

## Proposed Use of MMLC

Our school has recently installed computers and Information Technology equipment in the classrooms and staff rooms for the IT teaching of school subjects.

English Language

### Aims

1. Using an interactive approach to make the learning of English more interesting
2. Provide a self-learning environment where students can use their own initiative to learn at their own speed.
3. Provide an ideal environment where English is taught under optimum conditions. Each student can learn without the usual classroom distractions. Instant feedback is available to students through video conferencing and the use of the recording and broadcasting system.
4. The availability of such facilities will encourage teachers to use multimedia software in their teaching.
5. With these facilities teachers will be able to produce their own teaching materials to meet the specific needs of their students.
6. Students can be trained to be responsible for independent learning. This will increase their self-confidence and improve their learning skills.
7. Teachers can teach students of different language levels in the same class/group by setting different tasks suited to the individual needs of each student.
8. Students will be able to improve their oral English skills, especially in pronunciation through individual self-learning. They will be able to monitor and evaluate their speech and become more aware of their specific pronunciation problems.

### Implementation

1. Period allocation: 1 period every two weeks for F.1 to F.3  
1 period every week for F.4 and F.5

## **Format**

2. Use software specially designed for English e.g. students can use software for an interactive dictionary to improve their pronunciation and vocabulary skills.
3. Students can use the independent video channels to view English language programs from sources such as DVD, VCD and thus enhance their language skills.

## **Evaluation**

1. Students will be required to complete work sheets based on the course material so that their learning progress can be regularly evaluated.
2. Students will be required to write compositions based on the vocabulary that they have learned from the software
3. Students will be required to write multimedia book/video/film reports.

## **Resources**

The English Department of our school is planning to create a library of suitable software and CD-ROMs for classroom teaching and self-learning. Some of the proposed resources are:

1. Focus on Grammar: Basic, Intermediate, High Intermediate and Advanced
2. Azar Interactive
3. Oxford Word Power Dictionary
4. Exercise Generator Compilation
5. Longman Dictionary of Contemporary English
6. English Plus: Intermediate and Advanced
7. Tense Buster

It is planned to use these resources at the start of the next academic year. Other suitable teaching and learning materials will be purchased whenever available. Since computers and IT equipment have only recently been installed in the school this term, it is proposed that teaching using IT will begin at the beginning of the next academic year. Therefore detailed lesson plans are at present not available but will be soon after the beginning of the next academic year.

The proposed MMLC facilities can be a valuable tool for teaching and learning as well as for promoting extra-curricular activities that use English.

## Teaching and learning

1. Teaching listening and speaking skills in listening and oral lessons
2. Teaching phonics and listening comprehension
3. Testing and assessment in listening and oral skills
4. For remedial oral classes or intensive courses
5. For practising conversation skills in small groups via microphones to help students build up their confidence and fluency in spoken English.
6. Self-access learning for students to promote self-learning

## Extra-curricular activities

1. Training students for competitions in the Hong Kong Speech Festival
2. Providing practice for inter-house competitions such as speech, drama and public speaking
3. For carrying out language projects, such as interviews, radio plays and programs
4. Provide opportunities for students to listen to recorded material such as stories, news, interviews and documentaries to enhance their language skills and widen their general knowledge

# 中國語文科及普通話科多媒體學習室教學計劃書

## 教學目標

1. 提升學生的普通話水平
2. 提升學生五個領域的語文能力 — 閱讀、聆聽、說話、寫作及思維能力。
3. 提高學生對普通話科及中國語文科的興趣。
4. 教學活動多元化，打破傳統課室的教學規範。
5. 學生更能主動參與學習過程，教師即時作出評估，產生互動的教學效果。
6. 學生之間能夠交流所學，達到互動的效果。

## 使用方法

### 甲 普通話科

中一至中二每週於多媒體學習室上課一次

1. 通過多媒體學習室的廣播設備，學生可以聆聽(及觀看)有關教學材料，遇有特別困難的地方，教師可即時重覆播放，以收事半功倍之效。
2. 通過多媒體學習室的錄音設備，學生及教師可以即時知道學生的發音是否正確，即時跟進及糾正。

### 乙 中國語文科

中一至中五每四週於多媒體學習室上課一次。

中六至中七則為每週一次。

通過教學簡報、教學光碟、網上資料庫、多媒體學習室的廣播及錄音設備，可以增加學生在基本中國語文及文化方面的知識，培養學生對中國文學的興趣，並提升學生在讀、寫、聽、講、思維等方面的能力。

在老師的指導下，學生在網上閱報或尋找資料，以訓練其閱讀能力。老師將因應各班級的不同程度設計不同的主題。之後學生進行小組討論，並即時作出口頭報告。在多媒體學習室的錄音及廣播設備的幫助下，老師及學生均可隨意重覆聆聽部分內容，老師可以即時作出分析、歸納及評估。這一過程可訓練學生的聽、講能力。學生回家後須將討論所得寫成小型報告，這樣便能訓練學生的寫作能力。至於思維能力的訓練，則融於各項目的訓練當中。

