

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

**School Name: Hoi Ping Chamber of Commerce Primary School (English)**

**Application No.: C 018 (for official use)**

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 17

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	5	4	4	4	4	25

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 operating classes	--	--	--	--	--	--	--

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

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLP-R	P.1-P.3	Reading	NET Section, Education Bureau
School-based e-Learning and Self-regulated Programme	P.1-P.3	e-Learning and self-regulated learning	School-based Curriculum Support (Primary) Section, Education Bureau

**(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. Teaching staff is collaborative.</li><li>2. 2 energetic English native-speaking teachers are eager to promote an English-rich environment</li><li>3. The school principal fully supports the development of new curriculum initiatives.</li></ol>	<ol style="list-style-type: none"><li>1. Availability of additional resources because of the PEEGS</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Lack of sufficient family support leads to a disadvantaged position of our students in learning English.</li><li>2. According to the Territory-wide System Assessment results, there is still much room for improvement in writing skills.</li><li>3. Our students' learning abilities are very diverse.</li></ol>	<ol style="list-style-type: none"><li>1. Competition among schools as quite a number of new schools have been established in the district</li></ol>

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

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Development of the school-based speaking curriculum	Hiring of an ELTA	P.4-P.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 type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <b>(*Please delete as appropriate)</b></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 a full-time supply teacher <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 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 English Language curriculum initiative(s) funded by PEEGS:**

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p><b>Employing a full-time supply teacher to make room for the writing curriculum refinement to 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” for P.4-P.6</b></p>					
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● School would like to hire a supply teacher to make room for the core team to cater for differing learning needs through: <ul style="list-style-type: none"> <li>❖ strategic curriculum planning;</li> <li>❖ diversified writing instructions; and</li> <li>❖ appropriate assessments.</li> </ul> </li> </ul> <p><b>Core team</b></p> <ul style="list-style-type: none"> <li>● The core team will consist of 3-4 P.4-P.6 English teachers. The supply teacher will take up about 24 lessons (35 minutes each) per week and each member will be released around 6-8 lessons per week.</li> <li>● 3 lessons within the timetable per week will be reserved for the core team to review the existing writing curriculum, co-develop resources, evaluate the project and adjust teaching strategies.</li> <li>● Newly-developed plans and materials will be disseminated to level teachers in the monthly co-planning meetings.</li> <li>● Core members will conduct demonstration and peer lesson observations will be arranged for evaluation of the suitability of the materials at least once for each module.</li> <li>● The programme will be under constant review and the core team will conduct lesson observations at least twice per term. Post-lesson observation meetings will focus</li> </ul>	<p>P.4-P.6</p>	<p><b>Module 1</b>  Planning  Sep 2019  Implementation  Evaluation  Oct 2019</p> <p><b>Module 2</b>  Planning  Nov 2019  Implementation  Evaluation  Dec 2019</p> <p><b>Module 3</b>  Planning  Jan 2020  Implementation  Evaluation  Feb 2020</p> <p><b>Module 4</b>  Planning  Mar 2020  Implementation  Evaluation  Apr 2020</p>	<p><u>On curriculum:</u>  A total of 3 resource packs including lesson plans and learning and teaching materials e.g. graded task sheets, PowerPoints, self and peer assessments will be designed.</p> <p><u>On students’ performance:</u>  Over 70% of P.4-P.6 students think that systematic and explicit teaching of target text types will improve their confidence in formative and summative writing assessments.</p>	<p>All the newly-developed plans and materials will be saved systematically in the school server for future implementation or further development</p> <p>The learning and teaching resources developed, and the experience acquired during the project will be shared in the English Panel meetings at least twice in the school year</p>	<p>The core team will plan, implement and monitor the whole project.</p> <p>Bi-monthly form meetings will be held to keep tabs on the programme development.</p> <p>Data will be collected from the stakeholder survey.</p> <p>Students’ performance will be analysed.</p> <p>Data will be collected from Key stage 2 English teachers’ observation.</p>

