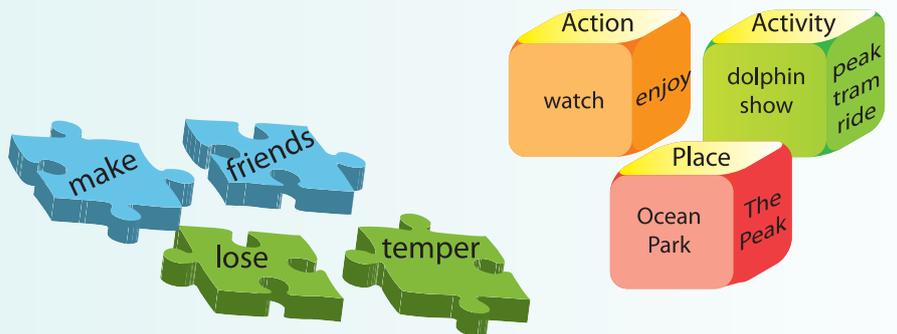
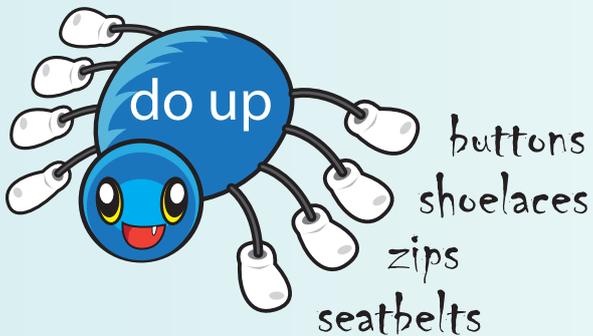
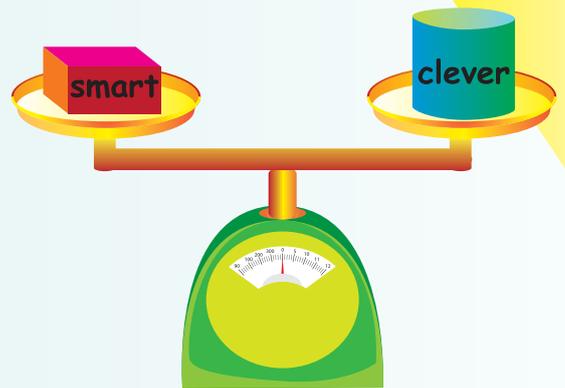
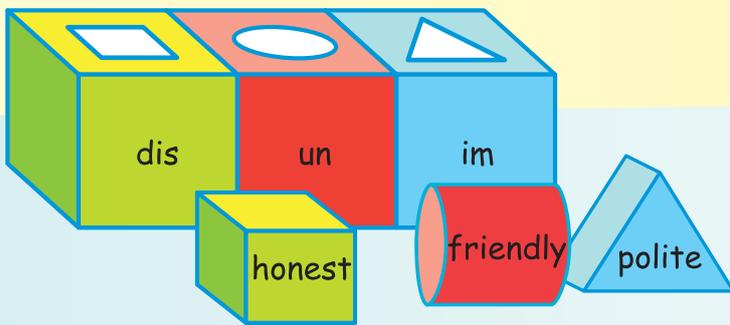
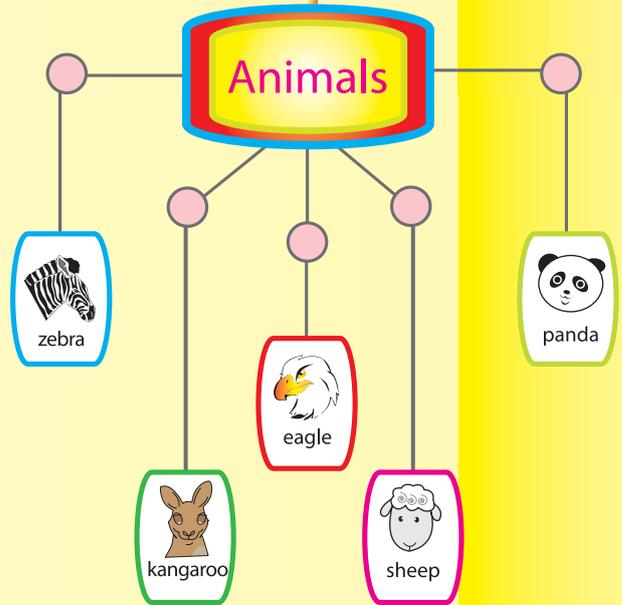
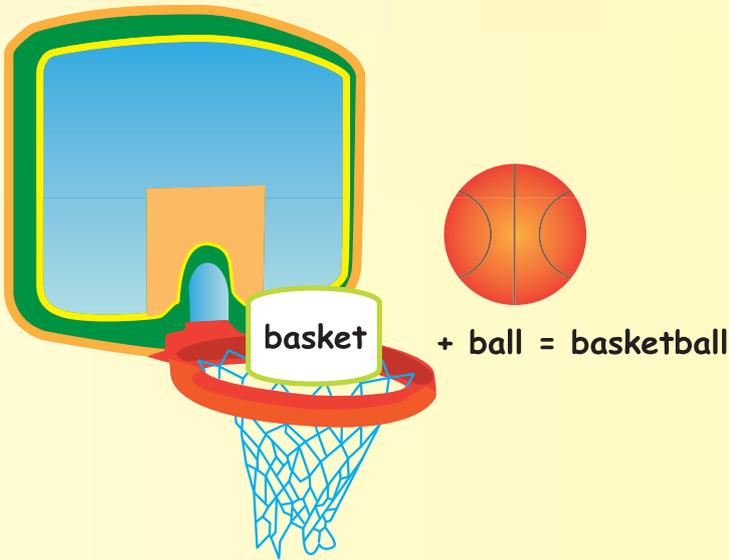


# Enhancing English Vocabulary Learning and Teaching at Primary Level





# **Enhancing English Vocabulary Learning and Teaching at Primary Level**

Resource Package Series (Primary)  
in Support of  
the CDC English Language Curriculum Guide  
(Primary 1-6)(2004)

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The Hong Kong Special Administrative Region  
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## Preface

*Enhancing English Vocabulary Learning and Teaching at Primary Level* is a resource package produced by the English Language Education Section, Curriculum Development Institute, the Education Bureau, the Hong Kong Special Administrative Region, in support of the implementation of the *English Language Curriculum Guide (Primary 1-6)* (2004).

Materials in this resource package are mainly adapted from the learning and teaching materials developed in the ‘Seed’ Project on ‘The Magic of Words: Enhancing Effectiveness of English Vocabulary Learning and Teaching at Primary Level’.

### Aims

Promoting learner independence through the development of lifelong language learning skills, such as vocabulary building skills, is one of the key emphases of the English Language curriculum. It is important to provide pupils with ample opportunities to master these skills through purposeful and meaningful tasks.

This resource package aims to introduce the theoretical underpinnings of vocabulary learning and teaching. It also provides some vocabulary-focused learning and teaching materials and activities for teachers’ reference and adaptation for use in their own English Language classroom.

### What is included in the package?

The resource package comprises the following:

- a handbook for teachers which provides:
  - theoretical underpinnings of vocabulary learning and teaching
  - teaching plans
  - learning and teaching materials
  - vocabulary games and activities
  - useful references on vocabulary learning and teaching
  - a preamble to the development of the Wordlists for the English Language Curriculum

- 
- video clips of tryout lessons (only web version available)
  - the Wordlists for the Primary English Language Curriculum (only web version available)

The resource package can be accessed at the website of the English Language Education Section at <http://www.edb.gov.hk/index.aspx?nodeID=2773&langno=1>.

## **How can the package be used?**

This resource package is designed to enhance teachers' skills and competence in vocabulary learning and teaching. Teachers are recommended to read Chapter 1 first to get an overview of the theoretical underpinnings which lay the foundation of the teaching plans developed in the 'Seed' Project.

Teachers can then refer to Chapter 2 to see how theory is put into practice. During the tryouts in the 'Seed' Project, teachers selected target vocabulary items by making reference to the textbook materials and the Wordlists for KS1 and KS2 developed by the Education Bureau. (For details about the Wordlists, please refer to Appendix 1 in the Handbook and the web version.) Building on the theoretical underpinnings outlined in Chapter 1, learning and teaching materials were designed to help pupils develop their vocabulary building skills in meaningful contexts. Teachers can download the materials in the web version and adapt them to suit their pupils' varied interests, needs and learning styles. Video clips demonstrating how the strategies were implemented in the classroom are also included in the web version for teachers' reference.

In Chapter 3, there are some games and activities that teachers can conduct to enhance pupils' motivation in learning English and to help them with the revision of the vocabulary items. Games and activities used in the units of Chapter 2 as well as games for other topics are included. Teachers can modify and use them for different modules.

To further enhance teachers' professional development and to enrich their knowledge in vocabulary learning and teaching, a recommended bibliography on vocabulary learning and teaching is provided in Chapter 4.

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## Acknowledgements

We are most grateful to Dr Arthur McNeill, our advisor for the Collaborative Research and Development ('Seed') Project on 'The Magic of Words: Enhancing Effectiveness of English Vocabulary Learning and Teaching at Primary Level', for his guidance and advice throughout the tryouts in the school year 2007-2008, and his contribution to the production of this resource package.

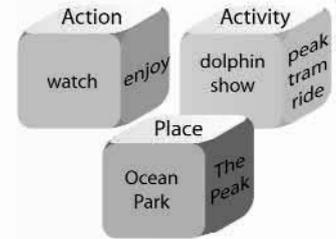
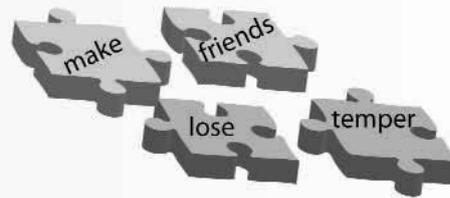
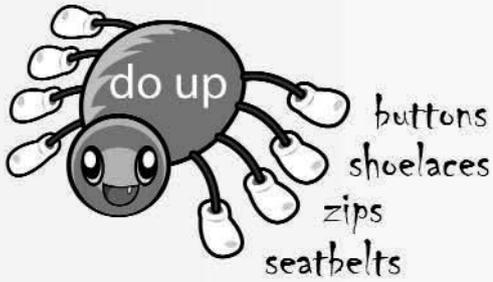
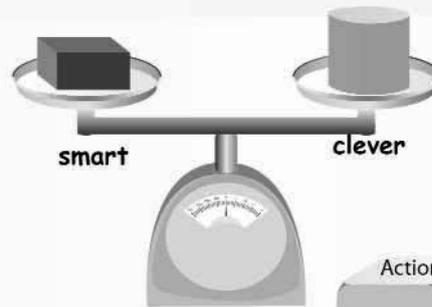
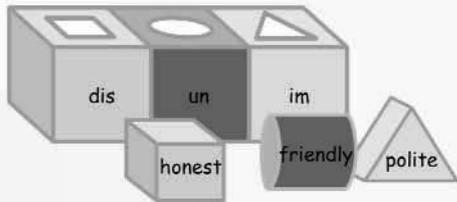
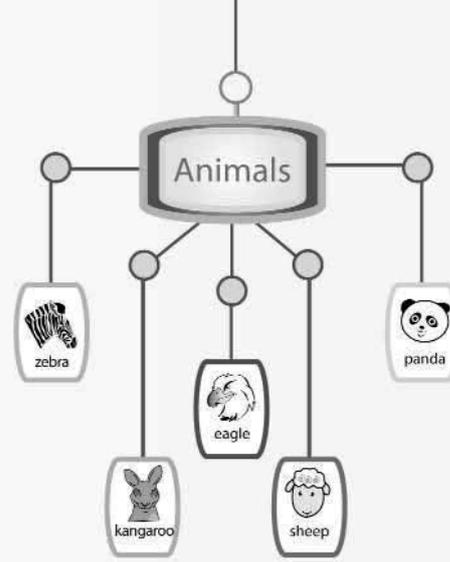
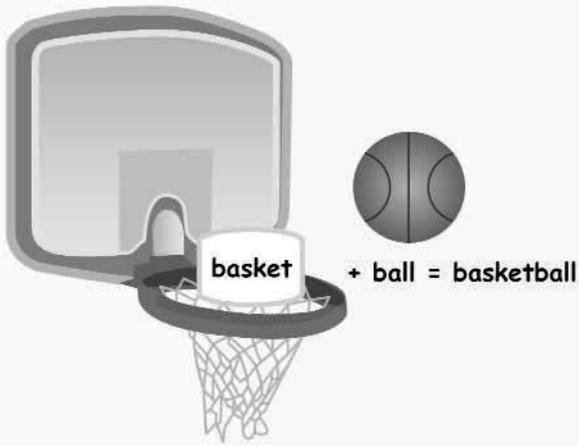
We would like to thank the following three schools for their participation in the 'Seed' Project in the school years 2006-2007 and 2007-2008:

- CCC Kei Faat Primary School
- HHCKLA Buddhist Wisdom Primary School
- Yaumati Catholic Primary School (Hoi Wang Road)

In particular, our gratitude goes to the seconded teachers as well as other teachers who are involved in the project for developing and trying out the teaching plans and activity sheets included in this resource package.

We are grateful to the Hong Kong Tourism Board, Longman Hong Kong Education and Educational Publishing House Limited for their permission to use the copyrighted materials included in this package.

Last but not least, our special thanks are due to the Language Centre, Hong Kong Baptist University for their contribution to some of the vocabulary games and activities that are included in this resource package.



# Chapter 1

## Theoretical Underpinnings of Vocabulary Learning and Teaching



## Theoretical Underpinnings of Vocabulary Learning and Teaching

### 1. Introduction

Vocabulary has occupied a special place within applied linguistics during the past twenty years. Following decades of neglect by scholars of linguistics and education, recent years have seen an enormous expansion in second language vocabulary research, as well as the arrival of a number of influential books on vocabulary aimed at language teachers (e.g. Carter 1987, McCarthy 1990, Schmitt & McCarthy 1997, Nation 2001). A welcome outcome of this renewed interest is that vocabulary teaching has begun to occupy a ‘centre-stage’ position within language education. However, the wealth of new research related to vocabulary is so rich and diverse that it is not always apparent how classroom teaching might benefit. In a review of some of the recent books on second language vocabulary, Meara (2002) welcomes the revival of interest in vocabulary, but points out that many important questions about vocabulary acquisition remain unanswered and, apparently, unaddressed. This chapter attempts to explain how this resource package relates to insights from second language vocabulary research.

### 2. The New Importance Attached to Vocabulary

For many years, it was believed that vocabulary would be ‘picked up’ by learners without their teachers having to devote much classroom time to it. It is no coincidence that language curricula have traditionally been determined by a progression of grammatical structures or, more recently, functions. The place of lexis has tended to be peripheral rather than central. A factor which has encouraged teachers to accept the importance of vocabulary in language teaching is the recognition by linguists that vocabulary occupies a central place in our notion of language. Older, simplistic distinctions between what counts as grammar and what counts as vocabulary have been replaced by a more sophisticated view of lexis in language. As Singleton (2000) argues, we may soon ‘reach the point where the notions of lexicon and of language will become interchangeable’. In keeping with the recognition that lexis occupies a central position within language, the teaching of vocabulary has become a high priority concern of language education.

**Theoretical Underpinnings of Vocabulary Learning and Teaching**

The way English has been taught in schools during the past fifty years has been influenced by the ideologies of approaches such as grammar translation, audio-lingual and communicative language teaching. It is tempting to ask whether any one of these approaches has been more effective than any other in teaching vocabulary. In his evaluation of the three approaches, Singleton (2000) concludes that each has led to vocabulary acquisition: ‘whatever the teaching approach used, lexical learning in the classroom has both an incidental and an atomistic dimension, and (that) both dimensions can be shown to have a valuable contribution to the process’. Nobody would accuse any of the mainstream approaches to language teaching of ignoring vocabulary. However, as Singleton points out, most approaches make a distinction between direct (‘atomistic’) and indirect (‘incidental’) vocabulary learning. Students learn some of their vocabulary when their teacher ‘teaches’ new words directly in the classroom, for example, using explanation, demonstration and even translation. It is also known that students learn some of their vocabulary indirectly through incidental encounters with words, for example, by inferring the meaning of a new word from the context. Unfortunately, little empirical evidence exists about the relative contributions of direct and indirect vocabulary learning. Earlier claims that as much as 80% of a learner’s vocabulary is learned indirectly (e.g. Saragi, Nation & Meister 1978) probably need to be revised.

Studies of the vocabulary size of Hong Kong students (e.g. Fan 2000; Chiu 2005) suggest that most first-year university students know fewer than 3,000 English words, which is a disappointing outcome following twelve years of English teaching at primary and secondary school. According to Laufer (1989, 1992) students need a vocabulary of at least 5,000 words to cope with the demands of an English medium university degree. In order to make a stronger impact upon students’ vocabulary learning, a more ‘interventionist’ approach is required on the part of language teachers. This means, quite simply, that greater emphasis should be put on vocabulary learning and teaching. Teachers need to focus students’ attention on different aspects of words and how they are used. They also need to make sure that students are exposed to a wide range of vocabulary, including creating lexically-rich classroom environments.

### **3. Some Principles Explored in this Vocabulary Resource Package**

#### **3.1 Cognitive elaboration of the form-meaning relationship**

Helping students to understand the relationship between language form and meaning is one of the driving principles of task-based language teaching (TBLT). Experts in TBLT research such as Skehan (2001, 2003) and Skehan & Foster (1999) recommend that learners need to have their attention focused, at different times, on form and meaning. Vocabulary experts have long

## Theoretical Underpinnings of Vocabulary Learning and Teaching

recognised the importance of acquiring both formal and semantic knowledge about words if they are to be retained in a learner's mental lexicon (e.g. Meara 1996).

Traditionally, L2 vocabulary knowledge has been regarded as consisting of two types: (a) receptive (or 'passive') knowledge, where learners recognise and understand words when they come across them, and (b) productive (or 'active') knowledge, where learners are able to use words in speaking and writing, with correct control of collocation, register and word-grammar. It is assumed that, for most learners, receptive vocabulary is considerably larger than productive vocabulary. Some scholars (e.g. Palmberg 1987) believe that learners' knowledge of an L2 word operates on a kind of continuum, with receptive knowledge at one extreme and full productive knowledge at the other. As learners get to know the vocabulary items in greater depth, the closer they move towards productive knowledge. Other scholars (e.g. Nation 1990; McNeill 1994) prefer to regard vocabulary knowledge as consisting of a set of dimensions, such as meaning (i.e. semantic knowledge), orthographic form (i.e. spelling), phonological form (i.e. pronunciation), part of speech / grammar, morphology (i.e. the different forms a word may have) and collocation (i.e. the typical patterns in which a word occurs). It is assumed that for most L2 words, learners know some but not necessarily all of the words' lexical dimensions.

The materials produced for this resource package deliberately target aspects of form (formal knowledge) and meaning (semantic knowledge). In order to help learners acquire both formal and semantic control of English words, learning activities which, in their entirety, address all dimensions of word knowledge, are provided. Obviously, all of these cannot and should not be attempted at once. However, teachers need to ensure that their vocabulary work includes a range of activities embracing both formal and semantic aspects of words.

### 3.2 Creating associations – paradigmatic and syntagmatic approaches

For a word to become fixed in a learner's mental lexicon, it needs to have associations with other words already acquired. The stronger and more stable the associations, the more firmly the word will be anchored. There are two main types of association: (a) paradigmatic and (b) syntagmatic. Examples of paradigmatic associations are: (1) musical instrument – piano / guitar / violin / drum, and (2) vehicle – car / bus / train / plane. 'Musical instrument' and 'vehicle' are hyper-ordinates, i.e. they are names of categories which help to group together the members of the category. The arrangement is hierarchical, with a hyper-ordinate term at the top (such as 'musical instrument' or 'vehicle') and, at the next level down, a group of co-hyponyms such as 'guitar' and 'violin' or 'bus' and 'train'. This type of hierarchical arrangement can have many levels and it is always

**Theoretical Underpinnings of Vocabulary Learning and Teaching**

possible to add new words. For learners of a second language, storing words in a paradigmatic arrangement is a logical and efficient exercise. All of the words in a paradigm are related semantically, so the guiding principle of association is meaning. Since the system is open-ended, it is relatively easy to add newly-acquired words to the paradigmatic networks in a learner's mental lexicon. This type of association promotes efficient expansion and retrieval of words and is particularly valuable in developing a large receptive vocabulary. Some of the materials in this resource package are intended to strengthen students' development of paradigmatic associations.

Syntagmatic associations, on the other hand, refer to word combinations, such as 'play football', 'go shopping', 'film star', 'high temperature', etc. These associations are based on the ways words are used and on the patterns in which they typically occur. This type of association is related to productive vocabulary use, since learners need to know possible word combinations when putting words together to form sentences. Research into word associations in a second language has been stimulated by Meara's (1983) seminal work in this area. The results of the various word association studies suggest that paradigmatic and syntagmatic associations are important in both first and second language vocabulary acquisition. If teachers can help to promote students' word associations, they are likely to support the long-term retention of vocabulary.

Making students aware of a word's collocations is an obvious way to promote syntagmatic association. The teaching of typical word combinations has been given strong support from research into the way vocabulary is used in texts, in particular, the recognition that English is a highly formulaic language. Wray (2000) estimates that as much as 80% of English text is formulaic in nature. She also argues that multi-word units (or 'chunks') are processed by the human brain with the same amount of effort and attention as free-standing words. Wray, therefore, recommends that vocabulary teaching should include multi-word units, which are not necessarily analysed by learners in detail.

## Theoretical Underpinnings of Vocabulary Learning and Teaching

### 3.3 Providing multiple exposures to new words

How often do students need to meet a new word before they remember it? It is quite common for teachers to express surprise when students fail to recognise words that have already been ‘taught’. Hong Kong students process a vast number of English words during their years at school. Yet only a fraction of the words are retained in the students’ long-term memories. Research into the effectiveness of extensive reading for vocabulary uptake has concluded that a learner needs to meet a new word between six and twenty times for the word to be remembered (Rott 1999, Zahar, Cobb & Spada 2001). Providing sufficient encounters with target vocabulary represents one of the biggest challenges for language teachers. All too often, new words are introduced and practised within the context of a particular theme or topic. Then the teacher moves on to a new topic and focuses on a completely new set of vocabulary items. Finding ways of recycling previously introduced vocabulary is crucial to effective vocabulary instruction.

### 4. Conclusion

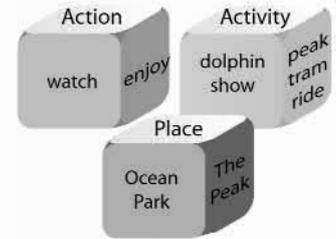
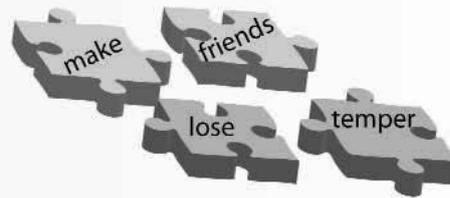
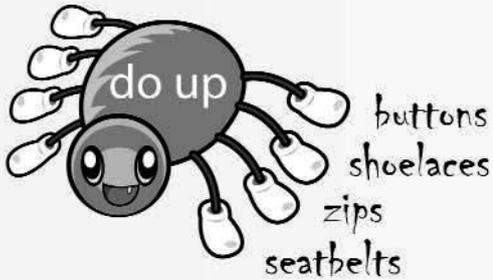
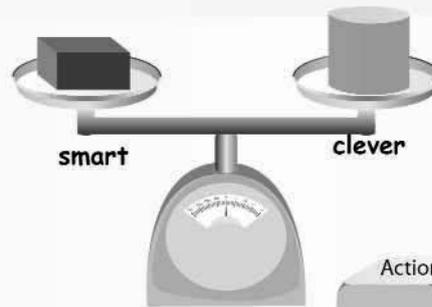
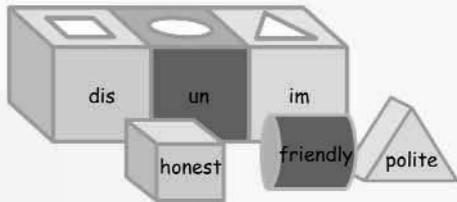
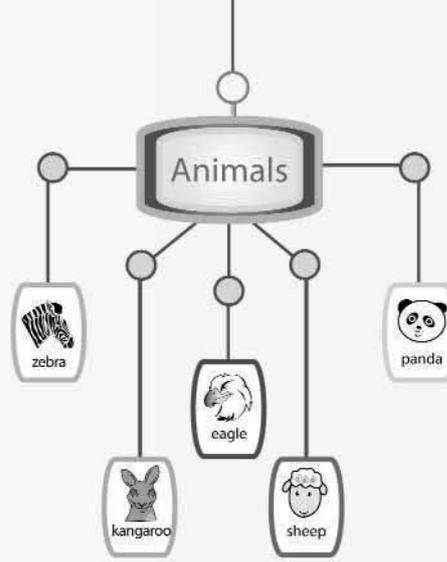
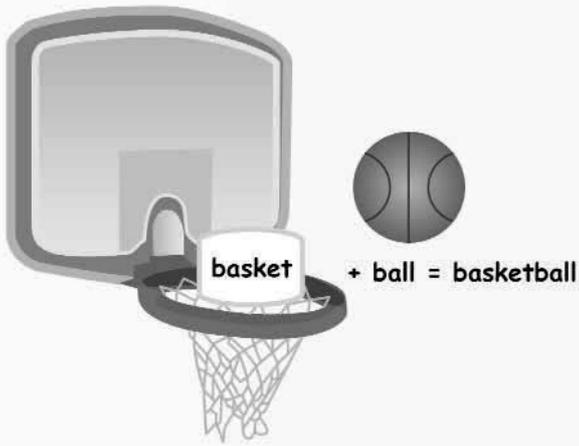
One of the obvious implications of the recent research in L2 vocabulary acquisition is that language teachers need to devote more time and effort to vocabulary work in the classroom. The attention of learners needs to be deliberately focused on the various aspects of words, including their forms, meanings and collocations. Helping learners make meaningful associations with words will also promote retention of vocabulary. Providing sufficient encounters with words remains one of the biggest challenges, especially for teachers who feel under pressure to get their students through an already crowded curriculum. To end on a more positive note, the teachers who took part in the ‘Seed’ Project on ‘The Magic of Words’ reported that their students greatly enjoyed vocabulary-focused activities and developed greater confidence and enthusiasm for learning English. Finding opportunities to recycle vocabulary also called for close collaboration among the English teachers in the same school and led to a real sense of achievement when teachers applied their creativity and ingenuity to developing a school-based English Language curriculum with due emphasis on vocabulary learning and teaching.

Dr. Arthur McNeill

Advisor of the ‘Seed’ Project on

‘The Magic of Words: Enhancing Effectiveness of  
English Vocabulary Learning and Teaching  
at Primary Level’





# Chapter 2

## Learning and Teaching Materials for Vocabulary Learning and Teaching



## Learning and Teaching Materials for Vocabulary Learning and Teaching

The materials in this resource package are mainly adapted from the learning and teaching materials developed in the ‘Seed’ Project on ‘The Magic of Words: Enhancing Effectiveness of English Vocabulary Learning and Teaching at Primary Level’. The ‘Seed’ Project was conducted in the school years 2006-07 and 2007-08 with the following objectives:

- i. to enhance teachers’ knowledge and skills in planning for effective learning and teaching of vocabulary;
- ii. to explore strategies to promote the development of vocabulary building skills;
- iii. to develop appropriate learning and teaching materials to improve the quality of vocabulary learning and teaching;
- iv. to encourage pupils’ application of vocabulary knowledge for communication; and
- v. to enhance the competence and confidence of pupils and teachers in vocabulary learning and teaching.

Throughout the 2-year tryout period, the project teachers were equipped with various vocabulary teaching strategies to develop pupils’ vocabulary building skills. Pupils were given ample opportunities to apply these skills for purposeful communication in meaningful contexts. With an aim to arouse pupils’ interests in vocabulary learning, vocabulary-focused games and activities were also well-integrated into the English Language curriculum.

The project teachers participated actively in the development and implementation of plans focusing on the learning and teaching of vocabulary. In the initial planning stage, target vocabulary items were carefully identified, taking into consideration the words introduced in the textbooks as well as pupils’ prior knowledge, interests and needs. During the word selection process, teachers also made reference to the words in the relevant categories of the Wordlists with an aim to enrich pupils’ vocabulary bank. (Please refer to Appendix 1 and the web version for more information about the Wordlists for the English Language Curriculum.)

### Learning and Teaching Materials for Vocabulary Learning and Teaching

After the word selection stage, learning and teaching materials for the relevant units were designed based on the following theoretical underpinnings which have been discussed in Chapter 1:

- i. cognitive elaboration of the form-meaning relationship
- ii. creating associations – paradigmatic and syntagmatic approaches
- iii. providing pupils with multiple exposures to new words

In order to help pupils acquire both formal and semantic control of the vocabulary items, a range of vocabulary-learning activities were included in Chapter 2 to address all dimensions of word knowledge. Pupils were guided to create paradigmatic and syntagmatic associations to help them anchor the newly-acquired words in their mental lexicon. Word formation methods such as compounding\*<sup>1</sup>, derivation\*<sup>2</sup>, conversion\*<sup>3</sup> and affixation\*<sup>4</sup> were also taught to help pupils guess meanings of unfamiliar words, build a linkage among different words and extend their vocabulary knowledge. Through providing repeated exposure to the words in various contexts, pupils learnt how the words are used. They were also provided with opportunities to use the newly-learnt vocabulary to express their own ideas and feelings in meaningful learning activities.

To provide pupils with multiple encounters of the target vocabulary and the opportunities to experience English learning as a source of pleasure and enjoyment, a variety of vocabulary learning activities and games were incorporated in the tryout lessons. Teachers may refer to Chapter 3 for suggestions on games and activities under various themes.

Throughout the tryout period, a conscientious effort was made to expose pupils to a language-rich environment. New vocabulary items were displayed on the learning walls in the classrooms and pupils were encouraged to refer to them during the learning process. A reading corner was set up to promote a reading to learn culture and self-learning. A variety of theme-based books related to the tryout modules were displayed for pupils to borrow or read during recess or lunch time. Help from the school librarians was also sought to borrow more books from the public library for display in the reading corner.

\*1 compounding – the formation of words with two or more separate words which can stand independently on other circumstances, e.g. foot + ball = football

\*2 derivation – the formation of a word from another word or a base word, e.g. excite → exciting

\*3 conversion – the process by which the same word can be used in different parts of speech, e.g. cook (verb, noun)

\*4 affixation – the process of adding prefixes and suffixes to the base word and modifying the meaning and/or part of speech, e.g. happy → unhappy, help → helpful

**Learning and Teaching Materials for Vocabulary Learning and Teaching**

To help pupils organise the vocabulary they have learnt, teachers demonstrated the use of different graphic organisers, such as spider webs and tree diagrams. Pupils were encouraged to enter the new vocabulary learnt both inside and outside the classroom into their word banks or vocabulary cards using the paradigmatic and syntagmatic approaches. Pupils were invited to share with the class the words they had got from time to time. Positive feedback was given to pupils who added new entries on their own initiative. During the learning process, pupils were also encouraged to refer to their word banks to help them complete the learning tasks. The tryout experience showed that active use of word banks was an effective way to help pupils gather new words at their own pace for their own reference as well as retrieve or recall the words they need in writing. By managing their personal word banks, pupils learnt to acquire self-management skills as well as study skills. They were thus able to develop good learning habits for lifelong learning.



**(1) Module: Fun and Games**  
**Unit: Sports**

**Introduction**

A rich man is going to donate some money to the school for building a sports facility. Pupils need to consider what sports facility is the most suitable for the school, taking into account their interests and the sports facilities available in the school. They will then suggest to the Principal and persuade him to build it in the school.

**Task 1 A Survey on Favourite Sports**

Pupils work in groups of four to conduct a survey on the most popular sport. After they have interviewed their classmates, they construct a bar chart and write a summary on their survey findings.

**Task 2 A Review of Sports Facilities in the School**

Pupils review the sports facilities in the school by listening to the interviews of PE teachers. Based on the information collected, they write a summary on the existing sports facilities and discuss which sports facility is to be built.

**Task 3 A Letter to the Principal**

Based on the findings in Task 1 and Task 2, pupils write a letter to the Principal to give suggestions on the sports facility to be built in the school.

Module: Fun and Games

Unit: Sports

Suggested Level: Key Stage 1

	Task 1	Task 2	Task 3
<b>Learning Targets*</b>			
Interpersonal Strand (IS)	• ISb and ISe		
		• ISd	• ISc
Knowledge Strand (KS)	• KSa and KSb		
	• KSf	• KSd	
Experience Strand (ES)		• ESa	
<b>Learning Objectives</b>			
Vocabulary	<p><b><u>Vocabulary Items</u></b></p> <p><i>Names of sports:</i></p> <p>water sports, track and field events, ball games, diving, swimming, surfing, running, long jump, high jump, tennis, table tennis, basketball, football, badminton, ice-skating, cycling</p> <p><i>Names of sports facilities:</i></p> <p>swimming pool, gym, table tennis room, basketball court, tennis court, football field, badminton court, ice-skating rink, cycling path</p> <p><i>Adjectives to describe sports activities:</i></p> <p>healthy, thrilling, exciting, frightening, interesting, relaxing, boring, expensive, inexpensive, dangerous, safe, suitable, popular, difficult, easy</p> <p><i>Adjectives to describe feelings:</i></p> <p>thrilled, excited, frightened, interested, relaxed, tired, bored</p> <p><i>Phrases to describe the sports activities (make me + adj.):</i></p> <p>make me tall / strong / fit / healthy</p>		

\*Please refer to Appendix 2 for the description of the learning targets.

	Task 1	Task 2	Task 3									
Vocabulary	<p><i>Verbs to show preferences:</i> love, like, enjoy, prefer</p> <p><i>Others:</i> interview, survey, favourite, suggest, enough</p> <p><b><u>Vocabulary Building Strategies</u></b></p> <ul style="list-style-type: none"> <li>• organising vocabulary           <ul style="list-style-type: none"> <li>➤ paradigmatic approach – using tree diagrams to show paradigmatic relationships, e.g. sports → ball games → water sports → track and field events</li> <li>➤ syntagmatic approach – using tables to associate the sports activities with the place where the activities are held, e.g.</li> </ul> </li> </ul> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Who</th> <th>What</th> <th>Where</th> </tr> </thead> <tbody> <tr> <td><i>We</i></td> <td><i>play tennis</i></td> <td><i>on a tennis court.</i></td> </tr> <tr> <td><i>He/She</i></td> <td><i>plays football</i></td> <td><i>on a football field.</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• understanding word formation           <ul style="list-style-type: none"> <li>➤ compounding, e.g. foot + ball = football</li> <li>➤ derivation, e.g. excite → exciting, excited</li> </ul> </li> <li>• understanding word associations           <ul style="list-style-type: none"> <li>➤ word combinations, e.g. make me + adjective as in ‘make me fit’</li> <li>➤ synonyms, e.g. exciting = thrilling</li> </ul> </li> <li>• keeping a word bank on sports and sports facilities</li> </ul>			Who	What	Where	<i>We</i>	<i>play tennis</i>	<i>on a tennis court.</i>	<i>He/She</i>	<i>plays football</i>	<i>on a football field.</i>
Who	What	Where										
<i>We</i>	<i>play tennis</i>	<i>on a tennis court.</i>										
<i>He/She</i>	<i>plays football</i>	<i>on a football field.</i>										

	Task 1	Task 2	Task 3
Vocabulary	<b><u>Relevant Categories in the Wordlists</u></b> <ul style="list-style-type: none"> <li>• Toys, Games and Hobbies</li> <li>• Places and Areas</li> </ul>		
Text Types	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Reports</li> </ul>		
	<ul style="list-style-type: none"> <li>• Expositions</li> <li>• Bar charts</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Letters</li> </ul>
Language Items and Communicative Functions	<ul style="list-style-type: none"> <li>• Use the connective ‘because’ to give reasons e.g. We like playing tennis <u>because</u> it is healthy.</li> <li>• Use ‘ing’ nouns or noun phrases to refer to activities e.g. I enjoy <u>swimming</u>. I suggest <u>building</u> a swimming pool.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Use the simple present tense to express interests or simple truths e.g. Swimming <u>is</u> a kind of water sport.</li> <li>• Ask ‘wh-’ questions to find out various kinds of specific information about one’s favourite sports e.g. <u>What</u> sport do you like?</li> </ul>	<ul style="list-style-type: none"> <li>• Use the introductory ‘there’ to express that something exists e.g. <u>There</u> are three basketball courts in the school.</li> <li>• Use the simple present tense to express thoughts and ideas e.g. I <u>think</u> that there are not enough basketball courts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use formulaic expressions to begin and end personal letters e.g. Dear____, Regards</li> <li>• Use the simple past tense to talk about past activities or events e.g. I <u>did</u> a survey on favourite sports.</li> </ul>

	Task 1	Task 2	Task 3
Language Items and Communicative Functions		<ul style="list-style-type: none"> <li>Use prepositions to indicate places e.g. There are two badminton courts <u>in</u> the school hall.</li> </ul>	
<b>Language Skills</b>			
Listening	<ul style="list-style-type: none"> <li>Listen for explicit meaning               <ul style="list-style-type: none"> <li>➤ identify key words in a conversation</li> </ul> </li> </ul>		
Speaking	<ul style="list-style-type: none"> <li>Participate effectively in an oral interaction               <ul style="list-style-type: none"> <li>➤ open an interaction by                   <ul style="list-style-type: none"> <li>- using formulaic expressions to greet someone politely</li> <li>- introducing oneself briefly</li> </ul> </li> <li>➤ maintain an interaction by asking questions and replying</li> <li>➤ close an interaction by using simple formulaic expressions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participate effectively in an oral interaction               <ul style="list-style-type: none"> <li>➤ maintain an interaction by agreeing, disagreeing, asking questions, replying and explaining, using formulaic expressions where appropriate</li> </ul> </li> </ul>	

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Reading	<ul style="list-style-type: none"> <li>• Construct meaning from texts               <ul style="list-style-type: none"> <li>➤ understand the connection between ideas by identifying cohesive devices</li> <li>➤ work out the meaning of unknown words by using semantic clues</li> </ul> </li> <li>• Locate information and ideas               <ul style="list-style-type: none"> <li>➤ locate specific information in a short text in response to questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand the basic conventions of written English               <ul style="list-style-type: none"> <li>➤ use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Construct meaning from texts               <ul style="list-style-type: none"> <li>➤ recognise the format and language features of some common text types</li> </ul> </li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently               <ul style="list-style-type: none"> <li>➤ provide personal ideas and information based on a model or framework provided</li> <li>➤ use a small range of language patterns such as different verb forms and structural patterns</li> <li>➤ use available resources such as word banks and word cards</li> </ul> </li> </ul>		

	Task 1	Task 2	Task 3
Writing	<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently               <ul style="list-style-type: none"> <li>➤ plan and organise ideas by using strategies such as mind maps</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently               <ul style="list-style-type: none"> <li>➤ plan and organise ideas by using strategies such as mind maps</li> <li>➤ use appropriate formats and conventions of short written texts, e.g. letters</li> </ul> </li> </ul>

**Materials**

- LT 1.1 - LT 1.14 (pp. 27-63)
- Games and activities in Chapter 3.1 (pp. 195-206)
- Video clips of interviews with teachers on their favourite sports
- Video clips of interviews with PE teachers on the sports facilities in school
- Video clips of the tryout lessons (for teachers' reference)

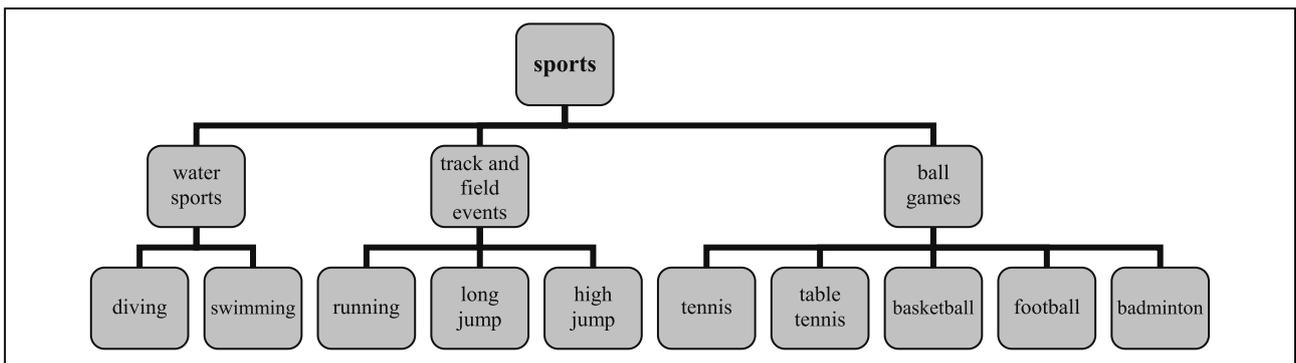
**Procedures**

**Task 1: A Survey on Favourite Sports**

Part A: Knowing different sports

1. Introduce names of sports to pupils with a PowerPoint presentation (LT 1.1) and a reading passage on Olympic Games (LT 1.2) and elicit from them their knowledge about different kinds of sports.
2. Invite pupils to categorise the sports into different groups and give reasons for the categorisation. Help pupils create paradigmatic associations by introducing the superordinates of different sports (e.g. water sports, track and field events, ball games) and guiding them to organise the vocabulary in a tree diagram.

**A Tree Diagram of Different Kinds of Sports**



3. Develop pupils' knowledge of word formation by highlighting that some of the words are formed by compounding.

e.g.

<b>Noun</b>		<b>Noun</b>		<b>Compound Word</b>
foot	+	ball	=	football
basket		ball		basketball

4. Introduce the sentence structure ‘\_\_\_\_\_ is a kind of ball game / water sport / track and field event.’ Invite pupils to act out some sports and let others guess the answers. Through this miming game, pupils practise the newly learnt sentence structure and vocabulary items.
5. Help pupils familiarise with the vocabulary learnt by preparing some Word Wizard cards with answers for them to work on during recess and lunch time. (For details about the activity, please refer to pp. 195-197.)
6. Provide pupils with some websites\*<sup>1</sup> about sports and encourage them to search for more information about different sports.

#### Part B: Knowing teachers’ favourite sports

1. Introduce the context – a rich man would donate some money to the school for building a new sports facility and pupils need to write to the Principal to make suggestions about the sports facility to be built.
2. Have pupils listen to interviews with some teachers (LT 1.3) on their favourite sports and complete the interview form (LT 1.4).
3. Introduce interview skills using the interview cue sheet (LT 1.5).
4. Focus pupils’ attention on the adjectives for describing sports activities (e.g. thrilling, exciting, interesting). Elicit more adjectives by guiding pupils to think of reasons why they like or do not like the different sports activities (e.g. relaxing, tiring, boring).
5. Draw pupils’ attention to the derived forms of the adjectives, i.e. the *-ing* adjectives and the *-ed* adjectives. Highlight the difference in the use of the derived forms: the *-ing* adjectives for describing the sports activities and the *-ed* adjectives for describing the feelings.

\*1 Websites related to sports:

<http://en.beijing2008.cn/>

<http://www.london2012.com/>

<http://en.wikipedia.org/wiki/Sport>

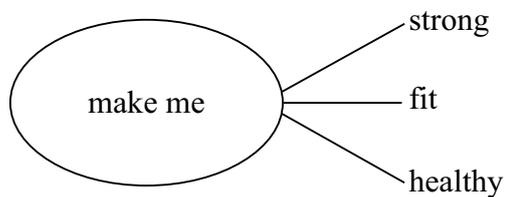
6. Have pupils complete the activity sheet (LT 1.6) to consolidate the learning of the derived forms.

e.g.

<i>-ing</i> adjectives (for describing the sports activities)	<i>-ed</i> adjectives (for describing the feelings)
thrilling	thrilled
exciting	excited
interesting	interested

7. Introduce some phrases to describe the sports activities. Draw pupils' attention to the word combinations, i.e. make me + adjective.

e.g.



8. Play a 'Broken Sentences' game with pupils to revise the vocabulary learnt. (For details about the game, please refer to pp. 198-202.)

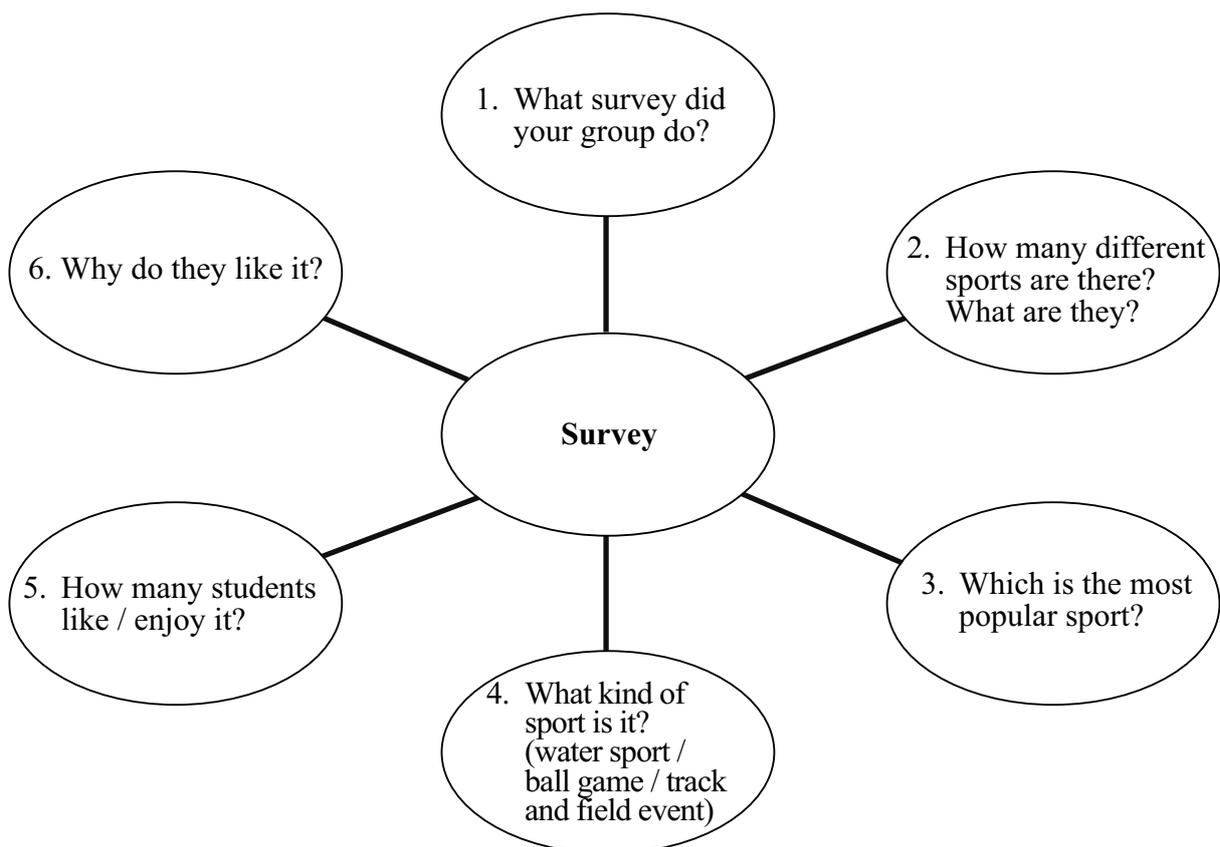
9. Show pupils a bar chart of the results of the teachers' survey (LT 1.7) and guide them to guess why the teachers like playing the sports. Encourage pupils to practise using the newly learnt adjectives and phrases.

#### Part C: Conducting a survey on favourite sports

1. Tell pupils they are going to work in groups of six to interview their classmates about their favourite sports.
2. Before the interview, guide pupils to think about why they like playing their own favourite sport and where they play it. Have them complete the activity sheet (LT 1.8 Part A).
3. Remind pupils that different synonyms of verbs can be used when talking about their favourite sports (e.g. enjoy, like, love, prefer). Highlight the use of gerund after these words to describe preferences as in 'I enjoy swimming.'

4. Ask pupils to interview their group members and record the information in the table (LT 1.8 Part B). Remind them that they could refer to the sample dialogue on the activity sheet or the language wall in the classroom while conducting the interview. After the interview, ask pupils to write a brief summary of the survey findings (LT 1.8 Part C).
5. Guide pupils to construct a bar chart (LT 1.9 Part A) with the data from the interview and answer the questions (LT 1.9 Part B).
6. Brainstorm with pupils what to write in the summary using a mind map and help them organise the structure of the summary with guiding questions. Have pupils complete the summary (LT 1.9 Part C).

### Mind map



**Task 2: A Review of Sports Facilities in the School**

## Part A: Reviewing different sports facilities in the school

1. Invite pupils to sing the song ‘Sports Facilities’ (LT 1.10 Part A) together. Help them associate the sports activities with the place where the activities are held with the help of a syntagmatic table. For practice, ask pupils to make sentences using the learnt vocabulary.

**Syntagmatic Table**

Who	What	Where
We	play tennis	on a tennis court.
He/She	plays football	on a football field.

2. Review the sports facilities in the school with pupils by showing them some photos. Draw their attention to the location and the availability of the facilities. Tell them that they could also do some investigations during recess and note down what they have observed (LT 1.10 Part B).
3. Ask pupils to summarise the existing sports facilities (LT 1.10 Part C) and write their own suggestions (LT 1.10 Part D).

## Part B: Knowing PE teachers’ ideas on sports facilities

1. Have pupils listen to the interviews of two PE teachers (LT 1.11) who talk about the different sports facilities in the school.
2. Draw pupils’ attention to the sentence structure ‘I suggest building a \_\_\_\_\_.’ and highlight the use of gerund after ‘suggest’.
3. Remind pupils that they could also take into consideration the opinions of the PE teachers when making suggestions to the Principal.

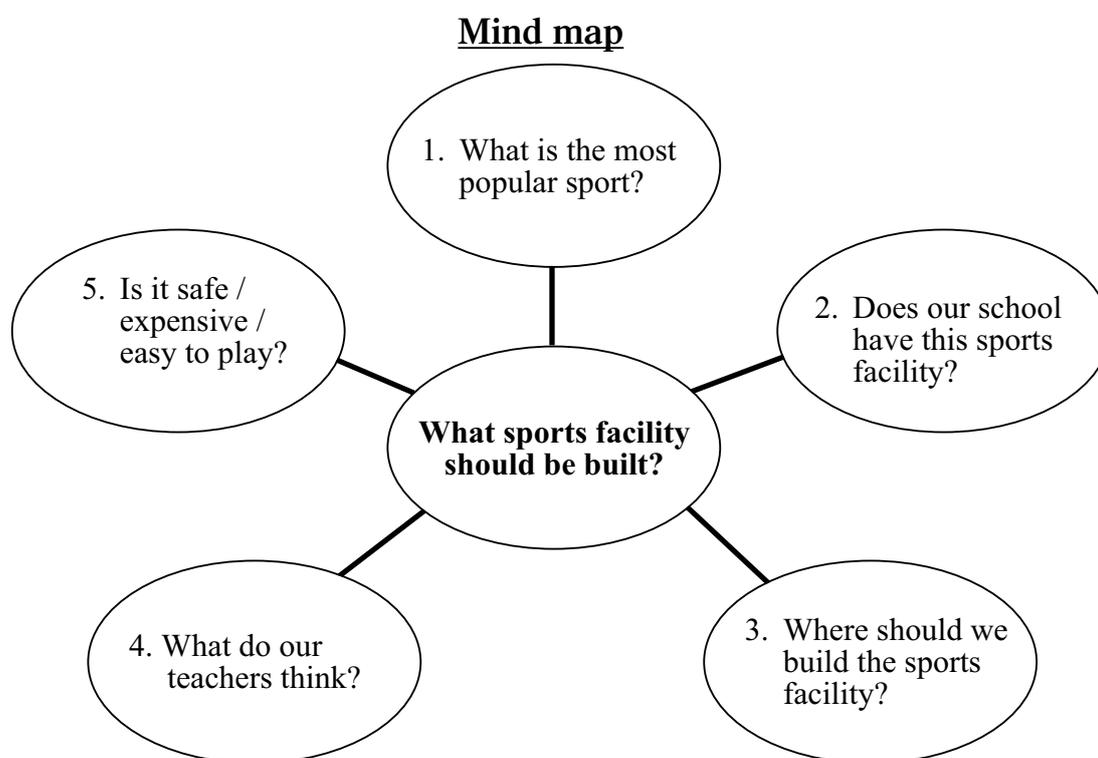
Part C: Choosing one sports facility for the school

1. Revise the adjectives for describing the sports activities by asking pupils to do a role play of 'Good Angels vs. Bad Angels'. (For details about the activity, please refer to pp. 203-206.) Before doing the role play, revise the language for interaction with pupils.

e.g.

