



English Language Resource Kit on National Security Education at the Primary Level

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Curriculum Development Institute

Education Bureau

HKSAR, 2024

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Published 2024

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Preface

National security education is an important component of values education. It is inseparable from national education and an indispensable part of the school curriculum in Hong Kong. The fundamentals of national security education are to develop in students a sense of belonging to our country, an affection for the nation, a sense of national identity, as well as an awareness of and a sense of responsibility to safeguard national security. This collection of learning and teaching materials illustrates how elements of national security education can be integrated organically into and connected naturally with the learning components of the English Language curriculum at the primary level.

Implementation of National Security Education in the English Language Curriculum

National security covers various domains*, including political security, homeland security, military security, cultural security, science and technology security, cyber security, food security, ecological security, resource security and outer space security. Some of these domains can be tied in with the suggested modules and units of the English Language curriculum at the primary level, such as Food and Drink, Happy Days and the Magic of Nature. English Language teachers can select relevant materials including multimodal resources, and design a variety of learning and teaching activities to enhance students' understanding of the relationship between their daily lives and national security as well as the development of language in an integrative manner.

Aims

This collection of learning and teaching materials aims to support English Language teachers in:

- developing students' language skills through engaging them in various reading, viewing, writing and speaking activities;
- integrating elements of national security education into the school English Language curriculum;
- raising students' awareness of the importance of safeguarding national security;
- cultivating in students a sense of belonging to our country, an affection for the nation and a sense of national identity; and
- fostering students' development of proper values and attitudes (e.g. responsibility, commitment, diligence, perseverance).

* Please refer to the following website for details of the major fields of national security education https://www.nsed.gov.hk/national_security/index.php?l=en&a=national_security_main_focus.

Content

This collection of learning and teaching materials features four learning topics covering different domains of national security, i.e. food security, cultural security, ecological security, and outer space security. Each set of learning and teaching materials comprises a reading text and a multimodal text, and suggested reading, viewing, writing and speaking activities to promote national security education and develop students' language skills.

Learning Task 1 – Cherishing Food

Students learn more about our country's efforts in securing a stable agricultural production, and develop an awareness of the importance of cherishing food to safeguard food security. They first reflect on the purpose of planting or farming at school, and activate their prior knowledge about the major source of food in Hong Kong. Then, they view the video “Geography of China (Upper Primary): Agriculture” to learn about farming in our country and the efforts in safeguarding food security. After that, they read an article about the contributions of Professor Yuan Longping in boosting grain harvests to help secure food supply in our country as well as in other countries. To consolidate learning, they write and present a short speech to tell their schoolmates about the challenges of farming in our country and encourage them to cherish food in their daily lives.

Learning Task 2 – Chinese Dance and Culture

Students learn about the culture and traditions of our country through reading and viewing about different kinds of traditional Chinese dances. They read an article about the dragon dance and the lion dance to understand the cultural values of the dances. Then, they view the video “Footprints of the Folk Dance Tradition”** to explore the relationships between folkdances and the culture of Chinese ethnic groups. They learn to treasure the traditional Chinese culture and develop an awareness of safeguarding cultural security. They explore other activities that can bring people together and create a sense of belonging to the community. In the writing part, they introduce a traditional Chinese food to schoolmates.

Learning Task 3 – Saving Endangered Animals

In this learning task, students learn about the importance of saving endangered animals and the efforts of our country in protecting them. They read an article about the wild animals in our country and the concerted efforts of different groups of people, such as the government, scientists and local people, in saving the endangered animals. To help students understand how our country saved the Siberian tigers from extinction and how human-wildlife conflicts can be solved, they view the video “China's Tigers”**. Then, they write a riddle about an endangered animal in our country and tell their schoolmates

** We are grateful to The China Current for the use of the videos on their website <https://chinacurrent.com/>.

about it to promote understanding and love for the animals. They are also encouraged to write promises on taking action to protect the environment.

Learning Task 4– China’s Space Exploration

In this learning task, students learn about our country’s space programme and develop an awareness of outer space security. They first activate their prior knowledge by reading the timeline of our country’s space activities and achievements. Then, they read an article to understand more about the mission of Chinese astronauts. To learn more about the features of the Tianlian data relay satellite and our country’s efforts in enhancing communications technology, they watch the video “Speaking with Astronauts in Space”**. In the speaking part, they explore different kinds of jobs related to the space programme. After that, they share with their classmates the job that they are interested in and give reasons by connecting it with their interests, hobbies and strengths.

How can the resources be used?

The resource kit consists of learning tasks and suggestions of modules for the integration of national security elements in the school English Language curriculum, and promotes proper values and attitudes in the primary English classroom. Teachers are encouraged to select and use the learning materials to cater for students’ needs, interests and abilities. The resource materials are available in both PDF and Microsoft Word formats.

** We are grateful to The China Current for the use of the videos on their website <https://chinacurrent.com/>.

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Learning Task 1

Cherishing food



Summary of the Learning Task

Aims:

The learning task aims to enhance students' understanding about agriculture (e.g. planting or farming) in the Mainland and our country's efforts in securing a stable agricultural production, and raise their awareness of the importance of cherishing food.

Learning Activities:

- **Part 1 - Video viewing:** Students reflect on the purpose of planting or farming at school, and activate their prior knowledge about the major source of food in Hong Kong. Then, they view the video “**Geography of China (Upper Primary): Agriculture**” to learn about farming in our country and the efforts in safeguarding food security. Graphic organisers are used to help students understand the video.
- **Part 2 - Reading:** Students read an article about Professor Yuan Longping to understand his contributions in boosting grain harvests. They also read a short description about our country's efforts in developing better seeds in space, and reflect on the achievements of our country in securing food supply for people in our country and around the world.
- **Part 3 - Writing and Speaking:** Students write and present a short speech to tell schoolmates about the challenges of farming in our country and encourage them to cherish food in their daily lives, thereby cultivating an awareness of food security.



Learning Objectives:

Content

To develop an understanding of the following:

- the kinds of plants or crops grown in our country, the challenges in farming and the solutions to these problems;
- the life and contributions of Professor Yuan Longping in boosting grain harvests to secure food for people in our country and around the world; and
- our responsibility of cherishing food to safeguard food security

Language

To develop language knowledge and skills through:

- viewing a video and reading information texts;
- writing a speech to inform schoolmates of how our country tackles the problems of agriculture and encourage them to cherish food using the language learnt (e.g. the use of the simple past tense to talk about past events); and
- practising and delivering the speech



Learning Task 1

Cherishing food

Situation

Your school is organising a Food Appreciation Day to raise students' awareness of the importance of treasuring the food we have. You are an English ambassador. Your teacher has invited you to give a speech on the day to help your schoolmates understand that securing a sufficient food supply is not easy and encourage them to take actions to show their appreciation for food.

To prepare for the writing task, you will:

- **learn about food security;**
- **view a video “Geography of China (Upper Primary): Agriculture”** to learn about farming in our country and the efforts in safeguarding food security;
- **read an article “Yuan Longping: A true food hero”** to understand his contributions in boosting grain harvests;
- **read a description** about our country's efforts in developing better seeds in space and reflect on the achievements of our country in securing food supply for people in our country and around the world;
- **write a speech** to help your schoolmates understand that securing an ample food supply is not easy and encourage them to take actions to show their appreciation for food; and
- **practise and deliver** the speech.

Part 1 – Video viewing

A) Introduction: What is food security?

Food security includes ensuring the production of sufficient quantities of food and stabilising food supply, thus ensuring it is available to all who need it. Food is not only crucial for our country's well-being and economy, but also essential for each of us to live a healthy life. Find out more about our country's efforts in safeguarding food security in the following activities.



B) Discussion: How much do you know about planting or farming?

- 1. Look at the picture. What are the teacher and the children doing? Think and share your ideas with your classmates.**



- 2. Are there any planting or farming areas in your school? Search and blacken the options below.**

- Yes What are the plants or crops in the planting or farming areas?
- (a) vegetables
 - (b) flowers
 - (c) other (please specify): _____
- No What would you grow if your school has planting or farming areas?
- (a) vegetables
 - (b) flowers
 - (c) other (please specify): _____

- 3. Why do some schools provide these planting or farming areas for students? Think and share your ideas with your classmates.**

4. Plants or crops grown in small areas cannot feed all the people in Hong Kong. Where does the food in Hong Kong come from? Think and blacken one of the options below.

- A from Hong Kong only
- B from our country only
- C mostly from Hong Kong and the rest from our country
- D mostly from our country and the rest from Hong Kong and other parts of the world

5. If people do not have enough food to eat, what would happen? Think and share your ideas with your classmates. Write them down below.





C) Watch the video “Geography of China (Upper Primary): Agriculture”.

1. Complete the diagram with the key words taken from the video.

[Geography of China \(Upper Primary\): Agriculture](#)

Source: EDB Educational Multimedia (EMM)



Major source of food in Hong Kong:

(a) _____



(b) _____
of Qinling Mountains
and Huai He

Kinds of
plants or
crops

People can grow the
following dry plants
or crops:

- (e) _____
- (f) _____
- oil-bearing crops



(c) _____
of Qinling Mountains
and Huai He

Kinds of
plants or
crops



People can grow rice
and the following
tropical and
subtropical plants or
crops:

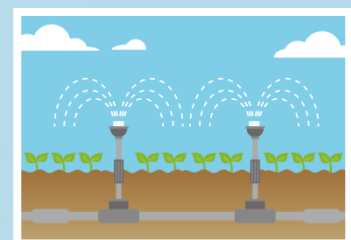
- (g) _____
- (h) _____
- flowers

(d) _____
of Qinling Mountains
and Huai He

Kinds of
plants or
crops

People can grow the
following dry plants
or crops if there are
irrigation systems:

- cotton
- (i) _____



2. What are the challenges in agriculture (e.g. farming) in the Mainland? How does our country tackle them to safeguard food security? Complete the diagram below with the key words taken from the video.



Challenges in agriculture



- Natural disasters such as droughts and floods (a) _____ crops.
- More people move to live in cities which reduces agricultural land.
- Development in the country and industries leads to (b) _____.



Solutions to tackle the challenges



Our country:

- grows crops in (c) _____;
- develops new species of (d) _____; and
- constructs water projects to maintain a stable supply of irrigation water.



Together with the efforts and contributions of Professor Yuan Longping, “Father of (e) _____ Rice”, hundreds of millions of people in our country and all over the world can have enough rice to eat.



Part 2 – Reading

A) Read the article.

Yuan Longping: A true food hero



Introduction

Professor Yuan Longping, known as “Father of Hybrid Rice”, was one of the greatest agricultural scientists. He spent his entire life on researching and developing high-yielding hybrid rice varieties. He tried his best to maintain
5 sufficient amount of rice production to help solve the problem of food shortage in our country and around the world.

Early life and education

Professor Yuan was born in Beijing in 1930. He was the second of six siblings. His father worked for the Beijing-Wuhan Railway and his mother taught English.
10 They both provided their children with a good education, and taught them to be diligent and caring people from an early age. In 1953, Professor Yuan completed his studies in agronomy (i.e. the science of farming) in Southwest Agricultural College and began his lifelong work in agriculture.



Career path and achievements

15 Professor Yuan was assigned teaching responsibilities in an agricultural school in Hunan after his graduation. Unfortunately, there was a nationwide famine in our country in the early 1960s. He was very upset and determined to use agricultural science and technology to solve the problem of food shortage. He conducted numerous scientific research on the development of high-yielding hybrid rice varieties, and put in his efforts to enhance the breeding strategy. Due to his hard work, the world's first high-yielding rice strain was cultivated in 1973.

Awards and honours

Professor Yuan's research in high-yielding hybrid rice varieties was revolutionary. Therefore, he won many awards and honours from our country and worldwide. They included the State Preeminent Science and Technology Award (2000), the World Food Prize (2004), and the Medal of the Republic (2019), our country's highest official honour.

Contributions and other information

Professor Yuan generously shared the hybrid rice breeding technology with other agricultural scientists in our country and around the world. He donated crucial rice strains to the International Rice Research Institute in 1980 and taught farmers in other countries to grow hybrid rice. So far, the hybrid rice varieties have been grown extensively in over 60 countries. Professor Yuan's agricultural breakthroughs successfully helped our country and many parts of the world secure food production. He died at a hospital in Changsha in 2021. His achievements were not limited to the development of hybrid rice for the people in the world. His curiosity, devotion, perseverance, diligence and selflessness left an unforgettable spiritual treasure to us all.





Answer questions 1-5 by blackening the best option.

