

APPENDIX 5

Developing a Language Plan for S1-3

A language plan is essential for a secondary school using English as the medium of instruction. It must be worked out and implemented with great care. It also needs to be reviewed and revised every year.

A language plan can be developed according to the following principles:

- There must be clear knowledge as to what the students know and do not know.
- Language and teaching contents need to be controlled, especially in the first few months of S1, and for a longer period if necessary.
- The English Language teacher must be aware of the basic needs of the other subjects and include the essential items in their teaching plan.
- The teachers of the EMI subjects must be aware of the pace of the English Language classroom and adjust their teaching plan accordingly.
- Some use of Chinese may have to be allowed at first, but Chinese has to be phased out completely within a time limit, preferably after the first few months of orientation.
- There must be agreement as to the classroom language, vocabulary, sentence structures, grammar, reading and writing skills, and other language and learning skills to

be taught at each stage.

A possible model is suggested in the table below:

LANGUAGE PLAN S1 FIRST TERM 1996/7

Language items to be revised/used across the subjects

Teaching week	English Language	Mathematics	Science	Geography	History	EPA
1st week	simple present and past tenses simple sentences Vocabulary : ...	simple present tense simple sentences Vocabulary:	simple present tense simple sentences Vocabulary:	simple present and past tenses Vocabulary:	simple past tense simple sentences Vocabulary:	simple present tense simple sentences Vocabulary:
2nd week	present continuous and present perfect tenses Using "and", "but" Vocabulary:	present continuous tense Using "and" Vocabulary:	present continuous and present perfect tenses Vocabulary:	present perfect tense Using "and", "but" Vocabulary:	Present perfect tense Using "and" Vocabulary:	Present perfect tense Using "and", "but" Vocabulary:
3rd week	adverbial clauses of cause and effect, time and place guided writing Vocabulary:	adverbial clauses of time and place ...	adverbial clauses of cause and effect ...	adverbial clauses of...
4th week

It will be desirable to make a complete language plan. But if teachers find the plan difficult to make, they can make a few : one for classroom language, one for grammar, one for language skills, one for study skills, etc.

Another possible plan is as follows:

LANGUAGE PLAN S1 FIRST TERM 1996/7

Language skills to be taught and used across the subject

Teaching week	English Language	Mathematics	Science	Geography	History	EPA
1st week	classroom language - greetings and teachers' instructions	greetings and teachers' instructions	greetings and teachers' instructions	greetings and teachers' instructions	greetings and teachers' instructions	greetings and teachers' instructions
2nd week	more instructions asking and answering questions in class using the dictionary	more instructions using the dictionary	more instructions asking and answering questions	more instructions asking and answering questions	more instructions asking and answering questions using the dictionary	more instructions asking and answering questions using the dictionary
3rd week	pair work and group work language using the library	pair work	pair work and group work	pair work using the library	pair work and group work using the library	pair work and group work using the library
4th week	using newspaper information reporting orally	reporting orally	reporting orally	using the newspaper	reporting orally	using newspaper information

APPENDIX 6

Setting Examination Papers

I. GENERAL CONSIDERATIONS

Listed below are some considerations for all teachers (English Language and the other subjects) using English as the medium of instruction while setting examination papers, especially at the end of the first school term of S1.

- (A) Different groups of students have different abilities and a different pace of learning. When the S1 students catch up very quickly, there can be one single subject examination paper for all S1 students by the end of the first school term.

When many students require more than a school term to catch up, it must not be assumed that all S1 students can attempt the same examination paper. Some allowance must be given to the students who require more than one school term to catch up. Different examination papers have to be set for the different ability groups.

- (B) Even when all the S1 students catch up satisfactorily, it must be remembered that less progress can be expected in the first school term of S1 than the other school terms in the secondary school. Time must be allowed for S1 students' adjustment to secondary school life and the

English medium

The first examination paper encountered by S1 students should not be demanding on language use. Except for the subject of English Language, the language used in the examination papers must be reduced. This probably means using simple multiple choices, pictures and charts, questions like quizzes and games.