## 評估

1. 學生根據教學資料完成工作紙。
2. 使用教學軟件內設有的練習及測驗，記錄個別學生成績表現。
3. 教師即時口頭宣布整體或是個別學生的表現評估。
4. 教師對小型寫作報告，給予評分。
5. 學期終派發問卷，調查多媒體學習室計劃對普通話科及中國語文科學習的效能，從而作出改善。

## 銀禧中學

### 普通話多媒體學習室教學法教案

班別： 中一

課題： 《步行到北京》

作者： 張丹

課本： 萬海中學普通話第一冊，萬海語言出版社

學生已有知識：

1. 學生已完成語音知識的學習。
2. 學生能用拼音指導朗讀課文。

教學目的：

1. 通過聆聽，提高學生的聽力和覆述能力。
2. 學生能準確回答老師提出的問題。

教具：

1. 多媒體學習室。
2. 《步行到北京》、《暢遊北京》錄音帶

教學步驟：

教師活動	學生活動
1. 學習啓引 (10 分鐘) 老師發問：如果我想到北京，要花多少錢呢？ (我「想」到北京，是不花錢的。) 再問：如果不用花錢便能到北京，但需要步行籌款的話，你願意去嗎？爲甚麼？ 引出課文 — 《步行到北京》	仔細聽、思考，一一回答。
2. 請學生合上課本，聆聽課文《步行到北京》及資料《暢遊北京》的錄音帶。(10 分鐘)	聆聽
3. 老師提問題(15 分鐘) <ol style="list-style-type: none"> <li>a. 哥哥參加了甚麼活動？</li> <li>b. 媽媽爲甚麼反對他去？</li> <li>c. 最後贊成了嗎？</li> <li>d. 彤彤第幾次遊北京？</li> <li>e. 誰帶彤彤遊北京？</li> <li>f. 彤彤去了哪些地方？</li> <li>g. 當彤彤登上長城時大聲喊甚麼？</li> </ol>	一一回答
4. 總結、作業(5 分鐘) 肯定回答問題時，同學們的出色表現，指出存在不足之處。要求同學們將課文組編成故事講出來。	

# 中國語文及文化科

## 教學計劃

課題：中國藝術的特徵—意境和神似

年級

中六或中七

教學目標

- 1) 訓練語文能力：閱讀、聆聽、說話、寫作、思維及自學
- 2) 令學生明白什麼是「意境」和「神似」。
- 3) 培養學生的自學精神。

教節

五教節，共二百分鐘。

教材

- 1) 課本
- 2) 工作紙
- 3) 簡報資料
- 4) 有關網址

教學程序

一·引起動機

- 1) 引用學生在中一至中五學過的詩歌，問他們有關詩歌帶出了什麼意境。
- 2) 提問：詩歌的意境與畫的意境有什麼相通之處？

二·主體

甲·展示簡報、講解、討論—意境。

- 1) 引用對王維詩畫的評語「詩中有畫，畫中有詩」，然後以王維的詩及畫作例子，講解意境。
- 2) 介紹中國畫家常用的「留白」方式來營造意境的方法。
- 3) 簡介在音樂裏亦有意境的營造。
- 4) 分組討論：用詩歌或繪畫或音樂為例，解釋意境與想像的關係。

乙·展示簡報、講解、討論—神似。

- 1) 用中西畫的比較方式，來講解中國畫的神似特點。
- 2) 分組上網：尋找中西畫的例子。
- 3) 分組討論：中西畫的形似與神似的特點。

### 丙·練習

- 1) 分組評論畢飛的作品「屋內的少年」, 指出形似與神似的分別。
- 2) 比較「屋內的少年」與「清明上河圖」兩者的異同; 並要分組寫成報告。

### 丁·總結

- 1) 播放「傑出華人系列之趙無極特輯」錄影帶, 解釋中西畫風格的關係與融合。
- 2) 讓學生自學: 提供一些藝術網址, 讓學生自己瀏覽, 以訓練他們自學。例如:

### 三·結語

- 1) 解釋意境、想像、神似三者的相互關係。
- 2) 解釋畫家(藝術創作者)、讀者(觀賞者)、畫(藝術品)三者的關係。

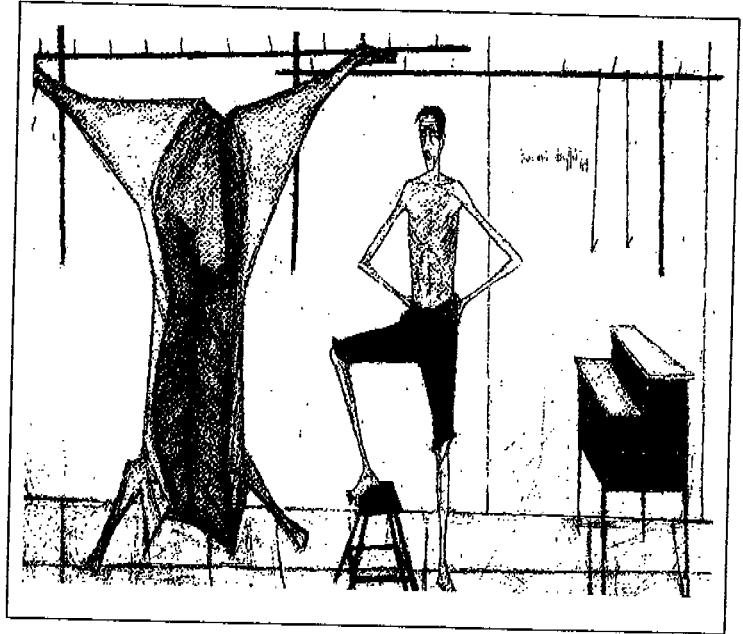
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## 何明華會督銀禧中學

## 中國語文及文化科考試

## 工作紙

新具象畫家造型理論的根據：「是說當畫家在創作的時候，要依據傳統精神把握真正的『真實』。」他們在作品取材上，有一個共同的特點，是暴露人類生活的苦惱與社會的醜惡。例如用線條來構成對象單純形體，畫家畢飛便喜歡用骨瘦如柴的神經質人物，所表現的是一個悲觀世界。這幅便是畢飛在一九四九年所畫的《屋內的少年》：



小明：「我覺得畢飛的畫簡直是西洋畫的大退步。你看這幅畫畫得這麼馬虎，整幅畫全無立體感，那頭已宰的動物和那個人，全用直線畫出，不合現實。」

小文：「我則認這幅畫充滿現實主義，完全配合二次大戰後的社會生活面貌，簡直是畫出了那個時代的感覺。還記得趙永新《中國藝術的基本精神》中提及北宋張擇端的《清明上河圖》嗎？我認爲畢飛這幅《屋內的少年》與《清明上河圖》有異曲同工之妙。另外，這個少年的身體骨瘦如柴，加上面容苦惱，亦達到神似的效果。」

- 一、1) 試解釋小明及小文所講的「現實」有何不同。【4分】 2) 你認爲哪一種「現實」的藝術態度較爲優勝？試加以解釋。【4分】
- 二、試解釋何以小文認爲「《屋內的少年》與《清明上河圖》有異曲同工之妙」。【6分】
- 三、根據趙永新《中國藝術的基本精神》一文，「神似」是什麼意思？【4分】「神似」與「天人合一」的哲學觀念又有什麼共通的地方。【2分】

# Computer Education

## Aims

1. To provide a good environment to all teachers and students on learning and using IT.
2. To arouse student's interest on IT and motivate their self-learning using computer-aided learning software or through Internet access.
3. Make teaching more interactive and lively and increase the level of participation during lesson.
4. Encourage teachers to acquire skills and knowledge on using teaching software for IT teaching.
5. Encourage teachers to develop their own teaching materials using multimedia production tools.

## Implementation

1. Period allocation:
  - 1 period per two weeks for S1.
  - 2 periods per week for S4 & S5.
2. Format:
  - (a) Use suitable software to present information (e.g. graphic, photos, text and charts etc.).
  - (b) Teacher can cater student's individual needs and observe their progress of learning through the LAN monitoring system.
  - (c) Demonstrate the use of computer in daily life and how application software is used through playing educational video.
  - (d) Worksheets are given to students for assessment and their performance is recorded for evaluation.
3. Teaching theme to be conducted in MMLC.
  - S1 Hardware components of computer, Window platform and simple visual program.
  - S4 & S5 Computer organization, computer networking and access of information through Internet.

## Evaluation

1. Teacher observes student's response during lesson.
2. Worksheets from students will be marked for assessing the learning progress.
3. Teamwork on project and presentation are for assessing the use of Internet and their collaboration.
4. Questionnaires are given to teachers and students at the end of term to evaluate the effectiveness of conducting lessons in MMLC.

## Resources

We plan to purchase and make use of various resources available.

1. Videotapes or VCD on some computer topics.
2. Educational CD-ROMs for student's self-learning (e.g. Pascal and Visual Basic programming,

MS Office series self-learning CD-ROMs etc.).

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3. Hardware components for demonstration.
4. Multimedia lecture notes and supplementary materials provided by textbook publishers or prepared by teachers.
5. Suggest browsing the related web-sites on some computer topics for reference.

We are keen to search for suitable teaching and learning material to enrich our resources.

