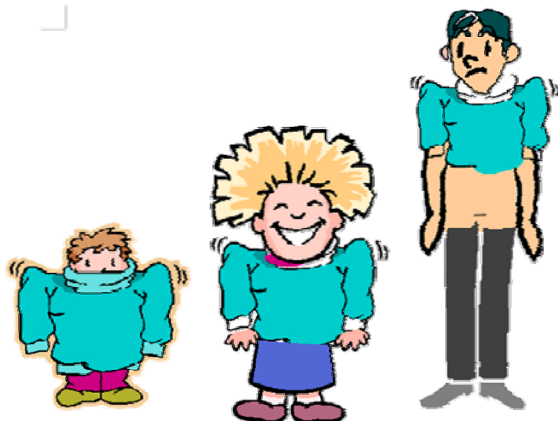


Second Experience Sharing on the 2009/10 “Seed” Project

Case Studies in Differentiated Instruction in Specific Areas at Junior Secondary Level: Catering for Learner Diversity in English Language Learning

By TWGHs Yow Kam Yuen College

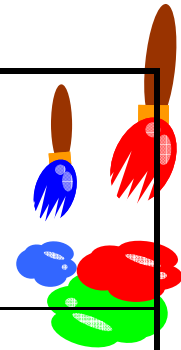


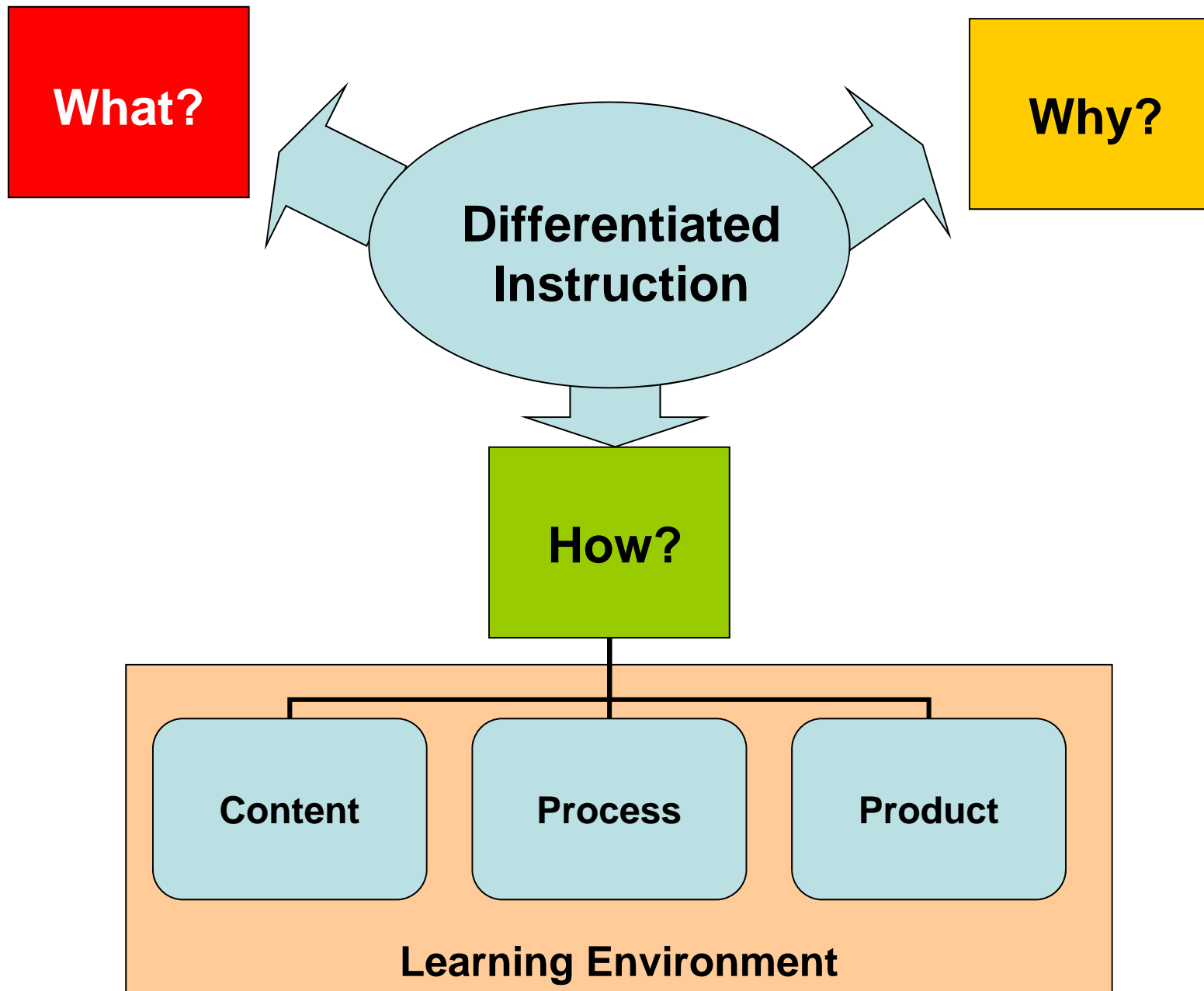
7 July 2010

English Language Education Section
Curriculum Development Institute
Education Bureau

Today's Programme

2:00 – 2:20 pm	Recap of Phase I Tryouts <ol style="list-style-type: none">1. A Brief Summary of Phase I Tryouts2. Experience Gained
2:20 – 3:45 pm	Phase II Tryouts: Planning, Implementation & Evaluation <ol style="list-style-type: none">1. Content – Grammar Forms and Functions2. Process<ul style="list-style-type: none">• Using Tiered Activities to Address the Needs of Students at Different Levels of Readiness• Using Flexible Grouping to Enhance Learning• Varying Teacher Support3. Product4. Reflection: Difficulties Encountered & Experience Gained
3:45 – 4:00 pm	Way Forward





Two Phases of Tryouts in S3

Phase I

Reading Skills

Tryout 1:

2/11/09 – 6/11/09

Tryout 2:

3/12/09 – 9/12/09

Phase II

Learning Grammar in Context

Tryout 1:

1/3/10 – 5/3/10

Tryout 2:

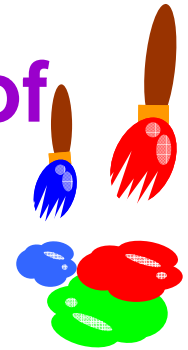
3/5/10 – 7/5/10



Phase I Tryouts

Phase I Tryouts

The Development and Consolidation of Reading Skills



*Whose Idea Was It,
Anyway?*

Thomson Nelson

978-0-17-011698-5



Identifying Students' Strengths & Weaknesses in Reading

Students' Current Levels

Students' current reading levels: around Levels 2/3 with reference to the LPF for reading

Students at Levels 2/3 can, e.g.

- work out the **meaning of words and phrases** by using knowledge of **letter-sound relationships** and **word formation**
- locate specific information by identifying **key words**
- make **predictions** about the content from the titles, illustrations or contents page

Expected Levels

Target reading levels: Levels 4/5 with reference to the LPF for reading

Students at Levels 4/5 can, e.g.

- work out the **meaning of words, phrases** and some **idiomatic expressions** by using **semantic and syntactic clues**
- follow ideas by recognising simple text structures and understanding the **use of cohesive devices**
- **organise information and ideas** in texts by using knowledge of text structures and some **graphic forms**

Content— Selecting Appropriate Reading Materials

Tryout 1 -
Household Inventions

*Whose Idea Was It,
Anyway?*

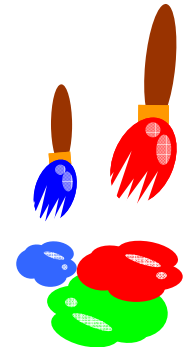
pp. 2,3,5

Tryout 2 -
Games & Zany Inventions

*Whose Idea Was It,
Anyway?*

pp. 27 - 29

Differentiating the Process – Using Different Teaching Activities to Address the Needs of Students with Different Learning Styles



e.g.

