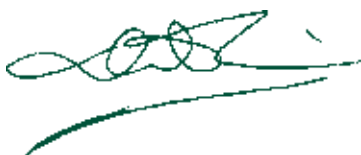


## A Message from the Chairman of the Standing Committee on Language Education and Research

A conducive environment and the promise of rewarding experiences are of vital importance in learning a second language. English language camps provide a pressure-free, enjoyable and language-rich environment which removes the psychological barrier to speaking English and maximizes the use of the language in a non-threatening environment.

The Standing Committee on Language Education and Research (SCOLAR) and the former Education Department conducted the English Language Camp for Primary 4 Students in March 2002. About 280 secondary school teachers and 2,500 students from 62 secondary schools hosted the Camp in their schools for 8,200 Primary 4 students from 75 primary schools across the territory. This large-scale pilot Camp proved to be fruitful and beneficial not only to the camp participants but also to the participating schools. The experience has encouraged some schools to develop and run language camps, English days or other similar activities on their own or in collaboration with other schools.

Following on the success of the pilot project, SCOLAR has decided to provide support to help more schools organize their own English language camps and other co-curricular language activities for their students with resources from the Language Fund. This resource package has been developed by the Education and Manpower Bureau on the commission of SCOLAR in the light of experiences gained from the pilot Camp and other similar events to help schools better understand the objectives and design of the English language camp. We hope schools will use it as a reference and find it useful when they plan and organize their own language camps and other co-curricula activities.



Michael TIEN, BBS, JP  
Chairman

Standing Committee on Language Education and Research  
March 2003

# Preface

This resource package is a synthesis of the experience, feedback and suggestions from teacher and student participants of the pilot English Language Camp for Primary 4 Students. The pilot Camp was initiated and funded by the Standing Committee on Language Education and Research and implemented territory-wide in Hong Kong in March 2002 by the former Education Department. The primary objective of the English Camp was twofold: to help the campers overcome the psychological barrier to speaking and using English, and to develop the leadership potential of secondary school students serving as camp leaders. This was achieved through the organization of a two-day immersion camp, in which the campers and the camp leaders were immersed in a variety of fun-filled language activities designed to motivate them to participate freely and to learn to use English in an informal way.

The activities in this package have been developed from those used in the pilot Camp. They have been enriched, modified and in some cases revised as different versions to suit different needs and interests. They are presented as a reference package to help the primary and secondary school teachers who will serve as camp directors organize and conduct their own English language camps. Teachers should use this resource package selectively or modify, if necessary, the activities to suit the needs and interests of their students.

## How to use this resource package


This resource package contains a resource book, two VCDs, and an audio CD.

### Resource Book


Ten types of camp activities are introduced in this resource book, nine of which are during-camp activities. They are *Camp songs*, *Ice-breaking activities*, *Action rhymes and chants*, *Language games*, *Songs and dance*, *Creative writing*, *Arts and crafts*, *Interviews with camp directors and camp leaders*, and *Stories for listening and dramatization*. The last type is known as *Take-home activities* which aim to consolidate what students have learnt. All activities have clear purposes and specific descriptions and some of the activities are designed in the form of a competition. Schools can develop their own award system to motivate campers.

The resource book also includes four appendices, namely *The camp book*, *How to be an effective camp director*, *How to be an effective camp leader* and *Language notes for camp leaders*. *The camp book* serves as a sample. It shows the essential elements to be included for use by campers and helps camp leaders demonstrate and carry out the activities. A sample camp programme designed for a one-day camp is also included for teachers' reference. Schools may modify the camp programme to suit the length of their own camps. The other three appendices provide handy information for teachers to train their camp leaders and to prepare for their camps. Schools can use their discretion in the way they modify and use the camp book as well as how they train their camp leaders.

## VCDs

Most of the camp activities are videotaped to help teachers train their students as camp leaders. The two VCDs consist of demonstrations on how these camp activities can be conducted. All activities accompanied by videotaped demonstrations in the resource book are marked .

## Audio CD

All the stories and songs in the resource book are included in the audio CD. The music of the songs is also provided. The activities accompanied by audio recordings of stories and/or songs are marked .

Teachers' feedback and suggestions on using the resource materials are most welcome. Comments and suggestions can be sent to:

The Chief Curriculum Development Officer (English)  
English Language Education Section  
Curriculum Development Institute  
Education and Manpower Bureau  
Room 1206, 12/F., Wu Chung House  
213 Queen's Road East  
Wan Chai  
Hong Kong

# Acknowledgements

We are grateful to the following secondary schools for hosting the pilot Camp and trying out the camp activities. The teachers and students of these schools were involved in their own camps as camp directors and camp leaders respectively and contributed invaluable and useful feedback for the refinement and enrichment of the camp activities included in this resource package.

Belilios Public School  
Bethel High School  
Buddhist Hui Yuan College  
Buddhist Ma Kam Chan Memorial English Secondary School  
Buddhist Tai Hung College  
Carmel Bunnan Tong Memorial Secondary School  
CCC Mong Man Wai College  
Chan Shu Kui Memorial School  
Chong Gene Hang College  
Delia Memorial School (Yuet Wah)  
DMHC Siu Ming Catholic Secondary School  
Fukien Secondary School (Kwun Tong)  
Fukien Secondary School (Siu Sai Wan)  
Fung Kai Liu Man Shek Tong Secondary School  
Fung Kai No. 1 Secondary School  
Hong Kong & Kowloon Chiu Chow Public Association Secondary School  
HKCWC Fung Yiu King Memorial Secondary School  
HKMA David Li Kwok Po College  
HKSYC & IA Chan Nam Chong Memorial College  
HKTA The Yuen Yuen Institute No. 1 Secondary School  
Hoi Ping Chamber of Commerce Secondary School  
Holy Carpenter Prevocational School  
Holy Family Canossian College  
Hong Kong Red Swastika Society Tai Po Secondary School  
Immaculate Heart of Mary College  
Immanuel Lutheran College  
Ju Ching Chu Secondary School (Tuen Mun)  
Kiangsu-Chekiang College (North Point)  
Kiangsu-Chekiang College (Shatin)  
King Ling College

King's College  
Ko Lui Secondary School  
Lions College  
Maryknoll Convent School  
Maryknoll Secondary School  
MFBM Chan Lui Chung Tak Memorial College  
NLSI Lui Kwok Pat Fong College  
Po Leung Kuk Lee Shing Pik College  
Pui Ying College  
Sha Tin Government Secondary School  
Shau Kei Wan East Government Secondary School  
Shau Kei Wan Government Secondary School  
Sing Yin Secondary School  
Sir Ellis Kadoorie Secondary School (West Kowloon)  
SKH Li Ping Secondary School  
SKH Lui Ming Choi Secondary School  
SKH Tang Shiu Kin Secondary School  
SKH Tsang Shiu Tim Secondary School  
St Francis Xavier's College  
St Margaret's College  
St Mark's School  
St Mary's Canossian College  
St Rose of Lima's College  
St Paul's School (Lam Tin)  
STFA Seaward Woo College  
Tseung Kwan O Government Secondary School  
TWGH Li Ka Shing College  
TWGH Wong Fut Nam College  
United Christian College  
Wong Shiu Chi Secondary School  
YPICA Lee Lim Ming College  
Yuen Long Merchants Association Secondary School

We would also like to express our appreciation to the following primary schools which participated in the pilot Camp. Many of them carried the successful camp experience and cheery atmosphere back to their schools. They adapted some of the camp activities for use within and beyond their English language classrooms. Their practices further supported the development of this resource package for use in future language camps.

AD & FD Pok Oi Hospital Mrs Cheng Yam On Primary School (AM)  
Alliance Primary School Tai Hang Tung (AM)  
Alliance Primary School Tai Hang Tung (PM)  
Baptist Lui Ming Choi Primary School  
Baptist Sha Tin Wai Lui Ming Choi Primary School  
Bishop Paschang Memorial School (AM)  
Bishop Paschang Memorial School (PM)  
Bonham Road Government Primary School  
Buddhist Ching Kok Lin Association School (PM)  
Buddhist Chung Wah Kornhill Primary School (PM)  
Canton Road Government Primary School  
Castle Peak Catholic Primary School (AM)  
CCC Kei Faat Primary School (AM)  
CCC Kei Faat Primary School (PM)  
CCC Kei Wai Primary School (AM)  
CCC Kei Wan Primary School (PM)  
Chinese Methodist School (North Point) (AM)  
Conservative Baptist Lui Ming Choi Primary School (AM)  
Fuk Wing Street Government Primary School (AM)  
Fung Kai Liu Yun Sum Memorial School (AM)  
Fung Kai Liu Yun Sum Memorial School (PM)  
Fung Kai Primary School (AM)  
Fung Kai Primary School (PM)  
Hennessy Road Government Primary School (AM)  
HK Weaving Mills Association Primary School (AM)  
HK Weaving Mills Association Primary School (PM)  
Holy Carpenter Primary School  
Holy Family Canossian School (Kowloon City)  
Holy Family Canossian School (Kowloon Tong)  
Hong Kong Taoist Association School

Hung Hom Government Primary School  
King Lam Catholic Primary School  
King's College Old Boys' Association School No. 2  
Kwong Ming School (PM)  
Kwun Tong Government Primary School (AM)  
Lei Muk Shue Catholic Primary School (AM)  
Leung Kui Kau Lutheran Primary School (AM)  
Ma On Shan Lutheran Primary School  
Maryknoll Convent School, Primary Section  
North Point Government Primary School (PM)  
Ping Shek Estate Catholic Primary School (AM)  
Po Leung Kuk Luk Hing Too Primary School  
Poo Ai Primary School (PM)  
Sacred Heart of Mary Catholic Primary School (AM)  
Sam Shui Natives Association School (AM)  
Shanghai Alumni Primary School  
Shau Kei Wan Government Primary School (PM)  
SKH Chi Fu Chi Nam Primary School  
SKH Chu Oi Primary School (Lei Muk Shue)  
SKH Fung Kei Primary School  
SKH Kei Oi Primary School (AM)  
SKH Lee Shiu Keung Primary School (AM)  
SKH Ling Oi Primary School (AM)  
SKH St James' Primary School (AM)  
SKH St James' Primary School (PM)  
SKH Tin Wan Chi Nam Primary School  
St Edward's Catholic School  
St John The Baptist School (PM)  
St Mary's Canossian School (AM)  
St Mary's Canossian School (PM)  
St Rose of Lima's School  
Stewards Pooi Kei Primary School  
STFA Leung Kit Wah Primary School  
Tai Po Government Primary School  
Taikoo Primary School (AM)

Tong Mei Road Government Primary School (PM)  
TWGH HK & KLN Electrical Appliances Merchants Association Limited School (PM)  
TWGH Ko Ho Ning Memorial Primary School  
TWGH Sin Chu Wan Primary School  
TWGH Wong See Sum Primary School (AM)  
TWGH Wong See Sum Primary School (PM)  
Yan Chai Hospital Chiu Tsang Hok Wan Primary School  
Yan Chai Hospital Choi Hin To Primary School  
Yaumati Catholic Primary School  
Yuen Long Government School (PM)

We would like to thank the following primary schools for helping in the demonstration of the camp activities recorded in the two VCDs in this resource package:

Shak Chung Shan Memorial Catholic Primary School  
Yan Chai Hospital Choi Hin To Primary School

Special thanks are extended to Maryknoll Convent School and St Rose of Lima's School for giving us permission to use the songs *Camp Song (2)* and *Our good king* respectively. Last but not the least, we would like to thank the Educational Television (English), Curriculum Resources Section, Quality Education Division, Education and Manpower Bureau, for allowing us to adapt the game *Five little monkeys*.



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Language Education and Research

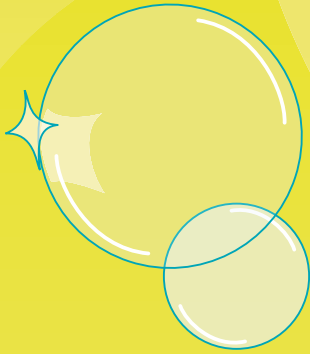
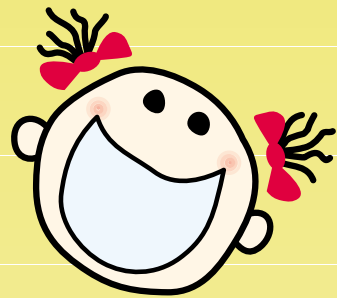
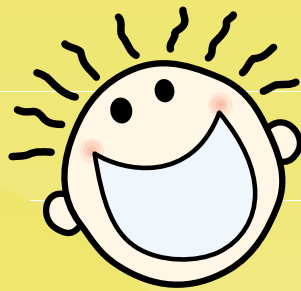
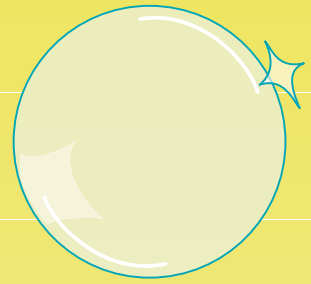
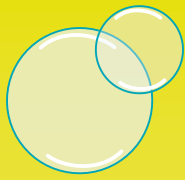
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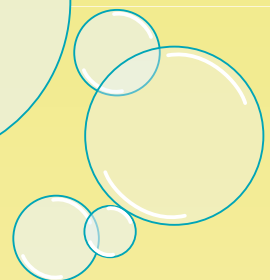
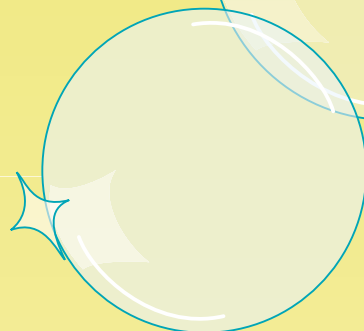
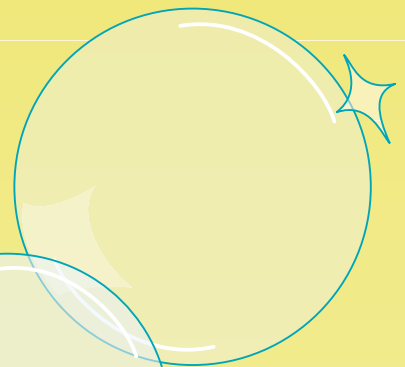
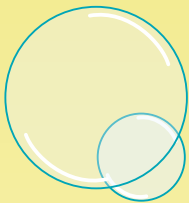
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# Camp songs





# Camp songs

This unit consists of the following songs:

- ☺ **Camp song (1)**
- ☺ **Camp song (2)**
- ☺ **Camp song (3)**

## Purposes :

1. to generate and boost the team spirit at the start or during intervals of the camp in order to strengthen the cohesion among campers; and
2. to help campers develop an awareness of the basic sound patterns of English and an enjoyment of imaginative lyrics through singing

Time required : 5 - 10 minutes

Group size : all campers

Materials required : the audio CD that accompanies this resource book  
(if music is preferred)

Demonstration : by 1 camp director + a few camp leaders

## Camp song (1)



### Camp song (1)

Everybody wants to know,  
Everybody needs to know,  
English Camp I love to go,  
English leads me on the road!



## Camp song (2)

### Camp song (2)

Everybody wants some some fun,  
Everybody needs some fun,  
English Camp here I come,  
Let me be the happiest one.

*By courtesy of Mr Aloysius Lee,  
Maryknoll Convent School  
(Tune from Schubert's "Musical Movement")*

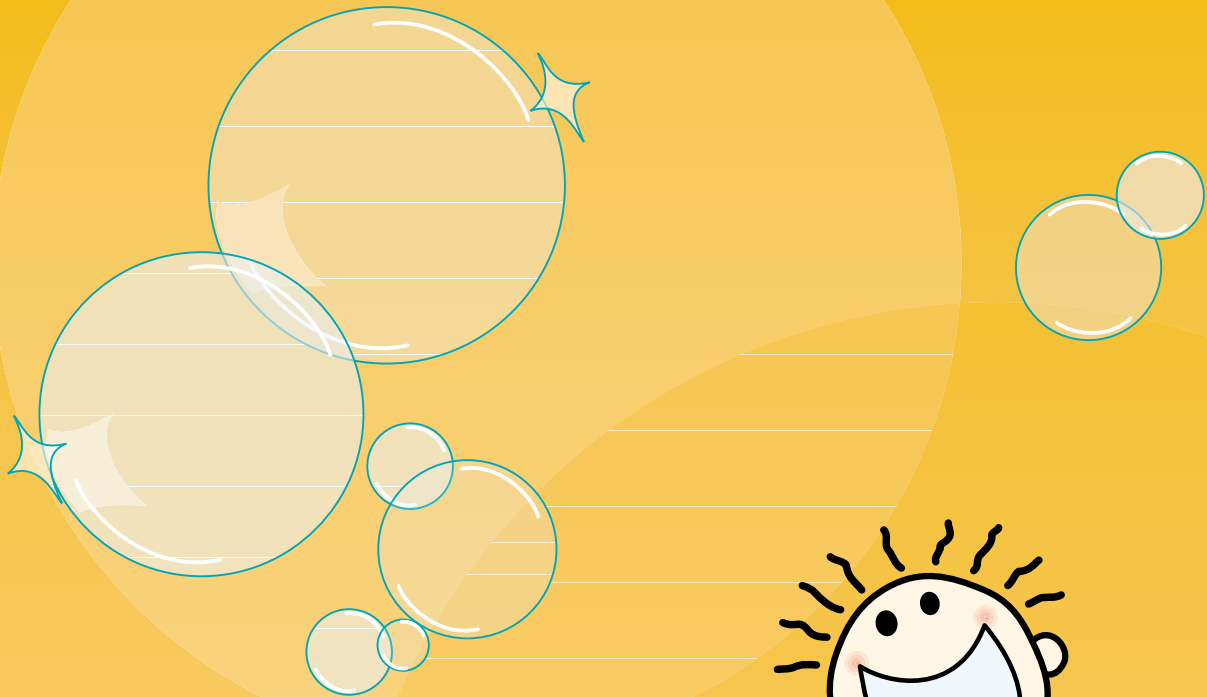
## Camp song (3)

### Camp song (3)

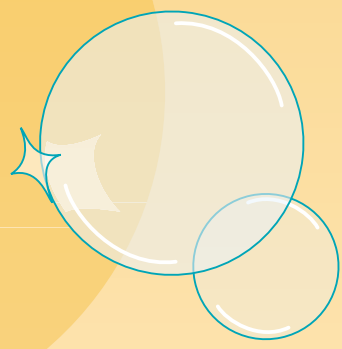
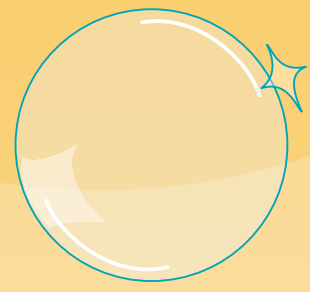
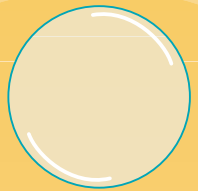
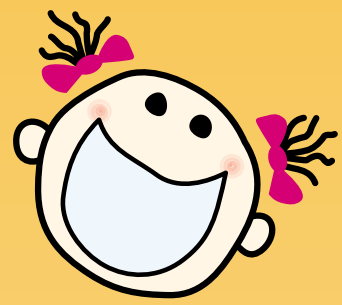
English Camp is good to join,  
Full of fun, full of joy,  
English Camp is what we need,  
Let's play together!

