

**Professional Development Programme for Secondary Teachers of English
(BWP031)**

Catering FOR Learning Diversity in English Language Learning

Group Members:

Cheng H. F. – Lesson 1-4

Chan K. H. – Lesson 5-6

Chong T. H. – Lesson 7-12

- 1. Target Group: S1 students (Band 3 CMI)**
- 2. Class size: 35-40 students**
- 3. Background of students**

Our S1 intakes are overall very weak in academics. Some classes have a mixed group with newly arrived school children (NAC) and children with special learning needs (SEN). This brings forth more challenges to all the teachers and especially English Language teachers who have to introduce a new language; a new culture to these young new comers even though some of them are not ready or even reluctant to accept the reality of being 'transplant' to a new environment.

Lucky are the minority who have much family support. As for the less fortunate majority whose guardians are too busy to earn a living, they are left alone to face everyday challenges. Thus learning English is usually at the bottom of their priority list but the first of the adults' expectations. It seems that the two parties are having an endless 'tuck of war'. The game may only end when the younger generation has a taste of the sweetness of satisfaction in learning English and takes imitative to embrace the language.

What is our daily classroom situation like before we reach the harmonious stage? You will see a bunch of reluctant English language learners who seldom utter a word in English for they do not have the confidence to do so. Since their English proficiency is so low, they just find it very boring to learn English or even to sit in the classroom. They are not motivated to learn. Therefore, they may interrupt the lesson with disruptive behaviour or abusive language – their impulsive ways of drawing attentions; to make known of their existing or just to be seen.

Moreover, they generally lack strategies in learning and their attention span is as short as 10-15 minutes at most. If they find the task beyond their ability, they do not even bother to ask for more assistance or make any attempt to try. They prefer tasks that are more straightforward and less creative for they feel more secured with them and avoid being frustrated. However, this is not what we want to see. We would like to see them to break through this invisible cocoon.

4. Rationale of Design:

We have deliberately chosen writing and speaking as our major areas of focus, which require expressive vocabulary. This is because our students not only need language input to strengthen their English proficiency, but also the productive language experiences to boost their confidence and develop their potentials. By encouraging students to engage in meaningful speaking and writing activities, they will definitely experience the practicality of English and the sense of achievements as well. Nevertheless, it is always our first priority to make sure the end products are both manageable and challenging enough to motivate our students.

We try to achieve this by selecting “My School” as our theme and scaffolding the unit into structured lessons which begin with reading a simple short passage and end with a club poster design as the final assignment. The vocabulary items needed for the final assignment are first introduced through reading then knowledge of the words is consolidated through subsequent teaching and lesson activities.

Explicit instruction is used as it is an effective way of learning vocabulary for weaker students since they are less willing to guess meanings. The vocabulary

learnt will then be recycled throughout the lessons as vocabulary retrieval can give students a sense of achievement. Also, it is the foundation for advanced level of vocabulary learning. Once students have some resources in their vocabulary bank, they will be more willing to expand it by acquiring more through incidental learning. This will in turn enable them to experience the fun of learning English.

The material design has taken into account the needs of catering for learners' diversity by adequate tailoring. All the Set A materials are designed for students who need extra-supports while Set B are for students who are capable of handling more challenging tasks. In the reading passage, visual images and glossary are used to facilitate understanding as students need more input.

It also provides room for visual learners to be more at ease. Other Set A worksheets have also been tailored with diversity in terms of goal, input, level of support, level of difficulty and quantity.

The tasks are designed to cater for diversity with the concept of multiple intelligences (MI) in mind. Reading and writing tasks are given to encourage the use of linguistic intelligence. Some are designed to encourage group work while others are for pair work to ease their tension and develop interpersonal skills.

'All work and no play make Jack a dull boy.' School should be a lively place - a place with laughter and tears. That is why we purposely engaged the students in different activities: pair works, role plays and exploring school campus.

Engaging students in moving around activities suits our students very much.

Actually most of our students are kinaesthetic learners to some extent.

Activities of the Unit are designed according to students' experiences at school and develop their autonomy in learning. They have to make decisions in different activities which subsequently lead them to have a better understanding of themselves as well as others; enhancing their 'Intra' plus 'Inter' personal intelligences and learners of these types would be satisfied with the learning experiences.

At the same time Spatial learners are entertained with the Poster Design Competition and the Hi-Tech youngsters would also be happy to use computer technology to create an artistic poster of their favourite club. By inviting the students to be the judges and choose the best poster with a personal reason leads them into a much logical thinking status. Extremes Interpersonal learners may not be able to give very logical decision; making their friends happy may mean more than anything to them.

All in all, the Unit is tailored according to the needs of our students to help them acquire language skills and benefits from working with their peers.

(1004 words)

Lesson	Objectives	Activities	Materials
1	<ul style="list-style-type: none"> To lead in the topic “My School” To introduce vocabulary about school facilities and subjects To recognize different facilities in school 	<p><u>Pre-reading task</u> Students work in pairs with their neighbour. Ask each other questions about school and school activities.</p> <p><u>While-reading task</u> Students read “International Children’s Newspaper” about Meko’s Monday at school. Find out facts about Meko’s school life.</p>	<ul style="list-style-type: none"> Worksheet 1 My School Worksheet 1 About Meko Reading Passage
2	<ul style="list-style-type: none"> To identify different activities done in school To apply simple present tense in writing routines 	<p><u>Post-reading task</u> Students complete a summary report about Meko’s Monday schedule. Then work in groups of four, match the school subjects and activities of Meko. In a group, revise the summary report about Meko’s Monday schedule by adding more details about what Meko learns and does on Mondays.</p>	<ul style="list-style-type: none"> Worksheet 2 What Meko Does at School on Mondays?
3	<ul style="list-style-type: none"> To describe school life with some details 	<p><u>Writing Task</u> Students complete a filling blanks exercise by making use of vocabulary learnt. Then, write a fact sheet/ short article about school.</p>	<ul style="list-style-type: none"> Worksheet 3 What do you do at school every day? Assessment Criteria for Writing (Appendix A)
4	<ul style="list-style-type: none"> To use vocabulary learnt to conduct a role-play 	<p><u>Speaking Task</u> Students reflect on their knowledge about school subjects. Then in pairs, students interview each other to practice the vocabulary about school subjects.</p>	<ul style="list-style-type: none"> Worksheet 4 School Subjects

