

# **Professional Development Programme**

## **Effective Use of Multimodal Texts to Develop Students' English Language Skills at Primary Level**

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**Centre for Applied English Studies, HKU**

# Programme Objectives

1. To introduce various kinds of **multimodal texts as e-resources** suited for use in the primary English classroom
2. To enhance teachers' repertoire of **pedagogical knowledge in deploying multimodal texts** to engage students in interesting learning activities, enrich their vocabulary, and **develop their English language skills**
3. To provide suggestions on effective pedagogical use of various multimodal texts to **enhance students' thinking skills and creativity**
4. To provide **hands-on activities** for participants to explore the use of some suggested multimodal texts for designing learning and teaching activities/tasks to enhance students' English language skills, thinking skills and/or creativity

# Workshop Agenda

- Concept of “multimodality” and “multimodal literacy”
- Use of multimodal texts in English learning and teaching

# English Language Education

Key Learning Area Curriculum Guide  
(Primary 1 – Secondary 6)



Prepared by  
The Curriculum Development Council

Recommended for use in schools by  
The Education Bureau  
HKSARG  
2017

Traditionally, “literacy” refers to the ability to read and write effectively to achieve desired goals or outcomes and develop one’s knowledge and potential. With the rapid development of IT and social media, “literacy” has taken on a new meaning as texts are no longer a linear form of presentation limited to words but are composed of various modes of communication (e.g. images, animations, sounds, graphics). Students, therefore, need to be equipped with new literacy skills to process and create multimodal texts in which messages are conveyed in different modes (e.g. linguistic, audio, visual, gestural, spatial), and the skills to search for and manage information.

# Multimodal Meaning-making Resources

Visual

Aural

Gestural

Spatial

Linguistic

# Multimodal Meaning-making Resources

Modes of communication	Examples of elements
<b>Visual</b>	Still and moving images, video, color, visual layout, design, font, size, formatting, symbols, visual data (charts, graphs), animation, etc.
<b>Aural</b>	Spoken words, sound, music, silence, volume, rhythm, speed of delivery, pitch, tone, voice, etc.
<b>Gestural</b>	Movement, speed, expression, body language, facial expression, physical proximity, interactions between people, etc.
<b>Spatial</b>	Physical arrangement – spacing, position, layout, organisation, proximity, direction, distance of elements in a text, etc.
<b>Linguistic</b>	Written and spoken words, word choice, vocabulary, grammar, structure, organisation of sentences and paragraphs, etc.

# Multimodal Meaning-making Resources

- What can the different design elements (e.g., visual, linguistic and auditory) do to convey a message?
- What are the **limitations** in using the various design elements to communicate a message?
- How does the use of various design elements **deepen meaning** and presentation of knowledge?

# Examples of Multimodal Texts for ELT

- Picture books
- Graphic novels
- Comics
- Infographics
- Digital stories
- Video clips
- Animations
- Interactive websites (e.g., quizzes)
- Songs and music videos
- Advertisements
- Podcasts
- Maps
- Social media posts
- Public service announcements
- Documentaries
- E-books
- Virtual field trips
- Video games
- Blogs and vlogs
- Photos
- Memes
- Posters
- TED talks
- ...



## Examples of Text Types for Key Stages 1 – 4 (P1 – S6)

A text is produced for a given purpose. Hence, the text types listed below can be of different natures such as narrative, informational, procedural, expository, persuasive, depending on the purposes they serve. Teachers might like to draw students' attention to both the conventions and features of a particular text type and the purpose the text serves in the learning and teaching process.

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Text Types for KS1 (P1 – 3)	Additional Text Types for KS2 (P4 – 6)	Additional Text Types for KS3 (S1 – 3)	Additional Text Types for KS4 (S4 – 6)
<ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Captions</li> <li>• Cards</li> <li>• Cartoons and comics</li> <li>• Charts</li> <li>• Conversations</li> <li>• Coupons</li> <li>• Diaries</li> <li>• Directions</li> <li>• Fables and fairy tales</li> <li>• Forms</li> <li>• Illustrations</li> <li>• Instructions</li> <li>• Labels</li> <li>• Leaflets</li> <li>• Lists</li> <li>• Menus</li> <li>• Notes and messages</li> <li>• Notices</li> <li>• Personal descriptions</li> <li>• Personal letters</li> <li>• Personal recounts</li> <li>• Picture dictionaries</li> <li>• Poems</li> <li>• Postcards</li> <li>• Posters</li> <li>• Product information</li> <li>• Rhymes</li> <li>• Riddles</li> <li>• Rules</li> <li>• Signs</li> <li>• Songs</li> <li>• Stories</li> <li>• Tables</li> <li>• Timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Accounts</li> <li>• Announcements</li> <li>• Autobiographies</li> <li>• Biographies</li> <li>• Blogs</li> <li>• Brochures</li> <li>• Catalogues</li> <li>• Children's encyclopaedias</li> <li>• Dictionaries</li> <li>• Directories</li> <li>• Discussions</li> <li>• Emails</li> <li>• Explanations of how and why</li> <li>• Formal letters</li> <li>• Informational reports</li> <li>• Jokes</li> <li>• Journals</li> <li>• Maps and legends</li> <li>• Myths</li> <li>• News reports</li> <li>• Pamphlets</li> <li>• Plays</li> <li>• Procedures</li> <li>• Questionnaires</li> <li>• Recipes</li> <li>• Telephone conversations</li> <li>• Tongue twisters</li> <li>• Weather reports</li> <li>• Webpages</li> </ul>	<ul style="list-style-type: none"> <li>• Book reviews/reports</li> <li>• Encyclopaedias</li> <li>• Film reviews</li> <li>• Interviews</li> <li>• Itineraries</li> <li>• Letters to the editor</li> <li>• Manuals</li> <li>• Memoranda</li> <li>• Newspaper/Magazine articles</li> <li>• Presentations</li> <li>• Short films</li> <li>• Short novels</li> <li>• Social media texts</li> <li>• Talks</li> <li>• Trailers</li> </ul>	<ul style="list-style-type: none"> <li>• Abstracts/synopses</li> <li>• Agendas</li> <li>• Debates</li> <li>• Documentaries</li> <li>• Editorials</li> <li>• Essays</li> <li>• Feature articles</li> <li>• Films</li> <li>• Minutes</li> <li>• Novels</li> <li>• Proposals</li> <li>• Speeches</li> <li>• Resumes</li> <li>• Thesauri</li> </ul>

