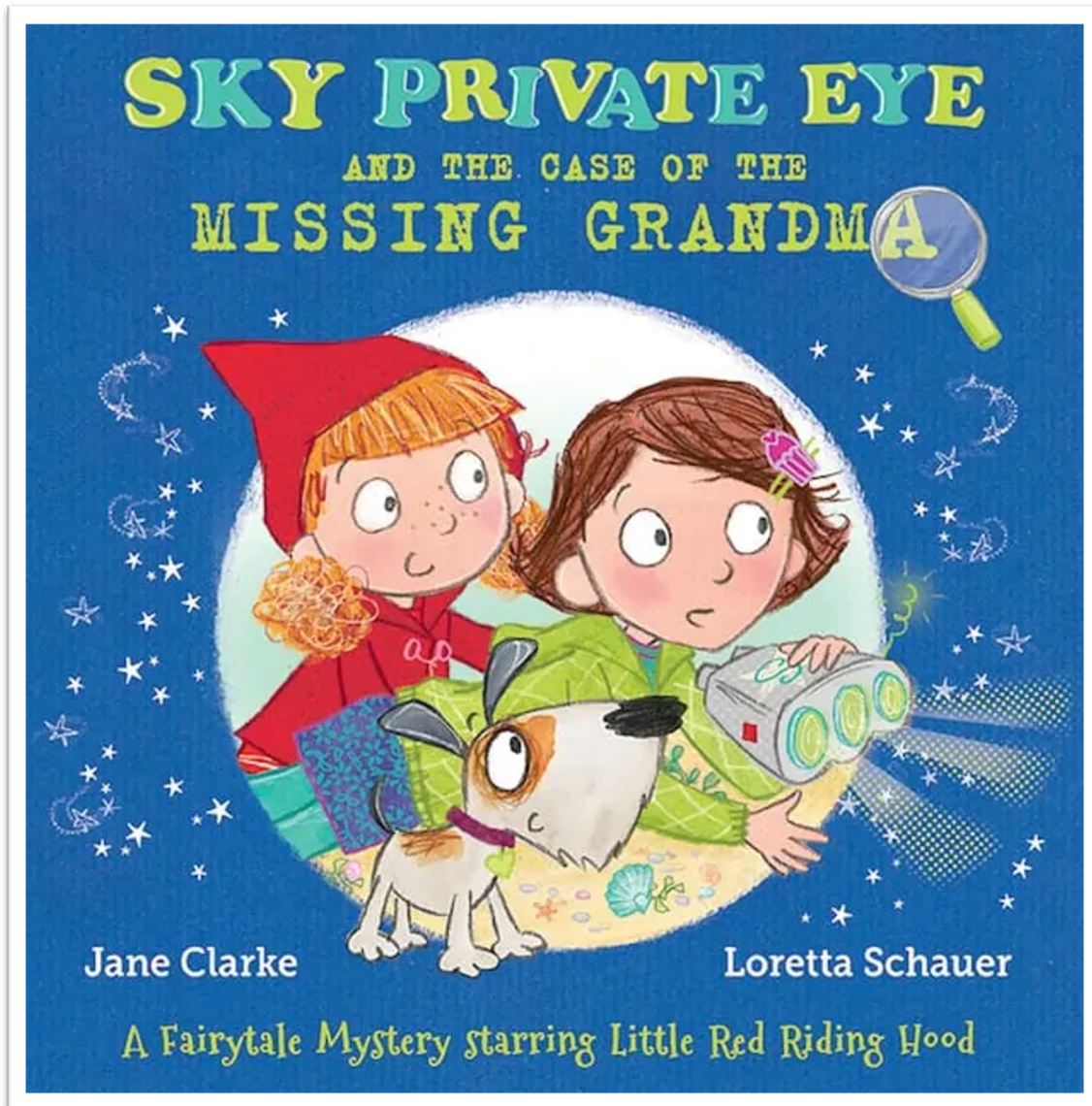


Sharing is Caring



(Picture retrieved from: <https://www.fivequills.co.uk/product/sky-private-eye-and-the-case-of-the-missing-grandma/>)

Granny is missing – has the Big Bad Wolf kidnapped her or even, gobbled her up? Little Red Riding Hood is in a race against time before Granny is toast. Is the Big Bad Wolf hiding in Granny's house, or has he followed Granny on her beachside holiday, waiting for her to fatten up? Quick go on, don't delay, call Sky Private Eye! With her bag of detective gadgets and Just-in-time Cupcake recipes, Sky Private Eye will sniff out the clues and solve the mystery in no time at all!

Watch the [video](https://youtu.be/4g6_fkCwp14) (https://youtu.be/4g6_fkCwp14) of this story and complete the following tasks.

