

Happy Memories and Value-Added Lesson

(Week 6 January to 10 January 2025 – no camp on 8 January due to closure for internal event)

The week centres on preparing for and celebrating graduation. Students will listen to discussions about graduation plans, learning related vocabulary such as awards, certificates, and farewell messages, and practice using reported speech. They will also work on creating a yearbook, including planning content and assigning tasks. Activities include drawing and talking about favourite school memories, and producing a class photo for the yearbook, using vocabulary related to photo editing like "pose," "crop," and "brightness." The aim is to reflect on school experiences and create memorable keepsakes. This week also features a supplementary lesson designed to enhance the magazine content and support the development of learners' 21st century skills.

Activities:

- **Listening:**
Four Students Discussing Graduation Plans: **Listen to and understand different aspects of school graduation celebrations and associated vocabulary.**
Time is Flying Song: **Listen to the song about school memories to understand and recall specific school experiences and vocabulary.**
- **Speaking:**
Draw and Talk About School Memory: **Draw your favourite memory from school and describe it to the class, focusing on what made it memorable.**
Yearbook Project Discussion: **Discuss and plan the content and layout for the yearbook with your class, deciding on roles and contributions.**
- **Reading:**
Yearbook Content and Examples: **Read and understand examples of yearbook content and design to guide your contributions to the project.**
- **Writing:**
Plan Your Graduation: **Write a plan for your school graduation, incorporating vocabulary related to graduation events and using reported speech.**
Yearbook Content Contribution: **Write and contribute content for the yearbook, such as memories, thank-you messages, and other relevant sections.**

Outcome: Students will prepare for and celebrate graduation by engaging in various activities such as discussing graduation plans, creating a yearbook, and producing a class photo. They will use vocabulary related to graduation, photo editing, and yearbook content, and reflect on their school memories. The week aims to create memorable keepsakes and enhance students' 21st-century skills through these reflective and creative tasks.



Urban Renewal and Value-Added Lessons (Week 13 January to 17 January 2025)

The week focuses on urban renewal and improving community life. Students will practice describing and designing a park, using vocabulary related to park features like benches, playgrounds, and fountains, and applying the second conditional to discuss potential improvements. They will also work on a project to develop a proposal for enhancing their community, considering environmental benefits and using a map for planning. Additionally, students will plan and present a waste reuse project, learning about waste management and recycling through activities and a video. The aim is to creatively address community needs and promote environmental sustainability. This week also features supplementary lessons designed to enhance the magazine content and support the development of learners' 21st century skills.

Activities:

- **Listening:**
Harry's Park Discussion: Listen to a conversation about designing a park and understand the features and vocabulary related to park design.
The Barker Family Recycle Video: Listen to a video about a community recycling project to learn about waste management and recycling vocabulary.
- **Speaking:**
Discuss and Design a Park: Discuss ways to improve Harry's park using vocabulary for park features and the second conditional to suggest potential improvements.
Present a Waste Reuse Project: Plan and present a waste reuse project for your community, explaining how to manage and recycle waste effectively.
- **Reading:**
Proposal Guidelines: Read guidelines for creating a community improvement proposal and understand how to incorporate suggestions that benefit the environment.
Map and Improvement Ideas: Read and interpret a map to identify areas for improvement and propose changes for a more environmentally friendly neighbourhood.
- **Writing:**
Park Design Proposal: Write a proposal for improving a park, using appropriate vocabulary for park features and the second conditional to outline possible enhancements.
Waste Reuse Project Plan: Write a detailed plan for a waste reuse project, including how to handle and recycle various types of waste.

Outcome: Students will focus on urban renewal and community improvement by designing a park, developing a community enhancement proposal, and planning a waste reuse project. They will use vocabulary related to park features and waste management, apply the second conditional for discussing improvements, and explore environmental benefits. The week aims to address community needs creatively while promoting sustainability and developing 21st century skills.



Travel the World and Value-Added Lessons (Week 20 January to 24 January 2025)

The week explores how travel can fulfil dreams and promote eco-friendly adventures. Students will learn to describe adventures using vivid adjectives and verb patterns, record messages about their travels, and prepare and present travel itineraries for unique, eco-friendly destinations. They will create adventure lists, persuade classmates to join them, and produce a news report advocating for eco-friendly travel practices. The unit also includes writing a travel article about an unforgettable trip, using language related to safaris and environmental issues. The overall aim is to develop skills in describing, planning, and promoting travel experiences that are both exciting and sustainable. This week also features supplementary lessons designed to enhance the magazine content and support the development of learners' 21st century skills.

