



Quality Education Fund Thematic Networks - Tertiary Institutes (QTN-T)
Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools

Primary 5 English Language Travelling Around



Name: _____

Class: _____ ()

Student's Version

Table of Contents

TRAVELLING AROUND – READING	1
Pre-reading Stage	1
Task 1 – My Reading Goals.....	1
Task 2 – Pre-test: KMB	2
Task 3 – Vocabulary Catalogue.....	7
While-reading Stage	10
5 Magic Steps.....	10
<i>Part A: Inferencing</i>	11
Task 1 – Infer from Daily Life.....	11
Task 2 – Can You Infer?.....	12
Task 3 – Infer from Comics	13
3.1 Part 1.....	13
3.2 Part 2.....	14
Task 4 – Infer from Text.....	15
4.1 Scenario 1	15
4.2 Scenario 2	16
Conclusion	17
Task 5 – Exit Ticket.....	18
<i>Part B: Identifying Main Ideas and Supporting Details</i>	19
Task 1 – Form Groups with Words of the Same Category.....	19
Task 2 – Web Graphic Organizer	21
Task 3 – Thinking about Titles	22
3.1 Exercise 1	22
3.2 Exercise 2	23
Task 4 – Details Support the Main Idea.....	24
Task 5 – Main Idea and Supporting Details (Exercise 1 & 2).....	25
Task 6 – Main Idea of Videos.....	26
Task 7 – Exit Ticket.....	27
Post-reading Stage	28
Task 1 – Ferry or Taxi.....	28
Task 2 – Self-evaluation	32
Task 3 – Post-test: KMB and Exit Ticket	33

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TRAVELLING AROUND – READING

Pre-reading Stage

Task 1 – My Reading Goals



Put a tick ✓ in the appropriate boxes for what you will do in your reading.

- I will use the pictures to help me understand the text.

- I will go back and reread when I don't understand what is going on in the text.

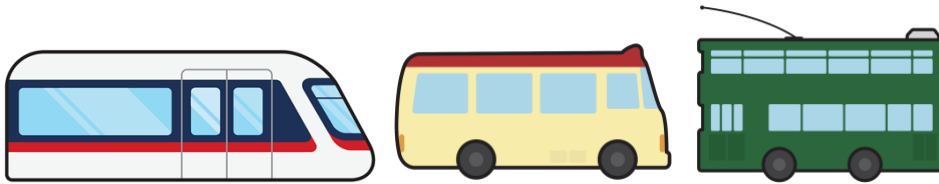
- I will guess the meaning of words that I don't know.

- I will learn new and interesting words from the text.

- I will _____

Task 2 – Pre-test: KMB

Read the passage below and answer questions 1 – 13.



Which is your favourite type of transport, MTR, minibus or tram? Many of you may like buses best. Do you know anything about the biggest bus company, KMB, in Hong Kong? 1

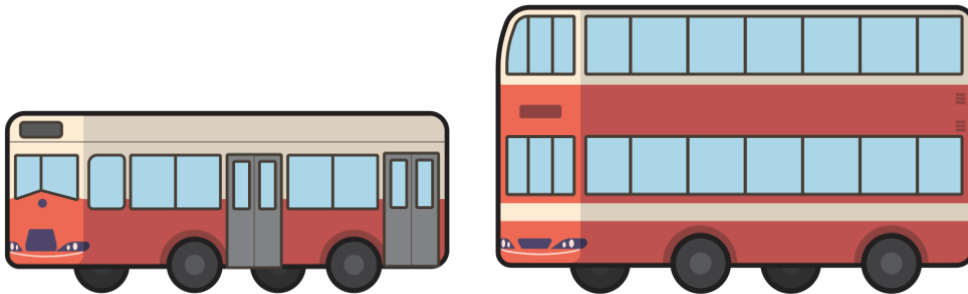
The Kowloon Motor Bus Company Limited (KMB) was established by five people in 1933. They started the business with about 110 small single-deck buses running in Kowloon and the New Territories. The bus fare was from 10 cents to 70 cents. In the next year, the first monthly ticket was sold at \$10 and the student's one was priced at \$4. 5

After the war in 1946, only six buses were left running on two routes. In order to continue the business, some lorries were changed into buses. 10

As more people were coming from Mainland China, a double-deck bus (nicknamed 'Black-mouth Dog') was first introduced in 1949. Later in 1963, the other double-deckers 'Buffalo' which could carry more passengers were brought to Hong Kong. To make passengers more comfortable, the first air-conditioned double-deck bus was introduced in 1988. 15

Besides running the routes in Kowloon and the New Territories, KMB also operated some cross-harbour routes with Citybus and New World First Bus on Hong Kong Island. In 1996, KMB formed another bus company, Long Win Bus (LWB), to provide service to the airport and Tung Chung from Kowloon and the New Territories. 20

In 2000, Octopus Card readers were set up in all KMB buses. 'Beep', then you can get on buses easily without looking for coins anymore. It is very convenient! 25



Choose the best answer by blackening the circle.

