

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: TWGHs Lo Yu Chik Primary School (English)

Application No.: D 068 (for official use)

The commencement of the project is deferred to *September 2021* in order to avoid possible delays or disruptions in case of continued class suspension for the 2020/2021 school year arising from the COVID-19 pandemic.

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 19
2. No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	4	5	6	30

3. No. of operating classes in the 2019/20 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	--	--	--	--	--	--	--

(B) Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
PLPR/W	P.1-3	Reading and Writing	NET Section, EDB
Professional Development Schools Scheme (2016-2017)	P.5-6	Using tablets to enhance English Language teaching and learning	Quality Assurance and School-based Support Division, EDB
School-based Curriculum Development (2017-2018)	P.4	Refining school-based writing curriculum	Language Learning Support Section, EDB

(C) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none"> 1. School is willing to allocate resources to organise various enrichment and remedial classes to cater for learner diversity. 2. School is well equipped with IT infrastructure (e.g. Wi-Fi and tablet computers) to facilitate learning and teaching. 3. Most of our English Language teachers are experienced and have good understanding of students' strengths and weaknesses. 4. Co-planning and experience sharing culture is well-developed. 5. The school-based PLPR/W programme is well-established. 	<ol style="list-style-type: none"> 1. The PEEGS grant will create space for teachers to develop an RaC programme that supplements the current school-based curriculum. and caters for the needs of students in Key Stage 2 (KS2). 2. Through refining the reading curriculum, more e-learning elements can be incorporated to facilitate students' learning.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Many students lack family support especially with English learning. 2. Students generally do not have a good reading habit and perform unsatisfactorily in reading comprehension. 3. The KS2 curriculum is textbook-bound and students have limited exposure to authentic reading texts. 	<ol style="list-style-type: none"> 1. Some of our upper primary students lack motivation in learning English. 2. The widening differences in students' English abilities have made teaching in KS2 challenging.

(D) Measures taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Areas of Development	Usages of the grant	Grade Level
<ul style="list-style-type: none"> ● To develop a school-based reading and writing curriculum 	<ul style="list-style-type: none"> ● Hiring a full-time supply teacher for two consecutive years to create space for the core team 	P.6
<ul style="list-style-type: none"> ● To integrate the General English Curriculum with the PLPR/W programme 		P.1-2

(E) Focus of the school’s proposed school-based English Language curriculum initiative to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

(F) How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation						
Employing a full-time supply teacher to create space for the core team to promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4-5											
<p>Overall objectives</p> <ul style="list-style-type: none"> As the current KS2 reading curriculum is textbook-oriented, the new Reading across the Curriculum (RaC) programme will serve to increase students’ exposure to different authentic reading texts as well as cultivate their reading interest and habits. Reading strategies will also be fostered through provision of quality learning and teaching materials. Through the programme development, English Language teachers will enhance their understanding of effective reading instruction and sensitivity to students’ needs. <p>Core Team</p> <ul style="list-style-type: none"> The core team consists of 5 members, including the English Language panel chair, 2 vice panel chairs and P.4 and P.5 level coordinators. They will teach the target levels in the 2020/21 school year. Led by the English Language panel chair, other non-core-team target level teachers will be closely involved in planning, implementing and evaluating the programme for capacity enhancement. A supply teacher will be hired to take up around 29 lessons per week to create space for programme development work. <table border="1" data-bbox="129 1267 934 1422"> <thead> <tr> <th>Staff</th> <th>Number of lessons to be released</th> </tr> </thead> <tbody> <tr> <td>Panel chair</td> <td>9</td> </tr> <tr> <td>2 vice panel chair and level coordinators</td> <td>5</td> </tr> </tbody> </table> <p>✧ To attend relevant professional development</p>	Staff	Number of lessons to be released	Panel chair	9	2 vice panel chair and level coordinators	5	P.4-5	<p>Aug 2020 Professional development workshops for participating teachers</p> <p>Module 1 Planning Sep 2020 Implementation Oct 2020 Evaluation Nov 2020</p> <p>Module 2 Planning Nov 2020 Implementation Dec 2020 Evaluation Jan 2021</p> <p>Module 3 Planning Feb 2021 Implementation Mar 2021 Evaluation Apr 2021</p>	<p>Curriculum 8 sets of RaC packages covering 64 lessons will be developed in total. Each package will be taught through 8 reading lessons. Unit plans, lesson plans, reading materials, worksheets, and other teaching materials (PowerPoints / Nearpod slides) will be included.</p> <p>Students’ performance 70% of P.4-5 students will increase their motivation and confidence in reading English texts.</p> <p>60% of P.4-5 students will show improvements in the results of reading tests and internal exams.</p>	<p>The reading packages will continue to be used after the completion of the project</p> <p>Peer observation will be conducted as professional development.</p> <p>At least two sharing sessions will be held to disseminate good practices.</p>	<p>English Language panel chairs will host co-planning meetings, observe lessons and review students’ work.</p> <p>A pre- and post-reading test will be conducted to collect data on students’ performance.</p> <p>Students’ performance in the exams will be evaluated.</p> <p>Sample student work will be collected for evaluation and dissemination.</p> <p>P.4-5 students will complete a survey upon completion of the</p>
Staff	Number of lessons to be released										
Panel chair	9										
2 vice panel chair and level coordinators	5										

