#### Catering for Learner Diversity in English Language Learning

#### **Catering for Learning Diversities**

In order to cater for learner diversities, all the tasks including the reading passage are designed with two levels of difficulties. For more capable students, the vocabulary and sentence structures are more demanding and complex while there are more simple structured sentences for the less capable ones. In addition, an approach of implicit learning is adopted to arouse learning interest for high achievers. On the contrary, learning tasks for low achievers are constructed with different levels of scaffolding in order to build up their confidence to learn and use the language.

#### **Learning Objectives**

The resource package showcases a series of tasks designed for different reading stages namely pre-reading, while-reading, post-reading as well as an extended writing task for Secondary Two students in a Band 2 school. The topic is taken out from Longman Elect JS2A. All the four language skills are strengthened through the designed activities. Students are provided opportunities to collaborate with their peers in the lessons.

In the pre-reading stage, through a song about shopping, students are introduced the lesson topic and learn the target vocabulary items. Students are further guided to learn the vocabulary i.e. the types of shops and products sold. These can prepare them well for the next stage of reading.

In the while-reading stage, the reading passage helps students familiar with different shopping areas and facilities. By doing so, students will be equipped with relevant vocabulary and knowledge for the writing task, i.e. their own favourite shopping centre or area. In addition, the extended grammar exercises aim at developing students' awareness on making comparison among different shopping areas. Since they will be asked to conduct a survey and write a report on it, the knowledge of comparatives and superlatives will be useful for the final writing task.

Besides, students get to understand the latter part of the passage through interacting with their peers in an interview. With the help of a mind map, students can organize the ideas in the passage more systemically. It helps them generate ideas to write a short description of their favourite place to shop.

In the post-reading stage, students are carefully guided to do a short writing on their favourite place to shop. Students can make good use of the words and phrases learnt from the reading



passage in their writing.

An extended writing task is done to further strengthen students' gained knowledge in the topic. Students are asked to conduct a survey to learn about their teachers and classmates' shopping habits. They have to form questions for the survey and analyze the collected data. A survey report will be compiled as the final product.

Table of Content - Pre-reading

	The Strong Version	The Weak Version			
	Pre-reading stage				
No. of lesson	1				
Objective	Students will be able to:	Students will be able to:			
	learn different types of	■ learn different types of			
	shops	shops			
	learn the types of	■ learn the types of			
	products sold in shops	products sold in shops			
	<ul><li>appreciate a kind of</li></ul>	■ appreciate a kind of			
	language arts, a song	language arts, a song			
	about shopping	about shopping			
Learning	■ Students take/find a	■ Students take/find a			
activities /	picture about a place	picture about a place			
tasks	that they usually go	that they usually go			
	shopping (Preparation	shopping (Preparation			
	before the lesson).	before the lesson).			
	<ul><li>Students find pictures</li></ul>	<ul><li>Students find pictures</li></ul>			
	for the types of shops	for the types of shops			
	and name 2 products	and name a product sold			
	sold (Preparation	(Preparation before the			
	before the lesson).	lesson).			
	Students listen to "The	■ In pairs, students listen			
	Shopping Song" and fill	to "The Shopping Song"			
	in the answers for the	and choose the answers			
	types of shops and the	for the types of shops			
	products sold.	and the products sold.			
	<ul><li>Teacher stresses the</li></ul>	<ul><li>Teacher stresses the</li></ul>			
	use of rhymes and other	use of rhymes and other			



	poetic devices in the song.  Students sing the songs together.  With the preparation done at home, students identify and name the types of shops and the products sold in pairs.	poetic devices in the song.  Students sing the songs together.  With the preparation done at home and the words given, students identify and name the types of shops and the products sold in groups of 4.
Learning materials	Task 1-3	Task 1-3
Language skills to be developed	<ul><li>Speaking</li><li>Listening</li><li>Writing</li><li>Reading</li></ul>	<ul><li>Speaking</li><li>Listening</li><li>Writing</li><li>Reading</li></ul>
Generic skills to be developed	<ul><li>Collaboration skills</li><li>Communication skills</li></ul>	<ul><li>Collaboration skills</li><li>Communication skills</li></ul>
Multiple Intelligences to be developed	■ Interpersonal ■ Verbal-linguistic	■ Interpersonal ■ Verbal-linguistic



Pre-reading:	Task 1	(More challenging)

Complete the following tasks before the lesson.

a.	Which district do you usually go shopping?
b.	Take/Find a picture and stick it in the following space.



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c. What shops can you find there? What can you buy from the shops?

Shops	Products
Type: boutique	♦ dresses
Type: ocumque	<b>♦</b>
	<b>♦</b>
Type:	
	<ul><li>♦</li><li>♦</li></ul>
	<b>♦</b>
Type:	

# Pre-reading: Task 1 (Easier)

Complete the following tasks before the lesson.

a. Where do you usually go shopping?

Choose 1: Causeway Bay/ Mongkok/ Shatin/

۱_	Talsa/Eind a		atial- it in	410 a f	. 11	~ · · · · ·
D.	Take/Find a	picture and	Stick it in	the ic	onowing	space.





L				

c. What shops can you find there? What can you buy from the shops?

c. What snops can you find there? W			
S	hops		Products
Type: boutique	Their, you prise and good of their you good of their you.	<b>\</b>	dresses
Type. bounque		<b>\$</b>	
Type:	shop	·	
	-	<b>\$</b>	
Type:	shop		

# **Pre-reading: Task 2 (More Challenging)**



Listen to the "The Shopping Song" and fill in the following blanks.

# The Shopping Song

Take a look all around Here are some shops that I've found There are different shops in every town And you can buy everything there



There are little sh	lops and bigger shops	
And	selling all you need	
Food to eat and c	lothes to wear	
Or books and	, magazines to read	



Say what you need to buy
It may be on a shelf up high
Grown-ups meet and chat and babies cry
And you can buy everything there

There's a	<b>shop</b> with bread and cakes		
A	<b>shop</b> with some fashion for your feet		
The shop with all the games and toy			
And next door there's a shop that's full of			



Take a look all around Here are some shops that I've found There are different shops in every town And you can buy everything there

Source: <a href="http://www.learnenglish.org.uk/kids/songs/shopping.html">http://www.learnenglish.org.uk/kids/songs/shopping.html</a>

Duration: 1 minute 37 seconds



# **Pre-reading: Task 2 (Easier)**

Listen to the "The Shopping Song" and fill in the following blanks in pairs.

# The Shopping Song

Take a look all around Here are some shops that I've found There are different shops in every town And you can buy everything there



There are little shops and bigger shops
And **supermarkets**/ **street markets** selling all you need
Food to eat and clothes to wear
Or books and **newspapers**/ **papers**, magazines to read



Say what you need to buy
It may be on a shelf up high
Grown-ups meet and chat and babies cry
And you can buy everything there

There's a **baker's shop**/ **bakery shop** with bread and cakes A **sports shop**/ **shoe shop** with some fashion for your feet The shop with all the games and toys And next door there's a shop that's full of **candies**/ **sweeties** 



Take a look all around Here are some shops that I've found There are different shops in every town And you can buy everything there



Source: <a href="http://www.learnenglish.org.uk/kids/songs/shopping.html">http://www.learnenglish.org.uk/kids/songs/shopping.html</a>

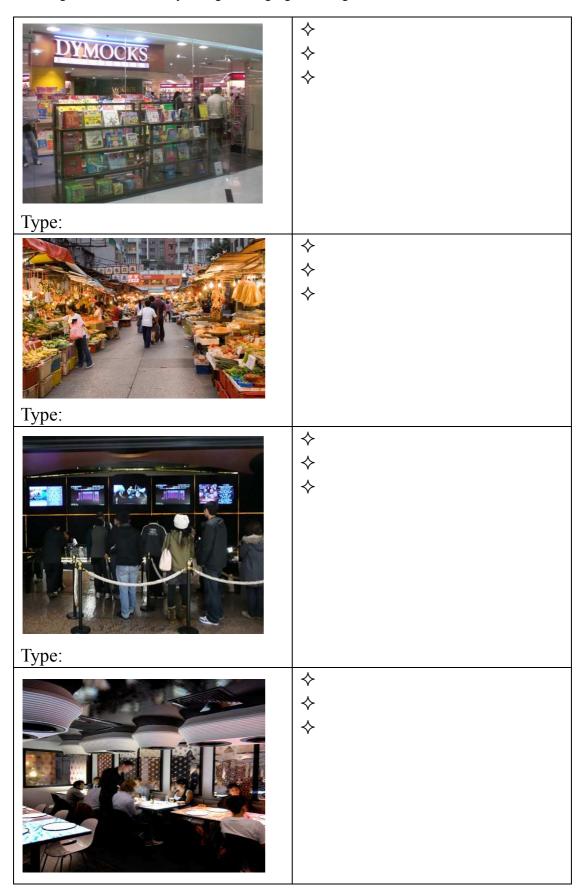
Duration: 1 minute 37 seconds

# **Pre-reading: Task 3 (More challenging)**

In pairs, complete the following table.

