Enhancing English Vocabulary Learning and Teaching at Secondary Level

Contents

Preface

Enhancing English Vocabulary Learning and Teaching at Secondary 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 Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (2002) and the *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007). Part of the materials in this resource package was adapted from those developed in the Collaborative Research and Development ('Seed') Project on 'Working with Words: Enhancing Effectiveness of English Vocabulary Learning and Teaching at Secondary Level' in the 2007/08 school year while others were developed through collaboration with teachers from two secondary schools. This package provides materials and ideas for the learning and teaching of vocabulary and the development of vocabulary building strategies at both junior and senior secondary levels.

Aims

The resource package aims to:

·   shed light on the major principles and practice in vocabulary instruction with a focus on the development of vocabulary building strategies;

·   develop students' vocabulary knowledge and understanding of how vocabulary is used in different contexts;

·   enable students to make meaningful and lasting connection with words related to a theme or a content unit;

·   provide opportunities for students to explore, organise, discuss and use the vocabulary items they have learnt; and

·   provide answers to some common problems and queries about vocabulary learning and teaching.

How was the vocabulary for the resource package selected?

The vocabulary focused on in this resource package was primarily selected from the *Wordlists for the English Language Curriculum* developed by the Education Bureau. Relevant categories in the wordlists were indicated in the Learning Objectives of each unit of tasks. However, words other than those in the wordlists were also chosen based on the following criteria:

·   words used in specific contexts or content areas, e.g. IT-related words, food-related words; and

· words used to illustrate the different dimensions of vocabulary knowledge and vocabulary building strategies, e.g. abbreviations.

When selecting words to teach in the English lessons, teachers may like to make reference to the wordlists developed by the EDB, or introduce words beyond the lists which they deem appropriate. Instead of following the wordlists strictly, they should take their students' needs into consideration and use their discretion to decide what and how many words to cover in the lessons. Teachers may also like to consider how they can integrate vocabulary learning into the English lessons with reference to the teaching ideas and suggestions in the resource package.

How can the resource package be used?

This resource package comprises a **handbook** and a **CD-ROM**, covering both the theories and practice in vocabulary learning and teaching.

The handbook consists of the following:
· theoretical underpinnings of vocabulary learning and teaching;
· teaching plans which provide learning objectives and procedures for three units of tasks;
· learning and teaching materials (coded as 'LT' in the package) for three units of tasks on different themes with increasing level of difficulty, with the first unit being the easiest;
· vocabulary games and activities (coded as 'GA' in the package) for providing handy materials and teaching ideas on how vocabulary can be revisited and consolidated in a fun way;
· frequently asked questions which aim to address some concerns and queries on vocabulary learning and teaching;
· a preamble to the development of the *Wordlists for the English Language Curriculum*, including the categories (coded as 'C' in the package) and suggested topics for the wordlists;
· the Learning Targets for Key Stage 3 and Senior Secondary Level; and
· useful references on vocabulary learning and teaching.

The CD-ROM consists of the following:
· an electronic version of the handbook;
· an electronic version of the *Wordlists for the English Language Curriculum*;
· the PowerPoint slides that support the learning and teaching activities; and
· the recordings for the listening activities in the resource package.

The text files in the CD-ROM are available in both PDF and MS WORD formats for ease of use and adaptation. Teachers might like to select and use the learning materials and teaching ideas in this resource package or adapt them to suit their students' needs, interests and abilities.

The electronic version of this resource package can be accessed at the website of the English Language Education Section at http://www.edb.gov.hk/vocab_learning_sec.

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We would also like to extend our heartfelt gratitude to the seconded teachers from STFA Cheng Yu Tung Secondary School and Carmel Divine Grace Foundation Secondary School for their brilliant ideas and hard work in developing and revising the materials in the resource package.

Last but not least, thanks are due to the following organisations for their permission to reproduce the copyrighted materials included in this resource package:
- Antiquities and Monuments Office, Leisure and Cultural Services Department for the information and photos on pp.106-108
- CartoonStock for the cartoons on pp.166-168
- HarperCollins Publishers Ltd for the dictionary entries on p.35 and pp.38-39

Chapter 1

Theoretical Underpinnings of Vocabulary Learning and Teaching

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.

1. 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.

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; Chui 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.

2. Some Principles Explored in this Vocabulary Resource Package

2.1 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 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. Therefore, teachers need to be aware of the importance of filling the gaps in learners' knowledge of individual words.

2.2 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 possible adding 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 performance', 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.

2.3 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.

3. 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. Another on-going challenge is the need for teachers to establish an appropriate balance between promoting the quality of students' vocabulary knowledge and helping them to acquire more and more words.

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Chapter 2

Learning and Teaching Materials for Vocabulary Learning and Teaching

(1) Module: Study, School Life and Work

Unit: Helping out in Our Mini-restaurant

Situation

The English Club at your school plans to run a mini-restaurant for the School Open Day, on which students will serve guests and parents special dishes in English. The English Club is going to organise a competition to select students to work as student helpers in the mini-restaurant. To enter the competition, students have to work in groups of four and give a presentation. The three winning teams will become the student helpers in the mini-restaurant.

Task 1:   Come Visit the Golden Crown Restaurant
Students give a name to their mini-restaurant, read a review of the Golden Crown Restaurant and learn about what makes a good restaurant.

Task 2:   Wonderful Food for Your Taste Buds
Students study the menus of the Golden Crown Restaurant, listen to a conversation about shopping in a grocery, and design a set menu for the mini-restaurant.

Task 3:   Quality Food, Quality Service
Students listen to a conversation about ordering food and do a role play as waiters/waitresses and customers.

Task 4:   A Line to Remember
Students study some slogans and design a slogan for their mini-restaurant.

Task 5:   Eat Your Heart out at Our Mini-restaurant
Students give a presentation to introduce their set menu and slogan for the restaurant, and role play how they serve customers politely.

Suggested Level: Key Stage 3

	Task 1	Task 2	Task 3	Task 4	Task 5
Learning Targets*					
Interpersonal Strand (IS)			ISe		ISd
Knowledge Strand (KS)	KSa and KSc	KSa and KSe			
Experience Strand (ES)				ESa and ESc	
Learning Objectives					
Vocabulary	**Vocabulary Items**				

Names of courses in a western meal:
starter, main course, dessert

Food items and ingredients:

meat: beef, chicken, lamb, pork, turkey

seafood: crab, lobster, mussel, octopus, oyster, prawn, salmon, scallop, shrimp, squid, tuna

vegetable: bean, broccoli, carrot, cauliflower, corn, cucumber, lettuce, mushroom, onion, pea, potato, pumpkin, spinach, tomato

fruit: coconut, durian, grape, mango, melon, papaya, peach, pineapple, strawberry, watermelon

seasoning: curry, pepper, salt, soy sauce, sugar, vinegar

Adjectives to describe how food is cooked:
baked, deep-fried, fried, grilled, roasted/roast, steamed

Adjectives to describe food and drink:
chewy, creamy, crispy, crunchy, delicious, fresh, healthy, hot, oily, rich, smooth, soft, sour, spicy, sweet, tasty, yummy

Phrases for serving customers or ordering food politely:
Can I …?, I'd like …, Would you like …?

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* Please refer to Appendix 3 for the description of the learning targets.

Task 1	Task 2	Task 3	Task 4	Task 5

Vocabulary Building Strategies

- organising vocabulary
  - ➢ paradigmatic approach – using a tree diagram to show paradigmatic relationships,
    e.g. ingredients → seafood → salmon
    → tuna
    → oyster

- understanding word associations
  - ➢ word combinations,
    e.g. adjective + noun as in 'reasonable price', 'oily food'

- understanding meanings of words at a deeper level
  - ➢ polyseme, e.g. 'hot' meaning 'spicy' and 'at a very high temperature'
  - ➢ connotation, e.g. 'oily' for negative meaning; 'delicious' for positive meaning

- guessing meanings of words from pictorial, semantic and syntactic clues

- using a dictionary to look up the parts of speech and the meanings of words

- recording vocabulary on food by using a tree diagram

- retaining the target vocabulary by
  - ➢ sharing the chosen vocabulary items
  - ➢ playing word games
  - ➢ doing role play
  - ➢ using rhyme and alliteration
  - ➢ using pictures

Relevant Categories in the Wordlists

- Travel and Leisure
- Home Living, Health and Safety

	Task 1	Task 2	Task 3	Task 4	Task 5
Text Types	• Restaurant Reviews • Dictionaries	• Menus • Conversations	• Conversations	• Slogans	• Presentations
Language Items and Communicative Functions	• Use adjectives to describe one's views on food or service in some detail	• Use the preposition 'with' to indicate what something has on it • Use quantifiers 'a few', 'a little', 'many', 'a lot of' to indicate quantity	• Use formulaic expressions to make requests and respond to them politely	• Use rhetorical devices, such as rhyme and alliteration, to create special effects	• Use sequence words and formulaic expressions to structure a presentation
Language Skills					
Listening		• Listen for intended meanings, feelings and attitudes ➢ extract information and ideas in spoken texts	• Listen for intended meanings, feelings and attitudes ➢ understand levels of formality and informality		
Speaking			• Participate effectively in oral interaction ➢ maintain an interaction by agreeing or disagreeing, asking questions, replying, using formulaic expressions where appropriate		• Present information, ideas and feelings clearly and coherently ➢ convey ideas and information in conversations or discussions ➢ use words and expressions appropriate to the context

	Task 1	Task 2	Task 3	Task 4	Task 5
Reading	• Understand, interpret and analyse different written texts ➢ acquire, extract and organise information relevant to specific tasks ➢ know what a word or phrase refers to in the previous or subsequent context	• Construct meaning from texts ➢ recognise the format and language features of texts			
Writing				• Present information, ideas and feelings clearly and coherently ➢ use strategies to arouse and sustain readers' interest	• Present information, ideas and feelings clearly and coherently ➢ use strategies to arouse and sustain readers' interest ➢ plan and organise ideas, and use appropriate cohesive devices

Materials
- LT 1.1 – LT 1.25
- Audio Clips 1.1 & 1.2
- GA 6 & GA 7
- PPT 1.1 – PPT 1.3

Procedures

Task 1:   Come Visit the Golden Crown Restaurant (LT 1.1 – 1.4)

Part 1:   Reading a restaurant review

1. Introduce the context (LT 1.1) – students are going to enter a competition in which the winning group will become the student helpers in the mini-restaurant for the School Open Day.

2. Explain the requirements of the competition and highlight the three tasks that students have to work on for the presentation.

3. Have students form groups of four. Ask students to give a name to the mini-restaurant (LT 1.1). The name can be their favourite food, restaurant, dish, etc.

4. Tell students that they are going to read a restaurant review about a winning restaurant (LT 1.2), and learn what makes a restaurant successful. Ask them to read the review quickly and find out what each paragraph is about by completing Q.1 of LT 1.3.

5. Demonstrate how to identify the main idea of a paragraph through the use of supporting details. Draw students' attention to the supporting details of the first paragraph (e.g. what the restaurant is called, what is special about it) and guide them to work towards the answers.

6. Introduce the concept of a 'three-course' meal by asking students what 'starter', 'main course' and 'dessert' refer to. Encourage them to use their knowledge of suffixation (e.g. start + er), the examples of the dishes given, some key words (e.g. 'sweet tooth'), as well as their personal experience to work out the meanings of the three courses.

7. Ask students to work on Q.2-5 of LT 1.3. Encourage them to guess the meanings of the unfamiliar words, e.g. 'fusion', 'catchy', using contextual clues.

8. When checking the answer to Q.5, explain to students that some words may arouse positive or negative emotions. For example, 'oily', which is used to describe greasy food, carries a negative connotation whereas 'delicious', which is used to indicate the good taste of food, carries a positive one. Highlight the use of positive adjectives to create a favourable tone in the restaurant review. Ask students to identify the positive adjectives in each paragraph and help them organise the adjectives into different categories, e.g. environment, food, staff, price, using a mind map, e.g.

```
      ( ... )                        ( delicious )
              ( food )
      ( fresh )                      ( tasty )
```
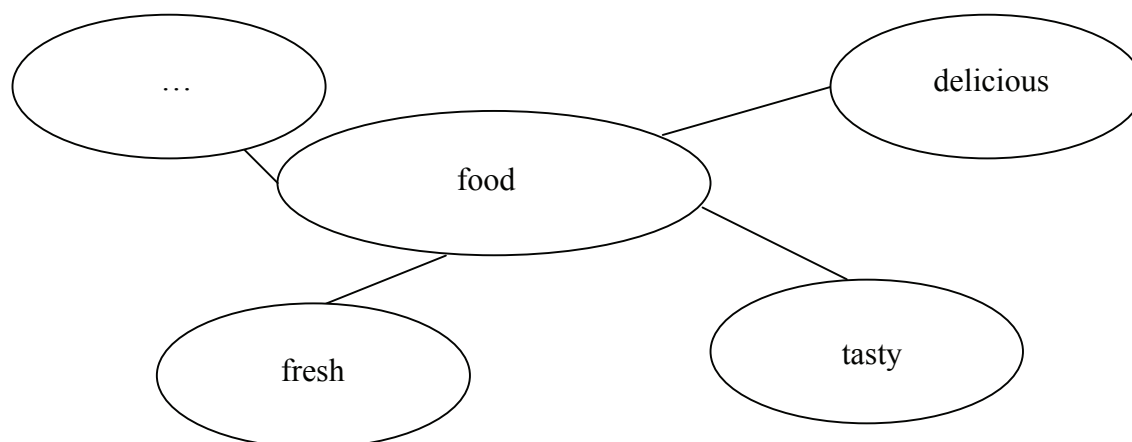
9. Draw students' attention to Q.6. Demonstrate how to answer the question through turning a specific term into a general description, e.g. $300 → price. Guide students to answer the question by helping them identify the key words in the speech bubbles.

10. Introduce the structure of a restaurant review as a text type. Explain to students that a restaurant review usually contains three main parts – the introduction, main body and conclusion:

    Introduction: background information about the restaurant, such as its name, where it is and what it is famous for
    Main body: information about the environment, food, service and price
    Conclusion: overall comments on the restaurant and recommendations

Part 2: Dictionary skills

1. Explain to students that a dictionary can provide not only the meanings of words but also other useful information, e.g. the part of speech of a word and how it is used.

2. Draw students' attention to the entry for the word 'hot' on LT 1.4 and go through the different types of information provided by the dictionary, i.e. part of speech, pronunciation, meanings and examples.

3. Ask students to complete Part A of LT 1.4 with reference to the dictionary entries provided. Explain to them that 'n' stands for nouns and 'adj' stands for adjectives.

4. To strengthen students' knowledge of word combinations and syntagmatic associations, guide them to form pairs of 'adj + n' phrases using the words in the dictionary entries and complete the mind map in Part B.

5. Draw students' attention to the entry for 'hot'. Ask them how many meanings the word has. Refer to Part C of LT 1.4 and guide them to think about which meaning goes with each of the two sentences taken from the restaurant review.

6. Ask students what 'rich' usually means. Then highlight the different pairs of words formed previously, i.e. 'rich manager', 'rich food'. Explain that some words, e.g. 'rich' and 'poor', may mean differently when they are used with different words.

7. Guide students to identify the correct meanings for the different pairs of words and complete Part C.

8. Refer students to Part D and ask them to choose five new words they want to learn in the restaurant review and look them up in a dictionary at home. Encourage them to write down the relevant information of the chosen words in their vocabulary notebook, and make one sentence for each word. To help them remember the words, encourage them to 'personalise' the new words by relating them to the people they know or something relevant to their daily experience.

Task 2: Wonderful Food for Your Taste Buds (LT 1.5 – 1.11)

Part 1: Reading a menu

1. Refer students to the menu of the Golden Crown Restaurant (LT 1.5). Ask a few questions to help students develop their reading skills, e.g.
   - The first three starters have one thing in common. What is it? (They are all salads.)
   - Name three dishes with seafood. (e.g. mini sushi, seafood salad, fried fish with onion rings, steamed salmon with black beans, mango crab curry, sweet and sour squirrel fish, pasta with grilled prawns, pasta with white clam sauce, and chef's salad as customers have their own choice for the ingredients)
   - Name two dishes which are good for vegetarians. (e.g. fruit salad, kimchi roll, spinach puff, steamed bean curd with mushrooms, all desserts and chef's salad as customers can have their own choice for the ingredients)
   - Which dish is the most expensive? (mango crab curry)

2. Explain the word 'ingredients'. Tell students that there are different kinds of ingredients, e.g. fruit, meat, seafood and vegetable. Put students into groups of four. Have them organise the food items they learnt in the restaurant review and the menu of the Golden Crown Restaurant in the tree diagram in LT 1.6.

ingredients			
fruit	meat	seafood	vegetable
watermelon grape …	beef pork chop …	salmon lobster …	mushroom carrot …
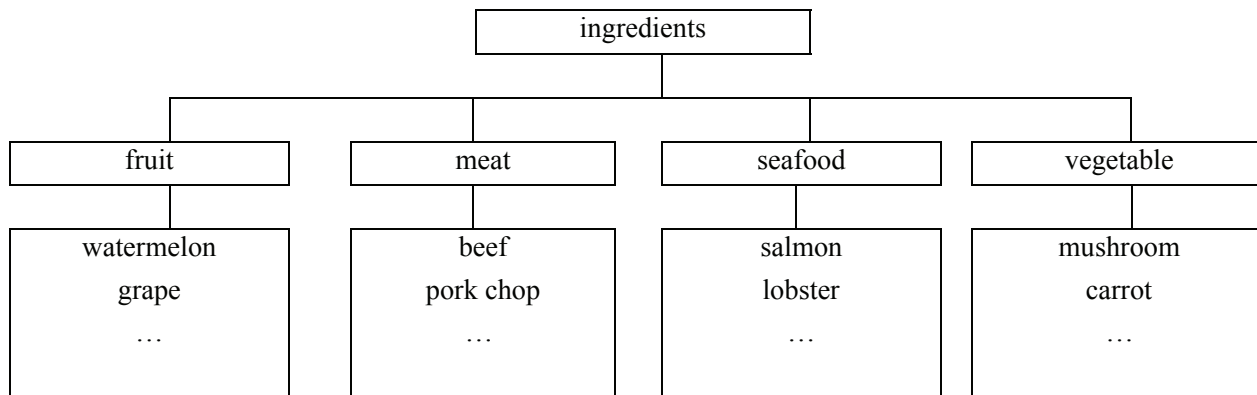
3. Introduce the structure '_____ with _____'. Explain to students that this structure is often used in menus to provide more details about the ingredients and the item after the word 'with' is usually a side dish or sauce.

4. Introduce vocabulary related to cooking: baked, deep-fried, fried, grilled, roasted, steamed. Highlight that all these are adjectives formed by the past participles of the verbs, e.g. bake, fry, grill, roast, steam. Draw their attention to the word 'roast' and explain that 'roast' itself is also an adjective, and therefore, it is both correct to say 'roast beef' and 'roasted beef' although 'roast beef' is more common.

5. Ask students to imagine that they are waiters/waitresses at the Golden Crown Restaurant and they need to recommend some dishes to customers according to their preferences and needs (LT 1.7). Encourage them to give reasons for their answers.

6. Guide students to create dishes by mixing and matching the ingredients, e.g. roast chicken with rice, baked salmon with broccoli. Encourage them to create two dishes under each category of ingredients at home and share them in class in the next lesson.

Part 2: Listening to a conversation about shopping in a grocery

1. Tell students that in order to create menus for the mini-restaurant, they have to find out what ingredients are available through listening to a conversation between the owner of a grocery and a group member.

2. Ask students to name the four main kinds of ingredients they have learnt. (Ans.: fruit, meat, seafood and vegetable). Have them read LT 1.8 and find out which type of ingredients has not yet been mentioned (Ans.: seasoning).

3. Play Audio Clip 1.1 twice. (Please refer to LT 1.9 for the transcript.) For the first time, have students focus on the target vocabulary, i.e. all the food items and seasoning. Ask them to tick the items they hear. For the second time, have students write down the quantity available, e.g. 'a few', 'a little', 'some', 'a lot of', so that they can decide what dishes to prepare depending on the availability of the ingredients. Check the answers with students.

4. Tell students to build on the tree diagram (LT 1.6) they created on the categories of food in the previous lessons and add the words they have learnt in the listening activity to it.

Part 3: Designing a menu

1. Explain to students that in order to enter the competition, they have to create their own set menu.

2. Ask students what is usually included in a set menu. Remind students of the idea of a 'three-course meal' (starter, main course, dessert).

3. Draw students' attention to the set menu of the Golden Crown Restaurant (LT 1.10). Go through the menu with students.

4. Refer students to LT 1.11. Explain to students that they have to design their own set menu with three courses for their mini-restaurant. Remind them that there should be three choices for each course, and that they should include ingredients available from the grocery only.

5. Explain to students that they can mix and match the ingredients available to create new dishes using the structure '_____ with _____', and that they can also decide on the ways of cooking. Give a few examples to illustrate how a 'dish' can be created, e.g. roast chicken with onions and mushrooms, grilled beef with potatoes.

6. Ask students to discuss and draft their menus on a blank sheet of paper. Encourage them to give reasons for their choice in their menus, e.g. healthy, matching a special theme (e.g. all dishes with tomatoes or food from a particular country).

7. Ask one or two groups to share their draft menus to the class and invite comments from classmates. Encourage students to revise their draft menus based on the discussion in class.

Task 3: Quality Food, Quality Service (LT 1.12 – 1.16)

Part 1: Listening to a conversation about ordering food

1.   Discuss the following conversation about ordering food with students.

> A: Can I have the menu, please?
> B: Certainly, here you are.
> A: Thank you. What's today's special?
> B: Roast beef with mashed potatoes.
> A: That sounds great. I'll have that.

(Please see PPT 1.1 for the PowerPoint slides for the conversation above.)

2.   Elicit from students the following:
-   the setting of the situation (Possible ans.: restaurant, café, hotel)
-   the relationship between the two people (Possible ans.: waiter/waitress and customer)

3.   Put students into groups of four. Give each group a jumbled script (LT 1.12) and ask them to put the strips in the correct order.

4.   Play Audio Clip 1.2 and ask students to listen carefully and check their answers about the order of their strips. (Please refer to LT 1.13 for the transcript.)

5.   Refer students to Part 1 of LT 1.14 and play the relevant part of the audio clip. Ask students whether the waitress and the customers are polite when taking order and ordering food. Encourage them to give reasons for their answers.

6.   Draw students' attention to the structures 'Can I …?', 'Would you like …?', as well as 'I'd like …'. Explain that 'would like' is a polite way of saying 'want'. When serving customers or ordering drinks or food, it is more polite to say 'Would you like to have some tea?' and 'I'd like to have some tea, please.' Demonstrate how to pronounce the contracted form of 'would like', e.g. 'I'd like', 'We'd like'.

7.   Have students complete Part 2 of LT 1.14. They should suggest ways to improve the improper sentences, e.g. 'Give me the menu.' → 'Can I have the menu, please?'.

8.   Go through LT 1.15 with students. Ask students to guess which expressions are usually used by waiters/waitresses and which by customers and fill in the speech bubbles. Tell students that these expressions are useful for their role play in their presentation.

Part 2: Role play

1. Explain to students that they are going to play the roles of a waiter/waitress and a customer in a restaurant. Ask them to rehearse the role play by reading aloud the dialogue in Part A of LT 1.16.

2. Ask students to write down the choices of food in their role cards in Part B of LT 1.16. Remind them to use some useful structures (e.g. 'I'd like …', 'Can you …?') and expressions (e.g. 'Here you are.', 'You're welcome.') they have learnt in the role play. They can refer to the menu of the Golden Crown Restaurant (LT 1.5) when they order food or take order.

3. Explain to students that the yes/no questions usually end with a rising tone. Ask them to take turns to be the customer and the waiter/waitress.

4. Invite a few pairs of students to perform in front of the class.

5. Give comments. Highlight the strengths of the students, e.g. the appropriate use of expressions which make the dialogue polite.

6. Remind students that they have to conduct a role play in the final task, i.e. the presentation.

Task 4: A Line to Remember (LT 1.17 – 1.19)

Part 1: Introduction

1. Have students study the slogan and the extract of a restaurant review on Slide 1 of PPT 1.2 (LT 1.17). Ask students to compare them and discuss which is better in helping customers remember the restaurant and why. Guide students to think of the characteristics of a slogan, i.e. short, easy to remember and fun.

2. Ask students to think of any slogans they remember and share them with the class.

3. Tell them that there are two ways to make a slogan easy to remember, i.e. rhyme and alliteration.

4. Explain what 'rhyme' is using examples on PPT 1.2. Point out that rhyming words do not always have the same spelling, e.g. 'run', 'fun' and 'everyone'.

5. Read out the slogans from Part A of LT 1.18 and ask students to find out which slogans include rhyming words and what the rhyming words are.

6. Explain what 'alliteration' is. Go through the characteristics of alliteration using examples on PPT 1.2. Ask students to complete Part B of LT 1.18.

Part 2: Slogan design

1. Play two 'Bingo' games with students to consolidate their understanding of 'rhyme' and 'alliteration'. (For details about the games, please refer to GA 6 & GA 7.)

2. Explain to students that to design a good slogan for a restaurant, they should find out what is special about it and focus on the specific areas of the restaurant, e.g. the environment, food, price and staff of the restaurant.

3. Tell students that some adjectives used to describe the four areas in the review of the Golden Crown Restaurant are listed in LT 1.19. Ask them to put the adjectives in Part A into two groups, i.e. rhyme and alliteration, and complete the table. Tell them to underline the rhyming parts and bracket the alliterative parts.

4. Illustrate how to make slogans with the words given in Part B. Identify the special features by underlining the rhyming parts and bracketing the alliterative parts:

    e.g.

    -   Our food is yumm<u>y</u> and our staff are friendl<u>y</u>!
    -   (F)ay (F)ay Restaurant is (f)am<u>ous</u>! Our (f)ood is delic<u>ious</u>!
    -   Try our yumm<u>y</u>, spic<u>y</u> (c)rab (c)urr<u>y</u>.

    Ask students to get in groups and design a slogan for their mini-restaurant.

5. Show students how visual effects make slogans fun with the use of Slides 6-8 of PPT 1.2. Ask students to identify the key word(s) they want to highlight in their slogans and use graphics and/or pictures to help their customers remember the thing/place/quality they want to highlight.

6. Invite some groups to share their slogans and designs, and give comments.

7. Ask students to check whether their slogans meet the three requirements, i.e.

    -   short
    -   easy to remember (using rhyme and/or alliteration)
    -   fun (using graphics and/or pictures)

8. Ask students to improve their drafts and hand in their work in the next lesson.

Task 5: Eat Your Heart out at Our Mini-restaurant (LT 1.20 – 1.25)

Part 1: Writing a presentation speech

1. Ask students to reflect on their experience of giving a presentation and highlight some important points to note when giving presentations. Go through the requirements for a good presentation (LT 1.20) and check if these requirements match the students' suggestions.

2. Introduce some common expressions for presentations in LT 1.21. Explain to students that these expressions are used at different parts of the presentations for different purposes. They can be used for greeting, introducing the topic, presenting ideas or information, turn-taking, ending a presentation and expressing thanks.

3. Focus students' attention on the expressions in the boxes. Ask students to discuss the purposes of the expressions and complete LT 1.21.

4. Go through LT 1.22 with students. Guide students to think about what they should include in each paragraph, and which presentation expressions they can use.

5. For students who need more support, shared-write the first two paragraphs with them. Ask them to draft their presentation speech in groups. Collect their work and mark it.

Part 2: Giving a presentation

1. Go through the 'Dos' and 'Don'ts' of a presentation with the use of PPT 1.3 (LT 1.23). Demonstrate to students what to do and what not to do, using facial expressions, gestures and different speeds in delivery.

2. Return the marked speeches to students and ask them to rehearse for their presentations. Encourage them to give comments to the members in their own group using the peer assessment form in LT 1.24.

3. Ask students to take notes during each presentation. Then they complete LT 1.25, vote for the two groups they like most and give reasons for their choices. The group that gets the most votes will be the winner.

LT 1.1

Situation

The English Club at your school plans to run a mini-restaurant for the School Open Day, on which students will serve guests and parents special dishes in English. A competition will be organised to select students to work as student helpers in the mini-restaurant. To enter the competition, students have to work in groups of four, give a name to the mini-restaurant, and give a presentation on the following:

1. a set menu to be served on the School Open Day;

2. a role play showing how to serve guests politely in English; and

3. a slogan for the mini-restaurant.

The three winning teams will become the student helpers in the mini-restaurant.

You and your classmates have decided to take part in the competition. Now, write down the names of your team members and the name of the mini-restaurant in the spaces provided below:

Name of Your Mini-restaurant:
_____

This mini-restaurant is run by:

1._____

2._____

3._____

4._____

LT 1.2

A Restaurant Review

The Golden Crown Restaurant is one of the finest restaurants in Hong Kong. It is well-known for its creative fusion food. I went to this famous restaurant in Tsim Sha Tsui with my friend last Sunday.	1
When I first entered the restaurant, I was impressed by the peaceful atmosphere and wonderful decoration. The dining room was spotlessly clean and tidy. The finely carved wooden tables, together with the stylishly designed chairs, created a comfortable and pleasant dining environment. The walls were hung with some classical paintings of both the east and west, and colourful posters with pictures of attractive dishes on them. On one of the posters, there was a slogan which read 'The Golden Crown is the Best in Town!'. It is so catchy that it still hangs in my mind.	5

10 |
| The chef at the restaurant is good at making dishes using ingredients and cooking methods from different countries. When we looked at the menu, we found that the restaurant served a stunningly wide variety of food, including seafood, lamb, pork, steak, pastas, salads, and surprisingly, sushi. We ordered a set dinner for two people. The meal was excellent, beginning with a fascinating array of bite-size starters. The tasty spinach puffs were my favourite. The crunchy kimchi rolls, which were light and fresh, were also not to be missed. Next came the two main courses – mango crab curry and sweet and sour squirrel fish. The crab looked spicy but the taste was just right and it was not too hot. The mango curry sauce added great flavour and colours to the crab. The fish was perfectly cooked in tasty strawberry sauce. Sweet and sour squirrel fish is the signature dish of this restaurant. It is very famous and popular, and many people order it. Although the fish was deep-fried, it was not oily. Moreover, it was crispy on the outside but still soft on the inside. It was yummy and fantastic! | 15

20 |
| My friend and I have a sweet tooth, so we decided to order some desserts – banana and chocolate sundae and coconut pudding. The sundae was creamy and smooth but not too rich while the coconut meat was chewy. Both were delicious. We finished our dinner with some hot drinks. The fruit tea and rose mint tea were warm, healthy and refreshing. | 25 |

Besides the good food, the service was equally professional. The waiting staff were attentive and friendly and the manager was very helpful. I liked their green and white uniforms and they looked smart in them. We had an enjoyable night there. I think the Golden Crown Restaurant is a perfect place for dining out. The dinner just cost around HK$300 for two people and the price was reasonable. The restaurant gave us a truly amazing dining experience and was definitely worth trying. Susan Wong	30

Read the restaurant review of the Golden Crown Restaurant and answer the following questions.

1. Match the paragraph numbers with the correct main ideas. Some paragraphs may have the same main ideas.

The food of the restaurant	● ●	Paragraph 1
Overall impression of the restaurant	● ●	Paragraph 2
The environment of the restaurant	● ●	Paragraph 3
The background information of the restaurant	● ●	Paragraph 4
The service of the restaurant	● ●	Paragraph 5
	●	Paragraph 6

2. The Golden Crown Restaurant is famous for its fusion food. What kind of food does 'fusion food' refer to? Support your answers with reasons.

3. What does the word 'catchy' mean? Why did the writer find the slogan 'The Golden Crown is the Best in Town!' catchy?

4. What did the writer think of the mango crab curry when she first saw the dish?

5. Do you think the writer would recommend this restaurant to her friends? Why do/don't you think so?

LT 1.3

6. The speech bubbles below tell you what the writer of the restaurant review and her friend thought about the winning restaurant, the Golden Crown Restaurant. Study the speech bubbles and work out what makes a good restaurant.

2. The dinner costs $300 for two people. That's reasonable.

3. The colourful posters and the creative slogans are attractive.

1. The sundae is creamy and smooth.

4. The waiter is friendly and serves us politely.

5. The restaurant is clean and tidy. The tables and chairs are stylish and comfortable.

	What makes a good restaurant?	
	★ 1. _____	
	★ 2. _____	
	★ 3. _____	
	★ 4. _____	
	★ 5._____	

1. The food of the restaurant   Paragraph 1

    Overall impression of the restaurant   Paragraph 2

    The environment of the restaurant   Paragraph 3

    The background information of the restaurant   Paragraph 4

    The service of the restaurant   Paragraph 5

             Paragraph 6

2. *It refers to food that mixes the ways of cooking and ingredients from different countries or regions. In lines 11 & 12, it is mentioned that the chef was good at making dishes using ingredients and cooking methods from different countries.*

3. *The word 'catchy' means 'easy to remember'. The writer found the slogan easy to remember because it is short and the word 'Crown' rhymes with 'Town'.*

4. *She thought that it was spicy.*

5. *Yes, she would because her comments were positive. (The use of positive adjectives, e.g. a 'perfect' place for dining out, truly 'amazing' dining experience, the price was 'reasonable')*

6.

What makes a good restaurant? ★ 1. *delicious food* ★ 2. *reasonable price* ★ 3. *creative ways to attract customers* ★ 4. *professional staff (service)* ★ 5. *pleasant environment*	

Dictionary skills

One way to build up your vocabulary is using a dictionary effectively. Good dictionary skills include recognising parts of speech, and understanding the different meanings of words and how words are put together.

e.g.

pronunciation

part of speech

meanings

examples of how the target word is used to form a phrase or a sentence

> **hot** /hɒt/ **hotter, hottest; hots, hotting, hotted. 1** Something that is **hot** has a high temperature. *When the oil is hot, add the sliced onion... What he needed was a hot bath and a good sleep.* **2** If it is **hot**, or if a place is **hot**, the temperature of the air is high. *It was too hot even for a gentle stroll. ...a hot, humid summer day.* **3** If you are **hot**, you feel as if your body is at an unpleasantly high temperature. *I was too hot and tired to eat.* **4** You use **hot** to talk or ask about how high the temperature of something is. *Their colour depends on how hot they are.* **5 Hot** food is intended to be eaten as soon as it is cooked, as opposed to food that you eat when it has cooled or that you do not cook at all. *You might not want to cook a hot meal every day.* **6** You can say that food is **hot** when it has a strong, burning taste caused by spices such as chilli or cayenne pepper. *...hot curries.* **7** You can use **hot** to describe an issue or event that is very important or exciting to people at the present time and is receiving a lot of publicity. *The role of women in war has been a hot topic of debate in America... A friend got me a ticket for the hottest show in town.* **8** You can describe a situation as **hot** when it is difficult to deal with, especially because it involves a lot of conflict or disagreement. *It would require changing the constitution, and that is too hot for any politician to handle.* **9** If a person or team is the **hot** favourite, people think that they are most the likely to win a race or competition. *Labour is now hot favourite to win the election.* **10** Someone who has a **hot** temper gets angry very quickly and easily. ● See also **hot-tempered. 11** ● **in hot pursuit**: see **pursuit**.

A. Parts of speech

The following fourteen words are taken from the restaurant review of the Golden Crown Restaurant. Can you tell which words are adjectives (adj) and which are nouns (n) in the reviews? Refer to the dictionary entries and the restaurant review, and put 'adj' or 'n' in the appropriate brackets. The first one has been done for you as an example.

e.g. hot (**adj**)	catchy ( )	delicious ( )	drinks ( )	food ( )
helpful ( )	manager ( )	oily ( )	price ( )	reasonable ( )
rich ( )	slogan ( )	smart ( )	uniforms ( )	

* The dictionary entry is reproduced from *Collins Cobuild English Learner's Dictionary* (Concise Edition) with the permission of HarperCollins Publishers Ltd © HarperCollins Publishers Ltd 2012.

B. Word combinations

We can put an adjective before a noun (adj + n) to form pairs of words to provide more details about the noun. Use words in Part A to form as many pairs of words with 'adj + n' as possible. You may refer to the dictionary entries for help.

e.g. hot

food

drinks

manager

price

slogan

uniforms
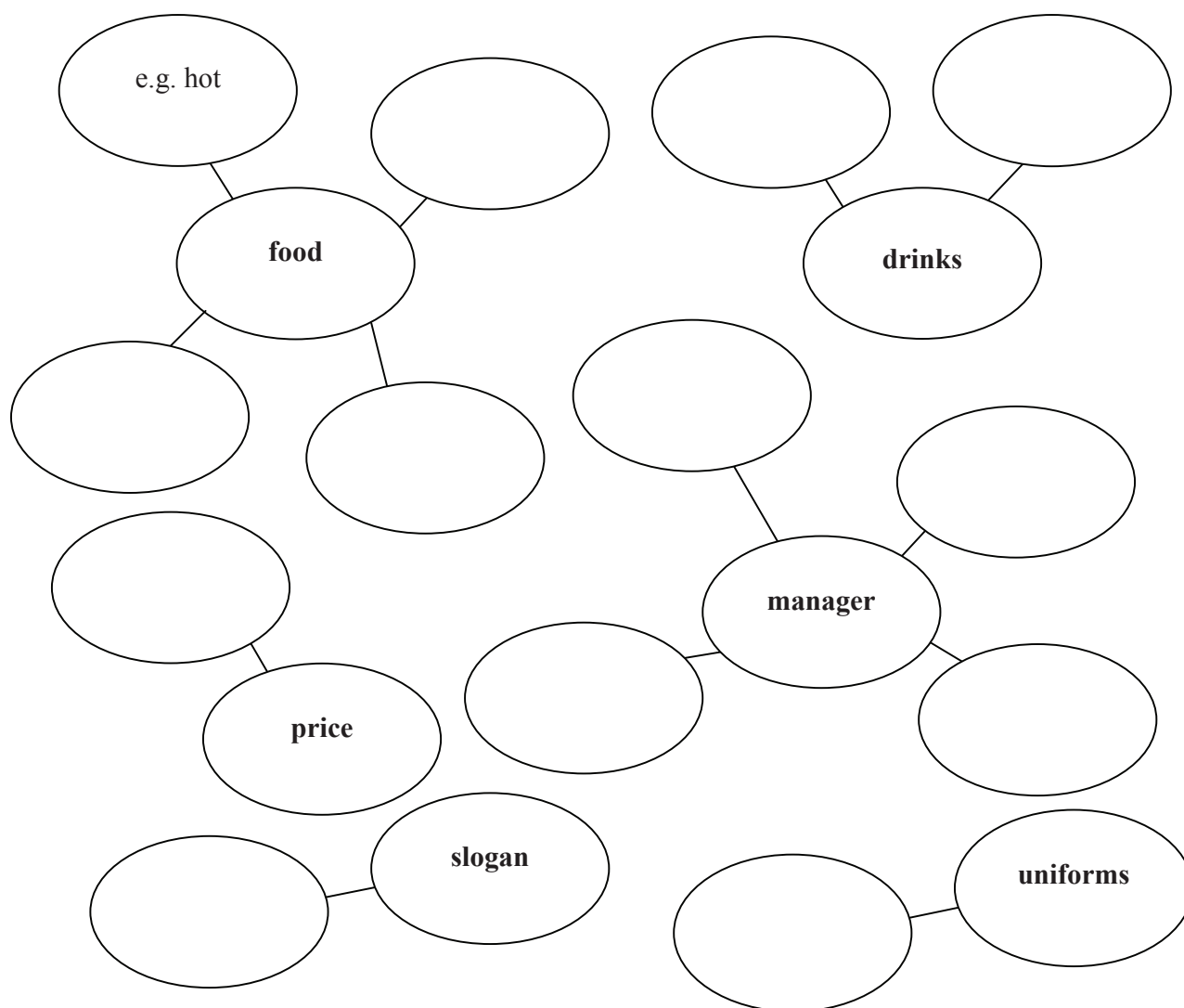
C. Multiple meanings of words

Some words may have more than one meaning. Study the dictionary entry for 'hot' again and decide which meaning fits the following sentences from the restaurant review.

'*The crab looked spicy but the taste was just right and it was not too hot.*' (line 18)   Meaning _____

'*We finished our dinner with some hot drinks. The fruit tea and rose mint tea were warm, healthy and refreshing.*' (lines 26 & 27)   Meaning _____

LT 1.4

Look at the mind map in Part B again. Identify those adjectives which can pair up with more than one noun, e.g. 'rich food', 'rich manager'. Write the pairs of words in the space provided. Refer to the dictionary entries and decide which meaning the adjectives refer to.

Pairs	Meanings
rich food	10
rich manager	1

D. Recording words

Choose five new words you want to learn more from the restaurant review. Look them up in a dictionary. Write down the meanings and parts of speech of the words in your vocabulary notebook. Make sentences using the words. To help you remember the words better, include someone you know or something that really happened to you in the sentences.

