
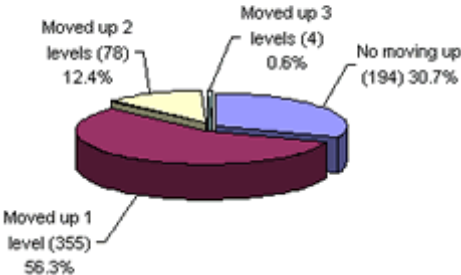



## Exemplar 3: Adaptations of the HK ERS

### Overview

This exemplar presents a case study of how a CMI school ([Po On Commercial Association Wong Siu Ching Secondary School](#)) has made ingenious adaptations to the Hong Kong Extensive Reading Scheme (HKERS) so that it can be implemented with good results. It is also about the school's persistence in implementing the scheme, which was initiated by the EMB (previously called the Education Department) in 1993. Ms. Lo Yuk Fong, the coordinator of the school's Extensive Reading Scheme (ERS), stands out for her work in administering the ERS.

This exemplar features:

	<p><b>Distribution of Level Promotion</b> (Total number of students: 631)</p> 	 <p><b>Five Best ERS Readers in 2003-4</b></p>
<p><b>[ERS RECORD BOOK]</b> <b>Improving the method of monitoring students' performance and progress</b></p>	<p><b>[TEST ADAPTATION]</b> <b>Adaptations to the Level Tests and Placement Test</b></p>	<p><b>[CARROT AND STICK]</b> <b>ERS Award and helping the weaker ones to read</b></p>

Anyone familiar with running the ERS would agree that while the tasks involved in implementing such a programme are not particularly challenging, they require a great deal of patience, persistence, care and even meticulousness. So, if such a long-running scheme is still being implemented with vigour and enthusiasm, teachers must be firmly convinced of its value. In her capacity as the coordinator of the ERS, Ms. Lo gave her views about the importance of reading extensively and its contribution to successful language learning.

To hear Ms. Lo's comments about ERS and extensive reading



**The video subtitles in this exemplar have been slightly edited for easier comprehension.**

Researcher: What is the main objective of this kind of scheme like ERS?

Lo: I think it is to expose students to the language. I think as a kind of input, it is the most, most, most important, because class time is indeed limited. Take the example of the case of Lee Mei Yuk that I just mentioned. When she entered the scheme she was at level G. I can say she was one of the bottom students. If she wanted to work more... indeed she herself wanted to work more.... There was always the coursebook for people to study, and it was the same for everyone in the class. Usually students do study the unit that their teacher is teaching. But if students themselves want to work more, I think it [ERS] can serve this purpose.

ERS teachers at Wong Siu Ching Secondary School share the belief that extensive reading benefits students' English learning only if students:

- Are provided with a steady [supply of readers](#);
- Read at their own pace and at an [appropriate level](#);
- Are given constant encouragement and timely feedback; and
- Witness the [evidence of their own progress or achievements](#).

## Strategies

To make the administration of ERS feasible, manageable and effective, Ms. Lo and her colleagues made the following key adaptations to the scheme:

- [Enhancing students' motivation](#) to participate and read;
- Adopting strategies to [help the weaker learners](#);
- Finding more efficient and reliable ways of keeping [individual students' reading records](#);
- [Eliciting useful information](#) from readers' own documentation; and
- Gaining greater [support from parents](#).

These key aspects are translated into concrete steps in various implementation stages and at different levels:

[At the school level](#)

[At the English panel level](#)

[In the language classroom](#)

## Strategies at the School Level

### At the school level

- Make the ERS programme mandatory for all junior-form students. Translate a student's yearly ERS achievement into a [score](#) that takes up to 4% of their total English subject scores in the student's end-of-year school report;
- Create and enhance a culture conducive to extensive reading by presenting [awards to the best readers](#) at the annual school closing ceremony;
- [Publish the names of the best readers](#) intermittently to both students and parents during the school year;
- Communicate to parents the importance of reading and extensive reading, and the objectives of the scheme, through [orientation meetings](#) and newsletters;
- Allocate at least one class period per cycle to ERS in the timetable; and
- Finance the ERS for the replenishment of new [books](#) and materials.


## Gaining Parental Support



Ms Lo speaking to parents at an ERS display

Ms Lo emphasised that in order for the ERS to be accepted by the students, parental support is also crucial. She recalled that when she was first appointed as the coordinator of the ERS at Wong Siu Ching Secondary School in 1993, one major difficulty that the teachers encountered was the parents' attitude towards the students' reading habits. Some parents were not aware of the importance of reading storybooks and readers.

According to Ms Lo, in the past some parents did not think that reading the readers was an activity serious enough to be considered as learning for their children. In the excerpt below, Ms Lo reported how the negative attitude of some parents towards reading had caused huge difficulties for the scheme:

<p>Play the video for the interview excerpt here.</p>  <p><i>Ms. Lo's comments about parental support</i></p>	<p>Lo: The most important is that when their children are reading story books, the parents don't stop them. I think that is already very practical (support).</p> <p>Researcher: Could you elaborate?</p> <p>Lo: This is because some parents still think that studying is for exam results. They think that studying English means studying the English coursebook. They still think, if their children are reading these kinds of story books, they are only doing some extra-curricular activities. Many parents still do not understand the impact of reading on language-learning. They don't have this concept. What we want is that the parents should give more encouragement and support, when they see their children are reading some story books. They should not tell their children: "Don't read so many storybooks. Go and study your coursebook". I think this is discouraging to the children. So I think encouragement is the most practical support [from parents]. If we teachers could ask for more from the parents, then it would be good if they could praise their children when their children have moved up a reading level. That would be even better!</p>
--	--

ERS teachers at Wong Siu Ching Secondary School tackled this problem by telling the parents about the importance of reading English books. This was usually explained to S.1 students' parents on orientation day when the school year began. In the picture above, Ms Lo, in her capacity as the

coordinator of the ERS, was giving an introduction about the Extensive Reading Scheme to some parents in a display of the readers and the book boxes.

## Strategies at the English Panel Level

### At the English panel level

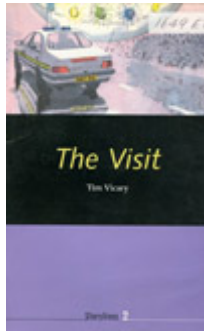
- Share with all teachers the fact that extensive reading is important; obtain [consensus](#) that the work and time teachers put into ERS is worthwhile
- Focus on reading and the readers when it comes to allocating resources; reduce teachers' workload in administering assessments, checking answers, etc.;
- Use [level promotion](#) as a means of enhancing [students' motivation](#); make level promotion adequately challenging but not too difficult;
- Abolish the [Level \(Promotion\) Tests](#) at alternate levels and make completing a sufficient number of readers the only requirement for level promotion at these levels;
- Meet students' and teachers' specific needs by designing and using their own [Extensive Reading Scheme Record Book](#); and
- Ensure that the [documentation](#) of students' performance in the programme is accurate, reliable and [informative](#).

## Providing Useful Information to Teachers

To keep the ERS going and growing, feedback should be collected from students, and adaptations to the ERS programme should be made whenever necessary. Some of the newly added sections in Wong Siu Ching Secondary School ERS Record Book are helpful in this regard. They are:

### "My Favourite Books"

From the information provided by the students in the "My Favourite Books" section, Ms Lo learned a great deal about their preferences. The section also suggests useful information about the difficulty and popularity of a writer or a title among students.



*The Elephant Man* Tim Vicary's new book  
*The Visit*

By going over this section of the *Record Book*, Ms Lo learned that, for example, *The Elephant Man* by Tim Vicary is a big "hit" with the students. She also learned that many of the students enjoy quite a few of Tim Vicary's other books. The school therefore bought titles by this author and more copies of *The Elephant Man* when they refilled the boxes.

Ms Lo explained why she added "My Favourite Books" section:

Lo: "The reason why we have added the part, "My Favourite Books", is that students can be more aware of the books they are reading. Inside the brackets (in the "My Favourite Books" table), students are asked to put down the authors' names. This is important. I have seen a case that... (it was very interesting) ... two girls wanted to get the same book from the ERS box. Both of them said, "I want this one! I want this one!" I then asked them why, and indeed neither of them had it. One girl then answered immediately that she had previously read a book by the same author, and she liked him very much. Even at Level E, books by Tim Vicary are very popular among kids. I think it's good to develop this habit; it gives them hints for selecting books and helping them to be more aware (of their favourite books and authors), and not just finishing a book ... . If they are reading at the same level, they can share by telling which books are interesting. They can show their list (of "My Favourite Books"). I think this encourages sharing among themselves."

### "The Post-reading Exercises pages"



Post-reading Exercises pages



A difficult title – "The Mystery of the Loch Ness Monster"

These pages enable teachers to see whether certain readers are causing students greater comprehension problems than others. For instance, it has been observed from this part of the *Record Book* that *The Mystery of the Loch Ness Monster* is one of the most difficult titles at Level G. Teachers can use this information when advising students at level G which title to read or to avoid.



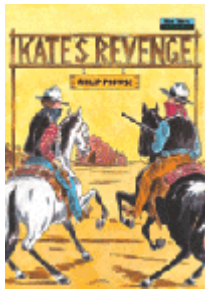
## Strategies in the Language Classroom

### In the language classroom

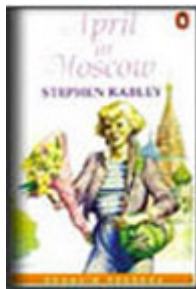
- Implement the scheme faithfully by attending to details and avoid turning the logistics and operations into mindless routines;
- Communicate consistently and persistently to the students that they all have to read and make progress in the scheme; and
- Encourage students' participation by [teaching students skills](#) to facilitate their participation.

### Ms Lo teaching preview skills

When the researchers were at Wong Siu Ching in October-November, 2003, the ERS for S.1 students was just starting. We observed a double-lesson period in which Ms Lo taught her 1E class how to select a book from the ERS book boxes.



*Kate's Revenge*

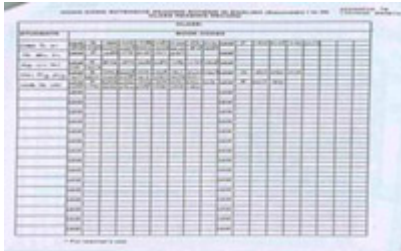


*April in Moscow*

In the lesson, Ms Lo projected the covers and the blurbs of two readers, *April in Moscow* and *Kate's Revenge* (Longman), on the OHT screen in the classroom and showed the students the different sections of a book. She also told them where to find (on the cover) the author's name and the title of the book. She then emphasised the usefulness of looking at the pictures and reading the blurbs on the book, and how the students could draw on their own background knowledge to infer and predict the contents of a book.

### Improving the method of monitoring students' performance and progress

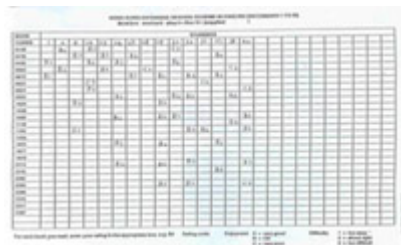
Knowing how the students are doing is important, but this is not easy, as participants in the ERS begin at different levels and progress at their own pace. In order to monitor students' performance and progress, reliable documentation of individual students' work and progress is essential. The original ERS record system encouraged the use of a set of documents, including the following:



[Class Reading Record](#)



[Individual Student Reading Record](#)



[Bookbox Content Chart](#)

The teachers had problems using these documents because they were in loose-leaf sheets. Very often students had difficulty in keeping a full set of their own Individual Student Reading Records. The teachers also felt that the layout of these documents could be improved.

To solve the problem, Ms. Lo designed the *Extensive Reading Scheme Record Book*. (Click [here](#) to view the key pages of the Record Book). The ERS teachers felt that there are main three benefits to using their own ERS Record Book:

1. It provides [clear and better documentation of students' participation](#) in the ERS.
2. It helps students to [visualise their achievement and progress](#) in the scheme. This facilitates the monitoring of individual students' progress.
3. It provides [useful information](#) about the difficulty and popularity of a writer or a title among students.

