

THE HONG KONG INSTITUTE OF EDUCATION

Professional Development Course on Understanding and Interpreting
the NSS English Language Curriculum for English Panel Chairpersons
(July 2008)

Action Plan (A) Progression from JS to NSS



With reference to 'Learning English through Poems and Songs', how are you going to plan from JS1, JS2 and JS3 in order to prepare them for taking this elective in NSS?

Learning Targets

1. Understand and appreciate a range of poems and songs
 - Understand the themes, structure, features and language in various poetic forms and songs
 - Understand how moods and feelings are conveyed in poems and songs
2. Respond and give expression to poems and songs
 - Write / rewrite poems or lyrics by applying the knowledge and techniques learned
 - Present them through various means, e.g. oral presentation, performances, etc.

Assessments

1. The Poem and Song Journal
 - A collection of student-selected poems and songs
 - Description of the theme and language learned
 - Personal response to the poems and songs
 - Student's own creative production
2. Perform poetry
 - Reading aloud / reciting poems
 - Individual presentation

Select one poem / song from the Poem and Song Journal and give presentation

Learning English through Poems and Songs

Junior Secondary One

Module / Themes	POEMS	SONGS
Getting along with others <i>Friendship</i> (Unit 1)	<p>Introduction</p> <ul style="list-style-type: none"> ❖ Read aloud and enjoy simple form of poems ★ Acrostic http://www.gigglepoetry.com/poetryclass/acrostic.html http://www.holycross.edu/departments/socant/dhummon/acrostics/acrostics.html ★ Cinquain http://www.readwritethink.org/lessons/lesson_view.asp?id=51 http://www.readwritethink.org/lesson_images/lesson43/RWT016-1.PDF ❖ Understand poetic features & devices http://rhymezone.com http://library.thinkquest.org/J0112392/index.html http://www.poets.org/viewmedia.php/prmMID/17105 ❖ Listen to audio poems http://www.fizzyfunnyfuzzy.com/audio.php <p>Theme: Friendship</p> <ul style="list-style-type: none"> ❖ Write an Acrostic poem about a friend / yourself http://www.readwritethink.org/materials/acrostic/ http://www.mrsmcgowan.com/1stgrade/acrostic_poems.htm ❖ Write a Cinquain poem about a character in <i>Happy Prince & the Selfish Giant</i> (S1 Reader) <i>Writing Simple Poems – Pattern Poetry for Language Acquisition</i> (V.L. Holmes & M. R. Moulton, Cambridge) 	<p>Introduction</p> <ul style="list-style-type: none"> ❖ Introduce sources of songs & different themes <ol style="list-style-type: none"> 1. Top 100 Favourite Songs from Musical http://www.afi.com/tvevents/100years/songs.aspx 2. British Council – Learning English through songs http://www.britishcouncil.org/learnenglish-central-songs-homepage.htm 3. http://www.mtv.com/ 4. Folk songs – American culture http://www.songsforteaching.com/folk/ <p>Theme: Friendship</p> <ul style="list-style-type: none"> ❖ Listen to songs related to ‘Friendship’ <ol style="list-style-type: none"> 1. <i>Shining friends</i> http://www.petalia.org/Songs/Shining_friend.htm http://www.youtube.com/watch?v=KVsw0CJdzzQ 2. <i>Stand by me</i> http://www.youtube.com/watch?v=n7P5jWu9JLo&mode=related&search <ul style="list-style-type: none"> ❖ Extended Activities <ol style="list-style-type: none"> 1. Comparing songs 2. Filling in lyrics 3. Song dedication 4. Bookmark Design Competition