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
<p>workshops organised by the Education Bureau and other professional bodies.</p> <ul style="list-style-type: none"> ✧ To review the current reading curriculum and create a blueprint for project implementation. ✧ To source and select appropriate RaC materials. ✧ To participate in bi-weekly co-planning meetings and design new teaching materials. ✧ To try out, evaluate and modify the newly-developed materials. ✧ To conduct peer observation and participate in post-lesson review at least once per term. ✧ To disseminate good practices to other English Language teachers in the panel meetings two times a year. <ul style="list-style-type: none"> ● The panel heads concerned will exercise monitoring (e.g. lesson observation and regular patrol) and provide the supply teacher with mentoring for minimising disruption to students' learning. ● Other subject panel heads (e.g. General Studies) will provide the necessary curriculum and content support. ● The school librarian will recommend relevant reader titles and give advice on book-related activities. <p><u>The P.4-5 RaC programme</u></p> <p><u>Target reading skills</u></p> <ul style="list-style-type: none"> ● To address the widening difference in students' English abilities and build a stronger interface between KS1 and KS2, the focus would be placed on strengthening KS2 reading strategies, including but not limited to the ones students perform unsatisfactorily in internal exams and TSA. 		<p>Module 4</p> <p>Planning Apr 2021</p> <p>Implementation May 2021</p> <p>Evaluation Jun 2021</p> <p>End-term evaluation and dissemination seminar Jul 2021</p> <p>Refinement of the RaC programme Aug 2021</p>	<p><u>Teachers' development</u></p> <p>80% of the participating teachers will enhance their pedagogical knowledge and skills in delivering RaC materials</p> <p>80% of the participating teachers believe that the RaC materials can help to raise students' motivation and confidence in reading English texts</p> <p>80% of the participating teachers believe that the RaC materials can help to improve students' reading skills.</p>		<p>project.</p> <p>All participating teachers will complete a survey upon completion of the project.</p>

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
Level	Skills					
P.4	<ul style="list-style-type: none"> ✧ Recognising the format, visual elements and language features of a variety of text types ✧ Making predictions ✧ Skimming for gist / Identifying main ideas ✧ Guessing meanings of unfamiliar words by using pictorial clues ✧ Understanding connections between ideas ✧ Understanding intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 					
P.5	<ul style="list-style-type: none"> ✧ Recognising the format, visual elements and language features of a variety of text types ✧ Making predictions ✧ Skimming for gist / Identifying main ideas ✧ Guessing meanings of unfamiliar words by using pictorial and contextual clues ✧ Understanding connections between ideas ✧ Understanding intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language ✧ Interpreting figurative language 					
Vocabulary and grammar <ul style="list-style-type: none"> ● Apart from reading skills, the core texts will be exploited for vocabulary and grammar teaching. For example, students will learn how to work out meanings of unfamiliar words with the help of visual cues and features of a text. Students will also be guided to explore the grammatical features associated with different text types and how they 						


Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation												
<p>affect the coherence, structure and tones of different texts.</p> <p>Writing and speaking skills</p> <ul style="list-style-type: none"> To connect students' learning experiences with different KLAs, an authentic and purposeful task will be designed for each RaC unit. Different activities, including outings (e.g. visit to the Hong Kong Museum of History), mini-plays, production of videos or posters will be conducted so as to develop students' writing and speaking skills and enrich their learning experiences. <p>Themes and text types</p> <ul style="list-style-type: none"> The RaC programme will be thematically and linguistically linked to the current English Language and General Studies Curricula. Themes closely connected to students' everyday life will be adopted to arouse their interest. A wide range of authentic texts, both print and non-print, from different sources will be used for developing students' cross-curricular literacy skills and deepening their learning. Different text types will be selected to heighten their awareness of the structures, features and uses. Tentative themes, text types and structures to be covered are set out below: <table border="1" data-bbox="129 1182 943 1449"> <thead> <tr> <th colspan="3" data-bbox="129 1182 943 1225">P.4</th> </tr> <tr> <th data-bbox="129 1225 338 1265">Themes</th> <th data-bbox="338 1225 658 1265">Text Types</th> <th data-bbox="658 1225 943 1265">Text Structures</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="129 1265 943 1305" style="text-align: center;"><i>Module 1</i></td> </tr> <tr> <td data-bbox="129 1305 338 1449">Food Culture</td> <td data-bbox="338 1305 658 1449"> <ul style="list-style-type: none"> ✧ Menus ✧ Explanation of how and why ✧ Webpages </td> <td data-bbox="658 1305 943 1449"> <ul style="list-style-type: none"> ✧ Description ✧ Compare and Contrast </td> </tr> </tbody> </table>	P.4			Themes	Text Types	Text Structures	<i>Module 1</i>			Food Culture	<ul style="list-style-type: none"> ✧ Menus ✧ Explanation of how and why ✧ Webpages 	<ul style="list-style-type: none"> ✧ Description ✧ Compare and Contrast 					
P.4																	
Themes	Text Types	Text Structures															
<i>Module 1</i>																	
Food Culture	<ul style="list-style-type: none"> ✧ Menus ✧ Explanation of how and why ✧ Webpages 	<ul style="list-style-type: none"> ✧ Description ✧ Compare and Contrast 															






Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
Subject - specific knowledge and concepts	<ul style="list-style-type: none"> ✧ To understand the major characteristics of different food cultures ✧ To develop students' cultural sensitivity and appreciation for differences 					
<i>Module 2</i>						
Old Hong Kong	<ul style="list-style-type: none"> ✧ Autobiographies ✧ Historical recounts 	<ul style="list-style-type: none"> ✧ Description ✧ Narrative ✧ Compare and Contrast ✧ Sequence 				
Subject - specific knowledge and concepts	<ul style="list-style-type: none"> ✧ To recognise the history and development of Hong Kong ✧ To develop a sense of belonging and responsibility towards our home town 					
<i>Module 3</i>						
Healthy Eating	<ul style="list-style-type: none"> ✧ Pamphlets ✧ Food labels 	<ul style="list-style-type: none"> ✧ Description ✧ Cause and Effect ✧ Problem and solution 				
Subject - specific knowledge and concepts	<ul style="list-style-type: none"> ✧ To recognise the importance of food to health ✧ To know the factors affecting one's health ✧ To learn to make smart food choices 					
<i>Module 4</i>						
World Records	<ul style="list-style-type: none"> ✧ News reports ✧ Children's encyclopedia 	<ul style="list-style-type: none"> ✧ Description ✧ Narrative ✧ Compare and contrast 				





Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
Subject - specific knowledge and concepts	<ul style="list-style-type: none"> ✧ To understand the importance of hard work and perseverance ✧ To develop a better understanding of cultures, traditions and beliefs around the world 					
P.5						
Themes	Text Types	Text Structures				
<i>Module 1</i>						
Good manners	<ul style="list-style-type: none"> ✧ Posters ✧ Blogs 	<ul style="list-style-type: none"> ✧ Description ✧ Problem and Solution 				
Subject - specific knowledge and concepts	<ul style="list-style-type: none"> ✧ To identify the different stage of growth and development ✧ To respect individual differences ✧ To learn to care for others 					
<i>Module 2</i>						
Famous People	<ul style="list-style-type: none"> ✧ Biographies ✧ Explanations of how and why 	<ul style="list-style-type: none"> ✧ Description ✧ Cause and effect ✧ Problem and Solution ✧ Sequence 				
Subject - specific knowledge and concepts	<ul style="list-style-type: none"> ✧ To recognise symbols of one's home country and their meanings ✧ To learn from the success of famous people ✧ To develop a sense of belonging 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
<i>Module 3</i>					
Inventions	<ul style="list-style-type: none"> ✧ Procedures ✧ Explanations of how and why 	<ul style="list-style-type: none"> ✧ Description ✧ Sequence ✧ Cause and Effect ✧ Problem and solution 			
Subject - specific knowledge and concepts	<ul style="list-style-type: none"> ✧ To develop intellectual curiosity and creativity ✧ To understand the impact of science and technology 				
<i>Module 4</i>					
Travelling around Hong Kong	<ul style="list-style-type: none"> ✧ Maps and Legends ✧ Travel blogs ✧ Brochures 	<ul style="list-style-type: none"> ✧ Description ✧ Narrative 			
Subject - specific knowledge and concepts	<ul style="list-style-type: none"> ✧ To identify facilities and services in the community ✧ To develop a sense of belonging ✧ To appreciate multi-cultures of Hong Kong 				
Teaching strategies <ul style="list-style-type: none"> ● A variety of activities and teaching strategies such as vocabulary building games, fun quizzes, storytelling, shared reading and independent reading, will be used to raise reading motivation and foster reading strategies of students. ● An e-learning platform (Google Classroom) will be set up for students to access all the relevant learning materials and conduct learning tasks. A variety of e-learning tools such as <i>Nearpod</i>, <i>Quizlet</i>, <i>EdPuzzles</i> and <i>Padlet</i>, will be used in the lessons to enhance students' engagement, 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation								
<p>assess student reading performance and provide peer/teacher feedback. Online reading tasks will also be designed to encourage self-directed learning.</p> <p>Project deliverables</p> <ul style="list-style-type: none"> ● Two sets of thematic reading materials will be developed per term for each target level. A total of 8 RaC packs with each covering 8 lessons will be developed. ● PowerPoints / Nearpod slides will be created for each lesson to facilitate teaching. A unit workbook will also be designed for each RaC unit. The workbook will contain: <ul style="list-style-type: none"> ✧ unit objectives; ✧ pre-lesson tasks; ✧ vocabulary building games; ✧ reading activities; ✧ production tasks; ✧ peer and self-assessments; and ✧ self-learning resources. ● All the reading texts, unit workbooks and teaching materials will be graded to cater for student diversity. For example, more pictorial and contextual clues will be provided to less able learners to enhance their understanding of the texts. Extended reading and writing tasks will be provided for highflyers. <p>Descriptions of a sample module</p> <table border="1" data-bbox="129 1177 931 1479"> <tr> <td data-bbox="129 1177 338 1217">Level</td> <td data-bbox="338 1177 931 1217">P.4</td> </tr> <tr> <td data-bbox="129 1217 338 1257">Theme</td> <td data-bbox="338 1217 931 1257">Healthy Eating</td> </tr> <tr> <td data-bbox="129 1257 338 1406">Text types</td> <td data-bbox="338 1257 931 1406">Pamphlets and food labels https://cdn1.sph.harvard.edu/wp-content/uploads/sites/30/2016/01/KidsHealthyEatingPlate_Guide_Jan2016.pdf</td> </tr> <tr> <td data-bbox="129 1406 338 1479">Target reading skills</td> <td data-bbox="338 1406 931 1479">- Recognising the format, visual elements and language features of a</td> </tr> </table>	Level	P.4	Theme	Healthy Eating	Text types	Pamphlets and food labels https://cdn1.sph.harvard.edu/wp-content/uploads/sites/30/2016/01/KidsHealthyEatingPlate_Guide_Jan2016.pdf	Target reading skills	- Recognising the format, visual elements and language features of a					
Level	P.4												
Theme	Healthy Eating												
Text types	Pamphlets and food labels https://cdn1.sph.harvard.edu/wp-content/uploads/sites/30/2016/01/KidsHealthyEatingPlate_Guide_Jan2016.pdf												
Target reading skills	- Recognising the format, visual elements and language features of a												

