

**Quality Education Fund**  
**Application with Grant Sought Not Exceeding \$200,000**  
**Part B: Project Proposal**

<b>Project Title:</b> 從中國語文中探索中國文化與品德情意 From Chinese language to Chinese cultural and moral sentiments through TfU	<b>Project Number:</b> 2019/0987
---	-------------------------------------

**Basic Information**

**Name of School:** ESF South Island School

**Implementation Date:** September 2021- August 2022 (12 months)

**Beneficiaries**

- (a) Sector: Secondary School
- (b) Students: 400 students from Year 10 – 11, \_\_\_\_\_ classes (class level/age)
- (c) Teachers: 18 teachers (SIS and KGV)
- (d) Parents: 400 parents (SIS and KGV)
- (e) Participating School: King's George V School
- (f) Others: 20 international schools and local schools in Hong Kong, 100 teachers and 4,000 students

**Proposal**

**(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms and elaborate on how the proposed project could impact on school development.

Goals

This project aims at promoting understanding of Chinese culture and moral sentiments for our non-native Chinese students. We will apply TfU<sup>1</sup> (Teaching for Understanding) as the teaching strategy and develop a package of resources embedded with the TfU elements to support Chinese language learning in class and at home.

Objectives

- Create a TfU (Teaching for Understanding) teaching and learning framework for Chinese Language learning with TfU teaching strategies to promote students' cultural understanding and moral sentiments.
  - Develop 10 modules of teaching and learning resources based on the framework of Teaching for Understanding.
  - Create opportunities for students to apply Chinese Language in a meaningful and authentic context to develop students into global citizens and be creative and independent lifelong learners.
  - Develop teachers' pedagogical knowledge and skills for effective teaching and learning for Chinese Language.
  - To foster students' interest in reading, enhance the understanding and appreciation of Chinese culture, moral and aesthetic values.
- (b) (i) What are the areas of the needs and priorities of the school?
- Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
  - Promote students' social and emotional development
  - Enhance school management / leadership and teachers' professional development / wellness
  - Others (please specify): Develop resources to better support our students' learning, enjoyment and passion for learning Chinese; nurture our students to embrace higher cultural understanding
- (ii) Please give background information to justify the demonstrated needs as mentioned in
- (b)(ii). (Please tick the appropriate box(es))

School development plan:

***School's vision and education belief***

Our purpose at South Island School is to raise consciousness in our school community about the way individuals make a difference in a complex world. We educate all students to develop their skills and their deep learning so they can make informed decisions and take action responsibly.

South Island School is an IB school. Students are encouraged, through the curriculum and in their day-to-day school lives, to develop their international mindedness and an appreciation that there are many different perspectives from which to view our human existence.

<sup>1</sup> Project Zero by Harvard Graduate School of Education <http://www.pz.harvard.edu/projects/teaching-for-understanding>

Learning at SIS is a reflective process of personal growth. Innovative learning takes place on a daily basis, with the effective use of digital technology. We are proud of our physical and digital learning environment and facilities – and we also know that learning can happen anywhere, at any time, in any situation.

### ***Challenges and Learners' Needs***

Our students come from different cultures and backgrounds. English is our medium of instruction. Chinese Language is planted as language options. Some take Chinese as the second language, and some take Chinese as foreign language. Our current curriculum is tailor-made by our Chinese Language Department with alignment to the expectations of IGCSE 0523 (Chinese as a Secondary Language) and 0547 (Foreign Language Mandarin).

Learning Chinese is very challenging to our students, e.g. understanding the culture embedded in the language, understanding the complexity of the language to achieve linguistic ability. Chinese grammar can be implicit and ambiguous. The use of Chinese language relies a lot on the context and on conventions. The language is particularly challenging to non-Chinese learners because of its ideogram nature.

However, Chinese language is getting more important at the workplace and in daily life. Our students have a stronger need to learn it, master it and be able to appreciate the language as well as to demonstrate proper understanding through multi-modes of communication.

### ***School's Priority***

#### ***1. Differentiation and inclusion are priorities at all levels***

Teaching and learning developments are informed by latest pedagogical research with clear policies and procedures. Teaching and learning for classroom practice have to be enhanced for students of various learning needs (including differentiation through the use of learning resources and assessment types). The application of TfU into our teaching and learning will be a step forward in supporting students for various learning needs.

