

Task-based Language Learning
(Secondary 1-3)
A Resource Package

English Language Education Section
Curriculum Development Institute
Education and Manpower Bureau
Hong Kong Special Administrative Region
2004

**English Language Education Section
Curriculum Development Institute
Education and Manpower Bureau
Hong Kong Special Administrative Region**

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Preface

This resource package for Task-based Language Learning (Secondary 1-3) is the fourth in a series of resource packages that support the implementation of the English Language Curriculum as described, in particular, in the *Curriculum Development Council (CDC) English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)* (2002) and the *CDC Syllabus for English Language (Secondary 1-5)* (1999).

The learning tasks presented in the package are based on the ideas and materials produced by teachers who participated in the series of two-and-a-half-day Teacher Development Courses on Task-based Language Teaching/Learning for teachers of Secondary 1-3 classes, organized between January and June 2000. The courses were jointly organized by the Hong Kong Institute of Education and the English Section (renamed the English Language Education Section in January 2003), Curriculum Development Institute, Education Department (renamed Education and Manpower Bureau in January 2003). The ideas and materials selected for further development and eventual incorporation into this package represent the different kinds of work developed during the course, and they exemplify ideas and approaches held in common by the teachers. In some cases, materials with similar ideas or approaches have been modified and made into a single task.

Aims

The resource package aims to

- facilitate the use of the task-based approach in the learning and teaching of English language at secondary level;
- promote ongoing evaluation of learners' performance and feedback during the learning process to inform and improve learning and teaching;
- provide teachers with English language learning tasks for adaptation and use in their own school; and
- promote the sharing and development of ideas and materials on the task-based approach among teachers.

This resource package is produced to illustrate the use of the task-based approach recommended in the English Language Education Curriculum Framework as a means to help learners progress towards the learning targets and objectives as well as to develop generic skills, positive values and attitudes. The tasks in this resource package are designed in such a way that learners are provided with meaningful contexts to learn and use English for purposeful communication, as well as to develop the generic skills and positive attitudes conducive to independent, lifelong learning. The package also seeks to promote assessment for learning. This is in line with the emphasis on formative assessment as recommended in the following CDC documents: *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (2002), *Basic Education Curriculum Guide – Building on*

Strengths (2002), CDC Report *Learning to Learn – The Way Forward in Curriculum Development* (2001) and *CDC Syllabus for English Language (Secondary 1-5)* (1999). Games, quizzes, oral presentation, process writing, projects, portfolios, etc. have been included and provide ample opportunities for formative assessment during the learning and teaching process. Teachers are encouraged to observe and evaluate student performance, conduct teacher-student conferencing and provide effective feedback and support to the learners. Feedback sheets have been prepared for some tasks in each unit to enable teachers to collect information about learners' performance as well as to give feedback for improvement. Given sufficient teacher guidance and support, the feedback sheets can also be used to help students evaluate and monitor their own learning and to do peer assessment.

How to use this resource package

The resource package consists of a **booklet** and a **CD-ROM**.

The **booklet** has three units, i.e. "Food and Health", "Places of Interest" and "Great Stories – Mulan", under the three modules "Teenage Life", "Cultures of the World" and "Wonderful Things" respectively. Each unit has three tasks, which provide opportunities for learners to engage in the authentic, practical and functional use of language for meaningful purposes. Each unit has three sections. The **Task** section is for learners' use while the other two sections, i.e. **Task Description, Targets and Objectives** and **Teacher's Notes** are mainly for teachers' reference. Teachers are also encouraged to share with the learners the **Task Description, Targets and Objectives** section to help them gain a better understanding of what is to be achieved. The tasks can be adapted to suit the abilities, needs and interests of learners and be copied for classroom use.

The **CD-ROM**, which can be used in a Pentium or above PC, will auto-run and has a user-friendly interface. It contains audio files for the listening activities and electronic versions of the tasks. The electronic versions, which can be printed and edited, facilitate the adaptation of materials for classroom use and self-access language learning. The **CD-ROM** only contains materials for the first two units.

We welcome feedback and suggestions from teachers who have tried out the resource materials with their learners. Comments and suggestions can be sent to the Chief Curriculum Development Officer (English), Curriculum Development Institute, Education and Manpower Bureau, 12/F, Wu Chung House, 13 Queen's Road East, Wan Chai, Hong Kong, by e-mail to scdoe1@emb.gov.hk or by facsimile on (852) 2834 7810.

For further enquiries about this package, please contact the English Language Education Section, Curriculum Development Institute on (852) 2892 6570 or (852) 2892 6572.

Acknowledgements

We are most grateful to the Hong Kong Institute of Education for conducting the Teacher Development Courses on Task-based Language Teaching/Learning for English teachers of Secondary One to Secondary Three in January – June 2000. The courses provided the impetus for the development and production of the resource package. Some of the materials developed by the teacher participants on the course have been selected, edited and incorporated into the package.

Special thanks are due to the teachers who participated in the Teacher Development Courses on Task-based Language Teaching/Learning for English teachers of Secondary One to Secondary Three for contributing valuable ideas and materials.

Our gratitude goes to the following schools and their teachers for trying out the materials in this resource package with their students and giving comments and suggestions for improvement.

King' s College

Kowloon True Light Middle School

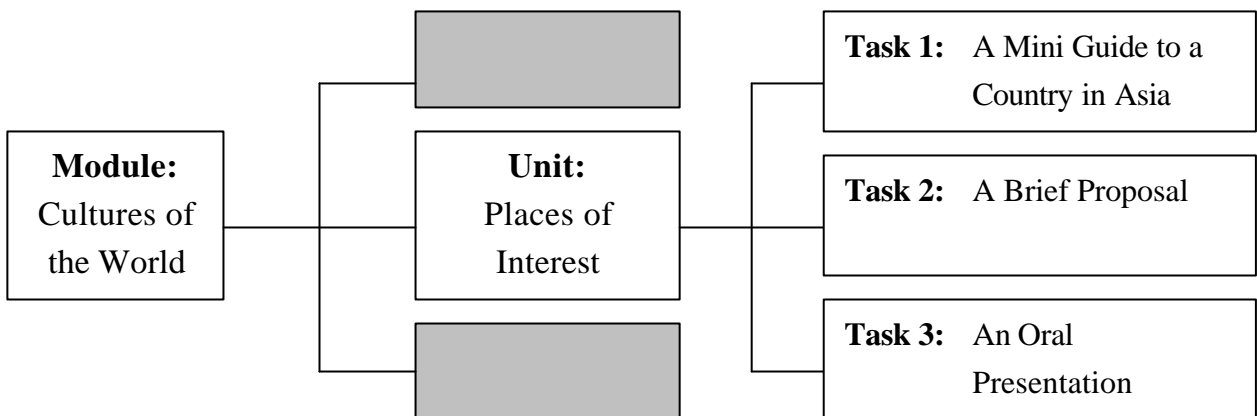
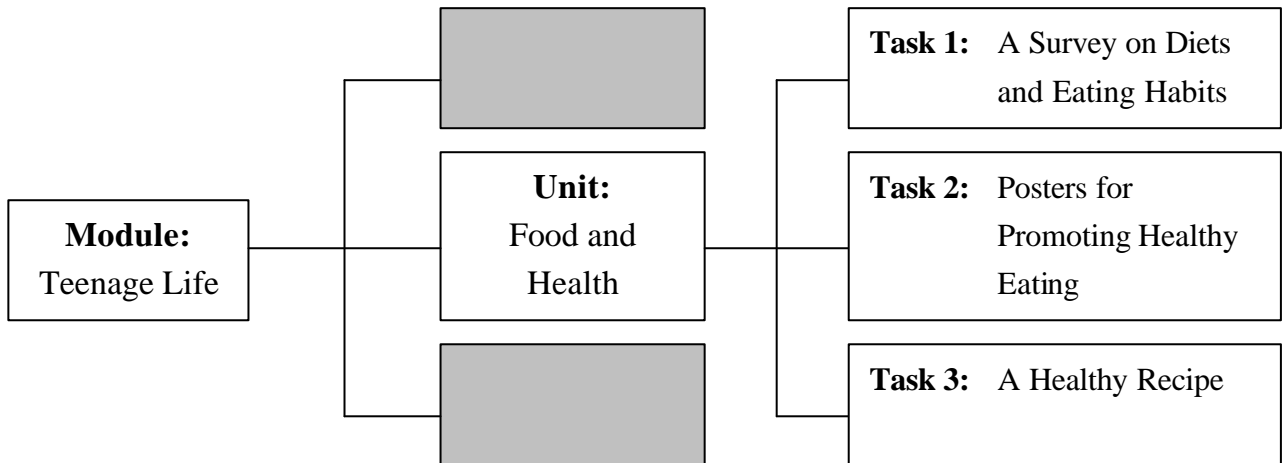
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An Overview of the Tasks and Materials



Contents

Module: *Teenage Life*

Unit: *Food and Health*

	Page
☞ <i>Task Description, Targets and Objectives</i>	3 – 18
☞ <i>Tasks</i>	19 – 52
☞ <i>Teacher's Notes</i>	53 – 61

Module: *Cultures of the World*

Unit : *Places of Interest*

☞ <i>Task Description, Targets and Objectives</i>	65 – 80
☞ <i>Tasks</i>	81 – 108
☞ <i>Teacher's Notes</i>	109 – 120

Introduction

The Health Club of the school is going to conduct a Health Week to promote the importance of having a healthy diet and good eating habits. Club members will assist in conducting a survey and producing posters for the Health Week. All students, including club members, will then take part in a healthy recipe competition.

Task 1 A Survey on Diets and Eating Habits

Students, as club members, work in groups of four to construct a questionnaire and conduct a school survey to investigate their schoolmates' diets and eating habits.

Task 2 Posters for Promoting Healthy Eating

Students, as club members, work in groups of four to design and produce a poster to promote healthy eating and good eating habits.

Task 3 A Healthy Recipe

Students devise their own healthy recipes to enter a competition. The well-devised recipes will be compiled into a booklet on healthy eating.

Task 1: A Survey on Diets and Eating Habits**Task 1: A Survey on Diets and Eating Habits*****Task Description***

The Health Club has decided to promote the importance of healthy eating by carrying out a survey using a questionnaire to investigate the diets and eating habits of the students in the school and presenting the findings during the Health Week.

In Part A, students gather information on food nutrition and healthy eating by reading an article about food and health and listening to an interview with a nutritionist about healthy eating habits.

In Part B, students surf the internet for more information about food nutrition and healthy eating. Then they work in groups of four to design a questionnaire on diets and eating habits based on the information they have collected from the internet and in Part A, and with reference to a set of guidelines and a feedback sheet provided. The best questionnaire is used for the school survey.

In Part C, students work in groups to interview their schoolmates by making use of the questionnaire. After they have finished all the interviews, all the groups take turns to present their findings to the other groups in class. Next, students in their groups work together to present the overall data. Each group prepares a summary table and then produces a chart and writes a report of the survey. The best report and the best chart are selected by the groups and posted up for the reference of all students and teachers.

Five Fundamental Intertwining Ways of Learning and Using Knowledge

- Communicating:** (Learners discuss the design of a questionnaire, interview their schoolmates, discuss and present the findings.)
- Conceptualizing:** (Learners acquire knowledge about food and health.)
(Learners develop awareness of healthy/unhealthy food and eating habits)
(Learners use their knowledge of healthy eating for designing a questionnaire.)
- Inquiring:** (Learners collect information about food and health from the Internet and other sources, and research on facts about the eating habits of their schoolmates.)
- Reasoning:** (Learners think about and discuss what questions they have to ask for the survey and explain why they want to ask those questions.)
- Problem-solving:** (Learners evaluate and decide on the best report and the best chart.)

Task 1: A Survey on Diets and Eating Habits***Learning Targets*****Interpersonal Strand/Dimension (IS)**

- To converse and exchange points of view about feelings, interests, preferences, ideas and experiences (ISb, KS3)
- To participate with others in planning, organizing and carrying out events (ISd, KS3)
- To obtain and provide information in real and simulated situations (ISe, KS3)

Knowledge Strand/Dimension (KS)

- To provide or find out, select, organize and present information on familiar and less familiar topics (KSa, KS3)
- To interpret and use more extensive information through processes or activities such as describing, summarizing and drawing conclusions (KSb, KS3)
- To identify and discuss ideas in spoken and written texts, form opinions and express them (KSc, KS3)
- To identify and define problems from given information, consider related factors, solve the problems and explain the solutions (KSd, KS3)
- To clarify and develop ideas by making revisions to one's own written texts through personal reflection and talk with others (KSe, KS3)
- To understand how the English Language works in relation to basic differences between formal and informal contexts and how different texts are organized and expressed; and apply this understanding to one's learning and use of the language (KSf, KS3)

Learning Objectives**Text-types**

- Articles
- Notes
- Interviews
- Written messages
- Questionnaires
- Guidelines
- Forms

Task 1: A Survey on Diets and Eating Habits

- Tables
- Diagrams/Charts
- Reports

Vocabulary

- Names of food (e.g. cereal, pasta)
- Words and expressions relating to healthy diets and eating habits (e.g. a balanced diet)

Language Items and Communicative Functions

- Use formulaic expressions to seek information.
e.g. Hello. I' m doing a survey on diets and eating habits. Can I ask you a few questions?
- Ask questions to obtain “yes/no” responses.
e.g. Do you have your meals regularly?
- Ask “Wh-” and “How” questions to find out various kinds of specific information about a person.
e.g. How many meals do you have a day?
What do you usually have for breakfast/lunch/dinner?
- Use a variety of tenses, reported speech, adverbs, etc., to refer to events in the past, present and future and to the frequency with which things occur.
e.g. We interviewed 100 schoolmates.
Most of them have bread for breakfast.
Some of them said that they sometimes skipped meals.

Language Skills

- Listening
Listen for Intended Meanings, Feelings and Attitudes
 - identify main ideas in a conversation
 - extract information and ideas from spoken texts
- Speaking
Present Information, Ideas and Feelings Clearly and Coherently
 - convey ideas and information in a presentation
 - use words and expressions appropriate to the context
 - use correct pronunciation, intonation and register for different purposes

Task 1: A Survey on Diets and Eating Habits

Participate Effectively in an Oral Interaction

- seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises
- make a balanced contribution without either dominating the discussion or being too reticent
- express, elicit and respond to ideas, opinions and feelings in a group discussion

● Reading

Understand, Interpret and Analyze Different Written Texts

- make use of knowledge of the world to make sense of the written text
- acquire, extract and organize information relevant to specific tasks
- take notes of information relevant to specific tasks
- relate facts, opinions and information from a variety of print sources
- understand different views and attitudes

● Writing

Present Information, Ideas and Feelings Clearly and Coherently

- evaluate and make use of given information to complete specific tasks
- produce written texts appropriate to context, purpose and audience
- use strategies to arouse and sustain readers' interest
- plan and organize ideas, and use appropriate cohesive devices

Language Development Strategies

● Develop Thinking Skills

- use reasoning skills (causes and consequences, drawing conclusions, etc.)
- analyze data and situations systematically for better understanding or solving problems

● Develop Reference Skills

- identify apparent relationships between materials, data, ideas, events, etc.
- recognize the salient features of various text-types and use them efficiently for locating information and ideas
- read broadly for specific purposes

● Develop Information Skills

- collect and store information systematically in the form of notes, records, etc.
- employ graphic forms (charts, tables, etc.) to aid the presentation of ideas

Task 1: A Survey on Diets and Eating Habits

- Plan, Manage and Evaluate Own Learning
 - make arrangements for gathering information, data and ideas in support of one's learning
 - assess one's achievement against the goals and learning targets
- Work with Others
 - identify and assume different roles in group activities, such as leader, partner
 - employ simple negotiation skills to reach consensus, compromise or bargain

Attitudes

- Confidence in using English
- Keeness to participate in activities leading to improvement of knowledge and skills in the language

Generic Skills

- Collaboration skills
- Communication skills
- Critical thinking skills
- Information technology skills
- Numeracy skills
- Problem-solving skills
- Self-management skills
- Study skills

Personal and Social Values and Attitudes

- Independence
- Co-operation
- Confidence
- Responsibility

Task 2: Posters for Promoting Healthy Eating**Task 2: Posters for Promoting Healthy Eating****Task Description**

Students work in groups to produce their own posters for promoting healthy eating in school and giving information to their fellow schoolmates on how they can follow a healthy diet and how they can improve their eating habits.

In Part A, students make use of the information collected in Task 1 to design, revise and produce their own posters, based on the guidelines for designing posters, a sample poster, a feedback sheet and what they have observed from posters they have come across.

In Part B, students take turns to show their posters to the class. The class have to judge and select the best posters based on the items listed in a feedback sheet. The best posters are then posted up for the promotion of healthy eating in school.

Five Fundamental Intertwining Ways of Learning and Using Knowledge

- ✓ **Communicating:** (Learners discuss the design of a poster and convey messages about healthy eating and good eating habits through their posters.)
- ✓ **Conceptualizing:** (Learners acquire knowledge about food and health.)
(Learners develop awareness of healthy/unhealthy food and eating habits.)
(Learners use their knowledge of healthy eating for designing a poster.)
- ✓ **Inquiring:** (Learners find out, construct and use knowledge about designs of posters on different topics.)
- ✓ **Reasoning:** (Learners explain why they have chosen a particular design for the promotion of healthy eating.)