- using graphic organisers
- watching video clips



- drawing pictures
- labelling pictures

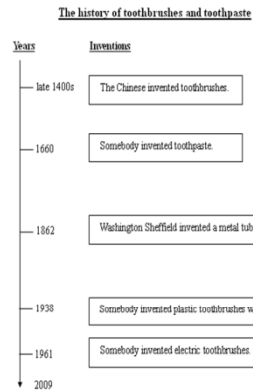


- doing actions

- doing group discussions



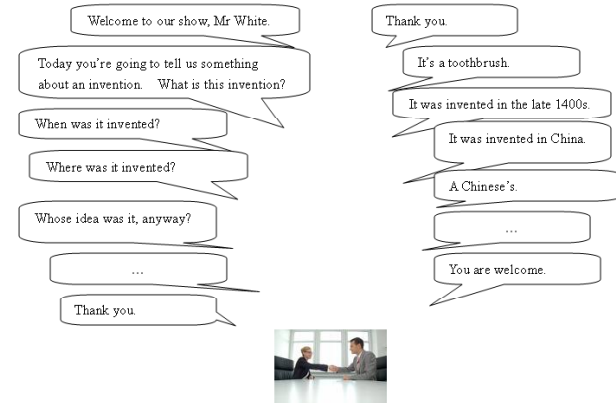
Differentiating the Product – Providing **Choices** in Demonstrating Learning



Timeline



Drama

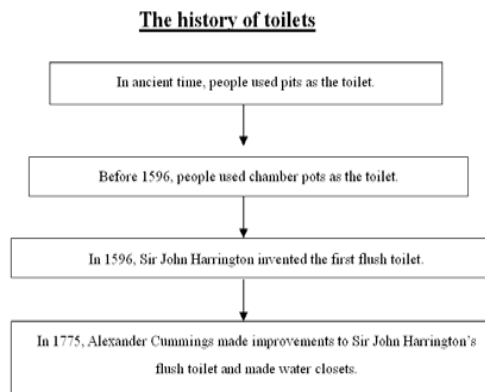
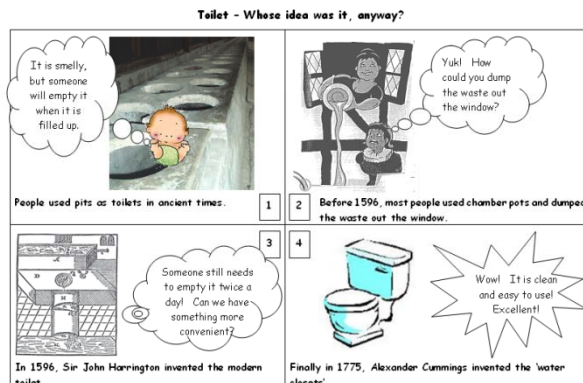


Interview

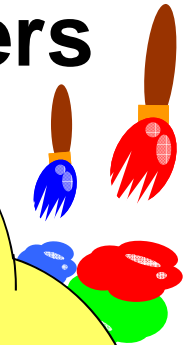
Comic Strip

Poster

Graphic Form



Impact of the Phase I Tryouts on Teachers



Adopting different teaching strategies:

- Selecting and using a wide range of materials and activities in response to student abilities, interests and learning profiles – auditory, visual and kinesthetic
- Providing multi-option assignments to encourage students to express what they have learnt in varied ways
- Using graphic organisers to guide different types of learners to structure information
- Planning with collaborative learning in mind
- Varying teacher input, e.g. more demonstration and examples for weaker students to model after



Planning for the Phase II Tryouts

- **Some DI strategies were effective and should be further strengthened:**
 - e.g. – using a variety of activities during the learning process to cater for learner diversity (process)
 - encouraging students to demonstrate their learning in varied ways (product)
- **Some DI strategies were not fully experimented in the Phase I Tryouts and could be further explored:**
 - e.g. – collaborative learning
- **New elements**
 - e.g. – applying DI in another area, i.e. learning grammar in context
 - using collaborative learning to engage students in a common task



Phase II Tryouts

Phase II Tryouts

- **Specific areas investigated:**

Learning grammar in context



	Tryout 1	Tryout 2
• Duration:	1/3/10 ➔ 5/3/10 (7 sessions)	3/5/10 ➔ 7/5/10 (6 sessions)

Usual Practice in Grammar Teaching Before the Project

- Teachers “taught” students all grammar rules listed in the grammar book in isolation.
- Teachers used PPT slides mainly for explanation.
- Grammar knowledge was assessed through discrete items.

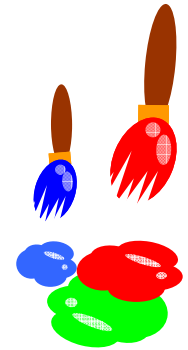


Grammar Learning

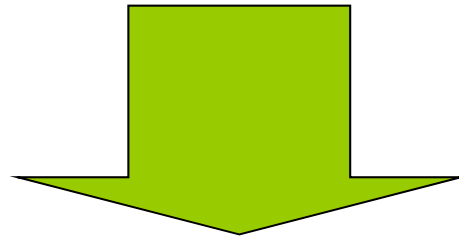
- Ss forgot the rules easily.
- Ss could not use their grammar knowledge for communicative purposes in other contexts.

*Why do I
have to
learn
grammar?*





From usual practice



Other teaching strategies

Other Teaching Strategies (I)

Learning and Teaching Grammar in Context

Using an Inductive Approach

With teacher support, the target grammar items/structures are **identified by the student** from the texts.



The target grammar items/structures are **classified by the student** according to their forms.



A hypothesis is made by **the student** about the forms and functions of the target grammar items/structures, using previous knowledge and contextual clues.



The target grammar items/structures are compared with similar ones, and the difference, if any, highlighted by **the student**.



What has been learnt is confirmed and consolidated by making reference to dictionaries, grammar books, textbooks, etc. by **the student**.

Other Teaching Strategies (II)

Learning and Teaching Grammar in Context

Using a Task-based Approach

The purpose and context of the **Main Task** are examined and the grammar items/structures to be learnt are identified by the teacher.



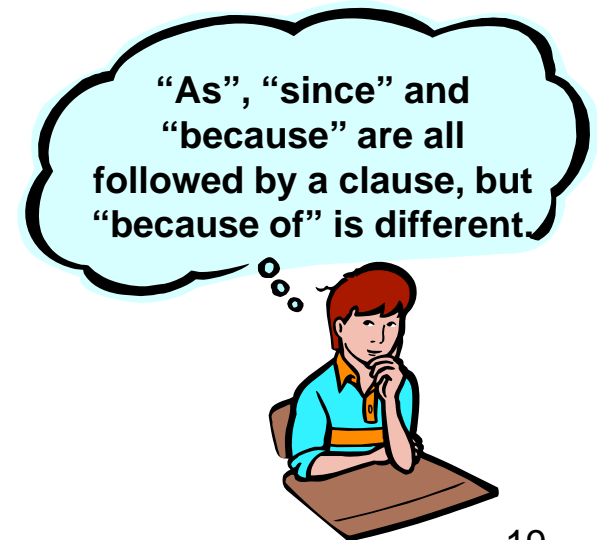
A cluster of **sub-tasks** is designed by the teacher for the introduction of the target grammar items/structures and for the students' practice.



Knowledge of the target grammar items/structures gained from the sub-tasks **is applied** when the student works on the Main Task.