#### ***2. Values and Cultural Understanding***

Nurture our learners to take personal responsibility for a sustainable future, engage other people with respect and honesty, manage themselves with self-awareness, resilience and courage, be open minded and compassionate and commit to making a difference for our community and the world. Reviewing our current approach for learning Chinese, the philosophy and framework of TfU will be good for implementation. TfU provides us an opportunity to revamp our teaching and learning routine and set a good practice for other schools, in which students may find learning Chinese challenging as well. We believe through this project, we can localize and develop a TfU framework for Chinese language that can create room for learning Chinese through meaningful, creative and student-centred curriculum. Meanwhile, through this process, we would like to create a curriculum which will enhance the understanding of Chinese culture, moral and aesthetic values through the study of the literary pieces.

□ Literature review summary:

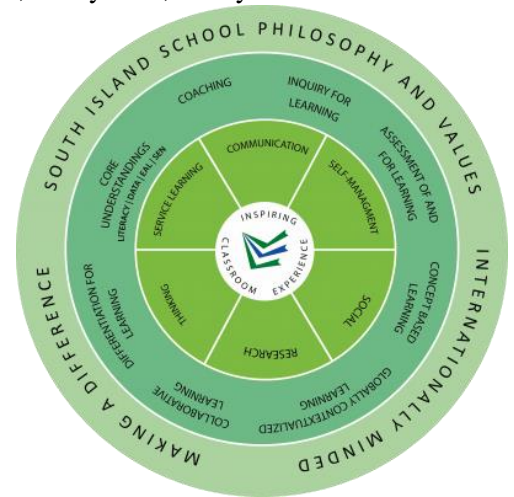
#### ***Our situation***

Chinese language learning traditionally relies a lot on rote memory. The learning activities seldom focus on performances that demonstrate understanding. The existing curriculum mostly focuses on building up these linguistic skills. Students seldom have the opportunities to understand Chinese culture and aesthetic values through literary texts, such as poetry or prose. There is inconsistency in teaching guidance and quality feedback throughout the learning process. We hope this project will help teachers improve the curriculum, and students can reflect on their knowledge acquired throughout the learning process.

We have researched on teaching strategies and curriculum frameworks and found that TfU ( Teaching for Understanding Guide based on Harvard Graduate School of Education) is one of the best strategies to support our curriculum development.

### ***Teaching for Understanding***

“Understanding is a matter of being able to do a variety of thought-demanding things with a topic—like explaining, finding evidence and examples, generalizing, applying, analogizing, and representing the topic in a new way.”



Is every student performance an “understanding performance”? By no means. While understanding performances can be immensely varied, teachers have to take students beyond what they already know. Many learning activities are limited to routine and traditional practice, e.g. true-and-false quizzes, standard fill in the blank exercises, and so on. These activities have their values, but are not aiming at a bigger picture, nor understanding through performances. In most cases, the activities do not build understanding at all because students don’t know the purpose of these activities.

This project will create room for students to demonstrate their understanding, by any means and by any levels of understanding at the beginning so it can cater our learning diversity in Chinese language.

In summary, the traditional classroom practice is inadequate for thoughtful engagement of students. We believe students will enjoy learning and will learn better through performances that show understanding. To achieve the “understanding” we want students to have, we need to put “understanding” at the front. That means putting thoughtful engagement at the centre of designing understanding performances.

### ***Cultural Understanding and Moral Sentiments from Chinese Language***

Each language reflects a group of values and beliefs. Chinese culture carries very rich elements about being principled, open-minded, caring, balanced, knowledgeable and risk-taking inquirers and thinkers. These are core attributes that we are nurturing throughout our curriculum and learning process. We believe a meticulous and innovative curriculum design, together with the development of Chinese Language learning resources will reinforce our belief and set a practical model to the other IB schools or international schools.



- Assessments on students’ performance
- Relevant experiences: Our department head and core members are passionate educators in Chinese language teaching. We have been investing our time and resources to studying TfU and exploring the possible way to integrate it into our school’s curriculum.
- Others: Our Chinese Language teachers are very open-minded, collaborative and experienced in incorporating new pedagogy to facilitate students’ learning.