Problem-solving

Learning Targets**Interpersonal Strand/Dimension (IS)**

- To converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb, KS3)

Task 2: Posters for Promoting Healthy Eating

- To produce or exchange a range of informal messages both oral and written (ISc, KS3)
- To obtain and provide objects and information in real and simulated situations (ISc, KS3)

Knowledge Strand/Dimension (KS)

- To provide or find out, select, organize and present information on familiar and less familiar topics (KSa, KS3)
- To identify and discuss ideas in spoken and written texts, form opinions and express them (KSc, KS3)
- To clarify and develop ideas by making revisions to one's own written texts through personal reflection and talk with others (KSe, KS3)

Learning ObjectivesText-types

- Guidelines
- Posters
- Forms

Vocabulary

- Names of food (e.g. cereal, pasta)
- Words and expressions relating to healthy diets and eating habits (e.g. a balanced diet)

Language Items and Communicative Functions

- Use modals to give advice.
e.g. You need to drink eight glasses of water every day.
You should have three meals a day.
- Use imperatives to give instructions.
e.g. Drink eight glasses of water every day.
Exercise three to five times per week to stay fit.

Task 2: Posters for Promoting Healthy Eating

- Use connectives to give reasons.
e.g. I think this poster is the best because ...

Language Skills

- Listening

Listen for Intended Meanings, Feelings and Attitudes

- identify main ideas in discussions or conversations
- make connections between ideas and information with the help of discourse markers

- Speaking

Present Information, Ideas and Feelings Clearly and Coherently

- convey ideas and information in conversations or discussions
- use words and expressions appropriate to the context
- use appropriate discourse markers
- use correct pronunciation, intonation and register for different purposes

Participate Effectively in an Oral Interaction

- seek and give clarification, explain what information one requires and why, rephrase one's question when necessary, sum up points made and redirect the discussion when the need arises
- make a balanced contribution without either dominating the discussion or being too reticent
- express, elicit and respond to ideas, opinions and feelings in a group discussion

- Reading

Understand, Interpret and Analyze Different Written Texts

- make use of knowledge of the world to make sense of the written text
- acquire, extract and organize information relevant to specific tasks
- relate facts, opinions and information from a variety of print sources
- understand different feelings, views and attitudes

- Writing

Present Information, Ideas and Feelings Clearly and Coherently

- evaluate and make use of given information to complete specific tasks
- produce written texts appropriate to context, purpose and audience
- use strategies to arouse and sustain readers' interest
- use appropriate tone, style and register for various purposes

Task 2: Posters for Promoting Healthy EatingLanguage Development Strategies

- Develop Thinking Skills
 - use reasoning skills (causes and consequences, drawing conclusions, etc.)
 - think creatively/innovatively
- Develop Reference Skills
 - identify apparent relationships between materials, data, ideas, events, etc.
 - recognize the salient features of various text-types and use them efficiently for locating information and ideas
 - read broadly for specific purposes
- Develop Information Skills
 - collect and store information systematically in the form of notes, records, etc.
 - employ graphic forms (charts, tables, time-lines, etc.) to aid the presentation of ideas
- Plan, Manage and Evaluate Own Learning
 - make arrangements for gathering information, data and ideas in support of one's learning
 - assess one's achievement against the goals and learning targets
- Work with Others
 - identify and assume different roles in group activities, such as leader, partner
 - employ simple negotiation skills to reach consensus, compromise or bargain

Attitudes

- Confidence in using English
- Keeness to participate in activities leading to improvement of knowledge and skills in the language
- Ownership and responsibility for learning developed through assessing and monitoring one's own performance and progress of learning

Task 2: Posters for Promoting Healthy Eating

Generic Skills

- Collaboration skills
- Communication skills
- Creativity
- Critical thinking skills
- Information technology skills
- Self-management skills
- Study skills

Personal and Social Values and Attitudes

- Creativity
- Independence
- Co-operation
- Confidence
- Responsibility

Task 3: A Healthy Recipe**Task 3: A Healthy Recipe*****Task Description***

The Health Club has decided to organize a healthy recipe competition during the Health Week. All students are invited to take part in the competition. Interested students should devise a healthy recipe and write an explanation why the recipe is good for health. The best recipes are to be compiled into a booklet for the reference of all students.

In Part A, students are exposed to the features of a recipe and some vocabulary items by taking part in four language games.

In Part B, students devise their own recipes and write an explanation why they think their dish is good for health, based on the information collected in Task 1, the guidelines for writing a healthy recipe and a feedback sheet. They then show their recipes to their classmates for comments. The well-devised recipes are to be compiled into a booklet and placed in the school library or English Corner for the reference of both students and teachers.

Five Fundamental Intertwining Ways of Learning and Using Knowledge

- ✓ **Communicating:** (Learners discuss and exchange ideas about devising their own recipes.)
- ✓ **Conceptualizing:** (Learners acquire, construct and organize knowledge about food items, food groups and different ways of cutting and cooking.)
(Learners develop awareness of healthy/unhealthy food and eating habits.)
(Learners use their knowledge of healthy eating for devising a healthy recipe.)
- ✓ **Inquiring:** (Learners find out, construct and use knowledge about the features and use of language in a recipe.)
- ✓ **Reasoning:** (Learners explain why they think their recipes are healthy.)

Problem-solving

Task 3: A Healthy Recipe***Learning Targets***Interpersonal Strand/Dimension (IS)

- To converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb, KS3)

Knowledge Strand/Dimension (KS)

- To provide or find out, select, organize and present information on familiar and less familiar topics (KSa, KS3)
- To interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, summarizing and drawing conclusions (KSb, KS3)
- To identify and discuss ideas in spoken and written texts, form opinions and express them (KSc, KS3)
- To clarify and develop ideas by making revisions to one's own written texts through personal reflection (KSe, KS3)

Learning ObjectivesText-types

- Recipes
- Instructions
- Guidelines
- Forms

Vocabulary

- Names of food (e.g. cereal, pasta)
- Words and expressions relating to ways of cutting and cooking
- Words and expressions relating to healthy diets and eating habits (e.g. a balanced diet)

Language Items and Communicative Functions

- Use imperatives to give instructions.
e.g. Put cooked rice into a large bowl.
- Use connectives to give more advanced instructions.
e.g. First, place a sheet of nori seaweed on a bamboo mat.

Task 3: A Healthy Recipe

Then spread a thin layer of sushi rice on the seaweed...

- Use adverbs/adverbials to indicate position and describe manner.

e.g. Pour rice vinegar onto the rice.

Fold gently to combine.

Language Skills

- Listening

Listen for Intended Meanings, Feelings and Attitudes

- identify key ideas in discussions or conversations
- identify the sequence of events

- Speaking

Present Information, Ideas and Feelings Clearly and Coherently

- convey ideas and information in conversations or discussions
- describe the sequence of events
- use words and expressions appropriate to the context
- use appropriate discourse markers

Participate Effectively in an Oral Interaction

- seek and give clarification to explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises
- make a balanced contribution without either dominating the discussion or being too reticent
- express, elicit and respond to ideas, opinions and feelings in a group discussion

- Reading

Understand, Interpret and Analyze Different Written Texts

- make use of knowledge of the world to make sense of the written text
- acquire, extract and organize information relevant to specific tasks
- relate facts, opinions and information from a variety of print sources
- recognize 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
- produce written texts appropriate to context, purpose and audience
- plan and organize ideas, and use appropriate cohesive devices

Task 3: A Healthy RecipeLanguage Development Strategies

- Develop Thinking Skills
 - use reasoning skills (causes and consequences, drawing conclusions, etc.)
 - think creatively/innovatively
- Develop Reference Skills
 - identify apparent relationships between materials, data, ideas, events, etc.
 - recognize the salient features of various text-types and use them efficiently for locating information and ideas
- Develop Information Skills
 - collect and store information systematically in the form of notes, records, etc.
 - employ graphic forms (charts, tables, time-lines, etc.) to aid the presentation of ideas
- Plan, Manage and Evaluate Own Learning
 - assess one's achievement against the goals and learning targets
- Work with Others
 - identify and assume different roles in group activities, such as leader, partner
 - employ simple negotiation skills to reach consensus, compromise or bargain

Attitudes

- Confidence in using English
- Keeness to participate in activities leading to improvement of knowledge and skills in the language
- Ownership and responsibility for learning developed through assessing and monitoring one's own performance and progress of learning

Task 3: A Healthy Recipe

Generic Skills

- Collaboration skills
- Communication skills
- Creativity
- Critical thinking skills
- Self-management skills
- Study skills

Personal and Social Values and Attitudes

- Creativity
- Independence
- Co-operation
- Confidence
- Responsibility

Task 1: A Survey on Diets and Eating Habits**Situation**

The Health Club of your school is going to conduct a Health Week to promote the importance of having a healthy diet and good eating habits.

Task 1: A Survey on Diets and Eating Habits

The Health Club has decided to conduct a survey to find out the diets and eating habits of the students in the school. You and your classmates are members of the Health Club. You help prepare for the Health Week. The Chairman of the Health Club, Peter Yeung, has asked you to design a questionnaire and conduct the survey.

Part A: Finding information on healthy diets and good eating habits

Before designing a questionnaire for the survey, you want to know more about healthy diets and good eating habits. The Chairman of the Health Club has given you an article from a magazine that gives a lot of relevant information. Read the article and make notes on p.22.

Eating for a Healthy Life

Food is essential for life. It provides us with energy for all kinds of activities, and also nutrients to keep us healthy and strong. There are different kinds of foods but basically they are split into five groups: Grain, Fruit and Vegetable, Meat and Protein, Milk, and Fat and Sugar. Foods from these five groups give us different kinds of nutrients. To eat healthily, we need to know what nutrients they can give us.

Grain Group

Grains include all sorts of bread, rice, cereals, noodles, pasta, potatoes and sweet potatoes. They contain carbohydrates which give us energy for physical activities and our body's day-to-day functions. As they are the main source of our energy, 50% of our daily calories should come from this food group.

Fruit and Vegetable Group

All fresh, frozen, dried or canned fruits and vegetables belong to this food group. They are rich in fibres, vitamins and minerals. Fibres are essential for a healthy digestive

Task 1: A Survey on Diets and Eating Habits

system while vitamins and minerals are needed for our organs to perform their functions. Each fruit or vegetable contains different amounts of these nutrients, so in order to get the nutrients we need daily, we must eat a variety of fruits and vegetables every day.

Meat and Protein Group

This food group includes foods which come from both animal and plant sources. They are all sorts of meat such as beef, pork, lamb, fish and chicken. Nuts, beans, peas, and soya-bean products are also in this food group. The meat and protein group provides us with proteins. Proteins enable our body to grow new cells and repair old ones. They also help us build strong muscles. Therefore, it is particularly important for growing children to take in enough of this nutrient in their diet.

Milk Group

All kinds of milk, cheese, yogurt and other dairy products are in the Milk Group. The main nutrient found in this food group is calcium. Children as well as adults need calcium to keep their teeth and bones healthy.

Fat and Sugar Group

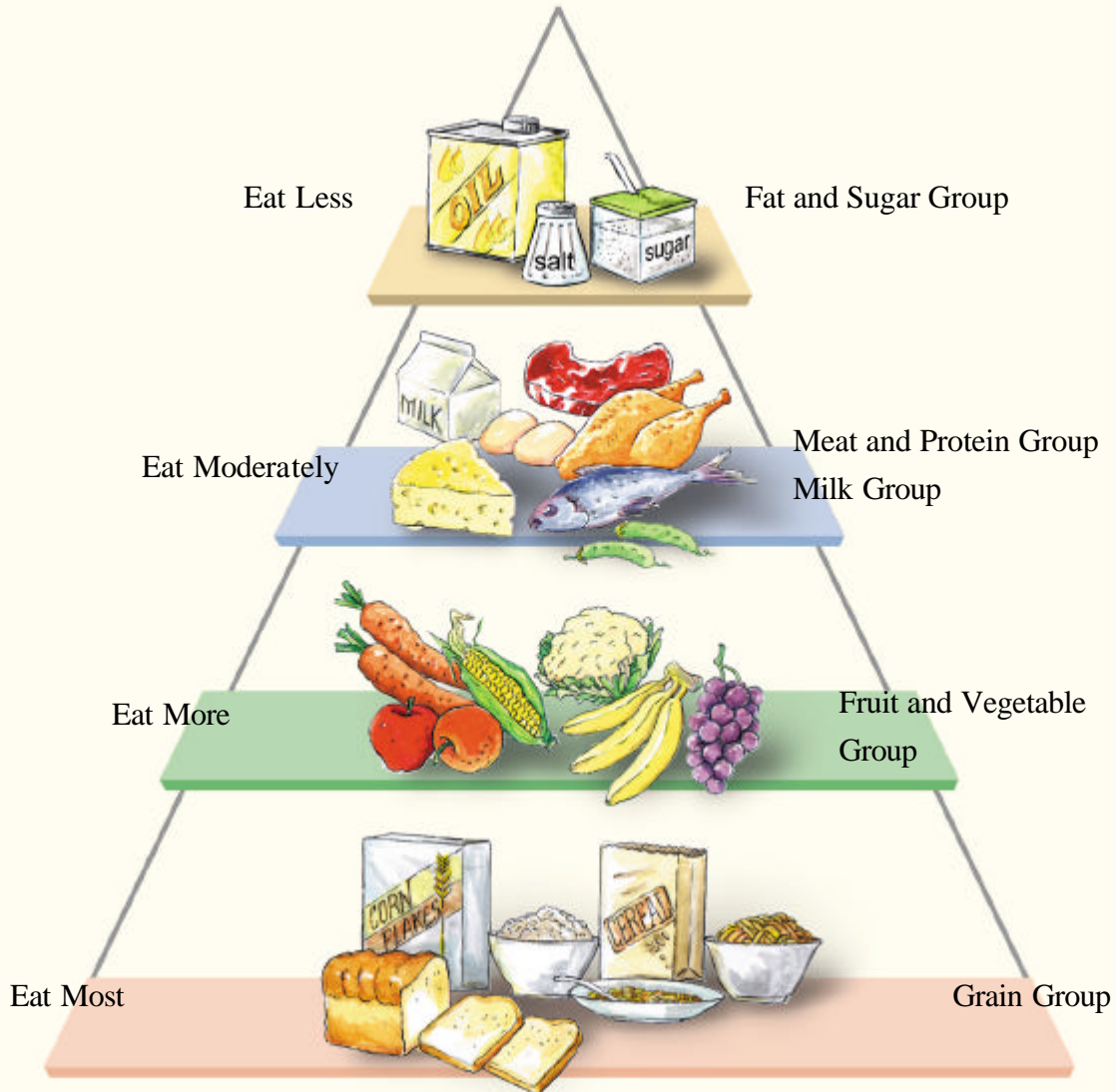
Foods such as oil, butter, cream, sugar, cakes, biscuits, chips, sweets and soft drinks are all in this group. Generally, they are not as nutritious as foods from the other food groups. Most people eat them because they taste good. As these foods usually contain many calories, we should not eat too much of them.

A balanced diet

Since our body needs various kinds of nutrients to stay healthy and no single food can supply them all, we need to have a balanced diet to obtain enough calories and nutrients. A balanced diet means eating a variety of foods and eating the right amount. We should, therefore, include food from all the five food groups in our diets. However, the amount we need depends on our age, our sex, our size, and how active we are. For most people, the “Food Pyramid” is a good guide for planning their diets.

Task 1: A Survey on Diets and Eating Habits

The Food Pyramid



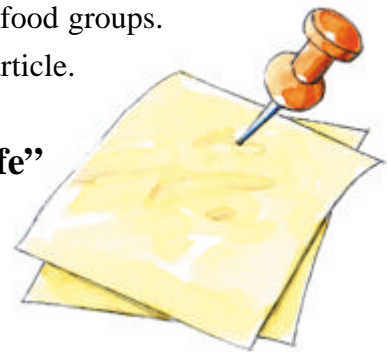
A well-balanced diet enables us to lead a healthy life

If we want to have a healthy body and live a longer life, we must think about what our body needs and plan our diet carefully. Only in this way can we eat healthily and live happily.

Task 1: A Survey on Diets and Eating Habits



You decide to write down the main points about the five food groups.
Complete your notes below using information from the article.



Notes on “Eating for a Healthy Life”

1. The Five Food Groups

Food Groups	Examples	Why do we need them?

2. A balanced diet means _____

Task 1: A Survey on Diets and Eating Habits



There is an interview with a nutritionist, Miss Lai, on the radio. Miss Lai talks about good eating habits. You think it will help you prepare a questionnaire for the survey on diets and eating habits. Make notes as you listen to the interview.

Notes on “Good Eating Habits”



Put one word in each blank.

1. Eat _____ meals a day.
2. Have a _____ diet.
3. Eat plenty of whole grains, _____ and _____ but little _____, _____ and _____.
4. Avoid _____ food such as crisps and sweets.
5. Drink at least _____ glasses of water every day.
6. Do not eat _____ of any single food.
7. Avoid food with a lot of artificial flavours, _____ or _____.

Task 1: A Survey on Diets and Eating Habits**Part B: Writing a questionnaire**

The Chairman of the Health Club, Peter Yeung, has sent you a message and some useful information to help you design a questionnaire to find out your fellow schoolmates' diets and eating habits. Now read the message below and work in groups of four to design the questionnaire.

8 October

Dear Members

Please help me design a questionnaire for conducting a survey. I have written some guidelines. Please read them before you draft the questionnaire. I have asked the Principal to give me a sample questionnaire which our school used to conduct a survey on "Doing Exercise to Keep Fit" last year. Please work out your questionnaire using the sample questionnaire as a model. I have also attached a feedback sheet here. You can make use of it to check and revise your questionnaire.

If you want to know more about food nutrition and healthy eating, you can visit the following websites. You will find a lot of useful information on them. To search for relevant information on these websites, you can follow the paths below:

Food and Environmental Hygiene Department:

Go to <http://www.info.gov.hk/fehd/indexe.html> and then click on "Nutrients Information Inquiry"

Department of Health:

Go to <http://www.info.gov.hk/healthzone/en07e.htm> and then click on "Exercise & Nutrition"

BBC:

Go to <http://www.bbc.co.uk/food/healthyeating/>

Family Food Zone:

Go to <http://www.familyfoodzone.com/>

Please prepare the questionnaire and pass it to me. The best version will be used for the school survey. Thank you very much for your help.

