

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: CCC Churn Yuen First Primary School (English)

Application No.: D042 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 4

2. No. of approved classes in the 2019/20 school year:

| | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 | Total |
|-------------------------|-----|-----|-----|-----|-----|-----|-------|
| No. of approved classes | 2 | 1 | 2 | 1 | 2 | 1 | 9 |

3. No. of operating classes in the 2019/20 school year: (if different from the number of approved classes)

| | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 | Total |
|--------------------------|-----|-----|-----|-----|-----|-----|-------|
| No. of operating classes | | | | | | | |

4. Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

| Name of the programme/project/ support service | Grade level | Focus(es) of the programme/project/ support service | External support (if any) |
|---|-------------|---|--|
| Curriculum Leadership Development Programme | P.5 | School-based English Language curriculum development | Language Learning Support Section, EDB |
| Fostering Communities of Practice to Enhance Small Class Teaching | P.4 | Catering for learning diversity and enhancing the effectiveness of small class teaching | The Hong Kong Education University |

(B) SWOT Analysis related to the learning and teaching of English Language:

| Strengths | Opportunities |
|--|--|
| <ol style="list-style-type: none">1. Having a small number of classes facilitates implementation of new teaching initiatives.2. A friendly working environment allows efficient cooperation among English Language teachers.3. Parents are supportive in curriculum development. | <ol style="list-style-type: none">1. A new school premise with more spaces and facilities will be in use in approximately five years.2. Funding from PEEGS will facilitate the school-based curriculum. |
| Weaknesses | Threats |
| <ol style="list-style-type: none">1. Most students come from families with low socio-economic background. They lack support on English language learning.2. Students have limited exposure to English-rich environment. | <ol style="list-style-type: none">1. More efforts are needed to cater for learner diversity. |

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

| Area(s) of Development | Usage(s) of the grant | Grade Level |
|-------------------------------|---|--------------------|
| e-Learning | <ul style="list-style-type: none">● Hiring a supply teacher● Hiring a professional service | P.1 – P.6 |

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

| Proposed target area(s) of development | Proposed usage(s) of the Grant | Time scale | Grade level |
|---|--|---|---|
| <p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> | <p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p> | <p><input type="checkbox"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p> | <p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> |

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

| Proposed school-based English Language curriculum initiative(s) | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria | Sustainability | Methods of progress-monitoring and evaluation |
|---|-------------|--|--|---|--|
| Employ a part-time teacher who is proficient in English to collaborate with existing English Language teachers on conducting English language activities at P.4 – P.6 | | | | | |
| <p>Objectives Currently, our Native-speaking English Teacher (NET) is fully engaged in teaching KS1 students. Apart from morning assemblies, KS2 students do not have much exposure to authentic English contexts. In light of this, it is suggested to employ a part-time teacher who is proficient in English to develop a school-based programme for KS2 students. The programme should provide KS2 students with more opportunities to interact with others in English. It will not only arouse students’ interest in learning English but will also build up their confidence in using English to communicate.</p> <p>Employing a part-time teacher will also be beneficial to the professional development of our existing teaching force because the school-based programme will be conducted in a co-teaching basis.</p> <p>The part-time teacher is expected to conduct lessons using a multisensory and multimodal approach — big books, videos, songs and role-plays.</p> <p>To ensure sustainability, the part-time teacher will co-develop a school-based curriculum and the relevant materials after discussion with the existing teachers. The materials include speaking handbooks for different grade levels, as well as a list of teaching aids, for example websites of songs and videos,</p> | P.4 – P.6 | <p>2020/2021 school year</p> <p>P.5 & P.6</p> <p><u>Session 1 – 4</u> Co-planning <i>Sept – Oct 2020</i></p> <p>Try-out <i>Sept – Oct 2020</i></p> <p>Evaluation <i>Oct 2020</i></p> <p><u>Session 5 – 8</u> Co-planning <i>Oct – Nov 2020</i></p> <p>Try-out <i>Oct – Nov 2020</i></p> <p>Evaluation <i>Nov 2020</i></p> <p><u>Session 9 – 12</u></p> | <p>1 set of school-based speaking resources packages, covering a total of 28 lessons, will be co-developed for each target level. The resource packages include lesson plans, graded speaking tasks, worksheets and teaching aids.</p> <p>80% of P.4 to P.6 students agree that they have more opportunities to speak English.</p> <p>80% of P.4 to P.6 students agree that they are more confident in speaking in English.</p> <p>80% of P.4 to P.6</p> | <p>The speaking programme will be conducted by school English Language teachers after completion of this project.</p> <p>Teaching resources developed will be reviewed and refined.</p> <p>Sharing will be conducted during the panel meetings to disseminate the good practices.</p> <p>Some lessons and students’ performance will be</p> | <p>Students’ performance in speaking assessments will be analysed.</p> <p>Survey will be conducted at the end of each school year. Questionnaires will be given to students and teachers.</p> <p>Lesson observations will be conducted at least once per term.</p> <p>Evaluation will be conducted in co-planning meetings and panel meetings.</p> |