1. **What did Professor Yuan focus on in his entire life? He focused on _____.**
 - A. working as a railroad official
 - B. developing high-yielding rice varieties
 - C. teaching English in a college
 - D. getting awards from around the world

2. **Which subject below did Professor Yuan study in a college? He studied _____.**
 - A. Agronomy
 - B. English
 - C. Science
 - D. Technology

3. **How did Professor Yuan feel about the nationwide famine in the early 1960s? He was _____.**
 - A. amazed
 - B. great
 - C. indifferent
 - D. worried

4. **Which prize that Professor Yuan received represents China's highest official honour?**
 - A. The State Preeminent Science and Technology Award
 - B. The World Food Prize
 - C. The Medal of the Republic
 - D. All of the above

5. **Professor Yuan donated hybrid rice strains and shared the breeding technology with different countries around the world. Which adjective below best describes his act?**
 - A. Perseverant
 - B. Diligent
 - C. Selfless
 - D. Curious



B) Language Focus: Use of the simple past tense

1. Study the following sentences adapted from the article. Complete the timeline of Professor Yuan. Write the years in the boxes and put the letters in the brackets below. The first one has been done for you as an example.

(a) Professor Yuan graduated from a college specialising in farming in 1953.

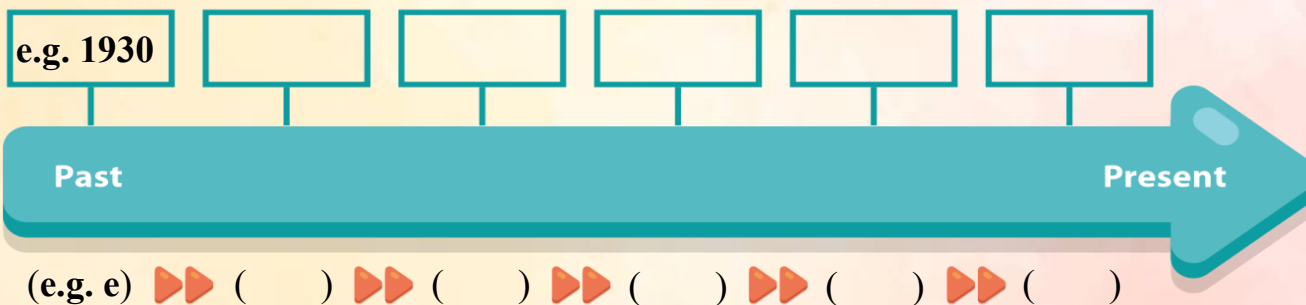
(b) Professor Yuan donated rice strains to other agricultural scientists to facilitate further research on hybrid rice in 1980.

(c) Professor Yuan passed away in China in 2021.

(d) Professor Yuan received the Medal of the Republic in 2019.

(e) Professor Yuan was born in Beijing in 1930.

(f) Professor Yuan cultivated the world's first high-yielding rice strain in 1973.



2. Circle the verbs in the simple past tense in the sentences above. Item (e) has been done for you as an example. Why do we use the simple past tense there? Think and share your ideas with your classmates.



C) Reflection: Creating new varieties of crops in space by Chinese scientists

Professor Yuan Longping inspired numerous scientists of our country to continue with the cultivation of new varieties of crops. Read the following short description about our country's efforts in developing better seeds in space.



Our country's space programme has made significant contributions to the improvement of seed quality. In 1987, our country sent the first crop seeds, including rice, into space. Over the past 30 years, our country has carried out numerous space breeding experiments to develop new species with shorter growth time, higher yields and better resistance to diseases. In 2023, astronauts of Shenzhou-14 and Shenzhou-15 spaceships brought more than 1,300 crop seeds into space for breeding experiments. With the efforts of the scientists from our country, more than 125 new rice varieties have been developed.



Why do the scientists of our country continue to develop new species of seeds in space? What can you learn from them? Think and share your ideas with your teacher or classmates.

D) Discussion and actions: Ways to cherish food in our daily lives

Scientists of our country and around the world try their best to help tackle the challenge of food shortage. We can also offer help by saving food. Read the following situations, think and discuss with your classmates what we should do to cherish food in our daily lives.

**Is farming an easy task?
When farmers grow food for us, we ...**

(e.g. ... should appreciate their hard work.)



**When we buy and store food,
we ...**

(a) _____
_____.

**When we have food
waste, we ...**

(b) _____
_____.



**When we have
excess food, we ...**

(c) _____
_____.



When we order food, we ...

(d) _____
_____.






Part 3 – Writing and Speaking


A) Writing

Write a short speech for about 1 to 2 minutes to tell your schoolmates about the challenges of agriculture and how our country tackles these problems. Give suggestions on ways to cherish food in our daily lives and encourage your schoolmates to take actions. You may use the framework below to organise your ideas.

Title of the short speech: _____

Greet the schoolmates and state the purpose of the speech <i>(e.g. Good morning, everyone. I am going to tell you about ...)</i>	
Talk about issues related to agriculture <i>(e.g. the major source of food in Hong Kong, challenges in agriculture, ways to tackle the challenges by our country, work of Professor Yuan in helping secure the food supply)</i>	
 <p>Remember to use the simple present tense to describe facts, and the simple past tense for events that happened in the past.</p>	



<p>Give some reasons why people need to help save food</p> <p><i>(e.g. growing crops is not an easy task, be vigilant in peacetime)</i></p>	
<p>Suggest some ways to cherish food in our daily lives</p> <p><i>(e.g. appreciate farmers' efforts, think before buying and ordering food)</i></p> <div data-bbox="159 1075 574 1388"><p>Remember to encourage your schoolmates to cherish food.</p></div> 	
<p>End the speech</p> <p><i>(e.g. Let's cherish food together and be good to our world!)</i></p>	





B) Speaking

1. Read the following tips carefully. Deliver your short speech to your schoolmates on the Food Appreciation Day.

Ways to practise:

- Practise your speech two or three times a day
- Speak in front of your family members / friends / classmates / teachers
- Speak in front of the mirror / camera
- Record your performance
- Discuss how you can improve the performance with your family members / friends / classmates / teachers

Pace & Tone:

- Don't speak too fast or too loudly
- Speak with appropriate intonation, stress and pauses

Body Language:











- Keep the eye contact
- Use some appropriate body gestures

Pronunciation:

- Check the pronunciation of words that you are not sure about

2. Check your short speech with the self-assessment checklist below.

Self-assessment Checklist

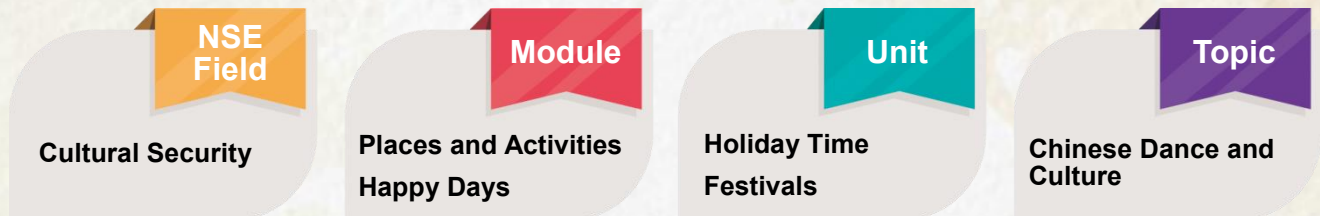
Assessment criteria		My performance (Colour the smileys)
Content		
1	I can begin my short speech with a proper greeting, and state the purpose of the speech clearly.	
2	I can end my short speech by encouraging my schoolmates to take actions to cherish food in their daily lives.	
3	I can clearly and fluently present relevant information and ideas (e.g. the major source of food in Hong Kong, challenges in agriculture and ways to tackle the challenges by our country, Professor Yuan's work in helping secure the food supply, reasons for people to help save food and ways to cherish food in our daily lives).	
Language		
4	I can use the simple present tense to describe facts.	
5	I can use the simple past tense for events that happened in the past (e.g. the work that Professor Yuen did to help secure the food supply).	
6	I can use a range of vocabulary, sentence patterns and connectives with few grammatical mistakes.	
Communication strategies		
7	I can use body language to draw the attention of the audience.	
Pronunciation & Delivery		
8	My voice is loud and clear enough.	
9	I can pronounce all words clearly and accurately.	
10	I can speak fluently and naturally, with suitable intonation and pauses.	

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Learning Task 2

Chinese Dance and Culture



Summary of the Learning Task

Aims:

The learning task aims to widen students' exposure to the culture and traditions of our country through different kinds of traditional Chinese dances, raise their awareness of the connection of the traditional Chinese dances with cultural security, and explore other traditions that can enhance cultural security.

Learning Activities:

- **Part 1 - Reading:** Students read an article about two traditional Chinese dances (i.e. the dragon dance and the lion dance) to understand the significance of the dances in Chinese New Year celebrations. They learn to appreciate the cultural values of the dances (e.g. to bring the community together) and develop a sense of belonging to our country.
- **Part 2 - Video Viewing:** Students view a video “**Footprints of the Folk Dance Tradition**” to understand the connections between folk dances and the culture of Chinese ethnic groups (e.g. to depict daily life activities, to bring good luck to others). They explore other activities that can bring the community together and enhance cultural security.
- **Part 3 - Writing:** Students write an article to the school magazine to introduce a traditional Chinese food to schoolmates.



Learning Objectives:

Content

To develop an understanding of the following:

- traditional Chinese dances (e.g. the dragon dance, the lion dance);
- the relationships between Chinese dances and cultural values/traditions; and
- other cultural activities that can bring the community together

Language

To develop language knowledge and skills through:

- reading an information text and viewing a video;
- sharing ideas with classmates;
- learning about the text type features of magazine articles; and
- writing about a traditional Chinese food in the school magazine using knowledge of the text features of magazine articles and the language items learnt (e.g. the use of the simple present tense to write about the food)



Learning Task 2

Chinese Dance and Culture

Situation

Your school is organising a Cultural Week to raise students' awareness of Chinese traditions and cultural security. You are an English ambassador. You will serve in a booth to introduce traditional Chinese dances to your schoolmates during the Cultural Week. In addition, your English teacher has invited you to write an article about a traditional Chinese food for the school magazine, which will be issued during the week.

To prepare for the tasks for the Cultural Week, you will:

- **learn about cultural security;**
- **read an article “Traditional Chinese Dances”** to understand the dragon dance and the lion dance and to cherish the rich traditions of Chinese dances;
- **view a video “Footprints of the Folk Dance Tradition”** to understand the folk dances of different ethnic groups in our country and explore other activities that can bring the community together and enhance cultural security; and
- **write an article** to introduce a traditional Chinese food and share its cultural values.

Part 1 - Reading

A) Introduction: What is cultural security?

Cultural security is about protecting the culture of a country, including its values and traditions. Culture is very important to a country. It is the driving force for a country to survive and develop. It can bring people together and create a sense of unity. We should respect, appreciate and inherit the splendid culture of our country in order to safeguard cultural security. Traditional Chinese dances are examples of cultural activities. Find out more about traditional Chinese dances in the following activities.



B) Pre-reading activity

1. The pictures shows things we do before and during Chinese New Year. Match the pictures with the correct descriptions. The first one has been done for you as an example.

**Things
we do**

Pictures

<p>a) prepare a candy box</p>	●	●	
<p>b) clean the house</p>	●	●	
<p>c) put up new year's decorations</p>	●	●	
<p>d) watch the lion dance</p>	●	●	

2. Do you like Chinese New Year (CNY)? Work in pairs and discuss with your partner using the mind map.



C) Read the article to know more about two traditional Chinese dances.

Traditional Chinese Dances

Chinese dance has a long history of more than 4000 years. It is not only an activity for fun and pleasure, but also for festive celebrations. Have you watched a dragon dance or a lion dance before? They are well-known traditional dances.

Dragon Dance

The dragon dance first appeared in the Han Dynasty about 2000 years ago. At that time, people danced to pray for rain. Nowadays, the dragon dance is performed to celebrate festivals like Chinese New Year. The dragon symbolises wisdom, power and good fortune. The longer the dragon, the more luck it will bring to the community. The length of the dragon can be 50 metres long. A team of 20 dancers are needed to lift the body of the dragon. It is a fascinating experience to watch the vibrant dance moves accompanied with the sound of beating drums and clashing cymbals.



Lion Dance

The lion dance is a cultural activity that takes place during Chinese New Year, big celebrations, or festive events. It was one of the court dances in the Tang Dynasty. The lion represents power, wisdom and superiority. People believe that the lion dance can bring good fortune, prosperity and happiness to the community. To perform a lion dance, there should be about 10 people. Two people are needed to control a lion. One of them takes charge of the lion's head and front legs and the other operates the hind legs. With the sounds of beating drums and clashing cymbals, the dancers imitate a lion's movements, such as scratching, leaping and playing with a ball.



We cherish the rich traditions of Chinese dances. They bring the community together and give us a lot of memorable moments.



Answer questions 1-5 by blackening the best option(s).

1. When did the dragon dance first appear?

- A. about 50 years ago
- B. more than 1000 years ago
- C. about 2000 years ago
- D. more than 4000 years ago

2. Why is “the dragon” in the dragon dance so long?

- A. It is a well-known dance.
- B. It has a very long history.
- C. A long dragon allows fascinating movements.
- D. A long dragon will bring more luck to people.

**3. What does the dragon mean in Chinese culture?
(You can choose more than one option.)**

- A. It stands for power.
- B. It means beauty.
- C. It brings people good luck.
- D. It represents wisdom.