Dictionary entries

catchy /ˈkætʃi/ **catchier, catchiest.** If you describe a tune, name, or phrase as **catchy**, you mean that it is attractive and easy to remember. *The songs were both catchy and cutting.* ◆◇◇◇◇ ADJ-GRADED

de·li·cious /dɪˈlɪʃəs/. **1** Food that is **delicious** has a very pleasant taste. *...delicious meals... Pecan nuts are delicious both raw and cooked.* ♦ **de·li·cious·ly** *This yoghurt has a deliciously creamy flavour.* **2** If you describe something as **delicious**, you mean that it is very pleasant. *...that delicious feeling of surprise.* ♦ **deliciously** *It leaves your hair smelling deliciously fresh and fragrant.* ◆◆◇◇◇ ADJ-GRADED / ADV ADJ-GRADED / ADV: ADV adj/-ed

drink /drɪŋk/ **drinks, drinking, drank, drunk.** **1** When you **drink** a liquid, you take it into your mouth and swallow it. *He drank his cup of tea... He drank thirstily from the pool.* **2** A **drink** is an amount of a liquid which you drink. *I'll get you a drink of water.* **3** To **drink** means to drink alcohol. *He was smoking and drinking too much.* ♦ **drink·ing** *She had left him because of his drinking.* **4 Drink** is alcohol, such as beer, wine, or whisky. *Too much drink is bad for your health.* ▶ A **drink** is an alcoholic drink. *She felt like a drink after a hard day.* **5** If someone **drinks** you **under the table**, they drink more alcohol than you are able to on a particular occasion. **6** People say **'I'll drink to that'** to show that they agree with and approve of something that someone has just said. **7** ● to **drink** someone's **health**: see **health**. See also **drinking**. ◆◆◆◆◇ VERB / V n / V / N-COUNT / VERB / V / N-UNCOUNT / N-UNCOUNT / N-COUNT / PHRASE / CONVENTION PRAGMATICS INFORMAL

food /fuːd/ **foods.** **1 Food** is what people and animals eat. *Enjoy your food.* ● See also **convenience food, fast food, health food, junk food, wholefood. 2** If you give someone **food for thought**, you make them think carefully about something. *Lord Fraser's speech offers much food for thought.* ◆◆◆◆◆ N-VAR / PHRASE

help·ful /ˈhelpfʊl/. **1** If you describe someone as **helpful**, you mean that they help you in some way, such as doing part of your job for you or by giving you information. *The staff in the London office are helpful but only have limited information... Thank you, you've been most helpful.* ♦ **help·ful·ly** *They had helpfully provided us with instructions on how to find the house.* **2** If you describe information or advice as **helpful**, you mean that it is useful for you. *The catalog includes helpful information on the different bike models available.* **3** Something that is **helpful** makes a situation more pleasant or more easy to tolerate. *It is often helpful to have your spouse in the room when major news is expected.* ◆◆◇◇◇ ADJ-GRADED / ADV-GRADED: ADV with v / ADJ-GRADED / ADJ-GRADED

man·ag·er /ˈmænɪdʒə/ **managers.** **1** A manager is a person who is responsible for running part of or the whole of a business organization. *...a retired bank manager.* ♦ **mana·gerial** /ˌmænɪˈdʒɪəriəl/. *...his managerial skills.* **2** The **manager** of a pop star or other entertainer is the person who looks after their business interests. **3** The **manager** of a sports team is the person responsible for training the players and organizing the way they play. ◆◆◆◆◇ N-COUNT / ADJ / N-COUNT / N-COUNT

oily /ˈɔɪli/ **oilier, oiliest. 1** Something that is **oily** is covered with oil or contains oil. *...an oily rag... Paul found the sauce too oily.* **2 Oily** means looking, feeling, tasting, or smelling like oil. **3** If you describe someone as **oily**, you dislike them because you think they flatter people too much or are excessively but insincerely polite. ◆◇◇◇◇ ADJ-GRADED / ADJ-GRADED / ADJ-GRADED PRAGMATICS

price /praɪs/ **prices, pricing, priced. 1** The **price** of something is the amount of money that you have to pay in order to buy it. *They expected house prices to rise... They haven't come down in price.* **2** See also **retail price index, selling price. 3** If something **is priced at** a particular amount, the price is set at that amount. *Digital will price the new line at less than half the cost of comparable IBM mainframes.* ♦ **pric·ing** *It's hard to maintain competitive pricing.* **4** If you can buy something that you want **at a price**, it is for sale, but it is extremely expensive. *Most goods are available, but at a price.* **5** ● to **price** yourself **out of the market**: see **market. 6** The **price** that you pay for something that you want is an unpleasant thing that you have to do or suffer in order to get it. *Slovenia will have to pay a high price for independence.* **7** If you want something **at any price**, you are determined to get it, even if unpleasant things happen as a result. **8** If you get something that you want **at a price**, you get it but something unpleasant happens as a result. *Fame comes at a price.* **9** You use **what price** in front of a word or expression that refers to something happening when you want to ask how likely it is to happen. You usually do this to emphasize either that it is very likely or that it is very unlikely to happen. *What price a glorious repeat of last week's triumph?* **10** You use 'at **what price**?' to comment on the fact that the consequences of doing something are unpleasant. *Yes, they are free of him, but at what price to themselves, their families, those left behind?* ◆◆◆◆◆ N-COUNT / VERB: be V-ed at n / V n at n / N-UNCOUNT / PHRASE / N-SING / PHRASE / PHRASE / PHRASE PRAGMATICS / PHRASE

rea·son·able /ˈriːzənəbəl/. **1** If you think that someone is fair and sensible you can say they are **reasonable**. *...a perfectly reasonable decision.* ♦ **rea·son·ably** /ˈriːzənəbli/. *'I'm sorry, Andrew,' she said reasonably.* ♦ **rea·son·able·ness** *...the sincerity and reasonableness of what he had to say.* **2** If you say that an expectation or explanation is **reasonable**, you mean that there are good reasons why it may be correct. *It seems reasonable to expect rapid urban growth.* ♦ **reasonably** *Property owners may not reasonably expect refunds.* **3** If you say that the price of something is **reasonable**, you mean that it is fair and not too high. *His fees were quite reasonable.* ♦ **reasonably** *...reasonably priced accommodation.* **4** You can use the word **reasonable** to describe something that is fairly good, but not very good. *The boy answered him in reasonable French.* ♦ **reasonably** *I can dance reasonably well.* **5** A **reasonable** amount of something is a fairly large amount of it. *They will need a reasonable amount of desk area.* ♦ **rea·son·ably** *From now on events moved reasonably quickly.* ◆◆◆◇◇ ADJ-GRADED / ADV / N-UNCOUNT / ADJ-GRADED / ADV / ADJ-GRADED / ADV-GRADED / ADJ-GRADED / ADV-GRADED / ADJ-GRADED / ADV: ADV adj/adv

rich /rɪtʃ/ **richer, richest; riches. 1** A rich person has a lot of money or valuable possessions. *Their one aim in life is to get rich.* ► **The rich** are rich people. *...a gossip page featuring the rich and famous.* **2 Riches** are valuable possessions or large amounts of money. *Some people want fame or riches – I just wanted a baby.* **3** A **rich** country has a strong economy and produces a lot of wealth, so many people who live there have a high standard of living. **4** If you say that someone is **filthy rich** or **stinking rich**, you mean that they have a lot of money. *...a handful of filthy rich young men.* **5** If you talk about the earth's **riches**, you are referring to things that exist naturally in large quantities and that are useful and valuable. *...the oil riches of the Middle East.* **6** If something is **rich in** a useful or valuable substance or is a **rich source** of it, it contains a lot of that substance. *Fish is a rich source of protein.* ► Also a combining form. *...Angola's northern oil-rich coastline.* **7 Rich** soil contains large amounts of substances that make it good for growing crops or flowers in. *Farmers grow rice in the rich soil.* **8** A **rich** deposit of a mineral or other substance consists of a large amount of it. *...the country's rich deposits of the metal, lithium.* ♦ **rich·ness** *...the richness of Tibet's mineral deposits.* **9** A **rich** life or history is one that is interesting because it is full of different events and activities. *...the rich history of the island.* ♦ **richness** *...the richness of human life.* **10 Rich** food contains a lot of fat or oil. *Additional cream would make it too rich.* ♦ **richness** *...the richness of the pudding.* **11 Rich** smells are strong and very pleasant. **Rich** colours and sounds are deep and very pleasant. *...a rich and luxuriously perfumed bath essence. ...an attractive, glossy rich red colour.* ♦ **richness** *...the richness of colour in Gauguin's paintings.* **12** If you say that something someone says or does is **rich**, you are making fun of it because you think it is a surprising and inappropriate thing for them to say or do. *Gil says that women can't keep secrets. That's rich, coming from him, the professional sneak.*

slo·gan /ˈsləʊgən/ **slogans.** A **slogan** is a short easily-remembered phrase used in advertisements and by political parties.

smart /smɑːt/ **smarter, smartest; smarts, smarting, smarted. 1 Smart** people and things are pleasantly neat and clean in appearance. *...smart new offices.* ♦ **smart·ly** *He dressed very smartly which was important in those days.* ♦ **smart·ness** *The jumper strikes the perfect balance between comfort and smartness.* **2** A **smart** place or event is connected with wealthy and fashionable people. *...smart London dinner parties.* **3 The smart set** is a group of fashionable and wealthy people. *...the Los Angeles smart set.* ● **the smart money**: see **money**. **4** You can describe someone who is clever as **smart**. ● See also **smartly**; **street smart**. **5 Smart** bombs and weapons are guided by computers and lasers so that they hit their targets accurately. **6** If a part of your body or a wound **smarts**, you feel a sharp stinging pain in it. **7** If you **are smarting** from something such as criticism or failure, you feel upset about it. *He is still smarting over criticism of his victorious but clumsy performance.*

uni·form /ˈjuːnɪfɔːm/ **uniforms. 1** A **uniform** is a special set of clothes which some people, for example soldiers or the police, wear to work in and which some children wear at school. *The town police wear dark blue uniforms... Philippe was in uniform.* ♦ **uni·formed** /ˈjuːnɪfɔːmd/ *...uniformed policemen.* **2** You can refer to the particular style of clothing which a group of people wear to show they belong to a group or a movement as their **uniform**. *Mark's is the uniform of the young male traveller – green Army trousers, T-shirt and shirt.* **3** If something is **uniform**, it does not vary, but is even and regular throughout. *Chips should be cut into uniform size and thickness.* ♦ **uni·form·ity** /ˌjuːnɪˈfɔːmɪti/ *...the caramel that was used to maintain uniformity of color in the brandy.* ♦ **uni·form·ly** *Microwaves heat water uniformly.* **4** If you describe a number of things as **uniform**, you mean that they are all the same. *Along each wall stretched uniform green metal filing cabinets.* ♦ **uniformity** *...the dull uniformity of the houses.* ♦ **uniformly** *The natives uniformly agreed on this important point.*

A.   Parts of speech

e.g. hot (**adj**)	catchy (*adj*)	delicious (*adj*)	drinks (*n*)	food (*n*)
helpful (*adj*)	manager (*n*)	oily (*adj*)	price (*n*)	reasonable (*adj*)
rich (*adj*)	slogan (*n*)	smart (*adj*)	uniforms (*n*)	

B.   Word combinations
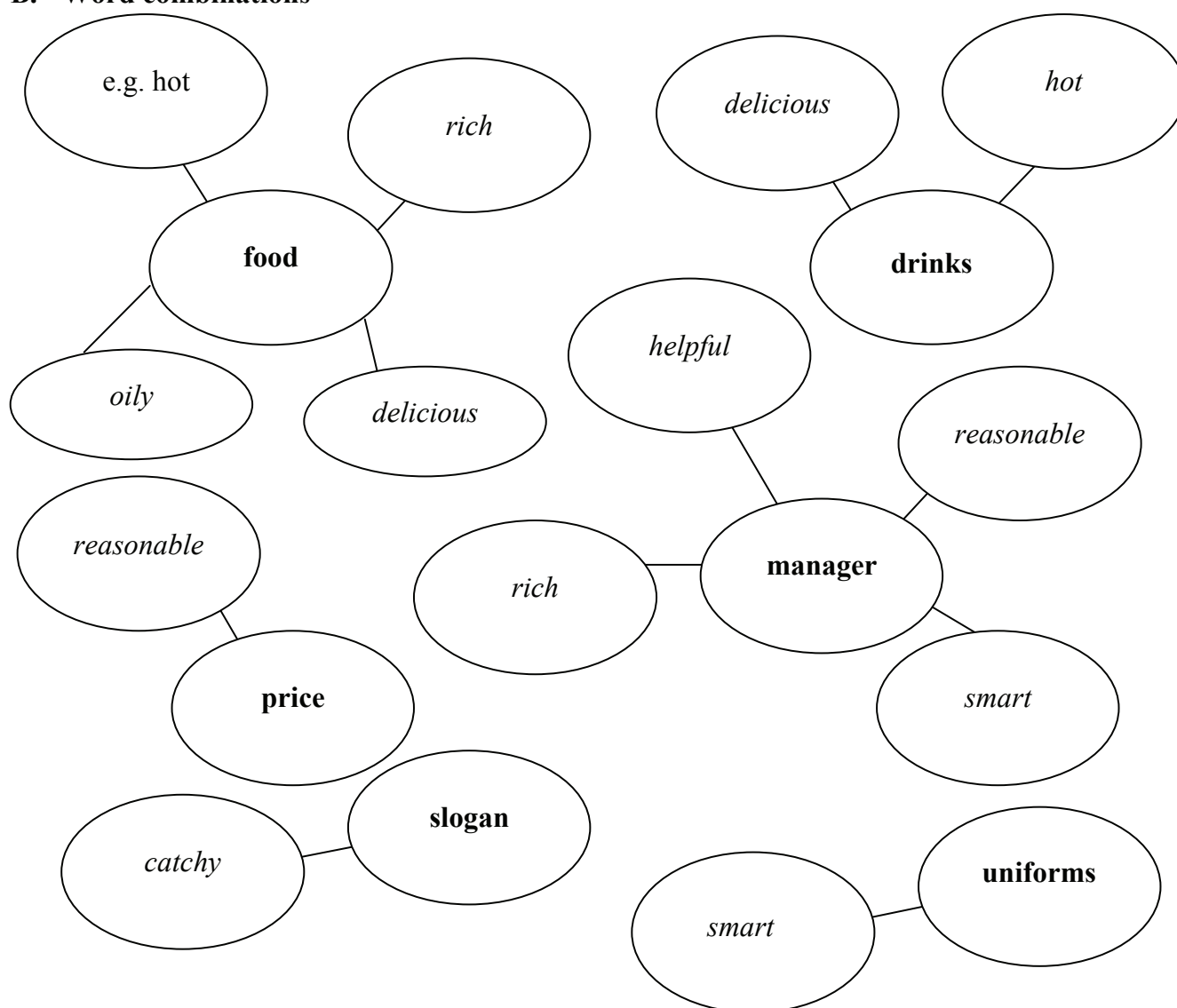
(The above answers are for reference only. Teachers may accept any possible answers.)

C.   **Multiple meanings of words**

'*The crab looked spicy but the taste was just right and it was not too hot.*' (line 18)   Meaning __6___

'*We finished our dinner with some hot drinks. The fruit tea and rose mint tea were warm, healthy and refreshing.*' (lines 26 & 27)   Meaning __5___

Pairs	Meanings
rich food	10
rich manager	1
smart uniforms	*1*
smart manager	*1 or 4*
reasonable price	*3*
reasonable manager	*1*

D.   **Recording words**

(open-ended)

The GOLDEN CROWN RESTAURANT
ଔ All Day Menu ଞ

Starter

Chef's Salad -- $45
(ingredients of your own choice, up to five choices)

Fruit Salad -- $45
(pineapple, peach, papaya & corn)

Seafood Salad -- $90
(lobster, shrimp, tomato & lettuce)

Sweet Corn Soup -- $30

Mini Sushi -- $70
(salmon, tuna, octopus, scallop)

Kimchi Roll -- $40

Spinach Puff -- $50

Baked Oyster -- $20/pc

Main Course

Roast Beef with Broccoli and Cauliflower -- $96

Grilled Chicken with Sweet Potatoes -- $80

Fried Fish with Onion Rings -- $85

Steamed Salmon with Black Beans -- $108

Grilled Pork Chop with Rice -- $85

Prime Steak with Baked Potatoes -- $108

Lamb Rack with Baby Carrots -- $168

Main Course (continued)

Sweet and Sour Squirrel Fish -- $88

Pasta with Grilled Prawns -- $128

Pasta with White Clam Sauce -- $98

Mango Crab Curry -- $198

Steamed Bean Curd with Mushrooms -- $60

Dessert

Ice-cream (strawberry, melon, durian) -- $20

Sundae (chocolate, banana, strawberry) -- $25

Fruit Platter (watermelon, orange, grape) -- $25

Coconut Pudding -- $20

Apple Pie -- $28

Frozen Yogurt (pear, blueberry, lemon) -- $35

Drink

Coffee ---------------- $18   Tea ---------------- $15

Fruit Juice ---------------- $20   Lemonade ---------------- $12

Milkshake ---------------- $20   Fruit Tea ---------------- $30

Rose Mint Tea ---------------- $20   Mineral Water ---------------- $30

#Plus 10% service charge

Work in groups of four. Group the different food items in the restaurant review and the menu of the Golden Crown Restaurant and put them in the appropriate columns in the tree diagram below.

ingredients

fruit	meat	seafood	vegetable
watermelon	beef	salmon	mushroom
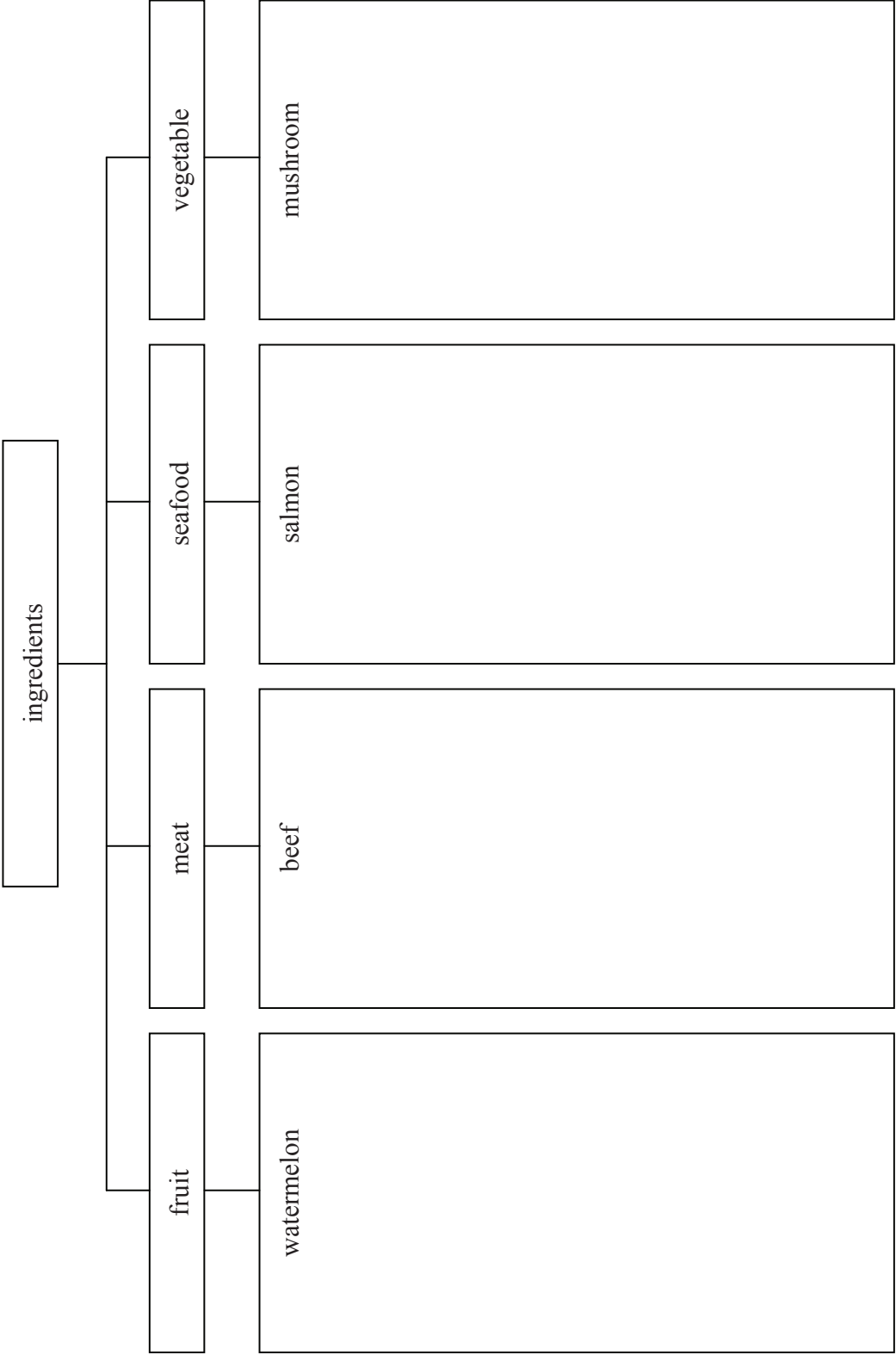
What would you like to order?

Imagine you are working as a waiter/waitress at the Golden Crown Restaurant. It is lunch time and you meet the following customers. What would you recommend to them? You may refer to the All Day Menu of the Golden Crown Restaurant for ideas.

1.

I have a coupon for $200 and I'd like to have a 3-course meal. I hope the coupon can cover all I have to pay. What would you recommend?

I would recommend

_____ as a starter,

_____ as a main

course and _____ as a

dessert.

2.

I think you can have

_____

_____

and

_____

_____

I need to keep fit so I don't want anything fat or oily. I'd like to have two courses only. Can you recommend something for me?

LT 1.7

3.

You can try our

_____

_____

and _____

_____

_____

I am 98 years old and I have no teeth. I don't like cold dishes or cold drinks but I love sweet food. Can you recommend some food for me?

4.

I'd like to order a starter, a main course and a drink. I love meat but I hate seafood.

I would recommend

_____

_____

_____

Situation

Your group is preparing a menu for the school's mini-restaurant. You go to a grocery near your school with one of your group members to find out what ingredients are available. While your group member is talking to Mr Lee, the owner of the grocery, you take notes about the ingredients you hear and the quantity available.

The recording will be played twice.
1) When you listen for the first time, tick ☑ the food items and seasoning you hear.
2) When you listen for the second time, note down the quantity available, using 'a few', 'a little', 'some' and 'a lot of' in the spaces provided. If the ingredients are out of stock, write 'no'.

Mini-restaurant
Ingredients

Fruit

☑	_no_	grapes	☑	_some_	papayas
☐		pineapples	☐		durians
☐		coconuts	☐		oranges

Vegetable

☐		corn	☐		tomatoes
☐		mushrooms	☐		pumpkins
☐		lettuce	☐		peas
☐		onions	☐		potatoes
☐		carrots	☐		cucumbers

Meat

☐		beef	☐		chicken
☐		turkey	☐		pork
☐		duck	☐		lamb

Seafood

☐		prawns	☐		lobsters
☐		tuna	☐		oysters
☐		salmon	☐		crabs
☐		squid	☐		mussels

Seasoning

☐		salt	☐		pepper
☐		curry	☐		sugar
☐		vinegar	☐		soy sauce

LT 1.8

(Answer Keys)

Mini-restaurant
Ingredients

Fruit

☑	no	grapes	☑	some	papayas
☑	some	pineapples	☐		durians
☐		coconuts	☐		oranges

Vegetable

☑	no	corn	☑	a few	tomatoes
☑	a lot of	mushrooms	☐		pumpkins
☑	no	lettuce	☐		peas
☑	some	onions	☑	a few	potatoes
☑	some	carrots	☐		cucumbers

Meat

☑	a little	beef	☑	some	chicken
☐		turkey	☑	some	pork
☐		duck	☑	no	lamb

Seafood

☐		prawns	☐		lobsters
☐		tuna	☐		oysters
☑	some	salmon	☑	a few	crabs
☑	some	squid	☑	some	mussels

Seasoning

☑	a lot of	salt	☑	a little	pepper
☐		curry	☑	a lot of	sugar
☐		vinegar	☐		soy sauce

Transcript for Audio Clip 1.1

Group Member:	Good morning, Mr Lee. We're preparing a menu for the mini-restaurant for our coming School Open Day. Could you please help us find out what ingredients are available?
Mr Lee:	Sure! What do you need for your menu?
Group Member:	First, I'd like to know if there are any fruits and vegetables for making starters and desserts. Let's begin with fruits. Are there any papayas, grapes and pineapples?
Mr Lee:	OK. Mm …There are some papayas and pineapples but we don't have any grapes.
Group Member:	What about vegetables? We may need lettuce, corn, mushrooms, potatoes and tomatoes.
Mr Lee:	Let me see. (Pause) You're lucky. We have a lot of mushrooms and a few potatoes and tomatoes. But the lettuce and corn are gone. Do you need any carrots and onions? We have some in stock.
Group Member:	That's good. I think just having mushrooms, potatoes, tomatoes, carrots and onions is fine. We must remember not to include any lettuce and corn in our menu. What about meat and seafood? We need them for our main dishes.
Mr Lee:	Wait a minute. Mm … For meat, we have some chicken and pork, and a little beef. But lamb is out of stock and we don't have any right now. As for seafood, we still have a few crabs, some salmon, mussels and squid.
Group Member:	There's actually a lot for us to choose from. Oh, I almost forgot that we need seasoning as well. Without seasoning, the dishes will be tasteless. Is there any pepper, salt and sugar in stock?
Mr Lee:	Let me check. Mm … There's still a lot of sugar and salt. But for pepper, it's almost gone.
Group Member:	That's OK. Just a little pepper will be enough. I think we can start preparing our menu. Thank you very much for your help.
Mr Lee:	You're welcome.

GCR
GCR

Today's Special

Starter

Tuna salad with vegetables

(Tuna, lettuce, tomato & potato)

Main Course

(Choose one only)

A. Grilled salmon with pasta

or

B. Fried chicken with rice

or

C. Steamed lobster with vegetables

Dessert

Strawberry cheesecake with ice-cream

$90

GCR

*Available after 11a.m.

** Plus 10% service charge

Designing a Set Menu

Follow the instructions below and design a set menu for your mini-restaurant.

1. There are **three** courses in the set menu, i.e. starter, main course and dessert.

2. There are **three** choices in each course.

3. The choices for starters and main courses should include the following:

  i. one with **meat**;

  ii. one with **seafood**; and

  iii. one of your **own choice**.

You can get some ideas for your menu from the following pictures.

Jumbled Script

A:	Good afternoon. Welcome to the Golden Crown Restaurant. Can I help you?
B:	Yes, can I have the menu, please?
A:	Certainly. Here you are. Would you like anything to drink to start with?

✂

A:	It'll take about 15 minutes.
C:	Thank you.
A:	You're welcome.

A:	Our seafood is fresh, so for starters, I'd recommend lobster soup and seafood salad.
C:	I'll have lobster soup. What about you, Amy?
B:	I'd like to have seafood salad as my starter.

A:	Okay, what would you like for your main course? You have a choice of either chicken curry with rice or sweet and sour pork with potatoes. Our signature dish is chicken curry.
B:	I will have chicken curry with rice as my main course, please.
C:	I don't like spicy food. Can I have sweet and sour pork with potatoes, please?

B:	I'd like to have orange juice, please.
A:	What would you like to drink, sir?
C:	Can I have some tea, please?
A:	Certainly. I'll be back in a minute.

A:	Certainly. What would you like as a dessert? Would you like to try our apple pie or durian pudding?
C:	Durian? That's awful! It smells bad.
B:	I don't mind the smell. I like durian and it's yummy! I don't like tasteless food. I'd like to have durian pudding, please!

| A: | (Brings the drinks to Tommy and Amy) Here you are. Can I take your order, please? |
| B: | (Reads the menu) There's a lot to choose from in your menu. Can you recommend anything for us as a starter? |

C:	You think durian pudding is tasty? It's up to you. I'd like to have apple pie as my dessert, please.
A:	Will that be all?
B:	I think so.

Transcript for Audio Clip 1.2

Waitress: Good afternoon. Welcome to the Golden Crown Restaurant. Can I help you?

Amy: Yes, can I have the menu, please?

Waitress: Certainly. Here you are. Would you like anything to drink to start with?

Amy: I'd like to have orange juice, please.

Waitress: What would you like to drink, sir?

Tommy: Can I have some tea, please?

Waitress: Certainly. I'll be back in a minute.

Waitress: (Brings the drinks to Tommy and Amy) Here you are. Can I take your order, please?

Amy: (Reads the menu) There's a lot to choose from in your menu. Can you recommend anything for us as a starter?

Waitress: Our seafood is fresh, so for starters, I'd recommend lobster soup and seafood salad.

Tommy: I'll have lobster soup. What about you, Amy?

Amy: I'd like to have seafood salad as my starter.

Waitress: Okay, what would you like for your main course? You have a choice of either chicken curry with rice or sweet and sour pork with potatoes. Our signature dish is chicken curry.

Amy: I will have chicken curry with rice as my main course, please.

Tommy: I don't like spicy food. Can I have sweet and sour pork with potatoes, please?

Waitress: Certainly. What would you like as a dessert? Would you like to try our apple pie or durian pudding?

Tommy: Durian? That's awful! It smells bad.

Amy: I don't mind the smell. I like durian and it's yummy! I don't like tasteless food. I'd like to have durian pudding, please!

Tommy: You think durian pudding is tasty? It's up to you. I'd like to have apple pie as my dessert, please.

Waitress: Will that be all?

Amy: I think so.

Waitress: It'll take about 15 minutes.

Tommy: Thank you.

Waitress: You're welcome.

Part 1

Listen to the following part again. Are the waitress and customers polite? Why do you think so?

Waitress:	Good afternoon. Welcome to the Golden Crown Restaurant. Can I help you?
Amy:	Yes, can I have the menu, please?
Waitress:	Certainly. Here you are. Would you like anything to drink to start with?
Amy:	I'd like to have orange juice, please.
Waitress:	What would you like to drink, sir?
Tommy:	Can I have some tea, please?
Waitress:	Certainly. I'll be back in a minute.

The following are useful structures used in taking order and ordering food politely.

Waitress:	Good afternoon. Welcome to the Golden Crown Restaurant. **Can I** help you?
Amy:	Yes, **can I** have the menu, please?
Waitress:	Certainly. Here you are. **Would you like** anything to drink to start with?
Amy:	**I'd like** to have orange juice, please.
Waitress:	**What would you like** to drink, sir?
Tommy:	**Can I** have some tea, please?
Waitress:	Certainly. I'll be back in a minute.

Part 2

Do you think the following are polite ways to order food or to serve customers?

Put a tick ' ✔ 'in the brackets if it is.

Put a cross 'x' if it is not and rewrite the sentence/question.

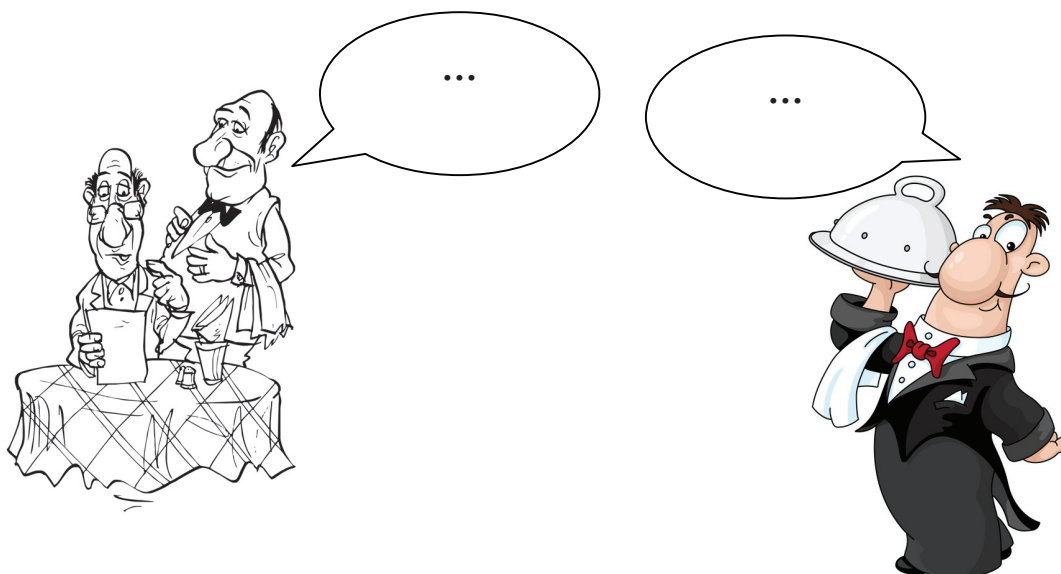e.g. Give me the menu. (x)

    <u>Can I have the menu, please?</u>_____

1.   Can I help you? (   )

    _____

2.   Give me some tea. (   )

    _____

3.   I'd like to have apple juice, please. (   )

    _____

4.   I want chicken curry. (   )

    _____

5.   Tell me what you want to order. (   )

    _____

LT 1.14
(Answer Keys)

Part 1

Yes, they are polite because they use polite language, such as 'please', 'Can I...' and 'would like'.

Part 2

1. Can I help you? (✔)

2. Give me some tea. (x)

   Can I have some tea, please?

3. I'd like to have apple juice, please. (✔)

4. I want chicken curry. (x)

   I'd like to have chicken curry, please.

5. Tell me what you want to order. (x)

   What would you like to order?

Useful Expressions for Taking Order and Ordering Food

The following are some useful expressions we often hear or use in restaurants.

Can I help you?

Here you are.

Would you like anything to drink/eat?

Can I have tea/orange juice/chicken curry, please?

Can you recommend anything for us as a starter/main course/dessert?

What would you like as a starter/main course/dessert?

Can I take your order, please?

Thank you.

You're welcome.

I'd like to have green salad/chicken curry.

I'll have durian pudding/lobster soup.

Can I have the menu, please?

Certainly.

Do you know which expressions are usually used by waiters/waitresses and which by customers? Put the expressions on the previous page in the appropriate speech bubbles below.

Expressions used by customers

Expressions used by waiters/waitresses

e.g. Can I help you?

Expressions used by customers

Expressions used by waiters/waitresses

e.g. **Can I help you?**

- *Can I have tea/orange juice/chicken curry, please?*

- *Can you recommend anything for us as a starter/main course/dessert?*

- *I'd like to have green salad/chicken curry.*

- *I'll have durian pudding/lobster soup.*

- *Can I have the menu, please?*

- *Thank you.*

- *Here you are.*

- *Would you like anything to drink/eat?*

- *What would you like as a starter/main course/dessert?*

- *Can I take your order, please?*

- *Thank you.*

- *You're welcome.*

- *Certainly.*

LT 1.16

A. Study the following dialogue between a waiter and a customer. What structures are used to show politeness? Practise the dialogue with your classmate. Pay attention when you read aloud the contracted forms like 'I'd', 'I'll', 'You're', etc. and the yes/no questions.

Waiter:	Can I help you?
Customer:	*Yes, can I have the menu, please?*
Waiter:	Here you are. Can I take your order, please?
Customer:	*Yes, please. I'd like to have chef's salad as a starter.*
Waiter:	What would you like as a main course?
Customer:	*Can I have grilled chicken with vegetables, please?*
Waiter:	What would you like as a dessert?
Customer:	*I'll have apple pie with ice-cream as my dessert.*
Waiter:	Will that be all?
Customer:	*Yes, thank you. Can you repeat my order, please?*
Waiter:	Certainly! You'd like to have chef's salad as a starter, grilled chicken with vegetables as a main course and apple pie with ice-cream as a dessert. Is this correct, sir?
Customer:	*Yes. Thank you.*
Waiter:	You're welcome.

B.   Refer to the menu of the Golden Crown Restaurant and take turns to play the roles of a waiter/waitress and a customer. If you play the role of the customer, write down what you would like to order in Box 1 before the role play. If you play the role of the waiter/waitress, listen and write down your customer's order in Box 2 during the role play.

Role Cards

Box 1 (Customer)

I'd like to have _____ as a starter,

_____ as a main course

and _____ as a dessert.

Box 2 (Waiter/waitress)

The customer would like to have _____

as a starter, _____ as a main course

and _____ as a dessert.

Slogans

1. The Golden Crown Restaurant is one of the finest restaurants in Hong Kong. Last Sunday, I had dinner with my friend there. I found that it was tidy and clean. The seats were big and comfortable. On the walls, there were many colourful posters. There were many different kinds of dishes in the menu. On top of the good food we had, the service of the restaurant was also found to be wonderful.

2. **The Golden Crown is the Best in Town!**

Slogans

A slogan should be:

- short,

- easy to remember, and

- fun.

FUN!

How to make a slogan easy to remember

1. Rhyme (the use of words ending with the same sound)
   e.g. I like to **run** in the **sun**.
        It is **fun** for every**one**!

2. Alliteration (the use of words beginning with the same sound)
   e.g. **C**arrie **c**aught a **c**at.
        Never **m**iss the **d**elicious food in **M**rs **D**onut.

Some slogans from advertisements with rhyme

The Golden Crown is the Best in Town!

We're healthier; we're tastier!

Once you eat Bop Lollipop, you can never stop.

Some slogans from advertisements with alliteration

Yummy Popcorn: Made for Movies

Billy's Butter is Best for Bread.

Sweet Smell of Super Soup

How to make your slogan fun

You can make your slogan fun by using visual effects.

1. Use graphics or pictures to make certain words stand out.

2. Make your slogan colourful.

LT 1.17

e.g. **Our food is** y⚫mmy **and our staff are** friendly.

spicy

healthy

sweet

7

- Design a slogan for your mini-restaurant to impress your customers.

8

LT 1.18

Part A

Rhyme – the use of words ending with the same sound

Listen to the following slogans. If there are rhyming words in the slogans, put a tick '✓' in the brackets and underline these words. Put a cross 'X' if there is not any.

1. I'm only here for the beer. (   )

2. Dairy Town has the best chocolate milk.   (   )

3. A Big Bun a day keeps hunger away. (   )

4. North, South, East and West, P & R is the best! (   )

5. Sandy's gives you more than you ask for! (   )

Part B

Alliteration – the use of words beginning with the same sound

Listen to the following slogans. If there is alliteration in the slogans, put a tick '✓' in the brackets and underline the alliterative words. Put a cross 'X' if there is not any.

1. Red Roses Restaurant provides you with the best food in town. (   )

2. Sally's sells the best seafood. (   )

3. Have a sunny day in Timmy's Kitchen. (   )

4. Angel's cookies make you smile from the heart. (   )

5. Peter's Café, the perfect place for parties. (   )

LT 1.18
(*Answer Keys*)

Part A

Rhyme

1. I'm only <u>here</u> for the <u>beer</u>. (✔)

2. Dairy Town has the best chocolate milk. (X)

3. A Big Bun a <u>day</u> keeps hunger <u>away</u>. (✔)

4. North, South, East and <u>West</u>, P & R is the <u>best</u>! (✔)

5. Sandy's gives you more than you ask for! (X)
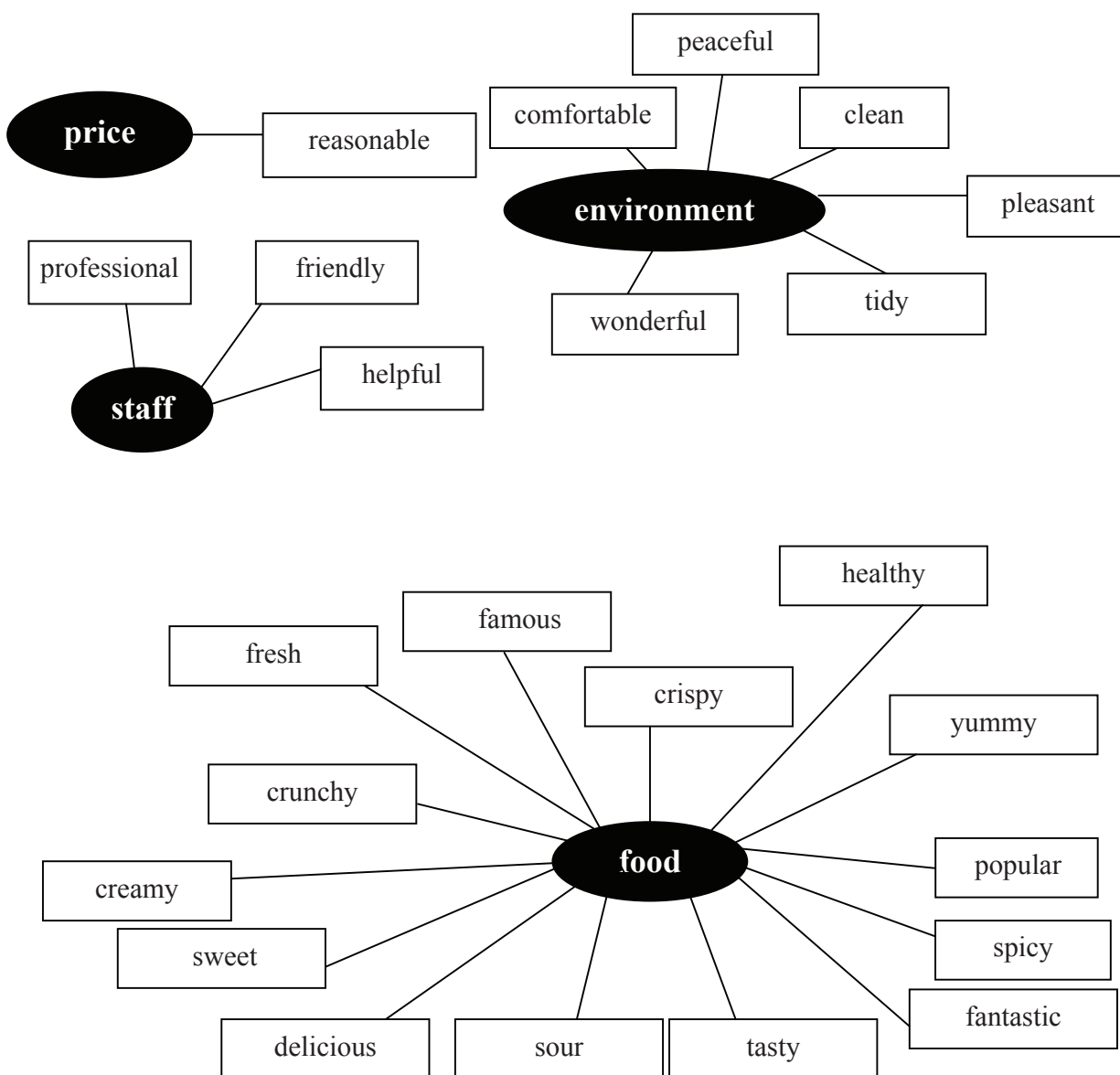
Part B

Alliteration

1. <u>Red</u> <u>Roses</u> <u>Restaurant</u> provides you with the best food in town. (✔)

2. <u>Sally's</u> <u>sells</u> the best <u>seafood</u>. (✔)

3. Have a sunny day in Timmy's Kitchen. (X)

4. Angel's cookies make you smile from the heart. (X)

5. <u>Peter's</u> Café, the <u>perfect</u> <u>place</u> for <u>parties</u>. (✔)

Part A

To design a slogan for a restaurant, you should find out what is special about it. The things that you may talk about in your slogan include the food, environment, price and staff of the restaurant.