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| <p>games and wall charts. The speaking handbooks will set out the school-based speaking skill framework, the expected learning outcomes and assessment criteria.</p> <p>Core team</p> <p>Composition</p> <ul style="list-style-type: none"> ❖ A core team consisting of the English Language panel chairpersons and P.4 to P.6 level teachers will work together to co-plan and co-develop the teaching materials. The level coordinators will be in charge of the project. <p>Duties</p> <ul style="list-style-type: none"> ❖ The core team members will: <ul style="list-style-type: none"> ● conduct curriculum review; ● develop the programme framework; ● co-plan with the part-time teacher biweekly; ● co-develop the learning and teaching resources; ● conduct lesson observations and post-observation discussion at least once per term; ● conduct evaluation with the part-time teacher during the co-planning meetings; and ● share the experience with other panel members. <p><u>The part-time teacher who is proficient in English</u></p> <p>Expected qualifications and experience</p> <ul style="list-style-type: none"> ❖ The part-time teacher who is proficient in English (the part-time teacher) should possess a bachelor's degree, preferably in language education. ❖ A teacher with a minimum of two-year teaching experience in primary schools and developing speaking programmes will be preferred. <p>Duties</p> <ul style="list-style-type: none"> ❖ The part-time teacher will collaborate with the teachers in school every Monday and Tuesday, except for public and school holidays. The working hours are 8 hours a day. ❖ The part-time teacher will co-develop a school-based speaking curriculum for P.5 and P.6 in 2020/21 school | | <p>Co-planning <i>Nov – Dec 2020</i></p> <p>Try-out <i>Nov – Dec 2020</i></p> <p>Evaluation <i>Dec 2020</i></p> <p><u>Session 13 – 16</u> Co-planning <i>Jan – Feb 2021</i></p> <p>Try-out <i>Jan – Feb 2021</i></p> <p>Evaluation <i>Feb 2021</i></p> <p><u>Session 17 – 20</u> Co-planning <i>Feb – Mar 2021</i></p> <p>Try-out <i>Feb – Mar 2021</i></p> <p>Evaluation <i>Mar 2021</i></p> <p><u>Session 21 – 24</u> Co-planning <i>Mar – Apr 2021</i></p> <p>Try-out <i>Mar – Apr 2021</i></p> <p>Evaluation</p> | <p>students will improve their speaking skills.</p> <p>80% of P.4 to P.6 students agree that they have more opportunities to speak English.</p> <p>80% of P.4 to P.6 students agree that they are more confident in speaking in English.</p> <p>100% of P.4 - P.6 English Language teachers will acquire the skills in planning and implementing speaking programme and conducting English speaking activities</p> <p>100% of the teachers involved will apply the skills of conducting speaking activities in their teaching at P.4-to-P.6.</p> | <p>video-taped for sharing and professional development.</p> | <p>Some lessons activities and performances will be video-taped. Samples of students' work will be stored digitally.</p> |
|--|--|--|--|--|--|

year and for P.4 in 2021/22 school year. In 2021/22, the part-time teacher will also refine the speaking curriculum for P.5 and P.6 developed during the first project period.