Are any of these multimodal texts?

*Walking with  
a friend  
in the dark  
is better than  
walking alone  
in the light.*

*Helen Keller*



Love Our  
Family  
and Friends



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[www.edb.gov.hk/sow](http://www.edb.gov.hk/sow)

If you  
truly love  
**NATURE,**  
you will  
find beauty  
everywhere.



Vincent van Gogh

Love Nature

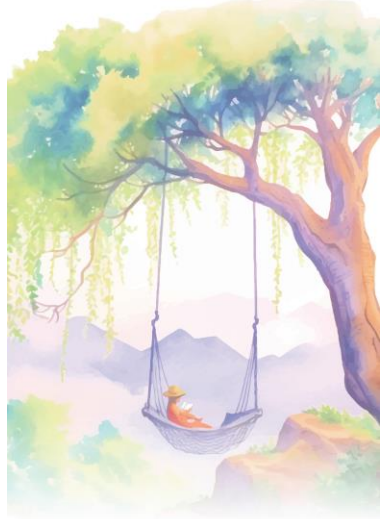


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[https://www.edb.gov.hk/attachment/en/curriculum-development/klia/eng\\_sow/sow\\_website/posters/index.html](https://www.edb.gov.hk/attachment/en/curriculum-development/klia/eng_sow/sow_website/posters/index.html)

*To sit in the shade  
on a fine day and  
look upon verdure  
is the most perfect  
refreshment.*

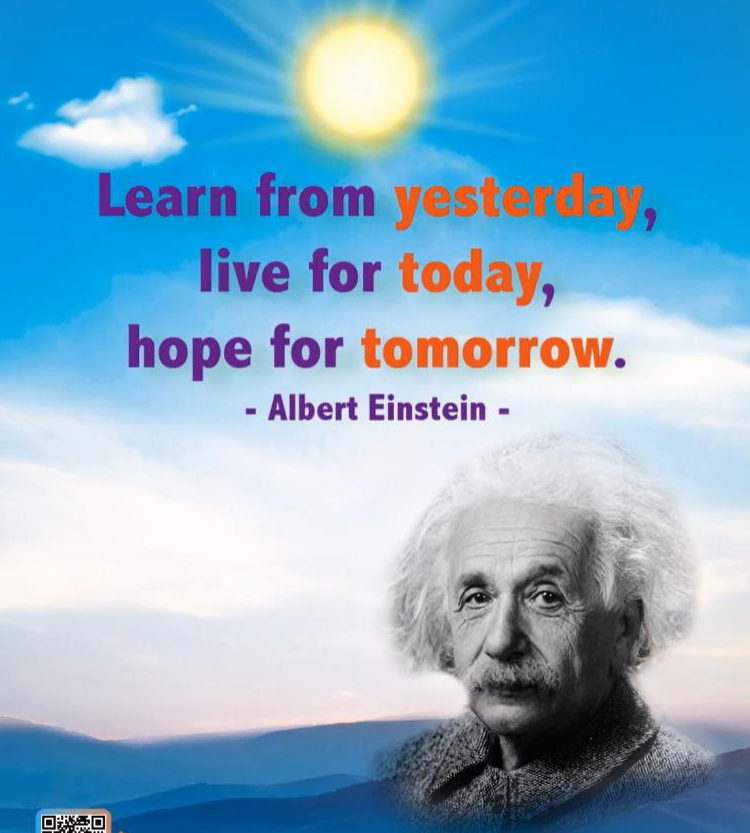
*Jane Austen*



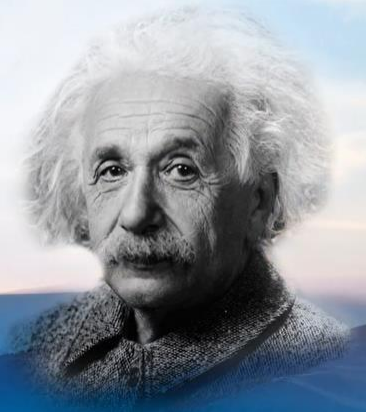
Love Nature



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Learn from **yesterday**,  
live for **today**,  
hope for **tomorrow**.  
- Albert Einstein -