1. The author thought people like _____ most.
- A. MTR
 - B. trams
 - C. buses
 - D. minibuses

2. In line 5, what does 'established' mean?
- A. found out
 - B. set up
 - C. sold out
 - D. changed into
3. The first monthly ticket was introduced in _____.
- A. 1933
 - B. 1934
 - C. 1946
 - D. 1947
4. How much was the first student monthly ticket?
- A. 10 cents
 - B. 70 cents
 - C. \$4
 - D. \$10
5. Some lorries were changed into buses in 1946 because _____.
- A. KMB had only 110 small single-deck buses
 - B. buses were too expensive
 - C. only three routes were left
 - D. there were not enough buses running the routes

6. Which of the following is true in Paragraph 4?

- A. 'Buffalo' carried more passengers than 'Black-mouth Dog'.
- B. 'Black-mouth Dog' was a single-decker.
- C. The air-conditioned buses started running in 1963.
- D. More people came from Mainland China in 1988.

7. Paragraph 4 is about _____.

- A. Mainland China
- B. pets and animals
- C. single-deck buses
- D. double-deck buses

8. Where did KMB buses start going to?

- A. Kowloon and the New Territories
- B. Kowloon and Hong Kong Island
- C. The New Territories and Lantau
- D. Hong Kong Island and Lantau

9. LWB buses do NOT go to _____.

- A. Kowloon
- B. the airport
- C. Tung Chung
- D. Hong Kong Island

10. What is Paragraph 5 about?

- A. The routes operated by Citybus and New World First Bus.
- B. Different routes run by KMB.
- C. Citybus formed another bus company.
- D. LWB buses went to the airport in 1995.

11. Read line 26. 'Beep' is the sound of _____.

- A. looking for coins
- B. getting on buses
- C. bees flying nearby
- D. paying through the Octopus Card readers

12. Read line 27. What does 'convenient' mean?

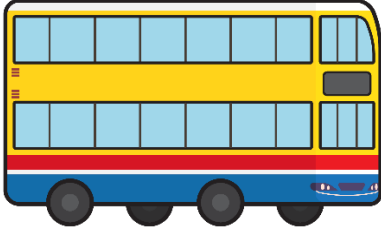
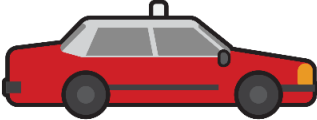
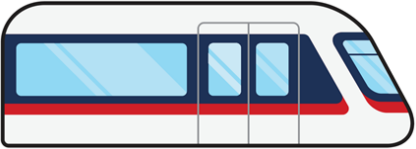
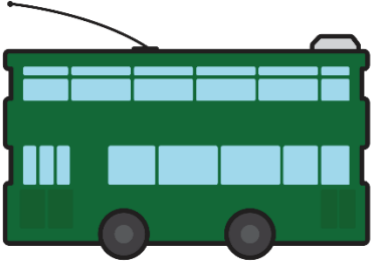

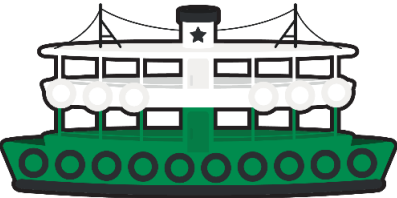

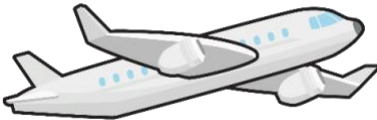

- A. big
- B. easy to use
- C. difficult
- D. comfortable

13. What is the best title for the passage?

- A. My favourite type of transport
- B. Different double-deck buses
- C. The story of KMB
- D. The biggest company in Hong Kong

Task 3 – Vocabulary Catalogue

A. Fill in the names of different types of transport in Hong Kong.

 1. _____	 2. _____	 3. _____
 4. _____	 5. _____	 6. _____
 7. _____	 8. _____	 9. _____

B. Watch the following videos. Draw the other three types of transport in the boxes below and name the transport.

Teacher’s note: Due to the copyright issue, the video clips cannot be shown. Teachers may search for clips related to transportation vocabulary on the Internet for the activity.

Below are the links to the suggested videos:

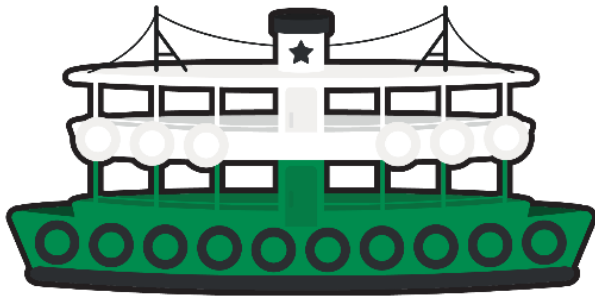
Transportation Vocabulary and Vehicle Names <https://youtu.be/kSa-F4eXkwc>

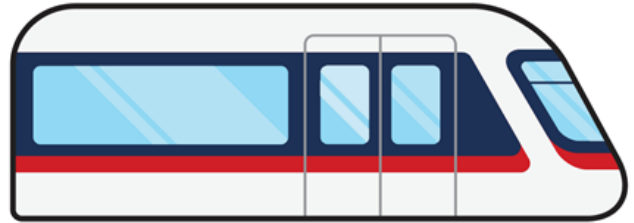
Transportation Vocabulary in English <https://youtu.be/3BXEEjE991U>

Below are some suggestions on designing a worksheet based on the videos.