To a certain degree, the use of pictorial illustration, bigger print and more spacing should be maintained so that the S1 students will not find the examination paper too formidable. It is most desirable that students find the papers friendly and feel comfortable completing them.

Considering that the amount of progress made by students is more worthwhile than their results, there should be greater emphasis on the progress made in daily work than the one-off examination results. A weak student who has made immense progress during the school term should be more highly commended than a student who has always been very good and made only little progress during the school term. Such progress can be indicated in the report card through written comments, series of marks, or additional listing of good performances and/or achievements.

II SUGGESTED PROCEDURE

A procedure is suggested below to help teachers prepare the examination paper:

- i) Decide the testing objectives and what levels of performance are expected.

Design an examination paper with more than one section:

- a compulsory section with easier questions which can be attempted by all groups of students
 - optional sections with more difficult questions to be attempted by the more able students
- iii) In all sections, offer choices, e.g.
 - two to three choices of questions with slightly different levels of language difficulty
 - a choice of two sets of questions on the same topic, one that demands more use of English language and the other that demands less
 - iv) If all students attempt the same examination paper, different marking schemes can be used so that the weaker students can still score some marks for their attempts. For example, Group A students use Scale A, Group B students use Scale B and Group C students use Scale C. The best mark in Scale C may be comparable to the bottom 20% of Scale A. Students need not be told how the groups and scales are arranged.

III. EXAMPLES

An examination paper with more than one section :

- (a) compulsory section (to be answered by all students)

Write one sentence for each picture to describe what is happening. Use the words below the pictures to help you:

((a series of eight pictures))

- (b) optional section (to be attempted by the more capable students)

Write a complete story on the pictures above in about 150 words. The title of your story is "An Accident". You can use the sentences you have written. Try to describe and explain the story clearly.

An examination paper with two choices of different levels of language difficulty :

- (a) *Read the following passage. For each type of forest, find out the characteristics of trees, the climate suitable for their growth, the places where they are found and examples. Complete the table. Put a cross in the box where no information is given. One is done for you as an example.*

Forests

Different types of forest grow in different parts of the world.

Tropical rain forests or jungles

They grow in places where it is hot and wet through the year. The trees are of many types. There are many climbing plants. Plants such as orchids and ferns often grow on the branches of the larger trees. These forests are green all the time.

Deciduous forests

In places where it is cooler like in western Europe and the eastern USA, deciduous forests grow. The oaks, beeches and elms of these forests lose their leaves in the winter.

Coniferous forests

Where the winters are very cold, many deciduous trees cannot grow well. In Norway and northern Canada there are coniferous forests. Here trees such as pine, fir and spruce grow. These trees have needle-like leaves and cones.

Names of forests	Tropical rain forests/jungles	Deciduous forests	Coniferous forests
characteristics of trees	green all the time		
climate suitable for their growth			
places where they grow			
examples of trees			

- (b) *Read the following passage, and write one complete sentence on each of the favourable factors for tourism in Hong Kong.*

Tourism in Hong Kong

Hong Kong provides services to tourists. Tourism is now an important industry in Hong Kong and Hong Kong is a major tourist centre. If you go to Tsim Sha Tsui, you will see many tourists.

Tourists come for many reasons. Firstly, Hong Kong is a free port. Ships and planes can easily reach Hong Kong from many countries. Its good geographical position and transportation system help tourists to come here.

Hong Kong is basically a Chinese society. Many traditional Chinese customs and culture are still preserved here. Tourists would like to see these.

Hong Kong has attractive scenery, especially by night. Many people like to see the night scene of Hong Kong from the Peak. Hong Kong is called the 'Pearl of the Orient' because of this.