I like your ideas.
I agree with you.
You're right.
I don't think so.
Yes, but ...
It's not a good idea to ...

2. Ask pupils to work in groups to discuss what sports facility they would choose and suggest to the Principal (LT 1.12).
3. Before the group discussion, remind pupils to make their decision according to the interests of the classmates and the needs of the school. With the help of a mind map, brainstorm different aspects pupils have to consider.



4. Invite a representative from each group to share their ideas with the whole class.

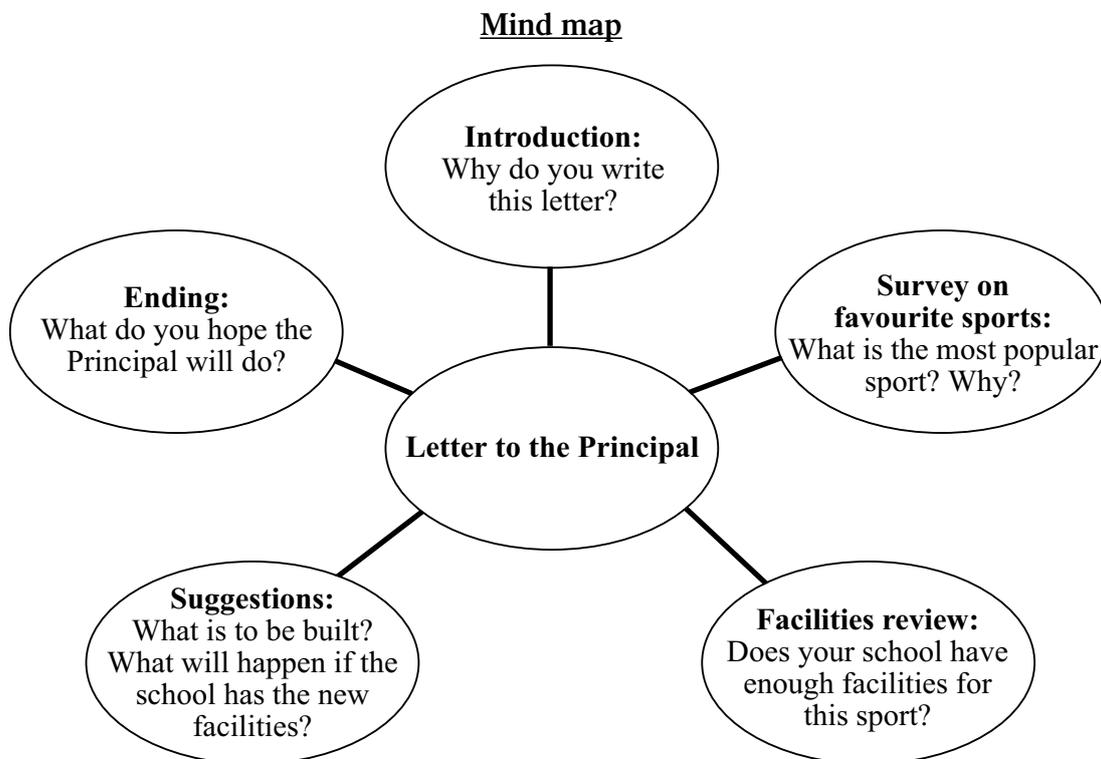
**Task 3: A Letter to the Principal**

1. Go over a parent’s letter (LT 1.13) to the Principal. Focus on the purpose, content and language use. Highlight the format of a letter and remind pupils of the use of the structure ‘I suggest \_\_\_\_\_ing ...’ for making suggestions.

2. Guide pupils to understand the overall structure of the letter:

Opening paragraph	- the aim of writing the letter
Main body	- favourite sports of the classmates - sports facilities available in the school - suggestions on the new sports facility to be built
Concluding paragraph	- asking the Principal to consider the suggestion

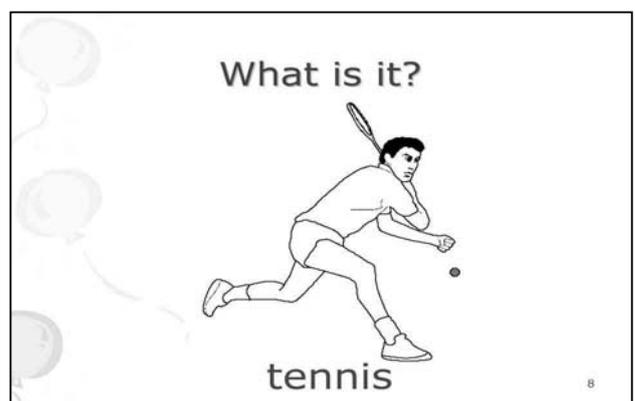
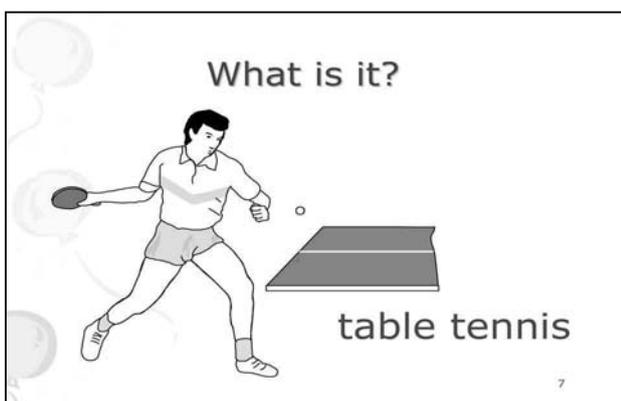
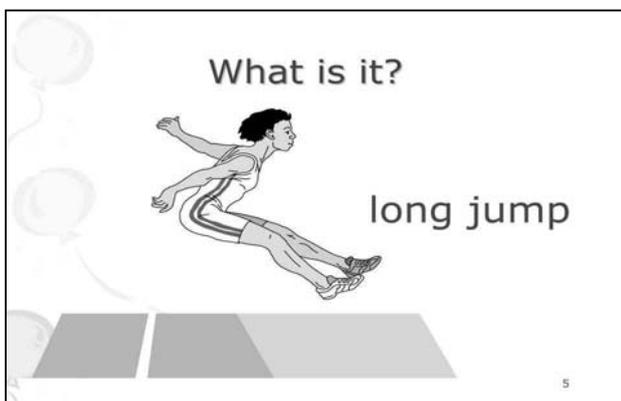
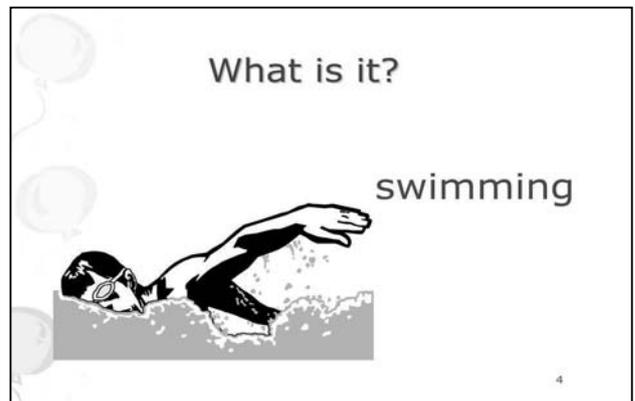
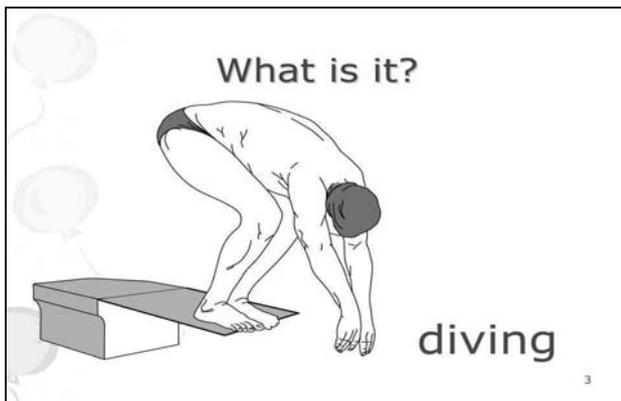
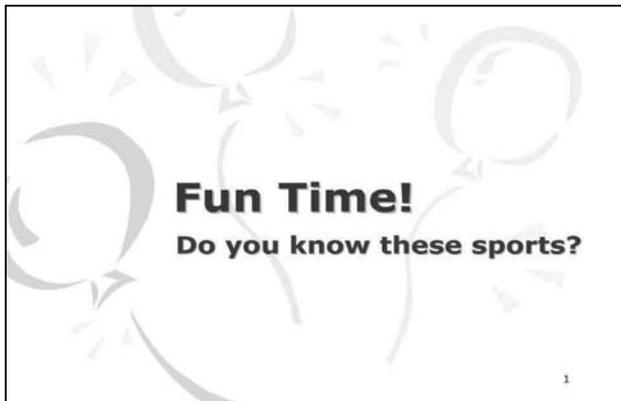
3. Tell pupils that they are going to write a letter to the Principal to make suggestions (LT 1.14). Brainstorm the content of the letter and help pupils organise the ideas with the help of a mind map. Guide them to refer to the information they have got in Task 1 and Task 2.



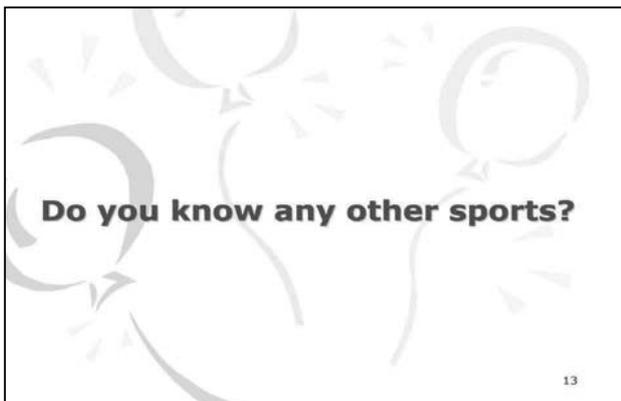
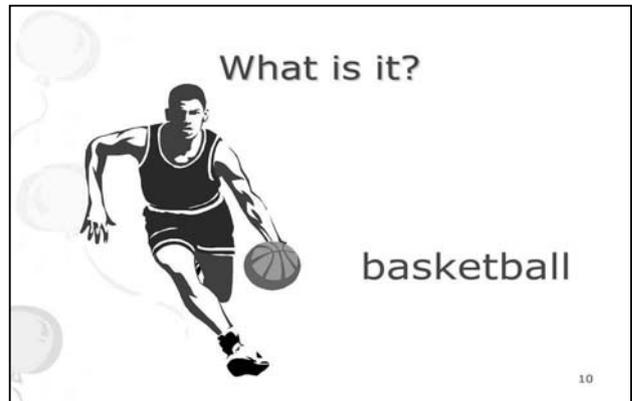
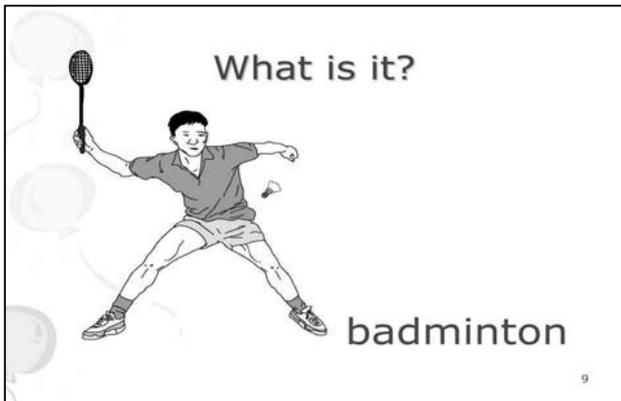
4. Share-write the beginning of each paragraph with pupils. Have them finish the rest of the letter on their own. Give support and feedback if necessary.

PowerPoint slides about sports

*LT 1.1*



*LT 1.1*



LT 1.2

### Olympic Games

Do you know any sports in the Olympic Games? Let's read the following paragraphs.

The Olympic Games are held once every four years. There are different kinds of games such as track and field events, ball games and water sports.



**Running** is a kind of **track event**. Runners need to run very fast on the track. It is very exciting when you see runners dash to the finish line.



**Table tennis** is a kind of **ball game**. Many children like playing table tennis because it is exciting. We need at least two players to play this game. Sometimes, there are four players when they team up.



**Football** is a thrilling **ball game** too. People feel excited and shout when they watch a football match. There are usually eleven players in each team.



**Diving** is a kind of **water sport**. Divers need to do different actions while jumping into the swimming pool. You cannot do this sport if you are afraid of water.

*LT 1.2*

Now answer the following questions.

1. What are the three main kinds of sports in the Olympic Games?

---

2. Which sport needs two people to play together?

---

3. Which two games are in the same group? What is the group?

---

4. Which sport takes place in a swimming pool?

---

5. What does 'thrilling' mean?

---

LT 1.2

*(Answer Keys)*

Now answer the following questions.

1. What are the three main kinds of sports in the Olympic Games?

*The three main kinds of sports in the Olympic Games are track and field events, ball games and water sports.*

---

2. Which sport needs two people to play together?

*We need two people to play table tennis.*

---

3. Which two games are in the same group? What is the group?

*Table tennis and football are in the same group. They belong to the group of ball games.*

---

4. Which sport takes place in a swimming pool?

*Diving takes place in a swimming pool.*

---

5. What does 'thrilling' mean?

*'Thrilling' means exciting.*

---

LT 1.3

**Scripts for the Teachers' Interviews****Interview (1) : Miss Leung**

Student A: Good morning, Miss Leung. I'm \_\_\_\_\_ from Class \_\_\_\_\_. I'm doing a survey about favourite sports. May I ask you some questions about your favourite sport?

Miss Leung: Sure.

Student A: Thanks! What sport do you enjoy?

Miss Leung: I enjoy swimming.

Student A: How do you spell 'swimming'?

Miss Leung: S-W-I-M-M-I-N-G.

Student A: Oh, I see. Why do you like swimming?

Miss Leung: Well ... I like swimming because it's very healthy. I want to be fit and strong.

Student A: Alright. Where do you usually swim?

Miss Leung: I usually swim in the swimming pool.

Student A: I see. That's the end of the interview. Thank you!  
Goodbye!

Miss Leung: You're welcome. Goodbye!

*LT 1.3***Interview (2) : Mr Jim**

Student B: Good morning, Mr Jim. I'm \_\_\_\_\_ from Class \_\_\_\_\_.  
I'm doing a survey about favourite sports. May I ask you  
some questions about your favourite sport?

Mr Jim: Okay.

Student B: Thanks! What sport do you like?

Mr Jim: I like playing football.

Student B: Why do you like playing football?

Mr Jim: Well... I like it because it's very exciting. I'm thrilled  
when I play the game.

Student B: Alright. Where do you usually play football?

Mr Jim: I play football in the park.

Student B: I see. That's the end of the interview. Thank you!  
Goodbye!

Mr Jim: You're welcome. Goodbye!

*LT 1.3*

**Interview (3) : Miss Cheung**

Student C: Good morning, Miss Cheung. I'm \_\_\_\_\_ from Class \_\_\_\_\_. I'm doing a survey about favourite sports. May I ask you some questions about your favourite sport?

Miss Cheung: Certainly.

Student C: Thanks! What sport do you like?

Miss Cheung: I like playing table tennis.

Student C: Why do you like playing table tennis?

Miss Cheung: I think it's very exciting.

Student C: Alright. Where do you play table tennis?

Miss Cheung: I play table tennis in my club house. There is a table tennis room.

Student C: I see. That's the end of the interview. Thank you!  
Goodbye!

Miss Cheung: You're welcome. Goodbye!

*LT 1.4*

Listen to the interviews on favourite sports. Fill in the answers and tick the correct boxes.

Teacher 1: Miss Leung

Favourite sport: \_\_\_\_\_

Reason(s):  interesting  exciting  healthy

Where to play:  beach  club house  swimming pool

Teacher 2: Mr Jim

Favourite sport: \_\_\_\_\_

Reason(s):  fun  exciting  healthy

Where to play:  school playground  park  countryside

Teacher 3: Miss Cheung

Favourite sport: \_\_\_\_\_

Reason(s):  interesting  exciting  healthy

Where to play:  school playground  park  club house

**LT 1.4***(Answer Keys)*

Listen to the interviews on favourite sports. Fill in the answers and tick the correct boxes.

Teacher 1: Miss Leung

Favourite sport: swimming

Reason(s):  interesting  exciting  healthy

Where to play:  beach  club house  swimming pool

Teacher 2: Mr Jim

Favourite sport: football

Reason(s):  fun  exciting  healthy

Where to play:  school playground  park  countryside

Teacher 3: Miss Cheung

Favourite sport: table tennis

Reason(s):  interesting  exciting  healthy

Where to play:  school playground  park  club house

LT 1.5

**Interview Cue Sheet****1. Greet the person when you start the interview.**

Good morning / afternoon, Mr / Miss \_\_\_\_\_.

**2. Tell the person what the interview is about.**

I'm doing a survey about \_\_\_\_\_. Can I ask you some questions?

**3. Show that you are listening.**

I see.

Okay.

**4. Ask the person to repeat if you can't hear clearly.**

Pardon?

**5. Ask the person for spelling if you don't know the word.**

How do you spell ...?

**6. Say 'Thank you' at the end of the interview.**

Thank you very much. Goodbye.

*LT 1.6*

Complete the following sentences with the suitable adjectives. Remember to use the *-ing* adjectives for describing the sports activities and the *-ed* adjectives for describing feelings.

thrilling	exciting	frightening	interesting	relaxing	tiring	boring
thrilled	excited	frightened	interested	relaxed	tired	bored

- I am \_\_\_\_\_ as I have won the first prize in the 100-metre race.
- I like joining the swimming competition because it is very \_\_\_\_\_. Every swimmer swims very fast and all the schoolmates cheer for us! They make me feel \_\_\_\_\_.
- I think basketball is an \_\_\_\_\_ ball game because you can play in a team. But you need a good rest after the game as it is very \_\_\_\_\_ to run around the court.
- I don't like watching tennis matches because it is difficult to understand the rules. It makes me feel \_\_\_\_\_.

*LT 1.6*

5. I don't enjoy high jump because it is \_\_\_\_\_ to practise it alone.  
I prefer group games.
  
6. I think hiking is a \_\_\_\_\_ activity. I feel \_\_\_\_\_ when I can  
see the green trees and hear the birds sing in the countryside.
  
7. I am not \_\_\_\_\_ in diving because I am afraid of heights. I  
am \_\_\_\_\_ when I look down from high above.

*LT 1.6**(Answer Keys)*

**Complete the following sentences with the suitable adjectives. Remember to use the *-ing* adjectives for describing the sports activities and the *-ed* adjectives for describing feelings.**

thrilling	exciting	frightening	interesting	relaxing	tiring	boring
thrilled	excited	frightened	interested	relaxed	tired	bored

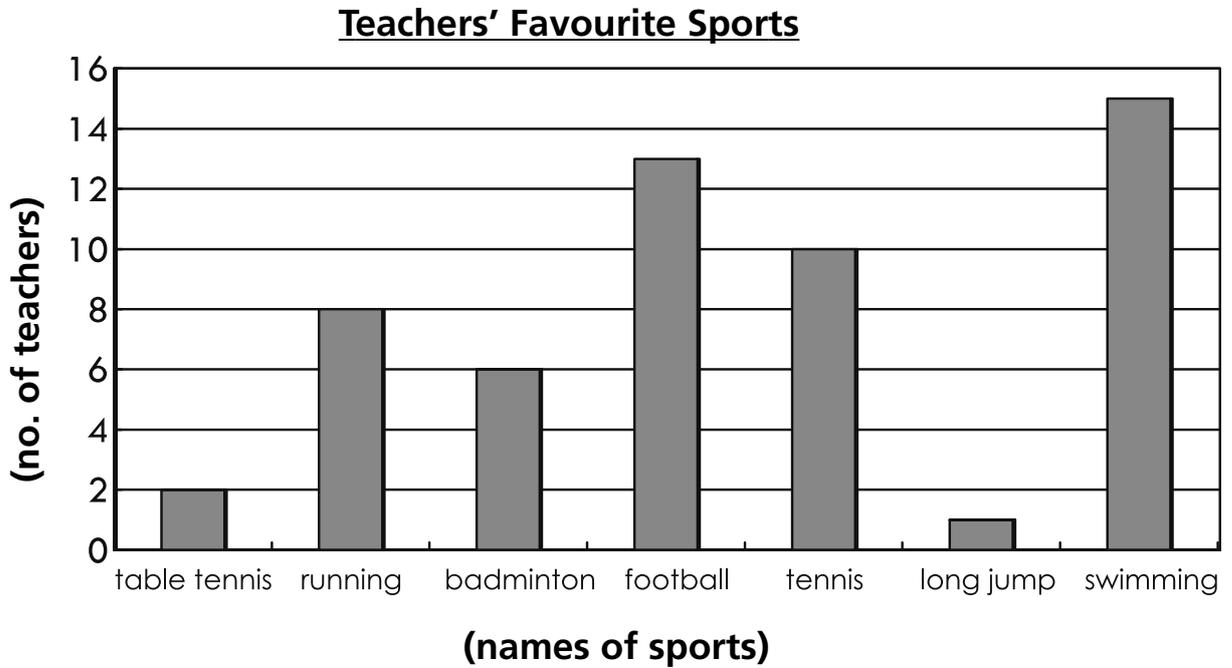
1. I am thrilled as I have won the first prize in the 100-metre race.
2. I like joining the swimming competition because it is very exciting. Every swimmer swims very fast and all the schoolmates cheer for us! They make me feel excited.
3. I think basketball is an interesting ball game because you can play in a team. But you need a good rest after the game as it is very tiring to run around the court.
4. I don't like watching tennis matches because it is difficult to understand the rules. It makes me feel bored.

*LT 1.6**(Answer Keys)*

5. I don't enjoy high jump because it is boring to practise it alone. I prefer group games.
  
6. I think hiking is a relaxing activity. I feel relaxed when I can see the green trees and hear the birds sing in the countryside.
  
7. I am not interested in diving because I am afraid of heights. I am frightened when I look down from high above.

*LT 1.7*

A. Look at the chart below and answer the following questions.



1. How many sports are there?  
\_\_\_\_\_
2. Are they the same kind of sports? Put them into different groups.  
Add one more sport to each group.

water sports		

3. Which is the most popular sport?  
\_\_\_\_\_

4. How many teachers enjoy doing it?  
\_\_\_\_\_

LT 1.7

- B. Think of the reasons why the teachers like these sports? Read the chart again and fill in the table.

	How many teachers?	What?	Why?
1	e.g. Two teachers	e.g. table tennis	e.g. exciting, make them strong
2	teachers		
3	teachers		
4	teachers		
5	teachers		
6	teacher		
7	teachers		

Now, write about your favourite sport.

8	I		
---	---	--	--

*LT 1.7*

**C. Make sentences with the information in the table.**

1. Two teachers like playing table tennis because it is exciting and it makes them strong.

2.

3.

4.

5.

6.

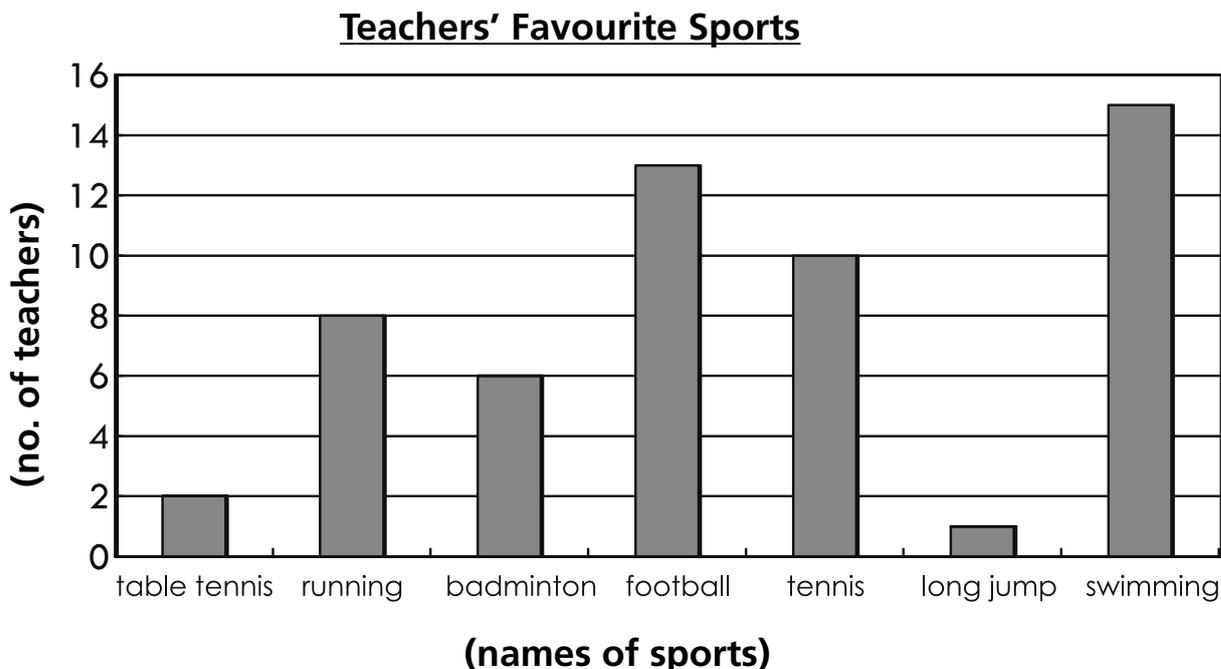
7.

8.

LT 1.7

(Answer Keys)

A. Look at the chart below and answer the following questions.



1. How many sports are there?

*Seven*

2. Are they the same kind of sports? Put them into different groups. Add one more sport to each group.

<i>water sports</i>	<i>ball games</i>	<i>track and field events</i>
<i>swimming</i> <i>diving*</i>	<i>table tennis</i> <i>badminton</i> <i>football</i> <i>tennis</i> <i>basketball*</i>	<i>running</i> <i>long jump</i> <i>high jump*</i>

\* Accept other possible answers.

3. Which is the most popular sport?

*Swimming*

4. How many teachers enjoy doing it?

*Fifteen*

*LT 1.7*

*(Answer Keys)*

**B. Think of the reasons why the teachers like these sports? Read the chart again and fill in the table. Accept any reasonable answers.**

	How many teachers?	What?	Why?
1	e.g. Two teachers	e.g. table tennis	e.g. exciting, make them strong
2	<i>Eight teachers</i>	<i>running</i>	
3	<i>Six teachers</i>	<i>badminton</i>	
4	<i>Thirteen teachers</i>	<i>football</i>	
5	<i>Ten teachers</i>	<i>tennis</i>	
6	<i>One teacher</i>	<i>long jump</i>	
7	<i>Fifteen teachers</i>	<i>swimming</i>	

**Now, write about your favourite sport.**

8			
---	--	--	--

**C. Make sentences with the information in the table.**

Accept any reasonable answers.

1. Two teachers like playing table tennis because it is exciting and it makes them strong.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

LT 1.8

**A. My favourite sport**

Think of your favourite sport and answer the following questions.

play football

play basketball

play tennis

play badminton

play table tennis

swim

healthy

interesting

exciting

thrilling

relaxing

safe

easy

in the park

in the swimming pool

in the school playground

1. What sport do you enjoy?

I like \_\_\_\_\_

2. Why do you like it?

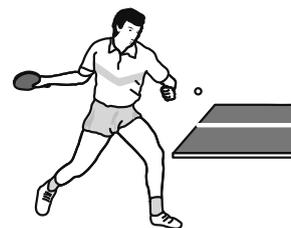
I like \_\_\_\_\_ because it is \_\_\_\_\_

3. Where do you usually play it?

I play it \_\_\_\_\_

4. Can you play it in school? Why or why not?

\_\_\_\_\_



LT 1.8

**B. My classmates' favourite sports**

Interview your classmates. Ask the following questions and fill in the table below.

A: Good morning, \_\_\_\_\_. I'm doing a survey on favourite sports. May I ask you some questions?

B: Sure / Certainly.

A: **What sport do you enjoy?**

B: I enjoy \_\_\_\_\_.

A: I see. **Why do you like this sport?**

B: I like it because it is \_\_\_\_\_.

A: Okay. **Where do you swim / play basketball / play football?**

B: I swim / play basketball / play football \_\_\_\_\_.

A: I see. It's the end of our interview. Thank you very much.

B: You're welcome.

**Survey: Favourite Sports of Group \_\_\_\_\_**

	<b>What?</b>	<b>Why?</b>	<b>Where?</b>	<b>In school or not?</b>
e.g. Mary	e.g. playing football	e.g. healthy	e.g. in the school playground	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
_____ (your name)				<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>group member:</b> _____				<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>group member:</b> _____				<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>group member:</b> _____				<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>group member:</b> _____				<input type="checkbox"/> Yes <input type="checkbox"/> No

*LT 1.8*

**C. Write about the favourite sports of your group members.**

I did a survey about \_\_\_\_\_. I interviewed \_\_\_\_\_ classmates.

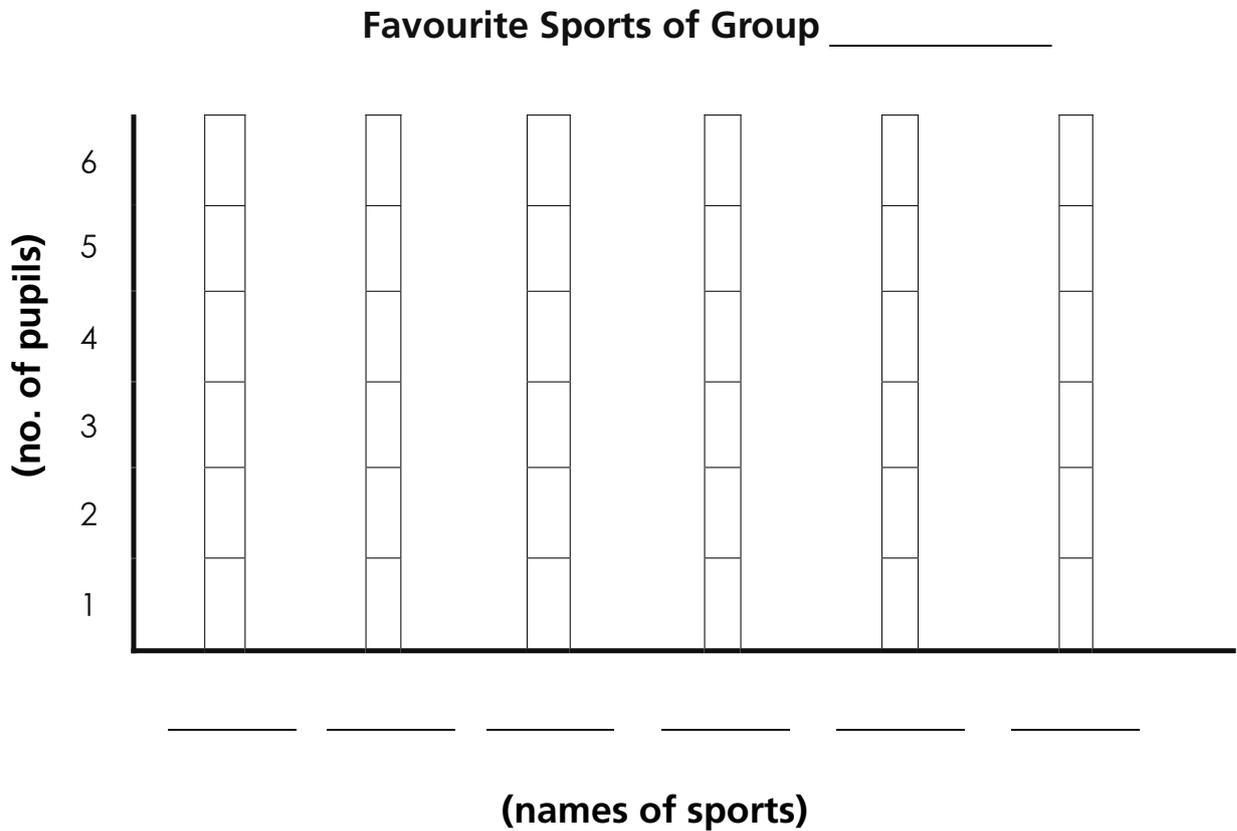
Their favourite sports are \_\_\_\_\_.

We can play \_\_\_\_\_ in school but we

cannot play \_\_\_\_\_ in school.

*LT 1.9*

**A. Complete the bar chart on the favourite sports of your group with the data you got from the interview.**



**B. Answer the following questions about the chart.**

- |   |          |
|---|----------|
| 1. What is the survey about?              | 1. _____ |
| 2. How many classmates did you interview? | 2. _____ |
| 3. How many sports are there?             | 3. _____ |
| 4. Which is the most popular sport?       | 4. _____ |



A. Sing the song together.

# Sports Facilities

(Melody: 'This is the Way')

This is the place we play tennis

**tennis court, tennis court**

This is the place we play tennis

We play tennis on the **tennis court**

This is the place we play basketball

**basketball court, basketball court**

This is the place we play basketball

We play basketball on the **basketball court**

This is the place we play football

**football field, football field**

This is the place we play football

We play football on the **football field**

LT 1.10

- B. Think about your school. What sports facilities can you find on each floor? Fill in the table with the correct names of sports facilities.

Floor	Sports Facilities	No. of Facilities
7/F		
6/F		
5/F		
4/F		
3/F		
2/F		
1/F		
G/F		

- C. What sports facilities does your school have and not have?  
Write about them.

In my school, there are \_\_\_\_\_

\_\_\_\_\_

but there are no \_\_\_\_\_

\_\_\_\_\_

- D. What other sports facilities would you like to have in your school?  
Why?

I would like to have \_\_\_\_\_

\_\_\_\_\_

*LT 1.11***Scripts for PE Teachers' Interviews****Interview (1) : Miss So**

Student: Good morning, Miss So. I am \_\_\_\_\_ from Class \_\_\_\_\_. I would like to know what you think about the sports facilities in our school. May I ask you some questions?

Miss So: Sure.

Student: Thanks! What levels do you teach?

Miss So: I teach PE lessons in P.2.

Student: I see. What are the most popular sports of your students?

Miss So: Well ... two popular sports are basketball and table tennis. Students enjoy swimming too.

Student: Do you think there are enough facilities for these sports in our school?

Miss So: Um ... There are 4 basketball courts. Students can play basketball at school. There are also some table tennis tables but students can't swim in school because there are no swimming pools. They need to take swimming lessons outside school.

Student: I see. So, what sports facility would you suggest building in our school?

Miss So: Well ... I suggest building a swimming pool. Swimming is a healthy and interesting sport. Many students enjoy it. I think we can build it next to the school playground. So students can have swimming lessons there.

Student: Okay. That's the end of the interview. Thank you, Miss So! Goodbye.

Miss So: You're welcome. Goodbye.

*LT 1.11***Interview (2) : Mr Choi**

Student: Good morning, Mr Choi. I am \_\_\_\_\_ from Class \_\_\_\_\_. I would like to know what you think about the sports facilities in our school. May I ask you some questions?

Mr Choi: Okay.

Student: Thanks! What levels do you teach?

Mr Choi: I teach PE lessons in P.3 to P.6.

Student: I see. What sports do your students like?

Mr Choi: Well ... they like playing tennis and football.

Student: But there are no football fields or tennis courts in our school. Would you suggest building them?

Mr Choi: Well ... Both tennis and football are healthy sports, but there is not enough space in school. With a tennis court, only a few students can play at the same time. Football is a team game and most students can take part in it, and there is also a football team in our school. So I suggest building a football field.

Student: I see. That's the end of the interview. Thank you for your time, Mr Choi! Goodbye.

Mr Choi: You're welcome. Goodbye.



LT 1.13

**Reading – A Letter to the Principal**

A parent wrote a letter to the Principal to make some suggestions on the sports facilities in the school. Read the letter.

Dear Mr Cheung,

I would like to make some suggestions on the school facilities. I think we should build a swimming pool in our school.

Swimming is a popular sport. It is healthy and interesting. Many parents take their children to the swimming classes. My daughter and son also enjoy swimming very much. I take them to the public swimming pool once a week.

In our school, there are four basketball courts and two badminton courts but there are no swimming pools, so I suggest building a swimming pool in the school. I also suggest having swimming lessons in the PE lessons. I think the students will be happy and healthy if they can swim at school.

I hope you will consider my suggestions. Thank you.

Best regards,

Lily Ma

(Parent of a P.3 student)

*LT 1.13*

Answer the following questions.

1. Who wrote the letter?

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2. What sports facility did the parent suggest building? What are the two reasons?

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---

3. How many basketball courts are there?

---

4. Are there any swimming lessons at school now? Why?

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5. What kinds of ball games can students play at school? Why?

---

---

*LT 1.13**(Answer Keys)*

Answer the following questions.

1. Who wrote the letter?

*Lily Ma wrote the letter.*

---

2. What sports facility did the parent suggest building? What are the two reasons?

*The parent suggested building a swimming pool because swimming is a popular /  
healthy / interesting sport and there are no swimming pools in the school.*

---

3. How many basketball courts are there?

*There are four basketball courts.*

---

4. Are there any swimming lessons at school now? Why?

*There are no swimming lessons at school now because there are no swimming pools  
in the school.*

---

5. What kinds of ball games can students play at school? Why?

*Students can play basketball and badminton at school because there are basketball  
courts and badminton courts.*

---

*LT 1.14*

**Writing – My letter to the Principal (I)**

Write a letter to the Principal to make some suggestions on a new sports facility in our school.

Dear \_\_\_\_\_,

I would like to make some suggestions on the sports facilities in our school. I think we can build a \_\_\_\_\_

\_\_\_\_\_.

My group did a survey on \_\_\_\_\_

\_\_\_\_\_. There are \_\_\_\_\_

favourite sports. They are \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_ is the most popular sport. It is a kind of \_\_\_\_\_.

My classmates \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

In our school, there are \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**Introduction:**  
 What sports facility do you think your school needs?

**Reason 1:**  
 What survey did your group do?  
 How many favourite sports are there?  
 What are they?  
 What is the most popular sport in your group?  
 What kind of sport is it?  
 Why do they like it?

**Reason 2:**  
 What sports facilities does your school have?  
 What sports facilities does your school NOT have?  
 What can't students do?

*LT 1.14*

I, therefore, suggest \_\_\_\_\_  
\_\_\_\_\_. We can build it \_\_\_\_\_  
\_\_\_\_\_. Then students can \_\_\_\_\_  
\_\_\_\_\_ in the school. They will be \_\_\_\_\_.

I hope \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

Suggestions:  
What sports facility do you suggest building?  
Where can we build it?  
What can students do if we build it?  
How will they feel?

Ending:  
What do you hope the Principal will do?

*LT 1.14*

**Writing – My letter to the Principal (II)**

Write a letter to the Principal to make some suggestions on a new sports facility in our school.

Opening phrase	_____
Introduction	_____ _____ _____ _____ _____
Body: Reason 1	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

*LT 1.14*

Body: Reason 2

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Body: Suggestions

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Ending

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Closing phrase & name

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**(2) Module: Fun and Games**  
**Unit: We Can Make Things****Introduction**

To celebrate the 40<sup>th</sup> anniversary of the school, pupils are invited to participate in the programme *You Can Make It!* on the school Campus TV. They have to design some presents and teach other schoolmates how to make them.

**Task 1 A Gift for the School**

After learning how to make different gifts, each pupil thinks of a gift to celebrate the school anniversary and writes a set of instructions for making the gift. Then, they get into groups and teach other group members how to make it. Each group votes for the best gift to present to the class.

**Task 2 *You Can Make It!***

Pupils work in groups to revise the instructions for making the gifts chosen. After obtaining the stationery and materials required, they prepare the scripts for their presentation. Then they teach their classmates and schoolmates how to make the gifts on the programme *You Can Make It!* on the school Campus TV.

**(2) Module: Fun and Games***Unit: We Can Make Things*

Module: Fun and Games

Unit: We Can Make Things

Suggested Level: Key Stage 1

	Task 1	Task 2
<b>Learning Targets*</b>		
Interpersonal Strand (IS)	• ISd	
	• ISe	
Knowledge Strand (KS)	• KSa and KSc	
	• KSb and KSd	
<b>Learning Objectives</b>		
Vocabulary	<p><b><u>Vocabulary Items</u></b></p> <p><i>Names of shapes:</i></p> <p>oval, heart, triangle, rectangle</p> <p><i>Adjectives to describe shapes:</i></p> <p>oval, heart-shaped, triangular, rectangular</p> <p><i>Names of stationery items:</i></p> <p>scissors, sticky tape, glue, crayon, coloured pencil, stapler, cutter, pin, paint, paintbrush</p> <p><i>Names of materials:</i></p> <p>glitter, ribbon, cardboard, string, button, marble, bead, bean, shell, sock, needle, thread, bottle, can, shoe box, coloured paper, wrapping paper, magazine, newspaper</p> <p><i>Action verbs:</i></p> <p>cut, draw, fold, glue, decorate, tape, fill, tie, remove, wrap, stitch, paint</p> <p><i>Others:</i></p> <p>lastly</p>	

\*Please refer to Appendix 2 for the description of the learning targets.



	Task 1	Task 2
Language Items and Communicative Functions	<ul style="list-style-type: none"> <li>Use the simple present tense to express needs e.g. I <u>need</u> some glitter to make a card.</li> </ul>	
		<ul style="list-style-type: none"> <li>Use formulaic expressions to greet people and introduce oneself and others e.g. Good morning. We are Group _____ from Class 3 _____. I'm _____. Here are my groupmates, _____, _____, _____ and _____.</li> </ul>
<b>Language Skills</b>		
Listening	<ul style="list-style-type: none"> <li>Listen for explicit meaning               <ul style="list-style-type: none"> <li>➤ identify key words in simple spoken texts</li> <li>➤ identify the main ideas in simple spoken texts</li> </ul> </li> </ul>	
Speaking	<ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently               <ul style="list-style-type: none"> <li>➤ pronounce correctly words in connected speech by linking words together using appropriate stress</li> <li>➤ use simple phrases and sentences to communicate with others with the help of cues</li> </ul> </li> <li>Participate effectively in an oral interaction               <ul style="list-style-type: none"> <li>➤ open an interaction by introducing oneself and others briefly</li> <li>➤ maintain an interaction by using single words and formulaic expressions to agree and disagree, ask questions and reply</li> <li>➤ close an interaction by using simple formulaic expressions</li> </ul> </li> </ul>	

	Task 1	Task 2
Reading	<ul style="list-style-type: none"> <li>• Construct meaning from texts                             <ul style="list-style-type: none"> <li>➤ work out the meaning of unknown words by recognising the base word within other words</li> <li>➤ recognise the format and language features of a text</li> </ul> </li> <li>• Locate information and ideas                             <ul style="list-style-type: none"> <li>➤ scan a text to locate specific information by using strategies such as looking at the headings</li> </ul> </li> </ul>	
Writing	<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently                             <ul style="list-style-type: none"> <li>➤ provide personal ideas and information based on a model or framework provided</li> <li>➤ use concepts of order, e.g. first, next, then</li> <li>➤ use appropriate formats and conventions of short written texts, e.g. instructions</li> <li>➤ use a small range of language patterns such as different verb forms and structural patterns</li> <li>➤ use available resources such as word banks</li> </ul> </li> </ul>	
		<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently                             <ul style="list-style-type: none"> <li>➤ make changes to incorrect spelling, punctuation and grammar, and add details if necessary</li> <li>➤ draft, revise and edit short written texts with teacher support</li> </ul> </li> </ul>

**Materials**

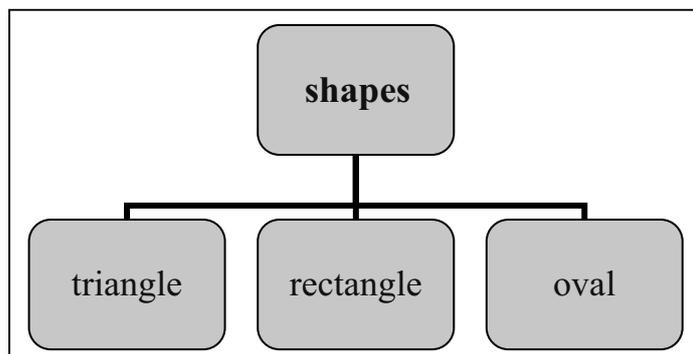
- LT 2.1 - LT 2.12 (pp. 74-100)
- Video on *You Can Make It! – A Gift Box*
- Games and activities in Chapter 3.1 (pp. 207-215)
- Video clips of the tryout lessons (for teachers' reference)

**Procedures****Task 1: A Gift for the School**

Part A: Making a birthday card and a gift box

1. Show pupils several birthday cards and invite them to talk about the shapes on the cards.
2. Guide pupils to create paradigmatic associations by introducing the superordinate (i.e. shapes) and showing them how to organise the vocabulary in a tree diagram.

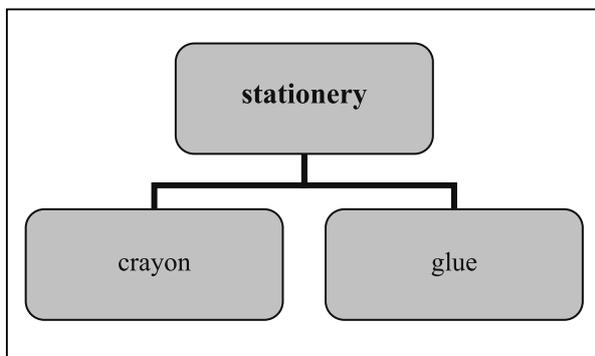
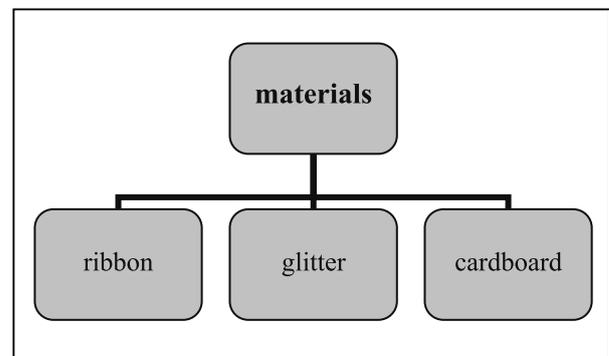
**A Tree Diagram of Shapes**



3. After reading a passage about a birthday card (LT 2.1), introduce the derived forms of the names of shapes. Highlight that some of the adjectives are formed by adding the suffix *-ar* (e.g. triangular, rectangular) to the nouns while some nouns and adjectives have the same forms (e.g. oval, square).

Nouns	→	Adjectives
triangle		triangular
rectangle		rectangular
oval		oval
square		square

4. Revise the names of shapes by asking pupils to solve some riddles (LT 2.2).
5. Engage pupils in an ‘Information Gap’ activity to practise the vocabulary of shapes. (For details about the activity, please refer to pp. 207-210.)
6. Have pupils read a set of instructions (LT 2.3) on how to make a birthday card. Draw pupils’ attention to the stationery and materials needed. Guide them to organise the words into these two categories using tree diagrams.

**A Tree Diagram of Stationery****A Tree Diagram of Materials**

7. Demonstrate how to make the birthday card and highlight the action verbs (e.g. fold, draw, colour, glue, decorate). Introduce the use of imperatives to give instructions.
8. Have pupils complete the activity sheet (LT 2.4) to identify the parts of speech (e.g. noun / verb) of the words. Draw pupils’ attention to the conversion patterns of words, i.e. the same word can be used as a noun or a verb (e.g. glue, colour).
9. Show pupils instructions for making other gifts and ask them to identify the action verbs, the stationery and materials needed (LT 2.5 Part A). Encourage pupils to think of other stationery and materials that could be used to make gifts (LT 2.5 Part B).

10. Draw pupils' attention to the word combinations, i.e. verb phrases followed by prepositional phrases.

e.g.

Verb Phrases	Prepositional Phrases	
wrap _____	with	magazine pages
		wrapping paper
decorate _____	with	glitter
		beads
glue _____	onto	the coloured paper
		the can
stick _____	onto	the cardboard
		the shoe box

11. Revisit and learn more names of stationery, materials and action verbs by watching a video *You Can Make It! – A Gift Box* on the Campus TV. While watching the show, have pupils complete the activity sheet (LT 2.6).
12. Introduce the sentence structure 'I need \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ to make \_\_\_\_\_.' Engage pupils in a 'Board Game' to practise the newly learnt sentence structure and vocabulary items in a fun way. (For details about the game, please refer to pp. 211-215.)

#### Part B: Preparing a gift for the school

- Go through the passage 'Cathy's Present for the School' (LT 2.7) and highlight the use of connectives to express sequence when giving instructions.
- Tell pupils that the Principal has asked them to make a present for the 40<sup>th</sup> School Anniversary. Invite them to prepare a gift for the school and write a set of instructions on how to make the gift.
- Introduce to pupils some useful websites\*<sup>1</sup> that are related to making crafts and encourage them to visit these websites to get more ideas for making gifts.

\*1 Websites for making crafts:

<http://www.dltk-kids.com/> *Fun children's crafts*

<http://crafts.kaboose.com/> *Great crafts ideas and projects for all ages*

<http://familyfun.go.com/arts-and-crafts/> *Arts and crafts ideas for the whole family*

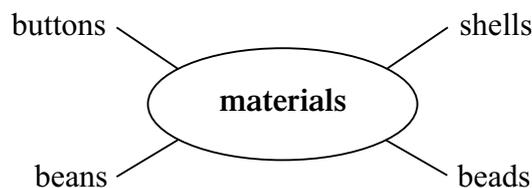
4. To give more practice on writing instructions, have pupils complete the activity sheet (LT 2.8 Part A) before they design their own gifts (LT 2.8 Part B).
5. Get pupils to work in groups of four to teach their groupmates how to make the gift. Before the presentation, share the success criteria with pupils and guide them how to use the peer assessment form (LT 2.9) for giving feedback to the presenter. Have the group members vote for the best gift.
6. Help pupils revise the learnt vocabulary by giving a dicto-comp (LT 2.10). Read aloud the introduction and the things needed for making a photo frame and have pupils dictate these words. Then, ask pupils to write the set of instructions with the help of the picture prompts provided.

**Task 2: You Can Make It!**

## Part A: Making a gift for the school

1. Ask the groups to write a set of revised instructions for making the gift they have voted for. Use spider webs to help pupils brainstorm different materials they can use to make the gift more attractive.

e.g.



2. Send a representative from each group to get the stationery and materials they need. Have pupils practise using the sentence structure 'I need \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ to make \_\_\_\_\_.'
3. Provide a framework for presentation (LT 2.11) and guide pupils to write the scripts for teaching the classmates how to make the gift.
4. Allow time for pupils to rehearse their presentations.

Part B: Performing on the Campus TV Programme *You Can Make It!*

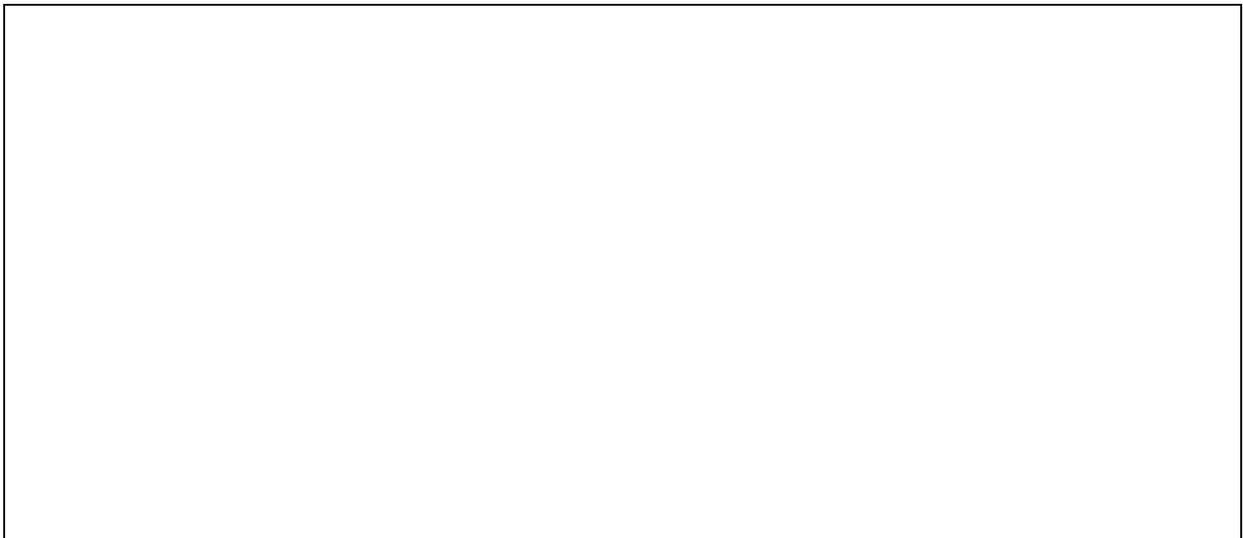
1. Remind pupils of the success criteria for giving presentations. Then invite each group to take turns to teach the class how to make their gift. Video-tape the performance of each group and show it on the Campus TV.
2. Ask other groups to evaluate the presentation and give feedback with the help of the peer assessment form (LT 2.12). Guide pupils to appreciate the good work of their classmates and give constructive feedback to help their classmates improve.
3. Give feedback to the groups based on the success criteria. Encourage each group to make further improvement on their presentations based on the feedback from peers and the teacher.