1. _____	2. _____	3. _____
----------	----------	----------

C. Write the names of the two types of transport below. Circle the adjectives that describe them.

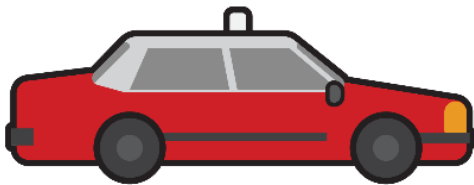


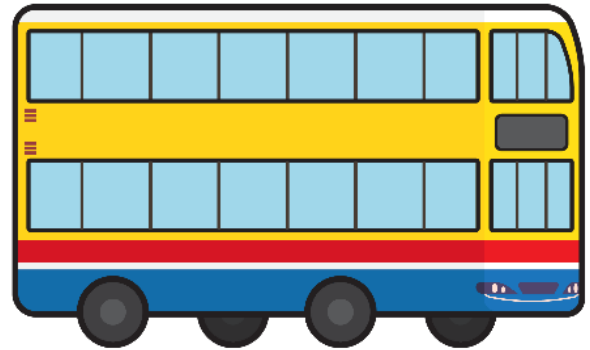


- 1. comfortable / uncomfortable
- 2. modern / traditional
- 3. not crowded / crowded

- 6. frequent / infrequent
- 7. convenient / inconvenient
- 8. reliable / unreliable

D. Write the names of two other types of transport below. Write adjectives to describe them.





- 9. _____
- 10. _____
- 11. _____

- 12. _____
- 13. _____
- 14. _____

While-reading Stage

5 Magic Steps

We can always use the **5 magic steps** when answering comprehension questions:

1. Read the questions carefully.



2. Underline the key words.



3. Go back to the passage and find the key words.



4. Read one sentence backward and one sentence forward (i.e. the immediate context).



5. Check the MC options (only for MC questions).

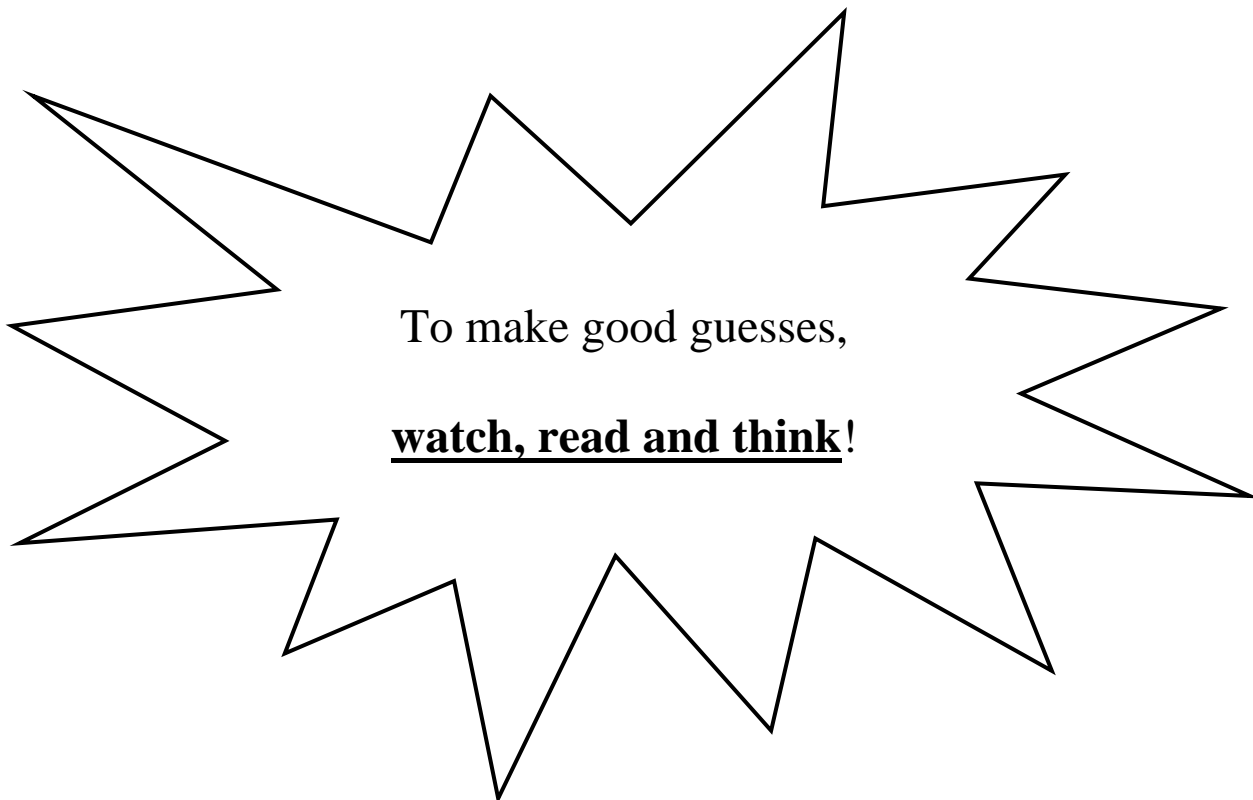


Part A: Inferencing

Task 1 – Infer from Daily Life

Teacher puts a bottle of honey drink next to her and asks students to guess why she brings it into the classroom.