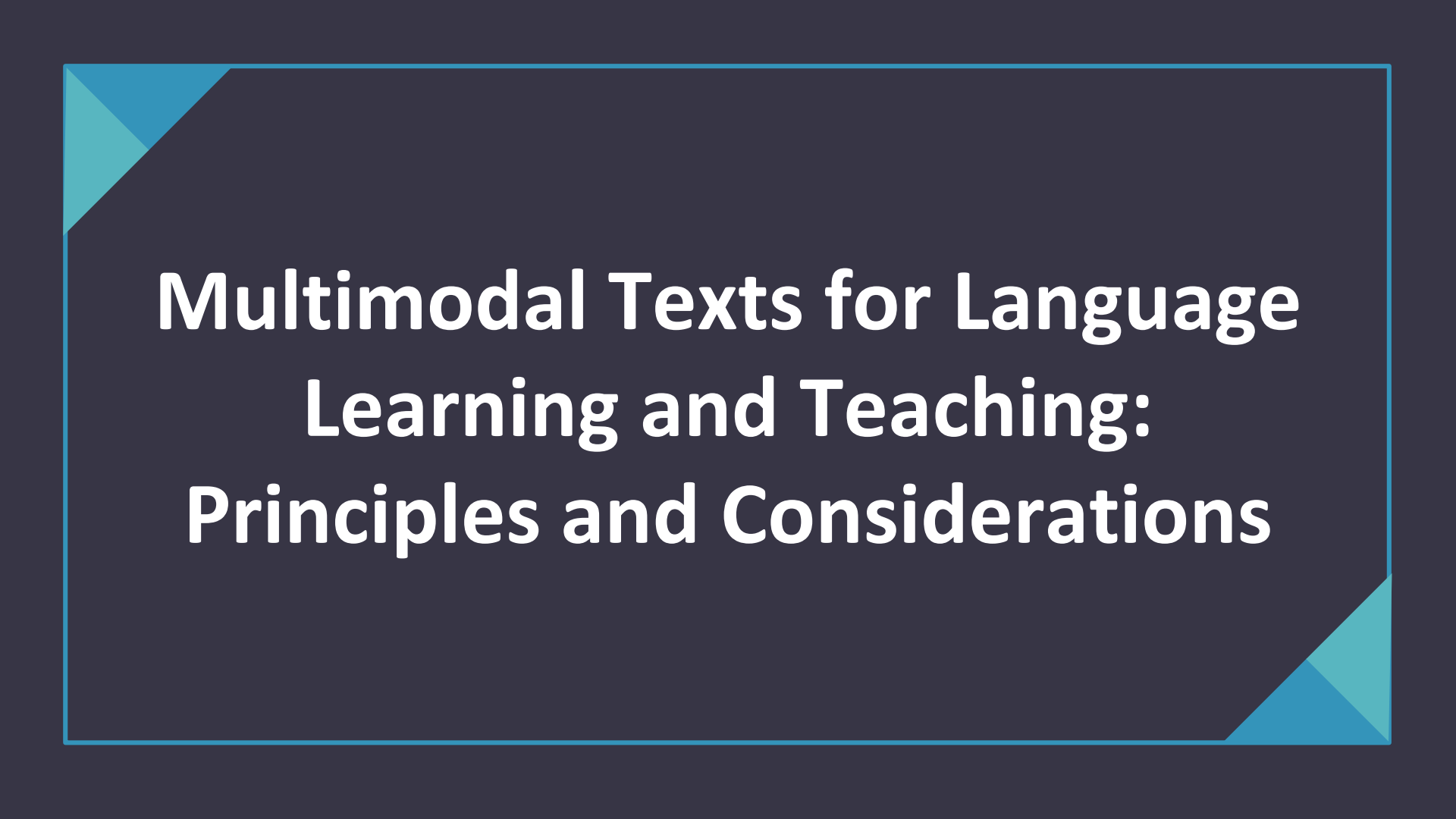
Kindness  
is the language which  
the deaf can hear and  
the blind can see.  
- Mark Twain -



Ending Deception  
Starts with You

Police Anti-Scam Helpline  
**18222**

The poster features a purple grape character with large eyes and a small stem on the left. At the bottom center, there are two logos: the Hong Kong Police Force crest and the Anti-Fraud Unit logo, which includes the Chinese characters '滅罪' (Eliminate Crime).

The image shows a title slide for a presentation. The background is a dark blue color with a lighter blue border. In the top-left and bottom-right corners, there are decorative elements consisting of overlapping triangles in shades of blue, creating a folded paper effect. The text is centered and written in a bold, white, sans-serif font. The title is arranged in three lines: the first line is 'Multimodal Texts for Language', the second line is 'Learning and Teaching:', and the third line is 'Principles and Considerations'.

**Multimodal Texts for Language  
Learning and Teaching:  
Principles and Considerations**

### 3.2.3 Promoting e-Learning and Information Literacy

Schools are encouraged to enhance students' learning experiences through making effective use of IT to enhance collaboration and interaction inside and outside the classroom, build learning networks, and promote self-directed learning. To facilitate the implementation of the English Language Education curriculum through e-learning, schools can:

- create an IT-friendly environment (e.g. easy access to the Internet and e-resources) for students to seek, share and use information and resources for learning as well as to interact with teachers, other students and people around the world;
- provide room for professional capacity building to enhance teachers' repertoire of strategies in implementing e-learning in the school English Language Education curriculum;
- make use of a range of e-resources and e-learning tools to motivate students and enhance learning and teaching effectiveness; and
- use e-assessment that facilitates the understanding of students' learning progress, the provision of feedback and the implementation of AfL or AaL.