## Computer Education

**Topic:** Learning spreadsheet (MS EXCEL) and simple graphics

**Aim:** To organize and manipulate numerical data in table format and use graphic presentation for analyzing.

**Level:** S.4 & S.5

**Duration:** 2 Periods (1hr. 20 min.)

### Teaching Objectives:

After the lesson, students will be able to

1. Start MS Excel and create a new spreadsheet in table format.
2. Add data and information to spreadsheet.
3. Perform numerical calculation.
4. Improve the appearance of the spreadsheet.
5. Create a new worksheet based on the data of the old spreadsheet.
6. Create different type of graphics from these spreadsheets for analyzing.

### Teaching and learning resources:

1. Each student has a computer connected to LAN monitoring system.
2. Education CD-ROM for tutorial presentation (Learn Excel 97 series, not yet purchase)
3. MS Excel 97 or newer version.
4. Sample output and worksheet with detail instructions.
5. 智能互動學習軟件.

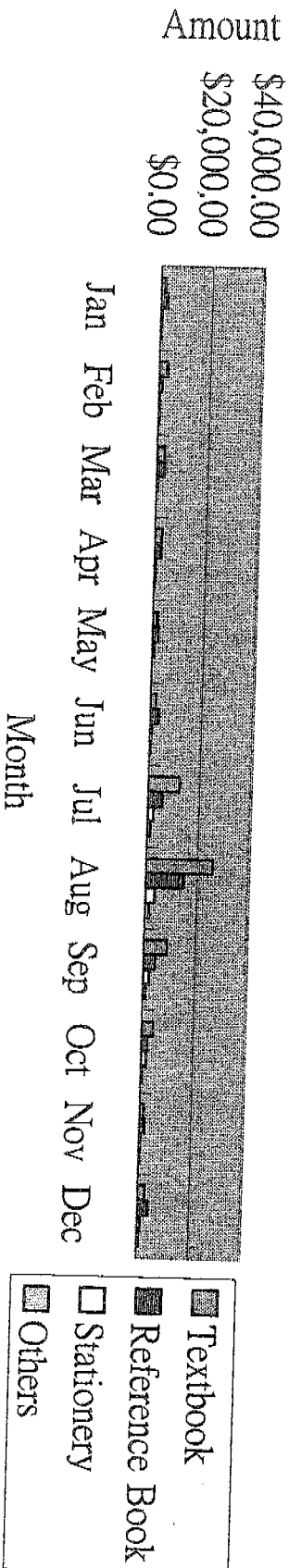
### Implementation Plan

Time (minutes)	Activities/Contents	Remarks
20	Teacher plays the CD-ROM of Learn Excel using windows multimedia player on the screen.	Students learn the basic skills from software.
20	Teacher demonstrates with explanation how to create the attached sample spreadsheet.	Students listen to and try to remember the working procedures.
30	Students follows the steps of the instructions given on the worksheet to complete several activities: 1. Label the desired columns and rows. Try auto-filling feature. 2. Add numerical data according sample output to the table and then change them into currency with 2 decimal places. 3. Use auto-sum button on toolbar to calculate. Perform calculation by type in formula. Copy formula to other cells. 4. Insert new rows at the beginning for title including merging cells, change of font size, font type and color, adding frame, making fonts in bold or italic and centering the text. 5. Select range of cells and use graphic wizard on toolbar to create charts for presentation. 6. Create new spreadsheet form old sheet using copying and paste special.	Teacher can use the monitoring system to observe student's progress and offer assistance when necessary.
10	Students are asked to create a spreadsheet similar to the distributed sample output before the end of lesson and save their work on disk for assessment.	Evaluation and assessment.

# ABC BOOKSHOP SALE OF 2000

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Textbook	\$1,450.50	\$3,210.20	\$2,896.10	\$2,663.20	\$1,742.50	\$2,169.20	\$12,135.20	\$25,860.30	\$8,964.20	\$4,352.20	\$1,448.60	\$2,664.80	\$69,557.00
Reference Book	\$2,531.20	\$1,115.70	\$3,115.70	\$2,543.20	\$2,285.20	\$3,254.10	\$5,557.70	\$14,589.10	\$4,531.40	\$2,358.10	\$1,873.30	\$3,981.20	\$47,735.90
Stationery	\$589.30	\$248.60	\$655.30	\$428.10	\$776.20	\$800.20	\$2,214.90	\$3,657.60	\$2,217.50	\$1,874.00	\$587.60	\$1,034.80	\$15,084.10
Others	\$150.40	\$313.30	\$75.00	\$124.80	\$68.60	\$258.40	\$1,144.40	\$1,458.50	\$987.50	\$313.20	\$240.50	\$648.90	\$5,783.50
Monthly sale	\$4,721.40	\$4,887.80	\$6,742.10	\$5,759.30	\$4,872.50	\$6,481.90	\$21,052.20	\$45,565.50	\$16,700.60	\$8,897.50	\$4,150.00	\$8,329.70	\$138,160.50
													<b>Annual Sale</b>
													<b>\$138,160.50</b>