Guesses	Reasons
1.	
2.	
3.	
4.	



Task 2 – Can You Infer?

To infer means to **read between the lines** and use personal experiences and knowledge of the world to obtain more information and so form a better picture of the text we are reading.

Read the following scenario and answer the questions:

A man put down \$50 at the cashier counter. The woman behind the counter gave him back \$26. The man bought an apple pie. The person next to him gave him \$24, but he gave it back to her.

1. The woman behind the counter is a _____.

A. waitress B. chef C. cashier D. counter

2. How much is the apple pie? It is _____ dollars.

A. \$50 B. \$26 C. \$24 D. \$0

3. Where were these people? They were at a _____.

A. restaurant B. fruit shop C. fast food shop D. school

4. The man and the person next to him are _____.

A. strangers B. friends C. brothers D. sisters

5. What were they doing?

They were _____.

6. Did the man like the person next to him? Why? (Circle and write.)

Yes, he did. / No, he didn't.

It was because _____.

Task 3 – Infer from Comics

3.1 Part 1

Read the following comics and complete the table.



Question	Guess	Reasons/Evidence
Who are they? People		
Where are they? Place		
When is it? Time		
How do they feel? Feeling		
What will happen in the end? Ending		

3.2 Part 2

Some dialogues are added in the comics. Read them again and you can revise your table.



Question	Guess	Reasons/Evidence
Who are they? People		
Where are they? Place		
When is it? Time		
How do they feel? Feeling		
What will happen in the end? Ending		

Task 4 – Infer from Text

4.1 Scenario 1

All inferences must be supported by evidence found in the pictures and/ or texts.

1. **Read** the following conversations.
2. Guess **who** they are.
3. Find **reasons/ evidence** to support your answers.

A:	I think we can sing a song for the school open day.
B:	Yes, we can sing the English song, ‘Over the Rainbow’.
A:	I agree with you. That song is nice. The melody is wonderful.
B:	I can sing that song too. The words are meaningful.
C:	We can all sing that song together. We have learnt these words in English lessons.
D:	Have you finished your discussion? Put up your hands if you need more time to discuss.
A, B, C:	Yes, we all want to sing the song ‘Over the Rainbow’ together.
D:	Well-done! Let’s practise the song now. Shall we start?
A, B, C:	Yes, we are ready.

Complete the following table.

Questions:	Answers:	Reasons/ Evidence
1. Who are A, B and C? People		They say, ‘We have _____ , _____’
2. Who is D? People/ Person		He/ She says, ‘_____ if you need _____’
3. Where are they? Place		They say, ‘We can _____ for the _____’
4. When is it? Time		A says, ‘I think we can _____ , _____’
5. How do they feel? Feeling		They say, ‘Yes, we are _____’
6. What will happen in the end? Ending	They will _____ _____ _____	A. They say, ‘We all _____ , _____’ B. They say, ‘_____ , _____’

4.2 Scenario 2

Read the following conversations and complete the following table.

X: Hi, how are you? You are new here. You are big and round.

Y: Yes, I am orange and have some black stripes on me. What about you? Although you are small, I like your white feathers at the bottom.

X: Oh, thank you. I am light too but I cannot be played alone. I need to work with a partner. There must be two or four children playing with me every time.

Y: I see. I like many children playing with me. Sometimes two groups of children play together. It is very exciting!

X: It is fun! Do you think it is dark here?

Y: Yes, because we need a dry and clean place to keep us in good condition.

(A teacher opened the door and took Y out.)

Y: I go now. Bye! It's nice talking to you.

X: Bye.

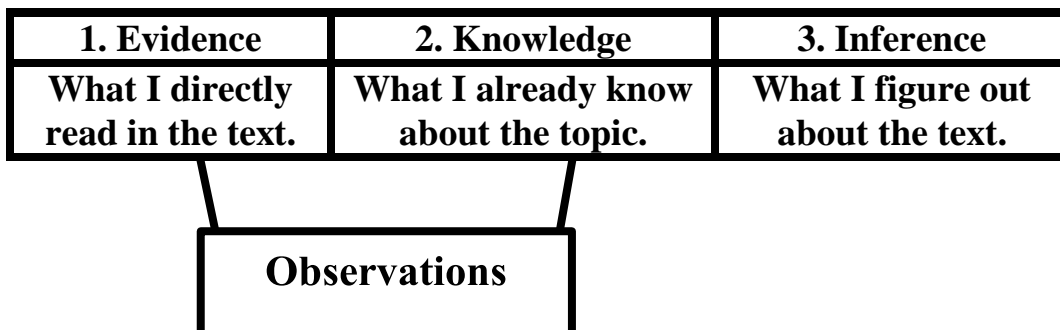
Question	Guess	Reasons/Evidence
What are X and Y? People		
Where are they? Place		
When is it? Time		
How do they feel? Feeling		
What will happen in the end? Ending		

Conclusion:

What is inferencing?