- ❖ The part-time teacher will:
 - co-deliver speaking activities with core team members in class (once per class per week);
 - co-develop the school-based speaking skill framework;
 - co-plan with the core team members biweekly;
 - co-develop learning and teaching resources; and
 - conduct English language activities during recesses and after school.

Detail of school-based speaking programme

Primary 4 Speaking Programme

- ❖ An array of speaking activities revolving around different themes will be conducted to provide students opportunities to use English to communicate with each other. Seven themes, which are related to the modules covered in the General English programme, will be covered. Students will work together towards a final task related to the themes.

| <i>Module</i> | <i>Skill focuses and Theme-based tasks</i> |
|---------------|---|
| Pets | <p>skill focus:</p> <ul style="list-style-type: none"> ● introducing oneself by giving some details ● providing information on a topic ● using gestures and facial expressions to convey meaning and intentions <p>task: preparing a vlog about keeping pets</p> |
| Old Hong Kong | <p>skill focus:</p> <ul style="list-style-type: none"> ● greeting someone in an appropriate manner ● eliciting a response by asking questions |

Apr 2021

Session 24 – 28

Co-planning
Apr – May 2021

Try-out
Apr – May 2021

Evaluation
May 2021

Overall programme evaluation
Jun 2021

2021/2022 school year

P.4

Module 1

Co-planning
Sept – Oct 2021

Try-out
Sept – Oct 2021

Evaluation
Oct 2021

Module 2

Co-planning
Oct – Nov 2021

Try-out

| | | | | | | |
|--------------------|---|--|--|--|--|--|
| | <ul style="list-style-type: none"> self-correcting or rephrasing questions task: conducting an interview with alumni, teachers and principals for the history of the school | | <i>Oct – Nov 2021</i> Evaluation <i>Nov 2021</i> | | | |
| Leisure activities | skill focus: <ul style="list-style-type: none"> using appropriate intonation and stress, as well as varying volume, tone of voice and speed to convey intended feelings using gestures and facial expressions to convey meaning and intention task: producing a mini drama skit | | <u>Module 3</u> Co-planning <i>Nov – Dec 2021</i> Try-out <i>Nov – Dec 2021</i> Evaluation <i>Dec 2021</i> | | | |
| Healthy diet | skill focus: <ul style="list-style-type: none"> applying grammatical rules correctly connecting ideas by using cohesive devices asking and responding to others' opinions task: giving a presentation about a healthy menu | | <u>Module 4</u> Co-planning <i>Jan – Feb 2022</i> Try-out <i>Jan – Feb 2022</i> Evaluation <i>Feb 2022</i> | | | |
| Travelling around | skill focus: <ul style="list-style-type: none"> applying grammatical rules correctly and connecting ideas by using cohesive devices asking and responding to others' opinions using appropriate intonation and stress, as well as various volumes, tones of voice and speeds to convey intended meaning task: producing a mini TV show about different tourist attractions around the world | | <u>Module 5</u> Co-planning <i>Feb – Mar 2022</i> Try-out <i>Feb – Mar 2022</i> Evaluation <i>Mar 2022</i> | | | |
| Festivals | skill focus: | | <u>Module 6</u> Co-planning <i>Mar – Apr 2022</i> | | | |