Shops	Products
18 10 20 21 22 43 22 55 18 10 20 21 22 43 25	<ul><li></li></ul>
Type: computer shop	
	\$ \langle \la
Type:	







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Type:	
DIVIDADO DE PROPERTO DE LA CONTRACTOR DE	* * *
Type:	
USO EZE	♦ ♦
Type:	

# Pre-reading: Task 3 (Easier)

- 1. In groups of 4, complete the following table with the following types of shops:
- > food court
- > restaurant
- > sports shop
- > street market
- book shop
- department store
- > cinema

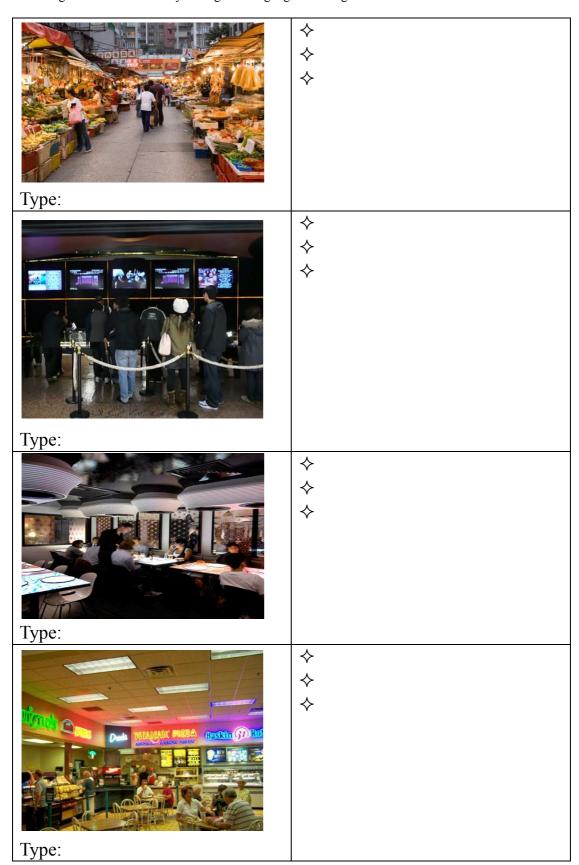


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# 2. Name 2 products which can be found in the shop.

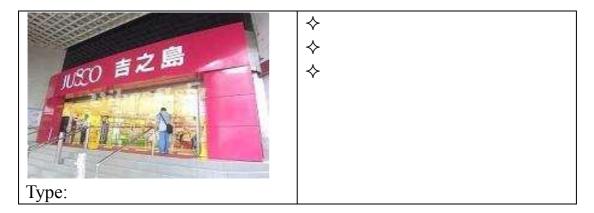
Shops	Products
Type: computer shop	<ul><li></li></ul>
Type:	A
Type:	* *







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# **Table of content – While-reading activities 1**

	Section 1: Reading pa	rt one	
No. of lesson	2		
	For high achievers	For low achievers	
Objectives	After the lessons, students will be	After the lessons, students will be	
	able to:	able to:	
	• use adjectives to describe	<ul> <li>identify adjectives for</li> </ul>	
	trends and shopping centres,	describing trends and shopping	
	• tell facilities of different	centres,	
	shopping areas in Hong Kong,	• learn and understand facilities	
	• show preference for their own	of different shopping areas in	
	shopping habits	Hong Kong	
Learning	Students (Ss) brainstorm	• Students (Ss) work in pairs and	
activities /	adjectives used to describe	brainstorm 4 adjectives used to	
tasks	trends	describe trends	
	• Ss work in pairs and scan	Ss work in pairs and scan	
	through the text to find	through the text to find	
	adjectives relevant to the	adjectives match with the	
	descriptions	given words	
	• Ss work in groups of 3 to both	• Ss work in groups of 4. First,	
	answer and ask their group	each pair read through the text	
	mates on what they've read. Ss	to find suitable answers.	
	have to jot notes.	• Then, each pair shares their	
	• Ss works in the same groups	answers with other pair to have	
	and discuss about what their	a whole picture of the reading	
	preference for shopping	text.	
Learning	Reading exercises Part I to III		
materials			
Language	• Speaking	• Speaking	
skills to be	• Listening	• Listening	
developed	• Reading	Reading	
	Writing		
Generic skills	Study skills	Collaboration skills	
to be	Collaboration skills	Communication skills	
developed	Communication skills		



	<ul> <li>Critical thinking skills</li> </ul>	
Multiple	Visual-spatial	Visual-spatial
Intelligences to	<ul><li>Interpersonal</li></ul>	<ul> <li>Interpersonal</li> </ul>
be developed	<ul> <li>Verbal-linguistic</li> </ul>	Verbal-linguistic
	<ul><li>Intra-personal</li></ul>	

	Section 2: Extended gramm	ar exercises
No. of lesson	2	
	For high achievers	For low achievers
Objectives	After the lessons, students will be able to:  • identify different formats of comparatives and superlatives,  • change adjectives into forms of comparatives and superlatives to make comparison,  • write sentences to compare	After the lessons, students will be able to:  • identify different formats of comparatives and superlatives,  • change adjectives into forms of comparatives and superlatives to make comparison
Learning activities / tasks	<ul> <li>Students (Ss) generate the concept and the usage of comparatives and superlatives with the given sentences.</li> <li>Ss work in pairs to work out the rules for comparatives and superlatives based on the notes.</li> <li>Ss write complete sentences to compare different shopping malls.</li> </ul>	<ul> <li>Students (Ss) are taught with the forms of comparatives and superlatives.</li> <li>Ss work in pairs to complete the rules of comparatives and superlatives by filling in the blanks with suitable forms of adjectives.</li> <li>Ss change the given adjectives into comparatives and superlatives to make comparison.</li> </ul>
Learning materials	Extended grammar exercises Part I to	) IV
Language skills to be developed	<ul><li>Speaking</li><li>Listening</li><li>Writing</li></ul>	<ul><li>Speaking</li><li>Listening</li><li>Writign</li></ul>



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Generic skills	Study skills	Study skills
to be	Collaboration skills	<ul> <li>Collaboration skills</li> </ul>
developed	Problem-solving skills	<ul> <li>Problem-solving skills</li> </ul>
Multiple	Visual-spatial	Visual-spatial
Intelligences to	Interpersonal	<ul> <li>Interpersonal</li> </ul>
be developed	Verbal-linguistic	Verbal-linguistic
	<ul> <li>Logical thinking</li> </ul>	Logical thinking

Source: Longman Elect S2A

#### Reading text for high achievers







#### \*1\* Causeway Bay

Causeway Bay is a shopper's paradise for both families and teenagers. With everything from modern shopping centres and trendy boutiques to busy street markets, there's something for every one.

**Times Square**, the landmark of Causeway Bay, is the largest shopping centre in the district. This huge shopping centre has more than 230 shops, a cinema, a food court and four floors of restaurants serving many different types of cuisines. There are even trendy photo-sticker machines, where you can get a lasting memory of your shopping trip. In addition, it will turn into one of the most crowded place on Christmas Eve and New Year's Eve as the area is packed with revelers waiting for the midnight countdown.



