

# English Subject

## 1. Overall Aims

- We activate teaching positive energy and build a teaching professional learning community.
- We seek to facilitate quality education and accomplish the aims of lifelong learning and whole-person development.
- We help students lead a prosperous life with the positive values including self-esteem, perseverance, interdependence and tolerance.

## 2. Curriculum Goals

English language education seeks to develop students' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development; extend their knowledge and experience of other cultures through the English medium; and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.

## 3. School-based English Curriculum

### ● **Developing Assessment Literacy**

Our future direction is to extend formative assessment from “assessment for learning” to “assessment as learning” through greater use of criterion-referenced assessment in learning for both self and peer assessment, such as oral presentation, group discussion, collaborative work and process writing task.

### ● **Strengthening Values Education to Facilitate Whole-person Development**

We strengthen students' positive values through selecting reading texts or viewing materials exemplifying different values with relevant themes and assigning tasks that require group work or pair work to create opportunities for collaborative work, which requires students' commitment, responsibility and perseverance.

### ● **Promoting Students' Persistent Habit of Self-directed Learning**

We motivate and empower students to learn at their own pace by launching online English reading programmes in which students are exposed to a great variety of reading text types, grammar and vocabulary exercises.

With a view to facilitating lifelong learning, we design the school-based dictionaries serving as a passport to English independence. They are “My Wordbank Dictionary” and “The Dictionary Note Book” for key stage 1 and 2 students respectively. New words collected are based on thematic and alphabetic approaches. Just like saving money in a piggy bank, they feel satisfied in doing so. It gives them a sense of ownership as well.

### ● **Reading Skills Programmes**

#### Shared Reading:

We have been launching IELP, a shared reading programme at primary 1 and 2 since 2005. It is to motivate our students and provide them with proper guidance and opportunities to enhance their enjoyment and learning capacity through reading stories. Repeated reading and re-reading of the story books over a period of several days helps our students develop, practise and apply reading skills and strategies.

### Independent Reading:

Extensive English Reading Scheme & On-line Reading Scheme are carried out at all grade levels, from P.1 to P.6 so as to get children to read on their own and prepare them for independent readers in the future.

### Supported Reading:

With the help of our NET teacher, supported reading workshops are held in P.2 classes by using story books of great authenticity from overseas countries. We aim at developing students' reading skills and strategies in the context of reading real books and preparing our students for becoming lifelong learners.

## ● Writing Skills Programmes

### Thematic Writing Week

A thematic writing week is held in class every school term. It is to enhance students' writing skills through reading the target text types where text structures, grammar, rhetorical functions and vocabulary are all in context. It illustrates the crucial fact that reading and writing are always complementary and supplementary for learning a language.

#### The Dancing Dragon P.5A Rachel Yu Ching Wai (31)



A long time ago in China, there was a dragon who loved to dance. It danced day and night. A lot of dragons thought that the dancing dragon was the most energetic dragon in China.



But there was a problem, inside a dark cave in the west of Beijing. There lived a black dragon called Yuji. He was the most charming dragon in China. He didn't like the fact that the dancing dragon was more popular than him. He wanted to drive the dancing dragon away from China.



At night, when the dancing dragon was sleeping, a gust of wind blew him out of his crazy cave. When he opened his eyes, he saw Yuji staring at him. 'Leave China! There's no room for two charming dragons here. Or else,' said Yuji. The dancing dragon did what he told and left China.



The dancing dragon was sad because he couldn't perform dancing to dragons anymore. When he was finding a place to stay, he found an injured eagle. He picked it up and cured it. The eagle thanked the dragon and would help him in return.



The dancing dragon was very happy to hear that. He asked the eagle to help him get back to China and told Yuji about having being kicked out of China.



The eagle did what he said. At night, the eagle brought the dancing dragon into China. They went into Yuji's cave.



They tried to persuade Yuji to accept other charming dragons. After a long time, they finally agreed that they both would be the most charming dragons in China.



And the dancing dragon, the eagle and Yuji turned out to be the most awesome animals in China since they did amazing dances all over China.

Script writing: Chicken Little  
P.6E Matthew Cheng (4)



Ma Tau Chung Government Primary School  
**P6 Writing Competition**  
Time allowed: 45 minutes.



