

Lesson Flow (Primary 1: What are we doing)

(20/5 – 21/6) 24 days (about 27 lessons)

Unit 7: What are we doing?

Expected Learning Outcome (Target Sentence Structures):

Park:

On Sundays, I like to go to the park with my brother.

I like to ride a bike. I feel happy. My brother likes to play on a swing. He feels excited.

Beach:

On Sundays, I like to go to the beach with my sister.

I like to lie in the sun. I feel great. My sister likes to build a sandcastle. She feels happy.

The parts in Blue are revised in 2018-2019

Target

Vocabulary

(3000+ P.41-46)

Vocabulary from readers

(The Park)

a park, a bridge, a ship, a slide, a swing, rain

(I like to play)

play, run, skip, walk

(We Like)

cook, dig, fish, swim, swing, walk

(How We Feel)

bored, happy, hungry, sad, scared, shy, tired

(Hooray for Summer!)

summer, bike, scooter, pool, baseball, football

(We Can Go to the Beach)

beach, waves, cold, look for, shells, pretty, castle, fly a kite, colourful, ice cream, lie in the sun

(Miss Moo Goes to the Beach)

beach, blanket, umbrella, skis, coat, hat, shark, throw a ball, hungry, tired, ice cream

(Buzzy's Big Beach Book)

beach, sand, build a sandcastle, wave

(Sandcastle)

beach, sand, build a sandcastle, dig, pile, seagull, seaweed, pebbles, a shell, pointy, a crab, an ice cream, a lolly, wrapper

Basic Routine (G.E.)

- Good morning song
- Daily Conversation
- HFW (individual + in context)
- Song
- Phonics (**ig, im, in, ix, un, ud, ug**)
- Vocabulary / Recap vocabulary
- Shared Reading / Grammar / Shared Writing
- Revision / Consolidation
- Homework
- Goodbye song

PM Session Routine

Date: 27/5 – 14/6 (3 weeks)

Content: Assessment / School Tour / Cater for LD

Places: Room 107/ Room 207/ Classroom

1A (Wed) 207 + Classroom 1B(Tue) 107 + Classroom

1C (Fri) 107 + Classroom 1D (Wed) 107 + Classroom

1E (Thur) 107 + Classroom

Materials needed: baseline assessments

Prepared by: Juliet

Pre-Study 1: Learn some new words about playing in the park.

<https://www.youtube.com/watch?v=9u-RirUw5sc>

Pre-Study 2: Learn some new words about playing at the beach.

https://www.youtube.com/watch?v=u_1Y3ogkPDg

<https://www.youtube.com/watch?v=VLI2I5Y5MaA>

Extended learning: Students are required to read 19 related books on Benchmark.

Lesson	Teaching Content and Steps	Homework	Resources
1	<p>Focus: <u>Recognise some activities to do in the park</u></p> <p>Daily Conversation: <u>Whose turn is it? It's my turn.</u></p> <p>HFW: <u>she, he, is</u></p> <p>Phonics: <u>ig</u></p> <p>Song: <u>Park Song</u></p> <p>Vocabulary Games:</p> <p>Ss look at the picture and share what they do in the park.</p>	<p>- R.A. (3000+ p.45-46)</p> <p>-Pre-study</p> <p>-GE Booklet p.1+S</p> <p>Extended Learning: 1.Benchmark</p>	<p>1. PPT 1</p> <p>2. Song</p> <p>3. Word cards: <u>In the park,</u> <u>a slide,</u> <u>a see-saw,</u> <u>a swing,</u> <u>a bench,</u> <u>a pond,</u> <u>a tree,</u> <u>a flower,</u> <u>the grass,</u> <u>the sky</u></p>
2	<p>Focus: <u>Introduce the sentence, 'This is a _____'</u></p> <p>Daily Conversation: <u>Whose turn is it? It's my turn.</u></p> <p>HFW: <u>I, like, to</u></p> <p>Phonics: <u>ig</u></p> <p>Song: <u>Park Song</u></p> <p>Vocabulary Games: <u>Miming games</u></p> <p>Shared Reading: <u>The Park</u></p> <p>Book Cover > Picture Walk + Prediction > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <p>What is the title of the book?</p>	<p>- R.A. (3000+ p.45-46)</p> <p>- GE Booklet p.2</p> <p>Extended Learning: 1.Benchmark</p>	<p>1. PPT 2</p> <p>2. Song</p> <p>3. Word cards: <u>play with</u> <u>sand, ride a</u> <u>bike, skip,</u> <u>roller-skate</u></p>
3	<p>Focus: 1. <u>Recognise some action verbs</u> 2. <u>Introduce the sentence, 'I like to _____ in _____.'</u></p> <p>Daily Conversation: <u>Whose turn is it? It's my turn.</u></p> <p>HFW: <u>with, like, my</u></p> <p>Phonics: <u>im</u></p> <p>Song: <u>What do you like to do in the summer?</u></p> <p>Shared Reading: <u>I Like to play</u></p>	<p>- R.A. (3000+ p.45-46)</p> <p>- GE Booklet p.3-4</p> <p>-HFW Booklet p.19 (play)</p>	<p>1. PPT 3</p> <p>2. Song</p> <p>3. Word cards: <u>In the park,</u> <u>we like to...</u> <u>play on a</u> <u>roundabout,</u></p>

