

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

**School Name:** Chinese Methodist School North Point (English)

**Application No.:** C 005 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2018/19 school year: (if different from the number of approved classes)

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

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLP- R/W Literacy Programme	P.1-P.3	Reading and Writing	NET Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. The school's turnover rate is low and the team is very stable.</li><li>2. The English panel is equipped with curriculum development experience and skills. School-based edition English textbooks (P.1-6) have been adopted for 2 years and the "<i>From Reading to Writing</i>" programme was launched in P.4 in the 2018-2019 school year to cater for the unique needs of students.</li><li>3. The school has a strong collaborative culture and regular co-planning meetings are scheduled to share teaching ideas.</li><li>4. The English panel works closely with the Advisory Teacher and receives professional support from NET Section of the EDB.</li></ol>	<ol style="list-style-type: none"><li>1. The PEEGS grant will allow school additional resources for curriculum refinement.</li><li>2. With the implementation of the new 3-year School Development Plan, the English panel will seize the good opportunity to fine-tune English curriculum and incorporate e-learning strategies.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Learning diversity exists at school and vigorous support should be given to relatively weak students.</li><li>2. Alignment of the KS1 and KS2 reading programmes with the core English curriculum has yet to be strengthened.</li><li>3. Parental support for most students is insufficient.</li></ol>	<ol style="list-style-type: none"><li>1. Heavy workload hinders the development of new curriculum initiatives.</li></ol>

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:  
 (More rows can be added, if needed.)

Area(s) of Development	Usage(s) of the grant	Grade Level
Development of the school-based reading and speaking curriculum	<ul style="list-style-type: none"> <li>● Procurement of consultancy services</li> <li>● Procurement of professional development workshops</li> <li>● Purchase of learning and teaching resources</li> </ul>	P.1-6

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through conducting more English language activities*; and/or developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input checked="" type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ 2 part-time supply teachers <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input checked="" type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS? (More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p><b>Employing two part-time supply teachers to create room for the core team to develop the school-based “From Reading to Writing” programme” for:</b></p> <ul style="list-style-type: none"> <li>- promoting reading across curriculum; and</li> <li>- catering for learner diversity with equal emphasis on more able and less able students</li> </ul> <p><b>in respect of the updated English Language Curriculum (Primary) at P.4-P.6</b></p>					
<p><b>Background</b></p> <ul style="list-style-type: none"> <li>● Our school has adopted the current textbooks for two years. To supplement the current curriculum, school launched the “From Reading to Writing” programme in P.4 in the 2018/2019 school year.</li> <li>● Readers thematically and linguistically linked to the core English curriculum are adopted and e-Learning elements are incorporated into the new reading programme.</li> <li>● Development work for P.4 will complete in August 2019 and plans for extending the programme to P.5 and 6 are now afoot.</li> <li>● School would like to deploy the grant to hire two supply teachers for releasing the core team in the 2019/2020 – 2020/2021 school years for:               <ul style="list-style-type: none"> <li>- refinement of the P.4 programme; and</li> <li>- development of P.5-P.6 resources packages.</li> </ul> </li> </ul> <p><b>Objectives of the “From Reading to Writing Programme”</b></p> <p>The programme is aimed at:</p> <ul style="list-style-type: none"> <li>● improving students’ read to learn skills through broadening their exposure to various fiction and non-fiction texts;</li> <li>● ameliorating the widening achievement gap through deploying different instructional and assessment strategies;</li> <li>● promoting self-regulated learning through infusing elements of e-Learning into the programme.</li> <li>● improving teachers’ understanding of cross-curricular thematic reading instructions; and</li> </ul>	<p>P.4-P.6</p>	<p>9/2019-7/2021</p> <p><b>Refinement of P.4 programme</b> 9/2019 – 6/2020</p> <p><b>P.5 Development</b> 9-12/2019</p> <p><b>Module 1 Implementation</b> 10/2019-1/2020</p> <p><b>Evaluation</b> 2/2020</p> <p><b>Module 2 Implementation</b> 2-5/2020</p> <p><b>Evaluation</b> 6/2020</p>	<p>6 resources packs (lesson plans and graded learning materials) covering a total of 72 lessons will be designed.</p> <p>70% of target level students will demonstrate improvements in reading and writing skills as evidenced by formative assessments.</p> <p>70% of the students involved agree that they have improved their confidence in reading and writing.</p>	<p>The programme will be incorporated into the core curriculum and materials will be refined regularly for continuous use.</p> <p>Lessons will be recorded for professional sharing.</p> <p>Professional sharing sessions will be conducted two times a year.</p>	<p>Regular co-planning and review meetings will be conducted.</p> <p>Formative assessment results will be analysed to monitor students’ progress.</p> <p>Evaluation meetings will be conducted after trial lessons and lesson observations.</p> <p>Students’ survey</p>

