond individually to an examiner's question(s), which will be based on the group discussion task. Candidates may be required to make and justify a choice, decide on and explain a course of action, argue for or against a position, and so on.

Candidates will be assessed on the quantity, quality and organisation of their ideas; the clarity and accuracy of their pronunciation and delivery; the appropriacy and accuracy of their vocabulary and language patterns; and their ability to establish and maintain interaction in both parts of the speaking examination.