

**Excel and Excellence:**  
**English Language Enhancement Programme**  
[Listening • Speaking • Reading and Writing]

**Primary Section Programmes Booklet**



Project for Research and Development on  
Rational Communication



理性溝通教育學會  
Rational Communication  
Educational Society

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# *Introduction*

## *Project for Research and Development on Rational Communication*

'Project for Research and Development on Rational Communication' (the Project) is one of the projects for research and development under the Hong Kong Institute of Education. By means of collaborative programmes (the programmes), the Project aims at cultivating students as a good citizen with good communication skills. Dr Fung Shu Fun, the Project Director, is the Associate Professor of the Chinese Department at the Hong Kong Institute of Education. Dr Fung monitors the financial affairs and the quality for the Project to ensure the professional quality and recognition of the Project.

## *Rational Communication Educational Society*

'Rational Communication Educational Society' (the Society) is a Hong Kong registered non-profit making organization. By means of collaborative programmes (the programmes), the Society aims at promoting 'Rational Communication'. Dr Ng Chi Kwong, the Chairperson, is an experienced language educator. Dr Ng has held posts at the Hong Kong Institute of Education, the Education Bureau, secondary, primary and international schools, and educational publishers - He has a thorough understanding of rational communication and language teaching.

## *Programme Features*

### **Professional**

- With references to the findings of research, Curriculum Guide and public assessment, scholars from the Institute design the curriculum and teaching activities for the programmes. The administrative team of the Society offers administrative support for the collaborating schools.
- To maximize opportunities for the students to practice, the tutorials adopt an approach of 'small-class teaching', with each group 15 approximately.
- Assistant tutors are assigned to the undergraduate students who are excellent both in studies and character. On-site supports will be given by teaching staff from the Institute.
- Comprehensive curriculum with a wide coverage of various areas
- Members from the collaborating schools and the Institute form a Committee on Programme (項目委員會) to give a comprehensive monitor on the quality of the programmes.

### **Assessment and Recognition**

- Variety of assessment methods are adopted, providing evaluation reports on students' strengths and weaknesses.
- Teaching reports and teaching materials will be provided to facilitate instant follow-up from collaborating schools.
- Certificates of participation will be issued jointly by the Project and the Society to recognize students' learning experience.

## *Collaboration Constitutions*

- 1 **Foundation of Collaboration:** 'Project for Research and Development on Rational Communication' (the Project) and the Rational Communication Educational Society (the Society) aim at cultivating students as a good citizen with good communication skills by means of collaborative programmes. Research data will be collected throughout the programmes with the purpose of future research use.
- 2 **Academic Research:** The Project and the Society strictly observe the academic and professional research regulations: We respect the privacy of the schools and individual student. ALL DATA COLLECTED WILL BE USED IN AN ANONYMOUS BASIS WITH THE PURPOSES OF RESEARCH AND EDUCATIONAL SHARING, AND WILL BE DISPOSED THOROUGHLY AFTERWARDS.
- 3 **Scale for Collaboration:** To ensure the reliability of the sample size for research purposes, EACH PROGRAMME SHOULD INVOLVE A MINIMUM NUMBER OF SIXTY STUDENTS.
- 4 **Programme Length:** The Society and the collaborating schools will seek a consensus concerning the programme date and time. An agreement from both the Society and the collaborating schools is an essential prerequisite for the adjustment of programme length and teaching progression, depends on the situation.
- 5 **Programme Design:** The Project will be responsible for the programme design, including the materials for the mass lectures, teaching materials, students' copies, assessment, assessment rubrics and so forth. The Project holds the copyright of all the materials. The collaborating schools have the rights to use the materials. The schools are given the permission to use the materials after the end of the programmes for one year, with the purpose of further facilitating students' communication skills.
- 6 **Teaching Crew:** The Project will appoint tutors as the speakers of the mass lectures. Trained undergraduate students will be the assistant tutors for the tutorials. Teaching staff from the Institute will supervise and monitor the quality of the teaching throughout the programmes. Members from collaborating schools are most welcomed to participate in the teaching by sitting in meetings, debriefings, class observations or co-teaching.
- 7 **Mode of Teaching:** For Primary Session, each tutorial lasts for 75 minutes (120 minutes per tutorial for the Senior Primary Oral Course). Each tutorial adopts an approach of 'small-class teaching' with the size of 15.