The following words are some of the adjectives taken from the restaurant review (LT 1.2) to describe the four areas above.

peaceful

comfortable   clean

price ——— reasonable

environment ——— pleasant

professional   friendly

wonderful   tidy

staff helpful

healthy

famous

fresh

crispy

yummy

crunchy

food   popular

creamy

spicy

sweet

fantastic

delicious   sour   tasty

Put the words in Part A into two groups, i.e. rhyme and alliteration. Underline the rhyming parts and bracket the alliterative parts.

	staff	price	environment	food
Rhyme	_____		tid<u>y</u>	health<u>y</u> yumm<u>y</u> _____ _____ _____ _____ _____
		_____	comfort<u>able</u>	
	_____		wonder<u>ful</u> _____	
				delic<u>ious</u> _____
				popul<u>ar</u> _____
Alliteration	(f)riendly			(f)antastic _____ _____
	_____			(h)ealthy
				(s)weet _____
			(c)lean _____	(c)rispy _____ _____
			(t)idy	_____
	_____		_____ _____	(p)opular

LT 1.19

Part B

In your group, design a slogan for the mini-restaurant. You may use the words in Part A or your own words for your slogan. Remember to use rhyme and/or alliteration to make your slogan easy to remember.
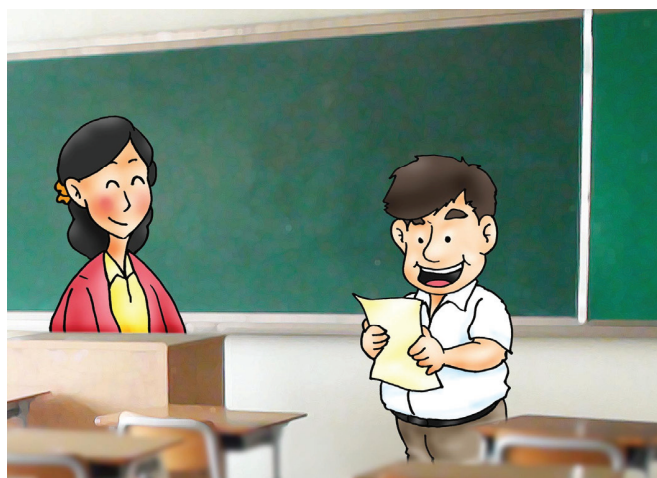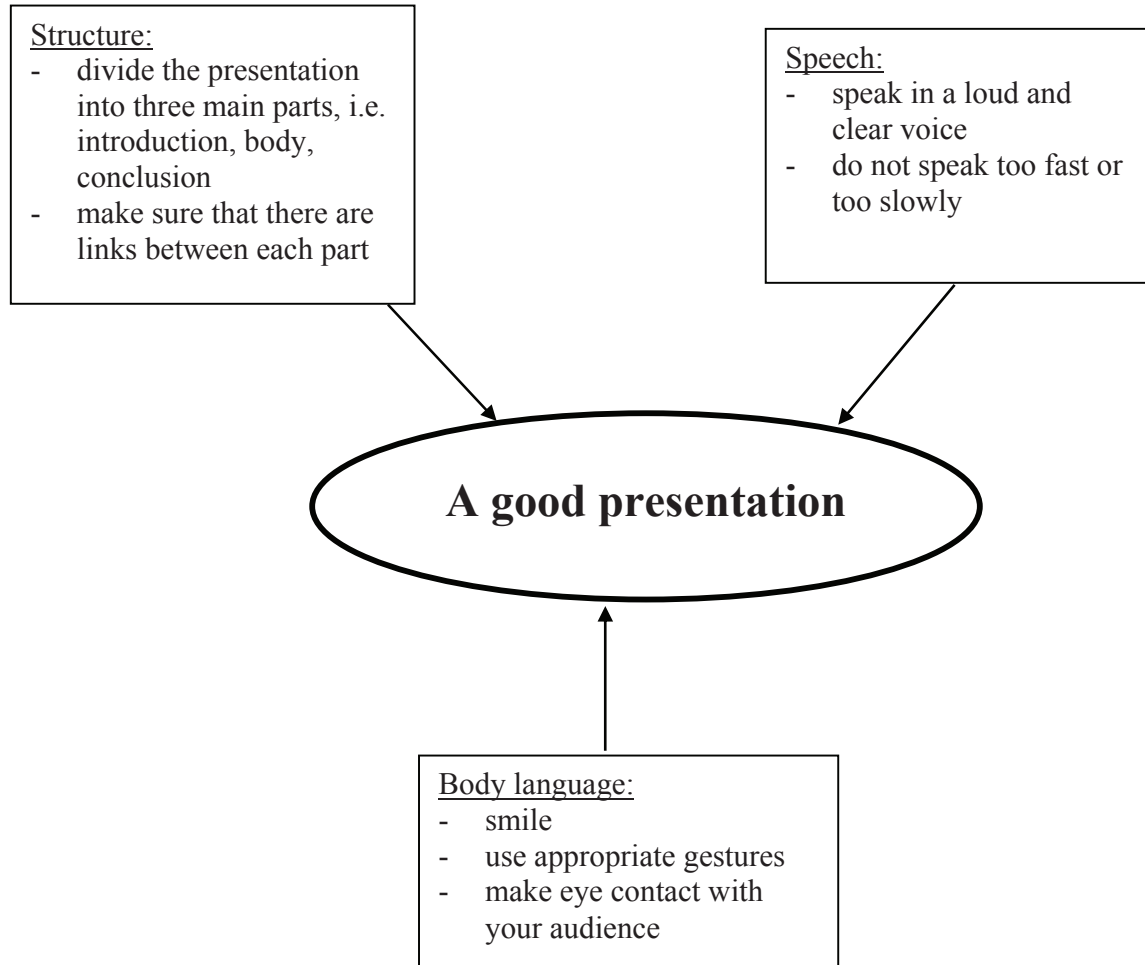
Examples:

1.   Our food is yummy and our staff are friendly!

2.   Fay Fay Restaurant is famous! Our food is delicious!

3.   Try our yummy, spicy crab curry.

LT 1.19
(Answer Keys)

	staff	price	environment	food
Rhyme	*friendl*<u>y</u>		tid<u>y</u>	health<u>y</u> yumm<u>y</u> *tast<u>y</u>* *crunch<u>y</u>* *spic<u>y</u>* *crisp<u>y</u>* *cream<u>y</u>*
		reason<u>able</u>	comfort<u>able</u>	
	help<u>ful</u>		wonder<u>ful</u> *peace<u>ful</u>*	
				delici<u>ous</u> *fam<u>ous</u>*
				popul<u>ar</u> *sou<u>r</u>*
Alliteration	(f)riendly			(f)antastic *(f)resh* *(f)amous*
	(h)elpful			(h)ealthy
				(s)weet *(s)our*
			(c)lean *(c)omfortable*	(c)rispy *(c)runchy* *(c)reamy*
			(t)idy	*(t)asty*
	(p)rofessional		*(p)leasant* *(p)eaceful*	(p)opular

LT 1.20

How to Give a Good Presentation

Structure:
- divide the presentation into three main parts, i.e. introduction, body, conclusion
- make sure that there are links between each part

Speech:
- speak in a loud and clear voice
- do not speak too fast or too slowly

A good presentation

Body language:
- smile
- use appropriate gestures
- make eye contact with your audience

Useful Expressions for Presentations

Below are some useful expressions for presentations.

| Good afternoon, … | | Today, I'd like to give a presentation … |

| In short, … | Now, Mary will talk about … | Thank you very much. |

Study the table and find out what each expression is used for. Use the expressions in the boxes above to complete the table.

Used for	Useful Expressions for Presentations
Greeting	-**Good morning.** -**Hi everybody.** - _____
Introducing the topic	-**Today, we're going to talk about** our mini-restaurant. - _____

Presenting ideas or information and turn-taking	-**There're three main parts in our presentation.**
	  First, … Then, … Finally, …
	-**First, we'd like to talk about …**
	  Secondly, …
	-**Then/Next, …**
	- _____

Ending the presentation	-**To sum up, …** -**In conclusion, …** - _____
Expressing thanks	-**Thank you** for listening to our presentation. - _____

Useful Expressions for Presentations

Used for	Useful Expressions for Presentations
Greeting	- **Good morning.** - **Hi everybody.** - *Good afternoon, …*
Introducing the topic	- **Today, we're going to talk about** our mini-restaurant. - *Today, I'd like to give a presentation …*
Presenting ideas or information and turn-taking	- **There're three main parts in our presentation. First, … Then, … Finally, …** - **First, we'd like to talk about …** **Secondly, …** - **Then/Next, …** - *Now, Mary will talk about …*
Ending the presentation	- **To sum up, …** - **In conclusion, …** - *In short, …*
Expressing thanks	- **Thank you** for listening to our presentation**.** - *Thank you very much.*

Introduction	Script
- What is your name?	
- Who are your group members?	
- What is your presentation about?	
- What is the name of your mini-restaurant?	
- What is the sequence of the speakers and what will they talk about?	

Script

Body

- How many courses are
there in the set menu?

- How many choices are
there in each course?

- What do you have in
your set menu?

- How much is the set
menu?

- How is the food?
(e.g. healthy, delicious)

- What is the slogan of your restaurant?	_____
	_____
	_____
- Why do you use this slogan?	_____
	(The whole group reads or acts out the slogan.)
- How will you serve customers?	_____
	_____
	_____
	_____
	_____
	(The group performs a role play, one being the waiter/waitress and the others the customers.)
Conclusion	
- What is good about your mini-restaurant?	_____
	_____
- What is it famous for?	_____
	Please vote for us if you like our presentation.

The Dos and Don'ts of a Presentation

Dos	Don'ts
Speak in a loud and clear voice at a suitable pace.	Speak too fast or too slowly.
Look at your audience.	Read out from cards with your head down.
Smile. ☺	Put on a nervous face. ☹
Use appropriate gestures.	Stand still like a log.

Rehearsal Feedback Form

Fill in the following form and give feedback to your group members' presentations.

Name of Group Member (1): _____

Presentation skills	Well done	Satisfactory	Needs improvement
- suitable pace	☐	☐	☐
- appropriate intonation and stress	☐	☐	☐
- accurate pronunciation	☐	☐	☐
- suitable volume of voice	☐	☐	☐
- appropriate body language (e.g. eye contact and gestures)	☐	☐	☐
Other comments:			

Name of Group Member (2): _____

Presentation skills	Well done	Satisfactory	Needs improvement
- suitable pace	☐	☐	☐
- appropriate intonation and stress	☐	☐	☐
- accurate pronunciation	☐	☐	☐
- suitable volume of voice	☐	☐	☐
- appropriate body language (e.g. eye contact and gestures)	☐	☐	☐
Other comments:			

Name of Group Member (3): _____

Presentation skills	Well done	Satisfactory	Needs improvement
- suitable pace	☐	☐	☐
- appropriate intonation and stress	☐	☐	☐
- accurate pronunciation	☐	☐	☐
- suitable volume of voice	☐	☐	☐
- appropriate body language (e.g. eye contact and gestures)	☐	☐	☐
Other comments:			

LT 1.25

Choose two groups you like most. Fill in the details of your favourite groups in the forms below. Give reasons for your choices.

My Favourite Group (1)

Group _____   Name of the Mini-restaurant: _____

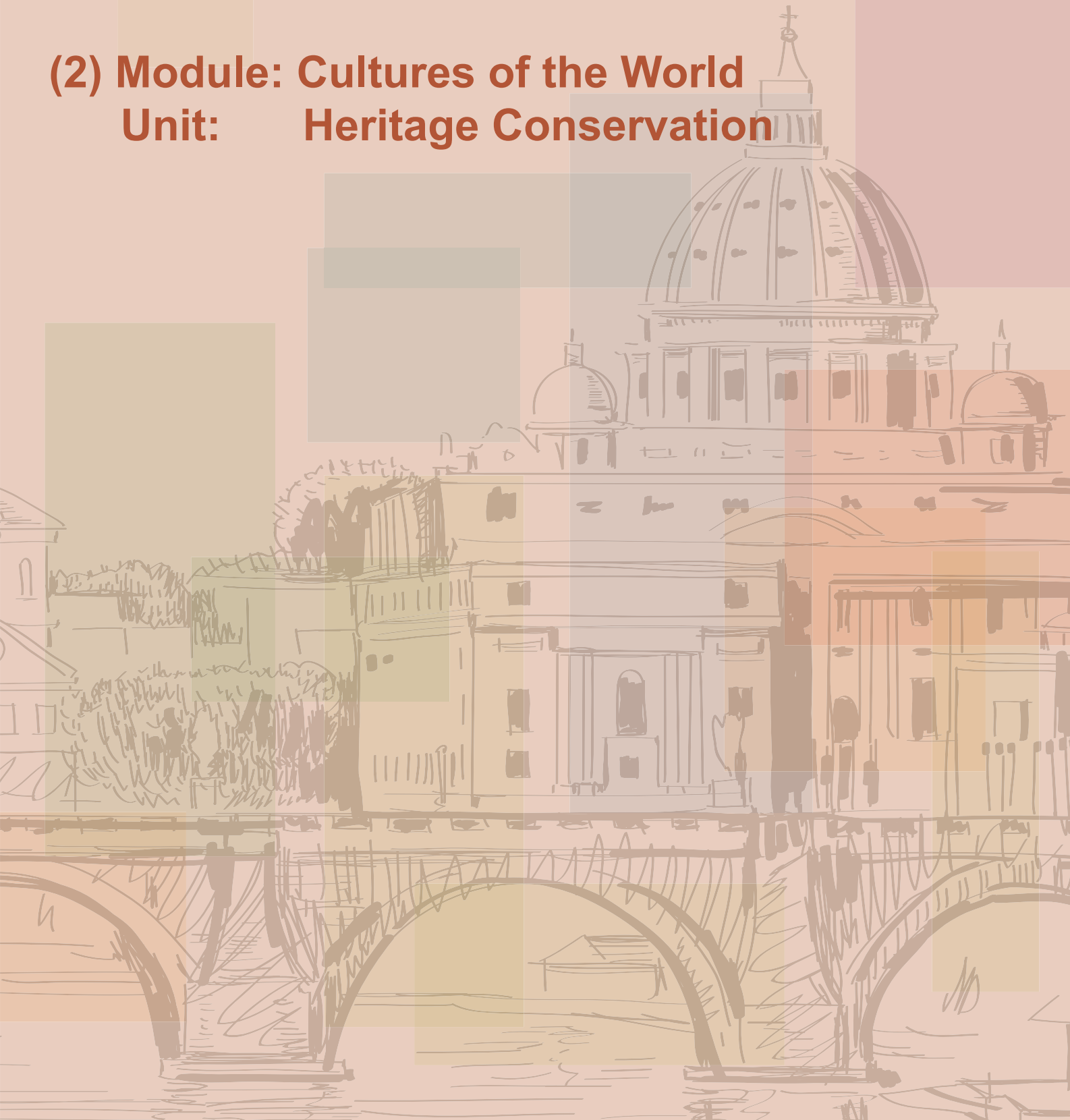Fill in the name of the dish for each course from their menu.

Starter:_____

_____

_____

Main course:_____

_____

_____

Dessert: _____

_____

_____

Slogan: _____

Reasons for our choice: _____

My Favourite Group (2)

Group _____   Name of the Mini-restaurant: _____

Fill in the name of the dish for each course from their menu.

Starter:_____

_____

_____

Main course:_____

_____

_____

Dessert: _____

_____

_____

Slogan: _____

Reasons for our choice: _____

(2) Module: Cultures of the World
Unit: Heritage Conservation

Situation

The English Club and the History Club of your school will jointly organise an activity called 'Hong Kong's Heritage Excursion' to enhance students' interest in learning English and raise their awareness of the importance of heritage conservation through visiting some historical and archaeological sites in Hong Kong. You and three other students are the members of the organising committee assisting Ms Iris Fok, the teacher-in-charge of the activity. She wants you to submit a proposal for the function.

Task 1:   An Email from the Teacher-in-charge of the 'Hong Kong's Heritage Excursion'
Students read an email from Ms Iris Fok, the teacher-in-charge of the 'Hong Kong's Heritage Excursion', and find out how they can help in preparing for the excursion.

Task 2:   An Interview with the Executive Secretary of the Antiquities and Monuments Office
Students listen to and take notes of a radio programme in which the host of the programme, Jack Ko, talks to Dr Clare Wong, the Executive Secretary of the Antiquities and Monuments Office, about the importance of promoting public participation in heritage conservation.

Task 3:   Leaflets about Some Heritage Sites in Hong Kong
Students study some leaflets about the heritage sites in Hong Kong in order to identify the special features of certain routes of the heritage tours and complete a comparison table.

Task 4:   Making Recommendations for the Heritage Tour
Students discuss and decide where to visit and what to do in the heritage tour based on the data collected from a student questionnaire on their preferences for the function.

Task 5:   Writing a Proposal and Designing a Poster for the Heritage Tour
Students draft a proposal and design a poster in groups for the heritage tour.

Suggested Level: Key Stage 3

	Task 1	Task 2	Task 3	Task 4	Task 5
Learning Targets*					
Interpersonal Strand (IS)	ISe			ISb	
Knowledge Strand (KS)	KSf	KSc and KSf		KSa and KSb	
Learning Objectives					
Vocabulary	**Vocabulary Items** *Synonyms of different degrees of formality:* get somebody familiar with → familiarise somebody with help (n) → assistance link up → connect look into → examine/investigate need (v) → require start/kick off → commence take part in→ participate in talk about → discuss try → attempt *Adjectives to describe buildings:* opinion – dynamic, elegant, energetic, exquisite, graceful, magnificent, majestic, original, peaceful, popular, special, stunning, tranquil, unique dimension – big, colossal, 45-metre tall, long, open, spacious, thin, three-hall, three-storey shape – arched, cross-shaped, pointed, rectangular age – classical, historic, historical, modern, old, time-honoured, traditional colour – brown, green, grey, red, white religion – Buddhist, Catholic origin – Chinese, colonial, European, Greek, western material – brick, marble, stone, tiled, wooden				

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* Please refer to Appendix 3 for the description of the learning targets.

Task 1	Task 2	Task 3	Task 4	Task 5

Words/phrases introducing reasons or results:
as, as a result, because, because of, consequently, due to, hence, owing to, since, so, therefore, thus

Common email abbreviations:
ASAP, BTW, CU, FYI, LOL, TIA, TTYL

Quantifiers for describing numbers and figures:
a/the majority of, a minority of, a quarter of, all of, half of, most of, none of, one third of

Reporting verbs:
add, advise, agree, choose, comment, consider, decide, expect, explain, find, hope, mention, prefer, propose, recommend, remark, report, request, say, state, suggest, think

Vocabulary Building Strategies

- syntagmatic approach – using tables to provide details about objects
  e.g.

Article	Adjectives			Noun
	Opinion	Colour	Origin	
a	majestic	red	Greek	building
the	elegant	white	---	compound

- understanding word associations
  - ➢ the order of adjectives, i.e. opinion, dimension, shape, age, colour, religion, origin, material
  - ➢ synonyms, e.g. as a result = consequently
  - ➢ formulaic expressions, e.g. with regard to, in the light of
  - ➢ syntagmatic relationships of reporting verbs, e.g. suggest + gerund

- understanding word formation
  - ➢ abbreviations, e.g. ASAP = as soon as possible

- understanding the formality of words
  - ➢ look into (informal) = examine/investigate (formal)

	Task 1	Task 2	Task 3	Task 4	Task 5
	• recording the target vocabulary (i.e. abbreviations and adjectives to describe buildings) using graphic organisers • retaining the target vocabulary (i.e. adjectives to describe buildings) through ➢ games ➢ short writing with picture support ➢ personal association **Relevant Categories in the Wordlists** • Travel and Leisure • Time and Places • Society, People and Personal Information				
Text Types	• Emails	• Interviews	• Leaflets	• Questionnaires • Charts	• Proposals
Language Items and Communicative Functions	• Use connectives, adverbs and adverb phrases to give reasons and explain results	• Use appropriate vocabulary to shape the formality of the text	• Use adjectives to describe the quality, appearance, origin, etc. of buildings in some detail	• Use quantifiers to describe survey findings	• Use the reported speech and the passive voice to create an objective tone
Language Skills					
Listening	• Listen for intended meanings, feelings and attitudes ➢ extract information and ideas in spoken texts ➢ understand levels of formality and informality				

	Task 1	Task 2	Task 3	Task 4	Task 5
Speaking				• Participate effectively in oral interaction ➤ express, elicit and respond to ideas, opinions and feelings in a group discussion	
Reading	• Construct meaning from texts ➤ recognise format and language features of texts ➤ understand the connection between ideas by identifying cohesive devices		• Understand, interpret and analyse different written texts ➤ acquire, extract and organise information relevant to specific tasks ➤ relate facts, opinions and information from a variety of print sources		• Understand, interpret and analyse different written texts ➤ recognise how writing conventions affect meaning and cohesiveness
Writing					• Present information, ideas and feelings clearly and coherently ➤ evaluate and make use of given information to complete specific tasks ➤ use appropriate tone, style and register for various purposes

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Materials

- LT 2.1 – LT 2.18
- Audio Clip 2.1
- GA 8
- PPT 2.1 – PPT 2.3

Procedures

**Task 1:   An Email from the Teacher-in-charge of the 'Hong Kong's Heritage Excursion'
              (LT 2.1 – 2.4)**

1. Introduce the context and ask students to play the role of the members of the organising committee of the 'Hong Kong's Heritage Excursion'.

2. Guide students to identify the text type of LT 2.1 by using some semantic clues, e.g. 'From', 'To', 'cc', 'Subject'.

3. Go through the first five paragraphs and guide students to identify the task(s) assigned by Ms Fok in each paragraph, e.g.
   - writing a proposal and designing a poster for the 'Hong Kong's Heritage Excursion' (Para. 1)
   - listening to a radio interview to find out why heritage conservation is important to Hong Kong (Para. 2)
   - comparing three popular routes for heritage tours on the leaflets (Para. 3)
   - studying the data from a student survey on heritage conservation and identifying their preferences (Para. 4)
   - reading a sample proposal to find out how to write an effective proposal (Para. 5)

4. Refer students to LT 2.2 and focus students' attention on the words/expressions introducing reasons or results. Ask them to work in pairs and complete LT 2.2 by filling in the table with other words/expressions introducing reasons or results.

5. Explain to students that although some words/expressions may have similar functions and/or meanings, such as 'because', 'as', 'thanks to', they may not be used in the same way.

6. Ask students to work in groups of four to find out the differences in use among these words/expressions with the help of a dictionary.

7. Explain that people may write in an 'informal/less formal' or a 'formal' style according to the situation, the message they want to get across and the person(s) they address the message to. Highlight that the choice of words/expressions helps shape the style of a text. Ask students to work in groups of four and complete Q.1-3 of LT 2.3.

8. Go through Q.1-3 and reiterate that the language use of a text often reflects the language style. For example, the use of contractions and abbreviations, and the choice of words and expressions such as 'tons of work', 'terrific', 'Hi there' create an informal style.

9. Explain the meaning of 'abbreviations' with an example (e.g. 'PE' meaning 'Physical Education'). Refer students to Q.4 of LT 2.3. Have students identify the three abbreviations used in the email. Tell them that these three abbreviations (i.e. ASAP, TIA and BTW) are general in nature while some are more informal and specific to personal emails or text messages. Guide them to think about the abbreviations they use for emails or online chats and how they are formed, e.g. putting together the first letter of each word in the phrase (as in the case of 'ASAP'), and imitating the pronunciations of the words (as in the case of 'CU'). Explain that the use of abbreviations like 'CU', 'LOL' and 'TTYL' also adds an informal tone to texts.

10. Illustrate how to complete LT 2.4 using the following example:
    'ASAP' stands for 'as soon as possible'

Who: teacher	When: before the final examination
Where: school	Why: marking all assignments and returning them to students so that they have enough time to study them for the examination

    Encourage students to think of a suitable context for each abbreviation. Explain that they can remember the abbreviations better through creating an appropriate context with details about 'who', 'when', 'where' and 'why'. Ask them to complete LT 2.4 at home.

Procedures

**Task 2: An Interview with the Executive Secretary of the Antiquities and Monuments Office
(LT 2.5 - 2.7)**

1. Tell students that they are going to listen to the interview between Jack Ko, the host of the radio programme 'Teen Time', and Dr Clare Wong, the Executive Secretary of the Antiquities and Monuments Office, about the work of the office and the importance of heritage conservation in Hong Kong.

2. Play Audio Clip 2.1. (Please refer to LT 2.6 for the transcript.) Ask students to complete LT 2.5 while they are listening to the interview. Check the answers with students.

3. Distribute the transcript to students. Ask them to compare the language used in Ms Fok's email and in the interview, decide which is more formal and give reasons for their answers. (Ans.: the interview). Elicit from students why more formal language is used in the interview.

4. Remind students that the choice of words/expressions is different in formal and informal situations. Point out that different vocabulary items are used in formal and less formal situations even if the same meaning is conveyed. Ask students to complete the matching activity in LT 2.7.

5. Ask students to think of other words/expressions with similar meanings but different degrees of formality, and record them in the vocabulary notebook, e.g.

Informal/Less Formal	Formal
buy	purchase
pick up	collect
so	thus

6. Ask students to work in groups of four and rewrite the proposal for a conference on heritage conservation in more formal English (LT 2.7).

Procedures

Task 3:   Leaflets about Some Heritage Sites in Hong Kong (LT 2.8 – 2.11)

1. Refer students to the leaflets about three popular routes for heritage tours in Hong Kong (LT 2.8). Show the photos of the historical sites using PPT 2.1.

2. Guide students to find out the following information about the three routes by using knowledge of semantic clues:
    - year built
    - description of the building
    - location
    - activities
    - opening hours
    - admission fee

3. Have students complete the comparison table of the three routes in LT 2.9 in groups of four.

4. Refer students to Part A of LT 2.10. Point out that when more than one adjective is used to describe a noun, the adjectives should be placed before the noun in a particular order. Remind students that it is better not to use more than three adjectives before a noun, or the phrase will become very awkward.

5. Introduce the acronym 'ODSACROM', which illustrates the order of adjectives. Tell students that each letter of the acronym represents a category of adjectives. Go through the categories and the order of adjectives using examples from LT 2.10.

6. Ask students to read the leaflets again, identify appropriate adjectives and fill in Part B of LT 2.10.

7. Explain that the acronym 'ODSACROM' can help remember the order of adjectives. Show how to use the 'ODSACROM' table to give details of an object, e.g.

Article	**O**pinion	**D**imension	**S**hape	**A**ge	**C**olour	**R**eligion	**O**rigin	**M**aterial	Noun
a			square		red			wooden	chair
an				ancient		Buddhist			temple

8. Engage students in the game 'Unscramble' to consolidate their spelling and understanding of the adjectives. For details about the activity, please refer to GA 8.

9. Refer students to Part C of LT 2.10 and PPT 2.2, which shows the pictures of some well-known buildings in the world. Ask students to choose three of the structures and write a short description for each of them.

10. Before writing, demonstrate lexical substitution and expansion step by step by using a sample draft with limited vocabulary for describing a famous building or structure. This includes:
    - avoiding the repeated words and replacing them with synonyms or more specific words learnt before
    - expanding ideas and enriching the vocabulary by adding details of the building, using words from 'ODSACROM'

11. Ask students to identify the repeated words and guide them to replace them with synonyms or more specific words, e.g.

    Sample draft for demonstrating lexical substitution and expansion (PPT 2.3):

    The Hong Kong Space Museum is a beautiful building. This building is situated in a very good location in Tsimshatsui. The building has a beautiful design, which makes it a good place in Hong Kong. It has a planetarium in which people can enjoy very good shows about nature and astronomy.

    | magnificent | | structure |

    The Hong Kong Space Museum is a <u>beautiful</u> building. This <u>building</u> is situated in a very

    convenient   construction   unique

    good location in Tsimshatsui. The <u>building</u> has a <u>beautiful</u> design, which makes it a

    landmark   spectacular

    <u>good place</u> in Hong Kong. It has a planetarium in which people can enjoy <u>very good</u>

    shows about nature and astronomy.

12. Guide students to expand the ideas and enrich the vocabulary through thinking of the different characteristics of the building, i.e. ODSACROM

The Hong Kong Space Museum is a magnificent building. This structure is situated

shape?
age?
colour?

*in a convenient location in Tsimshatsui. The **dome-shaped modern white***

construction has a unique design, which makes it a landmark in Hong Kong. It has

*an **advanced colossal** planetarium in which people can enjoy spectacular shows*

opinion?
dimension?

about nature and astronomy.

---

13. Ask students to draft their descriptions for the places they have chosen. Encourage them to improve their drafts using lexical substitution and expansion.

14. When returning the short writing task to students, ask them to select six adjectives other than those used in the short writing from LT 2.10 and record them following the instructions in LT 2.11. (Each student should be provided with three copies of LT 2.11 for the activity.) Explain that personal association (i.e. writing/drawing what the word makes them think of, e.g. 'IFC' for the word 'colossal') and application (i.e. using the word to make a sentence) can help them remember the words.

Procedures

Task 4:   Making Recommendations for the Heritage Tour (LT 2.12 & 2.13)

1. Explain to students that LT 2.12 is a questionnaire for collecting data about students' interests and preferences before the excursion. Briefly go through the questions with students.

2. Tell students that after collecting the data, it is important to describe the findings instead of reporting the exact numbers and figures. Focus students' attention on LT 2.13 and explain that quantifiers can be used to describe the findings.

3. Introduce some of the common quantifiers as listed in Part A of LT 2.13. Demonstrate how quantifiers can be used by completing Q.1 of Part B with students.

4. Draw students' attention to the language and vocabulary use of the description. For example:
   - The simple past tense is used to report the preferences of the students as the survey was conducted in the past.
   - 'While' is used to contrast the most popular choice with the less popular ones. The alternatives are 'whereas' and 'however'.
   - 'Only' is used to show that the choice which follows is a less popular one, e.g. 'only a few'. An alternative is 'just'.

5. Ask students to work in groups of four and complete the rest of the questions in Part B. Each student will be responsible for one question.

6. Refer students to Part C of LT 2.13. Have students present their findings to their group members. Ask them to discuss which route to go and the reasons for their choice, and suggest what can be done during the excursion.

7. Ask a few groups to present their recommendations in front of the class. Give comments and highlight the strengths of students such as the appropriate use of quantifiers and recommendations supported with reasons.

Procedures

Task 5:   Writing a Proposal and Designing a Poster for the Heritage Tour (LT 2.14 – 2.18)

1. Give students the jumbled proposal (LT 2.14). Ask students to work in groups of four and put the jumbled parts in order.

2. With reference to LT 2.15, check the answers with students. Draw students' attention to the layout and features of the proposal such as title, headings, sub-headings and bullet points. Highlight the different sections of a proposal, namely introduction, results of the survey, recommendations and conclusion.

3. Ask students to study LT 2.15 and complete Part A of LT 2.16 by filling in the main idea of each section of the proposal in the tree diagram.

4. Highlight the language use in a proposal in Part B of 2.16. Ask students to work in groups and find two more examples for each category of the language use from LT 2.15.

5. Recap the vocabulary learnt in the previous tasks, namely words/expressions introducing reasons or results, formal vocabulary, order of adjectives and quantifiers describing numbers and figures. Ask students to identify the related vocabulary items in LT 2.15.

6. Introduce 'reporting verbs' to students and explain that they are useful in presenting findings of a survey. Remind students that although some reporting verbs may have similar meanings, like those expressions of reasons (e.g. because, due to, owing to), they are used differently. Go through the first table in Part C of LT 2.16 with students. Ask them to complete the second table by identifying the reporting verbs in LT 2.15 and checking how they are used using a dictionary.

7. Go through the 'Useful expressions for proposal writing' in Part C of LT 2.16. Ask students to work in groups and draft a proposal for organising the 'Hong Kong's Heritage Excursion' in LT 2.17. Remind them to make use of the useful expressions and the following vocabulary items in drafting the proposal:
    - words/expressions introducing reasons or results (Task 1)
    - formal vocabulary (Task 2)
    - quantifiers to describe figures and numbers (Task 4)
    - reporting verbs to report findings (Task 5)

8. Ask students to design a poster for the tour in LT 2.18. Encourage students to use the adjectives to describe architecture and buildings they learnt in Task 3 when they design the poster.

You and your classmates are organising committee members of the 'Hong Kong's Heritage Excursion'. Ms Fok, the teacher-in-charge of the excursion, has sent you and other committee members an email about it. Read the email and complete LT 2.2.

From: Ms Fok <irisfok@hkcollege.edu.hk> **To:** Organising Committee Members <9789@hkcollege.hk>, <9792@hkcollege.hk>, <9797@hkcollege.hk>, <9799@hkcollege.hk> **cc:** susanyu@hkcollege.edu.hk **Date:** 27 September 20XX **Subject:** Proposal for the Hong Kong's Heritage Excursion	5
Hi there	
Thanks for agreeing to help us in organising the 'Hong Kong's Heritage Excursion'. Though there will be tons of work, I'm sure you can learn a lot in the process. Now, I'll tell you how you can help. Before the excursion, we need to plan carefully to make sure that everything will be alright. But we don't have much time to prepare for the tour, so can you please send me a proposal ASAP? In the proposal, write about the objectives of this tour, the places and heritage sites to be visited and the activities to be conducted. Please give reasons for your choices as this makes your proposal more convincing. To save time, can you please design a poster for the outing and send it to me together with the proposal?	10 15
Yesterday, I listened to an interview about heritage conservation in the radio programme 'Teen Time'. It discussed why heritage conservation was important to Hong Kong. I suggest that you go to the archive of the website and listen to the interview because the programme may help you prepare your proposal.	
I've attached some leaflets about some popular routes for heritage tours in Hong Kong. Compare the three routes and make some notes. This helps you understand better the characteristics of each route.	20
In response to our committee members' suggestion last year, we've conducted a survey to gather information about students' interests in historical trips. I've attached the findings for your reference. Have a look at the findings and find out what they like best. Take their preferences into consideration when you decide where to go and what to do in the excursion.	25
There's a lot we can learn from the overseas trip to London last year. Thanks to the effort of the ex-committee members, the excursion was a huge success. Before you draft the proposal, refer to the one prepared by Susan Yu, an ex-committee member, for the London trip. This gives you some idea of what a proposal is like. Remember to present the findings of the survey and your suggestions. In the poster, please provide relevant details including the aim of the excursion, the date and time and what the destinations are like.	30
If you have any questions, don't hesitate to talk to me. I look forward to your terrific suggestions for the function. TIA for your help.	
BTW, how was your trip to Shanghai during the summer vacation?	35
Best regards Iris Fok	

There are a number of words or expressions which introduce the **reason** or the **result** of an event or idea. Here are some examples:

*But we don't have much time to prepare for the tour, **so** can you please send me a proposal ASAP? (lines 11 & 12)*

*Please give reasons for your choices **as** this makes your proposal more convincing. (lines 13 & 14)*

*I suggest that you go to the archive of the website and listen to the interview **because** the programme may help you prepare your proposal. (lines 17 – 19)*

***Thanks to** the effort of the ex-committee members, the excursion was a huge success. (lines 27 & 28)*

Now, put the bold-typed words above in two groups, 'Reason' and 'Result', and fill in the table below. Think of other words or expressions with the same or similar meanings, and put them in the appropriate columns in the table.

Reason	Result

Words/expressions introducing reasons or results

Reason	Result
because	*so*
as	*therefore*
thanks to	*consequently*
owing to	*as a result*
due to	*hence*
because of	*thus*
since	

(The above answers are for reference only. Teachers may accept any reasonable answers.)

LT 2.3

When people are writing, their choice of words and structures is influenced by the meaning they want to get across, the situation they are in, and the person(s) they address the message to. Depending on the situation, it may be appropriate to use an informal/less formal style (e.g. with close friends) or a formal style (e.g. writing a job application letter).

Refer to the email from Ms Fok and answer the following questions.

1. Do you think the email is written in a very formal style?

    _____

2. Can you quote some words or expressions which help explain your answer to Q.1?

    _____

3. Can you describe the relationship between the teacher and the students? Are there any words or expressions which show that they have a close or distant relationship? Give reasons for your answers.

    _____

    _____

4. An abbreviation is a shortened form of a word or phrase. In the email, three common email abbreviations are used. What are they? What do they stand for? Can you give more examples? Write your answers and examples in the table below.

Abbreviation	Meaning

1. *No. It is written in a rather informal style.*

2. *'Hi there', 'tons of work' and 'terrific' are informal words and expressions.*

3. *They are in a friendly relationship. The informal words, like 'Hi there', 'tons of work'
    and 'terrific', create a chatty tone and show that they are close to each other.*

4.

Abbreviation	Meaning
ASAP (from the email)	*as soon as possible*
TIA (from the email)	*thanks in advance*
BTW (from the email)	*by the way*
LOL	*laugh out loud*
TTYL	*talk to you later*
FYI	*for your information*
CU	*see you*

(The above answers are for reference only. Teachers may accept any reasonable answers.)

Abbreviation Organiser

The abbreviation

What does the abbreviation stand for?

Think of a suitable context for the abbreviation.

Who:	When:
Where:	Why:

The abbreviation

What does the abbreviation stand for?

Think of a suitable context for the abbreviation.

Who:	When:
Where:	Why:

To prepare for the proposal, Ms Fok would like you to get some ideas about activities on heritage conservation and its importance. Listen to the interview with Dr Clare Wong, the Executive Secretary of the Antiquities and Monuments Office, in a radio programme and complete the following questions.

1. Tick the appropriate boxes below for the work of the Antiquities and Monuments Office:

    ☐ identifying and recording items with historic interest

    ☐ organising exhibitions and video shows related to heritage conservation

    ☐ producing videos on cultural performances

    ☐ holding cultural performances

    ☐ conducting architectural workshops

    ☐ conducting archaeological workshops

    ☐ publishing leaflets and booklets to promote the importance of heritage conservation

    ☐ organising tours to heritage sites overseas

    ☐ organising tours to heritage sites in Hong Kong

2. The following statements explain why activities related to heritage conservation are organised. Put 'T' in the blank if the statement is true and put 'F' if it is not.