*(Tune from "London Bridge")*

1. The chosen camp song(s) should be printed in the camp books or on loose sheets.
2. The camp director briefly explains the meaning of the key words/expressions.
3. He or she invites the campers to read the lyrics after him or her line by line. Attention should be paid to accurate pronunciation and clear articulation.
4. The camp director then invites the campers to sing the camp song(s) together two to three times, with body movements. The camp leaders sing together with body movements, and encourage their campers to do the same.



# Ice-breaking activities





# Ice-breaking activities

This unit consists of the following activities:

- ☺ **Who's a fool?**
- ☺ **Dragon, dragon, you are mine (for use in the classroom)**
- ☺ **Dragon, dragon, you are mine (for use in the hall)**

## **Purposes :**

1. to serve as a starter for either ice breaking or tuning in; and
2. to help campers establish and maintain interpersonal relationships

N.B. Most of the activities in the "Ice-breaking activities" and "Language games" sections are designed in the form of a competition to give the campers the drive to participate. Schools can develop their own award system to motivate the campers. The campers can be awarded stickers for winning a game or a round of it, and these stickers can be accumulated for prizes. Space reserved for this in the camp book can help maintain a systematic record of the campers' efforts and also make a good souvenir for the campers' language learning experience.



## Who's a fool?



Time required : 15 - 20 minutes

Group size : 10 campers

Materials required : a large sheet of paper

Demonstration : by 2 camp leaders

1. This tuning-in game helps the campers remember their fellow campers' names.
2. The camp leaders ask the campers to stand in a circle and take turns to tell their names.
3. The camp leaders give the campers one to two minutes to remember their fellow campers' names.
4. One of the camp leaders rolls a large piece of paper to make a rod. He or she stands in the centre of the circle and plays the role of a "hitter".
5. The camp leaders explain that when a camper's name is called, the "hitter" has to hit the camper quickly. In order not to be hit, the camper will have to name another person before the "hitter" reaches him or her.
6. When a camper fails to give a prompt response and gets hit, he or she will play the role of the "hitter" and carry on with the game.



## Dragon, dragon, you are mine (for use in the classroom)

- Time required : 5 - 10 minutes  
Group size : 10 campers  
Demonstration : by 2 camp leaders



### Dragon, dragon, you are mine

Dragon, dragon, you are mine!  
Dragon, dragon, you are mine!

1. The chant "Dragon, dragon, you are mine" should be printed in the camp books or on loose sheets.
2. The camp leaders teach the campers to read the chant, paying attention to correct pronunciation, rhythm and intonation.
3. In a pair, the camp leaders demonstrate the game by playing "Paper, scissors, stone" to choose the winner. The winner becomes the dragon-head and the loser stands behind as the dragon-tail. As they demonstrate the game, they should chant "Dragon, dragon, you are mine".
4. To start the game, the camp leaders pair up the campers.
5. Whenever a camper has become the dragon-head, he or she will try to win another dragon-head to make his or her own dragon longer.
6. As the campers are playing, they should chant "Dragon, dragon, you are mine".
7. The game continues until there is only one dragon. The dragon then moves around the room chanting "Dragon, dragon, you are mine".





## Dragon, dragon, you are mine (for use in the hall)

N.B. The dynamics of this activity are better if the classroom version has been played.

Time required : 5 - 10 minutes

Group size : all campers

Demonstration : by 1 camp director + 2 camp leaders

### Dragon, dragon, you are mine

Dragon, dragon, you are mine!  
Dragon, dragon, you are mine!



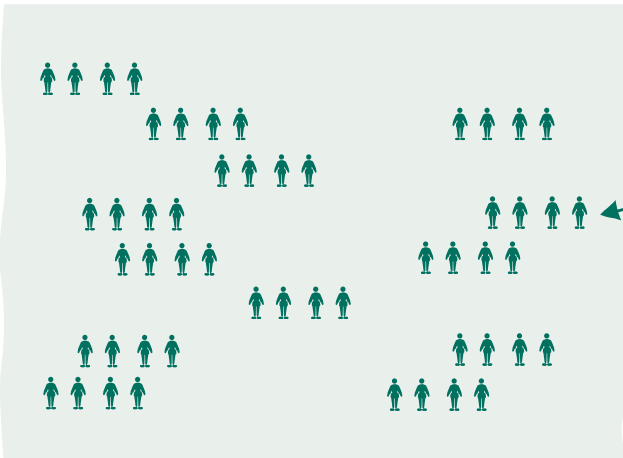
1. The chant "Dragon, dragon, you are mine" should be printed in the camp books or on loose sheets.
2. The camp director goes through the chant with the campers, paying attention to correct pronunciation, rhythm and intonation.
3. He or she then invites two camp leaders to demonstrate how to play the game.
4. The two camp leaders begin the game by playing "Paper, scissors, stone" to choose the winner. The winner becomes the dragon-head and the loser stands behind as the dragon-tail. As they demonstrate the game, they should chant "Dragon, dragon, you are mine".
5. The camp director invites the campers in each group to form pairs. Each pair of campers then plays "Paper, scissors, stone" to choose a winner. All the winners become the dragon-heads and the losers stay behind them as the dragon-tails. Whenever a camper has become the dragon-head, he or she will try to win another dragon-head.



6. The pairs in each group play “Dragon, dragon, you are mine” until they form a group-dragon.
7. The camp director assigns a camp leader to each group-dragon.
8. The dragon-head of each group-dragon will be led by the assigned camp leader to look for the dragon-head of another group. The game continues until four team-dragons emerge.
9. When four team-dragons emerge, there will be a “semi-final fight” to make two long dragons, and then the “final” fight to make one long dragon.
10. The campers are encouraged to chant “Dragon, dragon, you are mine” all along.
11. The game continues until one last dragon appears; the dragon moves around the hall chanting “Dragon, dragon, you are mine”.



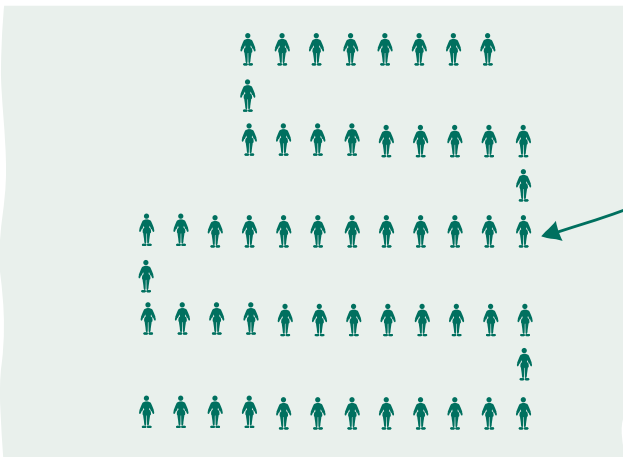
Each pair of campers plays the game. The winner will be the dragon-head. Then, the pairs continue to play the game.



After one or two rounds, group-dragons will be formed. The group-dragons continue to play the game.



After a few rounds, four team-dragons emerge. There will be "fights" among them to make one long dragon.

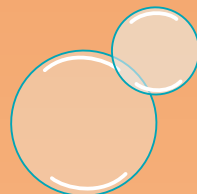
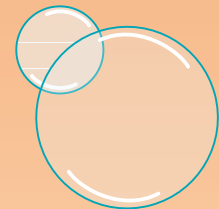
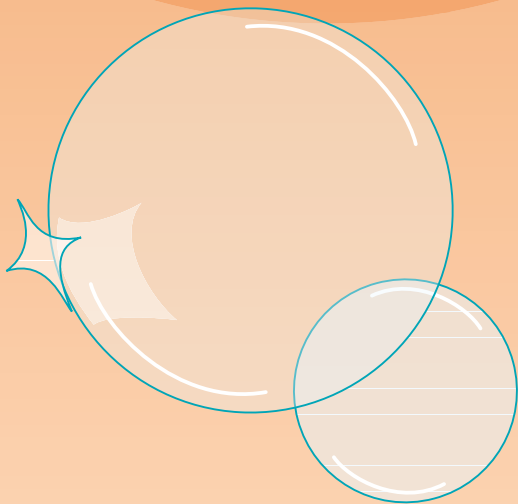
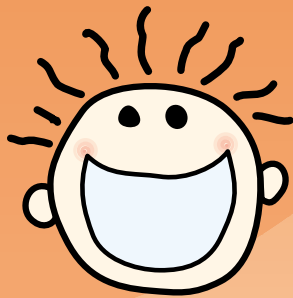


The long dragon then moves around the hall chanting "Dragon, dragon, you are mine".





# Action rhymes and chants





# Action rhymes and chants

This unit consists of the following action rhyme and chants:

- ☺ **Four little monkeys (action rhyme)**
- ☺ **Who's the best (chant)**
- ☺ **Boom chik'a boom (chant)**

## Purposes :

1. to help campers build up confidence in speaking up in English; and
2. to help campers develop an awareness and an enjoyment of the basic sound patterns of English

## Four little monkeys

- Time required : 15 - 20 minutes
- Group size : 5 campers
- Material required : the chant "Four little monkeys"
- Demonstration : by 1 camp leader + 5 campers

## Four little monkeys

Four little monkeys  
Sitting in a tree  
Teasing a crocodile -  
"You can't catch me.  
You can't catch me."  
Here comes the crocodile  
As quiet as can be -  
SNAP!



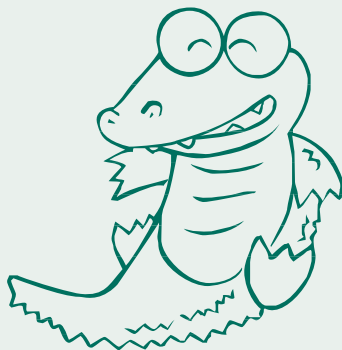
Three little monkeys  
Sitting in a tree  
Teasing a crocodile -  
"You can't catch me.  
You can't catch me."  
Here comes the crocodile  
As quiet as can be -  
SNAP!



Two little monkeys  
Sitting in a tree  
Teasing a crocodile -  
"You can't catch me.  
You can't catch me."  
Here comes the crocodile  
As quiet as can be -  
SNAP!



One little monkey  
Sitting in a tree  
Teasing a crocodile -  
"You can't catch me.  
You can't catch me."  
Here comes the crocodile  
As quiet as can be -  
SNAP!



*(Adapted from "Five little monkeys"  
in ETV Primary English Language Programme)*



1. The game is basically designed for a group of five campers: one camper being the crocodile and the other four campers being the monkeys in the tree. They should start chanting from the stanza beginning with four little monkeys. If there are only three campers playing the role of the monkeys, they should start chanting from the stanza beginning with three little monkeys.
2. The camp leader introduces the first stanza of the chant to the campers, explaining some of the words and phrases (e.g. “teasing”, “catch”, “as quiet as can be” and “snap”). The camp leader should dramatize the action rhyme as he or she explains to help the campers understand the activity.
3. The camp leader helps the campers decide the roles they are going to play. One camper will be the crocodile. Four campers will be the monkeys.
4. In the game, all the campers chant as they play, from “four/three/two little monkeys” to “one little monkey”. The monkeys should line up and the first in the line plays “Paper, scissors, stone” with the crocodile. If the crocodile wins, it can snap and capture one of the monkeys. The crocodile will keep the monkey behind him or her as the tail. If the crocodile loses and there are monkeys in the tail, he or she should release one of the monkeys from the tail to rejoin the monkey line. If the crocodile loses and there is no monkey left in the tail, he or she will be captured. The game ends when either the crocodile or all the monkeys are captured.



## Who's the best?

- Time required : 10 - 15 minutes  
 Group size : all campers  
 Materials required : the chant "Who's the best?"  
 Demonstration : by 1 camp director



### Who's the best?



Mew'a mew'a cat, I jump'a jump the best! (Well!)  
 Quack'a quack'a duck, I swim'a swim the best! (Right!)  
 Cock-a-doodle-doo! I sing'a sing the best! (Good!)  
 Oink'a oink'a pig, I eat'a eat the best! (Great!)  
 (So, who's the best?) I'm the best! I'm the best!



1. The camp director introduces to the campers the animals that make the different sounds in the chant.
2. He or she then goes through the chant line by line with the campers. The campers are then invited to repeat the lines. The focus is on the pronunciation and rhythm.
3. To encourage interactive chanting, the campers can be put into two groups, with one group chanting only the responses and the question in bracket. The camp director should demonstrate how to say the responses and the question in the appropriate tone (e.g. sounding appreciative with the responses and doubtful with the question).
4. The camp director can also assign different groups of campers to chant different parts to create a party atmosphere.





## Boom chik'a boom

Time required : 10 - 15 minutes

Group size : all campers

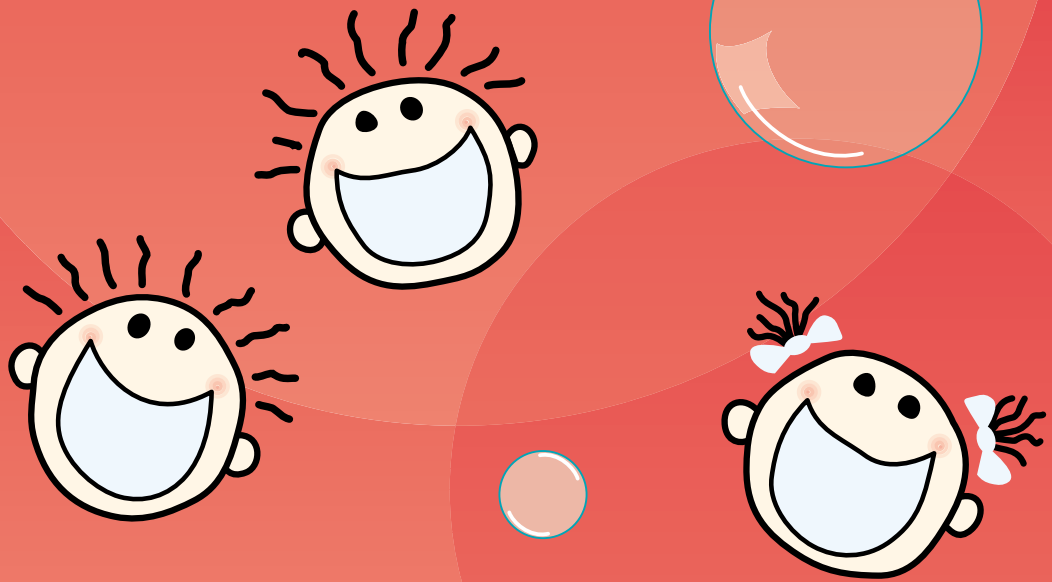
Materials required : the chant "Boom chik'a boom"

Demonstration : by 1 camp director

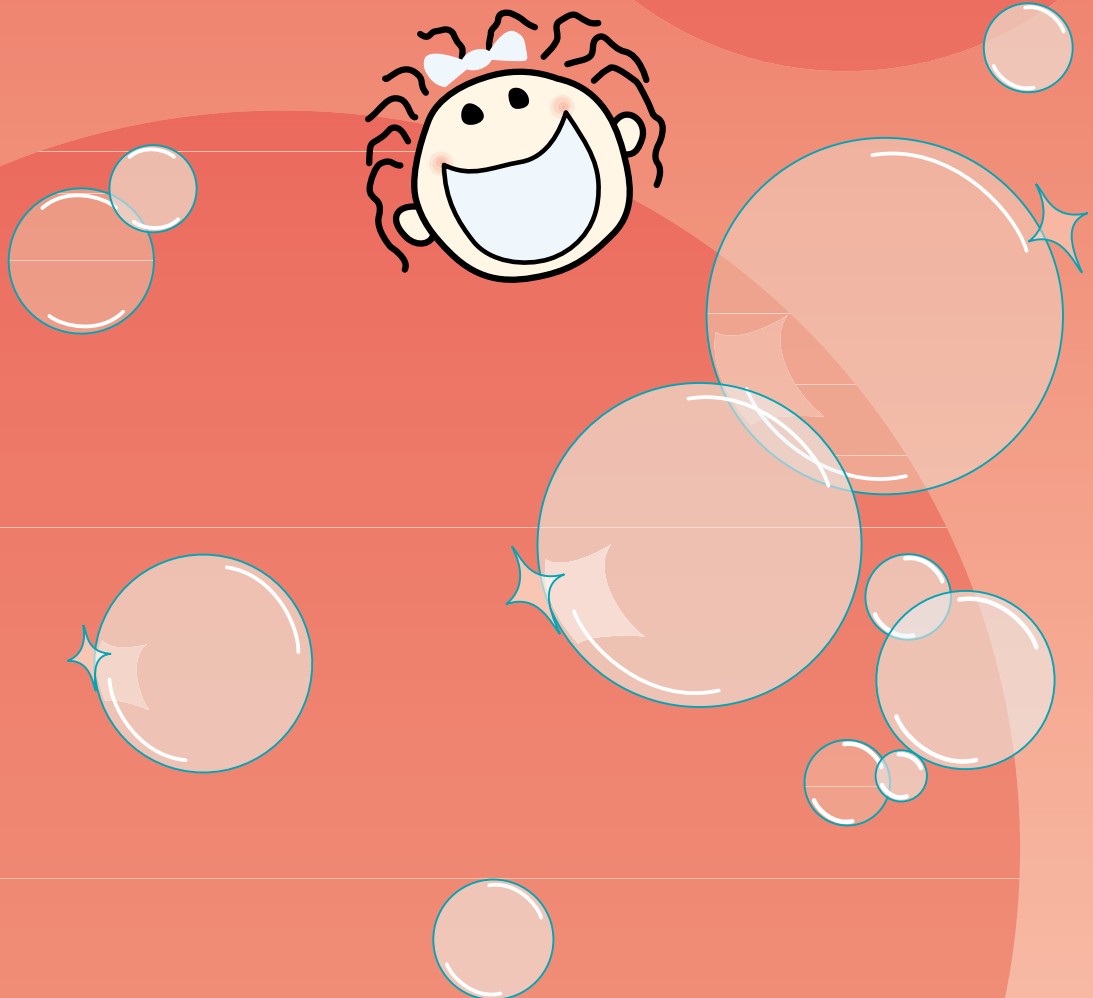
### Boom chik'a boom

I've got a boom chik'a boom  
I've got a boom chik'a boom  
I've got a boom chik'a rock'a chik'a boom  
  
I said boom chik'a boom  
I said boom chik'a boom  
  
I said boom chik'a rock'a chik'a boom  
  
Ah haa, yeah!