HONG KONG EXTENSIVE READING SCHEME IN ENGLISH (Secondary I to III)  
CLASS READING RECORD

Appendix 1a  
(worked sample)

CLASS:													
STUDENTS	BOOK CODES												
CHAN Si mi	Level* G	1660	2214	2284	2187	0203	1275	0116	Level* F	1645	0049	0061	0079
		1878	0327	0324	0359	0490	0433	0523	0879	2287			
Ho Miu lin	Level* F	0024	1173	0125	1411	0167			Level*				
Fok Lin tai	Level* G	1876	1877	2285	2287	1196	1161	0608	Level*				
		1121	2212										
Choi Ping ping	Level* E	1443	0029	1414	1608	1611	0220	0224	Level* D	1637	0463	1423	
		1617	0320	0329	0599	1612	0751	1554	2000				
Wong Ha wai	Level* F	0326	0316	1453	1514	0461	0553	0375	Level* E	0017	1644		
		0599	1170	0645	0720	0788	1534	1005	1050				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
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	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				

\* For teacher's use

The Hong Kong Extensive Reading Scheme in English  
(Secondary I to III)

Individual Student Reading Record

1 School Name X X Schools 2 HKERS School Code 9201 3 Class # 1B  
 4 Student's Name Ho Ma: Mgi 5 Sex F 6 Class No. 18  
 7 ID Card No. E 0,2,6,7,8,5 6 8 Date of Birth 0,1 0,7 7,9  
 day month year

9 Test Score	10 Placement Reading Levels(L) and no. of books read (No)				11 Test Score				12 Test Score	
	L	No	L	No	L	No	L	No		
Year 1	3	0	G	16	F					
Year 2										
Year 3										

13 Date Borrowed day/month/year 14 Title and Code 15 a) Interest Level & b) Reading Difficulty 16 Comprehension 17 Remarks

- 0,8 0,9 9,2 The house seen the sea (1048) A 1 0,8 / 0,8 Interesting
- 0,9 0,9 9,2 The Milkmaid and her milk (118) B 2 0,7 / 0,8 \_\_\_\_\_
- 1,8 0,9 9,2 Kate and the Clock (469) A 2 0,9 / 1,0 Good
- 2,5 0,9 9,2 Alissa (2214) B 2 0,6 / 0,8 \_\_\_\_\_
- 0,3 1,0 9,2 The Toy Horse (228) B 2 0,7 / 0,8 \_\_\_\_\_
- 1,2 1,0 9,2 Sara says No! (2205) A 1 1,0 / 1,0 I like the story
- 1,5 1,0 9,2 Sugar and Candy (2016) A 1 0,8 / 0,8 Very Good

\* a) Interest Level: A - very good, B - OK, C - very poor  
 b) Reading Difficulty: 1 - too easy, 2 - about right, 3 - too difficult

Date Borrowed day/month/year Title and Code a) Interest Level & b) Reading Difficulty 16 Comprehension 17 Remarks

- | Date Borrowed<br>day/month/year | Title and Code                             | a) Interest Level & b) Reading Difficulty |          | 16<br>Comprehension | 17<br>Remarks                                     |
|---------------------------------|--|---|----------|---------------------|---|
|                                 |  | a)  | b)       |                     |   |
| <u>1,1 1,0 9,2</u>              | <u>Blue Moon Valley</u> (2276)             | <u>B</u>                                  | <u>2</u> | <u>0,6</u>          | <u>0,8</u> _____                                  |
| <u>2,6 1,0 9,2</u>              | <u>The Sheriff</u> (1196)                  | <u>B</u>                                  | <u>2</u> | <u>0,6</u>          | <u>0,6</u> _____                                  |
| <u>0,1 1,1 9,2</u>              | <u>Tinker's Island</u> (1277)              | <u>A</u>                                  | <u>1</u> | <u>0,7</u>          | <u>0,7</u> <u>I like this book</u>                |
| <u>1,4 1,1 9,2</u>              | <u>The Last Ship</u> (2211)                | <u>A</u>                                  | <u>2</u> | <u>0,5</u>          | <u>0,7</u> <u>very interesting</u>                |
| <u>2,2 1,1 9,2</u>              | <u>The Princess</u> (1155)                 | <u>B</u>                                  | <u>2</u> | <u>0,5</u>          | <u>0,7</u> _____                                  |
| <u>0,1 1,2 9,2</u>              | <u>The Flying Spy</u> (1192)               | <u>A</u>                                  | <u>1</u> | <u>0,7</u>          | <u>0,7</u> <u>I like the picture in this book</u> |
| <u>1,0 1,2 9,2</u>              | <u>Aladdin and his Magic Lamp</u> (1050)   | <u>B</u>                                  | <u>1</u> | <u>0,8</u>          | <u>0,8</u> _____                                  |
| <u>2,0 1,2 9,2</u>              | <u>It never Snows in England</u> (230)     | <u>C</u>                                  | <u>1</u> | <u>0,8</u>          | <u>0,8</u> <u>boring</u>                          |
| <u>0,3 0,1 9,3</u>              | <u>Detectives from Scotland Yard</u> (203) | <u>A</u>                                  | <u>1</u> | <u>0,8</u>          | <u>0,8</u> <u>good</u>                            |
| <u>0,7 0,1 9,3</u>              | <u>April Fool's Day</u> (1084)             | <u>A</u>                                  | <u>1</u> | <u>0,7</u>          | <u>0,8</u> <u>Interesting</u>                     |
| <u>1,0 0,1 9,3</u>              | <u>On the Road</u> (1645)                  |   |          |                     |   |
| <u>,, , ,</u>                   | _____ ( )                                  |   |          |                     |   |
| <u>,, , ,</u>                   | _____ ( )                                  |   |          |                     |   |
| <u>,, , ,</u>                   | _____ ( )                                  |   |          |                     |   |
| <u>,, , ,</u>                   | _____ ( )                                  |   |          |                     |   |
| <u>,, , ,</u>                   | _____ ( )                                  |   |          |                     |   |
| <u>,, , ,</u>                   | _____ ( )                                  |   |          |                     |   |
| <u>,, , ,</u>                   | _____ ( )                                  |   |          |                     |   |
| <u>,, , ,</u>                   | _____ ( )                                  |   |          |                     |   |
| <u>,, , ,</u>                   | _____ ( )                                  |   |          |                     |   |



## Visualising Students' Achievements and Helping Teachers Monitor their Progress

Ms. Lo explained why representing students' achievements graphically is important:

Researcher: What did you add [into the ERS record book]?

Lo: We also put in a "My Favourite Book" section. That's because when we ran the scheme in the beginning, students used the regular exercise book. There's nothing inside that regular exercise book. When teachers monitored the students' work, they saw that students did the exercises after reading the book but didn't write the book title and its author. So afterwards when we asked them what they had read, when they had read so many, they couldn't tell what those books were about. ...

A student's achievements are graphically represented in the Reading Calendar as shown below:

**October 2003 – February 2004**





**March 2004 – May 2004**



**May 2004**



# Reading Calendar

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Target						8D			
Books read		6E	13E	8E	5D	6D			
1st			✓			✓✓			
2nd				✓					
3rd				✓					
4th			✓	✓					
5th				✓					
6th			✓	✓					
7th			✓	✓		✓			
8th			✓	✓		✓			
9th			✓						
10th			✓			✓			
11th									
12th		✓							
13th									
14th		✓							
15th				✓					
16th					✓✓				
17th									
18th			✓						
19th		✓							
20th					✓				
21st									
22nd		✓							
23rd									
24th									
25th					✓				
26th					✓				
27th			✓✓						
28th			✓✓						
29th			✓						
30th		✓							
31st		✓							

Put a tick ( ✓ ) in the box when you finish reading a book on that day.

- Target - Write down the number of books you **plan** to read in that month. e.g. 10E  
 Books read - Write down the **actual number** of books read in that month. e.g. 9E



# Reading Calendar



Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Target						8D	8C	6C	4C
Books read						5D 1C	9C	5C	7C
1st							✓		
2nd							✓		
3rd									
4th								✓	
5th									
6th									✓
7th									
8th									✓
9th									✓
10th									✓
11th						✓		✓	✓
12th						✓			
13th						✓			
14th						✓✓			✓
15th						✓✓✓	✓		
16th						✓			
17th						✓✓	✓		
18th						✓✓	✓		
19th						✓			✓
20th									
21st									
22nd							✓	✓	
23rd									
24th									
25th									
26th						✓✓	✓		
27th							✓		
28th									
29th							✓		
30th								✓✓	
31st									

Put a tick ( ✓ ) in the box when you finish reading a book on that day.

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## Reading Calendar

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Target									
Books read									
1st									
2nd									
3rd									
4th									
5th									
6th									
7th									
8th									
9th									
10th									
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16th									
17th									
18th									
19th									
20th									
21st									
22nd									
23rd									
24th									
25th								✓	
26th									
27th									
28th									
29th									
30th									
31st	/		/		/		/		

Put a tick ( ✓ ) in the box when you finish reading a book on that day.

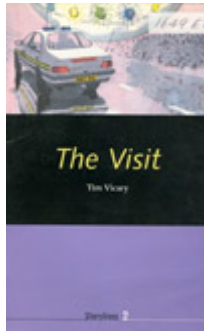
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*The Elephant Man* Tim Vicary's new book  
*The Visit*

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### "The Post-reading Exercises pages"



Post-reading Exercises pages



A difficult title – "The Mystery of the Loch Ness Monster"

These pages enable teachers to see whether certain readers are causing students greater comprehension problems than others. For instance, it has been observed from this part of the *Record Book* that *The Mystery of the Loch Ness Monster* is one of the most difficult titles at Level G. Teachers can use this information when advising students at level G which title to read or to avoid.

## Clearer and Better Documentation of Students' Participation in the ERS

Ms. Lo explains how the new ERS Record Book has helped.



Lo:

First of all, students' work has become more organised and tidy. This is because in the beginning, Education Department gave us some loose sheets. When we had the ERS in the beginning, we printed those record sheets for our students. We asked them to keep the sheets tidy. But you know, kids are kids. Especially lower-form students, their record sheets are often in a mess. Many times they would tell me they had lost one record and so forth. ... . Later we had the idea that we could make a book especially designed for the Extensive Reading Scheme. Then students can keep their records neatly.

The ERS Record Book also

1. helps students to visualise their achievement and progress in the scheme; and
2. provides useful information about the difficulty and popularity of a writer or a title among.

## A Description of the Key Pages in the ERS Record Book

The Record Book has a total of 22 pages.

### 1. The front cover and the inside front-cover page of the ERS Record Book

The front cover of the ERS Record Book looks like many other regular exercise books the students in the school use. It displays the school name, the school motto and emblem, and provides spaces for students to enter specific information: their name, class, subject and teacher.

The inside of the back cover contains three tables. The first table gives a summary of the number of books (or cards for the Reading Kit Level) the student has finished reading during the three junior years. It is meant to be summary of all the ERS books completed by that student. If a student is currently in Secondary Three, he or she is supposed to copy in the table figures and information from the ERS Record Books used in the previous two years. Another row in the table asks the student to record the Placement Test score gained at the beginning of Secondary One. However, this box is apparently not used at all.

The second table contains two rows for the student to note the number of books (or cards for the Reading Kit Level) completed in each of the two terms in the present year. The third row allows for a tally of the numbers of books completed at different levels.

The last table is a box entitled "My Favourite Books". In this box, students are asked to enter the titles of up to 10 of their favourite ERS books. The space inside the brackets at the end of the row is for the another's name.