    _____   To raise money for organising education programmes on heritage conservation

    _____   To raise people's awareness of the importance of heritage conservation

    _____   To educate young people to value the heritage of their motherland

    _____   To preserve collective memories for some old buildings and monuments

3. Why does Dr Wong think that local heritage is an important part of a culture? Give two reasons.

    *   _____

    *   _____

1. ☑ identifying and recording items with historic interest

    ☑ organising exhibitions and video shows related to heritage conservation

    ☐ producing videos on cultural performances

    ☑ holding cultural performances

    ☐ conducting architectural workshops

    ☑ conducting archaeological workshops

    ☑ publishing leaflets and booklets to promote the importance of heritage conservation

    ☐ organising tours to heritage sites overseas

    ☑ organising tours to heritage sites in Hong Kong

2. _F_   To raise money for organising education programmes on heritage conservation

    _T_   To raise people's awareness of the importance of heritage conservation

    _T_   To educate young people to value the heritage of their motherland

    _T_   To preserve collective memories for some old buildings and monuments

3. ● *It links up the past with the present. / It forms part of our collective memories.*

    ● *It is a symbol of cultural identity. / It provides a sense of belonging.*

Transcript for Audio Clip 2.1

Jack (Host)	:	Welcome back to 'Teen Time'. Time to talk to Dr Clare Wong, the Executive Secretary of the Antiquities and Monuments Office. For those who have just tuned in, today's programme is to <u>get you familiar with</u> some heritage conservation issues. Dr Wong will <u>talk about</u> the importance of heritage conservation in Hong Kong.	5
Dr Wong	:	Hong Kong is our home. We need to protect and preserve it. As part of the Leisure and Cultural Services, the Antiquities and Monuments Office is responsible for heritage conservation and education in Hong Kong. Our job involves not only the work of identifying and recording a wide range of items with historic interest, but also the promotion of the message of heritage conservation by organising different programmes and activities.	10
Jack	:	Great! Your work seems interesting. Can you tell us more about it?	
Dr Wong	:	Well, we organise different kinds of activities, such as exhibitions, lectures, archaeological workshops, cultural performances and video shows. We also conduct projects to <u>look into</u> the possible ways to revitalise historic sites. You know what, one of our projects will <u>start</u> today! In this project, we will keep the existing structure of the Central Market while we will <u>try</u> to liven up the surrounding environment by injecting new and creative elements into it. Moreover, we also publish pamphlets and booklets to introduce the heritage sites in Hong Kong. I understand that people in Hong Kong love to travel to historic sites overseas, such as those in Europe. However, I hope that more and more people here, especially teenagers, would become more interested in the heritage sites in Hong Kong. With our <u>help</u> and support, schools can organise tours to these sites. All these educational and promotional activities are to raise the public's awareness of the importance of Hong Kong's heritage, and to educate the younger generations to cherish our heritage by <u>taking part in</u> these meaningful activities.	15 20 25
Jack	:	What is special and interesting about the heritage sites set up by the Antiquities and Monuments Office?	
Dr Wong	:	What's special and interesting about these heritage sites? Well, local heritage is very important in our culture. First, it <u>links up</u> the past and the present, and it forms part of our collective memories. We can understand how the lives of people in the past were different from ours through it. Second, heritage is a symbol of our cultural identity and gives us a sense of belonging. You can explore why some buildings or monuments are still here after so many years.	30 35

Jack :	I can't agree more that heritage conservation means preserving our collective memories and cultural identity. All these heritage attractions give us amazing insights into the territory's past. Many people are worried about the disappearance of heritage sites. It's never too late to preserve what remains. Heritage conservation <u>needs</u> the joint effort of all members in society. Are you ready to give a hand and join us? Dr Wong, can you tell us the website for the Antiquities and Monuments Office so that our audience can find out more information about heritage conservation?	40
Dr Wong :	Sure, click on www.amo.gov.hk and you can find out more about what the Antiquities and Monuments Office has been doing.	45

A. Different vocabulary items will be used according to the formality of a situation. As the interview in the radio programme targets at the general public, the language used is close to the everyday language. However, when the same topic is discussed in a research study, where the target readers are the specialists of the subject, the language will become formal. In general, formal English is usually found in notices, business letters, proposals and legal documents, while informal/less formal language is more common in spoken English.

The words in the left-hand column below are used by the speakers in the radio programme. Match the words with their formal counterparts on the right by putting the appropriate letters in the spaces provided.

Informal/Less formal	**Formal**
a. get you familiar with (line 3)	__ participating in
b. talk about (line 4)	__ examine/investigate
c. look into (line 15)	__ familiarise you with
d. start (v) (line 16)	__ attempt
e. try (line 17)	__ assistance
f. help (n) (line 23)	__ discuss
g. taking part in (line 27)	__ connects
h. links up (line 31)	__ requires
i. needs (v) (line 40)	__ commence

Think about other pairs of words or expressions which have similar meanings but different degrees of formality. Record the words and list them in your vocabulary notebook.

B. Below is part of a proposal for a conference on heritage conservation. Replace the underlined words with more formal vocabulary.

> We suggest that a conference should be held to <u>talk about</u> the importance of heritage conservation and <u>look into</u> the different ways to promote it. Schools can be invited to <u>take part in</u> the conference. The conference should <u>kick off</u> in August because teachers and students will have more free time during the summer vacation. <u>Help</u> can be given to schools which <u>need</u> special arrangements for the conference.

> We suggest that a conference should be held to _____ the importance of heritage conservation and _____ the different ways to promote it. Schools can be invited to _____ the conference. The conference should _____ in August because teachers and students will have more free time during the summer vacation. _____ can be given to schools which _____ special arrangements for the conference.

A.

Informal/Less formal	Formal	
a. get you familiar with (line 3)	_g_	participating in
b. talk about (line 4)	_c_	examine/investigate
c. look into (line 15)	_a_	familiarise you with
d. start (v) (line 16)	_e_	attempt
e. try (line 17)	_f_	assistance
f. help (n) (line 23)	_b_	discuss
g. taking part in (line 27)	_h_	connects
h. links up (line 31)	_i_	requires
i. needs (v) (line 40)	_d_	commence

B.

We suggest that a conference should be held to <u>discuss</u> the importance of heritage conservation and <u>examine</u> the different ways to promote it. Schools can be invited to <u>participate in</u> the conference. The conference should <u>commence</u> in August because teachers and students will have more free time during the summer vacation. <u>Assistance</u> can be given to schools which <u>require</u> special arrangements for the conference.

Ms Fok has given you some leaflets about three popular routes for heritage tours in Hong Kong. Read the information* and complete LT 2.9 & 2.10.

<u>Route 1</u>

Flagstaff House

Built in 1846, Flagstaff House is the oldest western building in Hong Kong. This time-honoured white marble structure is located in the tranquil Hong Kong Park in Admiralty. It is now the Museum of Tea Ware displaying Chinese porcelain tea sets.

Opening Hours: 10 am to 1 pm daily
(Closed on Tuesdays)

Free Admission

St John's Cathedral

Built in 1849, St John's Cathedral is a graceful work of architecture with a colossal tower above the main entrance. This exquisite cross-shaped church is located in Central. Famous for its stained glass and peaceful atmosphere, the cathedral has always been a popular place for worshippers and visitors. The courtyard offers a perfect place for painting. The afternoon choir practice held every weekday is also an activity that visitors can't miss.

Opening Hours: 9 am to 5 pm daily

Free Admission

Central Police Station Compound

Built in 1864, the Central Police Station Compound, situated in a dynamic area in Central, is made up of the Central Police Station, the former Central Magistracy and Victoria Prison. The Central Police Station is a three-storey grey European building whereas the former Central Magistracy is a majestic red Greek building. Beside the two buildings lies the Victoria Prison. The three buildings represent law and order in Hong Kong.

A free exhibition is now being held in the former Victoria Prison.

Admission: subject to permission as the Central Police Station is still operating

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*   *Information about the opening hours, the admission fee and the activities offered at the historical sites in LT 2.8 is made up to suit the purposes of the tasks.*

Route 2

The Clock Tower and the Hong Kong Cultural Centre

This pointed historic clock tower is located near the harbour front. It was part of the Tsimshatsui railway terminal station, which started to operate in 1921 and was removed in 1975. However, the stunning 45-metre tall tower is still a landmark, standing in this energetic place right next to the Hong Kong Cultural Centre. The place is a perfect example of a combination of modern and traditional styles. To date, it is one of the most popular sites for sketching.

Opening Hours:

HK Cultural Centre: 9 am to 10 pm daily

Clock Tower**:** Closed for repair

The Former Marine Police Headquarters Compound

The elegant white compound in Tsimshatsui was constructed in 1884. It was the former Marine Police Office until 1997. The Signal Tower is the most special building within the compound and was constructed to provide time signals to ships in the harbour. The area has been renovated with a spacious garden deck and brand name shops with modern design, etc. It is now an ideal place for shopping.

Opening Hours: 1 pm to 11 pm daily

Free Admission

The Hong Kong Observatory

The Hong Kong Observatory, located in Tsimshatsui, was established in 1883. Built in the traditional colonial style, it is a two-storey rectangular structure characterised by arched wooden windows and a long brown corridor. This classical building continues to be the administration office of the Observatory. A complimentary film show introducing the history of the building is offered to visitors.

Admission: subject to permission and visits only arranged from 3 pm to 5 pm

Route 3

Tang Ancestral Hall

The Tang Ancestral Hall is a magnificent three-hall structure with two courtyards. The building was built with green brick walls and stone columns supporting the tiled roof.

The Tang Ancestral Hall has played an important role in religious events of the Tang clan. Traditional clan activities, such as ancestor worship and the Lantern Ceremony, still take place in the hall every year.

The Hung Shing Temple

The Hung Shing Temple, situated in Ping Shan, was constructed by the Tang clan.

The Hung Shing Temple is a unique two-hall building with an open courtyard in between, whereas in most other traditional Buddhist temples in Hong Kong, the courtyards usually have roofs. The original design of the Hung Shing Temple creates better lighting effects and ventilation. The unique features of the temple attract people who are interested in archaeological drawing.

Sheung Cheung Wai

Sheung Cheung Wai was built about 200 years ago in Ping Shan. It is a traditional Chinese village with rows of houses enclosed by a green brick wall.

Although part of the enclosing wall has been demolished, the gate and some old houses inside are still left behind, reflecting the original design and the characteristics of a classic Chinese village.

Ping Shan Gallery and Heritage Trail
Opening Hours: 10 am - 4 pm daily. Closed on Mondays
Admission: $100 per adult; $50 per full-time student or child aged 5 or below (including the entrance fee, a two-hour guided tour of the three heritage sites in Yuen Long and a one-hour archaeological workshop)

Based on the information given in the leaflets, complete the following comparison table of the three possible routes for the heritage excursion. Some answers have already been provided for you as examples.

Possible Routes / Comparison Items	Route 1	Route 2	Route 3
Location	Hong Kong Island		
Admission Fee		Free Admission	
Architectural Style of Buildings (*Please tick as appropriate.*)	☐ Classical western style ☐ Traditional Chinese style ☐ A mix of historical and modern styles	☐ Classical western style ☐ Traditional Chinese style ☐ A mix of historical and modern styles	☐ Classical western style ☐ Traditional Chinese style ☐ A mix of historical and modern styles
Heritage Sites to Visit	• Flagstaff House (Museum of Tea Ware)		
Activities to Do	• painting	• sketching	• visiting gallery

Possible Routes Comparison Items	Route 1	Route 2	Route 3
Location	Hong Kong Island	*Kowloon*	*New Territories*
Admission Fee	*Free Admission*	Free Admission	*$100 per adult;* *$50 per full-time student* *or child aged 5 or below*
Architectural Style of Buildings **(*Please tick as appropriate.)**	☑ Classical western style ☐ Traditional Chinese style ☐ A mix of historical and modern styles	☐ Classical western style ☐ Traditional Chinese style ☑ A mix of historical and modern styles	☐ Classical western style ☑ Traditional Chinese style ☐ A mix of historical and modern styles
Heritage Sites to Visit	• Flagstaff House (Museum of Tea Ware) • *St. John's Cathedral* • *Central Police Station Compound*	• *The Clock Tower & the Hong Kong Cultural Centre* • *The Former Marine Police Headquarters Compound* • *The Hong Kong Observatory*	• *Tang Ancestral Hall* • *The Hung Shing Temple* • *Sheung Cheung Wai*
Activities to Do	• painting • *exhibition* • *museum visit* • *choir practice viewing*	• sketching • *shopping* • *film show*	• visiting gallery • *guided tour* • *archaeological workshop*

A. Adjectives are words that describe places, people and events. When using more than one adjective to describe a noun, place the adjectives in the following order before the noun. However, it is better not to use more than three adjectives before a noun to avoid clumsiness.

Types of Adjectives: **O**pinion, **D**imension, **S**hape, **A**ge, **C**olour, **R**eligion, **O**rigin, **M**aterial (ODSACROM)		
	+	**Nouns**

1. **Opinion**
   e.g. a <u>graceful</u> cathedral

2. **Dimension** (i.e. size, length, width)
   e.g. a <u>big</u> compound, a <u>45-metre tall</u> tower, a <u>thin</u> layer

3. **Shape**
   e.g. a <u>cross-shaped</u> church

4. **Age**
   e.g. a <u>modern</u> building

5. **Colour**
   e.g. a <u>white</u> house

6. **Religion**
   e.g. a <u>Catholic</u> church

7. **Origin**
   e.g. a <u>Chinese</u> temple

8. **Material**
   e.g. <u>wooden</u> windows

B. The first column on the left shows how different types of adjectives can be ordered. Work in groups and fill the table in with the adjectives describing places and buildings in the texts. Write down three more related adjectives for each type of adjectives. Some examples have been provided for your reference.

***O**pinion*	tranquil					
***D**imension*	colossal					

Shape	cross-shaped						
Age	oldest						
Colour	white						
Religion	Buddhist						
Origin	western						
Material	marble						

C. The following are pictures of some well-known structures in the world. Look at the pictures and discuss their characteristics. Then choose three of the buildings and write a short description for each of them. Try to use at least three types of adjectives.

Building	Description
Hong Kong Space Museum (Hong Kong)	
International Finance Centre (IFC) (Hong Kong)	
Musee du Louvre (Paris)	
Eiffel Tower (Paris)	

LT 2.10

Pyramids of Giza (Cairo)	114
Temple of Heaven (Beijing)	
Water Cube (Beijing)	

B.

***O**pinion*	tranquil (R1)	*graceful* (R1)	*exquisite* (R1)	*peaceful* (R1)	*popular* (R1 & R2)	*perfect* (R1)	*dynamic* (R1)
	majestic (R1)	*stunning* (R2)	*energetic* (R2)	*elegant* (R2)	*special* (R2)	*ideal* (R2)	*magnificent* (R3)
	unique (R3)	*original* (R3)	**spectacular**	**fabulous**	**grand**		
***D**imension*	colossal (R1)	*three-storey* (R1)	45-metre tall (R2)	*spacious* (R2)	*two-storey* (R2)	*long* (R2)	*three-hall* (R3)
	two-hall (R3)	*open* (R3)	**thick**	**gigantic**	**tiny**		
***S**hape*	cross-shaped (R1)	*pointed* (R2)	*rectangular* (R2)	*arched* (R2)	**triangular**	**circular**	**dome-shaped**
***A**ge*	oldest (R1)	*time-honoured* (R1)	*historic** (R2)	*modern* (R2)	*traditional* (R2 & R3)	*classical** (R2)	*classic** (R3)
	old (R3)	**ancient**	**historical***	**contem-porary**			
***C**olour*	white (R1 & R2)	*grey* (R1)	*red* (R1)	*brown* (R2)	*green* (R3)	**black**	**silver**
	blue						
***R**eligion*	Buddhist (R3)	**Muslim**	**Christian**	**Taoist**			
***O**rigin*	western (R1)	*European* (R1)	*Greek* (R1)	*colonial* (R2)	*Chinese* (R3)	**French**	**Asian**
	Indian						
***M**aterial*	marble (R1)	*wooden* (R2)	*brick* (R3)	*stone* (R3)	*tiled* (R3)	**glass**	**steel**
	iron						

*   *'Historic' and 'historical' carry different meanings. The former means 'important or influential in history' while the latter refers to anything from the past or anything to do with history. Similarly, 'classical' means 'of traditional style' whereas 'classic' means 'of excellent quality' and is used to describe something which remains 'important and popular for a long time'.*

(The code 'R' indicates the routes where the adjectives are found. The italicised words in the table are the adjectives taken from the texts while the bold-typed words are suggested answers outside the texts. The above answers are for reference only. Teachers may accept any reasonable answers.)

C.

| Building	Description
Hong Kong Space Museum (Hong Kong)	*The Hong Kong Space Museum is a dome-shaped modern white building for nature and space lovers.*
International Finance Centre (IFC) (Hong Kong)	*The IFC is a landmark in Hong Kong. It is a colossal pointed glass building with a modern design.*
Musee du Louvre (Paris)	*Musee du Louvre is one of the greatest architecture in the world. The modern design of the triangular glass entrance is a complete contrast to the classical style of the main part of the museum.*
Eiffel Tower (Paris)	*The Eiffel Tower is very popular among tourists. This stunning pointed steel tower is always crowded with people.*
Pyramids of Giza (Cairo)	*The Pyramids of Giza are one of the Seven Wonders of the World. These time-honoured brown Egyptian tombs show how clever the ancient people were.*
Temple of Heaven (Beijing)	*The Temple of Heaven was a holy place for the Chinese people in the Ming Dynasty. People at that time often prayed for good harvest in this magnificent circular Taoist temple.*
Water Cube (Beijing)	*The Water Cube is a majestic spacious rectangular structure where the swimming competitions of the 2008 Olympic Games were held.*

The answers above are for reference only. Teachers may accept any reasonable answers.

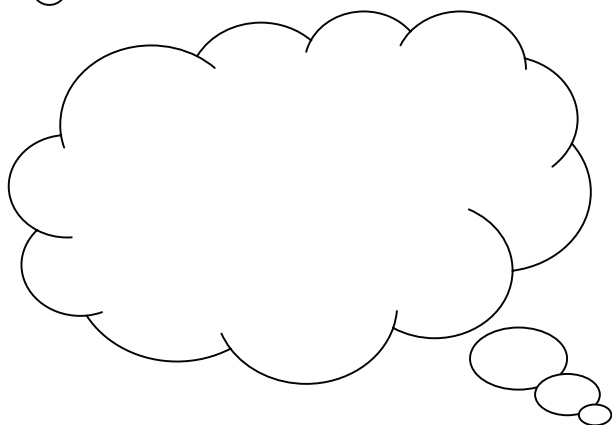## Adjective Organiser

Word and definition:
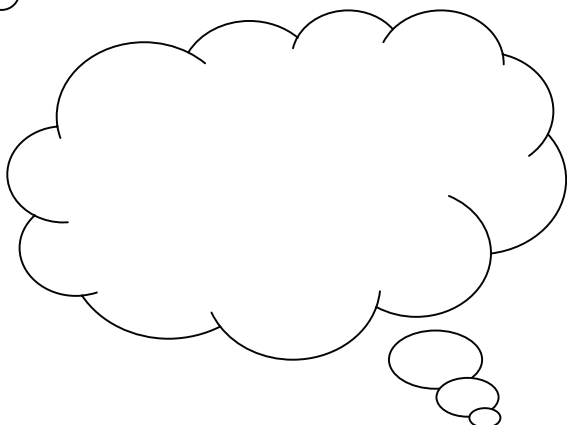
_____

_____

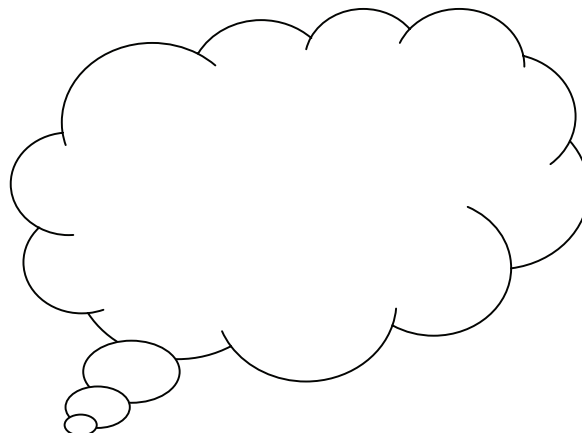In the thought bubble, write/draw what/whom the word makes you think of.
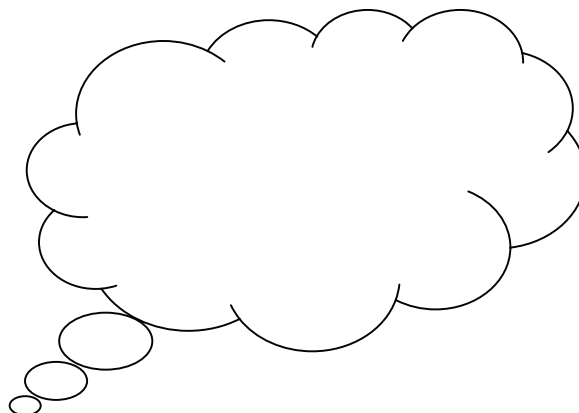
In the thought bubble, make a sentence to show how the word is used.

Word and definition:

_____

_____

In the thought bubble, write/draw what/whom the word makes you think of.

In the thought bubble, make a sentence to show how the word is used.

To facilitate the preparation for the 'Hong Kong's Heritage Excursion', a survey was conducted in January among the English Club and the History Club members to collect information about their interests and preferences for the excursion. A total of 83 members of the two clubs were asked to fill in a questionnaire and 79 were returned.

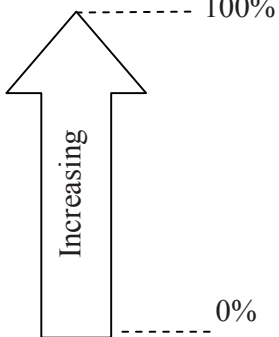Read the questionnaire for the survey below and complete LT 2.13.

Survey on Preferences for 'Hong Kong's Heritage Excursion'

The English Club and the History Club of the school will jointly organise an activity called 'Hong Kong's Heritage Excursion' this year. To facilitate the preparation for the excursion, the organising committee would like to know your preferences about the excursion through this survey. Please complete the questionnaire and return it to Ms Fok by 31 January. Your participation and support is much appreciated.

1. In which part of Hong Kong would you like the 'Hong Kong's Heritage Excursion' to be arranged?
   ☐   Hong Kong Island
   ☐   Kowloon
   ☐   New Territories

2. How much are you willing to pay for the admission to the heritage sites?
   ☐ $0 - $40
   ☐ $41 - $70
   ☐ $71 - $100

3. Which architectural style of buildings is of most interest to you?
   ☐   Classical Western/European architectural style
   ☐   Traditional Chinese architectural style
   ☐   A mix of historical and modern architectural styles

4. For how long would you like the excursion to last?
   ☐   3 hours (Morning)
   ☐   3 hours (Afternoon)
   ☐   6 hours (Whole Day)

5. What kind of activities would you like to do during the excursion?
   ☐   Going to museums and churches
   ☐   Exploring architectural buildings and doing shopping
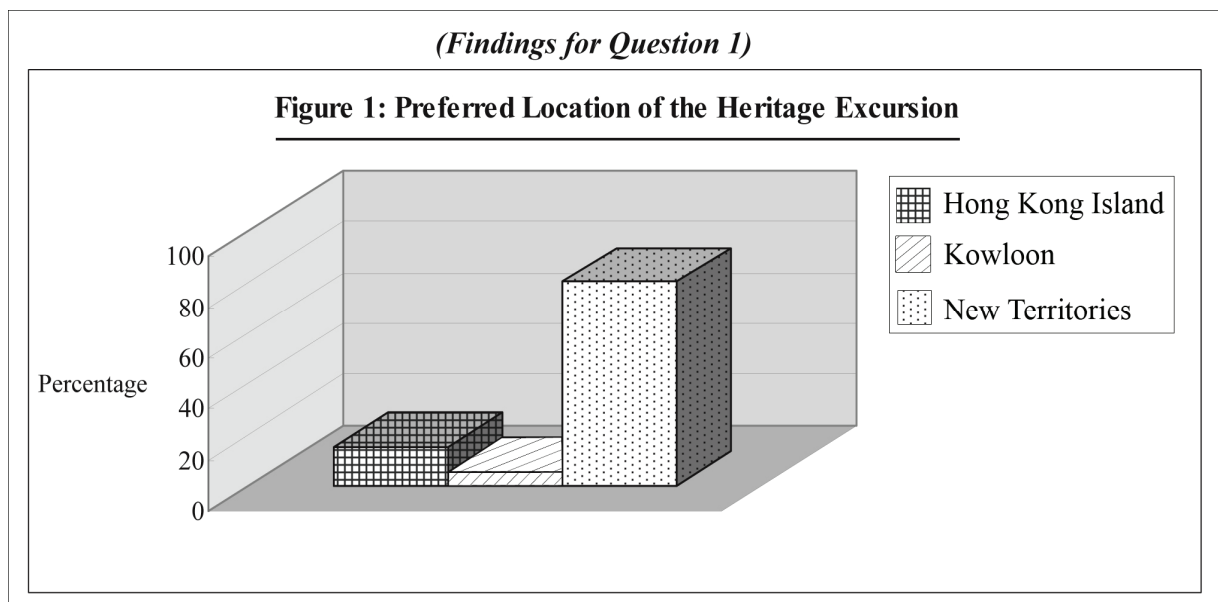   ☐   Joining guided tours and workshops

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A. Talking about numbers and figures

After data are collected, it is important to turn them into useful information. Instead of presenting the exact numbers and figures directly, we need to round them up and describe them using quantifiers. Quantifiers are adverbs that describe a quantity of things or an amount of something. The following are some examples.

Quantifiers for describing numbers/figures
• All of …   • Almost all of … /An overwhelming majority of …   • A/The majority of … /Most of …   • (Well over/Just over/More than) half of …   • (Almost/Nearly/Just under/Less than) half of …   • One third of …   • A quarter of …   • A minority of …   • None of …

100% ─ ─ ─

Increasing

0% ─ ─ ─

B. Using quantifiers to talk about numbers and figures

Complete the following description of the findings for Question 1 of the survey on the preferences for 'Hong Kong's Heritage Excursion'. Remember to use the quantifiers above when appropriate.

(Findings for Question 1)

Figure 1: Preferred Location of the Heritage Excursion

Percentage: 100, 80, 60, 40, 20, 0

Legend:
- Hong Kong Island
- Kowloon
- New Territories

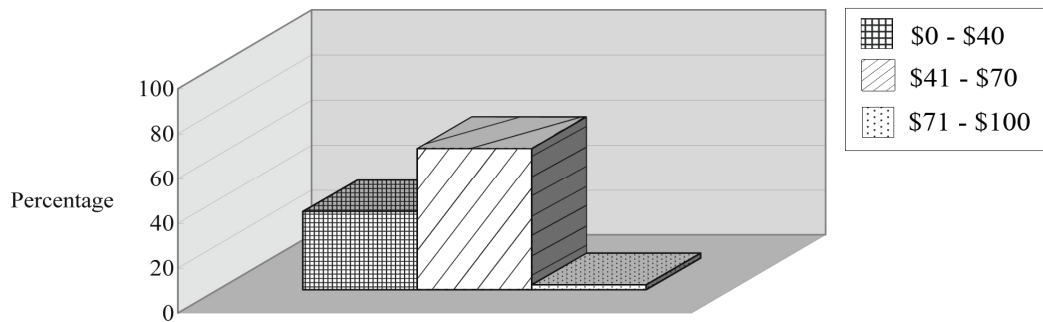Description of the findings for Question 1

As shown in Figure 1, _____ the surveyed club members preferred to have the 'Hong Kong's Heritage Excursion' arranged in the New Territories, while only _____ them would like the excursion to be arranged on _____ or in _____.

Form groups of four. Each of you then writes a description of the findings for one survey question, following the answer to Question 1. Do not show your description to your group members.

Student A   *(Findings for Question 2)*
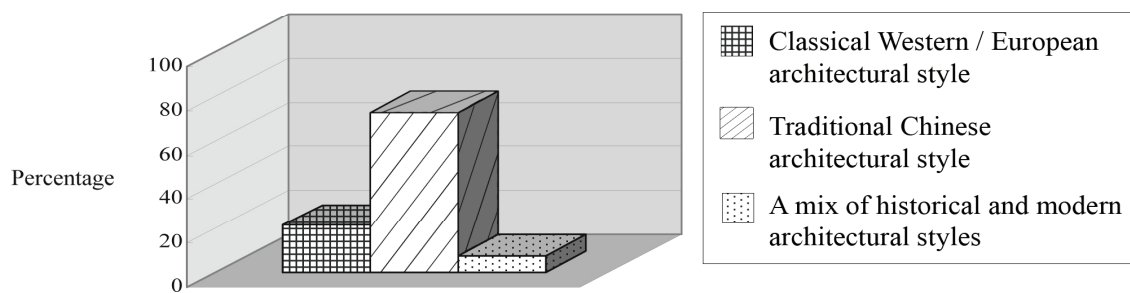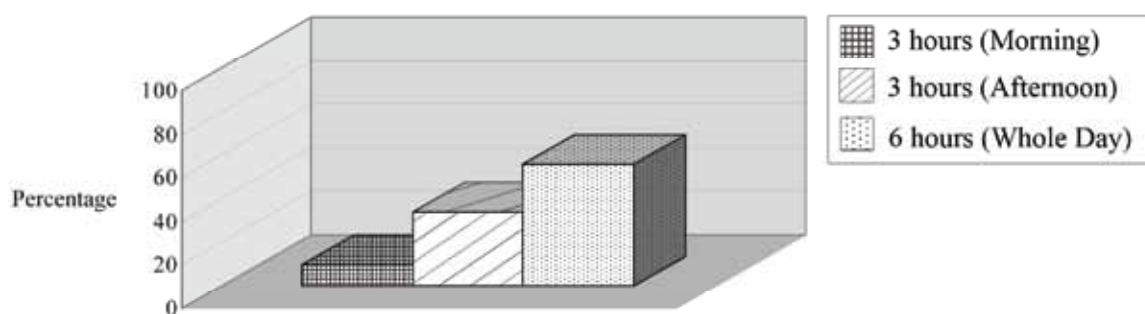
Figure 2: Admission Fee to be Paid

Legend:
- $0 - $40
- $41 - $70
- $71 - $100

Percentage (y-axis: 0, 20, 40, 60, 80, 100)

Description:

_____

_____

_____

Student B   *(Findings for Question 3)*

Figure 3: Preferred Architectural Style of Buildings

Legend:
- Classical Western / European architectural style
- Traditional Chinese architectural style
- A mix of historical and modern architectural styles

Percentage (y-axis: 0, 20, 40, 60, 80, 100)

Description:

_____

_____

_____

Student C   *(Findings for Question 4)*

Figure 4: Preferred Duration of the Heritage Excursion

Legend:
- 3 hours (Morning)
- 3 hours (Afternoon)
- 6 hours (Whole Day)

Y-axis: Percentage (0, 20, 40, 60, 80, 100)

Description:

_____

_____

_____

Student D   *(Findings for Question 5)*

Figure 5: Preferred Activities of the Heritage Excursion

Legend:
- Going to museums and churches
- Exploring architectural buildings and doing shopping
- Joining guided tours and workshops

Y-axis: Percentage (0, 20, 40, 60, 80, 100)

Description:

_____

_____

_____

121
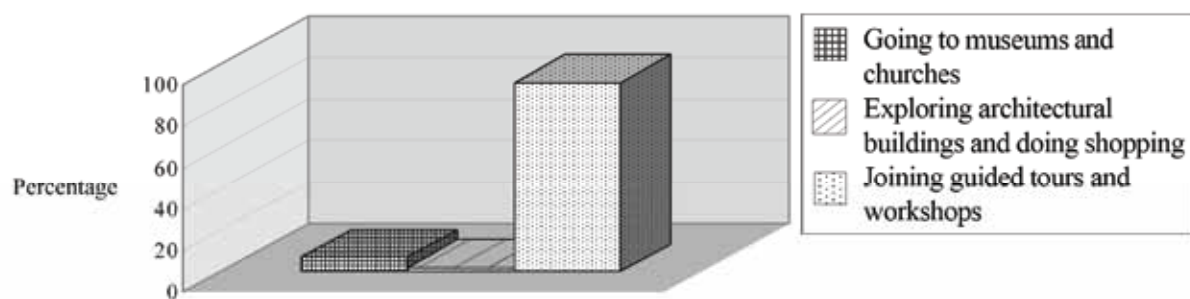
C. **Discussion and recommendation**
   In groups of four, take turns to report the findings of the survey questions you are responsible for. While listening, the other group members should write notes on the following note sheet.

   Taking the students' preferences into consideration and based on the leaflets and comparison table of the three routes for heritage tours in Task 3, discuss which route to go, give reasons for your choice and suggest what can be done during the excursion.

Hong Kong's Heritage Excursion Note Sheet	
A. Club members' preferences	
1. **Location (e.g. HK Island, Kln, NT)**	2. **Admission fee to heritage sites**
3. **Architectural style of buildings**	4. **Duration**
5. **Activities**	
B. Recommendations	
1. **Route chosen**	2. **Reasons for the choice**
3. **Activities during the excursion**	

B.   Using quantifiers to talk about numbers and figures

Findings for Question 1

As shown in Figure 1*, the majority of/most of* the surveyed club members preferred to have the 'Hong Kong's Heritage Excursion' arranged in the New Territories, while only *a minority of* them would like the excursion to be arranged on *Hong Kong Island* or in *Kowloon*.

Findings for Question 2

According to Figure 2, less than half of the surveyed club members felt that the admission fee should be below $40 while most of the surveyed club members were willing to pay $41 to $70. However, just a minority of the respondents were willing to pay more than $70.

Findings for Question 3

As shown in Figure 3, the majority of the surveyed club members were interested in traditional Chinese architectural style of buildings, while less than a quarter were interested in classical Western/European architectural style of buildings and only a minority preferred a mix of historical and modern architectural styles of buildings.

Findings for Question 4

According to Figure 4, more than half of the surveyed club members would like the excursion to last for 6 hours (Whole Day), whereas only about one third would like to have a 3-hour excursion in the afternoon and less than a quarter would like to have a 3-hour excursion in the morning.

Findings for Question 5

As shown in Figure 5, an overwhelming majority of the surveyed club members preferred joining guided tours and workshops during the excursion, while a minority of them would like to go to museums and churches, or explore architectural buildings and do shopping.

C. Discussion and recommendation

<table>
<tr><td colspan="2" align="center">Hong Kong's Heritage Excursion
Note Sheet</td></tr>
<tr><td colspan="2">A.   Club members' preferences</td></tr>
<tr>
<td>1. Location (e.g. HK Island, Kln, NT)
<i>NT</i></td>
<td>2. Admission fee to heritage sites
<i>$41 - $70</i></td>
</tr>
<tr>
<td>3. Architectural style of buildings
<i>Traditional Chinese architectural style</i></td>
<td>4. Duration
<i>6 hours (whole day)</i></td>
</tr>
<tr>
<td colspan="2">5. Activities
<i>Joining guided tours and workshops</i></td>
</tr>
<tr><td colspan="2">B.   Recommendations</td></tr>
<tr>
<td>1. Route chosen
<i>Route 3</i>

3. Activities during the excursion
- <i>archaeological drawing</i>
- <i>visiting gallery</i>
- <i>joining a guided tour</i>
- <i>joining an archaeological workshop</i></td>
<td>2.   Reasons for the choice
- <i>The majority of the students preferred the excursion to be held in the New Territories and Route 3 is in Yuen Long, New Territories.</i>
- <i>Most students were willing to pay $41 to $70 for the admission fee and its admission fee is $50 per student.</i>
- <i>The majority of the students were most interested in traditional Chinese architectural style of buildings and the buildings of Route 3 are of this style.</i>
- <i>More than half of the students would like to have a 6-hour whole day excursion and the opening hours of the heritage sites along the route are from 10 am to 4 pm.</i>
- <i>An overwhelming majority of the students preferred joining guided tours and workshops during the excursion and they are both provided in Route 3.</i></td>
</tr>
</table>

Jumbled Proposal

✂- -

2) Course Programme

A majority of the students found the course programme in London the most useful because it provides many opportunities for students to participate in various cultural activities, such as visits to museums, theatres and galleries. Students can also visit the landmarks there, such as the Buckingham Palace and the Big Ben. In contrast, only a minority of the students considered the campus-based grammar programmes in New York and Sydney useful.

- -

Recommendations

Owing to the reasonable fee, interesting programme and agreeable weather, it is suggested that the excursion be held in London. Besides classroom activities, it is recommended that a number of visits and cultural programmes be organised to provide more opportunities for students to learn English.

- -

Proposal for Organising an Overseas English Learning Excursion

- -

1) Weather

While July is the summer time in London and New York, it is the winter time in Sydney. Owing to the cold weather, most of the students thought that Sydney was not a good choice for the excursion.

- -

Conclusion

The English Learning Excursion would be of great value to students. With regard to accommodation and other arrangements, the English Club committee would offer assistance once the destination is confirmed.

- -

Results of the Survey

A survey was conducted in April among English Club members to find out their preferences for and views on the English Learning Excursion. 56 questionnaires were sent out and 53 were returned. From the survey, it was found that more than half of the students preferred the excursion be held in London, whereas less than a quarter of the students preferred to have the excursion in New York or Sydney. The reasons for their choice were as follows:

Introduction

In view of the increasing student interest in learning English overseas, the English Club suggested organising an English Learning Excursion in July. Three possible destinations, namely London, New York and Sydney, were identified. A survey was conducted to find out students' preferences for and views on the excursion. The purpose of this proposal is to present the findings of the survey and make suggestions on where the excursion could be held.

----

3) Excursion Fee

Well over half of the students commented that the fee to New York was too high. They were also of the opinion that New York was too far away from Hong Kong. On the other hand, since the fee to London covers the costs for outside visits, most of the students considered it reasonable.
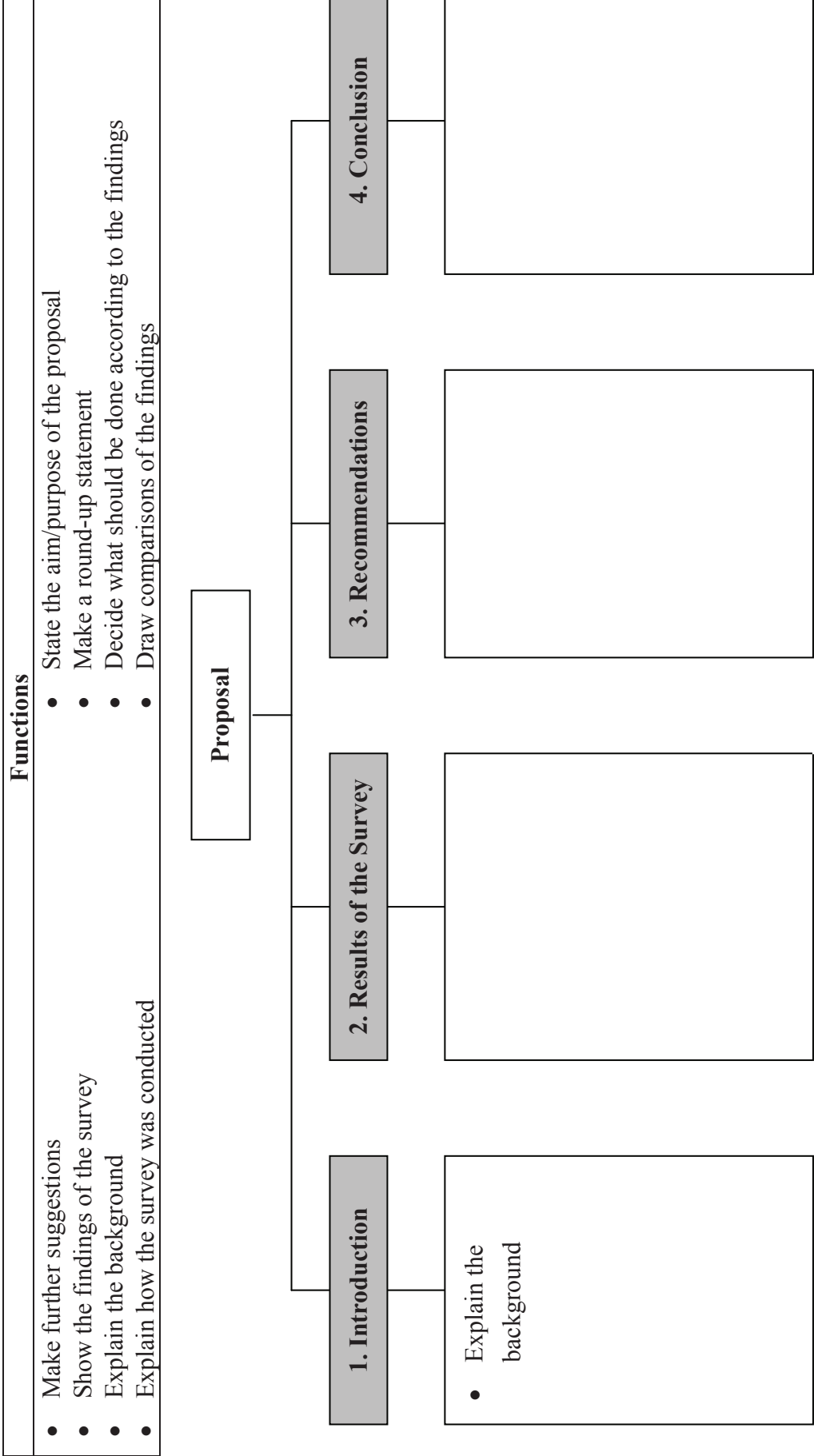
Ms Iris Fok has given you a sample proposal for your reference. Study the proposal and complete LT 2.16.

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Proposal for Organising an Overseas English Learning Excursion

Introduction

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1) **Weather**   15

   While July is the summer time in London and New York, it is the winter time in Sydney. Owing to the cold weather, most of the students thought that Sydney was not a good choice for the excursion.

2) **Course Programme**

   A majority of the students found the course programme in London the most useful 20 because it provides many opportunities for students to participate in various cultural activities, such as visits to museums, theatres and galleries. Students can also visit the landmarks there, such as the Buckingham Palace and the Big Ben. In contrast, only a minority of the students considered the campus-based grammar programmes in New York and Sydney useful.   25

</div>

3)   Excursion Fee

Well over half of the students commented that the fee to New York was too high. They were also of the opinion that New York was too far away from Hong Kong. On the other hand, since the fee to London covers the costs for outside visits, most of the students considered it reasonable.   30

Recommendations

Owing to the reasonable fee, interesting programme and agreeable weather, it is suggested that the excursion be held in London. Besides classroom activities, it is recommended that a number of visits and cultural programmes be organised to provide more opportunities for students to learn English.   35

Conclusion

The English Learning Excursion would be of great value to students. With regard to accommodation and other arrangements, the English Club committee would offer assistance once the destination is confirmed.