LT 2.1

A. Your teacher has made a card. Let's read the passage about it.

*There is a clown on the front cover of the card. The clown looks funny and cute. He is made of different shapes. He has a round face. There are two rectangles on his face. They are his rectangular eyes. There is a triangle on his face. It is his triangular nose. There is a heart on his face. It is his heart-shaped mouth. There are two ovals which are his ears. I used a paintbrush to paint the clown with different colours. I had great fun making the card. Let's try!*

B. Can you draw the clown in the box?



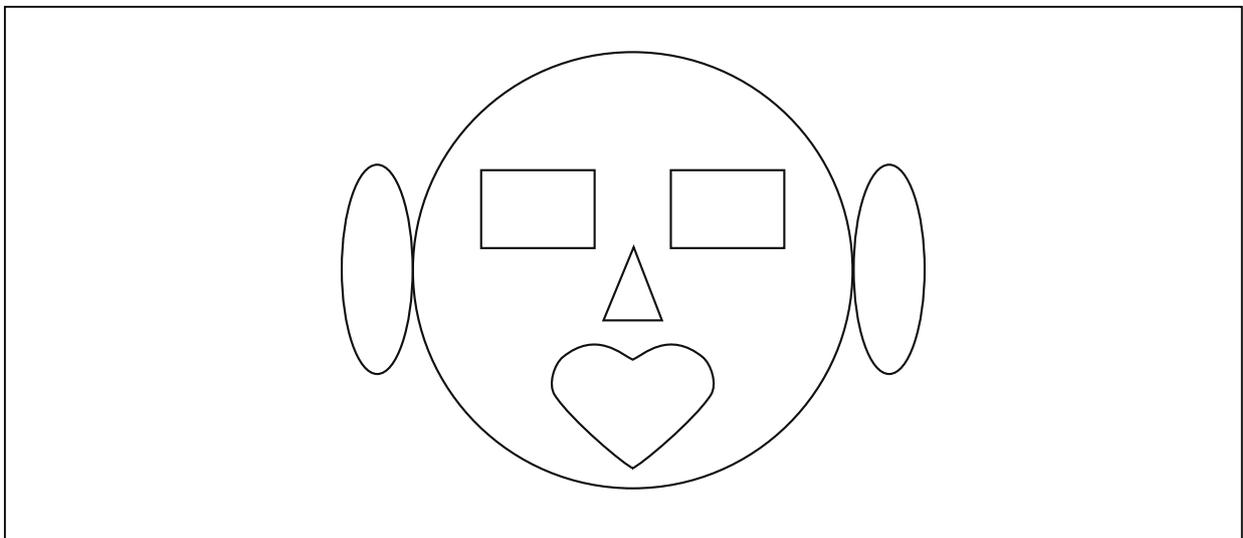
LT 2.1

(Answer Keys)

A. Your teacher has made a card. Let's read the passage about it.

*There is a clown on the front cover of the card. The clown looks funny and cute. He is made of different shapes. He has a round face. There are two rectangles on his face. They are his rectangular eyes. There is a triangle on his face. It is his triangular nose. There is a heart on his face. It is his heart-shaped mouth. There are two ovals which are his ears. I used a paintbrush to paint the clown with different colours. I had great fun making the card. Let's try!*

B. Can you draw the clown in the box?



**Riddles of Shapes**

1. It has three sides.  
It looks like an arrow.  
One end is wide and the other end is narrow.  
What shape is it?

**It is a triangle.**

2. It is pretty like a number.  
If you get it in your exam,  
you'll be scolded by your mother.  
What shape is it?

**It is an oval.**

3. We all have it in our body.  
It is a sign of love.  
What shape is it?

**It is a heart.**

4. It has 4 sides.  
All the sides are the same.  
What shape is it?

**It is a square.**

5. It has 4 sides.  
Two pairs of sides are the same.  
What shape is it?

**It is a rectangle.**

LT 2.3

Here is a set of instructions for making a birthday card. Let's read it.

### How to make a birthday card

#### Things you need:

1. crayons



2. glitter



3. glue



4. a piece of cardboard



5. a ribbon



#### Things to do:

1. Fold the cardboard in half.
2. Draw a big heart on the front cover of the card.
3. Colour the heart red.
4. Glue a ribbon onto the heart.
5. Decorate the card with glitter.

*LT 2.4*

May is making a card for the school anniversary. Read the following sentences and decide whether the underlined words are nouns or verbs. Write 'verb' or 'noun' in the brackets and then write the words in the correct boxes.

e.g. We make a card for the school.  
(verb)

1. May buys some paint and cardboard.  
( )

2. I like the dark colour.  
( )

3. May paints the oval yellow.  
( )

4. There are some pins on the board.  
( )

5. Colour the heart red.  
( )

6. We stick them together with some glue.  
( )

7. The teacher pins the students' work onto the board. ( )

8. We glue some paper strips on the card.  
( )

	Nouns	Verbs
e.g.		make
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

## LT 2.4

(Answer Keys)

May is making a card for the school anniversary. Read the following sentences and decide whether the underlined words are nouns or verbs. Write 'verb' or 'noun' in the brackets and then write the words in the correct boxes.

	Nouns	Verbs
e.g. We <u>make</u> a card for the school. ( <i>verb</i> )		make
1. May buys some <u>paint</u> and cardboard. ( <i>noun</i> )	paint	
2. I like the dark <u>colour</u> . ( <i>noun</i> )	colour	
3. May <u>paints</u> the oval yellow. ( <i>verb</i> )		paints
4. There are some <u>pins</u> on the board. ( <i>noun</i> )	pins	
5. <u>Colour</u> the heart red. ( <i>verb</i> )		colour
6. We stick them together with some <u>glue</u> . ( <i>noun</i> )	glue	
7. The teacher <u>pins</u> the students' work onto the board. ( <i>verb</i> )		pins
8. We <u>glue</u> some paper strips on the card. ( <i>verb</i> )		glue

LT 2.5

Here are two sets of instructions for making presents. Let's read them.

### How to make a necklace

#### Things you need:

1. a string
2. sticky tape
3. a pair of scissors
4. beads
5. buttons

#### Things to do:

1. Cut the string to fit the size of your neck.
2. Tie a knot at one end of the string.
3. Fill the string with beads and buttons.
4. Tie a knot at the other end of the string.
5. Tape the two ends of the string together.

### How to make a pen holder

#### Things you need:

1. a can
2. some magazines
3. glue
4. a cutter
5. beans

#### Things to do:

1. Remove the top of the can.
2. Cut out some magazine pages.
3. Wrap the can with the magazine pages.
4. Stick some beans onto the can.

LT 2.5

- A. Find the verbs, stationery items and materials used in the two sets of instructions above. Put the correct answers in the table below.

Presents	Verbs	Stationery Items	Materials
e.g. a birthday card	fold, draw, colour, glue, decorate	crayons, glue	glitter, a piece of cardboard, a ribbon
a necklace			
a pen holder			

- B. Can you think of the stationery items and materials you need to make two more presents?

Presents	Stationery Items	Materials

LT 2.5

*(Answer Keys)*

- A. Find the verbs, stationery items and materials used in the two sets of instructions above. Put the correct answers in the table below.

Present	Verbs	Stationery Items	Materials
e.g. a birthday card	fold, draw, colour, glue, decorate	crayons, glue	glitter, a piece of cardboard, a ribbon
a necklace	<i>cut, tie, fill, tape</i>	<i>sticky tape, a pair of scissors</i>	<i>a string, beads, buttons</i>
a pen holder	<i>remove, cut, wrap, stick</i>	<i>glue, a cutter</i>	<i>a can, magazines, beans</i>

- B. Can you think of the stationery items and materials you need to make two more presents? Accept any reasonable answers.

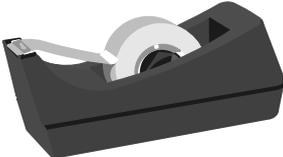
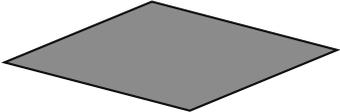
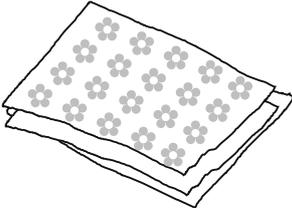
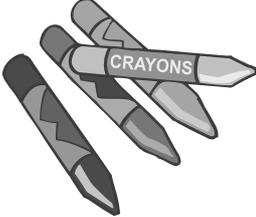
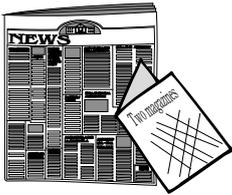
Present	Stationery Items	Materials

LT 2.6

**Part A: Video watching**

Miss Leung is teaching you how to make a gift box. What stationery and materials does she need to make it?

Tick  the things Miss Leung needs to make a gift box.

<p>1.</p>  <p><input type="checkbox"/> a ribbon</p>	<p>2.</p>  <p><input type="checkbox"/> an old shoe box</p>	<p>3.</p>  <p><input type="checkbox"/> glue</p>
<p>4.</p>  <p><input type="checkbox"/> glitter</p>	<p>5.</p>  <p><input type="checkbox"/> a pair of scissors</p>	<p>6.</p>  <p><input type="checkbox"/> sticky tape</p>
<p>7.</p>  <p><input type="checkbox"/> cardboard</p>	<p>8.</p>  <p><input type="checkbox"/> wrapping paper</p>	<p>9.</p>  <p><input type="checkbox"/> crayons</p>
<p>10.</p>  <p><input type="checkbox"/> magazines and newspapers</p>	<p>11.</p>  <p><input type="checkbox"/> paintbrushes</p>	<p>12.</p>  <p><input type="checkbox"/> old socks</p>

LT 2.6

**Part B: Listening**

Listen to what Miss Leung says and complete the steps of making a gift box.

glue	remove	cut
decorate	wrap	

wrapping paper	
magazines	newspapers
sticky tape	

\* You can use the words more than once.

1. \_\_\_\_\_ the cover from the old shoe box.
2. \_\_\_\_\_ the shoe box and the cover with \_\_\_\_\_ and \_\_\_\_\_.
3. \_\_\_\_\_ out some pictures of your favourite singer, actor, animal or food from \_\_\_\_\_ or newspapers.
4. \_\_\_\_\_ the pictures onto the shoe box and the shoe box cover.

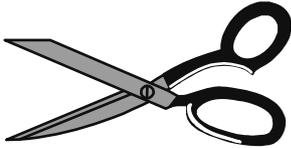
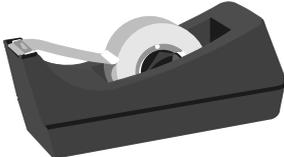
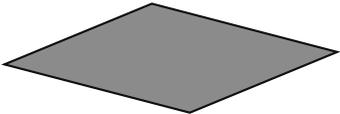
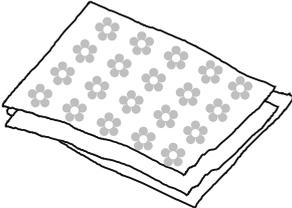
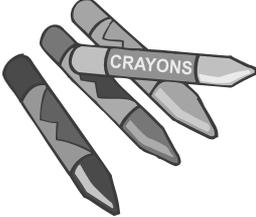
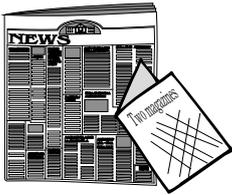
LT 2.6

**Part A: Video watching**

*(Answer Keys)*

Miss Leung is teaching you how to make a gift box. What stationery and materials does she need to make it?

Tick  the things Miss Leung needs to make a gift box.

<p>1.</p>  <p><input type="checkbox"/> a ribbon</p>	<p>2.</p>  <p><input checked="" type="checkbox"/> an old shoe box</p>	<p>3.</p>  <p><input checked="" type="checkbox"/> glue</p>
<p>4.</p>  <p><input type="checkbox"/> glitter</p>	<p>5.</p>  <p><input checked="" type="checkbox"/> a pair of scissors</p>	<p>6.</p>  <p><input checked="" type="checkbox"/> sticky tape</p>
<p>7.</p>  <p><input type="checkbox"/> cardboard</p>	<p>8.</p>  <p><input checked="" type="checkbox"/> wrapping paper</p>	<p>9.</p>  <p><input type="checkbox"/> crayons</p>
<p>10.</p>  <p><input checked="" type="checkbox"/> magazines and newspapers</p>	<p>11.</p>  <p><input type="checkbox"/> paintbrushes</p>	<p>12.</p>  <p><input type="checkbox"/> old socks</p>

LT 2.6

(Answer Keys)

**Part B: Listening**

Listen to what Miss Leung says and complete the steps of making a gift box.

glue	remove	cut
decorate	wrap	

wrapping paper
magazines          newspapers
sticky tape

\* You can use the words more than once.

1. Remove the cover from the old shoe box.
2. Wrap the shoe box and the cover with wrapping paper and sticky tape.
3. Cut out some pictures of your favourite singer, actor, animal or food from magazines or newspapers.
4. Glue the pictures onto the shoe box and the shoe box cover.

LT 2.7

## Cathy's Present for the School

Cathy is making a present for the school. Let's see what she is making.

I'm going to make a special present for my school. I need an old sock, a pair of scissors, glue, a needle and some thread to make it.

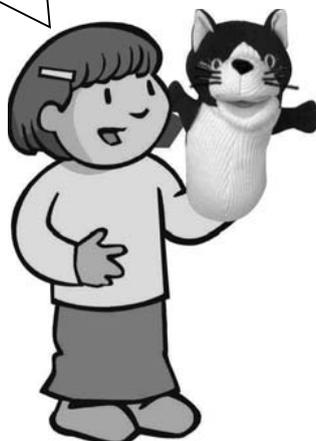
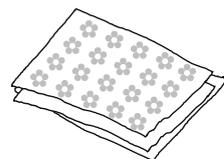
First, I choose a big orange sock.

Then, I stick large pointed ears and oval green eyes on my sock.

Next, I cut out a flat black nose and long black whiskers from a piece of felt cloth.

After that, I stitch the nose and whiskers onto my sock with needle and thread.

Lastly, a beautiful sock puppet of a cat is done!



Adapted from *My Pals are Here! English for Hong Kong 3B* (2005) Unit 8 (pp. 18-20)

LT 2.8

Presents for the school anniversary

## Part A

Below are some suggestions on the presents for the school's 40<sup>th</sup> anniversary. Write down what stationery items and materials you need and complete the instructions for making the presents.

## Making a shopping bag

## Things you need:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Things to do:

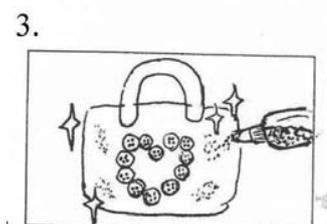
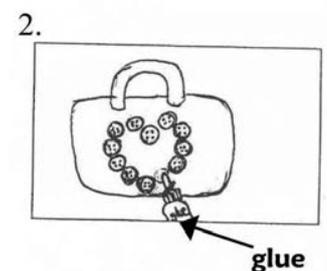
First, get an old shopping bag.

\_\_\_\_\_ onto the bag

in a \_\_\_\_\_ shape.

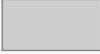
\_\_\_\_\_ the shopping bag with

\_\_\_\_\_.



Making a badge

Things you need:

- \_\_\_\_\_ 
- \_\_\_\_\_ 
- \_\_\_\_\_ a safety pin 
- \_\_\_\_\_ 
- \_\_\_\_\_ 

Things to do:

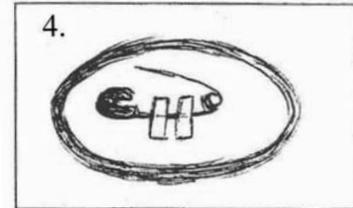
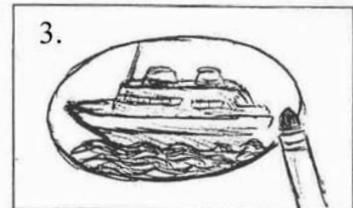
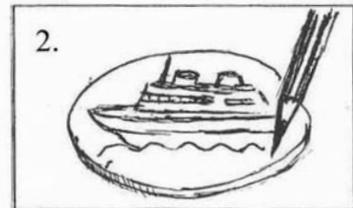
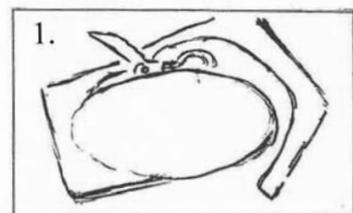
First, \_\_\_\_\_ in an \_\_\_\_\_ shape.

Next, \_\_\_\_\_ on the cardboard.

\_\_\_\_\_ with \_\_\_\_\_.

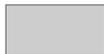
\_\_\_\_\_ on the back of the badge.

\_\_\_\_\_ to your shirt.



Making a paper fan

Things you need:

- \_\_\_\_\_ 
- \_\_\_\_\_ 
- \_\_\_\_\_ 

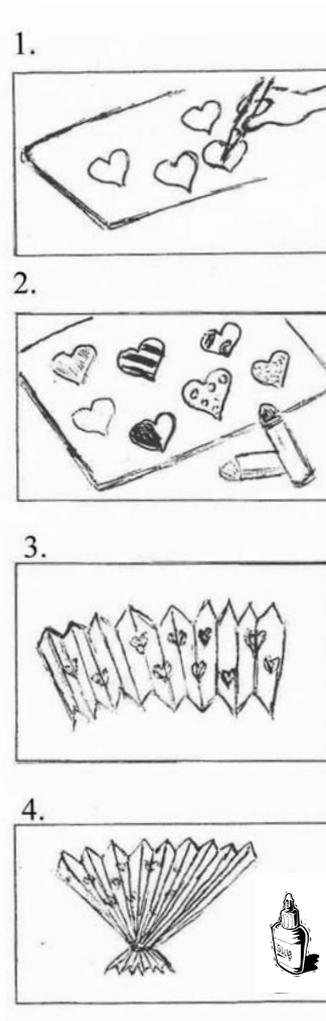
Things to do:

\_\_\_\_\_ on the  
cardboard.

\_\_\_\_\_ with  
\_\_\_\_\_.

\_\_\_\_\_ into  
a zigzag shape.

\_\_\_\_\_ the end of the cardboard  
together.



**Part B**

Now think of your own present for the school anniversary. First, draw the present in the box (use different shapes, e.g. heart, oval, triangle, rectangle). Then, put down what stationery items and materials you need. Lastly, write a set of instructions for making the present.

Making a \_\_\_\_\_

Things you need:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw your present here.

Things to do:

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

LT 2.8

(Answer Keys)

**Presents for the school anniversary****Part A**

Below are some suggestions on the presents for the school's 40<sup>th</sup> anniversary. Write down what stationery items and materials you need and complete the instructions for making the presents.

**Making a shopping bag****Things you need:**

a shopping bag

---

buttons

---

glue

---

glitter

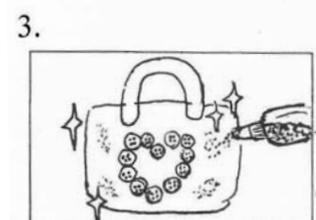
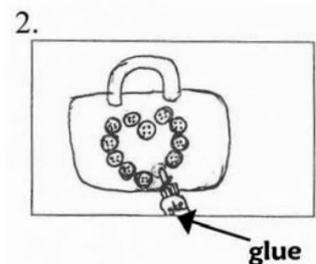
---

**Things to do:**

First, get an old shopping bag.

Next, glue the buttons onto the bag  
in a heart shape.

Lastly, decorate the shopping bag with  
some glitter.



LT 2.8

(Answer Keys)

### Making a badge

#### Things you need:

a pair of scissors

a piece of cardboard

a safety pin

sticky tape

crayons



#### Things to do:

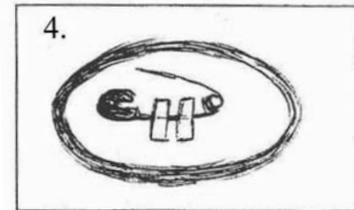
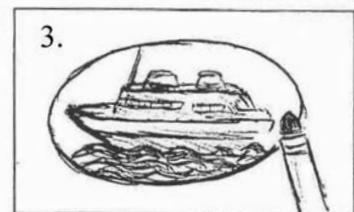
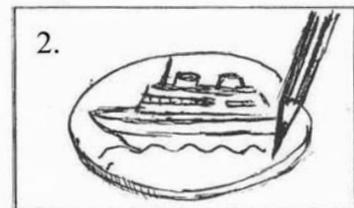
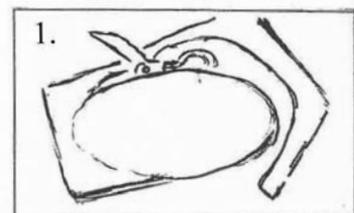
First, cut the cardboard in an oval shape.

Next, draw a picture on the cardboard.

Then, colour the picture with crayons.

After that, tape a safety pin on the back of the badge.

Lastly, pin the badge to your shirt.



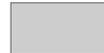
LT 2.8

(Answer Keys)

### Making a paper fan

#### Things you need:

a piece of cardboard



crayons



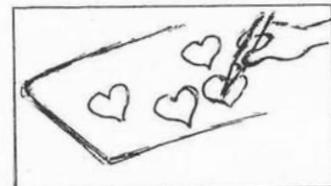
glue



#### Things to do:

First, draw some hearts on the cardboard.

1.



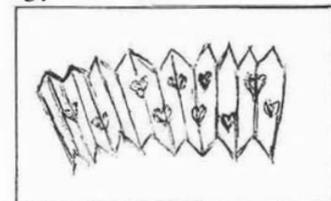
Next, colour the hearts with crayons.

2.



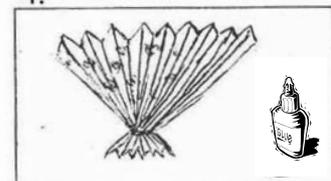
Then, fold the cardboard into a zigzag shape.

3.



Lastly, glue the end of the cardboard together.

4.



LT 2.9

Speaking: Individual Presentation  
Peer Assessment Form

Name:		 	  
1. He/She speaks clearly and loudly enough.	1	2	3
2. He/She looks at us most of the time.	1	2	3
3. He/She makes use of different shapes.	1	2	3
4. He/She tells us clearly what materials and stationery he/she needs to make the present.	1	2	3
5. His/Her instructions for making the present are clear.	1	2	3
6. His/Her design is beautiful.	1	2	3
<b>Total marks:</b>			

LT 2.10

Listen to the teacher and write down the things needed to make a photo frame. Then write a set of instructions according to the pictures.

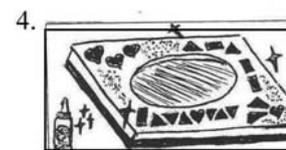
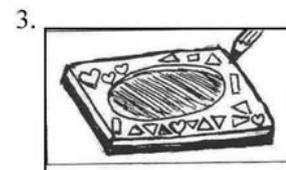
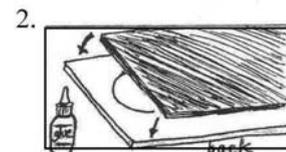
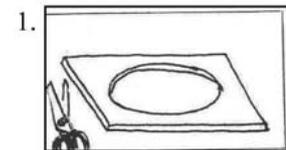
Making a photo frame

Things you need:

- |                      |          |
|----------------------|----------|
| 1. 3 pieces of _____ | 4. _____ |
| 2. _____             | 5. _____ |
| 3. _____             | 6. _____ |
|                      | 7. _____ |

Things to do:

1. First, \_\_\_\_\_ out an \_\_\_\_\_ in the middle of a piece of \_\_\_\_\_.
2. Then, \_\_\_\_\_ another piece of cardboard on the back.
3. \_\_\_\_\_, draw some hearts, \_\_\_\_\_ on the frame.
4. After that, \_\_\_\_\_ the photo frame with some glitter.
5. \_\_\_\_\_



LT 2.10

(Teacher's Script and Answer Keys)

**Script for Dicto-comp**

Now, you are going to learn how to make a photo frame. First, get ready the things you need. You need 3 pieces of cardboard, some ribbons and glitter. You also need some crayons and glue. Lastly, don't forget to get a pair of scissors and some sticky tape.

Now look at the pictures and write the steps.

**Making a photo frame****Things you need:**

- |                                 |                              |
|---------------------------------|------------------------------|
| 1. 3 pieces of <u>cardboard</u> | 4. <u>crayons</u>            |
| 2. <u>ribbons</u>               | 5. <u>glue</u>               |
| 3. <u>glitter</u>               | 6. <u>a pair of scissors</u> |
|                                 | 7. <u>sticky tape</u>        |

**Things to do:**

First, cut out an oval in the middle of a piece of cardboard.

Then, glue / stick another piece of cardboard on the back.

Next, draw some hearts, triangles and rectangles on the frame.

After that, decorate the photo frame with some glitter.

Finally, stick a ribbon on / onto the frame.

LT 2.11

## A framework for presentation on how to make a gift

A: Good morning / afternoon, it's time for the TV programme *YOU CAN MAKE IT!* Let's introduce ourselves first. We are Group \_\_\_\_\_ from Class 3 \_\_\_\_\_. I'm \_\_\_\_\_. Here are my groupmates, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. *(look at the camera and smile)*

B: We're going to teach you how to make a \_\_\_\_\_ for the 40<sup>th</sup> anniversary of our school. Let's first tell you what you need.

A: To make the \_\_\_\_\_, you need \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. *(B shows the materials and stationery items when A mentions them)*

C: Now, let's show you how to make it.

C: First, \_\_\_\_\_.

C: \_\_\_\_\_.

C: \_\_\_\_\_.

C: \_\_\_\_\_.

C: \_\_\_\_\_.

*(B follows the steps when C gives instructions)*

D: We make use of different shapes and colours to make this present. We decorate it with a/an \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ (shapes). The present is very colourful too. There are different colours like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

All: See! We can make a \_\_\_\_\_ and *YOU CAN MAKE IT* too! Thanks for watching. See you next time.

LT 2.12

Speaking: Group Presentation  
Peer Assessment Form

Group:	Present:			
	1. They speak clearly and loudly enough.	1	2	3
	2. They look at us most of the time.	1	2	3
	3. They make use of different shapes.	1	2	3
	4. They tell us clearly what materials and stationery they need to make the present.	1	2	3
	5. Their instructions for making the present are clear.	1	2	3
	6. Their design is beautiful.	1	2	3
<b>Total marks:</b>				

**(3) Module: We Love Hong Kong**  
**Unit: A Visit to Hong Kong****Introduction**

The 'Junior Ambassador Programme' is recruiting new members to organise tours for overseas students coming to Hong Kong. To become members of the Programme, pupils need to design a one-day itinerary for the recruitment exercise. After they have passed the recruitment test and become members of the Programme, they will prepare a two-day itinerary for a group of overseas students and present it to the class.

**Task 1 Planning a One-day Itinerary for the Recruitment Exercise**

Pupils plan a one-day itinerary after watching an ETV programme and reading different brochures to learn about different scenic spots, different means of public transport and different types of tours in Hong Kong.

**Task 2 Designing a Two-day Itinerary for the Overseas Students**

Pupils work in groups to design a two-day itinerary for a group of overseas students based on their interests. Pupils present the itinerary to the class in groups. Then they write an e-mail to the overseas students individually.

Module: We Love Hong Kong

Unit: A Visit to Hong Kong

Suggested Level: Key Stage 2

	Task 1	Task 2
<b>Learning Targets*</b>		
Interpersonal Strand (IS)	<ul style="list-style-type: none"> <li>• ISe</li> <li>• ISb</li> </ul>	<ul style="list-style-type: none"> <li>• ISc and ISd</li> </ul>
Knowledge Strand (KS)	<ul style="list-style-type: none"> <li>• KSa, KSb and KSd</li> </ul>	
Experience Strand (ES)	<ul style="list-style-type: none"> <li>• ESa and ESc</li> </ul>	
<b>Learning Objectives</b>		
Vocabulary	<p><b><u>Vocabulary Items</u></b></p> <p><i>Names of places and scenic spots in Hong Kong:</i></p> <p>Aberdeen, Bird Street, Causeway Bay, Disneyland, Hong Kong Heritage Museum, Kowloon City, Lam Tsuen Wishing Tree, Lantau Island, Ngong Ping 360, Ocean Park, the Big Buddha, Po Lin Monastery, Repulse Bay, the Peak, the Peak Tower, Space Museum, Sai Kung, Stanley, Tsim Sha Tsui, the Golden Bauhinia</p> <p><i>Types of tours:</i></p> <p>shopping and dining tour, nature tour, heritage and museum tour</p> <p><i>Adjectives to describe places and activities:</i></p> <p>great, amazing, attractive, fantastic, modern, popular, wonderful, exciting, interesting, marvellous, big, giant, excellent, perfect, well-known, famous, old, historical</p> <p><i>Means of public transport:</i></p> <p>cable car, coach, Peak Tram</p>	

\* Please refer to Appendix 2 for the description of the learning targets.

	<b>Task 1</b>	<b>Task 2</b>
Vocabulary	<p><i>Verb phrases to describe different activities:</i></p> <p>watch the dolphin shows, see the sea animals, go on the rides, visit the museum, meet cartoon characters, eat seafood at the floating restaurant, look at the beautiful view of Hong Kong, go shopping, visit shopping malls, enjoy the light and sound show, watch the flag raising ceremony</p> <p><b><u>Vocabulary Building Strategies</u></b></p> <ul style="list-style-type: none"> <li>• organising vocabulary <ul style="list-style-type: none"> <li>➤ paradigmatic approach – using tree diagrams to show paradigmatic relationships, e.g. going around Hong Kong → heritage and museum tour → nature tour → shopping and dining tour</li> <li>➤ syntagmatic approach – using tables to associate the places with the activities, e.g. Ocean Park → see the sea animals → go on the rides → watch the dolphin show</li> </ul> </li> <li>• understanding word associations <ul style="list-style-type: none"> <li>➤ lexical sets, e.g. by rail → tram, Peak Tram, MTR</li> <li>➤ word combinations, e.g. go on the rides, visit the museum</li> <li>➤ synonyms, e.g. fantastic = marvellous</li> </ul> </li> <li>• keeping a vocabulary book on scenic spots</li> </ul> <p><b><u>Relevant Categories in the Wordlists</u></b></p> <ul style="list-style-type: none"> <li>• Events</li> <li>• Places and Areas</li> <li>• Transport</li> <li>• Toys, Games and Hobbies</li> </ul>	

	<b>Task 1</b>	<b>Task 2</b>
Text Types	<ul style="list-style-type: none"> <li>• <b>Conversations</b></li> <li>• <b>Itineraries</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diaries</b></li> <li>• <b>E-mails</b></li> </ul>
Language Items and Communicative Functions	<ul style="list-style-type: none"> <li>• Use the future tense to talk about future events, actions and processes e.g. We <u>will see</u> the Golden Bauhinia.</li> <li>• Use the connectives to express sequences e.g. <u>First</u>, I will go to Tsim Sha Tsui. <u>Then</u>, I will go to Wan Chai. <u>After that</u>, I will go to Causeway Bay.</li> <li>• Use prepositions to indicate places e.g. The Big Buddha is located <u>on</u> Lantau Island.</li> <li>• Use formulaic expressions to <ul style="list-style-type: none"> <li>➢ greet people, e.g. Good morning. / Good afternoon.</li> <li>➢ introduce oneself and others, e.g. I'm _____.</li> <li>➢ ask for repetition or rephrasing, e.g. Pardon? / I beg your pardon.</li> <li>➢ make and respond to suggestions, e.g. Let's go to Aberdeen. / That's a good idea.</li> <li>➢ show agreement or disagreement, e.g. Yes, you're right. / No, I don't think so.</li> </ul> </li> </ul>	
<b>Language Skills</b>		
Listening	<ul style="list-style-type: none"> <li>• <b>Listen for explicit and implicit meaning</b> <ul style="list-style-type: none"> <li>➢ locate specific information in spoken texts</li> <li>➢ recognise the connection between ideas supported by appropriate cohesive devices</li> </ul> </li> </ul>	
Speaking	<ul style="list-style-type: none"> <li>• <b>Present information, ideas and feelings clearly and coherently</b> <ul style="list-style-type: none"> <li>➢ connect ideas by using cohesive devices</li> <li>➢ use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings</li> </ul> </li> </ul>	

	Task 1	Task 2
Speaking	<ul style="list-style-type: none"> <li>• Participate effectively in an oral interaction               <ul style="list-style-type: none"> <li>➤ open an interaction by greeting someone in an appropriate manner and introducing oneself</li> <li>➤ maintain an interaction by agreeing or disagreeing, asking questions, replying, using formulaic expressions where appropriate</li> <li>➤ close an interaction by using appropriate formulaic expressions</li> </ul> </li> </ul>	
Reading	<ul style="list-style-type: none"> <li>• Construct meaning from texts               <ul style="list-style-type: none"> <li>➤ understand the information provided on the brochure cover, contents page and in the captions</li> <li>➤ recognise the format and language features of a variety of text types</li> <li>➤ recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation</li> </ul> </li> <li>• Locate information and ideas               <ul style="list-style-type: none"> <li>➤ scan a text to locate specific information by using strategies such as looking at headings and repeated words</li> </ul> </li> </ul>	

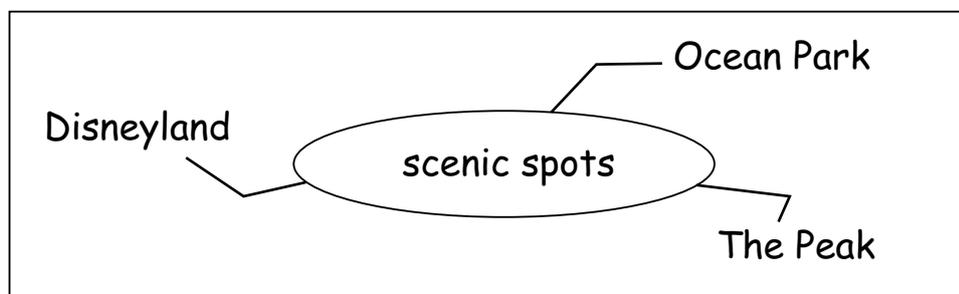
	Task 1	Task 2
Writing	<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently                             <ul style="list-style-type: none"> <li>➤ use appropriate cohesive devices</li> <li>➤ use a small range of language patterns such as different verb forms and structural patterns</li> </ul> </li> </ul>	
		<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently                             <ul style="list-style-type: none"> <li>➤ gather and share information and ideas by using strategies such as brainstorming and questioning</li> <li>➤ plan and organise information, and express own ideas and feelings by                                     <ul style="list-style-type: none"> <li>- identifying purpose and audience for a writing task</li> <li>- deciding on the sequence of content</li> </ul> </li> <li>➤ use appropriate formats, conventions and language features when writing a variety of text types</li> <li>➤ use available resources such as word banks and brochures</li> </ul> </li> </ul>

Materials

- LT 3.1 - LT 3.11 (pp. 115-134)
- Brochures on travelling around Hong Kong
- ETV Programme – *Around Hong Kong in Seven Days*
- Games and activities in Chapter 3.1 (pp. 216-228)
- Video clips of the tryout lessons (for teachers' reference)

Procedures**Task 1: Planning a One-day Itinerary for the Recruitment Exercise****Part A: Knowing different scenic spots**

1. Motivate pupils with some photos of famous scenic spots in Hong Kong and elicit ideas about what people can do there.
2. Introduce the names of some more scenic spots using word cards. Help pupils organise the scenic spots in a spider web to strengthen the development of paradigmatic associations.

**A Spider Web of Different Scenic Spots**

3. Elicit from pupils what activities people can do at the different scenic spots with the help of word cards. Draw pupils' attention to the syntagmatic associations, i.e. the word combinations as in 'go on the rides', 'watch the dolphin show', etc. Guide pupils to organise the words and phrases in a table to help them relate the places with the activities.

## A Table of Places and Activities

Places (Where will they go?)	Activities (What will they do there?)
Ocean Park	see the sea animals go on the rides watch the dolphin show
Tsim Sha Tsui	visit the Hong Kong Space Museum visit the Hong Kong Science Museum

4. Ask pupils to read the conversation about holiday plans in the textbook\*<sup>1</sup> and highlight the use of the future tense to talk about future events.
5. Ask pupils to read the poem 'Wonderful Hong Kong' in the textbook\*<sup>2</sup>. Introduce the features of poems (e.g. repetition and rhymes) and some new scenic spots and verb phrases.
6. Share-write a verse (LT 3.1) with pupils before they write their own poems to further consolidate the learning of the newly learnt vocabulary and phrases.
7. Engage pupils in a 'Guessing Game' to help them revise the vocabulary learnt. (For details about the game, please refer to pp. 216-220.)

## Part B: Knowing different types of tours and means of transport

1. Show pupils some brochures\*<sup>3</sup> about travelling around Hong Kong. Introduce the features of brochures (e.g. contents page and headings).
2. Introduce different types of tours (e.g. shopping and dining tour, nature tour, heritage and museum tour) by using different brochures. Elicit from pupils the scenic spots they can find in different brochures. Write the ideas on the blackboard.

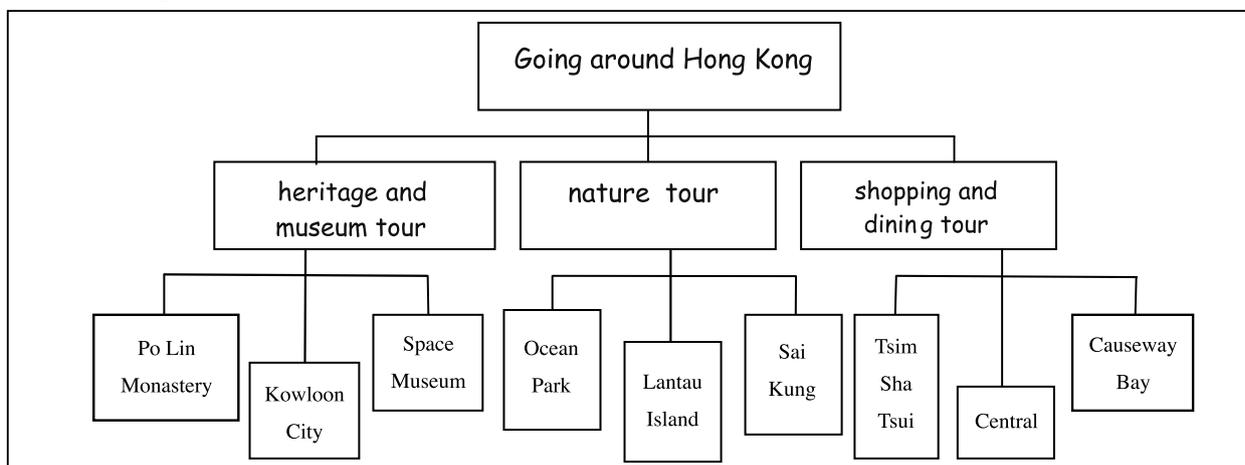
\*<sup>1</sup> *Longman Welcome to English 4B (2005) Chapter 3 (pp. 17&18)*

\*<sup>2</sup> *Longman Welcome to English 4B (2005) Chapter 3 (p. 24)*

\*<sup>3</sup> *Hong Kong Family Fun Guide*  
*Hong Kong Nature Kaleidoscope*  
*Hong Kong Wetland Park*

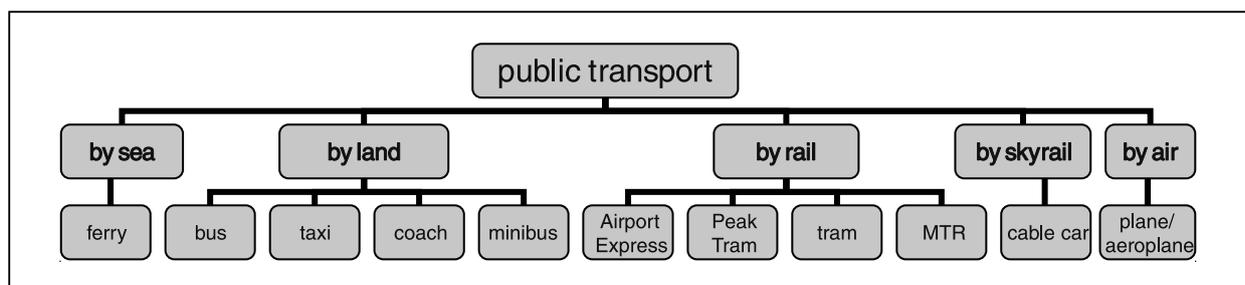
3. Guide pupils to organise different types of tours and scenic spots in a tree diagram to strengthen the development of paradigmatic associations.

#### A Tree Diagram of Different Tours



4. Encourage pupils to read the brochures about travelling around Hong Kong to enrich their vocabulary bank.
5. Introduce different means of public transport mentioned in the brochures. Ask pupils to organise them in a tree diagram to show the hierarchical arrangement of a lexical set.

#### A Tree Diagram of Public Transport



6. Extend the table of places and activities by adding one more column on 'transport'.

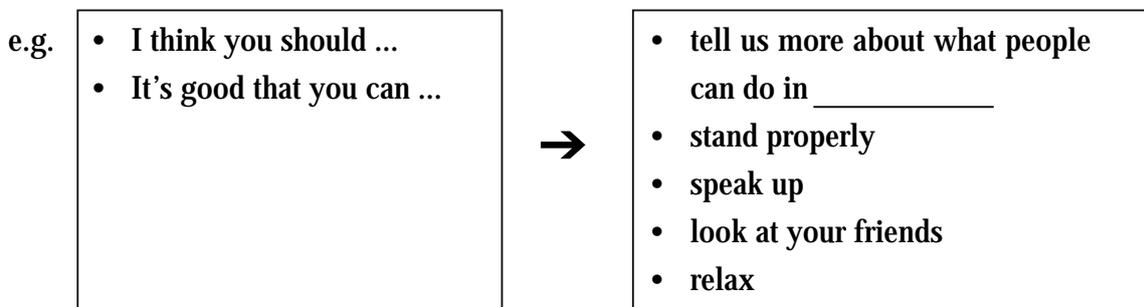
#### A Table of Places, Activities and Transport

Places (Where will they go?)	Activities (What will they do there?)	Transport (How will they get there?)
Ocean Park	see the sea animals go on the rides watch the dolphin show	by bus

7. Refer pupils to the textbook\*<sup>4</sup> where a member of the ‘Junior Ambassador Programme’ meets an overseas student at the airport and tells him about the planned trip. Have pupils do the role play.
8. Refer pupils to the textbook\*<sup>5</sup> for the itinerary that the Junior Ambassador has planned for the overseas student. Highlight the use of connectives to express sequences.
9. Engage pupils in a listening task (LT 3.2 Part A) in which some more vocabulary about scenic spots, activities and means of transport are introduced.
10. After checking the answers, ask pupils to write the itinerary (LT 3.2 Part B) using the connectives to show the sequence.

### Part C: Writing a one-day itinerary

1. Tell pupils that the ‘Junior Ambassador Programme’ is recruiting members to organise tours for overseas students and they have to design and present a one-day itinerary for the recruitment exercise.
2. Brainstorm ideas for an itinerary with pupils and have them complete the one-day itinerary for the recruitment exercise (LT 3.3).
3. Demonstrate how to present the itinerary orally and highlight the success criteria (e.g. suggest suitable places and activities, speak loudly and clearly, stand properly).
4. Tell pupils that they will give feedback on their classmates’ presentations using the feedback sheet. Introduce useful phrases for giving peer feedback.



\*<sup>4</sup> Longman Welcome to English 4B (2005) Chapter 4 (pp. 25&26)

\*<sup>5</sup> Longman Welcome to English 4B (2005) Chapter 4 (pp. 29&30)

**(3) Module: We Love Hong Kong***Unit: A Visit to Hong Kong*

5. Ask pupils to practise doing the presentation in groups first and provide suggestions for improvement.
6. Invite a representative from each group to do the presentation in front of the class and other groups to give feedback based on the success criteria.
7. Provide pupils with the website of Hong Kong Tourism Board<sup>\*6</sup> and encourage them to collect more information about the scenic spots in Hong Kong.

<sup>\*6</sup> Website of Hong Kong Tourism Board:  
<http://www.discoverhongkong.com/login.html>

**Task 2: Designing a Two-day Itinerary for the Overseas Students****Part A: Knowing more about Hong Kong**

1. After announcing that all the pupils can become Junior Ambassadors, tell pupils that a group of overseas students are coming to Hong Kong and they have to plan a two-day itinerary for them. To give them more ideas for planning the itinerary, show pupils the ETV programme *Around Hong Kong in Seven Days*\*7.
2. Before watching the ETV programme, remind pupils to pay attention to the sequence in which the tourists visited the different places in Hong Kong, what they did there and how people described these places.
3. Ask pupils to finish the activity sheet (LT 3.4 Part A) while watching the ETV programme.
4. Elicit adjectives for describing the scenic spots and activities (e.g. attractive, wonderful). Develop word association skills by highlighting that some of the adjectives are the synonyms, i.e. words with similar meaning.

e.g.

Adjectives		
wonderful	=	attractive
well-known		famous
big		giant

5. Have pupils play a 'Domino Game' on synonyms of adjectives to revise the adjectives learnt. (For details about the game, please refer to pp. 221-224.)
6. Ask pupils to complete the diary (LT 3.4 Part B) using the appropriate adjectives. Remind pupils that there can be more than one answer and encourage them to suggest different synonyms.
7. Check the answers with pupils and elicit from them different possible answers. Prompt them to use different synonyms to give lexical richness.
8. Engage pupils in a 'Board Game' to consolidate the learning of the target vocabulary and sentence structures in a fun way. (For details about the game, please refer to pp. 225-228.)

\*7 <http://etv.hkedcity.net/Home/Pages/ResourceList.aspx?catId=12096&subId=2&specialFirst=False>

## Part B: Designing and presenting a two-day itinerary

1. Tell pupils that they have to discuss in groups and design a detailed itinerary for some overseas students. Before the discussion, introduce to pupils the language for interaction.

Language for Interaction:
Shall we start?
Today, we are going to design a 2-day itinerary.
What's your suggestion? / Do you have any suggestions?
I think _____.
Which place will we go first / next?
I think we will take them to Aberdeen first. / Let's go to Aberdeen first.
Do you agree? Yes, I do.
Do you think so?
Yes, I think so. / Yes, you're right. / That's a good/bright idea.
No, I don't think so. / No, I don't agree with you because _____.
Can you repeat that please? / Pardon? / I beg your pardon.
Can you spell 'Golden Bauhinia' for me?
How do you spell 'Golden Bauhinia'?

2. Ask pupils to discuss in groups of four. Based on the interests of the overseas student assigned to the groups (LT 3.5), pupils design a two-day itinerary for him/her (LT 3.6). They need to describe the scenic spots and state what the overseas student will do / eat / see / play there, when he/she will arrive there and how long it will take to get there.
3. Tell the group that they are going to present the itinerary. Assign different roles to pupils to facilitate the group presentation. Before the actual presentation, revisit the criteria for doing a good presentation and the useful phrases for giving peer feedback.
4. Provide a framework for the presentation (LT 3.7). Allow time for pupils to do the rehearsal for the group presentation.
5. Introduce the self-assessment form (LT 3.8) and guide pupils how to use it to reflect on their own learning. Invite them to share what they have learnt from the self-assessment.

6. Invite different groups to do the presentation in front of the class. Ask pupils to fill in the feedback sheet (LT 3.9) for each group presentation and give constructive feedback on the content, organisation and presentation techniques. Highlight the good points that pupils have shown in their presentations and give suggestions for improvement.
7. Based on the feedback from the teacher and their peers, pupils revise the two-day itinerary (LT 3.6) and write an e-mail (LT 3.10) to the overseas students, highlighting some of the interesting places they will visit during their trip in Hong Kong.
8. Help pupils revise the target vocabulary and the sentence structures by giving a dicto-comp (LT 3.11). Read aloud the first and second paragraphs of the e-mail and ask pupils to fill in the missing words. Have pupils complete the last paragraph using their own ideas or with the help of the picture prompts.

*LT 3.1*

Cherry wants to write a poem about Hong Kong. Can you help her?  
Choose some scenic spots in Hong Kong and write what you can do there.

### Wonderful Hong Kong

Come to wonderful Hong Kong  
So many things to do  
Go on the rides at Disneyland  
And meet Mickey Mouse there too!

Come to wonderful Hong Kong  
So many things to do

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Come to wonderful Hong Kong  
So many things to do

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Come to wonderful Hong Kong  
So many things to do

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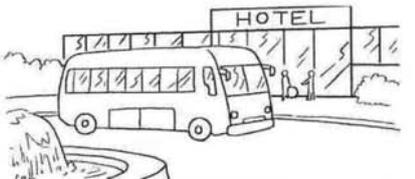
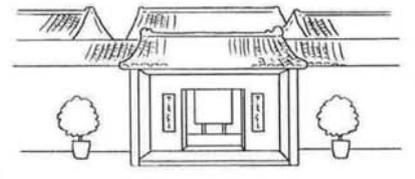
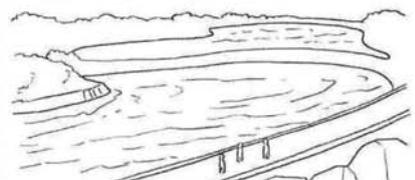
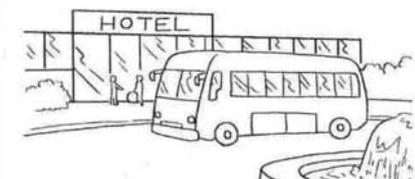
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Adapted from *Longman Welcome to English 4B (2005) Chapter 3 (p. 24)*

LT 3.2

Part A

David and his family will go on a tour to Hong Kong. David's grandmother is asking what they will do. Listen and write the times.

Time	Activity
<p>a</p> <p>_____</p>	 <p>Meet at the hotel</p>
<p>b</p> <p>_____</p>	 <p>Visit the Ten Thousand Buddhas Monastery in Sha Tin</p>
<p>c</p> <p>_____</p>	 <p>Visit an old village</p>
<p>d</p> <p>_____</p>	 <p>Have a Chinese banquet in Tai Po</p>
<p>e</p> <p>_____</p>	 <p>Visit High Island Reservoir</p>
<p>f</p> <p>_____</p>	 <p>Visit the bird market in Mong Kok</p>
<p>g</p> <p>_____</p>	 <p>Arrive back at the hotel</p>

Adapted from Longman Welcome to English Listening Skills 4B (2005) Chapter 4 (p. 10)

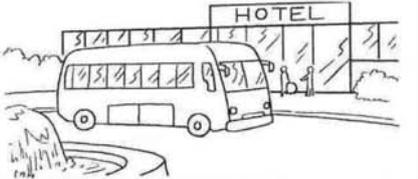
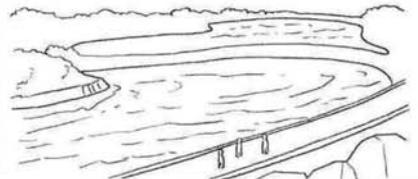
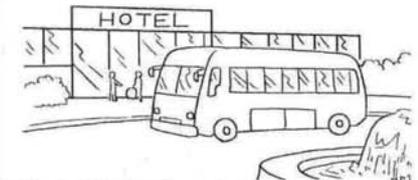


LT 3.2

*(Answer Keys)*

## Part A

David and his family will go on a tour to Hong Kong. David's grandmother is asking what they will do. Listen and write the times.