Assessment Tools: Teacher’s Observation and Assessment Criteria for Writing

My School

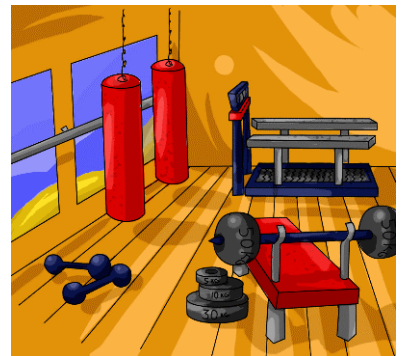


Reading Passage (Set A)

<p style="text-align: center;">Meko's Monday</p> <p>Meko is a Japanese girl. She lives in a small flat in Tokyo with her family. She is in Form One at a junior high school. She wrote this article for the <u>International Children's Newspaper</u>. It tells us what she does at school on Mondays.</p>	<p style="text-align: center;"><u>International Children's Newspaper</u></p>	
<p>7a.m.</p> <p>I get up at seven, wash and put on my school uniform. After breakfast, I go to school. I usually walk to school as it is near.</p> <p>8:30a.m.</p> <p>School starts. We have classes from Monday to Friday and also on Saturday morning. We never have classes on Sunday. <u>Thank goodness!</u> There are 46 students in my class. My first subject is mathematics. After maths, I have history and then science, geography and social studies.</p>	<p>12:15p.m.</p> <p>I have my lunch break. For lunch, I usually eat noodles with fish and vegetables.</p> <p>It is delicious! After eating, I do my cleaning duty. In school, every student must help to keep the school clean.</p> <p>2:30p.m.</p> <p>In the afternoon, I go to the gymnasium for physical education. I like judo best. My brother likes baseball and practises every day. The Japanese national sport is <u>sumo wrestling</u>, but our most popular sport is baseball.</p>	<p>4:30p.m.</p> <p>I finish all the classes. I go home. Before I enter my home, I take off my shoes. Then I take a bath and do some homework. We have lots of homework and examinations in Japan.</p>

Glossary:

1. International (國際的)
e.g. Meko studies at an **International** School.
2. School uniform (校服)
e.g. Our **school uniform** is in white and blue colours.
3. Thank Goodness! (真好! (感嘆詞))
e.g. I won the 100-m race. **Thank Goodness!**
4. cleaning duty (值日)
e.g. Students have to do **cleaning duty** every day.
5. gymnasium (健身房)
e.g. The **gymnasium** is near the covered playground.
6. sumo wrestling (相撲)
e.g. **Sumo wrestling** is a national sport in Japan.



Reading Passage (Set B)

<p style="text-align: center;">Meko's Monday</p> <p>Meko is a Japanese girl. She lives in a small flat in Tokyo with her family. She is in Form One at a junior high school. She wrote this article for the International Children's Newspaper. It tells us what she does at school on Mondays.</p>	<p style="text-align: center;">International Children's Newspaper</p>	
<p>7a.m.</p> <p>I get up at seven, wash and put on my school uniform. After breakfast, I go to school. I usually walk to school as it is near.</p> <p>8:30a.m.</p> <p>School starts. We have classes from Monday to Friday and also on Saturday morning. We never have classes on Sunday. Thank goodness! There are 46 students in my class. My first subject is mathematics. After maths, I have history and then science, geography and social studies.</p>	<p>12:15p.m.</p> <p>I have my lunch break. For lunch, I usually eat noodles with fish and vegetables.</p> <p>It is delicious! After eating, I do my cleaning duty. In school, every student must help to keep the school clean.</p> <p>2:30p.m.</p> <p>In the afternoon, I go to the gymnasium for physical education. I like judo best. My brother likes baseball and practises every day. The Japanese national sport is sumo wrestling, but our most popular sport is baseball.</p>	<p>4:30p.m.</p> <p>I finish all the classes. I go home. Before I enter my home, I take off my shoes. Then I take a bath and do some homework. We have lots of homework and examinations in Japan.</p>

Worksheet 1(A)

My School

Pre-Reading

Work in pairs. Take turns to ask each other the following questions and write down the answers.

1. Do you like going to school? _____
2. What do you like about school? _____
3. Which subject do you like most? _____
4. Who is your best friend at school? _____
5. What time do you go to school? _____
6. How do you go to school? _____

While-Reading

Complete the list with the information that Meko gives us in her article.

About Meko	
1. Time she gets up	
2. How she goes to school	
3. Days she has lessons	
4. Time the classes start	
5. Number of students in her class	
6. Time she has lunch break	
7. Food she usually has for lunch	
8. Her favourite sport	
9. Time she finishes school	

Worksheet 1(B)

My School

Pre-Reading

Work in pairs. Fill in the information in the table and get the same information from your partner by asking him/her the right question.

e.g. Like / Dislike going to school

“Do you like going to school?”

1. Things I like about school
2. My favourite subject
3. My best friend at school
4. Time I go to school
5. Way I use to go to school

While-Reading

Complete the list with the information that Meko gives us in her article.

About Meko	
1. Time she gets up	
2. How she goes to school	
3. Days she has lessons	
4. Time the classes start	
5. Number of students in her class	
6. Time she has lunch break	
7. Food she usually has for lunch	
8. Her favourite sport	
9. Time she finishes school	

Worksheet 2(A)

What Meko does at school on Mondays?

A. Use the information you got from the reading to complete the short report below.

On Mondays, Meko (1) _____ up at (2) _____. Then she (3) _____ to school. Her school (4) _____ at (5) _____ and (6) _____ at 4:30pm. She has (7) _____ lessons in the morning. In the afternoon, she has (8) _____ in the gym.

B. Here are some of the things that Meko did at school yesterday (Monday). Can you write down the subject she had for each sentence?