A. The following tree diagram shows the structure of the proposal. Fill in the functions for each section of the proposal in the diagram with the words given below.

Functions
• State the aim/purpose of the proposal • Make a round-up statement • Decide what should be done according to the findings • Draw comparisons of the findings • Make further suggestions • Show the findings of the survey • Explain the background • Explain how the survey was conducted

Proposal

1. Introduction
- Explain the background

2. Results of the Survey

3. Recommendations

4. Conclusion

B. Find two examples from LT 2.15 for each of the following categories of language use in a proposal.

Language	Examples
1. As a proposal is a formal text, sentences should be in full form and contractions should be avoided.	• … <u>it is</u> the winter time in Sydney. (lines 16 & 17)
2. Reported speech is used to report the opinions of the surveyed students.	• … most of the students thought that Sydney was not a good choice for the excursion. (lines 17 & 18)
3. The passive voice is used to shift the focus to what happens instead of who or what makes it happen.	• Three possible destinations … <u>were identified</u>. (lines 3 & 4)
4. The simple past tense is used to report results.	• From the survey, it <u>was found</u> that more than half of the students <u>preferred</u> the excursion be held in London, whereas less than a quarter of the students <u>preferred</u> to have the excursion in New York or Sydney. (lines 11-13)

C. Reporting verbs and some formulaic expressions are useful in writing a proposal.

1. <u>Reporting Verbs</u>

There are reporting verbs for statements, questions and commands in English. To report the opinions of the respondents in a proposal, a variety of reporting verbs for statements can be used and they can be grouped according to their use as follows:

Reporting Verbs	Group	Example
consider, find, report	verb + object + adjective	v The government <u>considered</u> <u>a further</u> obj adj <u>increase in interest rate</u> <u>unlikely</u>.
agree, choose, decide, expect, hope, prefer, propose	verb + to-infinitive	v to-inf Sammi <u>agreed</u> <u>to finish</u> all her homework before going to bed.
add, agree, comment, consider, decide, expect, explain, find, hope, mention, remark, report, say, state, think	verb + (that) (The word 'that' can be omitted.)	v The Principal <u>commented</u> <u>that</u> all students had behaved very well.
advise, prefer, propose, recommend, request, suggest	verb + (that) + (should) (The words 'that' and 'should' can be omitted. If 'should' is omitted, then a bare infinitive should be used.)	v Jacky <u>proposed</u> <u>that</u> the class <u>should</u> hold a farewell party in July. v bare inf (or Jacky <u>proposed</u> <u>that</u> the class <u>hold</u> a farewell party in July.)
consider, prefer, propose, recommend, suggest	verb + gerund	v gerund Belinda <u>suggested</u> <u>going</u> to the movies.

Find the reporting verbs used in LT 2.15 and put them into the appropriate groups. Two examples have been provided.

Group	Reporting Verbs in LT 2.15
verb + object + adjective	
verb + to-infinitive	

verb + (that)	found (line 11)
verb + (that) + (should)	preferred (line 12)
verb + gerund	

2. <u>Useful expressions for proposal writing</u>

Stating the purpose
- The purpose/aim of this proposal is to examine/investigate/find out …
- This proposal aims to …
- With a view to (improving) …

Interpreting information
- The figures indicate that …
- The results/findings of the survey suggest/show that …
- It is clear that …
- It is found that …

Focusing attention on a topic
- Concerning …
- Regarding …
- As regards …
- With regard to …
- With respect to …

Taking something into account
- In the light of …
- In view of …
- Given …

Making suggestions
- It is recommended/suggested/proposed that …
- … can be considered.

A.

Proposal

1. Introduction	**2. Results of the Survey**	**3. Recommendations**	**4. Conclusion**
• Explain the background • *State the aim/purpose of the proposal*	• *Explain how the survey was conducted* • *Show the findings of the survey* • *Draw comparisons of the findings*	• *Decide what should be done according to the findings* • *Make further suggestions*	• *Make a round-up statement*

B.

	Language	Examples
1.	As a proposal is a formal text, sentences should be in full form and contractions should be avoided.	• … <u>it is</u> the winter time in Sydney. (lines 16 & 17) • *They were also … (line 28)* • … <u>it is</u> suggested … (line 32)
2.	Reported speech is used to report the opinions of the surveyed students.	• … most of the students thought that Sydney was not a good choice for the excursion. (lines 17 & 18) • *Well over half of the students commented that the fee to New York was too high. (line 27)* • *They were also of the opinion that New York was too far away from Hong Kong. (line 28)*
3.	The passive voice is used to shift the focus to what happens instead of who or what makes it happen.	• Three possible destinations … <u>were identified</u>. (lines 3 & 4) • *A survey <u>was conducted</u> to … (line 4)* • … *where the excursion <u>could be held</u>. (lines 6 & 7)*
4.	The simple past tense is used to report results.	• From the survey, it <u>was found</u> that more than half of the students <u>preferred</u> the excursion be held in London, whereas less than a quarter of the students <u>preferred</u> to have the excursion in New York or Sydney. (lines 11-13) • *The reasons for their choice <u>were</u> as follows: (lines 13 & 14)* • … *students <u>thought</u> that Sydney <u>was</u> not a good choice for the excursion. (lines 17 & 18)*

(The above answers are for reference only. Teachers may accept any reasonable answers.)

C.

Group	Reporting Verbs in LT 2.15
verb + object + adjective	*found (line 20)* *considered (lines 24 & 30)*
verb + to-infinitive	*preferred (line 13)*
verb + (that)	found (line 11) *thought (line 17)* *commented (line 27)*
verb + (that) + (should)	preferred (line 12) *suggested (line 32)* *recommended (line 33)*
verb + gerund	*suggested (line 3)*

In groups of four, draft a proposal for organising the 'Hong Kong's Heritage Excursion'. When appropriate, remember to use the vocabulary and expressions you have learnt in this unit, such as:
• words/expressions introducing reasons or results,
• formal vocabulary,
• quantifiers for describing numbers and figures,
• reporting verbs, and
• useful expressions for writing proposals.

Design a poster for the 'Hong Kong's Heritage Excursion'. In the poster, you should include details, such as the date, time and activities of the tour, as well as pictures and brief descriptions of the historical sites in your chosen route.

(3) Module: Communicating
Unit:　　　The Internet
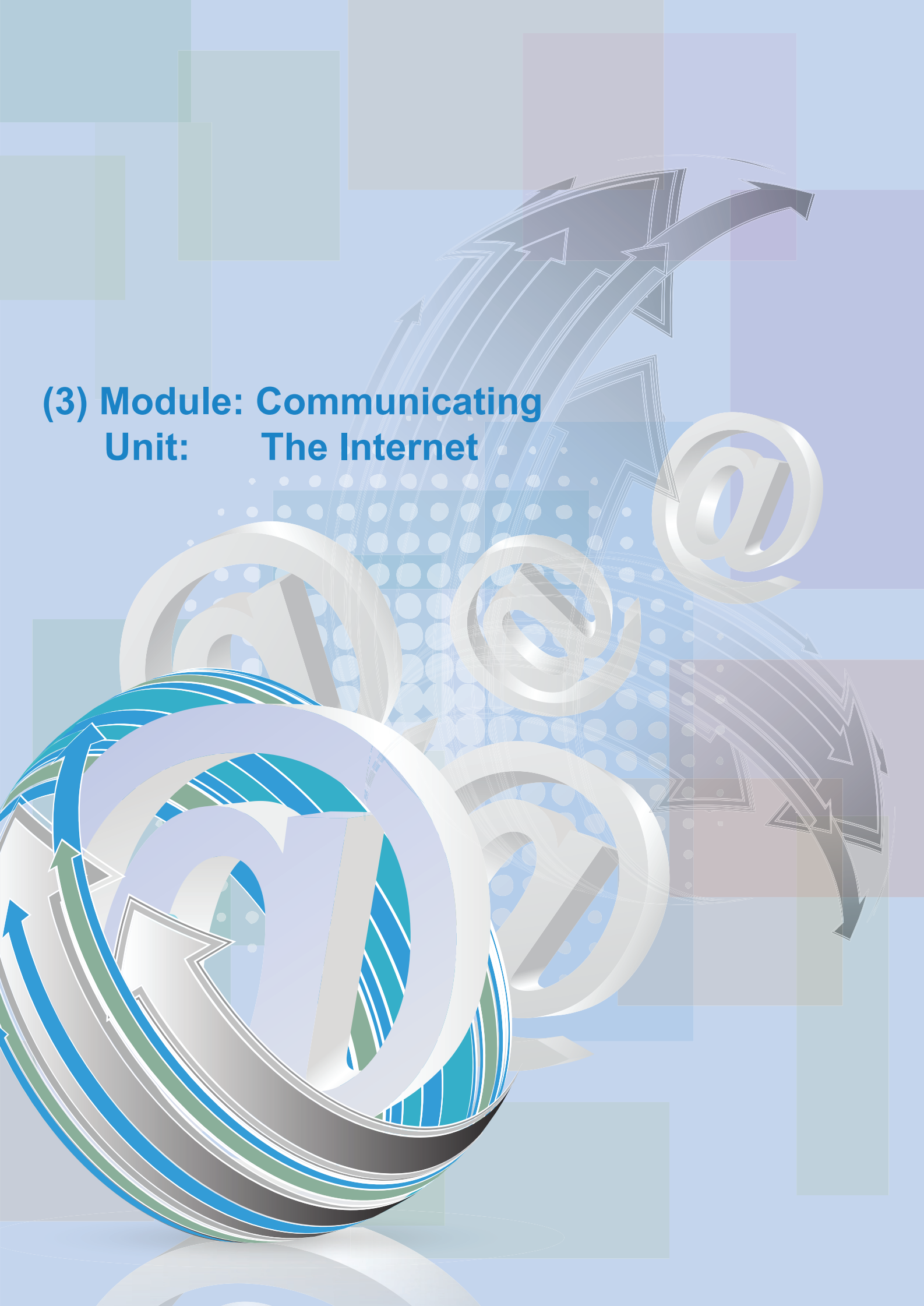
Situation

The English Debating Club of your school is conducting a series of training workshops for the new members of the club. The focus of the first workshop is on the development of reasoning and critical thinking skills. By the end of the workshop, students are expected to write a debate speech on the motion 'The Internet does more harm than good to our everyday life.'

Task 1: A Speech Delivered by the Advisor of the English Debating Club
Students take notes during the briefing given by Mrs Karen Lam, Advisor of the English Debating Club, who introduces the major components of a debate and some tips on how to write an effective debate speech.

Task 2: A Magazine Article Entitled 'Should the Internet be Censored?'
Students read a magazine article entitled 'Should the Internet be Censored?' to gather some views about the advantages and disadvantages of the Internet.

Task 3: An Online Forum on People's Opinions of the Internet
Students study an online forum in which people express their opinions about the Internet. They learn how to present an argument with force and participate in a role play.

Task 4: Writing a Debate Speech
Students study a sample debate speech to learn how to structure a debate speech, present arguments and make refutation. Then, they write a debate speech on the motion 'The Internet does more harm than good to our everyday life.'

Suggested Level: Senior Secondary Level

	Task 1	Task 2	Task 3	Task 4
Learning Targets*				
Interpersonal Strand (IS)	ISe		ISb	
Knowledge Strand (KS)	KSa	KSb & KSd	KSb	KSc, KSd & KSf
Experience Strand (ES)		ESa		
Learning Objectives				
Vocabulary	**Vocabulary Items** *Debate-related terms:* affirmative/proposition side, motion, opposition/negative side, rebuttal *Intensifiers:* absolutely, certainly, completely, definitely, entirely, greatly, much, strongly, surely, totally *Coined words on information technology:* blog, cracker, cybercop, cybercrime, dot-commer, edutainment, email, google, infotainment, Internet, mouse, Net, netiquette, netizen, spyware, surf (the Net), text (a message), virus-free *Names of cybercrimes:* copyright infringement, hacking, identity theft, money-laundering, phishing, piracy, spamming			

* Please refer to Appendix 3 for the description of the learning targets.

	Task 1	Task 2	Task 3	Task 4
Vocabulary	**Vocabulary Building Strategies**			

Vocabulary Building Strategies

- organising vocabulary

  ➢ paradigmatic approach – using tables to associate cybercrimes with the people who commit the crime and the way they are done,

  e.g.

Crime	Criminal	Action
hacking	hacker	hack
phishing	phisher	phish

- understanding word formation

  ➢ ways to coin new words,

  e.g. affixation: <u>cyber</u>crime

  blending: education + entertainment → edutainment

  clipping: advertisement → ad

  new meaning: mouse (a small furry animal) → mouse (a computer device)

  conversion: google (n) → google (v)

- understanding word associations

  ➢ idiomatic pairs, e.g. part and parcel, hard and fast

  ➢ synonyms, e.g. advantages and benefits

  ➢ antonyms, e.g. advantages and disadvantages

- guessing meanings of words using knowledge of word formation and contextual clues

- using electronic reference tools on the Internet, such as Onelook Dictionary and Wikis, to look up meanings of new words

- recording and organising target vocabulary (i.e. synonyms of 'advantages' and 'disadvantages') using a graphic organiser

	Task 1	Task 2	Task 3	Task 4
Vocabulary	● retaining vocabulary on information technology through 　▶ cartoons 　▶ role play 　▶ games **Relevant Categories in the Wordlists** ● Science ● Society, People and Personal Information ● Home Living, Health and Safety			
Text Types	● Public Speeches	● Editorials ● Cartoons	● Discussions	● Debates
Language Items and Communicative Functions		● Use adverbs, adverb phrases and formulaic expressions to express an argument	● Use adverbs to emphasise an argument in a discussion	● Use adverbs, adverb phrases, rhetorical questions and formulaic expressions to present or refute an argument
Language Skills				
Listening	● Listen for intended meanings, feelings and attitudes 　▶ identify key ideas in spoken texts 　▶ extract information and ideas in spoken texts			
Speaking			● Participate effectively in oral interaction 　▶ make judgements and suggestions, support and develop the views of	

	Task 1	Task 2	Task 3	Task 4
Speaking			others, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate	
Reading		• Understand, interpret and analyse different written texts ➢ follow and evaluate the development of a point of view or an argument ➢ distinguish different points of view and arguments	• Understand, interpret and analyse different written texts ➢ acquire, extract and organise information relevant to specific tasks ➢ understand different feelings, views and attitudes	
Writing				• Present information, ideas and feelings clearly and coherently ➢ present different views and arguments clearly and logically ➢ use appropriate linguistic and structural devices, a variety of structures and a range of vocabulary to achieve desired purposes ➢ use persuasive devices effectively

Materials

- LT 3.1 – LT 3.14
- Audio Clip 3.1
- GA 16
- PPT 3.1

Procedures

Task 1: A Speech Delivered by the Advisor of the English Debating Club (LT 3.1 – 3.3)

1. Introduce the context and ask students to play the role of the new members of the English Debating Club.

2. Refer students to LT 3.1. Explain to students that they are going to listen to a speech delivered by the advisor of the English Debating Club. From the speech, they have to find out the major components of a debate and how to write an effective debate speech. Play Audio Clip 3.1. (Please refer to LT 3.2 for the transcript.)

3. Refer students to Part A of LT 3.3. Explain that 'idiomatic pairs' are formed by pairs of adverbs, nouns, prepositions, adjectives and verbs, and they should be seen as a single unit as they may carry a different meaning from the literal one when the words are used together. For example, 'part and parcel', which is made up of two nouns, means 'an essential part'.

4. Refer students to Part B of LT 3.3. Go through the sentences taken from Mrs Lam's speech (LT 3.2). Ask students to work in groups of four to identify the patterns and match the idiomatic pairs with the appropriate meanings.

5. Refer students to Part C of LT 3.3. Point out that idiomatic pairs, which are usually made up of monosyllabic words or words with the same initial consonant sound (i.e. alliteration), help create a rhythmic effect in speeches or debates.

6. Ask students to practise reading aloud the idiomatic pairs, with special attention to the stress and the links across words, e.g. hard and fast.

Procedures

Task 2: A Magazine Article Entitled 'Should the Internet be Censored?' (LT 3.4 – 3.7)

1. Refer students to the magazine editorial entitled 'Should the Internet be Censored?' (LT 3.4). Explain to students that an editorial is a piece of writing which expresses the opinions of the writer in a newspaper or magazine.

2. Ask students to read the title and guess what the editorial is about. Explain to them that although they may not completely understand the title because of the unfamiliar word 'censored', they can still guess what it is about by looking for contextual and pictorial clues.

3. Guide students to read through LT 3.4 with the following focuses:
    - understanding the main ideas of the text, i.e. the advantages and disadvantages of the Internet (Paras. 1-3) and the issue of Internet censorship (Paras. 4-6)
    - using examples to support an argument or a point
    - highlighting some of the target vocabulary items, for example:
        ▪ idiomatic expressions, e.g. 'bring the world to our fingertips' (Para. 1)
        ▪ coined words, e.g. 'netizens', 'netiquette' (Para. 2)
        ▪ prefixes and suffixes to form words,
          e.g. 'censor(ship)', 'distaste(ful)', 'illegal', 'inappropriate', 'indecent', 'unwanted', 'undesir(able)' (Para. 3)
          'cybercops', 'cybercrimes', 'govern(ment)', 'inform(ation)' (Para. 5)

4. Explain to students that it is common for the writer to introduce different views, including opposing views, in an editorial to make it more convincing and comprehensive. One way to introduce others' views is the use of expressions which help distance the writer from the views they do not agree with or are not completely confident about. These expressions include 'Some people believe that …', 'It is believed …', 'True …', 'Apparently …', and 'Admittedly …'. After presenting others' views, the writer will then introduce his/her own views by using the contrastive connectives and adverbs, such as 'however', 'but', and 'nevertheless'.

5. Explain to students that there are different views on the issues of Internet censorship in Paragraphs 4-6. Ask students to complete LT 3.5 by distinguishing the writer's views from the others'.

6. Refer students to Part A of LT 3.6 and PPT 3.1. Explain that new words are coined every day and this is particularly obvious in the IT field. Go through the different ways of coining a new word with students.

7. Divide students into groups of four. Ask them to complete Part B and Part C of LT 3.6. Remind them to make use of their knowledge of word formation and the contextual clues to work out the meanings of the given words.

8. Refer students to Part A of LT 3.7. Explain that a good way to learn and remember new words is to associate the target words with pictures. Ask students to work in groups of four, study the cartoons given and match the cybercrimes with the cartoons.

9. Explain that new words are better retained through discussion. When students experience repeated encounters with target words, they are more likely to remember them in the long term. In a discussion, the words that are central to the topic are repeated naturally as the conversation develops. These repeated encounters are of great importance to second language vocabulary acquisition.

10. Ask students to choose the three cartoons they like most, share them with their group members and give reasons for their choice.

11. Refer students to Part C of LT 3.7. Point out that one way to expand one's vocabulary is through knowing the related words of a new word, e.g.

Crime	Criminal	Action
copyright infringement	infringer	infringe
hacking	hacker	hack

Ask students to complete Part C of LT 3.7. Draw their attention to the use of the suffix '-er' to denote a person who engages in a particular activity. They may look up the words in a dictionary if necessary.

12. For consolidation, ask students to complete the Word Search (GA 16) at home.

<u>**Procedures**</u>

Task 3: An Online Forum on People's Opinions of the Internet (LT 3.8 – 3.10)

1. Refer students to LT 3.8. Explain to students that an Internet discussion forum is a place where people express their views on a current issue. Before posting their views, they have to register as a member in a user group. It is a good place to collect different views on some current issues.

2. Explain to students that there are many 'threads' in an Internet forum. A 'thread' is a collection of 'posts' or messages. Users' details, such as the dates of submission of the posts, are usually indicated in the posts. Very often, the first post of a thread is the topic or question to be discussed while the rest are the other writers' views and opinions.

3. Guide students to read through LT 3.8 about the advantages and disadvantages of the Internet with the following focuses:
    - the understanding of the main ideas; and
    - the use of intensifiers to emphasise an argument/a point.

4. Explain to students that a graphic organiser is a useful tool to organise views and opinions. Refer students to Part A of LT 3.9 and ask them to complete the mind map with the advantages and disadvantages of the Internet as mentioned by the members of the Internet forum.

5. Point out that one way to achieve better retention of vocabulary is through studying the synonyms and antonyms of a word. Use the examples of 'advantages', 'disadvantages', 'benefits' and 'drawbacks' to illustrate what antonyms and synonyms are. Ask them to complete Part B of LT 3.9 by filling in more words which carry similar meanings to 'advantages' or 'disadvantages'.

6. Refer students to LT 3.10 and go through Part A. Explain the examples. Then, ask students to identify other intensifiers in the posts and complete Part B.

7. Go through Part C with students and explain the situation. Then ask them to form groups of four and choose a role to play. Encourage them to think about the arguments based on the beliefs of each role. Ask them to use intensifiers to strengthen their arguments and make notes on a note card.

8. Students take turns to present in their own group. Encourage students to ask each other questions (e.g. to ask for clarification or elaboration, to disagree) after each speech to create interaction among the group members.

9. Identify students who did well in the presentation and ask them to present their views in front of the class. Invite questions from students after each speech.

Procedures

Task 4: Writing a Debate Speech (LT 3.11 – 3.14)

1. Ask students what makes a debate speech different from other types of speech, (Ans: e.g. speakers have to make rebuttals) and what the tips given by Mrs Lam on writing an effective debate speech are. Briefly recap the relevant part in LT 3.1 with students.

2. Refer students to LT 3.11. Explain to students that to prepare for a debate speech, they should have a good understanding of its structure.

3. Refer students to Part A of LT 3.12. Point out that to make an argument forceful, different views should be considered and presented in the form of opponent's arguments and counter-arguments. Explain what they are and how they are presented in a debate speech.

4. Refer students to Part B of LT 3.12. Encourage students to read quickly LT 3.11 and identify the different parts of a debate speech (i.e. the structure) and the main points of each paragraph.

5. Explain to students that a debate speech usually consists of three main parts, i.e. introduction, body and conclusion, with rebuttals and arguments appearing mainly in the 'body'.

6. Refer students to LT 3.13. Go through the instructions of the writing task and the 'Useful Expressions for Debate Speeches' with students. Ask them to write a debate speech on the topic in about 400 words. Remind them to make use of the useful expressions in LT 3.14 and the following vocabulary items in writing the debate speech:
   - idiomatic pairs (Task 1);
   - coined words related to the Internet (Task 2);
   - vocabulary on cybercrimes (Task 2);
   - expressions related to the advantages and disadvantages of the Internet (Task 3);
   - intensifiers to emphasise an argument/a point (Task 3); and
   - expressions to introduce opponent's arguments and counter-arguments (Task 4).

You are a new member of the English Debating Club. Mrs Karen Lam, the advisor of the club, is introducing the new members to the major components of a debate and some effective ways to prepare for a debate speech. Listen to Mrs Lam's speech and complete the notes below.

Major components of a debate:

1. A debate topic: _____

2. The team that speaks for the topic: the _affirmative_ or _____ side

3. The team that speaks against the topic: the _negative_ or _____ side

4. Arguments criticising the points presented by the opponents: _____

Writing an effective debate speech:

What to do		Why
1. research the topic and gather evidence	→	back up the arguments
2. use quotations from the speeches of famous people or statistics from research studies	→	
3.	→	strengthen the arguments
4.	→	make the audience think

Major components of a debate:

1. A debate topic: _motion_

2. The team that speaks for the topic: the _affirmative_ or _proposition_ side

3. The team that speaks against the topic: the <u>negative</u> or _opposition_ side

4. Arguments criticising the points presented by the opponents: _rebuttals_

Writing an effective debate speech:

What to do		Why
1. research the topic and gather evidence	→	back up the arguments
2. use quotations from the speeches of famous people or statistics from research studies	→	*add force to the speech*
3. *include the pros and cons of the issue/ include arguments of both sides*	→	strengthen the arguments
4. *use questions*	→	make the audience think

Transcript for Audio Clip 3.1

Mrs Lam:	Good afternoon, students. Welcome to the first workshop of the English Debating Club. I'm Mrs Karen Lam, the advisor of the club. Today, I'm going to introduce the major components of a debate and explain how to prepare for a debate speech. As you are new members, I won't expect you to participate in a debate right after today's workshop. Instead, I will focus on some reasoning and critical thinking skills, which are essential in debates. I also hope that you will have learnt how to write a debate speech by the end of this workshop.	5
	Well, I guess all of you may have some idea of what a debate is. In a debate, there must be a topic to discuss or argue. The topic for a debate is called 'motion'. Motions are often about current issues of public concern. In a debate, there are two sides to discussing a motion. The team that agrees with the motion is called the 'Affirmative' or 'Proposition' side whereas the team that disagrees with the motion is called the 'Negative' or 'Opposition' side. In a debate, each team will present reasons to support their side. They will also respond to the reasons presented by the previous speaker. This is called 'rebuttal'. 'Rebuttal' is part and parcel of a debate because it helps you persuade the audience to accept your views and make your opponents' arguments sound unconvincing.	10 15
	Well, I've more or less covered the major components of a debate. Now, I'd like to give you some tips on writing a debate speech. There is no hard and fast rule in writing a debate speech. But first and foremost, you should gather information related to the debate topic. Arguments without evidence are empty words, so you should make use of references, like the Internet, newspapers or magazines, to back up your arguments. Don't forget to use quotations from the speeches of famous people or statistics from research studies to add force to your speech.	20
	After researching the topic, you may study the subject from different angles. In this workshop, all of you have to write a debate speech either for or against the motion 'The Internet does more harm than good to our everyday life.' You need to think up all the questions that may be brought up. Think about the pros and cons of the issue, analyse the arguments of both sides and state your opinions on why you believe you are right. In fact, we can strengthen our arguments and make them convincing by including different views in the arguments. To engage your audience, ask them some questions in your speech to let them think about the issue more carefully.	25 30
	After you have drafted your arguments, putting the bits and pieces together is fairly simple. Later on in the workshop, I will give you a sample debate speech for your reference and you can understand better how you can structure a speech.	35
	I have always enjoyed the cut and thrust of a clever debate. I hope that you can gradually pick up the skills of debating in the workshop and enjoy the fun of debating.	

A. Idiomatic pairs are formed by pairs of adverbs, nouns, prepositions, adjectives and verbs. When taken together, they have a different meaning from that of each individual word. They are often used by native speakers of English in both writing and speaking. These pairs of words are usually linked by 'and' or 'or'. Below is an example of an idiomatic pair.

'*"Rebuttal" is <u>part and parcel</u> of a debate because it helps you persuade the audience to accept your views and make your opponents' arguments sound unconvincing.*'

Idiomatic Pair	Meaning
part and parcel	an essential part

B. Below are the idiomatic pairs used by Mrs Lam in her speech. Match the pairs with the appropriate meanings.

Well, I've <u>more or less</u> covered the major components of a debate.

There is no <u>hard and fast</u> rule in writing a debate speech. But <u>first and foremost</u>, you should gather information related to the debate topic.

Think about the <u>pros and cons</u> of the issue, analyse the arguments of both sides and state your opinions on why you believe you are right.

After you have drafted your arguments, putting the <u>bits and pieces</u> together is fairly simple.

I have always enjoyed the <u>cut and thrust</u> of a clever debate.

Idiomatic pair	Meaning
1. part and parcel	d
2. more or less	
3. hard and fast	
4. first and foremost	
5. pros and cons	
6. bits and pieces	
7. cut and thrust	

Meaning		
a. advantages and disadvantages	b. fixed	c. the most important, coming before all other things
d. an essential part	e. the energetic exchange of words and ideas in an argument	f. roughly or approximately
g. small parts		

C. Since idiomatic pairs are mostly made up of words with one syllable or words beginning with the same initial sound, they create a rhythmic cadence when used in a speech. When read aloud, 'and' or 'or' should be unstressed, and the ending sound of the first word and the initial sound of the conjunction should be linked together. The following is an example:

hard   and   fast

part   and   parcel

Now, practise reading aloud the idiomatic pairs with the one sitting next to you. Remember to use the correct stress and links.

B.

Idiomatic pair	Meaning
1. part and parcel	d
2. more or less	*f*
3. hard and fast	*b*
4. first and foremost	*c*
5. pros and cons	*a*
6. bits and pieces	*g*
7. cut and thrust	*e*

LT 3.4

You are collecting information for your debate speech. Read the following magazine editorial which may be useful to you.

Should the Internet be Censored?

David Chan

Just think how much our lives have changed since the emergence of the Internet! Internet users used to surf the web pages only to search for information. But now with the click of a mouse, we can gain access not only to information, but also financial services, online platforms that allow us to communicate in real time as well as different forms of infotainment and edutainment that 5 appeal to both children and adults. The power of the Internet is vast and wondrous. We can google the information we need, send emails, share files or text messages to someone's mobile phones with just a click. It is amazing how a network connection can literally bring the world to our fingertips. No doubt, it is hard to imagine how life would be if people lived without the Net.

Unquestionably, the dot-commers have created a convenient platform on the Internet that 10 enables the netizens to share information and express their views about an issue or a pop star in their blogs. It also allows people to post ads of their products or services and do business. However, not everyone follows the netiquette that people should observe and plays according to the rules of the Net, and it is also hard to guarantee that any website you visit can be 100% virus-free. Some people may abuse the Internet by spreading rumours or false information, while 15 others set up traps and spread viruses, waiting for their prey to come. They are usually crackers (an equivalent for hackers engaging in criminal activities) and identity thieves who attempt to hack into others' computers and 'steal' their personal information or even identities. The most common trick to steal personal information is through 'phishing', in which a fake website is created and users are directed to enter sensitive information, such as passwords and credit card 20 details. Spyware infection is also another threat to privacy as the crackers can collect information about users' browsing habits and personal information without their consent. Other cybercrimes include spamming, which involves the sending of bulk messages indiscriminately, selling of pirated products, copyright infringement, money-laundering and even illicit drug selling. All these make the Internet a hotbed for crime. 25

Besides a trap for people and a den for crime, the Net is also described as a place for indecent and unwanted materials, such as pornography. Though these materials are considered distasteful, many of them can be easily accessed or exchanged. Many parents are concerned about the inappropriate content that their children gain access to, for instance, pornographic articles, nude pictures, online gambling sites, offensive language and illegal drugs. According to a recent study 30 conducted by Professor Jason Lewis of the Institute of Technology, around 75% of the young people in the interview reported that they had browsed the indecent content of some undesirable websites or encountered sexually explicit emails and pop-up advertisements online. He concludes, 'Some of the Internet content is definitely harmful to our children's minds and government censorship seems to be the best remedy.'. 35

True, some people, like Professor Lewis, may think that the solution to this problem would be government censorship. This, however, in my opinion, is not the way out. First, censorship certainly means a violation of freedom of speech and a barrier to free trade. Punishing the rest of the country by censoring what we are allowed to do and say on the Internet would ruin the entire experience for everyone. There are many ways to block certain websites from being accessed from home and business computers. It should be left up to the individuals where they go on the information superhighway. Second, censorship is the process of blocking access to information based on what a certain group of people believe. If the Internet is to be censored, there will be an enormous amount of power granted to those who decide what should be censored. Yet, can we really trust the fate of the Internet to a few people?

40

45

*Censorship means the use of government
power to restrict what can be said or published.*

It is believed that government censorship can reduce the number of cybercrimes considerably. However, can we possibly filter all the information from the World Wide Web, the largest archive in the world? Current estimates put the number of personal computers in the world at around one billion. Imagine the sheer volume of websites, blogs and servers that would have to be continuously checked to enforce any sort of censorship. It is certainly costly for the cybercops to patrol on the Net. Not only would this be mostly futile, but immense amounts of money and time would also be wasted.

50

Admittedly, the Internet opens a pathway to reach all evils around the world, so some people would think it is justified to regulate the activities and content on the Internet. The motivation for such censorship ranges from well-intentioned desires to protect children from unsuitable content to authoritarian attempts to control a nation's access to information. But the beauty of the Internet lies in its diversity of information and functions. From my point of view, instead of questioning whether censorship should be enforced, people must understand their rights and responsibilities in using the Internet. It is through self-discipline that one can truly ensure that the Internet continues to remain free.

55

60

1. Below are some views on whether the Internet should be censored. Refer to Paragraphs 4-6 and find out whose views they are by ticking the appropriate boxes.

Views		Writer's views	Others' views
a.	Internet censorship can protect our children from being exposed to indecent materials.		
b.	People should have a choice to decide what to access on the Internet.		
c.	Internet censorship is a waste of money and time.		
d.	The Internet has created many problems and therefore it is necessary to control people's use of the Internet.		
e.	Internet censorship violates freedom of speech and hinders free trade.		
f.	Internet censorship can reduce the number of cybercrimes dramatically.		
g.	Self-discipline is the solution to the problems arising from the Internet.		
h.	Internet censorship may give some people the power to control other people's right of access to information.		

2. From the information gathered above, can you tell whether the writer supports the suggestion of Internet censorship? Give reasons to support your answer.

    _____

    _____

    _____

    _____

1.

Views		Writer's views	Others' views
a.	Internet censorship can protect our children from being exposed to indecent materials.		✓
b.	People should have a choice to decide what to access on the Internet.	✓	
c.	Internet censorship is a waste of money and time.	✓	
d.	The Internet has created many problems and therefore it is necessary to control people's use of the Internet.		✓
e.	Internet censorship violates freedom of speech and hinders free trade.	✓	
f.	Internet censorship can reduce the number of cybercrimes dramatically.		✓
g.	Self-discipline is the solution to the problems arising from the Internet.	✓	
h.	Internet censorship may give some people the power to control people's right of access to information.	✓	

2. *No, the writer does not support the suggestion. He does not believe that Internet censorship can solve all the problems as other people think. Instead, he believes that Internet censorship would create other issues like violation of freedom of speech and free flow of information. According to him, self-discipline is the key to the issue.*

A. The English language is changing all the time. New words are invented regularly, or coined, to meet the needs of society. Words are created almost every day, particularly in the area of information technology, for example, 'Internet', 'cybercrime' and 'edutainment'. The following are some of the ways to coin new words:

1. Affixation – adding prefixes or suffixes, e.g.
   - cyber + crime → <u>cyber</u>crime
   - inter + net → <u>Inter</u>net
   - dot-com + er → dot-comm(er)

2. Blending – putting two words together and shortening them, e.g.
   - Internet + etiquette → netiquette
   - education + entertainment → edutainment
   - web + log → blog

3. Clipping – shortening a word, e.g.
   - advertisement → ad
   - Internet → Net

4. Giving a new meaning to an existing word, e.g.
   - mouse (a small furry animal) → mouse (a computer device)

5. Conversion – shifting the part of speech of a word without changing its form, e.g.
   - Google (n) → google (v), meaning 'to find information using a search engine'

B. Understanding how a word is coined can help you remember it better. Discuss and guess the meanings of the following words. Refer to Part A and indicate the way they are invented by putting the number in the space provided. The first one has been done for you as an example.

Word	Meaning	How it is coined
surf (line 3)	to look quickly through information on the Internet for anything that interests you	4 a new meaning for the word 'surf', which originally means 'ride on a surfboard'
infotainment (line 5)		
emails (line 7)		

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Word	Meaning	How it is coined
text (line 7)		
netizens (line 11)		
pop (line 11)		
virus-free (line 15)		
crackers (line 16)		
spyware (line 21)		
pirated (line 24)		
cybercops (line 50)		

C. As new words are invented every day, some of them are so new that they may not be found in print dictionaries. However, electronic reference tools on the Internet, such as Wikis (including Wikipedia and Wikidictionary) and OneLook Dictionary, can help because the databases of these resources are often up-to-date. Look up the above words using an electronic reference tool and check whether your guesses are correct.

Word	Part of Speech	Meaning
surf (line 3)		

Word	Part of Speech	Meaning
infotainment (line 5)		
emails (line 7)		
text (line 7)		
netizens (line 11)		
pop (line 11)		
virus-free (line 15)		
crackers (line 16)		
spyware (line 21)		
pirated (line 24)		
cybercops (line 50)		

LT 3.6
(Answer Keys)

B.

Word	Meaning	How it is coined
surf (line 3)	*open-ended*	4 a new meaning for the word 'surf', which originally means 'ride on a surfboard'
infotainment (line 5)	*open-ended*	*2* *information+ entertainment*
emails (line 7)	*open-ended*	*2* *electronic + mails*
text (line 7)	*open-ended*	*5* *changing the noun 'text' into a verb*
netizens (line 11)	*open-ended*	*2* *net + citizens*
pop (line 11)	*open-ended*	*3* *short form for the word 'popular'*
virus-free (line 15)	*open-ended*	*1* *virus + -free*
crackers (line 16)	*open-ended*	*2* *criminal + hackers*
spyware (line 21)	*open-ended*	*2* *spy + software*
pirated (line 24)	*open-ended*	*4* *a new meaning for the word 'pirate', which originally means 'sea robber'*
cybercops (line 50)	*open-ended*	*1* *cyber- + cops*

C.

Word	Part of Speech	Meaning
surf (line 3)	*v*	*to look quickly through information on the Internet for anything that interests you*
infotainment (line 5)	*n*	*television or radio programmes that deal with social issues or current affairs in an entertaining way*
emails (line 7)	*n*	*text-based messages exchanged electronically*
text (line 7)	*v*	*to send a text message to somebody*
netizens (line 11)	*n*	*Internet users*
pop (line 11)	*adj*	*popular*
virus-free (line 15)	*adj*	*free from viruses*
crackers (line 16)	*n*	*programmers who gain unauthorised access to computers, typically to do bad things*
spyware (line 21)	*n*	*a computer programme that watches what people do with their computers, and then sends that information through the Internet*
pirated (line 24)	*adj*	*copied illegally*
cybercops (line 50)	*n*	*criminal investigators of online crimes*

A. Below are some cartoons about cybercrimes. What are the crimes mentioned in the cartoons? Match the cybercrimes in the table below with the cartoons by filling the appropriate letters in the boxes.

a. money-laundering	b. identify theft	c. piracy
d. spamming	e. copyright infringement	f. hacking

1.
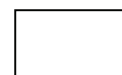
"Oh, we used to use a crystal ball, but accessing your credit files is much more informative!"

2.

* The images are reproduced with the permission of CartoonStock. All rights to the images are owned by CartoonStock or the originator of the images.

3.

4.
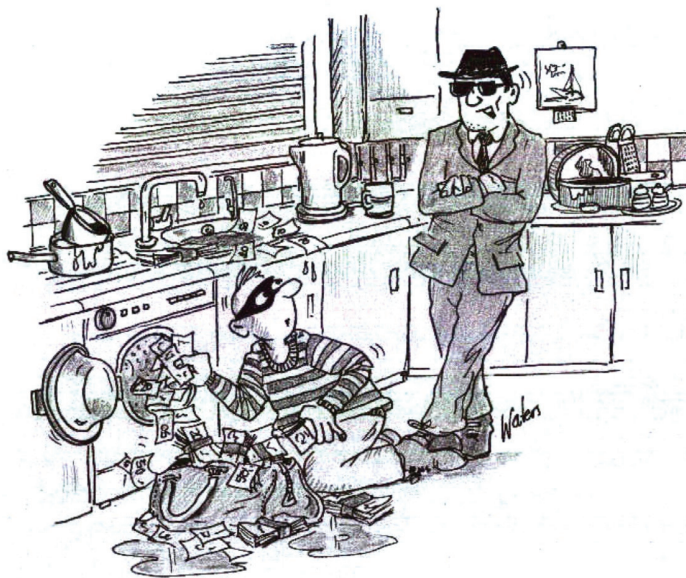
"You've not been involved in that before, have you?"

5.

"Just in case you want to invest, I've got
a great idea for a dot.com startup."

6.
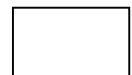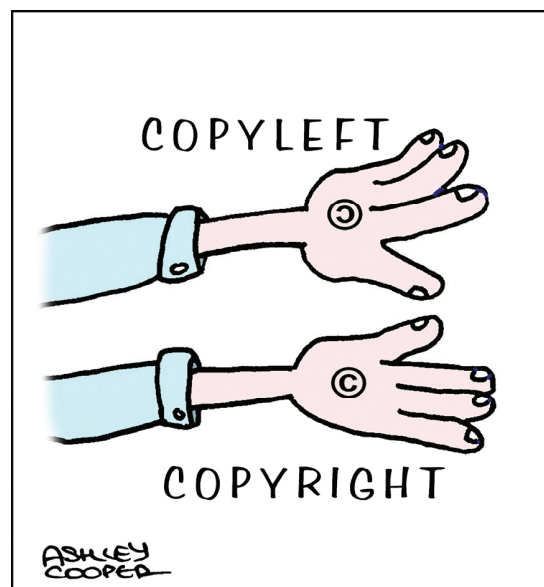
B. Choose the three cartoons that you like most and share them with your group members. Explain why you like them.

* The images are reproduced with the permission of CartoonStock. All rights to the images are owned by CartoonStock or the originator of the images.

C. One way to consolidate and expand what you have learnt about a word is to know its different forms or related words. Discuss and complete the table about cybercrimes below by filling in the names of the crimes, the people who commit the crimes and how they are done. You may consult a dictionary if necessary.

Crime	Criminal	Action
copyright infringement		
		hack
identity theft		
money-laundering		
	phisher	
		pirate
spamming		

LT 3.7

(Answer Keys)

A. 1. __f__
    2. __d__
    3. __b__
    4. __a__
    5. __c__
    6. __e__

B. open-ended

C.