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<ul style="list-style-type: none"> <li>● fostering a collaborative culture among subject panels through cross-curricular initiatives.</li> </ul> <p><b>Duties of the core team</b></p> <ul style="list-style-type: none"> <li>● A core team of two target level teachers (the English panel head and one level coordinator) will be formed for the new programme. Two supply teachers will be hired to take up all classes of the core team (30 lessons per teacher per week) for a total of 60 school days (from mid-September to mid-December 2019 and 2020).</li> <li>● Only two teachers will be released as school adopts block timetabling arrangements and concurrent substitution may not be feasible.</li> <li>● The core team will be responsible for: <ul style="list-style-type: none"> <li>- reviewing the existing KS2 curriculum;</li> <li>- arranging weekly core team meetings during the development period;</li> <li>- designing detailed lesson plans and materials for each reader;</li> <li>- hosting monthly co-planning/review meetings with level teachers during the implementation period;</li> <li>- conducting lesson observation at least once per module;</li> <li>- modifying newly-developed materials for better integration with the textbooks;</li> <li>- tailoring new graded materials to cater for learning diversity;</li> <li>- arranging peer lesson observation at least once per term;</li> <li>- reviewing learning effectiveness with KS2 teachers in regular co-planning and end-of-term evaluation meetings;</li> <li>- keeping other level teachers well informed of their work in panel meetings;</li> <li>- managing the new teaching materials; and</li> <li>- conducting professional sharing sessions in the panel meetings.</li> </ul> </li> </ul>		<p><b>P.6</b></p> <p><b>Development</b> 9-12/2020</p> <p><b>Module 1</b></p> <p><b>Implementation</b> 10/2020 – 1/2021</p> <p><b>Evaluation</b> 2/2021</p> <p><b>Module 2</b></p> <p><b>Implementation</b> 2-5/2021</p> <p><b>Evaluation</b> 6/2021</p> <p><b>Final Review</b> 7/2021</p> <p><b>Modification of newly-developed materials</b> 6-8/2021</p>	<p>70% of target level students agree that they have developed a better understanding of the cross-curricular themes covered in the programme.</p> <p>80% of teachers involved will develop a better understanding of cross-curricular thematic instructions.</p>		

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<p><b>Contribution of the General Studies Department</b></p> <ul style="list-style-type: none"> <li>General Studies teachers will provide content support and assist the core team in selecting suitable reading materials for students.</li> </ul> <p><b>Implementation details</b></p> <ul style="list-style-type: none"> <li>The programme consists of 6 modules with each covering a total of twelve lessons and a highly student-centred, contextualized approach will be taken.</li> <li>For ensuring proper thematic and linguistic alignment, authentic texts revolving around core curriculum themes and of various sources will be used:</li> </ul> <table border="1" data-bbox="145 767 1061 1070"> <thead> <tr> <th><i>Materials</i></th> <th><i>Focus</i></th> </tr> </thead> <tbody> <tr> <td><i>Textbooks</i></td> <td>Thematic vocabulary Grammar items Text types features Text structures</td> </tr> <tr> <td><i>Readers</i></td> <td>Thematic vocabulary Text types features Text structures</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Both fiction and non-fiction texts will be adopted and tentative themes, core texts and genres will be as follows:</li> </ul> <table border="1" data-bbox="136 1145 1077 1479"> <thead> <tr> <th><i>Level/ Term</i></th> <th><i>Core Text</i></th> <th><i>Theme</i></th> <th><i>Genre</i></th> <th><i>Textbook theme</i></th> </tr> </thead> <tbody> <tr> <td><b>P.4 Term 1</b></td> <td><i>Mr Nobody</i></td> <td>Family, Responsibility, Honesty</td> <td>Narrative</td> <td>Relationships (Positive values)</td> </tr> <tr> <td><b>P.4 Term 2</b></td> <td><i>Arctic or Antarctic</i></td> <td>Ecosystem, Environmental Protection</td> <td>Descriptive, Informative</td> <td>We love Hong Kong (We love the Earth)</td> </tr> </tbody> </table>	<i>Materials</i>	<i>Focus</i>	<i>Textbooks</i>	Thematic vocabulary Grammar items Text types features Text structures	<i>Readers</i>	Thematic vocabulary Text types features Text structures	<i>Level/ Term</i>	<i>Core Text</i>	<i>Theme</i>	<i>Genre</i>	<i>Textbook theme</i>	<b>P.4 Term 1</b>	<i>Mr Nobody</i>	Family, Responsibility, Honesty	Narrative	Relationships (Positive values)	<b>P.4 Term 2</b>	<i>Arctic or Antarctic</i>	Ecosystem, Environmental Protection	Descriptive, Informative	We love Hong Kong (We love the Earth)					
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<b>P.5 Term 1</b>	<i>New Energy</i>	Pollution, Renewable Energy Sources	Persuasive	Caring for others (Save the Earth)					
<b>P.5 Term 2</b>	<i>The Great Moving Mystery</i>	Family, Facing Changes	Narrative	People and things around me (Relationships between people and things)					
<b>P.6 Term 1</b>	<i>Shipwreck Victims</i>	Teamwork, Ecosystems	Narrative	Helping our world (Let's help our world)					
<b>P.6 Term 2</b>	<i>Brainstorm</i>	Inventiveness, Technology	Narrative	Changes (Now and then)					
<ul style="list-style-type: none"> <li>● Thematic graded texts of various kinds such as plays, articles and information reports will also be adopted during the Buddy Reading time to enrich students' reading experience, topical knowledge and understanding of various text structures: <ul style="list-style-type: none"> <li>- Descriptions</li> <li>- Problem and solution</li> <li>- Compare and contrast</li> <li>- Cause and effect</li> <li>- Sequence</li> </ul> </li> <li>● A broad array of learning and teaching activities such as pre-lesson quizzes in e-Learning format, supported reading, vocabulary building games and video-based classroom discussions are implemented to enhance the following skills:</li> </ul>									



