Junior English Department  
Annual Plan  
2005-2006

1. Present situation
1.1 Internal examination results have shown:

1.1.1 In the Final examination results, Form 1 has got the best results with 76% passing rates. Form 2 has also got 70% passing rates which has made a big progress compared with that of the last academic year, 53% passing rates. Form 3 got the worst performance with only 45% passing rates last year but this year the figures are encouraging. Form 3 students have got 67% passing rates this year. The papers students had taken were of the Certificate Examination format.

1.1.2 In the G.E. exam paper, Form 1 students have got the best results with 85% passing rates while Form 3 students have got the poorest results with only 49% passing rates under the mean score of 25. Form 2 students have got the average passing rates of 55%.

1.1.3 In the Listening exam paper, Form 3 students have got the good examination results with 68% passing rates. Form 1 and 2 students have got 52% and 71% passing rates respectively. The figure shows that Form 3 is no longer the worst form in learning English.

1.1.4 In Dictation, Form 1 students have got the poorest final examination results with only 59% passing rates while Form 2 and Form 3 students have achieved 72% passing rates. The figures are satisfactory as the paper had been made more challenging. Form 1’s poor performance might be due to the fact that the unseen dictation is too difficult for them. Most of them failed the paper because of the poor performance in the unseen dictation.

1.1.5 In Composition, Form 1 students have got the best performance with 71% passing rates in the final examination whereas Form 3 students have achieved the worst examination results with only 40% passing rate. Form 2 students have got the average performance with 51% passing rates.

1.1.6 In Oral, both Form 2 and 3 have got the same passing rates of 60%. But Form 1 students have achieved the best and impressive examination results with 88% passing rates.

1.2 Strengths
1.2.1 Students have got the best performance in Oral paper among all the four papers with more than 60% passing rates. The test formats are that of the
Certificate Examination, oral presentation and group discussion. It shows that teachers have worked hard on improving students’ examination skills as well as developing students’ confidence in speaking English. The better public examination results might be implied in future if students have good basic knowledge of English speaking in their junior form study.

1.2.2 According to the examination results in G.E. paper, students have tried to put effort on studying grammar as the passing rate is of the average standard. And Form 1 students are extremely good among all the junior form students. That might show that students are able to learn English well. They get poor examination results in higher forms just because they do not work hard or most of their effort has been put on the other subjects. And Form 3 students have shown improvement compared with the passing rates of the previous year.

1.2.3 In overall performance, Form 1 students are the most promising group of students as they have shown the best performance in the internal examination with 76% passing rates, among all the junior form students. It shows that Form 1 students tend to be more hardworking and more serious in their study. So it is a good time to impart more knowledge to them in order to strengthen their basic knowledge of English language. Form 2 and Form 3 have made a big progress compared with the examination results of last year, which might show that our students are able to learn better and get better academic performance if students are more interested and motivated to learn English and the paper is of the appropriate level of difficulty.

1.2.4 Students’ performance in Listening paper is above average. It shows that students are capable of attempting papers of Certificate Exam format. And it is reflected that we have to work more to strengthen their knowledge of different writing styles and basic writing techniques. Form 3 is no longer the weakest form as its passing rate is 68%, which shows a big progress, compared with that of the last year, 40%.

1.2.5 Students have got above average standard in Dictation. This might show students have both interest and ability in studying Dictation so teachers can try to make use of this good trait of students to teach more effectively. And it should be an advantage for them to tackle listening paper and composition paper. The figure is satisfactory as the paper has been set more challenging especially for that of the Form 1. Although the frequency of dictation has been decreased in the second term, students’ performance has not been greatly worsened. It may imply that the teaching of phonics can help students more in improving their spelling ability rather than drilling them by dictation.
1.2.6 In composition, students’ performance is about the same as that of the last year provided that the composition test has been cut in the second term to increase class time for revision and consolidation. The revision notes and common errors have been prepared for the students, which prove to be effective in improving students’ writing ability as teachers found students’ performance in examination better. Students are capable of writing better if teachers give them more useful notes and worksheets.

1.2.7 Students are found to be capable of taking papers of Certificate Exam format provided that the papers are set with the appropriate level of difficulty.

1.2.8 Students’ English standard can be further reinforced as the after-school English courses have been a popular practice in boosting their English standard and English learning environment of the school has been enriched.

1.3 Weaknesses

1.3.1 According to the overall results, it is indicated that students have got more stable results in their junior form study. The poor performance of Form 3 students in particular paper might be due to their poor discipline and self-learning ability. It might also due to their putting more effort on studying the other subjects which they find it easier to get good examination results. And it is worthy of our attention that Form 3 students have to study more subjects than Form 1 and what they have to study are more challenging in both quantity and quality.

1.3.2 Form 3 students have got the worst results in composition and G.E. among the whole junior form students although they have got improvement in the other papers compared with that of the last year. It may imply that Form 3 students are still problematic in writing and grammar or the teaching schedule needs to be modified and improved to suit their needs. Besides, Form 3 students might need more individual help from their teachers as what they have to learn in Form 3 are a lot more challenging and difficult than that of the previous year.

1.3.3 In Composition, only Form 1 students have got the above average standard. Form 2 and 3 students have got the average and the below average passing rates respectively. It seems that students have not put enough emphasis on training their writing ability and so they are not able to develop it progressively. Teachers might have to increase their awareness of how to improve students’ writing ability. For example, they may try to give students more short writing practices or they may give more individual guidance to improve their writing techniques. To add more, motivating students to learn English actively and seriously might help them develop a good reading and self-learning habit.
1.3.4 In Oral, Form 2 and 3 students have got worse performance than Form 1, which may indicate the fact that they are not aware of the importance of spoken English and they do not understand its importance in tackling HKCEE papers later. So, it is important to incorporate more fun oral activities into the curriculum so as to motivate students to learn more English speaking skills and increase their confidence in this area.

2. Opportunities

2.1 As Form 1 students have shown impressive examination results, the previous teaching policy can be further strengthened to boost the English standard of the junior form students.

2.2 As the junior form students tend to put more effort on studying grammar and dictation, teachers may take advantage of this to impart more grammar knowledge and spelling skills to them in order to consolidate their language foundation.

2.3 Students’ oral marks are the most impressive examination results so the oral skills can be further strengthened by adding more interesting oral activities.

2.4 The promising results of Form 1 students might predict the better public exam results. Teachers might try to further develop the existing teaching schedule.

2.5 The intake of girl students in the junior form may bring better English learning environment to the school as it is generally believed that girls’ language ability is better than boys’.

2.6 The comprehensive evaluation on curriculum of English Language conducted by all English teachers in the three-day workshop may have made all the junior form teachers get deeper understanding to the requirement of HKCEE and so they can increase their teaching effectiveness. Besides, more appropriate and effective teaching schedules can be developed to cater for the different needs of students each year.

2.7 As Form 3 students’ performance tend to be more stable instead of a great down turn, the present curriculum can be further developed to improve students’ English standard.

2.8 Students’ oral ability can be further developed and increased based on the present curriculum which is in line with the 2007 new exam format. The better oral performance might be predicted in the future public examination.

2.9 As the self-learning habit has been further reinforced and improved this year due to the successful percentage is 80, students’ English standard can be improved year by year.

2.10 As 64% of junior form students have completed 80% or more on-line exercises, it shows that students’ self-learning ability has been partly established and it can
be further developed in Form 4 to help improve their public examination results. At the same time, 75% of junior form students have successfully completed 70% or more on-line exercises, which is encouraging provided that this is only the first year practice.

3. Threats
3.1 The poor ability of particular Form 3 students can directly affect their performance in HKCEE. Teachers of Form 4 should try to do more re-medial work for those poor students to help them well prepared for the public examination.
3.2 Students’ performance in writing is not good enough so there is still room for teachers to help students improve their writing ability. At the same time, students also need to be very concerned about their writing performance.
3.3 As F.3 students are in lack of writing techniques, they may not be able to do the listening writing tasks in F.4 properly. F.4 teachers might have to take a lot of class time to teach students the writing techniques, which might deprive students of the opportunity to do more practice to prepare for the public examinations. So Form 3 teachers need to increase their awareness in helping students improve their writing techniques and more focus should be put on improving students’ writing ability next year.

4. Situational analysis

4.1 Strengths
4.1.1 Most panel members are sincere and hardworking for their job.
4.1.2 Most panel members are loyal, obedient, understanding and helpful.
4.1.3 Most panel members are qualified and possess very rich teaching experience.
4.1.4 English panel always work under very strong support and care from the headmaster of the school.
4.1.5 Almost all panel members are willing to share their teaching materials and teaching experience so a good team spirit could be well developed.
4.1.6 Most teachers have high working efficiency and are able to take care of the individual learning needs of their students.
4.1.7 Most panel members tend to work their best to make their teaching most effective and strive hard for ever-improving working performance.
4.1.8 Teachers are working under an harmonious working environment.
4.1.9 All the teachers have a say through the departmental questionnaires and the appraisal interviews at the term end to help improve the effectiveness of both
teaching and learning.

4.1.10 The panel chairperson is always open to listening to the different points of view from both students and teachers.

4.1.11 Most students have an interest in learning English and understand its importance for higher education or future job.

4.1.12 Junior form students tend to be more obedient and responsive than the senior form students.

4.1.13 A well-stocked resource room is available to both teachers and students.

4.1.14 The senior observation system helps boost the teaching methods of teachers.

4.1.15 Students have a say through appraisal forms to help improve both teaching and learning in our school.

4.1.16 The extensive reading scheme has been launched in junior form for quite a number of years, which creates a good foundation for operating a more comprehensive and effective reading scheme.

4.1.17 The new policy of English teaching in smaller class size gives teachers more space to provide more individual tutorial to students and increase their teaching efficiency.