To help students manage the vast amount of information in the digital age, teachers can:

- work closely with the teacher-librarian and IT co-ordinator to create a favourable learning environment with easy access to a wide variety of information and reading materials;

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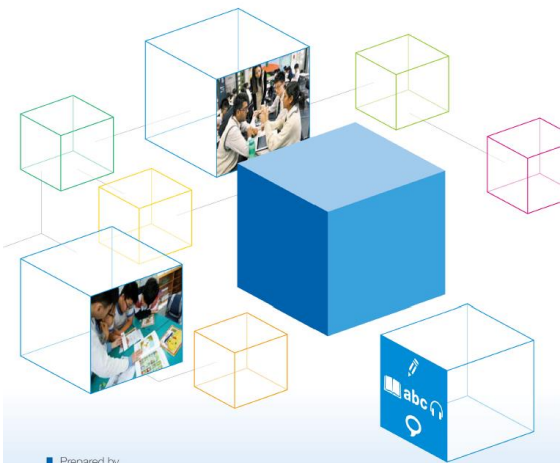


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- provide students with opportunities to apply IT skills to process and create multimodal texts, and share information and ideas through online platforms;
- facilitate discussion and evaluation of the power, accuracy and reliability of information, and the effectiveness of different sources in conveying information (e.g. websites, documentaries, news articles, advertisements);
- guide students to identify the bias and stereotypes conveyed in different kinds of texts;
- design learning activities and projects that require students to evaluate, extract, organise and synthesise information and ideas from different sources, and create new ideas of their own; and
- promote ethical use of information (e.g. acknowledging sources of information properly, preventing cyberbullying) and respect for intellectual property rights.

# Selection of Multimodal Texts

- Relevance to the curriculum (e.g., for exploring themes and issues)
- Authenticity (including authentic language use)
- Language level and complexity
- Clear and coherent structure
- Visual appeal
- Interactivity and engagement
- Educational value (e.g., promoting critical / creative thinking, values education)
- Teacher's familiarity and expertise
- Students' interests and needs
- Cross-curricular connections
- Variety and variations
- ...

**See also ELE KLA Curriculum Guide  
Section 6.2.5 on pp. 102-103**



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## 6.2.5 Choosing Learning and Teaching Resources Other Than Textbooks

Given the variety of resources available on the market, teachers should exercise their professional judgement when choosing resource materials for promoting English learning. The following are some considerations:

- The resources should be relevant to students' experiences and prior knowledge, and suit their needs, interests and abilities. The content should be interesting and challenging, and the language used should be accurate, authentic and purposeful but not too difficult for students. Resources which involve excessive use of mechanical drills and decontextualised use of English are not beneficial to the learning of English.

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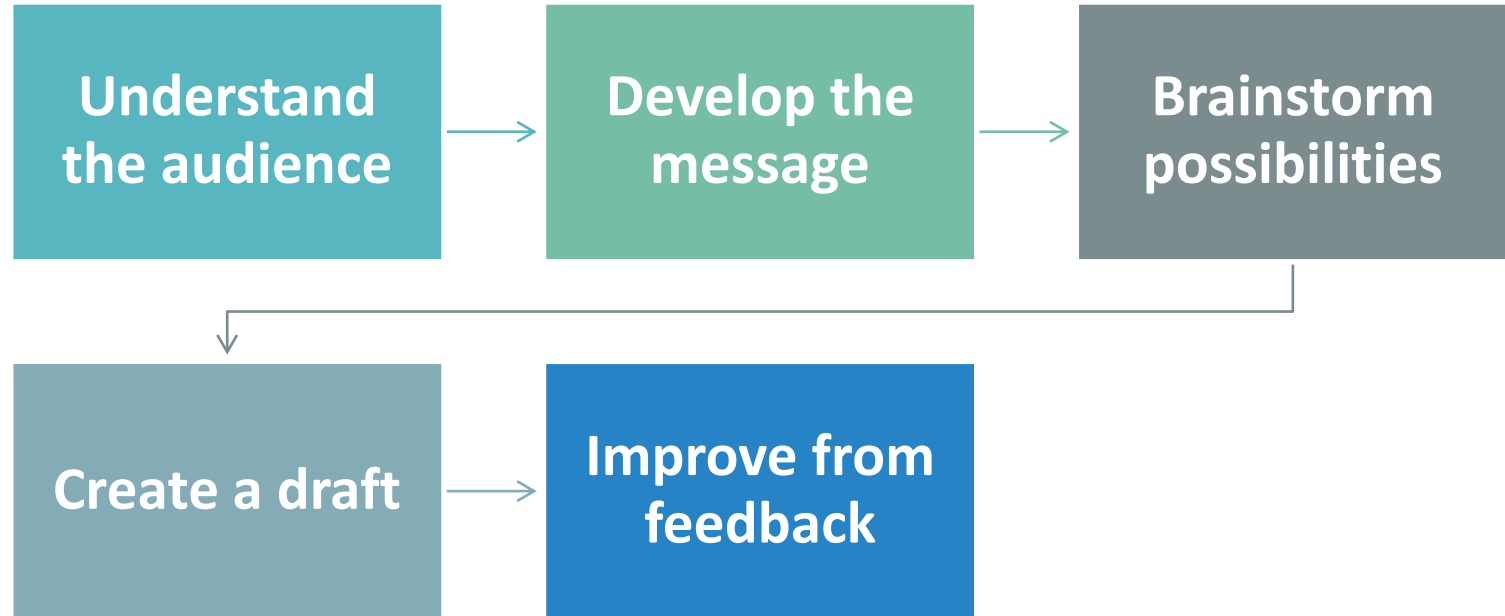
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2017