Geography

Music

Science

History

Mathematics

PE

Social Studies

1. She sang a folk song. _____
2. She measured her classroom to find how big it was. _____
3. She learned that the first aeroplane flew on 17 Dec 1903 and the flight lasted 12 seconds. _____
4. She found out why people pay taxes to the Government. _____
5. She did some exercises to make her legs stronger. _____
6. She did an experiment to show that water gets Colder if you add salt to it. _____
7. She found that Asia is the biggest continent and Australia is the smallest. _____

C. Now you are going to write a longer report about what Meko does at school on Mondays. Add the information you got from part B to the short report in part A. You need to change the verb tense to simple present tense.

e.g. She sang a folk song.

→ She sings a folk song in Music lesson.

What Meko does at school on Mondays?

On Mondays, Meko _____

She has _____ lessons in the morning. _____

Meko's favourite subject is _____. _____

Worksheet 2(B)

What Meko does at school on Mondays?

A. Use the information you obtained from the reading to complete the report below.

On Mondays, Meko (1) _____ up at (2) _____. Then she (3) _____ to school. Her school (4) _____ at (5) _____ and (6) _____ at 4:30pm. She has (7) _____ lessons in the morning. In the afternoon, she has (8) _____ in the gym.

B. Here are some of the things that Meko did at school yesterday (Monday). Can you write down the subject she had for each sentence?

Geography

Music

Science

History

Mathematics

Physical Education

Social Studies

1. She sang a folk song. _____
2. She measured her classroom to find its size. _____
3. She learned that the first aeroplane flew on
17 Dec 1903 and the flight lasted 12 seconds. _____
4. She found out why people pay taxes to the
Government. _____
5. She did some exercises to make her legs stronger. _____
6. She did an experiment to show that water gets
Colder if you add salt to it. _____
7. She found that Asia is the biggest continent and
Australia is the smallest. _____

C. Now you are going to write a longer report about what Meko does at school on Mondays by adding the information you got from part B to the short report in part A. You need to change the verb tense to simple present tense and add some interesting details.

e.g. She sang a folk song.

→ She sings folk songs in Music lesson but she does not like music.

What Meko does at school on Mondays?

On Mondays, Meko _____

She has _____ lessons in the morning. _____

Meko's favourite subject is _____. _____

Worksheet 3 (A)**What do you do at school every day?**

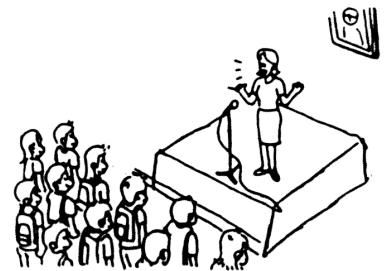
A. Fill in the each blank with a suitable word given below.

ends	assembly	extra-curricular activities	
starts	lessons	lunch time	recess

1. Every morning, school
_____ at 8:10am.



2. First, we have an
_____ in the playground.



3. After that, we have two
_____.



4. Then, we have a
_____.



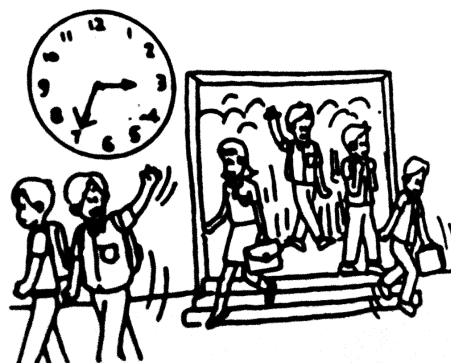
5. Our _____

Starts at 12:00 noon.



6. School _____

At 3:35pm.



7. After school, we have a lot of

_____.



How well do you know about your school?

B. Complete the fact sheet for your school.

Name: _____

Address: _____

Religion: _____

Principal: _____

No. of teachers: _____

No. of students: _____

What do you think about your school?

Worksheet 3 (B)

What do you do at school every day?

A. Write 6 sentences to describe your school life. Use the hints to help you brainstorm interesting ideas.

1. (starts at)

2. (activity before first lesson)

3. (no. of lessons in the morning and afternoon)

4. (time to play with classmates)

5. (ends at)

6. (activities after school)

B. Write a short article to introduce your school life. You may make use of the information in part A and the following questions to help you organize your writing.

Introduction - Name of school and school address

- Name of principal
- No. of teachers and students

Body - Things I do at school

- Subjects I study and my favourite subject
- My best friend

Ending - Feelings about school life

[illegible]

Worksheet 4 (A)**School Subjects***A. Answer the following questions.*

1. How many subjects do you take at school?

2. Write down all the subjects you have at school.

B. Work in pairs. Take out your school timetable and take turns to ask the following questions. Put a tick if your partner is correct. Count the no. of ticks he /she gets in the end of the activity.

1. On which days do we have EPA lessons? _____
2. How many Chinese lessons do we have every week? _____
3. How many double English lessons do we have every week? _____
4. What is the first lesson on Thursday? _____
5. What is the last lesson on Friday? _____
6. What lesson follows music on Tuesday? _____
7. What lesson comes before Mathematics on Monday? _____
8. How often do we have Geography lesson? _____
9. Who teaches us Liberal Studies? _____
10. What does PE stand for? _____

Worksheet 4 (B)

A. Answer the following questions.

1. How many subjects do you take at school?

2. Write down all the subjects you have at school.

B. Work in pairs. Your best friend from primary school is not in the same class as you.

You have to ask him/ her for the following information. Take turns to ask and answer questions using the notes given.