1. The camp director explains that the expression "boom chik'a boom" is a group of nonsense words.
2. The camp director goes through the chant line by line with all the campers. The campers are then invited to repeat the lines. The focus is on the pronunciation and rhythm.
3. The camp director can vary the rhythmic patterns to let the campers experience their differences.
4. The camp director can make up gestures and demonstrate them to the campers.



# Language games





# Language games

This unit consists of the following language games:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| ☺ <b>Ball tossing (Version A)</b> | ☺ <b>Guess who? (Version C)</b>    |
| ☺ <b>Ball tossing (Version B)</b> | ☺ <b>Treasure hunt (Version A)</b> |
| ☺ <b>Animal bunching</b>          | ☺ <b>Treasure hunt (Version B)</b> |
| ☺ <b>Match and slap</b>           | ☺ <b>Bingo</b>                     |
| ☺ <b>Guess who? (Version A)</b>   | ☺ <b>Tiger says...</b>             |
| ☺ <b>Guess who? (Version B)</b>   | ☺ <b>The animal says...</b>        |

N.B. Some games in this section are developed as different versions to suit the campers with different interests.

## Ball tossing (Version A)

### Purposes :

1. to provide opportunities for campers to establish and maintain relationships through introducing oneself and identifying new acquaintances; and
2. to help campers communicate with others using given phrases and sentences

- Time required : 5 - 10 minutes
- Group size : 10 campers
- Materials required : a small ball
- Demonstration : by 2 camp leaders

1. The two camp leaders help their campers stand in a circle. They then ask the campers to say their names once slowly and clearly by saying "I'm XX".
2. The camp leaders explain that a camper should first say "I'm XX. This is for YY." before he or she tosses the ball to YY.
3. The camp leaders should help the campers say the two expressions clearly and naturally.



## Ball tossing (Version B)

### Purposes :

1. to help campers interact with one another by dramatizing as some animals or making the sounds that the animals make;
2. to extend campers' vocabulary for describing animals or people; and
3. to enhance campers' ability in recognizing different initial consonants

Time required : 15 - 20 minutes

Group size : 10 campers

Materials required : a small ball + 10 stickers each printed with a different name as listed here (Dancing Duck, Pinkish Pig, Chatty Chick, Daring Dog, Funny Fox, Goody Goose, Happy Horse, Courageous Cat, Merry Mouse and Careful Cow) + a bag/a box to keep the stickers

Demonstration : by 2 camp leaders + 1 camper

1. The names printed on the stickers are suggested to create fun. (Alternatively, instead of using the names provided, the camp leaders may give the campers blank stickers to write down the animals they can think of and to give themselves names.)
2. The two camp leaders help each camper draw a sticker from the bag/box. They should tell the campers to put the stickers on their T-shirts.
3. The camp leaders then teach the campers to read all the names on the stickers and explain to them the meanings of the names.
4. Before demonstrating the game, the camp leaders help all the campers stand in a circle.



5. To start the demonstration, the camp leaders invite one camper to be Goody Goose. One camp leader plays the role of Courageous Cat and the other camp leader plays the role of Dancing Duck. Courageous Cat holds the ball and says, "**I'm Courageous Cat.** (Speaking amusingly, e.g. with "mew mew" and stretching his or her body like a cat) **This is for Dancing Duck.** (Speaking to everybody) **Where are you?** (Speaking in a falling tone and looking around)" He or she then waits to toss the ball.
6. Dancing Duck then answers, "**Here I am.** (Waving his or her hand)" When he or she receives the ball, he or she says "**Thank you very much.** (Looking at Courageous Cat) **I'm Dancing Duck.** (Speaking amusingly to everybody with "quack quack") **This is for Goody Goose.** (Speaking to everybody) **Where are you?** (Speaking in a falling tone and looking around)"
7. Goody Goose, one of the campers, continues with "**Here I am.** (Speaking amusingly and "honk honk") **Thank you very much.** (Looking at Dancing Duck) **I'm Goody Goose.** (Speaking amusingly and possibly walking like a goose) **This is for ...** (A new camper) **Where are you?** (Speaking in a falling tone and looking around)"
8. All along, the camp leaders should demonstrate their use of gesture and eye contact in a lively way.
9. The camp leader should conduct the game slowly at the start. When the campers are familiar with the expressions and all the names, the camp leaders can encourage them to do animal actions and make related sounds as they speak. The campers can even add one or two extra expressions, e.g. "**So there you are!**" before they throw the ball away, or "**Lovely!**" or "**That's very nice of you!**" when they receive the ball from others.



## Animal bunching

### Purposes :

1. to develop campers' listening and motor skills; and
2. to raise campers' awareness of the spelling of words in a fun-filled way

Time required : 10 - 15 minutes


Group size : 10 campers

Materials required : a list of animals (as many as possible, as selected by the camp leaders, e.g. a dog, a wolf, a bear, a tiger, a lion, a monkey, a cock, a rabbit, a horse, a deer, a mouse, a cow, a sheep, a duck, a camel, a cat, a crocodile, a puppy, a pony, a goat, a kitten, a chicken, a zebra, a fox and a panda) (The names should always be short to allow quick bunching although occasionally one or two long ones can give the campers some challenge.)

Demonstration : by 2 camp leaders

1. The camp leaders write a list of animals neatly on paper or on the board to help the campers "visualize" the spellings. They should invite the campers to give some suggestions to add to the list. They should then remove the paper or clean the board.
2. To illustrate how the game is played, one camp leader says the name of an animal and asks the campers how many letters there are in the word. The other camp leader helps the campers group themselves up according to the number of letters in the word. The group(s) with the wrong number of students become(s) the losers and is/are not allowed to play in that round. (Note: Shorter words should be chosen for bunching as there are not more than ten campers if the game is played in the classroom.)



- 
3. A round comes to an end when the number of players is smaller than the number of letters in the word that the camp leaders give. Those campers who can stay until the end are the winners.
  4. The camp leaders can occasionally repeat some of the words to give the campers some challenge. (Some campers may react faster than others to familiar words.)
  5. The game can be repeated for a few rounds.



## Match and slap

### **Purpose :**

to provide opportunities for campers to compete in fun as they use their listening and motor skills

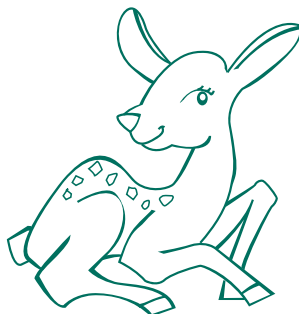
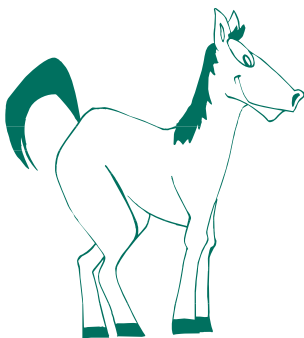
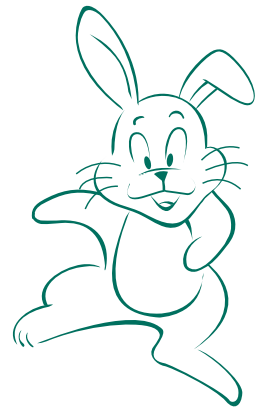
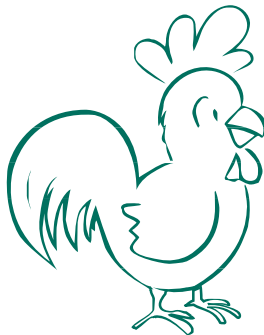
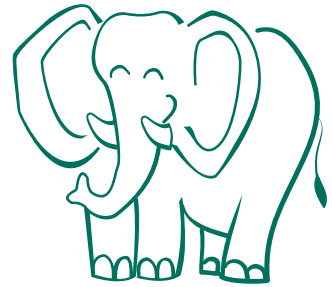
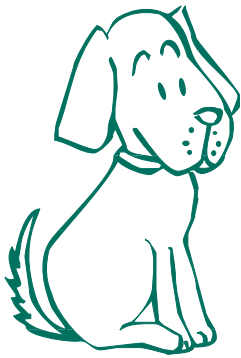
Time required : 10 - 15 minutes

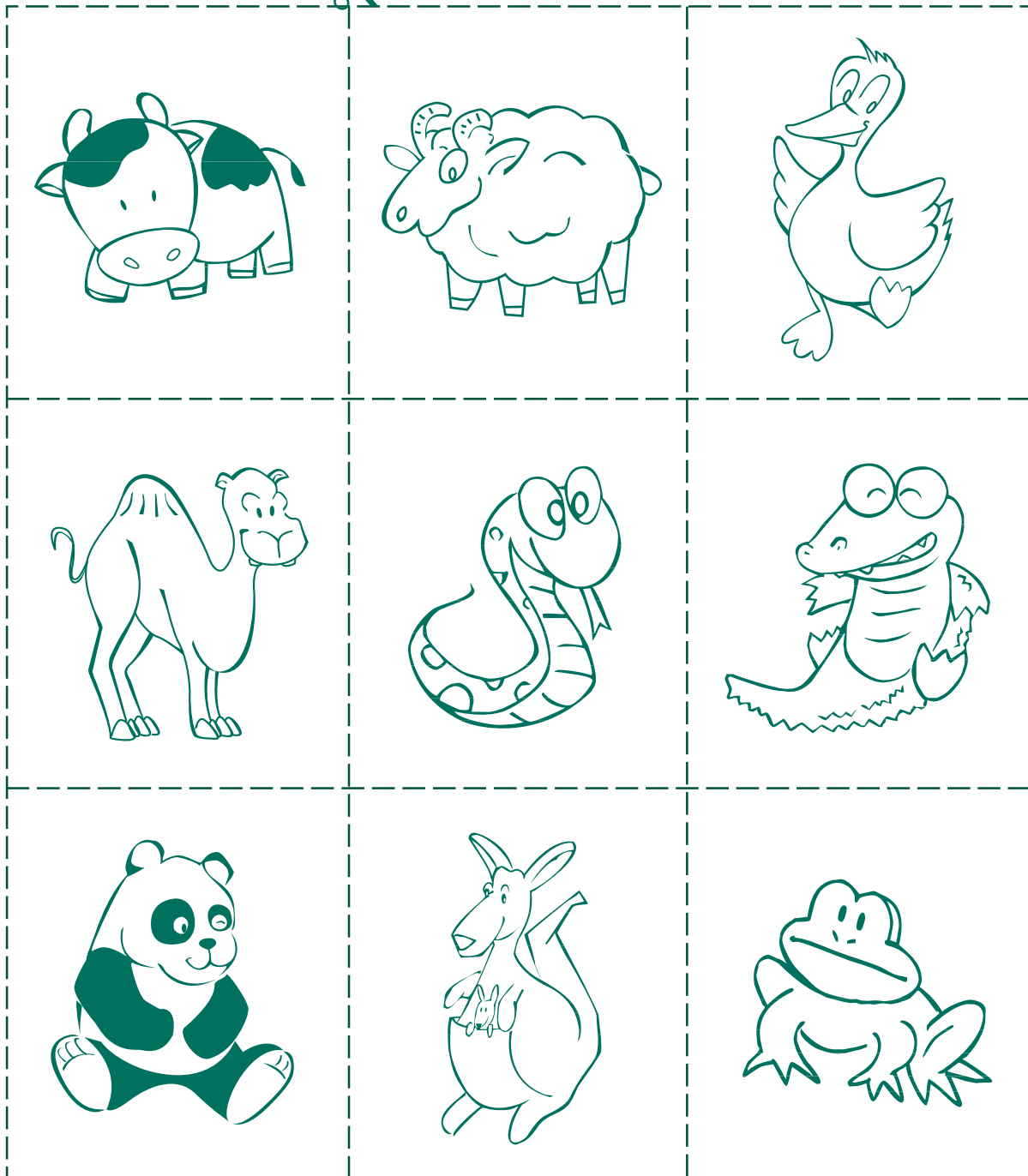
Group size : 5 campers

Materials required : a set of 21 cards - one side of each card with the picture of an animal and the other side with the name of the animal (e.g. a dog, a wolf, an elephant, a bear, a tiger, a lion, a monkey, a cock, a rabbit, a horse, a deer, a mouse, a cow, a sheep, a duck, a camel, a snake, a crocodile, a panda, a kangaroo and a frog)

Demonstration : by 2 camp leaders









1. Before starting the game, the camp leaders show the campers both the picture and the name of every animal in the card set. While showing the cards, the camp leaders teach the campers how to pronounce the names. This helps the campers associate better the sounds they hear with the pictures they see.
2. For demonstration, one camp leader sits on the floor as a camper. The other camp leader draws at random four cards from his or her card set and places them on the floor with the pictures facing upward. Next, he or she calls out the name of one animal. Then, the camp leader who acts as a camper matches and slaps on a card. If he or she slaps on the right card, he or she becomes the winner who will be the caller of the next round.
3. To start the game, each camp leader seats the five campers in his or her own group on the floor in a small circle so that they can easily slap on the cards placed at the centre of the circle.
4. The camp leader starts the game as the first caller. The campers compete by slapping on the right card. The first camper to slap on the right card is the winner. The winner becomes the next caller and continues the game in the same way until there is another winner.
5. The camp leader removes the card that has been slapped on every time and draws a new one from his or her set to keep four cards on the floor. He or she should also swap the cards on the floor at times to add some challenge to the game.



## Guess who? (Version A)

### **Purpose :**

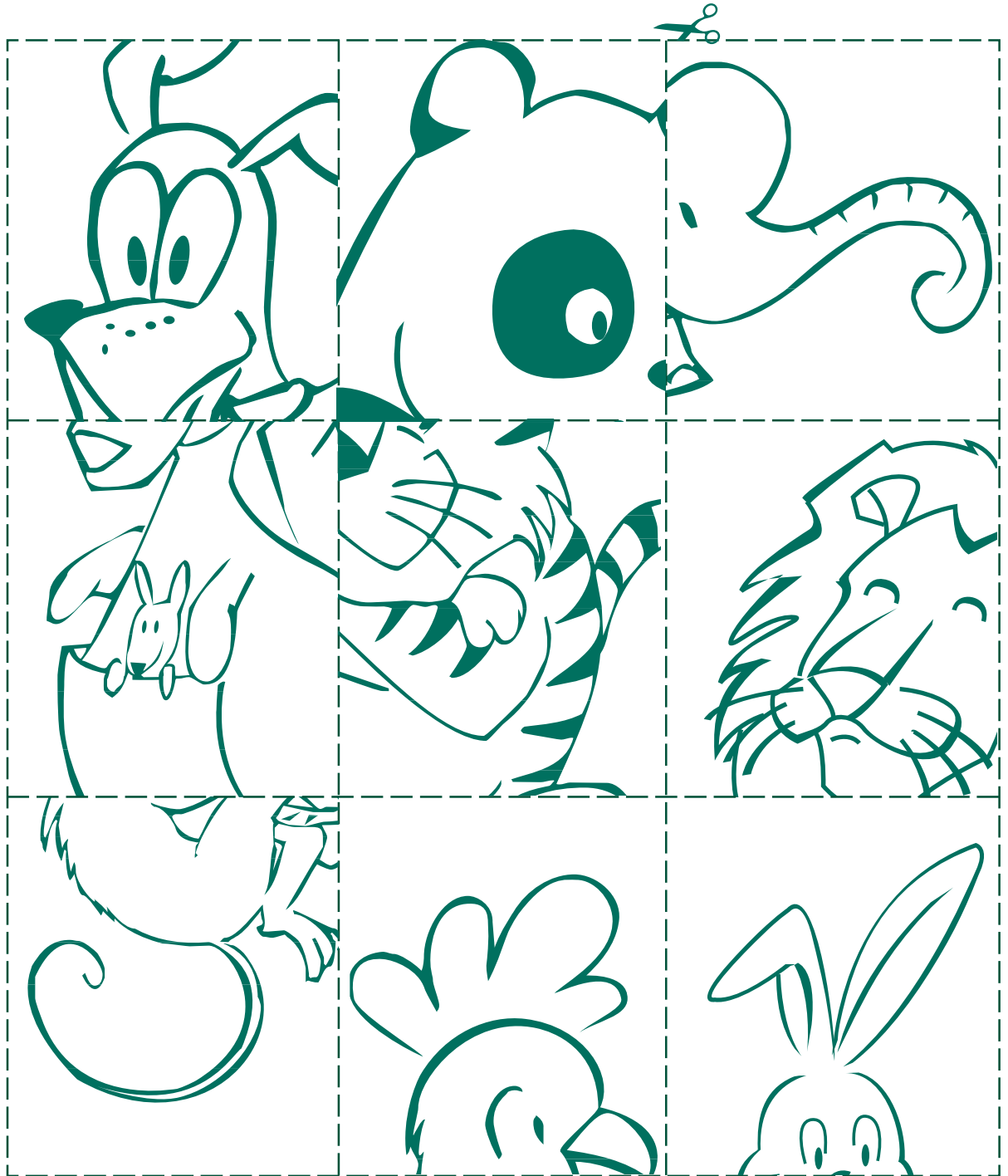
to provide opportunities for campers to find out, interpret and use information through the process of guessing and describing