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<p>on:</p> <ul style="list-style-type: none"> <li>❖ attainment of learning objectives;</li> <li>❖ appropriateness of format/content adaptations with regard to learners of various ability levels/with different learning styles;</li> <li>❖ execution of teaching strategies;</li> <li>❖ difficulties faced by students; and</li> <li>❖ need for recasting the teaching content, providing additional instructional support and selecting new materials to cater for diverse learning needs.</li> </ul> <ul style="list-style-type: none"> <li>● For the sake of professional enhancement, effective curriculum development and instructional practices will be shared in the English Panel meetings at least twice per year.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>● 4 core writing modules will be modified for each target level and the following instructional accommodations will be made to enhance students' engagement.</li> </ul> <table border="1" data-bbox="129 1082 943 1485"> <thead> <tr> <th data-bbox="129 1082 338 1139">Category</th> <th data-bbox="338 1082 943 1139">Strategy</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1139 338 1485">Content</td> <td data-bbox="338 1139 943 1485"> <ul style="list-style-type: none"> <li>❖ Adapting complexity of content (task achievement, lexical resource, coherence and cohesion as well as grammatical range and accuracy)</li> <li>❖ Varying the presentation format (e.g. textbooks, lectures, pictures, audio or video texts)</li> </ul> </td> </tr> </tbody> </table>	Category	Strategy	Content	<ul style="list-style-type: none"> <li>❖ Adapting complexity of content (task achievement, lexical resource, coherence and cohesion as well as grammatical range and accuracy)</li> <li>❖ Varying the presentation format (e.g. textbooks, lectures, pictures, audio or video texts)</li> </ul>		<p><b>Final evaluation</b> May 2020</p> <p><b>Modification of teaching resources</b> Jun-Jul 2020</p>	<p>Over 70% of P.4-P.6 students think that self and peer assessment forms help improve their writing skills.</p> <p>Over 70% of Key Stage 2 high flyers and average students show improvement in target text types in formative writing summative assessments.</p> <p>Over 50% of Key Stage 2 slow learners show improvement in target text types in formative and summative assessments.</p> <p><u>On existing English teachers' professional enhancement:</u> Over 80% of Key Stage 2 teachers agree that the</p>		
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Process	<ul style="list-style-type: none"> <li>❖ Providing scaffolding (e.g. modelling, tapping into prior knowledge, pre-teach vocabulary, using visual aids)</li> <li>❖ Flexible grouping (e.g. according to ability levels or interest)</li> </ul>			<p>developed materials will enrich their knowledge in the teaching of the specific writing skills concerned in the project</p> <p>Over 80% of Key Stage 2 teachers agree that the self and peer assessment of each text type will improve students' writing.</p>		
Products	<ul style="list-style-type: none"> <li>❖ Allowing students the flexibility to choose ways to demonstrate newly-acquired knowledge</li> <li>❖ Adjusting levels of task difficulty</li> <li>❖ Varying assignment mode (e.g. individual or group)</li> <li>❖ Setting various means of scoring</li> </ul>					
Learning environment	<ul style="list-style-type: none"> <li>❖ Establishing a differentiated classroom routine when students can work at their own pace and with their own styles</li> </ul>					
<ul style="list-style-type: none"> <li>● Each module will cover about 6 lessons and the following two writing types will be highlighted. <ul style="list-style-type: none"> <li>❖ Narrative: writing which relates a series of events either real or imaginary or chronologically arranged and from a particular point of view</li> <li>❖ Exposition: writing which describes, explain or give information</li> </ul> </li> <li>● The following materials covering a total of 72 lessons will be produced upon completion of the writing programme: <ul style="list-style-type: none"> <li>❖ Module and lesson plans</li> <li>❖ Learning and teaching materials</li> <li>❖ Teaching aids (e.g. PowerPoints)</li> <li>❖ Assessment tasks</li> </ul> </li> </ul>						