Time	Activity
a <u>8:45 am</u>	 Meet at the hotel
b <u>10:15 am</u>	 Visit the Ten Thousand Buddhas Monastery in Sha Tin
c <u>11:30 am</u>	 Visit an old village
d <u>12:30 pm</u>	 Have a Chinese banquet in Tai Po
e <u>1:15 pm</u>	 Visit High Island Reservoir
f <u>4:45 pm</u>	 Visit the bird market in Mong Kok
g <u>6:00 pm</u>	 Arrive back at the hotel

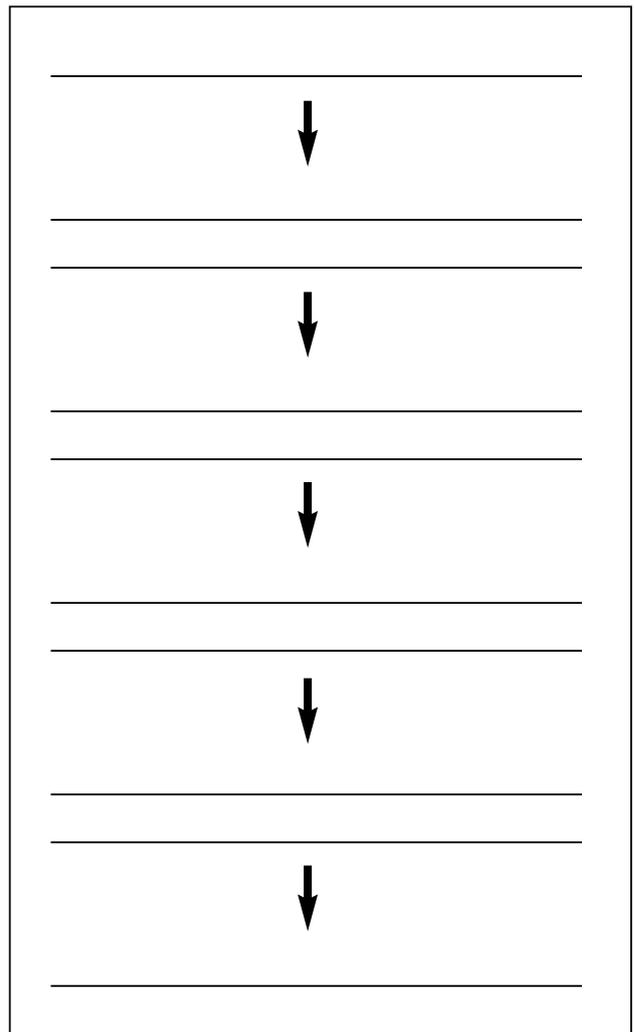
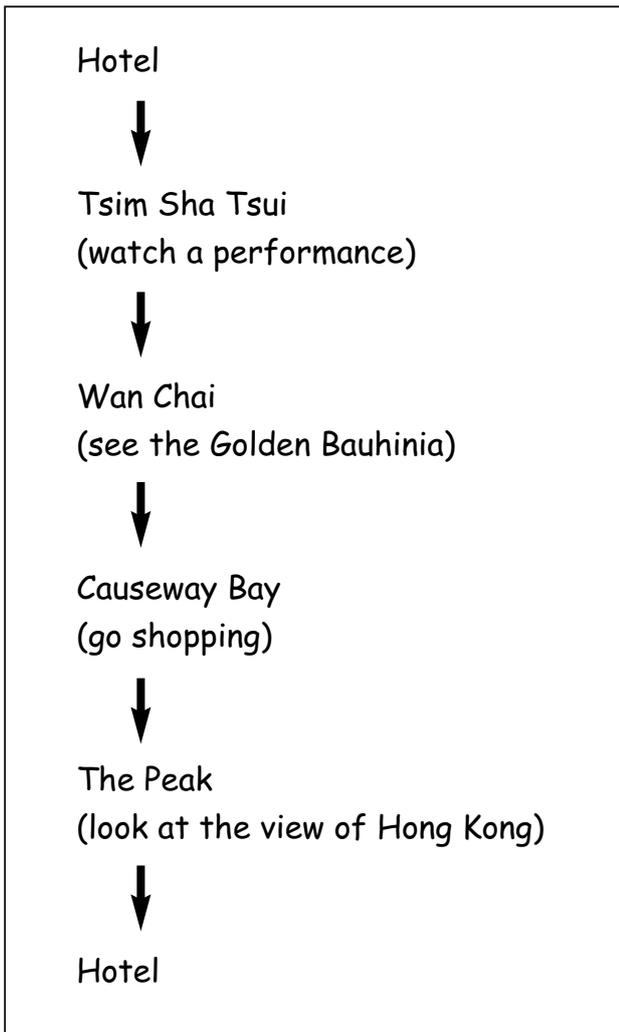
Adapted from *Longman Welcome to English Listening Skills 4B* (2005) Chapter 4 (p. 10)



Itinerary

The 'Junior Ambassador Programme' is recruiting members to organise tours for the overseas students. Design a one-day itinerary for the recruitment exercise.

Example



*LT 3.4*ETV programme: *Around Hong Kong in Seven Days*

## Part A

Mr and Mrs Martin visited some scenic spots in Hong Kong. Find out the order of the scenic spots in which they visited. Write the numbers in the correct brackets. Then match the activities with the scenic spots.

Day	Scenic Spots		Activities
( )	Po Lin Monastery and the Big Buddha	•	• buy clothes and see birds
( 1 )	The Peak	•	• eat food from different Asian countries
( )	Tsing Yi Island and Sham Tseng	•	• visit the largest seated Buddha in Asia
( )	Bird Street and Women's Street	•	• visit the Golden Bauhinia
( )	Repulse Bay and Aberdeen	•	• see the beautiful view of Hong Kong
( )	Kowloon City	•	• visit the Tsing Ma Bridge and eat roast goose
( 7 )	Wong Tai Sin Temple and Chi Lin Nunnery	•	• go swimming and eat seafood
			• visit temples

*LT 3.4*

## Part B

Mr and Mrs Martin write about their trip in their diary. Please help them complete it. Fill in the blanks with suitable words.

Date: 7<sup>th</sup> May, 2009

Weather: Sunny

We had a/an \_\_\_\_\_ trip in Hong Kong and we visited many \_\_\_\_\_ scenic spots. First, we went to the Peak. The view from the Peak was \_\_\_\_\_. Then, we went to Lantau Island to see the \_\_\_\_\_ Buddha. After that, we went to Kowloon City. It is a/an \_\_\_\_\_ place. You could find different restaurants there. Next, we travelled across the Tsing Ma Bridge and went to Sham Tseng. We had some \_\_\_\_\_ dishes for dinner. The roast goose was really \_\_\_\_\_.

**LT 3.4***(Answer Keys)*ETV programme: *Around Hong Kong in Seven Days*

## Part A

Mr and Mrs Martin visited some scenic spots in Hong Kong. Find out the order of the scenic spots in which they visited. Write the numbers in the correct brackets. Then match the activities with the scenic spots.

Day	Scenic Spots		Activities
(2)	Po Lin Monastery and the Big Buddha	•	buy clothes and see birds
(1)	The Peak	•	eat food from different Asian countries
(4)	Tsing Yi Island and Sham Tseng	•	visit the largest seated Buddha in Asia
(6)	Bird Street and Women's Street	•	visit the Golden Bauhinia
(5)	Repulse Bay and Aberdeen	•	see the beautiful view of Hong Kong
(3)	Kowloon City	•	visit the Tsing Ma Bridge and eat roast goose
(7)	Wong Tai Sin Temple and Chi Lin Nunnery	•	go swimming and eat seafood
		•	visit temples

**LT 3.4***(Answer Keys)*

## Part B

Mr and Mrs Martin write about their trip in their diary. Please help them complete it. Fill in the blanks with suitable words. Accept any reasonable answers.

Date: 7<sup>th</sup> May, 2009

Weather: Sunny

We had a/an wonderful trip in Hong Kong and we visited many famous scenic spots. First, we went to the Peak. The view from the Peak was beautiful. Then, we went to Lantau Island to see the Big Buddha. After that, we went to Kowloon City. It is a/an interesting place. You could find different restaurants there. Next, we travelled across the Tsing Ma Bridge and went to Sham Tseng. We had some nice dishes for dinner. The roast goose was really delicious.

## LT 3.5

## Interests of overseas students

<p>Overseas student: Hans</p> <p>He likes:</p> <ul style="list-style-type: none"> <li>◆ beautiful views</li> <li>◆ science</li> <li>◆ shopping</li> <li>◆ visiting temples</li> </ul>	<p>Overseas student: Ben</p> <p>He likes:</p> <ul style="list-style-type: none"> <li>◆ birds</li> <li>◆ exciting things</li> <li>◆ beautiful places</li> <li>◆ sea animals</li> </ul>
<p>Overseas student: Ricky</p> <p>He likes:</p> <ul style="list-style-type: none"> <li>◆ swimming</li> <li>◆ the Chinese culture</li> <li>◆ museums</li> <li>◆ seafood</li> </ul>	<p>Overseas student: Sue</p> <p>She likes:</p> <ul style="list-style-type: none"> <li>◆ the countryside</li> <li>◆ things about the space</li> <li>◆ meeting cartoon characters</li> <li>◆ beaches</li> </ul>
<p>Overseas student: Danny</p> <p>He likes:</p> <ul style="list-style-type: none"> <li>◆ old buildings</li> <li>◆ sight-seeing</li> <li>◆ temples</li> <li>◆ the countryside</li> </ul>	<p>Overseas student: Ann</p> <p>She likes:</p> <ul style="list-style-type: none"> <li>◆ seafood</li> <li>◆ shopping</li> <li>◆ beaches</li> <li>◆ sight-seeing</li> </ul>
<p>Overseas student: Fanny</p> <p>She likes:</p> <ul style="list-style-type: none"> <li>◆ exciting things</li> <li>◆ animal shows</li> <li>◆ birds</li> <li>◆ things about the space</li> </ul>	<p>Overseas student: Lulu</p> <p>She likes:</p> <ul style="list-style-type: none"> <li>◆ eating</li> <li>◆ the Chinese culture</li> <li>◆ sea animals</li> <li>◆ meeting cartoon characters</li> </ul>

*LT 3.6*

Design a two-day itinerary for the overseas student based on his/her interests. Think about where you will take him/her and what he/she can do / eat / see / play there.

Day 1	Scenic Spots	Activities
Morning		
Afternoon		
Evening		

Day 2	Scenic Spots	Activities
Morning		
Afternoon		
Evening		

LT 3.7

**A framework for presentation on a two-day itinerary**

**Pupil A:** Good morning / afternoon. Let's introduce ourselves first. We're in Group \_\_\_\_\_. I'm \_\_\_\_\_. Here are my groupmates, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Greeting

We're going to tell you about our two-day itinerary.

Introducing the topic

**Pupil B:** On Day 1, we'll have a \_\_\_\_\_ tour. First, we'll go to \_\_\_\_\_. We'll \_\_\_\_\_.

Next, we'll \_\_\_\_\_. In the evening, we'll \_\_\_\_\_.

Giving details about the itinerary

**Pupil C:** On Day 2, we'll have a \_\_\_\_\_ tour. First, we'll go to \_\_\_\_\_. We'll \_\_\_\_\_.

**Pupil D:** Then, we'll \_\_\_\_\_. In the evening, we'll \_\_\_\_\_.

That's the end of our presentation. Thank you for listening.

Ending the presentation

Speaking: Group Presentation  
Self-assessment Form

Group: \_\_\_\_\_

Put a tick '✓' to show how well you and your group members did it.

				
1.	Preparation			
	◆ Did we search for information from the brochures / Internet / Word Bank before the discussion?			
2.	Group discussion			
	◆ Did we speak clearly and loudly enough?			
	◆ Did we ask questions in the discussion?			
	◆ Did we listen to one another?			
	◆ Did we understand what our group members said?			
3.	Group presentation			
	◆ Did we suggest suitable places for the overseas student?			
	◆ Did we speak loudly / clearly?			
	◆ Did we look at our classmates?			
	◆ Did we stand properly?			

Comments / Suggestions:


## LT 3.9

Speaking: Oral Presentation  
Peer Assessment Form

Group: \_\_\_\_\_

Put a tick '✓' to show how well your classmates did it.

				
1.	Content			
	◆ Did they suggest suitable places for the overseas student?			
2.	Organisation			
	a) Introduction			
	◆ Did they give an introduction? (e.g. introduce themselves; introduce their topic)			
	b) Body			
	◆ Did they describe the scenic spots clearly?			
	◆ Did they tell you where the scenic spots are and how to get there?			
	◆ Did they tell you what you can do / eat / see / play there?			
3.	c) Closing			
	◆ Did they give a closing? (e.g. That's the end of our presentation. Thank you for listening.)			
3.	Presentation techniques			
	◆ Did they speak loudly / clearly?			
	◆ Did they look at their classmates?			
	◆ Did they stand properly?			

Comments / Suggestions:

e.g. I think Alex should tell us more about what people can do in ...

*LT 3.10*

Write an e-mail to the overseas student to tell him/her about your plan for his/her trip in Hong Kong.

New Message	Reply	Forward	Send	Attach Files
<p>To: _____</p> <p>From: _____</p> <p>Date: Monday, 14<sup>th</sup> May, 3:00 p.m.</p> <p>Subject: The trip in Hong Kong</p>				
<p>Dear _____,</p> <p>I am glad that you are coming to Hong Kong. I have planned a 2-day trip for you.</p> <p>On the first day, we will have _____ tour. First, we will go to _____ by _____.</p> <p>_____ . We will _____.</p> <p>_____ . Next, we will visit _____.</p> <p>_____.</p> <p>In the evening, we will _____.</p> <p>_____.</p> <p>_____.</p>				

LT 3.10

The next morning, we will go to \_\_\_\_\_ by \_\_\_\_\_  
\_\_\_\_\_. We will \_\_\_\_\_

After that, we will visit \_\_\_\_\_. We will \_\_\_\_\_

Finally, we will go to \_\_\_\_\_.

We will \_\_\_\_\_

I hope you will enjoy the trip in Hong Kong.

See you soon!

Love,

\_\_\_\_\_



**(3) Module: We Love Hong Kong***Unit: A Visit to Hong Kong*

On Day 2, we will have a \_\_\_\_\_.

\_\_\_\_\_, we will go to \_\_\_\_\_. We will go there

\_\_\_\_\_. We will \_\_\_\_\_

\_\_\_\_\_.

On Day 3, we will have \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hope you will enjoy this trip in Hong Kong.

See you soon!

Lots of love,

\_\_\_\_\_

\* Photo source: Hong Kong Tourism Board

LT 3.11

*(Teacher's Script and Answer Keys)*

## Script for Dicto-comp

Now, you are going to listen to the e-mail that I have written to Lily. Fill in the missing parts for Day 1 and Day 2. Then design the itinerary for Day 3.

I have made plans for your trip in Hong Kong. On Day 1, we will have a shopping and dining tour. First, we will go to Causeway Bay. We will go there by bus. We will visit the shopping malls. Then, we will have dinner at the floating restaurant in Aberdeen.

On Day 2, we will have a sight-seeing tour. First, we will go to Tsim Sha Tsui. We will go there by minibus. We will watch the light and sound show at night.

Now, suggest a tour for Day 3\* and write the itinerary.

\* For Day 3, accept any reasonable answers.

**(4) Module: People and Places around Me**  
**Unit: Special People in Our Eyes****Introduction**

The school is organising the ‘Super Person Awards’ to encourage pupils to appreciate people around them, including their family members and classmates. Pupils are asked to nominate candidates for the different awards.

**Task 1 The Super Person in My Family**

Pupils identify the qualities of some super mums and their good deeds after reading the descriptions about them. Modelling on a poem, pupils write another one about their own mothers to show appreciation for what they have done for others. Pupils then listen to a text about some special people before they design a crossword puzzle on the adjectives used to describe the special people in their own families.

**Task 2 The Super Students in My Class**

Pupils nominate their classmates for different ‘Super Person Awards’ and write descriptions of their classmates to support their nominations. When the teacher presents the certificates to the winners, the groups read out the descriptions.

Module: People and Places around Me

Unit: Special People in Our Eyes

Suggested Level: Key Stage 2

	Task 1	Task 2
<b>Learning Targets*</b>		
Interpersonal Strand (IS)	• ISe	• ISd
Knowledge Strand (KS)	• KSb and KSd	• KSa and KSe
Experience Strand (ES)	• ESa, ESb and ESc	• ESd
<b>Learning Objectives</b>		
Vocabulary	<p><b><u>Vocabulary Items</u></b></p> <p><i>Adjectives to describe personalities / qualities of people:</i></p> <p>brave, caring, generous, gentle, good-tempered, loving, kind-hearted, funny, humorous, patient, helpful, thoughtful, super, smart, bright, clever, wise, friendly, sociable, polite</p> <p><i>Adjectives to describe feelings:</i></p> <p>frightened, scared</p> <p><i>Verb phrases to describe people and relationships:</i></p> <p>(never) scold people, give away things, (never) give up, (never) get angry, (never) lose temper, (never) shout at people, share things with people, tell funny jokes, make people laugh, do marvellous tricks, do difficult sums, answer all questions, make funny faces, make friends, go to parties, meet people, spend time teaching people, speak softly, rescue people, think about people's needs</p>	

\*Please refer to Appendix 2 for the description of the learning targets.

	Task 1	Task 2
Vocabulary	<p><b><u>Vocabulary Building Strategies</u></b></p> <ul style="list-style-type: none"> <li>• organising vocabulary           <ul style="list-style-type: none"> <li>➤ syntagmatic approach – using spider webs to associate the personalities of people with what they do, e.g. brave → rescue a girl → is never frightened of cockroaches</li> </ul> </li> <li>• understanding word associations           <ul style="list-style-type: none"> <li>➤ associations, e.g. gentle → speak softly</li> <li>➤ collocations, e.g. make friends, lose temper</li> <li>➤ synonyms, e.g. gentle = good-tempered</li> </ul> </li> <li>• keeping vocabulary cards on personalities and qualities of people</li> </ul> <p><b><u>Relevant Categories in the Wordlists</u></b></p> <ul style="list-style-type: none"> <li>• People and Relationships</li> </ul>	
Text Types	• Personal descriptions	
	<ul style="list-style-type: none"> <li>• Webpages</li> <li>• Poems</li> <li>• Newspaper articles</li> </ul>	
Language Items and Communicative Functions	<ul style="list-style-type: none"> <li>• Use adjectives to describe people e.g. My dad is <u>sociable</u>.</li> <li>• Use adverbs or adverb phrases to express frequency e.g. He <u>always</u> makes us laugh.</li> </ul>	

	Task 1	Task 2
Language Items and Communicative Functions		<ul style="list-style-type: none"> <li>• Use comparative adjectives and superlative adjectives to make comparisons e.g. He is <u>braver</u> than other classmates. / She is <u>more patient</u> than other classmates. / He is the <u>bravest</u> person in my class. / She is the <u>most patient</u> classmate in my class.</li> <li>• Use formulaic expressions to show agreement or disagreement e.g. <u>I don't agree</u>. I think Alan is more generous than Tony. / <u>I agree</u>. I think Alan is the most generous student in my class.</li> </ul>
<b>Language Skills</b>		
Listening	<ul style="list-style-type: none"> <li>• Listen for explicit and implicit meaning <ul style="list-style-type: none"> <li>➤ locate specific information in spoken texts</li> </ul> </li> </ul>	
Speaking	<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> <li>➤ use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings</li> </ul> </li> </ul>	

	Task 1	Task 2
Speaking		<ul style="list-style-type: none"> <li>• Participate effectively in an oral interaction               <ul style="list-style-type: none"> <li>➤ maintain an interaction by acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate</li> </ul> </li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Construct meaning from texts               <ul style="list-style-type: none"> <li>➤ work out the meaning of an unknown word or expression by using context and knowledge of the world</li> <li>➤ recognise the format and language features of a variety of text types</li> <li>➤ understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language</li> </ul> </li> </ul>	

	Task 1	Task 2
Reading	<ul style="list-style-type: none"> <li>• Locate information and ideas                             <ul style="list-style-type: none"> <li>➤ scan a text to locate specific information by using strategies such as looking at the headline of an article</li> <li>➤ identify details that support the gist or main ideas</li> </ul> </li> </ul>	
Writing	<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently                             <ul style="list-style-type: none"> <li>➤ gather and share information and ideas by using strategies such as brainstorming</li> <li>➤ use a small range of language patterns such as different verb forms and structural patterns</li> <li>➤ use appropriate formats, conventions and language features when writing a variety of text types</li> <li>➤ use available resources such as word banks</li> </ul> </li> </ul>	
		<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently                             <ul style="list-style-type: none"> <li>➤ plan and organise information, and express own ideas and feelings by identifying purpose and audience for a writing task</li> </ul> </li> </ul>

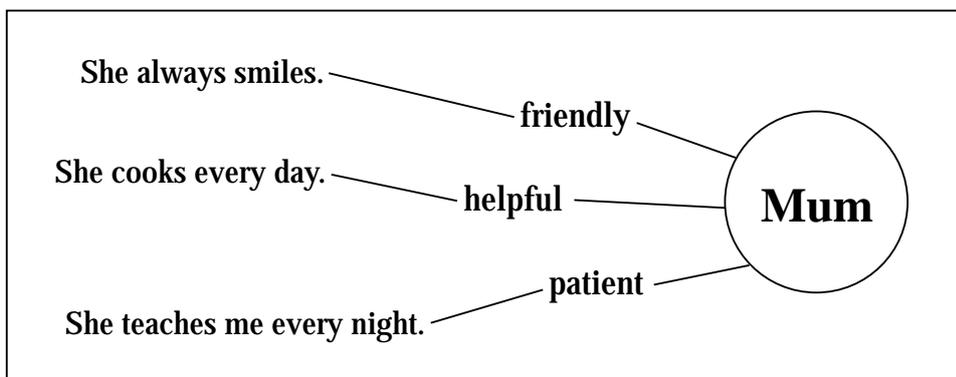
	Task 1	Task 2
Writing		<ul style="list-style-type: none"> <li>➤ draft, revise and edit written texts with teacher and/or peer support by               <ul style="list-style-type: none"> <li>- using a range of techniques such as combining ideas, adding details, replacing words or phrases with more appropriate ones</li> <li>- re-reading the draft and correct spelling, punctuation, grammar and vocabulary</li> </ul> </li> </ul>

Materials

- LT 4.1 - LT 4.6 (pp. 150-161)
- Games and activities in Chapter 3.1 (pp. 229-236)
- Video clips of the tryout lessons (for teachers' reference)

Procedures**Task 1: The Super Person in My Family****Part A: Super Mum**

1. Elicit from pupils adjectives or verb phrases for describing their mothers' personalities and the good deeds that their mothers have done. Guide pupils to show appreciation for their mothers.
2. Present the ideas in a spider web to show pupils the special qualities of different mums and what they do. The spider web helps pupils associate the verb phrases with the adjectives.

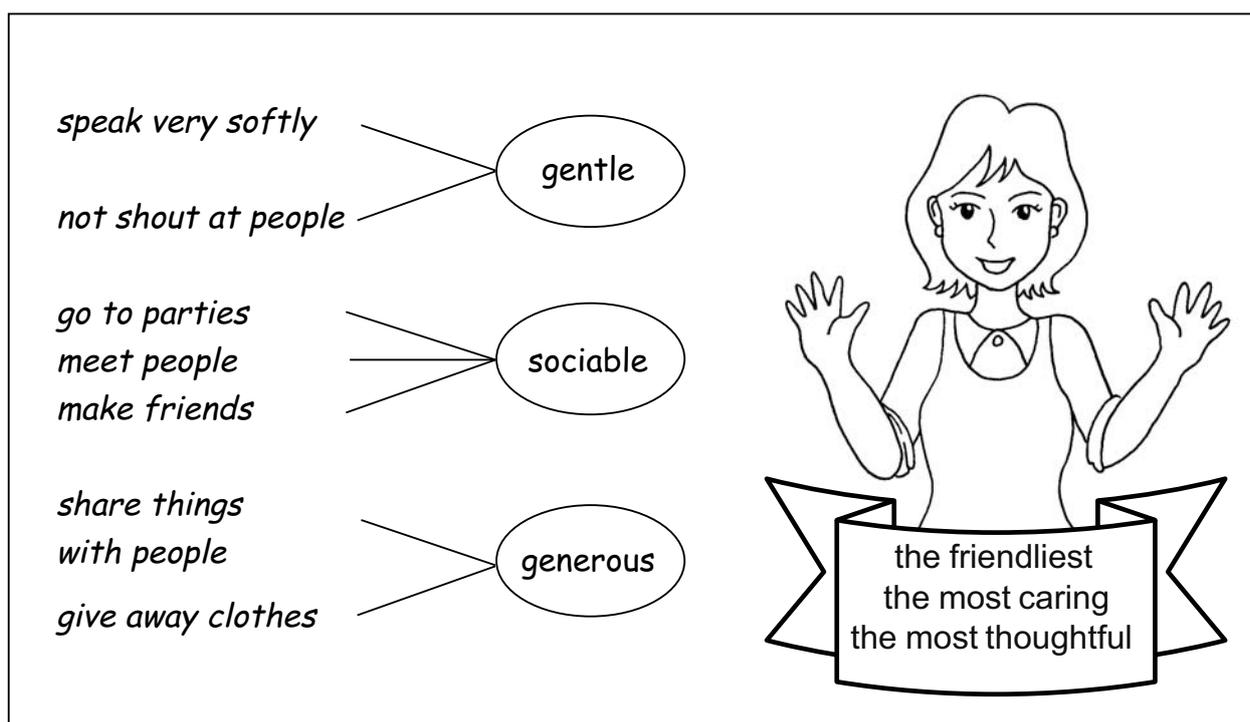
**A Spider Web to Show the Good Qualities of Different Mums**

3. Ask pupils the question 'What are super mums like?' to help them anticipate the content of the text to be read.
4. Ask pupils to read some children's descriptions of their super mums in the textbook\*<sup>1</sup>. Guide pupils to identify their special qualities (e.g. brave, smart, patient, good-tempered, humorous) and locate the examples in the text for illustrating these qualities.

\*<sup>1</sup> *Primary Longman Express 4A (2005) Chapter 5 (pp. 33&34)*

**(4) Module: People and Places around Me***Unit: Special People in Our Eyes*

- Demonstrate how to create a spider web (LT 4.1) to organise the new adjectives for describing the super mums and the verbs / verb phrases that are related to their qualities.
- Introduce the poem 'Super Mum' (LT 4.2 Part A). Highlight the features of a poem (e.g. rhyming words, lines and stanzas). Guide pupils to identify the main idea in each stanza to find out the qualities of the super mum (e.g. gentle, sociable, generous). Have pupils identify the verbs / verb phrases that illustrate these qualities and organise them in the form of spider webs.



- Draw pupils' attention to word combinations (e.g. lose temper, do tricks, make funny faces, make friends, give away clothes).
- Highlight the synonyms of adjectives for describing people. Encourage pupils to use different synonyms in a piece of text to give lexical richness.

e.g.

Adjectives		
gentle	=	good-tempered
caring		thoughtful
funny		humorous

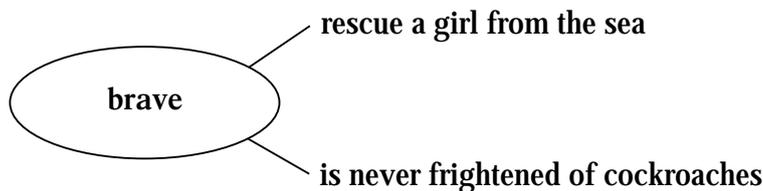
- Engage pupils in a 'Pelmanism Game' to help them revise the vocabulary learnt. (For details about the game, please refer to pp. 229&230.)

10. Ask pupils to see if their mums share the same qualities. Have pupils add examples about what their mums do for others to further illustrate the meanings of the adjectives.
11. Modelling on the poem 'Super Mum', pupils write a poem to describe their mums (LT 4.2 Part B) using the adjectives and verbs / verb phrases they have learnt.
12. Invite some pupils to read out their poems in front of the class and give feedback on the content and pronunciation, stress and intonation as well as their application of adjectives and verbs / verb phrases to describe the qualities of their mums.

### Part B: Special people in my family

1. Ask pupils to listen to Ken's description of the special qualities of his family members (e.g. brave, good-tempered, humorous, smart) in the textbook\*<sup>2</sup> and discuss the examples that show these special qualities. Draw pupils' attention to the verbs / verb phrases that are related to the special qualities and have them complete the activity sheet (LT 4.3).
2. Help pupils connect their learning and deepen their understanding of the target vocabulary by highlighting the examples used in the listening text and the previous reading text to illustrate the meanings of the same adjective.

e.g.



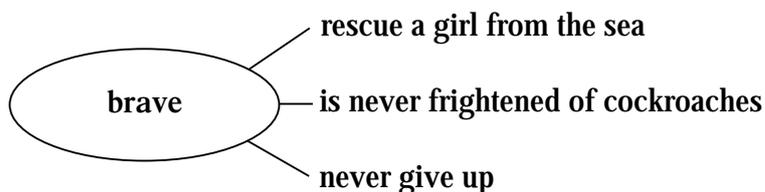
3. To consolidate the learning of the adjectives and to make English learning more fun, invite pupils to work in groups to design crossword puzzles for other groups. Demonstrate how to write clues to describe the personalities or qualities of people and how to construct the answer keys of the crossword puzzle. Have pupils design crossword puzzles on their special family members and play each other's puzzles. (For details about the activity, please refer to pp. 231-234.)
4. Go through the clues written by pupils to check their understanding of the adjectives and the associated verb phrases, and provide appropriate feedback.

\*<sup>2</sup> *Primary Longman Express Listening 4A (2005) Chapter 5 (p. 13)*

## Part C: Superman

1. Read the newspaper article 'A special person – a real Superman' in the textbook\*<sup>3</sup> with the pupils.
2. Highlight the features of a newspaper article (e.g. the headline, the layout, photos). Guide pupils to find out the qualities of Christopher Reeve, the actor who starred in the movie *Superman* (e.g. brave, patient, generous).
3. Ask pupils to read through the text and identify the verbs / verb phrases that illustrate the good qualities of Christopher Reeve. Have pupils organise the ideas and add them to the spider webs constructed in the previous lessons to gain a deeper understanding of the word meanings.

e.g.



4. Guide pupils to appreciate Superman's response to the accident and elicit other adjectives to describe Superman (e.g. kind, loving, caring, thoughtful).
5. Play a 'Bingo Game' with pupils to help them consolidate the learning of the adjectives and the related verbs / verb phrases. (For details about the game, please refer to pp. 235&236.)

\*<sup>3</sup> *Primary Longman Express 4A (2005) Chapter 5 (p. 40)*

**Task 2: The Super Students in My Class**

**Part A: Nominations for super students**

1. Tell pupils that the school is organising the ‘Super Person Awards’ to encourage them to show appreciation to their classmates. Ask pupils to work in groups of six to nominate candidates for the different awards (e.g. ‘The Most Humorous Student Award’).
2. Give each group a name list and each group member a nomination ballot (LT 4.4) for each award.
3. Ask pupils to choose their ideal candidate from the name list and complete the ballot with descriptions of the candidate in point form. Remind pupils to apply the verbs / verb phrases associated with the different awards in support of their nominations.
4. Encourage pupils to make reference to the vocabulary cards for language input.
5. For each award, stick all six nomination ballots onto a large piece of paper. Guide pupils to make comparisons and select the candidate for the award. The one who gets the most number of points will be the winner.

**Part B: Writing a description of a super student**

1. Guide pupils to read all the points about the winner. Show different ways to organise the points into a piece of writing (e.g. elaborating ideas, combining ideas and deleting repeated points).
2. Demonstrate lexical substitution and expansion step by step by using a sample draft with many repetitions of ‘funny’ and ‘tell’. Have pupils think about how they can enhance the lexical richness of the sample. Guide pupils to avoid the repeated words and replace them with synonyms learnt before or vocabulary from the spider webs constructed in the previous lessons.

## Sample Draft for Demonstrating Lexical Substitution

The Super Student in Our Eyes

*XXX should get the most humorous person*

*talks about very interesting shares humorous*

*award. He **tells us funny** things. He **tells funny***

*crazy*

*silly*

*stories. He **tells us funny** jokes. He makes **funny***

*marvellous*

*fun*

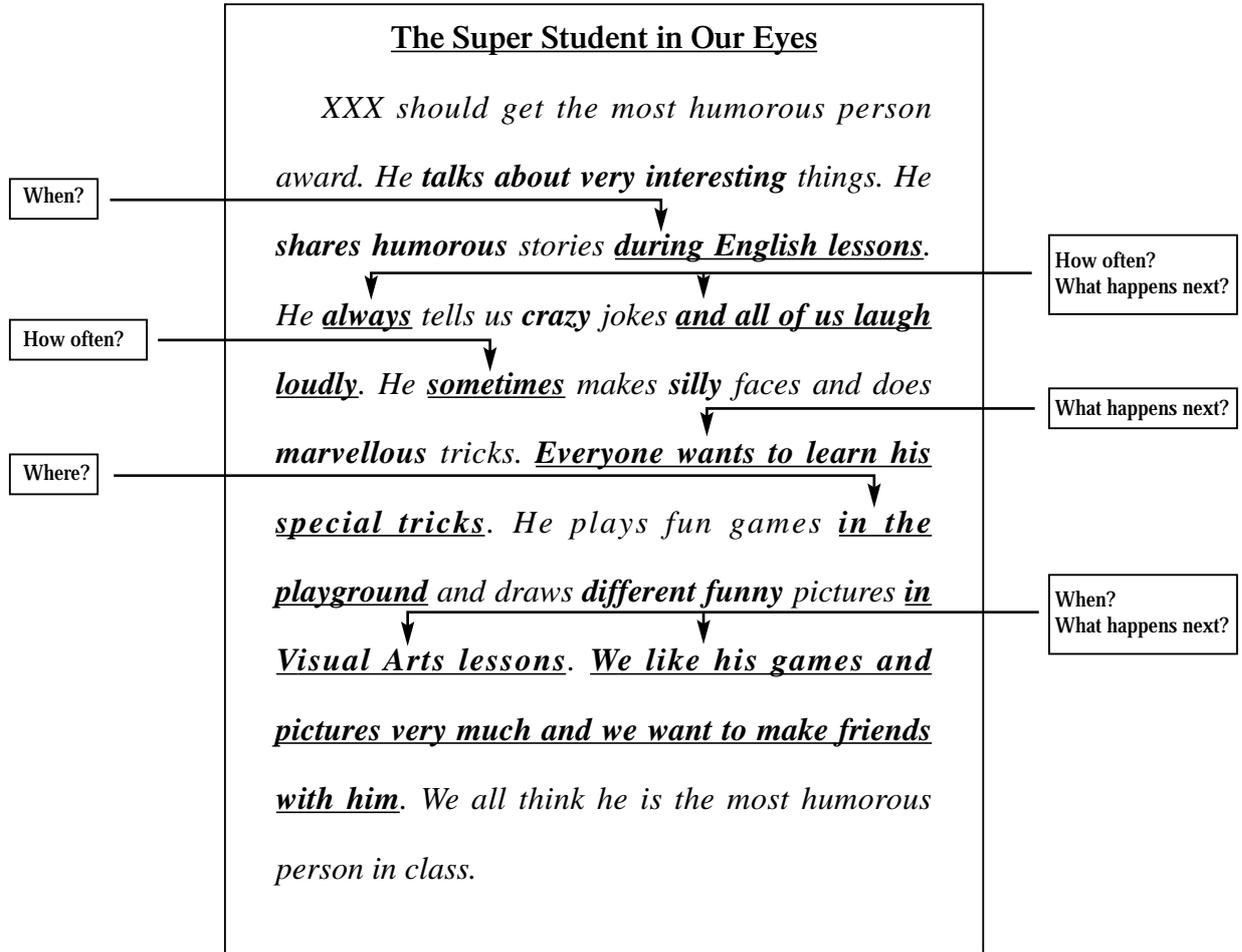
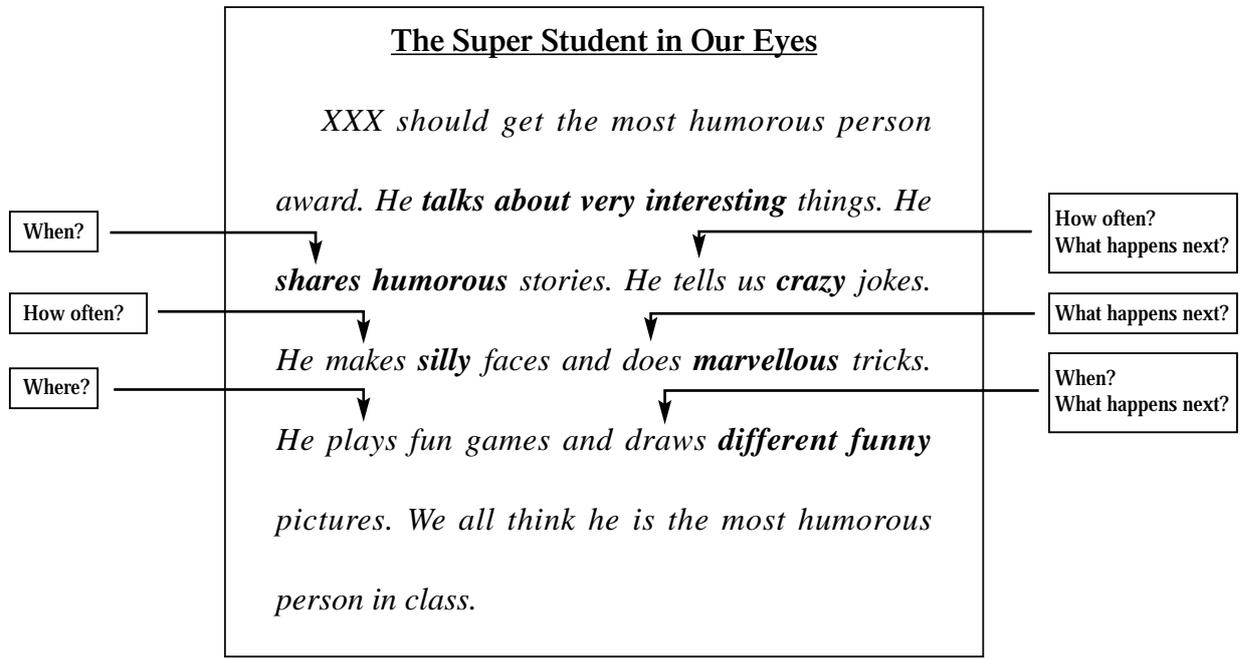
*faces and does **funny** tricks. He plays **funny** games*

*different funny*

*and draws **funny** pictures. We all think he is the most  
humorous person in class.*

3. Guide pupils to expand the sample draft lexically by asking 'wh-' questions (e.g. when, where, what happens next, how often).

Sample Draft for Demonstrating Lexical Expansion

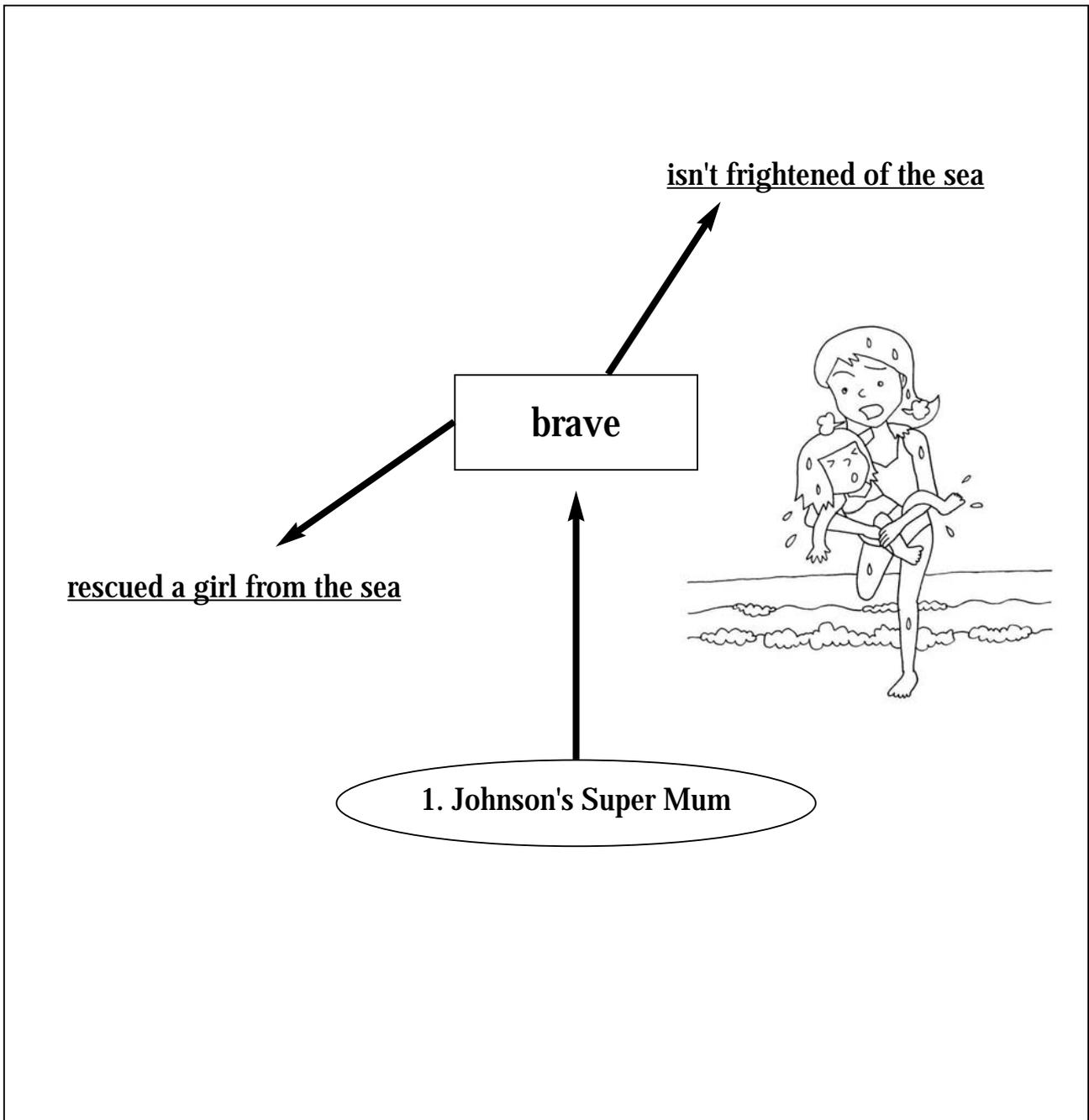


4. Ask pupils to work individually to write a description (LT 4.5) in support of their nominations.
5. After pupils have finished their drafts, encourage them to improve their own writing by substituting synonyms for words that are repeated.
6. Encourage pupils to read one another's drafts and ask 'wh-' questions (e.g. when, where, what happens next, how often) to help their classmates practise lexical expansion.
7. Give feedback on pupils' application of the verbs / verb phrases used in support of the nominations and their attempts in lexical substitution and expansion.
8. Present the certificates (LT 4.6) to the winners of different awards and ask the groups to read out the descriptions of the winners.

LT 4.1

Read the descriptions of different super mums in the textbook and complete the following spider webs.

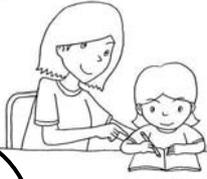
Example



LT 4.1

2. Susan's Super Mum

smart



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Tom's Super Mum

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

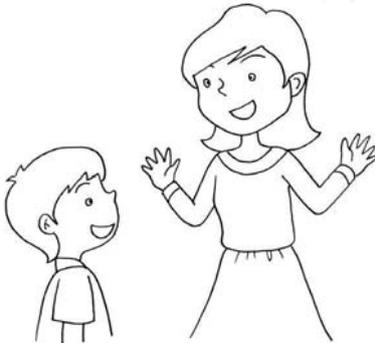
\_\_\_\_\_

\_\_\_\_\_



4. Sam's Super Mum

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Ricky's Super Mum

\_\_\_\_\_



Ha...ha...

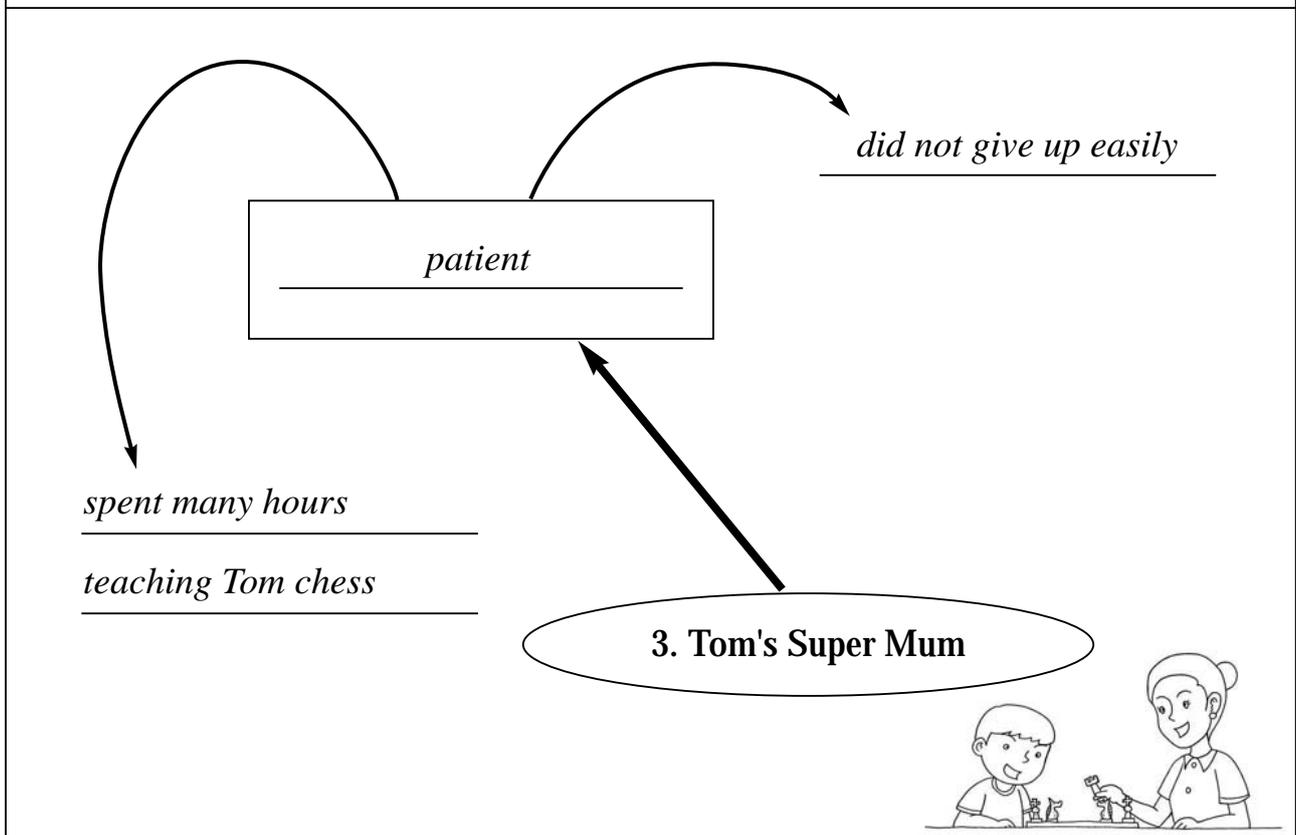
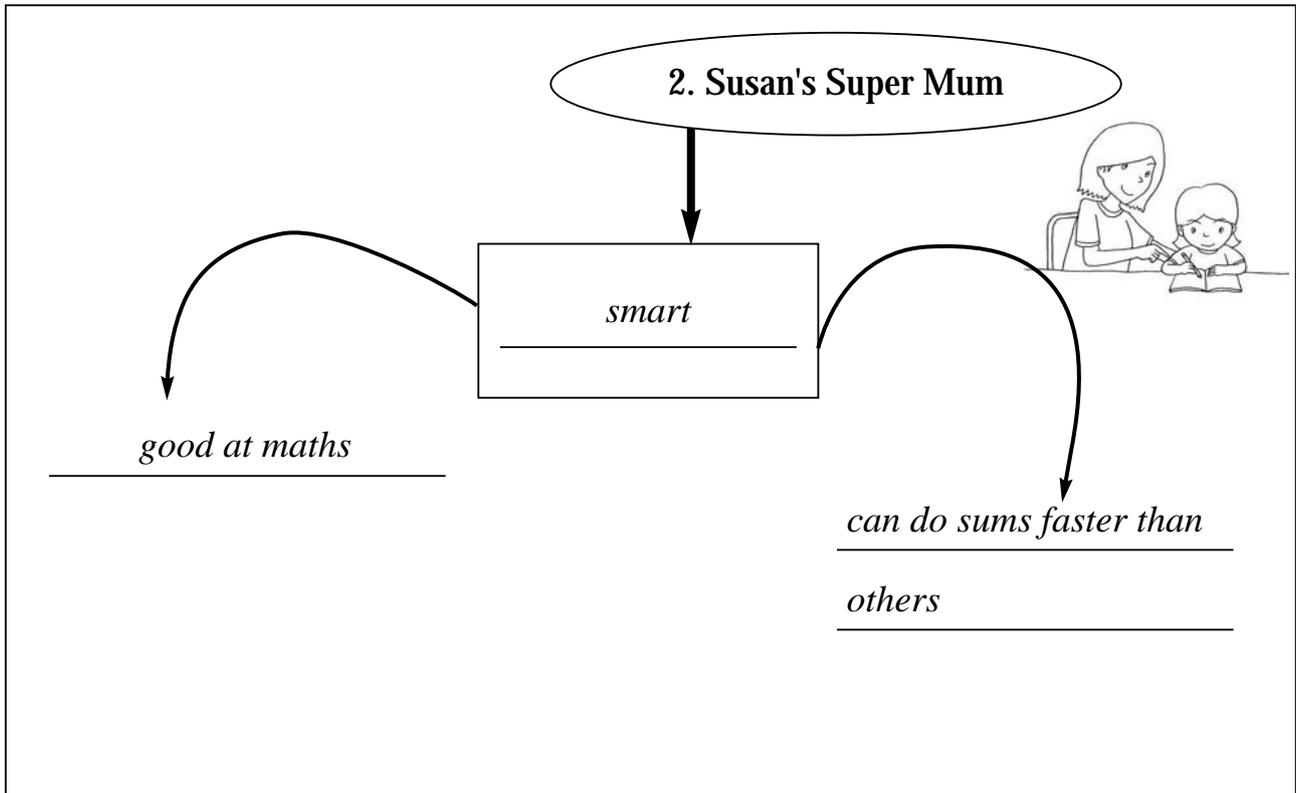
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LT 4.1

(Answer Keys)



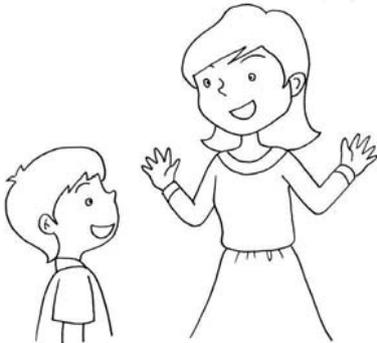
LT 4.1

(Answer Keys)

4. Sam's Super Mum

good-tempered

never lose temper



5. Ricky's Super Mum

humorous

Ha...ha...

tell funny jokes



A. Read the following poem.

## Super Mum

You are a Super Mum I must say.

You are gentle every day.  
You don't shout at people.  
You speak very softly.

You are sociable in every way.  
You like making friends.  
You enjoy going to parties and meeting people.