Sale of 2000

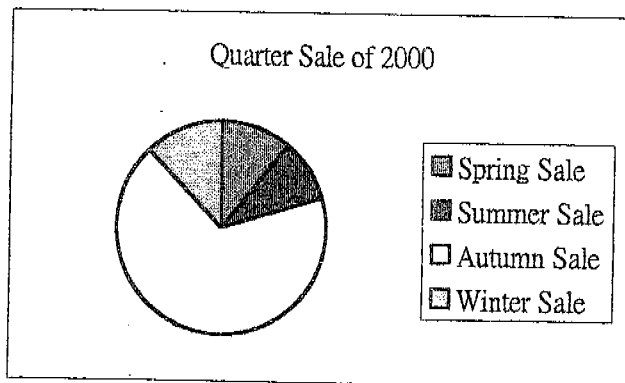
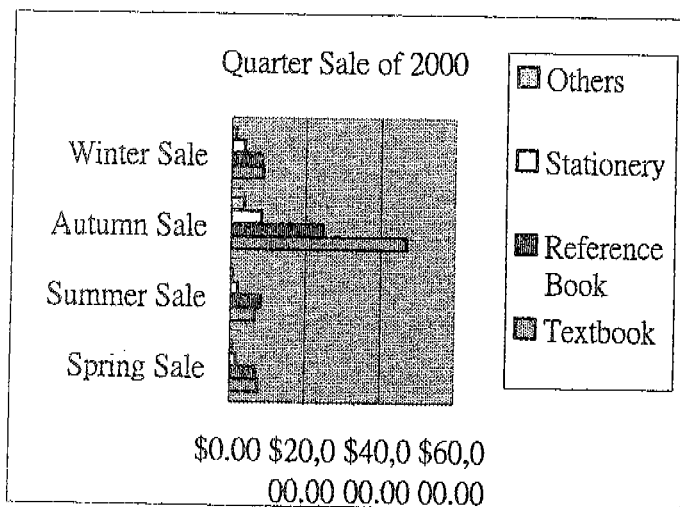


## QUARTER SALE OF 2000

	Spring Sale	Summer Sale	Autumn Sale	Winter Sale
Textbook	\$7,556.80	\$6,574.90	\$46,959.70	\$8,465.60
Reference Book	\$6,762.60	\$8,082.50	\$24,678.20	\$8,212.60
Stationery	\$1,493.20	\$2,004.50	\$8,090.00	\$3,496.40
Others	\$538.70	\$451.80	\$3,590.40	\$1,202.60
<b>Total amount</b>	<b>\$16,351.30</b>	<b>\$17,113.70</b>	<b>\$83,318.30</b>	<b>\$21,377.20</b>

**Total Sale= \$138,160.50**

<b>% of Sale</b>	11.84%	12.39%	60.31%	15.47%
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## **I T Programme in Mathematics**

### **Aims**

1. To facilitate the use of IT in Mathematics teaching and learning.
2. To encourage teachers to use commercially available teaching software and to develop their own multimedia teaching materials.
3. To change the learning environment from the conventional static classroom teaching to a more dynamic and interactive multimedia teaching. Thus arouse the students' interest in learning Mathematics..
4. To encourage teachers to design consolidation programs for low achievers and enrichment activities for high achievers in Mathematics.
5. To enhance students' self-learning abilities by using Internet or other self-paced CAL software. Thus provide students experience in life-long learning.
6. To enhance students' problem solving potential by giving students opportunity to develop innovative projects using I T.

### **Implementation Plan**

1. Period allocation : 1 period per week for S.1 to S. 3  
1 period every two weeks for S 4 & S 5
2. Format :
  - (a) To introduce the historical background of various topics in Mathematics by using Internet.
  - (b) To develop special graphs and charts that can be shown using OHP or presentation software.
  - (c) To cater students' individual needs through the LAN monitoring system.
  - (d) To monitor the learning progress of individual students by asking them to do worksheets for assessment and evaluation.
  - (e) To record the learning process of various topics in I T for panel discussion so as to improve the teaching technique of these topics
3. Teaching Theme to be conducted in MMLC :
  - S. 1 Basic Geometry & Coordinate Geometry
  - S. 2 Geometry, Pythagoras' Theorem, Trigonometry & Statistics
  - S. 3 Statistics, Applications of Trigonometry, Coordinate Geometry
  - S. 4 Statistics, Graphical Solutions of Equations, Geometry & Coordinate Geometry
  - S. 5 Coordinate Geometry & Geometry of Complex Numbers

**Evaluation Methods**

1. Teachers can monitor students' response and progress more precisely during the class.
2. Teachers can design suitable worksheets for consolidation and evaluation of the students' progress in various topics.
3. Questionnaires are given to students and teachers to evaluate the effectiveness of conducting lessons in MMLC.
4. Quizzes and short tests will be given to students for periodic assessment of their mathematical knowledge.
5. Group projects will be given to students as an overall assessment.