4. Which of the following about the lion dance is true?

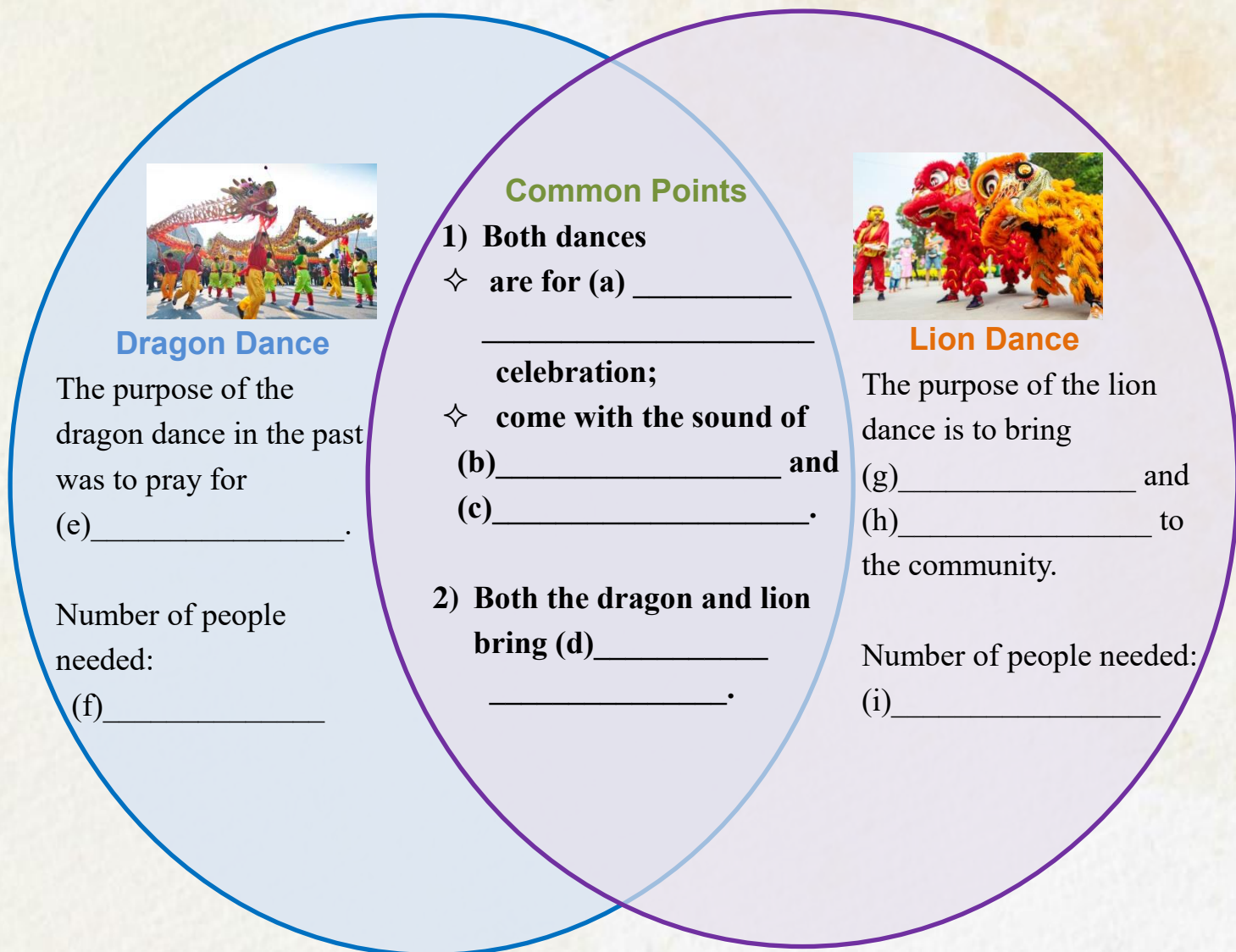
The lion dance...


- A. first started in the Han Dynasty.
- B. needs 20 dancers.
- C. is a quiet and peaceful activity.
- D. is for celebrating big events.

5. Why do people perform the Chinese dances?

- A. The dances can bring more rain.
- B. The dances bring the community together.
- C. People learn to dance like dragons.
- D. People act as lions to scare children.

6. Compare the dragon dance and the lion dance using the Venn diagram below.



 7. Think and share. Why do people enjoy watching the dragon dance and the lion dance? Why is preserving traditional Chinese dances important? What can we do to preserve them?



Part 2 - Video Viewing

There are many interesting folk dances in our country. In this part, you will watch a video about folk dances of different ethnic groups in China and understand their cultural activities.

[Footprints of
the Folk Dance
Tradition](#)

Source: *The China Current*



A) Pre-viewing activity

The Ethnic Groups and Folk Dances

Do you know China has 56 ethnic groups? The **Han** is the largest ethnic group in our country. Their famous dances are the ribbon dance and the fan dance. The **Miao** people live in South China. The **Dai** ethnic group lives in Yunnan Province. Their dance is called the peacock dance. The **Tibetan** group lives in the western part. It is the highest place on Earth. The **Mongolians** live in the northeastern part of China. This is a beautiful place with clear lakes and green grassland.



Mongolian dance



Ribbon dance



Tibetan dance

Have you watched any Chinese folk dances before? Write down your ideas and share your experience in groups.



Fan dance



Dai dance



Miao dance

B) Watch the video “Footprints of the Folk Dance Tradition”. Write the name of the folk dances using the words given. Then match the descriptions about costumes and props with the folk dances by drawing lines.

Mongolian dance Tibetan dance Peacock dance Miao dance

Dance

Costumes and Props

1.



(1'45" – 2'11")

•

- Dancers dress like peacocks. Their costume is often with white, green and blue colours. They use their fingers to pretend to be the bird's crest.

2.



(2'12" – 2'19")

•

- Dancers dance with props such as chopsticks and bowls. They pretend that they are hunting and riding horses in the dance.

3.



(2'20" – 2'53")

•

- Dancers wear blouses and dresses with colourful patterns. They also put on silver jewellery, such as necklaces, bracelets and headdresses.

4.



(2'54" – 3'30")

•

- Dancers wear costumes with long sleeves. They bend their waist to pretend that they are carrying a heavy load on their back.



C) Post-viewing activity

1. Some dancers are talking about the meaning of their dance after a performance. Read the following sentences and pay attention to the verb forms and parts of speech.

Use **an adjective** to describe a noun

Use **a verb** to talk about an action

The ribbon dance has a long history of more than 1000 years. Dancers wave ribbons to make **beautiful** shapes. In the past, farmers loved to **celebrate** good harvests. So they danced with ribbons. Nowadays, people **celebrate** happy events with the ribbon dance. It is an enjoyable experience to watch the **celebration**.

Use **infinitives (to and the base form of a verb)** to express purposes and to show our thinking

Use **a noun** to refer to an event/festival

2. Complete the following sharing by choosing a suitable noun, verb or adjective.



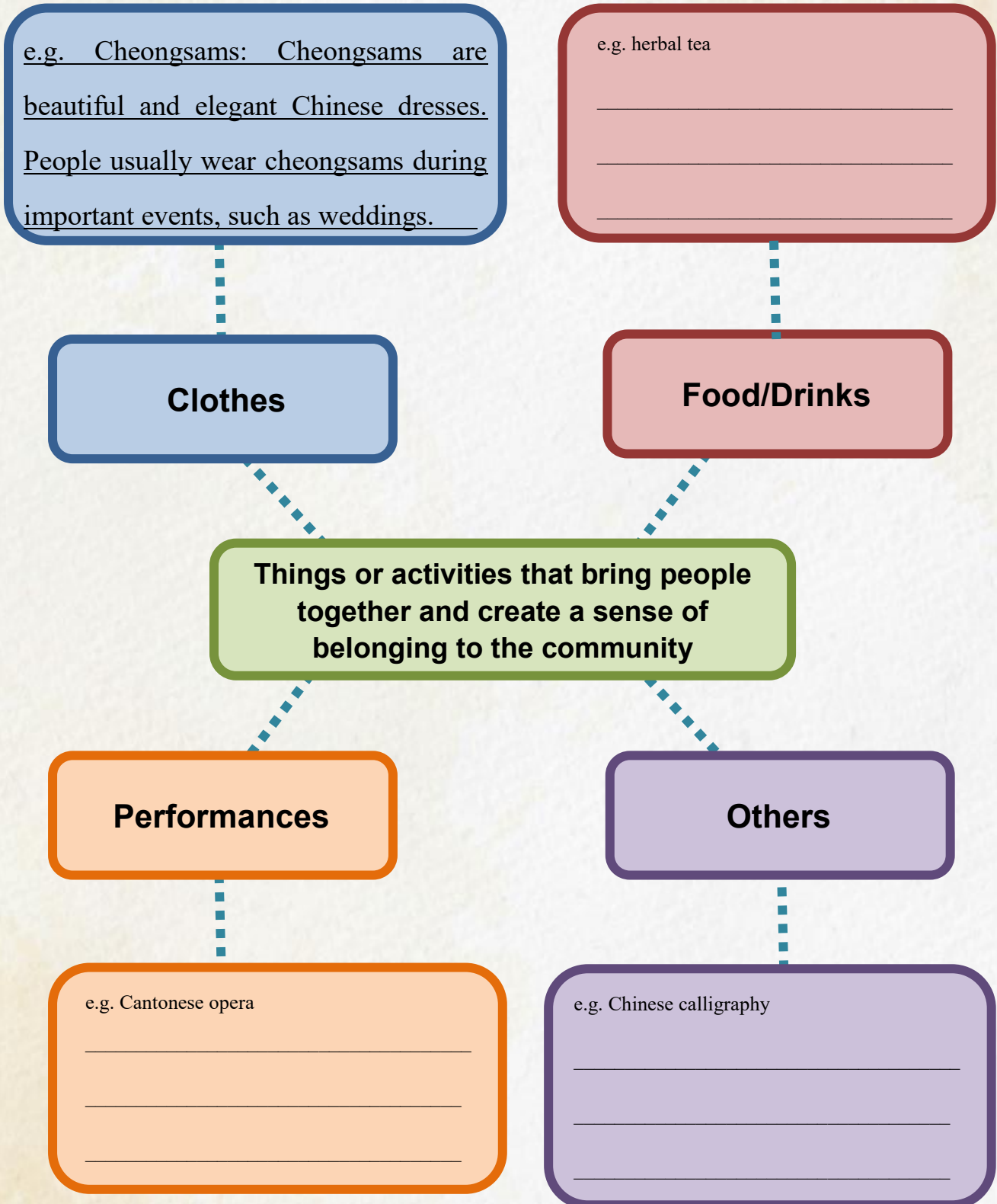
Hi there! My name is Annie. I was born in a Miao family. We love singing and dancing. All girls wear (a) **festive / festival** costumes and silver jewellery to sing and dance on big days. For example, we like to (b) **celebration / celebrate** weddings and (c) **festive / festivals**, such as Chinese New Year. I wear necklaces, headdresses, and bells, so the dance is full of (d) **joyous / joy** jingling sounds. I love my family and my country.

Hello everyone! My name is Bayarmaa. I live in Inner Mongolia. This is a (e) beautiful / beauty place with lakes, rivers and grassland. We are herdsmen and our lives connect closely with (f) natural / nature, so we have a great (g) traditional / tradition of singing and dancing after a day of hard work. For example, we just (h) performance / performed the bowl dance to (i) welcome / welcoming guests from far away. Please come and visit me in Inner Mongolia! I will treat you with (j) Mongolian / Mongolia milk tea!





3. Discuss in groups. Apart from traditional Chinese dances / folk dances, what kinds of things or activities can bring people together and create a sense of belonging to the community? Give reasons. Use the mind map below to share your ideas.



Part 3 - Writing

A) Pre-writing activity

1. Read and find out more about traditional Chinese foods you like to eat. You may visit the website of [Hong Kong Intangible Cultural Heritage Database](#) and introduce a traditional Chinese food to schoolmates.



wontons



bamboo pole noodles



Chinese dim sum



mooncakes



glutinous rice dumplings



basin meals



2. Refer to the sample below and label the features of a magazine article. The first one has been done for you as an example.

All about Traditional Chinese Food



A. 2

A Sweet Memory in Autumn: Mooncakes

B. _____

By Barbie – Sep 20, 20XX

C. _____

Have you tried mooncakes before? It is a festive food to celebrate the Mid-Autumn Festival.

D. _____

Mooncakes are usually made from lotus seed paste and salted egg yolks. Other traditional fillings include mixed nuts and ham. Custard cream is a new flavour in recent years. Mooncakes are quite expensive. Each box is priced at about \$500.



You can buy mooncakes at cake shops and restaurants.

E. _____

Why do people eat mooncakes?

Mooncakes symbolise the reunion of the whole family. Every Chinese family would get together to celebrate the Mid-Autumn Festival and enjoy mooncakes. The tradition of eating mooncakes brings the family together.