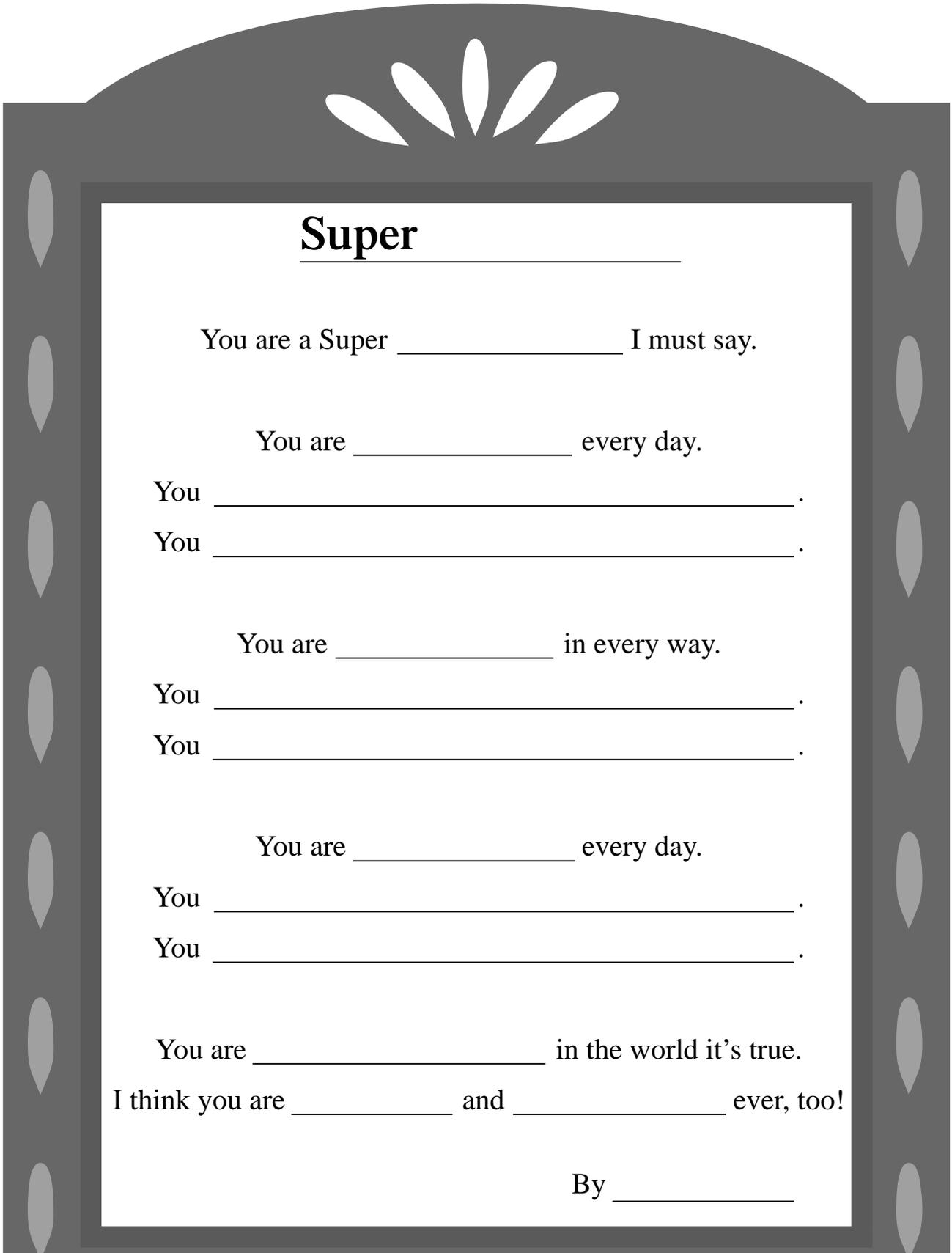
You are generous every day.  
You share things with others.  
You give away clothes to the poor.

You are the friendliest mum in the world it's true.  
I think you are the most thoughtful and caring mum ever, too!

By Miss Lau

Adapted from *Primary Longman Express 4A* (2005) Chapter 5 (p. 39)

B. Write a poem to one of your family members.



**Super**  
\_\_\_\_\_

You are a Super \_\_\_\_\_ I must say.

You are \_\_\_\_\_ every day.

You \_\_\_\_\_.

You \_\_\_\_\_.

You are \_\_\_\_\_ in every way.

You \_\_\_\_\_.

You \_\_\_\_\_.

You are \_\_\_\_\_ every day.

You \_\_\_\_\_.

You \_\_\_\_\_.

You are \_\_\_\_\_ in the world it's true.

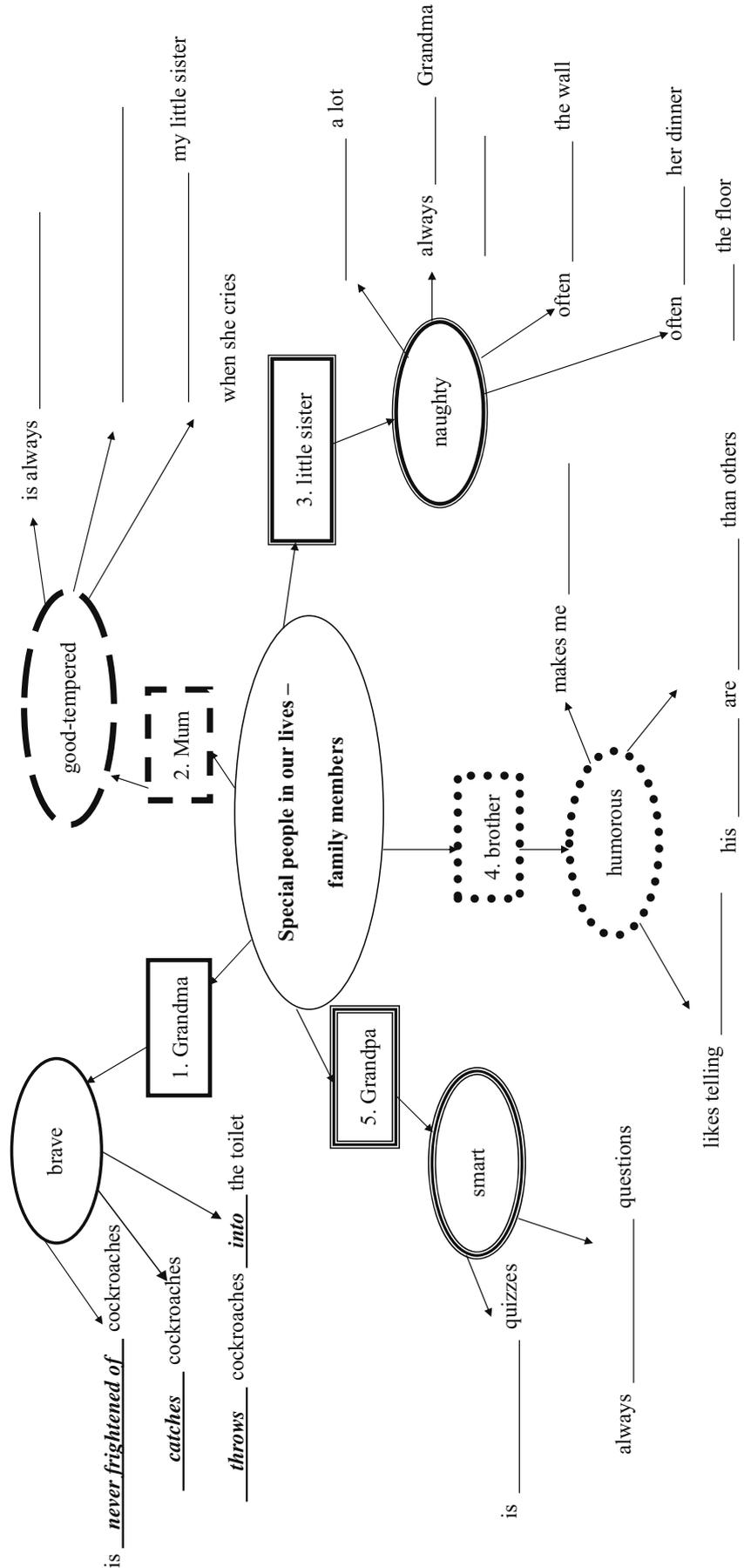
I think you are \_\_\_\_\_ and \_\_\_\_\_ ever, too!

By \_\_\_\_\_

LT 4.3

Listen to Ken's description of his family and fill in the blanks with words that describe the special qualities of his family members.

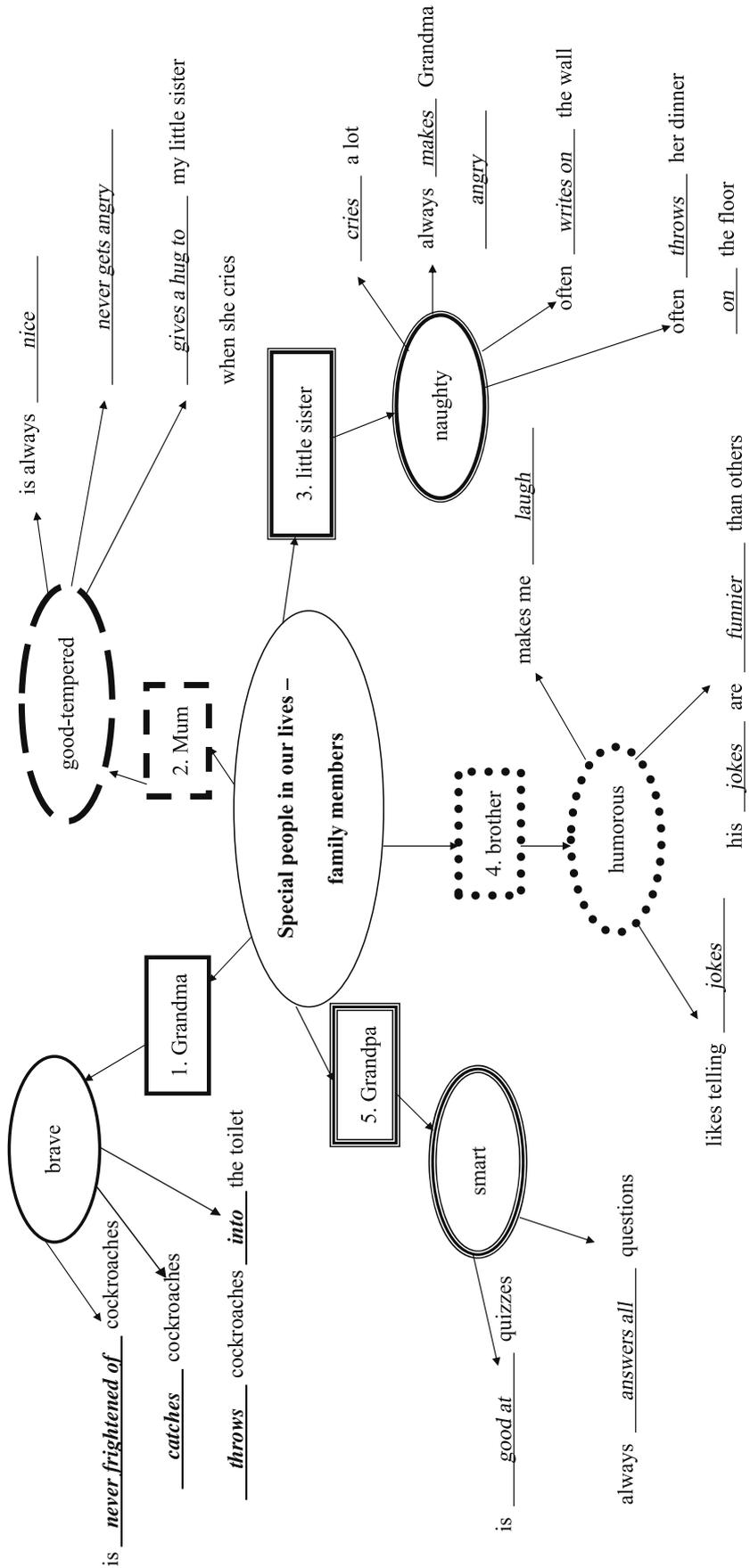
catches	never gets angry	throws ... on	makes ... angry	answers all
never frightened of	gives a hug to	cries	funnier	good at
throws ... into	nice	writes on	jokes	laugh



LT 4.3  
(Answer Keys)

Listen to Ken's description of his family and fill in the blanks with words that describe the special qualities of his family members.

catches	never gets angry	throws ... on	makes ... angry	answers all
never frightened of	gives a hug to	cries	funnier	good at
throws ... into	nice	writes on	jokes	laugh



**LT 4.4**

Choose a suitable classmate to be the ideal candidate for 'The Most Humorous Student Award'. Fill in the ballot form below with the descriptions of the candidate.

<b>NOMINATION BALLOT</b> <b>Election for 'The Most Humorous Student Award'</b>	
1.	<hr/> <hr/>
2.	<hr/> <hr/>
3.	<hr/> <hr/>
4.	<hr/> <hr/>
5.	<hr/> <hr/>
<b>Name of Candidate:</b> (Choose one candidate only)	<hr/>

LT 4.5

Write to the teacher explaining why the pupil should get the award.

Writing tips:

- ☞ Who should get the \_\_\_\_\_ person award?
- ☞ What does he/she do?
  - What does he/she always / sometimes / never do?
- ☞ Is he/she the \_\_\_\_\_ (bravest / smartest / gentlest / most generous / most good-tempered / most sociable / most patient / most humorous)?

### The Super Student in Our Eyes

\_\_\_\_\_ should get the most \_\_\_\_\_ person award.

He/She

---

---

---

---

---

Signed by: \_\_\_\_\_

LT 4.6



**(5) Module: Changes**  
**Unit: I am Growing Up****Introduction**

To appreciate their own growth and learn to show care towards others, pupils are invited to make their growth profiles which include pictures, information and reflections about their life as a baby, a kindergarten child and a Primary 4 pupil. In the process, they learn to appreciate their development at different stages – how they have grown from being looked after by others to looking after themselves and helping others.

**Task 1 Growth Profile – When I was a Baby**

Pupils learn about growth and development by reading the information text ‘Growing Up’ and listening to a boy sharing what he could do at different ages. After that, they bring in their baby photos to show their classmates and write Part 1 of their growth profile.

**Task 2 Growth Profile – When I was a Kindergarten Child**

After reading the story ‘When I was younger’, pupils share their kindergarten photos and interview their classmates to find out their self-care abilities and development. After that, they write Part 2 of their growth profile.

**Task 3 Growth Profile – When I am a Primary 4 Pupil**

After looking at a picture of a messy house, pupils work in groups to discuss the ways they can contribute to housework and help with the clean-up of the muddled house. After that, they write Part 3 of their growth profile.

Module: Changes

Unit: I am Growing Up

Suggested Level: Key Stage 2

	Task 1	Task 2	Task 3
<b>Learning Targets*</b>			
Interpersonal Strand (IS)	• ISb and ISe		• ISd
Knowledge Strand (KS)	• KSb and KSe		
	• KSf		
Experience Strand (ES)	• ESd		
	• ESa	• ESb	• ESa
<b>Learning Objectives</b>			
Vocabulary	<p><b><u>Vocabulary Items</u></b></p> <p><i>Nouns / Noun phrases of clothing and accessories:</i></p> <p>ribbon, shoelaces, necktie, zips, school bag, uniform</p> <p><i>Verbs to describe body movements:</i></p> <p>crawl, jump, cry, smile, laugh, dance, sleep</p> <p><i>Verb phrases to describe keeping self clean and things tidy:</i></p> <p>brush my teeth, wash my hands / face / hair, take a bath / shower, comb my hair, pack my school bag / snack box / lunch box / toys</p> <p><i>Verb phrases to describe getting dressed:</i></p> <p>get dressed, do up my buttons / zips / shoelaces / ponytail, tie my necktie / shoelaces / ribbon, put on my school uniform</p> <p><i>Verb phrases to describe eating and walking properly:</i></p> <p>eat with chopsticks / a spoon / a fork / a knife, crawl on the floor, walk up and down the stairs</p> <p><i>Names of furniture:</i></p> <p>bookshelf, cupboard, sofa, chair, table, desk, bed</p>		

\*Please refer to Appendix 2 for the description of the learning targets.

	Task 1	Task 2	Task 3
Vocabulary	<p><i>Verb phrases to describe household care:</i> make the bed, make breakfast, set the table, wash the dishes / clothes, hang the shirt / trousers, sweep / mop the floor, dust the bookshelf / cupboard, wipe the window / chair</p> <p><i>Reflexive pronouns:</i> myself / himself / herself / yourself / yourselves / ourselves / themselves</p> <p><b><u>Vocabulary Building Strategies</u></b></p> <ul style="list-style-type: none"> <li>• organising vocabulary <ul style="list-style-type: none"> <li>➤ paradigmatic approach – using tree diagrams to show lexical sets, e.g. household care → tidy up → clean up → prepare meals</li> <li>➤ syntagmatic approach – using spider webs to show word combinations, e.g. do up → buttons → zips → shoelaces</li> </ul> </li> <li>• understanding word formation <ul style="list-style-type: none"> <li>➤ affixation, e.g. him + self → himself</li> <li>➤ compounding, e.g. shoe + laces → shoelaces</li> </ul> </li> <li>• understanding word associations <ul style="list-style-type: none"> <li>➤ lexical sets, e.g. get dressed → do up my buttons, tie my ribbon</li> <li>➤ word combinations, e.g. make the bed, do up buttons</li> </ul> </li> <li>• keeping vocabulary cards on self care and household care</li> </ul>		

	Task 1	Task 2	Task 3
Vocabulary	<u>Relevant Categories in the Wordlists</u> <ul style="list-style-type: none"> <li>• Body, Senses and Body Movements</li> <li>• Clothing and Accessories</li> <li>• Furnishings and Household Products</li> <li>• Personal Hygiene</li> </ul>		
Text Types	<ul style="list-style-type: none"> <li>• Personal recounts</li> </ul>		
	<ul style="list-style-type: none"> <li>• Information texts</li> <li>• Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Stories</li> </ul>	
Language Items and Communicative Functions	<ul style="list-style-type: none"> <li>• Use phrasal verbs to indicate actions e.g. I can <u>clean up</u> my bedroom.</li> <li>• Use reflexive pronouns to emphasise that someone does something without any help from anyone else e.g. I could eat with a spoon by <u>myself</u>.</li> <li>• Use connectives ‘when’ to express time e.g. I could eat with a spoon by myself <u>when</u> I was one.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Use the modals ‘could’ and ‘couldn’t’ to talk about abilities e.g. I <u>could</u> crawl. I <u>couldn’t</u> tie my shoelaces.</li> </ul>		
		<ul style="list-style-type: none"> <li>• Use the auxiliary verb ‘did’ to seek information e.g. <u>Did</u> you know how to take a shower by yourself?</li> </ul>	<ul style="list-style-type: none"> <li>• Use the modal ‘can’ to talk about abilities e.g. I <u>can</u> take care of myself now.</li> </ul>

	Task 1	Task 2	Task 3
<b>Language Skills</b>			
Listening	<ul style="list-style-type: none"> <li>• Listen for explicit and implicit meaning               <ul style="list-style-type: none"> <li>➤ locate specific information in spoken texts</li> </ul> </li> </ul>		
Speaking		<ul style="list-style-type: none"> <li>• Participate effectively in an oral interaction               <ul style="list-style-type: none"> <li>➤ maintain an interaction by asking questions and replying</li> </ul> </li> </ul>	
Reading	<ul style="list-style-type: none"> <li>• Construct meaning from texts               <ul style="list-style-type: none"> <li>➤ identify details that support the main ideas</li> <li>➤ understand the connection between ideas by identifying cohesive devices</li> </ul> </li> <li>• Locate information and ideas               <ul style="list-style-type: none"> <li>➤ scan a text to locate specific information</li> </ul> </li> </ul>		
Writing	<ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently               <ul style="list-style-type: none"> <li>➤ write paragraphs which develop main ideas</li> <li>➤ present main and supporting ideas, and where appropriate with elaboration</li> <li>➤ draft, revise and edit written texts with teacher and/or peer support by                   <ul style="list-style-type: none"> <li>- using a range of techniques such as re-arranging the order of ideas, adding details, and replacing words and phrases with more appropriate ones</li> <li>- re-reading the draft and correct spelling, punctuation, grammar and vocabulary</li> <li>- using available resources such as word banks</li> </ul> </li> </ul> </li> </ul>		

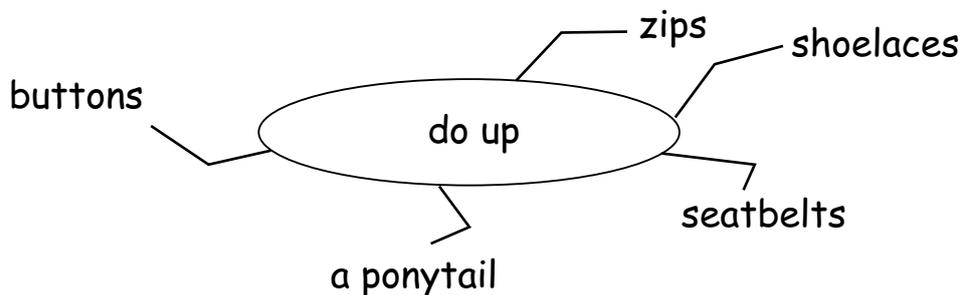
**Materials**

- LT 5.1 - LT 5.8 (pp. 176-190)
- Games and activities in Chapter 3.1 (pp. 237-248)
- Video clips of the tryout lessons (for teachers' reference)

**Procedures****Task 1: Growth Profile – When I was a Baby**

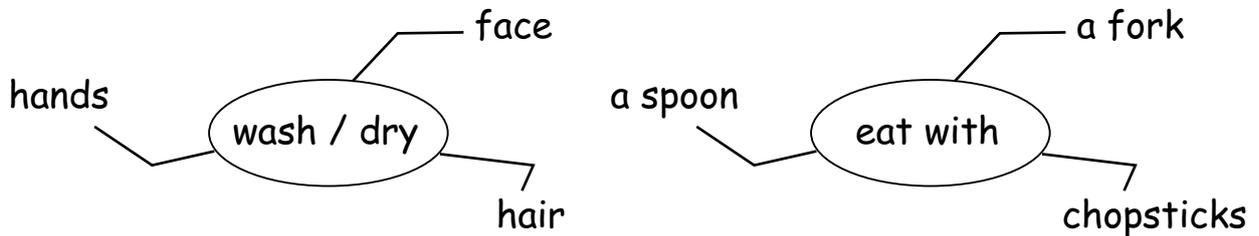
## Part A: Growing up

1. Inform pupils they are going to reflect on their development at three different stages (as a baby, a kindergarten child and a Primary 4 pupil) and write their own growth profiles.
2. Show pupils pictures of babies and invite them to talk about what babies can and cannot do to elicit learnt vocabulary to describe body movements.
3. Guide pupils to read the information text ‘Growing Up’ in the textbook\*<sup>1</sup> about the growth and development of a person. Ask pupils to locate information about what children can do at different ages (e.g. wash and dry their hands, do up buttons, eat their meals with a spoon).
4. Demonstrate how to construct a spider web to strengthen syntagmatic associations (e.g. do up zips / shoelaces / seatbelts). Draw pupils' attention to word combinations.



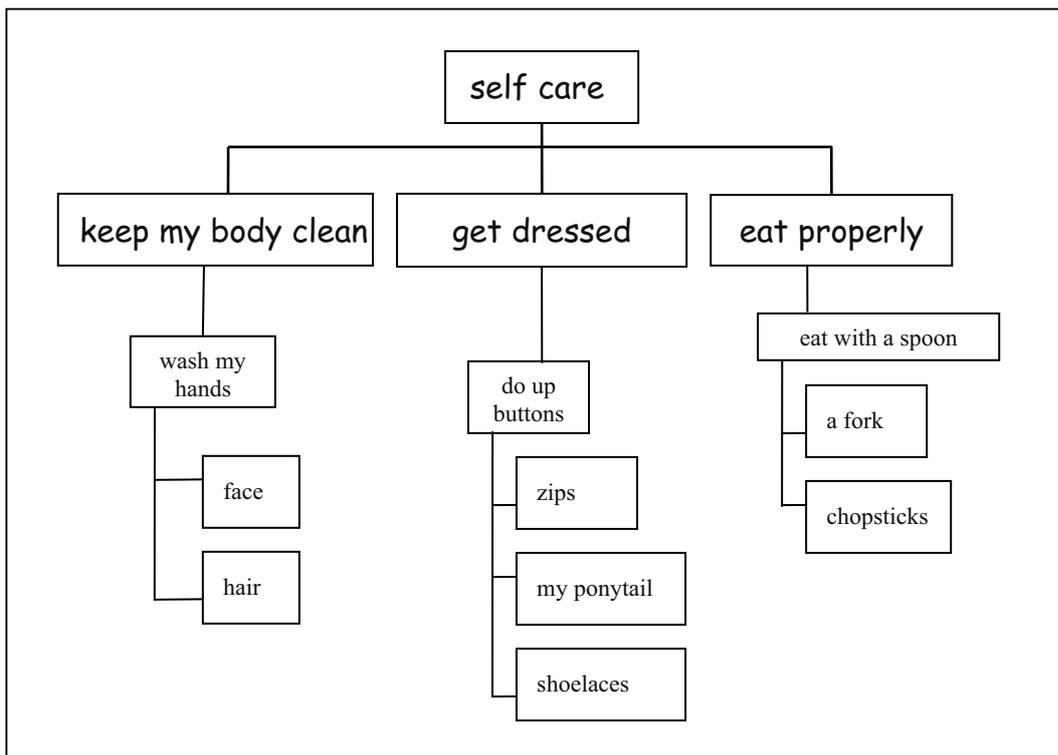
\*<sup>1</sup> *Primary Longman Express 4A* (2005) Chapter 7 (p. 56)

5. Have pupils construct spider webs with other verbs (e.g. wash, dry, eat with) to develop their awareness of possible word combinations.



6. Introduce the use of tree diagrams and demonstrate how to organise vocabulary about self-care abilities into the following categories, namely ‘keep my body clean’, ‘get dressed’ and ‘eat properly’.

**A Tree Diagram of Vocabulary about Self Care**



7. Guide pupils to complete the tree diagram (LT 5.1). Encourage them to draw on their own prior experience and add more words to the tree diagram.

8. Draw pupils' attention to the compound words in the tree diagram. Develop word formation skills by highlighting that compound words are formed by putting two words together.

e.g.

Nouns		Nouns		Compound Words
chop		sticks		chopsticks
shoe	+	laces	=	shoelaces
neck		tie		necktie
pony		tail		ponytail

9. Engage pupils in a 'Matching Game' to find the compound words to consolidate their knowledge of word formation. (For details about the game, please refer to pp. 237&238.)

#### Part B: When I was little

1. Go through the photos that Jim would use for his project in the textbook\*2. As a pre-listening activity, ask pupils to describe what Jim could do in each photo with the help of the vocabulary from the tree diagram of 'Self Care'. Ask pupils to make guesses at Jim's age with reference to the information text in Part A.
2. Play the CD for pupils to confirm their guesses and complete the listening task (LT 5.2).
3. Help pupils revise the target vocabulary with the help of the songs 'If You're Growing' and 'This is the Way'. By replacing the lyrics with different verb phrases, pupils practise the various vocabulary items learnt. (For details about the activity, please refer to pp. 239&240.)
4. To help pupils consolidate the learning of the target vocabulary items, have them show their classmates their baby photos and describe their own self-care abilities at that age.

\*2 *Primary Longman Express Listening 4A* (2005) Chapter 7 (p. 19)

Part C: My growth profile – ‘When I was a baby’

1. Tell pupils they are going to write Part 1 of their own growth profile (LT 5.3). Guide pupils to see the main idea of this part – pupils could not take care of themselves when they were a baby.
2. To help pupils organise their writing, ask them to put in two lists – what they could and could not do when they were a baby with the help of a graphic organiser (LT 5.4). Show how pairs of similar ideas from the two lists can be grouped together using cohesive devices (e.g. I could crawl but I could not walk).
3. Guide pupils to read their drafts and demonstrate how to enrich the content using the ideas in the tree diagram of ‘Self Care’. Provide feedback on the appropriate use of vocabulary and relevance of ideas to help pupils improve their writing.

### Task 2: Growth Profile – When I was a Kindergarten Child

Part A: Taking care of myself

1. Ask pupils to read the story ‘When I was younger’ in the textbook\*<sup>3</sup> which tells what Eddy and Emma could and couldn’t do. Guide pupils to focus on the verbs and verb phrases to locate information about their self-care abilities at different ages (LT 5.5 Part A).
2. Develop word formation skills by highlighting that the reflexive pronouns are formed by adding the suffix *self* or *selves*. Draw pupils’ attention to the reflexive pronouns in the text to help them locate what the two children could do without help.

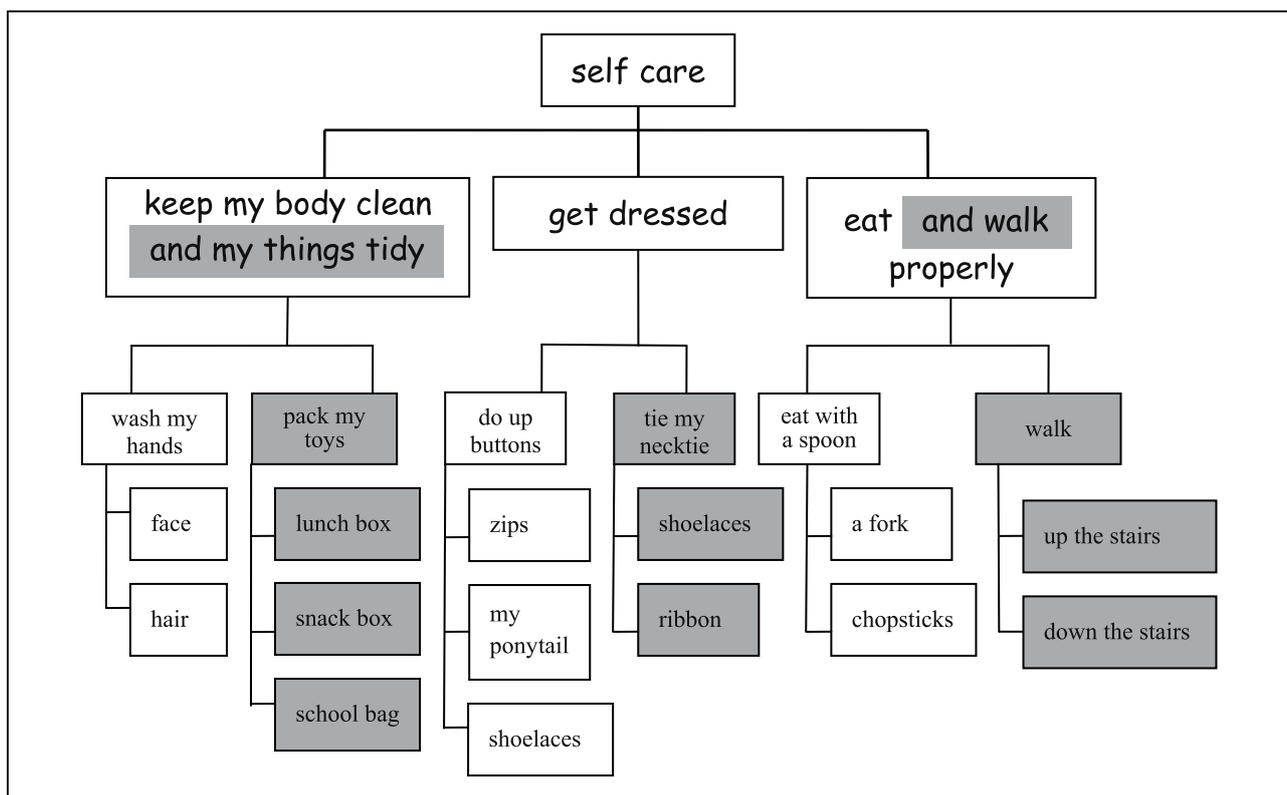
e.g.

Pronouns		Suffix		Reflexive Pronouns
her		self		herself
my	+	self	→	myself
our		selves		ourselves

\*<sup>3</sup> *Primary Longman Express 4A* (2005) Chapter 7 (pp. 49&50)

3. Have pupils write what they themselves could do at different ages (LT 5.5 Part B).
4. To expand pupils' ideas on self-care abilities, guide them to enter the new vocabulary items into the appropriate categories of the tree diagram.

### Enriched Tree Diagram of Vocabulary about Self Care



5. To revise the verb phrases for describing their self-care abilities, divide the class into two teams to play the game 'Vocabulary Tic Tac Toe'. (For details about the game, please refer to pp. 241&242.)
6. To consolidate the learning of the target vocabulary items, get pupils to complete a checklist of what they could and could not do when they were in kindergarten (They might need to ask their parents.) and conduct interviews to find out what others could do in their kindergarten years (LT 5.6). To promote peer learning, have pupils share the interesting things their classmates could do after they have finished the interviews.

Part B: My growth profile – ‘When I was a kindergarten child’

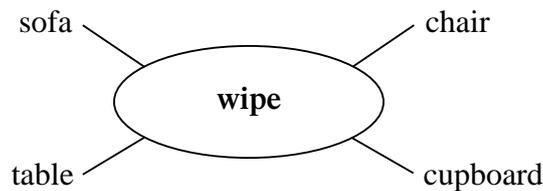
1. Before pupils work on Part 2 of the growth profile (LT 5.3), highlight the main idea in this part – pupils could take care of themselves. Brainstorm with pupils more ideas on what they could do when they were a kindergarten child.
2. To help pupils organise their writing, guide them to make use of the categories of the tree diagram of ‘Self Care’ to develop topic sentences for the different paragraphs (e.g. I could get dressed). Show pupils how they can elaborate the main idea in each paragraph by providing details using the verb phrases in that category (e.g. I could get dressed. I could put on my jacket. I could also do up my zips and buttons).
3. Guide pupils to read their drafts and provide feedback on the appropriate use of vocabulary and relevance of ideas in each paragraph with respect to the topic sentence.

### **Task 3: Growth Profile – When I am a Primary 4 Pupil**

Part A: Cleaning up a muddled house

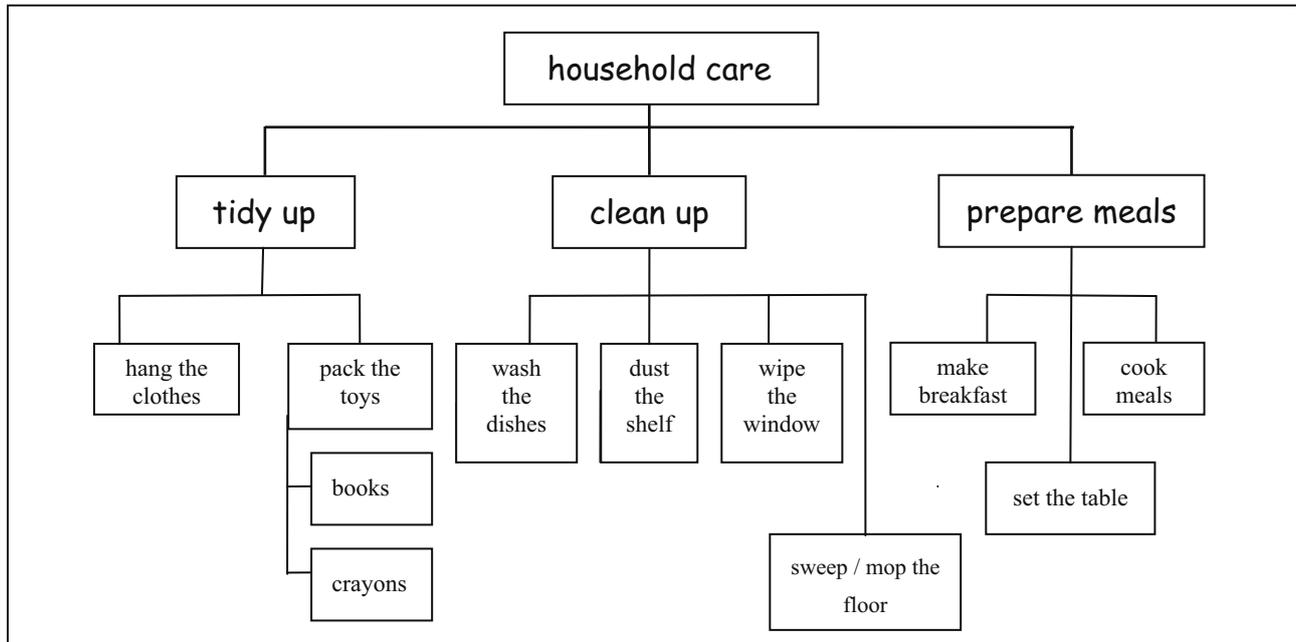
1. Show pupils a picture of a messy house. Elicit from pupils vocabulary to describe ways to clean up the house (e.g. wipe the table, sweep the floor, hang the clothes, pack the toys). Help them generate more ideas by encouraging them to explore possible combinations of the verbs with relevant nouns.

e.g.

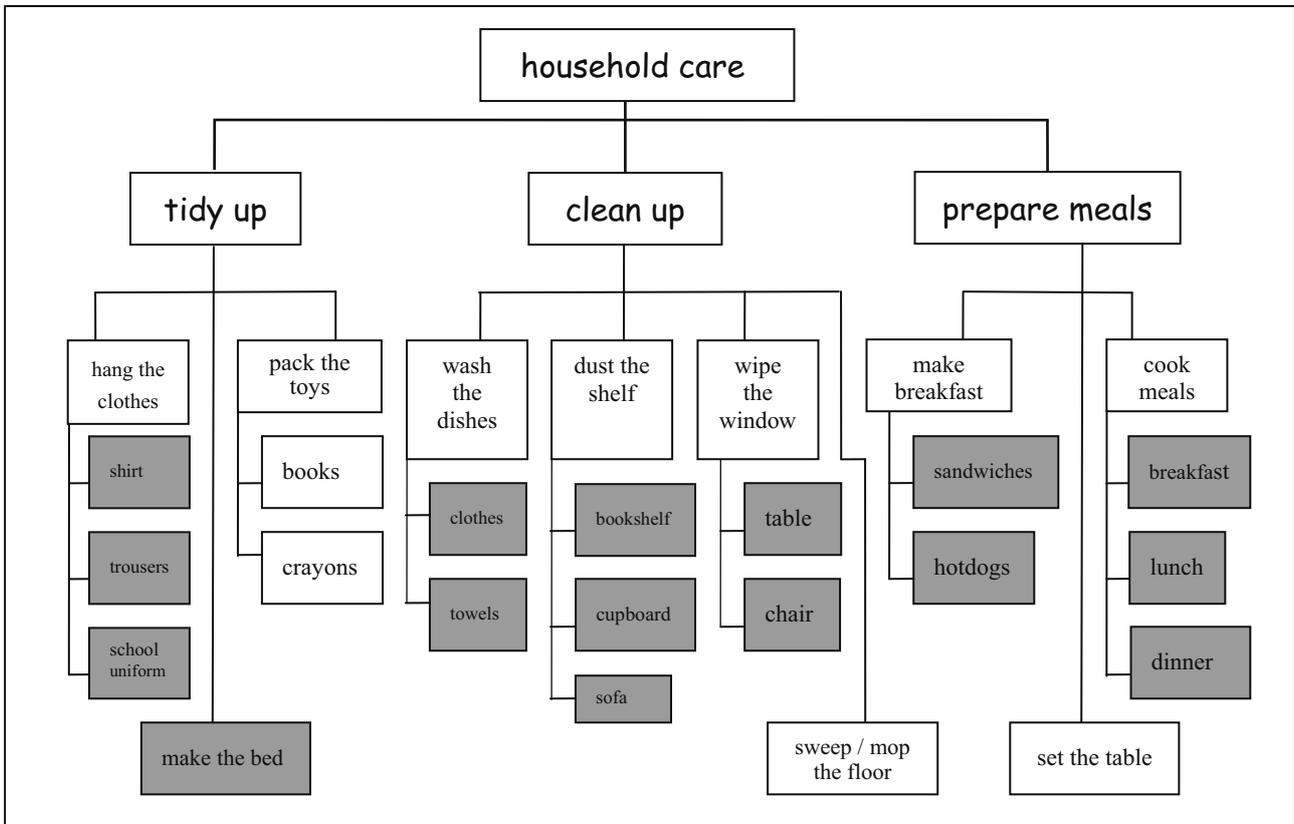


2. Introduce the superordinates, 'tidy up', 'clean up' and 'prepare meals' and ask pupils to put the verb phrases into the appropriate categories to form a lexical set on 'Household Care' (LT 5.7).

### A Tree Diagram of Vocabulary about Household Care



3. Play a 'Clean-up Competition' with the pupils. Give each group a set of picture cards with household products for cleaning or tidying up (e.g. a duster, a mop, a broom). Have pupils make a list of housework that they can do to clean up the house with the help of the household products provided. Encourage pupils to combine the newly learnt verbs with words of furniture (e.g. dust the bookshelves / cupboards). (For details about the game, please refer to pp. 243-246.)
4. To expand pupils' ideas on household care, guide them to enter the new vocabulary items into the appropriate categories of the tree diagram of 'Household Care'.

**Enriched Tree Diagram of Vocabulary about Household Care**

5. Revise the vocabulary of household care with the help of songs and a ‘Board Game’ on ‘Housework’. (For details about the game, please refer to pp. 247&248.)

Part B: Interviewing classmates about the housework they can do

1. Ask pupils to fill in a reflective checklist (LT 5.8 Part A) on the kind of housework they can do by themselves as a Primary 4 pupil.
2. Get pupils to conduct interviews to find out what housework others can do (LT 5.8 Part B). Have pupils share the interesting things their classmates can do as in Part A of Task 2.

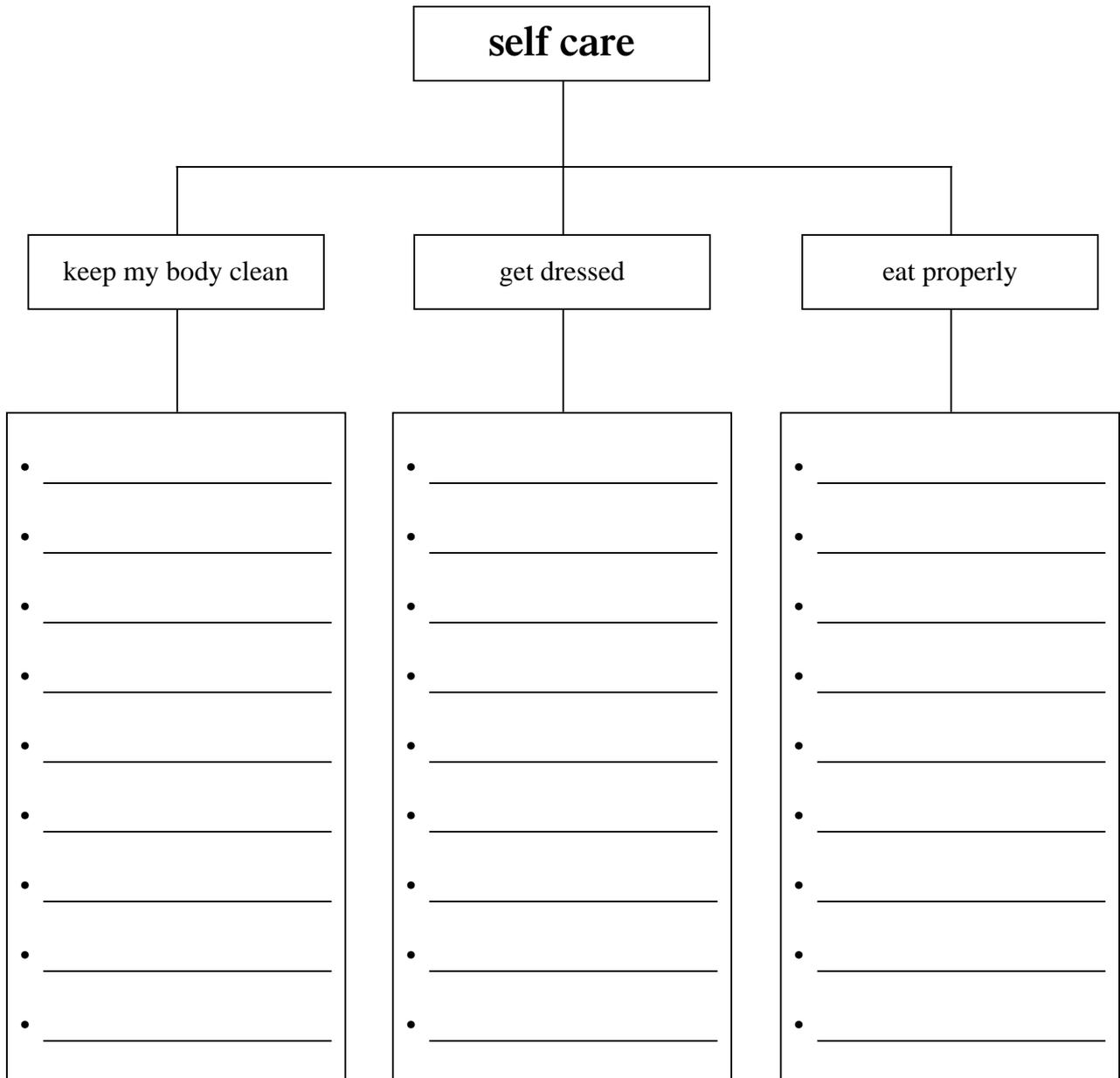
Part C: My growth profile – ‘When I am a Primary 4 pupil’

1. Before pupils work on Part 3 of the growth profile (LT 5.3), guide them to appreciate how they have grown from being looked after by others to looking after themselves and helping with the housework.
2. Help pupils brainstorm ideas on what they can do for their family and guide them to group their ideas under appropriate categories in the tree diagram of ‘Household Care’.
3. Help pupils organise their writing as in step 2 in Part B of Task 2. Encourage pupils to give expression to their feelings towards their changes and growth in the last paragraph of their growth profile.
4. Provide appropriate feedback as in step 3 in Part B of Task 2.
5. Recap the use of tree diagrams and spider webs for sorting, organising and retrieving vocabulary.

LT 5.1

Complete the following tree diagram about 'Self Care'. Think about how you can keep your body clean, get dressed and eat properly. Add as many words as you can to the tree diagram.

A Tree Diagram of Vocabulary about Self Care



## LT 5.2

Jim is doing a project called 'When I was little'. He is picking some photos from his photo album together with his mum.

Listen to their conversation. Circle the correct answers and fill in the blanks.



\_\_\_\_\_ years old

Jim (could / couldn't) \_\_\_\_\_  
by himself when he was \_\_\_\_\_.



\_\_\_\_\_ years old

Jim looked happy on his birthday.  
He (could / couldn't) \_\_\_\_\_  
\_\_\_\_\_ by himself.



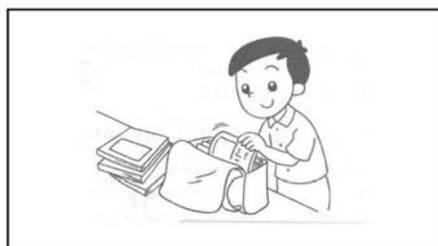
\_\_\_\_\_ years old

When Jim was \_\_\_\_\_ years old, he  
(could / couldn't) \_\_\_\_\_  
by himself.



\_\_\_\_\_ years old

Jim (could / couldn't) \_\_\_\_\_  
by himself when he was \_\_\_\_\_.



\_\_\_\_\_ years old

Jim (could / couldn't) \_\_\_\_\_  
by himself when he was \_\_\_\_\_.

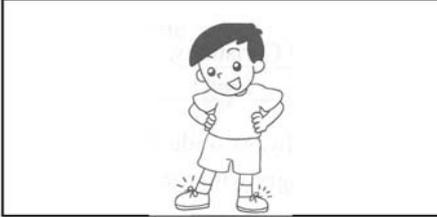
Adapted from *Primary Longman Express Listening 4A* (2005) Chapter 7 (p. 19)

## LT 5.2

(Answer Keys)

Jim is doing a project called 'When I was little'. He is picking some photos from his photo album together with his mum.

Listen to their conversation. Circle the correct answers and fill in the blanks.



5 years old

Jim (could) couldn't tie his shoelaces by himself when he was five.



3 years old

Jim looked happy on his birthday. He (could) couldn't open his birthday present by himself.



2 years old

When Jim was two years old, he (could / couldn't) eat with a spoon by himself.



4 years old

Jim (could / couldn't) get dressed by himself when he was four.



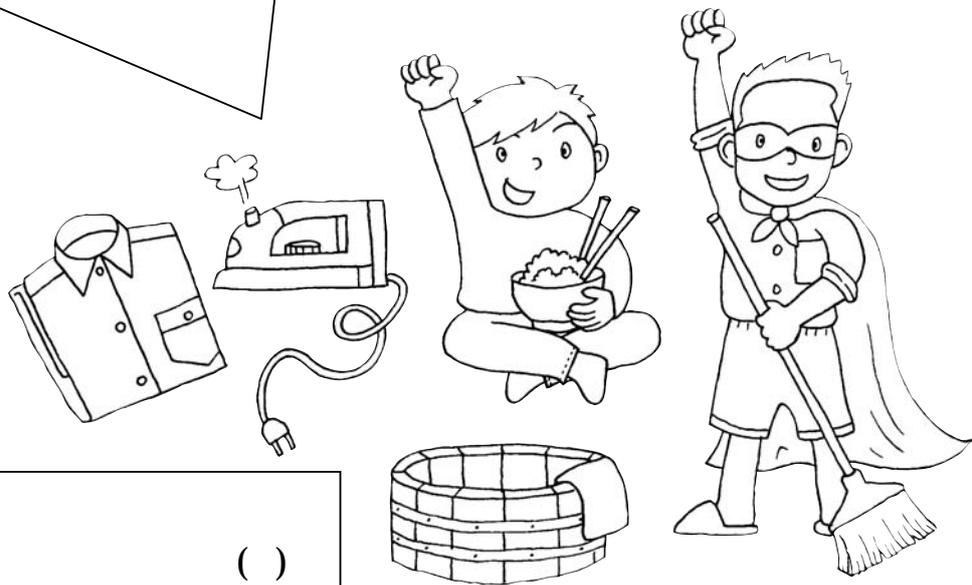
6 years old

Jim (could) couldn't pack his school bag by himself when he was six.

Adapted from *Primary Longman Express Listening 4A* (2005) Chapter 7 (p. 19)

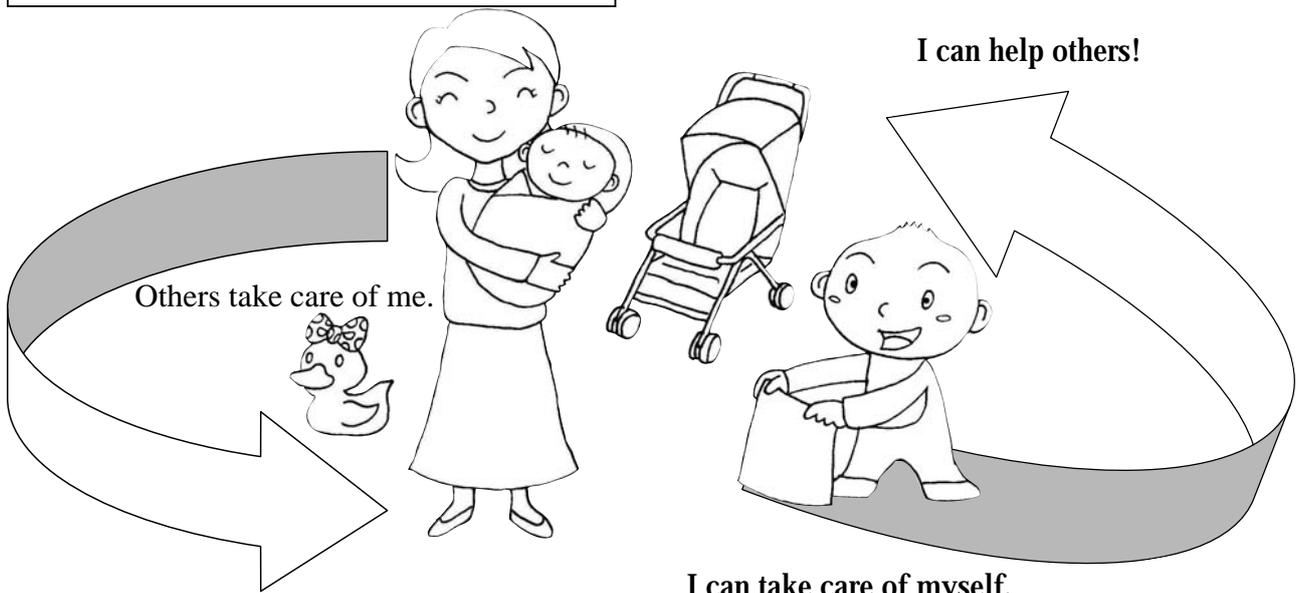
LT 5.3

# I am growing up!



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

Class: \_\_\_\_\_ P.4( )



Others take care of me.

I can help others!

I can take care of myself.







LT 5.4

Write down what you could and could not do when you were a baby.

## When I was a baby

I could ...

I could not ...

*Stick your picture here.*

**Introduce yourself:**

I could not take care of myself.