Hong Kong is called a 'Shoppers' Paradise'. As Hong Kong is a free port, most goods are sold duty-free. The excellent shopping facilities and reasonable prices attract many tourists.

Hong Kong is also well known for its cuisine. It is the centre for all types of Asian and western food and tourists can enjoy any kind of food they like here.

An examination with two sets of questions on the same topic :

The principal of the school wrote a notice about losing things. Read the notice and answer the questions that follow. Choose to answer Part A or Part B only.

NOTICE

Lost objects

Almost every day things go missing somewhere in the school. Some of these things are valuable and some are not. ... (to be completed according to the school's situation)

Answer either Part A OR Part B

Part A

Fill in the blanks with the correct form of the word.

Students lose both _____ and _____ things in the school.

- 2.
- 3.
- 4.

Part B

The statements below are wrong. Correct them using the information in the notice. You must answer in complete sentences. The first one is done for you.

Things seldom go missing in the school.

Things go missing almost every day in the school.

Students only lose expensive things.

Students should

4.

An examination with different marking schemes for the same examination paper :

Total mark: 50

content - 25 marks

language - 25 marks

Marking scheme on content

Criteria	Scale A (marks)	Scale B (marks)	Scale C (marks)
♦ able to capture and hold readers' interest successfully	22-25		
♦ giving vivid description of things and events			
♦ including all relevant details and giving explanations/reasons			
♦ giving sufficient details in elaboration			
♦ including introductory and concluding statements			
♦ showing thorough understanding of task			

<ul style="list-style-type: none"> ◆ able to arouse and hold readers' interest ◆ giving full description of things and events ◆ including most of the relevant details ◆ giving some interesting details ◆ attempting to plan and include introduction and conclusion ◆ showing good understanding of task 	17-21	21-25	
<ul style="list-style-type: none"> ◆ able to arouse readers' interest ◆ able to describe things and events ◆ including some but not many relevant details ◆ doing little planning ◆ showing understanding of task 	12-16	16-20	
<ul style="list-style-type: none"> ◆ able to give some description of things and events ◆ including only very few relevant details ◆ doing very little planning ◆ showing some understanding of task 	7-11	11-15	18-25
<ul style="list-style-type: none"> ◆ making little attempt to describe things and events ◆ making little attempt to include relevant details ◆ showing little understanding of task 	3-6	6-10	9-17
<ul style="list-style-type: none"> ◆ failing to describe things and events ◆ not including any relevant detail ◆ attempting to write a few words, phrases or sentences with no understanding of task 	0-2	0-5	0-8

Marking scheme on language

Criteria	Scale A (marks)	Scale B (marks)	Scale C (marks)
<ul style="list-style-type: none"> ◆ making very few grammatical and structural errors ◆ using a good range of vocabulary appropriately ◆ giving coherent essay with organisation ◆ using good and appropriate style 	22-25		
<ul style="list-style-type: none"> ◆ making occasional grammatical and structural errors ◆ using adequate vocabulary for description ◆ making good attempt to organise the essay ◆ using the right style 	17-21	21-25	
<ul style="list-style-type: none"> ◆ making many grammatical and structural errors ◆ using the right vocabulary ◆ making some attempt to organise ideas ◆ making some attempt to use the right style 	12-16	16-20	
<ul style="list-style-type: none"> ◆ making grammatical and structural errors frequently ◆ using limited vocabulary and sometimes wrongly ◆ making weak attempt to organise ideas ◆ showing some awareness of the right style 	7-11	11-15	18-25

<ul style="list-style-type: none"> ◆ making plenty of grammatical and structural errors ◆ using a very limited vocabulary and always making mistakes ◆ making a very weak attempt to organise ideas ◆ showing little awareness of the right style 	3-6	6-10	9-17
<ul style="list-style-type: none"> ◆ failing to make meaning clearly ◆ showing weakness in all aspects and making plenty of mistakes ◆ using the wrong style 	0-2	0-5	0-8