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
	variety of text types - Understanding connection between ideas - Guessing meanings of unfamiliar words from contexts - Understanding intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language					
Target language items	<u>Vocabulary</u> - Food groups - Nutrients <u>Grammar</u> - Quantifiers - Use of modal to give advice					
Subject - specific knowledge and concepts	- To recognise the importance of food to health - To know the factors affecting one's health - To learn to make smart food choices					
<i>Unit Plan</i>						
Pre-reading	- To raise curiosity and relate the reading materials to daily experience, students watch a video about Arya, an obese Indonesian boy. <i>World's Heaviest Kid Loses 220lbs / TRULY</i> https://www.youtube.com/watch?v=LnMKzLVNyYg - Students go through the following questions in groups:  <i>How much did Arya weigh in 2016?</i>					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
	<ul style="list-style-type: none">  <i>Did he have healthy eating habits?</i>  <i>What health problems did he have?</i>  <i>Did his father have a part to play?</i>  <i>What did he do to lose weight?</i>  <i>What changes happened to him after he shed weight?</i> <p>- Teacher creates a KWL chart about healthy eating with students before reading.</p>					
While-reading	<p><u>Online pamphlet – Kid’s Healthy Eating Plate</u></p> <ul style="list-style-type: none"> - To provide a purpose for reading, teacher tells students they are going to read a pamphlet about healthy food choice so that they can give advice to obese children. - Teacher draws students’ attention to the text type features of a pamphlets (e.g. heading and subheadings) and invites students to think about their functions in the texts. - Teacher asks students to skim through the text and draw on their knowledge about healthy eating from the General Studies lessons and try to work out meanings of some unfamiliar vocabulary. - Teacher reads through the different parts of the pamphlet with students and fosters a range of reading strategies through the use of <i>Nearpod</i>. Students will work in pairs to discuss ways to answer the 					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
	<p>questions and complete the KWL chart.</p> <p><u>Food label</u></p> <ul style="list-style-type: none"> - Teacher introduces the features of a food label to students. <ul style="list-style-type: none">  Clear  In table or grid form  Found on the back of the food package  Contain information such as serving size, calories, nutritional content - Students can explore more through using the <i>Food Label Reader Tool- Nutrition Labels</i>. https://bit.ly/3dMnCDw 					
Post-reading	<ul style="list-style-type: none"> - Teacher guides students to notice the language used to give advice to others (<i>e.g. It is better to... / You should...</i>) and discusses their language functions and usage with students. Students then play the roles of doctors and obese children and practise the language items. - As a final task, students work in groups to write the script and produce a video to promote healthy eating on campus using <i>Educreations</i>. Good work will be selected and broadcast on Campus TV. 					