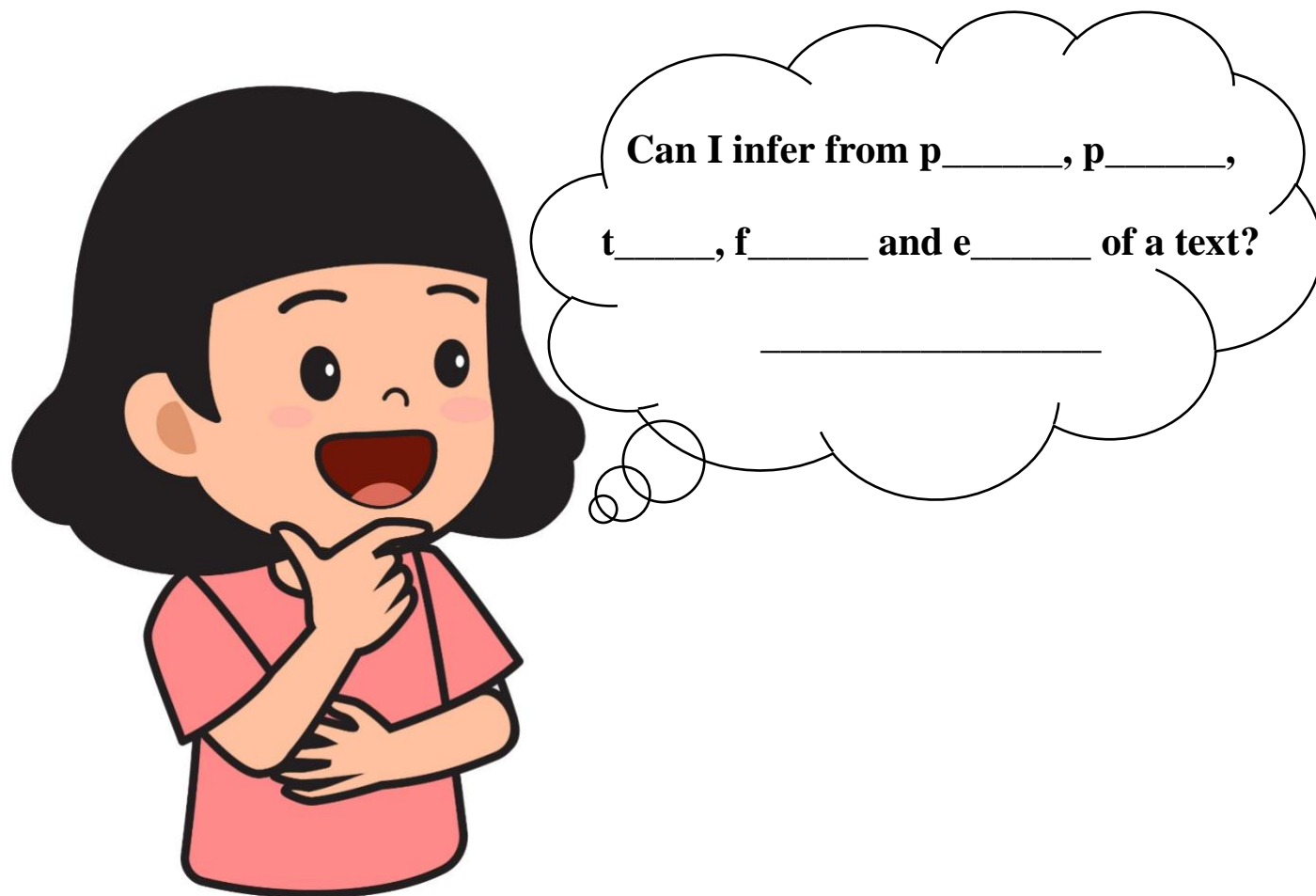
Sometimes, authors of texts don't tell you everything that they want you to understand. They give you clues, so that you can read between the lines and figure it out. This is called

drawing an inference!



All inferences must be supported by evidence found in the pictures and/ or texts.

Task 5 – Exit Ticket



Part B: Identifying Main Ideas and Supporting Details

Task 1 – Form Groups with Words of the Same Category

- Each student is given one word.
- Walk around to form groups with words of the same category.
- Come up with a title for each of the groups.