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<p>● Structural, stylistic and linguistic features of narrative and descriptive writing highlighted in different levels are as follows:</p> <p><b>Expository writing</b></p> <table border="1" data-bbox="125 459 943 1508"> <thead> <tr> <th data-bbox="125 459 288 512"><i>Level</i></th> <th data-bbox="288 459 943 512"><i>Topics</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="125 512 288 1066">P.4</td> <td data-bbox="288 512 943 1066"> <p><i>Key expository pattern: information, explanation and contrast</i></p> <ul style="list-style-type: none"> <li>❖ The Hamburger writing structure               <ul style="list-style-type: none"> <li>- Introduction, body and conclusion</li> </ul> </li> <li>❖ Writing a clear introduction               <ul style="list-style-type: none"> <li>- Pointing out the reason for writing</li> </ul> </li> <li>❖ Beginning paragraphs with short, direct topic sentences and giving one or two supporting details</li> <li>❖ Using simple transitions (e.g. showing addition, contrast and time)</li> <li>❖ Concluding               <ul style="list-style-type: none"> <li>- Summarising main points</li> </ul> </li> <li>❖ Consistency in tenses (simple present and past)</li> </ul> </td> </tr> <tr> <td data-bbox="125 1066 288 1508">P.5</td> <td data-bbox="288 1066 943 1508"> <p><i>Key expository pattern: information, explanation, cause and effect</i></p> <ul style="list-style-type: none"> <li>❖ Writing an attention-grabbing introduction               <ul style="list-style-type: none"> <li>- Asking a rhetorical question</li> </ul> </li> <li>❖ Beginning paragraphs with short, direct topic sentences and giving one or two supporting details</li> <li>❖ Using simple transitions (e.g. giving examples and indicating logical relationship such as cause and effect)</li> <li>❖ Concluding               <ul style="list-style-type: none"> <li>- Stressing the importance of your ideas</li> </ul> </li> </ul> </td> </tr> </tbody> </table>	<i>Level</i>	<i>Topics</i>	P.4	<p><i>Key expository pattern: information, explanation and contrast</i></p> <ul style="list-style-type: none"> <li>❖ The Hamburger writing structure               <ul style="list-style-type: none"> <li>- Introduction, body and conclusion</li> </ul> </li> <li>❖ Writing a clear introduction               <ul style="list-style-type: none"> <li>- Pointing out the reason for writing</li> </ul> </li> <li>❖ Beginning paragraphs with short, direct topic sentences and giving one or two supporting details</li> <li>❖ Using simple transitions (e.g. showing addition, contrast and time)</li> <li>❖ Concluding               <ul style="list-style-type: none"> <li>- Summarising main points</li> </ul> </li> <li>❖ Consistency in tenses (simple present and past)</li> </ul>	P.5	<p><i>Key expository pattern: information, explanation, cause and effect</i></p> <ul style="list-style-type: none"> <li>❖ Writing an attention-grabbing introduction               <ul style="list-style-type: none"> <li>- Asking a rhetorical question</li> </ul> </li> <li>❖ Beginning paragraphs with short, direct topic sentences and giving one or two supporting details</li> <li>❖ Using simple transitions (e.g. giving examples and indicating logical relationship such as cause and effect)</li> <li>❖ Concluding               <ul style="list-style-type: none"> <li>- Stressing the importance of your ideas</li> </ul> </li> </ul>					
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	❖ Consistency in tenses (simple present, past and future)					
P.6	<p><i>Key expository pattern: information, explanation and problem-solution</i></p> <ul style="list-style-type: none"> <li>❖ Writing a thesis statement <ul style="list-style-type: none"> <li>- Point out the reasons for writing</li> <li>- Asking a rhetorical questions</li> <li>- Stating one’s viewpoint</li> </ul> </li> <li>❖ Beginning paragraphs with short, direct topic sentences and giving one or two supporting details</li> <li>❖ Using simple transitions (e.g. giving examples and indicating logical relationship like problem-solution)</li> <li>❖ Concluding <ul style="list-style-type: none"> <li>- Propose a course of action/a solution to an issue.</li> </ul> </li> </ul>					
<b>Narrative writing</b>						
<i>Level</i>	<i>Structural/stylistic/linguistic features</i>					
P.4	<ul style="list-style-type: none"> <li>❖ Understanding core elements of a simple narrative <ul style="list-style-type: none"> <li>- A single theme, plot and setting</li> <li>- Limited number of characters (1-3)</li> <li>- Covers a short period of time</li> </ul> </li> <li>❖ Understanding the structure of a story <ul style="list-style-type: none"> <li>Developing <ul style="list-style-type: none"> <li>- the problem the main character is facing; and</li> <li>- a resolution.</li> </ul> </li> </ul> </li> <li>❖ Formatting simple dialogues</li> <li>❖ Describing characters and setting using simple action verbs and adjectives</li> </ul>					



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<ul style="list-style-type: none"> <li>❖ Using time connectives (e.g. first, then, next, finally)</li> <li>❖ Use of past simple</li> </ul>					
<p>P.5</p> <ul style="list-style-type: none"> <li>❖ Creating a narrative lead               <ul style="list-style-type: none"> <li>- First-person</li> <li>- Scene-setting</li> </ul> </li> <li>❖ Structure of a story               <ul style="list-style-type: none"> <li>Developing                   <ul style="list-style-type: none"> <li>- the problem towards a climax;</li> <li>- a change in the character (e.g. acknowledgement of something, a decision or regret);</li> <li>- how the main character comes to terms to his/her problem; and</li> <li>- a moral or practical lesson.</li> </ul> </li> </ul> </li> <li>❖ Writing simple dialogues for expressing feelings               <ul style="list-style-type: none"> <li>- Interjections: expressing emotions (e.g. ‘Oh dear’, ‘Eww’, ‘Oops’ and ‘Ah’.)</li> </ul> </li> <li>❖ Describing characters using adjectives and settings using adjectives and adverbs</li> <li>❖ Use of adversative connectives (e.g. <i>but</i> for contrasting and unexpected meanings) and causal ones (e.g. <i>therefore</i> for connecting meanings to conditions and consequences)</li> <li>❖ Use of past continuous</li> </ul>					
<p>P.6</p> <p>On top of the above:</p> <ul style="list-style-type: none"> <li>❖ Asking rhetorical questions to engage the readers</li> <li>❖ Using figurative language such as similes and metaphors to create images in the readers’ mind and enhance the story</li> </ul>					