- To promote reading to learn, teachers should not confine their choices of reading resources to stories, plays and rhymes. They should ensure that the selection covers a wide range of text types, including information texts appropriate to the level of the students. Teachers can choose reading materials on different themes relevant to the interests and daily experiences of their students. Books on different subjects can also be chosen to help students establish cross-curricular linkage in their learning and promote reading across the curriculum.
- The Internet is a powerful resource for language learning. Teachers should guide students in choosing online materials appropriate to their linguistic and cognitive abilities and develop activities to prepare them adequately for Internet-based tasks.
- Teachers may consider using multimedia resources and IT tools (e.g. e-books, application software (apps), interactive games, activities) to enhance student motivation and promote self-directed learning. However, given the variation in quality, care should be exercised in the choice of these materials. Good multimedia and IT resources should display the following characteristics:
  - They involve good models of English use;
  - The teaching approach is based on sound pedagogical principles;
  - The design is user-friendly, and graphics, sound and animation are used appropriately to increase students' motivation and support learning;
  - The activities promote the integrated use of language skills; and
  - The resources promote interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them.

# Principles of (Language) Learning & Teaching

- Integration of skills
- Authenticity
- Contextualisation
- Receptive skills [Input] → Productive skills [Output]
- Lesson stages: Pre- → While- → Post-
- Incidental teaching vs. intentional teaching
- Cognitive depth vs. affective depth
- Form vs. meaning
- Controlled practice [Accuracy] → Free practice [Fluency]
- Continuous practice and exposure
- Personalisation
- Scaffolding
- Differentiation
- ...

# Phases in Multimodal Composing



# Generic Online Tools for Learning & Teaching

- Creating a questionnaire/survey (e.g., Google Forms)
- Creating an infographic (e.g., Canva)
- Creating a poll and collecting ideas (e.g., Mentimeter)
- Creating a QR code (e.g., QR Code Generator)
- Creating a word cloud from a text (e.g., Free Word Cloud Generator)
- Creating animated presentation videos (e.g., simpleshow)
- Creating a mind map (e.g., MindMeister)
- Recording videos (e.g., Flip)
- Creating and editing videos (e.g., WeVideo)
- Collaborating online (e.g., Padlet, Google Docs)



# **Demonstration & Hands-on Activities**

# Activities and Demonstration

1. Animals and you
2. Picture-telling
3. Storytelling
4. The story behind a photo
5. Interactive images
6. Digital storytelling
7. Pecha Kucha
8. Process drama
9. Word clouds
10. Posters
- 11. Infographics**
- 12. Videos / Animations**
- 13. Songs and chants**

# Curriculum Planning: A Unit of Work

## Modules and Units: KS2 “Food and Drink” – Eating Out

**Vocabulary**

**Grammar**

**Language  
Functions**

**Text Types**



# Curriculum Planning: Units of Work

## Hong Kong street food

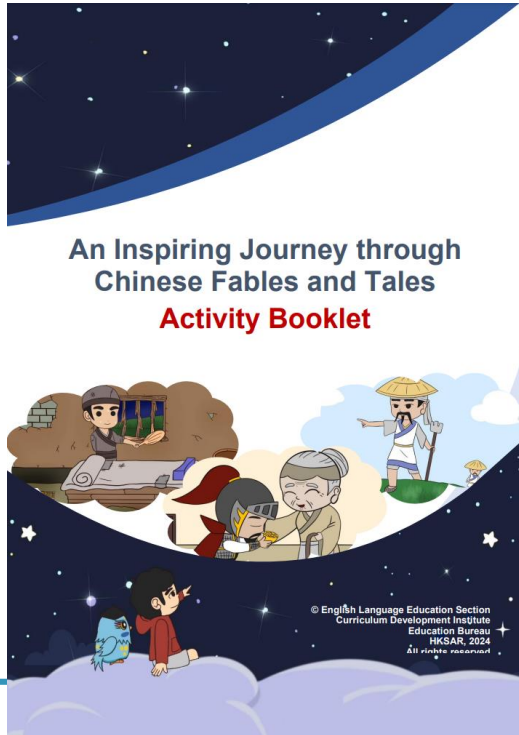
### Extensions / Post-activities

- Ask students to name some famous Hong Kong street food
- Get students to search online one type of street food
- Make a short video to introduce it



# **Useful Resources Developed By EDB**

# An English Animation Series “An Inspiring Journey through Chinese Fables and Tales”



Fanning the Pillow and Warming the Quilt



One Rice, Thousand Gold



Yu the Great Tamed the Waters



[https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/FT\\_Animations/FT\\_animations.html](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/FT_Animations/FT_animations.html)

(Pre-viewing)

**Part A: Make predictions**

You are about to watch the video "Fanning the Pillow and Warming the Quilt". Study the following screenshots of the main character, Huang Xiang from the Eastern Han Dynasty, and answer the questions.