4.1.18 Most students have developed good relationship with their teachers.

4.1.19 Students are willing to join English activities outside classroom provided that the activities are fun and meaningful.

4.1.20 Some students are brave enough to speak English in public, who can act as the good role models for the other students.

4.1.21 Students can be encouraged and made to speak English outside classroom if there are attractive activities.

4.1.22 Junior English ambassadors and the English Club members can act as good role models for the poor students of our school and can also help lead meaningful and interesting English activities for students to join. They can also help enrich the English learning atmosphere of our school.

4.1.23 The English learning atmosphere has been improved for the large amount of English activities held this year outside classroom.

4.1.24 The good learning self-learning habit has been well established in the junior form for the good successful percentages in the junior form.

4.1.25 The daily on-line exercise help students further develop their self-learning habit.

4.2 Weaknesses

4.2.1 Students’ exposure to English is inadequate as Chinese is the medium of teaching in the other subjects.
4.2.2 Most students are too busy with too many tests and a large amount of homework in the other subjects so they tend to neglect the studying of English which demand much more patience and hard work for a long term study. And they cannot get the sense of achievement from examinations easily after their short term hard work. By contrast, they may be able to get good examination results by short tem hard work in studying the other subjects.

4.2.3 Most students are not confident enough to speak English in public.

4.2.4 Most students are in lack of initiative and motivation in learning English.

4.2.5 Most students have short attention span and their foundation of English is poor.

4.2.5 Teachers have heavy workload so they are in lack of time to give individual tutorial help to the weaker students.

4.2.6 The work stress of teachers is increasing for the poor public examination results, which can affect both of their teaching efficiency and spirit.

4.2.7 Students’ poor motivation to learn English makes both teaching and learning less effective although there is improvement this year.

5. **Aims**

5.1 To develop the four basic skills of learning English as a second language so as to consolidate students’ foundation for grasping the higher level of English.

5.2 To make learning English an interesting and happy experience in order to motivate students to learn English outside classroom actively.

5.3 To enable students to get well prepared for the needs of the twenty-first century for the changing socio-economic demands resulting from the advancement in information technology, including the interpretation, use and production of materials for pleasure, study or work in the English medium.

5.4 To help students solve their problems in learning English and get well prepared for the HKCEE before they study in senior form

5.5 To promote a good English learning culture for students.

5.6 To boost the culture of having self-learning habit and regular reading habit.

6. **Objectives**

6.1 To develop students’ habit of reading English daily.

6.2 To create a happy and rich English learning environment for students.

6.3 To boost students’ confidence in using and speaking English.

6.4 To increase students’ awareness of the importance in learning English for their future.

6.5 To develop the basic understanding of the English language system.

6.6 To arouse students’ interest in learning English in order to motivate them to have
self-study habit at home.

6.7 To develop students’ habit of writing regularly.
6.8 To familiarize students with the basic language requirement for taking HKCEE.
6.9 To increase students’ ability in tackling contextual questions.

7. Goals
7.1 Broader goals:

By the end of this academic year, students should
7.1.1 have demonstrated a progressive ability in mastering various types of texts including short story, article, newspaper/magazine article, advertisement, letter to the editor, argumentative essay with a satisfactory reading speed.
7.1.2 have grasped the skills of writing a text in certain sentence structure(s) of their level with good speed.
7.1.3 have shown satisfactory improvement in tackling Certificate exam-typed comprehension and usage questions of their levels.
7.1.4 have acquired the skills of eliciting key information for doing listening exercise.
7.1.5 have been able to read the passage of their level aloud with good pronunciation skills and have demonstrated the ability to speak in fluent English.
7.1.6 have developed the courage of speaking English outside classroom.
7.1.7 have become more interested in learning English.

By the end of this academic year, teachers should
7.1.8 have conducted the interesting and effective lessons and emphasized the importance of learning English actively outside classroom.
7.1.9 have strengthened the cooperation with each other and shown their willingness to share their teaching skills and materials in order to ease their teaching workload and stress.
7.1.10 have further developed the spirit of mutual support.
7.1.11 have emphasized the importance of making students hand in their homework on time.
7.1.12 have been more open-minded in exchanging good teaching experience with each other to further develop their professional standard of teaching.
7.1.13 have attended seminars and workshops to enrich and refresh their teaching methods.
7.1.14 have utilized their IT knowledge and language arts to conduct their lessons for their students more effectively to increase students’ motivation.
7.1.15 have expressed constructive opinions on the policies of the panel and demonstrated the willingness to evaluate and modify them for the sake of students.

7.1.16 have worked hard on helping students to develop a good reading and writing habit.

7.1.17 have worked their best to increase both the teaching effectiveness and students’ motivation in learning English.

7.1.18 have shown willingness to work their best to set the data-bank of junior form teaching materials.

7.1.19 have taken serious actions to help students improve their writing ability.

7.1.20 have conducted regular speaking lessons to increase students’ confidence in speaking English and improve their speaking ability.

7.2 Immediate goals:

By the end of this academic year, students should have acquired

7.2.1 Reading skills and Usage

7.2.1.1 F.1- understanding a text of about 250 words and capable of answering simple comprehension questions by using some reading skills.

- understanding the skills required for tackling different types of usage questions in context.
- 70% or above of students pass the internal examination.
- 70% or above of students have successfully completed the scheduled online learning hours.

7.2.1.2 F.2- understanding a text of about 350 words and capable of answering comprehension questions which demand more difficult reading skills.

- understanding the skills required for tackling different types of more difficult usage questions in context.
- 70% or above of students pass the examination.
- 70% or above of students have successfully completed the scheduled online learning hours.

7.2.1.3 F.3- grasping all the basic skills of reading and understanding a text of about 450 words in order to get themselves well prepared for the HKCEE.

- grasping all the skills required for tackling different types of usage questions in context.
- 60% or above of students pass the examination.
- 60% or above of students have successfully completed the scheduled online learning hours.
7.2.1.4 Students should demonstrate a satisfactory improvement in reading skills and the skills required for tackling different types of usage questions by analyzing and evaluating the examination results in the end of each term.

7.2.2 Writing skills
7.2.2.1 F.1-70% or above students capable of writing a composition of 150 words in satisfactory simple sentence structure.
7.2.2.2 F.2-70% or above students capable of writing a composition of 200 words in good simple sentence and some compound sentence structures.
7.2.2.3 F.3-60% or above students capable of writing a composition of 250 words in good sentence structure including some good compound sentences.
- having learnt some writing skills required for various types of questions in HKCEE including short story, article, speech, personal letter, letter to the editor, diary, fax message and memo.

7.2.3 Speaking skills
7.2.3.1 F.1-70% or above students capable of reading a passage of their level properly without making many pronunciation mistakes, and having learnt some skills required for taking HKCEE.
- 70% or above students capable of giving a complete oral presentation on a story book.
7.2.3.2 F.2-70% or above capable of reading a passage of their level properly without making serious pronunciation mistakes, and making use of some key vocabulary and useful phrases to tackle questions of HKCEE.
- 70% or above students capable of a good and complete oral presentation of a story book.
7.2.3.3 F.3-70% or above students capable of reading a passage of their level properly and making use of some useful phrases to tackle questions of HKCEE without too many problems.
- grasping the skills of pronouncing difficult words to prepare for the requirement of HKCEE Oral paper.
- having learnt some discussion skills including introducing topic, responding to the opinions, inviting others to give ideas and concluding a good discussion.
- capable of practicing some Certificate exam-typed oral paper.

7.2.4 Listening skills
7.2.4.1 F.1-70% or above students capable of answering simple questions like jotting
down numbers and names, drawing routes in a map and some simple
notes for completing the writing tasks.
-70% students pass the internal examination.

7.2.4.2  F.2-70% or above students capable of answering more difficult questions
like jotting down simple notes or telephone messages and doing short
integrated writing tasks.
-70% students pass the internal examination.

7.2.4.3  F.3-60% or above students capable of deducing answers from the key words
or phrases and using some writing skills to do long integrated listening
writing task.
-60% students pass the internal examination and have demonstrated good
knowledge of writing skills.

8.  Policies
8.1 Teachers are strongly advised to use English as the teaching medium at all times
to provide authentic situation for students to learn English.
8.2 Teachers should work their best to make English as the main language of
communication both inside and outside classroom in order to maximize the
students’ exposure to English.
8.3 Teachers are encouraged to attend seminars and take courses to increase their
teaching effectiveness and bring new constructive ideas back to the panel.
8.4 Teachers are advised to obtain their teaching qualifications and language
proficiency requirement as soon as possible.
8.5 Teachers are expected to mark students’ work with the greatest care, objectivity
and professional standard. They are expected to follow the scheme of work,
marking scheme agreed upon and not to deviate from the main core of policy
arbitrarily.
8.6 Teachers are strongly urged to make use of the teaching resources so as to enrich
their teaching methodology and arouse the interest of students to learn English
actively.
8.7 Teachers should work their best to make students hand in their homework on time
to develop a good learning habit when they are young. Teachers must be very
strict in handling the issue of collecting homework.
8.8 Teachers should approach the weak and problem students actively and give
specific counseling and studying aid to improve their study.
8.9 Teachers are advised to give students opportunity to talk in English as much as possible both inside and outside classroom.

8.10 Teachers should always bear in mind that the training of pronunciation is very important in boosting their ability in spoken English and increase their motivation of learning English.

8.11 Teachers are strongly advised to monitor the development of the reading and writing files of each student and work their best to help students develop a good and pleasurable learning habit.

8.12 Teachers are strongly encouraged to share their teaching material in order to save both of their time and resources, for which their workload will also be reduced.