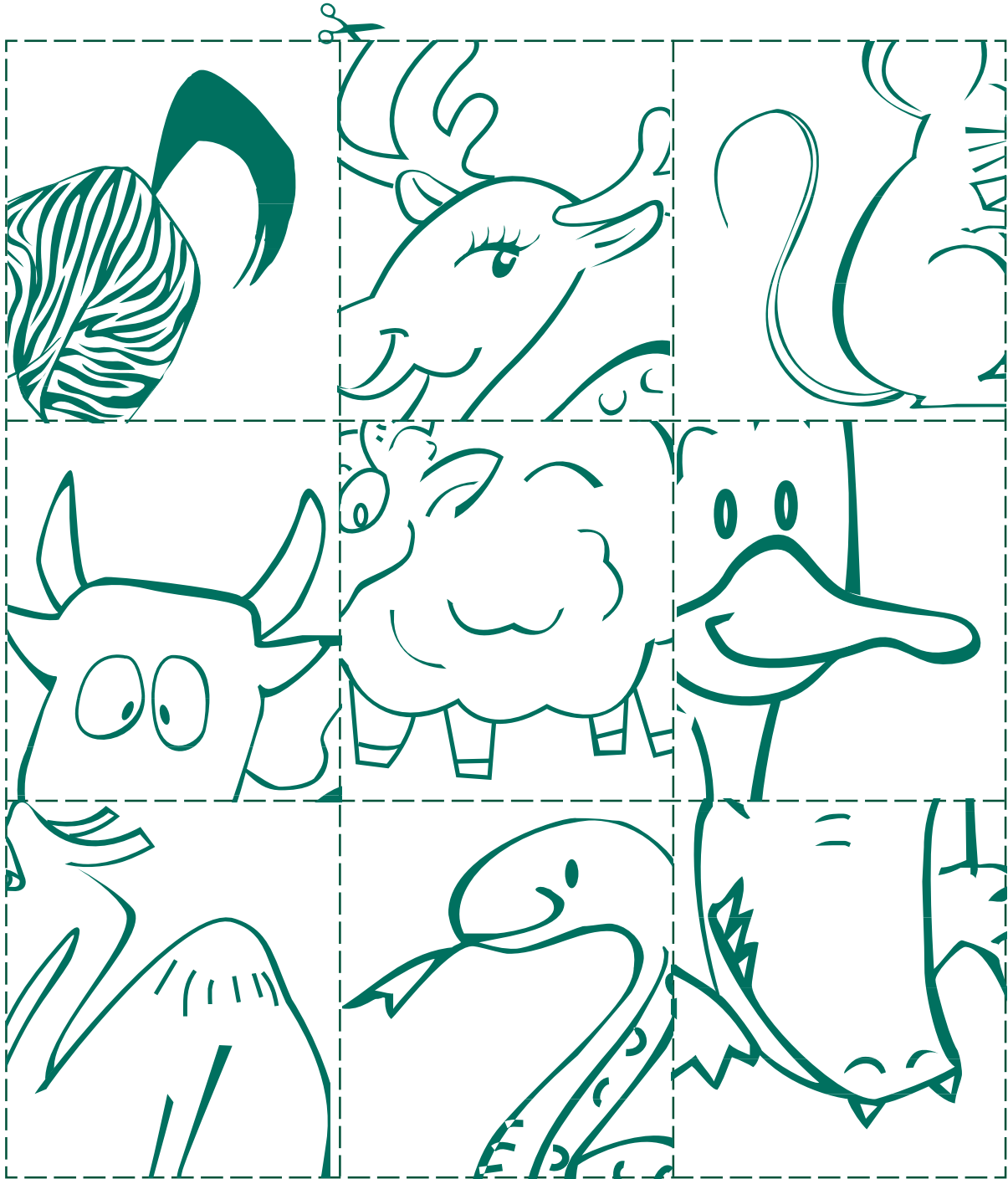
Time required : 10 - 15 minutes

Group size : 5 campers

Materials required : a set of 18 cards each with the picture clue of an animal (i.e. a part of the body of the animal) and the name of the animal on the back of the card

Demonstration : by 2 camp leaders







1. Before starting the game, the camp leaders show the campers the names of the animals on the cards and teach them how to pronounce the words. This helps the campers associate better the sounds they hear with the pictures they see. The camp leaders also teach the campers the ways to describe the pictures listed below:

This is the / These are the	tail nose/trunk tongue mouth/beak/jaws head/crown body hump ears legs/hooves eyes	of a/an ...
--------------------------------	--	-------------

2. For demonstration, one camp leader draws at random a card from the card set and asks another camp leader who acts as a camper to guess what animal it is and what part of the animal's body it is.
3. The camp leader who acts as a camper guesses what animal it is and then describes clearly and slowly the picture with one of the structures suggested above.
4. Each camp leader then conducts the game with the five campers in his or her own group. The campers should be encouraged to describe the pictures with the given structures when they are competing and making guesses.
5. The camper who gets the most correct answers will be the winner of the game.



## Guess who? (Version B)



### Purposes :

1. to encourage campers to use their ideas in creating clues for a guessing game; and
2. to provide opportunities for campers to give expression to their experience and knowledge

Time required : 20 minutes

Group size : 10 campers

Materials required : a set of 21 picture cards each with the picture and some descriptions of an animal

Demonstration : by 2 camp leaders

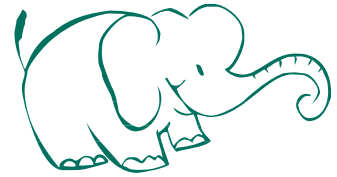




I bark when I see someone I do not know. I like bones.



I look like a dog but I am not a dog. I have sharp teeth.



I am big and heavy. I walk slowly.



I am very big and strong. I like honey.



I look like a cat but I am bigger than a cat.



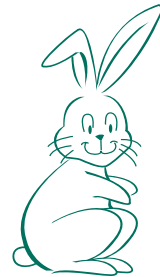
I am brave and strong. I am the king of the forest.



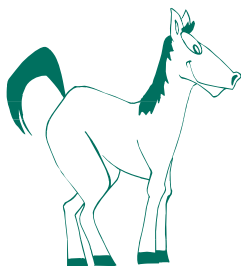
I can jump in the trees. I like bananas.



I can wake you up in the morning. I do not lay eggs.



I have red eyes and long ears. I like carrots.



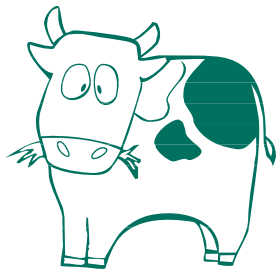
I can run very fast. I have a beautiful tail.



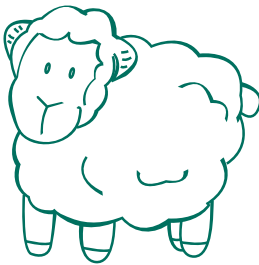
I have lovely eyes and thin legs. I like green leaves.



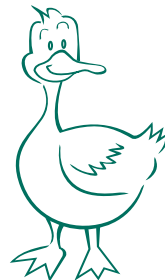
I am small. I am afraid of cats.



I am big and strong. I walk slowly. Farmers need my help.



I like grass. People use my wool to make warm clothes.



I can both walk and swim. My mouth is like a spoon.



I can carry very heavy things. I can walk for a long time in the desert.



I have a long neck. I have spots on my body.



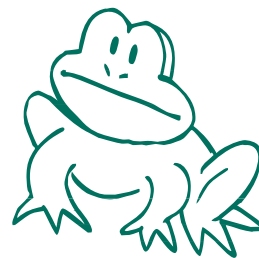
I love fish. I can catch mice.



I am black and white. I like bamboo.



I have jaws with sharp teeth. I can swim. I can also crawl on land.



I can swim. I can also jump high. I catch flies and mosquitoes with my long tongue.



1. Before starting the game, the camp leaders teach the campers the names of the animals on the cards.
2. The camp leaders should also explain before the game that (a) the pictures on the cards are meant only to provide visual clues to the campers who mime in the game and (b) the statements on the cards should be taken only as hints and the campers can always use their own words as far as possible.
3. For demonstration, one camp leader mimes one of the animals by imitating its acts or sound for all the campers to guess. Another camp leader describes verbally a different animal. They can also use animals that are not included in the card set.
4. The game is played as a competition between two sub-groups of five campers. Each guess has to be made within one minute after the clue has been given. One camp leader will keep the time and record the number of correct guesses made by each sub-group. The sub-group making more correct guesses wins.
5. Each sub-group takes turns to send a representative to mime or describe an animal to the campers of his or her own sub-group to make the guess. One camp leader shows a card with an animal picture to the representative only. The representative has to act out and/or describe the animal without saying its name. He or she may use the suggestions provided on the card or add in/use his or her own ideas.
6. If a sub-group cannot guess the correct animal within one minute, they will lose their turn. The turn then goes to the other sub-group. The game continues with one of the camp leaders showing another representative a new card and asking him or her to act out and/or describe the animal on the card.



## Guess who? (Version C)



### **Purpose :**

to provide opportunities for campers to relate their knowledge and ideas about animals to the given hints in a guessing game

Time required : 15 - 20 minutes

Group size : 5 campers

Materials required : blank paper + pens/pencils (to be brought along by campers)

Demonstration : by 1 camp leader

1. The camp leader gives each camper a piece of paper and asks the campers to write down the animals they can think of in response to the hints given by the camp leader.
2. The camp leader then reads aloud the hints next to a question on page 41. The campers are expected to guess the answer after each hint has been read aloud.
3. The camp leader should accept any reasonable answers.
4. The camper who can give the most correct answers to each question wins the round. The camp leader can move on to another round of the game if time allows.



### Suggested questions:

### Hints

### Possible answers

a. What is this animal?

It has a long face.  
It gives us milk.  
It catches mice.  
It lays eggs.  
It has a long trunk.  
It has a forked tongue.  
It has big jaws.

horse/donkey  
cow/goat/sheep  
cat  
hen/chicken/goose/duck  
elephant  
snake  
crocodile/shark

b. What animal's baby is it?

pony  
puppy  
kitten  
duckling  
piglet  
lamb  
gosling

horse  
dog  
cat  
duck  
pig  
sheep  
goose

c. What animal usually eats this?

fish  
bone  
carrot  
bamboo  
grass  
honey

cat/duck/goose/bear  
dog  
rabbit  
panda  
cow/horse/pony/sheep/  
goat/lamb/donkey  
bear

d. What animal makes this sound?

moo moo  
oink oink  
baa baa  
quack quack  
(hissing sound)  
(squeaking sound)  
(barking sound)  
(crowing sound)  
(croaking sound)

cow  
pig  
sheep/goat/lamb  
duck  
snake  
mouse  
dog  
cock  
frog



## Treasure hunt (Version A)

N.B. This is an indoor game. It is intended to be played in the classroom. Due safety precautions need to be taken.

### Purposes :

1. to create a fun-filled environment for campers to respond to descriptions with prepositional phrases indicating positions/places/directions (e.g. It's on/under/on top of/next to/in front of/behind/on the right (left) of); and
2. to provide opportunities for campers to use given information to solve problems

Time required : 10 - 15 minutes

Group size : 10 campers

Materials required : hidden treasures (any kinds of objects) + a list of written clues to the whereabouts of the treasures



Here are some examples of clues:

### Some possible clues for a classroom setting:

- It is under the blackboard.
- It is on the right hand side of the notice board.
- It is inside the TV cupboard.
- It is on top of the switch of the fans.
- It is behind the door.
- It is in the drawer of a desk in the first row.

1. The game is played as a competition between two sub-groups of five campers. Each sub-group is to be given a list of written clues at the beginning of the game by their camp leader. The treasures hidden for hunting should not be too big or visible.
2. The sub-group scores one mark when they find a treasure. The sub-group scoring the highest mark is the winning group. The camp leader(s) will have to keep a record to work out the winning group.



## Treasure hunt (Version B)

N.B. This is a mass game to be played outdoors.

### Purposes :

1. to create a fun-filled environment for campers to respond to descriptions with prepositional phrases indicating positions/places/directions (e.g. It's on/under/on top of/next to/in front of/behind/on the right (left) of); and
2. to provide opportunities for campers to use given information to solve problems

Time required : 10 - 15 minutes

Group size : all campers

Materials required : 5 crossword puzzles + treasures (pieces of paper each containing a question and 3 options for completing one of the crossword puzzles) + written clues to the whereabouts of the treasures (5 crossword puzzles accompanied by questions and options are provided on pages 46-50.)

Demonstration : by all camp leaders





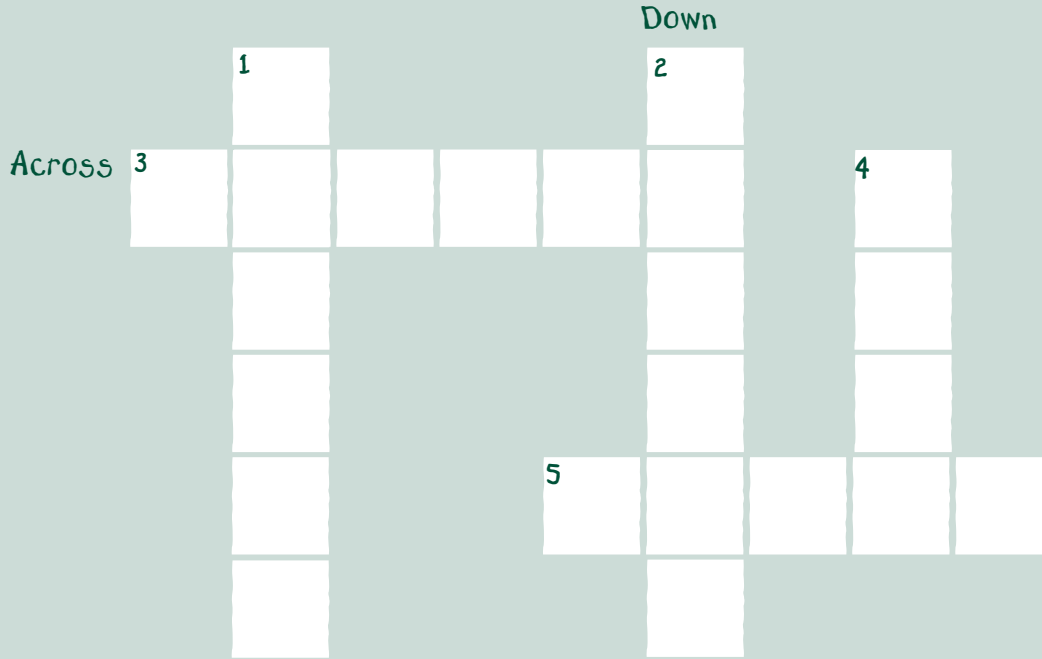
### Some possible clues for a school setting:

- It is under the window sill of the music room.
- It is on the left hand side of the notice board opposite the school office.
- It is near the staircase.
- It is next to the drinking fountain.
- It is at the bottom of the biggest tree at the playground.
- It is behind the gates at the entrance.
- It is under the bench nearest to the tuck-shop.
- It is on a leaf in one of the plants near the entrance.
- It is near the laboratory.
- It is next to the vending machine.

1. Each sub-group of five campers is given written clues for locating the hidden treasures. Each sub-group is also given a crossword puzzle which they need to complete to win the game.
2. Instead of demonstrating the game, the camp leader can help his or her sub-group locate the first treasure (the first question and three options), and teach them how to make use of the first treasure to complete part of the crossword puzzle.
3. He or she should then tell his or her sub-group that there are four more treasures (four questions and accompanying options). They will have to find the treasures and discuss the questions and choose the correct answers to complete their crossword puzzle together.
4. The camp leader should remind the campers that the treasures (i.e. the questions and options) are not supposed to be taken away and they should be kept in the places where they were found for other sub-groups' use.
5. The first sub-group completing the crossword puzzle wins the game.



## Crossword Puzzle 1 (Animal Food)



### Questions and options (treasures) for Crossword Puzzle 1:



#### Crossword Puzzle 1 Down

1. What do rabbits usually eat?
- A. peanut
  - B. banana
  - C. carrot



#### Crossword Puzzle 1 Down

2. What do pandas usually eat?
- A. bamboo
  - B. bone
  - C. carrot



#### Crossword Puzzle 1 Down

4. What do dogs usually eat?
- A. bone
  - B. corn
  - C. milk



#### Crossword Puzzle 1 Across

3. What do monkeys usually eat?
- A. butter
  - B. tomato
  - C. banana



#### Crossword Puzzle 1 Across

5. What do bears usually eat?
- A. jelly
  - B. honey
  - C. curry

#### Keys to Crossword Puzzle 1:






- Down 1 : C
- Down 2 : A
- Down 4 : A
- Across 3 : C
- Across 5 : B





## Crossword Puzzle 2 (Animal Food)

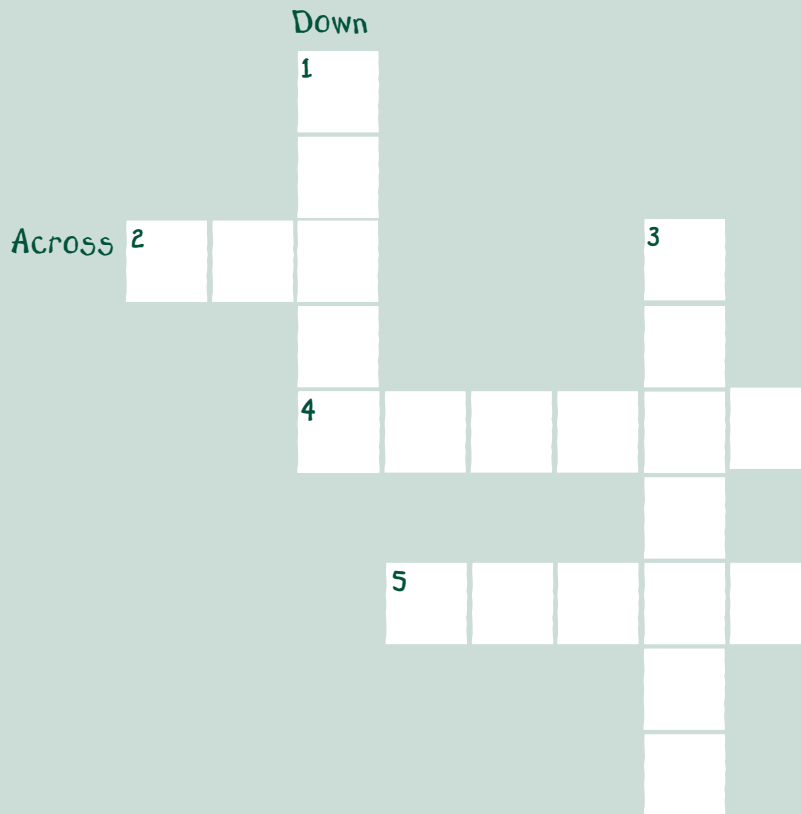

### Questions and options (treasures) for Crossword Puzzle 2:

 <p><b>Crossword Puzzle 2 Across</b></p> <p>1. What do chickens usually eat? A. milk B. corn C. fish</p>	 <p><b>Crossword Puzzle 2 Across</b></p> <p>3. What do horses usually eat? A. grass B. honey C. pizza</p>	 <p><b>Crossword Puzzle 2 Across</b></p> <p>4. What do cats usually eat? A. bamboo B. honey C. fish</p>
 <p><b>Crossword Puzzle 2 Down</b></p> <p>1. What do mice usually eat? A. cheese B. leaves C. wool</p>	 <p><b>Crossword Puzzle 2 Down</b></p> <p>2. What do giraffes usually eat? A. steak B. leaves C. cakes</p>	<p><b>Keys to Crossword Puzzle 2 :</b></p> <p>Across 1 : B Across 3 : A Across 4 : C Down 1 : A Down 2 : B</p>