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<ul style="list-style-type: none"> <li>❖ Include conflicts and disagreements in dialogues</li> <li>❖ Describing characters with more complex sentence patterns such as relative clauses</li> </ul>																																																																																
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<ul style="list-style-type: none"> <li>● The new initiative will support students' development of overall writing competency as target skills or tools will be introduced explicitly at different stages of writing. At</li> </ul>																																																																																

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<p>the planning stage, story map and other graphic organisers will be used. To help students write systematically and coherently, the concepts of introducing and concluding paragraphs, topic sentences followed by supporting details and cohesive devices will be emphasized. Last but not least, the practice of self-assessments and peer-assessment checklists will also help develop students' habit of self-editing.</p> <ul style="list-style-type: none"> <li>● To cater for learners' diverse needs, effective strategies, like flexible grouping, differentiating learning tasks and promoting self-access learning will be adopted. For less able students or learners with SEN, a number of strategies will be used. They include: adapting the learning content, adopting a multisensory approach to learning and teaching, using multimodal learning and teaching aids and materials, adjusting the pace and linguistic load of instruction and setting realistic assessment goals. Examples of instructional scaffolding include cue cards, visual scaffolds, demonstrations and examples. For more able students, flexibility with the curriculum to address differences in the rate, depth and pace of learning will be allowed. Independent projects or writing based on their interests and abilities will be encouraged. Examples of anchoring activities include relevant online apps, journal writing, book reviews, etc.</li> </ul>					

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<p><b>Description of a sample module</b></p> <ul style="list-style-type: none"> <li>● Theme: Saving the earth (P.6)</li> <li>● Topic: Write an article asking people to be more dolphin-friendly in the newsletter</li> <li>● Target learning items:</li> </ul> <table border="1" data-bbox="129 539 925 1461"> <tr> <td data-bbox="129 539 376 1461" style="text-align: center; vertical-align: middle;">Core</td> <td data-bbox="376 539 925 1461"> <p>Task achievement:</p> <ul style="list-style-type: none"> <li>❖ Describe at least 3 problems dolphins are facing               <ul style="list-style-type: none"> <li>- Human activities (reclamation, water pollution and fishing)</li> <li>- Adverse impact on dolphins</li> <li>- Ways to save them</li> </ul> </li> </ul> <p>Lexical resources:</p> <ul style="list-style-type: none"> <li>❖ Vocabulary/Phrases related to:               <ul style="list-style-type: none"> <li>- human activities such as reclamation and fishing;</li> <li>- impact such as water pollution, extinction, loss of habitat and food; and</li> <li>- ways to save the dolphins such as stop polluting the sea.</li> </ul> </li> </ul> <p>Grammar items:</p> <ul style="list-style-type: none"> <li>❖ Connectives such as <i>unless</i> and <i>therefore</i></li> <li>❖ Modal verbs such as <i>will</i>, <i>should</i> and <i>must</i></li> </ul> </td> </tr> </table>	Core	<p>Task achievement:</p> <ul style="list-style-type: none"> <li>❖ Describe at least 3 problems dolphins are facing               <ul style="list-style-type: none"> <li>- Human activities (reclamation, water pollution and fishing)</li> <li>- Adverse impact on dolphins</li> <li>- Ways to save them</li> </ul> </li> </ul> <p>Lexical resources:</p> <ul style="list-style-type: none"> <li>❖ Vocabulary/Phrases related to:               <ul style="list-style-type: none"> <li>- human activities such as reclamation and fishing;</li> <li>- impact such as water pollution, extinction, loss of habitat and food; and</li> <li>- ways to save the dolphins such as stop polluting the sea.</li> </ul> </li> </ul> <p>Grammar items:</p> <ul style="list-style-type: none"> <li>❖ Connectives such as <i>unless</i> and <i>therefore</i></li> <li>❖ Modal verbs such as <i>will</i>, <i>should</i> and <i>must</i></li> </ul>					
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	❖ Quantifiers such as <i>so many</i> and <i>so much</i>					
Extended	<p>Task achievement:</p> <ul style="list-style-type: none"> <li>❖ Include one additional problems dolphins are facing (climatic changes) and the importance of making green lifestyle choices (3R principles – Reduce, Reuse and Recycle).</li> </ul> <p>Grammar items:</p> <ul style="list-style-type: none"> <li>❖ Conditional clauses for indicating positive and negative consequences</li> </ul>					
<p>● Scaffolding activities</p> <ul style="list-style-type: none"> <li>❖ A YouTube video, which is a poetic narration about a dolphin, will be used to provide visual learners with content input. <i>The Story of the Baiji Dolphin</i> <a href="https://www.youtube.com/watch?v=gH1GRRBGEgk">https://www.youtube.com/watch?v=gH1GRRBGEgk</a></li> <li>❖ Students will be engaged in the following mixed ability group activities: <ul style="list-style-type: none"> <li>✚ Determining the purpose of writing after studying pictures of dying dolphins together</li> <li>✚ Identifying writing type features through sample text deconstruction tasks</li> </ul> <p>For example:</p> <p>A jigsaw activity for which students put</p> </li> </ul>						