Vocabulary in the story

1. **accomplish (v.)** /ə'kʌm.plɪʃ/ [past tense **accomplished** /ə'kʌm.plɪʃt/] – to finish something successfully
2. **brochure (n.)** /'brɒʃ.ʃə/ – a type of small magazine that contains pictures and information on a product or a company
3. **clue (n.)** /klu:/ – a sign or some information that helps you to find the answer to a problem, question, or mystery
4. **disguise (n.)** /dɪs'gaɪz/ – something that someone wears to hide their true appearance
5. **emergency (n.)** /'ɪmɜː.dʒən.si/ – something dangerous or serious, such as an accident, that happens suddenly or unexpectedly and needs fast action in order to avoid harmful results
6. **gasp (v.)** /gɑːsp/ [past tense **gasped** /gɑːspt/] – to take a short, quick breath through the mouth, especially because of surprise, pain, or shock
7. **gobble (v.)** /'gɒb.əl/ [past tense **gobbled** /'gɒb.əld/] – to eat too fast
8. **kidnap (v.)** /'kɪd.næp/ [past tense **kidnapped** /'kɪd.næpt/] – to take a person away illegally by force, usually in order to demand money in exchange for releasing them
9. **speciality (n.)** /,speʃ.i.əl.ə.ti/ – a subject that someone knows a lot about
10. **reassuringly (adv.)** /,riː.ə'ʃʊː.rɪŋ.li/ – in a way that makes someone feel less worried
11. **scooter (n.)** /'skuː.tə/ – a motor vehicle with two wheels, that is similar to, but smaller than, a motorcycle
12. **splutter (v.)** /'splʌt.ə/ [past tense **spluttered** /'splʌt.əd/] – to speak in a quick and confused way, producing short, unclear noise because of surprise, anger, etc.
13. **sticky (adj.)** /'stɪk.i/ – difficult
14. **undercover (adv.)** /,ʌn.də'kʌv.ə/ – secretly and using a false appearance in order to get information for the police or government
15. **wedge (v.)** /wedʒ/ [past tense **wedged** /wedʒd/] – to put something into a very small or narrow space, so that it cannot move easily
16. **whiz (v.)** /wɪz/ [past tense **whizzed** /wɪzd/] – to move or do something very fast

Language focus: Giving directions

When we want to tell people how to get from one point (e.g., school) to another point (e.g., shopping mall), we will say sentences such as 'Turn left after passing the mini-bus stop'. This sentence is to **give directions**. What are the words besides *left* and *right*? Let's learn more about them!



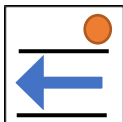
Go straight

Example: *Go straight on the ABC Street.*



Cross

Example: *Cross the bridge.*



Go past

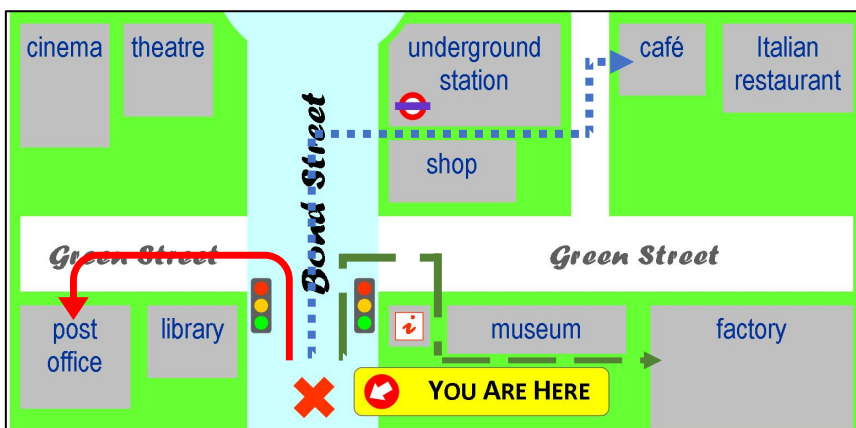
Example: *Go past the building.*



Go around

Example: *Go around the park.*

Practice: Pair up with the classmate next to you. Take turn to describe **red** route, **blue** route, or **green** route and guess the route described.



(Map from [British Council](#))

Language focus: Sentence stress

In a sentence, there are usually more than one word. For example, when you want to praise your friend, you may say 'I think you are very clever'. Sometimes, we will say some of the words with a stronger sound to let others know that words are more important than the other words. In this way, we will call it **sentence stress**. Let's learn more about it!

Strong and weak sounds in a sentence

Usually, we will say the important words or words that give meaning with a stronger sound. It means that, when you say words in a stronger sound in different ways, your listeners will get different meanings.

Example: I think you are very clever.

I think **YOU** are very clever. → not him or her

I think you are **VERY** clever. → not just clever, but very clever

I think you are very **CLEVER**. → not other adjectives (e.g., beautiful, happy, etc.)

Practice: Write down the sentences you said when giving directions. Highlight the words that should be stressed (i.e., with a stronger sound).

*Example: Turn **left** after going **past** the **traffic light**.*

Now, say the sentences to your classmate again with the correct sentence stress.