<p>Culture of the World <i>Festival</i> (Unit 2)</p>	<p>Theme: Halloween</p> <ul style="list-style-type: none"> ❖ Read aloud poems about Halloween and focus on rhyming words <p>http://www.theholidayspot.com/halloween/poems.htm</p> <p>http://www.alphabet-soup.net/hall/hallo5.html</p> <p>Theme: Christmas</p> <ul style="list-style-type: none"> ❖ Read poems about Christmas and learn more about rhymes. <p>http://poems.christmas-presents-ideas.com/</p> <p>http://www.rhymezone.com/ (Rhyming Dictionary)</p>	<p>Theme: Christmas</p> <ul style="list-style-type: none"> ❖ Watch ‘Snowman’ (DVD) and appreciate the song ‘<i>Walking in the air</i>’ <p>http://www.youtube.com/watch?v=s0GqNpOwmQk</p> <p>http://www.lyrics007.com/Nightwish%20Lyrics/Walking%20In%20The%20Air%20-%20The%20Snowman%20Lyrics.html</p> <ul style="list-style-type: none"> ❖ Enjoy and sing along Christmas carols <p>http://www.the-north-pole.com/carols/index.htm</p> <p>Dogs singing Christmas songs</p> <p>http://hk.youtube.com/watch?v=N2Lmli dHdoQ</p> <p>Mickey’s Christmas carol</p> <p>http://hk.youtube.com/watch?v=mIJc4g2Fzg4</p> <ul style="list-style-type: none"> ❖ Extended Activity <p>Enjoy Interactive Drama – <i>A Christmas Carol</i> (staged by Chunky Onion)</p>
<p>Study School life and work <i>A talent show</i> (Unit 7)</p>	<p>Theme: School life</p> <ul style="list-style-type: none"> ❖ Read poems related to school life and respond to them by a reading tool ‘two per line’: <ol style="list-style-type: none"> 1. ‘Homework! Oh, Homework!’ (by Jack Prelutsky) <p>http://www.rajeun.net/index5.html</p> <ol style="list-style-type: none"> 2. Please Mrs. Butler (by Allan Ahlberg) or 3. The Grumpy Teacher (by Allan Ahlberg) <ul style="list-style-type: none"> ❖ Extended Activity <ol style="list-style-type: none"> 1. Students read aloud the poem in different roles 2. Students respond to the poems by circling key words and write their thoughts about them. (two per line). <p>Class/ School Activities</p> <ol style="list-style-type: none"> 1. A Poem Journal as record of learning 2. Display of students’ work on parents’ Day 3. Selection of good work for School Anniversary Magazine 4. Hong Kong Schools Speech Festival 	<p>Theme: School life</p> <ul style="list-style-type: none"> ❖ Watch the song ‘Help’ by Beatles in <p>http://tw.youtube.com/watch?v=9ibX3TejLZE</p> <p>http://tw.youtube.com/watch?v=6M3skID44Gg</p> <ul style="list-style-type: none"> ❖ Extended Activity <ol style="list-style-type: none"> 1. Compare two music videos and analyse their mood, feeling and features in group. 2. List ways to find help when they come across problems in school life and present to class. <p>Class / School activities</p> <ol style="list-style-type: none"> 1. “My song, your song” <ul style="list-style-type: none"> ★ Select a song and present to the class on the theme and favourite lines. ★ Create a class homepage comprising their selection of song and response 2. Song Presentation during English Morning Assembly for the whole class 3. English Singing Contest for Junior Form 4. Song dedication (English Society)