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<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>- Understanding of target text types and their distinct features</li> <li>- Active reading strategies such as previewing, self-questioning, making connections and visualizing</li> <li>- Reading comprehension skills such as getting the gist, locating specific information, inferring, understanding writers' intention and attitudes</li> <li>- Vocabulary strategies such as recognizing antonyms, synonyms, homonyms, idioms, root words, affixes, and identifying multiple-meaning words</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>- Planning and organising information, and expressing own ideas and feelings by identifying purpose and audience for a writing task and deciding on the sequence of content</li> <li>- Presenting and elaborating ideas with supporting details</li> <li>- Using appropriate cohesive devices</li> <li>- Drafting, revising and editing work with support</li> </ul> <p><u>Collaborative problem-solving skills</u></p> <ul style="list-style-type: none"> <li>- Formulating feasible recommendations to problems with synergized efforts and through incorporation of information from multiple sources</li> </ul> <p><b>Descriptions of a Sample Module</b></p> <ul style="list-style-type: none"> <li>● Descriptions for a newly-developed 12-lesson P.4 module illustrate the proposed structure of the KS2 reading programme.</li> </ul> <table border="1" data-bbox="145 1273 1064 1500"> <thead> <tr> <th data-bbox="145 1273 398 1315"><i>Theme</i></th> <th data-bbox="398 1273 1064 1315"><i>Environmental Protection</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="145 1315 398 1356"><i>Core text</i></td> <td data-bbox="398 1315 1064 1356"><i>Arctic or Antarctic?</i> by John Lockyer</td> </tr> <tr> <td data-bbox="145 1356 398 1500"><i>Supplementary texts for Buddy Reading</i></td> <td data-bbox="398 1356 1064 1500"> <i>Reading A-Z</i>            ✧ <i>Blizzards!</i> (Higher)            ✧ <i>Amazing Antarctic</i> (Average)            ✧ <i>Penny the Rude Penguin</i> (Lower)         </td> </tr> </tbody> </table>	<i>Theme</i>	<i>Environmental Protection</i>	<i>Core text</i>	<i>Arctic or Antarctic?</i> by John Lockyer	<i>Supplementary texts for Buddy Reading</i>	<i>Reading A-Z</i> ✧ <i>Blizzards!</i> (Higher) ✧ <i>Amazing Antarctic</i> (Average) ✧ <i>Penny the Rude Penguin</i> (Lower)					
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<i>Subject-specific concepts</i>	<ul style="list-style-type: none"> <li>✧ Impact of human activities on biodiversity</li> <li>✧ Importance of leading a green life</li> </ul>					
<i>Thematic vocabulary</i>	<ul style="list-style-type: none"> <li>✧ Pollution</li> <li>✧ Endangered species</li> <li>✧ Responsibilities of global citizens</li> </ul>					
<i>Text structure</i>	<ul style="list-style-type: none"> <li>✧ Compare and contrast</li> <li>✧ Cause and effect</li> <li>✧ Problem and solution</li> </ul>					
<i>Text types</i>	<ul style="list-style-type: none"> <li>✧ Articles</li> <li>✧ Informational reports</li> <li>✧ Stories</li> <li>✧ Documentaries</li> <li>✧ Scripts</li> </ul>					
<i>Grammar items</i>	<ul style="list-style-type: none"> <li>✧ Comparatives and superlatives</li> <li>✧ Connectives</li> <li>✧ Tenses</li> <li>✧ Conditional</li> </ul>					
<i>Target skills</i>	<ul style="list-style-type: none"> <li>✧ To skim for main ideas</li> <li>✧ To scan for specific information</li> <li>✧ To work out the meaning of unknown words</li> <li>✧ To make predictions about the book and self-correct</li> <li>✧ To recognize the format of an information text</li> </ul>					
<i>Learning and teaching activities</i>	<ul style="list-style-type: none"> <li>✧ A Kahoot quiz related to natural and man-made disasters for checking students' prior understanding before the reading lessons</li> <li>✧ Vocabulary card-matching games</li> <li>✧ Supported reading activities on <i>Arctic or Antarctic?</i> by John Lockyer (with emphasis</li> </ul>					