1) Read the story of Chicken Little. Complete the role-play using the different characters → Make a NEW ending to the story. Check your spelling and the format. Write at least 80 words.



**Narrator** : One sunny day, Chicken Little was picking up food in the farmyard. Suddenly, a leaf from a big tree fell on her head. Kerrr plopl!

**Chicken Little** : (shockingly) Oh no! The sky is falling! I am going to tell the king!

**Narrator** : And away she went. Soon she met Silly Sheep.

**Silly sheep** : (curiously) Chicken little, what's the matter?

**Chicken Little** : (worriedly) The sky is falling!

**Silly sheep** : (worriedly) Oh no! I will pass the message to Harry.

**Narrator** : And away Silly sheep went. Soon he found Harry Horse.

**Harry Horse** : (impatiently) What's wrong?

**Silly sheep** : (worriedly) Professor Harry Horse! The sky is falling!

**Harry Horse** : (calmly) Nonsense! It's just gravity.

**Silly sheep** : (disappointedly) Oh.

**Narrator** : Silly sheep went to Chicken little.

**Silly sheep** : (happily) Chicken little, the sky is not falling!

**Chicken Little** : (relievedly) Really? I feel that's good.

**Narrator** : Doggy Hotdog runs towards them.

**Doggy Hotdog** : (worriedly) Help! The monster is attacking the King.

**Silly sheep** : Oh! I know who can help!

**Narrator** : The three friends go to Professor Harry Horse.

**Harry Horse** : (surprisingly) Huh! What are you doing here?

**Doggy Hotdog, Chicken little and Silly Sheep** : (alertly) Help! A monster is attacking the castle!

**Harry Horse** : (worriedly) Oh my god! I will give you a robot and it can scare away the monster.

**Narrator** : The three of them hopped into the robot and went to the castle.

**Chicken little** : (softly) Look! The monster is Frankenstien!

**Silly sheep** : (cooly) Well, Let's start getting rid of this monster!

**Narrator** : Silly sheep pressed a button and the robot tipped over.

**Doggy Hotdog** : (annoyedly) Oh, let me do it!

**Narrator** : Doggy pressed a button and the monster stood up and started to dance.

**Chicken Little** : (Crying out loud) Oh! Give me the control!

**Narrator** : Chicken Little pressed a button and a horn from the robot blasted loud noise that caught Frank's attention.

**Chicken Little** : Take this!

**Narrator** : Chicken Little pressed a button and the robot jumped in front of Frank which surprised him and he started to flee.

**Chicken Little** : This should end it!

**Narrator** : Chicken Little pulled a lever and the robot chased Frank until he wasn't heard from again.

**The King** : (happily) Thank you so much! How can I ever repay you?

**Doggy Hotdog** : I want 99999 dog biscuits!

**Silly sheep** : I want 99999999 dollars!

**Chicken Little** : I want to know everything about gravity!

**Narrator** : In the end, the King gave them all the things they wanted and everyone but the mean monster, Frank lived happily ever after.

## Weekly Dairy

Students are asked to develop a habit of diary writing. It aims at stimulating students to write meaningfully and independently in relation to their personal experience and the current news happening in the world.

### ● Phonics Program

We have developed a school-based phonics program for Primary 1 to Primary 3 students. We design a series of school-based phonics booklets of different sounds and activities for our students. During the phonics lessons, games and songs are used to consolidate their learning.

## 4. Small Class Teaching Activities







We put emphasis on promoting small class teaching activities and developing high-order thinking skills for the purpose of catering the needs of more able and less able students. We believe learning impact is enhanced when teachers take learners' needs and abilities into account.

## 5. English activities

- One Minute English Talk Show (<https://youtu.be/DsIg61KxU7M>)

It is to enhance our students' performance in spontaneous language, presentation skills and reading aloud. Using a minute's time on BTV, our school broadcasting TV channel, every class representative takes turns to do free presentation about news, feelings or special events.

- English Day Activities





It is to help promote the use of English throughout the school and motivate students to speak more English. English Day Activities will be held at the end of school term. Students with an above average ability will be selected as English Ambassadors.