- (c) Please elaborate on the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.

South Island School is a rich and diverse community. We seek at all times to raise a consciousness of the interconnectedness of the world and our place within it. Our students are active learners who are willing to challenge themselves and explore new knowledge. The diversity within our school community supports students, both in understanding global issues and in developing pluralistic attitudes. Students are equipped with 21st century skills. However, when it comes to learning Chinese Language, students struggle a lot to read and learn the language. To improve the situation, our Chinese Department has spent time to research and explore effective ways to teach Chinese language. This project will innovatively develop a learning framework and build up resources based on TfU that can enhance language learning and cultural understanding.

### **Pioneer in integrating TfU to Chinese Language Learning for non-Chinese speaking learners**

***Put understanding upfront*** is the essence under TfU framework. The framework helps us 1) identify topics, concepts, and skills that are worthy of understanding; 2) set goals that help students focus on the most important aspects of the selected topics; 3) engage students in innovative learning experiences that help to build up skills and enhance learning; and 4) design assessment practices that will deepen the understanding. We believe we can arouse students’ interest in learning Chinese with the chosen topics and teaching materials through this holistic approach. The curriculum framework is learner-centred, accessible, transferrable and authentic to our students.

### **Promote cultural understanding and moral sentiments from learning Chinese language / literature**

SIS aims at empowering students with knowledge, skills and positive attitudes so that they can make a difference in a complex world. We understand that as global citizens, students have power and can influence in positive and constructive ways. Students can learn to think critically, rationally and from multiple perspectives. However, due to the difficulty of mastering Chinese Language, our students find it very hard to learn and their path to master Chinese Language more or less are focusing on memorizing vocabulary and

sentence structures. Language itself in this regard is a process of acquiring ‘knowledge’ rather than a means or a tool to acquire cultural understanding and appreciation. This project will apply TfU that turns understanding upside down and extends from it to cultural understanding and moral sentiments. This innovatively shifts our learning focus from language itself to understanding and appreciation through it.

## (II) Project Feasibility

(a) Please describe the design of the project, including:

(i) Approach/Design/Activity

### Approach

Since Chinese is not our students’ first language, the Language B course is linguistically and academically challenging to our students. To give students the best learning experience while meeting the language learning objectives, the Chinese Department has studied different approaches and found that Teaching for Understanding (TfU) provides an approach to teaching that develops students’ thinking skills, analysing skills, problem-solving skills, and promotes deep understanding, which aligns with IB philosophy. Integrating IB *From Principles into Practice* with TfU, we will address the following:

1. Generative Topics: what topics will best support students' construction of their understanding;
2. Goals and Objectives: how to identify and develop suitable goals for understanding;
3. Learning and Teaching: how to arrange a sequence to refine and advance understanding performance;
4. Assessment: what assessment should be used to support assessment of understanding.

### Design

The key elements of curriculum design for understanding:

1. **Generative IB Topics:** Topics should help students' construction of the understanding. They should connect to the IB MYP Topics and also connect to students' experience. The curriculum design will feature the following:
  - Central to Chinese language, language arts with inquiry-based learning
  - Engaging to students and to teachers
  - Transferable concepts to other subjects, e.g. English language, the arts, global perspectives
  - Accessible to students via multiple resources and ways of thinking

Unit Topic	Year Level	Key Outcomes
Education	10	<ul style="list-style-type: none"> <li>• To understand the features of eastern and western educational system</li> <li>• To be able to use role-play to demonstrate a critical understanding of education related issues</li> <li>• Use Letter to express their opinions of educational issues.</li> </ul>
Family Relationship	10	<ul style="list-style-type: none"> <li>• To understand the influence of family relationship on teenager</li> <li>• To be able to use the appropriate conventions, register and tone of interview</li> <li>• To be able to write a life story for one of their family members</li> </ul>