	<p>Book Cover > Picture Walk + Prediction > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <p>1. What is the title of the book?</p> <p>Grammar Focus:</p> <p>What do you like to do? I like to _____.</p> <p>Speaking Practice:</p> <p>Ss practise the target sentences in pair.</p>	<p>Extended Learning:</p> <p>1. Benchmark</p>	<p>play on a see-saw, play on a swing, climb on a climbing frame, play on a slide</p>
4	<p>Focus: <u>Introduce the sentence, ‘I like to _____ with _____.’</u></p> <p>Daily Conversation: <u>Whose turn is it? It’s my turn.’</u></p> <p>HFW: <u>I like to</u></p> <p>Phonics: <u>im</u></p> <p>Song: <u>What do you like to do in the summer?</u></p> <p>Shared Reading: <u>I Like to play</u></p> <p>Book Cover > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <p>1. What is the title of the book?</p> <p>2. What do you see on the book cover?</p> <p>3. Where do “I” like to walk?</p> <p>4. Who do “I” like to walk with?</p> <p>Grammar Focus:</p> <p>What do you like to do? I like to _____ with _____.</p> <p>Speaking Practice:</p> <p>Ss practise the target sentences in pair.</p>	<p>- R.A. (3000+ p. 45-46)</p> <p>- GE Booklet p.5</p>	<p>1. PPT 4</p> <p>2. Song</p> <p>3. Word cards:</p>
5-6	<p>Focus: 1. <u>Recognise some more action verbs</u> 2. <u>Introduce the sentences, ‘I like to _____.’</u> <u>and ‘She / He likes to _____.’</u></p> <p>Daily Conversation: <u>Excuse me. May I come in?</u></p> <p>HFW: <u>We, like, likes</u></p> <p>Phonics: <u>im</u></p> <p>Song: <u>What do you like to do in the summer?</u></p> <p>Shared Reading: <u>We like</u></p> <p>Book Cover > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <p>1. What is the title of the book?</p> <p>2. What do you see on the book cover?</p> <p>Speaking Practice:</p> <p>Ss describe the picture with the target sentence pattern.</p>	<p>- R.A. (3000+ p.41-42)</p> <p>-HFW Booklet p.18 (go)</p>	<p>1. PPT 5</p> <p>2. Song</p> <p>3. Word cards:</p>