Peter

Task 1: A Survey on Diets and Eating Habits

Guidelines given by the Chairperson



Guidelines for designing a questionnaire

The questionnaire should:

- be simple and easy to understand;
- where appropriate, provide options for schoolmates to choose from; and
- help us find out the kinds of diets our schoolmates have and whether they have good eating habits.

To get the information you want, you could ask questions about the following:

- how many meals our schoolmates have every day;
- whether they have their meals regularly;
- how often they skip meals;
- what they usually have for their breakfast, lunch and dinner;
- whether they have heard of the “Food Pyramid” guide;
- how often they have junk food;
- whether they think it is important to have a healthy diet and good eating habits; and
- anything else you think is important.

When you draft the questionnaire, you may follow the plan below:

1. Discuss with your group members what questions to ask.
2. Arrange the questions in a logical order.
3. Write out the questions neatly and clearly.
4. Proofread the questions and correct the mistakes, if any.
5. Try out your questionnaire with a few members from other groups to see if it needs any revision.

Task 1: A Survey on Diets and Eating Habits

A sample questionnaire on “Doing Exercise to Keep Fit” (given by the Chairman)

School Survey**Doing Exercise to Keep Fit**

1. Do you do exercise?
 Yes (If yes, answer no.2 – no.6.)
 No (If no, go directly to no.7.)
2. How often do you do exercise?
 Every day 3 – 6 times a week 1 – 2 times a week
 Less than once a week
3. What kind of exercise do you usually do? (You may tick more than one option.)
 Jogging Swimming
 Playing ball games Others (please specify) _____
4. For how long do you do exercise each time?
 Less than 15 minutes 15 – 30 minutes
 31 – 60 minutes More than 60 minutes
5. Where do you usually do exercise?
 At school In a public playground
 In a sports club Others (please specify) _____
6. Why do you do exercise?
 For pleasure To keep fit To lose weight
 Others (please specify) _____
7. Why don't you do exercise?

Thank You

Task 1: A Survey on Diets and Eating Habits



Now work in groups of four. Discuss what questions to ask in the survey. Write the questions in the space provided.

Survey on Diets and Eating Habits

Use the feedback sheet on p.28 to help you review and revise your questionnaire. The best questionnaire will be selected for the school survey.

Task 1: A Survey on Diets and Eating Habits

Feedback Sheet

Task 1 (Part B): Writing a questionnaire

Group: _____

Tick the appropriate box and add comments below.

Content

- Questions are relevant to the topic
- Options are provided appropriately
- Coverage of content is adequate



Well Done



Satisfactory



Needs Improvement

Organization

- Questions are asked in a logical order

Language & Style

- Questions are clear and easy to understand
- Choice of words is appropriate

Grammar

- The questionnaire is accurate in
 - question form
 - punctuation
 - spelling

Other Comments:

*Feedback given by

*This feedback sheet can be used for self-, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.

(Name)

Task 1: A Survey on Diets and Eating Habits**Part C: Conducting a survey and presenting the findings**

A questionnaire for conducting a survey to find out the different diets and eating habits of your schoolmates is ready for use. Before conducting the survey, read the following note from the Chairman of the Health Club, Peter Yeung, to help you conduct the survey.

The Chairman's note on conducting a survey

16 October

Dear Members

The questionnaire for the school survey is ready for use. Please make use of it to interview our fellow schoolmates. Here are some tips which may help you conduct the interview:

- Greet the schoolmate before you start.
- Be polite when you ask questions. You can start the interview like this:
Hello. I'm doing a survey on diets and eating habits. Can I ask you a few questions?
- Write down each schoolmate's answers on a separate questionnaire.
- At the end of the interview, thank him/her for answering your questions.

Peter

Task 1: A Survey on Diets and Eating Habits

You have finished the survey. Now read the Chairman's note below to help you present the findings.

The Chairman's note on presenting findings

20 October

Dear Members

Please work with your group members to do the following:

- Prepare a summary of the findings. Then give an oral report to the other groups.
- You can start your report by greeting your teacher and classmates and introducing yourselves. Then give the summary of your findings. Here are some expressions you can use:

Good morning/afternoon, Miss/Mrs/Mr (name of teacher) and fellow classmates, I am (name of student) from group _____.

Let me introduce my group members. They are _____, _____ and _____.

We interviewed _____ schoolmates.

We found out that _____ of the schoolmates interviewed...

- Put together the data from all groups. Present the overall findings in a table and draw a chart to show the data. Then write a report of the survey.
- The best chart and the best report will be posted up on the display board of the Health Club.

* I have attached a summary table, a report and a chart of the findings of a survey on "Doing exercise to keep fit" for your reference.

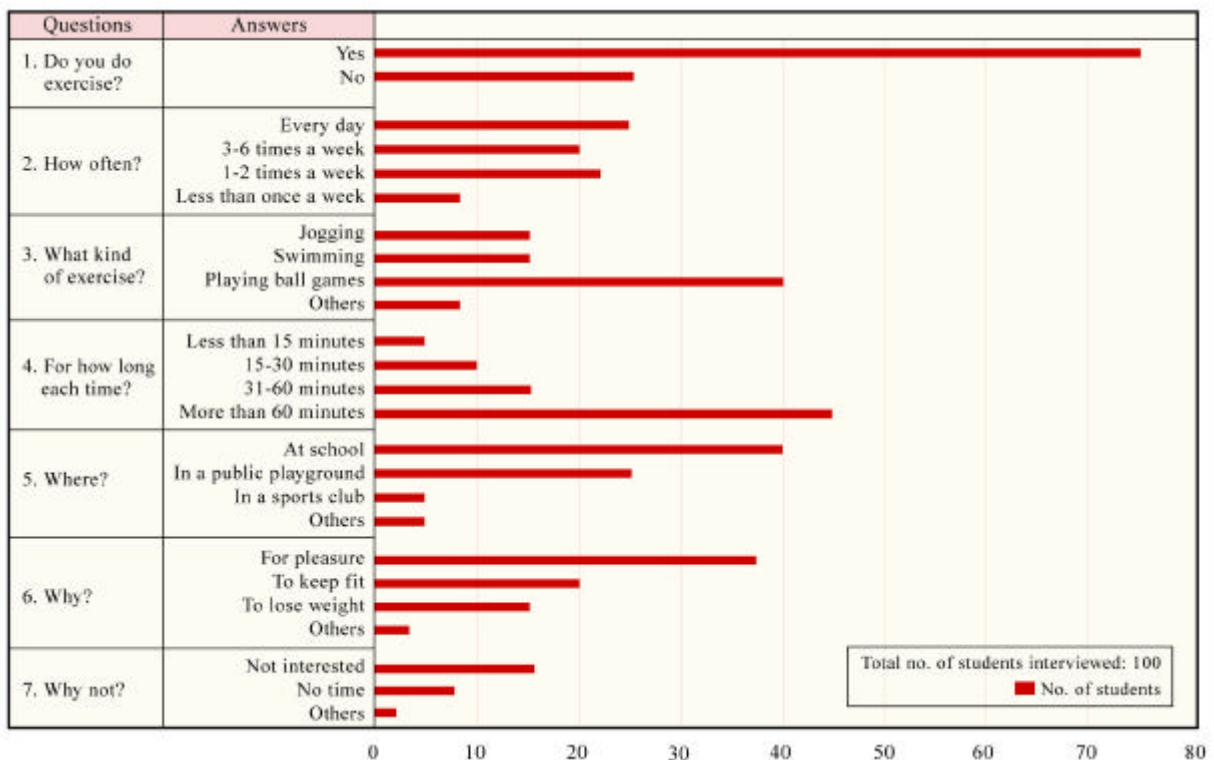
Peter

Task 1: A Survey on Diets and Eating Habits

A summary table on “Doing Exercise to Keep Fit” (given by the Chairman)

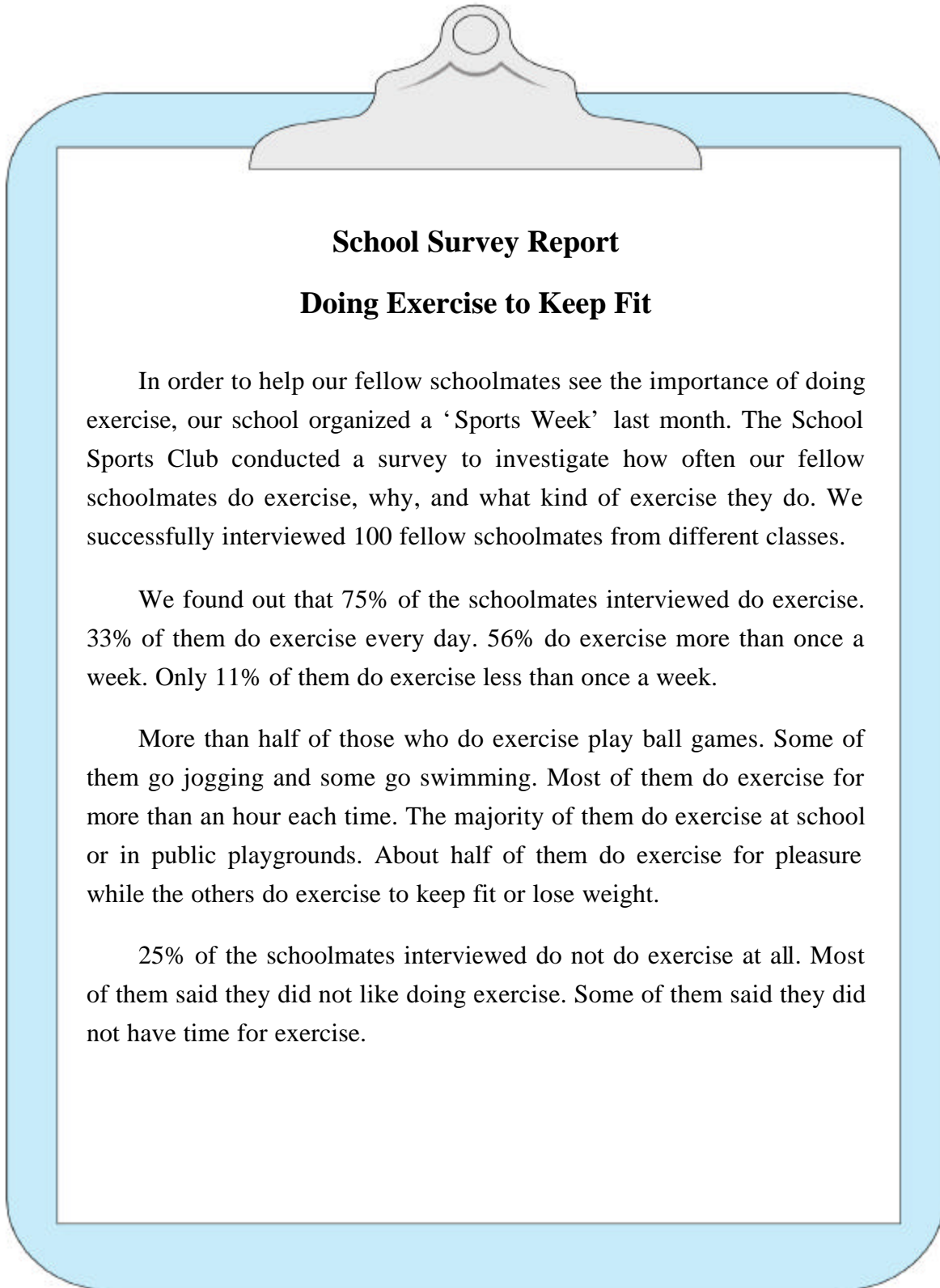
School Survey on Doing Exercise to Keep Fit			
	No. of Students		No. of Students
1. Do you do exercise?		5. Where?	
Yes	75	At school	40
No	25	In a public playground	25
2. How often?		In a sports club	5
Every day	25	Others	5
3-6 times a week	20	6. Why?	
1-2 times a week	22	For pleasure	37
Less than once a week	8	To keep fit	20
3. What kind of exercise?		To lose weight	15
Jogging	15	Others	3
Swimming	15	7. Why not?	
Playing ball games	40	Not interested	16
Others	8	No time	7
4. For how long each time?		Others	2
Less than 15 minutes	5		
15-30 minutes	10		
31-60 minutes	15		
More than 60 minutes	45		
		Total no. of students interviewed : 100	

A chart on “Doing Exercise to Keep Fit” (given by the Chairman)



Task 1: A Survey on Diets and Eating Habits

Sample report given by the Chairman



School Survey Report

Doing Exercise to Keep Fit

In order to help our fellow schoolmates see the importance of doing exercise, our school organized a 'Sports Week' last month. The School Sports Club conducted a survey to investigate how often our fellow schoolmates do exercise, why, and what kind of exercise they do. We successfully interviewed 100 fellow schoolmates from different classes.

We found out that 75% of the schoolmates interviewed do exercise. 33% of them do exercise every day. 56% do exercise more than once a week. Only 11% of them do exercise less than once a week.

More than half of those who do exercise play ball games. Some of them go jogging and some go swimming. Most of them do exercise for more than an hour each time. The majority of them do exercise at school or in public playgrounds. About half of them do exercise for pleasure while the others do exercise to keep fit or lose weight.

25% of the schoolmates interviewed do not do exercise at all. Most of them said they did not like doing exercise. Some of them said they did not have time for exercise.

Task 1: A Survey on Diets and Eating Habits



Now work in groups of four. Put together the data from all groups and present the overall data in the form of a summary table.

A large empty rectangular box with a light green background and a black border, intended for students to create a summary table. A horizontal line is drawn across the top of the box.

Task 1: A Survey on Diets and Eating Habits



Work together with your group members. Based on the summary table you have prepared on p.33, draw a chart to present the overall data in the space provided.

A large, empty rectangular box with a light green background, intended for drawing a chart. A single horizontal line is drawn near the top of the box.

Task 1: A Survey on Diets and Eating Habits



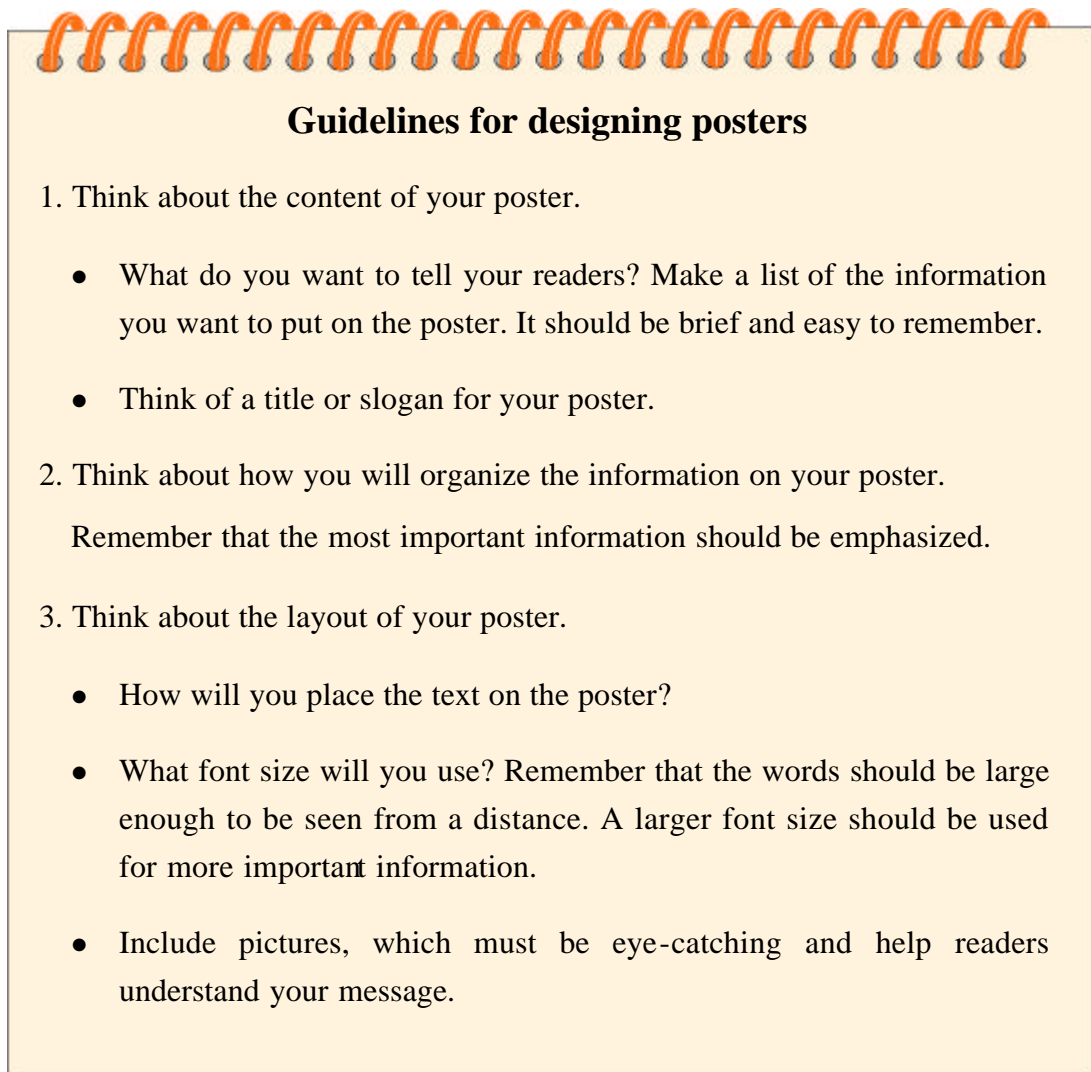
Work in your group and write a report of the survey in the space provided.

A large rectangular area with a light green background and horizontal lines, intended for writing a report.