Lockhart Road, Paterson Street and Great George Street are popular areas for teenage shoppers. Although the products might not be the cheapest in town, they're often more stylish than those available elsewhere.







#### \*2\* Mongkok

Mongkok is one of the best shopping areas for teenagers. Here, you can find many modern and stylish items. If you're a sports fan, you should go to Fa Yuen Street, where the whole street is lined with sports shops selling all kinds of sportswears and equipment, at reasonable prices too. If you're a follower of Japanese or Korean fashion, you will love **Trendy Zone** and Chic Castle. These shopping centres offer a wide selection of fashionable clothes and accessories at a very good price. For families, Langham Place, which is the tallest landmark in Mongkok, is a good alternative. For computer fans, a visit to the Mongkok Computer Centre is a must.

#### Reading text for lower achievers



Causeway Bay is a shopper's paradise for both families and teenagers. You can buy everything from modern shopping centres and trendy boutiques to busy street markets.

**Times Square** is the largest shopping centre in Causeway Bay and is very popular with families. It has more than 230 shops, a cinema, a food court and four floors of restaurants

serving many different types of food. There are even trendy photo-sticker machines for



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you to get a memory of your shopping trip.









#### \*2\* Mongkok

Mongkok is one of the best shopping areas for teenagers. Here, you can find many stylish items. If you're a sports fan, you should go to **Fa Yuen Street**, where you can buy sports clothes at reasonable prices.

If you like Japanese or Korean fashion, you will love **Trendy Zone** and **Chic Castle**. These shopping centres offer many fashionable clothes and accessories at a very good price. For computer fans, a visit to the Mongkok Computer Centre is a must.



#### Reading exercises for high achievers

#### **Part I** Brainstorming activity



How do you describe the fashion style or the products on the left? Think of as many adjectives as possible with your partner.

#### Part II

Work in pairs. Study the definition carefully, and then find out suitable adjectives from the passage.

1.	made using the most recent ideas (In text 1)	
2.	popular at the moment (In text 2)	
3.	an antonym of the word 'outdated' (In text 1)	
4.	a synonym of the word 'fashionable' (2 answers)	

# Part III Group work

Work in groups of three, and then complete the following tasks.



- Task 1: You are Student A. Please read paragraph one and then answer questions raised by your group members.
- Task 2: Now, please interview your group mate to find out possible answers for the following questions. Don't forget to jot down some notes.

(Questions related to paragraph 2)

	Questionnaire (Set 1)
1.	Apart from shopping malls, where can we go shopping in Causeway Bay?
2.	(a) If I have little pocket money, are they good shopping place for me?
	(b) Why do you think so?
3.	Do many young people go shopping there? Why or why not?

- Task 1: You are Student B. Please read paragraph two and then answer questions raised by your group members.
- Task 2: Now, please interview your group mate to find out possible answers for the following questions. Don't forget to jot down some notes.

(Questions related to paragraph 3)

# Questionnaire (Set 2) Where can we go shopping in Kowloon? If I like playing sports, where can I go shopping? If I'm a fan of Japanese pop culture, is there any shopping place for me? Apart from Golden Plaza in Sham Shui Po, where can I shop for digital appliances? Would you suggest the place for your classmates? Why or why not?

- Task 1: You are Student C. Please read paragraph three and then answer questions raised by your group members.
- Task 2: Now, please interview your group mate to find out possible answers for the following questions. Don't forget to jot down some notes.

(Questions related to paragraph 1)

	Questionnaire (Set 3)
1.	Are there any shopping centres in Causeway Bay?
2.	What is the size of Times Square? How do you know that?
3.	Apart from shopping, what else can I do there?
4.	Is it a good place for dining? Why?
5.	If I want to celebrate Christmas with my friends, where can I go?
6.	Is it a good shopping place for us? Why?

#### Task 3: Group discussion

Work in the same group, and discuss the following question with your own ideas.

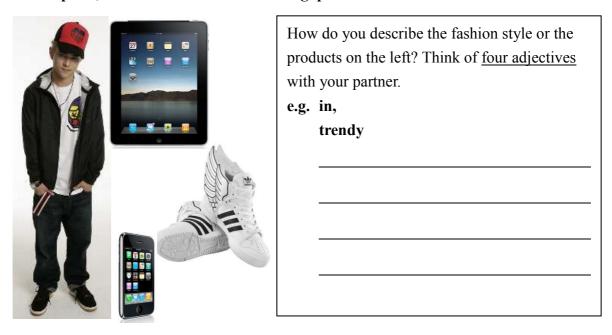
Both Causeway Bay and Mongkok sound like good places for shopping. Which place do you think is better for teenagers like you? Why?



#### Reading exercises for low achievers

# Part I Pair work

Work in pairs, and then discuss the following question.



# Part II Pair work

Match column A with column B, and then write the letter in suitable brackets.

1. modern (line 2)
2. trendy (line 2)
3. stylish (line 8)
4. fashionable (line 11)

A.	in	[	]
B.	new	[	]
C.	up-to-date	[	]
D.	look cool	ſ	]



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Part III Group wo
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Task 1: Your are Student A and B, work in pairs and read paragraphs 1 and 2. Then find out possible answers for the following questions.

1.	What is the name of the shopping centre in Causeway Bay?
	(Sogo / Times Square)
2.	<u>Is</u> the shopping centre <u>big</u> ? (Circle the answer)
	Yes, it is. / No, it isn't.
3.	How many shops are there?
4.	Can you have lunch there? (Circle the answer)
	Yes, we can. / No, we can't.
5.	If my family wants to watch 'Batman', where can I go?
6.	I don't like shopping. If I go there with my friends, what can I do there?

# Part III Group work

Task 1: Your are Student C and D, work in pairs and read paragraphs 3 and 4. Then find out possible answers for the following questions.

1.	What is the name of the shopping place?
2.	Can you buy cheap things there? (Circle the answer)
	Yes, we can. / No, we can't.
3.	Where can you go to buy sports shoes?



Task 2: Based on the information you've found, introduce the shopping mall or the shopping place to the other pair.

# **Extended grammar exercises (For high achievers)**

#### Part I Comparatives and superlatives

Langham Place is more **popular** than Times Squares.

Times Square, the landmark of Causeway Bay, is the largest shopping centre in the district.

Study	y the	above	two se	entences	and	answer	the	questions.

- 1. What type of word form are the bold words?
- 2. What do the underlined phrases use for?

# **Part II** Forming comparatives and superlatives

In pairs, complete the rules of forming comparatives and superlatives.

Adjective form	Comparative	Superlative
Only syllable, ending in -e. Examples: wide, fine, cute	Add -r: wider, finer,	Add -st: widest, finest,
Only syllable, with one vowel and one consonant at the end. Examples: hot, big, fat	Double the consonant, and add -er: hotter, bigger,	Double the consonant, and add <b>-est</b> : hottest, biggest,
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: light, neat, fast	Add -er: lighter, neater,	Add -est: lightest, neatest,
syllables, ending in Examples: happy, silly, lonely	Change y to i, then add -er: happier, sillier,	Change y to i, then add -est: happiest, silliest,
Two syllables or more, not ending in -y. Examples: modern, interesting, beautiful	Use "" before the adjective: more modern, more interesting, more	Use "" before the adjective: most modern, most interesting, most



beautiful	beautiful

# Part III How to use comparatives and superlatives

# Comparatives

Comparatives are used to compare \_\_\_\_\_ things.

You can use sentences with "than", or you can use a conjunction like "but".

Gucci handbag is more expensive than LV handbag.

LV handbag is expensive, **but** Gucci handbag is *more expensive*.

**Superlatives** 

Superlatives are used to compare **more than two** things.

Superlative sentences usually use "the", because there is only one superlative.

Jason is **the** *tallest* in the class.

Yukio is tall, and Jiro is taller, but Masami is **the** *tallest*.