**Resources Available**

In the coming academic year, various teaching resources or software will be purchased and installed. The following are some examples:

1. Videotapes or VCDs on some mathematical concepts
2. Multimedia lecture notes, test bank and supplementary materials, either provided by the textbook publisher or prepared by teachers.
3. Educational CD-ROMs for students' self-learning.
4. Various CAL software, such as Trigonometry & Definite Integral from ED, Exploring Geometry (Combined with Geometer's Sketchpad), and Data Analysis with MS Excel.

Suitable teaching and learning materials will be added to enrich our resources.

## Scheme of Work (Mathematics)

### Topic: Pythagoras' Theorem (F.2 level) – 2 periods

- Mathematics games about the proof of Pythagoras' theorem
- Standard proof of Pythagoras' theorem
- Problems about Pythagoras' theorem

### Lesson Plan:

1. Mathematics games about the proof of Pythagoras' theorem  
(Go to website: <http://home.netvigator.com/~wingkei9/javagsp/pythapf.html> to observe the simulation of Java applet. This is embedded in the PowerPoint slide show.) (*Education software*)  
Follow the rules in the above site to verify Pythagoras' theorem.
2. Present a slide show (PowerPoint) on the standard proof of Pythagoras' theorem and problems about Pythagoras' theorem with some downloaded pictures. (File: slide-pyth)

### Rationale for using IT in lessons

1. *Use of computer-simulated program of education software on the webs*  
The most distinguished merit of simulated program is its degree of control given to the user. Instead of teaching concepts straightforwardly, the user can drag the pictures in different shapes and visualize the outcome immediately. This kind of activity is particular useful in mathematics education since it often involves difficult and abstract concepts. Besides, the web site can be given to the students for self-study in their free time. They can proceed at their own pace, skipping material with which they are familiar or reviewing those of particular difficulty, and thus allowing a maximum flexibility to cater for a variety of needs.
2. *Slide show (PowerPoint)*  
Slide show can integrate different media such as words, graphics, photos and sounds and present them in a systematic and logical sequence. It is especially useful in teaching the mathematics with graphics. Close-up pictures and logical sequence in drawings can be taken and projected on the screen so that the whole class can see and understand. Therefore, slide show is a powerful and efficient teaching tool.

**Mathematics I.T. Teaching Plan for 2001 – 2002**

Levels	Topics	Corresponding Chapters in Textbook	I. T. Tools	Remarks
S 1	Basic Geometry	Bk 1 Chpt 4, 7, 8,13	Winggeom	Demonstration of Theorems on construction & angles
	Coordinate Geometry	Bk 1 Chpt 10, 14	Winplot	Introduction of coordinates and graphs of straight lines
	Statistics	Bk 1 Chpt 15	Winsat	Stemplots; Histograms and Graphical Presentation of Data
S 2	Pythagorus Theorem	Bk 2 Chpt 4	Winggeom	Demonstration of Pythagorus Theorem
	Geometry	Bk 2 Chpt 10	Winggeom	Demonstration of Theorems on construction of lines, triangles and circles
	Coordinate Geometry	Bk 2 Chpt 10	Winplot	Demonstration of Basic Theorems
S 3	Geometry	Bk 3 Chpt 4	Winggeom	Demonstration of Theorems on construction of triangles, congruence & similarity
	Coordinate Geometry	Bk 3 Chpt 7	Winplot	Graphs of straight lines $y = mx + c$

Levels	Topics	Corresponding Chapters in Textbook	I. T. Tools	Remarks
S 4	Coordinate Geometry	Bk 4A Chpt 3, 6	Winplot	Graphs of quadratic functions $y = ax^2 + bx + c$ Max. or Min. Points
	Geometry	Bk 4 A Chpt 4, 5	Winggeom	Demonstration of Theorems on circles
	Trigonometry	Bk 4 B Chpt 10, 11	Winggeom	Demonstration of construction 3-D figures
S 5	Statistics	Bk 5 A Chpt 5	Winstat & Excel	To compare mean, mode, & standard deviation with different sets of data
	Coordinate Geometry	Bk 5 A Chpt 6	Winplot	Loci, Circles & Family of Circles
	Complex Numbers	Add Math Vol 2 Chpt 13	Geometer's Sketchpad	Geometry of Complex numbers

## **Teachers' experience of using information technology in teaching**

From a survey done by the IT team last year, 11 out of 52 teachers in the school have reached the basic level of IT competency without any training. 28 of the remaining staff require only some refreshing courses to reach the basic level. Through the in-house and external trainings, there is no IT illiteracy among the teachers and all teaching staff will meet the IT competency requirement by the end of this academic year.