Cultural diversity I : culinary diversity	10	<ul style="list-style-type: none"> <li>● To understand different cultural practices, customs and values embedded in food</li> <li>● To be able to make some traditional/cultural dish and explain the process in Chinese</li> <li>● To be able to promote some traditional/cultural dish in the format of a vlog</li> </ul>
Cultural diversity II : festivals and celebrations)	10	<ul style="list-style-type: none"> <li>● To understand different cultural practices, customs and values embedded in festivals</li> <li>● To understand how the way people celebrate cultural festivals influenced by the social changes and/or technology</li> <li>● To be able to create a online visual gallery, featuring traditional festivals and holidays, with curator's notes</li> </ul>
Environment	10	<ul style="list-style-type: none"> <li>● To understand the environmental issues human being, animals and other living beings are facing</li> <li>● To understand why environmental issues matter</li> <li>● To be able to create an E-magazine to raise people's awareness of environmental protection</li> </ul>
Travel	10	<ul style="list-style-type: none"> <li>● To understand different ways of traveling can bring different experiences (working holidays, road trip, volunteer abroad, traveling on a budget, solo travel vs travel in a group, self-planned travel vs join in a tour)</li> <li>● To understand how travel benefit an individual's growth and development</li> <li>● To be able to explain one's experiences and present ideas about travel through scrapbook / travel journal</li> </ul>
Scientific innovation	11	<ul style="list-style-type: none"> <li>● To understand how scientific innovation influence human being, animals and living beings</li> <li>● To understand the challenges/ risks/issues scientific innovation brings</li> <li>● To be able to express opinions on scientific innovation through a mini TED talk show</li> </ul>
Media and communication	11	<ul style="list-style-type: none"> <li>● To understand how the development of society and technology change the way people communicate</li> <li>● To understand how the changes of communication influence our life</li> <li>● Be able to express one's opinions related in an argumentative essay in the form of blog</li> </ul>
Globalization	11	<ul style="list-style-type: none"> <li>● To understand how globalization affect human being, animals and living beings</li> <li>● To be able to draw some conclusions based on case-study</li> <li>● To be able to present thoughts/opinions critically on globalization in mini (Model United Nations) conference</li> </ul>

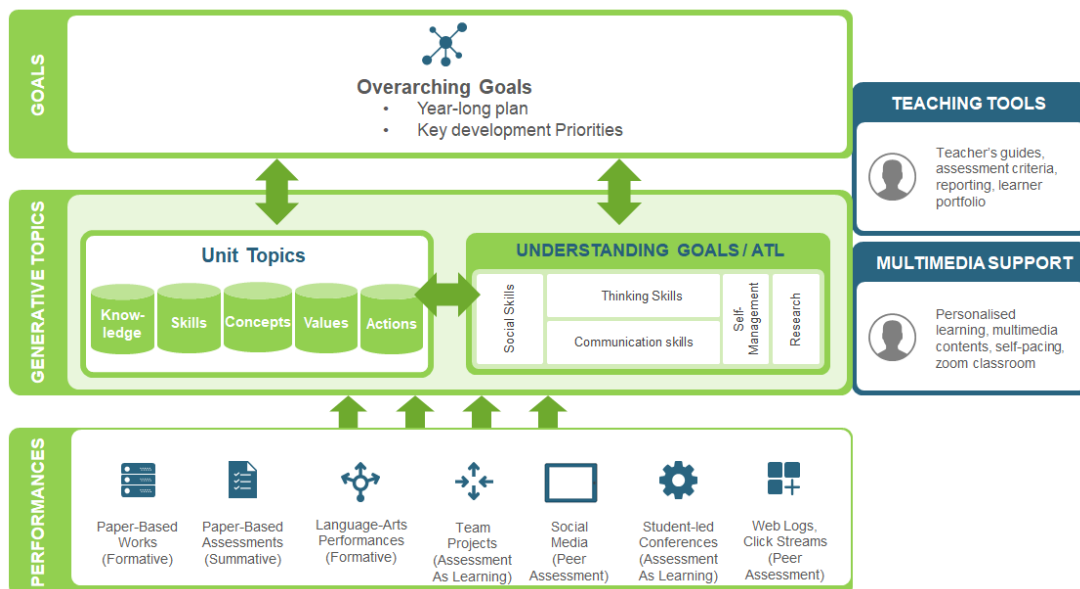
Contemporary Chinese culture	11	<ul style="list-style-type: none"> <li>To understand contemporary Chinese culture in daily life</li> <li>To be able to express one's opinions on contemporary Chinese culture by writing a presentation script</li> </ul>
------------------------------	----	---

2. **Understanding Goals:** In this project, Understanding Goals are questions or statements that focus instruction on what IB MYP (Chinese language) teachers feel is the most important for students to understand in the Chinese language in MYP. Understanding Goals connect to each other. That is, Unit-Level Understanding Goals build knowledge, skills, concepts and attitudes into Overarching Understanding Goals (Throughlines).