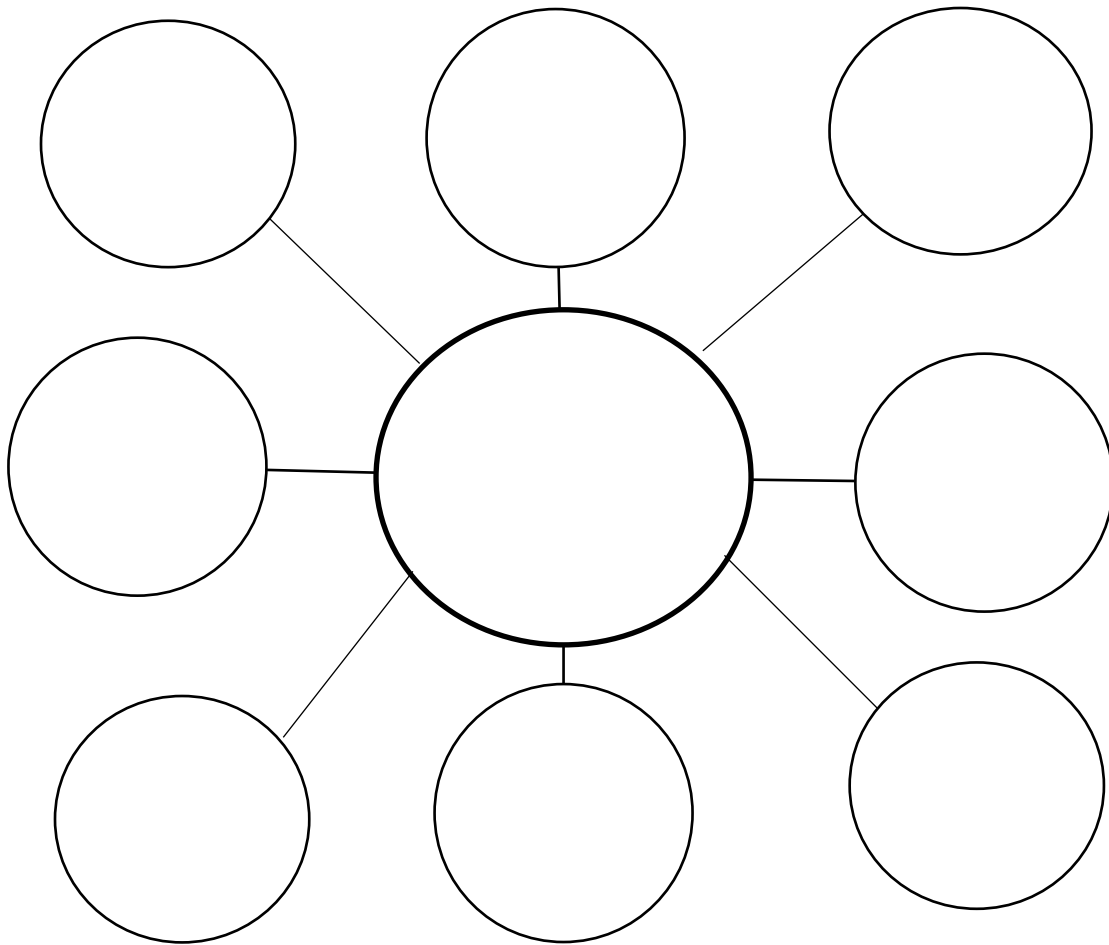


<i>Title</i>	<i>Title</i>	<i>Title</i>

Task 2 – Web Graphic Organizer

- Write the letters into the web.
- Put the title in the centre of the web and the supporting details (words of the same category) around the centre of the web.

A. General Studies	D. Chinese Language	G. Arts
B. English Language	E. Mathematics	H. Music
C. Computer Studies	F. subjects	I. PE



Task 3 – Thinking about Titles

3.1 Exercise 1

Read the paragraphs below. Choose the correct titles and match them with the appropriate paragraphs.

Teacher's note: The paragraphs were adapted from Epic! 'Transportation Around the World' by Eleanor O'Connell. They are about different kinds of transports in different places like Egypt and Venice.

Due to the copyright issue. The original paragraphs are not shown here.

Teachers are encouraged to create their own paragraphs that aligned with the learning objectives.

A Classkick activity is designed here. Due to the copyright issue, the original Classkick is not shown here. Teacher may consider using other online tool for this activity.

3.2 Exercise 2

Read the paragraphs below. Choose the correct titles and match them with the appropriate paragraphs.

A. submarine	B. helicopter	C. drone	D. tractor
--------------	---------------	----------	------------

A buzzing sound fills the air. They are in many shapes and sizes. Many of them have cameras and sensors to move safely around objects. Some of them can take pictures or videos.

Before, farmers used strong animals such as oxen, mules, or horses to pull plows and other farm equipment. Gradually, this transportation replaced the working farm animals.

This underwater boat can bring people into the ocean. It can keep the air pressure stable so people inside can breathe properly. It is widely used for military use. We can take those for civilian use to go sightseeing under the water.

They can take off and land vertically with the help of the spinning rotors. Police may use them to help those who are in danger or need instant medical support.

Task 4 – Details Support the Main Idea

Which sentence does not support the main idea? Delete the sentence.

a.

I do not want to be late for school so I have to get up at 7:00! I brush my teeth and eat breakfast immediately. Next, I get my lunchbox which was made by Mum from the kitchen. I also have to go to the tutorial centre after I get home from school. Finally, I am ready to take my school bag and walk to the stop for the school bus.

b.

The Light Rail is my favourite type of transport, and not just because it is fast! It has many stops so I can get to the places where I want to go easily. I love the air-conditioning inside the train in summer because it makes me comfortable. It is cheap too. Buses are too slow for me and not that frequent.

Task 5 – Main Idea and Supporting Details (Exercise 1 & 2)

Read the passages and put the **main idea** and **supporting details** at the bottom of the pages into the correct boxes.