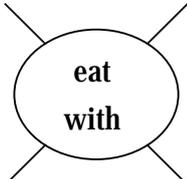
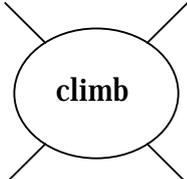
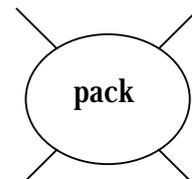
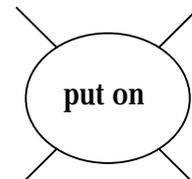
**Part A**

Read the text ‘When I was younger’ on pp. 49&50 of the textbook to find out what Emma and Eddy could or couldn’t do at different ages.

Time	What the characters could do at different ages		
	Self-care abilities	Emma	Eddy
One year old	<ul style="list-style-type: none"> <li>• eat with a spoon</li> </ul>	e.g. ✓	
First went to school	<ul style="list-style-type: none"> <li>• pack school bags</li> </ul>		
Five years old	<ul style="list-style-type: none"> <li>• comb hair</li> </ul>		

**Part B**

Write what you could do at different ages in the table below.

Age	What I could do		
	<ul style="list-style-type: none"> <li>• eat with a <u>spoon</u></li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>		
		<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	
			<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
			

**LT 5.5**

(Answer Keys)

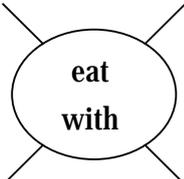
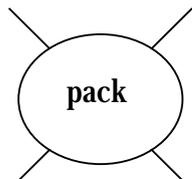
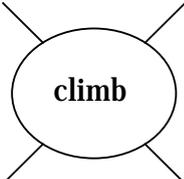
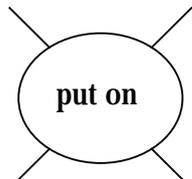
**Part A**

Read the text ‘When I was younger’ on pp. 49&50 of the textbook to find out what Emma and Eddy could or couldn’t do at different ages.

Time	What the characters could do at different ages		
	Self-care abilities	Emma	Eddy
One year old	<ul style="list-style-type: none"> <li>• eat with a spoon</li> </ul>	e.g. ✓	
First went to school	<ul style="list-style-type: none"> <li>• pack school bags</li> </ul>	✓	
Five years old	<ul style="list-style-type: none"> <li>• comb hair</li> </ul>	✓	

**Part B**

Write what you could do at different ages in the table below.

Age	What I could do	
	<ul style="list-style-type: none"> <li>• eat with <u>a spoon</u></li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	
		<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
		
		

LT 5.6

A. What could you do by yourself when you were a kindergarten child?

Tick the things that you could do when you were a kindergarten child.

I. Checklist	
	I
<u>Keep my body clean and my things tidy</u>	
- pack my toys	
- take a bath / shower	
- wash my hair	
- tie my hair	
others:	
-	
-	
<u>Get dressed</u>	
- put on my school uniform	
- do up buttons / zips	
- tie my necktie	
others:	
-	
-	
<u>Eat and walk properly</u>	
- eat with a spoon / chopsticks	
- walk up and down the stairs	
others:	
-	
-	

LT 5.6

*B. Interview two of your classmates and fill in the information sheet.*

A: Did you know how to keep your body clean and your things tidy by yourself when you were in kindergarten?

B: Yes, I could pack my \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ by myself.

A: Did you know how to get dressed by yourself?

B: Yes, I could put on my school uniform, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ by myself.

A: Did you know how to eat and walk properly by yourself?

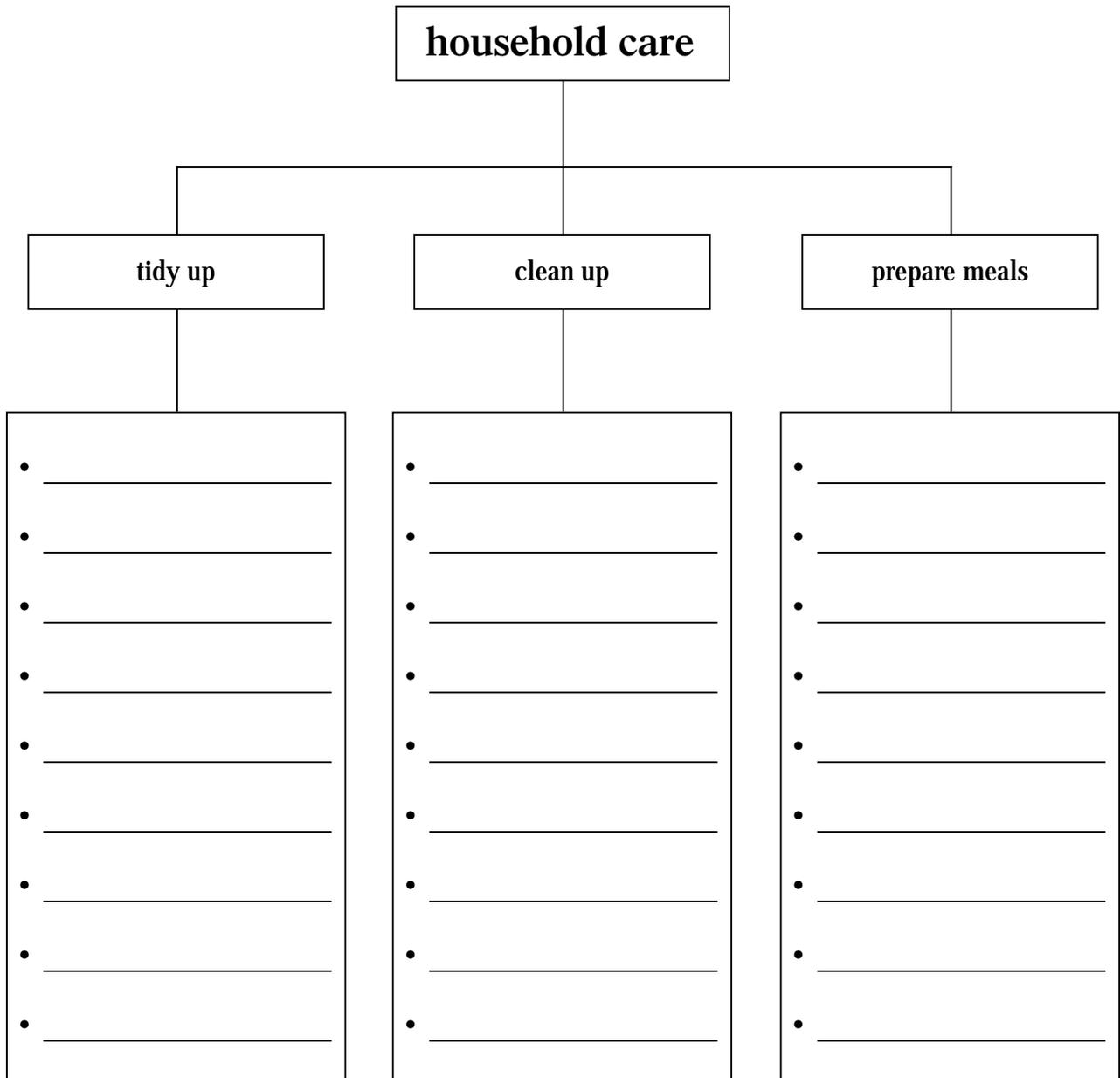
B: Yes, I could \_\_\_\_\_.

II. Information Sheet		
	Classmate 1: _____	Classmate 2: _____
<b><u>Keep my body clean and my things tidy</u></b>		
- pack my toys		
- take a bath / shower		
- wash my hair		
- tie my hair		
others:		
-		
-		
<b><u>Get dressed</u></b>		
- put on my school uniform		
- do up buttons / zips		
- tie my necktie		
others:		
-		
-		
<b><u>Eat and walk properly</u></b>		
- eat with a spoon / chopsticks		
- walk up and down the stairs		
others:		
-		
-		

LT 5.7

Complete the following tree diagram about 'Household Care'. Think about how you can tidy up, clean up and prepare meals at home. Add as many words as you can to the tree diagram.

A Tree Diagram of Vocabulary about Household Care



LT 5.8

A. What can you do by yourself when you are a Primary 4 pupil?

Tick the housework that you can do now.

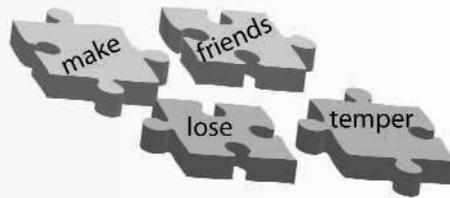
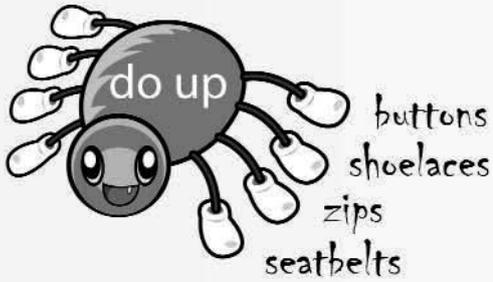
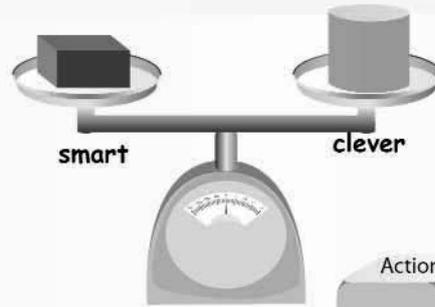
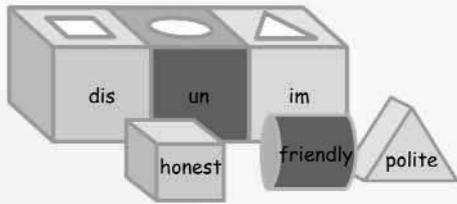
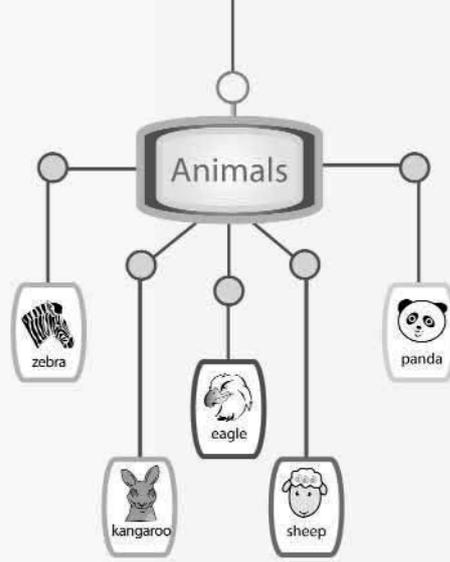
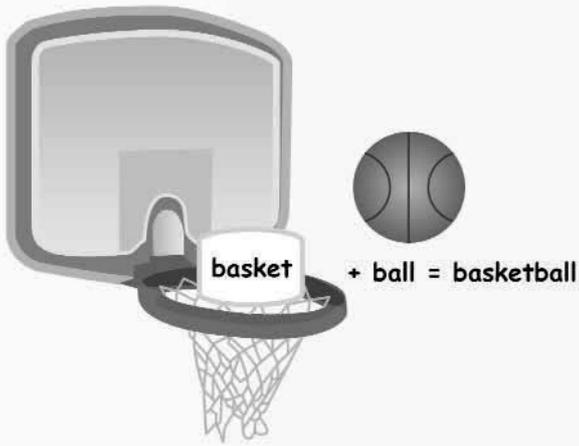
I. Checklist	
	I
<u>Tidy up</u>	
- hang the clothes	
- make the bed	
- pack the toys	
others:	
-	
-	
<u>Clean up</u>	
- wash the dishes	
- wash the clothes	
- dust the shelf	
- wipe the windows	
- sweep the floor	
- mop the floor	
others:	
-	
-	
<u>Prepare meals</u>	
- make breakfast	
- set the table	
others:	
-	
-	

LT 5.8

*B. Interview two of your classmates and fill in the information sheet.*

A: Do you know how to tidy up your house?  
 B: Yes, I can make the bed, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ by myself.  
 A: Do you know how to clean up your house?  
 B: Yes, I can wash \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ by \_\_\_\_\_.  
 A: Do you know how to prepare meals?  
 B: Yes, I can \_\_\_\_\_.

II. Information Sheet		
	Classmate 1: _____	Classmate 2: _____
<b>Tidy up</b>		
- hang the clothes		
- make the bed		
- pack the toys		
others:		
-		
-		
<b>Clean up</b>		
- wash the dishes		
- wash the clothes		
- dust the shelf		
- wipe the windows		
- sweep the floor		
- mop the floor		
others:		
-		
-		
<b>Prepare meals</b>		
- make breakfast		
- set the table		
others:		
-		
-		



# Chapter 3

## Vocabulary Games and Activities



## Games and Activities Included in Chapter 2

### Chapter 3 Vocabulary Games and Activities

#### 3.1 Games and Activities Included in Chapter 2

Suggested Units	Games and Activities	Page
(1) Sports	a. Word Wizards	195
	b. Broken Sentences	198
	c. Good and Bad Angels	203
(2) We Can Make Things	a. Information Gap	207
	b. Board Game	211
(3) A Visit to Hong Kong	a. Guessing Game	216
	b. Domino Game	221
	c. Board Game	225
(4) Special People in Our Eyes	a. Pelmanism Game	229
	b. Crossword Puzzle	231
	c. Bingo Game	235
(5) I am Growing Up	a. Matching Game	237
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## Other Games and Activities

### 3.2 Other Games and Activities

Suggested Units	Games and Activities	Page
(1) School Days	Domino Game	249
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(9) At the Food Stalls	Role Play	276
(10) Clothing and Accessories	Odd One Out	281
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	b. Word Association	288
(13) Making Friends	Throw and Catch	291
(14) Animals	a. Four-beat Rhythm Game	292
	b. Pelmanism Game	295

## Games and Activities Included in Chapter 2

### 3.1 Games and Activities Included in Chapter 2

#### (1) Sports

##### a. Word Wizards

<b>Vocabulary Items</b>	<p><i>Names of sports:</i></p> <p>water sports, track and field events, ball games, diving, swimming, surfing, running, long jump, high jump, hurdle, badminton, tennis, table tennis, basketball, football, ice-skating, cycling</p> <p><i>Names of sports facilities:</i></p> <p>swimming pool, gym, table tennis room, basketball court, tennis court, football field, badminton court, ice-skating rink, cycling path</p>
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#### Activity Description

Pupils have to unscramble the letters of the words on the word cards and work out the category that the words belong to.

#### Materials

Word Wizard cards with answers on the back

#### Teaching Notes

1. Word Wizard cards are prepared and placed in the self-learning corner of the classroom.
2. Pupils are encouraged to work on the Word Wizard cards during recess or lunch time at their own pace.
3. Answers are provided on the back of the cards for pupils to check their own answers.
4. To encourage pupils' active participation, the teacher can reward pupils who are able to finish all the cards.

**Games and Activities Included in Chapter 2**



**Word Wizard 1**

Can you write the correct words?

1. blea nisten \_\_\_\_\_

2. ballketbas \_\_\_\_\_

3. batdonmin \_\_\_\_\_

4. balfolot \_\_\_\_\_

5. einstn \_\_\_\_\_

They are all \_\_\_\_\_.

Answer keys:

1. *table tennis*

2. *basketball*

3. *badminton*

4. *football*

5. *tennis*

They are all ball games.

Fold

**Word Wizard 2**

Can you write the correct words?

1. wsgimimn \_\_\_\_\_

2. vingdi \_\_\_\_\_

3. sufrnig \_\_\_\_\_

They are all \_\_\_\_\_.

Answer keys:

1. *swimming*

2. *diving*

3. *surfing*

They are all water sports.

Fold

**Word Wizard 3**

Can you write the correct words?

1. smnwgiiim \_\_\_\_\_

2. neistn \_\_\_\_\_

3. salakbetbl \_\_\_\_\_

4. gnivid \_\_\_\_\_

5. nbmanodit \_\_\_\_\_

They are all \_\_\_\_\_.

Answer keys:

1. *swimming*

2. *tennis*

3. *basketball*

4. *diving*

5. *badminton*

They are all sports.

Fold

## Games and Activities Included in Chapter 2



### Word Wizard 4

Can you write the correct words?

1. sinnet ourct \_\_\_\_\_
2. oalfoblt dfeil \_\_\_\_\_
3. asbkbllleta ocutr \_\_\_\_\_
4. imswingm loop \_\_\_\_\_

They are all \_\_\_\_\_.

Answer keys:

1. *tennis court*
2. *football field*
3. *basketball court*
4. *swimming pool*

They are all sports facilities.

Fold

### Word Wizard 5

Can you write the correct words?

1. ihgh mpju \_\_\_\_\_
2. nolg jmpu \_\_\_\_\_
3. dehulr \_\_\_\_\_

They are all \_\_\_\_\_.

Answer keys:

1. *high jump*
2. *long jump*
3. *hurdle*

They are all track and field events.

Fold

### Word Wizard 6

Can you write the correct words?

1. nlog pmju \_\_\_\_\_
2. keasbtall \_\_\_\_\_
3. dingiv \_\_\_\_\_
4. uninrgn \_\_\_\_\_
5. tominadbn \_\_\_\_\_

They are all \_\_\_\_\_.

Answer keys:

1. *long jump*
2. *basketball*
3. *diving*
4. *running*
5. *badminton*

They are all sports.

Fold

**Games and Activities Included in Chapter 2**

**(1) Sports**

**b. Broken Sentences**

<p><b>Vocabulary Items</b></p>	<p><i>Names of sports:</i></p> <p><b>water sports, track and field events, ball games, diving, swimming, surfing, running, long jump, high jump, tennis, table tennis, basketball, football, badminton, ice-skating, cycling</b></p> <p><i>Names of sports facilities:</i></p> <p><b>swimming pool, gym, table tennis room, basketball court, tennis court, football field, badminton court, ice-skating rink, cycling path</b></p> <p><i>Names of sports equipment:</i></p> <p><b>racket, shuttlecock</b></p> <p><i>Adjectives to describe sports activities:</i></p> <p><b>healthy, thrilling, exciting, frightening, interesting, relaxing, boring, expensive, inexpensive, dangerous, safe, suitable, popular, difficult, easy</b></p> <p><i>Adjectives to describe feelings:</i></p> <p><b>thrilled, excited, frightened, interested, relaxed, tired, bored</b></p> <p><i>Phrases to describe the sports activities (make me + adj.):</i></p> <p><b>make me tall / strong / fit / healthy</b></p> <p><i>Verbs to show preferences:</i></p> <p><b>love, like, enjoy, prefer</b></p>
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**Activity Description**

Each pupil holds a broken sentence strip and walks around the classroom to find the right partner in order to form a complete sentence.

**Materials**

**Broken sentence strips**

**Games and Activities Included in Chapter 2****Procedures**

1. Pupils are each given a broken sentence strip and they walk around the classroom to share the information on the strip with their classmates.
2. When they have found the right match, they need to sit with their partners to indicate that they have formed a complete sentence.
3. When all pupils have found their right partners, the teacher goes through the answers with them by asking them to read aloud the sentences to the whole class.

**Teaching Notes**

To reduce the noise level and make it more manageable in a big class, the teacher may instruct the first half of pupils to play the game first. When the first half have done the matching, the second half of the class can play the game.

**Games and Activities Included in Chapter 2**

Answer Keys

<i>I love swimming ...</i>	<i>... because it is very thrilling. I can swim as fast as a fish! It makes me feel excited.</i>
<i>I don't like playing tennis ...</i>	<i>... because it is difficult to understand the rules. It makes me bored. It is also expensive to buy a good tennis racket.</i>
<i>I love playing basketball ...</i>	<i>... because I enjoy playing in a team. It is a suitable sport for young people. It makes me tall and fit too.</i>
<i>I don't prefer playing football ...</i>	<i>... because the game is too long. It makes me feel tired.</i>
<i>I don't enjoy diving ...</i>	<i>... because it is dangerous to jump into the water from high above. It makes me feel frightened.</i>
<i>I prefer playing table tennis ...</i>	<i>... because it is an inexpensive game. You only need to buy a table tennis ball and a racket.</i>
<i>I like running in the gym ...</i>	<i>... because it is comfortable to stay indoors. It makes me strong and healthy too.</i>
<i>I enjoy ice-skating ...</i>	<i>... because it is an interesting and relaxing sport. I am thrilled when I can skate on the ice quickly. However, it is not safe to play the game if you haven't learnt it from a coach.</i>
<i>I don't prefer high jump ...</i>	<i>... because I am too short and I cannot jump high enough.</i>
<i>I prefer playing badminton ...</i>	<i>... because it is a popular sport. It is also exciting to see the shuttlecock going up and down quickly in the court.</i>

## Games and Activities Included in Chapter 2

### Broken Sentence Strips

 <p>I love swimming ...</p>	<p>... because it is very thrilling. I can swim as fast as a fish! It makes me feel excited.</p>
<p>I don't like playing tennis ...</p>	<p>... because it is difficult to understand the rules. It makes me bored. It is also expensive to buy a good tennis racket.</p>
<p>I love playing basketball ...</p>	<p>... because I enjoy playing in a team. It is a suitable sport for young people. It makes me tall and fit too.</p>
<p>I don't prefer playing football ...</p>	<p>... because the game is too long. It makes me feel tired.</p>
<p>I don't enjoy diving ...</p>	<p>... because it is dangerous to jump into the water from high above. It makes me feel frightened.</p>
<p>I prefer playing table tennis ...</p>	<p>... because it is an inexpensive game. You only need to buy a table tennis ball and a racket.</p>

**Games and Activities Included in Chapter 2**



<p>I like running in the gym ...</p>	<p>... because it is comfortable to stay indoors. It makes me strong and healthy too.</p>
<p>I enjoy ice-skating ...</p>	<p>... because it is an interesting and relaxing sport. I am thrilled when I can skate on the ice quickly. However, it is not safe to play the game if you haven't learnt it from a coach.</p>
<p>I don't prefer high jump ...</p>	<p>... because I am too short and I cannot jump high enough.</p>
<p>I prefer playing badminton ...</p>	<p>... because it is a popular sport. It is also exciting to see the shuttlecock going up and down quickly in the court.</p>

## Games and Activities Included in Chapter 2

### (1) Sports

#### c. Good and Bad Angels

<p>Vocabulary Items</p>	<p>Names of sports:</p> <p>water sports, track and field events, ball games, diving, swimming, surfing, running, long jump, high jump, tennis, table tennis, basketball, football, badminton, ice-skating, cycling</p> <p>Names of sports facilities:</p> <p>swimming pool, gym, table tennis room, basketball court, tennis court, football field, badminton court, ice-skating rink, cycling path</p> <p>Adjectives to describe sports activities:</p> <p>healthy, thrilling, exciting, frightening, interesting, relaxing, boring, expensive, inexpensive, dangerous, safe, suitable, popular, difficult, easy</p> <p>Adjectives to describe feelings:</p> <p>thrilled, excited, frightened, interested, relaxed, tired, bored</p> <p>Phrases to describe the sports activities (make me + adj.):</p> <p>make me tall / strong / fit / healthy</p> <p>Verbs to show preferences:</p> <p>love, like, enjoy, prefer</p>
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#### Activity Description

Pupils work in groups of four. They take turns to make a suggestion, agree with their group member's suggestion by giving reasons (act as the Good Angel), disagree with another member's viewpoint with good reasons (act as the Bad Angel) and decide on whether to take the suggestion by others (act as the Judge). In the process, pupils have to use both positive and negative adjectives to describe the different sports activities.

## Games and Activities Included in Chapter 2

### Materials for Each Group

Sample dialogue

Note-sheet

### Procedures

1. The teacher asks pupils to form groups of four to play the game and tells them that they need to take turns and play different roles – the one to make a suggestion, the Good Angel, the Bad Angel and the Judge.

Round 1	Round 2	Round 3	Round 4
A: Make a suggestion	A: Judge (note-taking)	A: Bad Angel	A: Good Angel
B: Good Angel	B: Make a suggestion	B: Judge (note-taking)	B: Bad Angel
C: Bad Angel	C: Good Angel	C: Make a suggestion	C: Judge (note-taking)
D: Judge (note-taking)	D: Bad Angel	D: Good Angel	D: Make a suggestion

2. The teacher shows pupils the sample dialogue to explain the different roles.
3. After a pupil has made a suggestion, the Good Angel agrees with the suggestion while the Bad Angel disagrees. Both have to give reasons by using the target adjectives. The Judge has to put down the adjectives used on the note-sheet provided and decide whether to take the suggestion based on the number of appropriate adjectives used.

## Games and Activities Included in Chapter 2

### Sample Dialogue

Student A: Make a suggestion

Student B: Good Angel

Student C: Bad Angel

Student D: Judge

Student A: (Make a suggestion)	I suggest building a swimming pool in the school.
Student B: (Good Angel)	I like your idea! Swimming is a <u>popular</u> sport. Many pupils like it. It makes us <u>strong</u> and <u>fit</u> .
Student C: (Bad Angel)	I don't think so. Swimming is <u>dangerous</u> if you don't know how to swim.
Student D: (Judge)	I take Student B's suggestion.

**Games and Activities Included in Chapter 2**

Note-sheet for the Judge

	Sports facilities	Points made by the Good Angel	Points made by the Bad Angel	The Judge s decision
Example:	swimming pool	popular makes us strong and fit	dangerous	build a swimming pool
Round 1				
Round 2				
Round 3				
Round 4				

## Games and Activities Included in Chapter 2

### (2) We Can Make Things

#### a. Information Gap

Vocabulary Items	<p>Names of shapes: oval, heart, triangle, rectangle</p> <p>Adjectives to describe shapes: round, oval, heart-shaped, triangular, rectangular</p>
---------------------	---

#### Activity Description

Pupils participate in an information gap activity with their partners. They need to listen to their partners and draw the appropriate shapes on the birthday card.

#### Materials

Activity sheets for Pupils A and B

#### Procedures

1. Pupils work in pairs as Pupil A and Pupil B.
2. The teacher distributes two sets of activity sheets to Pupil A and Pupil B respectively.
3. Both Pupil A and Pupil B complete Part A of the activity sheet individually.
4. Pupil A reads the description in Part A to Pupil B who will draw the missing parts of the clown on his/her card.
5. Pupil B then reads his/her description in Part A to Pupil A who will draw the missing parts of the clown on his/her card.

#### Teaching Notes

Pupils of weaker ability can be paired up with stronger pupils so that they can have adequate peer support.

**Games and Activities Included in Chapter 2**

Answer Keys

Activity Sheet for Pupil A:

I can see a clown. There are many shapes. It has a round face. It has a pair of heart-shaped eyes. The nose is in the shape of a triangle. The ears are in the shape of a rectangle. It is funny.

Activity Sheet for Pupil B:

I can see a clown. There are many shapes. It has a round face. It has an oval mouth. It has a triangular hat. There is a heart on it. It is funny.

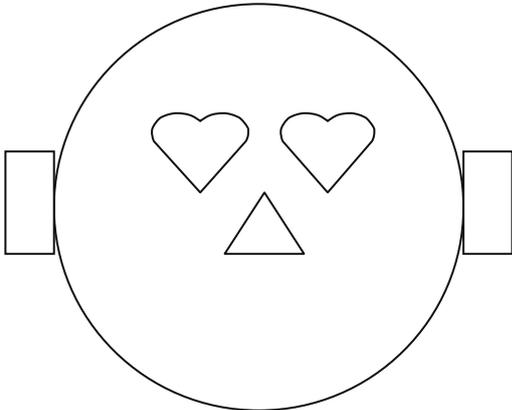
## Games and Activities Included in Chapter 2

### Activity Sheet for Pupil A:

**Part A:** Look at the picture on the birthday card below.

Fill in the blanks with the most suitable words given in the box.

heart-shaped	triangle	oval
rectangle	round	

	<p>Dear _____,</p> <p style="text-align: center;"><b>Happy Birthday!</b></p> <p style="text-align: right;">Yours, _____</p>
--	---

I can see a clown. There are many shapes. It has a \_\_\_\_\_ face. It has a pair of \_\_\_\_\_ eyes. The nose is in the shape of a \_\_\_\_\_. The ears are in the shape of a \_\_\_\_\_. It is funny.

**Part B:** Read the description in Part A to your partner now to help him/her draw the missing parts on his/her card. Then listen to your partner and draw the missing parts on your own card.

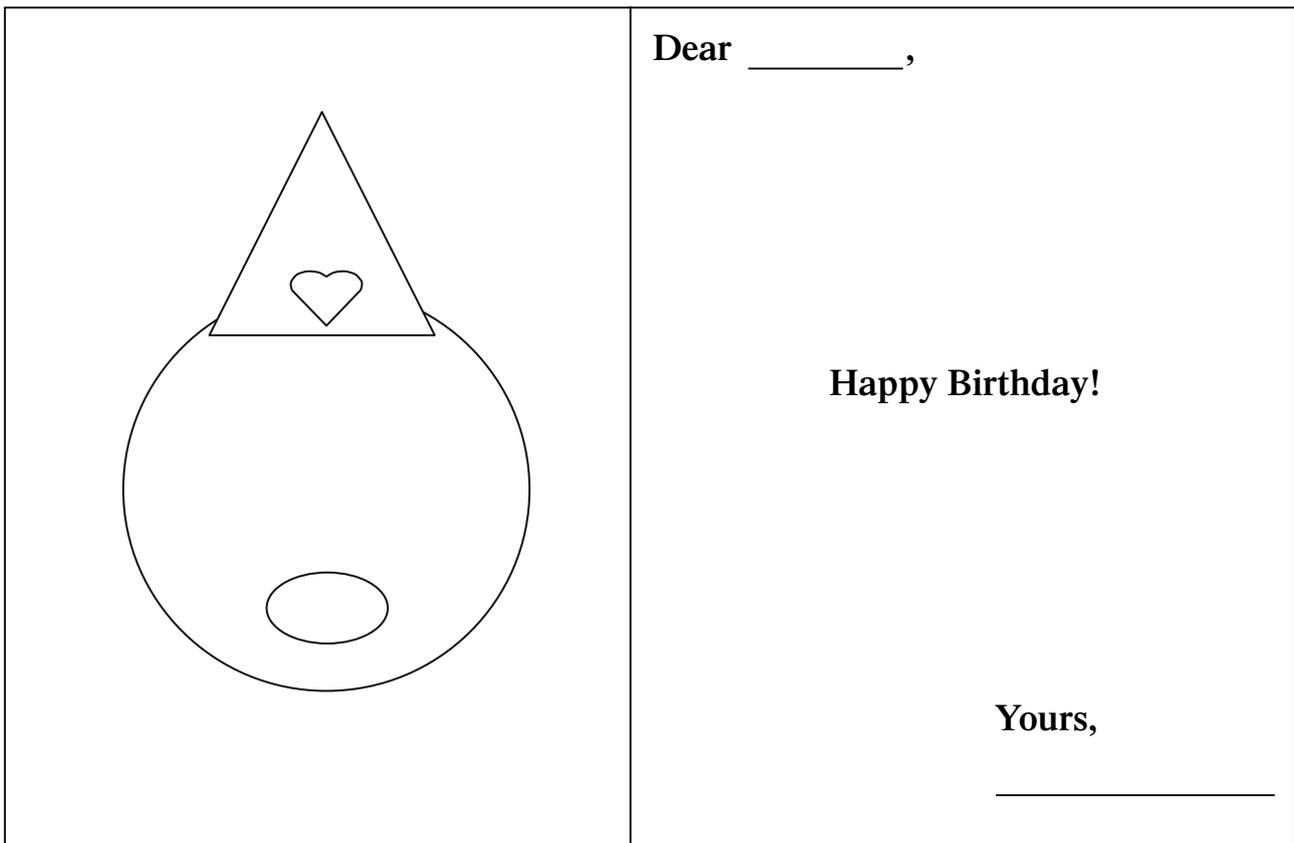
**Games and Activities Included in Chapter 2**

Activity Sheet for Pupil B:

**Part A:** Look at the picture on the birthday card below.

Fill in the blanks with the most suitable words given in the box.

oval	heart
triangular	rectangle
	round



I can see a clown. There are many shapes. It has a \_\_\_\_\_ face. It has an \_\_\_\_\_ mouth. It has a \_\_\_\_\_ hat. There is a \_\_\_\_\_ on it. It is funny.

**Part B:** Listen to your partner and draw the missing parts in the correct places on the card. Then read the description in Part A to your partner to help him/her draw the missing parts on his/her card.

## Games and Activities Included in Chapter 2

### (2) We Can Make Things

#### b. Board Game

Vocabulary Items	<p>Names of stationery: cardboard, crayon, glue, paintbrush</p> <p>Names of materials: glitter, ribbon</p> <p>Names of shapes: oval, heart, triangle</p>
---------------------	--

#### Activity Description

Pupils play a board game in groups to revise the names of stationery, materials and shapes.

#### Materials for Each Group

Game board

Counters

Dice

Question cards

#### Procedures

1. Pupils are divided into groups of four to play the board game. The teacher gives each group the materials for the game.
2. Pupils take turns to throw the dice and answer the questions using the sentence / structure 'I need \_\_\_\_\_ to make \_\_\_\_\_.'
3. The pupil who finishes the game first wins.

Games and Activities Included in Chapter 2

# We Can Make Things!

**How to play:**

1. Throw the dice and move the counter.
2. Follow the instructions on the game board.
3. When you land on a box with 'Take Card \_\_\_', take a card and answer the question on it based on the picture(s) on the game board.
4. If you don't know the answer, turn over the card for hints.
5. The first one to land on 'FINISH' wins.

The board game path consists of the following cards and instructions:

- Take Card 1:** Illustration of a bottle of glue and a card with 'Happy Birthday!'.
- Take Card 2:** Illustration of a die and a card with 'Happy Birthday!'.
- Take Card 3:** Illustration of a brush and a card with 'Happy Birthday!'.
- Take Card 4:** Illustration of a paint palette and a card with 'Happy Birthday!'.
- Take Card 5:** Illustration of a bottle of paint and a card with 'Happy Birthday!'.
- Take Card 6:** Illustration of a girl holding a balloon and a card with 'Happy Birthday!'.
- Take Card 7:** Illustration of a box and a card with 'Happy Birthday!'.
- Take Card 8:** Illustration of a bottle of glue and a card with 'Happy Birthday!'.
- Take Card 9:** Illustration of a bottle of paint and a card with 'Happy Birthday!'.
- Take Card 10:** Illustration of a bottle of paint and a card with 'Happy Birthday!'.
- Take Card 11:** Illustration of a bottle of paint and a card with 'Happy Birthday!'.
- Take Card 12:** Illustration of a bottle of paint and a card with 'Happy Birthday!'.
- Take Card 13:** Illustration of a bottle of paint and a card with 'Happy Birthday!'.

Other instructions on the board include:

- Miss a turn:** Illustration of a hand with a red 'X' over it.
- Move 3 steps forward:** Illustration of two footprints.
- One more chance:** Illustration of a die.

## Games and Activities Included in Chapter 2

### Question Cards

<p><b>Card 1</b></p> <p>What do you need to make a birthday card?</p> <p>I need _____ to _____.</p>	<p><b>Card 1</b></p> <p>a piece of cardboard, some crayons and glue</p>
<p><b>Card 2</b></p> <p>What do you need to draw a picture?</p> <p>I need _____ to _____.</p>	<p><b>Card 2</b></p> <p>a piece of cardboard and some crayons</p>
<p><b>Card 3</b></p> <p>What do you need to make a Christmas card?</p> <p>I need _____ to _____.</p>	<p><b>Card 3</b></p> <p>some coloured paper, glitter and glue</p>
<p><b>Card 4</b></p> <p>The chocolate egg is in the shape of an _____.</p>	<p><b>Card 4</b></p> <p>oval</p>
<p><b>Card 5</b></p> <p>What do you need to make a gift?</p> <p>I need _____ to _____.</p>	<p><b>Card 5</b></p> <p>a bottle and some beans</p>

**Games and Activities Included in Chapter 2**

<p><b>Card 6</b></p> <p>What do you need to make a gift box?</p> <p>I need _____ to _____.</p>	<p><b>Card 6</b></p> <p>a box, a ribbon and some wrapping paper</p>
<p><b>Card 7</b></p> <p>The balloon is in the shape of a _____.</p>	<p><b>Card 7</b></p> <p>heart</p>
<p><b>Card 8</b></p> <p>What do you need to make a present?</p> <p>I need _____ to _____.</p>	<p><b>Card 8</b></p> <p>a string and some beads</p>
<p><b>Card 9</b></p> <p>What do you need to make a picture frame?</p> <p>I need _____ to _____.</p>	<p><b>Card 9</b></p> <p>a piece of cardboard, some glue and beans</p>
<p><b>Card 10</b></p> <p>What do you need to paint a picture?</p> <p>I need _____ to _____.</p>	<p><b>Card 10</b></p> <p>some paint and paintbrushes</p>

## Games and Activities Included in Chapter 2

<p><b>Card 11</b></p> <p>The birthday card is in the shape of a _____.</p>	<p><b>Card 11</b></p> <p>triangle</p>
<p><b>Card 12</b></p> <p>What do you need to make a card?</p> <p>I need _____ to _____.</p>	<p><b>Card 12</b></p> <p>a piece of cardboard, some glue and buttons</p>
<p><b>Card 13</b></p> <p>What do you need to make a pen holder?</p> <p>I need _____ to _____.</p>	<p><b>Card 13</b></p> <p>a can, a pair of scissors and some wrapping paper</p>

## Games and Activities Included in Chapter 2

### (3) A Visit to Hong Kong

#### a. Guessing Game

<b>Vocabulary Items</b>	<p><b>Names of places and scenic spots in Hong Kong:</b></p> <p>Aberdeen, Bird Street, Causeway Bay, Disneyland, Hong Kong Heritage Museum, Kowloon City, Lam Tsuen Wishing Tree, Lantau Island, Ngong Ping 360, Ocean Park, the Big Buddha, Po Lin Monastery, Repulse Bay, the Peak, the Peak Tower, Space Museum, Sai Kung, Stanley, Tsim Sha Tsui, the Golden Bauhinia</p> <p><b>Verb phrases to describe activities:</b></p> <p>watch the dolphin shows, see the sea animals, go on the rides, visit the museum, meet cartoon characters, see the Big Buddha, eat seafood at the floating restaurant, look at the beautiful view of Hong Kong, go shopping, visit shopping malls, enjoy the light and sound show, watch the flag raising ceremony</p>
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#### Activity Description

Pupils take part in a group competition. The teacher shows some PowerPoint slides about different places and scenic spots and asks the groups to guess what they are. Pupils also have to tell where they are and what they can do there.

#### Materials

PowerPoint slides about places and scenic spots in Hong Kong

#### Procedures

1. Pupils are divided into groups of four to play the guessing game.
2. Once the teacher shows a slide, the pupil who puts up his hand first will answer the question.  
The group will score a mark if the answer is correct.
3. The group with the highest score wins.

#### Teaching Notes

Mixed ability grouping is encouraged to ensure fairness of the competition.

## Games and Activities Included in Chapter 2

### Answer Keys

**Places and scenic spots  
in Hong Kong**

Photo source: Hong Kong Tourism Board



**What is it?**  
(It is the Big Buddha.)



**Where can you  
see it?**  
(We can see it on  
Lantau Island.)



**What is it?**  
(It is the Golden Bauhinia.)



**Where is it?**  
(It is in Wan Chai.)



**What can you do there?**  
(We can watch the flag raising ceremony.)



**What is it?**  
(It is a cable car.)



**Where is it?**  
(It is in Ocean Park.)



**What can you do there?**  
(We can ride on the cable car.)



**What is it?**  
(It is the floating restaurant.)

**Games and Activities Included in Chapter 2**



**Where is it?**  
(It is in Aberdeen.)



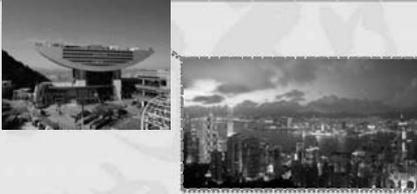
**What can you do there?**  
(We can eat seafood.)



**What is it?**  
(It is the Peak Tower.)



**Where is it?**  
(It is at the Peak.)



**What can you do there?**  
(We can look at the view of Hong Kong.)



**Where is it?**  
(It is in Tsim Sha Tsui.)



**What can you do there?**  
(We can watch the light and sound show.)



**Where is it?**  
(It is in Sai Kung.)



**What can you do there?**  
(We can eat seafood.)

**The end**

**Games and Activities Included in Chapter 2**

PowerPoint slides about places and scenic spots in Hong Kong

**Places and scenic spots  
in Hong Kong**

Photo source: Hong Kong Tourism Board



**What is it?**



**Where can you see it?**



**What is it?**



**Where is it?**



**What can you do there?**



**What is it?**



**Where is it?**



**What can you do there?**



**What is it?**

**Games and Activities Included in Chapter 2**



**Where is it?**



**What can you do there?**



**What is it?**



**Where is it?**



**What can you do there?**



**Where is it?**



**What can you do there?**



**Where is it?**



**What can you do there?**

**The end**

## Games and Activities Included in Chapter 2

- (3) A Visit to Hong Kong  
b. Domino Game

Vocabulary Items	Adjectives to describe places, food and activities:  attractive, wonderful, nice, great, big, giant, new, modern, delicious, tasty, excellent, perfect, famous, well-known, amazing, interesting, fantastic, marvellous, old, historical
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### Activity Description

Pupils take turns to match the word on the right of each domino with the word on the left of another domino to form pairs of synonyms.

### Materials for Each Group

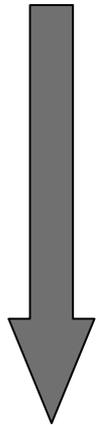
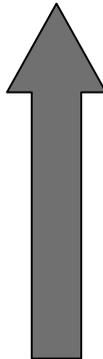
Domino board

Word cards of adjectives

### Procedures

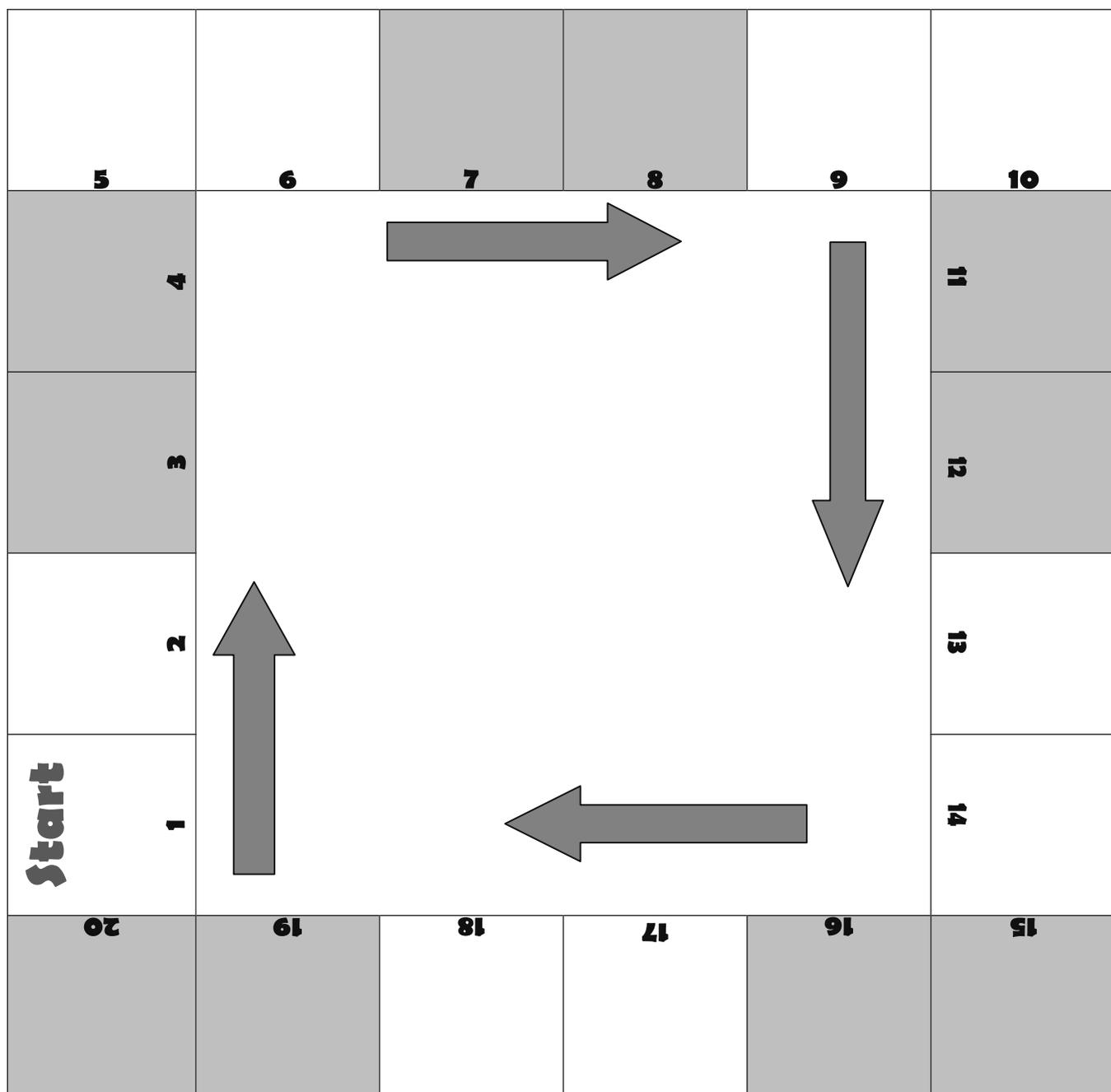
1. The teacher asks pupils to work in pairs or groups of four. Each group is given the materials for the game.
2. The teacher explains the rules for playing the game. To start the game, tell pupils to place the domino containing the words attractive / nice at squares 1 and 2 of the board. Pupils then take turns to match the word on the right of each domino with the word on the left of another domino to form pairs of synonyms, and put them on the Domino board.
3. The pair or the group who can put all the dominoes correctly on the board in the shortest period of time wins the game.

**Games and Activities Included in Chapter 2**

giant 5	new 6	modern 7	delicious 8	tasty 9	excellent 10
big 4					
great 3				famous 12	
nice 2				well-known 13	
<b>Start</b> attractive 1				amazing 14	
wonderful 20				interesting 15	
	historical 19	old 18	marvellous 17	fantastic 16	

Answer Keys

**Games and Activities Included in Chapter 2**



Domino Board

**Games and Activities Included in Chapter 2**

Word Cards

attractive	nice	great	big	giant	new	modern	delicious
tasty	excellent	perfect	famous	well-known	amazing	interesting	fantastic
marvellous	old	historical	wonderful				

## Games and Activities Included in Chapter 2

### (3) A Visit to Hong Kong c. Board Game

<p><b>Vocabulary Items</b></p>	<p><b>Names of places and scenic spots in Hong Kong:</b></p> <p>Aberdeen, Bird Street, Causeway Bay, Disneyland, Hong Kong Heritage Museum, Kowloon City, Lam Tsuen Wishing Tree, Lantau Island, Ngong Ping 360, Ocean Park, the Big Buddha, Po Lin Monastery, Repulse Bay, the Peak, the Peak Tower, Space Museum, Sai Kung, Stanley, Tsim Sha Tsui, the Golden Bauhinia</p> <p><b>Verb phrases to describe activities:</b></p> <p>watch the dolphin shows, see the sea animals, go on the rides, visit the museum, meet cartoon characters, see the Big Buddha, eat seafood at the floating restaurant, look at the beautiful view of Hong Kong, go shopping, visit shopping malls, enjoy the light and sound show, watch the flag raising ceremony</p> <p><b>Means of public transport:</b></p> <p>ferry, cable car, tram, Peak Tram, minibus, coach, MTR</p> <p><b>Adjectives to describe places and activities:</b></p> <p>great, amazing, attractive, fantastic, modern, popular, wonderful, exciting, interesting, marvellous, big, giant, excellent, perfect, well-known, famous, old, historical</p>
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#### Activity Description

Pupils play a board game in groups to revise the names of places and scenic spots in Hong Kong, the adjectives to describe them, the activities they do there and the means of transport to get there.

#### Materials for Each Group

Game board

Counters

Dice

Question cards

**Games and Activities Included in Chapter 2**

Procedures

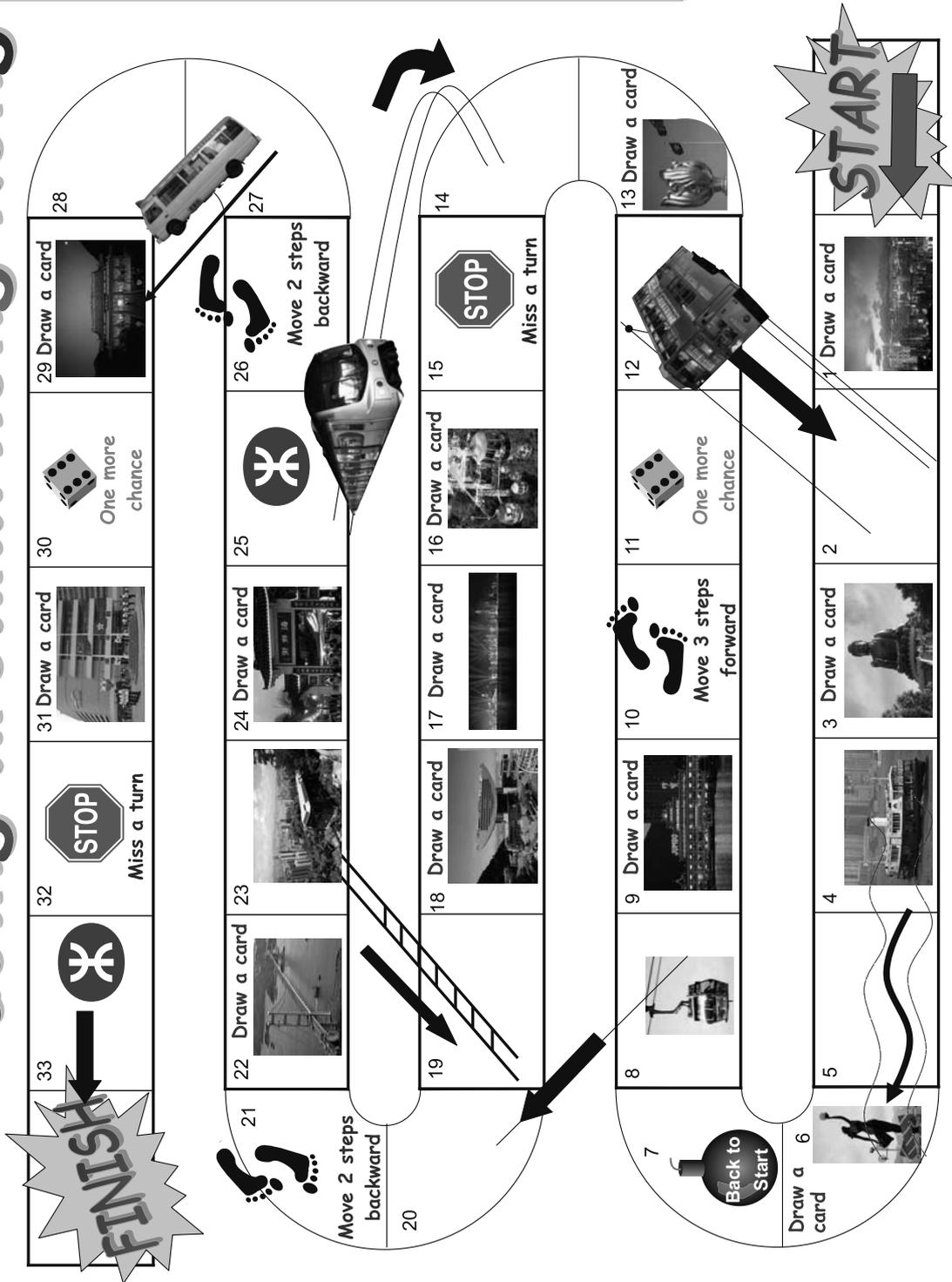
1. Pupils are divided into groups of four to play the board game. The teacher gives each group the materials for the game.
2. Pupils take turns to throw the dice and answer the questions on the cards. They have to tell what the place is, what they will do there, how they can get there or what they think of the place.
3. The pupil who finishes the game first wins.

Games and Activities Included in Chapter 2

# Going around Hong Kong

**Rules:**

1. If you can give the correct answer to the question on the card, move 3 steps forward.
2. If you can't answer the question correctly, stay where you are.
3. The first one to land on 'FINISH' wins.



\*Photo source: Hong Kong Tourism Board

**Games and Activities Included in Chapter 2**

Question Cards



What is this place?	What is this place?
What will you do in this place?	What will you do in this place?
How can you get to this place?	How can you get to this place?
What do you think of this place?	What do you think of this place?