## Crossword Puzzle 3 (Animal Features)



### Questions and options (treasures) for Crossword Puzzle 3:



#### Crossword Puzzle 3 Across

2. Which of the following animals barks?  
A. cat  
B. dog  
C. pig



#### Crossword Puzzle 3 Across

4. Which of the following animals has red eyes?  
A. monkey  
B. kitten  
C. rabbit



#### Crossword Puzzle 3 Across

5. Which of the following animals has no legs?  
A. snake  
B. sheep  
C. horse



#### Crossword Puzzle 3 Down

1. Which of the following animals has sharp teeth?  
A. tiger  
B. hippo  
C. goose



#### Crossword Puzzle 3 Down

3. Which of the following animals lays eggs?  
A. horse  
B. giraffe  
C. chicken

#### Keys to Crossword Puzzle 3 :

Across 2 : B  
Across 4 : C  
Across 5 : A  
Down 1 : A  
Down 3 : C





## Crossword Puzzle 4 (Animal Features)



### Questions and options (treasures) for Crossword Puzzle 4:



#### Crossword Puzzle 4 Down

1. Which of the following animals fits the description below?  
*I climb well.*  
A. donkey  
B. giraffe  
C. monkey



#### Crossword Puzzle 4 Down

3. Which of the following animals fits the description below?  
*I have a long face.*  
A. goose  
B. panda  
C. horse



#### Crossword Puzzle 4 Down

4. Which of the following animals fits the description below?  
*I can swim and jump.*  
A. frog  
B. lamb  
C. hippo



#### Crossword Puzzle 4 Across

2. Which of the following animals fits the description below?  
*I am a farm animal.  
I have a thick woolly coat.*  
A. snake  
B. sheep  
C. chicken



#### Crossword Puzzle 4 Across

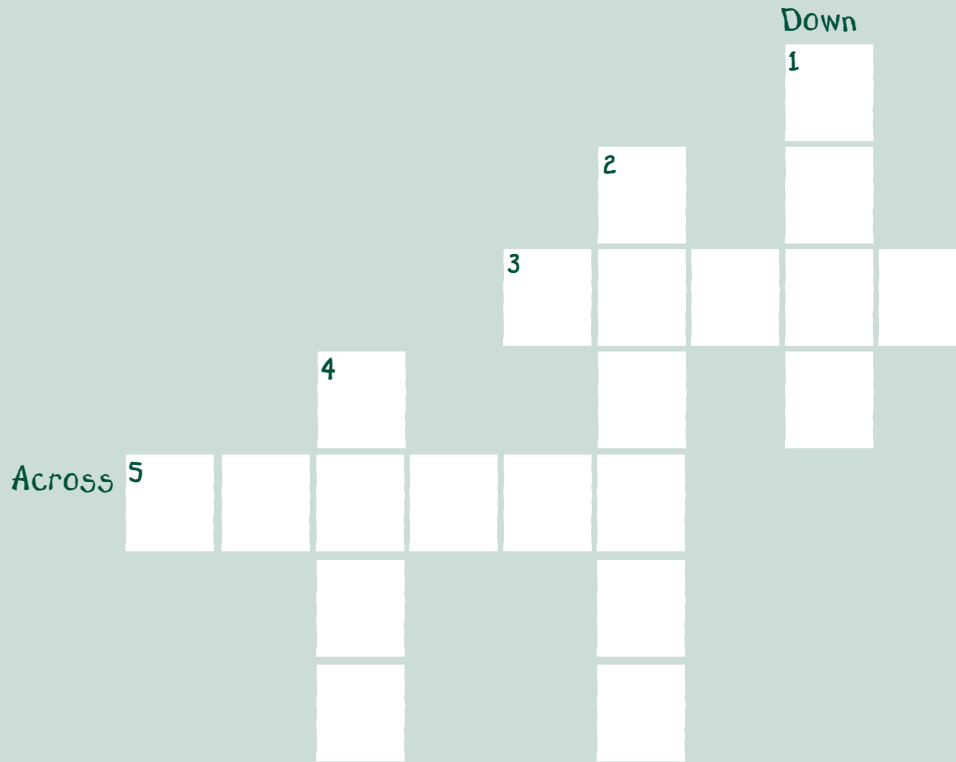
5. Which of the following animals fits the description below?  
*I look like a horse.  
I have black and white stripes.*  
A. zebra  
B. panda  
C. bear

#### Keys to Crossword Puzzle 4 :

Down 1 : C  
Down 3 : C  
Down 4 : A  
Across 2 : B  
Across 5 : A



## Crossword Puzzle 5 (Animal Homes)



### Questions and options (treasures) for Crossword Puzzle 5:



#### Crossword Puzzle 5 Down

- Where do birds live?  
A. nest  
B. pond  
C. cave



#### Crossword Puzzle 5 Down

- Where do tigers live?  
A. house  
B. forest  
C. water



#### Crossword Puzzle 5 Down

- Where do chickens live?  
A. farm  
B. river  
C. lake



#### Crossword Puzzle 5 Across

- Where do cats live?  
A. house  
B. river  
C. nest



#### Crossword Puzzle 5 Across

- Where do horses live?  
A. river  
B. stable  
C. pond

#### Keys to Crossword Puzzle 5 :

- Down 1 : A  
Down 2 : B  
Down 4 : A  
Across 3 : A  
Across 5 : B





**Bingo**  VIDEO CD

**Purpose :**

to raise campers' awareness of the spellings of words in a fun-filled way

Time required : 10 - 15 minutes

Group size : 5 campers

Materials required : a big grid on a large sheet for demonstration + pens/pencils (to be brought along by campers) + 10 grids of different versions for campers' use in the game. The following should be noted when a grid is developed :

- (a) there should be only 5 rows x 5 columns of squares (i.e. altogether 25 squares);
- (b) the selected letters should not be repeated and **a, e, i, o, u** should be included;
- (c) the selected letters should be scattered randomly over the squares; and
- (d) grids of different versions can be made by changing the position of some letters.

Demonstration : by 2 camp leaders



The grid for demonstration

<b>Q</b>	<b>Y</b>	<b>D</b>	<b>X</b>	<b>C</b>
<b>W</b>	<b>B</b>	<b>F</b>	<b>Z</b>	<b>V</b>
<b>E</b>	<b>I</b>	<b>A</b>	<b>O</b>	<b>U</b>
<b>R</b>	<b>S</b>	<b>G</b>	<b>L</b>	<b>N</b>
<b>T</b>	<b>P</b>	<b>H</b>	<b>K</b>	<b>M</b>

1. The camp leaders work together to demonstrate the game with a big sample grid printed on a large sheet.
2. One camp leader reads aloud some names (not the spellings) of animals, one at a time, e.g. CAT, ZEBRA, SNAKE... The other camp leader then circles the letters which spell the names of the animals in the big grid. When he or she comes across repeated letters, he or she should remind the campers that the repeated letters need not be circled. Care should also be taken not to select a word with the letter not used in the grid.







3. The grid will subsequently appear as follows:

The grid after the camp leaders' demonstration

Q	Y	D	X	C
W	B	F	Z	V
E	I	A	O	U
R	S	G	L	N
T	P	H	K	M

4. The camp leader circling the letters should say "BINGO!" when five of the letters circled form a line in a row vertically, horizontally or diagonally as he or she has won the round.
5. Each camp leader then gives the five campers in his or her own group a set of grids of different versions and leads the game by reading out the names of the animals he or she has prepared.



## Tiger says ...



### Purposes :

1. to develop campers' listening and motor skills; and
2. to enable campers to follow instructions and respond to simple instructions

Time required : 15 minutes

Group size : 10 campers

Demonstration : by 1 camp leader

1. The camp leader explains that the campers should act on a command (e.g. "Lift your right arm." "Step forward." or "Close your eyes.") only when it follows the magic words "Tiger says ...".
2. A camper loses if he or she acts wrongly in response to a command beginning with the magic words "Tiger says...". If the command is not preceded by "Tiger says ...", it is a trap. If a camper acts on the trap, he or she also loses. When a camper loses, he or she will not be allowed to take part in a particular round.
3. The camp leader gives commands, irregularly with or without "Tiger says ...".
4. The last camper to stay in a round is a winner.
5. After one or two rounds of the game, a camper can be invited to be the one giving commands.





## The animal says ...

### Purposes :

1. to encourage campers to respond and give expression to their own and imagined experience; and
2. to enable campers to produce simple phrases and sentences involving repetition and listing

Time required : 15 minutes

Group size : 10 campers

Materials required : a set of 21 cards each with the picture of a different animal  
(The same animal card set on pages 29-30 can be reused here.)

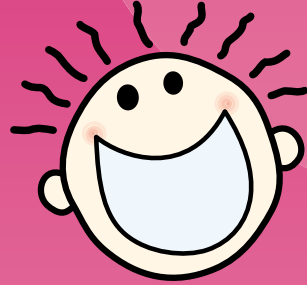
Demonstration : by 1 camp leader

1. The camp leaders ask the campers to form a circle.
2. In each round, a camp leader starts the game by drawing an animal card (e.g. monkey). He or she then selects a topic (e.g. food) and makes a sentence (e.g. The monkey says, "I like bananas.").
3. Then, a camper continues the game by repeating what the leader has said and by adding a new item of the same topic to the sentence in his or her turn. (e.g. The monkey says, "I like bananas and peanuts.")
4. A camper is out when he or she cannot repeat the exact sequence or add a new item of the same topic to the sequence.
5. Another round of the game starts with the camp leader drawing a new card and selecting a new topic. Some other topics are provided on page 56 for reference.



Suggested topics	Examples
Sports	I like swimming, jogging, playing basketball, playing tennis, etc.
Hobbies	I like reading, singing, playing ping-pong, collecting stamps, collecting magnets, watching TV, playing games, etc.
Places of interests	I like going to the beach, museum, park, cinema, etc.
Feelings	I feel tired, hot, sad, angry, etc.
Others	(Camp leaders' own ideas)





*Songs and dance*





# Songs and dance

This unit consists of the following songs:

- ☺ **If you're happy and you know it...**
- ☺ **Put your finger on your ear...**
- ☺ **Our good king**
- ☺ **Old MacDonald**

## Purposes :

1. to provide campers with opportunities to relax through body movements and singing; and
2. to help campers develop an awareness of the basic sound patterns of English

Time required : 15 - 20 minutes

Group size : all campers

Materials required : the audio CD that accompanies this resource book  
(if music is preferred)

Demonstration : by 1 camp director + a few camp leaders





## If you're happy and you know it...



### If you're happy and you know it...

If you're happy and you know it, clap your hands. (Clap clap)

If you're happy and you know it, clap your hands. (Clap clap)

If you're happy and you know it, then your face will surely show it;

If you're happy and you know it, clap your hands. (Clap clap)

If you're happy and you know it, stomp your feet. (Stomp stomp)

If you're happy and you know it, stomp your feet. (Stomp stomp)

If you're happy and you know it, then your face will surely show it;

If you're happy and you know it, stomp your feet. (Stomp stomp)

If you're happy and you know it, shout hurray. (Hurray)

If you're happy and you know it, shout hurray. (Hurray)

If you're happy and you know it, then your face will surely show it;

If you're happy and you know it, shout hurray. (Hurray)





Put your finger on your ear...



### Put your finger on your ear...

Put your finger on your ear, on your ear.

Put your finger on your ear, on your ear.

Put your finger on your ear. Now what can you hear?

(Tic-tac, tic-tac)

Put your finger on your ear, on your ear.

Put your fingers on your waist, on your waist.

Put your fingers on your waist, on your waist.

Put your fingers on your waist. Now what can you do?

(Wiggle, wiggle)

Put your fingers on your waist, on your waist.

Put your fingers on your chin, on your chin.

Put your fingers on your chin, on your chin.

Put your fingers on your chin. Now what will you say?

(Hello, hello)

Put your fingers on your chin, on your chin.

*(Tune from "If you're happy and you know it...")*







## Our good king

N.B. This song can be used as a follow-up activity if the story "King Tiger (2)" is given to the campers as a listening/storytelling activity.

### Our good king

If you're friendly, we will like you. Clap our hands. (Clap, clap.)  
If you're friendly, we will like you. Clap our hands. (Clap, clap.)  
If you're friendly, we will like you. Then our face will surely show it.  
If you're friendly, we will like you. Clap our hands. (Clap, clap.)

If you're helpful, we will thank you. Make a bow. (Bow) + Thank you!  
If you're helpful, we will thank you. Make a bow. (Bow) + Thank you!  
If you're helpful, we will thank you. Then our face will surely show it.  
If you're helpful, we will thank you. Make a bow. (Bow) + Thank you!

If you're caring, we will love you. Give you praise. (Thumb up) + Great!  
If you're caring, we will love you. Give you praise. (Thumb up) + Hurray!  
If you're caring, we will love you. Then our face will surely show it.  
If you're caring, we will love you. Give you praise. (Thumb up) + Terrific!

*By courtesy of the students (the camp leaders) of  
St. Rose of Lima's School  
(Tune from "If you're happy and you know it...")*





# Old MacDonald

## Old MacDonald

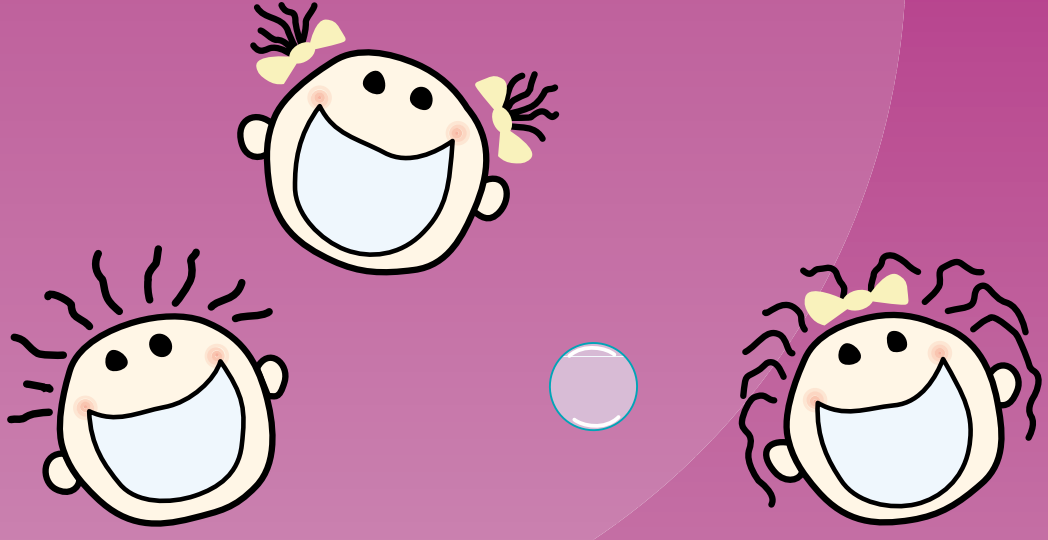
Old MacDonald had a farm,  
 Ee i ee i oh!  
 And on his farm he had some chicks,  
 Ee i ee i oh!  
 With a cluck-cluck here,  
 And a cluck-cluck there,  
 Here a cluck, there a cluck,  
 Everywhere a cluck-cluck,  
 Old MacDonald had a farm,  
 Ee i ee i oh!



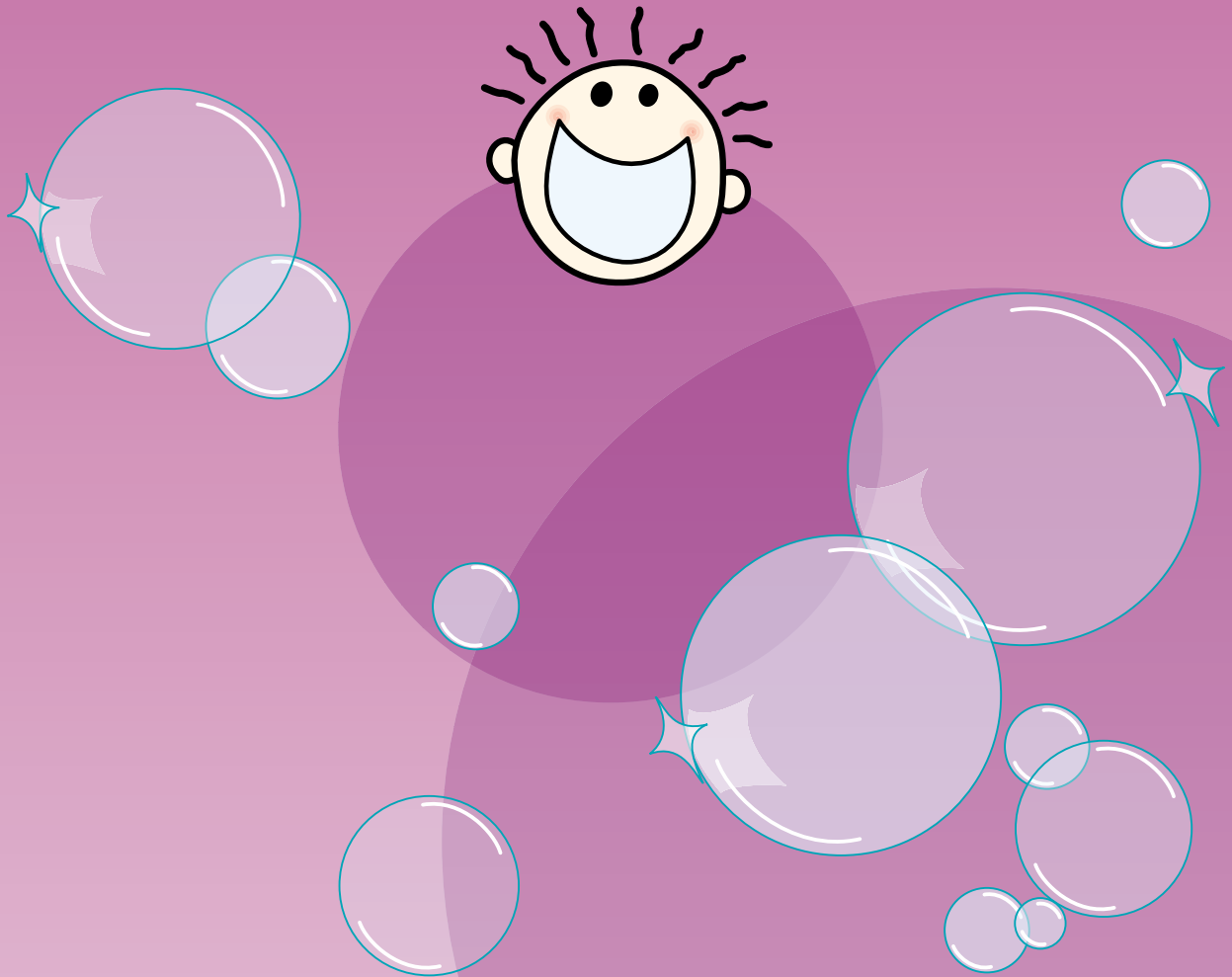
Old MacDonald had a farm,  
 Ee i ee i oh!  
 And on his farm he had some cows,  
 Ee i ee i oh!  
 With a moo-moo here,  
 And a moo-moo there,  
 Here a moo, there a moo,  
 Everywhere a moo-moo,  
 Old MacDonald had a farm,  
 Ee i ee i oh!