- 8 **Assessment:** The Project will provide the students with in-class assessments, a pre-test and a post-test (if applicable). For the collaborating school's references and follow-up, reports of formative assessments will be attached to the teaching reports (together with programme evaluation and students' copies).
- 9 **Classroom Management:** Assistant tutors will be responsible for maintaining classroom discipline. If needed, they will also offer supports to school teachers concerning students' discipline at the collaborating schools.
- 10 **Recognition:** Certificates will be issued to the students who have achieved the attendance rate of 75% of the programmes. Certificates of participation will be issued within one month after the completion of the programmes. On the other hand, certificates of recognition will be issued jointly by the Project and the collaborating schools to the assistant tutors for their professional teaching ability.
- 11 **Collaborative Resources:** The Project will be responsible for the teaching and the programme, including the appointments of professional consultants and trained assistant tutors, materials design and printing, issue of certificates of participation, teaching quality assurance, composing teaching reports and so forth. The collaborating schools should be responsible for providing suitable teaching venues (including air-conditioning and technical supports), and should settle half (i.e., 50%) of the collaboration fees one week before the commencement of the programmes (For details, please refer to the Proposal of Collaboration). The remaining half of the collaboration fees can be settled one week within the issue of the teaching reports.
- 12 **Quality Monitoring:** To ensure the effective implementation of the above constitutions, both parties will found a Committee on Programme (項目委員會) to monitor the quality of the programmes thoroughly. With the consensus sought between both the parties, members of the Committee on Programme will be appointed and listed in the Proposal of Collaboration.

# *Listening*

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## *Learning Objectives*

To improve students' learning skills and strategies through the intensive listening trainings and tutorials

## *Commencement*

School year 2010/11: September to October for the first semester; January to June for the second semester; June to July for summer semester. To avoid disappointment, please make an appointment in advance.

## *Assessment Tools*

Peer assessments; Teaching reports

## *Extended Programme*

Oral Courses



# **ENG111 Junior Primary Listening Course**

## **Course Contents**

### **Session 1, 2: TSA Paper 2004/05**

- Identify key words.
- Use personal experiences and knowledge of the world
- Locate or provide specific information in response to simple instructions or questions

### **Session 3, 4: TSA Paper 2004/05**

- Identify the gist or main ideas in simple spoken texts.
- Understand basic differences in intonation.
- Understand the connection between ideas by identifying a small range of cohesive devices.

### **Session 5: TSA Paper 2004/05**

- Recognize repeated expressions in short and simple literary / imaginative spoken texts.
- Discriminate between common words with a small range of vowel and consonant sounds
- Use a small range of strategies to understand the meaning of short and simple texts with the help of cues.

# **ENG211 Senior Primary Listening Course**

## **Course Contents**

### **Session 1, 2: 2004/5 TSA Paper**

- Understand the use of a small range of language features in simple literary/ imaginative spoken texts
- Listen for gist/ main ideas
- Extract specific information

### **Session 3, 4: 2004/5 TSA Paper**

- Understand the connection between ideas by identifying a range of cohesive devices
- Discriminate between intonation for a small range of purposes
- Identify key words

### **Session 5: 2004/2005 TSA Paper**

- Listen for gist/ main ideas
- Extract specific information
- Understand the connection between ideas by identifying a range of cohesive devices

# *Speaking*

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## *Learning Objectives*

To improve students' thinking, communication and social skills through the intensive speaking trainings and tutorials

## *Commencement*

School year 2010/11: September to October for the first semester; January to June for the second semester; June to July for summer semester. To avoid disappointment, please make an appointment in advance.

## *Assessment Tools*

Peer assessments; Teaching reports

## *Extended Programme*

Reading Courses

# ENG121 *Junior Primary Oral Course*

## *Course Contents*

### **Session 1, 2: Me, My Family and Friends**

- Exhibit behaviour of a good speaker, e.g. facing the listener, maintaining eye contact, speaking at a volume appropriate to the situation, enhancing own spoken texts with appropriate gestures and facial expressions.
- Pronounce simple and familiar words comprehensively.
- Imitate stress, rhythm and intonation.
- Provide short answers to short and simple questions.
- Open an interaction by eliciting a response.
- Maintain an interaction by providing information in response to factual questions.

### **Session 3, 4: Places and Activities**

- Expressions of personal experiences, provide short answers to short and simple questions.
- Use formulaic expressions to establish and maintain routines and relationships in school contexts with the help of cues.
- Use simple phrases and sentences to communicate with others with the help of cues.
- Maintain an interaction by providing information in response to factual questions.

### **Session 5: Fun and Games**

- Pronounce simple and familiar words comprehensively.
- Imitate stress, rhythm and intonation.
- Use simple phrases and sentences to communicate with others with the help of cues.
- Maintain an interaction by providing information in response to factual questions.

# ENG221 *Senior Primary Oral Course*

## *Course Contents*

### **Session 1, 2: Friends**

- Understand the marking scheme.
- Show a basic understanding of simple and familiar texts by reading aloud the texts. with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation.
- Sharing personal experiences.
- Pronounce familiar words comprehensibly.
- Use gestures and facial expressions to convey meaning and intention.
- Maintain an interaction by acknowledging agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate.