Task 2: Posters for Promoting Healthy Eating**Task 2: Posters for Promoting Healthy Eating****Part A: Designing a poster**

The Health Club has decided to design some posters to promote healthy eating. The posters should contain some tips on how fellow schoolmates can follow a healthy diet and how they can improve their eating habits. As members of the Health Club, you work in groups and each group will produce one poster.

You have downloaded some useful information on how to design posters, which includes the following guidelines and a sample poster. Study them carefully. Before designing your own poster, collect or pay attention to posters from various sources to get more ideas.



Guidelines for designing posters

1. Think about the content of your poster.
 - What do you want to tell your readers? Make a list of the information you want to put on the poster. It should be brief and easy to remember.
 - Think of a title or slogan for your poster.
2. Think about how you will organize the information on your poster.

Remember that the most important information should be emphasized.
3. Think about the layout of your poster.
 - How will you place the text on the poster?
 - What font size will you use? Remember that the words should be large enough to be seen from a distance. A larger font size should be used for more important information.
 - Include pictures, which must be eye-catching and help readers understand your message.

Task 2: Posters for Promoting Healthy Eating

Sample poster from a website



Task 2: Posters for Promoting Healthy Eating



Now work in groups of four. Discuss and decide on the content of the poster. Based on the guidelines and your observations of posters, draft your own in the space provided below.

Part B: Producing and displaying posters

Evaluate and improve your draft by making use of the feedback sheet – Designing and producing a poster – on p.39.

Show and introduce your finished posters to your classmates. The class should select the best 4-6 posters, based on the items in the feedback sheet. Then post them up in school to promote healthy eating.

Task 2: Posters for Promoting Healthy Eating

Feedback Sheet

Task 2 (Part A): Designing and producing a poster

Group: _____

Tick the appropriate box and add comments below.

Content



Well Done



Satisfactory



Needs Improvement

- The title or slogan is appropriate
- Suggestions for healthy eating are given
- Information is accurate
- Artwork is appropriate

Organization

- Ideas are well organized

Layout

- Size of words and spacing are appropriate
- Pictures are large enough and eye-catching

Language & Style

- Meaning is clearly expressed
- Language is simple and easy to understand
- Choice of words is appropriate

Grammar

- The poster is accurate in the use of
 - imperatives
 - punctuation
 - spelling

Other Comments:

*Feedback given by

*This feedback sheet can be used for self-, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.

_____ (Name)

Task 3: A Healthy Recipe

Task 3: A Healthy Recipe

The Health Club is going to organize a healthy recipe competition during the Health Week. All students are invited to take part in the competition. Interested students should devise a healthy recipe and write an explanation why the recipe is good for health. The best recipes will be compiled into a booklet for the reference of all schoolmates.

Part A: Learning through games

Your Home Economics teacher likes the idea of the recipe competition. She has prepared four games to help the students write their own recipes. Now play the following games in pairs.

Game 1: How to make Sushi Rice (Matching)



Work with your partner to match the steps with the pictures. Put the correct number in the boxes provided in the pictures.

How to make Sushi Rice

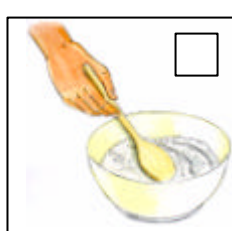
Ingredients:

cooked short grain rice	1 large bowl
rice vinegar	1/2 cup
sugar	2 tbsp
salt	1/2 tbsp

Method:

1. Put cooked rice into a large bowl.
2. Mix rice vinegar with sugar and salt.
3. Pour rice vinegar onto the rice.
4. Fold gently to combine.
5. Cover the bowl with a damp towel.

Tip:
To tell people what to do, begin your sentence with the base form of a verb.
e.g. *put, mix, pour, fold and cover.*



Task 3: A Healthy Recipe

Game 2: How to make California Rolls (Reordering)



The steps in the following recipe are in the wrong order. Work with your partner to rearrange the steps in the correct order. Put numbers 1 – 7 in the correct boxes.

How to make California Rolls

Ingredients:

- a few sheets of nori seaweed (roasted seaweed)
- a bowl of sushi rice
- a few avocado slices
- some imitation crab meat
- a few cucumber strips
- some toasted sesame seeds
- a little wasabi
- a few tablespoons of soy sauce

Tip:

You can use words like *first*, *next*, *then* and *finally* to tell the order for doing things.

Method:

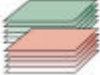
- Finally, cut the rolls into pieces and sprinkle sesame seeds on top.
- Then, spread a thin layer of sushi rice (about 1/4 inch thick) on the seaweed and leave about an inch at the ends.
- Serve with wasabi and soy sauce.
- Begin at the bottom end. Roll the seaweed over until you reach the end of the seaweed.
- Next, put an avocado slice, some imitation crab meat and a cucumber strip on top of the rice near the bottom edge of the nori seaweed.
- First, place a sheet of nori seaweed on a bamboo mat.
- Make more rolls with the remaining ingredients.















Task 3: A Healthy Recipe

Game 3: Ways of cutting and cooking (Memory Game)

No. of players:  2

Materials:  2 sets of cards (see p.47 – p.50)

Set A Ways of Cutting			
Cut		Chop	
Peel		Dice	
Mince		Slice	

Set B Ways of Cooking			
Bake		Boil	
Steam		Stir-fry	
Shallow-fry		Deep-fry	

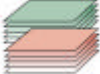
Instructions

1. Shuffle together the two sets of cards.
2. Place the cards on the table with the pictures/words facing down.
3. Arrange the cards evenly in 4 rows.
4. Players take turns to turn over two cards at a time. If the two cards match with each other (i.e. a picture matches with a corresponding word), the player can keep the cards. If the cards do not match, the player has to put them back facing down.
5. The player who gets the most cards wins.

Task 3: A Healthy Recipe

Game 4: Know more about food groups (Memory Game)

No. of players:  2

Materials:  2 sets of cards (see p.51 – p.52)

Set A Names of foods	
Beef	Bread
Butter	Carrots
Cheese	Chocolates
Milk	Noodles
Strawberries	Tofu

Set B Names of food groups
Fat and Sugar Group x 2
Meat and Protein Group x 2
Milk Group x 2
Fruit and Vegetable Group x 2
Grain Group x 2

INSTRUCTIONS

1. Shuffle all the cards in Set A and place them facing down on the table. Arrange the cards evenly in 2 rows.
2. Repeat step 1 with the cards in Set B.
3. Players take turns to turn over one card in Set A and one card in Set B at a time. If the two cards match with each other, the player can keep the cards. If the cards do not match, the player has to put them back facing down.
4. The player who gets the most cards wins.

Task 3: A Healthy Recipe**Part B: Writing a healthy recipe**

You want to take part in the healthy recipe competition. The Chairman of the Health Club has given you the following guidelines and a feedback sheet to help you write a recipe. Now read his guidelines and write the recipe.

Guidelines given by the Chairman**Guidelines for writing a healthy recipe**

1. Think of a dish that you would like to make. Make sure that it is good for our health and includes different kinds of foods in appropriate proportion.
2. Think of a name for your dish.
3. Make a list of the ingredients that you need.
4. List the steps for making the dish and number them.
5. Check and revise your recipe by making use of the feedback sheet – Writing a healthy recipe – on p.46.
6. When you finish writing your recipe, remember to give reasons why you think the dish is good for health.
7. Show and tell your recipe to your classmates for comments.

Task 3: A Healthy Recipe



Now write your recipe in the space provided.

(Name of dish)

Ingredients:

Method:

This dish is good for our health because _____

The well-devised recipes will be selected and compiled into a recipe booklet. The booklet will be displayed for the reference of your fellow schoolmates and teachers.

Task 3: A Healthy Recipe

Feedback Sheet

Task 3 (Part B): Writing a healthy recipe

Group: _____

Tick the appropriate box and add comments below.

Content



Well Done



Satisfactory



Needs Improvement

- Name of the dish is appropriate
- Ingredients include foods from different food groups in appropriate proportion
- Method of making the dish is clearly stated
- Reasons why the dish is healthy are explained clearly
- Ideas are creative

Organization

- Steps for making the dish are given in a logical order

Language & Style

- Meaning is clearly expressed
- Language is simple and easy to understand
- Connectives such as *first* and *next* are used appropriately

Grammar

- The recipe is accurate in
 - verb form
 - punctuation
 - spelling

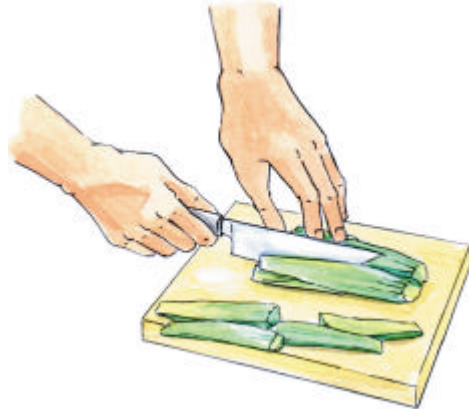
Other Comments:

*This feedback sheet can be used for self-, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.

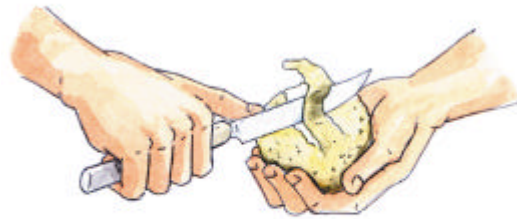
*Feedback given by

(Name)

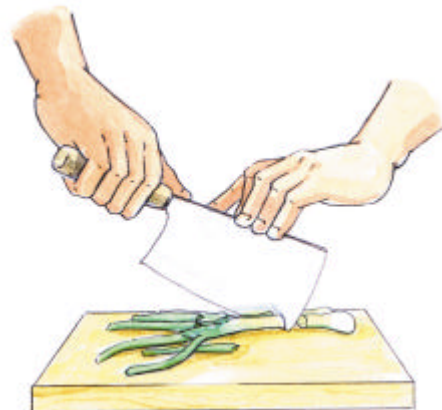
Slice



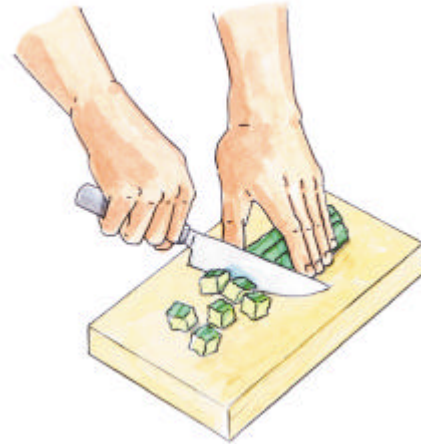
Peel



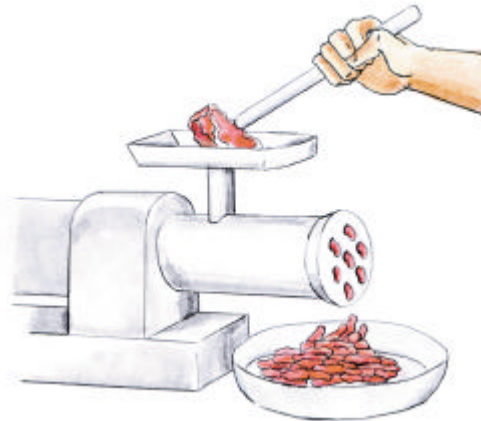
Chop



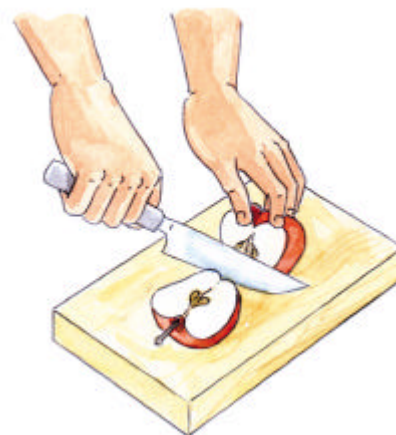
Dice



Mince



Cut



Steam



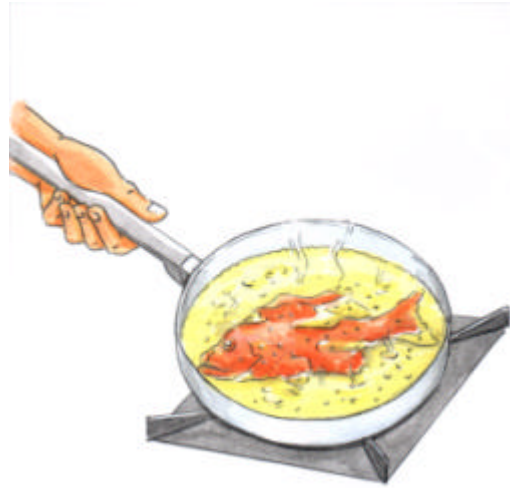
Deep-fry



Stir-fry



Shallow-fry



Bake



Boil



Game 4 Set A: Names of Foods



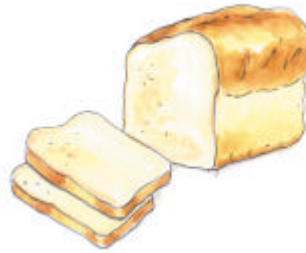
Beef



Chocolates



Tofu



Bread



Strawberries



Noodles



Carrots



Milk



Butter



Cheese

Game 4 Set A: Names of Foods

**Meat and Protein
Group**

**Meat and Protein
Group**

Grain Group

Grain Group

**Fruit and Vegetable
Group**

**Fruit and Vegetable
Group**

Milk Group

Milk Group

Fat and Sugar Group

Fat and Sugar Group

Task 1: A Survey on Diets and Eating Habits**Task 1: A Survey on Diets and Eating Habits****Part A: Finding information on healthy diets and good eating habits**

1. One week before the lesson, ask students to keep records of what they have for their meals in the coming week and when they have them.
2. During the lesson, ask students to extract relevant information from the article Eating for a Healthy Life (p.19 – p.21) and complete Notes on “Eating for a Healthy Life” (p.22).
3. Ask students to listen to the interview Good Eating Habits and complete Notes on “Good Eating Habits” (p.23). (Retrieve the interview from the CD-ROM included in this resource package.)
4. Talk about healthy eating with students. Ask them to make use of their meal records to reflect on their own diets and eating habits and discuss with them how they could improve their diets.

Tapescript A Radio Interview: Good Eating Habits

Interviewer: Good morning, Miss Lai. I'd like to ask you a few questions about eating habits and health. Today, many young people have very bad eating habits. They often have unhealthy meals and eat a lot of junk food. Mm... Skip... Skipping meals is also very common among youngsters. As a nutritionist, what advice would you give to help them develop good eating habits?

Miss Lai: You're right. Many young people have bad eating habits. Er... It's largely because they aren't aware of the importance of healthy eating. To stay healthy, it's important that they eat healthily. First, they should have three regular meals a day. Many young people often skip breakfast or lunch but this is not good for health. Skipping meals can lead to out-of-control hunger. As a result, they may tend to eat too much at the next meal.

Interviewer: So they should have three regular meals every day.

Miss Lai: Yes, that's right.

Interviewer: What about the kinds of foods young people should have? It's common that they often have junk food for lunch.

Task 1: A Survey on Diets and Eating Habits

Miss Lai: You've brought up another important point that many young people have neglected, that is, they should have a well-balanced diet.

Interviewer: A well-balanced diet?

Miss Lai: Yes, a healthy and well-balanced diet. A healthy and well-balanced diet should include a variety of nutritious foods. Young people should eat plenty of whole grains, fruit and vegetables, but little fat, salt and sugar. They should avoid junk food such as potato crisps, sweets, ice cream and cookies. Instead of soft drinks, they should drink a lot of water. They should drink at least eight glasses of water every day.

Interviewer: So teenagers should eat more whole grains, fruit and vegetables but less fat, salt and sugar.

Miss Lai: Yes, exactly.

Interviewer: Many young people tend to eat only their favourite food. Do you think it's a problem?

Miss Lai: Yes, if they eat only what they like, that means they eat little of other kinds of foods. This may lead to an unbalanced diet. They should eat different kinds of foods. In fact, our body needs more than 40 different nutrients.

Interviewer: More than 40 different nutrients!

Miss Lai: Yes. For good health, we need more than 40 different nutrients but no single food supplies them all. We should eat different kinds of foods.

Interviewer: So we shouldn't eat too much of any single food. What else do you want to remind our youngsters of as far as healthy eating is concerned?

Miss Lai: Right. Mm... They should avoid food with a lot of artificial flavours, colours or chemicals, as they are bad for health. And lastly, they should do exercise regularly if they want to be fit and healthy.

Interviewer: Thank you very much for giving so much advice to our youngsters. I'm sure they have learnt a lot about healthy eating.

Miss Lai: You're welcome.

Task 1: A Survey on Diets and Eating Habits

Keys to Notes on “Eating for a Healthy Life”

1. The Five Food Groups

Food Groups	Examples	Why do we need them?
<i>Grain Group</i>	<i>bread, rice, cereals, noodles, pasta, potatoes and sweet potatoes</i>	<i>They contain carbohydrates which give us energy for physical activities and our body's day-to-day functions.</i>
<i>Fruit and Vegetable Group</i>	<i>fresh/frozen/dried/ canned fruits and vegetables</i>	<i>They contain fibres which are essential for a healthy digestive system. They also contain vitamins and minerals which are needed for our organs to perform their functions.</i>
<i>Meat and Protein Group</i>	<i>meat, nuts, beans, peas and soya-bean products</i>	<i>They contain proteins which enable our body to grow new cells and repair old ones. They also help us build strong muscles.</i>
<i>Milk Group</i>	<i>milk, cheese, yogurt and dairy products</i>	<i>They contain calcium which helps us keep our teeth and bones healthy.</i>
<i>Fat and Sugar Group</i>	<i>Oil, butter, cream, sugar, cakes, biscuits, chips, sweets, soft drinks</i>	<i>We eat them mainly because they taste good.</i>

2. A balanced diet means eating a variety of foods and eating the right amount.

Task 1: A Survey on Diets and Eating Habits**Key to Notes on “Good Eating Habits”**

1. Eat three regular meals a day.
2. Have a well-balanced diet.
3. Eat plenty of whole grains, fruit and vegetables but little fat, salt and sugar.
4. Avoid junk food such as crisps and sweets.
5. Drink at least eight glasses of water every day.
6. Do not eat too much of any single food.
7. Avoid food with a lot of artificial flavours, colours or chemicals.