8.13 Teachers are urged to submit effective teaching material to the Panel chairperson or the form co-ordinators to make a data bank for the future use of all teachers. Through doing this, the school resources can be saved and teachers can have more time to prepare for the high quality lessons.

8.14 Teachers are advised to hold meetings regularly to share both their teaching problems and effective teaching methods. Thus, the teaching efficiency can be boosted and their problems in teaching can either be erased or solved.

8.15 Teachers should also take advantage of the small class size teaching policy to maximize the individual tutorial to each student, especially the weaker students.

8.16 Teachers are encouraged to conduct interactive and student-centred lessons in order to increase students’ language use and students’ motivation to learn English.

8.17 Teachers are encouraged to use language arts to make both teaching and learning process funny and interesting.

8.18 Teachers are encouraged to set good notes, worksheets and effective revisions for students so as to increase students’ learning effectiveness.

8.19 Teachers are encouraged to diversify their teaching method to make the lesson interesting and increase students’ attention span.

8.20 Teachers are encouraged to let students watch ETV to make students enjoy the process of learning English and increase students’ awareness of the importance of language use.

8.21 Teachers are encouraged to give students short, easy and encouraging tasks to students in class to develop their confidence in learning and using English.

8.22 Teachers are required to give more encouraging responses and remarks to students to help develop a risk-free learning atmosphere in English lessons.

8.23 Teachers are encouraged to remind students of the importance of learning
English well for their future frequently.

8.24 Teachers are encourage to ask for the parents’ support in helping students develop a good self-learning habit.

8.25 Teachers are urged to help students develop a good reading habit as it is extremely important in improving students’ English standard.

9. Implementation Plan
9.1 Extensive Reading Scheme
9.1.1 Target students: F.1-F3
9.1.2 Objectives: to develop a good reading habit
   : to increase students’ exposure to English
   : to increase students’ background knowledge for learning the more difficult and higher level English in the senior form.
   : to arouse students’ interest in reading and learning more English
   : to highlight the importance of reading habit in learning a language
   : to make teaching English more interesting and pleasurable
   : to make students understand the fact that they must work hard by reading a lot to improve their English.
   : to make parents understand their guidance in pushing their kids to develop a reading habit is very important
   : to develop a good English reading culture for the junior students
   : to help increase students’ ability of thinking and talking about what they have read.

9.1.3 Policy
9.1.4 Extensive Reading Scheme 1: Reader Quiz
9.1.4.1 Students are asked to read 5-7 pages of their class reader per cycle.
9.1.4.2 Students are required to take a reader quiz every cycle to make sure they have read their reader every cycle.
9.1.4.3 The scores of the quiz will be recorded and counted as part of their daily marks in order to motivate them to read regularly.
9.1.4.4 All the quiz papers will be kept in files stored in school for evaluation purpose. or parents’ observation on Parents’ day.

9.1.5 Extensive Reading Scheme 2: Class Library
9.1.5.1 A class library has been developed in every class for the students to read and swap with each other after finishing reading one book.
9.1.5.2 Every student has to do at least five book reports throughout the whole school year.
9.1.5.3 The quality and creative reports are highly encouraged by teachers to students’ interest in reading.

9.1.5.4 The positive and encouraging comment will be given to students’ book report so as to increase their interest in reading.

9.1.5.5 One book report will be counted as oral test marks per term.

9.1.5.6 All the book reports will be kept in files stored in school for evaluation purpose and parents’ observation on Parents’ day.

9.1.5.7 Teachers are advised to post the good work on the classroom bulletin.

9.1.5.8 Teachers are required to teach students good oral presentation skills and boost students’ ability of speaking English in public.

9.1.5.9 Students have to write personal reflection for every book report.

9.1.5.10 During the first two to three cycles, students will be taught how to write personal reflection.

9.1.5.11 The length of book report is: Form 1: 120-150 words
Form 2: 180-200 words
Form 3: 220-250 words

9.1.6 **Extensive Reading Scheme 3: Newspaper Cutting**

9.1.6.1 All students are required to one piece of effective and creative newspaper cutting per month.

9.1.6.2 Teachers will conduct three newspaper activities per year to help develop students’ skills of reading English newspaper and to enrich students with popular and useful vocabulary.

9.1.6.3 Teachers can make use of the SCMP teaching resources net account to design meaningful lessons for their students.

9.1.6.4 Teachers are advised to post the good work on their classroom bulletin regularly to encourage students to work their best.

9.1.6.5 Some good articles extracted from the newspaper will be displayed on the English ambassador bulletin to increase students’ exposure to English in school.

9.1.7 **Extensive Reading Scheme 4: Learner Contract & Self-learning Record Sheet**

9.1.7.1 All students and their parents are required to sign a contract to promise that all students will have at least one hour of English self-learning per cycle.

9.1.7.2 Both parents and teachers have the responsibility to monitor and push students to do this properly.

9.1.7.3 Students can have any kinds of self-learning activities at home like searching
for the English websites, reading books, listening to songs and watching movies.

9.1.7.4 Teachers will give positive and encouraging comment on their self-learning record sheet regularly.

9.1.7.5 Students who have done very good job on this will be awarded both a certificate of merit and a prize at the end of the year.

9.1.8 Extensive Reading Scheme 5: Daily on-line exercise

9.1.8.1 All students are required to do 15 minutes of English reading practice in the internet exercise every day.

9.1.8.2 All students are required to do one piece of grammar exercise per week.

9.1.8.3 All teachers will check the record regularly and work their best to make students finish the required working hours. The consolidated results will be printed out per term and submitted to their parents to inform about students’ performance in this scheme.

9.1.8.4 Parents are invited to help their children complete their work by letter in the beginning of the school year.

9.1.8.5 Parents are urged to help the students who fail to complete the scheduled hours of self-learning to complete the work during long holidays in the end of each term.

9.1.8.6 Parents will be informed about the performance of their children before long holiday. If students fail to complete 80% or more exercises will be asked to do the catch-up after-school or during long holiday.

9.1.8.7 Students who have finished 80% or more exercises will be awarded a certificate of merit.

9.2 Intensive Reading Scheme

9.2.1 Target students: F.1-3

9.2.2 Objectives: to make students understand the passage deeply.

: to enrich and consolidate students’ knowledge in vocabulary and syntax such collocations, suffixes, roots, bases and tenses.

: to teach the useful reading skills to help students answer comprehension questions properly.

: to strengthen students’ background knowledge of grammar.

: to learn more about English sentence structures.

: to strengthen students’ ability of pronunciation and spelling.
9.2.3 Policy

9.2.4 Intensive Reading Scheme 1: Longman Target English

9.2.4.1 Students will be taught 7 passages intensively with comprehension exercises, grammar exercises and dictations assigned to students.

9.2.5 Intensive Reading Scheme 2: Supplementary Reading Comprehension Practice

9.2.5.1 Students will be asked to do 2 comprehension exercise(s) per month.

9.2.5.2 Teachers will conduct effective evaluation periods on the exercises.

9.2.5.3 Students’ reading skills will be further strengthened and consolidated through increasing their exposure to a wide range of texts.

9.3 Extensive Writing Scheme

9.3.1 Target students: F.1-3

9.3.2 Objectives: to boost students’ creativity and confidence in writing

: to help students develop a good writing foundation.

: to help students develop skills to tackle free-writing questions.

: to increase students’ writing speed.

: to help students develop a regular writing habit.

: to make students more aware of the importance of accuracy in writing.

: to arouse students’ interest in writing.

: to improve students’ grammar problems.

9.3.3 Policy

9.3.3.1 Extensive Writing Scheme 1: A)Core compositions (Longman Target English and supplementary worksheets)

9.3.3.1.1 Objectives: to increase students’ creativity and help develop confidence in writing.

: to help students tackle free-writing questions.

: to increase students’ awareness of the importance of grammar.

: to encourage integrated writing practice.

: to increase students’ interest in writing.

: to help students develop a regular writing habit.

: to improve students’ grammar problems.

: to highlight students’ language problems so as to improve their writing ability.
9.3.3.1.2 Policies

9.3.3.1.2.1 The number of core writings is: Form 1: 9(7 intensive+1 creative and 1 test)
Form 2: 8(7 intensive and 1 creative)
Form 3: 8(7 intensive and 1 creative)

9.3.3.1.2.2 Policies:
9.3.3.1.2.2.1 All writings are thematic and integrated with what they have learnt in the respective units.
9.3.3.1.2.2.2 Teachers are advised to give qualitative pre-writing task to help students tackle their writing problems.
9.3.3.1.2.2.3 The basic principle of assigning writing practice: free writing
9.3.3.1.2.2.4 The length of composition: Form 1: 120-150 words
Form 2: 180-200 words
Form 3: 220-250 words
9.3.3.1.2.2.5 Teachers go over at least 10 common grammatical errors with students for each composition to help improve their accuracy problems.
9.3.3.1.2.2.6 Teachers give constructive and meaningful comment to students and use positive marking method to help students develop students’ confidence and ability in writing.
9.3.3.1.2.2.7 Teachers are advised to post good compositions on the respective classroom bulletin to encourage students to write seriously.
9.3.3.1.2.2.8 Teachers are advised to submit good compositions to the panel for the good operation of Bona Digest and the Writing Display Board (One piece per class per module) to highlight the importance of writing and reinforce the writing culture of our school.
9.3.3.1.2.2.9 Marking scheme:
9.3.3.1.2.2.10 Form 1: 1st term-2 intensive marking & 2 extensive marking
-3 integrated writings & 1 writing test
: 2nd term- 4 intensive marking & 1 extensive marking
-4 integrated writings & 1 creative writing & 1 revision exercise + mock practice
Form 2: 1st term – 2 intensive marking & 1 extensive marking
- 3 integrated writings & 1 revision exercise+mock practice
: 2nd term - 4 intensive marking & 1 extensive marking
- 4 integrated writings & 1 creative writing & 1 revision exercise + mock practice
Form 3: 1st term- 2 intensive marking & 1 extensive marking
- 3 integrated writings & 1 revision exercise+mock practice

: 2nd term- 4 intensive marking & 1 extensive marking
-4 integrated writings & 1 creative writing & 1 revision exercise + mock practice

- extensive marking: mark the most common errors only, or
- : mark the grammar just taught in that module, or
- : individual interview discussing their language problems

9.3.3.2 Extensive Writing Scheme 2: Creative Book Report
9.3.3.2.1 All students will be assigned at least 5 creative book reports(2 in the first term and 3 in the second term) throughout the whole school year.
9.3.3.2.2 All students will be asked to look up 15 words in the dictionary and made 10 sentences out of the words. Then all students have to do a piece of creative work such as drawing comic strips, pictures, changing the ending and designing book marks together with a personal reflection for the book they have read.
9.3.3.2.3 All the book reports will be required to write personal reflections and two of them have to be presented orally to the teachers. The oral presentations will be counted as oral test marks.
9.3.3.2.4 Students who have performed excellently in the ERS lessons will be awarded with a certificate and a prize in the end of every term.

