

**LEARNING AND TEACHING
RESOURCES FOR
JUNIOR SECONDARY
LEVELS
(ENGLISH LANGUAGE)**



GIFTED EDUCATION SECTION, CDI, EDB



Topic:	Health and hygiene
Learning Objectives:	<ul style="list-style-type: none">➤ To identify good habits and ways to help people stay healthy during the COVID-19 pandemic;➤ To develop reading and writing skills; and➤ To write leaflets to inform different stakeholders in the neighbourhood of ways to stay healthy during the COVID-19 pandemic.
Language Focuses:	<ul style="list-style-type: none">➤ To understand the features of a leaflet➤ To understand the use of imperatives to give advice

Part 1: Getting started

List **FIVE** things you do every day to help you stay healthy and hygienic. Explain why you do so and how these habits/things you do keep you healthy and clean.

	Things you do daily	Reasons
1		
2		
3		
4		
5		

Part 2: Reading - Learning about the needs/problems faced by different stakeholders in the society

Your friends have told you about an online discussion forum about COVID-19. Read the posts on the discussion forum in the worksheet and answer questions 1 – 8 on slides 4 – 6.

1. Why doesn't Tony clean his room?
2. What is Tony's tone in his post?
 - A. depressed
 - B. critical
 - C. enthusiastic
 - D. sympathetic

3. Find words in Linda's post that mean the same as the following:
 - (i) outbreak
 - (ii) nourishing
 - (iii) complimented
4. Why do you think Linda suggest Tony to help take up some chores at home?
5. Why do you think Peter and his colleagues bring their lunchboxes instead of having lunch at the restaurant?
6. What does "our" (line 30) refer to?
7. What is the purpose of the last paragraph in Peter's post?

8. Complete the table with information from the online discussion forum.

Person	Problem (with elaboration)	Possible Solution
Tony Wong	He has poor _____. ➤ his bedroom is dirty. ➤ he has terrible body odour.	He should _____ _____ _____.
Linda Chan's daughter	She _____ to her smartphone. ➤ she stays in her room playing with her smartphone all the time.	Her mother _____ _____ _____.
Peter Cheung	He almost fell when the bus stopped suddenly. ➤ he _____ _____.	He should _____ _____ _____.

Part 3: Understanding the Text Type: Leaflet

Read the information leaflets from Department of Health. Can you identify some key features of a leaflet? Complete the table on slide 9.

Eye-catching Title

Heading

Sub-heading

What is pulmonary tuberculosis?

Pulmonary tuberculosis (TB) is a disease of the lungs caused by the germ called Mycobacterium tuberculosis or tubercle bacillus.

How is the disease transmitted?

Pulmonary tuberculosis is an airborne disease. When a TB patient coughs or sneezes, small droplets containing the germs are generated and spread in the air.

What are the symptoms of pulmonary tuberculosis?

The symptoms include persistent cough, blood-stained sputum, loss of body weight, afternoon fever and night sweating.

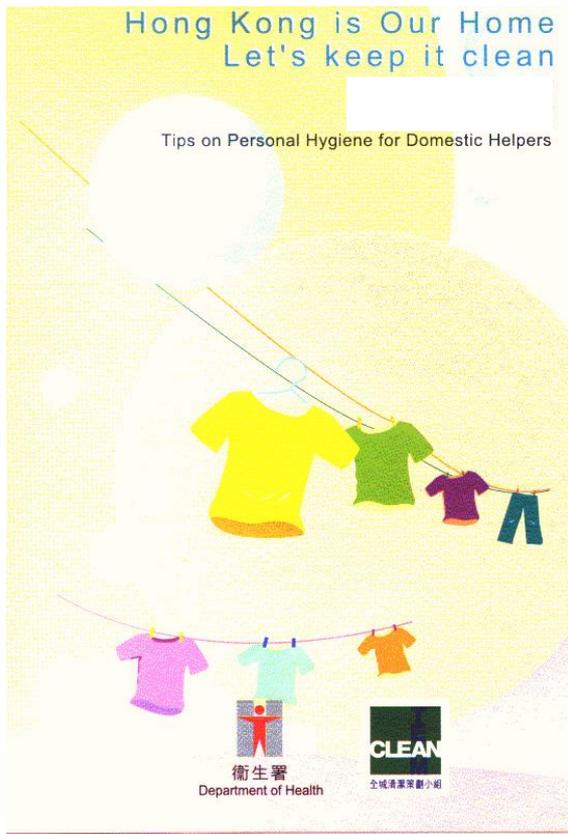
How can tuberculosis be prevented?