Junior Secondary Two

Module / Themes	POEMS	SONGS
<p>Cultures of the Word <i>Food (Unit 2)</i></p>	<p style="text-align: center;">Theme: Food</p> <ul style="list-style-type: none"> ❖ Read aloud and enjoy Recipe poems. ★ <i>‘A Recipe for Happiness / Home / Marriage’</i> http://www.britishcouncil.org/arts-literature-oxford-conference-resources-recipes.htm ❖ Write a Recipe poem (Group work) http://www.britishcouncil.org/arts-literature-oxford-conference-resources-recipe_poems.htm ❖ Identify Shape poems http://www.standards.dfes.gov.uk/primary/teachingresources/literacy/nls_teaching_writing/404253/666449/nls_npp_poem_y3t1shape.pdf ❖ Read aloud & Enjoy Shape poems about food. ★ <i>‘Orange’</i> and <i>‘Pineapple’</i> by John Cotton <i>Word Whirls and other shape poems</i> (Collected by John Foster, OUP) ★ <i>‘Supermarket’</i> by Felice Holman ★ <i>‘I want a sandwich’</i> by Remy Charlip <i>A World of Poetry</i> (Selected by Michael Rosen – Kingfisher) ❖ Read other Shape poems <i>‘Graveyard’</i> by Robert Froman <i>‘Zoo cage’</i> by Michael Rosen ❖ Write a Shape poem (in any shape, about any topic) http://www.readwritethink.org/materials/shape/ http://www.readwritethink.org/student_material/student_material.asp?id=44 	<p style="text-align: center;">Theme: Cultures of the World</p> <ul style="list-style-type: none"> ❖ Listen to and enjoy ‘Hip hop’ and ‘Rap’ Discover and identify language features: rhythm, repetition, rhymes http://www.ohhla.com/ - Hip Hop http://tw.youtube.com/watch?v=IirQCsf7wA&feature=related - Chamillionaire ft. Slick Rick - Hip Hop Police http://tw.youtube.com/watch?v=xNRR9rdIcag - Philippines All-stars 2008 World Hip Hop Champions http://tw.youtube.com/watch?v=fGBnTadmIwY - Top 10 Rap Songs of all Time http://tw.youtube.com/watch?v=Sud8tQR6tq8 – The World’s Greatest Rap Song ❖ Extended Activities Group work: 1. Identify the themes, moods and feelings of Hip Hop & Rap. 2. Sharing: “Like it or not?”
<p>Wonderful things – <i>Successful people</i> <i>(Unit 8)</i></p>	<p style="text-align: center;">Theme: Wonderful things</p> <ul style="list-style-type: none"> ❖ Read aloud poems related to wonderful things and learn personification and metaphor. http://library.thinkquest.org/J0112392/personification.html - personification 	<p style="text-align: center;">Theme: Wonderful People</p> <ul style="list-style-type: none"> ❖ Listen to, watch and respond to: 1. <i>‘Candle in the wind’</i> by Elton John. http://tw.youtube.com/watch?v=V0PKcKbjlKg&feature=related 2. <i>‘Vincent’</i> by Don McLean

<p>Study School life and work <i>Teenage problem (Unit 9)</i></p>	<p>http://library.thinkquest.org/J0112392/metaphor.html - metaphor</p> <p>★ ‘<i>The World with its countries</i>’ by John Cotton <i>The Works 2 (Brian Moses & Pie Corbett, Macmillan)</i></p> <p>★ ‘<i>Colour metaphor poems</i>’ <i>Writing Simple Poems – Pattern Poetry for Language Acquisition (V.L. Holmes & M. R. Moulton, Cambridge)</i> http://www.shadowpoetry.com/resources/wip/types.html http://www.gigglepoetry.com</p> <p>Theme: Teenage problem</p> <p>❖ Read a poem related to teenage problem and respond to them. Introduce ‘simile’ and identify ‘metaphor’</p> <p>★ ‘<i>The Loner</i>’ by Julie Holder <i>Marian Forde, Rhyme & Reason – Junior Certificate Poetry Anthology, Educational Company</i></p> <p>❖ Extended Activity</p> <ol style="list-style-type: none"> 1. Two per line 2. Create visual image by filling in Five Sense Chart <p>Class/ School Activities</p> <ol style="list-style-type: none"> 1. Keeping a poem journal as a record of learning 2. Display of students’ work on parents’ Day 3. Selection of good work for School Anniversary Magazine 4. Hong Kong Schools Speech Festival 	<p>http://tw.youtube.com/watch?v=Gi_P8XwrSCU http://tw.youtube.com/watch?v=dipFMJckZOM</p> <p>❖ Extended Activity</p> <ol style="list-style-type: none"> 1. Double entry journal 2. Discuss the themes, moods and feelings of songs in group <p>Theme: Teenage problem</p> <p>❖ Watch the music videos of ‘<i>Don’t laugh at me</i>’ by Peter, Paul & Mary in http://www.youtube.com/results?search_query=Don%27t+laugh+at+me&search=Search http://www.operationrespectct.org/song.htm by Mark Wills and Baby Jay (rap version). in http://www.youtube.com/results?search_query=Don%27t+laugh+at+me&search=Search</p> <p>❖ Extended Activity</p> <ol style="list-style-type: none"> 1. Storyboard 2. Double entry journal 3. Best Music Video 4. TV Announcement <p>Class / School activities</p> <ol style="list-style-type: none"> 1. Watch the movie ‘Wizard of Oz’ (S.2 Reader) 2. Song Presentation during English Morning Assembly for the whole class 3. English Singing Contest for Junior Form 4. Song dedication during lunch hours (English Society programme)
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Junior Secondary Three

