

Power of Words



(Picture retrieved from: <https://tinyowl.co.uk/bloom/>)

There was once a beautiful flower and a little girl who loved it. She talked to it every day in the morning on her way to school. Yet, the owner of the flower shouted at her and not allowed her to come near to the flower. The next day, the flower did not open and stayed shut. The furious old man tried to water it by himself, talking to it about how wonderful he was and how lonely he felt. But the flower still refused to open. The unhappy man went to the little girl and asked her what she did to the flower. The little girl suggested he tell the flower how wonderful it is and how much he loved it. As he did so, his own heart filled with joy and love. And the flower bloomed.

Watch the [video](https://youtu.be/KdVhALUq6hM) (<https://youtu.be/KdVhALUq6hM>) of this story and complete the following tasks.

Vocabulary in the video

1. **bloom (v.)** /blu:m/ [past tense **bloomed** /blu:md/] - when a flower blooms, it opens or is open, and when a plant or tree blooms it produces flowers
2. **crossly (adv.)** /'krɒs.li/ - in an angry way
3. **fantastic (adj.)** /fæn'tæs.tɪk/ - very good
4. **furious (adj.)** /'fjʊə.ri.əs/ - very angry
5. **gardener (n.)** /'gɑ:.dən.ə/ - someone who works in a garden, growing and taking care of plants
6. **handkerchief (n.)** /'hæŋ.kə.tʃi:f/ - a square piece of cloth or paper used for cleaning the nose or drying the eyes when they are wet with tears
7. **inconsiderate (adj.)** /,ɪn.kən'sɪd.ər.ət/ - not thinking or worrying about other people or their feelings
8. **miserable (adj.)** /'mɪz.ə.bəl/ - very unhappy
9. **perfume (n.)** /'pɜ:.fju:m/ - a pleasant natural smell
10. **refuse (v.)** /rɪ'fju:z/ [past tense **refused** /rɪ'fju:zd/] - to say that you will not do or accept something
11. **shelter (v.)** /'ʃel.tə/ [past tense **sheltered** /'ʃel.tə'd/] - to protect yourself, or another person or thing, from bad weather, danger, or attack

Language focus: Simple Past tense

When telling a story, we usually use **simple past tense** to describe actions done by the characters. For example, we will say 'The little girl talked to the flower every morning.' Let's learn how to use past tense!

Simple Past tense

We use simple past tense to describe actions that are happened sometime in the past.

Example: Sally washed her face and brushed her teeth in the washroom.

To change the verb from present tense to past tense, you can add 'd' or 'ed' to many of them, for example 'love' to 'loved' and 'wash' to 'washed'. However, you need to change the spelling for some verbs to make them into past tense, while some of them do not change the spelling to be past tense. We call these verbs **irregular verbs**. Examples are:

Verb	Past Tense
Be	Was/Were
Buy	Bought
Choose	Chose
Cut	Cut
Do	Did
Drink	Drank
Find	Found
Give	Gave
Go	Went
Have/Has	Had
Hurt	Hurt
Keep	Kept
Know	Knew
Let	Let
Make	Made
Say	Said
See	Saw
Think	Thought
Wear	Wore

Practice: Spell the correct past tense for the verbs in bracket ().

Yesterday, I (go) to the shopping mall at Causeway Bay to buy a gift for my friend's birthday. There (be) many cups and glasses on the 8th floor of the mall. I (walk) around to look for a coffee cup because my friend (love) to drink coffee. After 30 minutes of searching, I finally (find) a beautiful coffee cup in green colour. I (buy) it immediately. The saleslady also (pack) the cup for me in a nice gift box. How nice she (be)!

Pre-task: Positive and Negative Adjectives (30 minutes)

There are many words we can use to describe things and people. We call these words **adjectives**. When you are watching the video, can you notice the adjectives that the little girl and the man used? What were they? Write them down in the box below.

(Teacher's note: May pause the video at 02:06, 05:40 and 09:26 for students to write down the adjectives.)

Example: beautiful, silly

Some of the adjectives are positive, for describing the good side, while some of them are negative, for describing the bad side. From the words that you have written above, can you tell if they are positive or negative? Write them down in the correct table below.