9.3.3.3 Extensive Writing Scheme 3: Creative Newspaper Cutting
9.3.3.3.1 Students are assigned one piece of newspaper cutting homework per month.
9.3.3.3.2 Students are asked to look up 10 difficult words in the dictionary and made 5 sentences out of the words. Then they have to do one piece of creative work, for example, drawing a picture, a comic strip or write a short reflection for the article they have read. Teachers should advise students to read Young Post or The Hong Kong Standard, the easier articles, in the beginning to help develop their interest in reading newspaper.
9.3.3.3.3 Three guided newspaper practices will be assigned by teachers throughout the year to teach students the skills of reading newspaper(1piece -first term,2 pieces-second term).
9.3.3.3.4 Teachers are encouraged to adopt the teaching resources provided by
SCMP to teach students newspaper reading skills.

9.3.3.4 Extensive Writing Scheme 4: After-school Creative Writing Course.
9.3.3.4.1 Regular writing course conducted by native English teacher will be introduced by Typhoon Club to students regularly to boost students’ writing ability and creativity.
9.3.3.4.2 The students who have writing problems are encouraged to take the course.

9.3.3.5 Extensive Writing Scheme 5: English Writing Competition
9.3.3.5.1 Different kinds of writing competition will be introduced to students to improve the writing culture of the school.
9.3.3.5.2 At least one competition will be held per term.

9.3.3.6 Extensive Writing Scheme 6: Creative Writing club
9.3.3.6.1 The English ambassadors and the English Club members will be responsible for holding writing activities throughout the year to help highlight the importance of writing abilities and boost a good English writing culture for the school.
9.3.3.6.2 They will also be responsible for setting the writing display board in the lobby regularly.

9.3.3.7 Extensive Writing Scheme 7: Writing Improvement Program
9.3.3.7.1 Teachers are encouraged to set an action plan to help students improve their writing ability.
9.3.3.7.2 The objectives of this scheme are to work out more effective methods to improve students’ writing ability and give students more support in learning English writing.
9.3.3.7.3 The evaluation will be held at the term end and different effective ideas on teaching writing will shared in the panel meeting.
9.3.3.7.4 Suggested Action Plans:
**Free writing practice/bi-weekly** are advised to assign to students to improve students’ writing ability and creativity. This might be conducted in ERS lessons giving students 15-30 minutes to write or assigned as homework. This practice should be treated as a pressure-free and awarding activity to boost students’ interest and initiatives in writing. The word limit and the topic might be decided by individual teachers. The frequency of the practice is once per 2 cycles and teachers do not need to collect it every time and mark it intensively. The practice should be
kept in a file or a school book. Teachers might collect it one or two times per term and give some positive written feedback or some awards like a small prize to increase their confidence in writing English and motivate them to write more. At the same time, the relationship between teachers and students will be further reinforced for the positive and encouraging feedback of the teachers. (Form 1—compulsory, Form 2-3—optional)

**Suggested Action Plans for improving students’ writing ability to be taken by individual teachers for particular class(es):**

i.) Adopting “process writing” teaching method.

ii.) Enriching students’ skills of writing by using effective notes and worksheets.

iii.) Reinforcing Pre-writing (e.g. brainstorming practice, reminding students of common problems and tense usage, etc.) and Post-writing tasks (e.g. evaluating common errors effectively, peer checking practice, asking students to check their errors by using computer in MMLC, etc.).

iv.) Teaching sentence structures regularly.

v.) Highlighting common errors regularly.

vi.) Encouraging students to have regular writing habit.

vii.) Encouraging students to write by giving more positive feedback to their work.

viii.) Encouraging students to use dictionary more.

ix.) Actions to helping students develop a good reading habit.

x.) Actions to increase students’ interest in writing.

xi) Assigning regular short writing practices (e.g. asking students to write 10 sentences using adjectives to compare 2 people or things while teaching comparative adjectives)

9.4 Listening Scheme

9.4.1 Target students: F.1-F.3

9.4.2 Objectives: to help students well prepared for the examination of HKCEE

: to increase students’ confidence in listening English.

: to make students and teachers aware of the importance of training students’ listening power in learning English.

: to increase students’ exposure to native spoken English.

: to make sure students’ listening power has been trained regularly.

: to increase students’ interest in listening to more English.

: to develop students’ skills of doing different kinds listening writing tasks.

: to enrich students’ vocabulary knowledge

: to strengthen students’ spelling power.
to help students develop note-taking skills.
: to cater for students’ diverse abilities.

9.4.3 Policy
9.4.3.1 All teachers should give students listening lessons regularly.
9.4.3.2 The number of teaching units: First term: 3 units and 1 test
   Second term: 4 units and 1 test
9.4.3.3 One mid-term test and one examination will be held in each term so as to
   increase students’ motivation in learning listening skills.
9.4.3.4 Teachers should bear in mind that Listening paper carries 30% in HKCEE so
   they should insist on giving students at least one listening lesson per week.
9.4.3.5 Teachers should guide students to do listening writing tasks properly and
   enrich their writing skills.
9.4.3.6 Teachers are requested to assign regular dictation to students to consolidate the
   knowledge they have learnt from their listening book.
9.4.3.7 Teachers should give effective evaluation to students to make them know
   about their problems in doing writing tasks and so they can make
   improvement in the next practice.
9.4.3.8 Teachers are strongly advised to give some ETV lessons to students if possible
   in order to increase students’ awareness of the practical use of English in daily
   life. Then students will be more motivated to do self-learning and learn
   English outside classroom.

9.4.3.9 Students are assigned at least 11 seen and unseen dictations per year to help
   develop their spelling power. And teachers are advised to revise the important
   vocabularies like months, days, festivals, MTR stations and street names
   regularly to strengthen their general knowledge of English.
9.4.3.10 Teachers are required to mark students’ writing tasks in order to get deeper
   understanding of students’ problems in doing writing tasks.
9.4.3.11 Marking:
9.4.3.12 Form 1 & 2: at least one piece of writing task per term as daily marks
   Form 3: at least 2 pieces of writing tasks per term as daily marks

9.5 Speaking Scheme
9.5.1 Target students: F.1-F.3
9.5.2 Objectives: to develop a good English speaking culture in school
   : to increase students’ opportunity of speaking in English through
     interactive speaking activities inside and outside classroom.
   : to increase students’ awareness of the importance of learning
English pronunciation and fluency.
: to arouse students’ interest in speaking English.
: to increase students’ confidence of speaking English.
: to make students well prepared for the HKCEE.
: to develop students’ skills of oral presentation and group discussion
: to boost students’ initiative in learning spoken English.
: to establish a risk-free English speaking atmosphere in class through
fun and rewarding activities.
: to create a happy English learning process for students.
: to enrich students’ knowledge of speaking.

9.5.3 Policy
9.5.3.1 The number of oral practice: at least one oral practice per module.
: at least one oral test per term.
: one oral examination per term.
9.5.3.2 All teachers are strongly advised to work their best to give students more
chance to speak English through interactive and student centred activities so
that students’ pronunciation and fluency can be improved naturally and
intrinsically.
9.5.3.3 Teachers are advised to teach students how to read the passage well after
having finished teaching it and encourage students to read aloud frequently
so as to increase their speaking and reading confidence and improve their
pronunciation.
9.5.3.4 Teachers are strongly advised to revise the speaking skills before conducting
the oral test and examination.
9.5.3.5 In the test or examination, both pronunciation and fluency would be assessed
so as to motivate students to learn how to read and speak English properly to
prepare for HKCEE early in the junior form. To develop the fluency of
English, teachers are advised to let students have group discussion regularly
and present their ideas to the whole class after discussion. A uniformed oral
examination will be held at the end of each term to trace the general
problems of students.
9.5.3.6 Teachers are advised to produce interesting oral practice material and share it
with the other teachers currently.
9.5.3.7 Regular after-school or lunch speaking activities will be conducted by the
native English teacher to improve the English learning atmosphere in school.
9.5.3.8 More English speaking activities will be held by the English Club and the
English Ambassadors.
9.5.3.8 Teachers are strongly advised to work their best to communicate with students
in English both inside and outside classroom.

10. Tutorial class

10.1 Target students: F.1-F.3

10.2 Objectives: to highlight the importance of studying English seriously.
: to help develop the sense of responsibility of the students.
: to help draw the attention of their parents to the language problems of their children.
: to prevent students from developing bad learning attitude or even giving up English learning in the junior form.
: to show students that teachers are sincere in helping with their English learning problem.
: to give the poor students tutorial help after class.
: to improve the English standard of the poor students.