The Use of Inductive Approach and Task-based Approach to Address Student Needs


- **The inductive approach** allows more room for teachers to **vary their input and support** during the learning process according to the students' needs.
- **The task-based approach** provides opportunities for students to **explore the language in context** and **interact with each other**.
- Both approaches increase **student participation** and promote **purposeful use of the target language**.



Phase II Tryouts

Learning Grammar in Context

Tung Wah Group of Hospitals Yow Kam Yuen College
Phase II First Tryout of the "Seed" Project 2009-2010
S.5 English




"Let's fight crime in Shatin!"

Group No.: _____ Class: S.5 _____
Name: _____ ()


Developed in collaboration with TWGH: Yow Kam Yuen College
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Tryout 1 – Let's Fight Crime in Shatin!

Tung Wah Group of Hospitals Yow Kam Yuen College
Phase II Second Tryout of the "Seed" Project 2009-2010
S.3 English



Travelling with Luck



Group No.: _____ Class: S.3 _____
Name: _____ ()

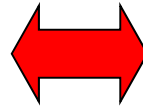
Developed in collaboration with TWGH: Yow Kam Yuen College
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Tryout 2 – Travelling with Luck

Integrating Grammar Learning into Reading

Reading Text “A school burglary”

**Treasure Plus 3A,
p.24, Oxford**



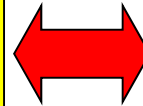
**Grammar Focus:
Using passive constructions to
talk about what happened in a
school burglary**

**Developing Skills –
On Track Grammar &
Usage, Unit 3, Aristo**

Integrating Grammar Learning into Reading

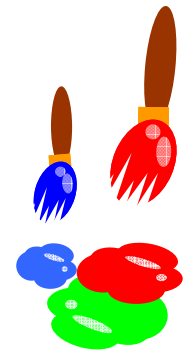
Reading Text “Western superstitions”

Treasure Plus 3A, pp.44-45, Oxford



Grammar Focus:
Using connectives/modals/
imperatives to express
purposes/reasons & give advice

Developing Skills –
On Track Grammar &
Usage, Units 15 & 18,
Aristo



Planning Stage

Unit Overview – Phase II Tryout I

Task-based Approach

Unit Overview

Theme: "Let's fight crime in Shatin!"

Task 1: How safe is Shatin?

Input:

- A news article about a school burglary in Shatin (for students to locate samples of passive constructions in the simple past tense)
- A fact sheet about crime rates in Shatin (for students to write a short report using passive constructions in the simple past tense for presentation)

Form: Passive voice in the simple past tense

Function: To present factual information about crime

Activities:

- Ghost Leg: "The sequel to a burglary in Shatin"
- Designing a board game based on the game "Under arrest!"
- Writing a short report about crime in Shatin

Task 2: Check before you go!

Input:

- A video from the Hong Kong Police Force (for students to get ideas about crime prevention)
- A telephone conversation between the Principal and the Vice-principal about the school burglary (for students to locate samples of passive constructions in the simple present tense)

Form: Passive voice in the simple present tense

Function: To give advice about crime prevention

Activities:

- Making a checklist for the caretakers
- Making bookmarks for crime prevention in Shatin

Task 3: Safeguard your possessions

Input:

- A leaflet (for students to find, organise and present information about crime prevention)

Form: Passive voice in the simple future tense

Function: To present future plans about crime prevention

Activities:

- Making a plan for the crime prevention programme for the event "Let's fight crime in Shatin!"

Main Task: Producing **bookmarks** and a **leaflet** for the competition in the "Let's fight crime in Shatin!" event

Unit Overview – Phase II Tryout II

Task-based Approach

Unit Overview

Theme: Travelling with Luck

Task 1: “Lucky” tips for the New Year

Input:

- A webpage introducing some traditional Chinese New Year food and the reasons why they are served
- An article about the prediction for the fortune of the year

Form: The connectives “in order to”, “so as to”, “so that”, “because”, “since” and “as”

Functions: To talk about the purposes and reasons for eating special food at the Chinese New Year, and state why travellers have to pay attention to certain things with reference to their zodiac signs

Activities:

- Completing a table about the fortune of the year by using the information from a reading text
- Giving advice with reasons to people according to their zodiac signs

Task 2: Excitement in Hong Kong

Input:

- Photos about different tourist attractions and activities in Hong Kong
- A webpage with travel tips from a local travel agent

Form: The imperatives, questions beginning with “why not...” and the modals “should” and “had better”

Function: To give advice about where to go for sightseeing and shopping, and things to buy

Activities:

- Card game: Giving advice about different activities and places to visit in Hong Kong using the target language items
- Giving shopping tips to travellers

Task 3: A “lucky” travel plan

Input:

- A printout of the Q&A section from the webpage of the Hong Kong Travel Agent
- Students’ shopping tips produced in Task 2

Form: The connectives “in order to”, “so as to”, “so that”, “because”, “since” and “as”, the imperatives, questions beginning with “why not” and the modals “should” and “had better”

Functions: To express purposes and reasons and give travelling tips with reference to the zodiac signs

Activity:

- Replying to visitors’ enquiries about sightseeing and shopping in Hong Kong

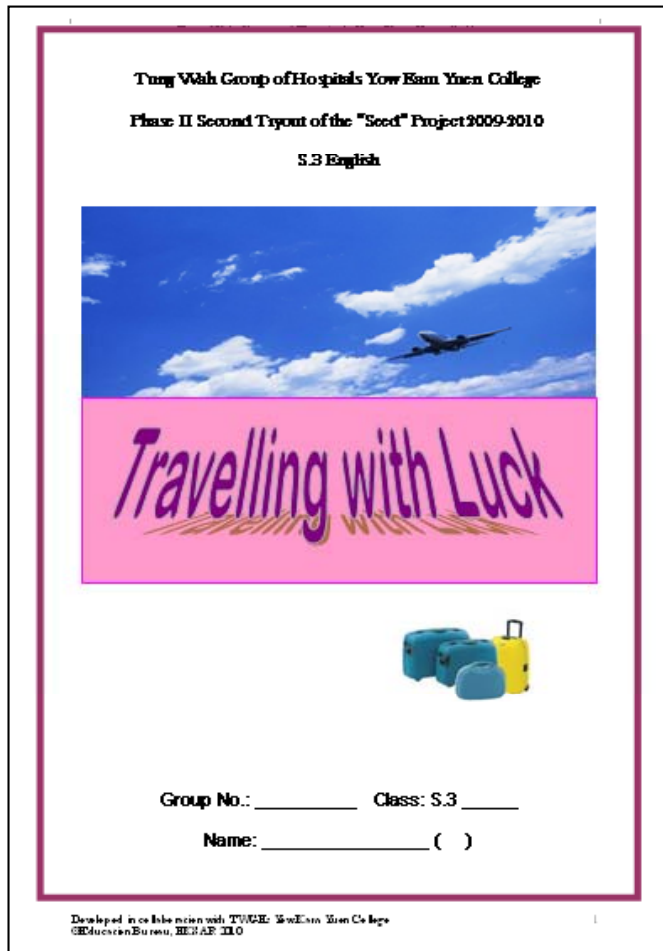
Main Task: Making a “lucky” travel plan for travellers to Hong Kong with reference to their zodiac signs

Differentiating the Content

All students learn the **same language functions**:

- giving advice
- giving reasons

but **more language forms** are provided for students who are more ready:



Lang functions	Students who are less ready	Students who are more ready
Giving advice	"should", "why not", "had better", imperatives + base form	+ "What about" + gerund
Giving reasons	"as", "since", "because", "in order to", "so that" + clause	+ "because of" + noun phrase

Differentiating the Process (I) – Using Tiered Activities to Address the Needs of Students at Different Levels of Readiness

Example 1: Listening Activity

Task: After listening to the conversation between the Principal and the Vice-principal about how to raise the security standard of the school, do the following:

Students who are less ready: tick the statements mentioned in the conversation. (Nos. 1-9)

Average students: write a piece of advice that is in the conversation, but not listed. (No. 10)

More able students: add two more preventive tips to the checklist. (Nos. 11-12)

Before you leave, make sure the following is done:					
1.	The computer equipment is stored in the computer room.	✓	2.	The windows in the computer room are opened.	
3.	The computers are removed.		4.	The windows in the staff room are closed.	
5.	The Vice-principal's room is locked.		6.	The Principal's room is locked.	
7.	All the lights in the corridor are turned on.		8.	All the money is kept in the safe.	
9.	The safe in the Principal's room is locked.		10.	The _____ on.	✓
11.			12.		

