NSS Language Arts Course Outlines

Learning English through Drama

Topic	Objectives	Skills	Activities
Introduction to Drama	- To know what drama is - To learn drama vocabulary - To know important person in drama history - To try acting	- Speaking - Creativity	- Sharing: 　- What do you know about drama? 　- Experience of playing Drama 　- Elements of Drama - Discussion: 　Students are asked to do a short research & present in next lesson. 　Students will be given a few words related to drama & they have to find out the meaning. Each group would have to introduce one important person contribute to Drama too. Students have to discuss the distribution of work. - Game: 　Acting, 　Students are divided into two groups. 1 uses gesture & facial expression to convey the meaning of several vocabularies, the other guess. The two groups compete for the most correct guesses
Using Sound to Act - Stress & Intonation	- To learn using stress to convey meaning - To learn using intonation to convey meaning	- Speaking - Stress & intonation	- Discussion: 　- Difference between stress & intonation 　- Importance of stress & intonation - Placing stress activity: 　Students are given a sentence & asked to express certain meaning. 　Students convey the meaning by placing stress on different words of the sentence. Other students guess the meaning. - Reading practice: 　Work in pairs, 　Students are given a passage to read, partner comments on his stress. - Placing intonation activity: 　Students are given a sentence & asked to express certain meaning. 　Students convey the meaning by rising/falling intonation. Other students guess the meaning. - Reading practice: 　Work in pairs, students read a sentence, partner judge if he/she show rising/falling intonation
Using Sound to Act - Emotions, Feelings & Motivations	- To learn verbal cues & non-verbal cues in drama - To learn giving appropriate emotion & feeling in drama - To try performing with emotion	- Speaking - Emotion & feeling in reading - Creativity - Confidence building	- Speech analysis: 　Given a list of verbal & non-verbal cues, match the verbal cues with corresponding expression - Game: 　In groups of 5 students, each group will be given a scenario, students free throw verbal cues showing the appropriate expression. 　Groups compete for the number of verbal cues (the game repeats but with non-verbal cues performed) - Short performance: 　Students are given the beginning of a story, students in groups of 4 complete the story. Then perform in class with appropriate expression & feeling.

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Learning English through Short Stories

Topic	Objectives	Skills	Activities
Key Features of a Story	- To learn the key elements of stories - To learn identifying different parts of a story	- Oral	Part 1: Sharing - Students are selected to share in class about their favourite stories. Teacher guides students to speak by asking questions like: 　- "What is you favourite story?" 　- "What are the major characters?" 　- "What is it about?" 　- "Do you learn anything from the story?" 　- "Why do you like the story?" - Students are not expected to give very fluent & comprehensive answers. The aim of the sharing is to stimulate students to try speaking in English. Part 2: Teaching - Teacher Introduces different key features of a story (character, setting, theme, opening, ending, title) Part 3: Practice - Students apply what they have just learnt to identify key features of excerpts of short stories, with guided questions provided
Establishing Characters	- To learn identifying different characters of a story - To learn investigating each character's personality - To understand the importance of characters' image in storytelling	- Oral - Discussion - Creativity	Part 1: Sharing - Students are selected to share about their favourite Disney characters and explain why they like them. - Students are not expected to give very fluent & comprehensive answers. The aim of the sharing is to stimulate students to try speaking in English. Part 2: Practice - Students are asked to read an excerpt of a short story and find out the characters of the story - By reading more excerpts of the story, students are guided to find out the personality of each character. Part 3: Activity - Students are asked to form groups of 4-5 students. They will be given a short list of the characters in the famous Chinese tale "Journey to the West". They are asked to discuss who will be suitable to act which character and why. - This activity aims at inspiring students to recognize the characteristics of different characters. - Guided questions will be provided
Criteria of Good Storytelling	- To learn the criteria of good storytelling - To learn the importance of accurate pronunciation in storytelling - To learn the importance of voice projection in storytelling - To learn the importance of appropriate speed in storytelling - To learn the importance of eye contact in storytelling	- Oral - Attitude in storytelling	Part 1: Sharing - Students are asked to brainstorm criteria of good storytelling Part 2: Teaching - Introduce the importance of accurate pronunciation in storytelling Part 3: Practice - Tongue twister reading - Teacher has to remind students that accurate pronunciation is more important than speed in this exercise Part 4: Teaching - Introduce the importance of voice projection, appropriate speed & eye contact Part 5: Practice - Work in pairs. Practice reading a short story one by one. Teacher has to walk around to see students' performance & remind them to pay attention to their speed, volume, & eye contact