Crime	Criminal	Action
copyright infringement	*copyright infringer*	*infringe someone's copyright*
hacking	*hacker*	hack
identity theft	*identity thief*	*steal someone's identity*
money-laundering	*money-launderer*	*launder money*
phishing	phisher	*phish*
piracy	*pirate*	pirate
spamming	*spammer*	*spam*

You know that an Internet discussion forum provides a good source of information and views on a particular topic. Study the following forum entries related to the advantages and disadvantages of the Internet.

Author	Post	
Jane (Bronze member)	Posted: Tue Jan 6th, 2011 2:31 pm **Quote ‖ Reply**	
Joined: Tue Jan 6th, 2009 Location: Singapore Post: 3 Status: Offline	The use of the Internet has sparked off much controversy. There are numerous debates on the use of the Internet in newspapers or on TV. Does the Internet do more harm than good to us? What do you think?	5
Frederick (Silver member)	Posted: Wed Jan 7th, 2011 9:10 am **Quote ‖ Reply**	
Joined: Fri Nov 28th, 2008 Location: Shanghai Post: 125 Status: Offline	Though every coin has two sides, the benefits of the Internet definitely outweigh the drawbacks. To me, the potential harm of the Internet comes entirely from the people who use it, rather than the Internet itself. Though there has been increasing concern about undesirable Internet content ranging from violence and sex to bomb-making instructions, the Net allows its millions of users the opportunity to access the most comprehensive archive of information in the world at a minimal cost or even for free. Knowledge exchange is much faster than ever.	10
Pamela (Silver member)	Posted: Mon Jan 12th, 2011 4:38 pm **Quote ‖ Reply**	15
Joined: Thurs Dec 18th, 2008 Location: San Francisco Post: 148 Status: Offline	I completely disagree that the Internet does more good than harm. Some people believe that the Internet provides amazing opportunities for them to widen their social lives through some social networking websites such as Twitter or Facebook. With the use of the Internet, they think that they can keep in touch with friends and family, no matter how far they are, and they can express their views and feelings through blogging or publishing videos on YouTube. However, have they ever thought of the potential dangers of meeting strangers or publishing their information online? You can't really tell the real identity of the friends you made on these websites. They may mislead you into believing that they are your 'real' friends or lovers and take advantage of you. That's why I strongly agree that the Internet doesn't do us any good. I would say the Internet is the biggest trap we've ever had.	20 25

Yumi (Gold member)	Posted: Mon Jan 12th, 2011 9:40 pm **Quote ǀ Reply**	
Joined: Sun Oct 26th, 2008 Location: Tokyo Post: 259 Status: Offline	Is the Internet more of a blessing than a curse? ABSOLUTELY YES. I understand that there is always something unreliable or undesirable with everything digital. There may be false information, rumours, or even dishonest people waiting for their prey. But I certainly like the convenience brought by the Internet. Think about the flexibility to work or to learn in the Internet world. You can work or study whenever and wherever you like. I can book hotels, movie and flight tickets, and pay bills in seconds. I greatly appreciate the ease of life that the Internet has brought to me. After considering both the strengths and weaknesses of the Internet, I do think that the Internet does more good than harm.	30 35
Grace (Bronze member)	Posted: Wed Jan 14th, 2011 11:40 pm **Quote ǀ Reply**	
Joined: Mon Jan 5th, 2009 Location: Hong Kong Post: 2 Status: Online	It is hard for us to resist the temptation of the Internet and totally stay away from it. However, there are so many traps in the cyberworld. Bad people may find countless ways to commit digital crimes, such as phishing, identity theft, piracy, to name but a few. They set up websites containing pornographic pictures and songs for downloading to attract people to visit. They infect your computers with viruses and spyware through your visits to their websites. Virus or spyware infection may result in the loss of important personal information, such as credit and financial details. So, you are surely taking your own risks using the Internet.	40 45

A. A mind map is a useful tool for note-taking. With reference to the discussion forum entries, complete the following mind map to sum up the advantages and disadvantages of the Internet.

loss of personal information

Disadvantages of the Internet

phishing

piracy

meeting strangers who may take advantage of you

undesirable materials

sex
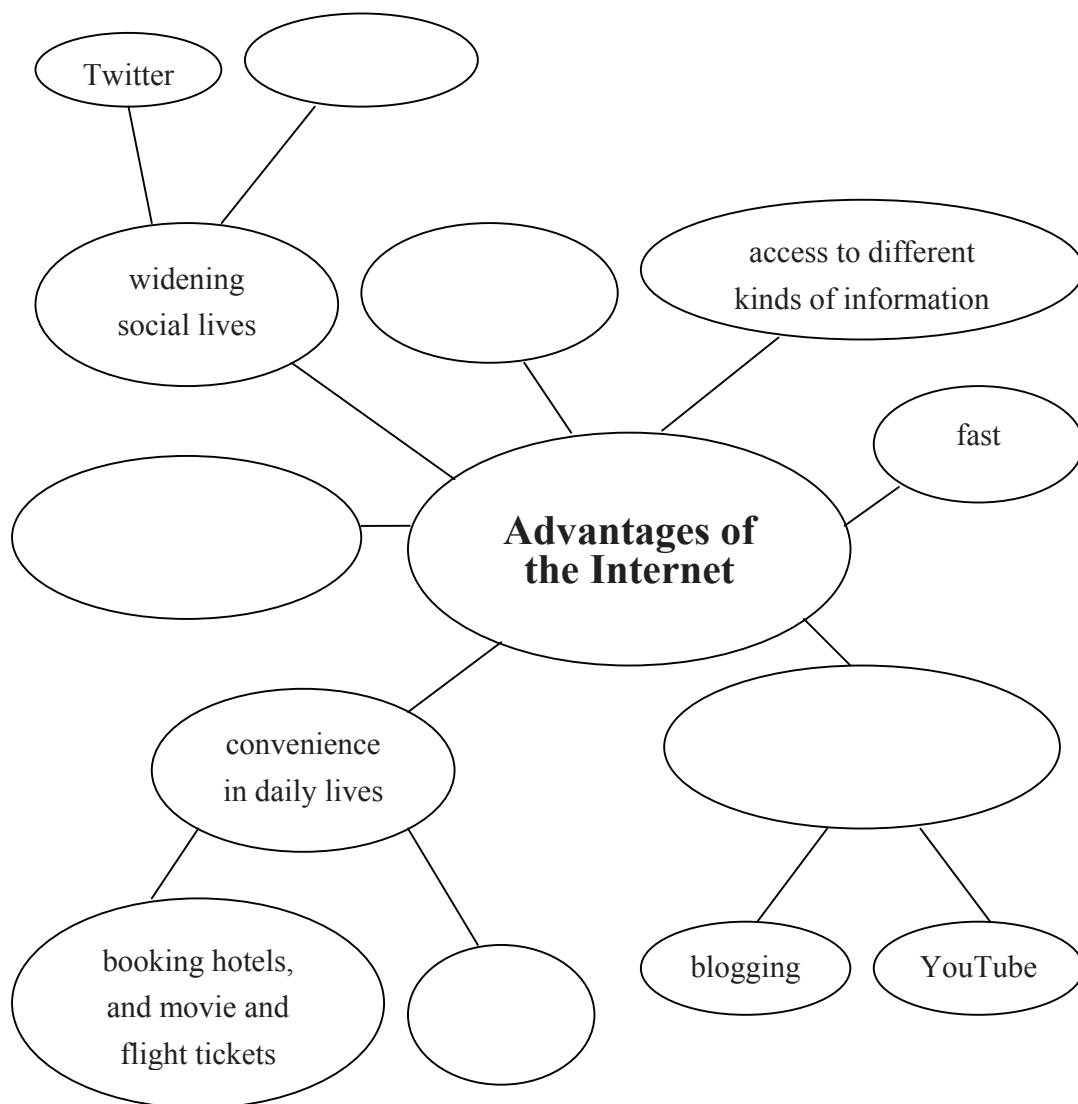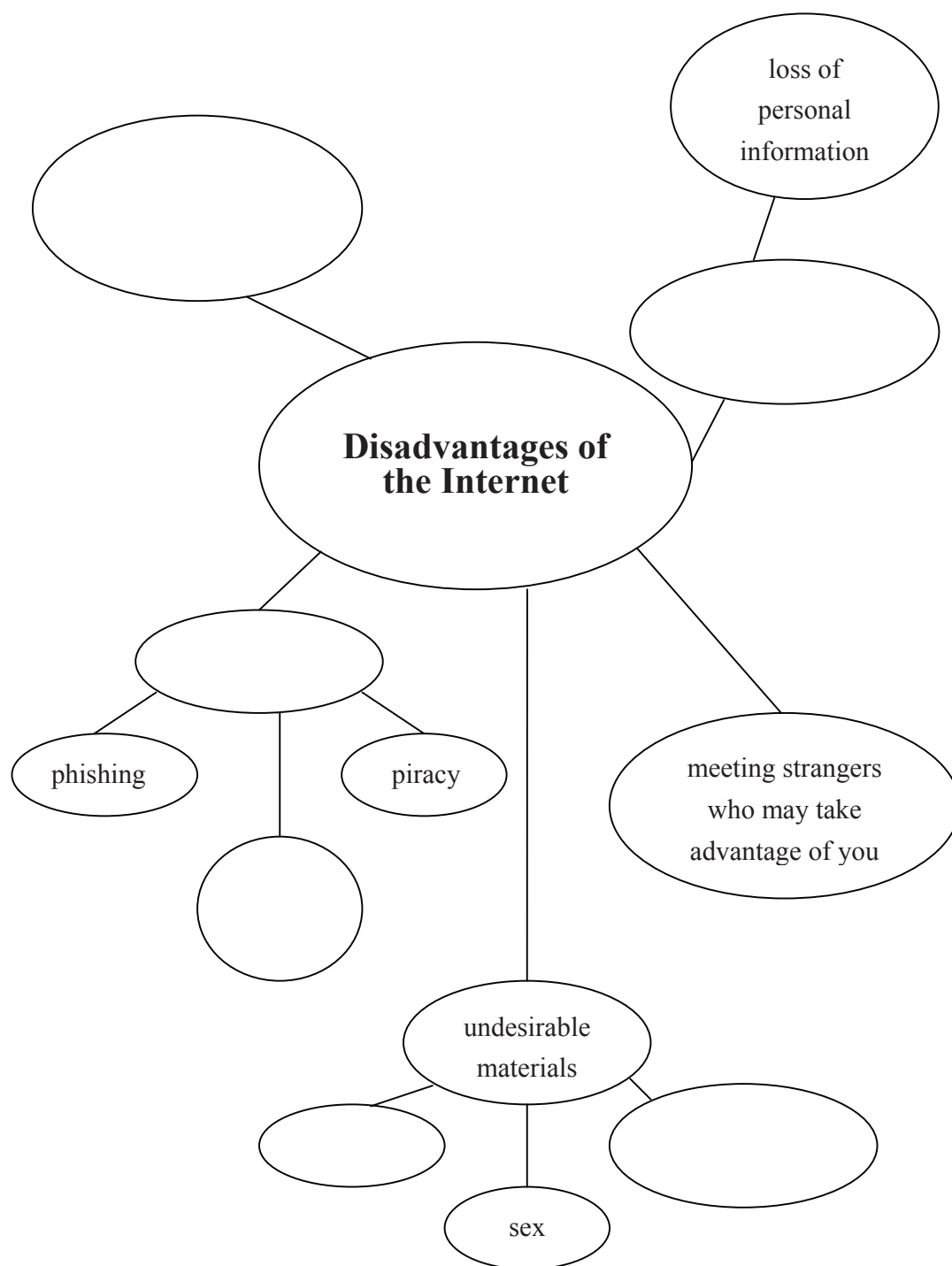
B. In the Internet discussion forum, a number of words which share similar meanings to that of 'advantages' or 'disadvantages' have been used. Find these words in the forum and fill in the word frames below. One answer has been given as an example.

```
┌─────────────────────────────────┐
│            benefits             │
│  ┌───────────────────────────┐  │
│  │                           │  │
│  │        advantages         │  │
│  │                           │  │
│  └───────────────────────────┘  │
└─────────────────────────────────┘

             opposite

┌─────────────────────────────────┐
│  ┌───────────────────────────┐  │
│  │                           │  │
│  │       disadvantages       │  │
│  │                           │  │
│  └───────────────────────────┘  │
└─────────────────────────────────┘
```

A.

```
        Twitter        Facebook


    widening              low cost/              access to different
    social lives            free                kinds of information

                                                                    fast

flexibility to work              Advantages of
    and learn                    the Internet


        convenience                      providing room for
        in daily lives                    expressing views


booking hotels,                                  blogging      YouTube
and movie and        paying
flight tickets       bills
```

Disadvantages of the Internet

- loss of personal information
- *unreliable information, rumours*
- *virus/spyware infection*
- *digital crimes*
  - phishing
  - piracy
  - *identity theft*
- meeting strangers who may take advantage of you
- undesirable materials
  - *violence*
  - sex
  - *bomb-making instructions*

B.

benefits (line 7)

strengths (line 37)

advantages

a blessing (line 29)

good (lines 5, 16 & 38)

opposite

drawbacks (line 8)

weaknesses (line 37)

disadvantages

a curse (line 29)

harm (lines 5, 8, 16 & 38)
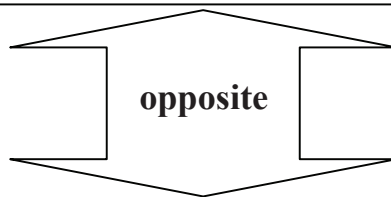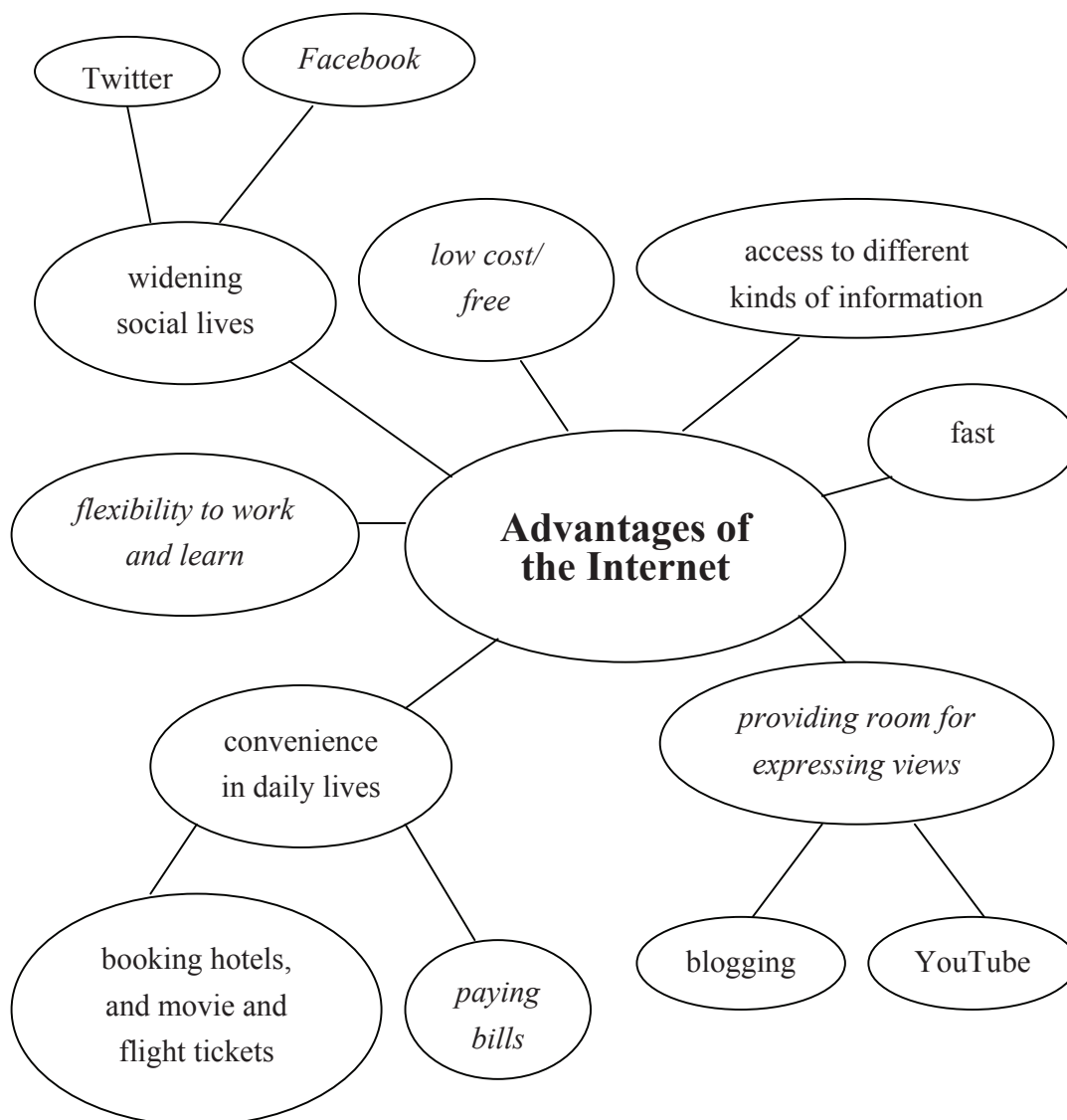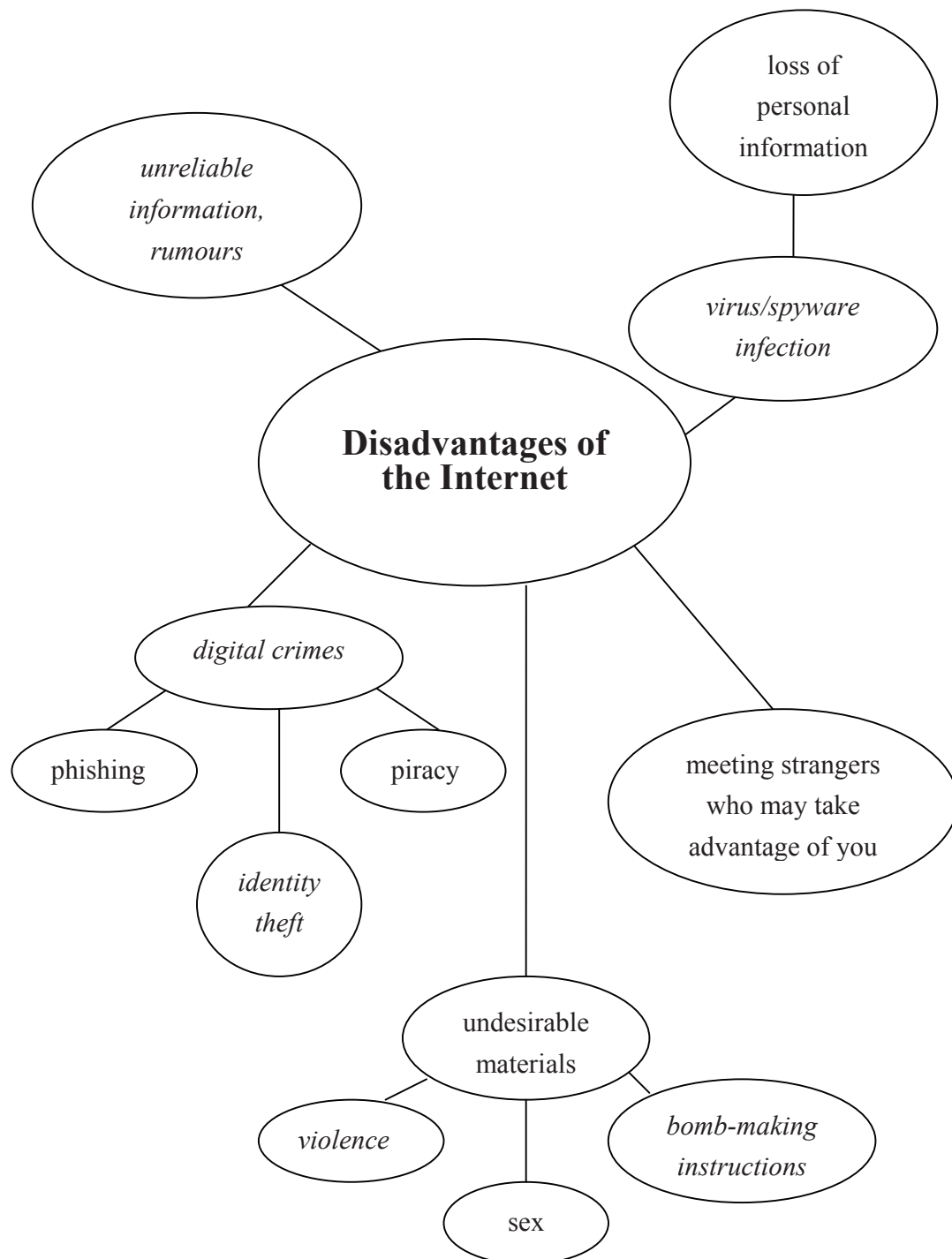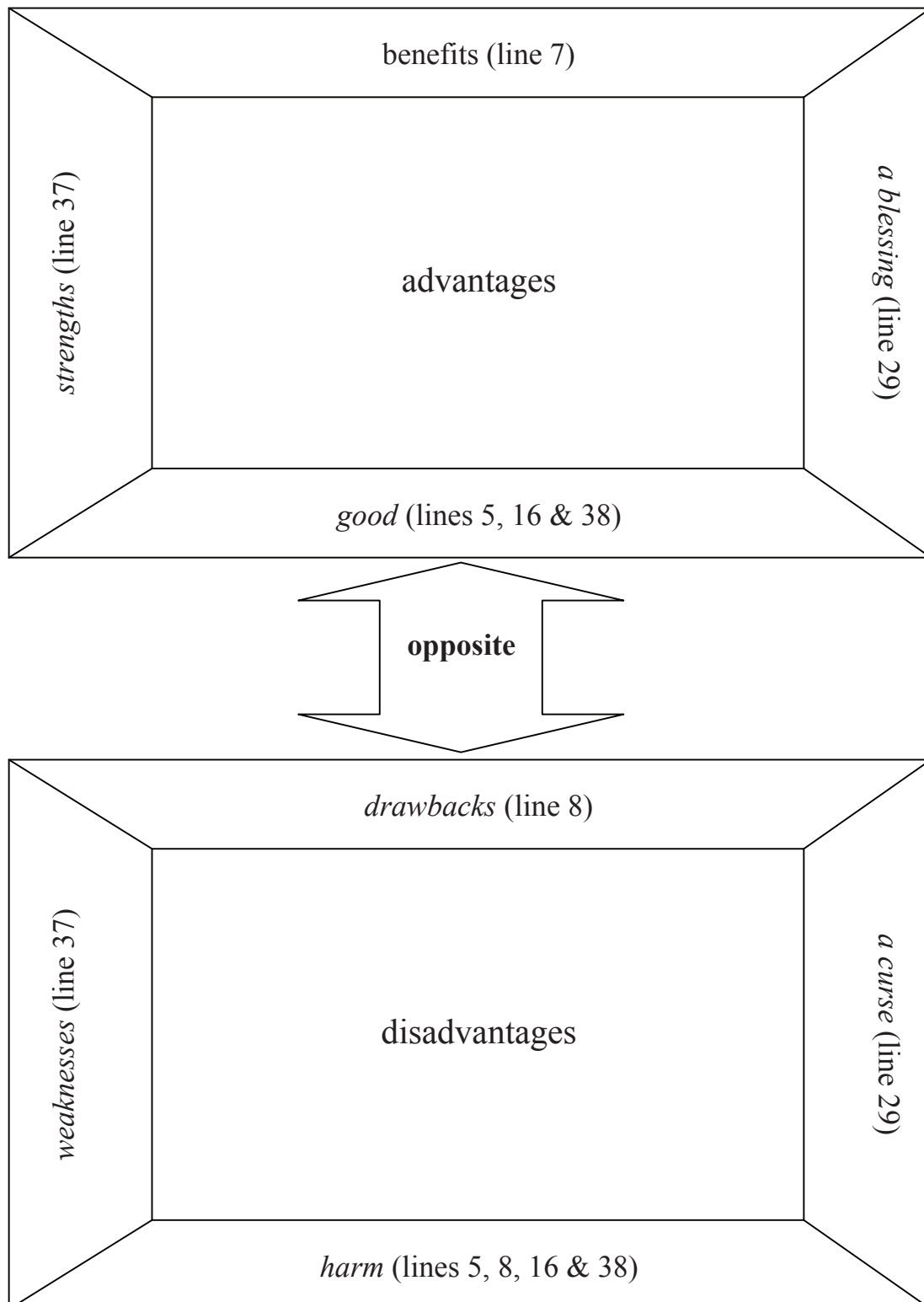
A. Intensifiers are adverbs which add force to the words they modify. English speakers often use these words in everyday conversational English to put emphasis on a point or an argument. The following are some of the intensifiers used in the forum entries:

· I <u>completely</u> disagree that the Internet does more good than harm. (line 16)

· I <u>greatly</u> appreciate the ease of life that the Internet has brought to me. (lines 35 & 36)

· So, you are <u>surely</u> taking your own risks using the Internet. (lines 47 & 48)

B. Read the forum entries again and identify more intensifiers. Put them in the spaces below.

completely	greatly	surely

C. Imagine the government is planning to regulate Internet activities and websites and suggests that all computers should have an Internet filtering software pre-installed before they are sold. With the use of this filtering software, websites containing pornographic and violence materials as well as those for illegal downloading of copyrighted materials will be blocked. Moreover, this software also allows parents or business owners to track and record all Internet activities.

Now, you are participating in the 'City Forum' organised by the RTHK and would like to express your views on the debate whether the government's proposal should be supported or not. Form groups of four and choose a role to play from the following role cards. Think about the arguments that support your views as stated in the role card. Then, draft a two-minute speech on the note card provided, and deliver your speech to your group members. Think about how you would use intensifiers to add force to your arguments, and the Internet-related vocabulary in your speech.

Role Cards

Mr/Ms So (Teacher)	**Mr/Ms Chris Pang (Film Producer)**
You are a Liberal Studies teacher. You believe that: · the Internet filtering software violates the freedom of press and hinders students' learning · the Internet is a treasure of knowledge · students should be given a choice to decide which websites to visit and to express their opinions on the Internet · students should learn to discriminate the good websites from the bad ones · students should learn to see things from various perspectives through visiting different websites	You are a film producer. You believe that: · the Internet filtering software can help stop illegal downloading of films, which has badly affected the box office and the sale of VCDs and DVDs · the software may violate the freedom of press and speech and hinder the development of creativity because all Internet activities can be tracked

Mr/Mrs Yung (Parent)	**Joey Wong (Student)**
You are a working parent of a 13-year-old child. You believe that: · the Internet filtering software can help monitor whether your child spends too much time on the Internet · the software can protect your child from being exposed to undesirable materials or meeting bad friends on the Internet · you can understand your child better by knowing how he/she uses the Internet through the tracking function	You are a 15-year-old teenager. You believe that: · the Internet filtering software causes a lot of inconvenience because filtering by keywords may block some websites which are useful · you will not feel comfortable chatting online as all conversations can be tracked and recorded · the Internet provides different forms of free entertainment, such as online games, free movies and songs, and this saves you a lot of money

Note Card

B.

completely	greatly	surely
entirely	*strongly*	*absolutely*
certainly	*totally*	*much*
definitely		

Mrs Karen Lam has given you a sample debate speech as reference. Study it and complete LT 3.12.

Chairperson, adjudicators, teachers and fellow students,

    The motion for our debate is 'Internet shopping is a better way to shop'. I'm speaking on behalf of the opposition team. Our team completely disagrees that Internet shopping is a better way to shop. Our dear opponent has defined the word 'better' as 'more efficient and in higher quality'. However, I'd like to clarify the meaning of this word. It should not be confined to 'efficiency' and 'quality' but it should also be defined in terms of 'safety'. My first speaker has already discussed some of the potential dangers of online shopping, which I will further elaborate. I'll also talk about the inconvenience that may occur in online shopping.   5

    First of all, I'd like to make some rebuttals. The first speaker of the proposition team has claimed that thanks to technological advancement, the Internet can now provide a safe platform for online transactions. People can order any items online and the payment transactions can be completed through the Internet. Nevertheless, a recent study done by The University of Hong Kong shows that the number of online frauds has increased by 53%! The increase is really alarming. Not only does it show that online transactions are not totally safe, but it also indicates that Internet shopping provides a convenient platform for crime. In fact, one of the greatest concerns of online shopping is the fear about personal or financial information being stolen. There are always traps waiting for victims. Bad people may 'phish' around, trying to get personal information from consumers by creating fake websites. When shopping online and entering these websites, customers may fall an easy prey to them and the information attached to these transactions will definitely fall into the wrong hands. After all, safety is part and parcel of the shopping experience. Nobody is willing to take risks doing things that may be unsafe.   10   15   20

    Undeniably, it will be difficult for shoppers who live a hectic life to spare time to shop in stores. The Internet is accessible around the clock every day. With just the click of a mouse, shoppers anywhere are able to purchase virtually any products anytime online. However, it must be noted that Internet shopping does not necessarily save time. In fact, it is much more convenient to pick up an item at any local stores than to deal with after-sale problems like receiving items different from what was expected, going through the process of sending them back and requesting a refund. Can you imagine how inconvenient it will be if you do not like the product you have purchased online or you find that it is damaged during shipping? It may take a longer time to return the product to the company and there is no guarantee that the replacement will be up to your expectation. Therefore, it is surely an advantage to shop in physical stores as you can always see and check the products you want.   25   30

    Admittedly, the Internet offers a larger choice for buyers and therefore one may argue that it is more fun shopping online. But is it really fun just watching the pictures of the products on the screen? Scrolling up and down and looking at those bits and pieces on the screen is absolutely tiring. The real joy of shopping lies in the wide variety of shops that you can see in the shopping malls, the warm greetings of the shop assistants and the thrill of looking for the best deals. All these are the 'real' experience of shopping. Internet shopping is always second-rate when compared with shopping in physical stores.   35

    After considering the pros and cons of Internet shopping, I'm sure all of you will agree that shopping is best done through physical stores while Internet shopping remains second-rate. Let me conclude by saying once again that Internet shopping is certainly not a better way to shop and therefore today's motion should not stand. Thank you.   40

A. Counter-arguments are important components in a debate speech. They are often used to challenge the points raised by the opponents. Counter-arguments are also developed as debaters anticipate their opponents' possible objections or concerns. Below is an example:

opponent's argument

Admittedly, the Internet offers a larger choice for buyers and therefore one may argue that it is more fun shopping online. *But is it really fun just watching the pictures of the products on the screen?...* The real joy of shopping lies in the wide variety of shops that you can see in the shopping malls, the warm greetings of the shop assistants and the thrill of looking for the best deals.

counter-argument

Opponents' arguments and counter-arguments are usually introduced by the following expressions:

Expressions Introducing Opponents' Arguments	Expressions Introducing Counter-arguments
· It is true that …/True · Admittedly · Undeniably/It cannot be denied that … · Although/Though/In spite of/Despite · It has been argued that … · Some people may think that … · Our dear opponent may say that … · The first speaker of the opposition team has mentioned …	· But / However / Yet / Nevertheless

Read the debate speech 'Internet shopping is a better way to shop' again and identify the opponents' arguments and counter-arguments in the speech.

B. The following table indicates the structure and the main points in each paragraph of the debate speech in LT 3.12. Complete the table by filling in the appropriate letters and numbers from Columns A and B.

Para 1: _____	· addressing the chairperson and the audience · stating your position · _____ · _____
Para 2: _____	· _____ · using statistics to back up the argument
Para 3: _____	· anticipating the opponent's argument and putting forward a counter-argument · presenting the argument that online shopping is not as convenient as expected · _____
Para 4: __c__	· _____ · using a rhetorical question to encourage the audience to think · _____
Para 5: _____	· reinforcing the central argument by comparing the experience of online shopping with shopping in 'real' stores

Column A	Column B
a. Rebuttal b. Conclusion c. Opponent's argument and counter-argument d. Introduction	1. making reference to what your team member has said to establish teamwork 2. acknowledging the argument(s) raised by the opponent(s) and rebutting 3. anticipating the opponent's argument and putting forward a counter-argument 4. presenting the argument that online shopping is not fun 5. using a rhetorical question to encourage the audience to think 6. clarifying the motion

A.

Chairperson, adjudicators, teachers and fellow students,

     The motion for our debate is 'Internet shopping is a better way to shop'. I'm speaking on behalf of the opposition team. Our team completely disagrees that Internet shopping is a better way to shop. <u>Our dear opponent has defined the word 'better' as 'more efficient and in higher quality'.</u> *However, I'd like to clarify the meaning of this word. It should not be confined to 'efficiency' and 'quality' but it should also be defined in terms of 'safety'.* My first speaker has already discussed some of the potential dangers of online shopping, which I will further elaborate. I'll also talk about the inconvenience that may occur in online shopping.

     First of all, I'd like to make some rebuttals. <u>The first speaker of the proposition team has claimed that thanks to technological advancement, the Internet can now provide a safe platform for online transactions.</u> People can order any items online and the payment transactions can be completed through the Internet. *Nevertheless, a recent study done by The University of Hong Kong shows that the number of online frauds has increased by 53%!* The increase is really alarming. Not only does it show that online transactions are not totally safe, but it also indicates that Internet shopping provides a convenient platform for crime. In fact, one of the greatest concerns of online shopping is the fear about personal or financial information being stolen. There are always traps waiting for victims. Bad people may 'phish' around, trying to get personal information from consumers by creating fake websites. When shopping online and entering these websites, customers may fall an easy prey to them and the information attached to these transactions will definitely fall into the wrong hands. After all, safety is part and parcel of the shopping experience. Nobody is willing to take risks doing things that may be unsafe.

     <u>Undeniably, it will be difficult for shoppers who live a hectic life to spare time to shop in stores.</u> The Internet is accessible around the clock every day. With just the click of a mouse, shoppers anywhere are able to purchase virtually any products anytime online. *However, it must be noted that Internet shopping does not necessarily save time.* In fact, it is much more convenient to pick up an item at any local stores than to deal with after-sale problems like receiving items different from what was expected, going through the process of sending them back and requesting a refund. Can you imagine how inconvenient it will be if you do not like the product you have purchased online or you find that it is damaged during shipping? It may take a longer time to return the product to the company and there is no guarantee that the replacement will be up to your expectation. Therefore, it is surely an advantage to shop in physical stores as you can always see and check the products you want.

     <u>Admittedly, the Internet offers a larger choice for buyers and therefore one may argue that it is more fun shopping online.</u> *But is it really fun just watching the pictures of the products on the screen?* Scrolling up and down and looking at those bits and pieces on the screen is absolutely tiring. The real joy of shopping lies in the wide variety of shops that you can see in the shopping malls, the warm greetings of the shop assistants and the thrill of looking for the best deals. All these are the 'real' experience of shopping. Internet shopping is always second-rate when compared with shopping in physical stores.

     After considering the pros and cons of Internet shopping, I'm sure all of you will agree that shopping is best done through physical stores while Internet shopping remains second-rate. Let me conclude by saying once again that Internet shopping is certainly not a better way to shop and therefore today's motion should not stand. Thank you.

Underlined words: opponent's arguments   Italicised words: counter-arguments

B.

Para 1: _d_	· addressing the chairperson and the audience · stating your position · _6_ · _1_
Para 2: _a_	· _2_ · using statistics to back up the argument
Para 3: _c_	· anticipating the opponent's argument and putting forward a counter-argument · presenting the argument that online shopping is not as convenient as expected · _5_
Para 4: _c_	· _3_ · using a rhetorical question to encourage the audience to think · _4_
Para 5: _b_	· reinforcing the central argument by comparing the experience of online shopping with shopping in 'real' stores

Write a debate speech on the motion 'The Internet does more harm than good to our everyday life.' in about 400 words. You can write for or against the motion. Remember to use the vocabulary or expressions you have learnt in this unit, such as idiomatic pairs, intensifiers, Internet-related vocabulary, as well as develop counter-arguments to strengthen your speech. You may also use the useful expressions provided in LT 3.14.

<u>**Useful Expressions for Debate Speeches**</u>

Classifying motions and terms
- We see the motion '…' to mean that …
- We believe that the definition given by the … team is unfair and would like to use this definition instead.
- The term '…' should be defined in terms of …

Expressing an opinion
- I agree because …
- I disagree because …

Using rhetorical questions to rebut
- What if …?
- What would happen if …?
- Does it mean …?
- Why should/shouldn't …?

Listing arguments
- Firstly, ... Secondly, …
- First, … Second, …
- Now to my first point … This is because …
- Now to my second point … Finally, …

Adding ideas
- In addition, …
- Moreover, …
- Furthermore, …
- Also, …
- Apart from this, …
- Another reason/cause/problem/effect/advantage/disadvantage/solution is …

Concluding
- To sum up, …
- In brief, …
- To conclude, …
- In conclusion, …
- Let me conclude by saying that …

Chapter 3

Vocabulary Games and Activities

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* GA 6, 7, 8 & 16 were specifically developed for the three units included in Chapter 2.

GA 1   A Trip to Nature – Compound Uno

Vocabulary Item	*Things to take for a trip*: air ticket, backpack, credit card, first aid kit, guidebook, identity card, netbook, passport, raincoat, suitcase, sunblock, sunglasses, sunhat, swim goggles, swimsuit *Life in the sea*: clownfish, coral reef, seahorse, sea lion, seaweed, starfish, swordfish *Travel-related sickness and discomfort*: air sickness, headache, jet lag, sea sickness, stomach ache *People working in the tourist industry*: cabin crew, tour guide, travel agent
Vocabulary Building Strategy	Using knowledge of word formation – compounding

Activity Description

This activity aims to consolidate students' understanding of compound nouns. Students have to get rid of all the cards they have by making compound nouns related to travel. The first student who gets rid of all the cards is the winner.

Materials for Each Group

A set of word cards on compound nouns

Procedures

1. Students are divided into groups of four. Each group is given a set of word cards.
2. One student shuffles the pack of cards, deals five cards to each person and puts the remaining cards on the desk.
3. The dealer takes one card from the pack of cards and puts it on the desk. Then the dealer starts first by putting one of his/her cards next to the word card to form a compound noun.

4. If the dealer does not have an appropriate card, he/she has to take one card from the pack. The turn will then go to the student on his/her left.
5. There are several function cards. Students can place any one of the function cards they have when their turn comes. Then the instruction on the function card should be followed.
6. The first student who gets rid of all the cards is the winner.

Word Cards – Compound Nouns

air	ticket	back	pack
credit	card	first aid	kit
guide	book	identity	card
net	book	pass	port
rain	coat	suit	case
sun	block	sun	glasses
sun	hat	swim	goggles
swim	suit	clown	fish
coral	reef	sea	horse
sea	lion	sea	weed
star	fish	sword	fish

air	sickness	head	ache
jet	lag	sea	sickness
stomach	ache	cabin	crew
tour	guide	travel	agent
The next person has to **pick up two cards**.	You can use this card to represent **any word**.	You can use this card to **skip over** the next person.	You can use this card to **reverse** the direction of play.
The next person has to **pick up two cards**.	You can use this card to represent **any word**.	You can use this card to **skip over** the next person.	You can use this card to **reverse** the direction of play.

GA 2   A Trip to Nature – Simulation

Vocabulary Item	*Things to take*: army knife, backpack, blanket, boots, bottled water, canned food, compass, first aid kit, hand-held fan, mobile phone, sandals, sleeping bag, snacks, sunblock, sunglasses, sunhat, tent, torch, wet wipe, windbreaker
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields

Activity Description

This activity aims to help students retain the vocabulary in the same lexical field, i.e. things to take for a camping trip, through a ranking activity. Students imagine that they have just survived a plane crash in a desert and there are twenty items left in the plane. They have to decide on which five items they would keep for their survival in the desert and rank them in order of importance.
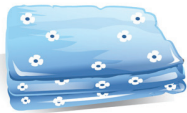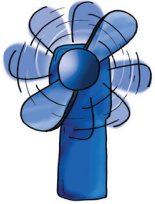
Materials for Each Group

A set of word cards for simulation
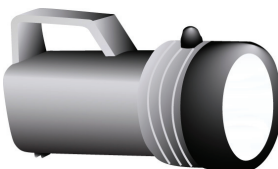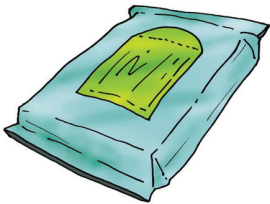
Procedures

1. Students play the game in groups of four and each group is given a set of twenty word cards.
2. Students imagine that they have just survived a plane crash and they are in a desert. The group of survivors managed to salvage twenty items as shown on the word cards.
3. Students have to decide on which five items they would keep for their survival in the desert. They discuss and rank the five items in order of importance.
4. After the discussion, each group reports on the five items they would take and their ranking. They have to provide reasons for their choice.
5. The whole class votes to determine which group gives the best reasons. The group that gets the most votes wins the game.

