

### A sample plan of work for the remedial class

Mode of operation: additional lessons / withdrawal (setting) / withdrawal (partial withdrawal)

Year Level: \_\_\_\_\_ Remedial Group: \_\_\_\_\_ Teacher-in-charge: \_\_\_\_\_

Date/ Period	Key Stage Targets/ Language Forms, Functions/ Language Skills	Reference/Resources/ Learning Activities	Assessment	Remarks/ Actual Progress

### An example of simplifying materials to suit pupils' ability

**Module:** Places and Activities

**Unit:** In the School

**Task:** My School

**Level:** Key Stage 1

**Key Stage Targets:**

To develop an ever-improving capability to use English

- to find out information on familiar topics (K.D.a)
- to interpret simple given information (K.D.b)

**Language Focus:**

- Use the simple past tense to talk about past activities and states, e.g. There were twelve classrooms.
- Use the simple present tense to talk about present states and express feelings, e.g. I like my new school very much.
- Use the introductory 'there' to express facts, e.g. There was no swimming pool!

**Language Skills:**

Reading

- identify main ideas from a text with teacher support

**Notes:**

In the original unmodified text, both the present tense and the past tense are used, which may cause confusion to the weaker pupils. There are also a number of vocabulary items, such as the names of different rooms, for the pupils to learn. In the simplified version, which is made up of two parts, only one tense is used in each part to help the pupils read with ease. Graphics are also used to help the pupils guess the meaning of the vocabulary items.

**Original Text**

5 October 2000

Dear Mary,

How are you? I am fine. I am very happy because my classmates and I have a new school. My school was old. We moved to a new one last month. It is a whole-day school.

My new school is very big. There are five floors. On each floor, there are four classrooms. There is a library on the ground floor. There are a lot of interesting books. There is a computer room on the first floor. We have two computer lessons every week.

My old school was small. There were three floors only. There were twelve classrooms. There was no library or computer room. There was no playground. Now there is a playground. There is a swimming pool next to it.

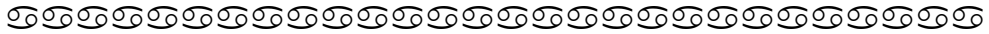
I like my new school very much. Please come and visit my new school.

**Ann**

**Simplified Version (Part 1 + Part 2)**

**Part 1**

Ann is writing a letter to her friend Mary to tell her about her old school.



5 October 2000

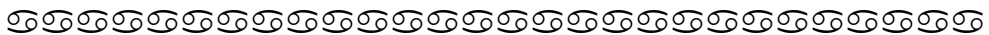
Dear Mary,

How are you? I am fine. I am very happy because my classmates and I have a new school. My school was old. We moved to a new one last month.

I don't like my old school. It was small. There were three floors only. There were twelve classrooms. There was no library or computer room. There was no playground. There was no swimming pool!