## Games and Activities Included in Chapter 2

### (4) Special People in Our Eyes

#### a. Pelmanism Game

Vocabulary Items	Adjectives to describe personalities / qualities of people: caring, thoughtful, clever, wise, bright, smart, friendly, sociable, funny, humorous, gentle, good-tempered, loving, kind-hearted
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#### Activity Description

Pupils play a Pelmanism game. They turn over two cards to match the adjectives that are synonyms.

#### Materials

Word cards with synonyms of adjectives

#### Procedures

1. Pupils play the game in pairs. Each pair is given word cards with synonyms of adjectives that describe personalities or qualities of people.
2. Pupils place a set of word cards on the desk with the face down. They take turns to turn over two cards at a time and read aloud the two adjectives. If the two adjectives form a pair of synonyms, they can keep the cards, otherwise the cards are to be kept face down again.
3. The game goes on until all the cards are taken by the pupils. The pupil with the most cards wins.

Answer Keys Accept any reasonable answers.

caring = thoughtful

friendly = sociable

funny = humorous

gentle = good-tempered

loving = kind-hearted

clever = wise = bright = smart

**Games and Activities Included in Chapter 2**

Word cards with synonyms of adjectives



caring	thoughtful
clever	wise
bright	smart
friendly	sociable
funny	humorous
gentle	good-tempered
loving	kind-hearted

## Games and Activities Included in Chapter 2

### (4) Special People in Our Eyes

#### b. Crossword Puzzle

<p>Vocabulary Items</p>	<p>Adjectives to describe personalities / qualities of people: brave, caring, generous, gentle, good-tempered, loving, kind-hearted, funny, humorous, patient, helpful, thoughtful, super, smart, bright, clever, wise, friendly, sociable, polite</p> <p>Adjectives to describe feelings: frightened, scared</p> <p>Verb phrases to describe people and relationships: give away things, (never) give up, (never) get angry, (never) lose temper, (never) shout at people, share with others, tell funny jokes, do marvellous tricks, do difficult sums, make funny faces, make friends, meet people, spend time</p>
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#### Activity Description

Pupils work out crossword puzzles on special people before they design different crossword puzzles for others to work on. They need to write clues to describe their special classmates, family members or relatives.

#### Materials

Crossword puzzle – ‘Special People’

Crossword puzzle template

#### Procedures

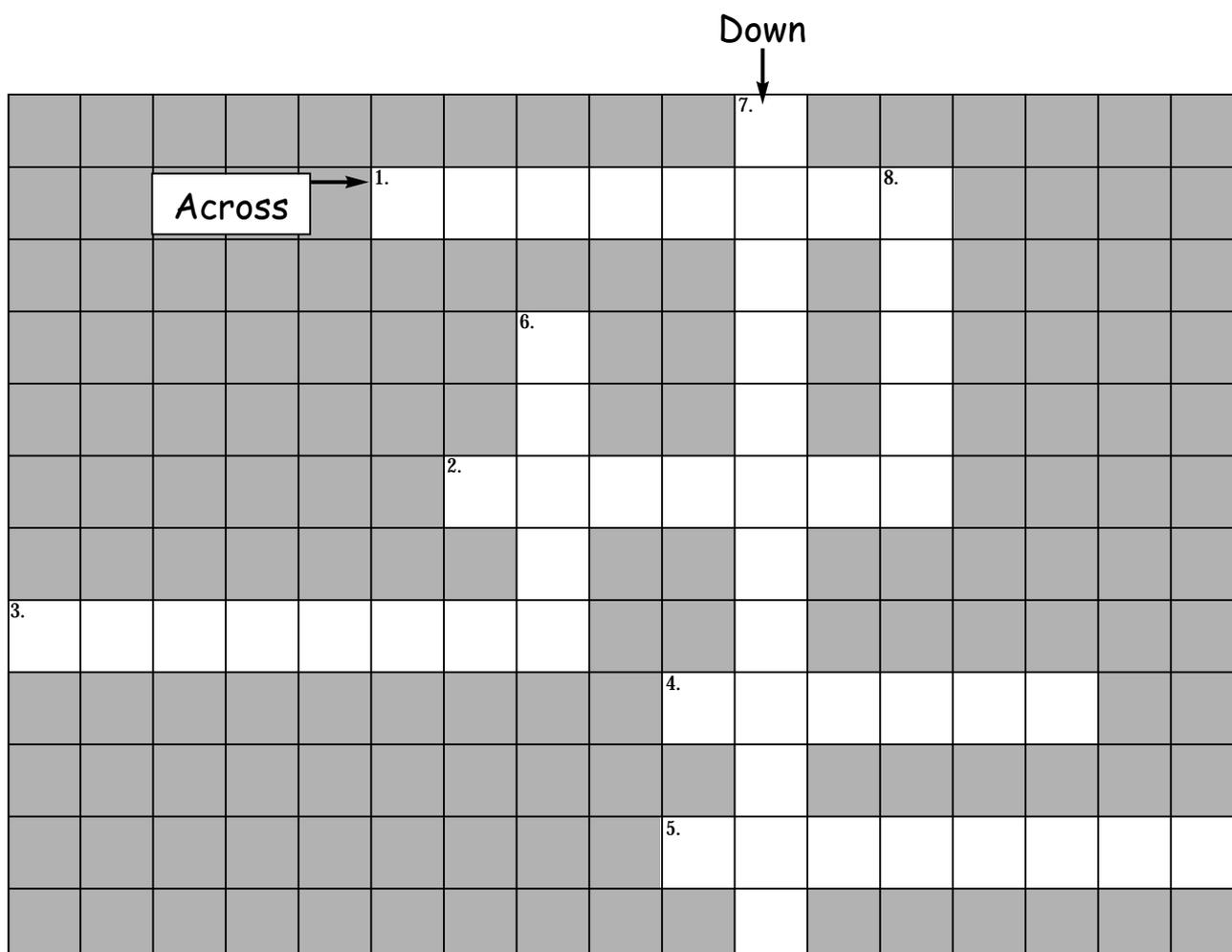
1. Pupils work on a crossword puzzle to revise the spellings of adjectives that describe personalities and qualities of people, and to familiarise themselves with the design of crossword puzzles.
2. Before pupils design their own crossword puzzles, the teacher demonstrates how to write clues to describe the personalities and qualities of people and construct the crossword puzzle grid.
3. Pupils write clues and design crossword puzzles on their special classmates, family members or relatives. They also need to prepare the answer keys.
4. Pupils work on one another’s puzzles and check answers.

**Games and Activities Included in Chapter 2**

Answer Keys

										7.	G										
						1.	H	U	M	O	R	O	U	S							
												O		M							
										6.	B			D		A					
											R			T		R					
							2.	P	A	T	I	E	N	T							
											V			M							
3.	S	O	C	I	A	B	L	E					P								
													4.	G	E	N	T	L	E		
														R							
													5.	G	E	N	E	R	O	U	S
														D							

## Games and Activities Included in Chapter 2

Crossword puzzle on 'Special People'

## Across

1. My aunt is  ?  because she always tells us funny jokes.
2. My brother is  ?  because he spends a lot of time teaching me English.
3. My uncle is  ?  because he likes making friends.
4. My grandma is  ?  because she always speaks softly.
5. My mum is  ?  because she likes sharing things with others.

## Down

6. My sister is  ?  because she is not frightened of tigers.
7. My teacher is  ?  because she never loses her temper.
8. My dad is  ?  because he is good at doing sums.

**Games and Activities Included in Chapter 2**

Write the clues for the following crossword puzzle.

							1.	S	M	A	R	T				

**Across**

- 1. My dad is smart because he is good at doing sums.
- 2. \_\_\_\_\_.
- 3. \_\_\_\_\_.
- 4. \_\_\_\_\_.

**Down**

- 5. \_\_\_\_\_.
- 6. \_\_\_\_\_.
- 7. \_\_\_\_\_.
- 8. \_\_\_\_\_.

## Games and Activities Included in Chapter 2

### (4) Special People in Our Eyes

#### c. Bingo Game

<p><b>Vocabulary Items</b></p>	<p><b>Adjectives to describe personalities / qualities of people:</b></p> <p>brave, caring, generous, gentle, good-tempered, loving, kind-hearted, funny, humorous, patient, helpful, thoughtful, super, smart, bright, clever, wise, friendly, sociable, polite</p> <p><b>Verb phrases to describe people and relationships:</b></p> <p>(never) scold people, give away things, (never) give up, (never) get angry, (never) lose temper, (never) shout at people, share with others, tell funny jokes, make people laugh, do marvellous tricks, do difficult sums, answer all questions, make funny faces, make friends, go to parties, meet people, spend time teaching people, speak softly, rescue people, think about people's needs</p>
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#### Activity Description

Pupils play a bingo game to revise adjectives for describing personalities / qualities of people and the related verb phrases.

#### Materials

Bingo cards with verb phrases that describe people and relationships

#### Procedures

1. The teacher explains what a bingo game is.
2. Pupils get different bingo cards with verb phrases that describe people and relationships.
3. The teacher reads out an adjective to describe personalities / qualities of people (e.g. gentle). Pupils have to circle the related verb phrase(s) (e.g. never shout at people, speak softly) and write down the adjective in the bingo square(s).

**Games and Activities Included in Chapter 2**

4. The teacher continues to read out other adjectives and pupils get a bingo when they have four circles in a row vertically, horizontally or diagonally. They have to form four sentences and read them out (e.g. Gentle people never shout at people. Brave people rescue other people. Good-tempered people never get angry. Sociable people like to make friends).

never shout at people gentle	meet people	do difficult sums	never lose temper good-tempered
speak softly gentle	rescue people brave	tell funny jokes	give away things
spend time teaching people	go to parties sociable	never get angry good-tempered	make people laugh
make funny faces	never scold people gentle good-tempered	think about people's needs	make friends sociable

Teaching Notes

More able pupils can be asked to make the bingo cards for one another. The teacher can hand out bingo cards with empty squares and guide them to write the related verb phrases to describe personalities / qualities of people.

- The teacher reads out an adjective to describe personalities / qualities of people (e.g. gentle) and pupils write the related verb phrases (e.g. never shout at people, speak softly) in any of the bingo squares they like.
- The teacher continues to read out other adjectives and pupils fill in the bingo squares till the whole grid is filled.
- The teacher collects the bingo cards and gives one to each pupil randomly to play the bingo game as in steps 1 to 4 above.

## Games and Activities Included in Chapter 2

### (5) I am Growing Up a. Matching Game

Vocabulary Items	Compound words: necktie, shoelaces, schoolbag (school bag), ponytail, necklace, chopsticks, toothpaste, toothbrush, seatbelt (seat belt), hairbrush, paintbrush
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#### Activity Description

Pupils work in pairs to match the cards to form as many compound words as they can.

#### Materials

Word cards

#### Procedures

1. The teacher gives each group a set of word cards.
2. Pupils work in pairs to match the cards to form compound words.
3. The group that finishes the game first wins.

#### Teaching Notes

To help the less able pupils, the cards can be grouped into two piles – Pile A for the first part of the word and Pile B for the last part.

#### Answer Keys

necktie	shoelaces	seatbelt (seat belt)
schoolbag (school bag)	ponytail	chopsticks
toothpaste	toothbrush	necklace
hairbrush	paintbrush	

**Games and Activities Included in Chapter 2**

Word Cards



neck	tie
shoe	laces
seat	belt
school	bag
pony	tail
chop	sticks
tooth	paste
tooth	brush
neck	lace
hair	brush
paint	brush

## Games and Activities Included in Chapter 2

### (5) I am Growing Up

#### b. Singing Songs

<b>Vocabulary Items</b>	<p>Verb phrases to describe keeping self clean and things tidy: brush my teeth, wash my hands / face / hair, take a bath / shower, comb my hair, pack my school bag / snack box / lunch box / toys</p> <p>Verb phrases to describe getting dressed: get dressed, do up my buttons / zips / shoelaces / ponytail, tie my necktie / shoelaces / ribbon, put on my school uniform</p> <p>Verb phrases to describe eating and walking: eat with chopsticks / a spoon / a fork / a knife, crawl on the floor, walk up and down the stairs</p> <p>Verb phrases to describe household care: make the bed, make breakfast, set the table, wash the dishes / clothes, hang the shirt / trousers, sweep / mop the floor, dust the bookshelf / cupboard, wipe the window / chair</p>
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#### Activity Description

Pupils sing the songs 'If You're Growing' and 'This is the Way' to revise vocabulary for describing what they do for self care and household care. While singing the song, pupils have to do the action at the same time.

#### Materials

Song lyrics

#### Procedures

1. The teacher sings together with pupils and guides them to replace the original lyrics with different verb phrases. Pupils sing along and practise the pronunciation of various vocabulary items learnt.
2. The teacher lets pupils sing on their own. The teacher uses props (e.g. shoelaces, ribbon and comb) and pictures to prompt pupils to change the lyrics. Pupils have to recall the whole verb phrase and do the action when singing the songs.

Song lyrics

**If You're Growing**

(Melody: 'If you're happy')

If you're growing and you know it, comb your hair.

If you're growing and you know it, comb your hair.

If you're growing and you know it, then you really want to show it.

If you're growing and you know it, comb your hair.

**This is the Way**

This is the way I mop the floor, mop the floor, mop the floor.

This is the way I mop the floor, early in the morning.

This is the way I wipe the table, wipe the table, wipe the table.

This is the way I wipe the table, early in the morning.

\* Teachers can replace the lyrics underlined with other verb phrases.

## Games and Activities Included in Chapter 2

### (5) I am Growing Up

#### c. Vocabulary Tic Tac Toe

<b>Vocabulary Items</b>	<p>Verb phrases to describe keeping self clean and things tidy: brush my teeth, wash my hands / face / hair, take a bath / shower, comb my hair, pack my school bag / snack box / lunch box / toys</p> <p>Verb phrases to describe getting dressed: get dressed, do up my buttons / zips / shoelaces / ponytail, tie my necktie / shoelaces / ribbon, put on my school uniform</p> <p>Verb phrases to describe eating and walking: eat with chopsticks / a spoon / a fork / a knife, crawl on the floor, walk up and down the stairs</p>
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#### Activity Description

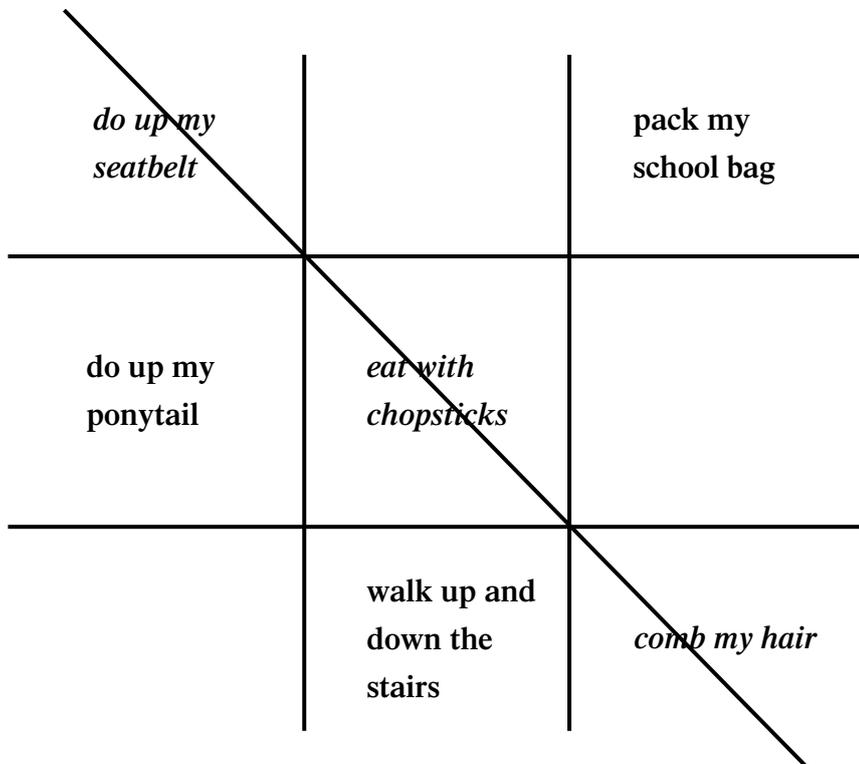
Pupils listen to the teacher's questions about what they could or could not do when they were at different ages. They then take turns to write their answers on the tic tac toe grid on the blackboard.

#### Procedures

1. The teacher divides the class into two teams. The teacher asks questions about what pupils could and could not do at a particular age, e.g. What could you do when you were a kindergarten child? (The teacher can also ask pupils from both teams to set questions for one another.)
2. Pupils take turns to answer the teacher's questions. For each question, a representative from the team will answer the question orally using the target structure 'When I was \_\_\_\_, I could \_\_\_\_.'
3. If the answer is correct, the representative can write the verb phrase anywhere on the tic tac toe grid.

**Games and Activities Included in Chapter 2**

4. The team that first has three verb phrases written across, vertically or diagonally wins.



## Games and Activities Included in Chapter 2

### (5) I am Growing Up

#### d. Clean-up Competition

<p>Vocabulary Items</p>	<p><i>Verb phrases to describe household care:</i></p> <p>make the bed, make breakfast, set the table, wash the dishes / clothes, hang the shirt / trousers, sweep / mop the floor, dust the bookshelf / cupboard, wipe the window / chair</p> <p><i>Names of furniture:</i></p> <p>bookshelf, cupboard, sofa</p>
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#### Activity Description

In groups, pupils give as many suggestions as they can on how to clean up a dirty and messy house using the target vocabulary.

#### Materials for Each Group

Picture of a messy house

Picture and word cards

#### Procedures

1. Pupils are shown a picture of a messy house where dirty furniture and household products are found all over the place.
2. The teacher explains there will be guests coming to stay in the house for a few days. Pupils will have a clean-up competition. They need to think of as many ways as possible to clean up the messy places to prepare for the arrival of the guests.
3. The teacher divides the class into groups. Each group is given a set of picture cards with tools for cleaning.
4. Pupils write down what they could do with the tools for cleaning and tidying up the house. They can turn over the picture and word cards for some clues if needed. The group that can clean the most furniture and make the best use of the tools wins.

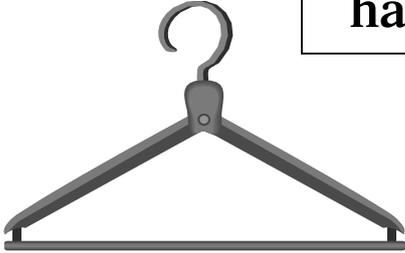
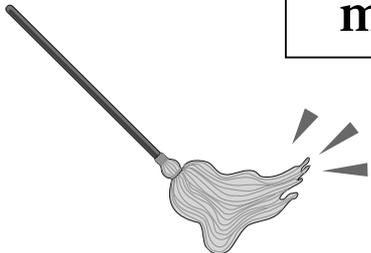
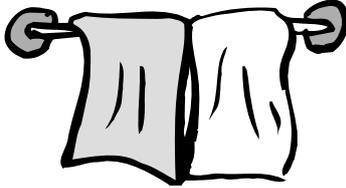
Picture of a messy house



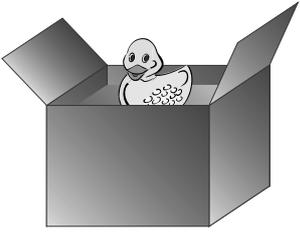
Adapted from *Let's Experience and Appreciate Poetry Key Stage 1* (p. 20)

## Games and Activities Included in Chapter 2

## Picture and Word Cards

 <p>hang</p>	<p>hang the clothes</p>
 <p>mop</p>	<p>mop the floor</p>
 <p>sweep</p>	<p>sweep the floor</p>
 <p>dust</p>	<p>dust the cupboard</p>
 <p>wipe</p>	<p>wipe the table</p>

Games and Activities Included in Chapter 2

 <p>wash</p>	<p>wash the clothes</p>
 <p>make</p>	<p>make breakfast</p>
 <p>set</p>	<p>set the table</p>
 <p>pack</p>	<p>pack the toys</p>
 <p>wash</p>	<p>wash the dishes</p>

## Games and Activities Included in Chapter 2

### (5) I am Growing Up e. Board Game

Vocabulary Items	<p><i>Verb phrases to describe household care:</i></p> <p>make the bed, make breakfast, set the table, wash the dishes / clothes, hang the shirt / trousers, sweep / mop the floor, dust the bookshelf / cupboard, wipe the window / chair</p> <p><i>Names of furniture:</i></p> <p>bookshelf, cupboard, sofa</p>
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#### **Activity Description**

Pupils play a board game in groups to practise using the target vocabulary to provide suggestions on ways to help their family members or clean up different places in the house.

#### **Materials for Each Group**

Game board

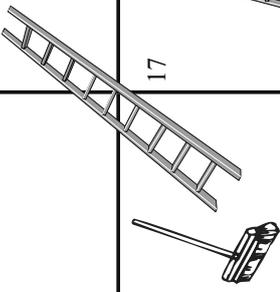
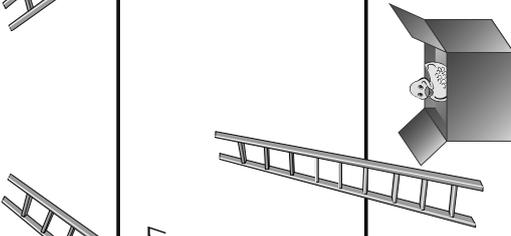
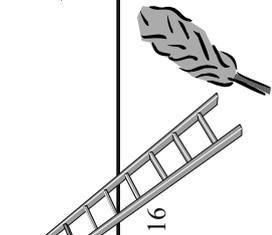
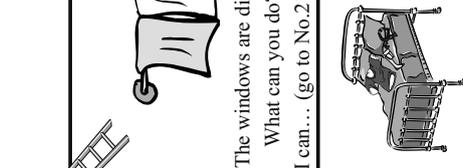
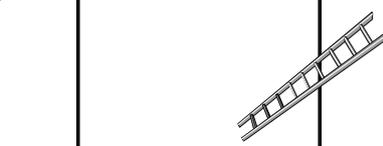
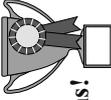
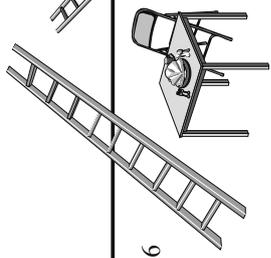
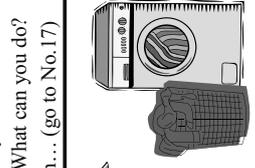
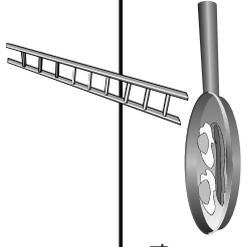
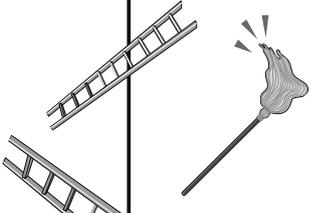
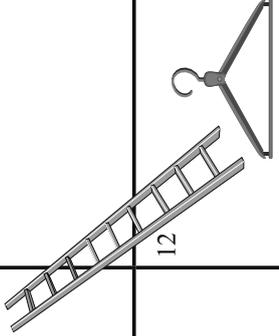
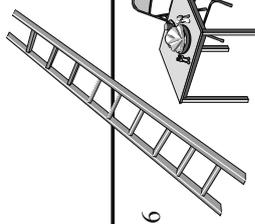
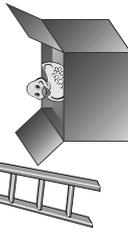
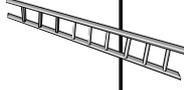
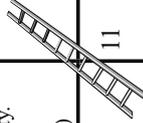
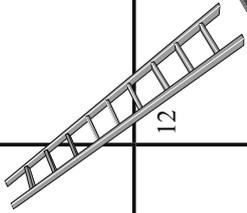
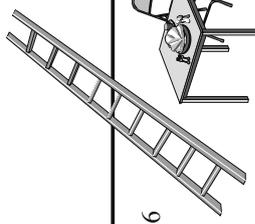
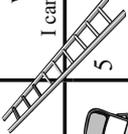
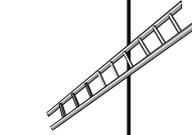
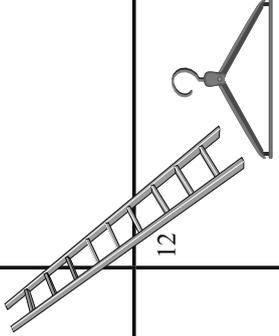
Counters

Dice

#### **Procedures**

1. Pupils are divided into groups of four to play the board game. The teacher gives each group the materials for the game.
2. The teacher explains to pupils that they have to think of ways to help their family members or clean up the messy places in the house as shown on the game board.
3. Pupils take turns to throw the dice and provide solutions using the target vocabulary and the sentence pattern 'I can + verb phrase'.
4. The pupil who finishes the game first wins.

# Housework

19	20	21	22	23	24
 <p>There is some rubbish on the floor. What can you do? I can... (go to No.20)</p>	 <p>The toys are on the floor. What can you do? I can... (go to No.17)</p>	 <p>The bookshelf is full of dust. What can you do? I can... (go to No.20)</p>	 <p>The bed is untidy. What can you do? I can... (go to No. 14)</p>	 <p>There is some water on the floor. What can you do? I can... (go to No.11)</p>	 <p><b>Congratulations!</b> You have finished all the housework! <b>Well done!</b></p>
18	17	16	15	14	13
 <p>Dinner is ready! What can you do? I can... (go to No.7)</p>	 <p>The clothes are dirty. What can you do? I can... (go to No.7)</p>	 <p>Little sister is hungry when she gets up in the morning. What can you do? I can... (go to No.9)</p>	 <p>The dishes are dirty. What can you do? I can... (go to No.11)</p>	 <p>There is some water on the floor. What can you do? I can... (go to No.11)</p>	 <p>The clothes are everywhere. What can you do? I can... (go to No.14)</p>
7	8	9	10	11	12
 <p>Dinner is ready! What can you do? I can... (go to No.7)</p>	 <p>The toys are on the floor. What can you do? I can... (go to No.17)</p>	 <p>Little sister is hungry when she gets up in the morning. What can you do? I can... (go to No.9)</p>	 <p>The bed is untidy. What can you do? I can... (go to No. 14)</p>	 <p>There is some water on the floor. What can you do? I can... (go to No.11)</p>	 <p>The clothes are everywhere. What can you do? I can... (go to No.14)</p>
6	5	4	3	2	1
 <p>Dinner is ready! What can you do? I can... (go to No.7)</p>	 <p>The clothes are dirty. What can you do? I can... (go to No.7)</p>	 <p>Little sister is hungry when she gets up in the morning. What can you do? I can... (go to No.9)</p>	 <p>The dishes are dirty. What can you do? I can... (go to No.11)</p>	 <p>There is some water on the floor. What can you do? I can... (go to No.11)</p>	 <p>The clothes are everywhere. What can you do? I can... (go to No.14)</p>

## Other Games and Activities

### 3.2 Other Games and Activities

#### (1) School Days – Domino Game

<p>Vocabulary Items</p>	<p><i>Things and activities in school:</i> classroom, blackboard, rubbish bin, group work, role play, worksheet, seating plan, homework, timetable, classwork, test paper</p> <p><i>People in school:</i> class teacher, English teacher, schoolmate, classmate, group member, class monitor / monitress</p> <p><i>Personal belongings:</i> water bottle, school bag, coloured pen, pencil case, textbook, notebook, storybook, exercise book</p>
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#### **Activity Description**

Pupils take turns to combine the word on the right of each domino with the word on the left to form new words or noun phrases.

#### **Materials for Each Group**

Domino board

Word cards

#### **Procedures**

1. The teacher asks pupils to work in pairs or groups of four. Each pair / group is given the materials for the game.
2. The teacher explains the rule for playing the game. To start the game, tell pupils to place the domino containing the words *mate / home* at squares 1 and 2 of the board. Pupils need to take turns to form new words or noun phrases and put them on the Domino board.
3. Each pupil gets two word cards from the card pool at the beginning of the game and takes turns to form new words with the word cards he/she has got. If he/she cannot form a new word, he/she has to draw one more word card from the pool.
4. The player who can get rid of all his/her word cards first wins the game.

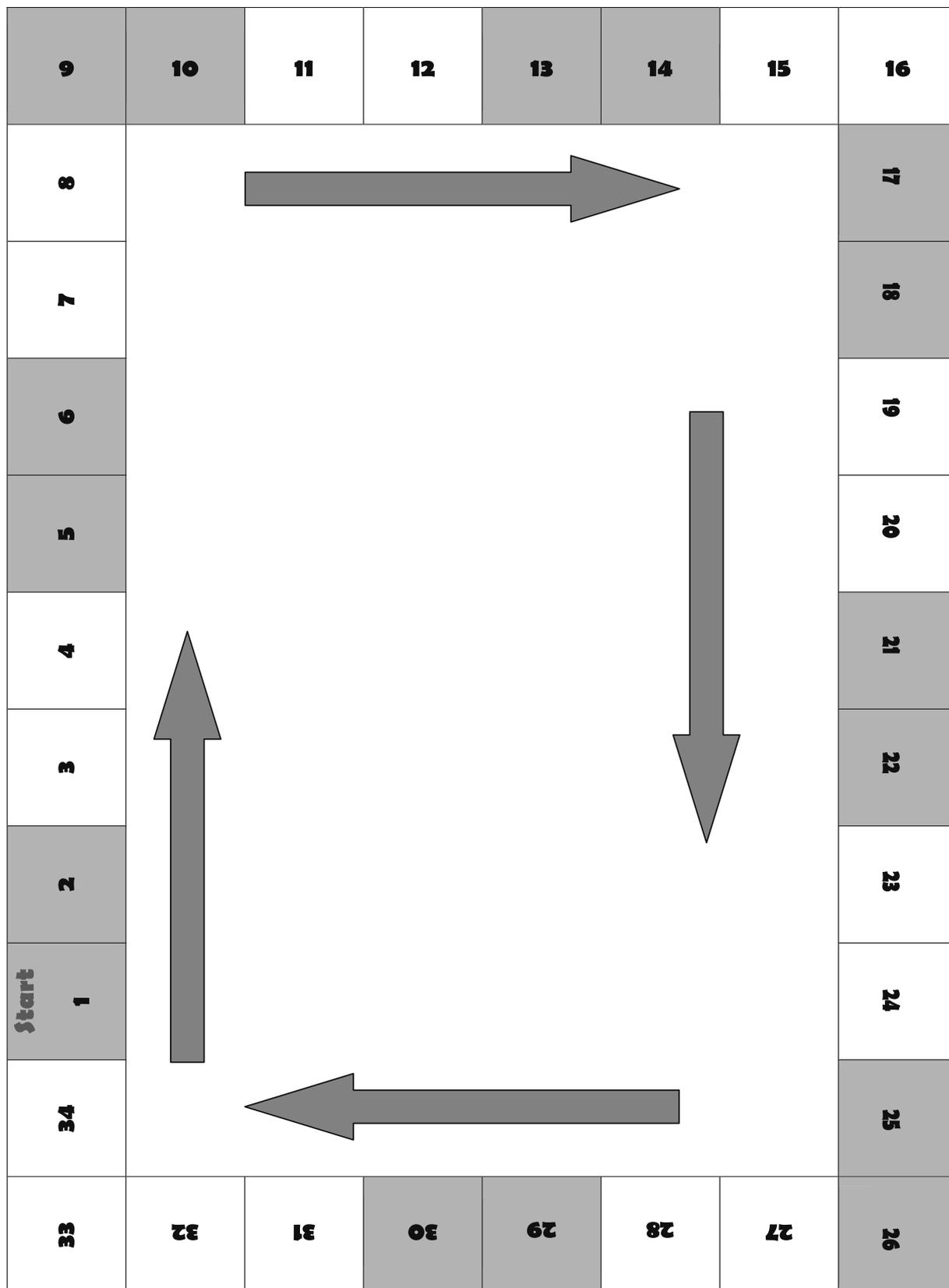
**Other Games and Activities**

**Answer Keys**

bin <b>33</b>	class <b>34</b>	Start mate <b>1</b>	home <b>2</b>	work <b>3</b>	time <b>4</b>	table <b>5</b>	text <b>6</b>	book <b>7</b>	class <b>8</b>	monitor <b>9</b>	school <b>10</b>	bag <b>11</b>	seating <b>12</b>	plan <b>13</b>	pencil <b>14</b>	case <b>15</b>	black <b>16</b>	
test <b>26</b>	bottle <b>25</b>	water <b>24</b>	member <b>23</b>	group <b>22</b>	play <b>21</b>	role <b>20</b>	teacher <b>19</b>	English <b>18</b>	board <b>17</b>									
paper <b>27</b>	coloured <b>28</b>	pen <b>29</b>	work <b>30</b>	sheet <b>31</b>	rubbish <b>32</b>													

**Other Games and Activities**

**Domino Board**



**Other Games and Activities**

Word Cards



mate	home	work	time	table	text	book	class
monitor	school	bag	seating	plan	pencil	case	black
board	English	teacher	role	play	group	member	water
bottle	test	paper	coloured	pen	work	sheet	rubbish
bin	class						

## Other Games and Activities

### (2) This is My Home – One More Please

<p>Vocabulary Items</p>	<p><i>Names of furnishings and household products:</i></p> <p>armchair, basin, basket, blanket, bottle, bowl, brush, bucket, chopsticks, cloth, container, cupboard, duster, fork, glass, jar, knife, mop, pan, plate, pillow, pot, saucepan, shelf, soap, sofa, spoon, teapot, towel, wardrobe, washing powder</p>
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#### Activity Description

Pupils are shown two items of furnishings / household products each time and they have to add one more item which belongs to the same category.

#### Materials

PowerPoint slides about furnishings and household products

#### Procedures

1. Pupils are divided into two groups to play the game.
2. The teacher shows two items of furnishings / household products on the PowerPoint slide each time. Pupils in the two groups take turns to add one more item which belongs to the same category.
3. The group with the highest score wins.

**Other Games and Activities**

PowerPoint slides about furnishings and household products

One More Please

1.	bed	blanket	?
----	-----	---------	---

2.	pan	pot	?
----	-----	-----	---

3.	jar	bucket	?
----	-----	--------	---

4.	fork	spoon	?
----	------	-------	---

One More Please

5.	armchair	sofa	?
----	----------	------	---

6.	glass	cup	?
----	-------	-----	---

7.	basin	soap	?
----	-------	------	---

8.	cupboard	shelf	?
----	----------	-------	---

One More Please

9.	duster	towel	?
----	--------	-------	---

10.	bowl	dish	?
-----	------	------	---

11.	towel	cloth	?
-----	-------	-------	---

12.	towel	basin	?
-----	-------	-------	---

**Other Games and Activities**

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**Answer Keys**

1. *pillow (or any items in the bedroom)*
2. *saucepan (or any items in the kitchen)*
3. *basket (or any containers)*
4. *knife (or any eating utensils)*
5. *chair (or any furniture items to sit on)*
6. *bottle (or any items for holding drinks)*
7. *washing powder (or any items used for washing)*
8. *wardrobe (or any furniture items for keeping things in / on)*
9. *mop (or any items used for cleaning)*
10. *plate (or any items for holding food)*
11. *brush (or any items used for cleaning)*
12. *soap (or any items in the bathroom)*

**Other Games and Activities**

**(3) Hobbies – Crossword Puzzle**

Vocabulary Items	<p><i>Names of different activities:</i></p> <p>doing craft, doing drama, collecting stamps, collecting stickers, doing folk dance, doing karate, singing karaoke, swimming, jogging, playing badminton, playing the violin, playing football, playing table tennis, playing chess</p>
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**Activity Description**

Pupils work out a crossword puzzle with the help of the picture cues.

**Materials**

Activity sheets on crossword puzzle

**Answer Keys**

**ACROSS**

1. Doing *folk* dance
2. Playing *badminton*
3. *Jogging*
4. Playing table *tennis*
5. Playing *chess*
6. Doing *karate*
7. *Swimming*

**DOWN**

- a. Doing *drama*
- b. Playing the *violin*
- c. Playing *football*
- d. Singing *karaoke*
- e. Doing *craft*
- f. Collecting *stamps*
- g. Collecting *stickers*

	aD						bV				iFc	O	L	dK
	R						I				O			A
2B	A	D	M	I	N	T	O	N			O			R
	M						L				T			A
	A		3J	O	G	G	I	N	G		B			O
							N				A			K
											L			E
			4T	E	N	N	I	gS			L			
							T							
	eC		fS				I							
	R		T				5C	H	E	S	S			
6K	A	R	A	T	E		K							
	F		M				E							
	T		P				R							
			S				7S	W	I	M	M	I	N	G

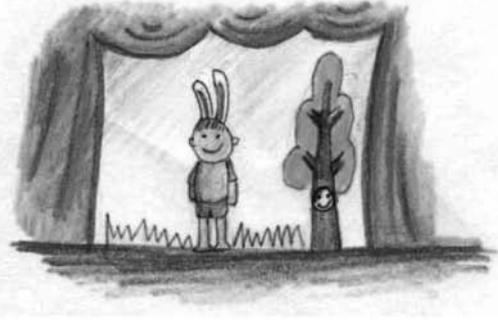
**Other Games and Activities**

Crossword Puzzle on Hobbies

	a						b				1c			d
2														
		3												
		4					g							
	e		f											
							5							
6														
							7							

**Other Games and Activities**

Look at the pictures below and do the crossword puzzle on hobbies.

ACROSS	DOWN
<p>1. Doing _____ dance</p> 	<p>a. Doing _____</p> 
<p>2. Playing _____</p> 	<p>b. Playing the _____</p> 
<p>3. _____</p> 	<p>c. Playing _____</p> 

**Other Games and Activities**

4. Playing table \_\_\_\_\_



d. Singing \_\_\_\_\_



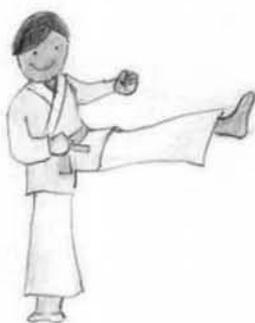
5. Playing \_\_\_\_\_



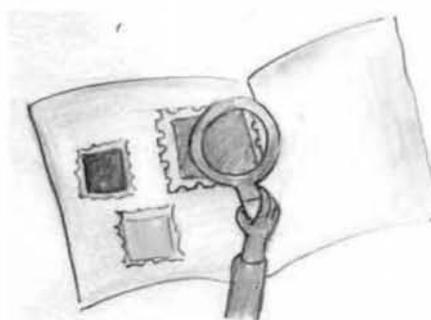
e. Doing \_\_\_\_\_



6. Doing \_\_\_\_\_



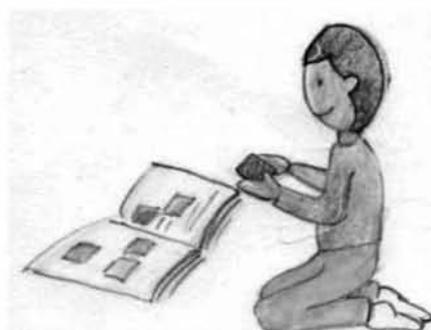
f. Collecting \_\_\_\_\_



7. \_\_\_\_\_



g. Collecting \_\_\_\_\_



**Other Games and Activities**

**(4) Leisure Activities – Matching Game**

<p>Vocabulary Items</p>	<p><i>Names of leisure activities:</i></p> <p><b>read</b> newspapers / magazines / stories / books / comics</p> <p><b>watch</b> television / a concert / a drama / a film / a show</p> <p><b>play</b> computer games / football / cards / the piano / hide-and-seeK</p> <p><b>go</b> swimming / shopping / cycling / hiking / running</p> <p><b>collect</b> cards / coins / stamps / cans / badges</p> <p><b>listen to</b> radio programmes / music / songs / news reports / talks</p> <p><b>visit</b> a website / a park / a friend / a museum / a scenic spot</p>
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**Activity Description**

Pupils work in groups of four to categorise words which can combine with different action verbs to describe leisure activities.

**Materials for Each Group**

Activity sheet with action verbs

Word cards

**Procedures**

1. Pupils form groups of four to play the game. Each group is given the activity sheet and a set of word cards.
2. The groups need to find out the words which can combine with the action verbs given in the activity sheet to describe leisure activities.
3. The group that can get the most correct answers wins the game.
4. If all the groups can get the answers correct, the group that finishes within the shortest period of time will be the winner.

## Other Games and Activities

Answer Keys

read	watch	play	go	collect	listen to	visit
<i>newspapers</i>	<i>television</i>	<i>computer games</i>	<i>swimming</i>	<i>cards</i>	<i>radio programmes</i>	<i>a website</i>
<i>magazines</i>	<i>a concert</i>	<i>football</i>	<i>shopping</i>	<i>coins</i>	<i>music</i>	<i>a park</i>
<i>stories</i>	<i>a drama</i>	<i>cards</i>	<i>cycling</i>	<i>stamps</i>	<i>songs</i>	<i>a friend</i>
<i>books</i>	<i>a film</i>	<i>the piano</i>	<i>hiking</i>	<i>cans</i>	<i>news reports</i>	<i>a museum</i>
<i>comics</i>	<i>a show</i>	<i>hide-and- seek</i>	<i>running</i>	<i>badges</i>	<i>talks</i>	<i>a scenic spot</i>

**Other Games and Activities**

Activity Sheet with Action Verbs

read	watch	play	go	collect	listen to	visit

## Other Games and Activities

## Word Cards

newspapers	television	computer games	swimming	cards	radio programmes	a website
magazines	a concert	football	shopping	coins	music	a park
stories	a drama	cards	cycling	stamps	songs	a friend
books	a film	the piano	hiking	cans	news reports	a museum
comics	a show	hide-and- seek	running	badges	talks	a scenic spot

**Other Games and Activities**

**(5) Festivals and Special Events – Pelmanism Game**

<p>Vocabulary Items</p>	<p><i>Names of festivals / events:</i></p> <p>Mid-Autumn Festival, Christmas, Chinese New Year, Easter, Halloween, Dragon Boat Festival, National Day, Speech Day, birthday, party, concert, show</p> <p><i>Verb phrases to describe activities:</i></p> <p>eat moon cakes, exchange presents, get lucky money, eat chocolate eggs, play trick or treat, eat rice dumplings, hold the flag-raising ceremony, get the graduation certificates, eat birthday cakes, sing and dance, listen to songs, watch a performance</p>
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**Activity Description**

Pupils take part in a group competition to match the word cards of different festivals / events with the activities. After they have got the matching pair, pupils make sentences on the big coloured sheet given.

**Materials for Each Group**

Two sets of word cards of names of festivals / events and activities  
Big coloured sheet and coloured pens

**Procedures**

1. Pupils are divided into groups of four to play the game. Each group is given a big coloured sheet, some coloured pens and two sets of word cards – one on the names of festivals / events and the other on the activities.
2. Pupils have to put all the cards face down on the desks before they start.
3. Pupils take turns to turn over the cards. If the two cards match, they can keep the cards.
4. Pupils who can keep the cards have to make sentences with the words on the cards (e.g. We exchange presents at Christmas.) and write the sentences on the big coloured sheet.
5. The pupil with the most cards and correct sentences wins.

**Other Games and Activities**

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**Answer Keys**

1. *We play trick or treat at Halloween.*
2. *We eat moon cakes at Mid-Autumn Festival.*
3. *We get lucky money at Chinese New Year.*
4. *We eat rice dumplings at Dragon Boat Festival.*
5. *We exchange presents at Christmas.*
6. *We eat chocolate eggs at Easter.*
7. *We hold the flag-raising ceremony on National Day.*
8. *We get the graduation certificates on Speech Day.*
9. *We eat birthday cakes on our birthdays.*
10. *We sing and dance at a party.*
11. *We listen to songs in a concert.*
12. *We watch a performance in a show.*

## Other Games and Activities

### Word Cards

<u>Festivals / Events</u>	<u>Activities</u>
Halloween	play trick or treat
Mid-Autumn Festival	eat moon cakes
Chinese New Year	get lucky money
Dragon Boat Festival	eat rice dumplings
Christmas	exchange presents
Easter	eat chocolate eggs
National Day	hold the flag-raising ceremony
Speech Day	get the graduation certificates
birthday	eat birthday cakes
party	sing and dance
concert	listen to songs
show	watch a performance

## Other Games and Activities

### (6) Fun Time – Simon Says

Vocabulary Items	<p><i>Names of body parts:</i></p> <p>arms, hands, nose, head, eyes, toes, feet</p> <p><i>Action verbs:</i></p> <p>raise, clap, touch, turn around, blink, stamp, jump, smile, cry, laugh, cover, put, stand, make an angry face, make a funny face</p>
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#### Activity Description

Pupils play a popular game ‘Simon says’ to practise using the names of the body parts and the action verbs to give instructions.

#### Procedures

1. Pupils all stand up when playing this game. The teacher (e.g. Miss Lee) gives instructions beginning with *Miss Lee says*’. Pupils carry out Miss Lee’s instructions. If Miss Lee does not say *Miss Lee says*’, the pupils **should not** follow the instructions; if they do so, they are out of the game and have to sit down.

For example, the teacher can say something like:

Miss Lee says: ‘Shake your head.’	[Pupils should shake their heads.]
Miss Lee says: ‘Raise your arms.’	[Pupils should raise their arms.]
Miss Lee says: ‘Clap your hands.’	[Pupils should clap their hands.]
Miss Lee says: ‘Touch your nose.’	[Pupils should touch their noses.]
Miss Lee shouts: ‘Make a funny face.’	[Pupils should NOT respond.]
‘Blink your eyes.’	[Pupils should NOT respond.]

2. The game continues until only one pupil is left. The last pupil who is left in the game can then be the one to give instructions.

**Teaching Notes**

The weaker pupils can be given a list of instructions from which they can choose when they are giving instructions to their classmates, e.g.

*Raise your arms.*

*Clap your hands.*

*Touch your nose.*

*Turn around.*

*Touch your head.*

*Blink your eyes.*

*Touch your toes.*

*Stamp your feet.*

*Jump to the left.*

*Smile.*

*Laugh.*

*Cry.*

*Make an angry face.*

*Make a funny face.*

*Cover your eyes.*

*Put your hands down.*

*Stand on one foot.*

*Put your foot down.*

## Other Games and Activities

### (7) Places and Activities – True or False

Vocabulary Items	<p><i>Names of places:</i></p> <p>bank, beach, swimming pool, bookshop, church, bus stop, cinema, fast-food shop, hospital, library, park, market, supermarket, shopping centre, playground, post office, restaurant, school, zoo</p> <p><i>Names of activities:</i></p> <p>take money, go swimming, buy books, pray, take a bus, watch a film / movie, buy hamburgers, see the doctor, borrow / return books, take a walk, play hide-and-seek, go shopping, play on a swing / merry-go-round / roundabout / see-saw / slide, send letters, buy stamps, have dim sum / meals, study, visit animals</p>
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#### **Activity Description**

The teacher reads out some statements and pupils judge whether the statements are true or false. If the statements are false, pupils have to correct the sentences.

#### **Materials**

Pieces of coloured paper with the words ‘True’ or ‘False’

#### **Procedures**

1. Each pupil is given two pieces of coloured paper – one with the word ‘True’ and the other ‘False’.
2. The teacher reads out some statements about activities in different places. Pupils judge whether the statements are true or false and put up the right piece of coloured paper. If the statements are false, they have to correct them.
3. The pupil with the most correct answers wins.

Answer Keys

1. *F (We borrow books from a library.)*
2. *T*
3. *T*
4. *F (We buy stamps in a post office. / We see a doctor in a hospital.)*
5. *F (We play on a slide in a playground. / We watch films in a cinema.)*
6. *F (We see a doctor in a hospital. / We borrow books from a library.)*
7. *T*
8. *T*
9. *T*
10. *F (We take money from a bank. / We have meals in a restaurant.)*
11. *T*
12. *F (We have dim sum in a restaurant. / We go swimming in a swimming pool.)*
13. *T*
14. *F (We play hide-and-seeK in a playground.)*
15. *F (We take a bus at a bus stop. / We go shopping in a shopping centre.)*

**Other Games and Activities**

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**Statements to be read by the teacher**

1. We borrow books from a fire station.
2. We go shopping in a supermarket.
3. We send letters in a post office.
4. We buy stamps in a hospital.
5. We play on a slide in a cinema.
6. We see a doctor in a library.
7. We go swimming on a beach.
8. We take a walk in a park.
9. We study in a school.
10. We take money from a restaurant.
11. We visit animals in a zoo.
12. We have dim sum in a swimming pool.
13. We pray in a church.
14. We play hide-and-seek in a police station.
15. We take a bus in a shopping centre.

## Other Games and Activities

### (8) Favourite Food and Drink – Matching Game

Vocabulary Items	<p><i>Phrases of quantities of food and drink items:</i></p> <p>a tin of tuna fish, a bar of chocolate, a carton of milk, a jar of peanut butter, a cup of tea, a can of soda, a glass of juice, a packet of potato chips, a box of cereal, a bowl of soup</p>
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#### **Activity Description**

The class is divided into two groups to play a card game in which they have to match the phrases of quantity with nouns of food and drink items.

#### **Materials**

Two boxes

Picture cards of food and drink items

Two sets of word cards showing phrases of quantity of food and drink items

#### **Procedures**

1. Picture cards of food and drink items are posted on the board.
2. The two sets of word cards showing phrases of quantity of food and drink items are put separately into the two boxes.
3. Pupils are divided into four groups. A pupil from each group comes forward and draws a word card from each of the two boxes.
4. If the two cards can form a meaningful noun phrase and the pupil can find the corresponding picture card on the board, he/she wins one point for his/her team.
5. If the two cards do not form a meaningful phrase or no corresponding pictures can be found to match the noun phrase, the pupil has to put them back into the boxes and he/she will not score any points. Then another pupil from his/her team can try.
6. The group with the highest score wins.

#### **Answer Keys**

*a tin of tuna fish*

*a can of soda*

*a bar of chocolate*

*a glass of juice*

*a carton of milk*

*a packet of potato chips*

*a jar of peanut butter*

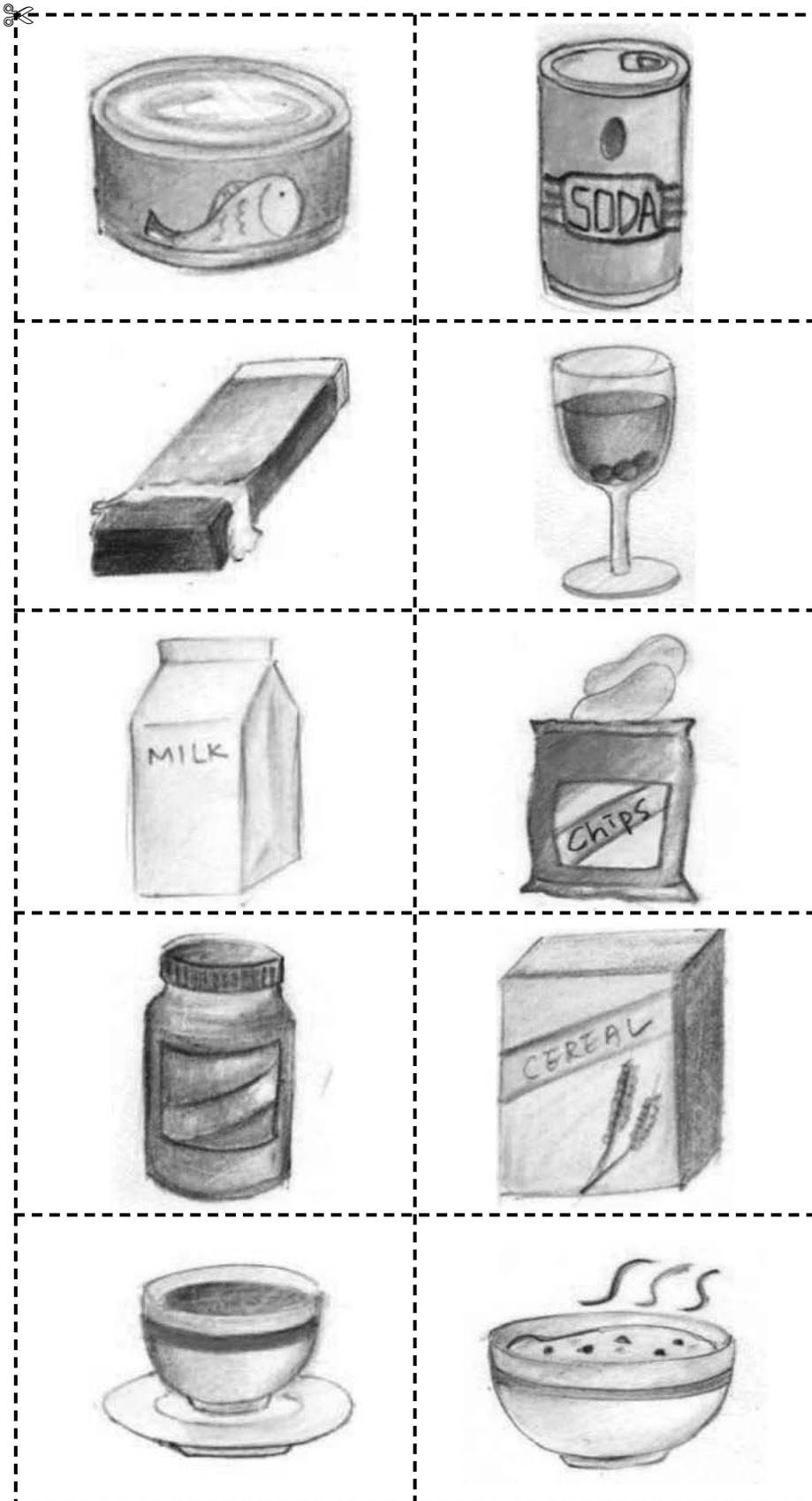
*a box of cereal*

*a cup of tea*

*a bowl of soup*

**Other Games and Activities**

Picture Cards



Word Cards



a tin of	tuna fish
a bar of	chocolate
a carton of	milk
a jar of	peanut butter
a cup of	tea

**Other Games and Activities**Word Cards

a can of	soda
a glass of	juice
a packet of	potato chips
a box of	cereal
a bowl of	soup

## Other Games and Activities

### (9) At the Food Stalls – Role Play

<p>Vocabulary Items</p>	<p><i>Names of food and drink items (for spelling test):</i></p> <p>curry, spaghetti, noodles, sandwiches, salad, desserts, drink, dim sum, snacks, ice-cream</p> <p><i>Names of food and drink items:</i></p> <p>beef curry, seafood curry, chicken curry, beef noodles, pork noodles, mushroom noodles, tuna fish sandwich, ham and cheese sandwich, ham and egg sandwich, spaghetti with meat sauce, spaghetti with chicken, spaghetti with meat balls, potato salad, fruit salad, green salad, wonton, spring roll, barbecued pork bun, apple pie, ice-cream, cheese cake, soda, water, iced lemon tea, strawberry milk-shake</p>
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#### **Activity Description**

Pupils take a spelling test on food items to get some virtual money. They then take part in a role play to order some food at the food counters.

