Effective Learning of English

Miss Liu
S5 Kelvin Chu
Learning English at secondary schools

A beautiful picture

marvellous

splendid
Learning English at LFC

- Teaching Methods
- Opportunities
- Prizes
Senior Secondary Curriculum (S4 - S6)

HKDSE English Language

- Paper 1: Reading (20%)
- Paper 2: Writing (25%)
- Paper 3: Listening & Integrated Skills (30%)
- Paper 4: Speaking (10%)
- School-based Assessment: Speaking (15%)
Junior Secondary Curriculum (S1 - S3)

- Paper 1: Reading
  - Vocabulary Building
  - Extensive Reading Scheme
- Paper 2: Writing
  - Self-Evaluation Exercise
- Paper 3: Listening & Integrated Skills
  - Listening Book
- Paper 4 + SBA: Speaking
  - Communicative Strategies
Textbooks for Junior Forms

- **Main Textbooks:** Read To Achieve Upstream
- **Grammar:** Grammarway
- **Reading:** Reader + Reading Programme
- **Writing:** Writing Book + Vocabulary List
- **Listening:** Classroom Integrated Listening
- **Speaking:** Speaking Book
Upstream (S1)

True English Contexts & Foreign Cultures

In this Module you will...

- listen, read and talk about...
  - jobs & personal qualities
  - daily & free-time activities
  - famous people of the past & their achievements
  - nationalities
  - feelings
  - houses & furniture
Grammarway (S1)

1. Parts of Speech
   (Nouns - Countable/Uncountable)
   (Verbs - Tenses)
   (Adjectives / Adverbs - Comparisons)
   (Pronouns)
   (Modal Verbs)

2. Sentence Formation
   (Statements → Questions → Question Tags)
# Comparison

<table>
<thead>
<tr>
<th></th>
<th>Elect</th>
<th>Grammarway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td>Local (Mostly about Hong Kong)</td>
<td>International (British, European)</td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td>Simple</td>
<td>Detailed</td>
</tr>
<tr>
<td><strong>Total Exercises</strong></td>
<td>Form 1: 91</td>
<td>Form 1: 327</td>
</tr>
<tr>
<td><strong>Average Exercises</strong></td>
<td>Form 1: 4</td>
<td>Form 1: 14</td>
</tr>
</tbody>
</table>
Read To Achieve (S1)

Authenticity - 100 articles on updated world issues

Want to Be a Writer?

Would you like to be a writer? A lot of people have a dream to write novels and share their stories with the world. If you want to choose this as your career, then you had better be ready to do a lot of work. Writing is fun, but it's not easy.

If you want to be a professional writer, the first thing you will require is a good book. Stephen King, who is a famous horror writer, says that in order to become a good writer, you must read four hours a day and write four hours a day. This might sound impossible, but it's something that you have to do. Writing is important because it gives people practice. Writing is just like playing the guitar or playing basketball—in order to get better, you have to practice all the time. Reading is important because you can learn from other authors. When you read novels, you learn about what you should do and what you shouldn't do.

Let's say you have written a novel. Congratulations! Now you have to get it published. This isn't easy. In fact, it's even a lot harder than writing a book. In order to be published, the first thing you have to do is find an agent. An agent will introduce your book to publishing companies. Most publishing companies don't speak directly to authors; they only deal with agents.

If a publisher accepts your novel, you still have plenty of work to do. Publishers usually have their own ideas about how to improve a book. An editor who works for the publishing company will probably read your book. The editor will look for mistakes, and he or she will give ideas about how to improve the story.

If you want to be a writer, you have to be very patient. Everything takes a long time. Writing a book, looking for an agent, looking for a publisher and editing your book all seem to take forever. Don't give up. If you keep trying, your dreams might come true.

---

3. What does the third sentence of the second paragraph mean?
(A) It sounds impossible, so you can't do it.
(B) It sounds impossible, but you have to do it.
(C) It's very easy, so you should give it a try.
(D) It is possible to do it, but only for a few people.