Hint: The topic sentence is a sentence in a paragraph which shows what the paragraph is about and works as a summary of it.

- Underline the topic sentence.
- Complete the graphic organizer below by putting the main idea and supporting details into the correct boxes.

Teacher’s note: The passage for Exercise 1 was adapted from Epic! ‘Action! Travel’ by Gerry Bailey and Felicia Law. It is about the Airbus 380. The passage for Exercise 2 was adapted from Longman Leap 5B Chapter 4 ‘More than a railway’. It is about different people travelling on the MTR.

Due to the copyright issue. The original passages are not shown here.

Teachers are encouraged to create their own passages that aligned with the learning objectives.

A Classkick activity is designed here. Due to the copyright issue, the original Classkick is not shown here. Teacher may consider using other online tool for this activity.

Task 6 – Main Idea of Videos

Watch the following videos about things happening on public transport. Choose the best answer by blackening the circles ●.

Teacher's note: Due to the copyright issue, the video clips cannot be shown. Teachers may search for clips related to 'appropriate behaviour on public transports' on the Internet for the activity.

Below are the links to the suggested videos:

Take Care of People in Need, Offer Priority Seat

https://www.td.gov.hk/filemanager/en/content_4695/priority_seats_mp4_en.mp4

搭車顧自己 都要顧人啦 <https://youtu.be/XCOgKOqvj7A>

Below are some suggestions on designing a worksheet based on the videos.

What is the main idea of these videos?

- A. Offer seats to others.
- B. Be a good and considerate passenger.
- C. Be patient to people in wheelchair.
- D. Help people in needs.

Task 7 – Exit Ticket

How do you feel about your learning today?



Excellent



Good



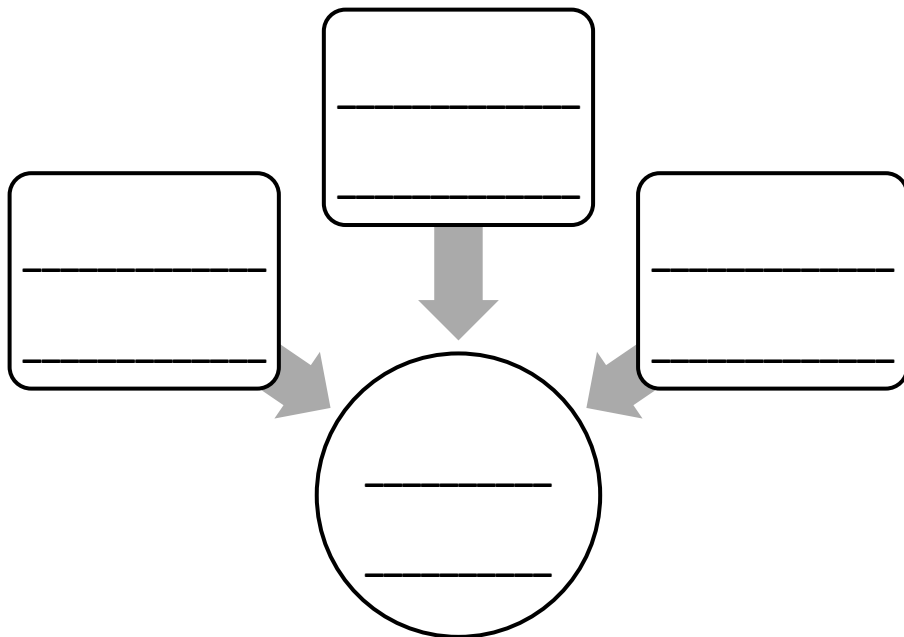
Okay



Bad

What did you learn today? ✓ the boxes and complete the mind-map below with the choices given.

- I know what ‘main idea’, topic sentence’ and ‘supporting details’ mean in reading skills.
- I can identify the use of topic sentence and supporting details.
- I learnt the relationship between main idea, topic sentence and supporting details.



main idea
main idea
main idea
supporting details
supporting details
supporting details

Post-reading Stage

Task 1 – Ferry or Taxi

Read the following article. Complete Parts A – F.

<u>Ferry or Taxi</u>	
1	<p>I have lived in Hong Kong since I was born. As far as I can remember, I have travelled to many places outside Hong Kong. However, what I enjoy most are the ferry trips from Central to Kowloon. Yet, I really hate rushing to my piano classes by taxi on Wednesday afternoons.</p>
5 10	<p>For me, the ferry is the most comfortable, reliable and traditional type of transport. On what kinds of transport, other than the ferry, can we breathe in fresh air and enjoy the spectacular view of the Victoria Harbour? What kinds of transport can run on schedule as punctually as the ferry? I always appreciate the traditional style of the ferry. Whenever I sit on the ferry, it reminds me of the history of Hong Kong development.</p>
	<p>On the other hand, I think taking a taxi is expensive, uncomfortable but fast. Once I get into a taxi, the fare keeps increasing. Besides, most taxis are small so I find it uncomfortable to sit in them. Moreover, we are usually in a hurry when we take a taxi. Although I can always attend my piano classes on time, I just dislike rushing!</p>
15	<p>All in all, I love the traditional type of transport – the ferry. I will still cross the Harbour by the Star Ferry in the future. Nevertheless, I really do not like taking a taxi. I hope I do not need to rush to the piano classes anymore!</p>

A. Inferencing: Read the following clues from Paragraphs 1 to 2. Choose the possible interpretations of the clues and write the correct letters.