**Understanding Goals** should strive to understand the generative IB topics. The goals are nested to transdisciplinary themes, e.g. language arts with the use of inquiry-based learning approach, and the focus of the goals should cover the content knowledge, methods, purposes and forms of expression in the subject.

3. **Understanding Performances:** a series of performances should prepare learners to understand the topic, build up their prior knowledge and bring them to a contextually appropriate level of understanding. Learners should be provided with opportunities to explore and observe the surrounding environment; then it comes to a phase, in which the learners should be exposed to a guided inquiry question and engage in understanding the topics with discrete planning; finally, the learners should carry out a culminating performance to demonstrate their understanding.
4. **Assessment:** Being an IB school, we adopt ongoing assessment which recognizes the importance of feedback in learning. Instead of an end of unit assessment, our teachers would use ongoing assessment during the learning process to give students informative feedback. Students are assessed on the sequential understanding performances instead of separate tests. Multiple sources of feedback are encouraged, e.g. peer evaluation. Ladder of Feedback. The planning of the ongoing assessment needs to consider who should give feedback, when to give feedback, as well as to ensure sufficient time for feedback and follow-up.

Conceptual Design for Integrating Teaching for Understanding and IB MYP for Chinese Language Learning



### Activity

When planning a unit of work, teachers will ensure the design and activity:

- Align with Generative Topics design
- Develop linguistic understanding and skills
- Produce learning outcomes that match with the MYP objectives
- Measure students' achievement against the assessment criteria
- Provide multiple means and appropriate materials from a wide range of sources.



Take the poem 《再别康桥》 by Xu Zhimo (徐志摩) as an example: -

**The Learning Goals would be:**

1. How can literary and non-literary texts (the use of poems, novels, short stories, dramas, films and song lyrics etc) develop learners’ language sensibility and cultural awareness, as well as provoke creative and critical thinking?
2. How can poems and language arts develop learners’ capability to use Chinese to respond to their real life experience and express imaginative ideas?

After the reading the text, the students would have to answer some questions that show their understanding:

1. 诗人徐志摩描述了一幅什么的画面？
2. 如果“轻轻的我走了”换成“我轻轻的走了”，在这幅画面、语言和情感的表达上有什么差异？
3. 徐志摩是“新月派”的代表诗人。“新月派”在新诗的写作上提出了“音乐美，绘画美，建筑美”的诗学主张，举例分析《再别康桥》是如何体现“三美”主张的。

Learning: can be individual or group work. (See Appendix: Activities). Performances can extend from classroom activities to project work (by means of multimedia, drama, music, and art work) to student-led conference. Students will also be asked to reflect on their learning progress. Summative assessment will include the final product and self-reflection while there will be formative assessments which will be evaluated by both teachers and students.

(ii) Key Implementation Details

(iii) Project period: Sep 2021 to Aug 2022

Month/Year	Content / Activity/ Event	Target Beneficiary / Participants
Sep 2021	Review and evaluate the existing resources and practice, research on relevant resources and case studies, interview of consultants, 1 <sup>st</sup> professional development workshop, co-plan TfU curriculum framework and resources, develop Unit Planners, Parent Seminar.	Teachers and consultants
Oct-Dec 2021	Co-plan and enhance learning resources, integrate the new resources, and trial in classroom teaching and apply for home learning, lesson observation and enhancement of the new practice and resources developed. Interim review and write new guidelines for 2 <sup>nd</sup> term resources development. Share the first log of resources with KGV.	Teachers and consultants Students
Jan-Apr 2022	Sharing with other local or international schools Launch 2 <sup>nd</sup> term resources 2 <sup>nd</sup> Professional Development workshop Ongoing resources development, amendment and trail in classroom and for home learning; Share the 2 <sup>nd</sup> log of resources with KGV.	Teachers and consultants Students
May-Aug 2022	Compilation of teaching and learning resources Publication of the Project Booklet and website Learning Outcome Sharing (Learner-led conference) Project Exhibition at SIS for educators and public from HK Island Project Exhibition at KGV for educators and public from Kowloon and N.T Evaluation, prepare QEF report	Teachers, Students, parents, educators from the community consultants

(b) Please explain the extent of teachers’ and/or principal’s involvement and their roles in the project.