Old MacDonald had a farm,  
 Ee i ee i oh!  
 And on his farm he had some pigs,  
 Ee i ee i oh!  
 With an oink-oink here,  
 And an oink-oink there,  
 Here an oink, there an oink,  
 Everywhere an oink, oink,  
 Old MacDonald had a farm,  
 Ee i ee i oh!





# Creative writing





# Creative writing

This unit consists of the following writing activities:

☺ **Poem writing**

☺ **Golden rules**

## **Purpose :**

to provide opportunities for campers to give expression to imagined ideas and experience through writing

## **Poem writing**

N.B. The poem is provided as a frame. There are clues to help the campers imagine the animal they like to keep as a pet. Some related vocabulary items are also provided.

Time required : 15 - 30 minutes

Group size : 5 campers

Materials required : the poem "My pet" + pens/pencils (to be brought along by campers)



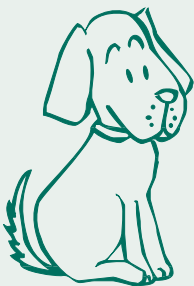
## My Pet

I like to keep a pet  
And give it a lot of care.  
I will make myself a good friend  
And give it all my \_\_\_\_\_ 1 \_\_\_\_\_.

I love to keep a pet  
And give it a lot of food.  
I may eat up everything  
But never the \_\_\_\_\_ 2 \_\_\_\_\_ for my pet.

I really want to keep a pet,  
A pet that can jump and hop.  
I can jump and hop with it  
If it is a(n) \_\_\_\_\_ 3 \_\_\_\_\_ - my pet!

I really want to keep a pet,  
A pet that can \_\_\_\_\_ 4 \_\_\_\_\_ and \_\_\_\_\_ 5 \_\_\_\_\_.  
I can \_\_\_\_\_ 4 \_\_\_\_\_ and \_\_\_\_\_ 5 \_\_\_\_\_ with it  
If it is a(n) \_\_\_\_\_ 6 \_\_\_\_\_ - my pet!





### Some possible answers

1. time, love, heart, care
2. carrots (for a rabbit), bones (for a dog), fish (for a cat), corn (for a bird)
3. dog, cat, bird, rabbit, parrot (any kind of animals that can jump and hop)
- 4 & 5. jump, hop, fly, mew, bark, chirp (any actions that can be done by the animal in no. 6)
6. (open)



## Golden rules

Time required : 15 minutes

Group size : 5 campers

Materials required : a self-made form with "Rules for keeping a (pet)" to be posted up (e.g stuck on the board) + some pictures of pet food and necessities + one or two felt pens for demonstration

Demonstration : by 1 camp leader


**Rules for keeping a \_\_\_\_\_**

If you want to keep a \_\_\_\_\_, you should

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

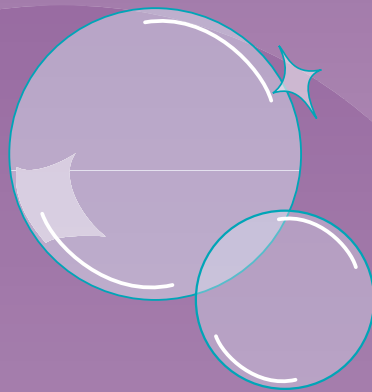
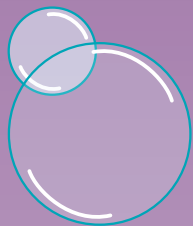
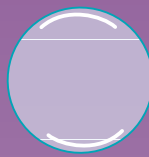
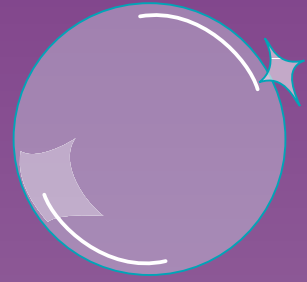
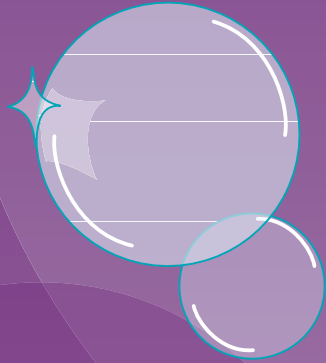
and you should not

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- 
1. This is a group activity in which the campers write down their ideas about how pets should be kept. The camp leader provides assistance upon request.
  2. The camp leader first shows the five campers in his or her own group some pictures of pet food and necessities in order to help them think about the food and the needs of pets.
  3. He or she works with the campers to find an animal that most of them would like to keep as a pet. He or she then encourages the campers to contribute their ideas.
  4. The campers should be encouraged to work out the rules together and complete the form.



# Arts and crafts





# Arts and crafts

This unit consists of the following activities:

- ☺ **The animal that I like most**
- ☺ **An animal face**

## Purposes :

1. to encourage campers to express their ideas and create art works with imagination; and
2. to provide opportunities for interaction among campers

## The animal that I like most



Time required : 20 - 30 minutes

Group size : 5 campers

Materials required : The worksheet for this activity on page 77 printed in the camp books or on loose sheets + colour pencils, pencils and glue (to be brought along by campers)

Demonstration : by 1 camp leader

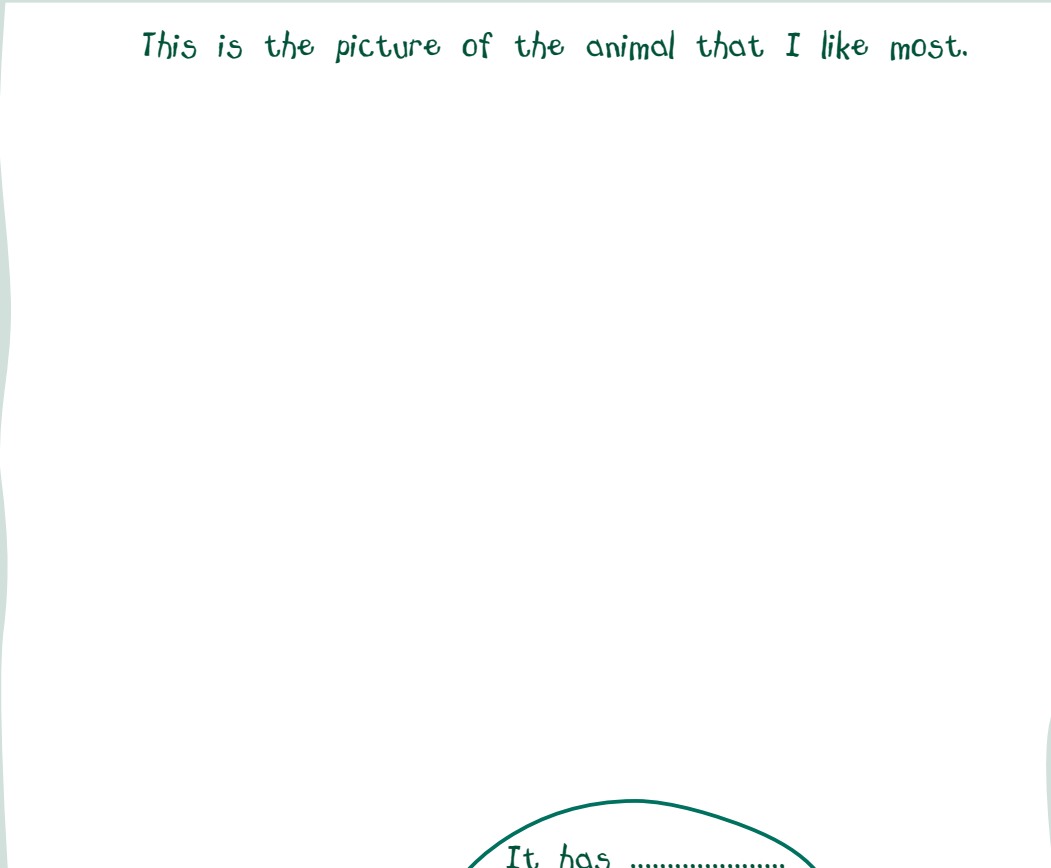


1. The camp leader asks the campers some questions to help them think about the animals that they like most.
2. The campers who have pets can be asked about their pets (e.g. what they are, what their names are, how long the campers have kept them and why they like them).
3. The campers who do not have pets can be asked what pets they would like to have and what the characteristics of these pets are.
4. For demonstration, the camp leader draws a picture of the animal that he or she likes most and writes down some characteristics and habits of the animal as hints on the worksheet. Then, he or she covers the picture, reads out the hints and asks the campers to guess what the animal is.
5. The camp leader shows the picture and writes down the answer on the worksheet when the campers give the correct answer.
6. The camp leader then guides the campers to do their drawings and to write hints and sentences about the animals that they like most on their worksheets.
7. After the campers have finished their pictures and written the hints, they can share their works with their group members. Each camper introduces the animal, reads aloud the hints with the picture covered, and asks his or her group members to guess what the animal is.



## The animal that I like most

This is the picture of the animal that I like most.



It looks .....

.....

.....

.....

It has .....

.....

.....

.....

.....

It likes .....

.....

.....

.....

.....

It does not like .....

.....

.....

.....

.....

It usually lives .....

.....

.....

.....

.....

Do you know what it is? It is a/an \_\_\_\_\_.





## An animal face

Time required : 15 minutes

Group size : 5 campers

Materials required : 5 paper plates with partly finished animal faces (e.g. one paper plate with only some whiskers, one with long and sharp chin, one with a pair of big ears, one with some dots on both cheeks and one with two big front teeth) + 5 blank paper plates + crepe paper + straws + 1 stapler + colour pencils and glue (to be brought along by campers)

1. The camp leader lets his or her campers choose the paper plates, either the blank ones or those with partly finished animal faces they like to work on, and help them develop their preferred animal faces with the materials available.
2. If time allows, the camp leader can simply give the campers blank paper plates for them to design their own animal faces.
3. After the artwork is done, the campers display their works. Each camper will choose the one he or she likes best and tell the artist why he or she likes it, e.g. "I like your cat. It has a lovely smile."





Interviews with camp  
directors and camp leaders



# Interviews with camp directors and camp leaders

This unit consists of the following activities:

- ☺ **Briefing on signature collection**
- ☺ **Collection of signatures**

## Purposes :

1. to help campers establish and maintain relationships; and
2. to provide opportunities for campers to collect information and ideas through interviews

N.B. The two activities below are interlinked. "Briefing on signature collection" prepares the campers for "Collection of signatures".

## Briefing on signature collection

Time required : 25 minutes

Group size : all campers

Materials required : the Signature Collection Form printed in the camp books or on loose sheets

Demonstration : by 1 camp director + a few camp leaders

1. One camp director shows the Signature Collection Form to the campers and demonstrates the activity with some camp leaders.
2. The camp leaders explain to the campers that they will interview the camp directors, the camp leaders and/or the visitors to collect at least eight signatures in the activity "Collection for signatures".
3. The camp leaders help the campers practise the questions on the Signature Collection Form. If time allows, the camp leaders can ask the campers to conduct a mock interview with other campers.



## Signature Collection Form

You may use the following questions to collect signatures.







## Collection of signatures

N.B. To motivate the campers to actively participate in this activity, schools may consider giving stickers to the campers who have obtained eight or more signatures. These stickers can be accumulated for prizes.

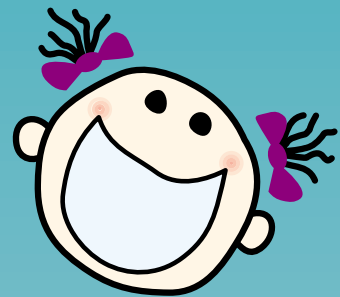
Time required : 20 minutes

Group size : all campers

Materials required : the Signature Collection Form printed in the camp books or on loose sheets + pens/pencils (to be brought along by campers)

1. The activity is best conducted during lunch time and at the place where the campers have their lunch.
2. The campers are reminded to use the questions and expressions they have learnt in the activity, "Briefing on signature collection", when they try to get the signatures of the camp directors, the camp leaders and/or the visitors. They are encouraged to speak more and ask a few more questions if they like.
3. The camp directors and the camp leaders should take up different spots at the venue to help spread out the campers.
4. The camp directors and the camp leaders should try to talk with the campers who are encouraged to use the questions and expressions on the Signature Collection Form. At the end of the interviews, the camp directors and the camp leaders sign the forms.
5. Five minutes before the end of the activity, the camp directors walk around to see who have obtained eight or more signatures and give them encouragement or stickers.

Stories for listening  
and dramatization





# Stories for listening and dramatization

This unit consists of the following activities:

- ☺ **Who will bell the cat? (1)**
- ☺ **Who will bell the cat? (2)**
- ☺ **The Animal King**
- ☺ **King Tiger (1)**
- ☺ **King Tiger (2)**

## **Purposes :**

1. to enrich campers' imagination by providing opportunities for them to listen to stories;
2. to help campers understand the main ideas of stories; and
3. to enable campers to use simple language to dramatize a story

- N.B. 1. If the stories are used for listening, the camp directors can collaborate with the camp leaders as storytellers.
2. If the stories are used for dramatization by the campers, schools can modify them to suit their campers' needs, e.g. the characters.



## Who will bell the cat? (1)

### For listening to the story

Time required : 15 minutes

Storytellers : 5 camp leaders (or camp directors), namely 2 narrators + 3 mice

Materials required : props for the mice

### For dramatization

Time required : 15 - 30 minutes for practice (preferably after listening to the story), and 10 - 15 minutes for dramatizing the story for other campers

Performers : 5 campers, namely 2 narrators + 3 mice

Materials required : props for the mice

---

## Who will bell the cat? (1)

(Narrators 1 & 2 come on stage.)

(Mice A, B & C act according to the narrators' descriptions.)

Narrator 1 : Three little mice lived happily in a house.

Narrator 2 : They ate from day to night because there was a lot of food in the kitchen.

Narrator 1 : They ran here and there because they were the only little animals in the house.

Narrator 2 : Everything was too good until one day when a big fat cat came.

---



Narrator 1 : (Both narrators act like the cat stretching its claws.)  
The cat had sharp teeth and big claws.

Narrator 2 : Now, the three little mice can only stay  
inside their hole.

Narrator 1 : They can't go out to eat.

Narrator 2 : They can't go out to play.

Narrators 1&2: But, they do not want to die!



(Mice A, B & C get ready to speak.)

Mouse A : (Sad)  
We must do something, or... we will die.

Mouse B : (Worried)  
Yes, do something, but what's that something?

Mouse C : Something important, something that can save our lives.

Mice A & B : (Worried & a bit angry)  
Of course, it's all about our lives. But what can we do?

Mouse C : We can drive the cat away...

Mice A & B : Drive the cat away? You must be kidding! Who can?  
(Walking near Mouse C) Can you?

(All the mice freeze.)

(Narrators get ready to speak.)

Narrator 1 : How can a mouse drive a cat away?  
Cats are much much stronger than mice!

Narrator 2 : That's right!



---

(Narrators freeze.)

(All the mice get ready to speak.)

Mouse C : I'm afraid I can't, but I think we should do something to help ourselves get food... such as... tying...

Mouse B : (Excited)  
...a bell, tying a bell on the cat. When the cat walks near us, we can hear the bell!

Mouse A : Great, let's tie a bell on the cat!  
So, who's going to do the job?

Mouse C : (Looking away)  
Not me. I'm too weak.  
I can't run fast if the cat sees me.



Mouse A : (Looking down)  
Nor me, I'm too old.  
I'll make the bell ring before the cat sees me.



Mouse B : (Stepping back)  
Well... I'm not too old and not too weak. I should not die so early!



(All the mice freeze.)

(Narrators get ready to speak.)

Narrator 1 : What will happen to the three mice?

Narrator 2 : Can they bell the cat?

Narrator 1 : Or, can they finally drive the cat away?

Narrator 2 : (Looking at all the other campers)  
Now, children, do you know what happened after that? Can you finish the story?

---



## Who will bell the cat? (2)

- N.B. 1. This is a follow-up writing activity to encourage creative thinking among the campers with the story as a springboard. The campers can discuss in groups and write a few sentences to give an ending to the story. The campers with higher ability may want to continue writing the script; others may write a short paragraph.
2. If this is adopted as a take-home activity, one blank page should be provided in the camp book. The campers should also be encouraged to draw illustrations of what they write.

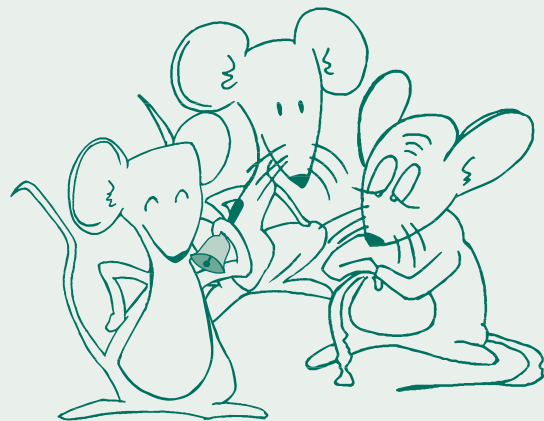
Time required : 15 - 20 minutes

Group size : 5 campers

Materials required : worksheet on "Who will bell the cat? (2)" on page 92 + pens/pencils (to be brought along by campers)



Who will bell the cat? (2)







## The Animal King

N.B. The three stories “The Animal King”, “King Tiger (1)” and “King Tiger (2)” were originally designed for a two-day camp programme in the pilot Camp. The three stories are interrelated and the last two stories are the continuation of the first one.