1. Your class teacher <i>e.g Who is your class teacher?</i>	
2. First lesson on Monday	
3. Day to have music lesson	
4. No. of students in class	
5. Things to do in Science lessons	
6. Place for lunch	
7. Weight of schoolbag	
8. Person to share locker with	
9. Location of seat	
10. Frequency of English lessons	

Notes for Student A

1. Ms Cheng
2. Mathematics
3. Thursday
4. 37
5. Measure volume of liquid
6. Café de Coral
7. Nearly 10 lbs
8. Lily Fung
9. In front of Teacher's desk
10. Every day

Notes for Student B

1. Mr Wong
2. Liberal Studies
3. Wednesday
4. 39
5. Mix water with salt and sugar
6. Blue Angel's Café
7. 3 kg
8. Robert Lo
9. Near the windows on the left
10. Every day

Appendix A**Assessment Criteria for Writing**

Mark	Accuracy: Structure and spelling	Vocabulary	Sentence structure and complexity	Organization
6	Almost all sentences completely accurate. Very minor spelling problems.	Very broad vocabulary indeed for an S1 student.	Has control over a comparatively very wide range of structure for an S1 student.	Very logical development of ideas. A very wide range of accurate connectives for an S1 student.
5	Only a few minor grammatical errors, which intrude hardly at all on meaning. Minor spelling problems.	Quite a broad vocabulary range—knows a number of less frequent words.	Quite a number of complex and compound sentences being produced.	Good development of ideas. Quite a wide range of accurate connectives are used.
4	A number of minor grammatical errors although they only intrude at times on meaning. Spelling problems only with infrequent words.	Knows a couple of words beyond the usual expected of an S1 student.	Beginning to produce some sentences of more than one clause.	Some development of ideas but they are not often organized very logically. Common connectives are used appropriately but the range is limited.
3	While there are errors in many sentences, meaning is still able to be communicated. Some spelling errors.	Generally has a fairly limited vocabulary, although pretty standard for an S4 student.	Most writing consists of short one-clause sentences.	Attempting to develop ideas but sometimes they are developed poorly. Limited use of connectives with quite a few mistakes.
2	There are errors in every sentence, some quite serious. Spelling errors everywhere.	Appears to know only a few basic nouns and verbs.	Struggling to put one-clause sentences together.	Development of ideas is very limited. Very limited use of connectives which are only partly appropriate.
1	There are serious errors in every sentence; meaning is essentially unintelligible. Spelling errors with even the most basic words.	Virtually empty vocabulary.	Not able to write simple one-clause sentences.	Development of ideas is not shown at all. Connectives are almost entirely absent.

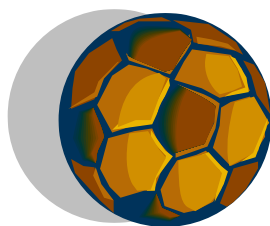
Lesson	Objectives	Activities	Materials
7-8	<ul style="list-style-type: none"> - To identify details of the Enrollment Week - To identify the general structure of a formal letter. - To recognize different school clubs. 	<p><u>Pre-reading Task</u></p> <p>Students work in pairs with their neighbour. Ask each other questions on club they have joined.</p> <p><u>While-reading Task</u></p> <p>Students read “An Invitation Letter from Peter Chan, the Chairman of Student Union”. Find out facts about the Enrollment Week.</p> <p><u>Post-reading Task</u></p> <p>Students work in pairs with their neighbour. Students complete the framework of a formal letter according to the information given in “An Invitation Letter from Peter Chan, the Chairman of Student Union”.</p>	<ul style="list-style-type: none"> - “An Invitation Letter from Peter Chan, the Chairman of Student Union” – - Worksheet 1 - Worksheet 2
9-10	<ul style="list-style-type: none"> - To use facts provided in ‘Poster of Computer Club for S1 Schoolmates’ to complete a letter of invitation. 	<p><u>Writing Task</u></p> <p>Students read the ‘Poster of Computer Club for S1 schoolmates’.</p> <p>Students complete the invitation letter written by the Chairman of the Computer Club.</p>	<ul style="list-style-type: none"> - ‘Poster of Computer Club for S1 schoolmates’ - Worksheet 3
11	<ul style="list-style-type: none"> - To use learnt question words to conduct a conversation on daily habits. - To conduct a role-play with learnt vocabulary items. 	<p><u>Speaking Tasks</u></p> <p>Students work in pairs to conduct a conversation on daily habits.</p> <p>Students work in pairs to prepare a role play with the assigned worksheet.</p>	<ul style="list-style-type: none"> - Worksheets 4 & 5.
12	<ul style="list-style-type: none"> - To design a club poster. - To choose a poster which best fulfill the Criteria for Poster Design. - To justify the choice with a reason verbally. 	<p><u>Writing Task</u></p> <p>Students design a club poster with required information.</p> <p><u>Speaking Task</u></p> <p>Students choose a poster to be the winner. Students tell a reason to justify his choice.</p>	<ul style="list-style-type: none"> - Weekend Assignment: Club Poster Design Competition.

Invitation Letter from Peter Chan, the Chairman of Student Union

Letter A



Fencing Club



Football Club



Drama Club

2nd September, 2011

Dear S1 Schoolmates,

Clubs Enrollment Week

Welcome to our big family! Wish all of you have a happy and fruitful school life here. Life is full of fun, challenges and excitements. Come and enroll in one or more of our clubs! You can discover talents, make new friends and develop interests by joining the clubs.

Date: 8th September, 2011 (Monday) - 12th September, 2011 (Friday)

Time: 3:40 p.m. - 4:30 p.m.

Place: School Hall

Meet our helpful club representatives who understand what suits you most.

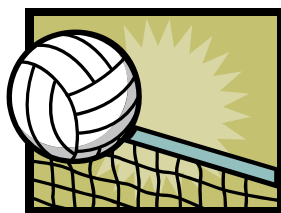
Yours sincerely,

Peter Chan

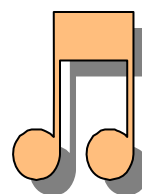
Peter Chan
Chairperson,
Student Union



Computer Club



Tennis Club



Music Club

Glossary:

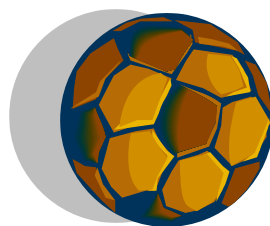
- | | |
|-----------------------------------|---|
| 1. enroll: register 登記, 註冊 | 2. fruitful: successful; rich 效果好的, 收益多的 |
| 3. challenges: difficult tasks 挑戰 | 4. excitements: enchantment ; anticipation 刺激, 興奮 |
| 5. talent: gift; ability 天資; 才能 | 6. representative: spokesperson 代表 |

Invitation Letter from Peter Chan, the Chairman of Student Union

Letter B



Fencing Club



Football Club



Drama Club

2nd September, 2011

Dear S1 Schoolmates,

Clubs Enrollment Week

Welcome to our big family! Wish all of you have a happy and fruitful school life here. Life is full of fun, challenges and excitements. Come and enroll in one or more of our clubs! You can discover talents, make new friends and develop interests by joining the clubs.