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| | <ul style="list-style-type: none"> ● using appropriate intonation and stress to convey meanings and feelings ● connecting ideas by using cohesive devices ● asking and responding to others' opinions <p>task: making a lapbook to introduce a new festival</p> | | <p>Try-out <i>Mar – Apr 2022</i></p> <p>Evaluation <i>Apr 2022</i></p> <p><u>Module 7</u> Co-planning <i>Apr – May 2022</i></p> <p>Try-out <i>Apr – May 2022</i></p> <p>Evaluation <i>May 2022</i></p> <p><i>P.5 & P.6</i></p> <p><u>Session 1 – 4</u> Refining resources developed <i>Sept – Oct 2021</i></p> <p>Try-out <i>Sept – Oct 2021</i></p> <p>Evaluation <i>Oct 2021</i></p> <p><u>Session 5 – 8</u> Refining resources developed <i>Oct – Nov 2021</i></p> | | |
| Amazing things | <p>skill focus:</p> <ul style="list-style-type: none"> ● eliciting responses by asking questions ● self-correcting or rephrasing questions if they are not understood ● using gestures and facial expressions to convey meaning and intention <p>task: conducting a trivia quiz about fun facts</p> | | | | |
| Sample Module | | | | | |
| <i>Theme</i> | Healthy Diet | | | | |
| <i>Skill Focus</i> | -applying grammatical rules correctly -connecting ideas by using cohesive devices -asking and responding to others' opinions | | | | |
| <i>Generic skills</i> | -collaboration -communication | | | | |
| <i>Language items covered in General English lessons</i> | <p>Vocabulary items: -healthy and unhealthy food items -main food nutrients -healthy lifestyle</p> <p>Language structure: -connectives of reasons and results -forming “wh” questions</p> | | | | |
| <i>Learning and teaching</i> | <p>Session 1 Activate the schema Students will be divided into groups of 5</p> | | | | |

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| <p><i>activities</i></p> | <p>and work together throughout the whole module. A trivia quiz on healthy and unhealthy food will be conducted to arouse students' interests and revisit the vocabulary items learnt.</p> <p>Task introduction Students will be introduced to the task: preparing a one-week lunch menu. Students will be shown a video about healthy meal.</p> <p><i>How to Create a Healthy Plate</i> https://www.youtube.com/watch?v=GmhxMMJ2Pw</p> <p>Preparation of an interview Students will collect other students' opinions on healthy lunch by conducting interviews. Students will work in groups to prepare an interview form by writing down the questions to be asked. The two teachers will demonstrate how to greet the interviewees and invite them for an interview. Students will then rehearse with their group members.</p> <p>Session 2 Conducting in-class interview Students will interview their classmates about healthy lunch. The students will be asked to interview 5 students in class. Teachers will show students ways to report their interview findings. Students will then be asked to interview another 5 students from other classes during recesses and</p> | | <p>Try-out <i>Oct – Nov 2021</i></p> <p>Evaluation <i>Nov 2021</i></p> <p><u>Session 9 – 12</u> Refining resources developed <i>Nov – Dec 2021</i></p> <p>Try-out <i>Nov – Dec 2021</i></p> <p>Evaluation <i>Dec 2021</i></p> <p><u>Session 13 – 16</u> Refining resources developed <i>Jan – Feb 2022</i></p> <p>Try-out <i>Jan – Feb 2022</i></p> <p>Evaluation <i>Feb 2022</i></p> <p><u>Session 17 – 20</u> Refining resources developed <i>Feb – Mar 2022</i></p> | | | |
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consolidate their findings.

Report of interview findings

Students will share their findings with their group members. Teachers will then guide students to analyze the interview findings and report their findings to the class. Students will then design a 1-day lunch menu with 3 different choices.

Session 3

Preparing the 1-week healthy lunch menu

Students will work together for the 1-week lunch menu. As each student has prepared 1-day lunch menu prior to the lesson, they will comment on each other's menu and work out a 1-week menu based on their prepared menu.

Lesson 4

Presenting the healthy lunch menu

The four groups will take turns to present their lunch menu and other groups will provide feedback.