Module / Themes	POEMS	SONGS
<p>The individual and Society <i>Crime (Unit 2)</i></p>	<p style="text-align: center;">Theme: Crime</p> <ul style="list-style-type: none"> ❖ Read and enjoy Limericks, identify the pattern (contain five lines and follow the a-a-b-b-a rhyming pattern) http://www.readinga-z.com/poetry/lesson_plans/limerick/limerick_print.html http://algeo.net/poetry/page2.html http://www.shadowpoetry.com/resources/wip/types.html ❖ Watch a CSI episode ❖ Write Limericks on any topic / character in the TV drama (Group work) and share with class http://www.readwritethink.org/lesson_images/lesson391/limericks.pdf http://www.gigglepoetry.com/poetryclass/limerickcontesthelp.html - How to write a limerick 	<p style="text-align: center;">Theme: The Individual & Society</p> <ul style="list-style-type: none"> ❖ Listen to and enjoy <ol style="list-style-type: none"> 1. 'Imagine' by John Lenon. http://tw.youtube.com/watch?v=jEOkxRLzBf0 2. 'Give Peace a Chance' http://tw.youtube.com/watch?v=I-NRriHILUK <p>Discover and identify language features: rhythm, repetition, rhymes</p> <ul style="list-style-type: none"> ❖ Extended Activities Group work: <ol style="list-style-type: none"> 1. Collective drawing, based on the themes, moods and feelings of the songs 2. Presentation to class
<p>Getting along with Others <i>What's your personality (Unit 6)</i></p>	<p style="text-align: center;">Theme: Love</p> <ul style="list-style-type: none"> ❖ Read aloud poems related to love and revisit metaphor, simile, personification http://library.thinkquest.org/J0112392/personification.html - personification http://library.thinkquest.org/J0112392/metaphor.html - metaphor ❖ Students search favourite love poems for sharing. http://www.poemsofsoul.com/poemsaboutlove.htm - Love poems http://www.lovepoetry.com/ - Love poems http://www.diamondhelpers.com/loveandlife/lovepoems/love-poems-short.shtml - Short poems about Love 	<p style="text-align: center;">Theme: Love</p> <ul style="list-style-type: none"> ❖ Listen to, watch and respond to: <ol style="list-style-type: none"> 1. 'My love' by Westlife. http://hk.youtube.com/watch?v=x-x5cfRIzk 2. 'I will always love you' by Whitney Houston http://hk.youtube.com/watch?v=HGC003Xz3CY 3. 'Perhaps love' by John Denver & Placido Domingo ❖ Extended Activity <ol style="list-style-type: none"> 1. Double entry journal 2. Discuss the themes, moods and feelings of songs in group 3. Radio Programme of Top Ten Love Songs of all time