Part B: Writing a questionnaire

1. Go over the Chairman’s message (p.24) with students. Get them to search for more information on the suggested websites (p.24) and ask them to make notes.
2. Discuss with students the guidelines for designing a questionnaire (p.25). Help them form the questions and design the questionnaire. Go over the structures of different question forms with students.

For **Yes/No Questions**, you may ask students:

What do you say to your schoolmate if you want to know...

1. whether he/she has meals regularly?

You say: Do you have your meals regularly?

2. whether he/she often skips meals?

You say: Do you often skip meals?

For **Wh-Questions**, you may ask students:

What do you say to your schoolmate if you want to know...

1. how many meals he/she has a day?

You say: How many meals do you have a day?

2. what he/she usually has for breakfast?

You say: What do you usually have for breakfast?

Task 1: A Survey on Diets and Eating Habits

3. Go over the sample questionnaire on “Doing Exercise to Keep Fit” (p.26) with students. Get students to work in groups of four. Each group has to construct one questionnaire. Give students time to draft their questionnaires in the space provided (p.27). Remind them to check and improve their drafts by making use of the feedback sheet – Writing a questionnaire (p.28). This gives students an opportunity to improve their own work through self-assessment.

4. Explain and illustrate with examples the different items in the sample questionnaire (p.26) before students start writing.

For instance, to illustrate the importance of choice of words under language and style, you may ask students to compare the following questions:

Do you skip meals?

Do you sometimes skip meals?

Do you often skip meals?

How often do you skip meals?

Explain to students how the use of different words might change the meaning of a question and subsequently affect the response.

5. When students have finished drafting their questionnaires, they try out their questionnaires with their classmates from other groups to see if the questionnaires need any revision. The feedback sheet (p.28) can also be used for peer assessment and to help students spot the areas for improvement.

6. Ask each group to hand in one questionnaire. You can make use of the feedback sheet (p.28) to mark the questionnaires and give students feedback. Design follow-up activities for intervention or consolidation, such as discussions on weaknesses observed and common errors.

7. Select the best questionnaire for the school survey.

Task 1: A Survey on Diets and Eating Habits**Part C: Conducting a survey and presenting the findings**Conducting the survey

1. Decide on the scale of the survey and the total number of interviewees.
2. Assign each group a certain number of interviewees (e.g. 10 or 20 fellow schoolmates), depending mainly on the number of participating groups and the scale of the survey.
3. Guide students to read the Chairman's note on conducting a survey (p.29). Ask students to conduct the interviews during lunch break or after school.

Presenting the findings

1. Guide students to read the Chairman's note on presenting findings (p.30). Ask them to work in groups of four and coach them to write a summary of their findings. Ask each group to give an oral presentation based on the summary.
2. Ask students to collect data from the presentations of other groups and put the "overall data" together in a table. Go over the summary table on "Doing Exercise to Keep Fit" (p.31) with students as an example. Ask them to work out a summary table of the survey and put it in the space provided (p.33).
3. Ask each group to construct a chart with the "overall data" they have collected. Guide them to study the sample chart on "Doing Exercise to Keep Fit" (p.31). Ask them to construct a chart of the survey and put it in the space provided (p.34).
4. Discuss with students the sample report on "Doing Exercise to Keep Fit" (p.32). Then ask each group to write a report of the survey using the overall data they have collected on Diets and Eating Habits in the space provided (p.35).
5. Remind students that the samples are provided for reference only. They may use any other appropriate ways to present their findings. Originality will be appreciated.
6. Ask students to work in groups to select the best chart and the best report for posting up in school. Agree with the students what the success criteria should be (e.g. completeness, correctness and clarity of the information and data).

Task 2: Posters for Promoting Health Eating**Task 2: Posters for Promoting Healthy Eating****Part A: Designing a poster**

1. Go over the guidelines for designing posters (p.36) and the sample poster (p.37) with students. Focus on the purpose, the content, the language used (e.g. modals for giving advice, imperatives for writing instructions or slogans) and the layout.
2. Invite the students to share the posters they have collected or what they have observed from posters they have come across.
3. Ask students to brainstorm ideas, titles and slogans for their posters. Encourage them to study posters from various sources to help them generate ideas. The following websites are useful for reference.

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

<http://www.cuphd.org/foodprograms.htm>

4. Get students to work in groups of four to design their own poster. Remind them to choose a proper title or slogan and select relevant information to be included in the poster. Ask students to put the draft in the space provided (p.38).

Part B: Producing and displaying posters

1. Ask students to check and improve their drafts by making use of the feedback sheet – Designing and producing a poster (p.39). Explain the different items on the feedback sheet and illustrate with examples if necessary before they do self-assessment or give feedback to their peers. Guide them to compare their drafts to look for further improvements. Give them feedback if necessary. Ask each group to produce one poster.
2. When the posters are ready, ask students to show and introduce their posters to the whole class. Ask students to discuss in groups and choose the best posters, based on the items on the feedback sheet (p.39).
3. Display the well-designed posters in school to promote healthy eating.

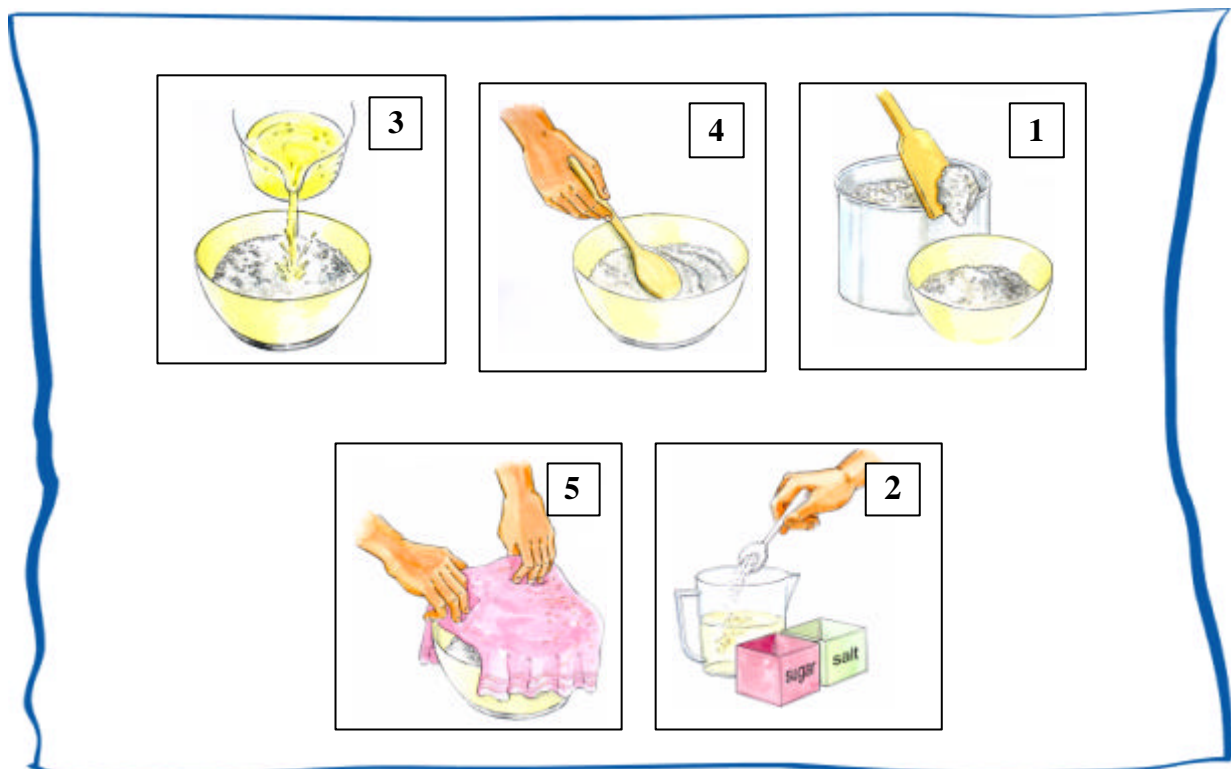
Task 3: A Healthy Recipe

Task 3: A Healthy Recipe

Part A: Learning through games

1. Help students identify the features of a recipe. Let them play Game 1 – How to make Sushi Rice (Matching) (p.40) and Game 2 – How to make California Rolls (Reordering) (p.41). Teach students imperatives and connectives in the instructions of the games.
2. Arrange for students to play Game 3 – Ways of cutting and cooking (p.42) and Game 4 – Know more about food groups (p.43) to learn/revise the vocabulary needed for writing a recipe. The games can be adapted to suit students' needs.

Key to Game 1: How to make Sushi Rice (Matching)



Task 3: A Healthy Recipe**Key to Game 2: How to make California Rolls (Reordering)**

- 6** Finally, cut the rolls into pieces and sprinkle sesame seeds on top.
- 2** Then, spread a thin layer of sushi rice (about 1/4 inch thick) on the seaweed and leave about an inch at the ends.
- 7** Serve with wasabi and soy sauce.
- 4** Begin at the bottom end. Roll the seaweed over until you reach the end of the seaweed.
- 3** Next, put an avocado slice, some imitation crab meat and a cucumber strip on top of the rice near the bottom edge of the nori seaweed.
- 1** First, place a sheet of nori seaweed on a bamboo mat.
- 5** Make more rolls with the remaining ingredients.

Part B: Writing a healthy recipe

1. Explain the guidelines for writing a healthy recipe (p.44). Ask students to work in pairs or in groups of four to work out the draft of the recipe and put it in the space provided (p.45).
2. Ask students to check and improve their drafts by making use of the feedback sheet – Writing a healthy recipe (p.46).
3. Guide students to do self-assessment and give feedback to their peers by making use of the feedback sheet (p.46). Help them revise their recipes.
4. Select and compile the well-devised recipes into a recipe booklet and place it in the school library or the English Corner for the reference of other students and teachers.

Introduction

The Hong Kong Youth Travel Association (HKYTA) is holding an “Asian Travelling Award Competition” for lower secondary students in Hong Kong. Students work in groups of four to prepare for the competition. They have to complete three tasks.

Task 1 A Mini Guide to a Country in Asia

Students produce a mini guide to a country in Asia.

Task 2 A Brief Proposal

Students write a brief proposal giving the reasons for visiting the country in Asia they have chosen and describing where they would go as well as what they would do during the trip.

Task 3 An Oral Presentation

Each group of students practises delivering in class an eight-minute oral presentation about a country in Asia with the use of cue cards and visual aids.

Task 1 : A Mini Guide to a Country in Asia**Task 1: A Mini Guide to a Country in Asia*****Task Description***

Students produce a mini guide to a country in Asia to enter the “Asian Travelling Award Competition”.

In Part A, students gather information from various sources about a country they would like to visit and prepare the content of a mini guide.

In Part B, students select, organize and compile the information collected to produce the mini guide.

In Part C, students design the cover of the mini guide.

In Part D, students evaluate their own work and seek peer feedback for revising the mini guide for improvement.

Five Fundamental Intertwining Ways of Learning and Using Knowledge

- ✓ **Communicating:** (Learners discuss the content of a mini guide and the design of the cover.)
- ✓ **Conceptualizing:** (Learners read about different places of interest to acquire knowledge of the general information, culture and tourist attractions of a country in Asia.)
(Learners use their knowledge of the country to produce a mini guide.)
- ✓ **Inquiring:** (Learners collect information about a country in Asia from different sources.)
- ✓ **Reasoning:** (Learners explain why they have chosen a particular country for their trip.)

Problem-solving

Task 1 : A Mini Guide to a Country in Asia***Learning Targets*****Interpersonal Strand/Dimension (IS)**

- To converse and exchange points of view about feelings, ideas, experiences and plans (ISb, KS3)
- To participate with others in planning, organizing and carrying out events (ISd, KS3)
- To obtain and provide information in real and simulated situations (ISe, KS3)

Knowledge Strand/Dimension (KS)

- To provide, find out, select, organize and present information on familiar and less familiar topics (KSa, KS3)
- To interpret and use more extensive and complex information through processes or activities such as ordering, describing, classifying and explaining (KSb, KS3)
- To clarify and develop ideas by making revisions to one's own written texts through personal reflection and talk with others (KSe, KS3)

Learning Objectives**Text-types**

- Leaflets
- E-mail messages
- Mini guides
- Tables
- Checklists

Vocabulary

- Names of different places (e.g. Greece, Athens)
- Words relating to the general information of a country (e.g. weather, religion)
- Words relating to the culture of a country (e.g. festivals)
- Words relating to the tourist attractions of a country

Language Items and Communicative Functions

- Use adjectives and adverbs to give descriptions.

e.g. We had a wonderful holiday.

Greece is wet and warm in spring, dry and hot in summer.

Greek coffee is usually served chilled.

Task 1 : A Mini Guide to a Country in Asia

- Use the simple present tense to make general statements about the world.
e.g. Athens is the capital city of Greece.

Language Skills

- Listening

Listen for Intended Meanings, Feelings and Attitudes

- identify key ideas in conversations and discussions

- Speaking

Present Information, Ideas and Feelings Clearly and Coherently

- convey ideas and information in conversations or discussions
- use words and expressions appropriate to the context

Participate Effectively in an Oral Interaction

- seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises
- make a balanced contribution without either dominating the discussion or being too reticent
- express, elicit and respond to ideas, opinions and feelings in a group discussion

- Reading

Understand, Interpret and Analyze Different Written Texts

- make use of knowledge of the world to make sense of the written text
- acquire, extract and organize information relevant to specific tasks
- take notes of information relevant to specific tasks
- relate facts, opinions and information from a variety of print sources

- Writing

Present Information, Ideas and Feelings Clearly and Coherently

- evaluate and make use of the given information to complete specific tasks
- produce written texts appropriate to context, purpose and audience
- use strategies to arouse and sustain readers' interest
- plan and organize ideas, and use appropriate cohesive devices

Language Development Strategies

- Develop Thinking Skills
 - think creatively/innovatively

Task 1 : A Mini Guide to a Country in Asia

- Develop Reference Skills
 - recognize the salient features of various text-types and use them efficiently for locating information and ideas
 - read broadly for specific purposes
- Develop Information Skills
 - collect and store information systematically in the form of notes, records, etc
 - adapt simple materials, text-types and tables for various purposes
 - employ graphic forms (pictures, drawings, etc.) to aid the presentation of ideas
- Plan, Manage and Evaluate Own Learning
 - make arrangements for gathering information, data and ideas in support of one's learning
 - assess one's achievement against the goals and learning targets
- Work with Others
 - identify and assume different roles in group activities, such as leader, partner
 - employ simple negotiation skills to reach consensus, compromise or bargain

Attitudes

- Confidence in using English
- Keenness to participate in activities leading to improvement of knowledge and skills in the language

Generic Skills

- Collaboration skills
- Communication skills
- Creativity
- Critical thinking skills
- Information technology skills
- Self-management skills
- Study skills

Task 1 : A Mini Guide to a Country in Asia

Personal and Social Values and Attitudes

- Creativity
- Independence
- Co-operativeness
- Confidence
- Responsibility
- Cultural awareness
- Respect for different ways of life, beliefs and opinions

Task 2 : A Brief Proposal**Task 2: A Brief Proposal*****Task Description***

Students write a brief proposal giving the reasons for visiting a country in Asia and describing where they would go as well as what they would do during the trip. To get some feedback for further improvement of the proposal, students use a feedback sheet to do self-assessment and peer assessment.

Five Fundamental Intertwining Ways of Learning and Using Knowledge

- ✓ **Communicating:** (Learners discuss the content and organization of their proposal, and discuss how to produce a proposal.)
- ✓ **Conceptualizing:** (Learners organize and apply their knowledge of a country to produce a brief proposal.)
- ✓ **Inquiring:** (Learners find out how to write a proposal.)
- ✓ **Reasoning:** (Learners explain why they would like to visit a country and what they expect to gain or learn from the trip.)

Problem-solving

Learning Targets**Interpersonal Strand/Dimension (IS)**

- To converse and exchange points of view about feelings, ideas, experiences and plans (ISb, KS3)
- To participate with others in planning, organizing and carrying out events (ISd, KS3)
- To obtain and provide information in real and simulated situations (ISe, KS3)

Knowledge Strand/Dimension (KS)

- To provide, find out, select, organize and present information on familiar and less familiar topics (KSa, KS3)
- To clarify and develop ideas by making revisions to one's own written texts through personal reflection and talk with others (KSe, KS3)

Task 2 : A Brief ProposalExperience Strand/Dimension (ES)

- To give expression to one's experience through activities such as providing written descriptions of feelings and events (ESd, KS3)

Learning ObjectivesText-types

- E-mail messages
- Outlines
- Proposals
- Checklists

Vocabulary

- Names of different places (e.g. Greece, Athens)
- Words relating to the general information about a country (e.g. weather, religion)
- Words relating to the culture of a country (e.g. festivals)
- Words relating to the tourist attractions of a country

Language Items and Communicative Functions

- Use modals and formulaic expressions to make suggestions and proposals.
e.g. We propose to visit Greece because it is a historical country.
We can make use of the information collected and the mini guide to write the proposal.
We should prepare an outline before we start writing.
- Use adjectives, adverbs and formulaic phrases to give descriptions of processes and situations.
e.g. Greece is a historical country.
Ouzo is often drunk with water.
- Use adverb phrases and adverb clauses of reason, concession and result to justify one's behaviour and point of view in simple situations.
e.g. We would like to visit Greece because it is a historical country with nice sandy beaches and many ancient sites.
- Use the simple present tense to make general statements.
e.g. Greece is a historical country.