### 2. Pages 1 and 2 of the ERS Record Book

The first two pages of the record book contain a huge table, with columns headed as follows: No. (of the entry), Date borrowed, Title, Code, Score, Remarks, Date returned. The No. of entry indicates indirectly the number of books a student has read at a level. When a student moves up to a level, this number goes back to "1". Date borrowed refers to the exact date a title is borrowed from a bookbox. Title refers to the title of the book borrowed. Each title has a unique bookcode, and so The Code column consists of two parts. The first part refers to the unique number a title is given. The second part is a number indicating the level and which one of the two boxes. For example, "1611/E2" refers to a book with code 1611, taken from the second box of Level E for this class. Score refers to the score the student has achieved in the post reading exercise. This is usually a fraction. "9/10" means the student gave correct answer to 9 out of the 10 items in the Post-reading Exercise. A remark under the Remark column consists of a two-digit code, the first of the two digits being a letter (either "A", "B" or "C") and the second a number ("1", "2" or "3"). The letter shows the Interest Level a student has assigned to this reader -- A= very good, B= OK, C= very poor. The number indicates the Reading Difficulty the student has given to this



The Hong Kong Extensive Reading Scheme in English (Secondary I to III)

Individual Student Reading Record

	Placement Test Score	Number of cards or books read at level								
		RK	G	F	E	D	C	B	A	X
Year 1										
Year 2	---									
Year 3	---									

Year One / Two / Three	Number of cards or books read at level								
	RK	G	F	E	D	C	B	A	X
First Term				28	4			Knok Chui Ying	
Second Term									
(Total)				28	25	7			

(60)

Mak Lai Ki

My Favourite Books

- 1 The Monkey's Paw ( N.W. Jacobs )
- 2 Voodoo Island ( Michael Duckworth )
- 3 The Hitch - Hiker ( Tim Vicary )
- 4 The Lost Twin ( Raymond Pzante )
- 5 \_\_\_\_\_ ( \_\_\_\_\_ )
- 6 \_\_\_\_\_ ( \_\_\_\_\_ )
- 7 \_\_\_\_\_ ( \_\_\_\_\_ )
- 8 \_\_\_\_\_ ( \_\_\_\_\_ )
- 9 \_\_\_\_\_ ( \_\_\_\_\_ )
- 10 \_\_\_\_\_ ( \_\_\_\_\_ )

The Hong Kong Extensive Reading Scheme in English (Secondary I to III)

Individual Student Reading Record

No.	Date Borrowed	Title	Code	Score	*Remarks	Date Returned
29	10/9	Jaws	0450 E2	7/7	A2	11/9
D 1.	18/9	RAILWAY CHILDREN	2909 D1	6.5/9	A1	26/9
2	26/9	Fast Food	1470 D1	6/8	A1	7/10
3	26/9	Project Omega	2448 D2	7.5/11	A1	7/10
4	7/10	The Last Twin	3379 D2	8/11	A1	20/10
5	20/10	H Heidi	2984 D2	8/11	A1	5/11
6	5/11	Wish at caraboree rock	2307 D1	7/11	A1	13/11
7	13/11	The Secret Garden	1626 D1	9/11	A1	21/11
8	21/11	Fung Shui	2536 D1	6/11	A1	7/12
9	7/12	A Christmas Carol	1620 D1	8/11	A1	19/12
C 1.	19/12	The Dancing Murder	2303 C1	6.5/11	A1	18/12
2.	17/12	The Ennis Family Reunion	1634 C1	10/11	A1	18/12
3.	18/12	The Golden Touch and Other Stories	1020 D1	6/8	A1	19/12
4	18/12	Chinese Myths 2	1787 C1	4.5/4	A1	19/12
5	19/12	The Sacrifice	2233 C1	9.5/11	A1	6/2
6	19/12	Milo	2276 C1	7/11	B2	6/2
7	6/2	Everest the hard way	0255 C1	8/11	A1	17/2
8	17/2	Dance!	1472 C1	7/9	A1	24/2
9	26/2	Escape	1828 C1	7.5/11	B2	5/3
10	26/2	Yug's Unexpected Departure	1831 C1	9/11	A1	5/3

\*Remarks

Interest Level : A = very good B = OK C = very poor  
 Reading Difficulty : 1 = too easy 2 = about right 3 = too difficult

The Hong Kong Extensive Reading Scheme in English (Secondary I to III)

Individual Student Reading Record

No.	Date Borrowed	Title	Code	Score	*Remarks	Date Returned
11.	5/3	Detective Work	2908 C1	8/11	A1	19/3
12.	5/3	Tooth And Claw	2427 C1	5/8	A1	5/3
13	5/3	The Ring	2459 C1	7.5/11	A1	23/3
14	15/3	New York! New York!	1928 C1	7/8	A1	23/3
15.	23/3	The Thirty-nine Steps	1242 C1	7.5/11	A1	31/3
16.	23/3	Annie	1827 C1	8/11	A1	3/3
17.	30/3	Three men in a boat	2373 C1	9/11	A1	3/3
18.	31/3	The Price Of Friendship	2250 C1	7/11	A1	28/4
19.	31/3	Island of the	3651 C1	7/11	A1	28/4
20.	28/4	Yug's Second Year On Earth	1832 C1	8.5/11	A1	6/5
21.	28/4	Silas Marner	3650 C1	7.5/11	A1	6/5
22.	6/5	The Count of Monte Cristo	1790 C1	8.5/11	A1	14/5
23	6/5	Dracula	1628 C1	10/11	A1	11/5
24	14/5	Gandhi	0323 C1	8/11	A1	21/5
25	14/5	I can jump puddles	0394 C1	9/11	A1	25/5
B 1.	24/5	Fong Stories	2479 B1	7/2	B2	7/6
2.	24/5	Return to Theba	1812 B1	N O	B2	7/6

\*Remarks

Interest Level : A = very good B = OK C = very poor  
 Reading Difficulty : 1 = too easy 2 = about right 3 = too difficult



Date : 2<sup>nd</sup> November, 03  
Code : 2000 (E1)  
Title : The Elephantman  
Author : Tim Vicary

Score

$\frac{8}{9}$

The Characters :

a) Dr Frederick Taves helped the Elephant Man.

b) The Elephant Man's real name was Joseph Merrick.

The story :

1) People paid money to see Merrick because he was interesting.

2) Merrick lived in the back room of a shop.

3) Readers of The Times newspaper sent money for Merrick to live in the hospital.

4) One day, the Queen came to visit Merrick.

5) Merrick stayed in the country for 6 weeks.

6) Merrick wanted to sleep on his back, but he broke his neck and died.

Date : 7<sup>th</sup> November, 2003  
Code : 2000 (E1)  
Title : The Elephant Man  
Author : Tim Vicary

Score

$\frac{7}{8}$

The Characters :

a) Dr Frederick Taves helped the Elephant Man.

b) The Elephant Man's real name was Joseph Merrick.

The Story :

1) People paid money to see Merrick because he was interesting.

2) Merrick lived in the back room of a shop. ugly



3) Readers of The Times newspaper sent money for Merrick to live in the hospital.

4) One day, the Queen came to visit Merrick.

5) Merrick stayed in the country for 6 weeks.

6) Merrick wanted to sleep on his back, but broke his back and died.

# Reading Calendar

Month	Sep	Oct		Jan	Feb	Mar	Apr	May
Target	/	/		/	10			
Books read					6			
1st					✓			
2nd			✓	✓				
3rd			✓	✓				
4th			✓					
5th			✓					
6th		✓						
7th			✓	✓				
8th		✓						
9th				✓				
10th			✓		✓			
11th				✓				
12th			✓					
13th		✓	✓					
14th								
15th			✓	✓				
16th								
17th			✓	✓	✓			
18th			✓					
19th			✓					
20th		✓	✓					
21st								
22nd			✓					
23rd			✓		✓			
24th			✓					
25th					✓			
26th			✓					
27th								
28th			✓					
29th					✓			
30th			✓		/	/	/	/
31st	/	/	/	/	/	/	/	/

Put a tick ( ✓ ) in the box when you finish reading a book on that day.

- Target - Write down the number of books you **plan** to read in that month. e.g. 10E  
 Books read - Write down the **actual number** of books read in that month. e.g. 9E

## Making Adaptations to the Level Tests

One key assumption of the HKERS is that appropriate levels must be determined for individual participants. Students need to be reading at an appropriate level, or they must be determined will neither enjoy reading nor benefit from it. The Level Tests are useful in this regard, but administering these tests can be very time-consuming.

When the HKERS was introduced to the school, there were three assessment tools.

1. The [Placement Test](#) was used to place students into different reading levels when they entered the scheme.
2. The [Comprehension Levels Tests and the Vocabulary Tests](#) were used to determine whether a student was ready to move up by a level.

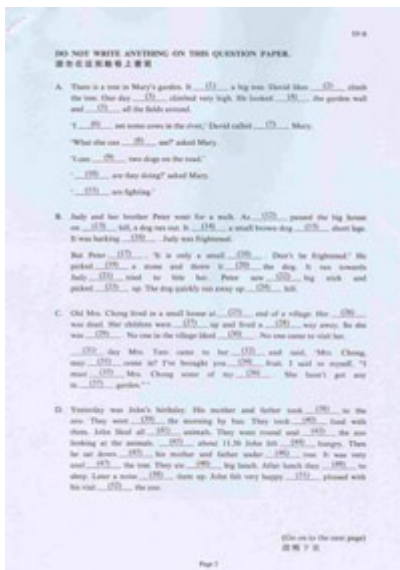
The ERS teachers have made the following adaptations to the administration of the level tests:

- The Comprehension (Extensive Reading) Tests are used only as Level Tests; the Vocabulary Tests have been abandoned;
- Level Tests are given entry tests only at some levels (Levels D, B and X);
- At levels where Level Tests are not given students are required to read a specified number of books in order to move up; and
- The score ranges for the Level Tests have been adjusted to enhance participation.

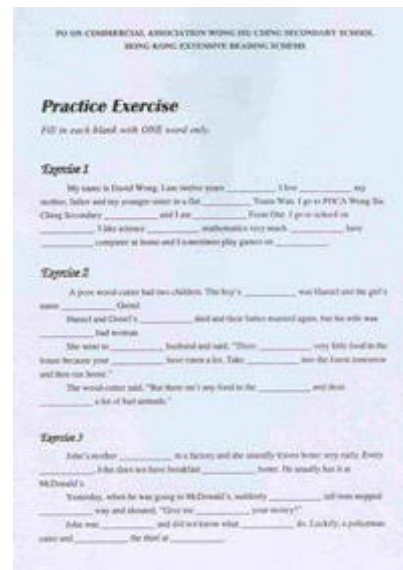
# The Placement Test

Ms Lo and her colleagues believe that to implement the ERS effectively, it is crucial to ensure that a student is at the appropriate level. They have found the Placement Test useful and so they insist on administering it every year to newly admitted S.1 students.

However, this test consists of cloze procedures, which new S.1 students may not be familiar with. (Cloze procedures are seldom used in primary schools.) As advised by the *Teacher's Manual*, to enhance the validity of the test, teachers give the students a practice activity first before asking them to do the test. One page from the Placement Test and a sample of this cloze practice activity are shown below:



[The Placement Test](#)



[The cloze practice activity](#)

## DO NOT WRITE ANYTHING ON THIS QUESTION PAPER.

請勿在這測驗卷上書寫

- A. There is a tree in Mary's garden. It (1) a big tree. David likes (2) climb the tree. One day (3) climbed very high. He looked (4) the garden wall and (5) all the fields around.

'I (6) see some cows in the river,' David called (7) Mary.

'What else can (8) see?' asked Mary.

'I can (9) two dogs on the road.'

' (10) are they doing?' asked Mary.

' (11) are fighting.'

- B. Judy and her brother Peter went for a walk. As (12) passed the big house on (13) hill, a dog ran out. It (14) a small brown dog (15) short legs. It was barking (16). Judy was frightened.

But Peter (17), 'It is only a small (18). Don't be frightened.' He picked (19) a stone and threw it (20) the dog. It ran towards Judy (21) tried to bite her. Peter saw (22) big stick and picked (23) up. The dog quickly ran away up (24) hill.

- C. Old Mrs. Chong lived in a small house at (25) end of a village. Her (26) was dead. Her children were (27) up and lived a (28) way away. So she was (29). No one in the village liked (30). No one came to visit her.

(31) day Mrs. Tam came to her (32) and said, 'Mrs. Chong, may (33) come in? I've brought you (34) fruit. I said to myself, "I must (35) Mrs. Chong some of my (36). She hasn't got any in (37) garden."'

- D. Yesterday was John's birthday. His mother and father took (38) to the zoo. They went (39) the morning by bus. They took (40) food with them. John liked all (41) animals. They went round and (42) the zoo looking at the animals. (43) about 11.30 John felt (44) hungry. Then he sat down (45) his mother and father under (46) tree. It was very cool (47) the tree. They ate (48) big lunch. After lunch they (49) to sleep. Later a noise (50) them up. John felt very happy (51) pleased with his visit (52) the zoo.

(Go on to the next page)

請轉下頁

## ***Practice Exercise***

*Fill in each blank with ONE word only.*

### ***Exercise 1***

My name is David Wong. I am twelve years \_\_\_\_\_. I live \_\_\_\_\_ my mother, father and my younger sister in a flat \_\_\_\_\_ Tsuen Wan. I go to POCA Wong Siu Ching Secondary \_\_\_\_\_ and I am \_\_\_\_\_ Form One. I go to school on \_\_\_\_\_. I like science \_\_\_\_\_ mathematics very much. \_\_\_\_\_ have \_\_\_\_\_ computer at home and I sometimes play games on \_\_\_\_\_.

### ***Exercise 2***

A poor wood-cutter had two children. The boy's \_\_\_\_\_ was Hansel and the girl's name \_\_\_\_\_ Gretel.

Hansel and Gretel's \_\_\_\_\_ died and their father married again, but his wife was \_\_\_\_\_ bad woman.

She went to \_\_\_\_\_ husband and said, "There \_\_\_\_\_ very little food in the house because your \_\_\_\_\_ have eaten a lot. Take \_\_\_\_\_ into the forest tomorrow and then run home."

The wood-cutter said, "But there isn't any food in the \_\_\_\_\_ and there \_\_\_\_\_ a lot of bad animals."

### ***Exercise 3***

John's mother \_\_\_\_\_ in a factory and she usually leaves home very early. Every \_\_\_\_\_, John does not have breakfast \_\_\_\_\_ home. He usually has it at McDonald's.