1. How did Huang Xiang help at home?

\_\_\_\_\_

\_\_\_\_\_

2. Do you think Huang Xiang was from a rich family?  
Why or why not?

\_\_\_\_\_

\_\_\_\_\_

3. What do you think would happen after  
Huang Xiang had grown up?

\_\_\_\_\_

\_\_\_\_\_

(While-viewing)

**Part B: Answer the questions**

Watch the video about Huang Xiang and circle the best answer for each question.

1. When Chris's mother asked him to take the dishes to the kitchen, Chris replied, "Wait a second. I'm in the middle of something." What does "something" refer to?

- A. the sofa
- B. the dinner
- C. the dishes
- D. the game



2. Huang Xiang was crying at the riverside because he \_\_\_\_\_.

- A. missed his father
- B. missed his mother
- C. wanted to go home
- D. did not want to wash the clothes



3. What sound did Chris make when he was shivering in the cold?

- A. Baa
- B. Buzz
- C. Bang
- D. Brrr



4. Chris said, "The biting wind is blowing hard on my face." What does the word "biting" mean?

- A. very cold
- B. mild
- C. soft
- D. comfortable

5. Huang Xiang's father cried because he was \_\_\_\_\_.

- A. upset
- B. tired
- C. touched
- D. cold



6. Watch the puppet show again. Which of the following words does not describe Huang Xiang's character?

- A. hard-working
- B. selfish
- C. caring
- D. generous



(Post-viewing)

#### Part D: Reflect and write

Your parents take care of you every day and work very hard for you and your family. How can you return their love and care? Think about the things you can do for them. Take action and record **7 little acts of love and respect** in the list below. Complete the challenge within one week.

Tip: Don't forget to use the **simple past tense** to record the little acts.

### "Show Your Love" Challenge

Record 7 little acts of love and respect towards your parents within one week.

	Date	What did you do?
E.g.	1 <sup>st</sup> February, 20XX	I cleaned up the table after dinner.
1		
2		
3		
4		
5		
6		
7		

**Congratulations!**

You have completed the challenge!

#### Part G: Reader's theatre

The following are scenes adapted from the story "Fanning the Pillow and Warming the Quilt". Read Scene 1. Then complete the scripts in Scenes 2 and 3 by filling in the blanks.

**Scene 1**  
Chris's home after dinner.

Mother: *(angrily)* Chris! Chris! Can you help take the dishes to the kitchen?

Chris: Wait a second. I'm in the middle of something.

Mr. Owl: *(mumbling to himself)* How can he do that to his mother?

*(annoyed)* Hem-hem! Excuse me. I am Mr. Owl. Have you ever heard of the story "Fanning the Pillow and Warming the Quilt"?

Chris: Fanning the pillow and warming the quilt? Who would do these things?

Mr. Owl: Huang Xiang. Let me introduce him to you.

**Scene 2**  
Huang Xiang's home in summer.

\_\_\_\_\_ : Welcome back! How is your day?

\_\_\_\_\_ : The sun is very hot today.

\_\_\_\_\_ : You should rest after dinner.

\_\_\_\_\_ : *(lying in bed)* Little Xiang, I'm so tired. Oh, how \_\_\_\_\_ the pillow is...

**Scene 3**  
\_\_\_\_\_

Huang Xiang: \_\_\_\_\_, you must be tired now. Come and get some rest.

The scene begins with the **setting**. It describes briefly where and how the scene takes place.

The **characters** are on the left. Each name is followed by a colon ":".

The characters' **dialogues** are on the right. They are lines performed by the characters.

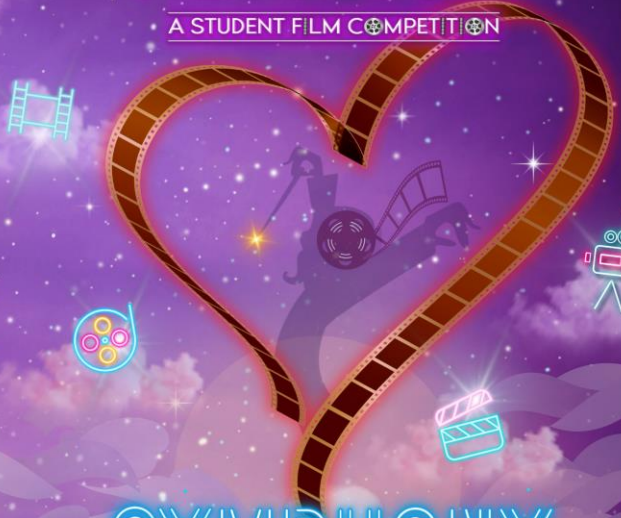
The **stage directions** are in brackets "()" and usually in italics. They tell you how the characters should act or say the dialogues.