The utilization rate of the Computer Room is very high. Apart from the lessons of Computer Studies and Computer literacy, teachers of many other subjects, such as Chinese Language and Culture, Geography, Chinese History and History, are arranging their lessons to be conducted in the Computer Room. Besides, the number of teachers using the Internet resources and IT in preparing teaching materials is increasing.

### Schedule for the use of the MMLC during and after school hours

1. During school hour (for four weeks, total number of periods  $4 \times 42 = 168$ )

10/2001 to 3/2002

Subjects	Forms	Number of periods
Putonghua	S1	20
	S2	20
Chinese language	S4	5
	S5	5
	S6	8
Chinese language and Culture	S7	8
English Language	S1	10
	S2	10
	S3	10
	S4	20
	S5	20
Computer Studies	S4	8
	S5	8
Computer Literacy	S1	10
Free		6
<b>Total</b>		<b>168</b>

3/2002 to 6/2002

Subjects	Forms	Number of periods
Putonghua	S1	20
	S2	20
Chinese language	S4	5
	S6	8
Chinese language and Culture		
English Language	S1	10
	S2	10
	S3	10
	S4	20
Computer Studies	S4	8
Computer Literacy	S1	10
Mathematics	S2	20
	S3	20
	S4	5
Free		2
<b>Total</b>		<b>168</b>

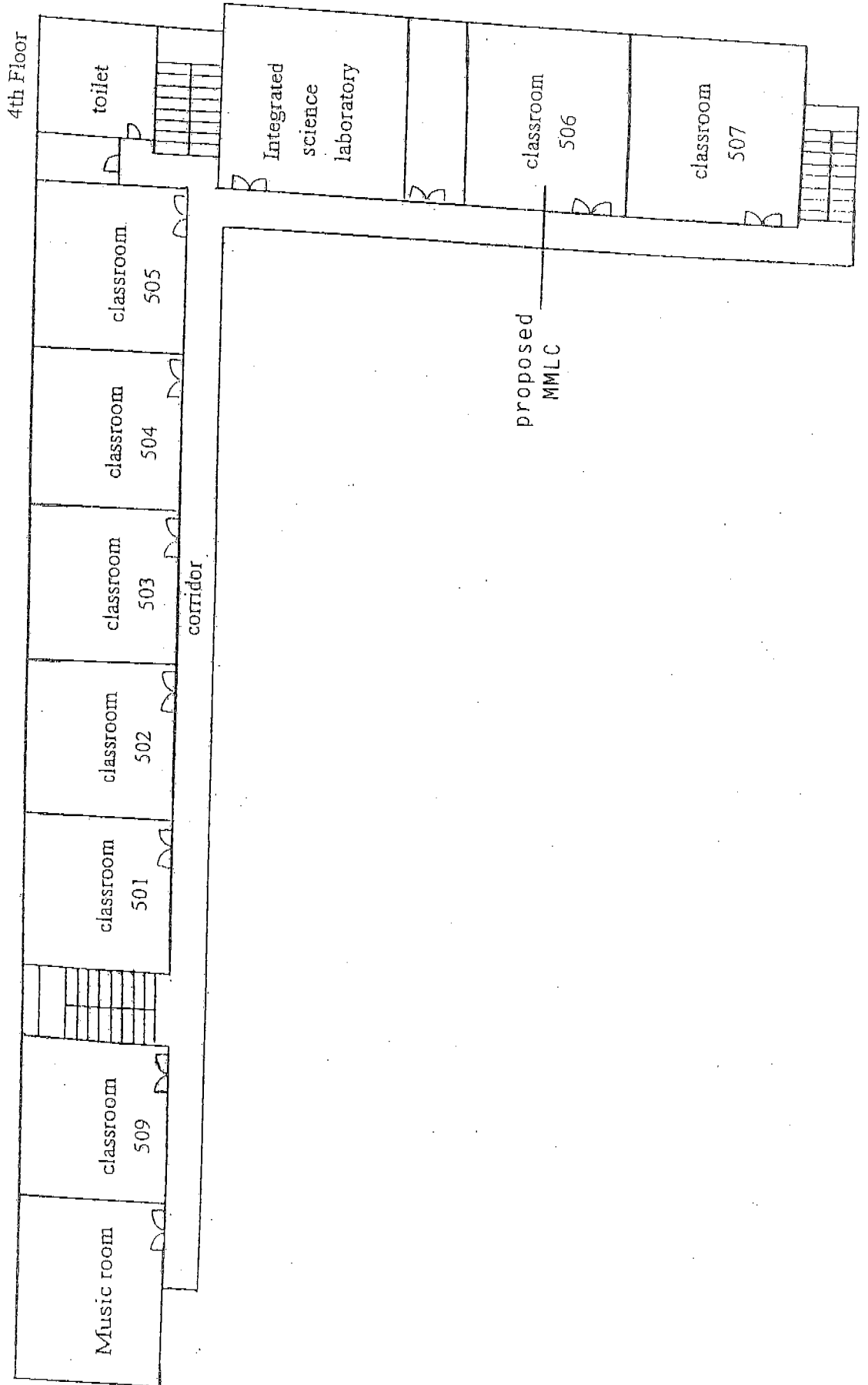
2. After school hours

Mon. Tue. Wed	4:15pm-5:30pm	MMLC will be open for students to have self-learning, practicing and accessing the Internet.
Thu.	3:30pm-5:30pm	MMLC will be reserved for English Society and Audio-visual club to organize activities.
Fri.	3:30pm-5:30pm	MMLC will be reserved for the Computer Club to organize activities and hold competitions on IT related topics.
Sat.	9:00am-12:30pm	MMLC will be reserved for the training courses for teachers and parents.