Yesterday, when he was going to McDonald's, suddenly \_\_\_\_\_ tall man stopped \_\_\_\_\_ way and shouted, "Give me \_\_\_\_\_ your money!"

John was \_\_\_\_\_ and did not know what \_\_\_\_\_ do. Luckily, a policeman came and \_\_\_\_\_ the thief at \_\_\_\_\_.

## The Comprehension Levels Tests and the Vocabulary Tests

### The Vocabulary Test

The ERS teachers at Wong Siu Ching Secondary School no longer administer the Vocabulary Level Tests. Ms Lo explained that vocabulary teaching in their curriculum is dealt with in the "Additional English" component, which takes up four periods per cycle. The other benefit of abolishing the Vocabulary Tests is a reduction in the ERS teachers' workload.

### The Comprehension Test

The original HKERS suggested score ranges for each of the reading levels. The table below summarises the administration of the Level Tests and the mark range for each of the levels, as suggested by the original HKERS, and the adaptations made by the ERS teachers at Wong Siu Ching Secondary School.

□

<i>In order to enter</i>	<b>SUGGESTION BY THE ORIGINAL HKERS</b>		<b>PRACTICES AT WONG SIU CHING</b>	
	<i>The tests administered</i>	<i>Mark range for the level</i>	<i>Levels test administered?</i>	<i>Mark range for the level</i>
Level X	Both the Comprehension Test and Vocabulary Test (Levels A and X)	Comprehension: 53 or above Vocabulary: 61 or above	Normally a student is required to have read a total of 10 Level X books before taking the Level X Entry Test.  The test consists of both Tests X and A in one sitting.	Total marks should be 48 marks or above
Level A	Both the Comprehension Test and Vocabulary Test (Levels A and X)	Comprehension: 38 or above Vocabulary: 55 or above	Normally a student is required to have read a total of 15 Level B books.  No test is administered.	Not Applicable
Level B	Both the Comprehension Test and Vocabulary Test (Levels B and C)	Comprehension: 54 or above Vocabulary: 55 or above	Normally a student is required to have read a total of 15 Level C books before taking the Level B Entry Test.  The test consists of both Tests B	Total marks should be 42 marks or above

			and C.	
Level C	Both the Comprehension Test and Vocabulary Test (Levels B and C)	Comprehension: 38 or above Vocabulary: 44 or above	Normally a student is required to have read a total of 20 Level D books.  No test is administered.	Not Applicable
Level D	Both the Comprehension Test and Vocabulary Test (Levels D and E)	Comprehension: 42 or above Vocabulary: 39 or above	Normally a student is required to have read a total of 25 Level E books before taking the Level D Entry Test.  The test consists of both Tests D and Test E.	Total marks should be 40 marks or above
Level E	Both the Comprehension Test and Vocabulary Test (Levels D and E)	Comprehension: 28 or above Vocabulary: 34 or above	Normally a student is required to have read a total of 25 Level F books.  No test is administered.	Not Applicable
Level F	Both the Comprehension Test and Vocabulary Test (Levels F and G)	Comprehension: 31 – 38 Vocabulary: 29 – 33	Normally a student is required to have read a total of 25 Level F books.  No test is administered.	Not Applicable
Level G	Both the Comprehension Test and Vocabulary Test (Levels F and G)	Comprehension: 22 – 30 Vocabulary: 20 – 28	No test is administered.	Not Applicable
Reading Kits		Comprehension: 21 or below Vocabulary: 19 or below	Not Applicable	Not Applicable

**Summary of the tests and score ranges suggested by the original HKERS and adaptations made by Wong Siu Ching Secondary School's teachers**

(Note: No student can move up more than one level after a test.)



## Rationale for Test Adaptations



At Wong Siu Ching Secondary School (WSC), the ERS teachers do not apply the Comprehension Levels Tests suggested by the HKERS to every reading level. At levels A, C and E, Level Tests are not required; instead, reading a sufficient number of books at the lower level will permit a student to entry the next level.

The ERS teachers at WSC use lower comprehension levels tests score ranges than those used in the original HKERS. Ms. Lo and her colleagues felt that the score ranges proposed in the HKERS Scores Guides were, in general, too high and inappropriate for their students. In order to enhance students' motivation and participation, they therefore lowered the acceptable score ranges for every level.

In the teachers' view, the Levels Tests are just tools to determine whether a student is ready to move up to a higher level (since reading can be enjoyable only when the student is reading at a level that is appropriately challenging.) Therefore, they want to avoid making the Levels Tests too difficult for their students, so that students' participation is enhanced.

In the following, you will see various views about level test adaptations, level promotion and students' motivation.

- 
- 

### 1. Ms. Lo's view

Ms. Lo explains why the scores ranges have been lowered:

Researcher:	What's the reason for lowering the marks [for the Levels Tests]?
Lo:	Indeed we don't want the tests to restrict students from moving up levels. The most important thing is that this test is just an objective and supplementary tool to give us some figures and information. We don't want it to be too strict and binding. We want the students to achieve something in spite of difficulties.
Researcher:	Once you had implemented the change, did you find any difference?
Lo:	If we follow strictly say the passing mark of 42, we don't let students be promoted even if they've got 40. Now we consider these marginal cases, so for sure, students do not find level promotion so difficult.

### 2. Mrs. Law

The idea of making it easier to move up levels so as to enhance students' motivation seems

logical and reasoned. The strategy is favoured by other teachers, too Mrs. Law, an ERS teacher, explained why making level promotion easier to enhances students' participation:

Researcher:	So you feel that the students are interested in moving up to new levels?
Law:	Yes. They have something to achieve. You know, it's not easy for our students to get this [sense of achievement]. This is because they are usually not so motivated to make progress and to improve. They like having fun. Promoting levels in computer games is important to them. In extensive reading, likewise, they are also eager to move up. Yet surely level promotion in ERS is not as easy as when they play their computer games. But yes, they very much look for level promotion.
Researcher:	Why do they want to be promoted to new levels?
Law:	A sense of success.

### 3. A parent's view

In the excerpt that follows, the mother of a top ERS reader commented on what she observed with her child regarding the effects of the Level Tests:

Tung's mother:	Perhaps she [Tung, her child at S.1] found this [taking the Level Tests ] challenging. She can be promoted to a new level after taking the test. And so she has the will to take up the challenge again. Having tackled one challenge, she was eager to tackle another. We can see that in this school her improvement in English is very rapid. At first we were a bit worried. We used to think that it would take an EMI school to help her do well in her studies. Well, this school is a CMI school, though I must say, this was her own choice, not our [the parents'] choice.
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### **ERS Award and helping the weaker ones to read**

Students' motivation plays an important part in the successful implementation of the Extensive Reading Scheme. In this section, you are going to see

1. [The "stick": ERS Scores](#)
2. [The "carrot": ERS Award](#)
3. [The strategies teachers use to help weaker students to read](#)

## The Stick: ERS Scores

ERS constitutes a part of the formal English curriculum at the Wong Siu Ching Secondary School. At present, all the junior form students in the school have to participate in the scheme.

Based on the number of books a student has read, and the levels of these books, an ERS mark is calculated for each of the junior form students. At the end of the term, this ERS mark (a number between 0 and 10) will count as 10 marks in the *Reading Comprehension & Usage Paper*, the total mark for which is 100 marks. The Reading Comprehension and Usage Paper at Wong Siu Ching Secondary School is two-fifths of the whole subject of English (the total mark for English is 250). Hence, at the end of the day, the ERS mark accounts for 4% of the total English mark in a student's school report. This ERS mark that a student obtains can be understood as a "stick".

Here below is an example of how this ERS mark is calculated:

For each title read at level(s)	Reading Scores
X and A	10
B and C	8
D and E	6
F	4
G	4

**Reading scores for readers at different levels**

Here below is a conversion table showing how Reading scores are converted to ERS marks.

ERS Marks	Total Reading Scores	
	1st term	1st and 2nd term
10	130 or above	260 or above
9	110-129	220-259
8	90-109	180-219
7	75-89	150-179
6	60-74	120-149
5	45-59	90-119
4	36-44	72-89
3	27-35	54-71
2	18-26	36-53
1	9-17	18-35
0	0-8	0-17

**Converting reading scores to ERS marks**

Hence a student who has completed 22 Level F books and three Level E books will receive a Reading Score of 106, which in turn means 8 ERS marks. The calculation is as follows:

David Chan has read 22 F books and 3 E books in the first term.	
Total reading scores :	$22 \times 4 + 3 \times 6 = 106$
Marks for ERS:	8

## The Carrot: ERS Award

ERS awards can be interpreted as the "carrot". There is little doubt that the students' motivation to participate in the programme is essential to its success. The Teacher's Manual for the HKERS in English suggests that providing the right books to the students is a necessary (but not a sufficient) condition. Encouragement should be given in many forms:

*"[E]ncouragement in the classroom must be reinforced by encouragement at school level. A high profile must be given to the HKERS in school affairs." (p. 3).*



Ms Lo and her colleagues took up this advice. In order to encourage students' participation in the ERS, the school established an ERS Award. This was considered necessary and useful by the principal.



The principal's comments about the ERS Award



Principal: Indeed ERS is not a "mechanical" process, whereby students will read when teachers provide them with books. Encouragement is necessary. Encouragement, awards, participation... Ms Lo works well in this regard. She always introduces books to her students, gives them small gifts and prizes to encourage them, and she monitors everything very closely in the ERS lessons....

Researcher: You mentioned that at the school level, Ms Lo has done something to motivate the students.

Principal: In fact there have been quite a few suggestions. There are also some practices that were originally suggested by the Education Department. They have suggested that we elect the best reader every year or the best reader of each Form, or ask students to make book-cover designs. We practise these. At the end-of-term ceremony we present prizes to students who have read and achieved to a certain standard....

Researcher: Is it the best 15 readers?

Principal: We have our own system. There are the best ERS readers from each of the Forms and then there are outstanding readers. They get gifts as well. In the past, it was just a certificate, but now it's a book coupon.



**2003 - 2004 年度得獎同學名單：**

<b>學生會會長盾</b>						
F.6B 丘建業	F.6A 陳康業	F.6A 王智生				
<b>領袖生長盾</b>						
F.6B 林浩	F.6A 林婷婷					
<b>傑出領袖生</b>						
F.3C 林小弼	F.3E 魏振庭	F.4A 何頌如	F.3B 范家暉			
F.3B 盧志誠	F.3B 劉奕孜	F.4C 周潔盈	F.3B 陳綺婷			
F.3B 劉慧妍	F.3B 吳家奇	F.3B 莫韻婷	F.3B 沈秋雁			
<b>初中英文廣泛閱讀計劃 (F.1-F.3 Extensive Reading Scheme) 優良表現獎</b>						
F.1A 曾舒意	施燕妮					
F.1C 顏嘉樂	文綺彤	林君文	黃嘉欣	趙芷蔚	李雅妍	
	卓芳婷					
F.1D 徐嫻婷	溫菊紅	林燕秋	麥麗淇	溫麗玲	盧書研	
F.2A 何玲玲						
F.2C 梁嘉敏	楊思遠	郭天健	許穎欣	朱鴻展	文海媚	
	嚴定匡	黃詠霖	陳素婷	何靜瑜	黃詩敏	
	林道健	李樂琳				
F.2D 李美玉						
F.3A 李嘉利	黃瓊琳					
F.3B 劉奕孜	勞異珮	黃莉莉	莫韻婷	梁善婷	溫焯淇	
	吳婉芬	劉慧妍	鍾靜雯			
F.3C 張雅萍						
F.3D 劉寶瑩	蔡映碧	林雅雯				
<b>全校最佳表現獎 (The Best Readers of the School) :</b>						
F.1C 顏嘉樂	F.1C 文綺彤	F.2C 梁嘉敏	F.3A 李嘉利	F.3B 劉奕孜		
<b>高中英文廣泛閱讀計劃 (F.4 &amp; F.6 Extensive Reading Scheme) 最佳表現獎</b>						
F.4C 余翠敏	F.4D 張庭筠	F.4E 黃騰騰				

## Helping the Weaker Students to Read

Most of the students at Wong Siu Ching Secondary School did not have the habit of reading in either Chinese or English when they first came to S.1. In the excerpt below, Ms Lo reports her understanding of the primary problem the teachers face with most of the beginning students:

Lo: Most of the time, the students tell me that the main reason (for their weaker comprehension ability) is that they don't have the habit of reading English books. If they don't have the reading habit, and you know, from Level E and onwards to Levels D, C, B, A and X, you tend to get fewer pictures, and more text [in the readers], and with many books containing just text and no pictures, students find it hard to keep on reading. Indeed most of the students are like that; they don't have the habit of reading, and so their progress in the ERS is affected.