Date: 8th September, 2011 (Monday) - 12th September, 2011 (Friday)

Time: 3:40 p.m. - 4:30 p.m.

Place: School Hall

Meet our helpful club representatives who understand what suits you most.

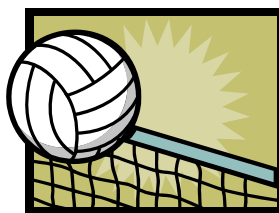
Yours sincerely,

Peter Chan

Peter Chan
Chairperson,
Student Union



Computer Club



Tennis Club



Music Club

Glossary:

- | | |
|--------------------------------|--|
| 1. enroll: register | 2. fruitful: successful; rich |
| 3. challenges: difficult tasks | 4. excitements: enchantment ; anticipation |
| 5. talent: gift; ability | 6. representative: spokesperson |

An Invitation Letter from Peter Chan, the Chairman of Student Union

Worksheet 1 A

Pre-Reading

Work in pairs. Take turns to ask each other the following questions and write down the answers.

- 1 Have you join any club? _____
- 2 Which club do you belong to? _____
- 3 When do you have meeting? _____
- 4 What do you usually do with the other members? _____
- 5 Why do you like it? _____

While-Reading

Complete the table with help of the information given in the invitation letter.

When is the letter written?	
Who are the readers?	
Who writes the letter?	
What is the letter about?	
How many days will the Club Enrollment last?	
Where can the students go for Club Enrollment?	
At what time can the students enroll?	
Who will help them for the enrollment?	

Worksheet 1 B

Work in pairs. Take turns to ask each other the following questions and write down the answers

1 belong / not belong any club

Do you belong to any club?

2 The name of my club

3 Time for club meeting

4 Things to do in the club

5 Reason for joining the activities

While-Reading

Complete the table with help of the information given in the invitation letter.

When is the letter written?	
Who are the readers?	
Who writes the letter?	
What is the letter about?	
How many days will the Club Enrollment last?	
Where can the students go for Club Enrollment?	
At what time can the students enroll?	
Who will help them for the enrollment?	

Worksheet 2**Post-reading Task****The General Format of a Formal Letter**

Read the given invitation letter by Peter Chan again and fill in the blanks with your partner.

(1) _____

(When is the letter written?)

Dear (2) _____,

(Who will read the letter?)

(3) _____

(What is the letter about?)

Opening

Body

Closing

Yours sincerely,

(4) _____ (Signature) (Who writes the letter?)

(5) _____ (Name)

(6) _____ (Title)

POSTER OF COMPUTER CLUB FOR S1 SCHOOLMATES



COMPUTER CLUB FOR S1 SCHOOLMATES

Come and join us!

Let's have fun and make new friends while learning more about computers!

Meeting Time: 3:30 – 4:30 on Wednesdays

Meeting Place: Computer Room J1

Club Fee: \$10

Activities: Workshops on Computer Knowledge

Visits

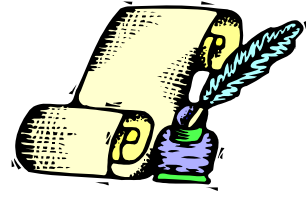
Christmas Party

Annual Outing

Teacher-in-charge: Mr. Tommy Chu

Chairman: James Too S4B

Interested schoolmates please fill in the application form and give it to the club representative at the counter during the enrollment week.



Worksheet 3 A

Writing Task

You are James Too, Chairman of the Computer Club. Mr. Tommy Chu has asked you to write a letter to invite the S1 schoolmates to enroll as your club members. Use the information given in the poster and the hints provided below to complete the task.

Dear _____ ,

Enrollment of _____ Club

Welcome to _____ Club! Wish all of you will have a _____

and _____ time with us. Our _____ is full of fun, challenges and

excitements. Come and _____ to be our club members! You can have

_____, _____ and _____ more about computers by being one of us.

Date: _____

Time: _____

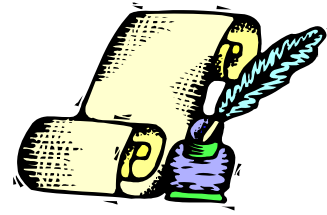
Place: _____

Meet our helpful club representatives who understand what suits you most.

Yours sincerely,

Chairperson,

Hints: Computer happy club fun
 learn fruitful make friends join



Worksheet 3 B

Writing Task

You are James Too, Chairman of the Computer Club. Mr. Tommy Chu has asked you to write a letter to invite the S1 schoolmates to enroll as your club members. Use the information given in the poster to complete the task.

Dear _____ ,

Enrollment of _____ Club

Welcome to _____ Club! Wish all of you will have a _____

and _____ time with us. Our _____ is full of fun, challenges and

excitements. Come and _____ to be our club members! You can have

_____, _____ and _____ more computers
by being one of us.

Date: _____

Time: _____

Place: _____

Meet our helpful club representatives who understand what suits you most.

Yours sincerely,

Chairperson,



Worksheet 4

Work in pairs and take turns to be Danny and Jimmy.

Speaking Activity 1 A

Danny and Jimmy are on their way to school. They are talking about their daily habits.
Work in pairs. Complete the conversation between Danny and Jimmy.

Danny: _____ do you get up?

Jimmy: I get up at 6:30.

Danny: _____ do you have your breakfast?

Jimmy: I usually have it at home.

Danny: _____ prepares the breakfast for you?

Jimmy: My elder sister does.

Danny: Lucky you! I have to cook for myself.

Do you know _____ to cook?

Jimmy: No. I will learn when I have time.

HINTS: When --- time Who ---- person Where --- place How ---- way / method



Worksheet 4

Work in pairs and take turns to be Danny and Jimmy.

Speaking Activity 1B

Danny and Jimmy are on their way to school. They are talking about their daily habits. Work in pairs. Complete the conversation between Danny and Jimmy.

Danny: _____ do you get up?

