

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

附件 IMC20-21(1)12h

**School Name:** TWGHs Hok Shan School (English)

**Application No.:** D 029 (for official use)

**(A) General information:**

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 11

2. No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	3	3	3	2	2	1	14

3. No. of operating classes in the 2019/20 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) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
PLP-R/W Programme	P1-3	Reading and writing	NET Section, Education Bureau
Reading to Writing Approach: Cater for Learners' Diversity	P4-6	Reading and writing	Language Learning Support Services, 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. School has a rich and positive English learning environment. The English Café is well-equipped for lessons and activities. We have 2 resourceful NETs and well-trained English ambassadors who conduct regular activities in the English Room.</li><li>2. Most students perform actively during English Language lessons and are not afraid of making mistakes.</li><li>3. All classrooms are WiFi-connected and the Bring Your Own Device (BYOD) policy in KS2 provides more means to language learning.</li><li>4. Tablets are used in school in various subjects every day and students are well-versed in using iPads for their studies.</li><li>5. KS2 students use their own tablets or the ones from school. They are responsible for maintaining their own devices (taking the tablets home and recharging them) for learning at school.</li></ol>	<ol style="list-style-type: none"><li>1. The PEEGS provision allows school to develop structured e-Learning programmes for enhancing language learning.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Students do not like reading English books and their reading ability is relatively weak.</li><li>2. Students' self-learning habits and skills have yet to be developed.</li></ol>	<ol style="list-style-type: none"><li>1. We accept an increasing number of SEN students in each class.</li><li>2. The marking load of teachers is quite heavy already. The space to develop language learning enhancement initiatives is quite limited.</li></ol>

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

<b>Areas of Development</b>	<b>Usage of the grant</b>	<b>Grade Level</b>
<ol style="list-style-type: none"><li>1. To develop the school-based P1-2 PLP-R/W</li></ol>	Employment of a supply teacher	P1-2
<ol style="list-style-type: none"><li>2. To develop the KS2 school-based literacy resources packages</li></ol>		P4-5

**(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” <i>(*Please delete as appropriate)</i></p> <p><input checked="" 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 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* or <del>part-time*</del> 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"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 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 funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p><b>To hire a full-time supply teacher to create room for the core team for the development of a school-based KS2 e-Reading programme with a view to enhancing e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</b></p>					
<p><b><u>Background and objectives</u></b></p> <ul style="list-style-type: none"> <li>Local textbooks form the backbone of our core English Language Curriculum. However, the need to develop more stimulating reading materials to enrich students’ exposure to the language is clearly present.</li> <li>The BYOD policy was introduced in KS2 in the 2019/2020 school year. All students now have their own tablets for classroom and home learning.</li> <li>Training on how to use Google Classroom has been offered to enhance teachers’ professional capacity and teaching effectiveness. Teachers have acquired the skills to use Kahoot, Quizlet and other applications to improve students’ engagement, motivation and autonomy as well as cater for diverse learning needs.</li> <li>Every Wednesday is assigned as the ‘No pencil and paper homework day’. Students are engaged in a broad array of online learning activities both inside and outside class time.</li> <li>The English Language Department adopts the Rasch Model for analysing students’ performance in summative assessments. Teachers have developed a better understanding of students’ strengths and weaknesses and are now planning suitable interventions for the 2020/2021 school year making reference to this year’s Rasch Model data.</li> <li>Our school will start a new 3-year development cycle in the 2020/21 school year. To develop students’ positive</li> </ul>	<p>P4-P6</p>	<p><u>Module 1</u>            Planning            Sep 2020            Implementation            Oct 2020            Evaluation            Oct 2020</p> <p><u>Module 2</u>            Planning            Oct 2020            Implementation            Nov 2020            Evaluation            Nov 2020</p> <p><u>Module 3</u>            Planning            Dec 2020            Implementation            Jan 2020            Evaluation            Jan 2021</p> <p><u>Module 4</u>            Planning            Jan 2021</p>	<p>18 reading packages covering a total of 72 lessons will be developed.</p> <p>60% of KS2 students agree that they enjoy the e-Reading materials and lessons.</p> <p>60% of KS2 students agree that they have developed a better confidence in reading because of the programme.</p> <p>60% of KS2 students will demonstrate improvements in summative reading assessments.</p> <p>70% of the KS2 teachers agree that students have improved their reading motivation</p>	<p>The newly-designed reading materials will be incorporated into the formal curriculum.</p> <p>All materials uploaded to the Google Classroom will be regularly updated and used after the project period to ensure sustainability.</p> <p>Lesson observation and professional development sessions will be conducted for ensuring capacity enhancement.</p>	<p>Core team teachers will evaluate the materials in the co-planning meetings.</p> <p>Teacher and student survey will be conducted.</p> <p>Lessons will be observed.</p> <p>Students’ assessment results will be analysed.</p> <p>Project-end review will be conducted.</p>