To encourage the weaker students to start the ERS, Ms Lo reported some of the strategies she and her colleagues adopt. The gist of the rationale behind the strategies is that the ERS should, as far as possible, allow weaker students to read a greater number of books at the same level before they are asked to move up. This helps to build up the weaker readers' confidence. These strategies are:

1. [Communicating to the students about the teacher's expectations](#)
2. [Teaching basic skills for extensive reading](#)
3. [Mentoring](#)
4. [Recommending books of appropriate levels](#)

### 1. Communicating to the students about the teacher's expectations

Ms Lo firmly believes that it is crucial for teachers' to consistently and persistently communicate their expectations that the students have to make an effort to meet the minimum requirements. She communicates to a beginning student at Level F that the completion of a minimum of two or three books per cycle is expected.



Lo: Mmm... I think everybody has his or her own strengths and weaknesses. Some students are comparatively weak in language. I will expect them to meet the minimum requirement. What is the minimum requirement? Like some students who do not like reading, I set a target for them. There's something they shouldn't escape. Take the example of eating, it's not alright that children don't eat just because they don't like eating some food. So I hope that they can meet the minimum requirement. I give them a target. For Level F students, I tell them they have to read at least two books in a cycle. I will consider whether two books are too harsh for students who do not like language or those whose levels are very low. If not, I will insist on this target. Every cycle I really ask them if they have read two books. You may ask whether those bottom students would just read enough to meet this minimum requirement, and I will say



that it may be the case. They have an agreement with the teacher, so they stop at the point where the agreement has been met. But with some other students, when they find that they have achieved their target, they may have gained confidence, which serves as a motivation for them to read more.

To be able to do that, however, the teachers themselves must be convinced of the importance of reading.

## 2. Teaching basic skills for extensive reading

Ms Lo teaches students skills to facilitate their participation in the scheme. At the beginning term of S.1, when the students first come to know about the ERS, one of the skills Ms Lo herself always teaches is the preview skill (i.e. how to select a reader).

□

Students should be constantly reminded that they should not be bogged down by unknown or unfamiliar words. They should try to guess the meaning of unknown words from the context and the accompanying pictures.

Lo: What I do most is that, when kids come across some vocabulary items, because this is the problem they must come across, what they should do. This is what I emphasise the most. Especially when doing extensive reading, I don't think that students should hold the dictionary in one hand and the reader in the other hand. I spend quite an amount of time to teach this to them, especially 1E students or those who are even worse, reading Level G or Level F, because there are many pictures in those books. I always encourage them to get the meaning from the pictures. And for higher levels like Level E, there are fewer pictures and I tell them to guess the meaning from the context. On and off I need to tell them; the kids will forget after you have told them some time later.

## 3. Mentoring

The ERS teachers believe that having one-to-one, direct contact with individual students in the teacher-student conference to help them is important. With some of the S.1 students who cannot read by themselves, Ms Lo believes that reading together with them during lunchtime or after school is a good way to get them started.

In these sessions, she gives them individual attention by setting a target for each of them (i.e. the total number of pages a student has to cover). The student is also told that a verbal report of an outline of what they have read is expected after a reading session.

Ms Lo firmly believes that if the teacher is persistent in her demands about a student's reading, the student will perform accordingly.

Lo: For students who are really weak and those who cannot meet the target, I have them read during lunchtime or after school. When they are staying behind for reading, I seldom sit with them and read. Yet I ask them which page they are at, for example Page 10. Then I tell them in this half an hour they need to read at least up to Page 15. And I will ask them what these five pages are about. So that's giving individual attention, I would say.

#### 4. Recommending books of appropriate levels

It is recognised that the difficulty level of the books at the same level varies, but ERS teachers have good knowledge of the difficulty level of individual books that are at the same level. This knowledge is handy when recommendations are needed during the teacher-student conferences. ERS teachers can always give recommendations to weaker readers about the most appropriate titles to start with.

□ \_\_\_\_\_

Lo: And from it [ERS exercise book], we can discover that.... there are 25 books of the same level in one box, is it really that the difficulty levels of these 25 books are more or less the same? No way. When the teachers see the scores, they can easily discover some books are more difficult than others. Very easily.

Researcher: Could you give an example?

Lo: For example at Level G the books are very easy. They are the easiest. Students can handle them quite well. But there is one book talking about a monster in Loch Ness. That book is obviously very difficult. When students come to that book, their scores [from the post-reading activities] are very bad. It's not just one or two students, but a general phenomenon. We then won't blame any students who score low marks because we understand it's a rather difficult book. Another thing is, I can give advice to my students. The abilities of students who are at Level G vary as well: some are reading at the bottom of Level G, some near Level F. I would then give advice to the Level G students who are weaker that they should not start with that book.



# 清旬

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寶安商會王少清中學定期通訊/通告，逢每月十、二十及三十日派發。



## 校長話：Thank you, Mr Moore (謝謝你，摩爾先生)

這一年，本港的教師的心中普遍又增加了不少鬱結。教導這一代的學生越來越難，老師們付出的心血越來越多，但傳媒對教育界大小事件的負面報導，往往以偏概全，將樹木當成森林；加上社會上一些有權或無權的外行人指手劃腳，引致教師隊伍氣氛日差，令人憂慮。

這個現象，在美國早已出現了。著名紀錄片導演米高摩爾(註)為教師發出了不平鳴。他說：教師當中固然有害群之馬，但絕大多數是熱誠的教育工作者。社會的下一代靠教師培育，社會卻拼命把教師踩，那不是倒自己的米麼？於是米高摩爾寫了一封信：

「老師，您好。您為我的孩子付出這麼多的心血，我非常感激。我可以做些甚麼幫輕你一下嗎？學校有甚麼需要嗎？我隨時準備出一分力。有你的幫助，我的孩子在成長，你的工作太重要了。

你幫我提升孩子將來的生活能力，您還指導她發展對社會的認識，對別人的觀感和對自己的信心。我要她堅信，她有能力幹好任何事情。門不會向她關上，夢不會離她太遙遠。每天七小時，我把最寶貴的人託付給你，你在我生命裏是何等重要啊。再一次謝謝你。」

摩爾先生的大聲疾呼，在太平洋這一邊的我們聽到了，Thank you, Mr Moore。

(註)米高摩爾是美國著名社會事務評論家，大導演，他的紀錄片去年奪奧斯卡獎；最近更以「華氏 911」奪本屆康城影展冠軍。參看 M.Moore: "Stupid White Men". Penguin. 2001. p.101.

## 品學兼優同學獲獎三萬赴英國進修：扶輪社獎學金名花有主

灣仔扶輪社向我校兩名品學兼優同學頒發獎學金，赴英國參加英語課程。本年共有十多位條件極佳的同學競逐。他們都是：品學兼優，操行甲等，課外活動及服務紀錄良好，獲得至少五位老師簽名推薦。經過兩輪英語面試，扶輪社幹事李崇正博士及 Mr. Christian Chasse 選出 2C 符寶文同學及 5D 陳佩芬同學為本年度獎學金獲得者。

兩位同學將於七月廿四日至八月十五日赴英國 Salisbury 參加為期三星期的英語課程，所有學費、旅費、食宿由扶輪社提供 (每位約二萬七千元)。另外，寶安商會將向每名獎學金獲得者頒發 3000 元旅行津貼，以示鼓勵。

完成課程後，兩位獲獎同學將在灣仔扶輪社大會以英語報告赴英學習體會，並將負起文化大使的責任，推動本校同學英語學習和國際交流。這已經是灣仔扶輪社第三次向我校同學提供獎學金。曾經獲獎的黃雪儀、黃騰騰、余翠敏及黃莉莉同學都以「畢生難忘」來形容獲獎赴英國進修的感受。

## **恭賀 4C 余翠敏、周潔盈榮獲「香港交通安全隊獎學金」：**

本校 4C 余翠敏同學及周潔盈同學因品學兼優及有良好的服務紀錄，獲得「2003-2004 年度香港交通安全隊獎學金」，實在是可喜可賀！

## **6A 同學力壓群雄，獲「消費文化考察報告傑出作品獎」：**

本校 6A 陳康業、蕭美燕、吳震浪、吳汝翹、葉斯華、朱立賢、黃頌文、胡舜普、丘智超及楊明俊同學獲得由消費者委員會主辦的第五屆消費文化考察報告獎之「傑出作品獎」；是次比賽全港參賽作品超過五百四十多份，本校同學能獲得獎項，實屬難得。

頒獎典禮將於 7 月 19 日晚上 8 時假葵青劇院舉行，現有少量門券，有興趣者可向黃子敬老師索取。



## **4D 姚俊勤優先修讀大學數學課程：**

本校資優生姚俊勤同學已順利通過甄選，將於本年暑假參加由香港教育統籌局「特別資優學生培育支援計劃」及香港科技大學合辦的「2004 暑假數學特訓課程」，優先接受大學數學課程培訓，以加強對數學的認識及發展思維、辯證及解決問題的能力。完成整個課程後姚同學可獲得兩個科大學分。



## **本校手球隊遠征高雄：**

本校手球隊「六年不敗」，戰績彪炳；教練陳建榮老師更於 6 月 28 日親率大隊遠征台灣五天，與高雄市國光中學進行體育及文化交流，讓同學有機會放眼世界，擴闊視野，並透過體育切磋，提升兩地同學的球技及加強彼此的聯繫。

本校球員在台灣與國光中學及仁武高中進行了兩場比賽及三課操練，球員表現積極及團結，於兩場友誼賽中取得一勝一負的佳績，獲得友校老師一致讚賞。此外，球隊在台期間更得到中華台北隊隊員親自指導，難怪球員都表示此行獲益良多。



## **本校四位同學「出任摩洛哥駐聯合國外交官」：**

中五級左偉力、李志彬、陳佩芬及伍家駿同學獲選參加暑假期間在理工大學舉行的國際「模擬聯合國」(Model United Nations) 活動。

這是一項為期四日三夜的大型英語辯論及交流活動，參加者是來自世界各國及香港的年青人。以四人為一隊，抽籤代表聯合國的其中一個會員國。「各國代表」要向「聯合國大會」闡述本國在國際事務中的立場，並為本國爭取最大權益的同時顧及世界和平，環保和經濟的發展。

本校四名隊員抽籤代表非洲國家摩洛哥，已馬不停蹄搜集該國資料，權充摩洛哥外交官，以英語唇槍舌劍爭取摩國人及非洲人的福祉。友校何傳耀中學是本區另一隊入選的學校。

有機會與各國及本港代表濟濟一堂拼急才，鬥英文，本校代表十分興奮，準備得十分認真。



## 本校音樂會 CD，為公益金義賣：

本校 25 周年音樂會水準很高，廣受好評，現場錄音製成 CD，效果更有專業水平，附歌詞，7 月 9 日隆重推出，以每張五元超優惠價為公益金籌款義賣，7 月 9 日早上地下大堂舉行。既做善事，又可欣賞你自己和同學的美妙歌聲和朗誦，永留紀念，機不可失，記得幫人又幫己！

## 活動刺激，英語得益 「澳門英語營」好評如潮：



本校 34 位初中學生在吳國強和莫少瑛兩位老師帶領下，到澳門凱悅酒店參加三日兩夜英語營。外籍導師以別開生面的活動，例如「踏腳石」，「繞繩下降」等創造以英語溝通的場面，令學員在活動中使用英語，甚至遊覽澳門市容名勝也是以英語進行。為了提升同學的英語水平，老師們可謂絞盡腦汁。同學們都十分投入，請看他們的日記：

On 25th June, our teachers took us to Macau Hyatt Hotel for a three-day English Learning Camp. There were numerous activities. I had never played them before but I enjoyed them all. One game called "Stepping-stones" amazed me most. It was very exciting because we needed to send all of the group members from a planet to another planet with five life supporting boards in twenty-five minutes. If there was nobody stepping on the board or someone fell and touched the ground, the board and the person would be sucked into a black hole. We reminded each other not to leave any boards empty. We were very nervous but careful. We held each other tightly. Finally, we made it.

I was very afraid to speak to foreigners in English before, but now I am not afraid of it anymore. I know I can speak to them confidently. This trip helps me to build up confidence in speaking English with foreigners.

One thing more, I want to thank the school because if they had not held a camp like this, I would not have had a chance to speak in English for three days. Thank you! **Fu Po Man (F.2)**

Wall climbing was scary. It was the first time I had tried to climb up so high. At the beginning, I was not afraid about it, but when I was climbing up, I felt very scared. I talked to myself, "Lydia, you can do it. Just try!" At last, I finished it!

Stepping Stones was another interesting game I liked. We needed to talk a lot ( in English! ) to let the members know what ideas we had.

