

## HKDSE Course Outline

Lesson	Topic	Objective	Skills	Activities
1	Paper 1 - Reading	1. Identifying the main theme and ideas of the passage 2. Interpreting the meaning and purpose of the passage	1. Interpreting a passage 2. Analyzing a passage	Various activities and exercises will be introduced to familiarize students with identifying main ideas of texts: 1. Walking through a short text (or two) together as a class (comic strip and poem) 2. Leading a discussion as to what is the main idea/theme of the text (at the same time, pointing out key words that lead to the main idea) 3. Going through sample questions relating to the passage 4. Offering tips on how to spot the main idea/purpose of the text (ask students if they have any tips of their own to offer)
2	Paper 1 - Reading	1. Identifying unfamiliar words and phrases in the text 2. Distinguishing and evaluating arguments, views, or attitudes in a text 3. Interpreting the tone and mood of the author	1. Identifying key words 2. Inference	Various activities and exercises will be introduced to familiarize students with identifying difficult words and evaluating arguments: 1. Producing examples from various text and showing how certain key words help define unfamiliar words 2. Providing examples of different views, arguments and attitudes and how students can distinguish them through words (ask volunteers to demonstrate how they would say a certain phrase to express a certain emotion or ask them to say a phrase and express the opposite emotion) 3. Making a table of words that express various emotions on the board (asking students to name some of their own) 4. Assigning students in small groups and working through passages and discussing answers later as a class
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3	Paper 1 - Reading	<ol style="list-style-type: none"> <li>1. Understanding the use of a range of language features in a text</li> <li>2. Interpreting, selecting, analyzing and organizing ideas from various sources</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying supporting details</li> <li>2. Inference</li> </ol>	<p>Various activities and exercises will be introduced to familiarize students with identifying supporting details and grammar usage:</p> <ol style="list-style-type: none"> <li>1. Going through briefly some key grammatical words that would appear in a text (e.g. conjunction "but" indicate there is opposition)</li> <li>2. Explaining how certain words play a role in supporting details (e.g. "First" means there is a second point coming)</li> <li>3. Having students role play one scenario or two where the class guess who the "culprit" is based on the evidence given</li> <li>4. Letting students read a passage on their own and then working through all the questions together (incorporating what they've learnt from previous lessons)</li> </ol>
4	Paper 2 - Writing	<ol style="list-style-type: none"> <li>1. Getting familiar with writing texts for different audience using relevant content and adequate supporting details</li> <li>2. Writing text with appropriate tone and style</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguishing different text types</li> <li>2. Distinguishing different tones and styles</li> </ol>	<p>Various exercises will be introduced to familiarize students with writing different texts:</p> <ol style="list-style-type: none"> <li>1. Illustrating through different text types (e.g. proposals, reports, formal and informal letters)</li> <li>2. Asking students to name some of the main features of each text type (writing the points on board)</li> <li>3. Using the same table, have students name the tone and style to each text type (e.g. complete sentence vs. incomplete sentence, formal vs. informal)</li> </ol>

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5	Paper 2 - Writing	<ol style="list-style-type: none"> <li>1. Conveying meaning using varied vocabulary and language patterns appropriately and accurately</li> <li>2. Planning and producing coherent and structured texts with ideas effectively presented and developed</li> </ol>	<ol style="list-style-type: none"> <li>1. Using transition words</li> <li>2. Reviewing grammatical terms</li> </ol>	<p>Various exercises will be introduced to familiarize students with writing different texts:</p> <ol style="list-style-type: none"> <li>1. Reviewing basic grammar and pointing out some common errors</li> <li>2. Demonstrating how adding a transition word would help linking ideas together (at the same time explaining the importance of logic and coherence)</li> </ol>
6	Paper 3 - Listening	<ol style="list-style-type: none"> <li>1. Understanding and interpreting purpose and meaning of spoken texts</li> <li>2. Understanding the range of language features in spoken texts</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying main ideas</li> <li>2. Understanding various language features</li> </ol>	<p>Various exercises will be introduced to help students in pinpointing meaning and purpose in spoken texts:</p> <ol style="list-style-type: none"> <li>1. Reviewing certain language features and asking students to pay attention to things such as setting, time, etc.</li> <li>2. Playing a short conversation and later asking students to answer various questions such as identifying purpose</li> </ol>
7	Paper 3 - Listening	<ol style="list-style-type: none"> <li>1. Interpreting speakers' feelings, views, attitudes, and intentions</li> <li>2. Identifying the key details of a range of spoken texts</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening for intonation</li> <li>2. Note-taking</li> </ol>	<p>Various exercises will be introduced to help students in identifying key points in spoken texts:</p> <ol style="list-style-type: none"> <li>1. Demonstrating how tones play a role in identifying speakers' feelings (e.g. pitches)</li> <li>2. Forming small groups, each group writes and performs a short play (displaying main details with exaggeration) while the class jots down the main details (presenting group gets to ask questions regarding their play)</li> <li>3. Going through a sample paper together</li> </ol>

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8	Paper 3 - Listening	<ol style="list-style-type: none"> <li>1. Identifying various text types of data files</li> <li>2. Extracting information from different data files</li> </ol>	<ol style="list-style-type: none"> <li>1. Inferencing</li> <li>2. Analyzing</li> </ol>	<p>Various exercises will be introduced to familiarize students with different data files:</p> <ol style="list-style-type: none"> <li>1. Illustrating with various text types of data files (e.g. poster, ads, charts, tables)</li> <li>2. Forming small groups, each student is responsible for one data file as they go through questions as a group</li> <li>3. Going through a sample paper together</li> </ol>
9	Paper 4 - Speaking	<ol style="list-style-type: none"> <li>1. Conveying meaning using a range of vocabulary and language patterns relating to the context</li> <li>3. Maintaining conversation/discussion using formulaic expressions and appropriate communication strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Using a range of language patterns and vocabulary</li> <li>2. Using formulaic expressions</li> </ol>	<p>Various activities and exercises will be introduced to familiarize students with expressing their ideas:</p> <ol style="list-style-type: none"> <li>1. Reviewing formulaic expressions with students</li> <li>2. Assigning each group of students to write up a script and perform in front of the class (a situation would be given where everyone must interact and communicate with each other)</li> </ol>
10	Paper 4 - Speaking	<ol style="list-style-type: none"> <li>1. Producing coherent and structured speeches</li> <li>2. Using appropriate tone, eye contact, stress, pace, and gestures to support effective communication</li> <li>3. Expressing information and ideas with suitable elaboration</li> </ol>	<ol style="list-style-type: none"> <li>1. Using correct communication tones and styles</li> <li>2. Organizing ideas</li> </ol>	<p>Various activities and exercises will be introduced to familiarize students with expressing their ideas:</p> <ol style="list-style-type: none"> <li>1. Explaining and listing tips on what should or shouldn't be done/said during discussion/conversation</li> <li>2. Assigning students in pairs and having them converse for a few minutes on a theme</li> <li>3. Grouping pairs of students with the same theme and assigning them to hold a discussion on theme</li> </ol>