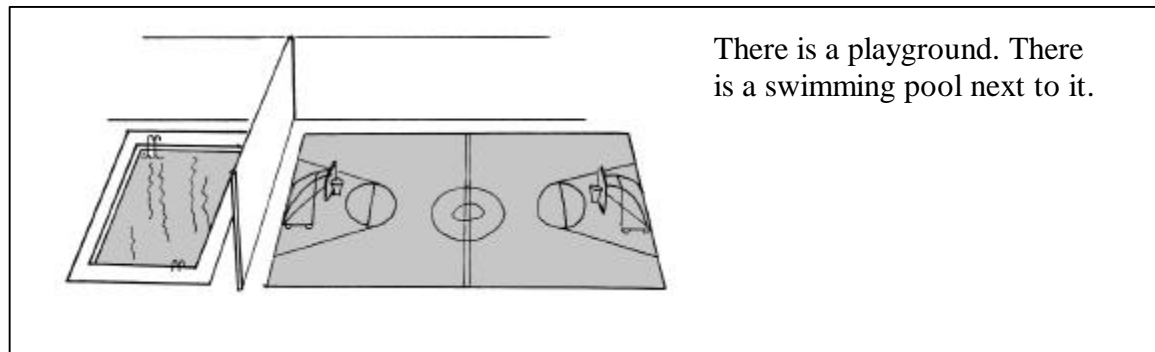
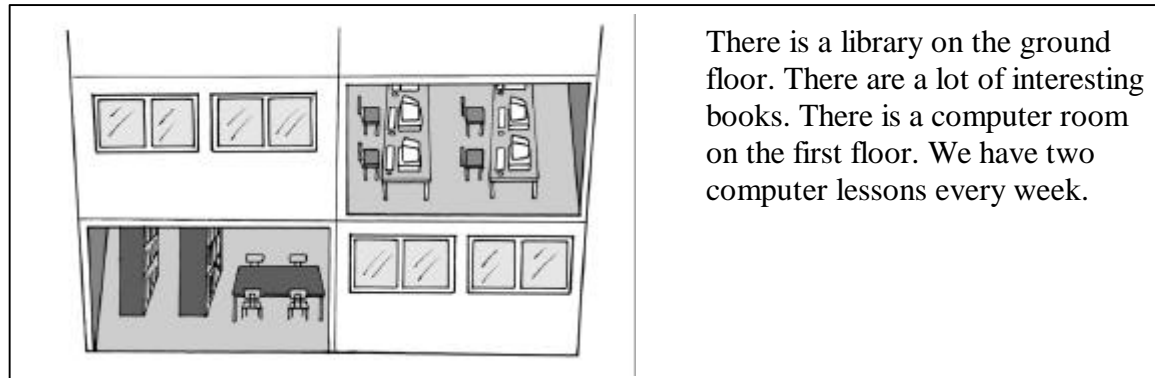
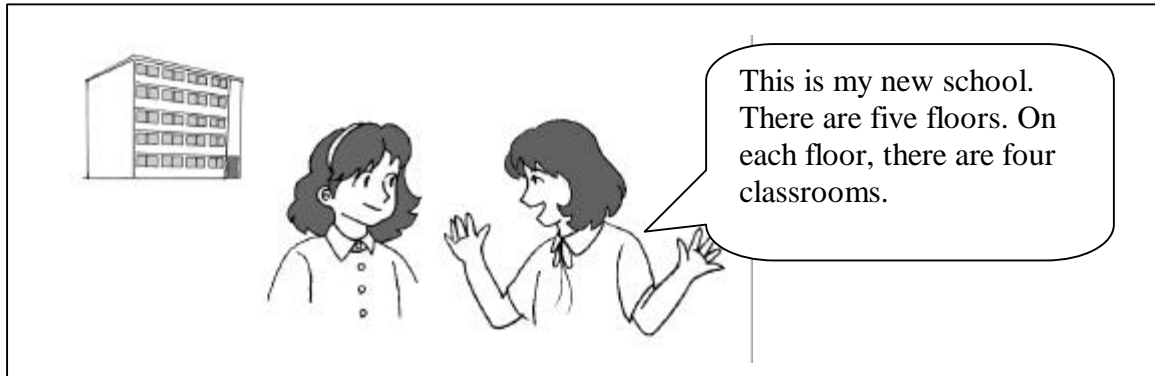
I like my new school very much. Please come and visit my new school.

Ann



## Part 2

Mary visits Ann's new school and Ann is telling her about her new school.



### An example of using manageable activities

#### Key Stage Targets:

To develop an ever-improving capability to use English

- to find out and present simple information on familiar topics (K.D.a)
- to interpret and use simple given information (K.D.b)
- to obtain and provide information in simple classroom situations and through activities such as interactive games and role-play (I.D.e)

#### Language Focus:

- Use the simple past tense to talk about past activities and states, e.g. There *were* twelve classrooms.
- Use the simple present tense to talk about present states and express feelings, e.g. I *like* my new school very much.
- Use the introductory 'there' to express facts, e.g. *There* was no swimming pool!
- Ask "How" questions to find out quantity, e.g. *How many* classrooms are there?

#### Language Skills:

Reading

- identify main ideas from a text with teacher support

Speaking

- use modelled phrases and sentences to communicate with the teacher or other learners, e.g. There is a playground.
- maintain an interaction by providing information in response to factual questions

Listening

- identify main ideas

#### Notes:

The activities in Appendix 4b are prepared based on the input in Appendix 4a. There are three activities in Appendix 4b. They are manageable in the sense that they allow manageable portion of the target language items and skills to be practised. In the first activity, the pupils are guided to extract information from the text to complete a table. In the second activity, the pupils are required to make use of the table in the first activity to do a survey about their present school. The third activity is a role-play, in which a grandson asks his grandfather about the school his grandfather attended many years ago.

**Activity 1**

Complete the following table, using pp.55 - 56 in Appendix 4a.

	New School	Old School
Floors	5/ Five	3/ Three
Classrooms		
Library		
Computer room		
Playground		
Swimming pool		

**Activity 2**

Do a survey about your present school, with the help of the table in Activity 1. Use the present tense to do the survey.

**Activity 3**

Do this activity in pairs. One of you acts as the grandfather and the other the grandson. The grandson asks the grandfather about the school his grandfather attended many years ago.