During this trip, I learnt a lot! Having lessons in the classroom is not the only way to learn English. I will talk more in English with my friends. **Wong Wing Lam (F.2)**

I have learnt a lot from this trip, not only English, but also communicating with others. I learnt all those things from the games. The abseiling and wall climbing were the most useful activities. I learnt how to trust other people and be brave. I had a lot of chances to speak in English playing other games like Mini-Olympics. On the last day, we went sightseeing. I learnt some history of Macau. The guide spoke in English and I learnt some English words from him. **Fok Sheung Nam (F.2)**

When I heard Sean, our instructor, say that Yellow group should go abseiling, I was quite afraid. When I saw the building, I was more frightened. It was very high but I tried my best. When I succeeded, I felt happy. It was fortunate that I did not give up.

After lunch, we played a series of games. In the games, I learnt how to communicate and take care of other people. I feel I have changed. I am glad that I have participated in this trip. **Ho Hoi Ki (F.3)**

We played many games that made us use our brain. We had to do things together, too. In a game, we had to instruct a blind person how to cross a minefield. We should not touch the mines. It made us trust people. We used a lot of energy so we were very tired. **Hau Chi Ho (F.1)**

We did some exciting things like abseiling and wall climbing. When I started to abseil, I was afraid. I nearly cried but I could go down easily and the coach said "excellent, good girl". Haha! **Chong Cheuk Chi (F.1)**



## 「校長閱讀獎勵計劃」之校長閱讀心得分享會：

本校圖書館於6月24日早上舉辦校長閱讀心得分享會，共邀請了24位「校長閱讀獎勵計劃」優秀會員出席，與李民標校長面對面分享閱讀心得。以下是4D蔡穎妮同學於活動完畢後所撰寫的感想：

校長說，閱讀的原因不外兩點：消閒和尋知識。

無論出發點是什麼，閱讀會帶給讀者一種滿足的感覺，這種感覺把閱讀變成悅讀，引發出一眾讀者的求知慾，也成為日後閱讀的推動力。

校長比較喜歡閱讀人物傳記，他認為自己是抱著一種找尋的心理。透過校長現身說法，分享了他的閱讀經驗，同學和我對閱讀圖書有更深入的了解。分享會上，校長解答了我們不少問題，也給了我們足夠的指導，我想同學對閱讀都增加了認識和興趣。

## 「交安」隊員初級章考試全部合格：



本校接獲香港交通安全隊總部通知，我校十六位參加「交通安全隊」初級章考試的同學全部考試合格，而且表現更獲考官讚賞。

## 校友追蹤：兩手球健將替港隊奪港澳埠際賽冠軍

本校畢業生陳志超及劉家豪在7月4日代表香港出戰第七屆港澳埠際手球賽，協助球隊以32比24勝出，奪港澳埠際賽冠軍，為港爭光！

## To Sir With love - from a past student (畢業生來鴻表謝意)

Kitty Lam(林潔莉), now at university, sent thank you cards to teachers to thank them for the good work they did in helping her grow academically and emotionally. Here is what she's written in one of the cards:

*Dear teacher,*

*This card comes to thank you most warmly for your patience and advice, your thoughtful help, understanding and sacrifice.*

*In my heart there are so many fond memories, all too special to get, of the care you have given, and the example you have set. Today I wish to tell you that I'm still very grateful for each of the many good things you did for me.*

*Kitty*

## 感謝家長義工：



本校衷心感謝以下家長義工忙裡抽空，於過去一學年裡，每天輪流協助學校，照會家長，有關子女留堂事宜。留堂班計劃能順利推展，實有賴他們的鼎力協助。

姓名	子女就讀班別	姓名	子女就讀班別
周士新女士	1A	關美妹女士	1E
章琦女士	1B	王浩嘉女士	2B
張惠玲女士	1B	岑小眉女士	2C
蘇小微女士	1C	☺	☺



## 中一至中四級學科「第一名」得獎名單：

科目	中一級	中二級	中三級	中四級
中文	1E 王穎欣	2C 陳艷誼	3B 黃莉莉	4D 葉凱帆
英文	1C 顏兆軒	2C 梁嘉敏	3B 陳曉羚	4D 張庭筠
數學	1A 梁偉豪	2C 鍾敏婷 2C 嚴定匡	3B 何鎧棋	4D 姚俊勤
附加數學				4D 姚俊勤
中史	1A 陳卓群	2A 黃加豪	3B 梁善婷	4A 葉德莉
中國文學				4A 葉德莉
電腦	1C 莊綽姿	2C 朱鴻展	3B 曾舒蔚	4D 劉皓弘
經濟				4B 李曉民
地理	1C 李雅妍	2C 嚴定匡	3B 林倩君	4B 陳濠
世界歷史		2C 郭天健	3B 何鎧棋	4A 葉德莉
會計				4C 周潔盈
綜合科學	1C 顏兆軒	2C 嚴定匡		
生物			3B 黃莉莉	4D 張庭筠
化學			3B 何鎧棋	4D 張庭筠
物理			3B 何鎧棋	4D 張庭筠
生活教育	1C 黃國安	2C 葉慧雯	3B 溫焯淇	
普通話	1B 黃善妮	2C 曾慧寧		
美術	1D 陳穎	2D 陳善怡	3B 沈秋雁 3C 黃諺姿	
設計與科技	1D 羅樂蕙	2C 連奕琮	3B 范家暉	
家政	1E 劉嘉恩	2C 文海媚	3C 黃諺姿	
音樂	1C 莊綽姿 1C 張彤	2B 劉浩德	3B 曾舒蔚	4A 葉頌恩 4D 劉振豪
體育	1B 譚祖文 1C 陳安華	2E 黃可欣 2B 張春平	3A 吳逸彬 3D 林鳳妍	4E 張裕龍 4B 陳宇君

## 全年各級首二十名精英榜 ( Grand Average Top Twenty List ) :

名次	中一級	中二級	中三級	中四級	中六級
1	李雅妍	嚴定匡	黃莉莉	張庭筠	葉煥浩
2	莊綽姿	朱鴻展	何鎧棋	李曉民	林碧婷
3	周祖兒	鄧梓琪	陳曉羚	黃慧心	宋雪瑩
4	陳卓群	葉慧雯	林倩君	葉德莉	楊家顏
5	陳偉洛	王裕笙	劉奕孜	鍾美儀	葉惠聰
6	黃嘉欣	陳素婷	勞異珮	陳濠	黃瑞琴
7	文綺彤	文海媚	范家暉	周潔盈	劉穎殷
8	謝潤宜	曾慧寧	林冠峰	姚俊勤	陳敏芳
9	顏兆軒	郭天健	盧志誠	陳珮玲	李穎
10	潘昱	李咏珊	沈秋雁	余翠敏	黃景暉
11	林君文	陳艷誼	陳綺婷	黃艷玲	☺
12	卓芳婷	趙汶樺	項浩江	袁淑華	☺
13	葉展鵬	梁正南	冼嘉雯	何秀玲	☺
14	關瑋昕	伍家瑩	周家祈	唐卓鳳	☺
15	楊曼筠	黃詠霖	莫韻婷	李家華	☺
16	吳卓勇	鍾敏婷	梁善婷	冼煦茵	☺
17	張玉珊	符寶文	黃麒光	張錦衡	☺
18	林鳳珊	區穎思	吳婉芬	何敏婷	☺
19	陳主威	潘文綺	曾舒蔚	黃騰騰	☺
20	梁琬琛	曾春琴	黃諺姿	何浩文	☺



## 2003 - 2004 年度得獎同學名單：

<b>學生會會長盾</b>						
F.6B 丘建業	F.6A 陳康業	F.6A 王智生				
<b>領袖生長盾</b>						
F.6B 林浩	F.6A 林婷婷					
<b>傑出領袖生</b>						
F.3C 林小弼	F.3E 魏振庭	F.4A 何頌如	F.3B 范家暉			
F.3B 盧志誠	F.3B 劉奕孜	F.4C 周潔盈	F.3B 陳綺婷			
F.3B 劉慧妍	F.3B 吳家奇	F.3B 莫韻婷	F.3B 沈秋雁			
<b>初中英文廣泛閱讀計劃 (F.1-F.3 Extensive Reading Scheme) 優良表現獎</b>						
F.1A 曾舒蕙	施燕妮					
F.1C 顏嘉樂	文綺彤	林君文	黃嘉欣	趙芷蔚	李雅妍	
	卓芳婷					
F.1D 徐嫚婷	溫菊紅	林燕秋	麥麗淇	溫麗玲	盧書研	
F.2A 何玲玲						
F.2C 梁嘉敏	楊思遠	郭天健	許穎欣	朱鴻展	文海媚	
	嚴定匡	黃詠霖	葉慧雯	陳素婷	何靜瑜	黃詩敏
	林道健	李樂琳				
F.2D 李美玉						
F.3A 李嘉利	黃珮琳					
F.3B 劉奕孜	勞異珮	黃莉莉	莫韻婷	梁善婷	溫焯淇	
	吳婉芬	劉慧妍	鍾靜雯			
F.3C 張雅萍						
F.3D 劉寶瑩	蔡映碧	林雅雯				
<b>全校最佳表現獎 (The Best Readers of the School) :</b>						
F.1C 顏嘉樂	F.1C 文綺彤	F.2C 梁嘉敏	F.3A 李嘉利	F.3B 劉奕孜		
<b>高中英文廣泛閱讀計劃 (F.4 &amp; F.6 Extensive Reading Scheme) 最佳表現獎</b>						
F.4C 余翠敏	F.4D 張庭筠	F.4E 黃騰騰				
<b>「卓越學生」獎勵計劃：</b>						
F.1A 陳卓群	F.2C 黃詠霖	F.3B 范家暉	F.4A 葉德莉	F.6A 劉穎殷		
<b>班際守時守紀比賽：</b>						
守時比賽各級冠軍 – F.1D F.2C F.3B F.4D, F.4E						
守紀比賽各級冠軍 – F.1C F.2C F.3B F.4B						
<b>高級組辯論比賽：</b>						
冠軍 – F.4C ( 余翠敏、周潔盈、黃斯麗 )						
最佳辯論員 – F.4C 余翠敏						
<b>「廉政全接觸」之「廉政搜查課」結局創作比賽：</b>						
優異獎 – F.1C 葉展鵬 F.1E 鄧穎芝 F.1A 朱麗華						
F.2B 陸穎琛 F.2A 鄒慧玲 F.2E 陳映霖						
<b>聖約翰救傷見習隊：</b>						
優秀服務獎 – F.2A 鄧卓謙 F.3B 盧志誠 F.3C 黃娟 F.4E 馬穎雯						
F.3E 李敏賢 F.4D 鄧詠心						
<b>初中文史、公民教育常識問答比賽：</b>						
中一： 冠軍 – F.1E 亞軍 – F.1C 季軍 – F.1D						
中二： 冠軍 – F.2E 亞軍 – F.2D 季軍 – F.2C						
<b>最佳社盾</b>						
敏社						



## Achievements in the ERS at Wong Siu Ching Secondary School

The achievements in the ERS at Wong Siu Ching Secondary School are evidenced in three areas:

1. [Number of books read](#)
2. [Level promotion and the best ERS Readers](#)
3. [Students' love of reading](#)

## Number of Books Read

The following table lists the number of books that junior-form students at Wong Siu Ching Secondary School read in the last three years.

<b>Form</b>	<b>2001-2002</b>	<b>2002-3</b>	<b>2003-4</b>
Secondary One (5 classes)	7,330	8,362	9,339
Secondary Two (5 classes)	4,145	2,978 (4 classes, no record for one class)	4,717
Secondary Three (5 classes)	2,967	3,506	3,813
Total (15 classes)	14,442	14,846	17,869

**No. of books read by junior-form students participating in the ERS**

It can be seen from the table that as the students moved up the school, there was a decrease in the total number of books read. However, Ms Lo noted that this comparison shows only one side of the whole picture. Students' participation is keen in all three years. As they move up in the forms, they also move up in their reading levels, and the books at the higher reading levels are usually thicker and take the students longer to finish.

## The Best ERS Readers



The Five Best ERS Readers in 2003-4

According to Ms Lo, the selection of the best readers is usually based on two factors:

- the number of books the students have read and
- the levels of the books.

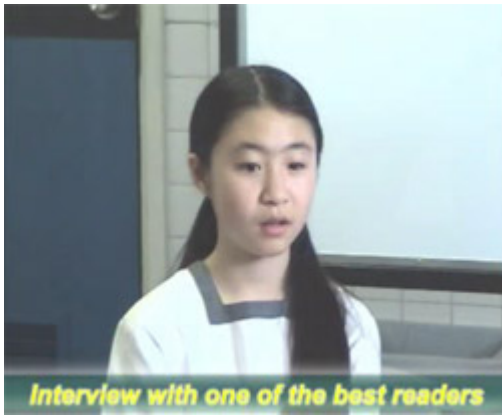
Five students were selected as the best ERS readers in 2003-4. A summary of their achievements is presented in the following table.