Differentiating the Process (I) – Using Tiered Activities to Address the Needs of Students at Different Levels of Readiness

Example 2: Case Cards

Task: Ss answer questions posted on the Q&A section of the webpage.

Ss who are less ready: attempt easier cases

More able Ss: attempt more demanding cases

Case 4: (easy)

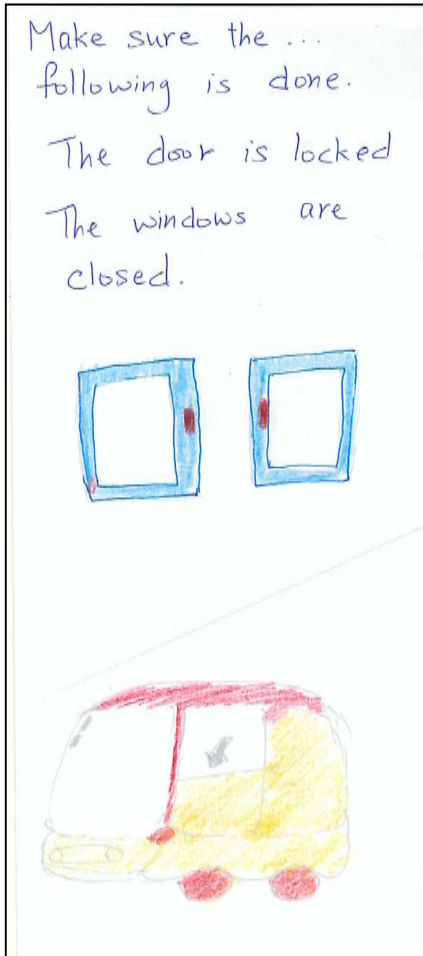
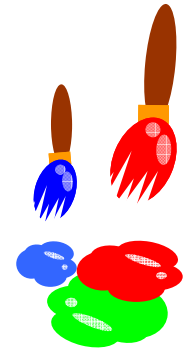
My husband is a Horse and I am a Rat. We will visit Hong Kong for the first time in March. Can you suggest some places and activities for us?

Case 5: (more demanding as Ss have to provide a more comprehensive answer)

I am a Rabbit. I plan to go to Hong Kong with my friend, who is a Sheep. When should we go on the trip? What places should we visit in Hong Kong? What should we buy to bring us more luck? More importantly, what should I pay attention to during my visit?

Differentiating the Process (II) – Using Flexible Grouping to Enhance Learning

Example 1: Bookmark Design



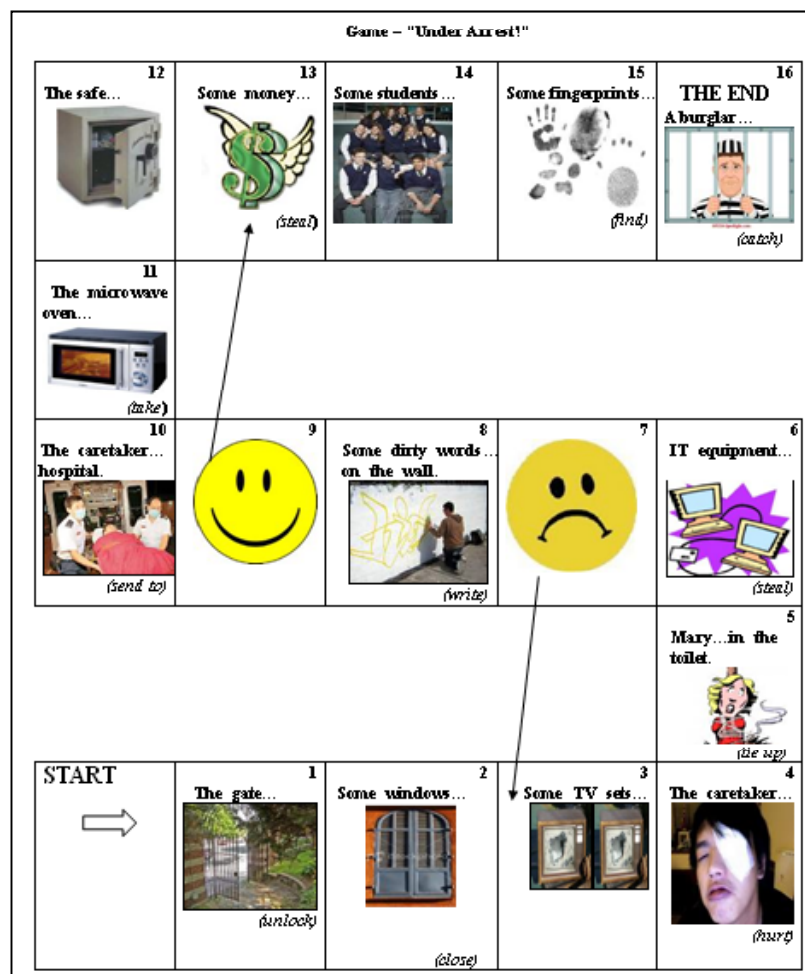
Function: Give advice on crime prevention

Form: “Make sure” + passive voice in the simple present tense

Task: Students discuss in groups what crime prevention tips to be put on the bookmarks. Then each student designs a bookmark with a piece of advice on crime prevention.

Differentiating the Process (II) – Using Flexible Grouping to Enhance Learning

Example 2: Game: “Under Arrest!” (1)



Function: Talk about what happened to the people and the property in a school burglary

Form: Passive voice in the simple past tense

Task: Students talk about what happened in a school burglary according to the clues.

4 students in each group:

S1: weakest

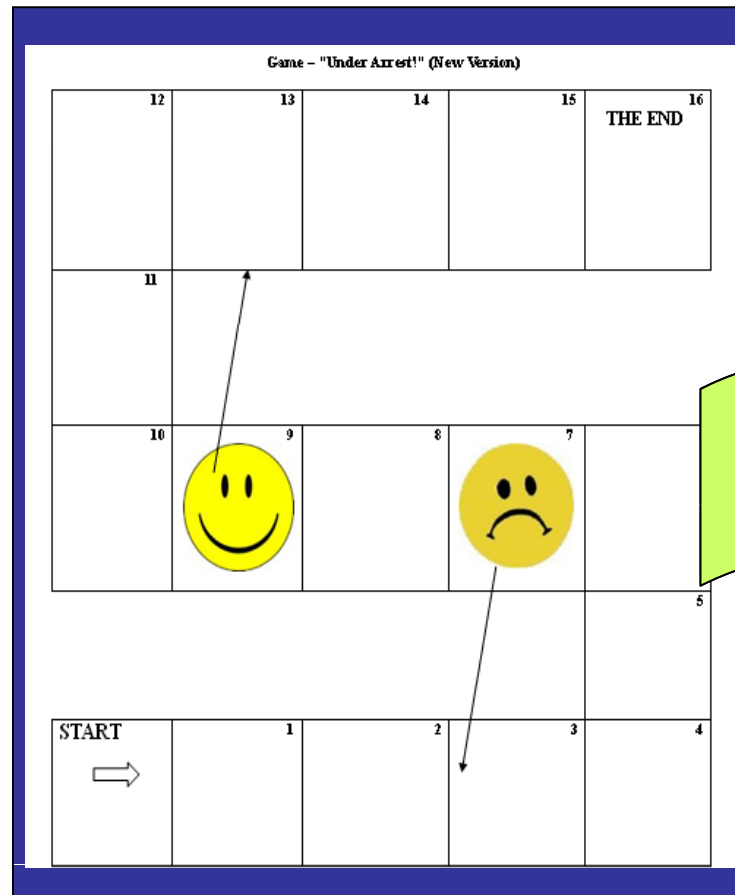
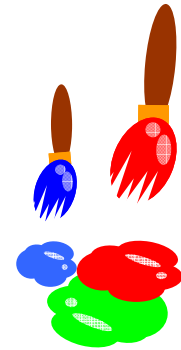
S2: average