<p>Nature & Environment <i>Protecting the environment</i> (Unit 9)</p>	<p>Theme: Nature & Environment</p> <ul style="list-style-type: none"> ❖ Read a number of Haiku poems and discuss the form and features. http://homepage2.nifty.com/haiku-eg/ - Children’s Haiku Gardens http://www.worldhaikureview.org/2-3/whctr eetops_haiku.shtml - Modern haiku ❖ Display beautiful power point slides / photos about nature. Students write a Haiku poem related to nature / season. http://www.abcteach.com/Contributions/HaikuInfo.htm - Haiku Direction http://www.gigglepoetry.com/poetryclass/Haiku.html - How to write a Haiku poem ❖ Extended Activity Draw a picture to go with the Haiku and develop a photo / drawing display in class. ❖ Read ‘Missing’ by Mike Johnson Brian Moses & Pie Corbett, <i>The Works 2 – Poems on every subject and for every occasion</i>, Macmillan ❖ Extended Activity <ul style="list-style-type: none"> 1. Storyboard - draw pictures in the storyboard to show what happened to the ‘Earth’ which made him leave one 2. Double entry journal <p>Class/ School Activities</p> <ol style="list-style-type: none"> 1. Keeping a poem journal as a record of learning 2. Display of students’ work on parents’ Day 3. Selection of good work for School Anniversary Magazine 4. Hong Kong Schools Speech Festival 	<p>Theme: Nature & Environment</p> <ul style="list-style-type: none"> ❖ Watch the music video of ‘<i>I need to wake up</i>’ by Melissa Etheridge http://hk.youtube.com/watch?v=XYVOMGI9FQ Respond to the images in the music video ❖ Listen and enjoy more songs about environmental protection http://www.grinningplanet.com/6001/environmental-songs.htm http://earth911.org/for-students/teachers/conservation-songs/miscellaneous-environment-songs/ - ‘<i>Can-it! Save the planet</i>’ http://hk.youtube.com/watch?v=vI7aM3nCqC0 – ‘<i>Calypso</i>’ by John Denver ❖ Extended Activity <ol style="list-style-type: none"> 1. Choose a theme song for the school Environmental Week. 2. Discuss ways to protect the environment and present to class. <p>Class / School activities</p> <ol style="list-style-type: none"> 1. Enjoy the documentary ‘The Inconvenient Truth’ 2. Song Presentation during English Morning Assembly for the whole class 3. English Singing Contest for Junior Form 4. Song dedication during lunch hours (English Society programme)
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New Senior Secondary Curriculum

Module Introduction (2) Requirement Coverage How to keep a Poem & Song Journal	Poems & Songs (3) Identify & understand features of poems & songs Explore sources for poems & songs Criteria for text selection for Journal of NSS	Poems (2) How to read poems Invite Speech Festival winners to perform Read aloud some poems in Journal of JS1-JS3	Acrostic poems (1) theme, pattern,- features vocabulary & grammatical pattern Revisit Acrostic websites in JS1 Respond to poems	Writing Acrostics (2) Collaborate in groups for brainstorming & feedback Writing Read & share Performance in class
Shape poems (1) Shape poem theme, pattern, poetic features vocabulary & grammatical pattern Revisit Acrostic websites in JS2 Respond to poems	Writing Shape poems (2) Share personal views & feelings Brainstorm on topics & themes Writing Read & share Performance in class	Limerick (2) Limerick theme, pattern,- poetic features vocabulary & grammatical pattern Revisit Acrostic websites in JS3 Respond to poems	Writing Limericks (2) Share personal views & feelings Brainstorm on topics & themes Writing Read & share Performance in class	Haiku (2) Haiku theme, pattern, poetic features vocabulary & grammatical pattern Revisit Acrostic websites in JS3 Respond to poems
Writing Haiku (2) Brainstorm on topics & themes Writing Haikus Read & share Drawing / Photo display Performance	Ballad (2) Ballad theme, pattern,- poetic features vocabulary & grammatical pattern Respond to poems	Writing Ballads (2) Share personal views & feelings Brainstorm on topics & themes Writing Read & share Performance	Songs (2) Listen to and appreciate songs with different themes Identify and discuss features Respond to songs	Rewriting lyrics (3) Rewrite lyrics of chosen songs on certain themes Sing & share Peer evaluation
Songs used in commercials (2) listen to and evaluate songs used in commercials understand how lyrics create images	Songs used in commercials (2) Evaluate effectiveness of songs used in commercials	Creating advertising campaigns (4) Select & present songs to promote certain products Evaluate their own and others' presentation	Musicals (4) Enjoy & appreciate a musical "Les Miserable"	Musicals (2) Understand the meaning of some songs Perform a song in group Evaluate their own and others' performance
Presentation (4) Submit Poem & Song Journals Give individual presentation	Reflection on the module Display of Poem & Song Journals Sharing			