Try-out
Feb – Mar 2022

Evaluation
Mar 2022

Session 21 – 24

Refining
resources
developed
Mar – Apr 2022

Try-out
Mar – Apr 2022

Evaluation
Apr 2022

Session 24 – 28

Refining
resources
developed
Apr – May 2022

Try-out
Apr – May 2022

Evaluation
May 2022

Primary 5 Presentation Workshop

- ❖ Students will be introduced to essential presentation skills in a progressive manner, from idea formation to various paralinguistic skills. The themes chosen are related to the themes covered in the General English programme so that language items could be recycled and applied in authentic contexts.

| Session | Focus | Theme |
|---------|-----------------------|-------------------|
| 1 – 2 | Essential elements of | Self-introduction |

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| | a good presentation | | | | | |
| 3 – 4 | Elaboration of ideas | My best friend | | | | |
| 5 – 6 | Organizing ideas | My school | | | | |
| 7 – 8 | Different ways to start a presentation | My favourite subject | | | | |
| 9 – 10 | Different ways to conclude a presentation | Hobbies | | | | |
| 11 – 12 | Use of hedging devices | My Dream | | | | |
| 13 – 14 | Voice projection | The person I admire | | | | |
| 15 – 16 | Stress and intonation to convey meaning | Healthy Diets | | | | |
| 17 – 18 | Eye-contact and body language | Go Green | | | | |
| 19 – 20 | Use of visual aids | Helping Hand | | | | |
| 21 – 22 | Use of cue cards | Great Invention | | | | |
| 23 – 24 | Presenting as a group | Travelling | | | | |
| 25 – 26 | Responding to questions from audience | Festivals around the world | | | | |
| 27 – 28 | Impromptu speech | If I were... | | | | |
| Sample module | | | | | | |
| | <i>Skill Focus</i> | Elaboration of ideas | | | | |

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|---|---|--|--|--|--|--|
| <i>Topic</i> | My best friend | | | | | |
| <i>Generic Skill</i> | Critical thinking skills | | | | | |
| <i>Relevant skills or language items covered in the General English lessons</i> | Vocabulary item: <ul style="list-style-type: none"> • adjectives to describe outlook and appearance • adjectives to describe personalities Skill: <ul style="list-style-type: none"> • Peer-evaluation | | | | | |
| <i>Learning and teaching activities</i> | <p><u>Session 1</u></p> <p>Warm up: Guess who? Students are divided into two groups. Each teacher will take care of one group. Teachers will give students a photo of one of the group members. Students will take turn to provide 3 sentences to describe the group member without telling the names. Other group members have to guess who he/she is.</p> <p>Skill Focus: Teachers will show students a video clip about a presentation on the “My Best Friend”. https://www.youtube.com/watch?v=HLeA0wSBCXc</p> <p>Teachers will give students a checklist on the contents covered by the presenter. Teachers will then go through the checklist and demonstrate different ways to elaborate the ideas.</p> <p>The two teachers will then introduce the task: Giving a presentation about</p> | | | | | |

students' best friends. Students will be given a mind map and prepare for a 1-minute presentation about their best friends.

Session 2

Peer-evaluation checklist

The teachers will go through a peer-review checklist focusing on the elaboration of the ideas.

Group sharing

Students will take turns to present. The two teachers will each work with one group of students so that more individual support and feedback will be given. The two teachers will ask for comments from other students after the presentations.

Whole-class sharing

Students from each group will be asked for to present to the whole class. The two teachers and other student will provide feedback afterwards.

Primary 6 Group Discussion Workshop

- ❖ The workshop will focus on strengthening students' abilities to express their ideas during group discussions. Students will be introduced to various speaking skills for group discussions. The topics for each module are based on the modules covered in the General English Language programme to provide students with the opportunities to use English in authentic contexts.

| Session | Skill Focus | Topic |
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| 1 – 4 | <ul style="list-style-type: none"> opening a group discussion by asking questions maintaining a group discussion by replying to questions | Healthy eating | | | | | |
| 5 – 8 | <ul style="list-style-type: none"> opening a group discussion by making suggestions maintaining a group discussion by adding or giving examples | Leisure activities | | | | | |
| 9 – 12 | <ul style="list-style-type: none"> agreeing and disagreeing | My neighbourhood | | | | | |
| 13 – 16 | <ul style="list-style-type: none"> asking and responding to others' opinions | Wonderful people | | | | | |
| 17 – 20 | <ul style="list-style-type: none"> asking for clarification, self-correcting and paraphrasing | Different cultures | | | | | |
| 21 – 24 | <ul style="list-style-type: none"> summarizing and making conclusion | Travelling around | | | | | |
| 25 – 28 | <ul style="list-style-type: none"> ending the group interaction by using appropriate formulaic expressions and giving reasons | Taking care of our earth | | | | | |
| Sample Module | | | | | | | |
| <i>Theme</i> | Leisure Activities | | | | | | |
| <i>Skill Focus</i> | <ul style="list-style-type: none"> starting a group discussion by making suggestions maintaining a group discussion by adding or giving examples | | | | | | |
| <i>Skills covered in</i> | <ul style="list-style-type: none"> starting a group discussion by asking questions | | | | | | |