S3: average

S4: strongest

Differentiating the Process (II) – Using Flexible Grouping to Enhance Learning

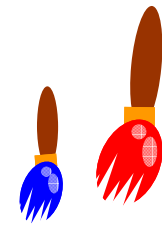
Example 3: Game: “Under Arrest!” (2)



Students worked together
to design their own game.

Differentiating the Process (III) – Varying Teacher Support

Example: Discovering Grammar Rules



Teachers provided additional support to the weaker students by **breaking down the steps** and **demonstrating to them** how to **locate the target grammar items** and **identify the functions they perform**.

The Rat



Rats might feel a bit down in 2009 as they had to keep themselves out of trouble all the time. However, things have started to change in 2010 because the Year of Tiger is a good year for them. Although minor health problems may happen, they can be solved quickly. In order to prevent health problems, they should eat vegetarian food. Single Rats may like to hike in the countryside since greenery brings good luck to their career or study. However, they had better avoid travelling to the north as this may get them into money problems.

Interesting Rat Facts:

Zodiac colour: green – good for wealth

Lucky direction: west – good for career or study

Season: spring

Charm: jade accessories – good for love



Go hiking



Jade accessories

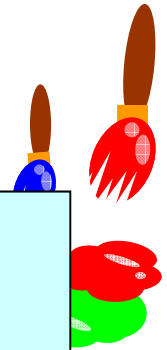


Greenery

Task: Find the sentences which tell what people of different zodiac signs should do and why they have to do so from the article “Prediction of Your Life and Fortune in 2010”. Try to divide the sentences into three parts: “what people do”, “connectives” and “purposes/reasons”.

What people do	Connectives	Purposes/Reasons
Single rats may like to hike in the countryside	since	greenery brings good luck to his career/study.
They should eat more vegetables	in order to	prevent health problems.

Differentiating the Product



e.g.

First Tryout

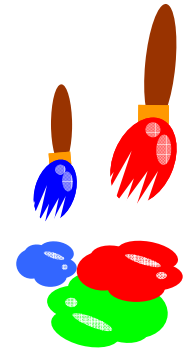
- **Bookmark** ▶
(Present advice on crime prevention)
- **Leaflet (Final product)** ▶
(Give facts about crimes in Shatin and make plans for crime prevention measures)

Second Tryout

- **Case Cards** ▶
(Give advice to travellers on what (not) to do based on their zodiac signs)
- **A 'lucky' travel plan (Final product)** ▶
(Suggest a 1-2 day travel plan with reference to the zodiac signs)

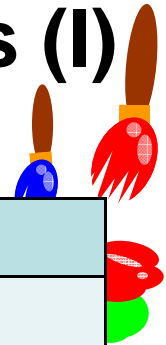
Assessments

Final Examination – Reading Comprehension & Using Grammar in Context



**Examples taken from
Internal Exam Paper**

Difficulties Encountered in Phase II Tryouts (I)



Difficulties Encountered	Action Taken
<ul style="list-style-type: none">• The big class size was a crucial factor hindering the smooth implementation of the planned learning, teaching and assessment activities.	<ul style="list-style-type: none">• Co-teaching helped to provide additional teacher input.
<ul style="list-style-type: none">• Some students could not follow the activities, e.g. they found it hard to discover the grammar rules from the examples.	<ul style="list-style-type: none">• Tasks were broken down into shorter, more manageable steps, with very clear instructions and demonstration to guide students through.• More visual support was given to help visual learners understand and learn better.

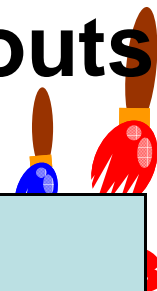
Difficulties Encountered in Phase II Tryouts (II)

Difficulties Encountered	Action Taken
<ul style="list-style-type: none">• Some students were not active in class and showed little interest in learning.	<ul style="list-style-type: none">• Different kinds of activities, especially creative work, were provided in the course of learning.• Teachers had to engage students in purposeful group work which allowed more S-S interactions.• Mixed groups provided opportunities for the students to learn from peers. The brighter students helped the others to complete the tasks and the weaker students were more willing to approach group members for assistance.

Difficulties Encountered in Phase II Tryouts (III)

Difficulties Encountered	Action to be Taken in Future
<ul style="list-style-type: none">Teachers were not sure if students could really acquire the grammar knowledge as some tasks were rather “unconventional” to both the teachers and the students.	<ul style="list-style-type: none">Instead of using only summative assessments, teachers have to evaluate the effectiveness of learning and teaching through various formative assessments, e.g. class work & presentations with timely feedback.
<ul style="list-style-type: none">The teaching outcome was not as ideal as expected.	<ul style="list-style-type: none">It might not be easy to try something new with S3 students as some of them have already developed some less desirable learning habits. New teaching approaches may produce better outcomes with S1 students.
<ul style="list-style-type: none">Some students could not apply what they had learnt in the two modules correctly in the final products.	<ul style="list-style-type: none">Language items should be recycled in purposeful contexts.

Teachers' Reflection on the Phase II Tryouts

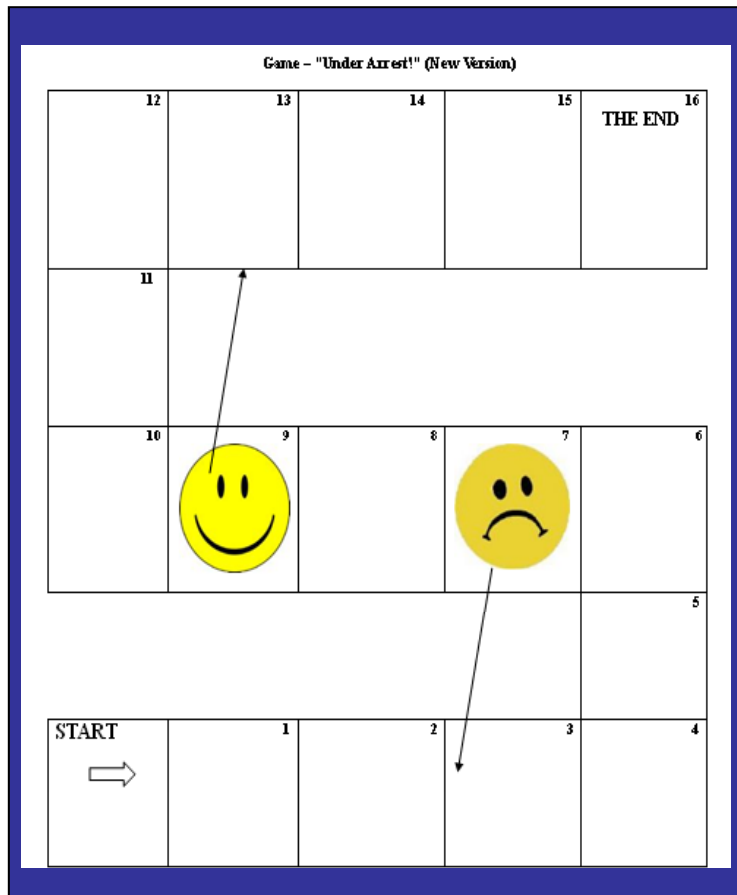


Impact on Students

- **Most students loved to work with peers.**
- **Most students could retain and understand the grammar knowledge better if they could work out the grammar rules themselves.**
- **Students loved creative work and assignments which matched their learning preferences.**
- **Students learnt best when they could make use of grammar knowledge in context.**

Students' Comments on the Board Game

"Under Arrest!"