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<p>thinking has become one of our priorities. It is believed that through exposing students to reading materials on multiple themes and engaging them in critical thinking activities, they will enhance their language skills and build more positive and receptive mindsets.</p> <ul style="list-style-type: none"> <li>● With additional resources and manpower, the English Language panel plans to develop a new e-Reading programme and incorporate blended learning methods in the classrooms for: <ul style="list-style-type: none"> <li>❖ supplementing the core English Language Curriculum;</li> <li>❖ nurturing our students to be lifelong learners through improving their reading and self-study skills;</li> <li>❖ broadening their knowledge base through exposing them to a range of materials with a variety of themes and text types;</li> <li>❖ promoting positive thinking; and</li> <li>❖ strengthening teachers’ professional capacity of designing and implementing effective e-Learning programmes.</li> </ul> </li> </ul> <p><b><u>The core team</u></b></p> <ul style="list-style-type: none"> <li>● A core team consisting of the English Language panel chair and 2 experienced teachers will be set up. A supply teacher is to be hired with the PEEGS grant for releasing the core team around 28 English and / or non-English Language lessons a week. Duties proposed to be released are tabulated below:</li> </ul> <table border="1" data-bbox="136 1401 943 1509"> <thead> <tr> <th colspan="2" data-bbox="136 1401 943 1437"><i>Teaching duties</i></th> </tr> <tr> <th data-bbox="136 1437 539 1474"><i>Subject</i></th> <th data-bbox="539 1437 943 1474"><i>Number of classes</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="136 1474 539 1509">English Language</td> <td data-bbox="539 1474 943 1509">2 classes</td> </tr> </tbody> </table>	<i>Teaching duties</i>		<i>Subject</i>	<i>Number of classes</i>	English Language	2 classes		<p>Implementation Feb 2020 Evaluation Feb 2021</p> <p><u>Module 5</u> Planning Feb 2021 Implementation Mar 2021 Evaluation Mar 2021</p> <p><u>Module 6</u> Planning Apr 2021 Implementation May 2021 Evaluation Jun 2021</p> <p><u>Final review</u> Jul 2021</p> <p><u>Programme refinement</u> Aug 2021</p>	<p>and self-study skills.</p> <p>80% of KS2 teachers agree that they have acquired a better understanding of effective teaching strategies for reading.</p>		
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Class teacher, morning patrol and ECA groups											
<ul style="list-style-type: none"> <li>● With reduced workloads, the core team will take up the following duties: <ul style="list-style-type: none"> <li>✧ Formulating the reading programme framework</li> <li>✧ Conducting weekly co-planning meetings</li> <li>✧ Sourcing and creating suitable reading materials thematically aligned with the core English Language Curriculum</li> <li>✧ Designing classroom and self-learning tasks</li> <li>✧ Arranging lesson observation for each of the target levels at least once per term</li> <li>✧ Reviewing the lessons after observation</li> <li>✧ Collecting teachers' feedback on the newly-developed materials and lessons</li> <li>✧ Analysing students' formative and summative assessment results</li> <li>✧ Refining the programme based on the evaluation data</li> <li>✧ Delivering professional development workshops for KS1 teachers at the end of the 2020/2021 school year</li> <li>✧ updating the programme regularly for sustainable use after the project period</li> </ul> </li> <li>● The panel heads concerned will exercise proper monitoring of the supply teacher's work through mentoring, lesson observation and classroom patrol so as to minimise disruptions to students' learning.</li> </ul>											