Workplace Communication

Workplace Communication

With reference to '*Learning English through Workplace Communication*', how are you going to plan from JS1, JS2 and JS3 in order to prepare them for taking this elective in NSS.

Learning Objectives

1. Familiarise learners with the different types of workplace correspondence
2. Develop learners' understanding of the vocabulary, language, formats, styles and conventions used in the workplace
3. Apply the knowledge and skills they have learned in their production of workplace-related texts
4. Enhance learners' ability to carry out workplace-related activities through providing them with opportunities to practice their language and communication skills in simulated tasks.
5. Develop language and skills for future needs

Assessments

1. Work-related reading and writing
 - Short writing tasks
2. Listening and speaking
 - Short oral tasks
3. Work-related vocabulary and business concepts
 - Presentations
 - Work-related tasks
 - Quizzes
4. Keeping a scrapbook
 - A collection of authentic materials, newspaper cuttings related to workplace communication
 - Students' written work
 - Students' comments
 - Personal response

Level	Module / Theme	Suggested Activities	Language Focus / Target Knowledge
JS1	Teenage life <i>Not just shopping</i> (Unit 4)	<ul style="list-style-type: none"> ⊙ Collecting authentic materials related to shopping (leaflets available at Times Square, Sogo, Festival Walk) ⊙ Creating promotional materials: logos for shops / products ⊙ Presenting designs to class ⊙ Listening to radio commercials about shops ⊙ Role play: At the Shop <p>🌀 Extended Activities</p> <ol style="list-style-type: none"> 1. Surfing the websites for different types of jobs available in Hong Kong 2. Writing task: Journal - <i>My Dream Job</i> 3. Watching music video of "Everybody's someone" 4. Designing and setting up a store in Drama lesson (group work) 	<ul style="list-style-type: none"> ⊙ Understanding vocabulary related to shopping ⊙ Reading shopping guide, flyers, brochures, advertisement in newspapers ⊙ Vocabulary and mood used in radio commercials ⊙ Manners and etiquette in handling customers ⊙ Understanding the world of occupations
JS2	Study School life and work <i>A helping hand</i> (Unit 6)	<ul style="list-style-type: none"> ⊙ Design a fund-raising event to be held on the Student Development Day ⊙ Presenting ideas to class ⊙ Writing memo to members of the Social Service Club giving details of a meeting for fund-raising activities ⊙ Writing an agenda of a meeting ⊙ Role play - a meeting for fund-raising activities ⊙ Writing emails to Charities 	<ul style="list-style-type: none"> ⊙ Reading the samples of meeting minutes, memo, emails ⊙ Understanding the format of meeting minutes, memo and emails ⊙ Learning the vocabulary related to charities and fund-raising events