# Part IV Homework

Study the following table, and then complete the following sentences to make comparison among the three shopping malls. You may have to change of the form of the adjectives in brackets.

	Times Square	Gala Shopping Mall	New Town Plaza
Location	Causeway Bay	Mongkok	Sha Tin
No. of shops	More than 230	Around 50	More than 360
Special features	2. a cinema	6. Japanese clothes	8. department stores
	3. a food court	7. hair accessories	9. bookshops
	4. four floors of		10. a cinema
	restaurants		11. Snoopy's World
	5. photo-sticker		12. a few restaurants
	machines		

1.	In terms of the num	ber of shops,	(a)	is (big)	than	(b) But	. is (big).
----	---------------------	---------------	-----	----------	------	---------	-------------

2. If you live on Hong Kong Island, (a) is (convenient) to you tha	2.
--	----

(b) But ... is (convenient).



- 3. If you want to do shopping with friends, (a) ... is (suitable) for you than ...
  - (b) But ... is (suitable) because .....

# **Extended grammar exercises (For low achievers)**

#### Part I What are comparatives?

- We use comparatives to compare **two things**,
- We use with 'than'

Yasachi \$250





Nike \$650

- 1. Yasachi's sports shoes are **cheaper than** Nike's sports snoes.
- 2. Nike's sports shoes are <u>more expensive than</u> Yasachi's sports shoes.

#### Part II What are superlatives?

- We use superlatives to compare **more than two things**,
- We use with 'the'

Yasachi \$250





Nike \$650



Adidas \$880

- 1. Yasachi's sports shoes are **the cheapest**.
- 2. Adidas' sports shoes are the most expensive.

# Part III (A) Forming comparatives

In pairs, complete the rules of forming comparatives and superlatives.

# Adjective form Comparative One syllable, ending in -e. Add -r: Examples: wide, fine, cute wider, finer, \_\_\_\_\_ One syllable, with one vowel (a / e / i / o / u ) Double the consonant, and add -er:



and one consonant at the end. Examples: hot, big, fat	ho <b>tt</b> er, bi <b>gg</b> er,
<u>Two</u> syllables, ending in -y. Examples: happy, silly, lonely	Change y to i, then add -er: happier, sillier,
Two or more syllables Examples: modern, interesting, beautiful	Use "more" before the adjective: more modern, more interesting, more

# Part III (B) Forming superlatives

Adjective form	Superlative
syllable, ending in <b>-e</b> .  Examples: wide, fine, cute	Add -st: widest, finest,
syllable, with one vowel (a / e / i / o / u ) and one consonant at the end.  Examples: hot, big, fat	Double the consonant, and add <b>-est</b> : hottest, biggest,
syllables, ending in  Examples: happy, silly, lonely	Change y to i, then add -est: happiest, silliest,
or more syllables, Examples: modern, interesting, beautiful	Use " <b>most</b> " before the adjective: most modern, most interesting,

# Part IV Homework

Study the following table, and then fill in the blanks with suitable form of adjectives in brackets. Follow the example.

	Times Square	Gala Shopping Mall	New Town Plaza
Location	Causeway Bay	Mongkok	Sha Tin



No. of shops	More than 230 Around 50		More than 360	
Special features	• a cinema	<ul> <li>Japanese clothes</li> </ul>	• a cinema	
	<ul><li>restaurants</li></ul>	<ul> <li>hair accessories</li> </ul>	<ul><li>restaurants</li></ul>	
	<ul><li>photo-sticker</li></ul>		<ul> <li>department stores</li> </ul>	
	machines		• Snoopy's World	

**Times Square** has more than 230 shops, it is **e.g. bigger than** (big) **Gala Shopping Mall**. But **New Town Plaza** is **e.g. the biggest** (big) because it has more than 360 shops.

If you live in Wan Chai, <i>Gala Shopping Mall</i> is (1)					
(convenient) to you than New Town Plaza. But Times Square is (2)					
(convenient) because it is on Hong Kong Island.					
If you want to go shopping with your families, <i>Times Square</i> is (3)					
( <u>suitable</u> ) for you than	. But				
is (4)	(suitable) because you can play games at Snoopy's World.				



Table of
content –
<b>While</b>
reading
activities 2

	The Strong Version The Weak Version				
	While-rea	ding stage			
No. of lesson	3				
Objectives	Students will be able to: Students will be able				
	• read a short text	• read a short text			
	using skills of	using skills of			
	scanning and	scanning and			
	skimming	skimming			
	• interview their	• interview their			
	partners	partners			
	• respond to their	• respond to their			
	partners' questions	partners' questions			
	during interview	during interview			
	• generate ideas by	• generate ideas by			
	using a mind map	using a mind map			
	• write a short	• write a short			
	descriptive paragraph	descriptive paragraph			
	about their favourite	about their favourite			
	place to shop	place to shop with			
		guidelines given			
Learning activities/tasks	Students work in	Students work in			
	pairs and take turns	pairs and take turns			
	to be interviewer and	to be interviewer and			
	interviewee. Each	interviewee. Each			
	time one student	time one student			
	reads a short text	reads a short text			
	given and another	given and another			
	student in the group	student in the group			
	has to read the	has to read the			
	interview questions.	interview questions.			
	During the interview,    During the interview.				
	the interviewer has to	the interviewer has to			

	•	jot down the answers told by the interviewee Students are given some mind maps, they have to complete the map with the information in the short texts they have just read. Then share their answers with their partners. Students write a short	•	jot down the answers told by the interviewee Students are given some mind maps, they have to complete the map with the information in the short texts they have just read. Then share their answers with their partners. With a lot of
	•	Students write a short paragraph about their favourite place to	•	With a lot of guidelines given, students write a short
		shop- Gala Shopping Mall or New Town		paragraph about their favourite place to
		Plaza.		shop- Gala Shopping Mall or New Town Plaza.
Learning materials	WS	p.3, 5, 7, 9 & 11	WS	p. 4, 6, 8, 10 & 11
	• VV IS	Speaking	• VV S	Speaking
Language skills to be		Reading		Reading
developed	Ì	Listening	ľ	Listening
		Writing		Writing
Generic skills to be	•	Collaboration skills	•	Collaboration skills
developed	•	Communication	•	Communication
исчеторец	•	skills	•	skills
Multiple Intelligences to be developed	•	Interpersonal Verbal-linguistic	•	Interpersonal Verbal-linguistic
be developed		vorour iniguistic		, crour miguistic

Role
Play (for
stronger
students

#### Student A, Text 3

The following is the description of your favourite place to shop. Read it carefully and then your partner will ask you some questions about it.

I love shopping in Gala Shopping Mall on Dundas Street in Mong Kok. My favourite



shop is a boutique selling trendy Japanese clothes and hair accessories. I go there with my friends after school every Friday. Although most of the items sold in that shop are more costly than in other clothes shops, their designs are unique and stylish. After going shopping, we like to buy snacks from the food stalls across the road from the shopping mall. I think the fish balls and stinky tofu there are the best in Hong Kong!

Student	в, і	ext	3			
17						

You are going to interview your partner about his/her favourite place to shop. Read the interview questions below carefully. Then ask your partner and jot down the answers on the lines provided.

1.	What is your favourite place to shop?
2.	Where is it?
3.	What is your favourite kind of shop?
4.	What can you buy from this kind of shop?
5.	How often do you usually go shopping?
6.	What are your comments on the items sold in this kind of shop?
7.	If I'm hungry after shopping, where can I buy some snacks?
8.	What special snacks can I buy there?

9. Overall speaking, will you recommend this shopping place to tourists? Why or why

# Role Play (for weaker students)

#### Student A, Text 3

not?

The following is the description of your favourite place to shop. Read it carefully



and then your partner will ask you some questions about it.

I love shopping in Gala Shopping Mall on Dundas Street in Mong Kok. My favourite shop is a boutique selling trendy Japanese clothes and hair accessories. I go there with my friends after school every Friday. Although most of the things sold in that shop are more expensive than in other clothes shops, their designs are unique and trendy.