10.3 Policy

10.3.1 The Caritas will hold different tutorial classes for the junior form students: “The Interactive English Enhancement Course” and “Pre-examination Tutorial Class” to improve their basic knowledge.

10.3.2 Teachers are also welcome and encouraged to give after-school tutorial class for their own class(es) to boost students’ English standard. And the record of attendance and evaluation should be kept in your own file and reported on your staff appraisal form in June, 2006.

10.3.3 Some senior form students will be invited to join the tutorial class held by the Counselling Department or daily detentions class to help students solve their homework problems.

11. Team teaching

11.1. Objectives: to increase the effectiveness of teaching with collaboration work of teachers
: to strengthen co-operative learning and teaching culture
: to share effective teaching ideas and material among teachers
: to create happy learning atmosphere
: to diversify the teaching methods

11.2 Two team teachings will be conducted throughout the year.
11.3 Scheduled time and forms: Form 1: Second term
: Form 2: Second term
Form 3: optional and encouraged, to be decided by Form 3 teachers

11.4 Suggested length of the lesson: 1-2 periods
11.5 Suggested work schedule: to decide on what classes to be involved
   : to decide on the time the team teaching to be conducted
   : to choose the teaching item(s)
   : to set the teaching objectives
   : to design the teaching methods and teaching materials
   : to make a list of work to be shared by teachers
   : to discuss how to work out the plan after everything has been prepared
   : to make a brief evaluation among all teachers

12. Re-assessment test
12.1 This test will be held for those students who have failed the final examination.
12.2 It will be held in late August every year. Students who have failed the re-assessment test will be required to take the re-medial course held by the Caritas or the well established organizations like British Council.
12.3 This test aims at strengthening students’ responsibility of studying English properly and improving students’ English basic knowledge.

12. English Speaking Class
12.1 Interest classes like Yoga and Make-up will be held after-school by native teachers to give students more exposure to English outside classroom.
12.2 The classes will begin in October.
12.3 Parents will be informed about the classes and invited to encourage their children to take the courses.
12.4 These classes aim at increasing students’ awareness of language use and their interest in learning English.

13. The administration schedule of each plan

<table>
<thead>
<tr>
<th>Measures</th>
<th>Duration</th>
<th>Teachers-in-charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1</td>
<td>Senior form students give short talk in assembly while junior form students will hold lunch programmes to enrich the English learning environment of the school.</td>
<td>Every Wednesday lunch-time throughout the whole year</td>
</tr>
<tr>
<td>13.1.2</td>
<td>It aims at increasing students’ awareness of learning English in everyday life.</td>
<td></td>
</tr>
</tbody>
</table>

24
13.2 **Extensive writing scheme** will be carried out in F.1-F.3 students. All Students will be asked to write the scheduled composition either in class or at home. Teachers will give feedback to students as soon as possible to highlight the importance of accuracy in English writing and increase their writing interest and ability. Besides, teachers are required to give regular short writing practice in class. And all junior form students have to do newspaper cutting and book reports regularly. Students should keep all the writings in a file so that teachers can monitor students’ progress in English writing ability and do comprehensive evaluation at the end of each term.

13.2.1 Teachers are requested to conduct an action plan to help students improve their English writing ability.

13.2.2 The aim of this scheme is to increase students’ speed of writing and arouse their interest in writing more. In turn, their writing ability can be improved gradually and naturally.

13.3 **Reading Scheme**

13.3.1 All teachers should work their best to promote English reading throughout the year.

13.3.2 Students are required to complete scheduled book reports, newspaper cuttings and reader quizzes in order to increase students’ exposure to a wide range of reading materials.

13.3.2 Daily on-line exercises will be strictly monitored by both teachers and parents.

13.3.3 Parents will be informed about the reading performance by letter once per term and sought for their support in this scheme.

13.4 **Listening Scheme**

13.4.1 Students will be given practices regularly. The teaching of writing skills and different writing styles will be highlighted.

13.4.2 Students will be requested to study certain important vocabulary like MTR stations, Street names, Months and Festivals for regular dictations by individual
13.4.3 Teachers has to assign to students at least one dictation on the vocabularies of the listening book to help them consolidate what students have learnt from their listening books.

13.4.3 Teachers will currently remind students the importance of learning different styles of writing and note-taking skills in order to get well prepared for the public examination.

13.4.4 Teachers will mark the integrated listening, reading and writing tasks regularly to understand more about their problems and help improve their writing skills.

### 13.5 Speaking scheme

| Students are required to practise speaking skills at least once per module. |
| Teachers will work their best to conduct interactive and student-centred lessons for students to increase their awareness of the importance of language use. |
| Teachers will currently give students interesting and meaningful speaking practices to motivate students to learn English seriously in the classroom. |
| Both oral presentation skills and group discussion skills will be taught and highlighted in speaking practice in order to develop their ability of tackling public examination of Form 5. |
| At least one oral presentation test and one oral examination will be given to students per term. |

### 13.6 Improving English learning culture

| Junior English Ambassadors and English Resource Room are supervised by the native English teacher and the panel chair and advised by all junior English teachers to **promote and create good English learning habit and culture in our school.** |
| All teachers insist on **communicating with students in English inside and outside classroom** and always encourage students to join the English activities. |
| All teachers encourage **peer learning and cooperative work in class** and give more interesting speaking.
opportunities to students.

13.6.4 Students will be encouraged to join the inter-school competitions including drama competitions and workshops, language arts competitions and games combining the English language with physical activity.

13.7 Teachers should encourage students to learn English through good web-sites in the internet.

13.8 Panel chairperson gives a talk to all F.1 students’ parents to introduce the important policies of the junior form English panel and invite parents’ help and support in boosting the English learning efficiency of students.

13.9 All English teachers should introduce the English Resource Room to all students once the room has been well facilitated so that they are more motivated to go there to have self-access learning themselves at their leisure time.

13.10 The English Resource Room will be open during lunch-time and after-school for students to use and speak to the native English teacher and for self-access learning.

13.11 Expansion of the materials in the English Resource Room will be carried out from time to time.

13.12 Questionnaires are available for the room users to give opinions in order to improve its facilities for the good of both teachers and students.

13.13 English Foundation courses will be held for all the junior form students in the second term.

13.13.1 40 students who failed in the first term examination in each form are welcome to attend the courses.

13.13.2 It aims at improving the English foundation of the poor students.

13.14 Tutorial class will be held by individual teachers themselves after-school for all junior form students.
13.14.1 It aims at developing students’ initiative in learning English and improving their basic English knowledge.

<table>
<thead>
<tr>
<th>13.15 Team teaching</th>
<th>Second term</th>
<th>Form co-ordinators i/c and all teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.15.1 Two team teachings will be held throughout the school year to boost the team spirit and promote the culture of sharing teaching ideas.</td>
<td>Second term</td>
<td>Form co-ordinators i/c and all teachers</td>
</tr>
<tr>
<td>13.15.2 Both Form 1 and 2 will conduct the team teaching in the second term followed by a number of form meetings.</td>
<td>Second term</td>
<td>Form co-ordinators i/c and all teachers</td>
</tr>
<tr>
<td>13.15.3 A brief evaluation meeting will be held to make improvement for the future practice.</td>
<td>Second term</td>
<td>Form co-ordinators i/c and all teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.16 Re-assessment test</th>
<th>August,2006</th>
<th>Ms Yan i/c &amp; Team B teachers: Ms. Chung K.Y., Mr. Lam K.S., Mr. Pang C.Y., Mrs. P. Chu, Ms Bibi M.,</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.16.1 The test will be held in late August for those students who fail their final examination.</td>
<td>August,2006</td>
<td>Ms Yan i/c &amp; Team B teachers: Ms. Chung K.Y., Mr. Lam K.S., Mr. Pang C.Y., Mrs. P. Chu, Ms Bibi M.,</td>
</tr>
<tr>
<td>13.16.2 Parents will be informed about the test and asked to help their children study work for the test so as to establish a good English foundation for the senior form study.</td>
<td>August,2006</td>
<td>Ms Yan i/c &amp; Team B teachers: Ms. Chung K.Y., Mr. Lam K.S., Mr. Pang C.Y., Mrs. P. Chu, Ms Bibi M.,</td>
</tr>
<tr>
<td>13.16.3 Students who fail the re-assessment test again will be required to take the Caritas Remedial course or the course held by well established organizations like British Council in the first term of the following school year.</td>
<td>August,2006</td>
<td>Ms Yan i/c &amp; Team B teachers: Ms. Chung K.Y., Mr. Lam K.S., Mr. Pang C.Y., Mrs. P. Chu, Ms Bibi M.,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.17 F.1 Bridging Program will be held in July in order to improve students’ background knowledge of English before studying Form 1. And the summer exercises will be assigned to all students.</th>
<th>July,2006</th>
<th>Ms Yan i/c, the native teacher &amp; all Team B English Teachers: Mr. Pang C.Y., Ms. Carol Chu, Ms. Bibi M., Mrs. P Chu, Ms. Chung K.Y., Ms. Ng C.W.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.17.1 The course will be interactive and task-based.</td>
<td>July,2006</td>
<td>Ms Yan i/c, the native teacher &amp; all Team B English Teachers: Mr. Pang C.Y., Ms. Carol Chu, Ms. Bibi M., Mrs. P Chu, Ms. Chung K.Y., Ms. Ng C.W.</td>
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</table>

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<thead>
<tr>
<th>13.18 Supplementary notes, worksheets will be designed</th>
<th>Whole year</th>
<th>Ms Yan i/c &amp;</th>
</tr>
</thead>
</table>

| 13.18 | Whole year | Ms Yan i/c & |
and distributed to teachers for making up the inadequacy of the textbooks. For example, setting the worksheets of the followings:

a) sentence patterns  
b) oral skills  
c) grammar  
d) listening skills  
e) speaking skills  
f) reading skills  
g) writing skills

13.18.1 **Effective revision notes and worksheets** will be designed and distributed to students to help them work better for the examination.