#### **Materials**

Paper for the spelling test  
 Pictures of food (optional)  
 Paper for labelling the food counters, food items and prices  
 Order forms (with a sample on the back)

#### **Procedures**

##### **Part 1 Spelling Test (to get virtual money to buy food)**

1. The teacher gives pupils a spelling test on some food items.
2. There are altogether 10 words in the test. Each word is worth 10 points (\$10). If a pupil gets all the items correct, he/she will get 100 points / \$100 virtual money; if he/she gets only 5 correct, he/she will have only \$50.

## Other Games and Activities

### Part 2 Role Play

1. Before the role play, the teacher revises with pupils the language used in ordering the food, e.g.

*Y: May I help you?*

*X: How much is / are ... ?*

*Y: It is / They are \$ ... How much / many do you want?*

*X: Yes, I want ... / No, thank you. It's / They're too expensive.*

2. Each pupil is given an order form. He/She uses the form to buy as much food as he/she can from three groups of food counters ('Main Dish', 'Side Dish' and 'Drinks'). Each time he/she buys something, a certain amount of money will be given to the shopkeeper. Then the pupil can go to another counter to buy another kind of food.
3. The teacher demonstrates the whole process and explains the rules before the game starts.
4. Pupils are given 15-20 minutes to play the game. The teacher walks around to supervise, facilitate and assist.
5. At the end, pupils can check each other's order forms to see if they have all three categories of food. Those who get the most orders of food from all the three food categories are the winners.

### Teaching Notes

1. For preparation work, pupils' help is recommended (e.g. to set up the counter, to prepare the name tags for food items, and to help with the teacher's demonstration).
2. The stall keepers may be chosen and coached before the activity starts. Those who are good at Mathematics or those who get few points and cannot buy much can be selected.
3. Pupils should be explained clearly the appropriate language to use and the way to calculate the marks.
4. Pupils are advised to plan carefully what they want to order according to the amount of money they have before ordering food.

### Preparation

1. Eight fast food counters are set up. These counters are classified into three categories ('Main Dish', 'Side Dish' and 'Drinks'). Each of these counters is managed by one to two pupils. For Counter 8, one more pupil may be needed as there is only one counter for drinks.

## Other Games and Activities

### A : Main Dish

COUNTER 1		
<b>Curry on rice</b> 	beef curry	\$40
	seafood curry	\$45
	chicken curry	\$35

COUNTER 2		
<b>Noodles</b> 	beef noodles	\$35
	pork noodles	\$32
	mushroom noodles	\$30

COUNTER 3		
<b>Sandwiches</b> 	tuna fish sandwich	\$25
	ham & cheese sandwich	\$20
	ham & egg sandwich	\$23

COUNTER 4		
<b>Spaghetti</b> 	spaghetti with meat sauce	\$30
	spaghetti with chicken	\$35
	spaghetti with meat balls	\$32

### B : Side Dish

COUNTER 5		
<b>Salad</b> 	potato salad	\$17
	fruit salad	\$20
	green salad	\$15

COUNTER 6		
<b>Dim Sum</b> 	spring rolls [3 pieces]	\$18
	wontons [4 pieces]	\$16
	barbecued pork buns [3 pieces]	\$15

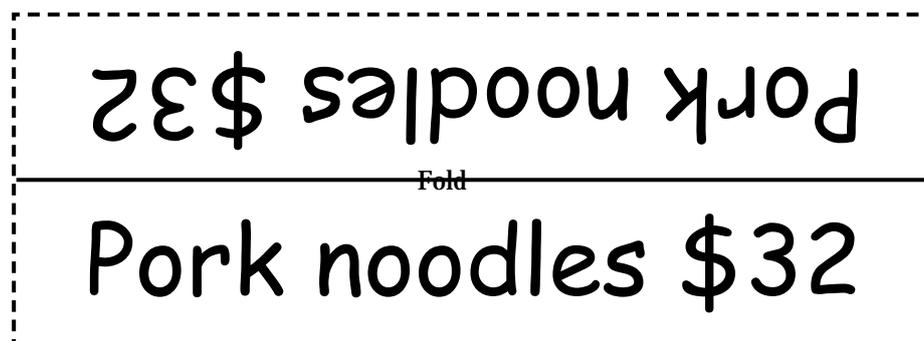
## Other Games and Activities

COUNTER 7		
Desserts 	apple pie	\$12
	ice-cream	\$10
	cheese cake	\$18

## C : Drinks

COUNTER 8		
Drinks	soda [can]	\$8
	water [bottle]	\$6
	iced lemon tea	\$14
	strawberry milk-shake	\$16

2. For each counter, we need an A3 paper showing the kinds of food it is selling (e.g. noodles, salad). We also need 3-4 sheets of A4 paper folded in half, with food items (e.g. ice-cream, soda) and prices written on both sides. (See sample below:)



**Other Games and Activities**



**Order form**

	Food Group A/B/C	Name of food	Total \$ ( )	Money left
1			- \$	= \$
2			- \$	= \$
3			- \$	= \$
4			- \$	= \$
5			- \$	= \$
6			- \$	= \$
7			- \$	= \$
8			- \$	= \$

Fold

**Sample order form**

	Food Group A/B/C	Name of food	Total \$ ( 90 )	Money left
1	A	ham and cheese sandwich	- \$ 20	= \$ 70
2	C	iced lemon tea	- \$ 14	= \$ 56
3	B	ice-cream	- \$ 10	= \$ 46
4	B	fruit salad	- \$ 20	= \$ 26
5	A	tuna fish sandwich	- \$ 25	= \$ 1

## Other Games and Activities

### (10) Clothing and Accessories – Odd One Out

<b>Vocabulary Items</b>	<p>Names of different clothing and accessory items:</p> <p>backpack, bag, belt, blouse, boots, cap, cardigan, coat, dress, earrings, glasses, gloves, goggles, handbag, handkerchief, hat, jacket, jeans, jumper, mittens, necklace, purse, pyjamas, raincoat, ribbon, scarf, school bag, sandals, shirt, shoes, shoelaces, shorts, slippers, skirt, socks, suit, sweater, swimsuit, swimming trunks, sunglasses, sun hat, tie, trousers, T-shirt, umbrella, uniform, vest, wallet, watch</p>
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#### Activity Description

Pupils identify the odd one out from the four vocabulary items shown on the PowerPoint slides. They have to give reasons to support their choices.

#### Materials

PowerPoint slides on clothing and accessory items

#### Procedures

1. Pupils are shown PowerPoint slides of vocabulary items of different clothing and accessory items. They identify the odd one out and give reasons for their answers.
2. The pupil or group with most correct answers wins.

**Other Games and Activities**

PowerPoint slides about clothing and accessory items

**Odd One Out**

1.	cap	hat	socks	goggles
----	-----	-----	-------	---------

2.	blouse	T-shirt	skirt	jacket
----	--------	---------	-------	--------

3.	ribbon	belt	blouse	bag
----	--------	------	--------	-----

4.	scarf	tie	necklace	watch
----	-------	-----	----------	-------

5.	earrings	dress	purse	handbag
----	----------	-------	-------	---------

**Odd One Out**

6.	gloves	sandals	boots	slippers
----	--------	---------	-------	----------

7.	shirt	backpack	suit	cardigan
----	-------	----------	------	----------

8.	jeans	gloves	mittens	watch
----	-------	--------	---------	-------

9.	purse	wallet	handbag	jumper
----	-------	--------	---------	--------

10.	shorts	jeans	trousers	shirt
-----	--------	-------	----------	-------

**Odd One Out**

11.	uniform	school bag	shoes	slippers
-----	---------	------------	-------	----------

12.	swimsuit	goggles	swimming trunks	pyjamas
-----	----------	---------	-----------------	---------

13.	scarf	sweater	coat	vest
-----	-------	---------	------	------

14.	sun hat	raincoat	umbrella	boots
-----	---------	----------	----------	-------

15.	sunglasses	sweater	shorts	cap
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**Other Games and Activities**

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Answer Keys

1. socks (We do not wear them on the head.)
2. skirt (We do not wear it on the upper part of the body.)
3. blouse (It is not an accessory item.)
4. watch (We do not wear it on the neck.)
5. dress (It is not an accessory item.)
6. gloves (We do not wear them on our feet.)
7. backpack (It is not a clothing item.)
8. jeans (We do not wear them on our hands.)
9. jumper (It is not an accessory item.)
10. shirt (We do not wear it on the lower part of the body.)
11. slippers (They are not the clothing or accessory items for school.)
12. pyjamas (They are not the clothing or accessory items for swimming.)
13. vest (It is not a clothing item for cold weather.)
14. sun hat (It is not a clothing or an accessory item for rainy weather.)
15. sweater (It is not a clothing or an accessory item for sunny weather.)

**Other Games and Activities**

**(11) Travelling Around – Word Search**

Vocabulary Items	Names of different transport: minibus, ferry, aeroplane, bicycle, tram, taxi, ambulance, spaceship
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Activity Description

Pupils fill in the blanks with words related to transport in Activity Sheet A. They then work in pairs to identify the words from the grid in Activity Sheet B.

Materials

Activity sheets A and B

Procedures

1. Pupils fill in the blanks with words related to transport in Activity Sheet A individually.
2. Pupils work in pairs to identify the words from the grid in Activity Sheet B. The words can appear across, backwards, up, down or diagonal.
3. The pair that can find all the words from the grid within the shortest time wins.

Teaching Notes

Pupils of weaker ability can be paired up with stronger pupils to provide peer support.

## Other Games and Activities

### Answer Keys

#### Activity Sheet A

1. A green or red van that can take 16 passengers is a minibus.
2. If you want to go across the harbour and enjoy the sea view, you can take a ferry.
3. If you want to fly to another country, you can take an aeroplane.
4. A bicycle has two wheels and cannot go on the highway.
5. If we want to go up the Peak, we can take the Peak Tram.
6. If we are in a hurry to go somewhere, we can take a taxi. The fare starts at \$18.
7. If we want to take a very sick person to hospital, we can call an ambulance.
8. If we want to fly to the moon, we have to take a spaceship.

#### Activity Sheet B

D	A	X	K	P	M	O	U	J	H	F	E	R	R	Y
U	E	C	R	O	S	S	I	N	G	H	N	H	G	A
W	T	X	E	H	T	C	B	O	H	S	A	F	C	F
P	A	S	S	E	N	G	E	R	S	V	L	H	F	Y
O	X	T	T	I	O	B	E	Z	P	G	P	F	N	J
B	I	C	Y	C	L	E	K	E	A	Y	O	B	W	S
W	C	A	C	X	F	D	R	W	C	L	R	U	T	U
D	M	C	B	H	H	V	I	Y	E	O	E	R	I	B
A	Z	A	T	R	V	C	N	H	S	K	A	W	K	I
A	H	R	R	Y	O	H	I	C	H	M	P	O	G	N
B	F	A	I	T	B	U	O	D	I	B	W	M	H	I
E	C	N	A	L	U	B	M	A	P	Q	O	I	D	M

## Other Games and Activities

### Activity Sheet A

Fill in the blanks with words related to transport.

1. A green or red van that can take 16 passengers is a \_\_\_\_\_.
2. If you want to go across the harbour and enjoy the sea view, you can take a \_\_\_\_\_.
3. If you want to fly to another country, you can take an \_\_\_\_\_.
4. A \_\_\_\_\_ has two wheels and cannot go on the highway.
5. If we want to go up the Peak, we can take the Peak \_\_\_\_\_.
6. If we are in a hurry to go somewhere, we can take a \_\_\_\_\_. The fare starts at \$18.
7. If we want to take a very sick person to hospital, we can call an \_\_\_\_\_.
8. If we want to fly to the moon, we have to take a \_\_\_\_\_.

### Activity Sheet B

Work with a partner. Find the 8 words related to transport in Activity Sheet A from the grid below. The words can appear *across, backwards, up, down* or *diagonal*. See which pair is the fastest in the class.

D	A	X	K	P	M	O	U	J	H	F	E	R	R	Y
U	E	C	R	O	S	S	I	N	G	H	N	H	G	A
W	T	X	E	H	T	C	B	O	H	S	A	F	C	F
P	A	S	S	E	N	G	E	R	S	V	L	H	F	Y
O	X	T	T	I	O	B	E	Z	P	G	P	F	N	J
B	I	C	Y	C	L	E	K	E	A	Y	O	B	W	S
W	C	A	C	X	F	D	R	W	C	L	R	U	T	U
D	M	C	B	H	H	V	I	Y	E	O	E	R	I	B
A	Z	A	T	R	V	C	N	H	S	K	A	W	K	I
A	H	R	R	Y	O	H	I	C	H	M	P	O	G	N
B	F	A	I	T	B	U	O	D	I	B	W	M	H	I
E	C	N	A	L	U	B	M	A	P	Q	O	I	D	M

## Other Games and Activities

### (12) Jobs People Do

#### a. Pictionary Game

Vocabulary Items	<p>Names of different jobs:</p> <p><b>KS1</b></p> <p>artist, chef, dancer, doctor, driver, farmer, firefighter, fisherman, headmaster, headmistress, librarian, nurse, painter, housewife, policeman, policewoman, postman, shopkeeper, singer, teacher, writer</p> <p><b>KS2</b></p> <p>actor, actress, astronaut, baker, cashier, clerk, clown, coach, dentist, designer, guard, guide, hairdresser, lawyer, librarian, lifeguard, maid, manager, model, pilot, principal, reporter, salesman, saleswoman, secretary, tailor, waiter, waitress, workman</p>
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#### Activity Description

Pupils are divided into two groups to play a game in which a representative from each group has to draw a picture about a job and his/her group members guess what the job is.

#### Procedures

1. Pupils from each group take turns to draw a picture based on the name / picture of a job given by the other group. Within one minute, the pupil has to draw the picture on the board and his/her group members have to guess the name of the job.
2. If the guess is correct, the group members have to spell the name of the job.
3. The group with the most correct guesses wins.

#### Teaching Notes

To cater for pupils' abilities, different sets of vocabulary items could be used for KS1 and KS2 pupils as suggested in the table above.

**Other Games and Activities**

(12) Jobs People Do

b. Word Association

<p><b>Vocabulary Items</b></p>	<p><b>Names of jobs:</b></p> <p>doctor, nurse, painter, policeman, policewoman, singer, teacher, reporter, waiter, waitress</p> <p><b>Names of places:</b></p> <p>hospital, clinic, studio, police station, stadium, concert hall, school, classroom, restaurant, cafe</p> <p><b>Names of equipment or tools:</b></p> <p>thermometer, paintbrush, gun, microphone, camera, video camera, recorder, tray</p> <p><b>Verb phrases:</b></p> <p>cure patients, give medicine to patients, look after patients, take temperature, draw / paint pictures, patrol the street, catch thieves / robbers, sing / perform in a concert, teach pupils, tell stories, interview people, report news, serve customers with food, take orders</p>
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Activity Description

Pupils list as many vocabulary items associated with a job given, such as the equipment and tools used, places of work and duties.

Materials

Box

Word cards of jobs

Procedures

1. The teacher draws a word card of jobs from the box each time.
2. Pupils list as many vocabulary items associated with it, such as the equipment and tools used, places of work and duties.
3. The pupil with the most correct answers wins.

**Other Games and Activities**

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Teaching Notes

1. The game can be conducted after the 'Pictionary Game'.
2. Apart from the words listed in the table, the teacher should be ready to accept any reasonable answers that are associated with the jobs.

Answer Keys

Accept any reasonable answers.
--------------------------------

1. doctor (hospital, clinic, cure patients, give medicine to patients)
2. nurse (hospital, clinic, thermometer, look after patients, take temperature)
3. painter (studio, paintbrush, draw / paint pictures)
4. policeman / policewoman (police station, gun, patrol the street, catch thieves / robbers)
5. singer (stadium, concert hall, microphone, sing / perform in a concert)
6. teacher (school, classroom, teach pupils, tell stories)
7. reporter (microphone, camera, video camera, interview people, report news)
8. waiter / waitress (restaurant, cafe, tray, serve customers with food, take orders)

**Other Games and Activities**

Word Cards of Jobs



doctor	nurse
painter	reporter
policeman	policewoman
singer	teacher
waitress	waiter

## Other Games and Activities

### (13) Making Friends – Throw and Catch

<b>Vocabulary Items</b>	<b>Adjectives to describe personalities / qualities of people:</b> attractive, unattractive, friendly, unfriendly, kind, unkind, happy, unhappy, helpful, unhelpful, healthy, unhealthy, loving, unloving, popular, unpopular, sociable, unsociable, grateful, ungrateful, tidy, untidy, wise, unwise, patient, impatient, polite, impolite, proper, improper, honest, dishonest, obedient, disobedient, responsible, irresponsible
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#### Activity Description

Pupils stand around in a circle throwing and catching a ball while saying the adjectives and their antonyms for describing personalities or qualities of people.

#### Materials

Beach balls

#### Procedures

1. Pupils form groups of 6 to 8 and each group stands around in a circle. The first player starts the game by saying an adjective for describing personalities or qualities of people while throwing a ball to any player in the circle. The pupil who catches the ball has to say the antonym before passing the ball to the next player, who will then start another adjective while throwing it to another player.
2. The player who drops the ball, hesitates or says the wrong word is out of the game. The last person standing is the winner.

#### Teaching Notes

To prepare pupils for the game, the teacher can elicit the opposites of the more familiar adjectives for describing personalities and qualities of people. The teacher can also draw pupils' attention to the use of prefixes un-, im-, dis- and ir- to form antonyms and introduce the concept of word formation.

## Other Games and Activities

### (14) Animals

#### a. Four-beat Rhythm Game

<b>Vocabulary Items</b>	<b>Names of animals:</b>  bee, buffalo, butterfly, camel, crocodile, dolphin, eagle, elephant, giraffe, goldfish, hamster, hippo, kangaroo, lamb, mouse, owl, panda, parrot, peacock, rat, sheep, shark, turtle, zebra
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#### Activity Description

Pupils play a four-beat rhythm game in groups. They take turns to shout out a different animal name on every fourth beat until only one player is left.

#### Materials

Word cards of animals (optional)

#### Procedures

1. Pupils form groups of six and sit in a circle. They clap their hands together, following the four-beat rhythm.
2. Then, pupils take turns to name an animal (e.g. tiger) on every fourth beat.
3. Pupils who repeat an animal name, break the rhythm, or say nothing will need to leave the circle. The game continues until one player is left.
4. The last player wins the game.

#### Teaching Notes

1. Grouping pupils with similar abilities is encouraged. Groups with high ability pupils can play the game at a faster pace while groups with low ability pupils can play at a slower pace.
2. Word cards of animals can be placed on the learning wall to support the less able pupils.

Word Cards of Animals



bee	buffalo
butterfly	camel
crocodile	dolphin
eagle	elephant
giraffe	goldfish
hamster	hippo

Other Games and Activities



kangaroo	lamb
mouse	owl
panda	parrot
peacock	rat
sheep	shark
turtle	zebra

## Other Games and Activities

### (14) Animals

#### b. Pelmanism Game

Vocabulary Items	Adjectives to describe animals:  tiny, small, big, huge, cute, lovely, scary, frightening, muscular, strong, beautiful, pretty, ugly, tall, short, colourful, dull, fast, slow, fat, thin
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#### Activity Description

Pupils take part in a Pelmanism game. They turn over two cards to match the adjectives that are synonyms or antonyms.

#### Materials

Word cards with synonyms of adjectives

Word cards with antonyms of adjectives

#### Procedures

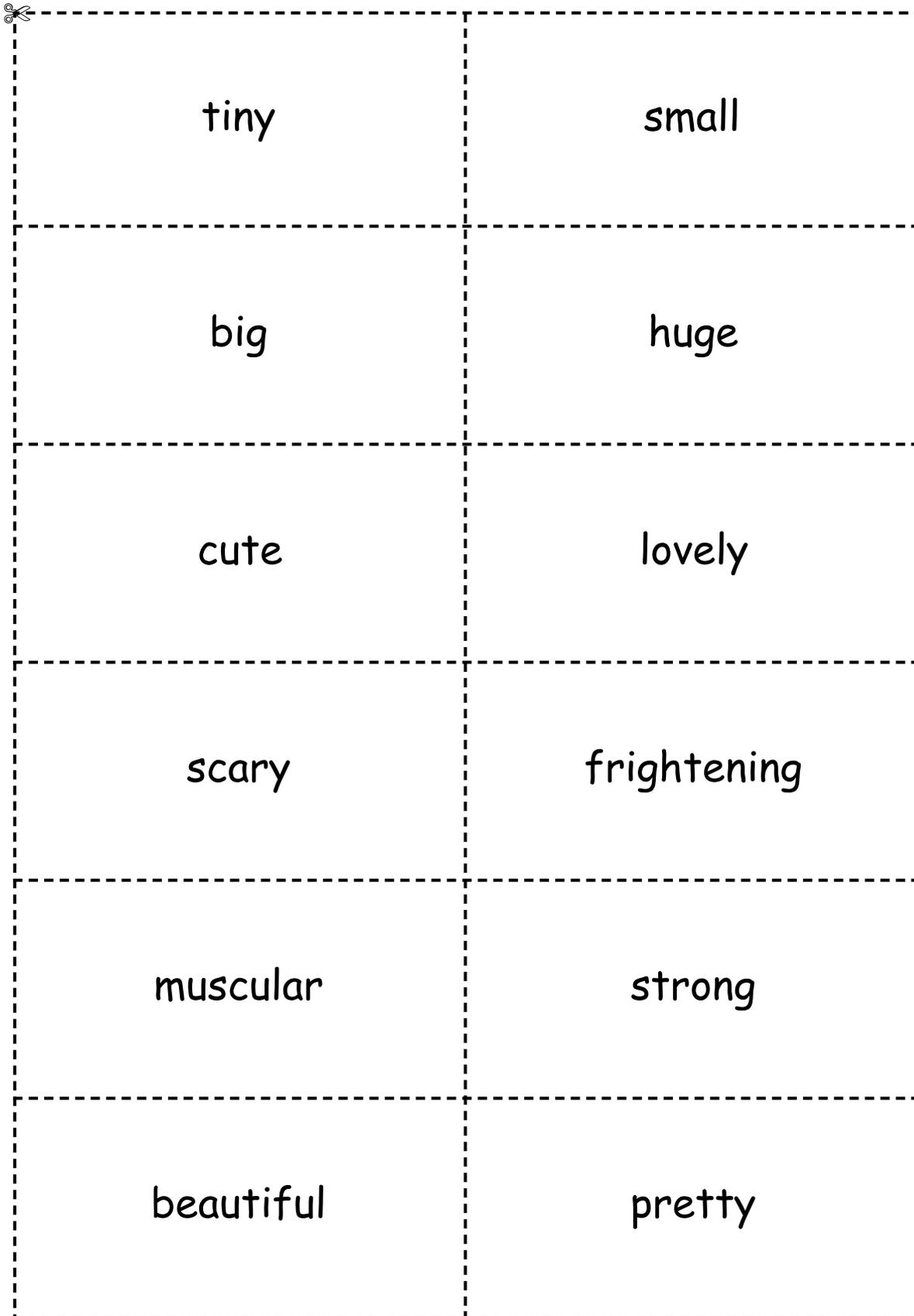
1. Pupils play the game in groups of four. Some groups are given word cards with synonyms of adjectives while the rest are given antonyms.
2. Pupils place a set of word cards on the desk face down. They take turns to turn over two cards at a time and read aloud the two adjectives. If the two adjectives form a pair (synonyms or antonyms), they can keep the two cards, otherwise the cards are to be kept face down again.
3. The game goes on until all the cards are taken by the pupils. The pupil with the most cards in the group wins.
4. After playing the first round, the groups can swap the two sets of word cards and play the game again.

#### Teaching Notes

When pupils are more familiar with the vocabulary items, the two sets of cards (synonyms and antonyms) can be mixed together to make the game more challenging.

**Other Games and Activities**

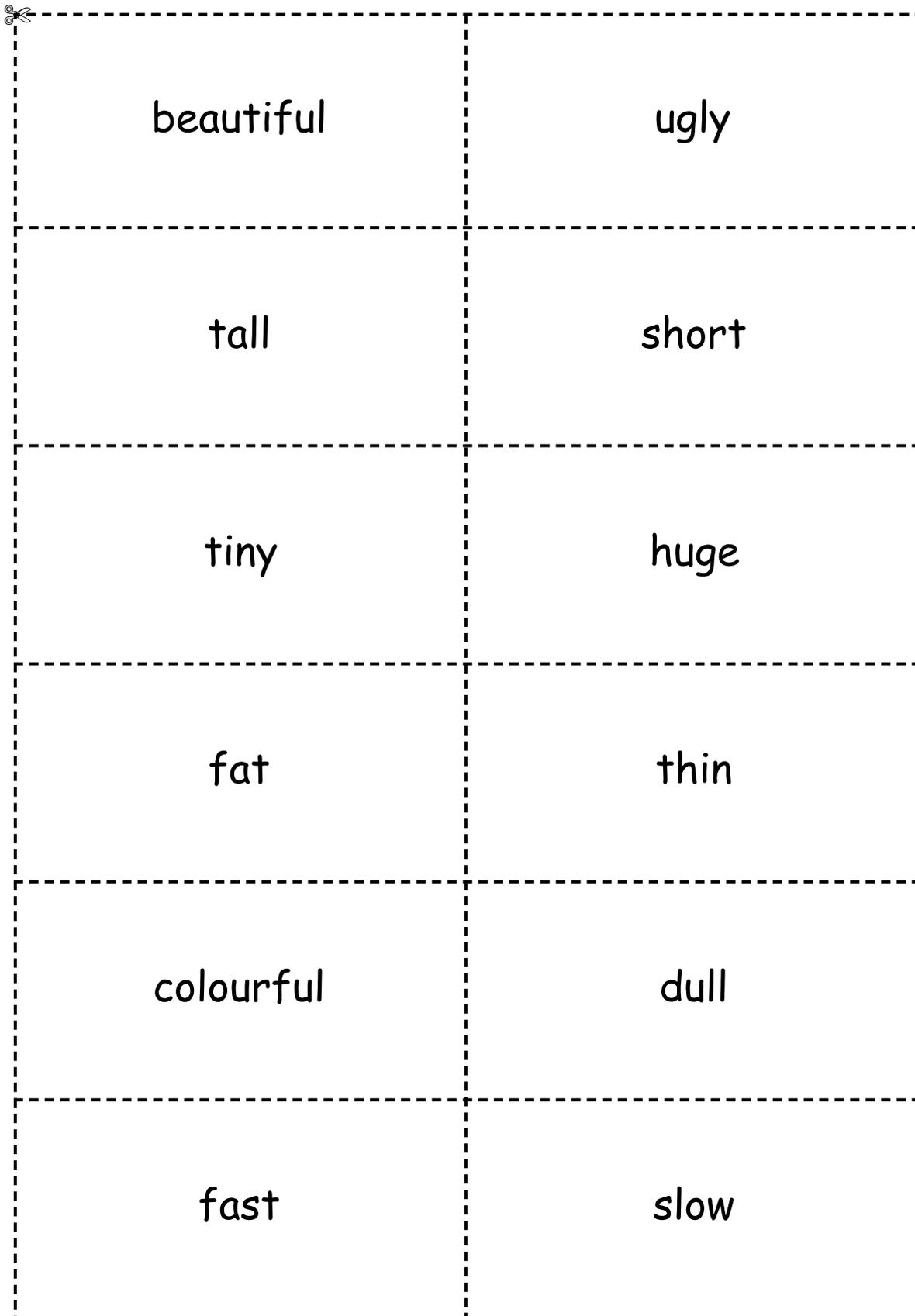
Word cards with adjectives to describe animals (synonyms)



tiny	small
big	huge
cute	lovely
scary	frightening
muscular	strong
beautiful	pretty

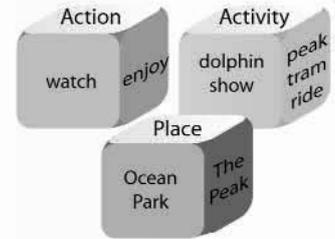
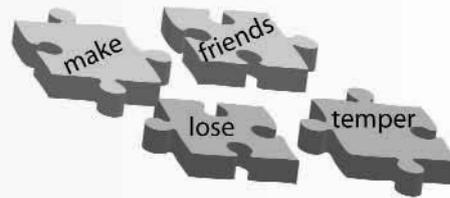
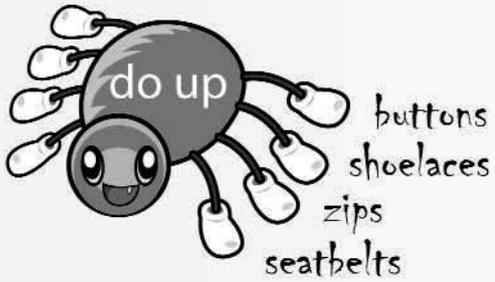
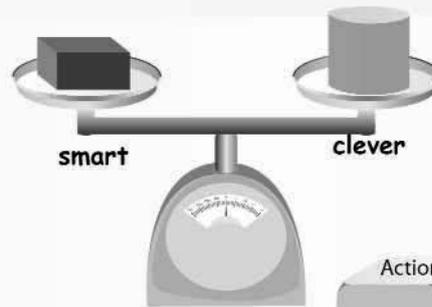
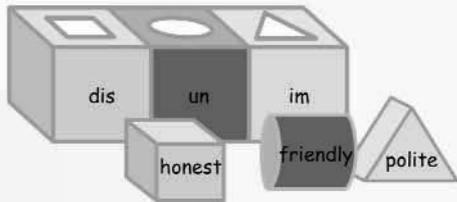
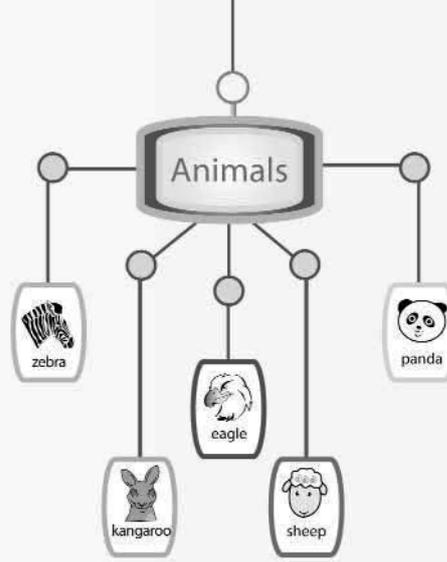
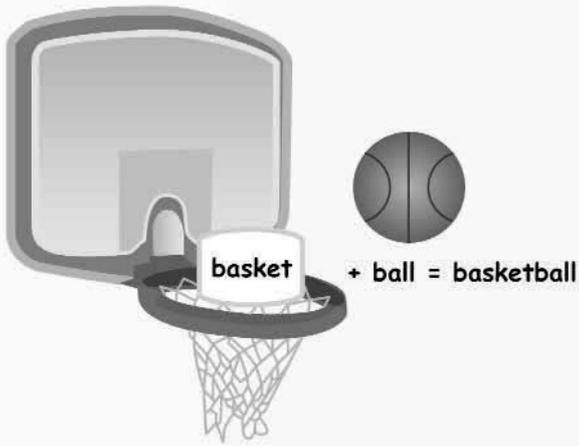
**Other Games and Activities**

Word cards with adjectives to describe animals (antonyms)



beautiful	ugly
tall	short
tiny	huge
fat	thin
colourful	dull
fast	slow





# Chapter 4

## References

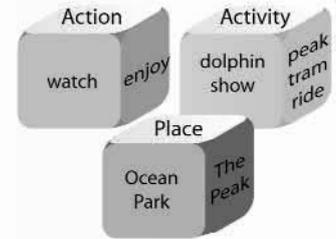
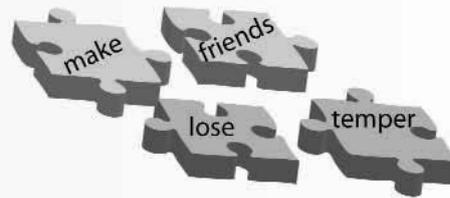
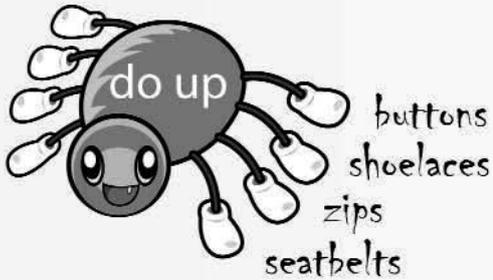
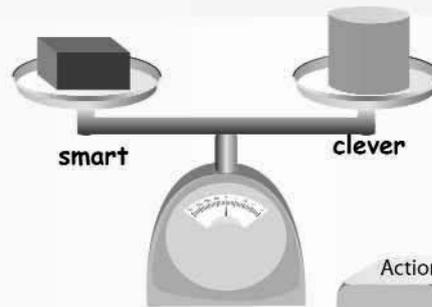
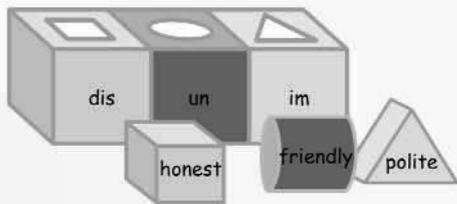
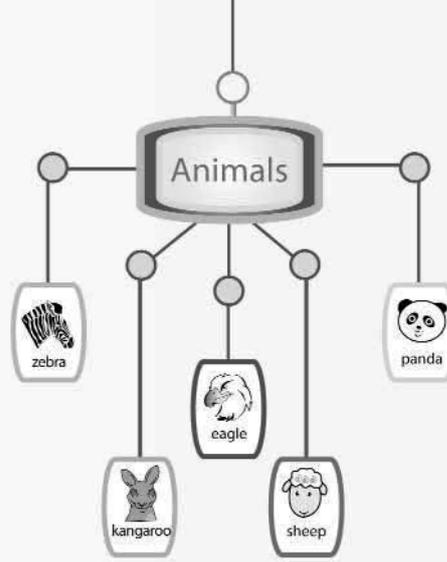
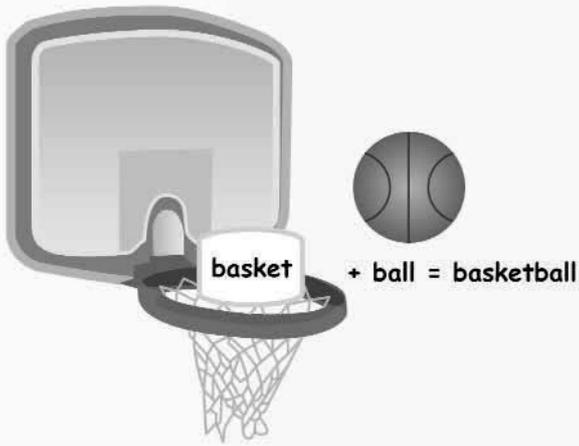


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# Appendix 1

## Preamble to the Development of the Wordlists for the English Language Curriculum



## Preamble to the Development of the Wordlists for the English Language Curriculum

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### 1. Purpose of developing the wordlists

The English Language curriculum has always attached high importance to the learning and teaching of vocabulary building skills. The Curriculum Guides prepared by the Curriculum Development Council (CDC) encourage teachers to raise students' awareness of how words are formed and related to one another, through explaining lexical relations such as synonyms, antonyms and collocations, and teaching idiomatic uses of words. The CDC Curriculum Guides also identify topics and themes that are intended to provide contexts for language use. Teachers are encouraged to select the vocabulary items that are most appropriate for their students.

There is increasing evidence that many secondary school graduates will need a much larger vocabulary than they have already developed if they are to undertake further study. In fact, a recent study at the Chinese University of Hong Kong concluded that the majority of school leavers entering undergraduate study know fewer than 3,000 English words (Chiu 2005). International research into the English language proficiency of students studying degree courses through the medium of English has suggested that a vocabulary size of about 5,000 words is necessary for students to cope with the demands of reading academic texts in English (Laufer 1989 and 1992). In order to promote higher English vocabulary targets for Hong Kong school leavers, the Education Bureau, in collaboration with the English Language Teaching Unit of the Chinese University of Hong Kong, has undertaken a study of the vocabulary needs of primary and secondary students in Hong Kong, with a view to producing English vocabulary lists for Basic Education and Senior Secondary Education.

### 2. Compilation of the wordlists

Words were selected with reference to the following sources of information about word frequency in English:

(a) A General Service List of English Words (West 1953)

This list, popularly known as the GSL, contains around 2,000 word families and is regarded as the classic list of the 2,000 most useful words for second language learners. Although the list was compiled over fifty years ago, most of the items are still regarded as essential for language learners.

## **Preamble to the Development of the Wordlists for the English Language Curriculum**

(b) The British National Corpus (BNC)

The BNC is a 100 million word collection of samples of written and spoken English from a wide range of sources, designed to represent a wide cross-section of current British English, both spoken and written. The 4,000 most frequent words from BNC were considered for inclusion in the Hong Kong lists.

(c) The Academic Wordlist (AWL) (Coxhead 2000)

This list contains 570 words that occur frequently across disciplines in academic texts. The items were identified from a study of the textbooks used to teach first-year undergraduate students at English-medium universities.

In considering words for inclusion, reference was also made to an analysis of the vocabulary content of the various English coursebooks on the CDC Recommended Textbook List and to the modules, units and communicative functions suggested in the CDC Curriculum Guides. Groups of teachers from primary and secondary schools were also invited to participate in tasks to identify suitable vocabulary for the different levels of learners.

In developing the wordlist for Key Stage 1 (KS1), the first 1,000 words of the GSL were shown to a sample of KS1 teachers, who were asked to scrutinise the words and to say which items, in their view, were suitable for students of KS1. Words were, therefore, selected with the interests, needs and cognitive levels of the learners in mind. After the teachers had made their decisions, the project team used their professional judgement to make revisions to the list, as appropriate, with reference to the themes and topics suggested in the Curriculum Guides and the recommended English textbooks.

In developing the wordlist for KS2, items which had not been recommended for the previous level were again included in the sample of words shown to the teacher representatives, together with a batch of words from the next level of frequency on the GSL (i.e. the remaining words from the first 1,000 words on the GSL were added to the second 1,000 words for teachers' selection). To prepare students for secondary education, it was considered appropriate to include some academic words in the KS1 and KS2 wordlists and teacher representatives were also asked to select some words from the AWL. The same process was repeated in the development of the lists for KS3 and the Senior Secondary level with the addition of words from the BNC. In finalising the wordlist for each Key Stage or level, care was also taken to include a reasonable distribution of different parts of speech so that the words can be combined easily and used productively.

## Preamble to the Development of the Wordlists for the English Language Curriculum

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### 3. Organisation of the wordlists

As a general principle, the wordlists include headwords only. The other members of a word family (e.g. 'painter' and 'painting' in the case of the headword 'paint') are not listed separately. This restriction of the lists to headwords only means that students will, in fact, know far more than the stated target number of words when the related forms of the headwords are taken into account.

It is also recognised that some words have more than one meaning (i.e. homographs) and that students are generally introduced to one meaning at a time. In such cases, the words are shown in the lists followed by a number to indicate the different meanings that students are expected to know at different stages of learning (e.g. act<sup>1</sup> as in 'act a part in the play' appears in KS1 and act<sup>2</sup> as in 'Act 2, Scene 1' in KS2).

The wordlists are presented in an electronic version and are available in two formats. Apart from listing the words in alphabetical order to provide a quick reference, they are also grouped together by theme / topic area so that teachers can teach new vocabulary and collocations within appropriate contexts. Please refer to p. 309 for the categories of the Wordlists for KS1 and KS2. Where appropriate, the same vocabulary item may appear in more than one theme / topic area to heighten teachers' and students' sensitivity to the range of meanings that a word can have when used for different purposes and in different contexts.

The electronic versions of the wordlists have the advantage of allowing the words and their related forms to be viewed or located easily. Words for different Key Stages are marked with different colours. In this resource package, only the wordlists for KS1 and KS2 have been included. The wordlists for KS3 and Senior Secondary level are still being developed and will be released in due course.

### 4. Use of the wordlists

It should be emphasised that the lists are for reference only. They provide teachers with a general indication as to what words (and how many) students should learn at different stages of learning. A goal of the vocabulary lists is to equip students with around 5,000 English words by the time they complete their senior secondary education. Students are expected to recognise the target words when they meet them, either in written texts or in speech, and to know their meanings. They are not expected to have a full productive command of all of the items. Students are expected to know about 1,000 words by the end of KS1, 2,000 words by the end of primary education, 3,500 words by the end of KS3 and 5,000 words by the end of senior secondary

## **Preamble to the Development of the Wordlists for the English Language Curriculum**

education. It should, however, be stressed that this number is indicative rather than prescriptive. Teachers and schools should not rigidly interpret it as the target that students must attain by the end of a Key Stage or year level.

Teachers are strongly encouraged to design meaningful tasks and activities to help students develop their vocabulary knowledge and skills and provide ample opportunities for vocabulary use rather than asking students to memorise words mechanically. Teachers are also advised to add words to the lists (or replace words), according to the topics and materials students have studied in their classes and to provide their learners with the flexibility to develop a vocabulary that is personally meaningful. For example, a student who is interested in sports should be encouraged to enlarge his/her vocabulary through integrated language activities on the topic.

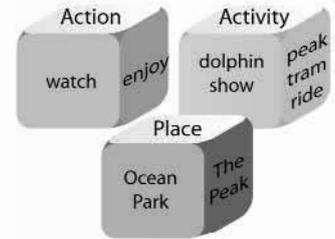
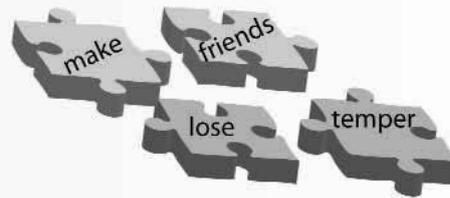
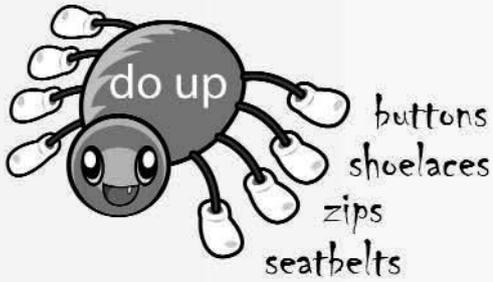
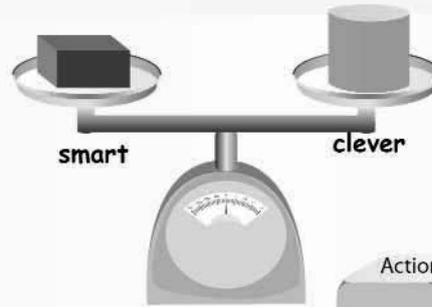
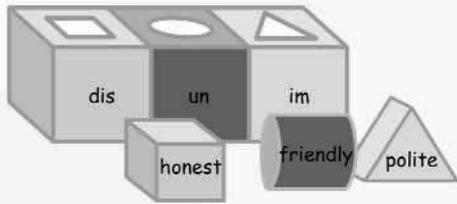
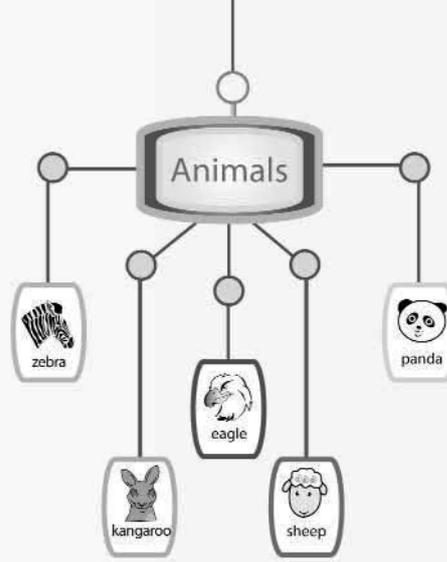
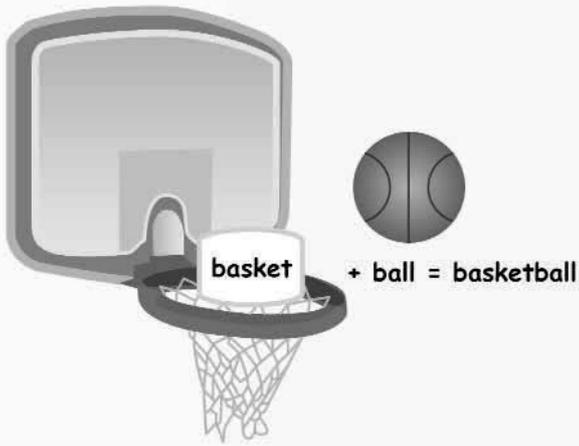
## Preamble to the Development of the Wordlists for the English Language Curriculum

### Categories of the Wordlists for KS1 and KS2

Category No.	Names of the Categories
C1	Animals and Plants
C2	Body, Senses and Body Movements
C3	Book Concept
C4	Books and Stationery
C5	Classroom Routines / Management / Instructions
C6	Clothing and Accessories
C7	Events
C8	Food and Drink (including meals)
C9	Furnishings and Household Products
C10	Illnesses, Accidents, Crimes and Disasters
C11	Jobs and Organisations
C12	Materials
C13	Numbers and Measures
C14	Media and Communication
C15	Money and Transactions
C16	Nature and the Environment (including seasons and weather)
C17	People and Relationships
C18	Personal Hygiene
C19	Personal Particulars
C20	Places and Areas (including locations, positions and directions)
C21	Shapes and Colours
C22	Time, Days and Festivals (including frequency)
C23	Tools, Equipment and Instruments
C24	Toys, Games and Hobbies
C25	Transport (including road safety)
C26	Function Words and Grammar Terms

\* Remarks: Words under each category are divided into Nouns / Noun Phrases', Verbs', Adjectives' and Others' (if any), except: (1) Book Concept' and Personal Particulars' (nouns only), (2) Function Words' and (3) Materials' (KS2) (no verbs).





# Appendix 2

## Learning Targets for Key Stage 1 and Key Stage 2



## Learning Targets for Key Stage 1 and Key Stage 2

English Language		
Learning Targets for Key Stage 1 (P1–3)		
Interpersonal Strand (IS)	Knowledge Strand (KS)	Experience Strand (ES)
<ul style="list-style-type: none"> <li>• To establish and maintain relationships</li> <li>• To exchange ideas and information</li> <li>• To get things done</li> </ul>	<ul style="list-style-type: none"> <li>• To provide or find out, interpret and use information</li> <li>• To explore, express and apply ideas</li> <li>• To solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• To respond and give expression to real and imaginative experience</li> </ul>
<p>a. To establish and maintain relationships and routines in carrying out classroom activities</p> <p>b. To converse about feelings, interests and experiences</p> <p>c. To exchange short simple messages through activities such as writing greeting cards and notes</p> <p>d. To express preferences in making simple arrangements with others for carrying out events</p> <p>e. To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role-play</p>	<p>a. To provide or find out and present simple information on familiar topics</p> <p>b. To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions</p> <p>c. To state opinions using information and ideas in simple spoken and written texts</p> <p>d. To recognise and solve simple problems in given situations</p> <p>e. To clarify one's own written expression with support from the teacher</p> <p>f. To recognise some obvious features of the English language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one's initial learning and use of the language</p>	<p>a. To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking</p> <p>b. To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• making predictions</li> <li>• making simple evaluative remarks</li> <li>• drawing pictures, making simple models or objects</li> <li>• creating captions</li> <li>• describing one's related experiences</li> <li>• participating in the telling of stories</li> </ul> <p>c. To give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• supplying captions to and/or describing sequences of pictures that tell a story</li> <li>• supplying captions to and/or describing pictures that depict a scene, object or character</li> <li>• experimenting with simple sound and word patterns in creating rhymes and poems based on given models</li> </ul> <p>d. To give expression to one's experience through activities such as making illustrations of selected events and describing and/or providing captions for them</p>

## Learning Targets for Key Stage 1 and Key Stage 2

English Language Learning Targets for Key Stage 2 (P4–6)		
Interpersonal Strand (IS)	Knowledge Strand (KS)	Experience Strand (ES)
<ul style="list-style-type: none"> <li>• To establish and maintain relationships</li> <li>• To exchange ideas and information</li> <li>• To get things done</li> </ul>	<ul style="list-style-type: none"> <li>• To provide or find out, interpret and use information</li> <li>• To explore, express and apply ideas</li> <li>• To solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• To respond and give expression to real and imaginative experience</li> </ul>
<p>a. To establish and maintain relationships and routines in school and other familiar situations</p> <p>b. To converse about feelings, interests, preferences, ideas, experiences and plans</p> <p>c. To exchange messages through activities such as writing simple letters, making telephone calls and sending postcards and invitations</p> <p>d. To participate with others in making choices and decisions for carrying out events</p> <p>e. To obtain and provide objects, services and information in classroom situations and through activities such as interactive games and simple open-ended role-play</p>	<p>a. To provide or find out, organise and present information on familiar topics</p> <p>b. To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, comparing, explaining, predicting, drawing conclusions; and to follow instructions</p> <p>c. To identify ideas in simple spoken and written texts, form opinions and express them</p> <p>d. To recognise and solve simple problems in given situations, and describe the solutions</p> <p>e. To see the need for clarifying one's own written expression and then make changes with support from the teacher and classmates</p> <p>f. To understand some aspects of how the English language works, including how grammar features contribute to meaning and how simple texts are organised; and apply this understanding to one's learning and use of the language</p>	<p>a. To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs and presenting short simple plays</p> <p>b. To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• making predictions</li> <li>• making inferences</li> <li>• making evaluative comments</li> <li>• describing one's feelings towards characters and events</li> <li>• relating things to one's experiences</li> <li>• imagining oneself to be a character in the story and describing one's feelings and reactions</li> <li>• participating in dramatic activities</li> </ul> <p>c. To give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• constructing with appropriate support simple stories that show some understanding of setting and events</li> <li>• providing simple oral and written descriptions of a situation, object or character</li> <li>• creating simple rhymes and poems with support from the teacher</li> </ul> <p>d. To give expression to one's experience through activities such as providing simple oral and written accounts of events and one's reactions to them</p>

Note: Additional features embodied in Key Stage 2 are presented in bold.