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Learning English through Poems/Songs

Topic	Lesson Run-down	Objectives
Diamond Poem (Animals)	1. Teacher introduces the characteristics of a diamond poem 2. Ss read a diamond poem and check dictionary 3. Teacher invites Ss to present the poem, in any formats 4. Ss have to think one animal to represent themselves and give reasons 5. Ss are given pieces of vocabulary cards; they have to categorize the cards into adjective, verb and noun. 6. Ss have to give 2 adjectives, 3 verbs and 4 nouns to describe the animal 7. Ss have to pair up with the one whose animal is opposite to theirs (e.g. sheep VS tiger) 8. Each group has to tell why the animals are opposite to each other. 9. Each group has to discuss the common features of the animals 10. Teacher introduces how to write a diamond poem 11. Ss write their own diamond poem	✓ To learn the characteristics of a diamond poem ✓ To learn more vocabularies ✓ To enhance self-awareness ✓ To practice presentation skill ✓ To know more about others ✓ To revise adjective, verb and noun ✓ To enhance critical thinking and clear observation ✓ To learn how to write a diamond poem
Diamond Poem + Haiku (Month)	1. Warmer – Similarities: Ss with the same month of birth group together 2. Brainstorming – Ss tell some adjectives about seasons 3. Ss read a diamond poem about 'summer/ winter' and check dictionary 4. Each group has to discuss the characteristics of the month of birth 5. Each group writes a diamond poem of their month of birth 6. Each group has to present their diamond poem, in any formats 7. Ss read some Haikus about seasons and check dictionary 8. Teacher introduces the characteristics of Haikus 9. Teacher introduces how to write a Haiku 10. Each group writes a Haiku about their month of birth 11. Each group has to present and explain their Haiku	✓ Getting to know each other ✓ To learn more adjectives about season ✓ To learn more vocabularies ✓ To practice writing a diamond poem ✓ To enhance presentation skill ✓ To learn the characteristics of Haikus ✓ To learn how to write a Haiku ✓ To learn the characteristics of different months/seasons
Sedoka (Festivals)	1. Warmer – Act & Guess: Ss acts the celebration way of their favourite festival (e.g. eat Easter egg for Easter) and other Ss have to guess the festival 2. Ss read a Sedoka and check dictionary 3. Teacher introduces the characteristics of a Sedoka 4. Similarities: Ss with the same favourite festival group together and discuss why they love the festival 5. Ss write some nouns to describe what they would see in the festival in a piece of paper 6. Teacher collects the pieces of paper, randomizes and puts inside a box 7. Teacher assigns each group a specific festival, the group has to find the appropriate nouns from the box 8. Each group has to discuss the activities for the assigned festival 9. Teacher introduces how to write a Sedoka 10. Each group writes a Sedoka 11. Each group presents their Sedoka, in any formats.	✓ To enhance creative thinking ✓ To learn more vocabularies ✓ Getting to know each other ✓ To learn team collaboration ✓ To learn the characteristics of a Sedoka ✓ To learn how to write a Sedoka ✓ To practice presentation skill ✓ To learn more about festivals

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Learning English through Popular Culture

Topic	Language Analysis	Skills	Activities
Film Stars and Movies	- Present Perfect + ever/never - adjectives - Present/past simple - Vocabulary	- Fun, imaginative and critical thinking skills	- Brainstorm types of film – genre - group discussion - Discuss about the favourite film of the students. - Movie quiz - Writing task: Write an article about the favourite actor in Harry Potter. - Whole class feedback
Music	- Vocabulary building - Learning question words Which, who Why - Using Present Continuous Tense, E.g. We are listening to Jazz	- Speaking - Writing - Reading - Listening skill - Discussions	- Group Discussion - Self Practice, students talk to each other using questions like " which singer do you like most? Why do you like him/her?" - Brainstorming describe favourite singer - Prepare mini-report - Presentation - Discussion : What make a good singer
Advertisements	- Vocabulary building - Presentations Skills	- Collaborative and communicative skills - Speaking - Listening - Writing - Develop skills and strategies expressing ideas.	- Discussion of TV commercials - Strategies used in advertising - Create an advertisement - Narrowing the ideas - Organizing and outlining - Have a group presentation - Feedback
Fashion items	- Describing scenes/ narration - using adjectives, present and past simple - Vocabulary area – fashion and daily noun	- Mainly speaking - Vocabulary building - Imaginative and reading skills	- Work with a partner to find out which product is the most fashion items in Hong Kong - Try to put your presentation into writing - using Spider graph method or Mind mapping - Debate