Pre-task: What does the story tell you? (30 minutes)

After eating the Just-in-time cupcake, the Big Bad Wolf turned into the friendly 'Wolfie'. Is it because of the magic in the cupcake, or the sharing action by Sky? Write your ideas below.

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

I think it is because ...

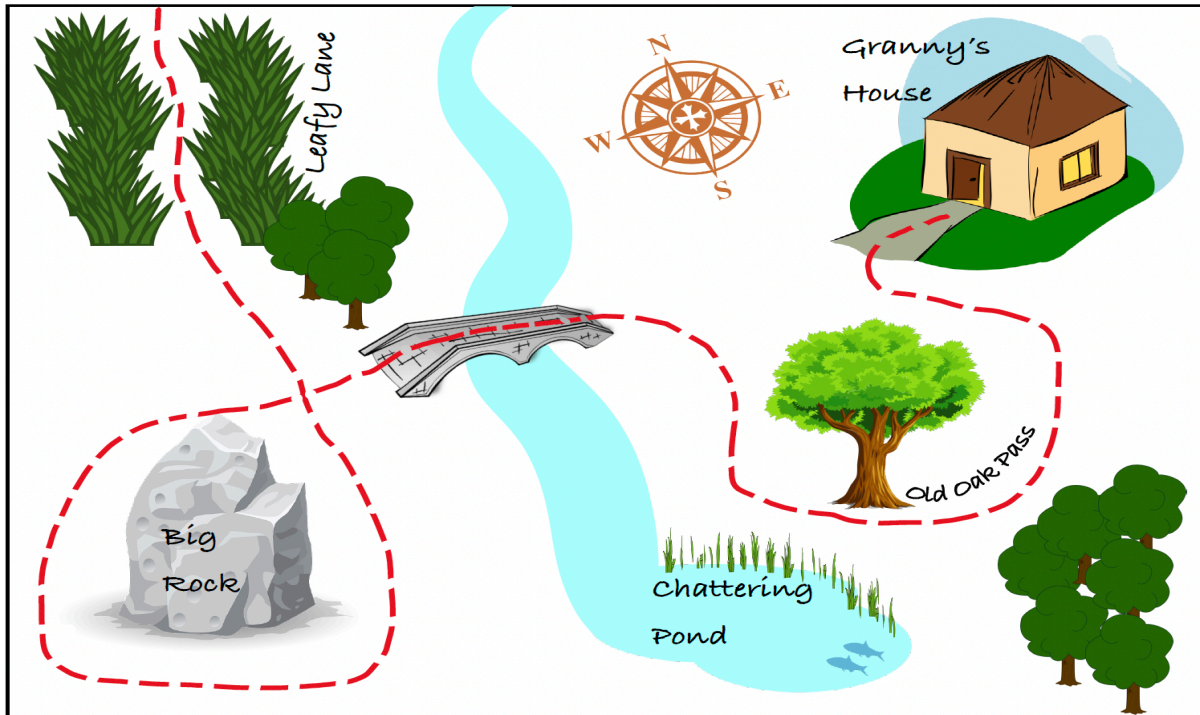
In the story, Sky shared her cupcakes with the Big Bad Wolf. Have you ever shared anything to your family members, friends, or classmates? How did you feel? Tell your classmate about that.

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

Example: I have shared my orange juice with my sister this morning. She loved the juice, so I felt happy.

Task 1: Individual presentation (30 minutes)

In the story, Sky followed a map to drive her scooter from Leafy Lane to Granny's house. Here is the map:



Can you describe the route (the red dotted line) she took?

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

After passing the Leavy Lane, Sky ...

How do you get to school every day? Share your route with your classmates.

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

After leaving home, I ...

Task 2: Group discussion (30 minutes)

Sharing is ...

Let's take a look at how famous people say about 'sharing'.



"If we have no peace, it is because we have forgotten that we belong to each other."

— Mother Teresa



"Love only grows by sharing. You can only have more for yourself by giving it away to others."

— Brian Tracy, Author



"Nothing is yours. It is to use. It is to share. If you will not share it, you cannot use it."

— Ursula K. Le Guin, Author



"Friends share all things."

— Pythagoras, Ancient Greek Philosopher

(Quotes and portraits retrieved from: <https://www.goodreads.com/quotes/tag/sharing>)

For primary 4-6 students:

Look at the things you have (e.g., stationery, snacks in your school bag) and pick one thing that you want to share with others. Form a group of four with classmates around you, decide the thing to be shared by your group and tell the class about that thing and why you decided to share this thing.

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

Our group is going to share ... because ...

For secondary 1-3 students:

Someone believes that sharing means to only share the positive side or something good with others, while someone believes that sharing means to share everything you have with others, regardless of the positive and negative. What does 'sharing' mean to you? Why? 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 sharing means ... because ...

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 **task 1**, teachers may re-play the video where the narration described the route taken by Sky (02:43).
- Extension activity:
 - In **task 2**, teachers may show the recipe of Sky's vanilla cupcake (11:13) and ask students whether they can find any magical ingredients.

The Education University of Hong Kong