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| <i>previous module</i> | <ul style="list-style-type: none"> ● maintaining a group discussion by replying to questions | | | | | |
| <i>Relevant items covered in the General English</i> | <p>Vocabulary items: -entertainment -leisure activities -connectives of reasons</p> <p>Language Structure: -making suggestions -adding or giving examples</p> <p>Text type features: -leaflet</p> | | | | | |
| <i>Learning and teaching activities</i> | <p><u>Session 1</u> Vocabulary Game: Charade Students will watch a short movie clip about different leisure activities and the vocabulary items will be for the game.</p> <p><i>Hobbies and Interests- What do you like doing?</i> https://www.youtube.com/watch?v=N1o4oOXLOZc&t=35s</p> <p>Students will work in teams to play the game to revisit the vocabulary items about entertainment and leisure activities.</p> <p>Recap of skills learned Students will work in group of 3. Each student will be given an information sheet about two leisure activities. Students will discuss which activity should be recommended to Primary 1 students using the skills learned. The group discussion</p> | | | | | |

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| | <p>will be repeated with the other activity. The two teachers will each work with one of the groups in each round.</p> <p>Preparation for the discussion Students will be assigned to work on one leisure activity (other than the one discussed) and search information about it.</p> <p><u>Session 2</u> Sharing of the information gathered Students will be grouped according to the leisure activities assigned and they share the information gathered. They will list the advantages and disadvantages of joining the activities.</p> <p>Skill Focus: opening the discussion by making suggestions The two teachers will demonstrate how to start the discussion by making suggestions. Students will then be regrouped so that each group member has different leisure activities for discussion. Teachers will provide feedback to students after the group discussion.</p> <p><u>Session 3</u> Vocabulary Tennis Students will be divided into 2 groups. The two teachers will be responsible for one group.</p> <p>For each group, students will be divided</p> | | | | | |
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| | <p>into two teams. Teachers will give students a vocabulary category, e.g. leisure activities for kids. The teams will take turns to give one example. If the team repeats or takes too long to respond, the other team scores a point. The two teachers will give different vocabulary for each round.</p> <p>Skill Focus: maintaining a group discussion by adding or giving examples</p> <p>The two teachers will demonstrate how to maintain a group discussion by adding or giving examples.</p> <p>Teachers will go through a peer review checklist for group discussion. Students will form into groups of six. In each group, there will be two teams, each consisting of three students. When one team is having a group discussion, each member from the other team will observe one of the members having the discussion and provide peer feedback after the discussion. After that, the two teams swap. When two teams finish the group discussions, the teachers will provide feedback.</p> <p>Preparation for the final task Students will be introduced to the final task: preparing a leaflet on leisure activities for different groups, such as the young children, the elderly and the</p> | | | | | |
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| <p>disabled. Students will work in groups to search for information.</p> <p>Session 4 Final task: preparing a leaflet about leisure activities Students will work in groups to discuss the items to be included in the leaflet and prepare a leaflet on leisure activities as a group.</p> | | | | | |
| <p><u>English Language Activity Sessions</u> The part-time teacher will interact with students during the two recesses. To arouse students' interest in English, the teacher proposed to be employed will prepare interesting activities, such as storytelling, puppet shows, playing board games and music sharing. A roster will be prepared and students from different classes will take turns to join these activities with their English Language teachers.</p> | | | | | |