Jimmy: I get up at 6:30.

Danny: _____ do you have your breakfast?

Jimmy: I usually have it at home.

Danny: _____ prepares the breakfast for you?

Jimmy: My elder sister does.

Danny: Lucky you! I have to cook for myself.

Do you know _____ to cook?

Jimmy: No. I will learn when I have time.

Worksheet 5

Speaking Activity 2 A

Role Play

Danny is on his way home with his friend, Jimmy. They are talking about the enrollment of extra-curricular activities. Fill in the blanks and practice the conversation. You will be invited to act it out in the class.

Danny: _____ club would you like to join??
Jimmy: I haven't decided yet. How about you?
Danny: I would like to join the computer club and learn how to use a computer.
Jimmy: _____ does it have meeting?
Danny: Every Wednesdays after school,
Jimmy: _____ should I go for the meeting?
Danny: Computer Room J1.
Jimmy: Do you know _____ the teacher-in-charge is?
Danny: It's Mr. Tommy Chu.
Jimmy: Really? He is my computer teacher. I like him.
Danny: I like him too. He is very helpful
Jimmy: Let's enroll to be members of the Computer Club!
Danny: Sure. We can do it tomorrow.



Worksheet 5**Speaking Activity 2 B****Role Play**

Danny is on his way home with his friend, Jimmy. They are talking about the enrollment of extra-curricular activities. Fill in the blanks and practice the conversation. You will be invited to act it out in the class.

Danny: Which club would you like to join??
Jimmy: I haven't decided yet. How about you?
Danny: I would like to join the _____ to _____.
Jimmy: When does it have meeting?
Danny: _____.
Jimmy: Where should I go for the meeting?
Danny: _____.
Jimmy: Do you know who the teacher-in-charge is?
Danny: It's _____.
Jimmy: Really? I like him. He is very kind.
Danny: I like him too. He is very _____.
Jimmy: Let's enroll to his members!
Danny: Sure. We can do it tomorrow.



Weekend Assignment

Club Poster Competition

The Student Union has organized a Club Poster Competition. Your Art teacher, Miss Yip has invited all S1 students to take part in the competition. She has also written down the requirements of the competition to help you.

Design a poster for your favourite club according to the requirements.

From: Miss Yip

To: All S1 Students

Re: Requirements of Club Poster Competition

1 Size of the poster: A3

2 Material to be used: Competitors' own choice

3 Information to be included:

- Name of the club
- Meeting time and place
- Activities
- Name of the teacher –in-charge
- Name of the chairperson
- Club Fee

4 Deadline: 3:30 p.m. 10th September (Art Room)

Winners are to be voted by all schoolmates!

	Weak (1)		Average (2)		Good (3)		Example
Clear pronunciation	Student makes a lot of errors in pronunciation which makes it difficult for the audience to understand .	<input type="checkbox"/>	Student makes some mistakes in pronunciation but those mistakes do not make it difficult for the audience to understand .	<input type="checkbox"/>	Student makes very few mistakes in pronunciation and speaks very clearly .	<input type="checkbox"/>	
Fluency	Student shows frequent hesitation while reading	<input type="checkbox"/>	Student speaks generally fluently without much hesitation in between.	<input type="checkbox"/>	Student speaks very fluently . The audience can catch the meaning easily .	<input type="checkbox"/>	
Intonation	A flat voice is used in speaking.	<input type="checkbox"/>	Some variation in the use of voice noticed in the speaking practice.	<input type="checkbox"/>	Student speaks with good intonation which makes the practice a pleasant experience for the audience/ partner.	<input type="checkbox"/>	
Voice projection	Student speaks with little confidence and in a very low volume which is hardly audible .	<input type="checkbox"/>	Student mostly speaks with some confidence and in a voice which is audible .	<input type="checkbox"/>	Student always speaks with good confidence in a loud, audible voice.	<input type="checkbox"/>	
Eye contact	Student does not look at the audience/ partner at all in the practice.	<input type="checkbox"/>	Student tries to give eye contact to audience/ partner while practicing, but more eye contact could have been given.	<input type="checkbox"/>	Student gives frequent eye contact with the audience/ partner.	<input type="checkbox"/>	

Total:**/15****Assessment Criteria for Speaking**

Assessment Criteria for Poster Design

CATEGORY	4	3	2	1
Required Elements	All required elements and additional information are included on the poster.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements are missing.
Labels	All important items on the poster are clearly labeled and can be read from at least 3 ft. away.	Almost all important items on the poster are clearly labeled and can be read from at least 3 ft. away.	Many important items on the poster are clearly labeled and can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics related to the topic.	Graphics are not related to the topic.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is messy or poorly designed. It is not attractive.
Grammar	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster.

Objectives:

1. understand what school facilities are
2. learn about the vocabulary items of special rooms
3. use the ordinal numbers of the first, the second, the third
4. talk about their school

After the lessons, the students are able

- use the vocabulary items learnt to name the school facilities
- identify the difference of ordinal and cardinal numbers
- use the ordinal numbers to express location
- write and talk about their school

Lesson 5

Teaching procedure	duration	Teaching materials
1. Before starting the lesson, teacher will ask them a question. 'How well do you know about your school?' Then play a guessing game with the students. After that, they will be given a passage about Riverside School. After reading, they have to answer the questions. (worksheet)	7 mins	Worksheet 1
2. Before students walk around the school campus, the teacher goes through the names with the students and teaches the pronunciation of school facilities. For less able students, teacher will give more visual cues to the students.	25 mins	Worksheet 2
3. After collecting the information on the worksheet, teacher checks answers with the students. Then pair up the students to practise role-play (less able students) and Q & A exercise (more able students).	8 mins	Worksheet 3

Lesson 6

Teaching procedure	duration	Teaching materials
1. Revisit the vocabulary items about places in a school.	8 mins	Worksheet 2
2. The teacher shows the pictures of different parts of the school and asks the students 'what are the students doing in the photos?'	10 mins	Worksheet 4
3. Students choose the stock photos, the teacher teaches them how to write photo captions.	12 mins	Worksheet 4
4. Practise writing captions for the photos. Assign the less-able students to write captions only whereas the more-able students have to write both photo captions and extended paragraphs for the school.	10 mins	Worksheet 4

Riverside School
A modern and friendly school in Shatin
(easier version)

Our facilities

There are 880 students at our school. We have a huge hall for assembly.