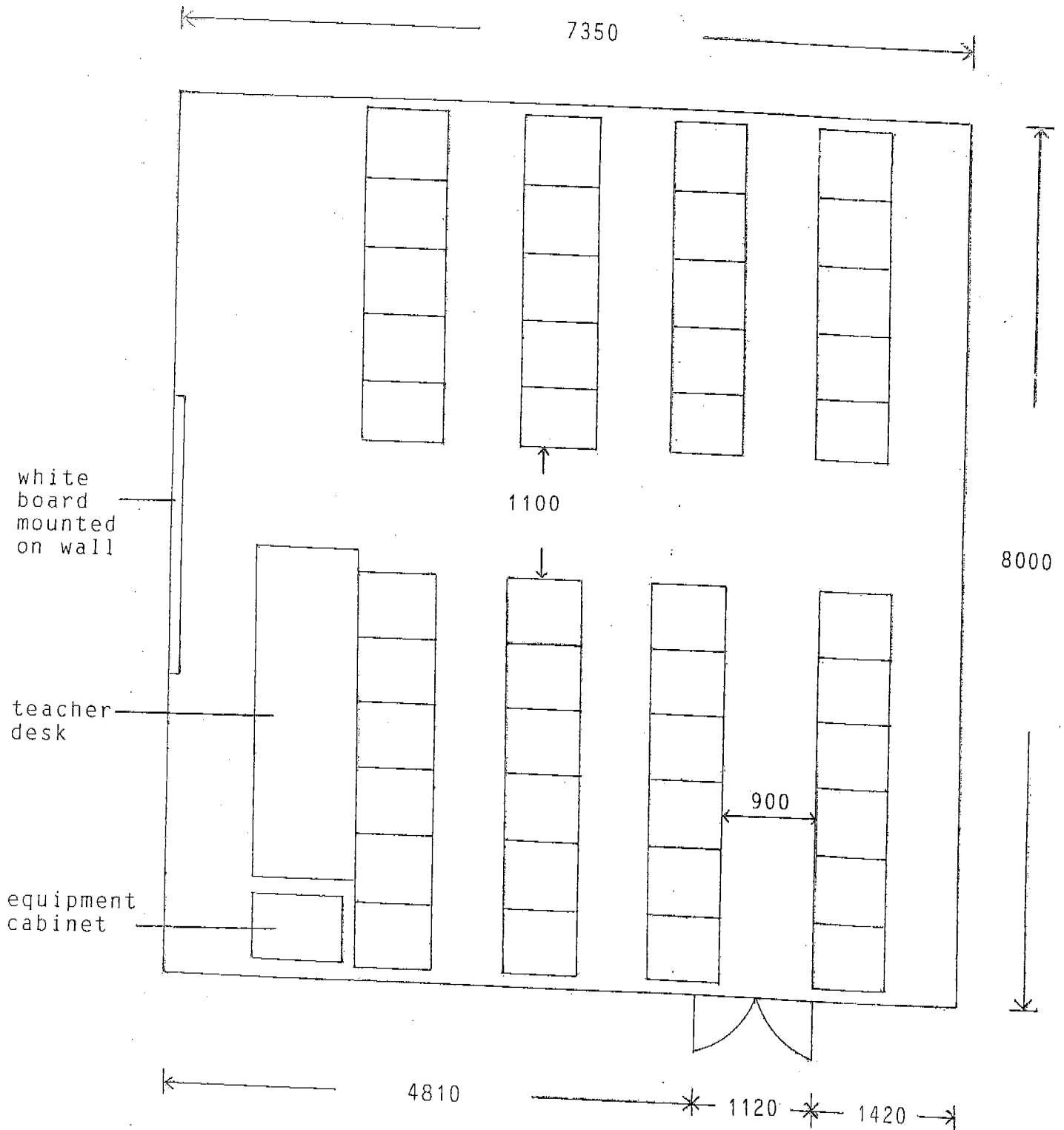
3. During lunch time, MMLC will be open for students to access the Internet and self-learning

Bishop Hall Jubilee School

Location Plan Of MMLC



BISHOP HALL JUBILEE SCHOOL  
MMLC Layout Diagram



2000/0497