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<p><b><u>Target reading skills</u></b></p> <ul style="list-style-type: none"> <li>● The core team will concentrate on the development of the following skills:</li> </ul> <table border="1" data-bbox="129 379 929 1453"> <thead> <tr> <th data-bbox="129 379 929 419"><i>Skill focus</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 419 929 970"> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>✧ Process compound and complex sentences</li> <li>✧ Work out the meaning of words and phrases by using knowledge of word formation, semantic and syntactic clues</li> <li>✧ Skim a text to obtain a general impression and the gist or main ideas</li> <li>✧ Identify main ideas and some supporting details explicitly stated in the text</li> <li>✧ Locate specific information by recognising simple text structures</li> <li>✧ Follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> <li>✧ Evaluate critically views and attitudes</li> </ul> <p><u>Generic</u></p> <ul style="list-style-type: none"> <li>✧ Communication</li> <li>✧ Collaboration</li> <li>✧ Creativity</li> <li>✧ Mathematical and numeracy</li> <li>✧ Critical thinking</li> <li>✧ Problem solving</li> <li>✧ Information technology</li> </ul> <p><u>Self-study skills</u></p> <ul style="list-style-type: none"> <li>✧ Self-discipline</li> <li>✧ Time-management</li> <li>✧ Organisational</li> </ul> </td> </tr> </tbody> </table>	<i>Skill focus</i>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>✧ Process compound and complex sentences</li> <li>✧ Work out the meaning of words and phrases by using knowledge of word formation, semantic and syntactic clues</li> <li>✧ Skim a text to obtain a general impression and the gist or main ideas</li> <li>✧ Identify main ideas and some supporting details explicitly stated in the text</li> <li>✧ Locate specific information by recognising simple text structures</li> <li>✧ Follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> <li>✧ Evaluate critically views and attitudes</li> </ul> <p><u>Generic</u></p> <ul style="list-style-type: none"> <li>✧ Communication</li> <li>✧ Collaboration</li> <li>✧ Creativity</li> <li>✧ Mathematical and numeracy</li> <li>✧ Critical thinking</li> <li>✧ Problem solving</li> <li>✧ Information technology</li> </ul> <p><u>Self-study skills</u></p> <ul style="list-style-type: none"> <li>✧ Self-discipline</li> <li>✧ Time-management</li> <li>✧ Organisational</li> </ul>					
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<p><b><u>Implementation</u></b></p> <ul style="list-style-type: none"> <li>● Additional reading texts in electronic format will be introduced in class after the textbook unit is covered.</li> <li>● The KS2 e-Reading programme will cover a total of eighteen 4-lesson modules (six for each target level). A broad array of reading materials will be sourced/adapted/created for the programme to: <ul style="list-style-type: none"> <li>✧ consolidate students' learning of reading skills, text type features and related subject contents;</li> <li>✧ encourage further reading on similar themes; as well as</li> <li>✧ allow students to practise target reading skills in different contexts.</li> </ul> </li> </ul> <p>The resources packs will include resources:</p> <ul style="list-style-type: none"> <li>✧ with related themes and similar text types, purposes and features;</li> <li>✧ with related themes but different text types, purposes and features; and</li> <li>✧ of different themes but similar text types, purposes and features.</li> </ul> <table border="1" data-bbox="129 1023 936 1511"> <thead> <tr> <th><i>Module themes</i></th> <th><i>Text types</i></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;"><b><i>P.4</i></b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><i>Textbook 4A</i></td> </tr> <tr> <td>Relationships</td> <td>✧ Blog entries ✧ Personal recounts</td> </tr> <tr> <td>Changes</td> <td>✧ Magazine columns ✧ Diary entries</td> </tr> <tr> <td>Happy days</td> <td>✧ Magazine articles ✧ Stories</td> </tr> <tr> <td colspan="2" style="text-align: center;"><i>Textbook 4B</i></td> </tr> <tr> <td>Food and drink</td> <td>✧ Fairy tales</td> </tr> <tr> <td>We love Hong Kong</td> <td>✧ Directories ✧ Conversations</td> </tr> </tbody> </table>	<i>Module themes</i>	<i>Text types</i>	<b><i>P.4</i></b>		<i>Textbook 4A</i>		Relationships	✧ Blog entries ✧ Personal recounts	Changes	✧ Magazine columns ✧ Diary entries	Happy days	✧ Magazine articles ✧ Stories	<i>Textbook 4B</i>		Food and drink	✧ Fairy tales	We love Hong Kong	✧ Directories ✧ Conversations					
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	✧ Leaflets					
The magic of nature	✧ Conversations ✧ Instructions ✧ Play scripts					
<b>P.5</b>						
<i>Textbook 5A</i>						
We love Hong Kong	✧ Stories ✧ Magazine articles ✧ Interview transcripts					
Changes	✧ Diary entries ✧ Conversations ✧ Stories					
Relationships	✧ Web pages ✧ Interviews ✧ Stories					
<i>Textbook 5B</i>						
Happy days	✧ Emails ✧ Poems ✧ Stories					
We love Hong Kong	✧ Leaflets ✧ Diary Entries ✧ Webpages ✧ Interview transcripts					
Changes	✧ Magazine articles ✧ Blog entries					
<b>P.6</b>						
<i>Textbook 6A</i>						
Relationships	✧ Conversations ✧ Webpages ✧ Advertisements					
Changes	✧ Stories ✧ Book cover ✧ Play scripts					
Happy days	✧ Blog entries					