Activities:

- **Listening:**
Siblings Discussing Adventures: Listen to a discussion about travel adventures and descriptions on Lucy's blog to understand descriptive language and verb patterns related to adventures.
Adventure List Song: Listen to a song about an adventure list to learn vocabulary related to different types of adventures and eco-friendly activities.
- **Speaking:**
Record an Adventure Message: Describe an adventure by recording a message about where you are, why you went there, and what it's like.
Adventure List Presentation: Make and present your own adventure list, persuading a classmate to join you on your planned eco-adventures.
- **Reading:**
Travel Article: Read a travel article about a trip to the Serengeti National Park to understand how to write about travel experiences and use descriptive language related to safari holidays.
Environmental Issues Report: Read information about environmental issues to understand the impact of tourism and how to promote eco-friendly travel.
- **Writing:**
Travel Article: Write a travel article detailing an unforgettable trip, using descriptive language to convey the experience.
News Report on Eco-Friendly Travel: Create a news report to persuade travellers to adopt eco-friendly practices, incorporating facts and recommendations about environmental issues.

Outcome: Students will develop skills in describing, planning, and promoting eco-friendly travel experiences, focusing on how travel can fulfil dreams while emphasizing sustainability.



Sound and Music

(Week 27 January to 31 January 2025 – no camp on 29 and 30 January for Lunar New Year public holidays)

The week explores how sound travels and its impact on music and communities. Students will survey classmates about music interests, learn about different music styles and instruments, and use present continuous and present perfect continuous tenses. They will work as sound engineers to create a soundproof box and test it, start and present their own band, and design a music park proposal to benefit the community. Additionally, students will write blog instructions for making instruments from recyclable materials. The focus is on understanding sound dynamics, musical categorization, and community engagement through music.

Activities:

- **Listening:**
Band Interview: Listen to an interview with band members to learn about different styles of music and how they describe their musical experiences.
Song About Joining a Band: Listen to a song that features various musical instruments and learn about their roles and sounds.
- **Speaking:**
Class Survey Presentation: Conduct a survey about classmates' interest in music and present the findings, focusing on different styles of music.
Band Presentation: Work in groups to form a band, describe the musical instruments you'll use, and present your band to the class.
- **Reading:**
Music Park Proposal: Read about the benefits of music parks and how they can serve the community to guide your proposal design.
Instrument Instructions Blog: Read instructions and examples of how to make instruments from recyclable materials for inspiration.
- **Writing:**
Instrument Construction Instructions: Write detailed instructions for creating a musical instrument using recyclable materials and post them on a blog.
Music Park Proposal: Design and write a proposal for a music park, explaining how it will benefit the community and incorporate various musical elements.

Outcome: Students will explore sound dynamics and its impact on music and communities by surveying music interests, learning about music styles and instruments, and creating a soundproof box. They will start a band, design a community music park, and write blog instructions for making instruments from recyclable materials, focusing on sound dynamics, musical categorization, and community engagement through music.



Future Leaders and Value-Added Lessons (Week 3 February to 7 February 2025)

The week explores the significance of different jobs and leadership. Students will debate important jobs and their societal impact, using the second conditional for hypothetical scenarios. They will simulate running a country by creating and presenting policies as young leaders. Additionally, they will identify key qualities of effective leaders through interviews and discussions. The focus is on understanding how jobs and leadership can positively impact society. The overall aim is to develop skills in describing, planning, and promoting travel experiences that are both exciting and sustainable. This week also features supplementary lessons designed to enhance the magazine content and support the development of learners' 21st century skills.

Activities:

- **Listening:**
 Discussion on Jobs: Listen to a discussion between students about their desired jobs and how these jobs can impact society. This will help you understand the language used to discuss different professions and their societal contributions.
 Interviews on Leadership: Listen to interviews where young people discuss leadership qualities and experiences. This will provide insights into the language related to leadership and personal qualities of effective leaders.
- **Speaking:**
 Debate on Important Jobs: Participate in a debate about which job is most important and why, using the second conditional to explain how different jobs can make a difference in society.
 List of Leadership Qualities: Create and present a list of personal qualities that make a good leader, based on interviews and your own understanding of leadership.
- **Reading:**
 Government Proposal: Read about the responsibilities and policies that young leaders might propose for running a country, helping you understand how to draft and present policy ideas.
 Leadership Characteristics: Read materials or guidelines on what makes a good leader to support your understanding of leadership qualities.
- **Writing:**
 Policy Proposal Speech: Write and prepare a speech presenting your policies as a young leader, convincing others of your plans and how they will benefit the country.
 Personal Qualities List: Write a detailed list of personal qualities that contribute to effective leadership, providing examples and explanations.

Outcome: Students will learn about the impact of different professions and the qualities of effective leadership. They will engage in debates and activities to understand how jobs can benefit society and practice creating and presenting policies as if they were leaders, focusing on important issues for young people.