4. In the last sentence of the third paragraph, what does “they” refer to?
(A) Writers
(B) Agents
(C) Books
(D) Publishing companies

5. What do editors do?
(A) Work with agents
(B) Write novels
(C) Look for mistakes
(D) Introduce books to publishing companies
Reading Report Scheme

• Read English books & movies regularly
• Reflect on the reading / viewing experience
• Write down your thoughts
• Rehearse the presentation at home
• Give the presentation in class
• Build up the confidence of presenting in English
<table>
<thead>
<tr>
<th>Name: Eugenia San Wing Chi</th>
<th>Class: 1J (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 18th September, 2010</td>
<td></td>
</tr>
<tr>
<td>Book title: Rip Van Winkle</td>
<td></td>
</tr>
<tr>
<td>Author: Washington Irving</td>
<td></td>
</tr>
<tr>
<td>Borrow Date: Return Date:</td>
<td></td>
</tr>
<tr>
<td>Task:</td>
<td>1</td>
</tr>
<tr>
<td>Marks: 8/10</td>
<td></td>
</tr>
</tbody>
</table>

**Task:** Write a letter from one character to another (around 120 words)

Dear Derrick,

How are you? Long time no see. I heard that you're now a Congressman. I want to tell you a strange story that happened to me, that you won't believe me. It started like this:

One day when I was hunting in the Catskill Mountains, I sat under a tree to rest. Then I heard a man calling my name. "Rip Van Winkle! Rip Van Winkle!" I saw a man with a small barrel. I went to help the old man who was in Dutch clothing of the 1950s. I talked with him and arrived at an small amphitheater, where I saw other people in the same type of clothing as the old man playing ninepins. They wanted to drink and I started to drink too. And I soon fell asleep.

When I woke up and walked back to the village, everything was different. I could not recognize anybody. It's all strange to me. I went to my favourite inn but now it is a hotel! People was dressed in different kinds of clothes. I started to ask them where were my friends. They were all amazed. The oldest man in the village told them strange things happened in the Catskill Mountains every twenty years. They started to believe me.

And now, I am living with my daughter. I am happier than before. Hope you can believe in my story.

Write soon.

 yours sincerely
Rip

---

<table>
<thead>
<tr>
<th>Name: 陈慧敏</th>
<th>Class: 1J (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 31st October, 2010</td>
<td></td>
</tr>
<tr>
<td>Book title: Great Expectations</td>
<td></td>
</tr>
<tr>
<td>Author: Charles Dickens</td>
<td></td>
</tr>
<tr>
<td>Borrow Date: Return Date:</td>
<td></td>
</tr>
<tr>
<td>Task:</td>
<td>2</td>
</tr>
<tr>
<td>Marks: 9/10</td>
<td></td>
</tr>
</tbody>
</table>

**Task:** Draw a comic strip of the book you just read

1. Pip becomes rich and he is a gentleman now. He wanted to go back to his hometown and marry his favourite girl, Estella.

2. Pip has been saved when he was young by his benefactor. But the police arrested him when he was caught by the police again later. Then the policeman filled up the water.

3. Estella married Mr. Bentley. Although he was rich, he was still Estella's favourite. Pip met Estella in a garden.

4. Pip, having the meaning of his life. Money is not important. Good relationships are not important. Friendship is important. He is friends with Estella.
## Writing With Both Quantity & Quality