Name	Class	Number of books read at different levels	Number of levels promoted
Lok	1C	Total: 85 Level E: 30; Level D: 25; Level C: 28; Level B: 2	3
Tung	1C	Total: 77 Level E: 27; Level D: 27; Level C: 22; Level B: 1	3
Man	2C	Total: 60 Level A: 22; Level X: 38	1
Lee	3A	Total: 71 Level A: 27; Level X: 44	1
Tsz	3B	Total: 55 Level A: 26; Level X: 29	1

### The Best ERS Readers at Wong Siu Ching Secondary School 2003-04

Click on the video below to view part of the interview with one of the best readers, named Tung, and her mother.

	<p>Tung: When I am reading English story books, what I read is English. I also think in English in the meantime. Gradually I learn more English.</p> <p>Researcher: Can you recall what it was like for you with your first book [in the programme]?</p> <p>Tung: At first I just picked up one book at random. But at that time I discovered</p>
--	---



that when I was reading [the original] stories in English I could understand better what the author wanted to say. I felt that I got more reading it in English than when I was reading the same book in its Chinese translation....

Researcher: What grade did you get in English? Has your grade improved after participating in the ERS?

[Tung's mother entered the conversation at this point.]

Tung's mother: Improvement.... Mmm... I can see that she writes more in Free Writing. I mean from writing a very small number of words to now writing a lot. Whether she can think, she... I mean she can write in English, and this is not like many Hong Kong people who translate Chinese literally into English. She simply reads, and writes English in English.

## A Love of Reading

The achievement in the ERS at Wong Siu Ching Secondary School should also be validated through finding out whether students have actually developed an interest in reading, and by assessing whether students and parents feel they have benefited from the scheme.

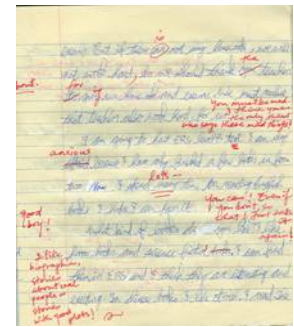
Students' participation in the scheme is probably best shown through students' own reports. Below is an excerpt from an entry in the Free Writing (Journal Writing) that an S.2 student submitted to his teacher of English, who in fact was not his ERS teacher.

Although I am very busy, I still read my books; ERS books, the Eagle shooting Heroes and History books and I am going to be a mad reader. But I also revised hard. Of course, I hope we do not have so much homework and exams. But if there are not any homework, we will not work hard. So we should thank the teachers to give us homework and exams. We must realise that teachers also work hard for us.

I am going to have ERS level B text [test]. I am very afraid because I have only finished a few books in Form two. Now I spend many time on reading English books. I hope I can pass it.

What kind of books do you like? I like horror books and science fiction books. I can find them in ERS and I think they are interesting and exciting....

*(Kin, and S.2 Student's Free Writing)*



## Hong Kong Extensive Reading Scheme in English (HKERS)

The Hong Kong Extensive Reading Scheme in English (HKERS) was launched by the Education Department of Hong Kong in 1993. The programme was implemented in Hong Kong schools on the assumption that a student's language proficiency can be enhanced through reading a large number of books in a short period of time. The scheme was based on the belief that reading is a self-fulfilling habit as long as the enjoyment of reading is properly maintained.

The cycle goes like this: The more a learner reads, the more language he or she learns from reading, resulting in a more enjoyable reading experience. The more enjoyable reading becomes for a reader, the more efficient his or her reading becomes. This in turn leads to a greater reading efficiency, which eventually facilitates more reading again.

To ensure that reading is enjoyable, students should be given a choice of what they want to read, materials should be varied, and reading should be done at a level appropriate to individual students. According to the Teacher's Manual, the original ERS can provide each participating student individually with:

- an accurate assessment of their initial reading level
- a steady supply of books
  - of good quality
  - at the appropriate level
  - of varied interest
  - of gradually increasing difficulty
- constant and consistent encouragement to read
- evidence of progress
- feedback on their comprehension
- opportunity to work at their own pace

(Teacher's Manual, p. 1)

During the years when the HKERS was first introduced, a participating school was basically given three kinds of materials:

1. [Reading materials](#)
2. [Documentation tools](#)
3. [Assessment and monitoring tools](#)

## The Reading Materials

The readers: The Edinburgh Project on Extensive Reading (EPER) at the University of Edinburgh supplied each school participating in the HKERS with a collection of readers, consisting of both fiction and non-fiction books classified into eight levels (Levels G, F, E, D, C, B, A and X). (A book at Level G, the easiest level, has a vocabulary of around 300 words and contains about 16 pages on average; a book at Level X, the most difficult level, has a vocabulary of 3,000 words and contains, on average, 96 pages). Students who have not yet reached Level G are advised to begin with the Reading Kits. The Teacher's Manual notes that vocabulary size and the number of pages are two widely accepted indices of difficulty, but that other factors such as the subject matter, text, aids to reading and appearance also play a part.

A full set of readers consisted of 400 titles, with 50 titles at each of the eight levels. Each batch of 50 titles was divided between two boxes, called Box 1 and Box 2. Thus, the 400 titles in a set typically came into a school in 16 boxes, two at each level.



The number of sets given to a participating school varied according to the total number of classes (students) in the school at the time. For example, School 114 was given a little more than four sets of readers.

There were also workcards accompanying each of the titles: Question Cards and Answer Cards. These workcards provided the students with Post-reading Exercises, which some with also had Pre-reading Exercises.

The two Reading Kits (Levels 1 and 2) were published by Longman. Each level of the Reading Kit consisted of 60 reading passages (with exercises on the reverse side).

HONG KONG EXTENSIVE READING SCHEME IN ENGLISH (Secondary I to III)  
CLASS READING RECORD

Appendix 1a  
(worked sample)

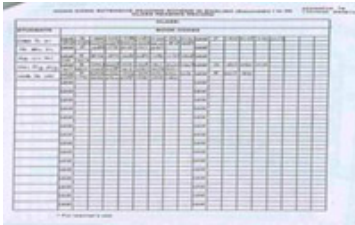
CLASS:													
STUDENTS	BOOK CODES												
CHAN Si mi	Level* G	1660	2214	2284	2187	0203	1275	0116	Level* F	1645	0049	0061	0079
		1878	0327	0324	0359	0490	0433	0523	0879	2287			
Ho Miu lin	Level* F	0024	1173	0125	1411	0167			Level*				
Fok Lin tai	Level* G	1876	1877	2285	2287	1196	1161	0608	Level*				
		1121	2212										
Choi Ping ping	Level* E	1443	0029	1414	1608	1611	0220	0224	Level* D	1637	0463	1423	
		1617	0320	0329	0599	1612	0751	1554	2000				
Wong Ha wai	Level* F	0326	0316	1453	1514	0461	0553	0375	Level* E	0017	1644		
		0599	1170	0645	0720	0788	1534	1005	1050				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
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	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				
	Level*								Level*				

\* For teacher's use



## The Documentation Tools

A participating school was also given a set of instruments for documentation purposes:

A large table with multiple columns and rows, used for recording reading activities across a class. It includes fields for student names, book titles, and dates.

[Class Reading Record](#)

A table designed for tracking the reading progress of individual students. It includes sections for student details, book information, and a grid for recording reading dates and durations.

[Individual Student Reading Record](#)

A grid-based chart used to track the content of books in a bookbox. It lists various categories and provides a space for recording the presence or status of books.

[Bookbox Content Chart](#)

A form with a grid for recording scores. It includes a header for 'CLASS' and 'SCORE' and a grid for 'TALLY' and 'SCORE'. Below the grid, there are fields for 'Book Name' and 'Reading Date'.

[Tally Sheet for Recording  
Summary of Scores by Classes](#)

Two checklist forms with various sections and checkboxes, used for monitoring and evaluating student progress.

[Some Checklists](#)

Teachers could use these documents to monitor and evaluate students' progress in the scheme. A student was also required to use the Individual Student Reading Record to

1. document the title that he or she has finished reading,
2. rate the interest level and the difficulty level of a reader, and
3. keep a record of the comprehension scores and the students' own comments.

The Hong Kong Extensive Reading Scheme in English  
(Secondary I to III)

Individual Student Reading Record

1 School Name X X Schools 2 HKERS School Code 9201 3 Class # 1B  
 4 Student's Name Ho Ma: Mgi 5 Sex F 6 Class No. 18  
 7 ID Card No. E 0,2,6,7,8,5 6 8 Date of Birth 0,1 0,7 7,9  
 day month year

9 Test Score	10 Placement Reading Levels(L) and no. of books read (No)				11 Test Score				12 Test Score	
	L	No	L	No	L	No	L	No		
Year 1	3	0	G	16	F					
Year 2										
Year 3										

13 Date Borrowed day/month/year 14 Title and Code 15 a) Interest Level & b) Reading Difficulty 16 Comprehension Remarks

- 0,8 | 0,9 | 9,2 The house seen the sea (1048) <sup>G</sup> A 1 0,8 / 0,8 Interesting
- 0,9 | 0,9 | 9,2 The Milkmaid and her milk (118) <sup>G</sup> B 2 0,7 / 0,8
- 1,8 | 0,9 | 9,2 Kate and the Clock (409) <sup>G</sup> A 2 0,9 / 1,0 Good
- 2,5 | 0,9 | 9,2 Alissa (2214) <sup>G</sup> B 2 0,6 / 0,8
- 0,3 | 1,0 | 9,2 The Toy Horse (2287) <sup>G</sup> B 2 0,7 / 0,8
- 1,2 | 1,0 | 9,2 Sara says No! (2205) <sup>G</sup> A 1 1,0 / 1,0 I like the story
- 1,5 | 1,0 | 9,2 Sugar and Candy (2016) <sup>G</sup> A 1 0,8 / 0,8 Very Good

\* a) Interest Level: A = very good, B = OK, C = very poor  
 b) Reading Difficulty: 1 = too easy, 2 = about right, 3 = too difficult

Date Borrowed day/month/year Title and Code a) Interest Level & b) Reading Difficulty 16 Comprehension Remarks

- | Date Borrowed day/month/year | Title and Code  | a) Interest Level & b) Reading Difficulty |    | 16  |     | 17<br>Comprehension Remarks            |
|------------------------------|---|---|----|-----|-----|--|
|                              |   | a)  | b) |     |     |  |
| 1,1   1,0   9,2              | <u>Blue Moon Valley</u> (2276) <sup>G</sup>             | B   | 2  | 0,6 | 0,8 |  |
| 2,6   1,0   9,2              | <u>The Sheriff</u> (1196) <sup>G</sup>                  | B   | 2  | 0,6 | 0,6 |  |
| 0,1   1,1   9,2              | <u>Tinker's Island</u> (1277) <sup>G</sup>              | A   | 1  | 0,7 | 0,7 | <u>I like this book</u>                |
| 1,4   1,1   9,2              | <u>The Last Ship</u> (2211) <sup>G</sup>                | A   | 2  | 0,5 | 0,7 | <u>very interesting</u>                |
| 2,2   1,1   9,2              | <u>The Princess</u> (1155) <sup>G</sup>                 | B   | 2  | 0,5 | 0,7 |  |
| 0,1   1,2   9,2              | <u>The Flying Spy</u> (1192) <sup>G</sup>               | A   | 1  | 0,7 | 0,7 | <u>I like the picture in this book</u> |
| 1,0   1,2   9,2              | <u>Aladdin and his Magic Lamp</u> (1050) <sup>G</sup>   | B   | 1  | 0,8 | 0,8 |  |
| 2,0   1,2   9,2              | <u>It never Snows in England</u> (230) <sup>G</sup>     | C   | 1  | 0,8 | 0,8 | <u>boring</u>                          |
| 0,3   0,1   9,3              | <u>Detectives from Scotland Yard</u> (205) <sup>G</sup> | A   | 1  | 0,8 | 0,8 | <u>good</u>                            |
| 0,7   0,1   9,3              | <u>April Fools Day</u> (1084) <sup>G</sup>              | A   | 1  | 0,7 | 0,8 | <u>Interesting</u>                     |
| 1,0   0,1   9,3              | <u>On the Road</u> (1645) <sup>G</sup>                  |   |    |     |     |  |
|                              |   |   |    |     |     |  |
|                              |   |   |    |     |     |  |
|                              |   |   |    |     |     |  |
|                              |   |   |    |     |     |  |
|                              |   |   |    |     |     |  |
|                              |   |   |    |     |     |  |
|                              |   |   |    |     |     |  |
|                              |   |   |    |     |     |  |
|                              |   |   |    |     |     |  |
|                              |   |   |    |     |     |  |



THE HONG KONG EXTENSIVE READING SCHEME IN ENGLISH  
(SECONDARY I TO III)

PLACEMENT TEST

TALLY SHEET FOR RECORDING SUMMARY OF SCORES BY CLASSES  
(Reading Syllabuses of S1 Classes)

School.....