(Teacher's note: Allow 15 minutes for students to categorize the adjectives.)

Positive adjectives	Negative adjectives

Task 1: Individual presentation (30 minutes)

In the story, the little girl loves the beautiful flower very much. What thing(s) do you love? Why do you love it? Share your story with your classmates.

(Teacher's note: Allow 5 minutes for students to prepare and 10 minutes for students to share.)

Example: I love the sun very much because it is warm. When the sun comes out, I can play at the park with my brother. We are very happy on sunny days.

In the story, the little girl talks to the flower every morning before going to school. If you had a chance to talk to one thing that you love, what would you say?

(Teacher's note: Allow 5 minutes for students to prepare and 10 minutes for students to share.)

Example: If I had a chance to talk to the sun, I would say: Thank you, Sun, for bringing us good weather. You are so bright and powerful.

Task 2: Group discussion (30 minutes)

There are many adjectives used in the story. Besides the ones you have found in the pre-task, can you think of some more positive and negative adjectives to describe a person? Write them down in the table below.

(Teacher's note: Allow 10 minutes for students to brainstorm.)

Positive adjectives	Negative adjectives
<i>Example: Beautiful</i>	<i>Example: Silly</i>

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For primary 4-6 students:

Now, let's use the positive adjectives to praise the classmates around to you. Remember, when you praise him or her, you should give a reason too.

(Teacher's note: Allow 10 minutes for students to chat with their classmates and invite 5-6 of them to share their sentences.)

<i>Example: Peter, you are powerful because you can move heavy things.</i>
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For secondary 1-3 students:

In the story, how did the flower react to different adjectives? Do you think words are powerful? Discuss in a group of four and share your conclusion with other classmates.

(Teacher's note: Allow 10 minutes for students to discuss and come up with their conclusion. Invite all groups to share their conclusion.)

We think that words are / are not* powerful, because ...

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**Please delete whichever is inapplicable.*

Language focus: Intonation

In English, we use different 'melody' to tell others what we feel when speaking sentences. The 'melody' in English is called **intonation**. There are two basic patterns: rising up (↗) and falling down (↘). Let's learn more about them!

Rising up (↗)

We use this pattern when we feel surprised and happy or ask Yes/No questions.

Example 1: Do you see the big flower on the right side of the cover? (Yes/No)

Example 2: That's great! (Feel happy)

Falling down (↘)

We use this pattern when we feel not sure or ask Wh-questions.

Example 1: I don't think so. (Feel not sure)

Example 2: What did you have for breakfast? (a question starts with 'What')

Practice: Decide the intonation (↗) or (↘) for the following sentences.

1. Do you like living in Kowloon? ()
2. How long have you lived in Kowloon? ()
3. She may be unhappy. ()
4. Today is my birthday! ()

Evaluation Form

Name of speaker: _____

Name of marker: _____

Content	😊	😐	☹️	NA
Content				
Task completion				
Clear ideas				
Logical organization (Introduction – Body – Conclusion)				
Grammar				
Use of coordinate clause				
Use of complex structures (e.g., relative clause)				
Limited number of errors (e.g., wrong tense)				
Fluency				
Limited number of pausing				
Limited number of repetitions				
Appropriate pace and length				
Use of proper discourse markers & connectives				
Vocabulary				
Use of new words (e.g., new adjectives)				
Appropriate word choice				
Appropriate collocation				
Proper paraphrase				
Pronunciation				
Correct pronunciation				
Proper rhythm (word stress and sentence stress)				
Proper intonation (e.g., rising tone for Yes/No question)				
Suggestions for improvement:				

Tips for teachers:

- For P4-6 students of lower proficiency:
 - In **pre-task**, teachers may guide students to focus on words highlighted in orange and grey in the subtitles of the video.
 - In **task 1**, teachers may re-play the video where the little girl said, 'thank you' (01:58) to the big flower to remind students the use of positive words.
 - In **task 2**, teachers may provide more examples on the adjectives and demonstrate how to praise others before asking students to prepare their sentences.
- For S1-3 students:
 - The **pre-task** may be set as a homework before class. Students can watch the video at home and complete the tables.

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