**Interjections** are used to express emotions, e.g. oh, hey, wow.

NET SECTION, CSD, EDUCATION BUREAU

# FILMIT 2024

A STUDENT FILM COMPETITION



## SYMPHONY OF LOVE & GROWTH



Education Bureau  
The Government of the  
Hong Kong Special Administrative Region  
of the People's Republic of China



EUROPEAN UNION OFFICE  
TO HONG KONG AND MACAO



# Filmit Competition

## Organiser

The Filmit 2024 competition is organised by the Native-speaking English Teacher (NET) Section, Curriculum Development Institute (CDI), Education Bureau (EDB), in partnership with the European Union Office to Hong Kong and Macao (EUO) and the Commercial Production Group (CPG) of Chinese International School (CIS).

## Aims

The aims of the Filmit 2024 competition are to:

- develop students' English language proficiency through a competition which requires them to produce a short film in English;
- enhance students' awareness and appreciation of English by giving them an opportunity to use English creatively through filmmaking;
- promote the use of English language to discuss topics relevant to students' lives;
- support the learning and teaching of English in all Key Stages; and
- cultivate in students attitudes of love for the country, love for the natural world, love for their family and friends, and love for learning.




<https://nets.edb.hkedcity.net/page.php?p=316>

# Filmit 2023 - A Student Film Competition Winners

Filmit 2023 – A Student Film Competition Winners

<https://nets.edb.hkedcity.net/page.php?p=605>

Primary Division

Award(s)	Name of Film	Name of School & Name of students (in alphabetical order)	Video/Poster Link (click the poster/image to view the film entry)
Best Overall Film (1 <sup>st</sup> Prize) & Best Actor	The Lemon Tart	Free Methodist Bradbury Chun Lei Primary School	  SUNG Bertram
		DING Eva LAM Carol LAU Mia LEE Alex LEUNG Rapunzel	
Best Overall Film (2 <sup>nd</sup> Prize)	Mission Future Possible	King's College Old Boys' Association Primary School No.2	
		HON Hailey LAU Morris LEUNG Dorothy LEUNG Elvis	LOOK Yoyo NG Alicia WONG Ambrose



MORE  
INFORMATION



# TIME TO TALK

2023 - 2024

## PUBLIC SPEAKING COMPETITION

**TEAMS OF 2 - 4 STUDENTS**

**3 - 4 MINUTE SPEECH**

**USE OF TECHNOLOGY**

**NET SECTION, CDI, EDB**

# Time to Talk Public Speaking Competition

## Organiser

The Regional NET Coordinating Team (RNCT), Native-speaking English Teacher (NET) Section, Curriculum Development Institute (CDI), Education Bureau.

## Aims

The Time to Talk Public Speaking Competition is an inclusive competition that aims to engage students of all ability levels to:


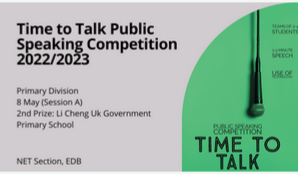
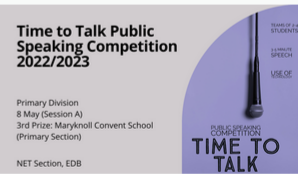
- learn public speaking techniques to hone their presentation skills;
- promote creative use of language;
- experiment with the use of English to develop confidence in front of an audience; and
- develop research, collaboration and IT skills to improve their communication.




# Time to Talk Public Speaking Competition 2022/23

## Winners

### Primary Division 8 May (Session A)

Team Prize	School	Students	Video Link
1 <sup>st</sup> Prize	Immaculate Heart of Mary School	<ol style="list-style-type: none"><li>1. Chan Hiu Ching</li><li>2. Li Pak Yin Isaac</li><li>3. Pang Hei Wun Selene</li><li>4. Tin Wing Lam</li></ol>	 <p>Time to Talk Public Speaking Competition 2022/2023 Primary Division 8 May (Session A) 1st Prize: Immaculate Heart of Mary School NET Section, EDB</p>
2 <sup>nd</sup> Prize	Li Cheng Uk Government Primary School	<ol style="list-style-type: none"><li>1. Tantripa Eyasria Khan</li><li>2. Roxas Bernadette Myla</li><li>3. Lo Chun Hei Nicholas</li><li>4. Kassonga Ngontay Samuel</li></ol>	 <p>Time to Talk Public Speaking Competition 2022/2023 Primary Division 8 May (Session A) 2nd Prize: Li Cheng Uk Government Primary School NET Section, EDB</p>
3 <sup>rd</sup> Prize	Maryknoll Convent School (Primary Section)	<ol style="list-style-type: none"><li>1. Hung Cheung Lai Audrey</li><li>2. Au Wai Lam Amellia</li><li>3. Lo Sze Yin Stephanie</li><li>4. Pang Nga Lai Alyssa</li></ol>	 <p>Time to Talk Public Speaking Competition 2022/2023 Primary Division 8 May (Session A) 3rd Prize: Maryknoll Convent School (Primary Section) NET Section, EDB</p>
Merit	St Francis of Assisi's Caritas School	<ol style="list-style-type: none"><li>1. Kwan Wai Sum</li><li>2. Chang Yin Sum Adele</li><li>3. Tsoi On Yuet</li></ol>	
Merit	Lui Cheung Kwong Lutheran Primary School	<ol style="list-style-type: none"><li>1. Yuen Sharon</li><li>2. Hung Yee Sum</li><li>3. Kang Ga Ga</li><li>4. Ko Hoi Ki</li></ol>	

# Story to Stage Puppetry Competition 2023



**Winning Entries of the Story to Stage Puppetry Competition 2023**


NET Section EDB  
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**Session 1: Po Yan Oblate Primary School (The Rainbow Fish)**  
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# Promoting Positive Values and Attitudes through English Sayings of Wisdom



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## PROMOTING POSITIVE VALUES AND ATTITUDES THROUGH English Sayings of Wisdom

First launched in the 2020/21 school year, "Promoting Positive Values and Attitudes through English Sayings of Wisdom" (SOW Campaign) is a territory-wide and cross-curricular campaign that connects English Language education with values education. It aims to provide opportunities for schools to plan holistically their curricula by integrating essential curriculum initiatives, such as values education, Reading/Language across the Curriculum (RaC/LaC) and multimodal literacy, extending students' learning experience outside the classroom, and promoting cross-curricular collaboration.