Task 2 : A Brief Proposal

- Use the simple future tense to make plans.
e.g. We will go to Agora, which is situated at the foot of the Acropolis.

Language Skills

- **Listening**

Listen for Intended Meanings, Feelings and Attitudes

- identify key ideas in discussions

- **Speaking**

Present Information, Ideas and Feelings Clearly and Coherently

- convey ideas and information in conversations or discussions
- use words and expressions appropriate to the context

Participate Effectively in an Oral Interaction

- seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises
- express, elicit and respond to ideas, opinions and feelings in a group discussion

- **Reading**

Understand, Interpret and Analyze Different Written Texts

- make use of knowledge of the world to make sense of the written text
- acquire, extract and organize information relevant to specific tasks
- relate facts, opinions and information from a variety of print sources
- understand the use of discourse markers

- **Writing**

Present, Information, Ideas and Feelings Clearly and Coherently

- evaluate and make use of given information to complete specific tasks
- describe, express or explain ideas, feelings and experiences
- produce written texts appropriate to context, purpose and audience
- use strategies to arouse and sustain readers' interest
- plan and organize ideas, and use appropriate cohesive devices
- use a range of language patterns for various purposes
- use appropriate tone, style and register for various purposes

Task 2 : A Brief ProposalLanguage Development Strategies

- Develop Thinking Skills
 - use reasoning skills (causes and consequences, drawing conclusions, etc.)
 - think creatively/innovatively
- Develop Reference Skills
 - recognize the salient features of various text-types and use them efficiently for locating information and ideas
- Develop Information Skills
 - collect and store information systematically in the form of notes, records, etc.
- Plan, Manage and Evaluate Own Learning
 - make arrangements for gathering information, data and ideas in support of one's learning
 - assess one's achievement against the goals and learning targets
- Work with Others
 - identify and assume different roles in group activities, such as leader, partner
 - employ simple negotiation skills to reach consensus, compromise or bargain

Attitudes

- Confidence in using English
- Keeness to participate in activities leading to improvement of knowledge and skills in the language
- Ownership and responsibility for learning developed through assessing and monitoring one's own performance and progress of learning

Generic Skills

- Collaboration skills
- Communication skills
- Creativity
- Critical thinking skills
- Information technology skills
- Self-management skills
- Study skills

Task 2 : A Brief Proposal

Personal and Social Values and Attitudes

- Creativity
- Independence
- Co-operativeness
- Confidence
- Responsibility
- Cultural awareness
- Respect for different ways of life, beliefs and opinions

Task 3 : An Oral Presentation**Task 3: An Oral Presentation*****Task Description***

Students in groups of four will enter the "Asian Travelling Award Competition". Each group has to deliver an eight-minute oral presentation about a country in Asia.

In Part A, students attend a briefing session on oral presentations and take notes of some essential presentation skills.

In Part B, students write their presentation outlines. They also read two sample scripts and note down the useful phrases and sentences.

In Part C, students draft their presentation scripts, based on their previous work (the mini guide in Task 1, the brief proposal in Task 2, the notes on presentation skills and the useful phrases and sentences in this task).

In Part D, students of each group develop their cue cards from the presentation outline and script they have developed in Parts B and C.

In Part E, students of each group take turns to give a presentation in class with the help of visual aids.

Five Fundamental Intertwining Ways of Learning and Using Knowledge

- ✓ **Communicating:** (Learners discuss the content of their presentation and deliver an oral presentation.)
- ✓ **Conceptualizing:** (Learners organize their knowledge about a country and deliver an oral presentation about the country.)
- ✓ **Inquiring:** (Learners find out how to prepare an oral presentation.)
- ✓ **Reasoning:** (Learners explain why they have chosen a particular country for their trip and what they expect to gain or learn from the trip.)

Problem-solving

Task 3 : An Oral Presentation***Learning Targets*****Interpersonal Strand/Dimension (IS)**

- To converse and exchange points of view about feelings, ideas, experiences and plans (ISb, KS3)
- To participate with others in planning, organizing and carrying out events (ISd, KS3)

Knowledge Strand/Dimension (KS)

- To provide, find out, select, organize and present information on familiar topics. (KSa, KS3)
- To clarify and develop ideas by making revisions to one's own written texts through personal reflection and talk with others (KSe, KS3)

Learning Objectives**Text-types**

- Notes
- E-mail messages
- Outlines
- Scripts
- Cue cards
- Checklists

Vocabulary

- Names of different places (e.g. Greece, Athens)
- Words relating to the general information about a country (e.g. weather, religion)
- Words relating to the culture of a country (e.g. festivals)
- Words relating to the tourist attractions of a country

Language Items and Communicative Functions

- Use the simple present tense to make general statements.
e.g. Greece is a member of the European Union.
- Use the simple future tense to make plans.
e.g. We will go to Athens, the capital city, and the islands in the Aegean Sea.
- Use a variety of tenses, passive voice and adverbs to refer to events in the past, present and future.

Task 3 : An Oral Presentation

e.g. Today, we're going to talk about an ancient country, Greece.
First, we'll give you some general information about Greece.
The Carnival Season is celebrated in February and March.

- Use formulaic expressions to greet people, to introduce oneself and others, and to express thanks and good wishes.

e.g. Good morning, everyone.
Hello, welcome to this talk today.
Thank you for coming to this briefing session.
Good luck to you all.

- Use modals and formulaic expressions to give advice on matters.
e.g. You should look confident and maintain eye contact with the audience.
Don't forget to thank the audience politely.

Language Skills

- Listening

Listen for Intended Meanings, Feelings and Attitudes

- identify key ideas in discussions and a presentation
- extract information and ideas in spoken texts

- Speaking

Present Information, Ideas and Feelings Clearly and Coherently

- convey ideas and information in conversations or discussions
- use words and expressions appropriate to the context
- use appropriate discourse markers
- use correct pronunciation, intonation and register for different purposes

Participate Effectively in an Oral Interaction

- seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises
- make a balanced contribution without either dominating the discussion or being too reticent
- express, elicit and respond to ideas, opinions and feelings in a group discussion

- Reading

Understand, Interpret and Analyze Different Written Texts

- make use of knowledge of the world to make sense of the written text
- acquire, extract and organize information relevant to specific tasks

Task 3 : An Oral Presentation

- relate facts, opinions and information from a variety of print sources
- understand the use of discourse markers

- Writing
 - Present Information, Ideas and Feelings Clearly and Coherently
 - evaluate and make use of the given information to complete specific tasks
 - describe, express or explain ideas, feelings and experiences
 - produce written texts appropriate to context, purpose and audience
 - use strategies to arouse and sustain readers' interest
 - plan and organize ideas, and use appropriate cohesive devices
 - use a range of language patterns for various purposes
 - use appropriate tone, style and register for various purposes

Language Development Strategies

- Develop Thinking Skills
 - use reasoning skills (causes and consequences, drawing conclusions, etc.)
 - think creatively/innovatively

- Develop Reference Skills
 - recognize the salient features of various text-types and use them efficiently for locating information and ideas

- Develop Information Skills
 - collect and store information systematically in the form of notes, records, etc.
 - adapt simple materials, text-types, charts and tables for various purposes
 - employ graphic forms e.g pictures, drawings, to aid the presentation of ideas

- Plan, Manage and Evaluate Own Learning
 - make arrangements for gathering information, data and ideas in support of one's learning
 - assess one's achievement against the goals and learning targets

- Work with Others
 - identify and assume different roles in group activities, such as leader, partner
 - employ simple negotiation skills to reach consensus, compromise or bargain

Task 3 : An Oral Presentation

Attitudes

- Confidence in using English
- Keeness to participate in activities leading to improvement of knowledge and skills in the languages
- Ownership and responsibility for learning developed through assessing and monitoring one's own performance and progress of learning

Generic Skills

- Collaboration skills
- Communication skills
- Creativity
- Critical thinking skills
- Information technology skills
- Self-management skills
- Study skills

Personal and Social Values and Attitudes

- Creativity
- Independence
- Co-operativeness
- Confidence
- Responsibility
- Cultural awareness
- Respect for different ways of life, beliefs and opinions

Task 1: A Mini Guide to a Country in Asia**Situation**

The Hong Kong Youth Travel Association (HKYTA) is holding an “Asian Travelling Award Competition” for lower secondary students in Hong Kong. Winners will be awarded a free five-day tour to a country in Asia that they propose for their visit. Interested applicants have to work in groups of four. Each group will (1) submit a mini guide to the country in Asia; (2) submit a brief proposal giving the reasons for visiting the country and describing where they would go as well as what they would do during the trip; and (3) deliver an oral presentation. You and three classmates would like to join the competition.

Task 1: A Mini Guide to a Country in Asia**Part A: Preparing the content of a mini guide**

Your group is going to produce a mini guide to a country in Asia to enter the “Asian Travelling Award Competition”. Before you start working, read the leaflet from the HKYTA carefully to understand the requirements.

Leaflet from the HKYTA

Asian Travelling Award CompetitionRequirements for writing a mini guide
to a country in Asia**Cover**

- Give an appropriate title
- Design an attractive cover

Content

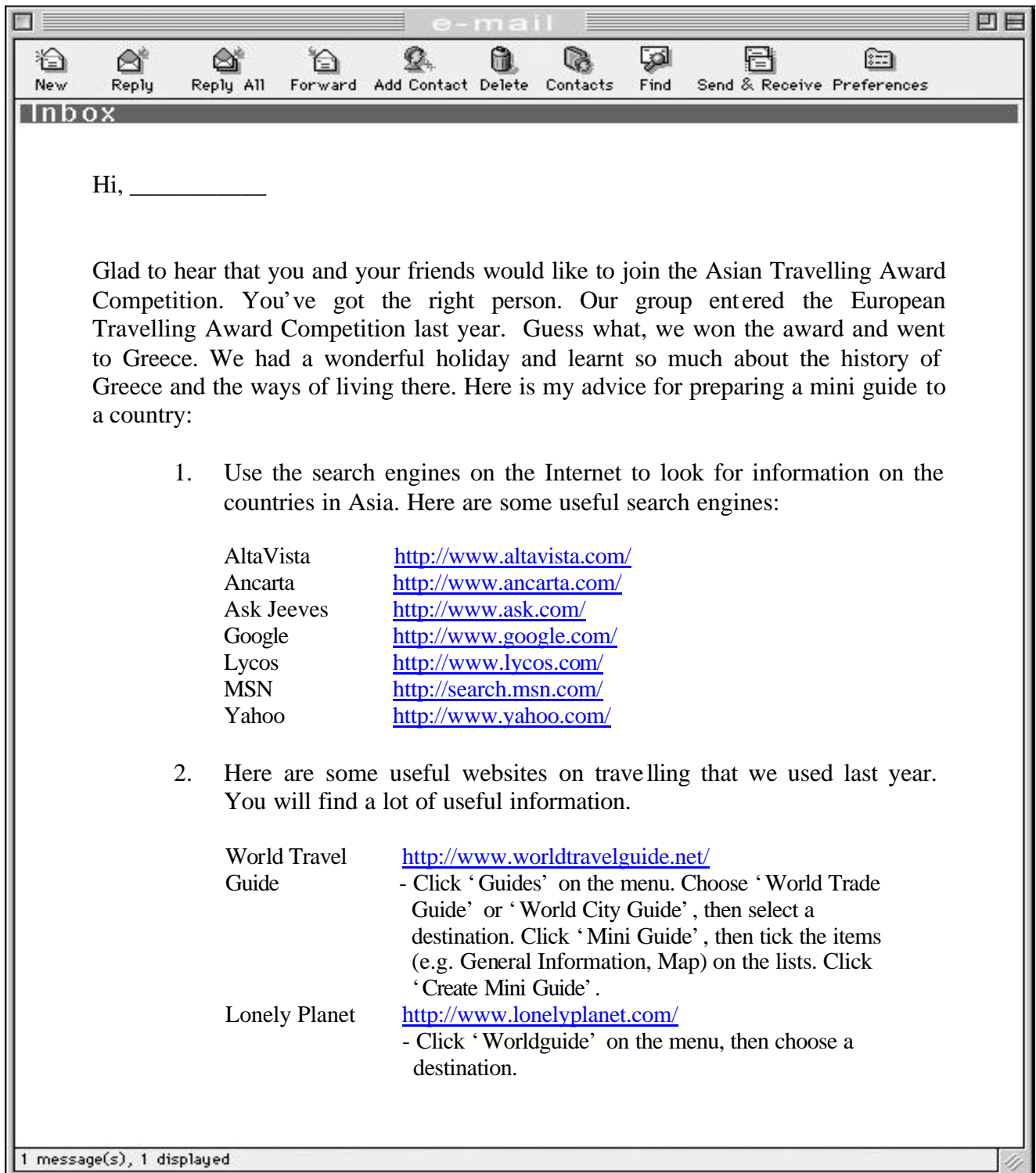
- Not less than 250 words
- With relevant pictures
- Must be type-written
- Must include
 - general information (e.g. weather, languages, currency, time difference, useful telephone numbers)
 - culture (e.g. festivals, food and drink)
 - tourist attractions

Size & Format

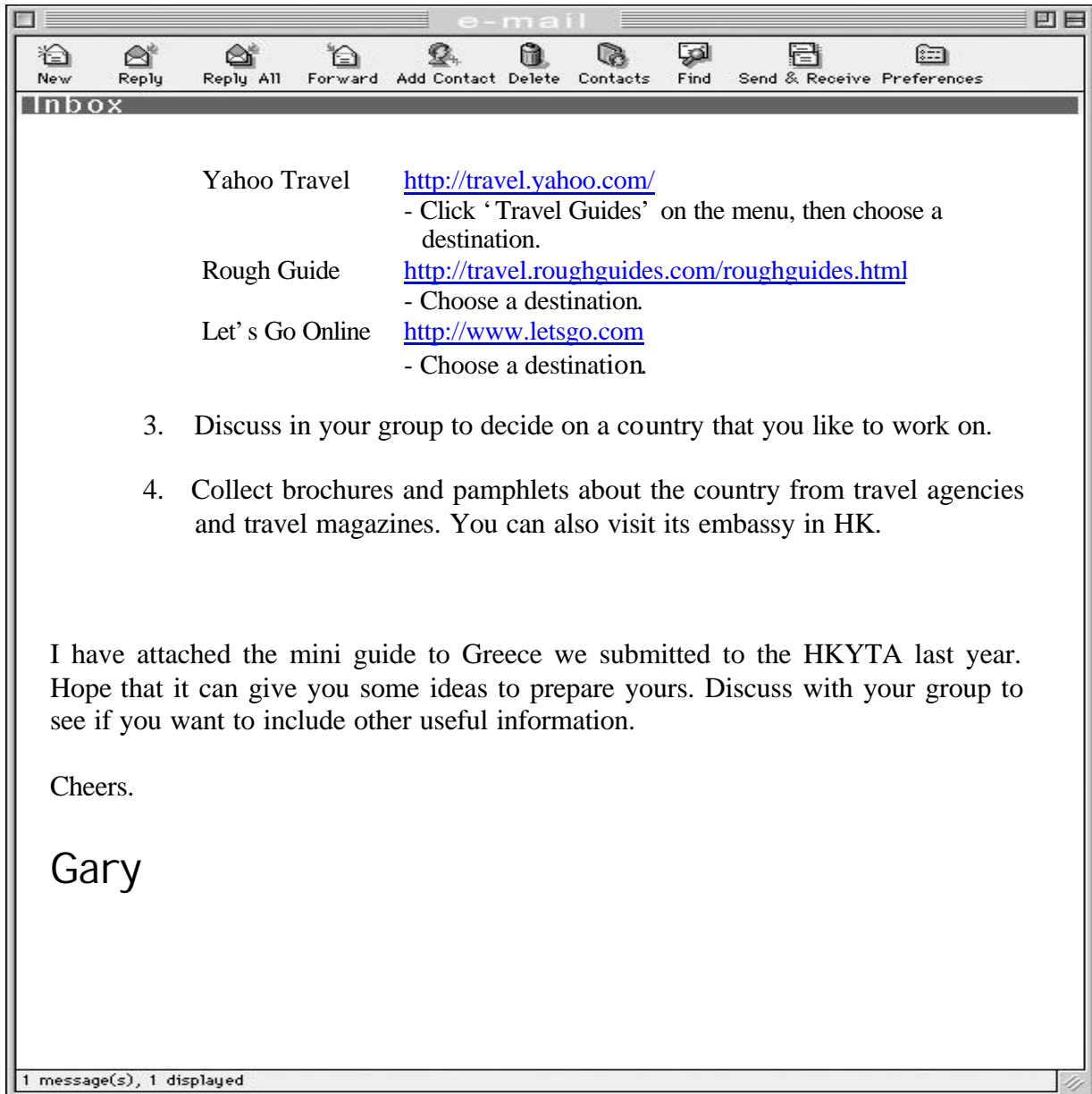
- Use plain A4 size paper
- Give appropriate headings
- Number all the pages

Task 1 : A Mini Guide to a Country in Asia

A mini guide to a country contains a lot of information, which should be well-organized for readers' easy understanding and reference. You have asked one of your schoolmates, Gary, for help because you know that he entered a similar competition last year. In reply, he has sent you an e-mail message to tell you about his experience and give you some advice. Read Gary's e-mail message and the attached mini guide to Greece.



Task 1: A Mini Guide to a Country in Asia



The screenshot shows an email client window with a toolbar containing icons for New, Reply, Reply All, Forward, Add Contact, Delete, Contacts, Find, Send & Receive, and Preferences. The main area is titled 'Inbox' and contains an email message. The message text is as follows:

Yahoo Travel <http://travel.yahoo.com/>
- Click 'Travel Guides' on the menu, then choose a destination.

