St. Francis Xavier's College
Course Outline 2026 – 2027 Form 3 English (First Term)

<table>
<tr><th rowspan="2">Cycle</th><th colspan="2">Course Book</th><th rowspan="2">Writing</th><th rowspan="2">Listening/ Speaking</th><th rowspan="2">Language Arts / LAC/ RAC/*National Security Education</th></tr>
<tr><th>Reading</th><th>Grammar</th></tr>
<tr><td>1
2
3</td><td>Unit 1: What makes a good film?

Reading skills:
Guessing the meaning of unknown words and expressions</td><td>• Relative Clause
• Indefinite pronouns
• Defining and non-defining noun phrases
• Passive voice</td><td><u>Writing #1:</u>
Letter of Complaint</td><td>Units 1, 2

GI</td><td><u>Poem:</u>
Autobiographical Poems
<u>Short Stories:</u>
'A brother like that'</td></tr>
<tr><td>4
5
6</td><td>Unit 4: What do we get from the arts?

Reading skills:
Identifying attitudes</td><td>• Past perfect tense
• Reporting statements
• Reporting questions
• Reporting instructions</td><td><u>Writing #2:</u>
Newsletter Article</td><td>Units 3, 4

IP</td><td><u>Short Stories:</u>
'The Speckled Band'
(Story 3)</td></tr>
<tr><td>7
8
9
10a</td><td>Unit 2: How can we help others?

Reading skills:
Inferring meaning from context</td><td>• Bare infinitives, gerunds and to-infinitives
• Using must, have to, and need to
• Using wish/if only with the past perfect tense
• Using unless
• Conditional sentences</td><td><u>Writing #3:</u>
(Letter of) Proposal

<u>Writing #4</u>
Past Paper
*Question Analysis</td><td>Unit 4, Test paper 1

IP + GI</td><td><u>Poem:</u>
'What if'</td></tr>
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St. Francis Xavier's College
Course Outline 2026 – 2027 Form 3 English (Second Term)

<table>
<tr><th rowspan="2">Cycle</th><th colspan="2">Course Book</th><th rowspan="2">Writing</th><th rowspan="2">Listening/ Speaking</th><th rowspan="2">Language Arts / LAC/ RAC/*National Security Education</th></tr>
<tr><th>Reading</th><th>Grammar</th></tr>
<tr><td>10b</td><td rowspan="5">Unit 5: What does the future hold?

Reading skills:
Following the development of a point of view or argument</td><td rowspan="5">• Present and past participles as adjectives
• Present participle phrases
• Past participle phrases
• Indirect questions</td><td rowspan="3"><u>Writing #5:</u>
Self-reflections</td><td rowspan="5">Units 5, 6

IP</td><td rowspan="5"><u>Popular culture:</u>
Movie viewing – 17 Again

<u>*National Security Education:</u>
The Power of Mind and Body
AI security (with EDB resources); Artificial intelligence Education, BioEducation, Food, Science & technology education</td></tr>
<tr><td>11</td></tr>
<tr><td>12</td></tr>
<tr><td>13</td><td rowspan="2"><u>Writing #6:</u>
1-sided Argumentative Essay</td></tr>
<tr><td>14</td></tr>
<tr><td>15</td><td rowspan="3">Unit 7: How can we make society better for all?

Reading skills:
Understanding figurative language</td><td rowspan="3">• Although/though and despite/in spite of
• Using so, so that and so as to
• Transitional words and phrases
• Question tags
• Inversion</td><td rowspan="3"><u>Writing #7:</u>
Letter to the Editor</td><td rowspan="3">Units 6,7

GI</td><td rowspan="3"><u>Short Stories:</u>
'The Speckled Band'
(Story 1)

<u>*National Security Education:</u>
Economic Education, Food Education, Public Education</td></tr>
<tr><td>16</td></tr>
<tr><td>17</td></tr>
<tr><td>18</td><td rowspan="3">Unit 8: What do people work for?

Reading skills:
Distinguishing fact from opinion</td><td rowspan="3">• Adjective patterns (additional notes)
• Tenses (past, present and future)
• Agreement</td><td rowspan="3"><u>Writing #8:</u>
Letter of Application</td><td rowspan="3">Unit 8, Test paper 2-3

IP + GI</td><td rowspan="3">/</td></tr>
<tr><td>19</td></tr>
<tr><td>20</td></tr>
<tr><td>21</td><td></td><td></td><td></td><td></td><td></td></tr>
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St. Francis Xavier's College
Form 3 English Language 2026-2027
Mode of Assessment

Paper	Marks
General English	75
Writing	60
Listening & Integrated Skills	60
Speaking	40
Continuous Assessment	Test(s): 25 Reading Portfolio: 10 Participation: 10 Dictation: 20
Total	**300**