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	<ul style="list-style-type: none"> <li>✧ Text messages</li> <li>✧ Travel journals</li> </ul>									
<i>Textbook 6B</i>										
The magic of nature	<ul style="list-style-type: none"> <li>✧ Stories</li> <li>✧ Speeches</li> <li>✧ Charts</li> </ul>									
Relationships	<ul style="list-style-type: none"> <li>✧ Emails</li> <li>✧ Jokes</li> <li>✧ News reports</li> <li>✧ Blog entries</li> </ul>									
Happy days	<ul style="list-style-type: none"> <li>✧ Posters</li> <li>✧ Conversations</li> <li>✧ Yearbooks</li> <li>✧ Poems</li> </ul>									
<p>● A blended learning model that combines online educational materials and opportunities for interaction online with traditional place-based classroom method will be applied based on the following grounds:</p> <ul style="list-style-type: none"> <li>✧ It helps create a more personalised learning environment and cater to needs of individual learners by enabling them to access the materials from anywhere at any time at their own pace while enjoying the benefits of face-to-face support and instruction.</li> <li>✧ Students can make preparation for their reading at home. It empowers teachers to save time for participatory learning experiences in the classroom.</li> <li>✧ The use of online assessment tools allows instant diagnostic information and students feedback.</li> </ul> <p>● Proposed activities at different stages</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"><i>Stages</i></th> <th><i>Learning and teaching activities</i></th> </tr> </thead> <tbody> <tr> <td>Pre-reading</td> <td>           Purposes:   Establish a purpose for reading         </td> </tr> </tbody> </table>							<i>Stages</i>	<i>Learning and teaching activities</i>	Pre-reading	Purposes: Establish a purpose for reading
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<ul style="list-style-type: none"> <li>✚ Improve vocabulary so students can complete the reading task successfully</li> <li>✚ Predict what they are going to read</li> <li>✚ Establish what they know about a topic</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>✧ Teacher explains to students they are going to read a text related to the theme.</li> <li>✧ Students watch captioned videos shared through Google Classroom and complete a Google Form quiz to activate prior knowledge to the topic.</li> <li>✧ P.4-5 students are given part of the text (e.g. the title and pictures) and complete the simple KWL chart on Google Docs.</li> <li>✧ P.6 students, who are expected to be more mature readers, access the readings on Google Classroom, process the texts and write short responses to a key question set by the teacher using Google Docs. / Forms.</li> <li>✧ Students pre-learn vocabulary items in the text with the Quizlet vocabulary flashcards and study sets.</li> <li>✧ To incentivise students to complete their pre-class assignments, the following measures are taken: <ul style="list-style-type: none"> <li>- Allow students more options</li> </ul> </li> </ul>					