F. _____

My favourite choice

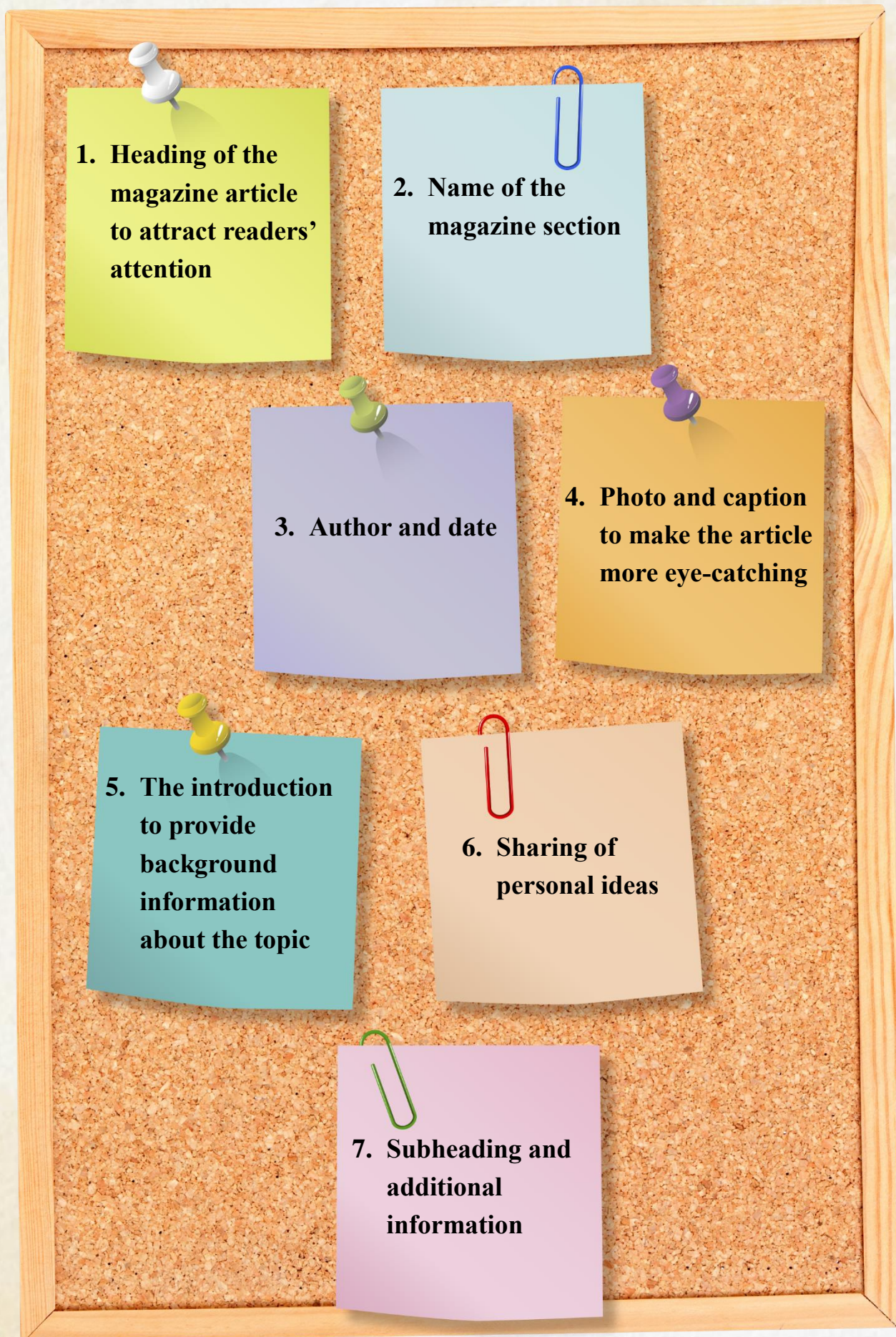
I love eating snowy mooncakes. It tastes like ice cream, which is soft, cold and sweet! There are many different fillings, such as mango and strawberry. If you haven't tried the snowy mooncake before, don't miss it this year!



The snowy mooncake is a must-try flavour in my eyes.

G. _____

All about Traditional Chinese Food





B) Write about a traditional Chinese food.

Use the framework below to write a magazine article and introduce a traditional Chinese food to your schoolmates.

My Favourite Traditional Chinese Food

Title of the article

Photo and caption

Author and date

By _____ - _____

Introduction

Subheading and additional information

Sharing of personal ideas

Photo and caption

C) Assessment criteria

Read the checklist and tick (✓) what you can do.

	I can ...	Tick (✓) the part(s) you can do
Content	create a heading for the magazine article.	
	provide information about the traditional Chinese food.	
	share my personal experiences with supporting details.	
Language	use the simple present tense to write about the food.	
	use questions to draw readers' attention.	
	use the correct verb forms/parts of speech (e.g. to-infinitive, verbs, nouns, adjectives) to describe the special features of the traditional Chinese food.	
Organisation	include the text features of a magazine article (e.g. a heading, subheadings, captions, the author and date).	

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Learning Task 3

Saving Endangered Animals

NSE
Field

Ecological Security

Module

The World Around Us
The Magic of Nature

Unit

Amazing Animals and
Plants
Taking care of our earth

Topic

Saving Endangered
Animals

Summary of the Learning Task

Aims:

The learning task aims to enhance students' understanding about rare and endangered animals in China and what our country has done to protect them. It is designed to promote love for the animals and guide students to reflect on things they can do to protect the environment, thereby raising their awareness of ecological security.

Learning Activities:

- **Part 1 - Reading:** Students read an article “**Wildlife in China**” to learn about the wild animals in China, our country's efforts in protecting them, and how we can help save them.
- **Part 2 - Video Viewing:** Students view a video “**China's Tigers**” to understand how our country saved the Siberian tigers from extinction and how human-wildlife conflicts can be solved.
- **Part 3 - Writing a Riddle:** Students write a riddle about an endangered animal in China and tell their schoolmates about it to promote understanding and love for the animals.
- **Part 4 - Writing Promises:** Students make promises on taking actions to protect the environment.



Learning Objectives:

Content

To develop an understanding of the following:

- the wild animals in China and their habitats;
- our country's efforts in conservation of endangered species, especially through building national parks; and
- ways to protect the endangered animals and reduce human-wildlife conflicts

Language

To develop language knowledge and skills through:

- reading an information text and viewing a video;
- exposing students to different text types (i.e. articles, webpages and riddles);
- sharing ideas with classmates;
- writing a riddle about an endangered animal using knowledge of the text features of riddles and the language items learnt (e.g. the use of adjectives to describe animals); and
- writing a promise card (e.g. the use of imperatives in a list of actions)



Learning Task 3

Saving Endangered Animals

Situation

Your school is organising a Wildlife Day to raise students' awareness of animal protection. Your class will design a riddle game to introduce the endangered wild animals in our country to your schoolmates and promote love for the animals on the Wildlife Day. Your class will also share your promises on taking actions to protect the environment and encourage your schoolmates do the same.

To prepare for the task, you and your classmates will:

- **learn about ecological security;**
- **read an article “Wildlife in China”** to learn about the wild animals in China, our country's efforts in protecting them and how we can help save them;
- **view a video “China's Tigers”** to understand how our country saved the Siberian tigers from extinction and how human-wildlife conflicts can be solved;
- **write a riddle** about an endangered animal in China; and
- **write promises** on taking actions to protect the environment.

Part 1 - Reading

A) Introduction: What is ecological security?

Ecological security is about protecting the environment of our country, including our water, land, animals and plants. A healthy environment is important to human survival and development. To protect the environment from ecological damage and pollution, our country has done a lot of work. Find out more about our country's amazing wildlife and what has been done to protect them in the following activities.

C) Read the article.

Wildlife in China

- 1 We don't see wild animals very often in cities. Here in Hong Kong, the city we live in, we may find tiny sparrows and small boars hiding in the bushes, but we won't see tigers and leopards sneaking behind buildings. However, our homeland China is a big country. It is not only our home, but also home to a lot of wild animals.
- 2 Sadly, many wild animals have become **endangered**. Some of them are killed by **poachers**. Some lose their homes when forests are cut down to build houses, farms and factories. To protect their habitats, our country has built five national parks. Do you know what animals live there?

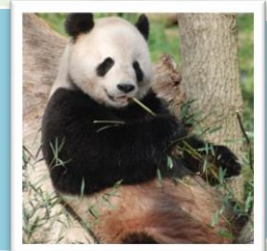


Tibetan antelope

- Location: Three-River-Source National Park
- Natural habitat: Mountains
- Fun fact: Only male Tibetan antelopes have long, black horns

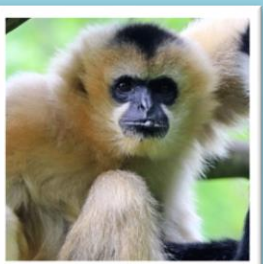
Giant panda

- Location: Giant Panda National Park
- Natural habitat: Bamboo forests
- Fun fact: Pandas spend over 10 hours a day eating



Siberian tiger

- Location: Northeast China Tiger and Leopard National Park
- Natural habitat: Forests
- Fun fact: Each tiger's stripes are unique, like human fingerprints



Hainan gibbon

- Location: Hainan Tropical Rainforest National Park
- Natural habitat: Tropical rainforests
- Fun fact: Male Hainan gibbons are black, and females are golden yellow



Cabot's tragopan

- Location: Wuyishan National Park
- Natural habitat: Forests
- Fun fact: Cabot's tragopans feed on the ground, but nest on trees



- 3 Our country has done a lot of work to save the endangered animals. The government moved villages and human activities away from the national parks. Scientists helped the animals **breed** and returned them to nature. Local people also worked as rangers and volunteers to help protect the parks and the animals.
- 4 The number of endangered animals in the wild has **increased** because of our country's **efforts**. For example, the number of Siberian tigers has increased from fewer than 20 in 2010, to more than 50 in 2022. The number of pandas is also increasing.
- 5 Your help is also important. "Reduce, Reuse and Recycle" whenever you can to protect our environment and our wildlife's habitats. Visit zoos, parks or centres to learn more about endangered animals. If you really love animals, you can study hard and become a **zoologist** when you grow up. Let's protect these amazing animals and our beautiful world together.

Glossary

1. endangered (adj.)	in danger of disappearing forever
2. poachers (noun)	people who catch and kill animals illegally
3. breed (verb)	produce baby animals
4. increase (verb)	become larger in size or amount
5. efforts (noun)	hard work
6. zoologist (noun)	a person who studies animals



Answer questions 1-6 by blackening the best option.

1. Read paragraph 1. Which kind of animals can we see in Hong Kong?

- A. tigers
- B. boars
- C. bushes
- D. leopards

2. Read the sentence “Some of them are killed by poachers.” in paragraph 2. What does the word “them” refer to?

- A. poachers
- B. homes
- C. wild animals
- D. forests

3. Read paragraph 2. What does the word “habitats” mean?

- A. natural homes
- B. animals
- C. houses
- D. factories

4. The Siberian tiger lives in the _____.

- A. Three-River-Source National Park
- B. Giant Panda National Park
- C. Northeast China Tiger and Leopard National Park
- D. Hainan Tropical Rainforest National Park

5. Which of the following animals DO NOT live in the forests?

- A. Tibetan antelopes
- B. giant pandas
- C. Siberian tigers
- D. Cabot’s tragopans

6. What is the main idea of paragraph 5?

- A. We should “Reduce, Reuse and Recycle” whenever we can.
- B. We should study hard and become zoologists when we grow up.
- C. We should love the animals because they are amazing.
- D. We should help protect the endangered animals and the environment.



7. Read the webpage below. Fill in each blank with ONE word from paragraphs 2 or 5 of the article.



Come and visit us in Hainan!

Hi! We are the Hainan (a)_____!
We live in the tropical (b)_____.
We love singing and swinging through the
branches. We have become
(c)_____ and there aren't many of
us now, but our numbers are growing. Come
and visit us at the Hainan Tropical Rainforest
(d)_____ Park, and (e)_____ more about us. See you
soon!



8. In paragraph 5, the author asks us to “Reduce, Reuse and Recycle (3R)” to protect our environment. Follow the example and suggest three green tips using the 3R concept.

Hint words:
use, buy, donate, recycle,
more, less, fewer,
plastic, paper, metal



e.g. Use less tissue paper.