This game:

- allows us to apply our grammar knowledge in a meaningful context.
- allows us to interact with one another. If I have problems, I can get them sorted with the help of my group mates.
- creates room for more creativity and originality.
- is more challenging!
- is fun!



Students' Comments on the Use of the Inductive Approach

- We learnt actively and participated in class activities with a high degree of involvement.
- We identified the grammar rules ourselves. In the end, knowledge could be consolidated and better retained.



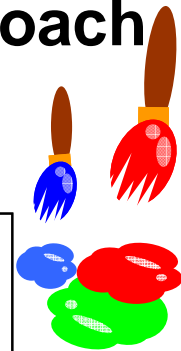
Shatin JPC 2009



A Year-long Community Programme Against Youth Drug Abuse will be launched to help teenagers stay away from drugs.

In this programme

- visits to the Hong Kong Jockey Club Drug InfoCentre (DIC) will be organized for primary and secondary schools
- 'Say No To Drugs' Online Quiz Programme will be organized
- anti-drug publicity leaflets will be distributed to all students in Shatin
- the anti-drug Theme Song "No, No, No" will be produced
- an anti-drug Drama Club will be set up
- anti-Youth Drug Abuse Talks will be organized for students and parents

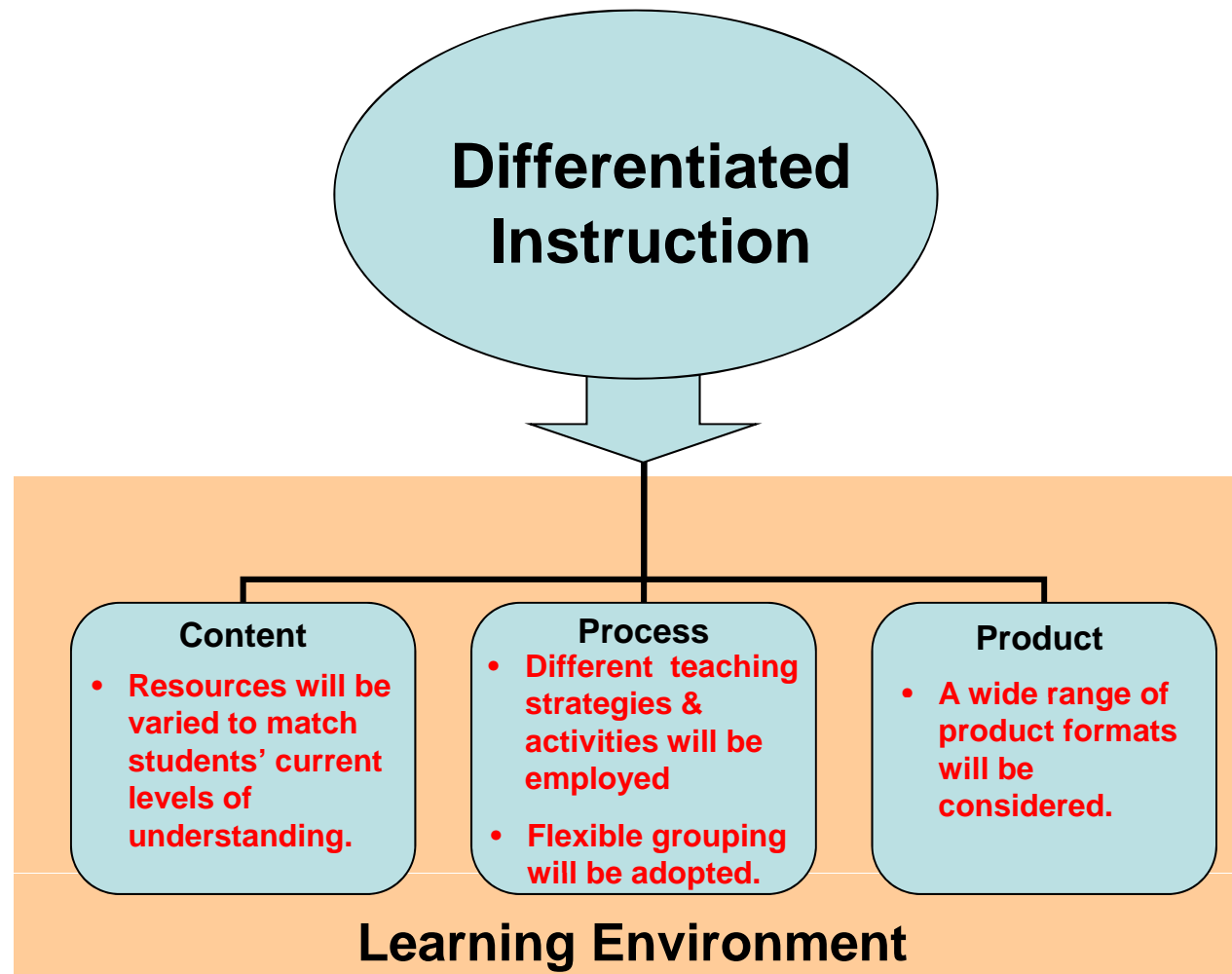
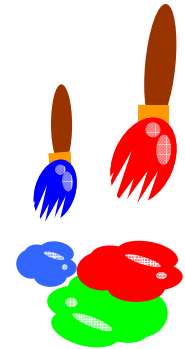


Teachers' Reflection on the Phase II Tryouts

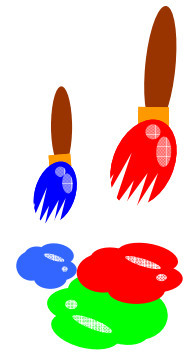
- Learning and teaching should be more student-centred and curriculum planning should address **what students need to learn** instead of what teachers have to teach.
- Teachers should vary their support and **guidance** in response to student abilities and readiness.
- **Purposeful use of grammar knowledge** helped students learn and retain the grammar rules better.
- Teachers should **have faith in students** as they were able to work collaboratively in groups.

Way Forward

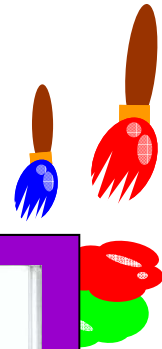
Future Implementation of DI in the Teaching of English



Links



Students' Work – Tryout I Board Game (1)



Tung Wah Group of Hospitals Yow Kam Yuen College
Phase II First Tryout of the "Seed" Project 2009-2010
S.3 English
"Let's fight crime in Shatin!"

Activity Sheet 2.4

Name: Joey Wong (31) Class: S.3 C Date: _____

Game – 'Under Arrest' (New Version)

12 The victim (charge) she killed my friend	13 The offender (arrest) 	14 The offender (sentence) you in jail / go jail	15 The offender (in jail)
11 The witness (see) <u>(discover)</u> 	16 THE END The suspect (release) 		
10 The evidence (find) 	9 	8 The foot prints (find) 	7
START →	1 The door was <u>(open)</u>	2 The safe (open) 	3 The jewellery (steal)
		4 The cash (take) 	5 The man (catch) <u>hurt</u>
			6 The windows (open)

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Tung Wah Group of Hospitals Yow Kam Yuen College
Phase II First Tryout of the "Seed" Project 2009-2010
S.3 English
"Let's fight crime in Shatin!"