#### Student B, Text 3

You are going to interview your partner about his/her favourite place to shop. Read the interview questions below carefully. Then ask your partner and jot down the answers on the lines provided.

- 1. What is your favourite place to shop?
- -----
- 2. Where is it?
- 3. What is your favourite kind of shop?
- 4. What can you buy from this kind of shop?
- \_\_\_\_\_
- 5. How often do you usually go shopping?
- 6. What do you think about the things sold in this kind of shop?

The same and the s



# Role Play (for stronger students)

#### Student B, Text 4

The following is the description of your favourite place to shop. Read it carefully and then your partner will ask you some questions about it.



My favourite shopping centre is New Town Plaza in Sha Tin. It's enormous. (I think there are more than 360 shops). Sometimes I go there with my friends and sometimes I go with my family. If I go there with my friends, we usually hang out in McDonald's. Normally, we go window-shopping. My favourite shops are the department stores and bookshops. Occasionally, we go to see a film at the cinema. If I go there with my family, we always go to Snoopy's World. It's my baby sister's favourite but I think it's a bit babyish for me.

#### Student A, Text 4

You are going to interview your partner about his/her favourite place to shop. Read the interview questions below carefully. Then ask your partner and jot down the answers on the lines provided.

- What is your favourite shopping centre?Where is it?
- 3. Is it massive? Why do you think so?
- 4. Whom do you usually go shopping with?
- 5. Do you always buy a lot? Why?
- 6. What are your favourite shops?
- 7. Is there any cinema in the shopping centre?
- 8. Is any place in the shopping centre which is suitable for a family to go together? Why?

# Role Play (for weaker students)



#### Student B, Text 4

The following is the description of your favourite place to shop. Read it carefully and then your partner will ask you some questions about it.

My favourite shopping centre is New Town Plaza in Sha Tin. It's very big. (I think there are more than 360 shops). Sometimes I go there with my friends and sometimes I go with my family. If I go there with my friends, we usually go to McDonald's. Normally, we go window-shopping. My favourite shops are the department stores and bookshops. Sometimes, we go to see a film at the cinema. If I go there with my family, we always go to Snoopy's World. It's my baby sister's favourite but I think it's a bit babyish for me.

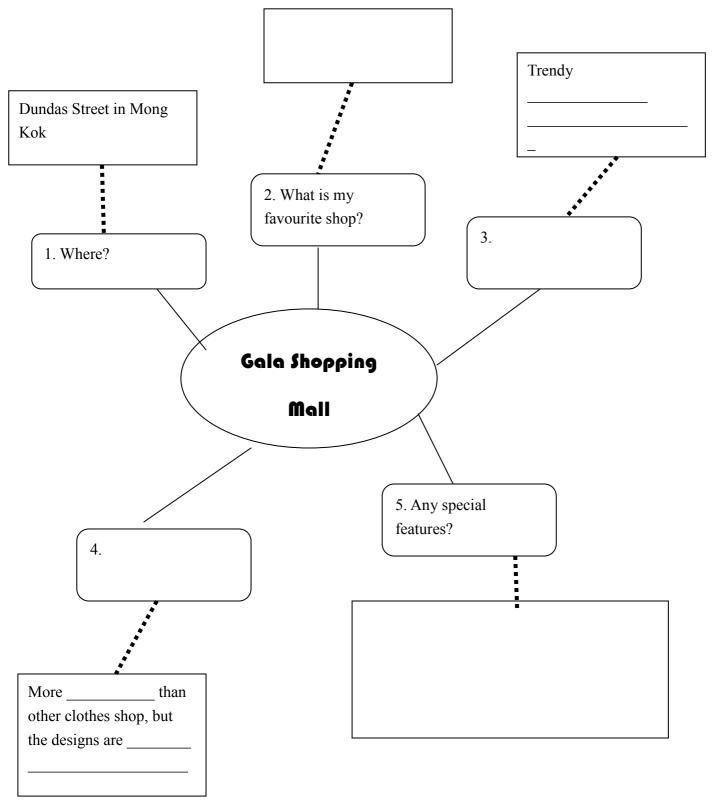
#### Student A, Text 4

You are going to interview your partner about his/her favourite place to shop. Read the interview questions below carefully. Then ask your partner and jot down the answers on the lines provided.

an	swers on the tines provided.
1.	What is your favourite shopping centre?
2.	Where is it?
3.	Is it huge? Why do you think so?
4.	Whom do you usually go shopping with?
5.	What are your favourite shops?
6.	Is there any cinema in the shopping centre?
7.	Is any place in the shopping centre which is suitable for a family to go together?  Do you like it?



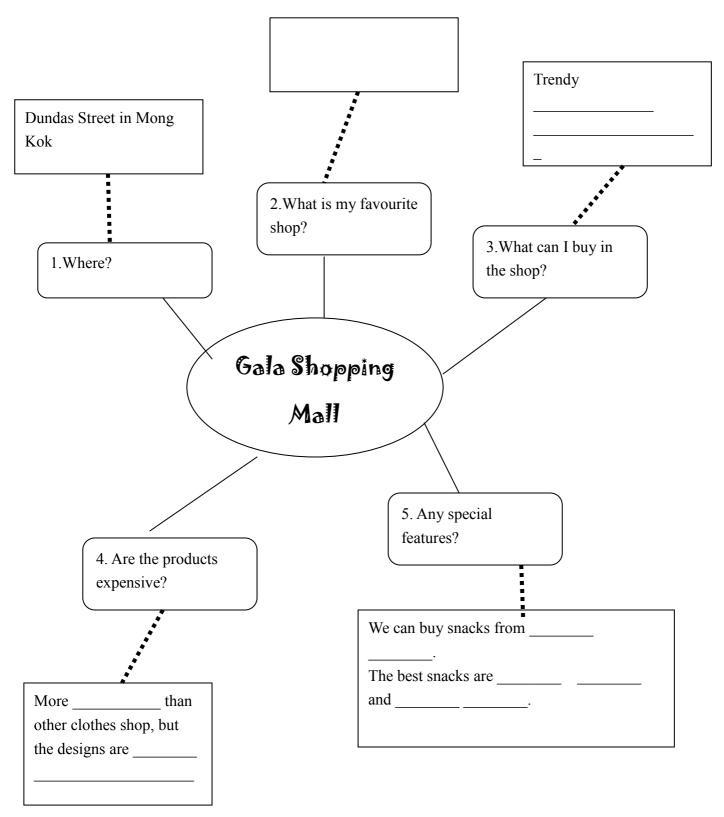
## **Text 3 Mind-map (for stronger students)**







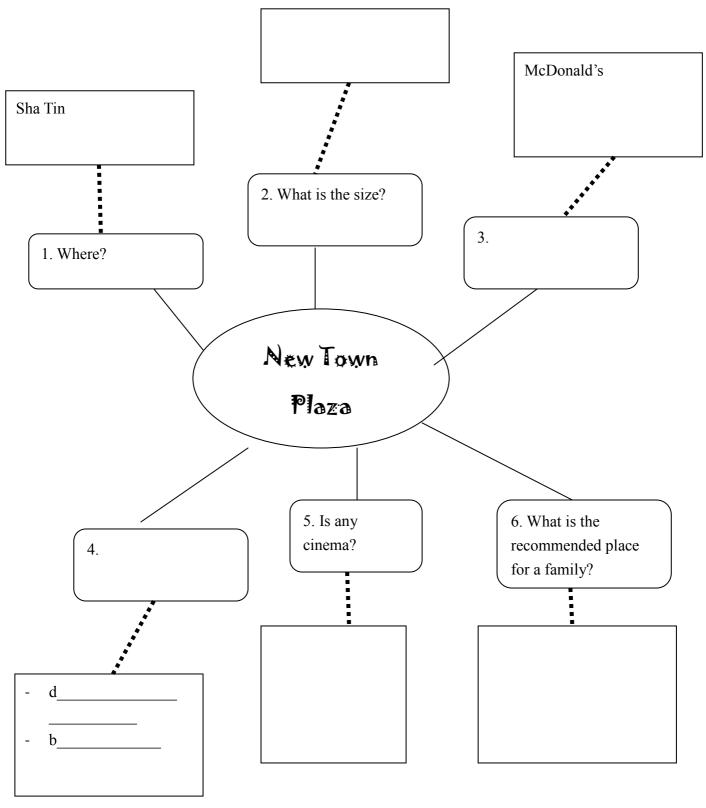
### **Text 3 Mind-map (for weaker students)**