- (a) _____
- (b) _____
- (c) _____

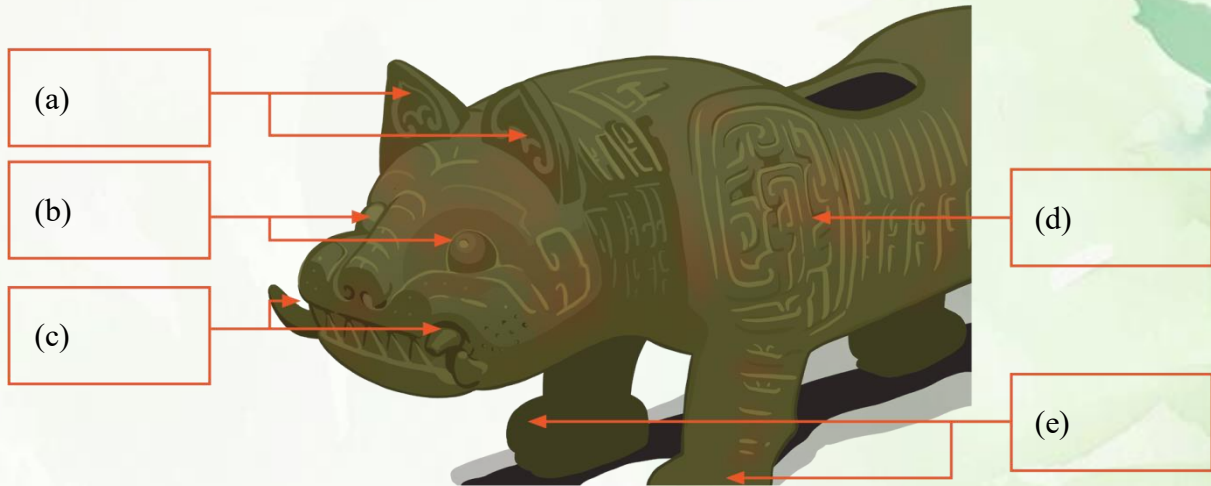


9. **Think and share: Why do you think ecological security is important? What do you think will happen if the environment is damaged? Share your thoughts with your teacher or classmates.**

Part 2 - Video Viewing

A) Pre-viewing activity

The picture below shows a relic of an animal from ancient China. Study the picture and answer the questions.



1. Label the body parts of the animal above. Fill in boxes (a) to (e) with the following words.

ears	fangs	body	eyes	paws
------	-------	------	------	------

2. What does the animal look like? Describe its body parts with adjectives (e.g. size, shape, colour). You may also use adjectives to describe its appearance.

Example sentences: It has _____ ears. Its fangs are _____. It looks _____.
 Hint words: large, small, pointy, round, sharp, long, fierce, silly, strong

3. What animal do you think it is?



B) Video-viewing activity

Watch the video “China’s Tigers” and answer the questions.

[China’s Tigers](#)

Source: *The China Current*



1. Below is the first paragraph of a news article. Fill in each blank with **ONE** word or number. (00:00 – 00:10)

Siberian tiger attacks villager in China

Posted: 26 April, _____

A tiger bit a woman and damaged a _____ in a remote village of _____ China. It was later caught by the police and sent to an animal breeding centre.

Answer questions 2-3 by blackening the best option.

2. Tigers are seen as symbols of majesty and _____.

(00:17-00:27)

- A. flower
- B. power
- C. fear
- D. medicine

3. According to the video, tigers are killed because _____. (00:27-00:40)

- A. their fur is too dark
- B. they are afraid of people
- C. people hunt them to make traditional Chinese medicine
- D. they are kept in zoos



4. How did our country protect the tigers and reduce human-tiger conflicts (unhappy interactions between people and tigers)? Complete the newsletter article below. Fill in the blanks with the words provided. You may watch 00:40 – 01:11 and 01:33 – 01:54 of the video again to check your answers.

cameras roads livestock photos move ecosystem

Saving Endangered Animals Newsletter (Jan 2023)

Another victory on saving our tigers

Amazing news: the number of Siberian tigers has increased again. Today, more than 50 of them live happily in the Northeast China Tiger and Leopard National Park. The following are what have been done for the tigers:

1. Capture (a)_____ of the tigers with a network of over 20,000 infrared (b)_____.
2. Stop the construction of (c)_____ and railways.
3. Help villagers when tigers and other wild animals hurt their (d)_____ by paying for the injuries and damages.
4. Encourage people to (e)_____ outside and away from the Park.
5. Raise public awareness of the value of the tiger in the (f)_____.

With continued help, we believe the future is bright for Siberian tigers.



Part 3 - Writing a Riddle

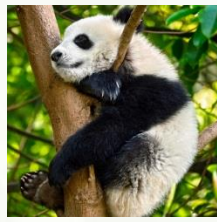
Research about an endangered animal in China and write a riddle about it.

A) Look for information.

Pick an endangered animal from the list below, or find one on the internet. Search for information about: (1) how the animal looks like (e.g. colour, size, appearance), (2) its natural habitat, and (3) a fun fact that makes it special.



Tibetan antelope



giant panda



Siberian tiger



Amur leopard



Hainan gibbon



finless porpoise



crested ibis



Chinese alligator



red panda

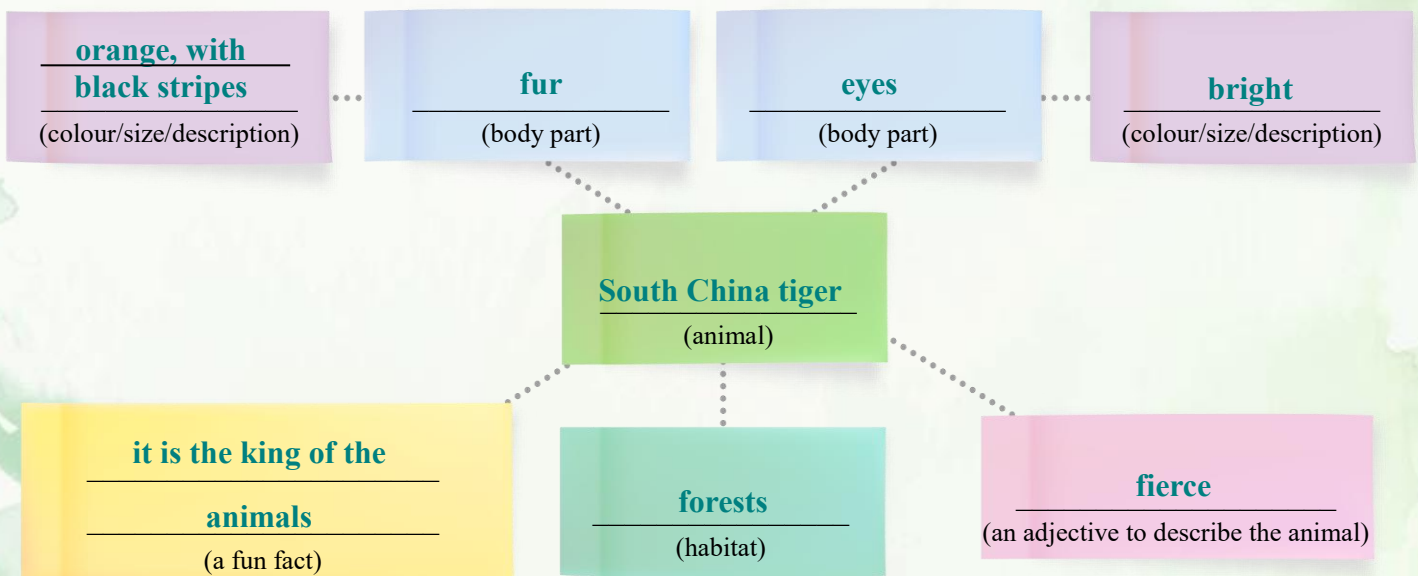


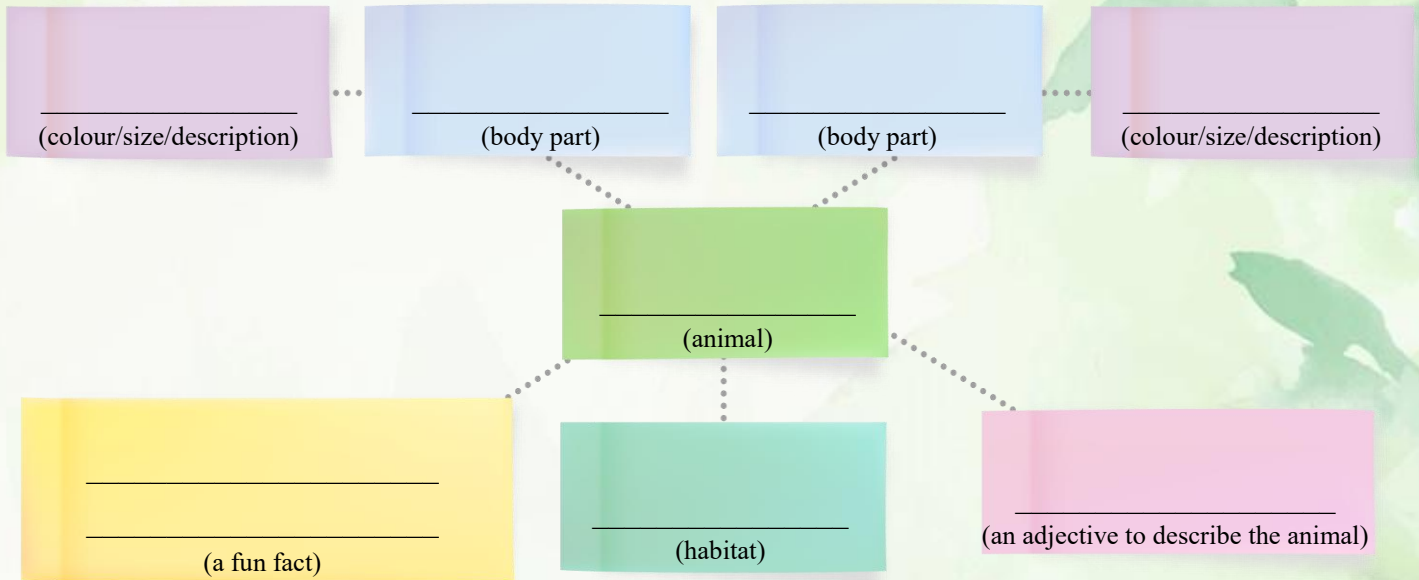
Cabot's tragopan

B) Mind map

Organise the information collected with the mind map on the next page. You may add extra boxes if needed. An example is provided below.

Example:





C) Features of a riddle

A riddle is like a poem or a puzzle that has to be solved. Read the sample riddle below and circle the correct answers for items (a) to (c).

It has orange fur and black stripes.

Its eyes are bright.

It is fierce at night.

It used to live in the forest, but now it lives in zoos.

It is the king of the animals.

What is it?

(answer: a South China tiger)

- Use **adjectives** to describe the animal and its body parts.
- The adjective is usually in front of the noun, e.g. soft fur, black horn, long whiskers.
- Use the possessive adjective “**its**” to show that the body part belongs to an animal, e.g. its ears, its tail.
- You may use words that **rhyme**, e.g. bright & night, small & tall.
- Use “used to” to talk about something that was true in the past but is no longer true.
- For facts that are still true, use **the simple present tense**, e.g. “It lives in the forest.”
- Your riddle should **end with a question**.

A riddle should not be too long. The sample riddle has (a) 6 / 16 lines, with one sentence each line. The exact words of the answer (b) should / should not appear in the riddle. The riddle should end with (c) the answer / a question.



E) Assessment criteria

Read the checklist and tick (✓) what you can do.

	I can ...	Tick (✓) the part(s) you can do
Content	describe the appearance of an endangered animal in China.	
	provide information about the animal (e.g. its habitat, a fun fact) in the riddle.	
	write a riddle without using the exact words of the answer .	
Language	use adjectives to describe an animal and its body parts.	
	use the possessive adjective “its” to write about the body parts of an animal.	
	use the simple present tense to write about facts.	
Organisation	write in lines .	
	end the riddle with a question .	

F) Think and share

Do you like the animal in your riddle? Why? What can you do to protect it? Share your thoughts with your teacher or classmates.



Part 4 - Making Promises

What will you do to help protect our country's environment? Complete the promise card below. Tick the boxes that apply and fill in the blanks. Write at least ONE more promise on the lines provided.

My Promise to Our Country

I, _____ (your name), promise to protect our country's environment. I understand that this is important to the ecological security of our country, and I will do the following to help:

- Reduce, Reuse and Recycle (e.g. use less tissue paper)
- Learn more about China's wildlife
- Love and respect nature
- _____
- _____

Signature: _____ Date: _____



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Learning Task 4

China's Space Exploration

NSE
Field

Outer Space
Security

Module

Places and Activities
The Magic of Nature

Unit

Out for fun
Out in Space

Topic

China's Space
Exploration

Summary of the Learning Task

Aims:

The learning task aims to enhance students' awareness of the developments and achievements of our country's space programme and outer space security.

Learning Activities:

- **Part 1 – Reading:** Students read a magazine article “**Exploring Space: The Incredible Shenzhou-13 Mission**” to learn about the astronauts, their tasks and the importance of the missions. Then, they reflect on the achievements of our country's space programme to develop an awareness of outer space security.
- **Part 2 – Video Viewing:** Students view a video “**Speaking with Astronauts in Space**” to learn about the features of the Tianlian data relay satellite and our country's efforts in the development of space communications.
- **Part 3 – Speaking:** Students explore different kinds of jobs related to the space programme, share with their classmates the job that they are interested in and give reasons by connecting it with their interests, hobbies and strengths.