Activity Sheet 2.5

Name: Joey Wong (31) Class: S.3 C Date: _____

Game – 'Under Arrest' (New Version)
Answer Sheet

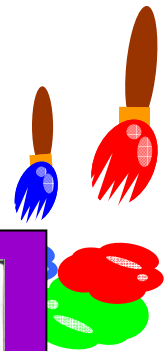
Give suggested answers to your Board Game.

1. The door was opened.
2. The safe was opened.
3. The jewellerys were stolen.
4. The cash was taken.
5. The man was ~~clied~~ hurt
6. The windows ~~were opened~~
7. _____
8. The footprints were found.
9. _____
10. The evidence was found.
11. The witness was seen discovered
12. The victim was charged.
13. The offender was arrested.
14. The offender was sentenced.
15. The offender was ~~put~~ in jail.
16. The suspect was ~~releas~~ released

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Students' Work – Tryout I

Board Game (2)



Tung Wah Group of Hospitals Yow Kam Yuen College
Phase II First Tryout of the "Seed" Project 2009-2010
S.3 English
"Let's fight crime in Shatin!"

Activity Sheet 2.4

Name: Chan Chak Sang (1) Class: S.3 C Date: _____

Game – 'Under Arrest' (New Version)

The offenders ¹² take to high court	The girl ¹³ help rape	The Hero ¹⁴ find	The flat ¹⁵ break in	THE END ¹⁶ The locker unlock
The rich man ¹¹ black mail				
Some public facilities ¹⁰ damage	 ⁹	trial members ⁸ catch	 ⁷	The robber ⁶ chase
		the plane ⁵ hijack jet		
START →	Some goods ¹ steal	Some students ² bully	the man ³ kill	the child ⁴ kidnap

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Tung Wah Group of Hospitals Yow Kam Yuen College
Phase II First Tryout of the "Seed" Project 2009-2010
S.3 English
"Let's fight crime in Shatin!"

Activity Sheet 2.5

Name: Chan Chak Sang (1) Class: S.3 _____ Date: _____

Game – 'Under Arrest' (New Version)

Answer Sheet

Give suggested answers to your Board Game.

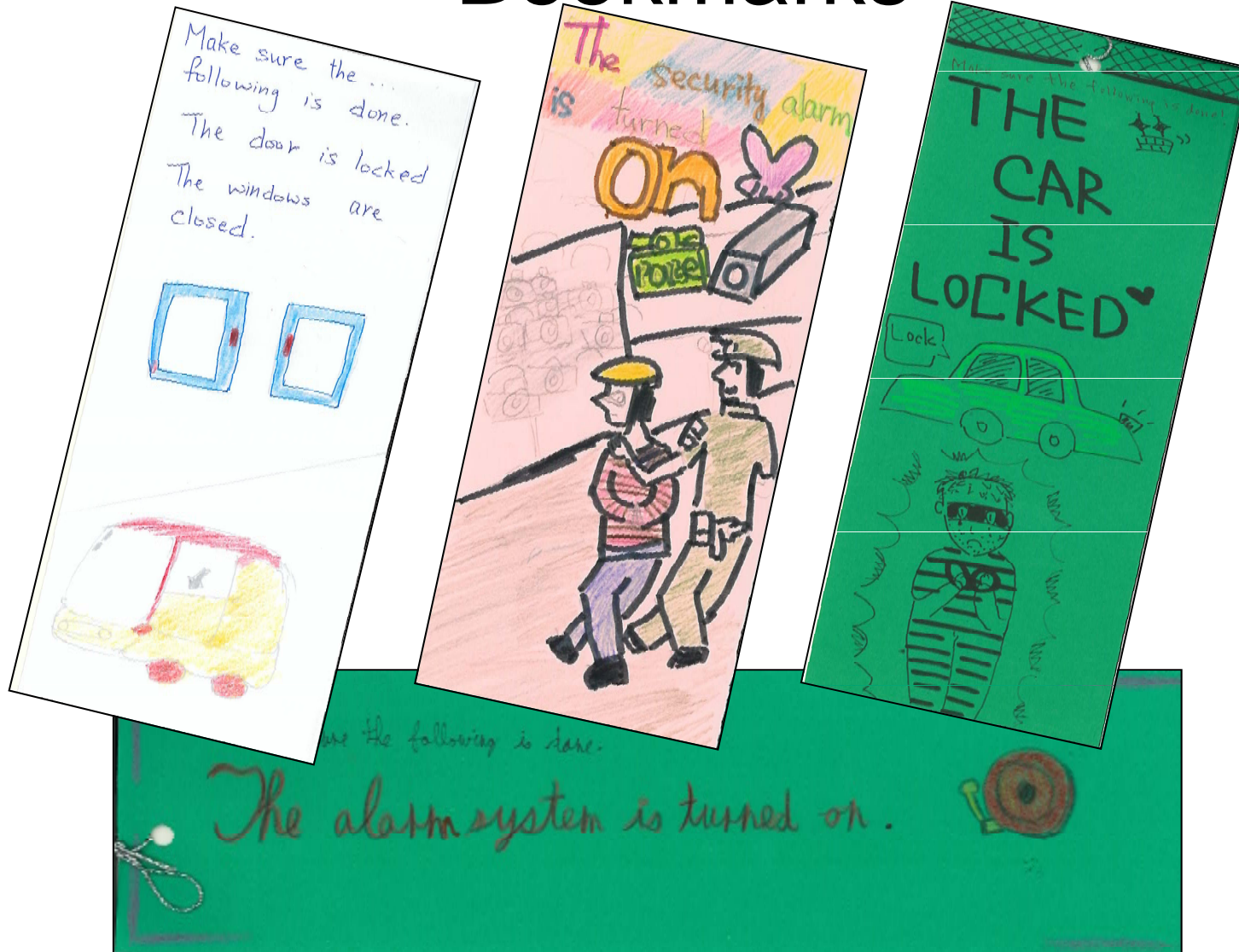
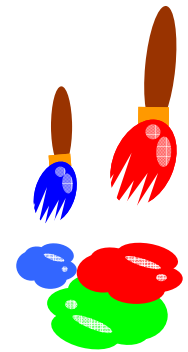
1. Some goods were stolen
2. Some students were bullied
3. The man was killed
4. The child was kidnapped
5. The plane was hijacked
6. The robber was chased by two slope assistants
7. _____
8. The trial members were caught
9. _____
10. Some public facilities were badly damaged
11. The rich man was blackmailed
12. The offender was taken to a high court
13. The girl was raped
14. The heroin was found
15. The flat was broken in
16. The locker was unlocked

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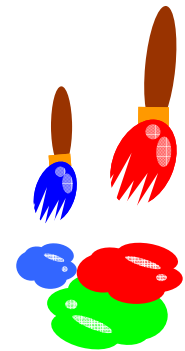
Students' Work – Tryout I

Bookmarks



Students' Work – Tryout I

Leaflet (1)



Group F

6 cases of Jewellery shop Robberies were reported in 2008 while 10 cases were reported in 2009. There was a 67% rise.

In 2009, 10 robbers were arrested. 20 people were hurt and were sent to hospital. They were mostly customers and salespersons of the shop.

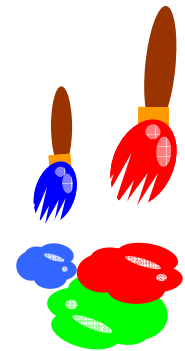
It was reported that the loss was worth about HK \$16,000,000. In these cases, some Diamond rings and Diamonds were taken. Some cash was also stolen.