<table>
<thead>
<tr>
<th>13.19 Book Inspection</th>
<th>November,2005</th>
<th>Ms Yan i/c. &amp; all teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.19.1 This will be held once a year to study the teaching progress and evaluate the teaching and learning effectiveness so as to improve the effectiveness of teaching and learning.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>13.20 Class Observation</th>
<th>April-May,2006</th>
<th>The Panel Chairperson &amp; all English teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.21 All English teachers will be observed by the panel chairperson for the development of teacher profession and the operation of the new appraisal system.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13.21 Joint functions of English panels of St. Bonaventure Primary and Secondary Schools.</th>
<th>Whole year</th>
<th>Ms. Yan &amp; Mrs. Chu i/c &amp; all teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.21.1 The program of English Pen-pal will be carried out to increase students’ English language use.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>13.22 Life-wide Learning Activities</th>
<th>Whole year</th>
<th>Ms Yan &amp; Form co-ordinators i/c &amp; all teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.22.1 All Form 1 students will have 2 English Games Days in May.</td>
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<tr>
<td>13.22.2 The games will be designed for helping students to revise what they have learnt in the second term and teachers will help supervise the games.</td>
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<tr>
<td>13.22.3 Form 2 and 3 students will either have meaningful talks or visits to increase their exposure to authentic English environment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13.23 Attainment Tests</th>
<th>May-June,2006</th>
<th>Ms Yan i/c &amp; all</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.23.1</td>
<td>All junior form students have to take the <strong>year end</strong> attainment tests to assess their English ability.</td>
<td></td>
</tr>
<tr>
<td>13.23.2</td>
<td>The results will be processed and drawn the statistics to help predict their performance in public examination.</td>
<td></td>
</tr>
<tr>
<td>13.23.3</td>
<td>The poor students will have to be given <strong>follow-up actions to help them develop the skills of tackling</strong> public examination.</td>
<td></td>
</tr>
<tr>
<td>13.23</td>
<td>Evaluation of the effectiveness of the current textbooks</td>
<td>April-May,2006</td>
</tr>
<tr>
<td>13.24</td>
<td><strong>Self-appraisal interviews</strong></td>
<td>June-July,2006</td>
</tr>
<tr>
<td>13.24.1</td>
<td>Individual interviews will be held between panel chair and all teachers to make deeper understanding with each other, to boost the teaching profession and collect opinions about how to improve the operation of the department for the good of both teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>13.25</td>
<td>Choosing and ordering the summer exercise books for all junior form students.</td>
<td>May-June,2006</td>
</tr>
<tr>
<td>13.26</td>
<td>Evaluation of the curriculum of F.1-F.3 and working out the teaching schedules of the following academic year</td>
<td>June-July,2006</td>
</tr>
<tr>
<td>13.27</td>
<td>Evaluation of the performance in <strong>attainment test</strong> and examination</td>
<td>August,2006</td>
</tr>
<tr>
<td>13.28</td>
<td>Regular form meetings will be held to increase the cooperation between teachers and to provide opportunity to reflect on the core panel policy.</td>
<td>Bi-monthly</td>
</tr>
<tr>
<td>13.29</td>
<td>Monthly form meetings will be held in Form 1 to increase the opportunity of sharing teaching ideas and to improve both of the teaching and learning effectiveness.</td>
<td>Monthly</td>
</tr>
<tr>
<td>13.30</td>
<td>A meeting will be held to share teaching skills after class observation to improve teaching effectiveness.</td>
<td>June,2006</td>
</tr>
<tr>
<td>13.31</td>
<td>Information about seminars and courses will be circulated among all teachers. All teachers are encouraged to take the useful seminars and <strong>share the good ideas</strong> with each others.</td>
<td>Whole year</td>
</tr>
<tr>
<td>13.32</td>
<td><strong>Evaluation of the core policy</strong> and think of the modifications necessary for the good of students.</td>
<td>Every term end</td>
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<tr>
<td>13.33</td>
<td><strong>Daily On-line exercises</strong> will be introduced to all junior form students in the first term to facilitate students’ self-learning.</td>
<td>First term</td>
</tr>
</tbody>
</table>
| 13.34 | **English Library reading scheme**
13.34.1 It will be organized by the school library and junior English Department to increase students’ exposure to English and promote English reading culture.
13.34.2 All Form 1 students are given a library record card in the beginning of the school year. Students are required to go to the library to read English books at least six hours per month. The time they have read English books in the library will be recorded by the student librarians. Students will be awarded a coupon for every six reading hours. And they can make use of the coupon to win gifts in the regular English activities held throughout the year.
13.34.3 **One best student** will be chosen from each form and among the whole junior form per month. Those good library users will be awarded a certificate by the principal once per month and share his personal reflections with the other students in the morning assembly. | Whole year | Ms Li i/c, Ms Yan, Student librarians & English ambassadors |
| 13.35 | **English Enhancement Scheme for Form 1 students**
13.35.1 This is organized by both the school library and the junior English Department to increase students’ interest in learning English and improve their English foundation.
13.35.2 One 10-15 minutes English fun activities such as puzzles, vocabulary competition, riddles and lyric gap-filling competition will be held in every Form 1 form period.
13.35.3 All the entries will be marked by the student librarians and English ambassadors. Prizes will be | Whole year | Ms Li F.L.i/c, Ms Yan, student librarians & English ambassadors |
given to those students who have performed well in the activities.

<table>
<thead>
<tr>
<th>13.36 Educational English Videos Broadcast</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.36.1 This activity is organized by both the school library and junior English department to enrich the English learning atmosphere of our school.</td>
</tr>
<tr>
<td>13.36.1 Educational English videos like ‘a word a day’ or ‘a useful expression a day’ will be introduced to the students through Bonaventure Channel regularly.</td>
</tr>
<tr>
<td>13.36.2 It will also be broadcast in the beginning 10-15 minutes of the Friday assembly in the school hall.</td>
</tr>
<tr>
<td>Whole year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.37 English Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.37.1 Three English Enhancement Courses and two pre-examination English course will be held throughout the year by the Caritas to improve students’ basic English knowledge.</td>
</tr>
<tr>
<td>-First term, second term and summer holiday</td>
</tr>
<tr>
<td>-Before examination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.38 English Enrichment Course 1: Working towards Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.38.1 This course is specially designed for the bright students. The best 12 students of Form 1 and 2 of the previous year will be invited to take the course by letter.</td>
</tr>
<tr>
<td>13.38.2 This course is organized by the Counseling Department and Junior English Department. It aims at encouraging students to strive for the best performance and helping the bright students to further develop their talents.</td>
</tr>
<tr>
<td>First term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.39 English Enrichment Course 2: English speaking Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.39.1 The best 5 students in each form will be invited to attend a free speaking course organized by Let’s Talk to encourage them to work harder in the coming year.</td>
</tr>
<tr>
<td>September &amp; October, 2006</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13.40 Learning English with Fun</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.40.1 An English Quiz competition will be held for all the junior form students. The final round will be</td>
</tr>
<tr>
<td>March-April, 2006</td>
</tr>
</tbody>
</table>
held in their form room period to increase their interest of learning English.

| 13.41 A language arts competition | will be held to encourage students to appreciate English language through studying poems, drama and songs, etc. | Whole year | Ms. Li F.L. and Ms. Yan i/c & all teachers

| 13.42 School-based English Language support service will be provided by EMB this year for Form 1 students. | | Whole year | Ms. Yan and Form co-ordinator i/c & all Form 1 teachers, EMB officers

13.42.1 All Form 1 teachers will collaborate together to plan the lessons for one module per term. EMB officers will stay in the school to give opinions in order to maximize the effectiveness of teaching and learning.

14. Evaluation and measurement

14.1 Reading Scheme

14.1.1 A detailed and careful evaluation will be held at the end of each term with reference to students’ performance in examination.

14.1.2 All teachers have to discuss the effectiveness of the reading scheme and decide on how to modify it in order to boost their teaching effectiveness in the staff meeting in the end of each term.

14.1.3 A questionnaire will be given to each student to complete in order to find out their opinions on the scheme, their difficulties as well as their degree of acceptance to the scheme. So that teachers can have a more comprehensive evaluation on the whole reading scheme and in turn make improvement for the scheme.

14.1.4 The examination marks will be analyzed to find out the general problems of students.

14.1.5 Students who have poor results in examination will be required to take remedial classes in the second term.

14.1.6 The online reading record will be studied and submitted to the parents to ask for continuous support in boosting students’ reading habit.

14.2 Writing Scheme

14.2.1 Choose three students of three different levels (good, average, and bad) in each class to observe their improvement in writing in terms of language, content and sentence structure.
14.2.2 The examination results will be analyzed to find out if students have made satisfactory improvement in their writing.

14.2.3 Students will be given questionnaire to collect opinions on how to improve their writing ability.

14.2.3 The poor students will be required to do more book reports and taken re-medial classes in the second term.

14.2.4 In the end of each term, all teachers will discuss and evaluate the whole scheme in the panel meeting. The whole panel will evaluate students’ level of involvement in the scheme, the suitability of the topics assigned to students, the suitability of the length of the writings, the effectiveness of the different kinds of evaluation method applied to the students, the effect on students’ motivation to write in English and the extent of improvement in students’ writing including their ability in writing different kinds of sentence. After that, the scheme can be modified to suit the needs of students.

14.2.5 Students’ common errors in their writings will be studied and given to the teachers of the related forms so that teachers can assign intervention exercises to students to help them improve their writings.