### **For listening to the story**

Time required : 15 minutes

Storytellers : 5 camp leaders (or camp directors), namely King Lion, Rabbit, Deer, Bear and Tiger

Materials required : props for all the 5 animals

### **For dramatization**

Time required : 15 - 30 minutes for practice (preferably after listening to the story), and 10 - 15 minutes for dramatizing the story for other campers

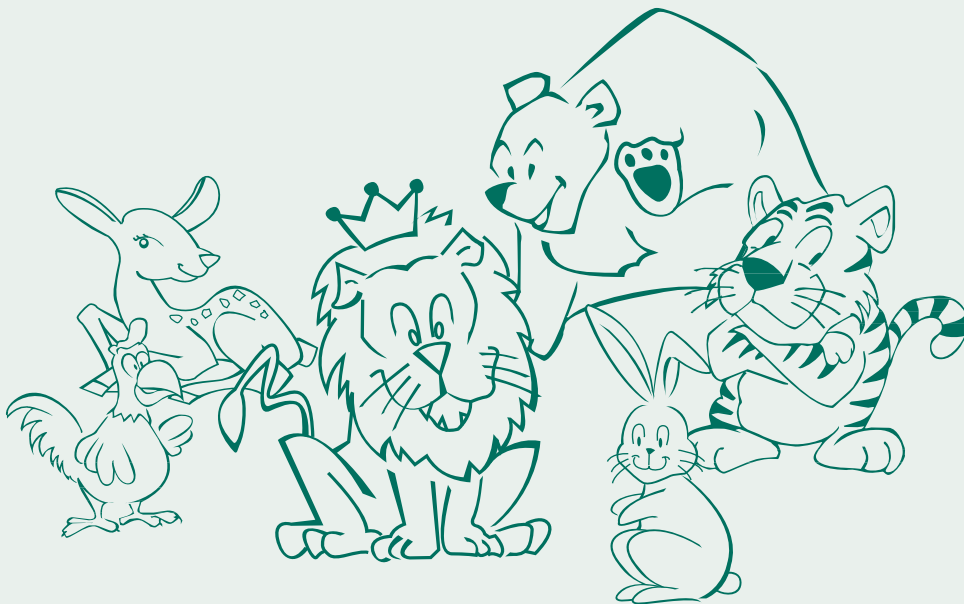
Performers : 5 campers, namely King Lion, Rabbit, Deer, Bear and Tiger

Materials required : props for all the 5 animals



## The Animal King

- Rabbit : Long, long ago, there was a big forest. Many animals lived in the forest. Their leader was King Lion. One day, he called all the animals together.
- King Lion : (Coughing)  
I'm getting old and weak. I don't want to be the king anymore. Who wants to be the new leader?
- All animals : (Very excited)  
I want to be the new leader...
- King Lion : All right. Tell me why you can be the new leader. Say it one by one. Who wants to speak first?
- Deer : King Lion, I think I can be a good leader. I'm good-looking (showing off) and I have long legs (stretching and kicking his/her legs). I think other animals will like me.





King Lion : Yes, you are a lovely deer. But a leader has to be strong, big and strong, to help other animals.

Bear : King Lion, I'm big enough. I can help other animals. I can be a good leader.

King Lion : Yes, you are a very big bear. But a king needs to be smart, too.

Tiger : King Lion, I'm strong and clever. I can help other animals. Can I be the new king?

King Lion : You are very strong and smart. But will you help other animals?

Tiger : Yes, King Lion, I will.

King Lion : Then you shall be the new king.

All animals : King Tiger, hurray! King Tiger, hurray!



## King Tiger (1)

### For listening to the story

Time required : 15 minutes

Storytellers : 6 camp leaders (or camp directors), namely the narrator, King Tiger, Rabbit, Cock, Lion and Bear

Materials required : props for all the 5 animals

### For dramatization

Time required : 15 - 30 minutes for practice (preferably after listening to the story), and 10 - 15 minutes for dramatizing the story for other campers

Performers : the camp leader as the narrator + 5 campers, namely King Tiger, Rabbit, Cock, Lion and Bear

Materials required : props for all the 5 animals

## King Tiger (1)

Narrator : Tiger was the king of the forest. He worked day and night but he did not care about the other animals.

King Tiger : (Alone and very busy)  
What a lovely day! But I'm not happy...

Rabbit : (Excited)  
Good afternoon, King Tiger. I have a party at home tonight. Can you help me make some cookies, please?

King Tiger : Make some cookies? ... I'm a busy king.

Rabbit : (Unhappy)  
All right, our busy king!





Cock : (Tired and sleepy)  
King Tiger, I'm very tired and sleepy today,  
but I have to wake up early tomorrow.  
Can you wake me up in the morning, please?



King Tiger : What? Wake you up in the morning? I'm afraid I can't.  
I have many important things to do. I'm a busy king!

Cock : (Unhappy)  
That's fine, our busy king!

Lion : (Coughing)  
King Tiger, I'm sick again. Can you take  
me to a doctor, please?



King Tiger : I'm sorry. I can't go with you. I'm very busy.

Lion : (Very unhappy and shaking his/her head)  
Oh, I'm sorry. You are so busy.

Bear : (Excited)  
King Tiger, I've made some honey. Will you  
help me taste it, please?



King Tiger : Taste what, your honey? No, I'm very, very busy!

Bear : (Walking away unhappily)  
OK, that's fine, our busy King!

King Tiger : (Alone)  
I'm a busy king and I work hard for  
all the animals. But I'm not happy and  
the other animals are not happy.  
Why? Why?





## King Tiger (2)

N.B. This story, a continuation of King Tiger (1), aims to consolidate what the campers have learnt in the previous story and to encourage free expression and creativity. It suggests some possible places of omissions for the campers to insert their ideas.

### **For listening to the story**

Time required : 15 minutes

Storytellers : 6 camp leaders (or camp directors), namely the narrator, King Tiger, Rabbit, Cock, Lion and Bear

Materials required : props for all the 5 animals

### **For dramatization**

Time required : 15 - 30 minutes for practice (preferably after listening to the story), and 10 - 15 minutes for dramatizing the story for other campers

Performers : the camp leader as the narrator + 5 campers, namely King Tiger, Rabbit, Cock, Lion and Bear

Materials required : props for all the 5 animals



## King Tiger (2)

Narrator : King Tiger worked day and night but he was unhappy. He felt that all the other animals did not like him.

King Tiger : (Alone and very busy)  
I'm very unhappy.

All animals : We are also unhappy!

King Tiger : But I want to know why! Rabbit, can you tell me first?

Rabbit : Yes, King Tiger, if you can help me make some  
\_\_\_\_\_ for my party, you are a good king.

King Tiger : All right, I will help you.

Cock : (Tired and yawning)

King Tiger : You look very tired, Cock.

Cock : Yes, King Tiger. I didn't sleep well last night. Can you wake me up at \_\_\_\_\_ o'clock, please?

King Tiger : Yes... I think I can.

Cock : Well, then you are a good king.

King Tiger : (Surprised)  
Oh, am I?



All animals : Yes, you are a good king!

Lion : (Coughing)

King Tiger : Good afternoon, Lion. \_\_\_\_\_ today?  
Would you like me to take you to a doctor?

Lion : (Surprised)

Oh, yes, yes, King Tiger, please. You are such a  
\_\_\_\_\_ king!

Bear : (Happy)

King Tiger, would you try my \_\_\_\_\_?

King Tiger : Yes, I will. And I know how I can be a happy king now.  
When I help my friends, they will be happy. And I'm  
happy, too. Am I right?

All animals : Yes, you're right.







# Take-home activities





# Take-home activities

This unit consists of the following activities:

☺ **Crossword puzzle**

☺ **Anagram (1)**

☺ **Spot the differences**

☺ **Anagram (2)**

## **Purpose :**

to provide opportunities for campers to use the vocabulary items they have learnt in the camp for consolidation

## **Crossword puzzle**

Complete the crossword puzzle on page 105 with the hints provided.

### **Across**

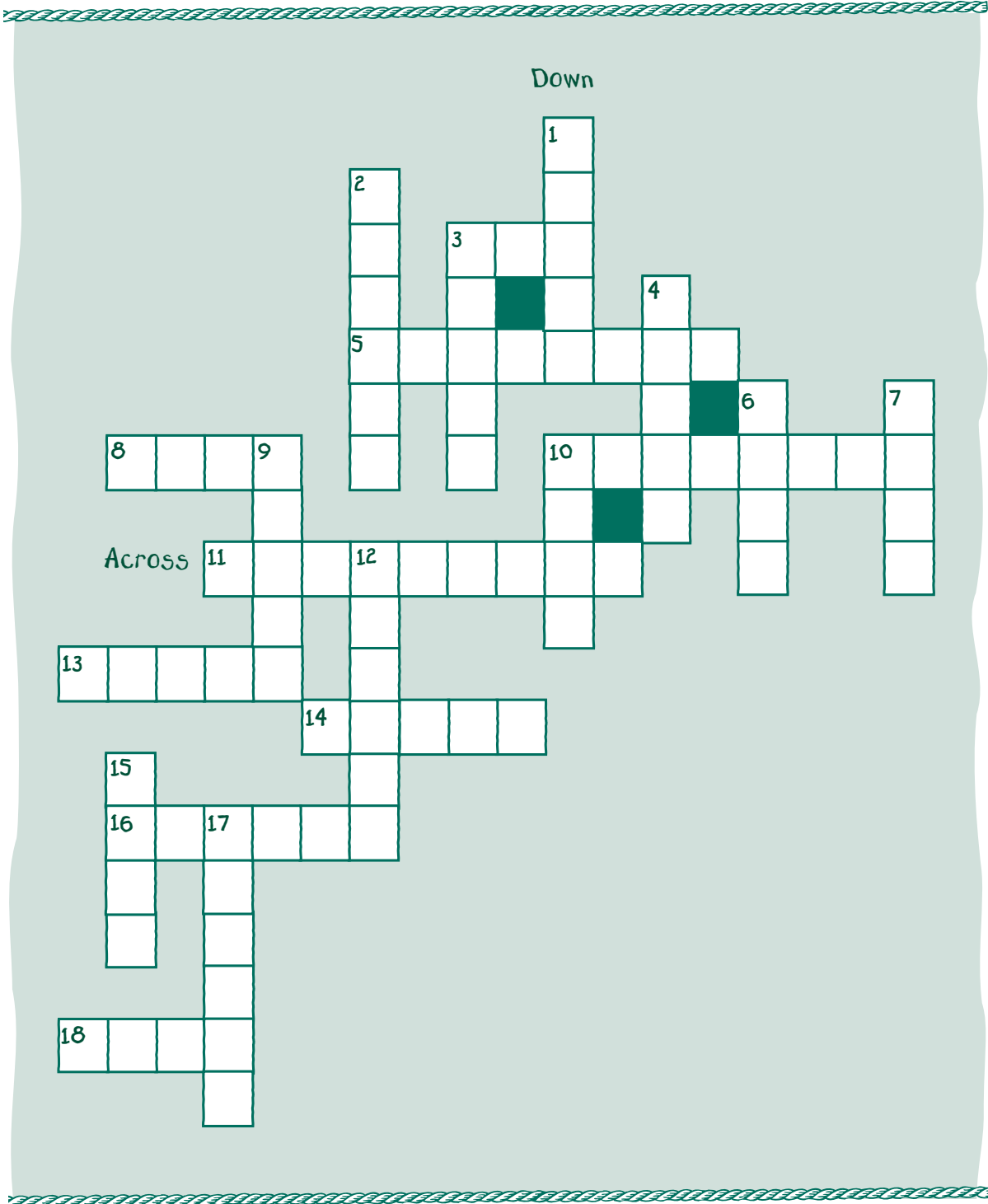
3. It lays eggs.
5. It lives in Australia. It jumps along on its strong back legs. It carries its babies in a pocket called "pouch".
8. It swims and it is the food for ducks.
10. It flies and sucks our blood. Frogs catch it with their long tongues.
11. It is big. It lives both in water and on land. It has thick skin and long jaws.
13. It has no arms and no legs. It has a forked tongue.
14. It is green in colour and horses like it.
16. It has long ears and red eyes. It has white fur.
18. It is the king of the animal kingdom. It has yellow and golden fur.



## **Down**

1. It is black and white. It likes bamboo.
2. It is playful and naughty. It looks like us.
3. It tastes sweet and it comes from bees.
4. It is small. It has a long tail and a pointed nose. It likes cheese.
6. It can swim and it has webbed feet for swimming.
7. It is hard. Dogs love chewing it.
9. It has a long face and it runs very fast.
10. It is a drink. It comes from cows.
12. It is orange in colour and rabbits love it.
15. It has smooth and wet skin. It jumps high with its long legs.
17. It is a kind of fruit. It is yellow and soft when it is ripe. Monkeys love it.



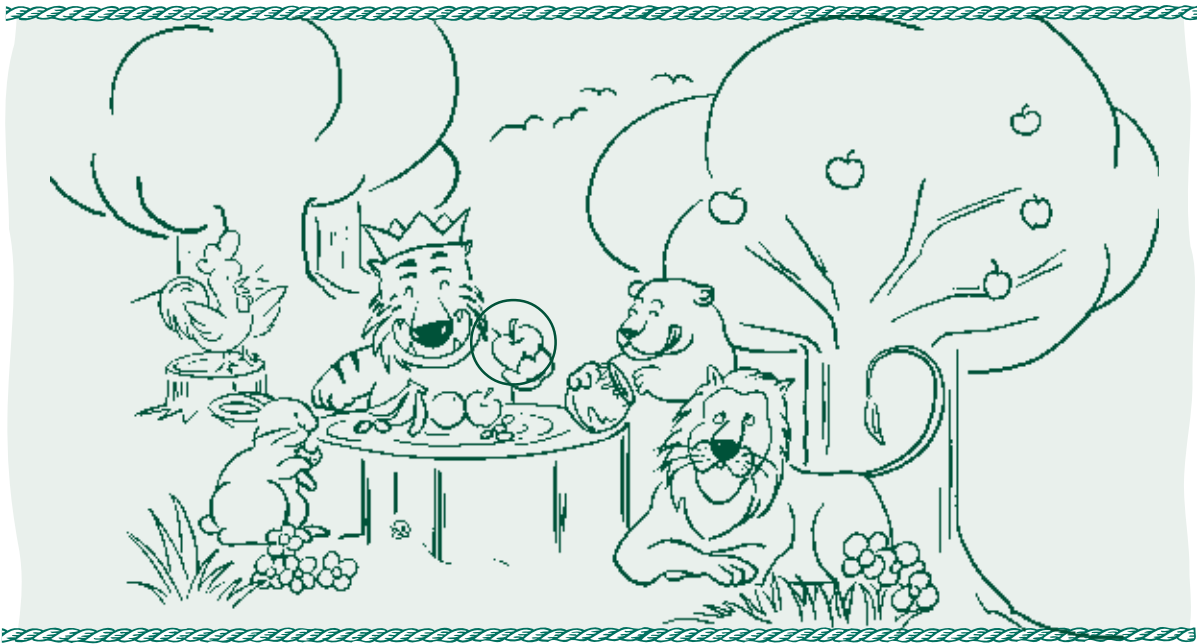




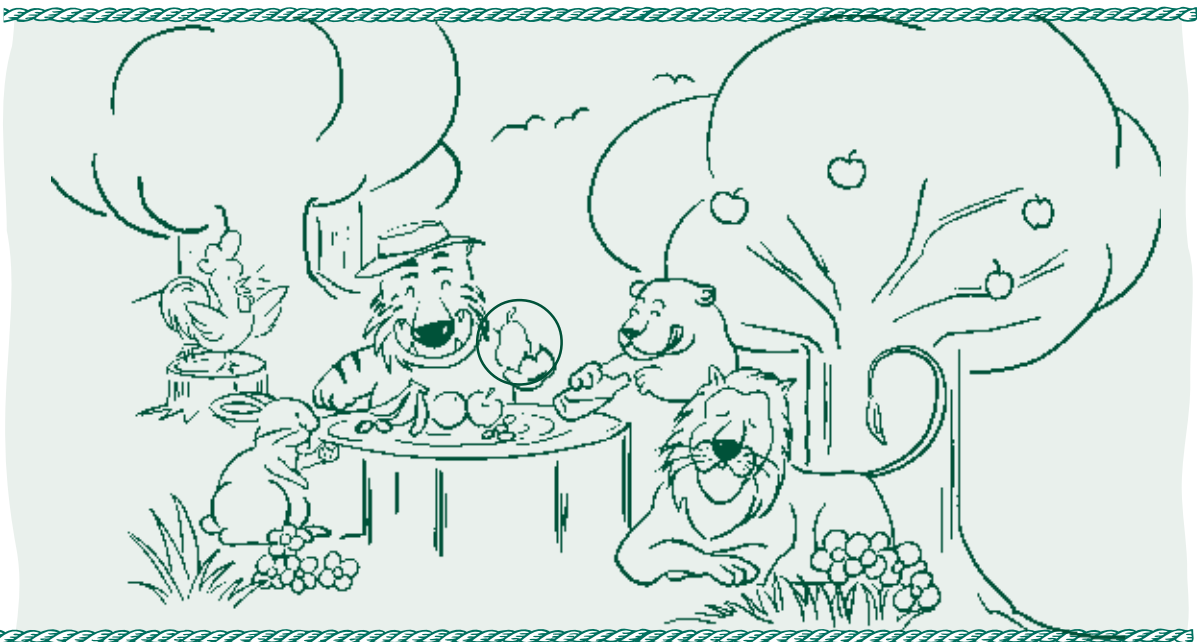
## Spot the differences

The following two pictures show King Tiger having a picnic with his animal friends. There are ten differences in the two pictures. Can you circle the differences and write about them in the table provided on page 107? One has been done for you as an example.

### Picture A



### Picture B





The differences between Picture A and Picture B are:

Picture A	Picture B
1. King Tiger is eating an apple.	1. King Tiger is eating a pear.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.



## Anagram (1)

Circle ten animals that you can find in the following anagram. The animals may appear horizontally, vertically or diagonally. One has been done for you as an example.

R	A	B	B	I	T	Z	O
B	K	P	Q	W	R	B	U
A	G	T	I	D	E	E	R
D	L	S	I	O	Q	A	P
U	J	I	R	G	E	R	J
C	L	C	O	W	E	D	H
K	A	M	C	N	V	R	K
V	N	T	M	O	U	S	E





## Anagram (2)

Create your own anagram with the animals you would like to include in the grid below.