### **Session 3, 4: Happy Days**

- Presentations, provide simple information and ideas, and attempt to provide some elaboration with the help of cues.
- Use a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes.

### **Session 5: Practice Paper**

- Show a basic understanding of simple and familiar texts by reading aloud the texts with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation.
- Use a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes.
- Provide and/or exchange (ask and answer) simple information and ideas (including personal experiences, imaginative ideas and evaluative remarks), and attempt to provide some elaboration with the help of cues.

# *Reading and Writing*

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## *Learning Objectives*

To improve students' reading, word expression and writing skills through the integrated reading and writing trainings and tutorials

## *Commencement*

School year 2010/11: September to October for the first semester; January to June for the second semester; June to July for summer semester. To avoid disappointment, please make an appointment in advance.

## *Assessment Tools*

Peer assessments; Teaching reports

## *Extended Programme*

Oral Courses

# ENG131

## *Junior Primary Reading and Writing Course*

### *Course Contents*

#### **Session 1: Going on a School Trip**

##### Reading

- Identify and interpret unfamiliar key words in a story.
- Make simple inferences by reading explicit contextual clues.
- Understand the functions of basic punctuation.

##### Group Writing

- Put words in a logical order to make meaningful phrases.
- Plan and organize ideas to form coherent text.

#### **Session 2, 3: Going on a School Trip**

- Process writing by rethink, revise and edit the content.
- Write short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately.
- Use some of the common punctuation marks and capitalization in short and simple texts accurately.
- Discuss marking criteria, Final editing, Present final product.

#### **Session 4, 5: Places and Activities**

- Identify key words for the main idea in a sentence.
- Locate specific information in a short text in response to questions.
- Read aloud unfamiliar words with a small range of vowel and consonant sounds in short and simple texts.
- Predict the meaning of unfamiliar words by using picture cues and contextual clues.

#### **Session 6: Me, My Family and Friends**

##### Reading

- understand the connection between ideas by identifying the connectives.
- Recognize repeated expressions in short and simple literary/imaginative texts.
- Get the main idea by identifying the key words and making use of knowledge of the world.

##### Group Writing

- Put words in a logical order to make meaningful phrases or sentences.
- Use some of the common punctuation marks and capitalizations in short and simple texts accurately.
- Plan and organize ideas to form coherent text.



### **Session 7, 8: A Letter to a Friend**

- Process writing by rethink, revise and edit the content.
- Write short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately.
- Use some of the common punctuation marks and capitalization in short and simple texts accurately.
- Discuss marking criteria, Final editing, Present final product.

### **Session 9, 10: Fun and Games**

- Understand the connection between ideas by identifying cohesive devices such as pronoun.
- Locate specific information in a short text in response to questions.
- Guess the meaning of unfamiliar words by using contextual or pictorial clues.

# ENG231

## *Senior Primary Reading and Writing Course*

### Course Contents

#### Session 1: Friends

- Read and understand the use of a small range of language features in email.
- Scan a text to locate specific information by using strategies such as looking at key words.
- Respond to simple texts with relevant information and ideas with the help of cues.
- Gather and share information and ideas by using strategies such as brainstorming.
- Plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task and deciding on the sequence of content.
- Present main and supporting ideas, and where appropriate with elaboration.
- Write the first draft.

#### Session 2, 3: A Replying Email

- Peer Editing and self editing.
- Review and revise one's own work with attention to the content, language and other areas identified by the teachers/learners.
- Discuss marking criteria, final editing, present final product.

#### **Session 4: Festivals**

- Read and understand the use of a small range of language features in simple literary/imaginative texts.
- Read in meaningful chunks.
- Identify main ideas.
- Predict the content using picture cues, prior knowledge and personal experience.

#### **Session 5: Food and Drink**

##### Reading:

- Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world.
- Sequence events.
- Recognize formulaic or common expressions.
- Understand the functions of basic punctuation.

##### Writing:

- Write simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues.
- Write the first draft.

#### **Session 6, 7: Story Writing**

- Peer Editing and self editing.
- Review and revise one's own work with attention to the content, language and other areas identified by the teachers/learners.
- Discuss marking criteria, Final editing, Present final product.

### **Session 8: Visits**

- Expose students to different text-types, e.g. brochures, time-table.
- Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world.
- Scan a text to locate specific information by using strategies such as looking at key words.
- Making inferences.

### **Session 9: Fairy Tales/Poems and Rhymes**

- Read and understand the use of a small range of language features in simple literary/imaginative texts.
- Read in meaningful chunks.
- Identify main ideas.

### **Session 10: Practice Paper**

- Read and work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world.
- Scan a text to locate specific information by using strategies such as looking at key words.
- Making inferences.
- Plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task and deciding on the sequence of content.
- Present main and supporting ideas, and where appropriate with elaboration.
- Review and revise one's own work with attention to the content, language and other areas.