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NSS Non Language Arts Course Outlines

Learning English through Workplace Communication

Topic	Items	Activities
Phoning	I. Language in Context	- Introduce the use of language in different context - Opening greeting in making a call - Opening greeting in receiving a call - Listening T/F exercise on telephone conversation - Listening matching exercise on telephone conversation - Imaginary phone call oral practice
	II. Telephone Terms	- Introduce terms in telephone conversation - Introduce typical phrases in telephone conversation - Answering Phone - Introducing yourself - Asking to speak with someone - Connecting someone - Making special requests - Taking a message for someone - Leaving a message with someone - Confirming information - Listening to an answering machine - Leaving a message on an answering machine - Finishing a conversation
	III. Social Language – Telephone tactics	- Introduce phrases & response in different stages of telephone conversation - Fill in the blank exercise on the useful phrases
	IV Exercise	- Fill in the blanks exercise of making an appointment - Fill in the blanks exercise of ordering pizza
	V Role play	- Oral practice on requesting travel information - Oral practice on requesting product information - Oral practice on leaving a message - Oral practice on selling a product
	VI Answering the phone	- Introduce phrases used in answering phone calls - at home - office - asking information from caller - putting caller on hold - Illustrated with dialog examples
	VII Offering Help to a Caller	- Common expression in offering help to caller - Offering to take a message from a caller - Offering to help a caller - Leaving a message - Not leaving a message - Illustrated with dialog examples
	VIII Wrong Number	- Useful expression in telling the caller he/she has got the wrong number - Apologizing after dialing wrong number - Illustrated with dialog examples - Exercise of completing a dialog
	IX Ending a Telephone Call	- Useful expression in ending phone call - informal - formal - Illustrated with dialog examples
	X Revision – Matching Exercise	- Matching exercise on telephone conversation
Words Used in Meeting	I Meeting Vocabulary	- Introduce terms used in meeting
	II Dialog of Business Meeting	- Introduce different parts of a business meeting - Introduction - Reviewing past business - Beginning the meeting - Discussing items - Finishing the meeting - Illustrated with dialog example
	III Example of Meeting Dialog	- Meeting dialog with vocabulary & language notes - Vocabulary notes - Language notes
	IV Different Ways to Express Agree	- Introduce terms of showing agree

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Learning English through Sports Communication

Topic	Vocabulary / Language	Skills	Activity
Introduction to Sports	- Learn to express their own ideas - Presentation tips - Practice and sharing	- Brainstorming - Writing - Speaking - Reading	- Sharing: Ss share doing sports experiences - Brainstorming: To suggest good points of doing sports - Making a leaflet about a sport - Feedback & Discussion: Share ideas with others - Teacher makes use of the Ss' work to explain some presentation tips
Football	- Vocabulary building - Understand and use some common vocabulary about football - Oral English about football	- Reading - Listening - Speaking - Writing	- Ss discuss the meanings of some basic terms - Teacher introduces the rules, skills, and regulations - Ss take turns to demonstrate the conversation with friends - Sharing session: Ss share their favourite player / team
Basketball	- Vocabulary building - Understand and use some common vocabulary about basketball	- Reading - Listening - Speaking	- Ss discuss the meanings of some vocabulary about skills and rules - Teacher introduces positions and action about basketball - Sharing session: Ss share their favourite player / team
Sports events	- Understand and use some common vocabulary for sports events - Presentation in an interesting way - Gather information on a topic	- Speaking - Listening - Reading	- Teacher introduces and gives brief history on some famous events - Sharing session: Each group presents on a particular event - Feedback & Discussion: Share ideas with others
Quiz on sports knowledge	- Demonstrate and share knowledge about sports - Produce and conduct a quiz	- Speaking - Reading - Listening	- Teacher gives some questions to Ss as warm up exercise - Each group takes turn to ask questions for the competition