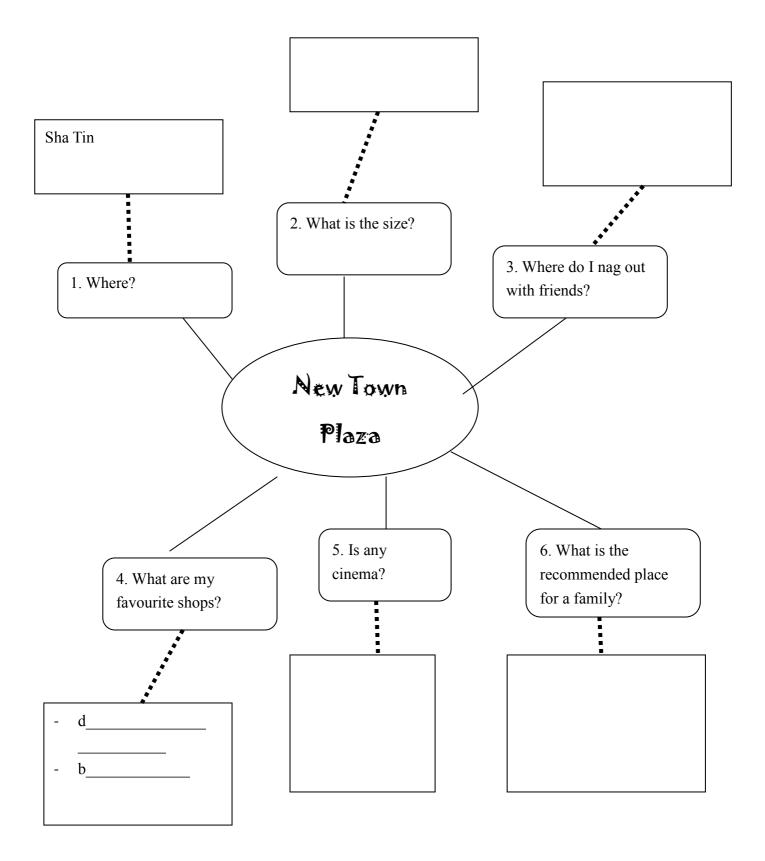
## **Text 4 Mind-map (for stronger students)**



The Hong Kong Institute of Education 香港教育學院



## **Text 4 Mind-map (for weaker students)**





Based on the ideas in the above mind-map, write a short paragraph about your favourite place to shop.

Text 3 (for stronger students)

My fav	vourite place to shop	
I shopping in		on
	in	My
favourite shop is a		
About the price,		

Text 3 (for weaker students)



I (v.) shopping	favourite place to shop
(Name of the shopping mall) o	
in	(district). My favourite shop is a
(a type of	shop) selling (types of products)
About the price, most of the thi	ings sold in that shop are
	other clothes shops but



## Table of Content - Post reading activities

	The Strong Version	The Weak Version
	Post-rea	ding stage
No. of lesson		2
Objective  Learning activities /	Students will be able to:  write a paragraph about their favourite shopping centre / favourite place to shop in at least 100 words  Students brainstorm some ideas about their	their favourite shopping
tasks	favourite shopping centre / place to shop.  Students are asked to recycle the adjectives that they have learnt from the reading passages to describe their favourite shopping centres / place to shop.  Students work in pairs and share their ideas.  Students write about their favourite shopping centre / place to shop using the answers they have got from the pair work.  Students are encouraged to add other information about their favourite shopping centre / place to shop.	favourite shopping centre / place to shop using the answers they have got from the pair work.
Learning	Worksheets 2-3	Worksheet 1
materials		



Language skills	Speaking	Speaking
to be developed	Listening	Listening
	Writing	Writing
Generic skills	Collaboration skills	Collaboration skills
to be developed	Communication skills	Communication skills
	Creativity	
Multiple	Interpersonal	Interpersonal
Intelligences to	Verbal-linguistic	Verbal-linguistic
be developed		



## Table of Content - Writing activities

	The Strong Version	The Weak Version	
	Pre-writ	ting stage	
No. of lessons	3		
Objectives	Students will be able to:  interview students and teachers about their shopping habits  form questions for the survey themselves  analyse the data of the survey results with reference to the given examples  identify the language features used for writing reports	Students will be able to:  interview students and teachers about their shopping habits  form questions for the survey with prompts given  analyse the data of the survey results with reference to the given examples and teacher's guidance  identify the language features used for writing reports	
Learning activities / tasks	<ul> <li>Students from in groups of four.</li> <li>Each member has to interview three students and two teachers about their shopping habits. (Use a separate form for each interviewee)</li> <li>Before doing the survey, form questions with reference to the</li> </ul>	<ul> <li>Students from in groups of four.</li> <li>Each member has to interview three students and two teachers about their shopping habits. (Use a</li> </ul>	



	<ul> <li>Students need to generate the last two questions by themselves.</li> <li>Students are required to jot down answers on separate interview forms.</li> <li>Students gather the data from all the group members.</li> <li>Before analyzing the data, students find out some language features used in the sample report.</li> <li>Students form groups and analyse the data with bar charts themselves.</li> </ul>		question words. Students are required to jot down answers on separate interview forms. Students gather the data from all the group members. Before analyzing the data, students are shown some language features used in the sample report. Students form groups and analyse the data with bar charts together in MMLC with teacher's guidance.
Learning materials	Worksheets 5, 9-11	Wo	rksheets 4, 6-8
Language skills	■ Speaking		Speaking
to be developed			Listening
	■ Writing		Writing
	Reading		Reading
Generic skills	<ul><li>Collaboration skills</li></ul>		Collaboration skills
to be developed	<ul><li>Communication skills</li></ul>		Communication skills
	■ Creativity		
Multiple	■ Interpersonal		Interpersonal
Intelligences to	■ Verbal-linguistic		Verbal-linguistic
be developed			Bodily-kinesthetic
	The Strong Version	The	Weak Version
	Writing stage		
No. of lessons		2	



Objectives	Students will be able to:  identify the basic features of a report write a report showing the results of the survey	Students will be able to:  identify the basic features of a report write a brief report showing the results of the survey with guidelines given
Learning activities / tasks	<ul> <li>Students form groups and brainstorm some ideas about what they should include in the report with guided questions.</li> <li>Students are reminded to use appropriate language in writing the report.</li> <li>Students identify the basic features of a report.</li> <li>Students write a report with reference to the outline given on their own.</li> </ul>	<ul> <li>Students identify the basic features of a report with teacher's guidance.</li> <li>Students are reminded to use appropriate language in writing the report.</li> <li>Students work in pairs and find out useful information from the data analysis.</li> <li>Students write a brief report showing the results of the survey with guidelines given</li> </ul>
Learning materials	Worksheets 14-16	Worksheets 12-13
Language skills to be developed	<ul><li>Speaking</li><li>Listening</li><li>Writing</li></ul>	<ul><li>Speaking</li><li>Listening</li><li>Writing</li></ul>
Generic skills to be developed	<ul><li>Collaboration skills</li><li>Communication skills</li><li>Creativity</li></ul>	<ul><li>Collaboration skills</li><li>Communication skills</li></ul>
Multiple Intelligences to be developed	<ul><li>■ Interpersonal</li><li>■ Verbal-linguistic</li></ul>	■ Interpersonal ■ Verbal-linguistic





shop by answering the following questions.