Learning Objectives:

Content

To develop an understanding of the following:

- the developments and achievements of our country's space programme;
- the importance of space missions in our country; and
- the qualities that astronauts possess

Language

To develop language knowledge and skills through:

- reading an information text and viewing a video;
- sharing ideas with classmates; and
- participating in an oral interaction by asking and answering questions about the jobs related to space exploration that students and their classmates are interested in using the language items learnt (e.g. the use of Wh-words to ask questions and the use of cohesive devices such as “because” and “as” to give reasons)



Learning Task 4

China's Space Exploration

Situation

Your school is organising a Space Day to raise students' awareness of space security. As an ambassador of the science club, you will serve in a booth to introduce the achievements of China's space programme to your schoolmates on the Space Day. In addition, you will also introduce the jobs related to space exploration to your schoolmates and invite them to share the job that they are interested in and give reasons by connecting it with their interests, hobbies and strengths.

In this learning task, you will:

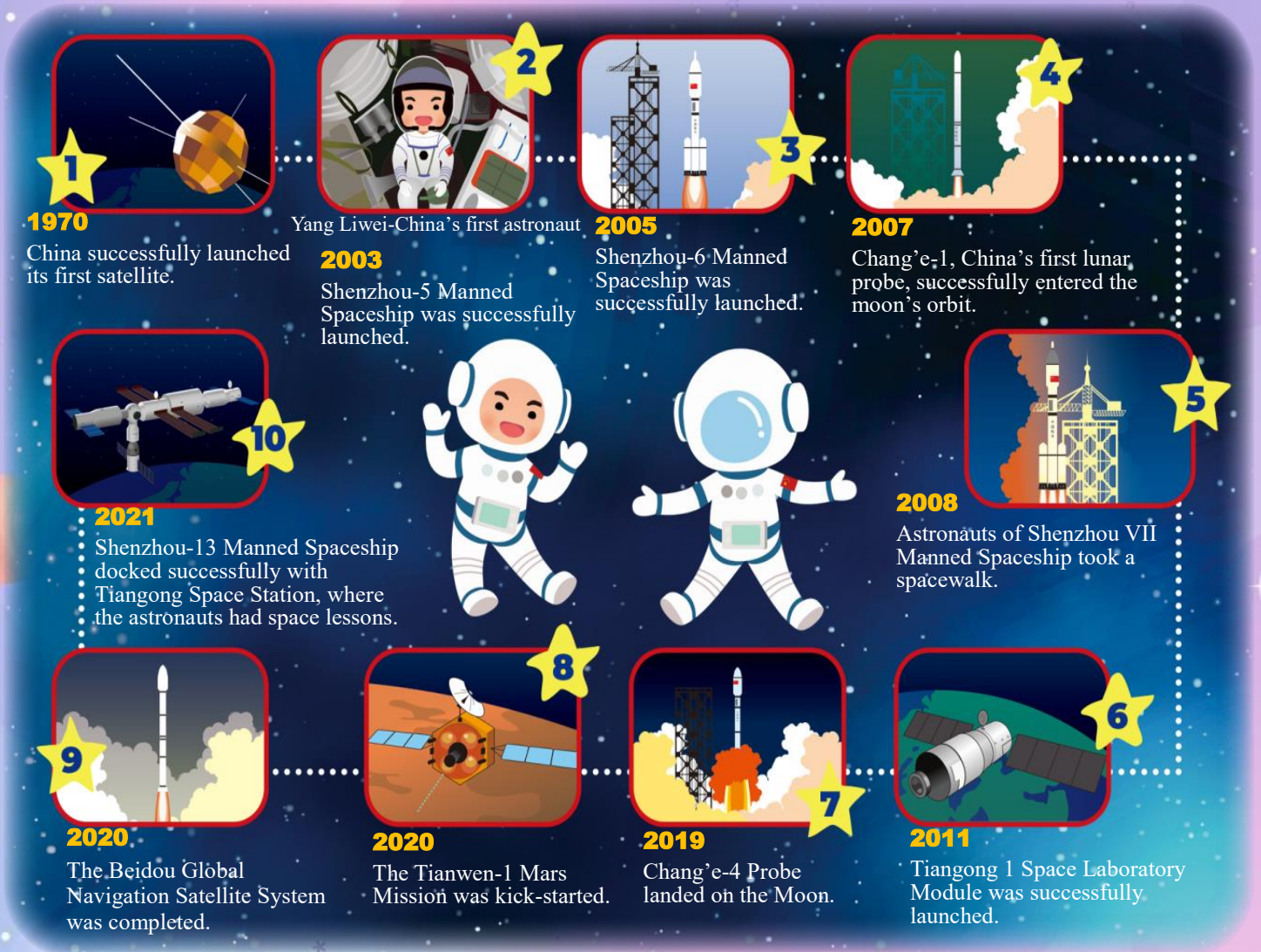
- **learn about outer space security;**
- **read an article “Exploring Space: The Incredible Shenzhou-13 Mission”** to understand more about the mission and reflect on the achievements of our country's space programme;
- **view a video “Speaking with Astronauts in Space”** to learn about the features of the Tianlian data relay satellite and our country's efforts in the development of space communications; and
- **understand different jobs** related to space exploration and share with your classmates the job you are interested in and give reasons by connecting it with your interests, hobbies and strengths.

Part 1 – Reading

A) Introduction: What is outer space security?

Outer space security refers to the protection of space assets and activities from potential risks and challenges (e.g. increasing international space activities). To safeguard outer space security and enhance the social and economic development, our country has always advocated the peaceful use of space and promoted international cooperation. You will learn about the achievements of our country's space programme in the following activities.

B) Discussion: What do you know about China's space exploration? Read the information on the timeline, work in pairs and share your answers to the questions.



Questions for discussion:

- (1) Satellites play an important role in our daily lives, e.g. helping in global communications, understanding the weather and monitoring natural disasters. When did our country launch the first satellite?
- (2) Who is the first astronaut in our country?
- (3) Where did the Chang'e-4 lunar probe land in 2019? Guess why the probe was named as Chang'e.
- (4) What did the astronauts do at the Tiangong Space Station?

C) Read the article.

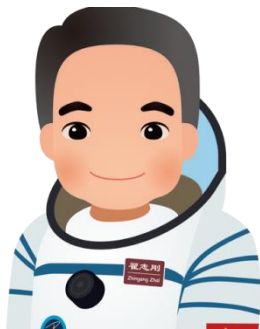
SPACE Magazine for Kids

June 2022

Exploring Space: The Incredible Shenzhou-13 Mission

Have you ever dreamed of exploring space? Well, the dreams of three Chinese astronauts came true! Let's explore their exciting journey!

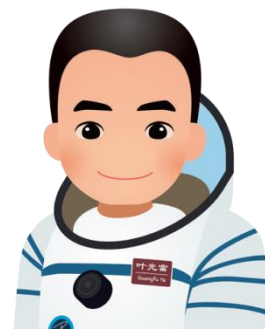
The three astronauts of the Shenzhou-13 mission, Zhai Zhigang, Wang Yaping and Ye Guangfu, had an incredible adventure in space from 15 October 2021 to 16 April 2022. In the mission, they carried out tasks such as performing spacewalks, holding two space lessons and doing different scientific experiments!



Zhai Zhigang, **Commander**



Wang Yaping, **Operator**



Ye Guangfu, **System Operator**

a) Spacewalks

During the mission, the astronauts performed two spacewalks. Before that, they checked if the special suits for spacewalks worked well. Then they practised moving around in space and worked together to complete different tasks. These activities helped them understand safer ways of building larger space stations in the future.





b) Space Lessons in the “Tiangong Classroom”



The astronauts held two special lessons for students in our country from the Tiangong Space Station. During the lessons, they did different experiments, including how objects behaved in a weightless condition. They also took the students on an exciting virtual tour to explore their living environment. The students were thrilled. What an eye-opening experience!

c) Scientific Experiments

The astronauts did impressive experiments in space! For example, they found out how the heart muscle cells worked in space. The experiments help scientists understand how the space environment affects our bodies, which may lead to new discoveries in the treatment of various diseases.



Importance of the Shenzhou-13 Mission

The success of the Shenzhou-13 mission shows our country’s progress in space exploration and advancement in science and technology. The space missions teach us a lot about our world and space. The experiments conducted in space can help scientists discover ways of improving people’s lives and make our world a better place to live in!

Dream Big!

Even though you are still very young now, you can go for your dream and aim for the stars! Maybe you can contribute to our country’s space programme one day!

About the Astronauts: Behind the Success

Before travelling to space, the astronauts went through a very high level of training. They needed to keep their bodies fit and their mind sharp. They learnt how to adapt to the space environment by sitting in a spinning machine and having underwater training sessions. Also, they learnt about the knowledge of space science and ways of controlling the spaceship systems. Although the training was challenging, they never gave up! With diligence, perseverance and courage, their dreams came true!



Learning about space science



Controlling the spaceship systems



Sitting in a spinning machine



Having underwater training

Answer questions 1-4 by blackening the best option(s).

1. **How long did the Shenzhou-13 mission last? It lasted for _____.**

- A. three months
- B. six months
- C. fifteen months
- D. sixteen months



2. **Why did the astronauts practise moving around in space during spacewalks? It was because they could learn how to _____ in the future.**

- A. build larger space stations safely
- B. have space lessons outside the spaceship
- C. adapt to the living environment in space quickly
- D. conduct experiments outside the spaceship

3. **What did students learn in the space lessons? They learnt _____. (You can choose more than one option.)**

- A. how heart muscle cells worked in space
- B. how the astronauts lived in the spaceship
- C. how objects moved in the space environment
- D. how a virtual tour could be presented by using a camera

4. **According to the writer, the astronauts are _____ to fulfil their space dreams.**

- A. brave
- B. diligent
- C. determined
- D. All of the above

5. **Think and share. The Shenzhou-13 mission was an incredible adventure that inspired Chinese young people. Discuss the following questions in groups.**

- (a) How do you feel about our country's achievements in space exploration? What impresses you most?
- (b) How did the astronauts achieve their space dreams? What have you learnt from them?
- (c) Do you have any goals in the future?
- (d) What are you going to do to achieve them?

D) Language Focus: Phrasal Verbs

What is a phrasal verb?

A phrasal verb consists of a **verb** with a **preposition** or **adverb** or both to form a new phrase with a different meaning from the original words.

For example:

carry out

verb preposition



In the mission, the astronauts **carried out** tasks such as performing spacewalks, holding two space lessons and doing different scientific experiments!



With the contextual clue, we can work out the meaning.

The phrasal verb “**carry out**” means “to do or complete something”.

1. Read the article on pp.59-61. Match each phrasal verb with its meaning.

Phrasal verb

Meaning

- | | | | |
|--|---|---|-----------------------------------|
| 1. The astronauts did impressive experiments! For example, they found out how the heart muscle cells worked in space. | ● | ● | try to achieve something |
| 2. Even though you are still very young now, you can go for your dream and aim for the stars! | ● | ● | discovered or learnt something |
| 3. Before travelling to space, the astronauts went through a very high level of training. | ● | ● | quit |
| 4. Although the training was challenging, they never gave up ! | ● | ● | experienced a difficult situation |



2. Read the diary entry below. A student from Hong Kong wrote a diary entry after attending one of the space lessons. Fill in each blank with the given phrasal verbs. Each option can be used once only.

go for

give up

find out

go through

carry out



23 March 2022

Sunny

Today was an incredible day! I finally met the space teachers from the Tiangong Space Station. I was very excited!

During the lesson, Ms Wang and Mr Ye told us that they tried their very best to (a) _____ the training before travelling to space. I was impressed by their efforts! They were happy to (b) _____ some experiments and showed us how objects moved in space. I couldn't believe my eyes!

In the future, I want to become an astronaut. I will read more books, watch videos and join the young astronaut training camp to understand our country's space exploration. I would like to (c) _____ more about the universe. I hope I can discover something new to improve people's lives.

I will work hard to (d) _____ my dream. Although I may encounter difficulties, I will not (e) _____. No pain, no gain! Maybe I can give lessons in space one day!


Part 2 – Video Viewing

With the support of the Tianlian data relay satellite, the astronauts held two special lessons from the Tiangong Space Station successfully. Watch the video “Speaking with Astronauts in Space” and circle the best answers in (a) to (d). You can choose more than one answer.

[Speaking with Astronauts in Space](#)


Source:
The China Current





TIANLIAN

DATA RELAY SATELLITE



A special device that helps Chinese astronauts in space to stay connected with ground control on Earth

Development of Tianlian relay satellite

- First developed in 2003
- The astronaut, Yang Liwei, at the space station could maintain a short-term dialogue between the station and Earth.

The technology continues to improve. Here is the profile of Tianlian in 2021.

Features:


00:00-00:50

- Picture and sound quality:
(a) [very clear](#) / [clear](#) / [not clear](#)
- Speed of network:
(b) [3G](#) / [4G](#) / [5G](#)

Benefits:

01:50-02:05

- People can communicate better with others on Earth and the astronauts in space.