The library is next to the hall.

We have 30 classrooms. There are computers in every classroom.

School activities

You can exercise in our gym. It is behind the hall.

There are two basketball courts at our school.



Our students are playing basketball.

We have school clubs for art, drama, chess and music.

Our open day is on 3 October.

Call 5555 4321 for more information.

Worksheet 1

Warmer

How well do you know about your school?

_____.

I. A guessing game

Guess what these places are

1. Do the students eat there? No, they don't

Are there a lot of books? Yes, there are.

Is it _____?

2. Is it big? Yes, it is.

Is it usually for holding assembly? Yes, it is.

Is it _____?

II) How well do you know about Riverside School? Do the quiz to find out.



library is _____(where?)



There are _____classrooms.

Worksheet 2

1. What rooms and facilities can you find at your school? Where are they? In groups, walk around the school campus and make notes about the facilities. Make use of the pictures and words to complete the exercise. Read the given example.

Playground	tuck shop	canteen	office	sick room
music room	classroom	art room	library	computer room
science (lab)oratory	school hall	staff room		



e.g. Science laboratory

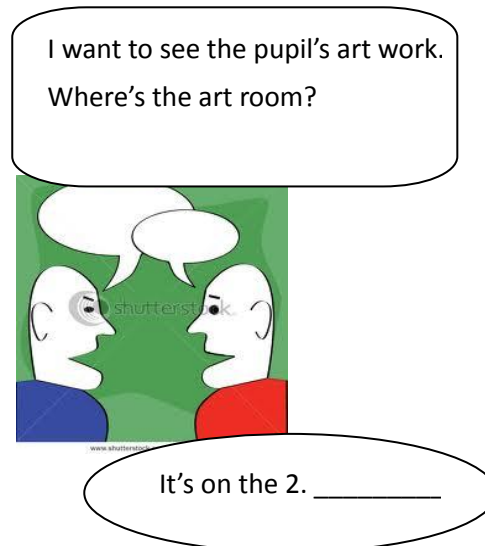
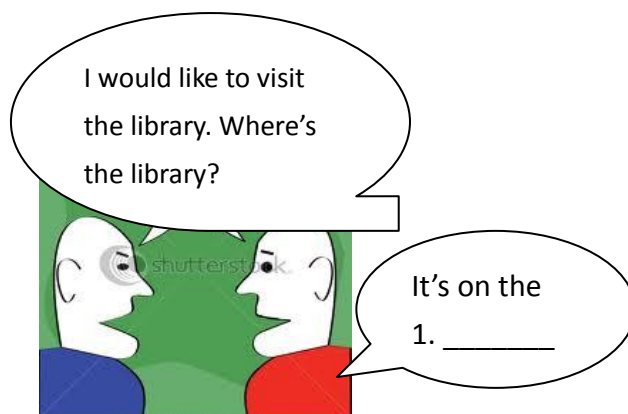
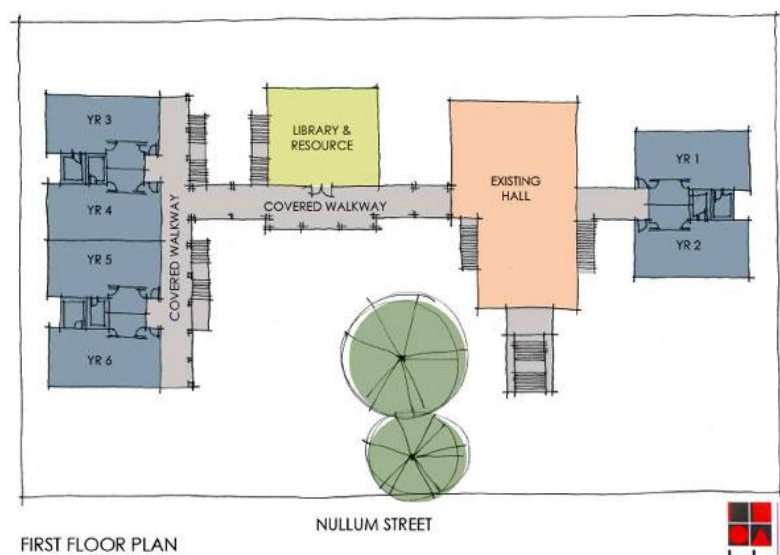
the fifth(5th) floor

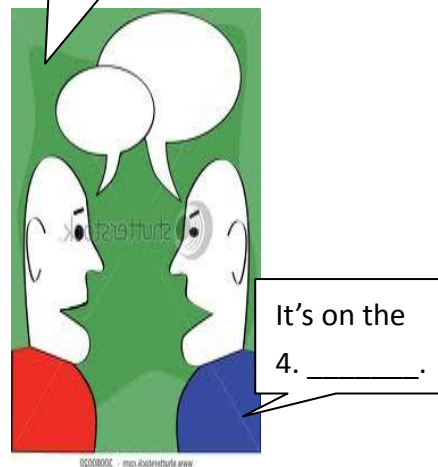




Worksheet 3

It's the open day of your school. Many visitors come to the school. You are helping them to find the places in the school. Complete the conversation below.





Worksheet 4

I. Complete the captions for your school.



We go to the hall for _____



It is very quiet in the _____



We love to exercise in the _____



We buy snacks in the _____

II. Stick photos of different facilities at your school. What are the students doing in the photos? Write captions for the photos. Read the example below.

Stick a photo here

E.g. The gym is located on the second floor of the school building. Students can exercise there.

Stick a photo here

1. The school library is on the _____ floor, right next to the stairs. Students can _____ books, magazines and newspapers there.

Stick a photo here

2. The t_____ is on the _____. It is behind the canteen. We can _____ there at break.

Stick a photo here

3. The _____ lab is at the end of the corridor on the _____. We have _____ lessons and _____ experiments there.

Stick a photo here

4. The _____
_____. We
_____.

Stick a photo here

5. _____

_____.

Riverside School
A modern and friendly school in Shatin
(harder version)

Our facilities

There are 880 students at our school. We have a huge hall for assembly. We meet there every morning.