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<p>different text feature cards in the correct spaces on the sample text will help kinesthetic learners.</p> <ul style="list-style-type: none"> <li>✚ Brainstorming writing ideas and completing an expository writing organiser</li> <li><a href="https://worksheetplace.com/mf_pdf/Expository-Writing-Ideas.pdf">https://worksheetplace.com/mf_pdf/Expository-Writing-Ideas.pdf</a></li> <li>✚ Joint construction/Group writing task</li> <li>✚ Peer feedback on individual writing tasks</li> </ul> <p><b>Product</b></p> <ul style="list-style-type: none"> <li>● Students will be given writing product options such as designing an informational posters and presentation scripts.</li> <li>● Self and peer-assessment forms covering content, language and organisation will be designed specifically for each writing task. Students can use them when proofreading and editing their writing. Strengths and insufficiencies can then be identified. Students can set their goals for improvement and teachers can make reference to the completed forms when designing follow-up tasks.</li> </ul> <p>Put a tick ✓ under the right icon.</p> <table border="1" data-bbox="129 1177 945 1484"> <thead> <tr> <th data-bbox="129 1177 338 1283"><i>Areas</i></th> <th data-bbox="338 1177 770 1283"><i>Writing Tips</i></th> <th data-bbox="770 1177 826 1283">☺ ☺</th> <th data-bbox="826 1177 882 1283">☺ ☹</th> <th data-bbox="882 1177 945 1283">☹ ☹</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1283 338 1484">Content</td> <td data-bbox="338 1283 770 1484"> <ul style="list-style-type: none"> <li>● Did I/my peer include the following in my/his/her article?               <ul style="list-style-type: none"> <li>❖ 3 human activities</li> <li>❖ Harm caused to the dolphins</li> </ul> </li> </ul> </td> <td data-bbox="770 1283 826 1484"></td> <td data-bbox="826 1283 882 1484"></td> <td data-bbox="882 1283 945 1484"></td> </tr> </tbody> </table>	<i>Areas</i>	<i>Writing Tips</i>	☺ ☺	☺ ☹	☹ ☹	Content	<ul style="list-style-type: none"> <li>● Did I/my peer include the following in my/his/her article?               <ul style="list-style-type: none"> <li>❖ 3 human activities</li> <li>❖ Harm caused to the dolphins</li> </ul> </li> </ul>								
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	❖ Ways to save them							
Language	<ul style="list-style-type: none"> <li>● Did I/my peer use the right tenses?</li> <li>❖ Present tense for describing the situation now</li> <li>❖ Future tense for describing the bad results</li> </ul>							
	<ul style="list-style-type: none"> <li>● Did I/my peer use the following items in my/his/her work?</li> <li>❖ unless and therefore</li> <li>❖ will, should and must</li> <li>❖ so many and so much</li> </ul>							
Organisation	● Did I/my peer use the hamburger structure?							
	● Did I/my peer write clear and interesting introduction?							
	● Did I/my peer write start each paragraphs with clear topic sentences?							
	● Did I/my peer ask people to take action in the conclusion?							
Other area[s] for improvement	_____							