- People will be given more opportunities for cross-cultural learning, building community and (d) [arts](#) / [scientific](#) / [language](#) education.


Roles:

01:00-01:13

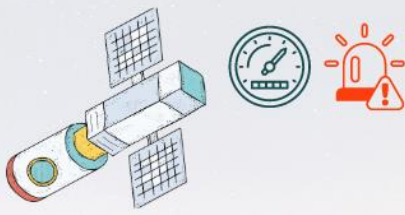
- To track spacecraft operating in (c) [low](#) / [medium](#) / [high](#) orbits



- To send data to people on the ground in real time



- To improve the use efficiency and emergency capabilities of various satellites







Part 3 – Speaking

A) In a space mission, astronauts and professionals from different fields work collaboratively as a team. Read the following job descriptions to know more about the duties and skills required for different jobs related to space exploration.

Astronaut



Duties:

- Collect information about space
- Do experiments to learn new things

Astronauts need to be determined, diligent and physically fit. They need to be good at space science and work with others in a team.

Rocket Design Engineer



Duties:

- Design, build and test spaceships for space missions

Rocket design engineers need to be good at math, science and problem solving to figure out how to make strong and safe spaceships.

Spacecraft Operator

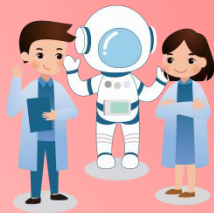


Duties:

- Involve in extensive testing before the launch of a spacecraft
- Maintain contact with the spacecraft in space

Spacecraft operators need to have good communication skills, give clear instructions to the astronauts and make sure that they are safe during the space missions.

Space Medicine Expert



Duties:

- Monitor the health of astronauts before, during and after the space missions
- Provide medical support for the astronauts

Space medicine experts need to be good at medicine and communication. They need to keep in regular contact with the astronauts to help them stay healthy.

Spacesuit Design Engineer



Duties:

- Create and test special suits for the astronauts

Spacesuit design engineers need to be good at materials science, fashion design and communication. Before the space missions, they need to design spacesuits that fit the astronauts and keep them safe.

B) After reading the above job descriptions, Peter wants to know about the job that Amy is interested in. Read the conversation.

Hello, Amy!
Which job are you interested in?

Hello, Peter! I'm interested in the job
"Spacesuit Design Engineer".

What does a **spacesuit design engineer** need to do?

A **spacesuit design engineer** needs to **create and test special suits** for the astronauts.

Why is a **spacesuit design engineer** important to a space mission?

A **spacesuit design engineer** is important because **they help design spacesuits that fit the astronauts and keep them safe.**

Why are you interested in this job?

I'm interested in this job because **I am good at designing clothes and I want to know more about the ways of making spacesuits for astronauts. It sounds interesting.**

Thank you for your sharing, Amy!

You are welcome, Peter! It's my turn to ask you. Which job are you interested in?

C) Note down which job in Part (A) you are interested in. Then share it with your classmates by asking and answering questions in pairs. You can make reference to the conversation between Peter and Amy in Part (B).

The job that I am interested in

Job: _____

Duties: _____

Why is it important? _____

Why are you interested in this job?

(Hint: You can talk about your interests, hobbies, skills you are good at and things you want to learn)

My interests/ hobbies: I like/love _____

I am good at: communication skills / problem solving skills / IT skills

Others: _____

Things I want to learn from the job: _____



D) Here are some tips for interacting with your classmates.

Ways to interact with your classmates:

- Greet your classmates
- Ask the questions using Wh-words
- Listen to your classmates' answers carefully
- Make use of the notes to answer your classmates' questions
- Close the interaction politely by using appropriate expressions (e.g. Thank you for your sharing.)

Pace & Tone:

- Don't speak too fast or too loudly
- Ask and answer questions with appropriate intonation, stress and pauses

Body Language:

- Look at your classmates when asking and answering questions
- Use appropriate body gestures

Pronunciation:

- Check the pronunciation of words that you are not sure about

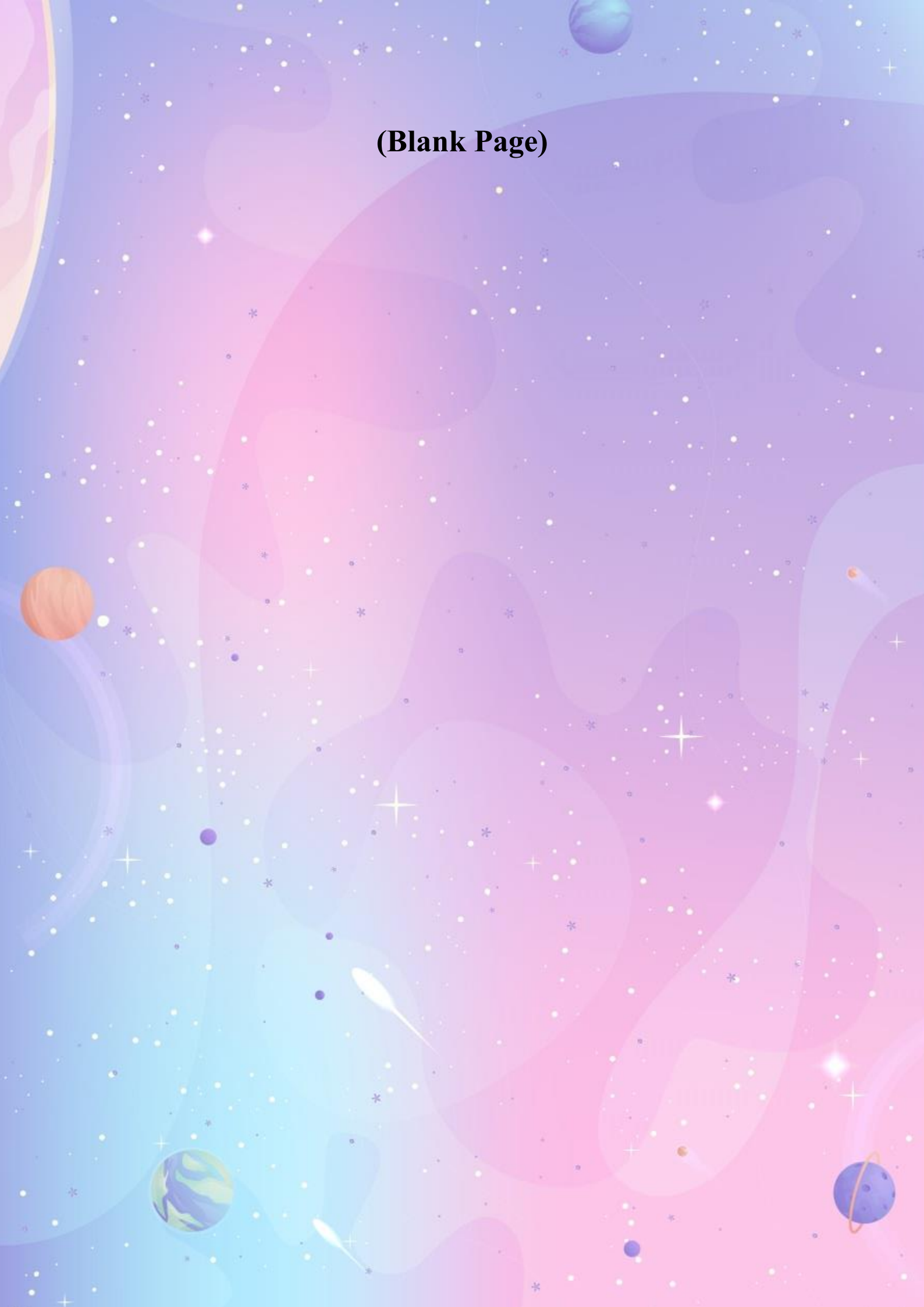
E) Colour the smileys to assess your performance with the self-assessment checklist below.

Self-assessment Checklist

Assessment criteria		My performance (Colour the smileys)
Content		
1	I can begin the interaction with a greeting.	☺☺☺☺☺
2	I can ask questions about the job that my classmates are interested in, the duties and the importance to the space mission.	☺☺☺☺☺
3	I can clearly and fluently present relevant answers to most of the questions and give elaboration in some of the answers.	☺☺☺☺☺
4	Close the interaction politely by using appropriate expressions (e.g. Thank you for your sharing.).	☺☺☺☺☺
Language		
5	I can use a range of vocabulary, sentence patterns and connectives with few grammatical mistakes.	☺☺☺☺☺
Communication strategies		
6	I can ask and answer questions with appropriate intonation, stress and pauses.	☺☺☺☺☺
7	I have eye contact with my classmates during the interaction.	
8	I can use body language to draw the attention of my classmates.	☺☺☺☺☺
Pronunciation & Delivery		
9	My voice is loud and clear enough.	☺☺☺☺☺
10	I can pronounce all words clearly and accurately.	☺☺☺☺☺



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Learning Task 1

Cherishing food

Part 1 – Video viewing

B) Discussion: How much do you know about planting or farming?

1. - 3. (accept any reasonable answers)
4. **D**
5. **People would not have enough nutrients./ People would get sick easily.**
(accept any reasonable answers)

C) Watch the video “Geography of China (Upper Primary): Agriculture”.

1. (a) **the Mainland/ our country** (b) **North**
 (c) **South** (d) **West** (e) **wheat / cotton** (f) **cotton / wheat**
 (g) **vegetables / fruits** (h) **fruits / vegetables** (i) **grapes**
2. (a) **destroy** (b) **pollution** (c) **greenhouses** (d) **rice/crops**
 (e) **Hybrid**

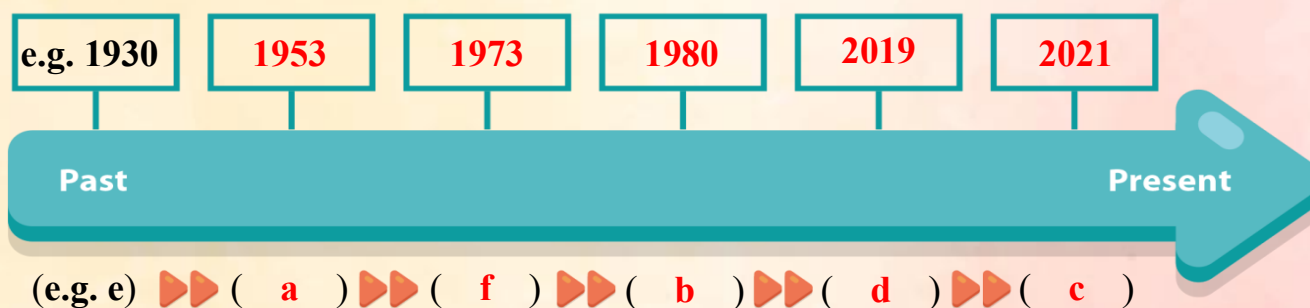
Part 2 – Reading

A) Read the article about the life and contributions of Professor Yuan Longping.

1. **B** 2. **A** 3. **D** 4. **C** 5. **C**

B) Language Focus: Use of the simple present and simple past tenses

1.



2. (a) **graduated** (b) **donated** (c) **passed** (d) **received**
(e) **was born (e.g.)** (f) **cultivated**

C) Reflection: Creating new varieties of crops in space by Chinese scientists

The scientists of our country have put great efforts into safeguarding food security by developing new crop varieties in space that have higher yields and better resistance to diseases. As the food supply is not unlimited, we should treasure food and help reduce food waste to safeguard food security.

(accept any reasonable answers)

D) Discussion and actions: Ways to cherish food in our daily lives

- (a) **should buy what we need only and store it properly**
- (b) **can put it in a food waste composter and turn the waste into nutrients for plants**
- (c) **can donate it to help other people**
- (d) **should request the amount that we can finish**

Part 3 – Writing and Speaking

(accept any reasonable answers)



Learning Task 2

Chinese Dance and Culture

Part 1 - Reading

B) Pre-reading activity

1.