(i) Number of teachers involved and degree of input (time, types, etc.):

9 Chinese Language teachers will participate in the project design and implementation. Co-planning meeting, resources review, lesson plan development, trial the resources in teaching, conduct parent workshop, organize learner conference, exhibition and project sharing to the other international schools and the community. For teacher training, there will be over 30 teachers to participate from SIS and KGV.

(ii) Roles of teachers in the project: (Please tick the appropriate box(es))

- Leader     Co-ordinator     Service recipient: training workshop  
 Others (please specify) Resources development, organize events and sharing

(c) Grant Sought: HK\$162,600

Budget Items*	Expenditure Details		Justifications
	Item	Amount	
i. Service	Hiring a supplier to supply consultant(s) to assist us to co-plan and develop resources for integrating TfU into the Chinese learning pack		The supplier needs to supply a consultant or 2 consultants that are familiar with Teaching for Understanding, understand International school's setting, fluent in both English and Chinese, over 5 years of teaching training experience and conduct curriculum and resources development using TfU for over 5 years. Proven record of experience and projects will be referenced during our selection period.
<b>Subtotal: \$142,600</b>	<u>Co-planning</u> 10 modules x \$780/hour x 3 hours/module	\$23,400	
	<u>TfU Resources development</u> 10 sets (~\$8,500/sets, around 5 working days), including - teaching resources and learning resources (multi-media support, teaching activities) - self-learning resources	\$85,000	
	<u>Lesson observation</u> -6 sessions x 1.5 hours x \$780	\$7,020	
	Debriefing -2 sessions x 1.5 hour x \$780	\$2,340	
	Professional Sharing with the other educators, ~2 hours x 2 sessions (consultant support and preparation)	\$3,000	
	Teacher Training (TfU) (24 hours) SIS - 3 hours x 4 sessions KGV – 3 hour x 4 sessions  Preparation for the workshop 4 hours to tailor the training to fit for non-native Chinese language learning Cost: \$780 x 28 hours	\$21,840	Personnel recruited should be able to provide evidence of experience (at least 5 years) in using Teaching for Understanding and demonstrate a deeper knowledge of IB curriculum, TfU and teaching strategy.
ii. General Expenses	Learner-led Conference		Support by school (decoration, flyers, video filming and drinks)
	Learner-led Exhibition		
<b>Subtotal: \$20,000</b>	Project Booklet: Design and postal fee: by students and schools Printing fee  500 copies ( x\$300 per copy) will be shared by SIS and KGV to share with schools in the area, 500 copies will be shared to schools in the community, through the conference and exhibition	\$15,000	Student's work (in art form, in written form will be published to celebrate their learning process and outcomes. This turns invisible & unmeasurable Chinese learning into visible output for appreciation and sharing.
	Website to share project design, events, students sharing and their learning output Students' multimedia interpretation will be featured in the website.	by school	Support by school Design and editing by students
	Audit / Accountant	\$5,000	For independent audit
<b>Total Grant Sought (HK\$):</b>		<b>\$162,600</b>	

Qualifications and experience of instructors for TfU:

- I. Consultant
  - Experience in Teaching for Understanding and implementation
  - Fluent in both English and Chinese
  - Over 5 years of experience in teacher training and curriculum design
  - Proven record of relevant project experience (design and implementation)
  - Experience in designing and developing language arts resources



## II. Trainer/Facilitator

- Familiar with Teaching for Understanding and IB curriculum
- Over 5 years of experience in teacher training and curriculum design
- Proven record of relevant experiences

### Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project.