The leaflet features several hand-drawn illustrations. At the top left, a robber in a striped shirt and mask stands next to a large cube containing another robber. Below the text, there are three small illustrations of robbers. At the bottom, there are three small illustrations of jewelry: a diamond ring, a diamond, and a cash bill.


A drama competition will be held in May.
Posters will be distributed to students.
A slogan will be designed by Mary.
Fun Day will be organised in March.
A leaflet will be designed by Tony.
Bookmarks will be distributed to students.

Students' Work - Tryout I

Leaflet (2)



Sha Tin JPC Solo JPC

'Jewellery Shop Robberies'

A gear-up community programme against Jewellery Shop Robberies will be launched to help the residents in Sha Tin stay away from robberies.

1. 'Jewellery Shop Robberies' board game will be designed.
2. Posters will be distributed.
3. Drama competition will be held.
4. Slogan will be designed.
5. Fun Day will be organised by students in New Town Plaza on Sunday, March 20.
6. 'Let's fight crime in Sha Tin' song will be written.

3D Group 1

jewellery shop robberies were while 10 cases were. There was 67% rise.

jewellery shop robberies were hurt and were sent to mostly caretakers and sale

Jewellery Shop Robberies

- It was reported that the loss was worth about HK\$ 16,000,000. In these cases, some diamond rings and diamond watches were taken.

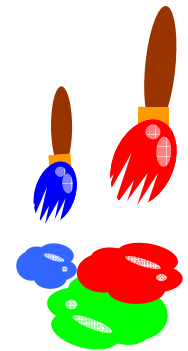
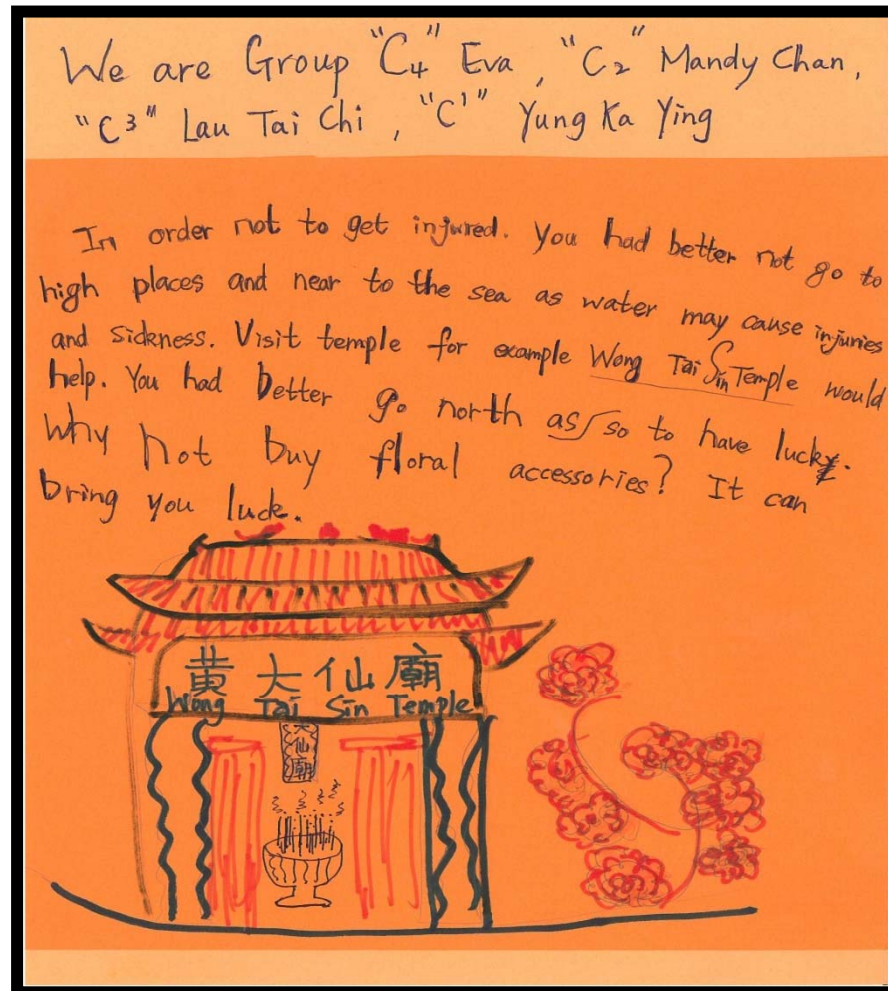


Students' Work – Tryout II

Case Cards

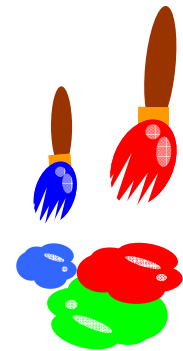
- Case 5: (more demanding as Ss have to provide a more comprehensive answer)

I am a Rabbit. I plan to go to Hong Kong with my friend, who is a Sheep. When should we go on the trip? What places should we visit in Hong Kong? What should we buy to bring us more luck? More importantly, what should I pay attention to during my visit?



Students' Work – Tryout II

A 'Lucky' Travel Plan (1)



Day1 morning



You should take the MTR to go to Mongkok. Go to Tai Hing Roast Restaurant to have breakfast.



Then we can go shopping in Mongkok flowers market. We have a free time to buy the red flowers. The red flowers can bring good luck to you.



Go to Jade Market. Your son was born in the year of the Tiger. He should wear a jade necklace in order to have good relationships with friends. The Monkey wears a jade necklace to have good health.



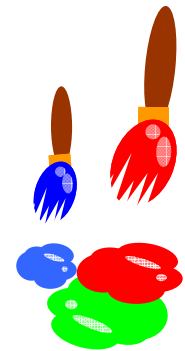
You were born in the year of the Monkey. You should go to the Peak in the morning. You can see the beautiful view of Victoria Harbour. The Monkey wears a jade so as to have a good health.



You were born in the year of Tiger. You and your son had a happy birthday. You can go to Ocean Park. Both of you can play games happily. You should wear a jade necklace since it may bring luck. You should not wear black clothes because black clothes bring bad luck.

Students' Work – Tryout II

A 'Lucky' Travel Plan (2)




Lucky travel plan

Day 1

In the morning – visiting Lantau.

- You and your husband can go hiking in the west because the west is good for you. Since the view in Lantau is good. Why not go there?



Big Buddha


In the afternoon – visiting the Big Buddha.

You can eat vegetarian food in the temple of the Big Buddha as it is lucky for you.

Day 2

In the morning – visit Jade market and the jewellery shop in Mongkok.


- You and your husband can buy jade ring and diamond ring because they are lucky for both of you.



Jade Market

In the afternoon – visiting Sai Kung.

As seafood is good to the health of your husband, why not go to Sai Kung and try the seafood there?



Seafood in Sai Kung

S3A Group B
Tom Au
Billy
Kevin
Edward

Day 1 (morning)

The OX should go hiking in the west in spring since it will improve your study.

*Who not wear a red cap?

Day 1 (afternoon)

- Wear something blue as it is good.
- You had better watch stars and the universe in the south in order to have fun.

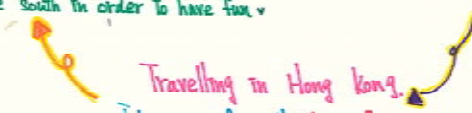
Day 2 (morning)

- The OX had better spend more time with family because it is sweet.
- Watch stars and the universe in the south so that it will bring luck.

Day 2 (afternoon)

- Why not go to the countryside for good health?
- You should wear gold accessories so as to be happy.

Travelling in Hong Kong
Itinerary for the "OX"



3F (Group B)
Lau Mei Yee
Kung Hei Man
Wing Ching Kwan
Ding Hui Lam