Things we do

Pictures

a) prepare a candy box

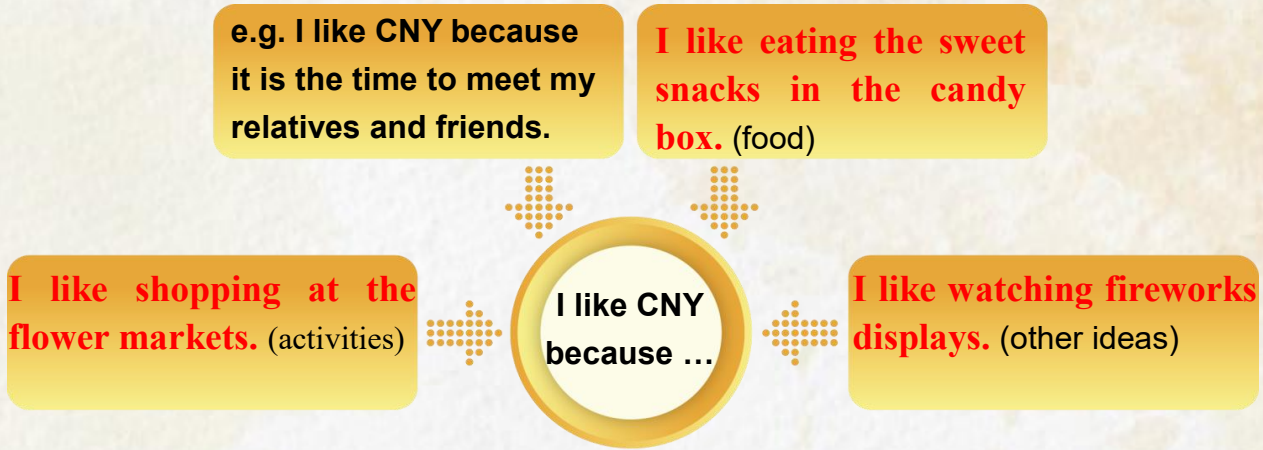
b) clean the house

c) put up new year's decorations

d) watch the lion dance

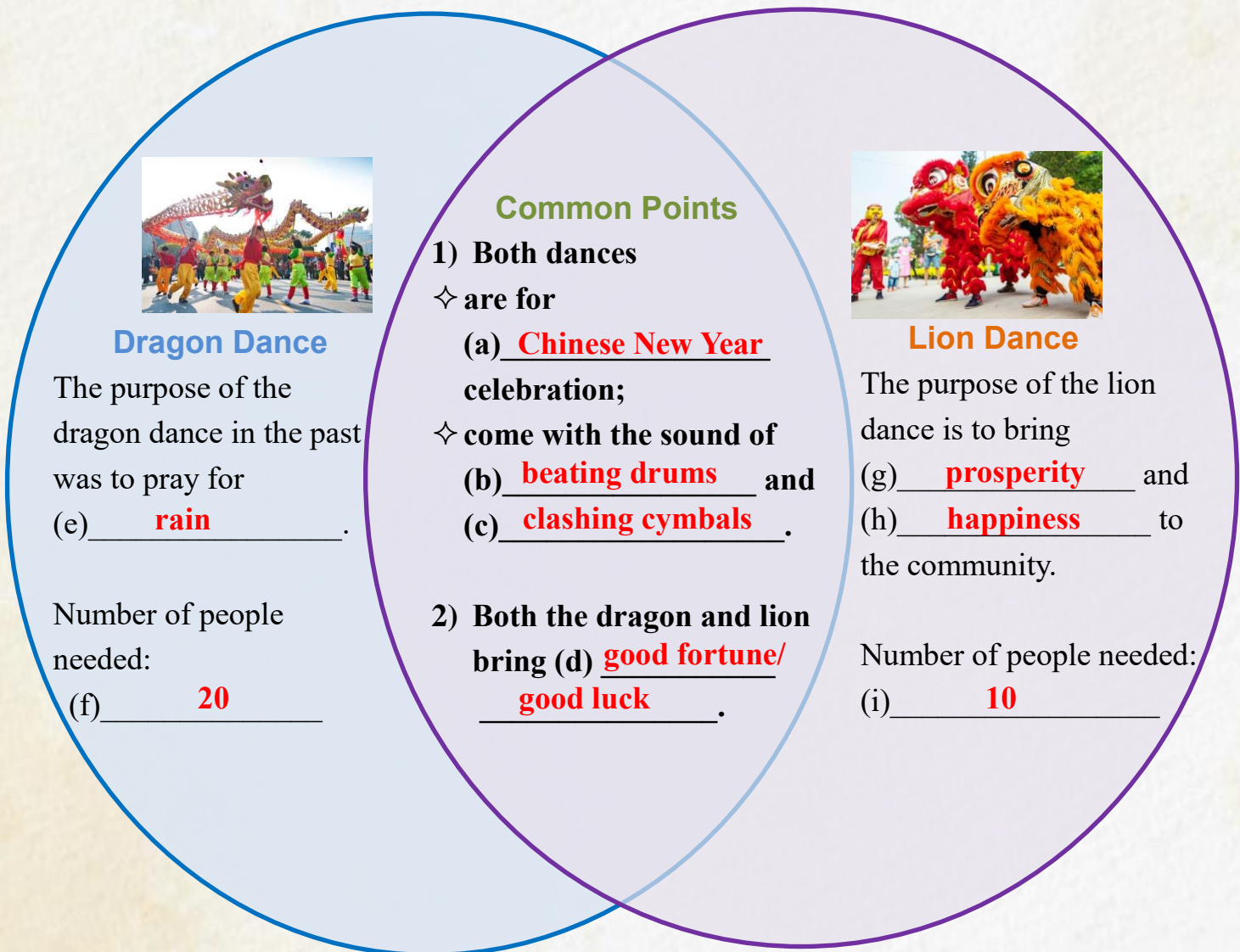


2. (accept any reasonable answers)



C) Read the article to know more about two traditional Chinese dances.

1. **C** 2. **D** 3. **A, C, D** 4. **D** 5. **B**
6. Compare the dragon dance and the lion dance using the Venn diagram below.



7. **The dances have been passed down through different generations. They have a long history. People enjoy watching the fascinating movements of the dragon/lion. The sound of beating drums and clashing cymbals create a festive and joyful atmosphere. The dances can give us good fortune, happiness and a lot of memorable moments. Preserving traditional Chinese dances is important because they bring people together and create a sense of belonging to the community. As students, we can learn traditional Chinese dances. We can also watch the performances and give the dancers a big hand at the end.**

(accept any reasonable answers)

Part 2 - Video Viewing

A) Pre-viewing activity

(accept any reasonable answers)

B) Watch the video “Footprints of the Folk Dance Tradition”. Write the name of the folk dances using the words given. Then match the descriptions about costumes and props with the folk dances by drawing lines.

Dance

Costumes and Props

1.



(1'45" – 2'11")

Mongolian dance

2.



(2'12" – 2'19")

Tibetan dance

3.



(2'20" – 2'53")

Peacock dance

4.



(2'54" – 3'30")

Miao dance

Costumes and Props

Dancers dress like peacocks. Their costume is often with white, green and blue colours. They use their fingers to pretend to be the bird's crest.

Dancers dance with props such as chopsticks and bowls. They pretend that they are hunting and riding horses in the dance.

Dancers wear blouses and dresses with colourful patterns. They also put on silver jewellery, such as necklaces, bracelets and headdresses.

Dancers wear costumes with long sleeves. They bend their waist to pretend that they are carrying a heavy load on their back.

C) Post-viewing activity

2. (a) **festive** (b) **celebrate** (c) **festivals** (d) **joyous**
(e) **beautiful** (f) **nature** (g) **tradition** (h) **performed**
(i) **welcome** (j) **Mongolian**
3. (accept any reasonable answers)

Part 3 - Writing**A) Pre-writing activity**

- A. 2 (given) B. **1** C. **3** D. **5** E. **4** F. **7** G. **6**

B) Write about a traditional Chinese food.

(accept any reasonable answers)



Learning Task 3

Saving Endangered Animals

Part 1 - Reading

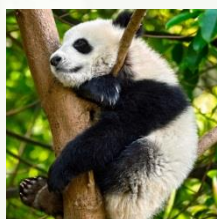
B) Pre-reading activity

1. (a) **a wolf** (b) **a shark** (c) **an eagle** (d) **an elephant**

2.



(a) tiger



(b) giant panda



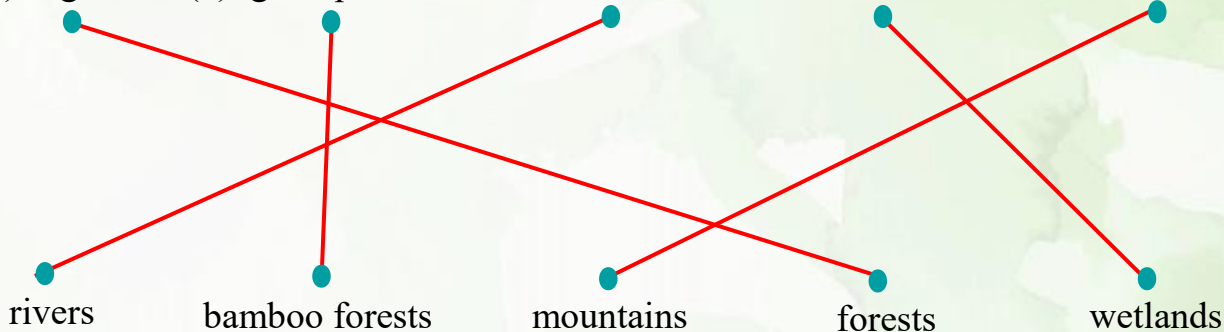
(c) porpoise



(d) ibis



(e) antelope



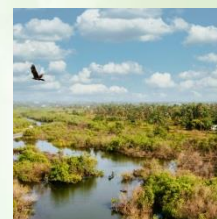
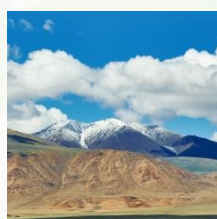
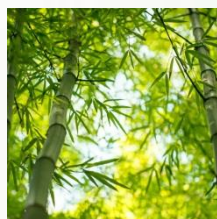
rivers

bamboo forests

mountains

forests

wetlands



C) Read the article.

1. **B** 2. **C** 3. **A** 4. **C** 5. **A** 6. **D**

7. (a) **gibbons** (b) **rainforests** (c) **endangered** (d) **National**
(e) **learn**

8. (a) **Use fewer plastic bottles.** (b) **Buy fewer toys.**
(c) **Donate old clothes to the needy.**
(accept any reasonable answers)

9. **I think ecological security is important because our country is not only our home, but also home to many wild animals. A healthy ecological environment gives us fresh air, clean water and tasty food. It helps everyone stay strong and happy.**

(accept any reasonable answers)

Part 2 - Video Viewing

A) Pre-viewing activity

- (a) **ears** (b) **eyes** (c) **fangs** (d) **body**
(e) **paws**
- It has pointy ears. Its fangs are sharp. Its eyes are round. It has a long body. Its paws are large. It looks strong.**
(accept any reasonable answers)
- It is a tiger.**
(accept any reasonable answers)

B) Video-viewing activity

1.

Siberian tiger attacks villager in China

Posted: 26 April, 2021

A tiger bit a woman and damaged a car in a remote village of northeast China. It was later caught by the police and sent to an animal breeding centre.

- B**
- C**
- (a) **photos** (b) **cameras** (c) **roads** (d) **livestock**
(e) **move** (f) **ecosystem**

Part 3 - Writing a Riddle

C) Features of a riddle

A riddle should not be too long. The sample riddle has (a) 6 16 lines, with one sentence each line. The exact words of the answer (b) should / should not appear in the riddle. The riddle should end with (c) the answer / a question.

D) Write your riddle

(accept any reasonable answers)

Part 4 - Writing Promises

(accept any reasonable answers)



Learning Task 4

China's Space Exploration

Part 1 – Reading

B) Discussion: What do you know about China's space exploration? Read the information on the timeline, work in pairs and share your answers to the questions.

- (1) **Our country launched the first satellite in 1970.**
- (2) **Yang Liwei is the first astronaut in our country.**
- (3) **The Chang'e-4 lunar probe landed on the Moon in 2019. The probe was named as Chang'e because Chang'e, the Goddess of the Moon, flew to the Moon from Earth.**

(accept any reasonable answers)

- (4) **The astronauts conducted space lessons at the Tiangong Space Station.**
- (accept any reasonable answers)

C) Read the article.

1. **B** 2. **A** 3. **B, C** 4. **D**
5. (a) to (d) (accept any reasonable answers)

D) Language Focus: Phrasal Verbs

1. Read the article on pp.59-61. Match each phrasal verb with its meaning.

Phrasal verb

1. The astronauts did impressive experiments in space! For example, they **found out** how the heart muscle cells worked in space.
2. Even though you are still very young now, you can **go for** your dream and aim for the stars!

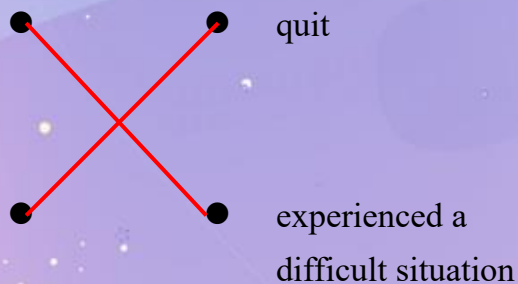
Meaning

- try to achieve something
- discovered or learnt something



3. Before travelling to space, the astronauts **went through** a very high level of training.

4. Although the training was challenging, they never **gave up!**



2. Read the diary entry below. A student from Hong Kong wrote a diary entry after attending one of the space lessons. Fill in each blank with the given phrasal verbs. Each option can be used once only.

- (a) **go through** (b) **carry out** (c) **find out**
(d) **go for** (e) **give up**

Part 2 – Video Viewing

- (a) **very clear** (b) **5G** (c) **low, medium** (d) **scientific**

Part 3 – Speaking

(accept any reasonable answers)