# Post-Reading Task (For weaker students)



Short Writing - My Favourite Shopping Centre / My favourite Place to Shop

A. Brainstorm some ideas of your favourite shopping centre / your favourite place to

1. Where do you like to go shopping? // What is your favourite shopping centre?	
My favourite shopping centre is	
2. Why do you like to do your shopping there?	
I like to go there because	
3. Is it big, convenient or trendy?	
4. What kinds of shops are there?	
·	
5. What do you like to do there?	
6. What is the most interesting thing / special feature of this shopping centre?	

B. Write a paragraph entitled "My favourite shopping centre / My favourite place to shop" in 60-80 words. You can use the answers to the above questions or add your own information if you like.







My Favourite Shopping Centre/ My favourite Place to Shop		





## Post-Reading Task (For stronger students)

## Short Writing - My Favourite Shopping Centre / My favourite Place to Shop

A. Brainstorm some ideas of your favourite shopping centre / your favourite place to

shop by answering the following questions.
1. Which place do you like to go shopping? // What is your favourite shopping centre?
2. Why do you like to do your shopping there?
3. Is it convenient, spacious or trendy? (Use some adjectives that you have learnt from the reading passages to describe it.)
4. What kinds of shops are there?
5. What do you like to do there?
6. How often do you go shopping there?
7. How much do you usually spend on shopping there?
8. What are some interesting things / special features of this shopping centre / place?
9. Is there any other information about this shopping centre / place? What are they?





B. Write a paragraph entitled "My favourite shopping centre / My favourite place to shop" in at least 100 words. You can refer to the above questions and add your own information.

	My Favourite Shoppir	ng Centre/ My favourite Place to Shop	
		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
		- · · · · · · · · · · · · · · · · · · ·	
			a. /
The Hon Institute 香港	ng Kong of Education 致育學院	The copy them for g acknowledge	





# Pre-Writing Task 1 - A Survey on "Shopping Habits" (For weaker students)



- 1. Form groups of four. Each member has to interview <u>three</u> students and <u>two</u> teachers about their shopping habits. (Use a separate form for each interviewee.)
- 2. Before doing the survey, complete the questions with appropriate question words (e.g. What, why, where, ...etc.) or question phrases (e.g. How often, how much, ...etc.)
- 3. Ask each interviewee the following questions. Write answers on the form below. Ask him / her to sign his / her name on the form.
- 4. Gather the data from all the group members.

You can start your interview with the following expressions.

♦ Good morning / afternoon. Do you have time now? Would you mind

- 5. Analyze the data using bar charts.
- 6. Write a report on the survey findings.

	answering some questions?	
$\diamondsuit$	I'm (your name) of	(your class). I'm
	conducting a survey on people's shopping hab	•
	questions.	·
	·	
<u>Int</u>	terview 1	
Int	terviewee's name:	
	terviewee's signature:	
Qu	estions	Answers
1.	is your favourite	
	shopping centre? (Name of shopping centre)	
2.	do you like it? (Reason	
	you like it)	
3.	do you go there?	
	(Frequency of shopping)	
4.	is your favourite shop?	
	(Name of your favourite shop)	
5.	do you usually buy?	
	(Things you usually buy)	
6.	do you spend on shopping	
		these materials belongs to the orginal authors. We are gr



each month? (Amount	<b>of money</b> you spend or
shopping)	



# Pre-Writing Task 1 - A Survey on "Shopping Habits" (For stronger students)



- 1. Form groups of four. Each member has to interview <u>three</u> students and <u>two</u> teachers about their shopping habits. (Use a separate form for each interviewee.)
- 2. Before doing the survey, form questions with reference to the prompts given. (Hint: Use question words or question phrases to form appropriate questions)
- 3. Ask each interviewee the following questions. Write answers on the form below. Ask him / her to sign his / her name on the form.
- 4. Gather the data from all the group members.

You can start your interview with the following expressions.

Good morning / afternoon. Do you have time now? Would you mind

- 5. Analyze the data using bar charts.
- 6. Write a report on the survey findings.

	answering some	e questions?	
<b>\$</b>	I'm	(your name) of	(your class). I'm
	conducting a su	ırvey on people's shopping habits	s. I'd like to ask you a few
	questions.		
In	terview 1		
In	terviewee's name	::	
		ture:	
	J		
Qu	 lestions		
			Answers
1.			
	(Name of shopp	ing centre)	
2.			
	(Reason you like	it)	
3.			)
	(Frequency of s	hoppina)	



(Name of your favourite shop)	
5	?
6.	3
6	?





# Pre-Writing Task 2 - Data Analysis of the Survey Results (For weaker students)



**Part A:** Study the sample report below and answer the following questions. Give **SHORT** answers only.

#### Survey on shopping centres

Last month, Serious Shopper magazine carried out a survey on shopping centres in Hong Kong. The aim of the survey was to find out how people feel about shopping centres in Hong Kong. Altogether 300 Hong Kong people were interviewed for the survey.

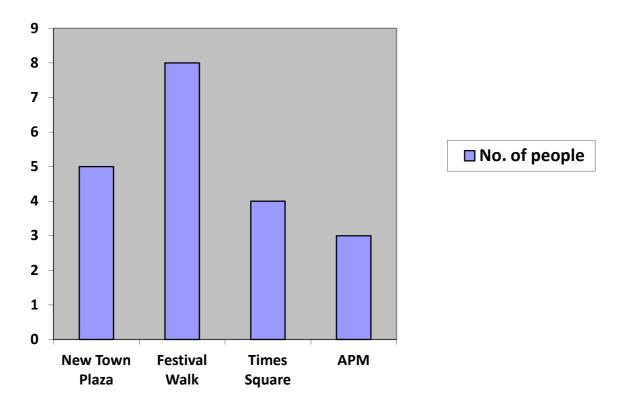
The results of the survey showed that half of the people interviewed felt that the shopping centres in Hong Kong were too crowded. A quarter of them complained that the shopping centres did not have enough seating areas, and a quarter said there were not enough toilet facilities.

When people were asked what new features they expected in shopping centres, two-fifths of them expected food courts with a wider variety of food. Thirty percent expected a mini concert hall, and thirty percent expected a big bookshop.

1.	When was the survey	carried out?			
2.	What was the aim of To find out	•	<del>-</del>		
3.	How many people wer	e interviewec	for the survey?		
4.	'Half' means	(1	— l/2 or 1/4).		
	'A quarter' means		(1/2 or 1/4).		
5.	***How many people 1	elt that the s	shopping centres	in Hong Kong were	too crowded:
	(Circle the correct an	swer)			
	A. 300	B. 150		C. 75	



Part B: Your group has interviewed 20 people. Study the bar charts below and answer the following questions.



Bar Chart A shows people's favourite shopping centres.

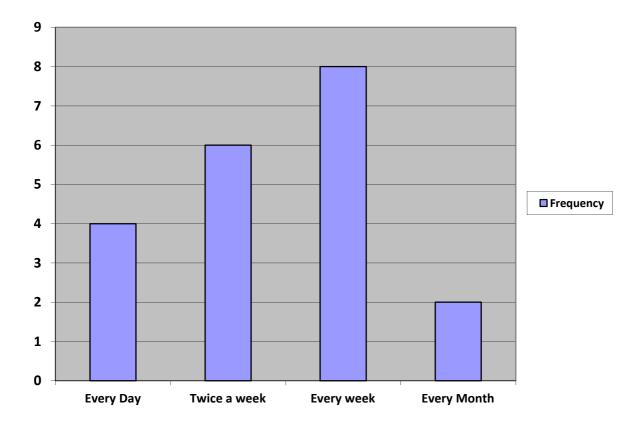
- 1. Indicate the **fraction** of people who have chosen New Town Plaza. Circle the correct answer.
  - A. 1/2

B. 1/4

- C. 1/5
- 2. Indicate the **percentage** of people who have chosen Times Square. Circle the correct answer.
  - A. 20%

B. 30%

C. 40%



Bar Chart B shows the frequency of shopping.