14.3 Listening Scheme

14.3.1 In the end of each term, all teachers should share opinions on the scheme in the panel meeting and discuss on how to improve students’ listening power.

14.3.2 Students who have poor performance in the first term examination should be encouraged or made compulsory to attend the listening workshop held in the second term in order to keep pace with their classmates.

14.3.3 The examination results will be analyzed to find out the weaknesses of the students so that teachers can make improvement to both of their teaching and the operation of the scheme.

14.3.4 Students will be given questionnaires to collect opinions about how to boost their listening power.

14.4 Speaking Scheme

14.4.1 All teachers will discuss the effectiveness of the scheme and decide on the best way of making students speak more and better in the panel meeting in the end of each term.

14.4.2 All teachers will reflect on their teaching methods and exchange good teaching ideas to improve students’ performance in English speaking in the panel meeting held at term end.
14.4.3 Teachers should point out the weaknesses of their students and think of better ways to improve their performance. Students who have poor performance will be arranged to have meetings with our native teachers in the second term.

14.4.4 Speaking sessions conducted by the native teacher will be held in the second term to help boost the performance of the poor students.

14.4.5 According to the results of the first term examination, all teachers will discuss the effectiveness of the oral lesson and decide on how to improve the scheme and increase students’ confidence in speaking English.

14.4.6 Students will be given a questionnaire to collect opinions about their speaking practice in their lessons and how to help them make improvement in their speaking ability.

15. **Uniformed quantity of class work or homework**

<table>
<thead>
<tr>
<th>Measures</th>
<th>Duration</th>
<th>Teachers responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1 F.1</td>
<td>Whole year</td>
<td>All Form 1 English Teachers</td>
</tr>
<tr>
<td>15.1.1</td>
<td>No less than 14 pieces of GE exercises</td>
<td></td>
</tr>
<tr>
<td>15.1.2</td>
<td>No less than 6 pieces of intensive marking compositions</td>
<td></td>
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<tr>
<td>15.1.3</td>
<td>No less than 3 pieces of extensive marking compositions</td>
<td></td>
</tr>
<tr>
<td>15.1.4</td>
<td>No less than 2 short class writing practices</td>
<td></td>
</tr>
<tr>
<td>15.1.5</td>
<td>No less than 11 pieces of Seen dictation</td>
<td></td>
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<tr>
<td>15.1.6</td>
<td>No less than 11 pieces of Unseen dictation</td>
<td></td>
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<tr>
<td>15.1.7</td>
<td>No less than 7 pieces of listening writing tasks</td>
<td></td>
</tr>
<tr>
<td>15.1.8</td>
<td>No less than 1 oral practice per module</td>
<td></td>
</tr>
<tr>
<td>15.1.9</td>
<td>No less than 5 creative book reports</td>
<td></td>
</tr>
<tr>
<td>15.1.10</td>
<td>No less than 19 reader quizzes per year</td>
<td></td>
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<tr>
<td>15.1.11</td>
<td>No less than 2 reading comprehension exercises per month.</td>
<td></td>
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<tr>
<td>15.1.12</td>
<td>No less than 1 creative newspaper cutting per month</td>
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<tr>
<td>15.1.13</td>
<td>No less than 3 guided newspaper worksheets per year</td>
<td></td>
</tr>
<tr>
<td>15.1.14</td>
<td>No less than one oral book presentation per term</td>
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<tr>
<td>15.1.15</td>
<td>No less than One English self-learning hour per cycle</td>
<td></td>
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<tr>
<td>15.1.16</td>
<td>No less than one IT project per year</td>
<td></td>
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<tr>
<td>15.1.17</td>
<td>No less than 15 minutes online reading exercise per day</td>
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<tr>
<td>15.1.18</td>
<td>No less than one fun English form room activity per year</td>
<td></td>
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<tr>
<td>15.1.19</td>
<td>No less than 1 free-writing practice per 2 cycles</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15.2 F.2</th>
<th>Whole year</th>
<th>All Form 2 English teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.2.1</td>
<td>No less than 14 pieces of GE exercises</td>
<td></td>
</tr>
<tr>
<td>15.2.2</td>
<td>No less than 6 pieces of intensive marking compositions</td>
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</tr>
<tr>
<td>15.2.3</td>
<td>No less than 2 pieces of extensive marking compositions</td>
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</tr>
<tr>
<td>15.2.4</td>
<td>No less than 1 writing mock practice per term</td>
<td></td>
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<tr>
<td>15.2.5</td>
<td>No less than 2 short class writing practices</td>
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<tr>
<td>15.2.6</td>
<td>No less than 11 pieces of Seen dictation</td>
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<tr>
<td>15.2.7</td>
<td>No less than 11 pieces of Unseen dictation</td>
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<tr>
<td>15.2.8</td>
<td>No less than 7 pieces of listening writing tasks</td>
<td></td>
</tr>
<tr>
<td>15.2.9</td>
<td>No less than 5 creative book reports</td>
<td></td>
</tr>
<tr>
<td>15.2.10</td>
<td>No less than 2 reading comprehension exercises per month</td>
<td></td>
</tr>
<tr>
<td>15.2.11</td>
<td>No less than 1 creative newspaper cutting per month.</td>
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<tr>
<td>15.2.12</td>
<td>No less than 3 guided newspaper worksheets per year</td>
<td></td>
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<tr>
<td>15.2.13</td>
<td>No less than 1 IT project</td>
<td></td>
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<tr>
<td>15.2.14</td>
<td>No less than 1 English self-learning hour per cycle</td>
<td></td>
</tr>
<tr>
<td>15.2.15</td>
<td>No less than 15 minutes online reading exercise per day</td>
<td></td>
</tr>
<tr>
<td>15.2.16</td>
<td>No less than 16 reader quizzes</td>
<td></td>
</tr>
<tr>
<td>15.2.17</td>
<td>No less than 1 oral book presentation per term</td>
<td></td>
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<tr>
<td>15.2.18</td>
<td>No less than 1 oral practice per month</td>
<td></td>
</tr>
</tbody>
</table>

| 15.3.1 | No less than 14 pieces of GE exercises |
| 15.3.2 | No less than 6 pieces of intensive marking compositions |
| 15.3.3 | No less than 2 pieces of extensive marking compositions |
| 15.3.4 | No less than 2 short class writing practices |
| 15.3.5 | No less than 11 pieces of Seen dictation |
| 15.3.6 | No less than 11 pieces of Unseen dictation |
| 15.3.7 | No less than 7 pieces of listening writing tasks |
| 15.3.8 | No less than 19 reader quizzes |
| 15.3.9 | No less than 5 creative book reports |
| 15.3.10 | No less than 1 creative newspaper cutting per month |
| 15.3.11 | No less than 3 guided newspaper worksheets per year |
| 15.3.12 | No less than 2 reading comprehension exercises per month. |
| 15.3.13 | No less than 1 IT project |
| 15.3.14 | No less than 15 minutes online reading exercise per day |
| 15.3.15 | No less than 1 oral book presentation per term |
| 15.3.16 | No less than 1 oral practice per month |
| 15.3.17 | No less than 1 English self-learning hour per cycle |
| 15.3.18 | No less than 1 writing mock practice per term |

| Whole year | All Form 3 |
| English teachers |
### 16. Uniformed quantity of tests

<table>
<thead>
<tr>
<th>Measures</th>
<th>Duration</th>
<th>Teachers-in-charge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16.1 F.1</strong></td>
<td>Whole year</td>
<td>All Form 1 English Teachers</td>
</tr>
<tr>
<td>16.1.1 No less than 3 tests on Comprehension and grammar items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.1.2 One standardized G.E test per term</td>
<td></td>
<td></td>
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<tr>
<td>16.1.3 One composition mock test per term</td>
<td></td>
<td></td>
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<tr>
<td>16.1.4 Two standardized tests for dictation per term</td>
<td></td>
<td></td>
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<tr>
<td>16.1.5 One listening test per term</td>
<td></td>
<td></td>
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<tr>
<td>16.1.6 One attainment test per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.1.7 One oral test per term.</td>
<td></td>
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</tr>
<tr>
<td><strong>16.2 F.2</strong></td>
<td>Whole year</td>
<td>All Form two English teachers</td>
</tr>
<tr>
<td>16.2.1 No less than 3 tests on Comprehension and grammar items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.2.2 One standardized G.E. test per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.2.3 One composition mock test per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.2.4 One standardized test for dictation per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.2.5 One listening test per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.2.6 One attainment test in the second term.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.2.7 One oral test per term.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16.3 F.3</strong></td>
<td>Whole year</td>
<td>All Form three English teachers</td>
</tr>
<tr>
<td>16.3.1 No less than 3 tests on Comprehension and grammar items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.3.2 One standardized test per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.3.3 One composition mock test per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.3.4 One standardized test for dictation per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.3.5 One listening test per term.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.3.6 One attainment test in the second term.</td>
<td></td>
<td></td>
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<tr>
<td>16.3.7 One oral test per term.</td>
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</tbody>
</table>
### 17. Extra-curricular activities