		<p>giving details of the event</p> <p>✎ Extended Activities</p> <ol style="list-style-type: none"> 1. Designing a poster for the fund-raising event (group work) 2. Presenting posters to the class 3. Promoting the fund-raising event in the English Morning Assembly 	<p>⦿ Public speaking – communication strategies</p>
<p>JS3</p>	<p>Study School life and work <i>Summer with a purpose (Unit 10)</i></p>	<p>⦿ Collecting Classified ads of various types of occupations</p> <p>⦿ Writing application letter</p> <p>⦿ Listening to interview tips</p> <p>⦿ Preparing for job interviews</p> <p>⦿ Role play - job interviews</p> <p>⦿ Handling complaints (telephone calls & letters)</p> <p>✎ Extended Activities</p> <ol style="list-style-type: none"> 1. Personality Test 2. Choosing a summer job and making recommendation to a friend 3. Watching an episode of "Apprentice" 	<p>⦿ Learn about requirements needed for jobs</p> <p>⦿ Understanding the format of formal letter</p> <p>⦿ Vocabulary and style of application letter and complaint letter</p> <p>⦿ Vocabulary related to personality</p> <p>⦿ Taking telephone messages</p>

New Senior Secondary

<p>Module introduction (4)</p> <ul style="list-style-type: none"> ⊙ Requirements and assessments ⊙ Build knowledge and vocabulary of different businesses ⊙ Choose a business to focus on 	<p>Keeping a Scrapbook (3)</p> <ul style="list-style-type: none"> ⊙ Expose to a variety of business texts ⊙ Collect cuttings from news paper, magazines, websites, give comments 	<p>Concepts related to business and organizations (3)</p> <ul style="list-style-type: none"> ⊙ Company posts & duties ⊙ Organisational charts ⊙ Trade-specific image 	<p>Handling business telephone calls (4)</p> <ul style="list-style-type: none"> ⊙ Manners & etiquette of good telephone conversations ⊙ Read transcripts of business telephone ⊙ Revise areas incorrectly handled ⊙ Role play 	<p>Memo writing (4)</p> <ul style="list-style-type: none"> ⊙ Format & style of memos ⊙ Read and discuss samples of good and bad memos ⊙ Short writing tasks
<p>Business letters (4)</p> <ul style="list-style-type: none"> ⊙ Format and style of good business letters ⊙ Read and discuss samples of good and bad memos ⊙ Short writing tasks 	<p>Handling complaints (3)</p> <ul style="list-style-type: none"> ⊙ Role play making and handling complaints ⊙ Practise how to be polite, solve problems and handle difficult customers 	<p>Meeting, agenda & Minutes (6)</p> <ul style="list-style-type: none"> ⊙ Setting up meetings ⊙ Read samples of agenda and minutes ⊙ Role play a meeting on given situation ⊙ Short writing tasks 	<p>Job interviews (6)</p> <ul style="list-style-type: none"> ⊙ Read & select job advertisements ⊙ Read samples of Resume, covering letter ⊙ Short writing tasks ⊙ Prepare for interviews – manners & dress code ⊙ Attend talk by <i>Labour Department</i> ⊙ Role play an interview 	<p>Final Project (3)</p> <ul style="list-style-type: none"> ⊙ Requirements and guidelines ⊙ Identify a major business task or event ⊙ Presentation of plans and ideas ⊙ Feedback from other groups & teachers
<p>Making sales presentation (4)</p> <ul style="list-style-type: none"> ⊙ Read / view examples of sales presentations ⊙ Identify features of sales presentation ⊙ Choose a product and do research ⊙ Presentation in class 	<p>Producing promotional materials (4)</p> <ul style="list-style-type: none"> ⊙ Review authentic materials ⊙ Advertising language (TV commercial, ads on newspapers & magazines) ⊙ Produce one type of promotional material (flyer, leaflet, poster, song or TV commercial) 	<p>Final Display (2)</p> <ul style="list-style-type: none"> ⊙ Group presentation ⊙ Peer assessment & feedback ⊙ Class vote ⊙ Display of Scrapbooks ⊙ Reflect on the module <p>↻ Extended Activities</p> <ol style="list-style-type: none"> 1. Attend Careers Expo 2. Watch movie clips of “Devil Wears Prada” 		

SWOT Analysis Template

State what you are assessing here. Please note that these criteria examples relate to assessing a new business venture or proposition. Many listed criteria can apply to Quadrants, and the examples are not exhaustive. You should identify and use any other criteria that are appropriate to your situation.