Rough Guide <http://travel.roughguides.com/roughguides.html>
- Choose a destination.

Let's Go Online <http://www.letsgo.com>
- Choose a destination.

3. Discuss in your group to decide on a country that you like to work on.
4. Collect brochures and pamphlets about the country from travel agencies and travel magazines. You can also visit its embassy in HK.

I have attached the mini guide to Greece we submitted to the HKYTA last year. Hope that it can give you some ideas to prepare yours. Discuss with your group to see if you want to include other useful information.

Cheers.

Gary

1 message(s), 1 displayed



Task 1: A Mini Guide to a Country in Asia

Gary's mini guide

A Mini Guide to Greece



General Information

Capital City:	Athens
Weather:	Wet and warm in spring, dry and hot in summer, dry and cool in autumn, and wet and mild in winter
Religion:	Mainly Greek Orthodox
Language:	Greek
Currency:	Euro (EUR)
Time Zone:	GMT+2 (GMT+3 from last Sunday in March to Last Sunday in October)
Useful Tel.Nos.:	Police – 110 Ambulance/Fire – 112

Culture

Festivals:	Gynaikratia in Northern Greece (8 Jan) Carnival Season (Feb – Mar) Athens Festival (mid June – late Sept)
Food:	Cucumber Yoghurt Dip

1

Task 1 : A Mini Guide to a Country in Asia

Meat Kebab (skewered, grilled meat) in pita bread



Spinach and Cheese Pie
Greek Yoghurt (made from goat's milk)
Greek Salad (consisting of cucumber, tomatoes, onions, feta cheese and olives)



Drink: Greek coffee (usually served chilled)
Ouzo (alcoholic drink which is often drunk with water)

2

Tourist Attractions

Athens: Acropolis (an ancient temple)
Ancient Theatre of Dionysos (an ancient theatre)
Plaka (an old village)
Agora (a marketplace for shopping)
Olympic Stadium (built in 1896)
National Archaeological Museum

Islands: Mykonos (superb beaches for swimming)
Santorini (black-sand beaches and mighty cliffs)



3

Task 1 : A Mini Guide to a Country in Asia

Follow Gary’s advice in his e-mail message (p.82 – p.83) to prepare your mini guide. You may use the following table to organize the information about the country you have chosen.

Information Sheet		
General Information	Country Name	
	Capital City	
	Weather	
	Religion	
	Language	
	Currency	
	Time Zone	
	Useful Telephone Numbers	
Culture	Festivals	
	Food	
	Drink	
Tourist Attractions		

Task 1 : A Mini Guide to a Country in Asia

Part B : Producing a mini guide

Now, use the information about the Asian country you have chosen to produce a mini guide. Refer to Gary's mini guide (p.84 – p.85) and discuss in your group how you can make your mini guide informative, attractive and interesting. Be creative in the overall design and the arrangement of information.

Part C : Designing the cover of a mini guide

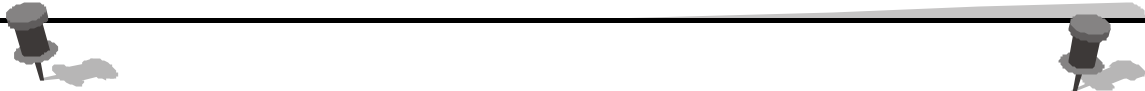
Your group is going to design the cover of a mini guide. You have to decide on an appropriate title and design an attractive cover for the mini guide. Prepare your draft below.



Task 1 : A Mini Guide to a Country in Asia

Part D : Evaluating and revising the mini guide

You want to see how well you have done and whether you need to improve the guide before sending it to enter the competition. Evaluate your own work and ask your classmates to give you some comments or suggestions. You may use the following feedback sheet to help you.



Feedback Sheet
Task 1: A Mini Guide to a Country in Asia

Aspects	Yes / No	Comments or Suggestions
Is the title appropriate?		
Is the design creative?		
Is the information relevant?		
Is there adequate coverage?		
Is the information well-organized?		
Is the content interesting?		
Are the pictures relevant?		
Are the headings appropriate?		
Is the word limit followed?		
Others		

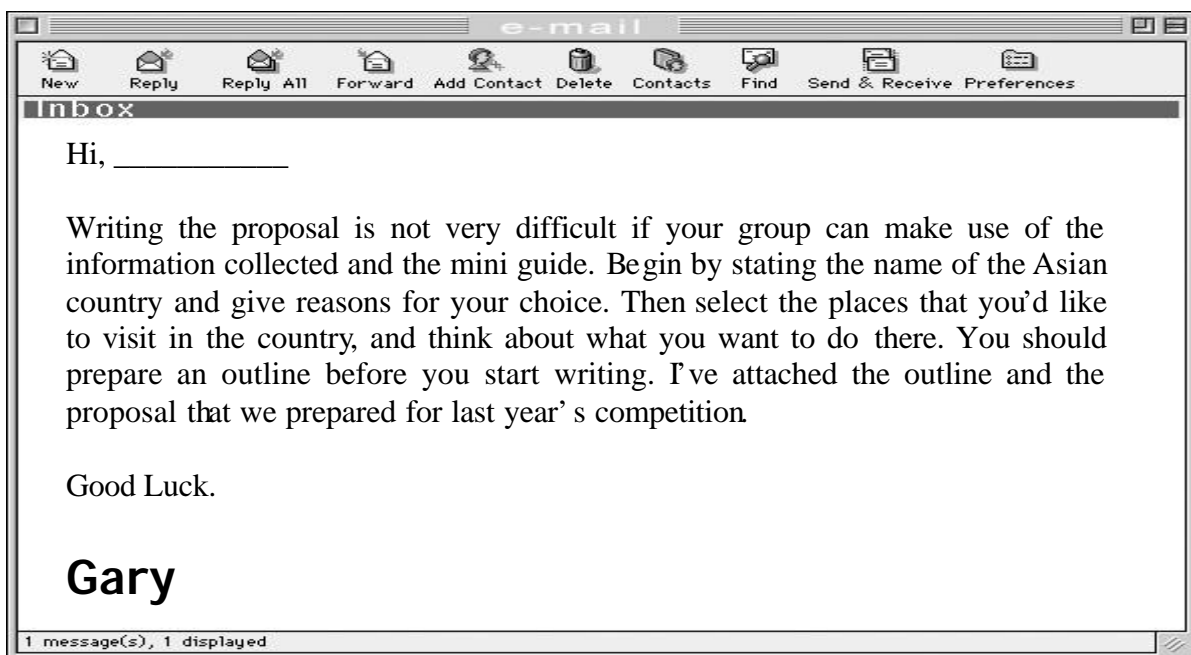
* This feedback sheet can be used for self-, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.

*Feedback given by _____
(Name)

Task 2 : A Brief Proposal**Task 2: A Brief Proposal**

Your group is going to do a piece of writing about the destination of your trip to enter the “Asian Travelling Award Competition”. Based on the information collected about the Asian country you have chosen, in about 200 words, give reasons for your choice and describe where you would go as well as what you would do during the trip.

Your schoolmate, Gary, has sent you an e-mail message to give some advice on writing the proposal. Read his e-mail message and the attached proposal and outline to get more ideas.

**Outline of Gary's proposal**

Why we would like to visit (name of the country)

Introduction

Give details about your group members and your school.

The Body**Paragraph 1**

Describe why you would like to go there and where you would like to visit.

Paragraph 2

Describe what you would like to do.

Conclusion

State what you expect to gain or learn from the trip.

Task 2 : A Brief Proposal**Gary's proposal****Why we would like to visit Greece**

We are a group of four Secondary 3 students at Ming Wah Secondary School. We are 14 – 15 years old. Our common interests are travelling, reading and swimming. Our school is in Tsing Yi and there are more than 1,000 students.

We propose to visit Greece because it is a historical country with nice sandy beaches and many ancient sites. We would like to go to Athens, the capital city, and the islands in the Aegean Sea.

In Athens, we hope to visit the Acropolis to get a glimpse of the ancient statues and monuments that we have studied in History lessons at school. After that, we will go to Agora, a marketplace which is situated at the foot of the Acropolis. We will go shopping and dine at some of the restaurants to taste authentic Greek cuisine, like Meat Kebab and Greek Salad. Apart from visiting the capital city, we will go to one of the famous islands, Santorini, for a swim and to experience Greek life in the Aegean.

By visiting Greece, we can know more about Greek history and architecture, how modern Greeks live nowadays as compared to their ancestors, and island life in the Aegean Sea.

Task 2 : A Brief Proposal

Now, in about 200 words, write your brief proposal for entering the Asian Travelling Award Competition. Evaluate your draft and get some feedback from your friends to see if you can improve it. You can use the feedback sheet (p.92 – p.93) to do self-assessment and peer assessment. Revise your draft to produce a better piece of work.

A brief proposal



Task 2 : A Brief Proposal

Feedback Sheet

Task 2: A Brief Proposal

Group : _____

Tick the appropriate box and add comments.

	☺ Well Done	☹ Satisfactory	☹ Needs Improvement
Task Requirement			
• Word limit is followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content			
• Coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarity of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Relevance of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization			
• Introduction			
– Provides details about the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Body			
– Ideas are coherently grouped together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Ideas are in a logical order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Ideas are linked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Conclusion			
– Ideas are logically developed from the body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 2 : A Brief Proposal

	☺ Well Done	☹ Satisfactory	☹ Needs Improvement
Language & Style			
• Meaning is clearly expressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Choice of words is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar			
• The proposal is accurate in			
– tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– word order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– subject verb agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– connectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Comments			
<hr/>			
<hr/>			
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<hr/>			
			*Feedback given by
<p>*This feedback sheet can be used for self-, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.</p>			<p>_____</p> <p>(Name)</p>

Task 3: An Oral Presentation**Task 3: An Oral Presentation**

Your group will give an eight-minute oral presentation about a country in Asia to the Selection Board of the HKYTA. According to the requirements of the Board, the presentation should cover the information and content in the mini guide and in the brief proposal. All the group members should take part in the presentation. You are encouraged to use information technology and visual aids during the presentation. For example, you may use maps, photos, graphics and slides.

Part A : Attending a briefing session

The HKYTA has arranged a briefing session for applicants of the “Asian Travelling Award Competition” to prepare them for their oral presentations. All the applicants are invited to the HKYTA. Listen carefully and jot down the important points. Complete the list below and refer to it when you prepare your oral presentation.

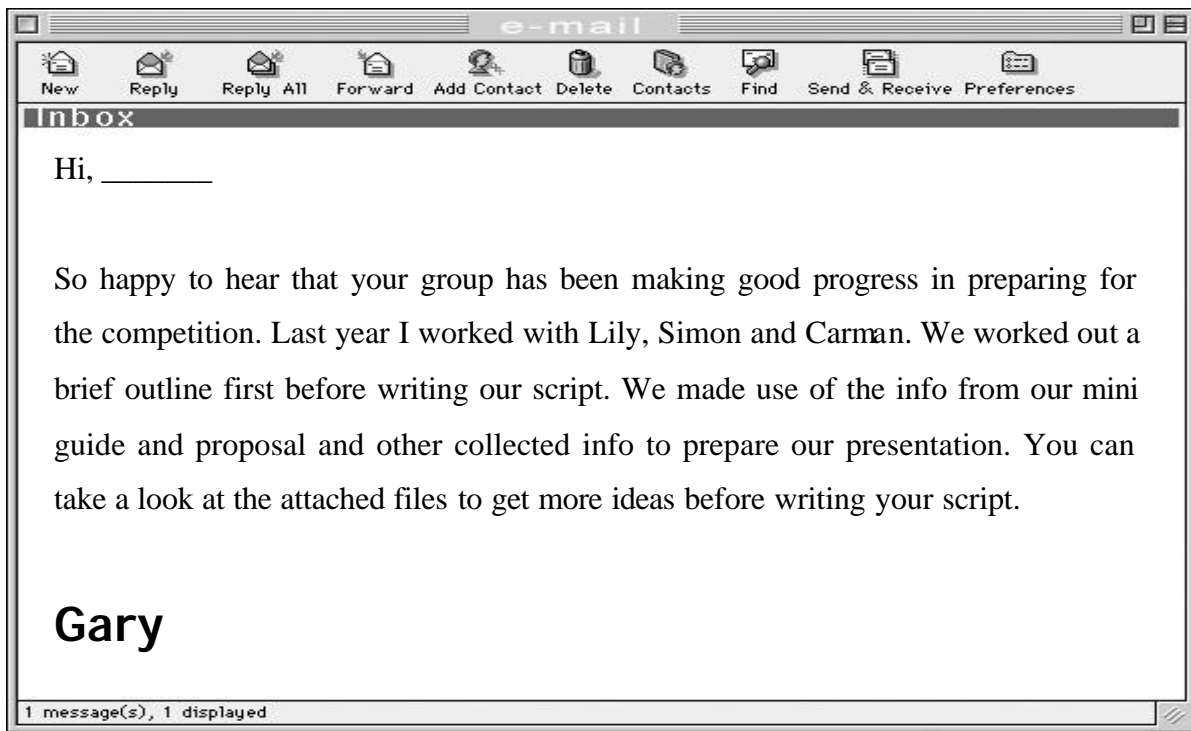
Oral presentation skills

- Don't cover every _____; be selective, precise and focused.
- Use visual aids such as _____ and _____ to help you, so that your audience can _____.
- To add more interest, _____, films and _____ can be used.
- At the beginning, you should give an _____ so that your audience can have a better understanding of the structure of your presentation.
- Assign each member more or less the _____ proportion of the job for a balanced division of work.
- Be confident and maintain _____ with your audience. Look calm and _____ at your audience.
- Pace yourself well; don't speak too _____ or too _____.
- You should _____ some of the words or ideas for emphasis.
- Don't speak in a _____. Vary your intonation to give interest to your audience.
- To keep good control of the time, you should _____ timing yourself before the presentation.
- When you finish, you should _____ the audience politely.

Task 3 : An Oral Presentation

Part B : Writing an outline and making preparation for producing a script

You have asked your schoolmate, Gary, to help you prepare your presentation. Read his e-mail message and the attachments.



Presentation outline given by Gary

Outline of a presentation

1. Introduction
 - Introduce ourselves
(Ming Wah Secondary School : Gary, Lily, Simon and Carman)
 - Introduce the topic
(Greece)
 - Introduce the main points
(General information, culture, tourist attractions)
2. Body
 - The first main point with supporting details
General Information about Greece:

Task 3: An Oral Presentation

- i) situated in southern Europe
- ii) capital city: Athens
- iii) weather: warm & wet in spring, dry & hot in summer, dry & cool in autumn, wet & mild in winter
- iv) religion: Greek Orthodox
- v) language: Greek
- vi) currency: Euro

- The second main point with supporting details

Culture:

- i) Festivals: Carnival Season: (Feb-Mar)
Athens Festival: (Jun-Sept)
- ii) Food: Meat Kebab, spinach and cheese pie, Greek Salad
- iii) Drink: Greek coffee, ouzo

- The third main point with supporting details

Tourist Attractions:

- i) Acropolis: ancient temple w/ statues & monuments
- ii) Ancient Theatre of Dionysos: prog of Athens Festival
- iii) Agora: marketplace for shopping
- iv) Islands in Aegean Sea: Santorini & Mykonos famous for sandy beaches

4. Conclusion

- Summarize what our group will gain from the visit to the country we have chosen
 - i) know more about the country
 - ii) present vs past

Task 3 : An Oral Presentation**Script of the presentation given by Gary**

Gary: Good morning, everyone. We're from Ming Wah Secondary School. Today, we're going to talk about an ancient country, Greece, which we would like to visit. There are three main points in our presentation. First, we'll give you some general information about Greece. Then, its culture. Finally, some of the tourist attractions there.

Lily: First of all, we'd like to introduce some general information about Greece. Greece is situated in southern Europe and its capital city is Athens. It's wet and warm in spring, dry and hot in summer, dry and cool in autumn, and wet and mild in winter. The major religion in Greece is Greek Orthodox. The people there speak Greek. The currency they use nowadays is the Euro, as Greece is a member of the European Union, but they used to have the Drachma before 2002. Now I hope you have some basic ideas about the country.

Simon: Secondly, what attracts us most is the Greek culture. The Greeks have many celebrations throughout the year. The Carnival Season is celebrated in February and March with feasting and traditional dancing. From June to September, it's the Athens Festival. There are drama and music performances in ancient theatres. The Greek cuisine also plays a very important part in the Greek culture. Meat kebab, spinach and cheese pie, and Greek salad are very popular dishes. The Greeks like to drink chilled Greek coffee and ouzo, which is a type of wine often drunk with water. Watch out, it's quite strong.

Carman: Apart from its culture, Greece has a lot of tourist attractions. In Athens, there are many ancient sites. The Acropolis is one of them. It's an ancient temple with statues and monuments. The Ancient Theatre of Dionysos is situated at the foot of the Acropolis. Some of the programmes of the Athens Festival are performed there. For shopping, Agora, which is a marketplace, is very famous for selling souvenirs. In addition to the ancient sites and the marketplace, the Greek islands in the Aegean Sea are also worth visiting. Santorini and Mykonos are famous for their nice sandy beaches.

Gary: In conclusion, Greece is a country which is worth visiting. If we can visit Greece, we'll know more about this ancient country, the interesting places there, its culture and how modern Greeks live nowadays as compared to their ancestors.

Thank you.

Task 3 : An Oral Presentation

Work in your group to draft the outline of your presentation below.

Outline of a presentation

Introduction

Body

Conclusion

Task 3 : An Oral Presentation

Read the script from Gary (p.97) again and jot down the useful phrases or sentences in the spaces provided on the notepad below to help you write your script. The first one has been done for you.

Notepad: Script of the presentation given by Gary

Introduction

How to introduce ourselves:

“We’ re from Ming Wah Secondary School.”