<u>Clues:</u>	<u>Answers:</u>	<u>Possible Interpretations:</u>
1. As far as I can remember, I have travelled to many places outside Hong Kong. (line 1)	(A)	A. The writer has tried other types of transport outside Hong Kong.
2. On what kinds of transport, other than the ferry, can we breathe in fresh air and enjoy the spectacular view of the Victoria Harbour? (line 6)	()	B. The writer likes travelling by the ferry because it is traditional.
3. Whenever I sit on the ferry, it reminds me of the history of Hong Kong development. (line 9)	()	C. The writer likes travelling by the ferry because it is reliable.
4. What kinds of transport can run on schedule as punctually as the ferry? (line 8)	()	D. The writer enjoys crossing the Harbour by the ferry as it is comfortable.

B. Inferencing: Read the following clues from Paragraphs 3 to 4. Complete the possible interpretations of the clues.

<u>Clues:</u>	<u>Possible Interpretations:</u>
1. Once I get into a taxi, the fare keeps increasing. (line 12)	The writer thinks travelling by taxi is <u>expensive</u> .
2. ...most taxis are small... (line 13)	The writer does not like taking a taxi because it is _____.
3. ...we are usually in a hurry when we take a taxi. (line 14)	The writer agrees that travelling by taxi is _____.
4. I hope I do not need to rush to the piano classes anymore! (line 19)	The writer does not like taking a taxi because it means that the writer is always in a _____.

C. Main Idea: Read paragraph 2 again. Answer questions 1 and 2.

1. What is the main idea of paragraph 2?

- A. The writer can breathe in fresh air on the ferry.
- B. Why the writer likes travelling by the ferry.
- C. The writer thinks that the ferry is traditional.
- D. The writer thinks that the ferry is not reliable. ()

2. What is the topic sentence in paragraph 2?

The ferry is the most _____, _____ and _____ type of transport.

D. Main Idea: Read paragraph 3 again. Answer questions 1 and 2.

1. What is the main idea of paragraph 3?

- A. The writer likes travelling by taxi because the fare is unknown.
- B. The writer enjoys travelling by taxi because it is fast.
- C. The writer thinks that taking a taxi is uncomfortable and expensive.
- D. The writer can attend the piano classes on time. ()

2. What is the topic sentence in paragraph 3?

I think taking a taxi is _____, _____ but _____.

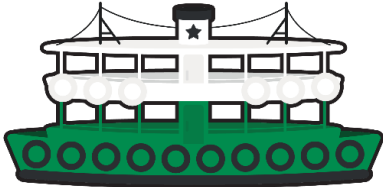
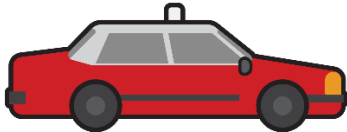
E. Main Idea: Read the article “Ferry or Taxi” again. Answer the following question.

What is the main idea of the article “Ferry or Taxi”?

- A. The writer shares his/ her opinions on the two types of transport, ferries and taxis.
- B. The writer likes travelling by the ferry.
- C. The writer dislikes travelling by taxi.
- D. The writer thinks that Hong Kong transport is the best in the world. ()

F. Consolidation: Complete the organization table of the article “Ferry or Taxi” below. Fill in the blank with **ONE** word from the boxes. Use each word **ONCE** only.

traditional	fast	taxi	likes
comfortable	uncomfortable	like	expensive
dislikes	reliable	ferry	modern

Title:	“Ferry or Taxi”
Paragraph 1:	Introduction: The writer states the purpose of writing the article.
Paragraph 2:	<p>Writer’s opinions on travelling by the 1. _____:</p> <p>The writer 2. _____ travelling by the ferry because it is 3. _____, 4. _____ and 5. _____.</p> 
Paragraph 3:	<p>Writer’s opinions on travelling by 6. _____:</p> <p>The writer 7. _____ travelling by taxi because it is 8. _____ and 9. _____. Although it is 10. _____, the writer does not 11. _____ rushing.</p> 
Paragraph 4:	Conclusion: The writer summarizes his/ her opinions and states his/ her hope.

Task 2 – Self-evaluation



Have I learnt the following two reading skills? Circle the suitable answers.

1. **Inferencing:**

Given some clues, I can think of some possible interpretations.

Yes	Not sure	No
-----	----------	----

2. **Main idea:**

I can identify some topic sentences of a paragraph and understand the main ideas and supporting information.

Yes	Not sure	No
-----	----------	----

Signature: _____

Date: _____

Task 3 – Post-test: KMB (*same as the Pre-test, KMB*)

Exit Ticket

After completing the Post-test, put a tick ✓ in the appropriate boxes for what you have done in your reading.

- I have used the pictures to help me understand the text.
- I have gone back and reread when I don't understand what is going on in the text.
- I have guessed the meaning of words that I don't know.
- I have learnt new and interesting words from the text.
- I will _____