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<p>placed on text features and thematic vocabulary)</p> <ul style="list-style-type: none"> <li>✧ Use of YouTube videos and Venn diagram for further exploring the difference between the two Poles</li> <li>✧ Reading aloud</li> <li>✧ Home research activity #1 – <i>What animals can we find in the two Poles?</i></li> <li>✧ Buddy reading time – Graded texts for students of various ability levels and choice board pair discussion work</li> </ul> <p>For example,</p> <ul style="list-style-type: none"> <li>- Explain the most interesting fact you learnt from the reading.</li> <li>- How do you feel about the issue?</li> <li>- Choose a diagram, chart, map or image that is important to the text</li> </ul> <ul style="list-style-type: none"> <li>✧ Viewing of a documentary about the effects of ice caps melting</li> <li>✧ Home research activity #2 – <i>What are the causes and effects of ice caps melting? What can human, as global citizens, do to stop global warming?</i></li> <li>✧ Online lifestyle survey</li> <li>✧ Group discussion activity #1: <ul style="list-style-type: none"> <li>- Compare the two poles with Hong Kong (weather, living conditions and population)</li> <li>- Investigate the causes and negative effects of global warming</li> <li>- Highlight the responsibilities of</li> </ul> </li> </ul>					

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<p>mankind as global citizens</p> <ul style="list-style-type: none"> <li>✧ Group discussion activity #2:               <ul style="list-style-type: none"> <li>- Show images of environmental threats (e.g. endangered species, contamination of natural environment)</li> <li>- Discuss bad lifestyle choices which contribute to the problems</li> <li>- Come up with proper lifestyle choices which help rectify the problems</li> </ul> </li> <li>✧ Covering the text features of a news report covered in the textbook</li> <li>✧ Group writing</li> <li>✧ Production of a video about an environmental issue and possible solutions</li> <li>✧ Presentation and celebration</li> <li>✧ Peer feedback</li> </ul> <p><b>Catering for learning diversity</b></p> <ul style="list-style-type: none"> <li>● The following measures will be adopted to cater for diverse needs:               <ul style="list-style-type: none"> <li><u>Reading</u> <ul style="list-style-type: none"> <li>- Graded reading worksheets for each reader will be designed for able and less able students.</li> <li>- Additional supportive reading materials with extended vocabulary items and complicated key structures will be given to able students to enrich their writing. Challenging questions assessing students' understanding of more advanced reading skills such as predicting and inferring will be covered. More able students should answer reading comprehension questions which require critical thinking.</li> </ul> </li> </ul> </li> </ul>					

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<ul style="list-style-type: none"> <li>- For less able students, basic skimming and scanning questions will be included in the reading worksheets. More hints will be given to prompt students to get the main ideas.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>- Graded writing worksheets will be designed. More able students will be expected to come up with richer content and use more complicated sentence structures for their work. Teachers will engage students in activities like blank filling and group discussion first. Students will have to proofread and self-edit their drafts before submitting the final piece of writing.</li> <li>- For less able students, scaffolding support on language and content will be provided and more guiding questions will be given to help them write. Since their learning motivation is relatively low, motivating activities such as tablet vocabulary games will be conducted.</li> </ul> <p><u>Instructional strategies</u></p> <ul style="list-style-type: none"> <li>- Collaborative learning activities will be conducted and mixed ability grouping can help less able students learn better with the support of more able students.</li> <li>- Different levels of questioning will be adopted in class to cater for learning diversity. During the lessons, some factual questions such as recall of facts or specific information are asked for checking students' understanding. For more able students, high order thinking questions will be asked to nurture their ability to reflect on and relate their learning to personal experiences.</li> </ul>					