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	<p>to complete the pre-class task using their approaches (e.g. drawing instead of writing)</p> <ul style="list-style-type: none"> <li>- Engage students in a task which requires them to use their pre-class work</li> <li>- Conduct a short Readiness Assessment Test (RAT) at the beginning of the lesson. Students answer two to three open questions about the contents viewed online.</li> <li>- Call on random students to share with the whole class their pre-class work in class.</li> </ul>					
While-reading	<ul style="list-style-type: none"> <li>✧ Teacher share-reads part of the materials to model target reading strategies, introduce key vocabulary items and highlight important concepts in class.</li> </ul>					
Post-reading	<p>Purposes:</p> <ul style="list-style-type: none"> <li>🚩 To help students understand texts further, through critically analysing what they have read</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>✧ In-class activities are designed to promote more active engagement with and deeper understanding of the text: <ul style="list-style-type: none"> <li>- Problem-solving activities</li> <li>- Think-pair-share</li> <li>- Concept maps</li> <li>- Jigsaw reading</li> <li>- Role play</li> </ul> </li> </ul>					

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	<ul style="list-style-type: none"> <li>✧ Students are expected to revisit their responses in Google Docs. to the key question assigned in the pre-reading stage.</li> <li>✧ Comprehension exercises on Google Classroom are set to check different levels of students' understanding.</li> <li>✧ Teacher shares students' work with the whole class and guides students to understand the value he / she intends to impart with the materials.</li> </ul>					
● Descriptions of a sample module						
Level	P6					
Module	<i>Caring for others: Animals in danger</i>					
Text type	Infographics Critically endangered wildlife infographic <a href="https://bit.ly/2zsMAID">https://bit.ly/2zsMAID</a>					
Positive value	To develop respect for wildlife					
Contents	<ul style="list-style-type: none"> <li>✧ Different types of endangered species</li> <li>✧ Threats faced by endangered animals</li> <li>✧ Endangered species population numbers</li> <li>✧ Ways to protect them</li> </ul>					
Target reading skills	<ul style="list-style-type: none"> <li>✧ Predicting</li> <li>✧ Skimming</li> <li>✧ Scanning for specific information</li> <li>✧ Working out word meanings using pictorial and contextual clues</li> </ul>					
Pre-reading Task	✧ Teacher explains to students they are going to read and produce an infographic about endangered					

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<p>animals.</p> <ul style="list-style-type: none"> <li>✧ Students watch a YouTube video about endangered species and complete a Google Form quiz to activate their prior knowledge to the topic. <i>Protecting Endangered Species</i> <a href="https://bit.ly/2LVr81o">https://bit.ly/2LVr81o</a> <ul style="list-style-type: none"> <li>- <i>What are endangered animals?</i></li> <li>- <i>What animals do you see in the video?</i></li> <li>- <i>Why are they killed?</i></li> </ul> </li> <li>✧ Students are given the text and a key question – “<i>What can we do to save endangered animals?</i>” They share their ideas in different ways using Google Docs. For instance, they can complete a problem-solution chart, add links to related videos / websites and / or insert pictures.</li> <li>✧ Students pre-learn the vocabulary items about endangered species in the text with Quizlet flashcards and study sets. <i>rarest, critically endangered, predator control, habitat loss, pollution, remain, threatened</i></li> <li>✧ Teacher conducts a short Readiness Assessment Test to gauge mastery of content. Students answer 3 questions on paper. <ul style="list-style-type: none"> <li>- <i>Why are some animals dying?</i></li> <li>- <i>Give examples of endangered species in the video / text.</i></li> </ul> </li> </ul>					

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	- <i>How many red wolves are left?</i>					
While-reading Task	<ul style="list-style-type: none"> <li>✧ Teacher share-reads the text with the class for: <ul style="list-style-type: none"> <li>- modelling target reading strategies (skimming and scanning);</li> <li>- introducing the text structures of infographics (a clear title, eye-catching graphics, short and precise language); and</li> <li>- recapping key vocabulary items.</li> </ul> </li> <li>✧ Teacher asks students to summarise the reasons why animals are dying out stated in the different sources (video + text). Examples: <ul style="list-style-type: none"> <li>- Poaching/Hunting/Overfishing</li> <li>- Habitat loss</li> <li>- Pollution</li> </ul> </li> </ul>					
Post-reading Task	<ul style="list-style-type: none"> <li>✧ In groups of 4, students share with each other their pre-class work and design an infographic about how to save endangered animals using Pages on their iPads.</li> <li>✧ All work will be uploaded onto Google Classroom. Teacher and students can give comment on the content, language and organisation. Students can edit their work based on teachers' and peer feedback.</li> <li>✧ Students complete an online post-reading exercise on testing their understanding of the content, reading skills, text type features of</li> </ul>					