### S1- S3 Writing Evaluation Form

<table>
<thead>
<tr>
<th>Language (7)</th>
<th>Y/N</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I have checked the dictionary for words I don’t know how to spell, and used the new words/expressions I have learnt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I have used an appropriate tense (e.g. I used <em>past tense</em> for a diary entry.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I have made sure that the subject-verb agreement is correct (e.g. She eats an apple every day.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I have checked that the plural “s” is used when necessary, vice versa. (e.g. I love reading books. I spend a lot of moneys on books.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I have tried to use different sentence patterns. (e.g. I used modal verbs, if-sentences, and passive voice, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation (7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I have separated my essay into a few paragraphs, and I have used full-stops to separate the sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I have used a topic sentence for each paragraph.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I try to develop my ideas systematically and logically. (From small to big, from near to far)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I have used appropriate linkers (e.g. Firstly, Secondly, Thirdly, Furthermore, However, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I have used a good title.</td>
</tr>
<tr>
<td>- I have used a good attention grabber in the introduction. (e.g. I asked an interesting question.)</td>
</tr>
<tr>
<td>- I have used examples to support my point. (e.g. I used For example, ...... such as, ......)</td>
</tr>
<tr>
<td>- I have given reasons and effects. (e.g. Because.... Therefore....)</td>
</tr>
<tr>
<td>- I summarized the main ideas in the conclusion.</td>
</tr>
</tbody>
</table>
Vocabulary book and Dictation book
1. Through listening to authentic spoken English, students can:
   - listen for main points and specific information
   - deduce mood, intention, feeling, opinions, etc.

2. Through handling data files, students will:
   - learn to select necessary points
   - be able to rephrase words using concise and precise language
## Exam Mark Allocation

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; and 2&lt;sup&gt;nd&lt;/sup&gt; Mid-Term</th>
<th>Percentage</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Term / Final Exam</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Usage</td>
<td>200%</td>
<td>Reading</td>
<td>80%</td>
</tr>
<tr>
<td>Writing</td>
<td>140%</td>
<td>Writing</td>
<td>80%</td>
</tr>
<tr>
<td>SBA</td>
<td>60%</td>
<td>Listening and Usage</td>
<td>120%</td>
</tr>
<tr>
<td>Total:</td>
<td>400%</td>
<td>Speaking</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SBA</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total:</td>
<td>400%</td>
</tr>
</tbody>
</table>
Learning English at LFC

• Teaching Methods
• Opportunities
• Prizes
English Individual Presentation
English Talent Show
English Day Camp
English Reading Team
English Radio Team
English Campus TV Team
Singapore: simply stunning

From delicious dishes to colourful festivals, there’s a lot to see and experience in Asia’s Lion City.

What to know
- The country has been in the news since the Great Eastern Earthquake of 1994.
- Singaporeans are known for their efficiency during rush hour.
- Cultural diversity is an integral part of the culture.
- Singaporeans speak a mix of languages such as English, Malay, and Chinese.

What to do
- If you are visiting Singapore, make sure to experience Little India, Chinatown, and Orchard Road.
- Take a walk along Marina Bay to see the Merlion statue, a blend between a mermaid and a lion.
- Visit the Singapore Flyer, the world's largest observatory wheel.

What to eat
- Enjoy a variety of cuisines, from local street food to international delicacies.
- Famous dishes include Hainanese chicken rice, chili crab, and Laksa.

Compiled by YP Cadet: Leen Chin

SCMP Young Post Cadet
Other opportunities

- Model United Nations
- HKIFP Youth Summit
- Speech Festival
- English Budding Poets Award Scheme
- Inter-school Speaking Practice
- RTHK English Radio Programme
- US Consulate Speaker Programme
Learning English at LFC

- Teaching Methods
- Opportunities
- Prizes
CityU Debating Challenge
Standard Chartered Public Speaking Contest
Most Active School Award
HKMA David Li Kwok Po and Po Leung Kuk Laws Foundation take the negative

By Wong Yat-hei | June 04, 2015

Po Leung Kuk Laws Foundation College debaters (from left) Rai Adarsh, Thomas Chung Yui-hin and Brandon Wong Jun-fung prepare their argument against the recently enhanced measures to attract young talent to Hong Kong.

Photo: Edmond So/SCMP
# English DSE Levels

![DSE Levels Diagram]

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>17%</td>
</tr>
<tr>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Try to be the TOP!*
Think Ahead

• Which subject major will best suit my child at university?
• What are the requirements for different majors?
• What subjects will best suit my child in S4-S6?
• What can I do NOW to help my child?
Thank You