Word Cards – Simulation

army knife	**backpack**
blanket	**boots**
bottled water	**canned food**
compass	**first aid kit**
hand-held fan	**mobile phone**

Word Cards - Simulation

sandals	**sleeping bag**
snacks	**sunblock**
sunglasses	**sunhat**
tent	**torch**
wet wipe	**windbreaker**

GA 3   Crime – Charade

Vocabulary Item	*Types of crime*:
	  blackmail, burglary, drug-trafficking, kidnapping, murder, pickpocket, robbery, shoplifting, smuggling, theft
	Criminals:
	  blackmailer, burglar, drug-trafficker, kidnapper, murderer, pickpocket, robber, shoplifter, smuggler, thief
	Verbs of crime:
	  blackmail, burgle, deal/traffic in drugs, kidnap, murder, rob, shoplift, steal, smuggle
	Possible tools for crime:
	  backpacks, bags, blindfolds, choppers, cutters, knives, skeleton keys, soft toys, suitcases, telephones

Vocabulary Building Strategy	Using knowledge of lexical relations – word families

Activity Description

This activity aims to enhance students' vocabulary knowledge about crime-related words in their different parts of speech. Students play the game in groups. Two representatives from each group mime a crime which involves the use of a tool for committing it. The other group members then guess what the crime and the tool are, and write down the words for the crime, the criminal, the action and the tool on the blackboard.

Materials

Blank cards

A stopwatch/timer

Procedures

1. Students play the game in four big groups. Each group comes up with a crime, the criminal, the action of the crime and the tool for committing it, and writes them on a blank card for another group to guess, e.g. 'murder, murderer, murder, choppers'.

2. Students can come up with different tools for committing the crime. Examples of the tools used can be 'suitcases' for 'smuggling', 'cutters' for 'pickpocket', 'knives' for 'robbery', 'backpacks' for holding things from 'shoplifting' or 'theft', etc.

3. Two representatives take the card prepared by another group and mime the crime. Their group members can call out guesses but the representatives can only indicate 'yes' or 'no' by nodding or shaking their heads.

4. Once the answers are confirmed, one of the group members writes them down on the blackboard. Each group has to write down as many correct answers as possible within five minutes.

5. The group who writes down the most correct answers within the given time wins the game.

Suggested Vocabulary Items:

Crime	Criminal	Action	Tool
blackmail	blackmailer	blackmail	telephones
burglary	burglar	burgle	skeleton keys
drug-trafficking	drug-trafficker	deal/traffic in drugs	soft toys
kidnapping	kidnapper	kidnap	blindfolds
murder	murderer	murder	choppers
pickpocket	pickpocket	steal	cutters
robbery	robber	rob	knives
shoplifting	shoplifter	shoplift/steal	backpacks
smuggling	smuggler	smuggle	suitcases
theft	thief	steal	bags

(The answers above are for reference only. Teachers may accept any reasonable answers.)

GA 4   Describing People – Crossword Puzzle

Vocabulary Item	*Adjectives describing qualities and personalities*: adventurous, boring, chatty, cheerful, courageous, curious, energetic, humorous, mature, moody, naive, playful, sociable, selfish, troublesome
Vocabulary Building Strategy	Using knowledge of lexical relations – antonyms and synonyms

Activity Description

This activity is designed to provide opportunities for students to negotiate meanings through the use of antonyms and synonyms in the context of a crossword puzzle. Students need to listen to their partners for clues to complete the crossword puzzle together. This activity can easily be adapted for practising antonyms and synonyms of other adjectives.

Material for Each Pair of Students

A set of crossword puzzles on personality

Procedures

1. Students work in pairs, with one being Student A and the other Student B.
2. Students get their own worksheet and take turns to ask questions about the missing words, like 'What's A1?' ('A' for 'Across') or 'What's D12?' ('D' for 'Down'). Then their partners can explain the target words in one of the following ways:
   - It is the opposite of …
   - It shares the same meaning as ...
   - It describes someone who …
3. The activity continues until students have filled in all the boxes in the crossword puzzle.

Crossword Puzzle – Personality (Student A)

Work in pairs and complete the crossword puzzle by providing clues for your partner in the following way:

Student A/B: *What is the word for D9/A1?*
Student B/A: *It is the opposite of _____. /*
                It shares the same meaning as _____. /
                It describes someone who _____.

Crossword Puzzle – Personality (Student B)

Work in pairs and complete the crossword puzzle by providing clues for your partner in the following way:

> Student A/B: *What is the word for <u>D9/A1</u>?*
> Student B/A: *It is the opposite of _____. /*
>   *It shares the same meaning as _____. /*
>   *It describes someone who _____.*

C D11
A1 O
U
R
A
G
A2 E T D12
O R
U A3 O
C D10 S U
H B H D15
E L P D14 U
E E L M
A4 C D9 R S A O
H F A5 O Y R
A6 A U M F O
T L A7 E N D13 U U
T A L S
Y I
V
A8 E

(Answer Keys)

```
              C D11
         A1 B  O   R   I   N   G
              U
              R
              A
              G
         A2 E  N   E   R   G   E   T D12  I   C
              O               R
              U           A3 S  O   C   I   A   B   L   E
         C D10  S           U
         H                  B               H D15
         E                  L       P D14   U
         E                  E       L       M
    A4 C D9  U   R   I   O   U   S  S       A       O
    H        F           A5 M  O   O   D   Y       R
 A6 M  A   T   U   R   E      M           F       O
    T        L       A7 A   D   V   E   N D13  T   U   R   O   U   S
    T                        M           L       S
    Y                        A                   S
                             I
                             V
                        A8 S  E   L   F   I   S   H
```
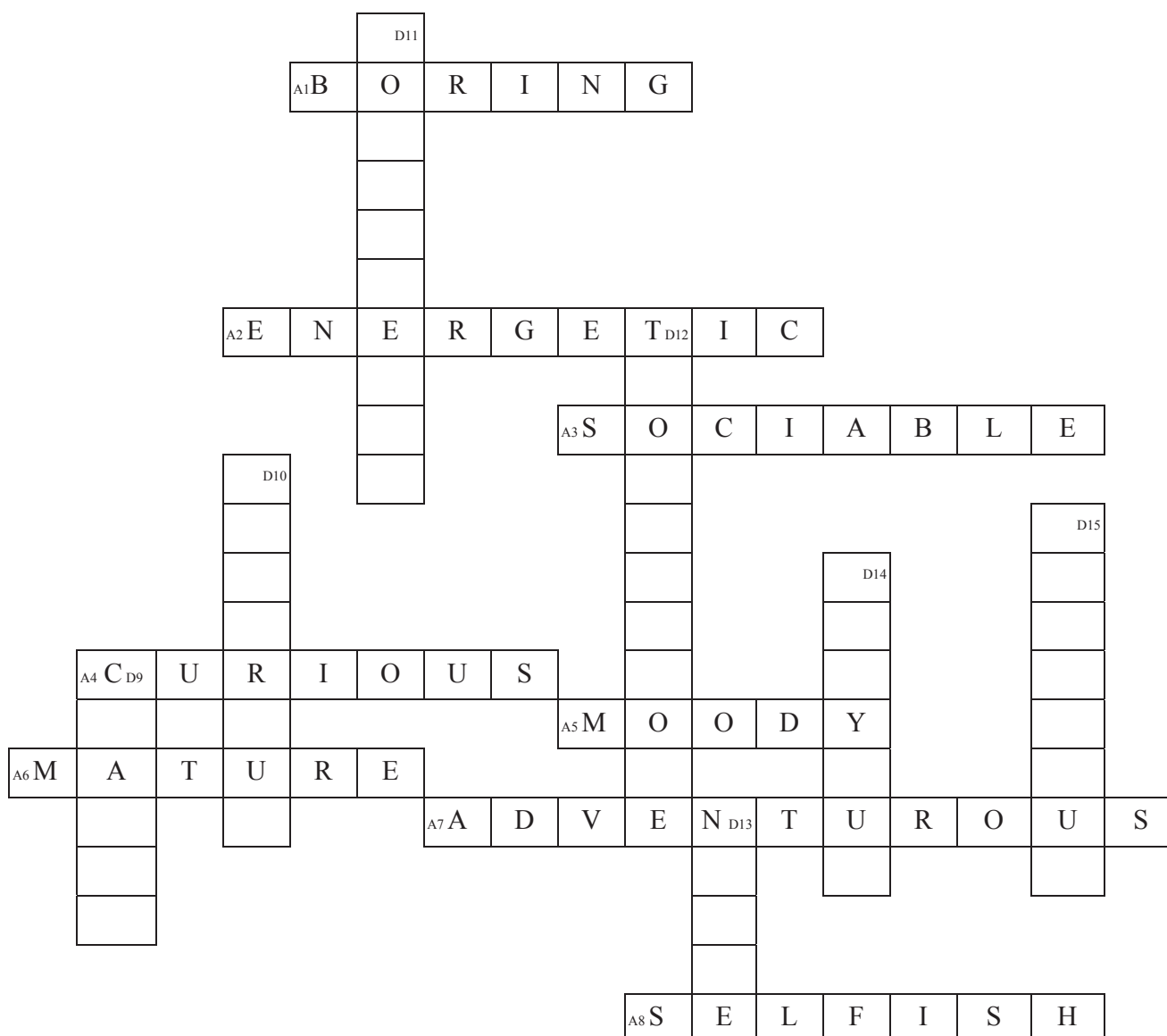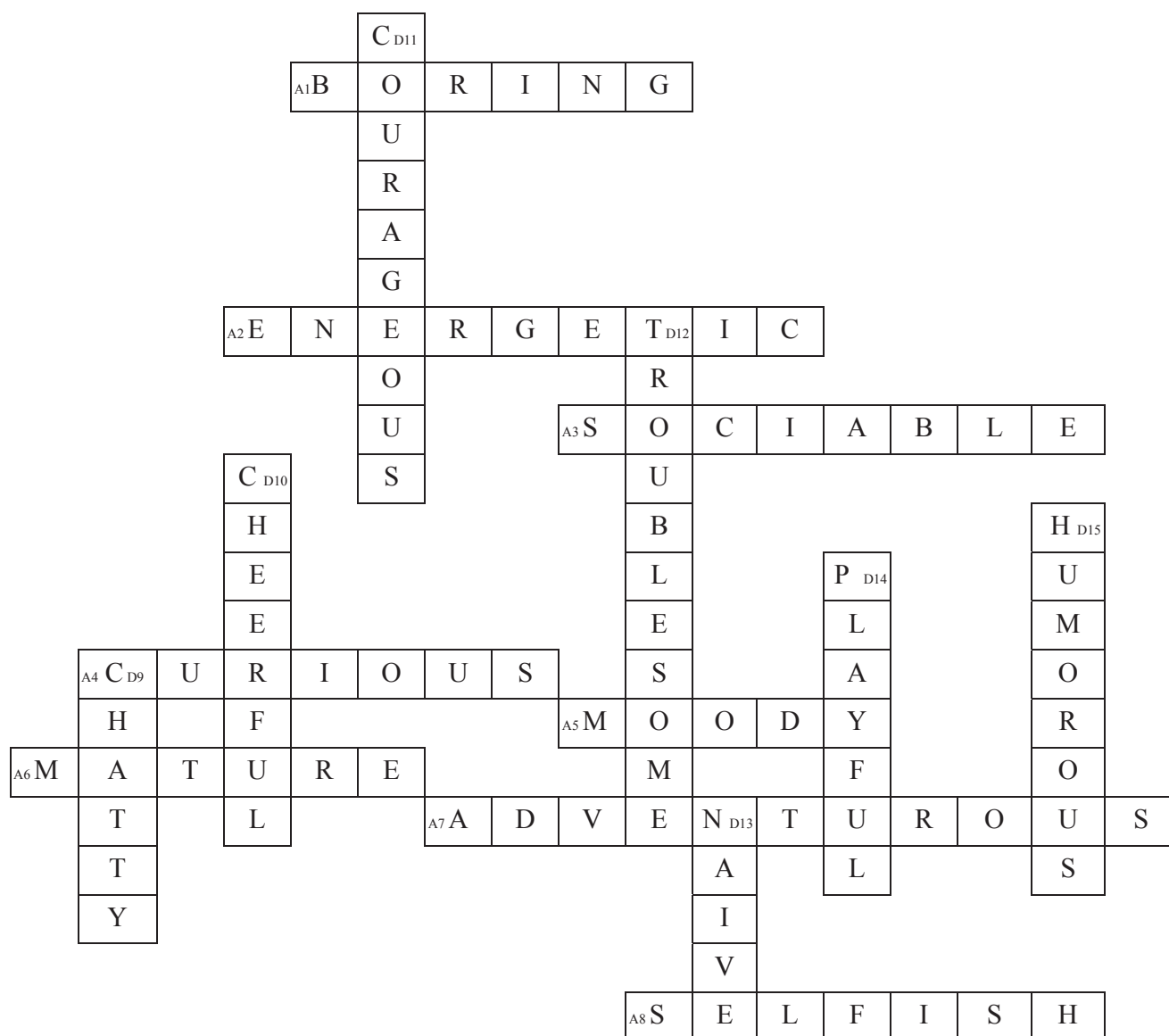
Across
1. BORING
2. ENERGETIC
3. SOCIABLE
4. CURIOUS
5. MOODY
6. MATURE
7. ADVENTUROUS
8. SELFISH

Down
9. CHATTY
10. CHEERFUL
11. COURAGEOUS
12. TROUBLESOME
13. NAIVE
14. PLAYFUL
15. HUMOROUS

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GA 5   Describing People – Word Jeopardy

Vocabulary Item	*Adjectives describing appearance*: plain/ugly, plump/obese, slender/skinny *Adjectives describing qualities and personalities*: ambitious/greedy, average/mediocre, childlike/childish, clever/cunning, confident/arrogant, determined/stubborn, innocent/naive, unusual/weird, thrifty/stingy
Vocabulary Building Strategy	Using knowledge of lexical relations - connotation

Activity Description

This activity aims to consolidate students' understanding of the underlying meanings associated with words. Students compete in groups and answer the chosen questions by identifying the appropriate words for the stated category. The group that gets higher points wins the game.

Materials

PowerPoint slides – Word Jeopardy

Procedures

1. Students play the game in two groups. Each group takes turns to choose a question they want to answer from the PowerPoint slides.
2. There are two categories (i.e. words with 'positive' and 'negative' connotations) with different point values to choose from. The higher the point value is, the more challenging the question will be. Students choose a point value and a category, study the words as indicated and identify which word belongs to the chosen category.
3. The point value of the questions will be awarded for correct answers and deducted for wrong answers. No points will be deducted if students choose to pass.
4. The group that gets more points is the winning team.

PowerPoint Slides – Word Jeopardy

Word Jeopardy

Positive	Negative
100	100
100	100
200	200
200	200
300	300
300	300

Positive - 100

- clever
- cunning

- *Back to Game*

Positive - 100

- childish
- childlike

- *Back to Game*

Positive - 200

- slender
- skinny

- *Back to Game*

Positive - 200

- arrogant
- confident

- *Back to Game*

Positive - 300

- stingy
- thrifty

- *Back to Game*

Positive - 300

- innocent
- naive

- *Back to Game*

Negative - 100

- plain
- ugly

- *Back to Game*

Negative - 100

- ambitious
- greedy

- *Back to Game*

Negative - 200

- weird
- unusual

- *Back to Game*

Negative - 200

- stubborn
- determined

- *Back to Game*

Negative - 300

- plump
- obese

- *Back to Game*

Negative - 300

- mediocre
- average

- *Back to Game*

(Answer Keys)

Points	Words with Positive Connotation
100	clever
100	childlike
200	slender
200	confident
300	thrifty
300	innocent

Points	Words with Negative Connotation
100	ugly
100	greedy
200	weird
200	stubborn
300	obese
300	mediocre

GA 6*   Helping out in Our Mini-restaurant – Bingo (1)

Vocabulary Item	*Food-related words*:
	broccoli, cake, cauliflower, dish, fish, ice, milkshake, pea, potato, rice, tea, tomato, vegetable
	'Cooking' verb:
	bake
	Adjectives to describe food and dishes:
	crunchy, delicious, famous, healthy, popular, spicy, sour, tasty, wonderful, yummy
	Adjectives to describe the environment of a restaurant:
	comfortable, peaceful, tidy, wonderful
	Adjectives to describe the staff of a restaurant:
	friendly, helpful
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields
	Using knowledge of letter-sound relationships – rhymes

* This activity was developed for the unit 'Helping out in Our Mini-restaurant' in Chapter 2.

Activity Description

This activity aims to facilitate the retention of words through identifying the rhyming words under the same lexical field about 'restaurants'. Students cross out the words that rhyme with those read out by their teacher. The first student who has crossed out three words in a row, got the correct answers and shouted 'bingo' wins the game.

Materials

A Bingo Card on rhyme for each student
A set of Word Cards for Teachers on rhyme
A bag

<u>Procedures</u>

1. Each student is given a Bingo Card with nine words on it.
2. Teacher picks out one Word Card from the bag each time and reads out the word.
3. On their Bingo Cards, students cross out words that rhyme with those read out.
4. Students shout 'Bingo' when they have crossed out three words in a row, either horizontally, vertically or diagonally.
5. The first student who gets the correct answers and shouts 'Bingo' wins the game.

Bingo Cards – Rhyme

vegetable	rice	tidy
fish	sour	peaceful
tomato	tea	cake

spicy	famous	fish
sour	milkshake	peaceful
tomato	rice	yummy

fish	rice	cauliflower
cake	vegetable	crunchy
tea	famous	tomato

helpful	vegetable	rice
cauliflower	tomato	tea
milkshake	fish	tasty

Word Cards for Teachers – Rhyme

broccoli	bake	comfortable
delicious	dish	friendly
healthy	ice	pea
popular	potato	wonderful

Answer Keys:

bake: cake, milkshake

broccoli: crunchy, spicy, tasty, tidy, yummy

comfortable: vegetable

delicious: famous

dish: fish

friendly: crunchy, spicy, tasty, tidy, yummy

healthy: crunchy, spicy, tasty, tidy, yummy

ice: rice

pea: tea

popular: cauliflower, sour

potato: tomato

wonderful: helpful, peaceful

GA 7*   Helping out in Our Mini-restaurant – Bingo (2)

Vocabulary Item	*Food-related words*:
	bean, beef, carrot, curry, fruit, grape, lamb, lobster, melon, mint, mushroom, pasta, pudding, pumpkin, rice, salad, salmon, tea, tomato
	'Cooking' verbs:
	bake, fry, grill, roast
	Adjectives to describe food and dishes:
	crispy, creamy, fresh, healthy, sour, spicy, sweet, tasty
	Adjectives to describe the environment of a restaurant:
	clean, comfortable, peaceful, tidy
	Adjectives to describe the staff of a restaurant:
	friendly, helpful, pleasant, professional
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields
	Using knowledge of letter-sound relationships – alliteration

* This activity was developed for the unit 'Helping out in Our Mini-restaurant' in Chapter 2.

Activity Description

This activity aims to facilitate the retention of words through identifying the alliterative words under the same lexical field about 'restaurants'. Students cross out the words that alliterate with those read out by their teacher. The first student who has crossed out three words in a row, got the correct answers and shouted 'bingo' wins the game.

Materials

A Bingo Card on alliteration for each student
A set of Word Cards for Teachers on alliteration
A bag

<u>Procedures</u>

1. Each student is given a Bingo Card with nine words on it.
2. Teacher picks out one Word Card from the bag each time and reads out the word.
3. On their Bingo Cards, students cross out words that alliterate with those read out.
4. Students shout 'Bingo' when they have crossed out three words in a row, either horizontally, vertically or diagonally.
5. The first student who gets the correct answers and shouts 'Bingo' wins the game.

Bingo Cards – Alliteration

beef	professional	friendly
sweet	carrot	rice
sour	lobster	mushroom

helpful	salmon	tomato
rice	creamy	pudding
crispy	fresh	beef

tidy	rice	lobster
mint	bake	grape
fresh	comfortable	peaceful

mushroom	lobster	fruit
tasty	rice	spicy
bake	pumpkin	curry

Word Cards for Teachers – Alliteration

bean	clean	fry
healthy	grill	lamb
melon	pasta	pleasant
roast	salad	tea

Answer Keys:

bean: bake, beef

clean: carrot, comfortable, crispy, creamy, curry

fry: fresh, friendly, fruit

healthy: helpful

grill: grape

lamb: lobster

melon: mint, mushroom

pasta: peaceful, professional, pudding, pumpkin

pleasant: peaceful, professional, pudding, pumpkin

roast: rice

salad: salmon, sour, sweet, spicy

tea: tasty, tidy, tomato

GA 8*   Heritage Conservation - Unscramble

Vocabulary Item	*Adjectives describing architecture and buildings*: opinion: graceful, majestic, original, peaceful, tranquil shape: circular, oval, pointed, rectangular, triangular colour: brown, crimson, green, grey, white material: brick, marble, steel, stone, wooden
Vocabulary Building Strategy	Using knowledge of lexical relations – hyponyms

* This activity was developed for the unit 'Heritage Conservation' in Chapter 2.

Activity Description

This activity aims to strengthen students' understanding of lexical relations. Students have to re-arrange the letters of the given words to form adjectives describing architecture or buildings on the activity sheets.

Materials for Each Pair of Students

A set of activity sheets for the game 'Unscramble'

Procedures

1. Students work in pairs to unscramble the letters of the words on the activity sheets. All the words are adjectives for describing architecture or buildings.
2. Students study the adjectives, identify which groups of adjectives they belong to and circle the correct answers.
3. The first pair who gets the correct answers for all the four groups of adjectives wins the game.

Activity Sheet – Unscramble

Unscramble (1)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first three letters of each scrambled word have been provided as hints.

1. fcule   pea_____

2. lnuiq   tra_____

3. isetc   maj_____

4. fceul   gra_____

5. agnli   ori_____

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (2)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. idnte   po_____

2. graulain   tr_____

3. cuarlr   ci_____

4. atnularcg   re_____

5. la   ov_____

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (3)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. tie   wh_____

2. won   br_____

3. ene   gr_____

4. osnim   cr_____

5. ye   gr_____

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (4)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. lrbe   ma_____

2. deno   wo_____

3. ikc   br_____

4. noe   st_____

5. ele   st_____

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

(Answer Keys)

Unscramble (1)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first three letters of each scrambled word have been provided as hints.

1. fcule   pea*ceful*

2. lnuiq   tra*nquil*

3. isetc   maj*estic*

4. fceul   gra*ceful*

5. agnli   ori*ginal*

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (2)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. idnte   po*inted*

2. griaulan   tr*iangular*

3. cuarrl   ci*rcular*

4. atnularcg   re*ctangular*

5. la   ov*al*

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (3)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. tie   _wh*ite*_

2. won   _br*own*_

3. ene   _gr*een*_

4. osnim   _cr*imson*_

5. ye   _gr*ey*_

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, (colour) religion, origin, material)

Unscramble (4)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. lrbe   _ma*rble*_

2. deno   _wo*oden*_

3. ikc   _br*ick*_

4. noe   _st*one*_

5. ele   _st*eel*_

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, (material))

GA 9   Meeting Friends for Fun – Word Pair Race

Vocabulary Item	*Verb phrases about what friends may do/have together*: do: do gymnastics, do lunch, do the cooking, do shopping go: go shopping, go sightseeing, go swimming, go surfing have: have a drink, have a good time, have a party, have fun, have lunch make: make a drink, make friends, make lunch play: play badminton, play golf, play tennis
Vocabulary Building Strategies	Using knowledge of collocation – verb + noun collocation Using word recording strategies

Activity Description

This activity focuses on students' awareness of collocation and aims to help them retain the target vocabulary through the use of graphic organisers. Students play the game in groups of four. In three minutes, they write as many correct pairs of 'verb + noun/noun phrases' as possible and organise them in word forks.

Materials for Each Group

An activity sheet for the game 'Word Pair Race'
A piece of A3 paper
A marker
Blu-tack

Procedures

1. Students play the game in groups of four.
2. Students are introduced to what a word fork is.
3. Students discuss and make as many pairs of 'verb + noun/noun phrases' as possible using the given words in the Activity Sheet in three minutes. They have to organise and present them using word forks on the A3 paper.
4. Students put their work on the blackboard using blu-tack for their teacher's comments. One mark will be awarded for each correct pair and one mark deducted for each wrong answer.
5. The group with the highest marks wins the game.

Activity Sheet – Word Pair Race

In three minutes, make as many phrases as possible using the verbs and nouns/noun phrases below. Use word forks to organise your answers.

have

make

do

VERBS

play

go

shopping

lunch

golf

a party

tennis

fun

sightseeing

NOUNS

the cooking

surfing

friends

a drink

gymnastics

a good time

badminton

swimming

(Answer Keys)
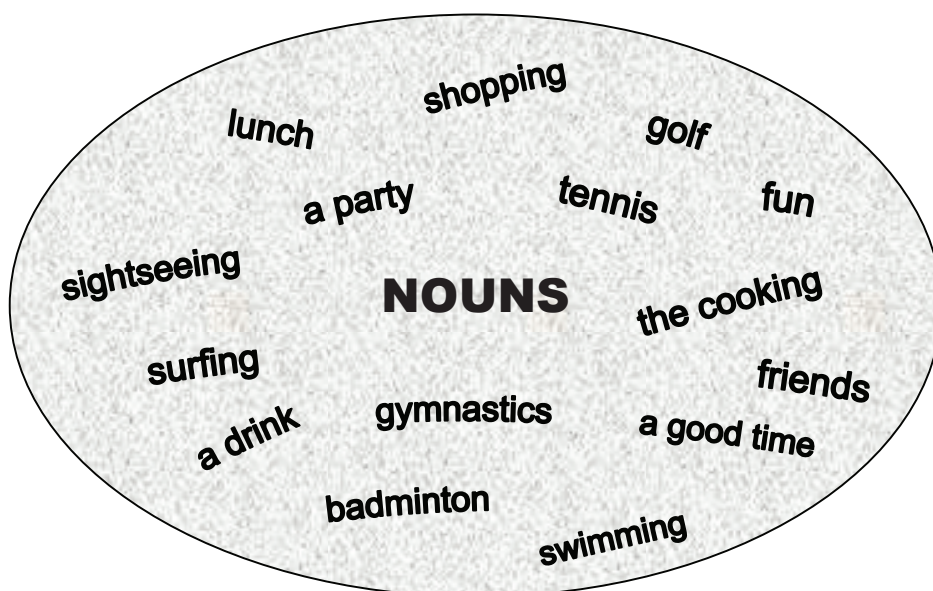
do	gymnastics
	lunch*
	the cooking
	shopping

have	a drink
	a good time
	a party
	fun
	lunch*

go	shopping
	sightseeing
	swimming
	surfing

make	a drink
	friends
	lunch*

play	badminton
	golf
	tennis

*   'Do lunch' has the same meaning as 'have lunch' while 'make lunch' means 'prepare lunch'.

GA 10 Movement and Feelings – Coffee Pot

Vocabulary Item	*Action Verbs*: Eye: blink, glance, stare, wink Mouth: scream, shout, stutter, whisper Hand: clap, point, punch, seize Leg: dash, hop, jump, stroll
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields

Activity Description

This activity aims to deepen students' understanding of some action verbs. Students play the game in groups. One student draws a 'verb' card. Then, his/her group members ask him/her questions in order to find out what the mystery word is. Whenever a question is asked, the words 'coffee pot' are used to represent the mystery word.

Materials

A set of 'verb' cards

Procedures

1. Students are divided into four big groups. Each student takes turns to be the representative to take his/her group members' questions.
2. The representative from one group draws a 'verb' card from the teacher. He/she should not let his/her group members see the word on the card.
3. The group members can ask the representative yes/no questions using 'coffee pot' to represent the mystery word. For example, they may ask 'Do you coffee pot with your mouth?', 'Do you coffee pot loudly?', etc. The representative can answer only 'yes' or 'no'.
4. Each group is given three minutes to play the game. The group who gets the most correct guesses within the time limit wins the game.

'Verb' Cards

blink	glance
stare	wink
scream	shout
stutter	whisper
clap	point
punch	seize
hop	dash
jump	stroll

GA 11   Movement and Feelings – Synonym Array

Vocabulary Item	*Adjectives of feelings*: Anger: angry, annoyed, furious Fear: alarmed, frightened, petrified Surprise: amazed, shocked, surprised Tiredness: drained, exhausted, tired
Vocabulary Building Strategy	Using a dictionary Using knowledge of lexical relations - synonyms of different degrees of intensity

Activity Description

This activity aims to familiarise students with the use of dictionaries and heighten students' awareness of the subtle differences between near-synonyms. With the help of a dictionary, students categorise previously learnt synonyms according to their degrees of intensity on the Synonym Array Board. The first group that gets the correct answers is the winner.

Materials for Each Group

A Synonym Array Board
A set of word cards on synonyms
A dictionary

Procedures

1. Students are divided into groups of four. Each group is given a Synonym Array Board, a dictionary and a set of word cards which include 12 adjectives under the four kinds of emotions - 'Anger', 'Fear', 'Surprise' and 'Tiredness'.
2. With the help of a dictionary, students put the words into three different levels according to their degrees of intensity on the Synonym Array Board.
3. The first group that gets the correct answers is the winner.

Word Cards (Synonyms)

ANGER	FEAR	SURPRISE	TIREDNESS
angry	alarmed	amazed	drained
annoyed	frightened	shocked	tired
furious	petrified	surprised	exhausted

Synonym Array Board

Strongest

(Answer Keys)

Intensity / Feeling		Strongest →	
Anger	annoyed	angry	furious
Fear	alarmed	frightened	petrified
Surprise	surprised	shocked	amazed
Tiredness	tired	drained	exhausted

GA 12   My Favourite Food – Fruit Chain

Vocabulary Item	*Fruits*: apples, avocadoes, bananas, blackberries, cherries, coconuts, dragon fruit, durians, figs, grapes, grapefruit, guavas, kiwi fruit, lemons, limes, longans, lychees, mangoes, nectarines, papayas, passion fruit, peaches, pineapples, plums, raspberries, rock melons, rose apples, star fruit, strawberries, watermelons
Vocabulary Building Strategy	Using knowledge of lexical relations – hyponyms

Activity Description

This activity aims to consolidate students' vocabulary about fruits. Students take turns to make sentences which include different kinds of fruit. They should build on the sentence made by the preceding students by adding a different fruit. This game can be easily adapted by changing the topic, e.g. 'Meat Chain', 'Vegetable Chain', 'Country Chain'.

Materials

Nil

Procedures

1. Students form groups of eight. One student from each group makes a sentence which includes a kind of fruit, e.g. 'I like apples.'
2. The next student should expand the sentence by adding another kind of fruit, e.g. 'I like apples and peaches.'
3. A student is out when he/she cannot repeat the exact sequence or add another fruit.
4. The last student to stay in a round is the winner.

GA 13   My Favourite Food – Hig Pig

Vocabulary Item	*Food-related phrases that rhyme*:
	bake cake fish dish goose mousse
	green bean hot pot lamb ham
	my pie pea tea plum gum
	red bread yam jam
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields
	Using knowledge of letter-sound relationships – rhyme

Activity Description

This activity aims to facilitate the retention of words through heightening students' awareness of lexical relations and rhyme. Students guess the answers to riddles by studying some pictures. The answers must be a pair of monosyllabic rhyming words.

Materials for Each Pair of Students
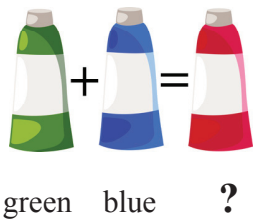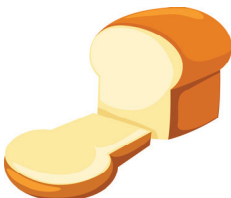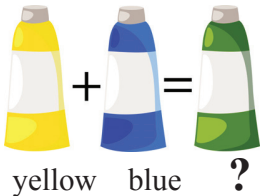
An activity sheet on the game 'Hig Pig'
PowerPoint slides on the game 'Hig Pig'
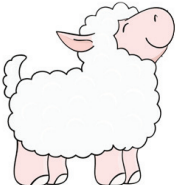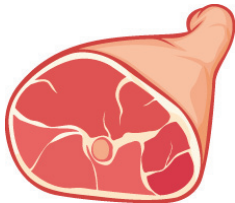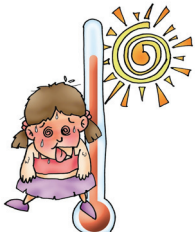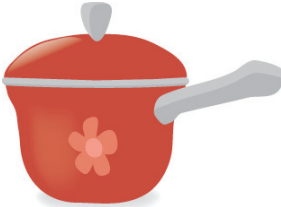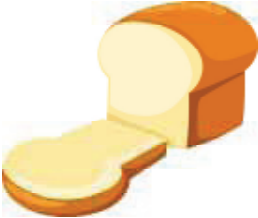
Procedures
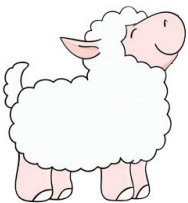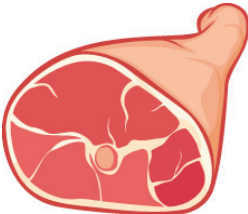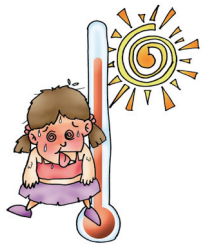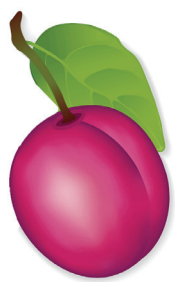
1. Students play the game in pairs.
2. Students study the pictures in each row and think of the words that the pictures represent. Each word must be monosyllabic and the pairs of words must rhyme.
3. The first pair who gets the most correct answers is the winning team.

Activity Sheet – Hig Pig

	Riddle		Answer
e.g.			goose mousse
1.	green blue **?**		
2.	yellow blue **?**		
3.			
4.	Hey! She is _____ best friend!		

	Riddle		Answer
5.			
6.			
7.			
8.			
9.			
10.			

(Answer Keys)

Riddle		Answer
e.g.		goose mousse
1. green blue **?**		*red bread*
2. yellow blue **?**		*green bean*
3.		*fish dish*
4. Hey! She is _____ best friend!		*my pie*

	Riddle		Answer
5.			*pea tea*
6.			*lamb ham*
7.			*hot pot*
8.			*bake cake*
9.			*yam jam*
10.			*plum gum*

GA 14   Our Body – Pelmanism

Vocabulary Item	*Idioms based on parts of the body*:
	Head: keep a cool head/bury one's head in the sand
	Face: have a long face/lose face
	Eye: catch one's eye/turn a blind eye
	Ear: turn a deaf ear/lend an ear
	Nose: have one's nose in the air/stick one's nose into
	Mouth: have a big mouth/make one's mouth water
	Hand: give (someone) a hand/go hand in hand
	Feet: get cold feet/stand on one's own feet
Vocabulary Building Strategy	Using knowledge of word combination – multi-word units and idiomatic use of words

Activity Description
This activity aims to help students retain better the idioms based on parts of the body. Students match the idioms of parts of the body with their meanings. After they have got a correct pair, students make sentences using the idiom.

Materials for Each Pair of Students
Two sets of word cards:
1. Set 1 – Idioms based on Parts of the Body
2. Set 2 – Meanings

Procedures
1. Students play the game in pairs. Each pair is given two sets of word cards – one on the idioms based on parts of the body and the other on their meanings.
2. Students have to put both sets of cards face down on the desks before they start.
3. Students take turns to turn over the cards. They can keep the cards if the two cards match and they can make a sentence using the idiom, e.g. 'Peter is getting cold feet about marrying Susan.'
4. The student with more cards wins.

Word Cards - Idioms based on Parts of the Body

keep a cool head	bury one's head in the sand	have a long face
lose face	catch one's eye	turn a blind eye
turn a deaf ear	lend an ear	have one's nose in the air
stick one's nose into	have a big mouth	make one's mouth water
give (someone) a hand	go hand in hand	get cold feet
stand on one's own feet		

Word Cards - Meanings

stay calm and think clearly in a difficult situation	ignore an unpleasant situation and escape from dealing with it	look unhappy
lose status or people's respect	attract one's attention and interest	ignore something that one knows should not be happening
ignore someone when they complain or ask for something	listen to what someone is saying sympathetically	be too proud of oneself
show too much interest in private matters that do not concern oneself	talk too much, especially about things that should be kept secret	make one want to eat the food
help someone do something	be closely connected	suddenly feel that one is not brave enough to do something one plans to do
be independent and not rely on other people		

(Answer Keys)

Idioms based on Parts of the Body	Meanings
keep a cool head	*stay calm and think clearly in a difficult situation*
bury one's head in the sand	*ignore an unpleasant situation and escape from dealing with it*
have a long face	*look unhappy*
lose face	*lose status or people's respect*
catch one's eye	*attract one's attention and interest*
turn a blind eye	*ignore something that one knows should not be happening*
turn a deaf ear	*ignore someone when they complain or ask for something*
lend an ear	*listen to what someone is saying sympathetically*
have one's nose in the air	*be too proud of oneself*
stick one's nose into	*show too much interest in private matters that do not concern oneself*
have a big mouth	*talk too much, especially about things that should be kept secret*
make one's mouth water	*make one want to eat the food*
give (someone) a hand	*help someone do something*
go hand in hand	*be closely connected*
get cold feet	*suddenly feel that one is not brave enough to do something one plans to do*
stand on one's own feet	*be independent and not rely on other people*

GA 15   Sports – Match and Slap

Vocabulary Item	*Names of sports*: baseball, basketball, boxing, motor-racing, football, golf, gymnastics, ice-hockey, ice-skating, skiing, surfing, swimming, tennis *Places for playing sports*: beach, course, court, field, gymnasium, pitch, pool, ring, rink, slope, track
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields

Activity Description

This activity aims to help students retain vocabulary under the same lexical field, i.e. sport-related words. Students match one of the four word cards on the desk with the word they hear. The first student who slaps on the correct card can get the card. The student who gets the most cards wins.

Materials for Each Group

Two sets of word cards:
1. Set 1 – names of sports
2. Set 2 – places for playing sports

A set of answer keys

Procedures

1. Students play the game in groups of four. Each group is given a copy of the answer keys and two sets of word cards – one on the names of sports and the other on the places for playing sports.
2. Students choose one set of word cards to start with. One of them will be the dealer who draws at random four cards from the card set and places them on the desk with the words facing upward.

3. The dealer refers to the answer keys and reads out the name of a sport which is related to one of the word cards on the desk. For example, the four word cards 'course', 'rink', 'ring' and 'pitch' are put on the desk. The dealer reads out the word 'football'. Then, the other three students have to compete to slap on the correct card.

4. There may be more than one correct answer to match the word. For example, the word 'court' can match with 'basketball' and 'tennis'. However, only the first student who slaps on the correct card can get the card. He/she becomes the dealer who draws another four cards and reads out a word.

5. The game continues until all cards are gone. The student who gets the most cards is the winner.

Word Cards – Match and Slap

Name of Sports	*Place for Playing Sports*
Baseball	Beach
Boxing	Course
Motor-racing	Court
Football	Field
Golf	Gymnasium
Gymnastics	Pitch
Ice-skating	Pool
Ice-hockey	Ring
Skiing	Rink
Surfing	Slope
Swimming	Track
Tennis	
Basketball	

(Answer Keys)

Name of Sports	*Place for Playing Sports*
Baseball	Field/Pitch
Boxing	Ring
Motor-racing	Track
Football	Field/Pitch
Golf	Course
Gymnastics	Gymnasium
Ice-skating	Rink
Ice-hockey	Rink
Skiing	Slope
Surfing	Beach
Swimming	Pool/Beach
Tennis	Court
Basketball	Court

GA 16* The Internet – Word Search

Vocabulary Item	*Words related to the cyberworld*: blog, cybercrimes, cybercops, hacker, infotainment, netiquette, netizen, phishing, spamming, surf, virus
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields and recently coined words (neologisms)

* This activity was developed for the unit 'The Internet' in Chapter 2.

Activity Description

This activity aims to strengthen students' understanding of lexical relations. Students have to fill in the blanks with words related to the Internet in Activity Sheet A. They then identify the words from the grid in Activity Sheet B.

Materials

Activity Sheets A and B for the game Word Search

Procedures

1. Students refer to the magazine editorial entitled 'Should the Internet be Censored?' from the unit 'The Internet' in Chapter 2.
2. Students fill in the blanks with Internet-related words from the editorial in Activity Sheet A.
3. Students then identify the words from the grid in Activity Sheet B. The words can appear horizontally, vertically, diagonally or backward.
4. The activity can be assigned as a take-home activity.

Activity Sheet A

Fill in the blanks with appropriate words from the magazine editorial 'Should the Internet be Censored?'.

1. This programme is a good form of _____. It reports fun facts from different parts of the world.

2. Jessica has already uploaded her itinerary and pictures of her trip to Korea onto her _____.   I have just left comments on some of her pictures.

3. I am confident about the e-banking service, as the bank has its own _____ to protect users from cybercrimes.

4. The most common form of _____ is emails pretending to be from a bank or a government agency asking for personal information from people.

5. 'Stop _____ me!   It is irritating to receive so many useless emails every day.'

6. I like going to cybercafes because I can relax, enjoy a drink and _____ the Internet at the same time.

7. To protect ourselves from being victims of _____, we have to handle our personal data carefully when shopping online.

8. A _____ is someone who hacks into other people's computer systems.

9. To avoid being offensive or rude, we have to pay attention to our _____ when writing an email or talking to people in a chatroom.

10. A _____ is someone who uses the Internet.

11. My computer is infected with a super _____. Could you fix it for me?

Activity Sheet B

Identify and circle the eleven words from Activity Sheet A in the grid below. The words may appear horizontally, vertically, diagonally or backwards.