- 1. Early diagnosis and treatment.**
The disease should be treated early in order to prevent complications. Patients with active pulmonary tuberculosis should go to a TB clinic for treatment.
- 2. Examination of household contacts.**
This includes tuberculin testing and/or chest x-ray examination for contacts below 5 and chest x-ray examination for contacts of age 5 or above.
- 3. Leading a healthy lifestyle.**
The germs attack the lungs when a person's body resistance is reduced. So try to guard yourself by leading a healthy lifestyle, which includes balanced diet, exercise, adequate rest, maintaining a cheerful mood, quit smoking, refraining from alcohol, maintaining good indoor ventilation, personal and environmental hygiene in order to minimize the chance of contracting the illness.
- 4. Bacille Calmette Guerin (BCG) vaccination.**
The TB & Chest Service provides BCG vaccination to all newborns and children aged under 15 who have never received BCG vaccination before, to protect them against tuberculosis.
- 5. Anti-tuberculosis Campaign.**
Regular health talks, exhibitions, etc are organized by the TB & Chest Service to raise public awareness about tuberculosis, and to secure community support to fight against the disease.

**Tuberculosis Affects Everybody
Support Anti-tuberculosis Campaign**

Reference:

https://www.info.gov.hk/tb_chest/doc/prevent_eng.jpg



Personal hygiene is the first step to improve an individual's physical and emotional wellbeing. Good personal hygiene reduces your risk of infection and helps to create a hygienic environment in Hong Kong. Let us all join in and realize the following personal hygiene advice:

Language
- use of imperatives

Heading

Keep germs at bay

- Wash your hair and have a shower every day.
- Change and wash clothes and socks and clean shoes frequently.
- Keep fingernails and toenails clean.
- Wash your hands and face immediately after returning home.
- Clean shoes and put them in a well-ventilated place.
- Wear a mask when visiting hospitals or clinics. When home, take a bath and wash your hair.

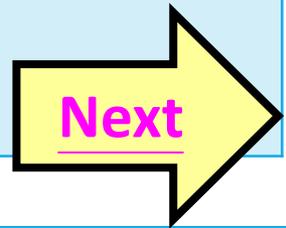


Click HERE to learn more about Imperatives!

Reference:

https://www.chp.gov.hk/en/resources/e_health_topics/pdfwav_2959.html?page=2

Features (What?)	Purpose (Why?)
Title <ul style="list-style-type: none">- bigger font size- key message of the leaflet shown to readers	
Headings/ sub-headings <ul style="list-style-type: none">- short and precise	
Language <ul style="list-style-type: none">- use of imperatives	



What are imperatives?

Compare these two sentences:

- (1) Could you open the windows?
- (2) Open the windows.

You probably think that the first sentence is more polite and the second sentence sounds like an order/instruction.

FORM

In sentences like (2), the verb forms are called ‘imperatives’. Read the following sentences and circle the imperatives:

- (a) **Come** here.
 - (b) **Be** quiet.
 - (c) **Have** a drink!
 - (d) **Don't worry.**
- Affirmative imperatives : Verb (infinitive form)
- Negative imperatives : Do not + Verb (infinitive form)

Extended activity

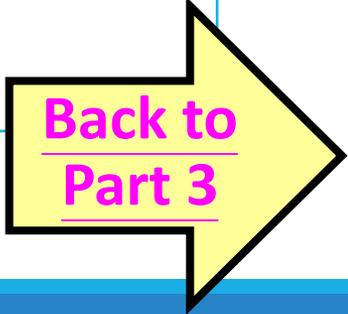
Part A: Put a tick next to the sentences that contain imperatives.

	1. Mix the yeast with the flour in the mixing bowl.
	2. Would you close the door on your way out?
	3. I want you to look both ways before you cross the road.
	4. Be careful with that box. There's a glass lamp in it.
	5. Can you please pick me up at 6 p.m.?
	6. Pass the salt, please.
	7. Don't forget to bring your hand sanitiser before you leave.
	8. I don't want you to clean the clothes.
	9. Stop yelling!
	10. You need to stay vigilant during the pandemic.

Extended activity

Part B: Rewrite the sentences without the use of imperatives in Part A as imperatives.

1.	
2.	
3.	
4.	
5.	



Back to
Part 3

Part 4 : Writing Task (A leaflet)

You are a member of the Social Services Club at your school. You and the other club members decide to write a leaflet to raise concern over the issue of COVID-19 in your neighbourhood. Useful tips to stay healthy and hygienic will be given to your readers.

Your teachers prepare a choice board for you. Include some areas from the choice board below in your leaflet.

Getting around Hong Kong	Diet	Living environment
Personal Hygiene	? <i>(your own idea)</i>	Sleep
Exercises	Leisure activities	Habits

You may work on any ONE of the topics below.