SOW Campaign 2023/24

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/home/index.html>

### SOW Award Presentation Ceremony 2022/23



### Student Activities/Competitions



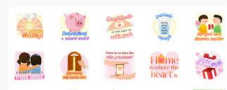
### SOWIT Videos



### Wallpapers/Posters



### Instant Messaging Stickers



### Games





Posters

Animated Posters

Wallpapers

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/posters/index.html>

# UNLOCK THE POWER OF LOVE AND GROWTH FROM A TO Z



## SOWIT Videos



In support of the SOW Campaign, a series of videos (SOWIT videos) which integrates live-action, animation and motion graphics has been developed to illustrate 20 selected English sayings of wisdom (SOW) in a vibrant and entertaining manner. Schools are encouraged to make use of the videos and the accompanying lesson plans and activity sheets to support the development of language skills and positive values and attitudes.

SOW a Grateful Heart

Cherish What We Have

SOW an Optimistic Mind

SOW a Proactive Attitude

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/videos/index.html>

# “Never look a gift horse in the mouth.”



(Pre-viewing)

**Part A: Making Predictions about the Video**

1. Study the pictures below, which depict two scenes of the SOWIT video “Never Look a Gift Horse in the Mouth”. What do you think the video is about? Write down your thoughts in Boxes (a) – (e).

(a) What do you think the gift was?

(b) Why did the girl on the right look so confused?



(c) What was the job of the girl?

(e) What do you think the saying “Never look a gift horse in the mouth.” means?






(d) Which part of the horse was the girl looking at? Why did she do that?

(Post-viewing)

**Part C: Comparison of Characters**

1. How did the characters in the video (i.e. Ashley, Ashley’s friend and the horse breeder) respond when they received a gift? What was their attitude?

Ashley	Ashley’s friend	The horse breeder
 <p>(a) “When I receive a gift, I _____” _____”</p> <p>(b) I think she is a/an _____ person.</p>	 <p>(c) “When I receive a gift, I _____” _____”</p> <p>(d) I think she is a/an _____ person.</p>	 <p>(e) “When I receive a gift horse, I _____” _____”</p> <p>(f) I think she is a/an _____ person.</p>

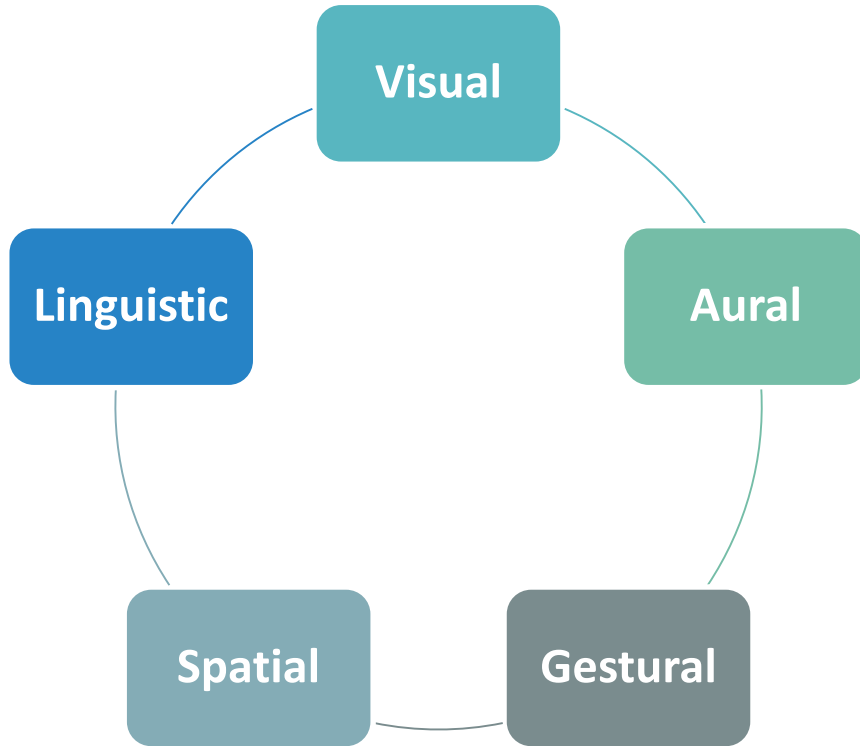
2. Which character’s response would you like best if you were the giver of the gift? Why?

\_\_\_\_\_

3. What should we do/not do when receiving a gift?

\_\_\_\_\_

# Summary



- Pictures and images
- (Digital) storytelling
- Process drama
- Posters and infographics
- Word clouds
- Videos, animations and songs



# References (Full Version)

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