- 1. Indicate the **fraction** of people who go shopping every day. Circle the correct answer.
  - A. 1/2

B. 1/4

- C. 1/5
- 2. Indicate the **percentage** of people who go shopping every month. Circle the correct answer.
  - A. 10%

B. 30%

C. 50%



# Pre-Writing Task 2 - Data Analysis of the Survey results ( (For stronger students)



**Part A:** Study the sample report below and answer the following questions. Write in complete sentences.

#### Survey on shopping centres

Last month, Serious Shopper magazine carried out a survey on shopping centres in Hong Kong. The aim of the survey was to find out how people feel about shopping centres in Hong Kong. Altogether 300 Hong Kong residents were interviewed for the survey.

The results of the survey showed that half of the people interviewed felt that the shopping centres in Hong Kong were too crowded. A quarter of them complained that the shopping centres did not have enough seating areas, and a quarter said there were not enough toilet facilities.

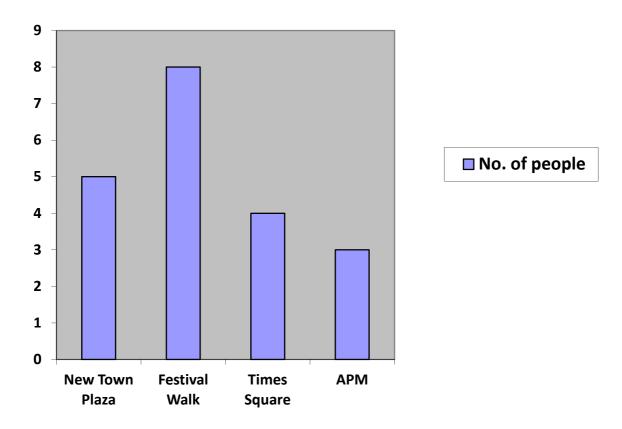
When people were asked what new features they expected in shopping centres, two-fifths of them expected food courts with a wider variety of food. Thirty percent expected a mini concert hall, and thirty percent expected a big bookshop.

1.	When was the survey carried out?		
2.	What was the aim of the survey?		
3.	How many people were interviewed for the survey?		
4.	***How many people felt that the shopping centres in Hong Kong were too crowded?  (Indicate the exact number)		

\*\*\* How many people expected food courts with a wider variety of food? (Indicate the exact number)



Part B: Your group has interviewed 20 people. Study the bar charts below and answer the following questions.



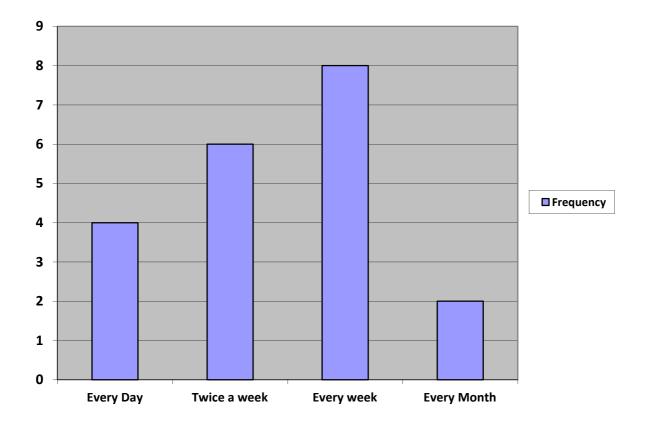
Bar Chart A shows people's favourite shopping centres.

- 1. Indicate the **fraction** of people who have chosen New Town Plaza.
- 2. Indicate the fraction of people who have chosen Festival Walk.

3. Indicate the percentage of people who have chosen Times Square.

4. Indicate the percentage of people who have chosen APM.





Bar Chart B shows the frequency of shopping.

1. Indicate the **fraction** of people who go shopping every day.

\_\_\_\_\_\_

2. Indicate the  ${\it fraction}$  of people who go shopping twice a week.

\_\_\_\_\_

3. Indicate the **percentage** of people who go shopping every week.

\_\_\_\_\_\_

4. Indicate the percentage of people who go shopping every month.

\_\_\_\_\_\_





# Writing Task - Report of the interviews about shopping habits (For weaker students)



#### An outline of the report:

#### Introduction:

- Mention when and where you carried out the survey.
- State clearly the aim of the survey.
- ♦ State the number of interviewees in the survey.

#### Body:

Report the results of the survey by showing the percentage or the fractions of the interviewees. (e.g. *Half* of the interviewees, *a quarter*, one-fifth...)

#### Conclusion:

Briefly describe the implications you have found from the survey.

#### Reminders:

- Use a <u>reporting verb</u> (e.g. said, explained, claimed, ... etc.) to report the results of the survey.
- ♦ Use simple past tense when describing the result you got from the interviews.
- When reporting the data, you could use the following phrases:
  - e.g. Half of the interviewees said that ...

A quarter of them explained that ...

One-fifth of them thought that ...

Two-fifths of them felt that ...

Thirty percent claimed that ...



### Writing Task:

Based on the data which you have got from the interviews, complete the following report with appropriate information.

Survey on Shopping	g Habits
	(When you did the survey), I
carried out a survey on shopping habits in	(Where you did
the survey). The aim of the survey was to find	out
	(Aim of the survey).
Altogether (No. of int	erviewees/No. of people
interviewed) students and teachers were intervi	
The results of the survey showed	that
•	(Name of the most popular
shopping centre) was the most popular shopping	•
	(Reason why they like it).
	or fractions of interviewees) of the
interviewees said that they often go shopping	
(Frequency of shopping).	·
fractions of interviewees) of them claimed that	• •
(What	they usually buy when going
shopping) when they go shopping.	<del></del>
(Percentage or fractions of interviewees) of the	m said that they usually spend
(Amoun	t of money they spend on shopping)
on shopping each month.	
From the survey, it was notic	ed that <u>male</u> usually go shopping
(Frequency	of shopping) whereas <u>female</u>
usually go shopping	(Frequency of shopping). It was
also found out that male usually buy	



(What male usually buy) whereas <u>female</u> usually buy		
(What female usually buy) when they go shopping.	For the amount of money the	
interviewees usually spend on shopping, it was disc	overed that(female	
/ male) usually spend more than	_(female / male).	



# Writing Task - Report of the survey on shopping habits (For stronger students)



**Part A:** Answer the following questions with the information from your interviews with your classmates and teachers about their shopping habits.

## Paragraph 1

1.	When and where did you carry out the survey on shopping habits with students and teachers?
2.	What was the aim of the survey?
3.	How many students and teachers in total did you interview about their shopping habits?
Pa	ragraph 2
4.	What was the most popular shopping centre in your interviews?
5.	Why did the interviewees like that shopping centre?
6.	How often do they go shopping?
7.	What do they usually buy?
8.	How much do they usually spend on shopping each month?

### Paragraph 3



9. What are the implications you have got from carrying out the survey? (e.g. You can compare the shopping habits of male and female)

\_\_\_\_\_

**Part B:** With the above information, write a brief report of the interviews about shopping habits in at least 100 words.

#### Reminders:

- Use a <u>reporting verb</u> (e.g. said, explained, claimed, ... etc.) to report the results of the survey.
- ♦ Use <u>simple past tense</u> when describing the result you got from the interviews.
- ♦ When reporting the data, you could use the following phrases:
  - e.g. Half of the interviewees said that ...

A quarter of them explained that ...

One-fifth of them thought that ...

Two-fifths of them felt that ...

Thirty percent claimed that ...

#### An outline of the report:

#### Introduction:

- ♦ Mention when and where you carried out the survey.
- ♦ State clearly the aim of the survey.
- ♦ State the *number* of interviewees in the survey.

#### Body:

Report the results of the survey by showing the percentage or the fractions of the interviewees. (e.g. <u>Half</u> of the interviewees, <u>a quarter</u>, one-fifth...)

#### Conclusion:



<b></b>	Briefly describe the	<i>implications</i> you have	found from the survey.
---------	----------------------	------------------------------	------------------------

# A report of the interviews about shopping habits

	(when the survey was carried out), I
carried out a survey in	(where the survey was
carried out).	
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Professional Development Course 2009-2010 Catering for Learner Diversity in English Language Teaching	Cheerful Group	