<p>criteria examples</p> <p>Advantages of proposition? Capabilities? Competitive advantages? USP's (unique selling points)? Resources, Assets, People? Experience, knowledge, data? Financial reserves, likely returns? Marketing - reach, distribution, awareness? Innovative aspects? Location and geographical? Price, value, quality? Accreditations, qualifications, certifications? Processes, systems, IT, communications? Cultural, attitudinal, behavioural? Management cover, succession? Philosophy and values?</p>	<p>Strengths</p> <p>Our school has incorporated Drama in Education in the formal curriculum of S.1 since 2001. Students are exposed to language arts and some are willing to speak in English in lessons.</p> <p>Four members of the English panel have attended the eight-week PDC on NSS curriculum.</p> <p>Professional development initiatives such as peer lesson observation, co-teaching and informal sharing among panel members are encouraged in the panel.</p>	<p>Weaknesses</p> <p>Our school is a CMI school and Chinese is mainly used as the medium of instruction both inside and outside classrooms.</p> <p>Many students are too passive and lack confidence to use English.</p> <p>Not many teachers have attended training on NSS curriculum. They are not confident in teaching the NSS electives.</p> <p>Wide learning diversity among students makes it difficult to achieve effective learning and teaching in the classroom despite the arrangement of remedial classes in S.1 – S.3.</p>	<p>criteria examples</p> <p>criteria examples</p> <p>Disadvantages of proposition? Gaps in capabilities? Lack of competitive strength? Reputation, presence and reach? Financials? Own known vulnerabilities? Timescales, deadlines and pressures? Cashflow, start-up cash-drain? Continuity, supply chain robustness? Effects on core activities, distraction? Reliability of data, plan predictability? Morale, commitment, leadership? Accreditations, etc? Processes and systems, etc? Management cover, succession?</p>
<p>criteria examples</p> <p>Market developments? Competitors' vulnerabilities? Industry or lifestyle trends? Technology development and innovation? Global influences? New markets, vertical, horizontal? Niche target markets? Geographical, export, import? New USP's? Tactics: eg, surprise, major contracts? Business and product development? Information and research? Partnerships, agencies, distribution? Volumes, production, economies? Seasonal, weather, fashion influences?</p>	<p>Opportunities</p> <p>Our school has successfully applied for the English Enhancement Scheme and will be granted \$2.72 million to enhance students' language proficiency and to provide teachers' training on NSS Electives.</p> <p>With the provision of the EES funding, a part-time GELT will be recruited to create a language rich environment.</p>	<p>Threats</p> <p>As a government school, we are constrained by the high mobility of English teachers.</p> <p>There is a high turnover of supply teachers every year. It is difficult to build up team spirit.</p> <p>The S.1 students who are admitted to our school recently are of lower English standard and lower banding.</p>	<p>criteria examples</p> <p>criteria examples</p> <p>Political effects? Legislative effects? Environmental effects? IT developments? Competitor intentions - various? Market demand? New technologies, services, ideas? Vital contracts and partners? Sustaining internal capabilities? Obstacles faced? Insurmountable weaknesses? Loss of key staff? Sustainable financial backing? Economy - home, abroad? Seasonality, weather effects?</p>

Reference

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4. A World of Poetry – Selected by Michael Rosen, Kingfisher
5. The Works 2, Poems on every subject and for every occasion – Brian Moses and Pie Corbett, Macmillan