The library is next to the hall. It has about 50,000 books in it. They cover lots of different subjects.

The science lab is behind the music room. We can do experiments there. We have 30 classrooms. They are bright and spacious. There are computers in every classroom.

School activities

You can exercise in our gym. It is behind the hall.

There are two basketball courts at our school. You can play there in the afternoon.



Our students are playing basketball.

There are also lots of school clubs. You can do art, drama, chess and music after school.

Come and visit our school! Our open day is on 3 October.

Call 5555 4321 for more information.

Worksheet 1

Warmer

How well do you know about your school?

_____.

I. A guessing game

Guess what this place is

1. Do the students eat there? No, they don't

Are there a lot of books? Yes, there are.

Is it _____?

2. Is it big? Yes, it is.

Is it usually for holding assembly? Yes, it is.

Is it _____?

II. How well do you know about Riverside School? Refer to the passage and answer the following questions.

a. How many computers are there in Riverside School?

_____.

b. What's on the same floor with the hall?

_____ the hall.

c. Can you name two to three school clubs?

Worksheet 2

As you are a form one student, you don't know much about your school. *What rooms and facilities can you find at your school? Where are they? In groups, walk around the school campus and make notes about the facilities. Try to find them out as many as you can. Read the given example.*

Playground tuck shop canteen (general) office library
 medical room music room art room home economics room
 classroom computer room science laboratory school hall
 preparation room boys'/girls changing room staff room

<i>Facilities</i>	<i>Location</i>
Playground (e.g.)	ground floor (G/F)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	

Worksheet 3

After collecting all the information, try to find a partner in your class and ask him/ her the following questions.

1. Where is the library?

E.g. It's on the first floor_____.

2. Where is the music room?

_____.

3. Where is the science laboratory?

_____.

4. Where is the art and design room?

_____.

5. Where is the staff room?

_____.

6. Where is the school hall?

_____.

7. Where is the (General) Office?

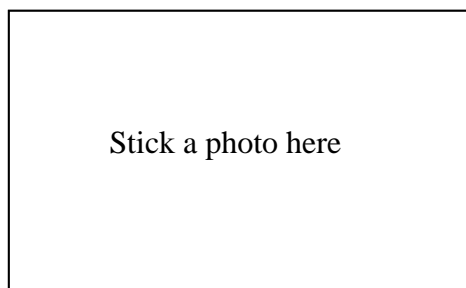
_____.

8. Where is the sick room?

_____.

Worksheet 4

Stick photos of different facilities at your school. What are the students doing in the photos? Write captions for the photos. Read the example below.



E.g. The gym is located on the second floor of the school building. Students can exercise there.

1. The school library is on the _____ floor, right next to the stairs. Students can read books, magazines and newspapers there.
2. The t_____ is on the _____ floor. It is behind the canteen. We can buy snacks there at break.

Our school guide

Now use the template below to help you draft your school guide.

Welcome to _____!	
Address: _____	
Email: _____	Telephone: _____
Website: _____	Fax: _____
Campus tour	
Our school campus comprises _____ classrooms and _____ special rooms.	

Other facilities include

The _____ is located on the _____ floor of the school building.

Students can _____

Stick a photo here

Stick a photo here

Stick a photo here

Stick a photo here

References

- | | |
|---|--|
| 1. New Treasure Plus 1A | Oxford University Press |
| 2. Tailor-made materials | Shi Hui Wen Secondary School |
| 3. Longman Target English 1 | Longman Hong Kong Education |
| 4. Oxford online resources | www.oupchina.com.hk |
| 5. TSA writing and speaking score guide | HKEAA |

Assessment criteria for Speaking

	Below average	Average	Good	Excellent
Volume	Fail to speak audibly	Speak audibly occasionally	Speak audibly most of the time	Speak audibly all the time
Pronunciation	Skip words or phrases occasionally.	Make some mistakes in pronunciation.	Make very few pronunciation mistakes.	Make no pronunciation mistake.
Eye contact	Fail to maintain eye contact	Can maintain eye contact occasionally	Maintain eye contact most of the time	Maintain eye contact all the time
Expression	<ul style="list-style-type: none"> • Provide brief answers to at least two questions* but with difficulty. • Respond to most of the questions hesitantly 	<ul style="list-style-type: none"> • Provide brief answers to some of the questions* with some prompting. • Respond to some of the questions hesitantly. 	<ul style="list-style-type: none"> • Provide relevant answers to most of the questions* with no or little prompting. • Respond to most of the questions* naturally. 	<ul style="list-style-type: none"> • Provide relevant answers to most of the questions* and give elaboration to some of the questions. • Respond to most of the questions* naturally and readily
Intonation	Read hesitantly with many mistakes in pronunciation.	Read quite clearly.	Read fluently and clearly.	Read fluently and clearly with appropriate pausing and intonation.

Assessment criteria for writing

Score	1	2	3	4
Content	Limited ideas relevant to the topic	Some relevant ideas	Most or all relevant ideas	All relevant content
Organization	<ul style="list-style-type: none"> •Incomprehensible •Incoherent paragraphs 	<ul style="list-style-type: none"> •Paragraphs generally developed based on prompts •Use of simple connectives and sequences 	<ul style="list-style-type: none"> •Paragraphs developed with simple details •Coherent links within and between paragraphs 	
Language	<ul style="list-style-type: none"> • Use a limited range of vocabulary and language patterns • Write with many errors in grammar and spelling that may affect meaning 	<ul style="list-style-type: none"> • Use familiar vocabulary and simple language patterns • Write with some errors in grammar and spelling that does not affect meaning 	<ul style="list-style-type: none"> •Use a range of vocabulary and language patterns • Write with a few errors in grammar and spelling • Most basic punctuation correct 	<ul style="list-style-type: none"> •Use a good range of vocabulary and language patterns •Mainly accurate in grammar, spelling, capitalisation and punctuation
Ideas	Response lack details	Some ideas expressed with details	Relates ideas to the topic with details	Ideas expressed effectively/clearly

Adapted from HKEAA