How to introduce the topic:

How to introduce the main points:

Body

How to introduce the first main point:

How to introduce the second main point:

How to introduce the third main point:

Conclusion

How to give an explicit conclusion:

Task 3: An Oral Presentation

Your English teacher has also given you some excerpts from another presentation script for your reference. Read the excerpts and jot down the useful phrases or sentences in the spaces provided on the notepad (p.101) to help you write your own script.

Excerpts from another presentation script

Good afternoon, ladies and gentlemen. We're S.4 students from North Point School. We'd like to introduce Egypt to you. Firstly, we'll cover some general information about Egypt. Secondly, its ancient culture. Lastly, its historic relics.

To begin with, we'll give you some information about Egypt. Egypt is situated in northern Africa and Cairo is the capital city. It's hot and dry in summer and cool and wet in winter. Most of the people are Muslims ...

Next, the Egyptian culture. Most of the celebrations follow the Islamic calendar. Ramadan is celebrated during the ninth month of the calendar ...

In addition to its culture, Egypt has many historic relics. In Cairo, the most popular ones are the Giza Pyramids which were completed around 2600 BC ...

To summarize, we can learn more about this ancient civilization, the Islamic culture ...



Task 3: An Oral Presentation

Notepad: Another presentation script

Introduction

How to introduce ourselves:

How to introduce the topic:

How to introduce the main points:

Body

How to introduce the first main point:

How to introduce the second main point:

How to introduce the third main point:

Conclusion

How to give an explicit conclusion:

Task 3: An Oral Presentation

Part C : Writing a script for an oral presentation



Now, each member of the group has to draft the script for his or her part of the presentation. Refer to your mini guide in Task 1, your brief proposal in Task 2, the notes on presentation skills in Part A and the useful phrases and sentences in Part B of this Task. Write your draft, read it again and revise it if necessary.

A presentation script

A large rectangular writing area with a grey border. At the top, there are ten small white rectangular tabs, each with a black dot below it, resembling a spiral binding. The rest of the area is filled with horizontal lines for writing. The bottom right corner of the writing area is rounded.

Task 3: An Oral Presentation

Part D : Preparing cue cards

To help you deliver your presentation, you can prepare some cue cards. Gary has sent you the outline and the script of his group's presentation.



Gary's cue cards

1. Introduction (by Gary)

(opening) "Good morning, we're from Ming Wah Secondary School. Today, we're going to talk about ... There are three main points in our presentation."

- a. General info on Greece
- b. Culture
- c. Tourist Attractions

-1-

2. Body (by Lily)

- a. General Info on Greece

(transition) "First of all, we'd like to introduce some general information about Greece."

- i) situated in southern Europe
- ii) capital city: Athens
- iii) weather: warm & wet in spring, dry & hot in summer, dry & cool in autumn, wet & mild in winter
- iv) religion: Greek Orthodox
- v) language: Greek
- vi) currency: Euro

-2-

Task 3: An Oral Presentation

b. Culture (by Simon)

(transition) “Secondly, what attracts us most is the Greek culture.”

- vii) Festivals: Carnival Season: (Feb-Mar)
Athens Festival: (Jun-Sept)
- viii) Food: Meat Kebab, spinach and cheese pie, Greek Salad
- ix) Drink: Greek coffee, ouzo

-3-

c. Tourist Attractions (by Carman)

(transition) “Apart from its culture, Greece has a lot of tourist attractions.”

- i) Acropolis: ancient temple w/ statues & monuments
- ii) Ancient Theatre of Dionysos: prog of Athens Festival
- iii) Agora: marketplace for shopping
- iv) Islands in Aegean Sea: Santorini & Mykonos famous for sandy beaches

-4-

Task 3: An Oral Presentation

3. Conclusion (by Gary)

(transition) "In conclusion, ..."

- i) know more about the country
- ii) present vs past

-5-

Using your group's presentation outline (p.98) and script (p.102), each of you should develop the cue card(s) for your part in the presentation.

Cue card



Task 3: An Oral Presentation

Part E : Delivering an oral presentation in class

Your group has entered the “Asian Travelling Award Competition”. You and your group members are going to give an oral presentation for about eight minutes. Your group members should take turns to present their parts. You can use cue cards and visual aids to help you present clearly. Maps, photos, graphics, slides, etc. can be used to make your presentation more interesting.



Your group has decided to deliver the presentation to your class first as a rehearsal before presenting it to the Selection Board of the HKYTA. Remember to practise speaking aloud and using the cue cards and visual aids before you give your presentation in class.

Reflect on your performance during your practice and try to do better in the class presentation. To get some feedback from your classmates so that you can perform better in the presentation to the Selection Board, ask your classmates to fill in a feedback sheet (p.107 – p.108) as they listen to your presentation.



Task 3: An Oral Presentation

Feedback Sheet
Task 3: Oral Presentation

Group: _____

Tick the appropriate box and add comments.

	☺ Well Done	☹ Satisfactory	☹ Needs Improvement
Task Requirement			
• Observes time limit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Smooth transitions between presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content			
• Coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarity of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Relevance of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization			
• Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Body (e.g. main points with examples or explanation, logical development of ideas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication Strategies

	Presenter	☺ Well Done	☹ Satisfactory	☹ Needs Improvement
• Shows confidence	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Effective use of non-verbal features (e.g. eye contact, gestures, postures, pauses)	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 3 : An Oral Presentation

	Presenter	😊	😐	☹️
		Well Done	Satisfactory	Needs Improvement
Pronunciation, Fluency, Voice & Pace	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language and Style (e.g. choice of words and expressions, degree of formality)	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Aids	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Comments

* This feedback sheet can be used for self-, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.

*Feedback given by

_____ (Name)

Task 1 : A Mini Guide to a Country in Asia**Task 1: A Mini Guide to a Country in Asia****Part A : Preparing the content of a mini guide**

1. Before the lesson, ask students to collect travel information about Asian countries from various sources (e.g. brochures, magazines, newspapers) and bring them to the class. Ask students to brainstorm the names of Asian countries (e.g. Cambodia, China, India, Indonesia, Japan, Korea, Malaysia, Mongolia, Nepal, Pakistan, The Philippines, Singapore, Sri Lanka, Thailand, Vietnam). Encourage students to explore information about different countries.
2. During the lesson, introduce the context of the task. Talk about the "Asian Travelling Award Competition" they are going to enter. Ask students to express their opinions on a country in Asia they would like to visit.
3. Discuss with students the official requirements of the mini guide for entering the competition (p.81). Draw their attention to each detail.
4. Guide students to read Gary's e-mail message (p.82 – p.83) and follow the suggested steps to prepare the mini guide. Ask students to search on the given websites for more information about the places of interest. Guide them to classify and organize the information collected by using a table (p.86).
5. Go through Gary's mini guide to Greece (p.84 – p.85) and help students identify the main features and content of a guide. Get students to work in groups of four to prepare the content.

Part B : Producing a mini guide, and**Part C : Designing the cover of a mini guide**

1. Guide students to discuss in groups of four the details to be put in the mini guide and how they can present the information in an attractive and interesting way (e.g. using headings and subheadings, postcards and photos with captions). Encourage students to be creative when working on the overall design and arrangement of information.
2. Encourage students to describe a few aspects of the country (e.g. culture, tourist attractions).
3. Ask students to design a cover for the mini guide.

Task 1 : A Mini Guide to a Country in Asia**Part D : Evaluating and revising the mini guide**

1. Guide students to use the feedback sheet for producing a mini guide (p.88) to evaluate their draft mini guide and make improvements. The feedback sheet can also be used for seeking peer feedback for further improvement.
2. Teacher-student conferencing can be conducted with each group during the production process. Give feedback on the mini guide each group has produced. The feedback sheet can be used or further adapted for giving specific and constructive teacher feedback.
3. Each group revises their mini guide to improve it. Good work can be displayed to show recognition and appreciation of students' effort.

Task 2 : A Brief Proposal**Task 2: A Brief Proposal**

1. Go through in class the e-mail message, the outline and the brief proposal from Gary (p.89 – p.90). Draw students' attention to the genre as well as the purpose and theme of each paragraph.
2. Guide each group to write their brief proposal in about 200 words.
3. Each group may use the feedback sheet for writing a brief proposal (p.92 – p.93) to check and evaluate their work. Peer assessment can also be done by using the same feedback sheet. Teacher-student conferencing can be conducted with each group during the writing process.
4. Give feedback on students' proposals. The teacher can adapt or use the feedback sheet.
5. Each group revise their proposal to further improve it. The final products can be displayed for sharing and appreciation. Follow-up activities can be designed, if necessary, for remediation or consolidation.

Task 3 : An Oral Presentation**Task 3: An Oral Presentation****Part A : Attending a briefing session**

1. Introduce the context and guide students to understand the requirements for delivering the presentation. (The task requirements can be changed to suit students' ability. For example, the time limit of the oral presentation can be reduced to four or five minutes for weaker students.) Then ask students to complete the notes on oral presentation skills (p.94) as they listen to the talk. Explain to students that they should fill in the blanks with appropriate word or words which can represent the speaker's ideas correctly. Play the tape again, if necessary.
2. Check the answers in class. Explain and demonstrate the presentation skills to make sure students understand how to apply them.

Task 3 : An Oral Presentation**Tapescript****A Briefing Session**

Hello, everybody. Welcome to this briefing session. I hope you've already collected useful information about the country that you'd like to visit. I'm sure you've found the process interesting and worth your effort.

Your final task for entering the competition is to give an oral presentation. I guess I can give you some ideas here to help you.

Okay. To prepare your presentation, you need to have good and interesting information to start with. However, don't cover every detail in your presentation. Be selective, be precise and be focused. You should use some visual aids to help you. PowerPoint slides or transparencies can help you deliver your speech. They can also help your audience to follow your points well. Pictures, films and sound effects may be added for more interest. So, be concise. You need not cover every detail. PowerPoint slides and transparencies are useful visual aids.

Now, to begin your presentation, you should first introduce yourselves, and the topic, and give your audience an outline of your speech, that is the different parts to be covered. Since there are at least four members in the group, you should assign jobs to different members. Remember to assign more or less the same proportion of your content to each member.

You should look confident and maintain eye contact with your audience. Your pronunciation should be clear. Your voice should be loud enough to be heard by all participants. You should deliver your speech at a moderate speed, not too fast, not too slow. Try to look calm and put on a smile. Don't forget to have eye contact.

You should bring out the main points of your presentation by emphasizing or sometimes repeating some key words. Don't speak in a mechanical monotone. Vary your intonation. You should also sound involved and interested. Repeat the important points for emphasis but never use a monotone.

Before your actual delivery, you should practise and time yourself to have good control of the time. Before you end your presentation, don't forget to thank the audience politely.

Okay, I hope all these tips can help you give a wonderful presentation and I wish you every success in your effort. Thank you for coming to this briefing session and being so attentive. Good luck to you all.

Task 3 : An Oral Presentation**Key to Part A : Attending a briefing session****Oral presentation skills**

- Don't cover every detail; be selective, precise and focused.
- Use visual aids such as PowerPoint slides and transparencies to help you, so that your audience can hear and follow your points easily.
- To add more interest, pictures, films and sound effects can be used.
- At the beginning, you should give an outline so that your audience can have a better understanding of the structure of your presentation.
- Assign each member more or less the same proportion of the job for a balanced division of work.
- Be confident and maintain eye contact with your audience. Look calm and smile at your audience.
- Pace yourself well; don't speak too fast or too slowly.
- You should repeat some of the words or ideas for emphasis.
- Don't speak in a monotone. Vary your intonation to give interest to your audience.
- To keep good control of the time, you should practise timing yourself before the presentation.
- When you finish, you should thank your audience politely.

Task 3 : An Oral Presentation**Part B : Writing an outline and making preparation for producing a script, and****Part C : Writing a script for an oral presentation**

1. Guide students to read through the e-mail message, the presentation outline and the script (p.95 – p.97) from Gary. Let students listen to the presentation of Gary's group to give them some idea of a group presentation.
2. Ask students to read again the script given by Gary to identify the main points.
3. Ask students to draft their presentation outline on p.98.
4. Ask students to jot down the useful phrases and sentences from Gary's script (p.97) and some excerpts from another presentation script (p.100). Give more examples and practice, if necessary, to prepare students to write their own scripts.
5. Guide students to draft their presentation scripts in groups.

Task 3 : An Oral Presentation**Tapescript Presentation of Gary's Group**

Gary: Good morning, everyone. We're from Ming Wah Secondary School. Today, we're going to talk about an ancient country, Greece, which we would like to visit. There are three main points in our presentation. First, we'll give you some general information about Greece. Then, about its culture. Finally, we'll talk about some of the tourist attractions there.

Lily: First of all, we'd like to introduce some general information about Greece. Greece is situated in southern Europe and its capital city is Athens. It's wet and warm in spring, dry and hot in summer, dry and cool in autumn, and wet and mild in winter. The major religion in Greece is Greek Orthodox. The people there speak Greek. The currency they use nowadays is the Euro, as Greece is a member of the European Union, but they used to have the Drachma before 2002. Now I hope you have some basic ideas about the country.

Simon: Secondly, what attracts us most is the Greek culture. The Greeks have many celebrations throughout the year. The Carnival Season is celebrated in February and March with feasting and traditional dancing. From June to September, it's the Athens Festival. There are drama and music performances in ancient theatres. The Greek cuisine also plays a very important part in the Greek culture. Meat kebab, spinach and cheese pie, and Greek salad are very popular dishes. The Greeks like to drink chilled Greek coffee and Ouzo, which is a type of wine often drunk with water. Watch out, it's quite strong.

Carman: Apart from its culture, Greece has a lot of tourist attractions. In Athens, there are many ancient sites. The Acropolis is one of them. It's an ancient temple with statues and monuments. The Ancient Theatre of Dionysos is situated at the foot of the Acropolis. Some of the programmes of the Athens Festival are performed there. For shopping, Agora, which is a marketplace, is very famous for selling souvenirs. In addition to the ancient sites and the marketplace, the Greek islands in the Aegean Sea are also worth visiting. Santorini and Mykonos are famous for their nice sandy beaches.

Gary: In conclusion, Greece is a country which is worth visiting. If we can visit Greece, we'll know more about this ancient country, the interesting places there, its culture and how modern Greeks live nowadays as compared to their ancestors. Thank you.

Task 3 : An Oral Presentation

Names of Places

Acropolis /ə'krɒpəlɪs/

Dionysos /daɪə'nɪsɪs/

Aegean /i'dʒi:ən/

Mykonos /'mi:kənɒs/

Agora /'æɡərə/

Santorini /sæntə'ri:ni:/

Key to Part B

Notepad: Script of the presentation given by Gary

Introduction

How to introduce ourselves:

"We're from Ming Wah Secondary School."

How to introduce the topic:

"Today, we're going to talk about an ancient country, Greece, which we would like to visit."

How to introduce the main points:

"There are three main points in our presentation. First, ... Then, ... Finally, ..."

Body

How to introduce the first main point:

"First of all, we'd like to introduce some general information about Greece."

How to introduce the second main point:

"Secondly, what attracts us most is the Greek culture."

How to introduce the third main point:

"Apart from its culture, Greece has a lot of tourist attractions."

Conclusion

How to give an explicit conclusion:

"In conclusion, Greece is a country which is worth visiting."

Task 3: An Oral Presentation

Key to Part B

Notepad: Excerpts from another presentation script

Introduction

How to introduce ourselves:

“We’re S.4 students from North Point School.”

How to introduce the topic:

“We’d like to introduce Egypt to you.”

How to introduce the main points:

“Firstly, we’ll cover some general information about Egypt. Secondly, its ancient culture. Lastly, its historic relics.”

Body

How to introduce the first main point:

“To begin with, we’ll give you some information about Egypt.”

How to introduce the second main point:

“Next, the Egyptian culture.”

How to introduce the third main point:

“In addition to its culture, Egypt has many historic relics.”

Conclusion

How to give an explicit conclusion:

“To summarize, we can learn more about this ancient civilization, the Islamic culture ...”

Task 3 : An Oral Presentation**Part D : Preparing cue cards**

1. Go through Gary's cue cards (p.103 – p.105) and draw students' attention to the main features. Explain and demonstrate how to use the cards to deliver a presentation.
2. Guide students to develop their cue cards from the outline (p.98) and the script (p.102) they have prepared.

Part E : Delivering an oral presentation in class

1. Revisit the presentation skills covered in Part A and the use of cue cards in Part D.
2. Teach students how to achieve smooth transitions between speakers. Introduce in class some useful expressions, if necessary.
e.g. 'I've introduced the general information about Greece. My partner, John, will talk about some interesting places there.'
3. Allow some time for students to prepare visual aids and rehearse their presentation. The recording of the presentation of Gary's group in Part B can be used again to illustrate relevant speaking skills. Give advice where appropriate. Encourage students to do self-assessment by reflecting on their own performance each time during their practice and rehearsal and then to try to make improvements.
4. Each group then delivers their oral presentation in front of the class.
5. When acting as the audience while other groups are presenting, students may fill in the feedback sheet for delivering an oral presentation (p.107 – p.108) to evaluate their peers' performance. The items on the feedback sheet should be well explained and illustrated with examples beforehand. Introduce some phrases and sentences to help them write their comments or feelings about the presentations, e.g. 'interesting content', 'good/weak pronunciation' and 'clear/unclear voice'.
6. To make the task more meaningful for students who are more able, ask them to use the note sheet on p.120 to jot down some interesting or useful information about other countries while listening to other groups' presentations. Exercise discretion to decide whether this task is suitable for your students.
7. Give oral feedback on the presentations. The feedback sheet can be used or adapted for giving teacher feedback.

Task 3 : An Oral Presentation

Oral Presentation

Name: _____

Jot down what you learn about other countries from the oral presentations in class.

Group	Country	Interesting/Useful Information