<table>
<thead>
<tr>
<th>Event</th>
<th>Level</th>
<th>Duration</th>
<th>Teachers responsible</th>
<th>Objectives</th>
<th>Means of evaluation</th>
<th>Deadline of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a good lunch with Mr. Whatley</td>
<td>F.1</td>
<td>Sept.-Nov</td>
<td>Mr. Whatley &amp; Ms. Yan (i/c.) &amp; Junior English Ambassadors</td>
<td>To develop relationship between our native English teacher &amp; students and increase students’ opportunity of learning English in their daily life</td>
<td>No. of participants, comments from the participants &amp; teachers i/c</td>
<td>One month after the event held</td>
</tr>
<tr>
<td>Establishment of Junior English Ambassador</td>
<td>F.1-3</td>
<td>Sept-Oct</td>
<td>Ms Yan (i/c.) and English ambassadors</td>
<td>To increase students’ opportunity of using English outside classroom and help boost the English learning culture of the school.</td>
<td>No. of participants, no. of activities held, comments from the ambassadors and teachers i.c.</td>
<td>June</td>
</tr>
<tr>
<td>English Essay writing competition</td>
<td>F.1-3</td>
<td>Whole year</td>
<td>Ms. Yan (i/c) &amp; Ms Chung &amp; all teachers</td>
<td>To motivate students to write for the best.</td>
<td>No. of participants, results of the competition</td>
<td>One month after the event held</td>
</tr>
<tr>
<td>Halloween Fun Day</td>
<td>F.1-3</td>
<td>31/10</td>
<td>Ms. Yan &amp; Mr. Whatley (i/c.) &amp; V. Chung, I. Ng, B. Musrat, M.K. Chan, Junior English Ambassadors</td>
<td>To cultivate students with the English Festival customs</td>
<td>No. of participants, comments from teachers, ambassadors and participants.</td>
<td>One month after the event held</td>
</tr>
<tr>
<td>Speech Festival</td>
<td>F.1-7</td>
<td>Sept-Dec</td>
<td>Ms L. Chan &amp; Ms</td>
<td>To improve</td>
<td>No. of participants, results</td>
<td>One month</td>
</tr>
<tr>
<td>Event Name</td>
<td>Grade</td>
<td>Date</td>
<td>Organisers</td>
<td>Objectives</td>
<td>Comments</td>
<td>Time Frame</td>
</tr>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>Lunch Fun Fair</td>
<td>F.1-3</td>
<td>Dec.</td>
<td>Ms M.K.Chan (i/c.), Ms Ng C.W., C. Chu, C.Y. Pang, Junior English Ambassadors</td>
<td>To increase students’ interest in learning English through fun activities.</td>
<td>No. of participants, comments from adjudicators and teachers</td>
<td>One month after event held</td>
</tr>
<tr>
<td>Drama Workshop &amp; Drama Contest</td>
<td>F.1-3</td>
<td>Oct.-May</td>
<td>Ms Bibi (i/c.), Mr. Whatley, C.Y. Pang, C.Chu, V. Chung</td>
<td>To increase students’ interest in learning spoken English and give students more opportunity to speak English outside classroom.</td>
<td>No. of workshops, no. of participants, comments from participants, teachers and audience</td>
<td>One month after event held</td>
</tr>
<tr>
<td>Story Sharing Sessions or Competition</td>
<td>F.1-3</td>
<td>Jan.-May</td>
<td>C. Chu (i/c.), A. Ngan, P.Chu, V. Chung &amp; C.Y. Pang</td>
<td>To enrich students’ knowledge in how to appreciate story.</td>
<td>No. of participants, no. of sessions, comments from participants and teachers</td>
<td>One month after event held</td>
</tr>
<tr>
<td>Fun Speaking lunch or after-school programmes</td>
<td>F.1-3</td>
<td>Nov.-May</td>
<td>Mr Whatley (i/c.), A. Ngan, I. Ng, M.K. Chan, C.W.Lau &amp; S. Siu</td>
<td>To increase students’ opportunity of speaking English outside classroom.</td>
<td>No. of participants, comments from participants &amp; teachers</td>
<td>One month after event held</td>
</tr>
<tr>
<td>Spellathon</td>
<td>F.1-3</td>
<td>Feb.-Apr.</td>
<td>A. Ngan (i/c.), B. Musrat &amp; C.W.Lau</td>
<td>To educate students to help others and improve</td>
<td>No of participants, amount of money raised, the marks of dictation</td>
<td>One month after event held</td>
</tr>
<tr>
<td>Program</td>
<td>Grade</td>
<td>Duration</td>
<td>Instructor(s)</td>
<td>Objectives</td>
<td>Measures/Periods</td>
<td></td>
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<tr>
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<tr>
<td>English Camp</td>
<td>F.1-3</td>
<td>Apr./July</td>
<td>Mr. Whatley (i/c.) &amp; Ms Yan &amp; all teachers</td>
<td>To motivate students to learn English in their daily life.</td>
<td>No. of participants, evaluation on students’ performance in the camp, Two weeks after the event held.</td>
<td></td>
</tr>
<tr>
<td>Phonics Program</td>
<td>F.1-3</td>
<td>Whole year</td>
<td>Mr. CY Pang (i.c.) &amp; all teachers</td>
<td>To enrich students’ knowledge of phonetics and highlight the importance of phonics in learning English</td>
<td>No. of participants, evaluation on the effectiveness of the program, One month after the event</td>
<td></td>
</tr>
<tr>
<td>Good Writings display board</td>
<td>F.1-3</td>
<td>Oct-May</td>
<td>Ms V Chung i.c. &amp; all teachers</td>
<td>To improve the English writing culture of our school and encourage students to write well</td>
<td>No. of writings displayed, evaluation on the impact on the students, June, 2006</td>
<td></td>
</tr>
<tr>
<td>Bona digest</td>
<td>F.1-3</td>
<td>Oct-May</td>
<td>Mr. S. Siu i.c. &amp; all teachers</td>
<td>To post good students’ work on the school web to encourage peer learning atmosphere</td>
<td>No. of writings displayed, evaluation on its effectiveness, June, 2006</td>
<td></td>
</tr>
<tr>
<td>Poem Reading Competition/ workshops</td>
<td>F.1-3</td>
<td>Jan-May</td>
<td>Mr. C.W. Lau (i/c) &amp; Mr. Whatley, C. Chu, K.S. Lam, C.W.Ngan, &amp; all teachers</td>
<td>To promote language arts to students and motivate them to appreciate English Language</td>
<td>No. of participants and evaluation on its impact on the junior form students, One month after the event</td>
<td></td>
</tr>
</tbody>
</table>
18. Evaluation and measurement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Means/Criteria</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>18.1</td>
<td>Questionnaires given to students in order to find out the acceptability and effectiveness of the core policy.</td>
<td>December &amp; June</td>
</tr>
<tr>
<td>18.2</td>
<td>Evaluate the number of participants in different activities to trace the interest and effectiveness of the activities.</td>
<td>December &amp; June</td>
</tr>
<tr>
<td>18.3</td>
<td>Evaluate the marks of homework and examination to find the effectiveness of the curriculum and to make appropriate modification to the curriculum.</td>
<td>January &amp; July</td>
</tr>
<tr>
<td>18.4</td>
<td>Evaluate the effectiveness of class work and homework and decide on whether they have to be modified or changed to the others.</td>
<td>January &amp; June</td>
</tr>
<tr>
<td>18.5</td>
<td>Individual interviews given to each teacher to discuss the problems of their classes and check if they need any support.</td>
<td>January &amp; April</td>
</tr>
<tr>
<td>18.6</td>
<td>Evaluate whether the curriculum has been smoothly carried out and the students can follow the schedule and learn properly through annual book inspections.</td>
<td>November &amp; May</td>
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<tr>
<td>18.7</td>
<td>Evaluate the effectiveness of the bi-monthly form meeting</td>
<td>Year end</td>
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<tr>
<td>18.8</td>
<td>Evaluate students’ progress of writing and comprehensive ability through their test and examination marks.</td>
<td>Term end</td>
</tr>
<tr>
<td>18.9</td>
<td>Evaluate the effectiveness of peer observations and the extent teachers share their teaching skills and teaching materials through questionnaires</td>
<td>July</td>
</tr>
<tr>
<td>18.10</td>
<td>Find if the progress of each student has been valued-added satisfactorily through their attainment test each year</td>
<td>August</td>
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<tr>
<td>18.11</td>
<td>Evaluate the extent teachers have been valued-added through attending seminars or courses by the statistics kept by the panel.</td>
<td>July</td>
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</table>

19. Remedial program: Remedial courses conducted by the Caritas Association for all Forms throughout the year.

20. Enrichment programs: “Working towards Excellence” co-organized by the Counselling Department and the Junior Form English Department.

21. Budget

<table>
<thead>
<tr>
<th>Items</th>
<th>Estimated expenditure</th>
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<tr>
<td>18.1 Recurrent English Language Grant</td>
<td>$20,000(to be shared with the senior form panel)</td>
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<tr>
<td>18.2 Extensive Reading Scheme</td>
<td>$12,000(to be shared with the senior form panel)</td>
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<td>18.3 Library books</td>
<td>$2,000</td>
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<td>Total</td>
<td>$34,000</td>
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</table>
22. **Program team**

22.1 Ms. Yan L.F. (i.c.)
22.2 Mr. Siu H.L.
22.3 Ms. Chan M.K.
22.4 Mr. Ngan C.W.
22.5 Mr. Pang C.Y.
22.6 Ms. B. Musrat
22.7 Ms. Carol Chu
22.8 Ms. Ng C.W.
22.9 Ms. V. Chung
22.10 Mr. Lam K.S.
22.11 Mr. Lau C.W.
22.12 Mrs. P. Chu

23. **Teaching assignment**

*Form co-ordinators*

<table>
<thead>
<tr>
<th>Form 1</th>
<th>Form 1A</th>
<th>Form 1B</th>
<th>Form 1A,B (P)</th>
<th>Form 1C</th>
<th>Form 1D</th>
<th>Form 1C, D (Q)</th>
<th>Form 1E</th>
<th>Form 1F</th>
<th>Form 1E,F (R)</th>
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<tbody>
<tr>
<td>Ms. Yan L.F. (58)</td>
<td>Form 1A</td>
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<tr>
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<td>Form 1A,B (P)</td>
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<td>Form 1C</td>
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<tr>
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<tr>
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Annual plan (2005-2006) completed by Ms. Yan L.F.
Junior Panel Chairperson