# Key Take-Home Activities

## Crossword Puzzle

Down

																		1 P																										
										2 M											A																							
										O											3 H	E	N																					
										N											O	D	4 M																					
										5 K	A	N	G	A	R	O	O																											
										E											E											U	6 D											7 B
8 F	I	S	9 H											Y											10 M	O	S	Q	U	I	T	O												
										O											I	E											C											N
										Across 11 C	R	O	12 C	O	D	I	L	E											K											E				
										S											A											K												
13 S	N	A	K	E											R																													
										14 G	R	A	S	S																														
										15 F											O																							
16 R	A	17 B	B	I	T																																							
										O											A																							
										G											N																							
																				A																								
18 L	I	O	N																																									
																				A																								



## Spot the Differences

The differences between Picture A and Picture B are:

### Picture A

### Picture B

- |   |   |
|---|---|
| 1. King Tiger is eating an apple.                   | 1. King Tiger is eating a pear.                       |
| 2. King Tiger is wearing a crown.                   | 2. King Tiger is wearing a hat.                       |
| 3. Rabbit is holding a biscuit with his right hand. | 3. Rabbit is holding a biscuit with his left hand.    |
| 4. Cock is standing on both legs.                   | 4. Cock is standing on only one leg.                  |
| 5. Lion is sitting under a tree with his eyes open. | 5. Lion is sitting under a tree with his eyes closed. |
| 6. Bear is holding a jar.                           | 6. Bear is holding a bottle.                          |
| 7. There are five apples on the apple tree.         | 7. There are four apples on the apple tree.           |
| 8. There are three flowers beside Lion.             | 8. There are four flowers beside Lion.                |
| 9. There is a butterfly flying around.              | 9. There is no butterfly flying around.               |
| 10. There are four birds flying in the sky.         | 10. There are three birds flying in the sky.          |



## Anagram (1)

R	A	B	B	I	T	Z	O
B	K	P	Q	W	R	B	U
A	G	T	I	D	E	E	R
D	L	S	I	O	Q	A	P
U	J	I	R	G	E	R	J
C	L	C	O	W	E	D	H
K	A	M	C	N	V	R	K
V	N	T	M	O	U	S	E



# Appendices



### **The use and features of a camp book**

1. It is recommended that each camper should be provided with a camp book as it can
  - a. facilitate the running of camp activities;
  - b. systematically inform the campers of the camp programme; and
  - c. serve as a record of achievement for the campers.
2. An effective camp book should be artistically appealing, and concisely and precisely worded for the campers' use.
3. A camp book should contain a cover page, camp rules and a camp programme. Examples of these items are provided on pages 116-120. Schools can include other details in the camp book, e.g. the camp song and other songs, pictures of animals, chants, space for creative writing and stickers, Signature Collection Form and take-home activities.
4. Suggested activities for the camp programme are listed on pages 119-120. Schools can select, adapt and modify the activities to suit their students' needs.



## A suggested cover page

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### **Suggested items for a cover page:**

- The specific name of the camp, if any
  - The target campers
  - The name of the organizer
  - The date of the camp
  - The campsite (optional)
  - Some artwork
-



## A suggested contents page

---

### **Name of the Camp**

### **Contents**

Page

Camp programme

Camp rules

Camp song & other songs

Pictures of animals for the match and slap game

Four little monkeys

Who's the best

Signature Collection Form

Story scripts

Arts and crafts

Take-home activities

A record of sweet memories  
(e.g. for stickers and stamps, and for words of encouragement  
from other participants such as students/teachers in the camp)

---

N.B. The contents listed above correspond to "The Camp Programme" on pages 119-120 of this resource book.



## Some suggested camp rules

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### CAMP RULES

#### 入營須知

1. On arrival, report to the camp leaders of your group.  
入營後，請按自己的組別分組向組長報到。
  2. There are camp activities conducted in big groups and in small groups. Activities in big groups are held in the hall and activities in small groups in the classrooms.  
營內的活動分為大組及小組活動，大組活動於禮堂舉行，小組活動於課室舉行。
  3. Keep quiet when someone is speaking or making announcement on the stage.  
當台上有人發言時，請保持安靜。
  4. Keep quiet when going up and down the stairs.  
請同學上落樓梯時遵守秩序及保持安靜。
  5. Stop your activity when you hear the signal "ding dong".  
當聽到“叮噠”的訊號時，便須停止進行活動。
  6. This is an English camp. You should speak and ask questions in English.  
這是一個英語營，同學應該用英語交談及發問。
  7. Follow the instructions given for all the activities.  
同學必須依照指示進行活動。
  8. If you have any questions, please put up your hands. The camp leaders of your group or the camp directors will answer your questions.  
同學如有任何疑問，請舉手發問，負責的組長或老師會為同學解答。
  9. There are breaks during the camp. You may like to go to the toilet during the breaks.  
在英語營期間有小息時間，同學可在這些時間內上洗手間。
-





## A suggested camp programme

### The camp programme

1. The theme of the camp is **ANIMALS**.
2. Games and activities are held both in small groups in the classrooms and in one large group in the hall.
3. Lunch is to be taken at the designated area(s).

Time	Venue		Events	Activities
	Hall	Classroom		
<b>9:00 - 9:40</b> <b>(40 mins)</b>	✓		<b>Getting into groups</b> (Camp rules and camp song)	- Camp song
9:40 - 9:50 (10 mins)			(Go to the classroom)	
<b>9:50 - 10:10</b> <b>(20 mins)</b>		✓	<b>Getting to know you</b> (Ice-breaking activities)	- Who's a fool? - Dragon, dragon, you are mine
10:10 - 10:25 (15 mins)		✓	Break	
<b>10:25 - 11:25</b> <b>(1 hour)</b>		✓	<b>Do you know these animals?</b> (Language games and action rhyme)	- Animal bunching - Match and slap - Guess who? - Four little monkeys
11:25 - 11:40 (15 mins)			Break (Go to the hall)	
<b>11:40 - 12:15</b> <b>(35 mins)</b>	✓		<b>Let's get together</b> (Ice-breaking activity, camp song and chant)	- Dragon, dragon, you are mine - Camp song - Who's the best?
12:15 - 1:15 (1 hour)			Lunch	- Interviews with camp directors & camp leaders



## The camp programme

Time	Venue		Events	Activities
	Hall	Classroom		
<b>1:15 - 1:30</b> (15 mins)	Classroom, Hall or Playground		<b>Treasures, treasures, where are you?</b> (Language game)	- Treasure Hunt
<b>1:30 - 1:50</b> (20 mins)	✓		<b>Group singing</b> (Song and dance)	- If you're happy and you know it ...
<b>1:50 - 2:05</b> (15 mins)	✓		<b>Storytelling</b> (A story for listening)	- Who will bell the cat (1)?
2:05 - 2:15 (10 mins)			(Go to the classroom)	
<b>2:15 - 2:45</b> (30 mins)		✓	<b>Creative Writing</b>	- Who will bell the cat (2)?
<b>2:45 - 3:05</b> (20 mins)		✓	<b>Arts and crafts</b>	- The animal that I like most - An animal face
3:05 - 3:15 (10 mins)		✓	Break	
<b>3:15 - 4:00</b> (45 mins)		✓	<b>Language games</b>  <b>Take-home activities</b>	- Bingo - Tiger says ... - The animal says ...  - Crossword puzzle - Spot the differences - Anagram (1) - Anagram (2)
4:00 - 4:10 (10 mins)			(Go to the hall)	
<b>4:10 - 4:20</b> (10 mins)	✓		<b>Camp song</b>	- Camp song
4:20	✓		Bye bye	





# How to be an effective camp director

Appendix 2

## **You are an effective camp director because you are**

- responsible and systematic;
- self-initiated and proactive;
- loving and caring;
- patient and understanding;
- praising and encouraging;
- friendly and sociable; and
- supportive and enthusiastic, where being dynamic is definitely a bonus.

## **As an effective camp director, you should**

### **Before the camp**

- design and prepare the camp programme and the activities;
- recruit camp leaders (e.g. Secondary 4-6 students) for the camp;
- brief and train your camp leaders, including the AV team members and the ushers who will be stationed in the corridors during classroom activities;
- attend to the school setting and facilities for the camp; and
- plan and co-ordinate lunch arrangements for all participants.



## During the camp

- report to the school well before the camp begins;
- be dressed in sportswear;
- act as a facilitator and speak simple English clearly to help the campers understand what to do in the language immersion camp;
- conduct the hall activities by
  - giving clear instructions or explanations in simple English;
  - using facial expressions and gestures effectively;
  - giving demonstrations systematically;
  - inviting camp leaders to assist in demonstrating the activities when necessary; and
  - managing the programme time effectively;
- oversee the running of all the activities including props for activities, music for songs or storytelling, etc.;
- maintain order in the hall, the classrooms and the corridors with assistance from the camp leaders and other camp directors;
- attend to reported sickness and accidents immediately; and
- deploy the camp leaders as the situation requires.



# How to be an effective camp leader

Appendix 3

## **You are an effective camp leader because you are**

- loving, supportive and helpful; and
- aware that you should
  - be lively and enthusiastic because you are the campers' friend;
  - use a variety of facial expressions and gestures to help the campers understand what you are saying;
  - be responsible because the campers depend on you;
  - be patient because the campers sometimes forget or do not understand what you have said;
  - be tolerant and flexible because the campers are children;
  - speak English clearly because the campers need your help to understand what is going on and what they are supposed to do;
  - explain everything clearly because the campers want to achieve what you tell them to do;
  - give demonstrations clearly because these show the campers what to do; and
  - always try to manage the time well.



### **As an effective camp leader, you should**

- read all the information about the camp well before the camp;
- understand the programme and the camp activities well;
- report to the school on time as told by the camp directors;
- be dressed in sportswear for the camp activities;
- demonstrate the hall activities when you are invited by the camp directors;
- be in charge of all the classroom activities;
- help all the campers in your group participate in the activities; and
- seek help from the ushers who are stationed in the corridors during classroom activities
  - when a camper in your group needs to go to the washroom;
  - to inform the camp directors when a camper has a discipline problem or when he or she feels sick; and
  - to inform the camp directors when there is an emergency, e.g. accidents, and always stay with the campers unless otherwise instructed.





# Language notes Appendix 4 for camp leaders

Some language tips are provided below to help the camp leaders conduct activities. Steps in conducting the activities are described in order to help the camp leaders understand when to use the expressions.

- The following phrases/expressions may be useful in conducting games and competitions:

the winner	the loser	the judge
win the game	beat the other group	lose the game
this round	a round of the game	in the next round

- The camp leaders should be supportive and encouraging. The following expressions can be used to praise and encourage the campers:

<b>Praise:</b>	Very good!	Well done!	Wonderful!
	Excellent	Smashing!	Good!
	Brilliant!	Great!	Superb!
	Terrific!	Super!	Great, you've made it!
	Bravo!	Fantastic!	
<b>Encouragement:</b>	Keep going!	Don't worry.	
	Keep it up!	You can make it.	



- To create a friendly atmosphere, the camp leaders can use rhetorical questions (i.e. questions that ask for expected answers/responses from the listeners), such as those in the following:

- Let's form a circle now, shall we?  
(Campers will nod their heads and do as told.)
- Shall we read together?  
(Campers will feel that this is a suggestion/an invitation rather than an order.)
- You don't want to lose, do you?  
(Campers will shake their heads. Nobody wants to lose.)
- You want to do your best, don't you?  
(Campers are encouraged to say, "Yes, we do.")





## Exemplars of expressions used in conducting nine of the classroom activities

N.B. Expressions used in conducting the classroom activities are in bold.


### Who's a fool?

1. **I'd like to play a game with you. Will you please sit in a circle?** (Help the campers form a circle quickly.) **Now I'm going to ask each of you to say your name once, slowly and clearly. Please try to remember everybody's name.** (Ask one camper to start saying his or her name.)
2. (After the campers have given their names, move to the centre of the circle and demonstrate the game.) **I'm a fool!** (Say amusingly and roll a large piece of paper to make a rod.)
3. (Hold the rod and walk very slowly towards a camper.) **Please give me a name. If you can say another group member's name quickly before I hit you, then you are fine. If you can't, you will be the fool and become the hitter.** (The camper then calls a name.)

### Dragon, dragon, you are mine (for use in the classroom)

1. **We're going to play a very interesting game 'Dragon, dragon, you are mine'.**
2. **Do you know what a dragon is?** (While saying, guide the campers to the relevant page in their camp books for the dragon there.) **This is a dragon.**
3. (Teach the campers to chant as they play in the game.) **Now, I want you to listen and say after me: Dragon,** (The campers repeat.), **dragon,** (The campers repeats.) **you are mine!** (The campers repeat.) **Very good. Let's try again: Dragon, dragon, you are mine!** (In moderate speed) (The campers repeat.) **Let's try again.** (Pointing to the campers) **Dragon, dragon, you are mine!** (Pointing to yourself)



- 
4. (Demonstrate the game.) **Now, I want to show you how to play this game.** (Invite the other camp leader to play the game “Paper, scissors, stone” to turn one of yourselves into the dragonhead.) **Dragon, dragon, you are mine!** (Chant as you play.)
  5. **Can you do it now? Right. Let’s start.**

### **Ball tossing (Version A)**

1. **YY** (Name of the other camp leader) **and I will show you how to play this game.**
2. **When I have the ball, I must say “I’m XX.”. Now I give the ball to YY.** (Showing the act of tossing the ball) **I must say “This is for YY.”. When he or she has the ball, he or she must say “I’m YY. This is for XX.”.** (YY tosses the ball back to XX.)
3. **Can you play the game now? Good.** (Ask the campers if they understand how to play the game.)
4. **Now let’s stand in a circle, a circle.** (One camp leader signs a circle.)
5. **Let’s start the game now. I’m XX. This is for** (Name of a camper).
6. (If a camper is shy, help him or her.) **What is your name? Right, I see, you’re** (Name of the camper). **You can say “I’m** (Name of the camper). **This is for** (Name of another camper).”.

### **Animal bunching**

1. (Familiarize the campers with the number of letters in each animal name on the list, for example, an elephant, a tiger, a lion, a deer, a horse, a cock, a mouse, a dog, a cat, a monkey, a bear and a rabbit.) **Can you count the number of letters in the word “cat”? “C-A-T”, three letters.** (The campers may follow.) **Let’s count the number of letters in the word “lion”. “L-I-O-N”.** (Hand gesture to invite the campers to count together) **How many letters are there? Four? Good.** (Then quickly go through the other ten words.)



2. (Demonstrate the game.) **Now, we can play the game. The first one is “CAT”.** (The other camp leader helps the campers bunch themselves into groups of three.)
3. (In every round, there may be one or a few campers who cannot bunch up because the group size does not match the number. Comfort the camper(s).) **That’s all right. Don’t worry. You can play again later.** (Ask the camper(s) to stay on one side for a while.)
4. (Alternate the shorter and longer words to give the campers challenge.)

### **Match and slap**

1. **This is a game about animal names.**
2. **First, let’s look at the pictures in the camp book. Circle the words you don’t know.** (Allow the campers some time to do this.)
3. **Now, let’s read the names. Why don’t you read after me, one by one?** (Say the words clearly.)
4. **Now YY** (Name of the other camp leader) **and I will show you how to play the game.** (Randomly draw four animal cards and put them on the floor, with the pictures facing up.) **I will say an animal name, and see who slaps on it first.** (Showing the act of slapping) **Are you ready to play the game? Good, now, “CAT”.** (YY, the other camp leader, slaps on the card with the picture of a cat and becomes the winner.)
5. (Ask YY, the winner, to be the caller.) **So, you are the caller.** (Remove the card that has been slapped on and draw a new card from the card set to keep four cards on the floor.)
6. (Each camp leader leads one group of five campers to play the game.)



## Guess who? (Version B)

1. **In this game, use your action to help your friends in your group guess the name of an animal. You may say something about the animal to help them, for example, “I have lovely eyes.”, but you can’t tell them its name. The picture card will help you.**
2. **Now, YY** (Name of the other camp leader) **and I will show you how to play the game.** (The other camp leader comes out and is shown an animal card in a “secret manner”. The animal card shows the picture of an animal with its descriptions. He or she then follows the descriptions on the card.) **I can jump in the trees...** (The campers at this point of time may not be able to get the answer. YY can act out the animal, for example, a monkey climbing a tree without saying anything, to help the campers of his or her team guess the animal.)
3. (Divide the campers into two teams after they understand how to play the game.) **I will put you into two teams: Team A and Team B. Now, I will invite someone from Team A to act out an animal.** (Ask a camper from Team A to come out and show him or her an animal card.)
4. (After the camper acts out the animal, encourage the campers in Team A to guess the name of the animal.) **What is the animal? You have one minute.**
5. (Praise Team A if they can guess the animal.) **Well done/ Good/Great/Wonderful...** (Then ask Team B to send a camper to act out another animal.)
6. (When a team cannot guess the animal within one minute, stop it.) **Sorry, time’s up. Now, I think the turn should go to the other team.** (Invite the campers from each team alternately to mime an animal.)



## Bingo

1. (Put the big sample grid on the board.) **Can you see that there are many letters in the bingo grid?** (Pointing at the big sample grid)
2. **Now, I'll say an animal name, for example, "CAT". Do you know how to spell "CAT"?** (Ask the campers to spell it.) **Good! Can you circle the letters "C-A-T" in the bingo grid?** (The other camp leader circles the letters "C-A-T" in the big sample grid.)
3. **Now, I'll say another animal name. The next one is "ZEBRA". Circle the letters for "ZEBRA".** (The other camp leader circles the letters "Z-E-B-R-A" in the big sample grid. When he or she comes to the letter "A", he or she stops circling.)
4. **We have got the letter "A" circled already, so we don't need to circle it again. Now, the third one is "SNAKE". Circle the letters for "SNAKE".** (The other camp leader circles the letters for "S-N-A-K-E" for snake.)
5. **Now, can you see there are five letters in a line?** (Pointing at the line formed in the big sample grid) **When you get five letters in a line vertically, horizontally or diagonally, say "Bingo!"** (Hand sign showing the meaning of "vertically", "horizontally" and "diagonally") **If you are the first one to say "Bingo!", you win. Do you understand?**
6. (Each camp leader leads one group of five campers to play the game.)

## Tiger says ...

1. **In this game, you will do what I say when I start with "Tiger says ...". If I don't start with "Tiger says ..." but you still do what I say, you lose.**
2. **Now, let's try it. Tiger says, "clap your hands."** (The campers clap their hands.) **Tiger says, "touch your nose."** (The campers touch their noses.) **Clap your hands.** (Some campers may clap.) **Sorry, I didn't say "Tiger says...", so you lose. Please come out and sit over there.** (Pointing to the place) **Don't worry. You can join us again later.**



## **King Tiger (1) (for dramatization)**

1. **You're going to act out the story "King Tiger (1)". Let's go to the relevant page of the camp book.**
2. (Go through the story once with the campers. Dramatize the five different animals to make the story interesting to them. Help the campers with the words that they do not understand.)
3. (Ask each camper to choose a role.) **Which animal do you want to be: King Tiger, Rabbit, Cock, Lion or Bear?** (If the campers cannot decide on their roles quickly, help them decide.)
4. (Knowing the campers' language abilities, make some suggestions.) **SS, would you like to be the lion? TT, would you like to be the tiger?**
5. (Go through "King Tiger (1)" with the campers, drawing their attention to correct pronunciation, stress and intonation.) **Will you please repeat after me?**
6. (Encourage the campers to read and dramatize the story.) **When King Tiger says he's busy, Rabbit is unhappy! Look unhappy. Don't speak too fast when you feel unhappy.**
7. (Always praise and encourage the campers when they show their efforts in reading and dramatizing the story.)