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Learning English through Debate

Topic	Vocabulary / Language	Skills	Activity
Basic Debating Skill	- Basic Debating Skill - Introduce basic concepts of debate - Introduce roles of speakers - Introduce techniques of debate - Introduce debate rules for use in American English - Debate rules & suggestions - Argument Agreement & Disagreement	- Writing - Comprehension	- Learn debate rules - Learn argument writing
Concept of Debate & Body Language in Debating	- Introduce concepts of debate - Introduce debating process - Introduce the importance of body language - Introduce 10 aspects of non-verbal forms of communication	- Body language - Comprehension	- Learn the process of debate - Learn the use of body language - Learn about non-verbal communication
An Introduction to Classroom Debate (I)	- Introduce what classroom debate is - Introduce debate format - Introduce debate procedures - Introduce way to select winner & allocate points - Introduce review of ballots	- Comprehension	- Learn debate format - Learn debate procedures - Learn criteria of getting high score - Learn about review of ballot
An Introduction to Classroom Debate (II)	- Suggest possible debate topics & argument of PRO & CON - Introduce how to run a debate - What is debate? - Debating procedures - Preparation of Debate - Organizing a team - Deciding team work expectation - Planning the argument	- Comprehension	- Learn about "PRO" & "CON" - Learn how to start a debate

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Learning English through Social Issues

Topic	Objectives	Skills	Activities
Identifying Social Issues	- To increase students' awareness on social issues - To stimulate students to recognize the influence of social issues on individuals, society, country and world	- Critical thinking - Oral - Confidence building	Brainstorming - Teacher asks students to suggest some social issues around us - Teacher divides students into groups of 4-5 students and instructs them to discuss which topics are the hottest recently, by asking stimulating questions like how influential the event is, how much people are affected, and weather the effect is long lasting - Teacher guides students to discuss why it is so important - Teacher guides students to discuss how the events affect the students and society Defining social issue - Teacher instructs students to suggest what the definition of social issue is & gives feedback on their suggestions - Teacher asks students to suggest some categories of social issue - Teacher guides students to classify the events that they suggest into different categories Picture study - Teacher instructs students to identify the events shown in the pictures - Teacher asks students to judge whether the events belong to social issues
Beijing Olympics	- To lead students to discuss on different aspects of a single event - To stimulate students to examine an issue in different perspectives - To guide students to consider an issue in a comprehensive way	- Critical thinking - Oral - Confidence building	Brainstorming - Teacher asks students to suggest some issues related to Olympics and gives feedback on their suggestions Study news report & other information about Olympics - Teacher guides students to discuss issues related to Olympics - Before Olympics: - Arrangement of Olympic Torch Relay - High price selling of Olympics banknotes - During Olympics: - Arrangement of the game - Tourism in HK - After Olympics: Arrangement of infrastructure & sports facilities built for Olympics - Overall: The pros & cons of Olympics
Earthquake in Sichuan	- To stimulate students to examine an issue in different perspectives - To train students to think comprehensively - To increase students' awareness in caring other people - To teach students to related an issue to other issues	- Critical thinking - Oral - Confidence building	Picture Study - Teacher guides students to describe & share comments on pictures about Sichuan earthquake - Teacher leads students to discuss: Do you think Sichuan earthquake is related to you? Why? - Teacher instructs students to read information about fund raising activities all over the world, explain difficult words & guide them to grab the meaning of the information - Teacher leads students to discuss: Why do people in other countries help? - Teacher briefly introduces the event of Sharon Stone & guides students to read news about it - Guided questions are given by the teachers to stimulate students to share their comments Debate - Teacher instructs students to read news about HK government allocating huge sum of money on reconstruction of Sichuan - Teacher divides the class into two groups and assigns for & against sides - Debate: HK government should allocate such a huge sum of money on Sichuan reconstruction Discussion - Teacher stimulates students to think what else they could do for victims in Sichuan and gives feedback on their suggestions - Teacher asks students to suggest some natural disasters other than Sichuan earthquake happening recently - Teacher guides students to discuss what they can do to help the victims and gives feedback on their suggestions - Teacher guides students to evaluate their life in Hong Kong by asking questions like "Are there many natural disasters in HK?", "Do you think HK is a safe place to live in?" & "Why?"

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