Date of Test.....

	F1_ #	F1_	F1_	F1_	F1_	F1_	F1_	F1_	Total
CLASSES *(MIXED/STREAMED)									
NUMBER OF STUDENTS									
NUMBER SCORING 0 - 5									
6 - 15 (RK I 1-30)									
16 - 25 (RK I 31-60)									
26 - 32 (G)/RK II									
33 - 45 (F)									
46 - 59 (E)									
60 - 69 (D)									
70 - 76 (C)									

Starting Levels:

Book Boxes									
Reading Kits									

\*Please delete whichever is inappropriate  
#Please insert name of class e.g. F.1A

- Note: 1. Letters in brackets after the scores indicate Reading Levels. RK II cards are of the same difficulty level as Books at level G.
2. Please return this Tally Sheet (TP-F) to the Institute of Language in Education, 2 Hospital Road, Hong Kong (Tel: 803 2437)

FORM A1

HKERS

Receipt of Cartons

Name of School : \_\_\_\_\_

No. of S1 classes to participate in HKERS : \_\_\_\_\_

Cartons (Colour)	Level	No.	Please put a tick if items are present
Yellow or Red	FG		
Blue	DE		
Orange	BC		
Green	XA		

Received by \_\_\_\_\_  
(Please sign your name)

\_\_\_\_\_  
(Please print your name)

Post \_\_\_\_\_  
(Please indicate your post e.g. teacher,  
librarian, clerical officer etc...)

Date \_\_\_\_\_

FORM A2

HKERS

Receipt of Reading Kits

Name of School : \_\_\_\_\_

No. of S1 classes to participate in HKERS : \_\_\_\_\_

		No.	Please put a tick if the items are present
Reading kit	Level 1		
Reading kit	Level 2		
	Errata		

Received by \_\_\_\_\_  
(Please sign your name)

\_\_\_\_\_  
(Please print your name)

Post \_\_\_\_\_  
(Please indicate your post e.g. teacher,  
librarian, clerical officer etc...)

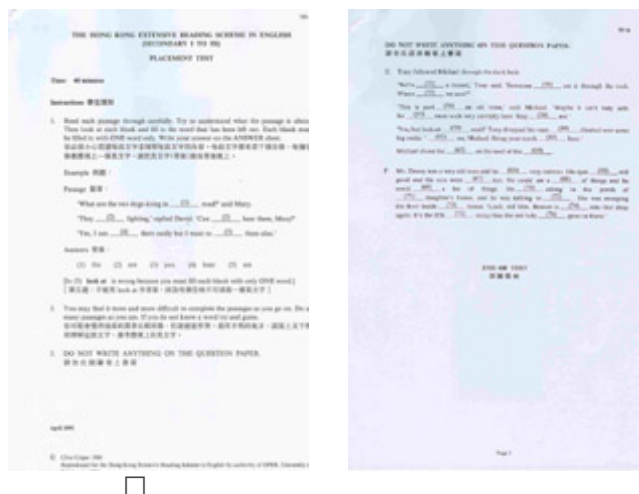
Date \_\_\_\_\_

## Assessment and Monitoring Tools

A school participating in the HKERS has been provided, over the years, with four kinds of assessment/monitoring tools: (1) The Placement Test; (2) The Progress Tests A and B; (3) Tests of Extensive Reading (Comprehension Tests); and (4) the Vocabulary Test.

### The Placement Test

The Placement Test is administered to incoming Secondary 1 students to determine their beginning levels, i.e. to see whether a student should begin with the Reading Kits, or at a specific level of reader.



### The Progress Tests

The Progress Tests could be applied to students over time to assess progress in reading ability.

### The Comprehension Tests and the Vocabulary Tests

The Comprehension Tests and the Vocabulary Tests are specific assessment tools to determine the suitable reading level (out of eight) of a participating student. The Edinburgh Project on Extensive Reading, the original designer of the HKERS, also provides a Scores Guide for the two tests (Comprehension and Vocabulary) to determine whether a level promotion should be granted.

The Education Department has suggested that the school should allocate two ERS periods per class in their timetable in order to implement the scheme. These two periods could serve several purposes: to allow time for students to borrow books, read them, complete the workcards and correct their answers, and also to allow time for teacher-student conferences. In addition to these two periods in the students' timetable, the school has also been encouraged to provide other time slots for students to borrow or return books, in class or at the school library. In addition, the scheme suggests ways of converting a student's coverage of readers into a score, though it is stressed in the Teacher's Manual that this is not necessary.



THE HONG KONG EXTENSIVE READING SCHEME IN ENGLISH  
(SECONDARY I TO III)

PLACEMENT TEST

Time: 40 minutes

Instructions 學生須知

1. Read each passage through carefully. Try to understand what the passage is about. Then look at each blank and fill in the word that has been left out. Each blank must be filled in with ONE word only. Write your answer on the ANSWER sheet.  
你必須小心閱讀每段文字並理解每段文字的內容。每段文字都有若干個空格，每個空格都應填上一個英文字。請把英文字(答案)寫在答案紙上。

Example 例題：

Passage 篇章：

‘What are the two dogs doing in     (1)     road?’ said Mary.

‘They     (2)     fighting,’ replied David. ‘Can     (3)     hear them, Mary?’

‘Yes, I can     (4)     them easily but I want to     (5)     them also.’

Answers 答案：

(1) the (2) are (3) you (4) hear (5) see

[In (5) **look at** is wrong because you must fill each blank with only ONE word.]  
[ 第五題：不能用 look at 作答案，因為每個空格只可填寫一個英文字 ]

2. You may find it more and more difficult to complete the passages as you go on. Do as many passages as you can. If you do not know a word try and guess.  
你可能會覺得後面的篇章比較困難，但請盡量作答。遇有不明的地方，試從上文下來理解這段文字，推考應填上的英文字。
3. DO NOT WRITE ANYTHING ON THE QUESTION PAPER.  
請勿在測驗卷上書寫

April 1991

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**DO NOT WRITE ANYTHING ON THIS QUESTION PAPER.**

請勿在這測驗卷上書寫

E. Tony followed Michael through the dark hole.

'We're (53) a tunnel,' Tony said. 'Someone (54) cut it through the rock. Where (55) we now?'

'This is part (56) an old mine,' said Michael. 'Maybe it isn't very safe. So (57) must walk very carefully here. Stay (58) me.'

'Yes, but look at (59) rock!' Tony dropped his rope (60) climbed over some big rocks. '(61) on, Michael. Bring your torch (62) here.'

Michael shone his (63) on the roof of the (64) .

F. Mr. Davey was a very old man and he (65) very curious. His eyes (66) still good and his ears were (67) too. He could see a (68) of things and he could (69) a lot of things. He (70) sitting in the porch of (71) daughter's house, and he was talking to (72) . She was sweeping the floor inside (73) house. 'Look, old Mrs. Benson is (74) into that shop again. It's the fifth (75) today that the old lady (76) gone in there.'

**END OF TEST**

測驗卷完

Hong Kong Extensive Reading Scheme in English

TEST OF EXTENSIVE READING

A1

RUNAWAY

Name : \_\_\_\_\_ ( ) Class : \_\_\_\_\_

Read the story first and answer the questions when it tells you to.  
You will have **30 minutes**.

*Read the story first. When it says "Now answer questions 1 to 12", do this.  
Answer **ONLY** questions 1 to 12. Put **ONE OR MORE** words in each space.*

Mike asks a lorry driver for a lift. He wants to go to (1) \_\_\_\_\_. First he tells the driver that he began his journey by (2) \_\_\_\_\_, but the driver does not believe him. Then he says he began his journey by (3) \_\_\_\_\_ but that the (4) \_\_\_\_\_. Mike is not running away from (5) \_\_\_\_\_, but from (6) \_\_\_\_\_.

The driver asks Mike to go with him to a (7) \_\_\_\_\_ near the (8) \_\_\_\_\_. The driver offers to (9) \_\_\_\_\_. Mike (10) \_\_\_\_\_ the money in his pocket - he has only thirty pence, so he accepts the offer.

After the meal, the driver asks Mike if he wants to (11) \_\_\_\_\_. Mike hesitates but says yes, because otherwise he might have to (12) \_\_\_\_\_.

*Now continue to read the story. When it tells you to, answer questions 13 to 30.  
Put **ONE OR MORE** words in each space.*

Back in the (13) \_\_\_\_\_, the driver, whose name is (14) \_\_\_\_\_, says "We'll be in Bristol in a few hours, most likely": this is an invitation to Mike to (15) \_\_\_\_\_. Mike finds it (16) \_\_\_\_\_ to do this but he thinks he owes it to the driver for the (17) \_\_\_\_\_. When he says this, however, the driver is angry and says "Take it or leave it", meaning that Mike should not (18) \_\_\_\_\_ unless he (19) \_\_\_\_\_.

When Len was at school, he did not (20) \_\_\_\_\_ and so he (21) \_\_\_\_\_ his exams. When he left school, he did many jobs and then spent (22) \_\_\_\_\_ years in the (23) \_\_\_\_\_. He was not accepted by the (24) \_\_\_\_\_ and this disappointed his parents.

The driver thinks that Mike's father is dead. Mike says "Oh yes", but we know he's not really dead because of the words (25) \_\_\_\_\_. Someone had told Mike that his father died in a (26) \_\_\_\_\_ which (27) \_\_\_\_\_ near the coast of (28) \_\_\_\_\_, but we can guess that this is not true because of the words (29) \_\_\_\_\_. We can guess that Mike's father has probably (30) \_\_\_\_\_.

## Background and Current Practices



The present Extensive Reading Scheme is a scheme that the Wong Siu Ching Secondary School joined voluntarily in 1993. Ms Lo Yuk Fong has been the HKERS coordinator ever since the scheme started in the school. In October 1999, the Education Department handed over the HKERS to the participating schools when the section in the Education Department responsible for the HKERS was dissolved.

This section reports on the background and current practices of the scheme regarding:

1. [The ERS Teachers](#)
2. [The ERS Books](#)
3. [The ERS Level Tests](#)

## The ERS Teachers

During the school year 2003-4, there were altogether eight ERS teachers at Wong Siu Ching Secondary School responsible for the implementation of the ERS in a total of 15 junior-form classes. Ms Lo, the ERS coordinator, explained that an ERS teacher's duties were to:

1. conduct an ERS lesson every cycle
2. help students set ERS targets
3. teach skills in relation to extensive reading
4. oversee students checking out from and returning books to the ERS boxes
5. monitor students' progress by checking their post-reading activities and the ERS Record Books
6. administer Level Tests
7. give advice and guidance to students in teacher-student conferences and
8. gain support from parents

## ERS Books

When the scheme first began in 1993, the school was given a total of 1,900 readers. The ERS teachers soon realised that they had a problem: there were not enough books at certain reading levels. The ERS Placement Test clustered a large number of the junior-form students, especially Secondary 1 and 2 students, around Levels D and E, resulting in a shortage of books at these levels.



When this issue was communicated to the Education Department, they respond positively, allowing the school in 1994-95 to return a number of books at Level X in exchange for more books at Levels D and E. Ms Lo and her colleagues were also able to increase the number of books at Levels D and E in each of the boxes from 25 to 35 or more. As a result, it was much easier for students at these levels to borrow the book of their choice.

Below is a table showing the number of ERS readers at different levels available at Wong Siu Ching Secondary School, at the start of the ERS scheme and now.

Level	No. of Boxes	Total number of Books
G	10	250
F	10	250
E	10	250
D	10	250
C	10	250
B	10	250
A	8	250
X	8	250
Total	79	1,900

Level	No. of Boxes	Additional books	Total number of Books
G	8	/	200
F	10	/	250
E	15	160	535
D	15	130	505
C	10	110	360
B	10	40	290
A	10	/	250
X	8	/	200
Total	86		2,590

**Number of readers available at the start of the HKERS at Wong Siu Ching Secondary School**      **Number of readers available now (September 2004) at Wong Siu Ching Secondary School**

## The ERS Level Tests

There are eight reading levels in the scheme: X (the highest level), A, B, C, D, E, F and G (the lowest level). The original ERS suggests that a Level Test be given every time a student seeks entry to a new level. The tests are used to determine whether a student is ready for promotion to a higher level.

At Wong Siu Ching School, however, a Level Test is given only for entry to Levels D, B and X. It is administered 15 times a year: Frequently enough that motivated participants do not have to wait long to take one. The ERS teachers take turns to administer the tests. The test lasts about an hour.