P	H	I	S	H	I	N	G	P	Y	K	R	H	I	T
I	C	U	X	B	N	G	O	R	Y	E	E	N	H	W
H	E	Z	O	S	N	W	L	U	K	V	F	G	Y	Z
S	D	J	L	E	G	M	B	C	F	O	I	N	C	M
N	P	G	N	M	E	X	A	I	T	R	O	R	O	V
E	S	J	E	I	F	H	E	A	Y	O	I	J	U	E
S	S	I	T	R	R	L	I	P	Y	S	R	Y	F	S
R	P	K	I	C	I	N	O	N	M	U	W	Z	A	E
O	A	D	Z	R	M	C	Y	B	E	R	C	O	P	S
C	M	U	E	E	E	T	F	B	A	F	Z	A	G	F
H	M	L	N	B	N	E	T	I	Q	U	E	T	T	E
G	I	T	T	Y	T	T	A	Z	O	W	U	B	R	O
U	N	J	Y	C	F	T	T	Z	D	D	E	C	R	J
A	G	A	B	C	E	D	F	G	G	F	Z	D	N	G
R	O	F	M	H	R	A	O	O	O	N	R	E	C	D

(Answer Keys)

Activity Sheet A

Fill in the blanks with appropriate words from the magazine editorial 'Should the Internet be Censored?'.

1.	This programme is a good form of <u>infotainment</u>. It reports fun facts from different parts of the world.
2.	Jessica has already uploaded her itinerary and pictures of her trip to Korea onto her <u>blog</u>. I have just left comments on some of her pictures.
3.	I am confident about the e-banking service, as the bank has its own <u>cybercops</u> to protect users from cybercrimes.
4.	The most common form of <u>phishing</u> is emails pretending to be from a bank or a government agency asking for personal information from people.
5.	'Stop <u>spamming</u> me! It is irritating to receive so many useless emails every day.'
6.	I like going to cybercafes because I can relax, enjoy a drink and <u>surf</u> the Internet at the same time.
7.	To protect ourselves from being victims of <u>cybercrimes</u>, we have to handle our personal data carefully when shopping online.
8.	A <u>hacker</u> is someone who hacks into other people's computer systems.
9.	To avoid being offensive or rude, we have to pay attention to our <u>netiquette</u> when writing an email or talking to people in a chatroom.
10.	A <u>netizen</u> is someone who uses the Internet.
11.	My computer is infected with a super <u>virus</u>. Could you fix it for me?

Activity Sheet B

Identify and circle the eleven words from Activity Sheet A in the grid below. The words may appear horizontally, vertically, diagonally or backwards.

P	H	I	S	H	I	N	G	P	Y	K	R	H	I	T
I	C	U	X	B	N	G	O	R	Y	E	E	N	H	W
H	E	Z	O	S	F	W	L	U	K	V	F	G	Y	Z
S	D	J	L	E	R	M	B	C	F	O	I	N	C	M
N	P	G	N	M	I	X	A	I	T	R	O	R	O	V
E	S	J	E	I	N	H	E	A	Y	O	I	J	U	E
S	S	I	T	R	G	L	I	P	Y	S	R	Y	F	S
R	P	K	I	C	E	N	O	N	M	U	W	Z	A	E
O	A	D	Z	R	M	C	Y	B	E	R	C	O	P	S
C	M	U	E	E	E	T	F	B	A	F	Z	A	G	F
H	M	L	N	B	N	E	T	I	Q	U	E	T	T	E
G	I	T	T	Y	T	T	A	Z	O	W	U	B	R	O
U	N	J	Y	C	F	T	T	Z	D	D	E	C	R	J
A	G	A	B	C	E	D	F	G	G	F	Z	D	N	G
R	O	F	M	H	R	A	O	O	O	N	R	E	C	D

GA 17   Weather – Sound Maze

Vocabulary Item	*Adjectives describing weather*: cloudy, foggy, frosty, icy, snowy, stormy, windy
Vocabulary Building Strategy	Using knowledge of lexical relations – hyponyms Using knowledge of letter-sound relationships – rhyme

Activity Description

This game aims to facilitate the retention of words through identifying rhyming words related to weather. The letter-sound relationship between the adjective ending '–y' and the 'short i' sound will be revisited.

Materials for Each Student

A copy of activity sheet for the game 'Sound Maze'

Procedures

1. Students have to find a path from the entrance at the top left corner of the maze (i.e. the word 'stormy') to the exit at the bottom right corner (i.e. the word 'windy').
2. Students can only move from one box to another if the words in the boxes rhyme with each other. The move can only be made horizontally or vertically, but not diagonally.
3. Students have to complete the sentence below the maze by identifying the letter sound of the rhyming words and the relationships among these words.
4. The first student who goes out of the maze and completes the sentence correctly wins the game.

Activity Sheet — Sound Maze

- **Find a path from the entrance at the top left corner of the maze to the exit at the bottom right corner.**
- **You can move from one box to another only if the words in the boxes rhyme with each other. The move can only be made horizontally or vertically, but not diagonally.**
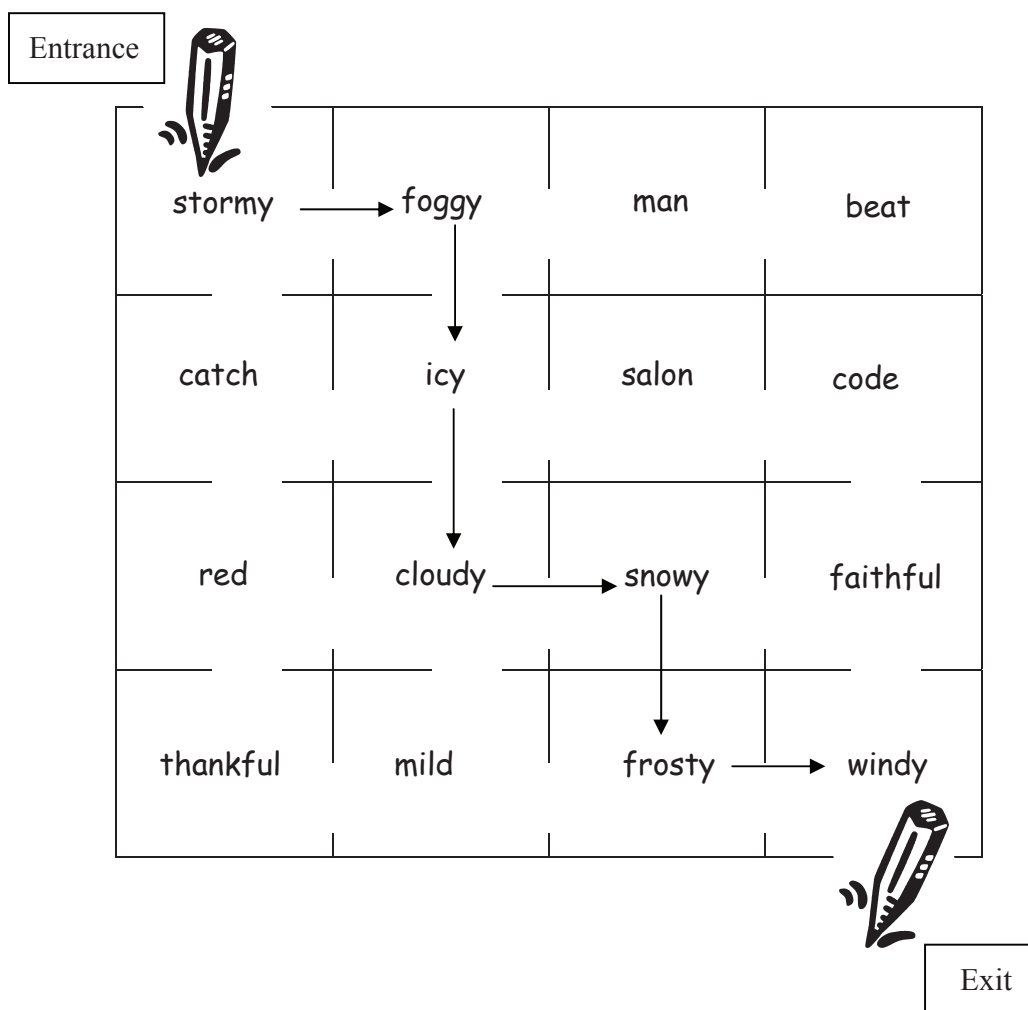
Entrance

stormy	foggy	man	beat
catch	icy	salon	code
red	cloudy	snowy	faithful
thankful	mild	frosty	windy

Exit

These rhyming words all share the letter sound _____.

They are adjectives to describe _____.

(Answer Keys)

Entrance

stormy →	foggy	man	beat
catch	icy	salon	code
red	cloudy →	snowy	faithful
thankful	mild	frosty →	windy

Exit

These rhyming words all share the letter sound __short 'i'__ .

They are adjectives to describe __the weather__ .

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GA 18   Where do You Come from? – Pictionary

Vocabulary Item	*Names of cities, countries and jobs*
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields

Activity Description

This game aims to consolidate students' vocabulary for the names of cities, countries and jobs. Students need to guess the names of jobs through making use of pictorial clues.

Materials for Each Group

An activity sheet for the game Pictionary
Blank cards

Procedures

1. Students brainstorm as many city/country names as they can and decide on a job that begins with the same letter as that city/country, e.g. _Bangkok_ (city) & _bus driver_ (job).
2. Students write down their ideas in the table in the activity sheet, and compare their ideas with their neighbours.
3. Students form four big groups. Each group writes a city/country name and a job on a blank card for another group to guess.
4. Each group chooses a representative to read the card prepared by another group. His/her group members then ask him/her questions as indicated in the 'Activity' part of the worksheet.
5. The representative answers the questions by saying aloud the city/country name and by drawing a picture on the blackboard for the group members to guess what the job is.
6. Each group can make a maximum of three guesses and receive one point if the guess is correct.
7. The group that gets the highest points wins the game.

<u>**Activity Sheet — Pictionary**</u>

<u>**Preparation**</u>

Brainstorm as many city/country names as you can and decide on a job that begins with the same letter as each of the cities/countries. The first one has been done for you as an example. Compare your answers with your neighbour.

City/Country	Job
• Australia	• Accountant

Activity
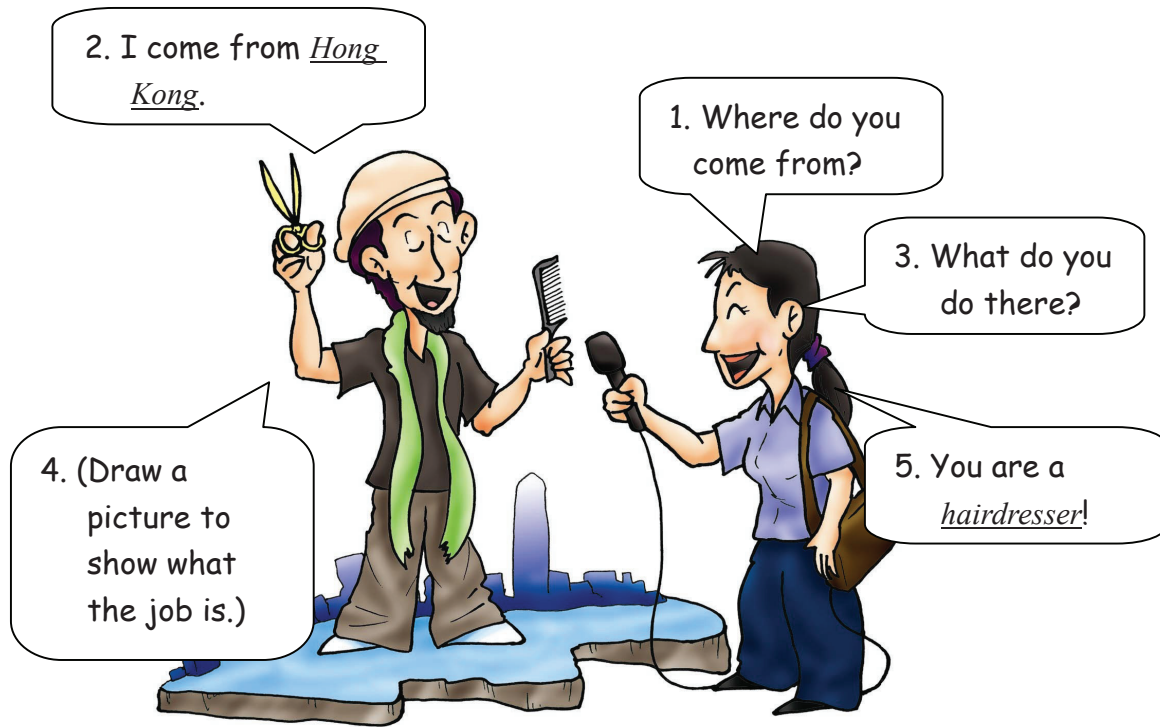
Group Members: Where do you come from?

Representative: I come from *Hong Kong*.

Group Members: What do you do there?

Representative draws a picture to show what his/her job is (*e.g. Hairdresser*).

Group Members: You are a hairdresser!

(Suggested Answer Keys)

City/Country	Job
• Australia/Austria	• Accountant/Actor/Actress/Architect/Author
• Bangkok/Beijing	• Baker/Banker/Bus Driver/Butcher
• Canada/China	• Carpenter/Caretaker/Chef/Cook/Computer Programmer/Clerk
• Denmark	• Dentist/Designer/Doctor
• Egypt	• Editor/Electrician/Engineer
• Finland/France	• Farmer/Fashion Designer/Fireman/ Fisherman/Flight Attendant
• Germany/Great Britain/ Greece	• Gardener/Golf Player/Guitar Player
• Hong Kong/Holland	• Hairdresser/Headmaster/Housekeeper
• India/Indonesia	• Illustrator/Interpreter/Inspector/Instructor
• Japan	• Jeweller/Journalist/Judge
• Kuala Lumpur/Kyoto	• Karate Instructor/Kindergarten Teacher
• London	• Lawyer/Lecturer
• Malaysia/Mexico/Moscow	• Make-up Artist/Manager/Model
• New York/New Zealand	• Nanny/Novelist/Nurse
• Osaka	• Office Manager/Operator/Optician

City/Country	Job
• Paris/Philippines	• Painter/Photographer/Pilot/Policeman/ Professor
• Russia	• Receptionist/Referee
• Shanghai/Singapore/South Korea/Sydney	• Sailor/Sales Assistant/Secretary/Surgeon
• Taiwan/Thailand/Taipei/ Tokyo	• Tailor/Taxi Driver/Teacher/Travel Agent
• United Kingdom/United States of America	• University Professor/Urban Planner
• Vietnam/Vienna	• Vet/Violinist/Vocalist
• Washington D.C.	• Waiter/Waitress/Writer

* *Country/city names starting with the letters 'q', 'x', 'y' and 'z' (e.g. Qatar, Xian, Yemen, Zurich) may not be familiar to students and the jobs beginning with these letters are rare. Therefore, the answers to these letters are not provided here. It should be noted that the game is to consolidate students' existing vocabulary about the names of countries, cities and jobs, and that they are not expected to learn every country/city name and type of job listed in the table. The answers above are for reference only. Teachers may accept any reasonable answers.*

Appendix 1

Frequently Asked Questions (FAQ)

Frequently Asked Questions (FAQ)

1. To teach vocabulary, I usually identify the new words to be covered, explain their meanings, and then give a dictation based on the words. Even though my students understand the meanings of the words and get good marks in dictations, they can't use them correctly. What has gone wrong?

    One of the concerns about vocabulary learning is that undue focus is put on the meaning and spelling of words. Students' attention is seldom drawn to the different dimensions which students should master in vocabulary learning. Below are some of the dimensions that warrant attention:
    -   **pronunciation**, including knowledge of letter-sound relationships, rhyme and alliteration (see LT 1.17, LT 1.18, LT 1.19, GA 6, GA 7, GA 13, GA 17)
    -   **word families**, e.g. nouns, adjectives, verbs (see LT 1.4, GA 3)
    -   **word formation**, e.g. compounding, blending, affixation, derivation (see LT 3.6, LT 3.7, GA 1)
    -   **polysemy**, e.g. 'hot' meaning 'spicy' and 'at a very high temperature' (see LT 1.4)
    -   **synonymy and antonymy**, e.g. 'large' is a synonym of 'big' but an antonym of 'small' (see LT 2.7, LT 3.9, GA 4, GA 11)
    -   **hyponymy**, e.g. fruits – apples, oranges, bananas … (see LT 1.6, GA 8, GA 12, GA 17)
    -   **lexical field**, e.g. sports – 'baseball', 'football', 'pitch', 'court' (see LT 2.10, GA 2, GA 6, GA 7, GA 10, GA 13, GA 15, GA 17, GA18)
    -   **style and register**, e.g. formal or informal vocabulary, vocabulary specific to particular contexts (see LT 2.3, LT 2.7, LT 2.16, LT 2.17, LT 3.6)
    -   **connotation**, e.g. 'slender' carrying a positive connotation and 'skinny' a negative one (see GA 5)
    -   **word combination**, e.g. multi-word units, which include formulaic expressions and idioms (see LT 1.15, LT 3.3, GA 14); collocations, such as 'go' + 'shopping', 'make' + 'bed' (see GA 9)

    For descriptions of the dimensions of L2 vocabulary knowledge, please see McNeill 1994 or Nation 2001.

    Merely mentioning word meanings and having dictations based on the target words do not guarantee that students can use the target words correctly. Vocabulary learning involves not only the study of individual words but also word associations and how

they are used in different contexts.

Knowing a word and understanding how to use it appropriately is a continuous process. If vocabulary learning and teaching is integrated into regular lessons and students' attention is drawn to the different word dimensions in varied contexts, they can assimilate the new knowledge over time.

2. Why do my students forget the vocabulary items they have learnt so soon?

There are two major reasons why students forget words easily: insufficient recycling and interference. Research has shown 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). For better retention of words, students need multiple exposures to the target words, preferably over a spaced period of time and in different contexts. As regards interference, students tend to forget previously learnt words when they have to learn a large number of words within a short time. To avoid overloading students, a careful choice of target vocabulary items is needed.

3. I have a very tight teaching schedule and I find it boring and time-consuming to teach the same words again and again. How can I make recycling of words fun and time-effective?

Recycling of words does not mean re-teaching the target words in the same way, nor does it necessarily take up a lot of lesson time. The following are some suggestions to achieve this:
  -   **Task Design**: The target vocabulary items can be repeated and incorporated into different sub-tasks leading to a main task. In the unit 'Helping out in Our Mini-restaurant', for example, opportunities are provided for students to use/be exposed to the target words (i.e. food items) in different ways: **reading** a restaurant review and menus (see LT 1.2, LT 1.5 & LT 1.10), **listening** to the conversation about shopping in a grocery (see LT 1.8), **writing** a restaurant menu (see LT 1.11) and role-playing a customer and a waiter/waitress in a **speaking** activity (see LT 1.16). Learning the target words through different language skills not only enhances students' understanding of both the written and spoken forms of the words but also adds variety to vocabulary learning.
  -   **Vocabulary Games and Activities:** Vocabulary games and activities such as those included in this resource package (GA 1 – 18) can provide a fun and quick way for students to revisit or learn more about the target vocabulary. They can be

used as a warm-up activity before a lesson, a follow-up/take-home activity for consolidation or an extension activity for deepening students' knowledge about the target vocabulary.

- **Reciprocal Learning:** Students can be asked to select a number of words they want to learn more from the text studied and share with their partners how they remember the chosen words or what they have found out more about these words in a dictionary or other reference materials.

- **Short Quizzes, Competitions and Meaningful Dictations:** Engaging students in short quizzes and competitions, such as writing as many names of fruits as possible in groups within three minutes, helps increase students' motivation to learn vocabulary. To promote autonomy in learning and consolidate the learning of vocabulary under different themes, students can be asked to collect more vocabulary items not found in the textbooks when they prepare for dictations.

- **Informal Interaction:** The target vocabulary items can be recycled through informal interaction when you talk about an event or a person with your students using these words during the lead-ins or breaks in the lessons. Teachers should take every opportunity to use the target items in class.

4. I think the EDB wordlists are a useful tool for vocabulary learning. Should I encourage my students to recite the words from the lists and study them for dictation?

The EDB wordlists are produced for teachers' reference only. The words from the lists are not intended for dictation purposes, nor should they be taught as discrete items. Asking students to learn the words by rote only kills students' interest rather than facilitating better retention. Preferably, vocabulary should be taught in meaningful contexts, which not only show how the words are used but also contribute to better retention.

5. I find that my students rely too heavily on dictionaries for word meanings. I understand that guessing word meanings from context is an essential strategy in vocabulary learning, so should I discourage my students from using dictionaries?

The use of contextual clues to guess word meanings is no doubt a good strategy to improve reading ability. However, several research studies have shown that there are limitations in such a strategy in enhancing vocabulary power, especially in L2 contexts (Hulstijin, Hollander & Greidanus 1996; Laufer & Shmueli 1997; Nassaji 2003). First, students may find it frustrating to guess word meanings from a context that contains too many unknown words. Second, they may take a wrong meaning as

the right meaning, and they will remember whatever meaning was guessed. The best way to learn vocabulary is to ask them to infer word meanings from the context and then confirm them using a dictionary. Moreover, by looking up the words in a dictionary, students can explore the different dimensions of the words, thus further enhancing their understanding of the words. A good dictionary also gives information about how common a word is and whether it belongs to a special register. In fact, inference and dictionary activities are both essential and complementary to each other in vocabulary learning.

6. How can I increase my students' motivation to learn vocabulary?

Information and communication technologies (ICTs) are a powerful tool to motivate students to learn vocabulary both in class and by themselves. The interactive platform and the interesting activities can always capture students' attention. Here is a list of useful websites for vocabulary learning:
- Flashcards
   a. http://www.studystack.com/ - where you can create your vocabulary notes, flashcards and games in one site
   b. http://quizlet.com/ - where you can create and share flashcards with pictures

- Online concordancers
   Online concordancers provide a list of occurrences of words being searched from authentic language contexts, where you can check how words collocate with one another.
   a. http://www.natcorp.ox.ac.uk
   b. http://vlc.polyu.edu.hk/concordance/

- Visual thesauruses and dictionaries
   Visual thesauruses and dictionaries present related words in semantic maps or present word meanings in pictures.
   a. http://www.visuwords.com/
   b. http://www.visualthesaurus.com/
   c. http://visual.merriam-webster.com/index.php

- Other vocabulary games and quizzes
   a. http://www.freerice.com/ - where students can enter a word quiz
   b. http://www.spellingcity.com/ - where teachers can create a spelling quiz

    c. http://www.puzzle-maker.com/ - where teachers can create different kinds of crossword puzzles

    d. http://www.pimpampum.net/bubblr/ - where comics can be created with the use of the target words

    e. http://jeopardylabs.com/ - where teachers can create a word jeopardy game online

7. How can I help students remember better the words they have learnt?

One effective way to help students remember words is providing them with opportunities for active involvement in connecting the new words to their mental lexicon. Vocabulary building involves a process of network building, so that the words acquired become interconnected. To this end, activities which help students understand the paradigmatic and syntagmatic associations of words should be designed. You can find a number of activities in this resource package which are designed with these two approaches in mind. (see LT 1.6, LT 3.7, GA 12, GA 15, GA 17, GA 18 for activities illustrating paradigmatic associations; see LT 1.4, LT 1.19, LT 2.10, GA 9 for activities illustrating syntagmatic associations)

Another way to achieve the same purpose is to help students personalise their learning, so that the new vocabulary can be 'integrated' into their existing knowledge base. Therefore, activities which allow students to make their own choice and help them relate new words to their personal experience can be designed. They should be encouraged to explore their personal associations for the vocabulary they study.

8. What kinds of vocabulary learning activities can I design to cater for learner diversity?

There is no 'rule of thumb' about how to design vocabulary learning activities to cater for the needs of individual learners. However, learner diversity can be basically addressed in terms of task demand and learning styles.

Task Demand:
According to Thornbury (2002), some vocabulary building activities are more cognitively demanding than others. These activities can be divided into the following categories, which are arranged in order from the least cognitively demanding to the most demanding:
-   identifying, e.g. Unscramble (GA 8), Word Search (GA 16), listening out for

particular words in a spoken text (LT 1.8)
- selecting, e.g. selecting words for further study according to one's own choice, Odd One Out, Word Jeopardy (GA 5)
- matching, e.g. matching activities (LT 2.7), Word Pair Race (GA 9), Match and Slap (GA 15), Pelmanism (GA 14)
- sorting, e.g. putting words into different categories (LT 1.19, LT 2.10)
- ranking, e.g. comparing things (GA 2), arranging words according to different levels of intensity (GA 11)

Besides the activities discussed above, some productive activities, ranging from slogan writing to role play and proposal writing, also require different levels of cognitive abilities. Teachers may like to choose the activities appropriate to their students' needs and abilities.

Learning Styles:

Gardner's theory of multiple intelligences, which are divided into nine categories (i.e. 'Linguistic', 'Logical-mathematical', 'Spatial', 'Bodily-kinesthetic', 'Musical', 'Interpersonal', 'Intrapersonal', 'Naturalistic' and 'Existential'), provides a reference for understanding students' learning styles (Gardner 1999). The seven intelligences or learning styles which are most relevant to English vocabulary learning are listed in Table 1:

Table 1: Multiple Intelligences and Learning Styles

Learning Styles	Suggested Ways to Learn	Examples
Linguistic	discussing, debating, thinking in words	LT 1.16, LT 3.10, GA 2
Logical-mathematical	working with logic, patterns and relationships, classifying, categorising	LT 2.2, LT 2.10, LT 2.16, LT 3.9, GA 9
Spatial	working with pictures, visualising	LT 2.10, GA 13, GA 18
Bodily-kinesthetic	moving, processing knowledge through bodily sensations	GA 3, GA 15

Musical	rhythm, sound patterns	GA 6, GA 7, GA 13, GA 17
Interpersonal	sharing, comparing, cooperating	LT 2.13, LT 3.7, GA 2, GA 4
Intrapersonal	doing self-paced work, reflecting	LT 1.4, LT 2.4, LT 2.11

The examples listed in Table 1 show a variety of vocabulary learning activities with reference to different learning styles. In fact, a 'one-size-fits-all' approach does not help in catering for learner diversity. Careful planning should be made to ensure a sufficient variety of vocabulary learning activities to suit the different needs, abilities and interests of students.

9. I find my students very weak in English and they have a very limited vocabulary. They need a lot of support from me and they can't really work alone. How can I improve their vocabulary power and make them more independent?

To expand students' vocabulary and enable them to become autonomous learners, it is crucial to teach them **how to learn** through incorporating **vocabulary building strategies** into the learning tasks and activities. The *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007, pp.147-150) highlights seven major vocabulary building strategies, which are listed below:

-   Knowledge of word formation (see LT 3.6, GA 1)
-   Knowledge of collocation (see GA 9)
-   Knowledge of lexical relations (see LT 1.6, LT 2.7, LT 2.10, LT 3.9, GA 2, GA 3, GA 4, GA 5, GA 6, GA 7, GA 8, GA 10, GA 11, GA 12, GA 13, GA 15, GA 16, GA 17, GA 18)
-   Guessing and inferencing (see LT 3.3, LT 3.6)
-   Using a dictionary and thesaurus (see LT 1.4, LT 3.6, GA 11)
-   Recording words (see LT 1.4, LT 1.6, LT 2.4, LT 2.11, LT 3.9, GA 9)
-   Retaining words (all games and activities are designed to facilitate better retention)

In this resource package, vocabulary building strategies are highlighted under the 'Learning Objectives' of the learning and teaching units and the 'Vocabulary Building

Strategy' section of the vocabulary games and activities. To develop students' vocabulary building strategies, explicit instruction should be adopted to encourage students to make **conscious efforts** and employ various techniques to learn and retain new words. Students should be provided with opportunities to categorise and organise newly-learnt vocabulary (e.g. using graphic organisers) and to analyse words and identify patterns in the target vocabulary (e.g. using concordancers). They should also be taught to use different vocabulary building strategies to learn and retain new words.

10. I have my students record every new word they have learnt in the vocabulary notebook by noting down their meanings and parts of speech. However, I find this way of learning ineffective because my students do not seem to remember the words recorded. Worse still, they tell me that it is boring to keep a vocabulary notebook. Is keeping a vocabulary notebook a waste of time?

Merely copying the word definition and the part of speech of a word from a dictionary to a vocabulary notebook does not guarantee success in its retention. Besides, recording too many new words at a time can be tedious and may 'overload' students. In fact, keeping a vocabulary notebook can be an effective strategy provided that:
   - the number of entries each time is kept to a level manageable to students;
   - students are allowed to choose their own vocabulary for recording; and
   - opportunities are provided for students to 'personalise' the new words.

Personalisation is the process of using a new word in a context that is personally meaningful to the student. The ways to personalise new words include association and application. The former encourages students to make personal association of the word, e.g. why/when/where they think it is used, what image it evokes, what words it is associated with, who would usually use it, etc. The latter requires students to use the word, for example, in a sentence, a short dialogue or a comic strip, preferably involving someone they know or drawing on their real life experience. Teachers may like to vary the ways of recording to make it more interesting. (LT 2.4, LT 2.11, GA 9)

Appendix 2

Preamble to the Development of the Wordlists for the English Language Curriculum

Preamble to the Development of the Wordlists for the English Language Curriculum

1. Purposes 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 the 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 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 (Chui 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 5,000 words is necessary for students to cope with the demands of reading academic texts in English (Laufer 1989 & 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 Hong Kong primary and secondary students, 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.

(b) *The British National Corpus* (BNC) (2007)

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* (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 then invited to identify suitable vocabulary for the different levels of learners, and select words appropriate to students' interests, needs and cognitive levels. 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.

3. Organisation of the wordlists

As a general principle, the lists 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 words when the related forms of the headwords are taken into account.

Some English words are spelt in the same way but differ in origin, meaning, and sometimes pronunciation (e.g. wind[1] [n] as in 'a strong wind' in KS1 and wind[2] [v] as in 'wind the clock' in SS) while others have more than one meaning (e.g. hot[1] [adj] as in 'It's hot today.' in KS1 and hot[2] [adj] as in 'hot and spicy' in KS2). To avoid confusion, introducing one meaning of these words to students at a time is preferable. It is therefore decided that such words are shown as separate entries followed by a numerical superscript to indicate the different meanings that students are expected to know at different stages of learning.

The wordlists, which are available in the electronic format, are presented in two ways –

alphabetically and thematically. The former has the advantage of allowing the words and their related forms to be viewed and located easily while the latter enables teachers to select words of a common theme or context in a convenient way. Words for different Key Stages are marked with different colours for easy reference. The categories of the wordlists are included on pp.276 & 277. Where appropriate, the same vocabulary item may appear in more than one theme/category to reflect the range of meanings that a word can have when used for different purposes and in different contexts.

Teachers may like to know that the categories included in the current wordlists are different from those in the previously-released primary wordlists. More general categorisation is adopted to embrace a wider range of vocabulary and to keep the categories to a manageable number. However, the words for KS1 and KS2 in the primary wordlists and in the current wordlists remain the same. The previous categories in the primary wordlists have also been subsumed under the current wordlists as 'suggested topics'.

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 and how many words students should learn at different stages of education. 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 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 to 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 and/or replace words in the lists, according to the topics and materials students have studied in their classes, and to encourage them to develop a word bank they are interested in, so that they can own a vocabulary that is lasting and personally meaningful.

Categories and Suggested Topics of the Wordlists for KS1, KS2, KS3 and Senior Secondary Level

Category No.	Categories and Suggested Topics
C1.	**Science** *Suggested Topics* *- Animals and Plants* *- Nature and the Environment (including seasons and weather)* *- Technologies/Computer Science* *- Biology/Chemistry/Medicine*
C2.	**Politics** *Suggested Topics* *- Law and Government* *- War and Defence* *- History*
C3.	**Spiritual/Fantasy World** *Suggested Topics* *- World Religions* *- The Supernatural* *- Fantasies (including fiction)*
C4.	**School and Learning** *Suggested Topics* *- Book Concept* *- Books and Stationery* *- Classroom Routines/Management/Instructions* *- Learning Targets and Objectives* *- Learning Equipment and Instruments*
C5.	**Work** *Suggested Topics* *- Jobs and Organisations* *- Media and Communication* *- Money and Transactions* *- Tools, Equipment and Instruments* *- Finance*

C6.	**Travel and Leisure**
	Suggested Topics
	- Clothing and Accessories
	- Events
	- Food and Drink (including meals)
	- Toys, Games and Hobbies
	- Transport (including road safety)
	- Music and Art
	- Sports and Entertainment (including movies)
C7.	**Time and Places**
	Suggested Topics
	- Places and Areas (including locations, buildings, positions and directions)
	- Time, Days and Dates (including frequency)
	- Schedules/Calendars
C8.	**Society, People and Personal Information**
	Suggested Topics
	- Body, Senses and Body Movements
	- People and Relationships
	- Personal Particulars
	- Appearance
	- Feelings and Emotions
	- Social Issues
C9.	**Home Living, Health and Safety**
	Suggested Topics
	- Furnishings and Household Products
	- Illnesses, Accidents, Crimes and Disasters
	- Personal Hygiene
C10.	**Describing Things**
	Suggested Topics
	- Materials
	- Numbers and Measures
	- Shapes and Colours
	- Objects
	- Quality and Condition
C11.	**Function Words and Grammar Terms**
C12.	**General Content Words**

Appendix 3

Learning Targets for Key Stage 3 and Senior Secondary Level

English Language Learning Targets for Key Stage 3 (S1 – 3)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
a. to establish and maintain relationships and routines in school and community situations b. to converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans c. to produce or exchange a range of formal and informal messages both oral and written d. to participate with others in planning, organising and carrying out events e. to obtain and provide objects, services and information in real and simulated situations	a. to provide or find out, select, organise and present information on familiar and less familiar topics b. to interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarising and drawing conclusions c. to identify and discuss ideas in spoken and written texts, form opinions and express them d. to identify and define problems from given information, consider related factors, solve the problems and explain the solutions e. to clarify and develop ideas by making revisions to one's own written texts through personal reflection and discussion with others f. to understand how the English language works in relation to basic differences between formal and informal contexts and how different texts are organised and expressed; and apply this understanding to one's learning and use of the language	a. to develop a response to a range of imaginative or literary texts, including poems, songs and dramatic texts through activities such as: • participating in the presentation of texts • identifying and discussing themes • understanding and appreciating the effect of sound patterns including rhythm and rhyme b. to respond to characters, events and issues in imaginative and other narrative texts through oral, written and performative means such as: • making predictions and inferences • making evaluative comments • explaining one's feelings towards characters and events • expressing one's reactions to issues • relating to one's experiences • putting oneself in the imaginary roles and situations in the story • participating in dramatic presentations

English Language Learning Targets for Key Stage 3 (S1 – 3)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
		c. to give expression to imaginative ideas through oral, written and performative means such as: • writing stories with a clear sequence of events and some description of characters • providing oral and written descriptions of a situation, an object or a character • creating simple poems and lyrics using given models • creating short dramatic episodes based on given situations d. to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events

English Language Learning Targets for Senior Secondary Level (S4 – 6)		
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
a. to establish and maintain relationships and routines in school, community and work situations b. to converse, discuss, compare, argue, evaluate and justify points of view about feelings, interests, preferences, ideas, experiences and plans c. to communicate a range of more complex messages, both oral and written, for different audiences and purposes d. to participate with others in planning, developing, organising, carrying out and evaluating more complex and extended events e. to obtain and provide objects, services and information in a wider and more complex range of real and simulated situations	a. to provide or find out, select, analyse, organise and present information on familiar and unfamiliar topics b. to interpret and use more extensive and complex information through processes or activities such as ordering, describing, defining, classifying, comparing, explaining, justifying, predicting, inferring, summarising, synthesising, evaluating and drawing conclusions c. to identify and discuss critically ideas, issues, themes, arguments, views and attitudes in spoken and written texts, make connections, refine or generate ideas, and express or apply them d. to identify and define more complex problems from given information, consider related factors, explore and discuss options, solve the problems, evaluate and justify the solutions, or offer alternatives e. to develop, refine and re-organise ideas, and to improve expression by making appropriate revisions to one's own written texts independently and collaboratively f. to understand how the English language works in a wide range of contexts and how more complex texts are organised and expressed; and apply this understanding to one's learning and use of the language	a. to develop a response to a wider range of imaginative or literary texts through activities such as: • participating in the presentation of such texts • identifying, interpreting and discussing themes • appreciating the use of language including the use of rhythm and rhyme, other sound patterns and rhetorical devices b. to respond to characters, events, issues and themes in imaginative and other narrative texts through oral, written and performative means such as: • making predictions and inferences • analysing the actions and motivations of characters and the significance of events • relating the characters and events to one's own experiences • articulating and presenting one's views and feelings • putting oneself in the roles and situations in the story • participating in dramatic presentations and reflecting on the way in which authors use language to create effects

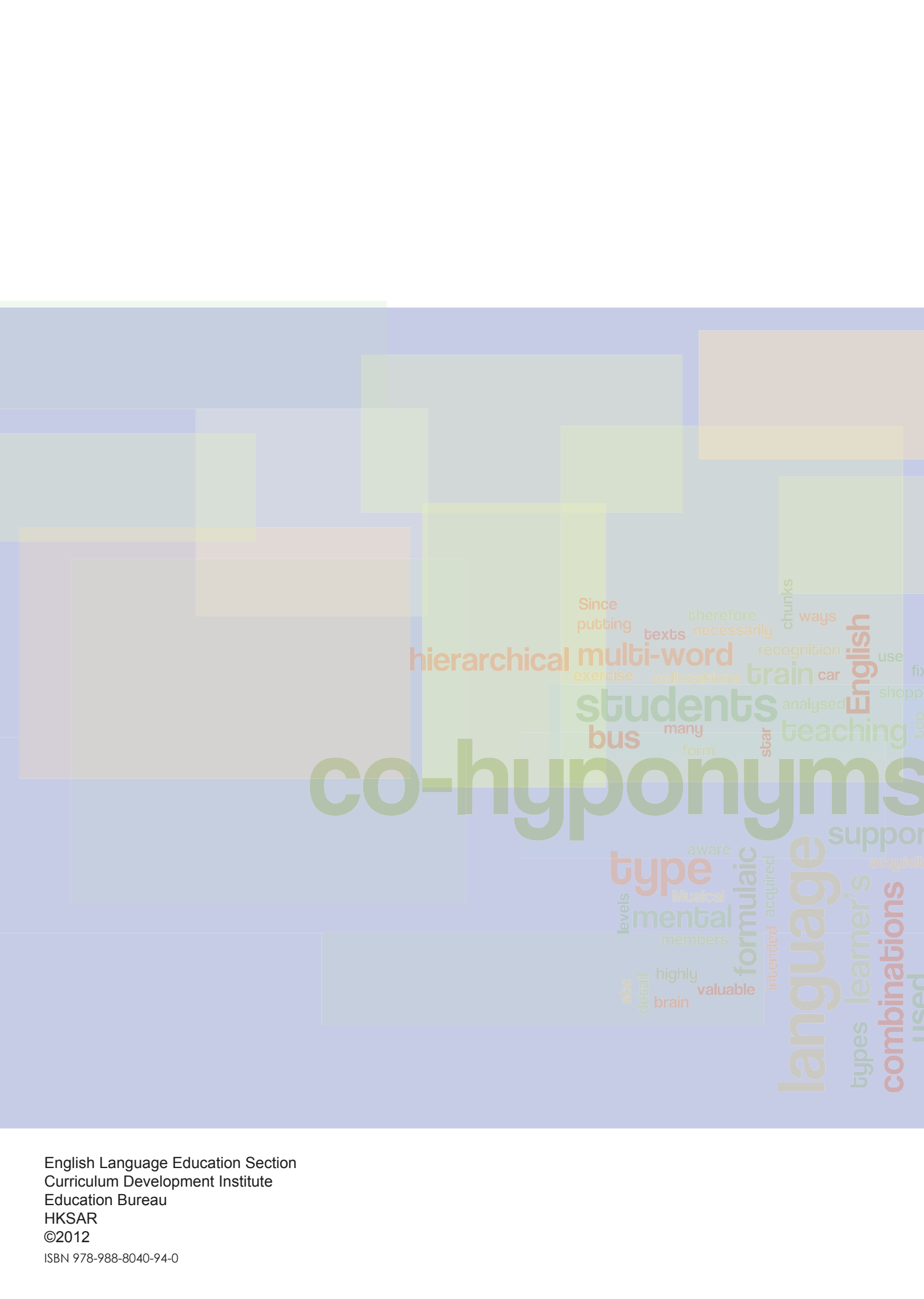|	English Language Learning Targets for Senior Secondary Level (S4 – 6)	
Interpersonal Strand	**Knowledge Strand**	**Experience Strand**
		c. to give expression to imaginative ideas through oral, written and performative means such as: • reading aloud and solo or choral speaking • role-plays, dramatic presentations or improvisation • providing oral and written descriptions (or perhaps drawings) to illustrate one's personal response to a situation, an object or a character, or one's analysis of them • writing journals or diaries • writing stories with a sound awareness of purpose and appropriate development of plot and character • creating poems and lyrics • creating short dramatic episodes d. to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events, dramatic presentations or monologues, incorporating where appropriate reflections on their significance

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