(a) Brainy Beginner

Write a leaflet to be sent to **your classmates**. Give them ideas on how to stay healthy and hygienic on any **one or two area(s)** from the choice board.

(b) Logical Learner

Write a leaflet to be sent to **all students in your school**. Give them ideas on how to stay healthy and hygienic on any **three areas** from the choice board.

(c) Creative Challenger

Write a leaflet to be sent to **all students and their parents in your school**. Give them ideas on how to stay healthy and hygienic on any **four areas** from the choice board.

Self-evaluation

Use the checklist below to evaluate your work. Put a tick in the appropriate boxes.

CONTENT

- My ideas are varied and well supported with elaboration.
- My advice addresses the need and concern of the target readers (there is a high awareness of audience).

LANGUAGE

- I use imperatives to give advice.
- The meaning of each sentence is clear.
- I have used the sentence structures and tenses I have learnt.
- I use new vocabulary and I have checked my spelling carefully.

ORGANISATION

- I give my leaflet an eye-catching title.
- I use headings and sub-headings to help organise my ideas.
- I put relevant ideas together under the same headings/ sub-headings.
- I use appropriate connectives to link my ideas.

For more information on combatting COVID-19, please visit the website of the Centre for Health Protection, Department of Health:

<https://www.chp.gov.hk/en/index.html>

WORD WHIZ

Visit the following dictionary web sites (in alphabetical order) to learn more about the pronunciation, definition and usage of words:

1. Cambridge Dictionary

<https://dictionary.cambridge.org/>

2. Oxford Learner's Dictionaries

<https://www.oxfordlearnersdictionaries.com/>

Suggested Answers

Part 2: Reading

1. He stays up late to play online games with his friends so he is tired.
2. A
3. (i) pandemic
(ii) nutritious
(iii) praised
4. She wants Tony to spend less time on online games and bond with his parents.
5. Peter can wear a protective mask/ avoid holding or touching the handrails// poles (*other possible answers are also accepted*)
6. Peter and his colleagues'
7. To encourage readers' to stay positive// optimistic and not to be afraid of the pandemic/ to tell readers' that they should fight against the virus together.

Suggested Answers

8.	Person	Problem (with elaboration)	Possible Solution
	Tony Wong	He has poor <u>personal hygiene</u> . <ul style="list-style-type: none"> ➤ his bedroom is dirty. ➤ he has terrible body odour. 	He should <u>clean his room, change his clothes and wash them regularly</u> .
	Linda Chan's daughter	She <u>is addicted</u> to her smartphone. <ul style="list-style-type: none"> ➤ she stays in her room playing with her smartphone all the time. 	Her mother <u>invited her to cook and the family praised her cooking/ cleans the home and cooks with her every day/ spends time getting to know her more</u> .
	Peter Cheung	He almost fell when the bus stopped suddenly. <ul style="list-style-type: none"> ➤ He <u>does not want to/ dare not touch the handles/ poles</u>. 	He should <u>clean his hands with alcohol-based handrub after touching the handles or poles on public transport</u> .

Suggested Answers

Part 3: Understanding the Text Type: Leaflet

Features (What?)	Purpose (Why?)
Title <ul style="list-style-type: none">- bigger font size- key message of the leaflet shown to readers	<ul style="list-style-type: none">➤ To capture readers' attention➤ To clearly communicate the key message
Headings/ sub-headings <ul style="list-style-type: none">- short and precise	<ul style="list-style-type: none">➤ To guide the readers through each section – some information is organised with numbers and bullet points➤ To serve as signposts to important information in the leaflet. Key words and phrases are picked out to get the readers' attention
Language <ul style="list-style-type: none">- use of imperatives	<ul style="list-style-type: none">➤ To make the message direct and persuasive

Suggested Answers

What are imperatives? Part A *(The imperatives are circled for reference)*

✓	1. Mix the yeast with the flour in the mixing bowl.
	2. Would you close the door on your way out?
	3. I want you to look both ways before you cross the road.
✓	4. Be careful with that box. There's a glass lamp in it.
	5. Can you please pick me up at 6 p.m.?
✓	6. Pass the salt, please.
✓	7. Don't forget to bring your hand sanitiser before you leave.
	8. I don't want you to clean the clothes.
✓	9. Stop yelling!
	10. You need to stay vigilant during the pandemic.

Suggested Answers

What are imperatives? Part B

1.	Close the door on your way out.
2.	Look both ways before you cross the road.
3.	Please pick me up at 6 p.m.
4.	Don't clean the clothes.
5.	Stay/Be vigilant during the pandemic.

Stay Positive and Be Proactive!
Together, We Fight the Virus!