- Observation: Lesson observation to confirm that students show higher engagement, learning interest in learning and demonstrate deeper understanding of the culture and moral sentiments from the chosen Chinese texts.
- Focused group interviews: Teachers confirmed that the TfU training can better support their teaching needs; the resources developed can better cater for students' needs and can facilitate students' understanding of culture and moral sentiments embedded from the reading texts and the newly teaching pedagogy improved teaching and learning effectiveness.
- Pre-and post-activity surveys: Teacher survey and student survey in Google Forms to confirm that the new learning resources help better their understanding and appreciation.
- Others: Successful roll-out of Learner-led conference and exhibition demonstrate students' understanding and learning outcome and parents and visitors' feedback are positive.

(ii) Please state the project deliverables or outcomes.

- Resource package: A TfU curriculum framework for Chinese language learning, 10 Modules of Chinese teaching and learning resources, Self-learning resources, Handbook for teaching strategies, Project Booklet, Project Website.
- Others (please specify) One information night for our parents and one for parents in the Community / Professional Development Workshops

### School Declaration

Our school acknowledges and agrees that:

1. the expenditure items funded by the QEF is one-off; our school has to bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise;
2. all procurement of goods and services has to be conducted on an open, fair and competitive basis with measures taken to avoid conflict of interests in the procurement process; and
3. our school is responsible for the safety of the participants and take necessary safety measures to safeguard students' well-being when participating in project activities. The related safety guidelines should be observed.

### Report Submission Schedule

Our school commits to submit proper reports in strict accordance with the following schedule:

<b>Project Management</b> (Should be submitted via the "Electronic Project Management System" (EPMS) )		<b>Financial Management</b> (Hard copy together with supporting documents should be submitted to the QEF Secretariat by mail or in person)	
<b>Type of report and reporting period</b>	<b>Report due on</b>	<b>Type of report and reporting period</b>	<b>Report due on</b>
Progress Report 01/09/2021 - 28/02/2022	31/03/2022	Interim Financial Report 01/09/2021 - 28/02/2022	31/03/2022
Final Report 01/09/2021 - 31/08/2022	30/11/2022	Final Financial Report 01/03/2022 - 31/08/2022	30/11/2022

## Appendix: Activities – Basic Understanding

### 1. Warm up – Pair activity (8 mins)

- a. Ask learners to get into pairs.
- b. Ask learners to think about the following questions: 徐志摩描述了一幅什么的画面? Give examples.
- c. One learner talks; the other listens. (30 sec) (□ **Tip:** Remind learners to just **listen** when their partner is talking).
- d. They swap roles and repeat step c.
- e. Invite learners to share their partner's answers with the class. (Provide positive feedback and introduce subject vocabulary, e.g. 音乐美, 绘画美, 建筑美, etc.).
- f. Give positive feedback and introduce the next activity.

### 2. Reading the text aloud individually. (15 mins)

- a. Encourage learners to take it in turns to read one sentence each and stress the **highlighted** vocabulary in the text. (□ As learners progress, they should read with feeling (□ **Tip:** After the first learner has read out a sentence, others can volunteer. Do not correct pronunciation right away. Allow learning mistakes and encourage learners to help each other).
- b. Show your appreciation of good teamwork.
- c. Ask the class: 如果“轻轻的我走了”换成“我轻轻的走了”，在这幅画面、语言和情感的表达上有什么差异？
- d. 💡 With a more able class, ask the learners to provide other examples from the text that show different levels of meaning by changing the order of the text as in (c).

### 3. Team competition – 《再别康桥》(15 mins)

- a. Divide learners up into teams of 4-5.
- b. Ask learners to discuss “新月派”在新诗的写作上提出了“音乐美，绘画美，建筑美”的诗学主张，举例分析《再别康桥》是如何体现“三美”主张的。
- c. Write down on a piece of paper as many examples to illustrate it.
- d. See which team has the highest number of sentences. Start with the team with the lowest number of sentences and ask them to share one sentence with the rest of the class; then move on to other teams. (□ **Tip:** Let each team share at least one of their sentences. Tell them that this sentence should not repeat information that has already been offered by another team, but should describe something *different*).
- e. Congratulate the winning team(s). Praise them for **the effort they have put into the activity.**

### 4. What did we do? (5 mins) (Ref. What did we do? below)

- a. Each learner offers one word or a sentence.
- b. Thank the class for their participation.
- c. Give them a preview of the next lesson, so they will look forward to it.