7-8	<p>Focus: 1. <u>Recognise some adjectives about feeling</u> 2. <u>Introduce the sentence pattern, ‘XX feel ____.’</u></p> <p>Daily Conversation: <u>Excuse me. May I come in?</u></p> <p>HFW: <u>we, how, feel</u></p> <p>Phonics: <u>in</u></p> <p>Song: <u>Feelings</u></p> <p>Shared Reading: How We Feel</p> <p>Book Cover > Picture Walk + Prediction > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <ol style="list-style-type: none"> 1. What is the title of the book? 2. What do you see on the book cover? <p>Speaking Practice:</p> <p>Ss share about what they like to do and how they feel using the target sentence pattern..</p>	<p>- R.A. (3000+p.41-42)</p> <p>- G.E. Booklet p.6-8</p>	<p>1. PPT 6</p> <p>2. Song</p> <p>3. Word cards:</p> <p>happy</p> <p>tired</p> <p>surprised</p> <p>shy</p> <p>angry</p> <p>bored</p> <p>hungry</p> <p>thirsty</p> <p>scared</p> <p>sad</p> <p>relaxed</p>
9-10	<p>Focus: 1. <u>Revise some adjectives about feeling</u> 2. <u>Introduce the sentence pattern,</u> <u>‘XX likes to ____ . He / She feels ____’</u></p> <p>Daily Conversation: <u>Excuse me. May I come in?</u></p> <p>HFW: <u>we, feel, like</u></p> <p>Phonics: <u>in</u></p> <p>Song: <u>Feelings</u></p> <p>Vocabulary Games: <u>Miming games (feelings)</u></p> <p>Shared Reading: How We Feel</p> <p>Book Cover > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <ol style="list-style-type: none"> 1. What is the title of the book? 2. Who feels ____? 3. How does he / she feel? 4. What does ____ like to do in the park? <p>Speaking Practice:</p> <p>Ss describe the picture with the target sentence pattern.</p>	<p>- R.A. (3000+p.45-46)</p> <p>- G.E. Booklet P. 9</p> <p>- HFW Booklet p.20 (feel)</p>	<p>1. PPT 7</p> <p>2. Song</p> <p>3. Word cards:</p>
		<p>Extended Learning: 1.Benchmark</p>	
11-12	<p>Focus: 1. <u>Revise the activities in the park and adjectives about feelings</u> 2. <u>Introduce the sentence pattern,</u> <u>‘On Sundays, I like to go to the park with my ____ .</u> <u>I like to ____ . I feel ____ .</u> <u>He / She likes to ____ . He / She feels ____.’</u></p> <p>HFW: <u>like, likes, feels</u></p> <p>Song: <u>If You’re Happy</u></p>	<p>- R.A. (3000+p.41-42)</p> <p>-WP (1)</p>	<p>1. PPT 8</p> <p>2. Song</p> <p>3. Word cards:</p>

	<p>Writing Practice: Ss write about what they like to do on Sundays with their family using the target sentences.</p> <p>On Sundays, I like to go to the park with my ____.</p> <p>I like to _____. I feel ____.</p> <p>He / She likes to _____. He / She feels _____.</p>		
13	<p>Focus: <u>Recognise the use of pronoun- I & We</u></p> <p>Daily Conversation: <u>Excuse me. May I come in?</u></p> <p>HFW: <u>too, we, like</u></p> <p>Phonics: <u>in</u></p> <p>Song: <u>If You're Happy</u></p> <p>Shared Reading: <u>Hooray for Summer</u></p> <p>Book Cover > Picture Walk + Prediction > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <ol style="list-style-type: none"> 1. What is the title of the book? <p>Grammar: Ss practise the use of 'we' by completing the sentences in the pictures.</p>	- R.A. (3000+p.43-44)	<ol style="list-style-type: none"> 1. PPT 9 2. Song 3. Word cards: <div style="border: 1px solid black; padding: 2px;">At the beach,</div> <div style="border: 1px solid black; padding: 2px;">we like to...</div> <div style="border: 1px solid black; padding: 2px;">build a</div> <div style="border: 1px solid black; padding: 2px;">sandcastle,</div> <div style="border: 1px solid black; padding: 2px;">fly a kite,</div> <div style="border: 1px solid black; padding: 2px;">swim,</div> <div style="border: 1px solid black; padding: 2px;">collect shells,</div> <div style="border: 1px solid black; padding: 2px;">take a photo,</div> <div style="border: 1px solid black; padding: 2px;">surf,</div> <div style="border: 1px solid black; padding: 2px;">fish, drink</div> <div style="border: 1px solid black; padding: 2px;">iced juice, lie</div> <div style="border: 1px solid black; padding: 2px;">in the sun, eat</div> <div style="border: 1px solid black; padding: 2px;">ice-cream.</div> <div style="border: 1px solid black; padding: 2px;">read a book</div>
14	<p>Focus: 1. <u>Revise the pronoun - I, We, They</u> 2. <u>Revise the sentence, 'They like to _____'</u></p> <p>Daily Conversation: <u>I lost my _____. Can you help me?</u></p> <p>HFW: <u>too, we, like</u></p> <p>Phonics: <u>ix</u></p> <p>Song: <u>If You're Happy</u></p> <p>Shared Reading: <u>Hooray for Summer</u></p> <p>Book Cover > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <ol style="list-style-type: none"> 1. What is the title of the book? 2. What do you see on the book cover? 3. What do 'we' like to do? 4. What do they like to do? <p>Grammar: Ss describe what people do in the book with the target language, 'They like to _____'</p>	- R.A. (3000+p.43-44) - G.E. Booklet p. 10	<ol style="list-style-type: none"> 1. PPT 10 2. Song 3. Word cards:

15	<p>Focus: <u>Recognise the vocabulary about the beach</u></p> <p>Daily Conversation: <u>I lost my ____ . Can you help me?</u></p> <p>HFW: <u>very, are, today</u></p> <p>Song: <u>Fun Action</u></p> <p>Phonics: <u>un</u></p> <p>Shared Reading: We Can Go to the Beach</p> <p>Book Cover > Picture Walk + Prediction > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <p>What is the title of the book?</p> <p>What do you see on the book cover?</p>	<p>- R.A. (3000+ p.43-44)</p> <p>- G.E. Booklet p.11</p> <p>(bring a photo at the beach and share)</p>	<p>1. PPT 11</p> <p>2. Song</p> <p>3. Word cards:</p>
16-17	<p>Focus: 1. <u>Revise the use of ‘they’</u> 2. <u>Recognise the use of ‘can’</u></p> <p>Daily Conversation: <u>I lost my ____ . Can you help me?</u></p> <p>HFW: <u>today, are, very</u></p> <p>Song: <u>Fun Action</u></p> <p>Phonics: <u>ud</u></p> <p>Shared Reading: We Can Go to the Beach</p> <p>Book Cover > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <ol style="list-style-type: none"> 1. What is the book title? 2. Where can they go today? 3. What can they do in the ____? They can ____. <p>Speaking Practice:</p> <p>Ss talk about what the people can do at the beach in pairs.</p>	<p>- R.A. (3000+ p.43-44)</p> <p>- G.E. Booklet p.12</p>	<p>1. PPT 12</p> <p>2. Song</p> <p>3. Word cards:</p>
18-19	<p>Focus: <u>Revise the use of what, where and who</u></p> <p>Daily Conversation: <u>I lost my ____ . Can you help me?</u></p> <p>HFW: <u>too, like, an</u></p> <p>Song: I Love Summer (1’05)</p> <p>Phonics: <u>ud</u></p> <p>Shared Reading: Miss Moo Goes to the Beach</p> <p>Book Cover > Picture Walk + Prediction > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT:</p> <p>What is the title of the book?</p> <p>Where do they go?</p> <p>What does Miss Moo do?</p> <p>Who is hungry?</p> <p>Who is tired?</p>	<p>- R.A. (3000+ p.43-44)</p> <p>- R.P. p.27-30</p>	<p>1. PPT 13</p> <p>2. Song</p> <p>3. Word cards:</p>

20-21	<p>Focus:</p> <ol style="list-style-type: none"> 1. <u>Revise the activities at the beach and adjectives about feelings</u> 2. <u>Practise the sentence pattern, ‘On Sundays, I like to go to the beach with my _____. I like to _____. I feel _____. He / She likes to _____. He / She feels _____.’</u> <p>HFW: <u>like, likes, feels</u></p> <p>Song: I Love Summer (1’05)</p> <p>Writing Practice:</p> <ol style="list-style-type: none"> 1. Ss share in class what they like to do at the beach and how do they feel? Plus what their mum and dad like to do at the beach and how they feel. 2. Ss write about what they like to do at the beach with their family on WP. <u>‘On Sundays, I like to go to the beach with my _____. I like to _____. I feel _____. He / She likes to _____. He / She feels _____.’</u> 	<p>- R.A. (3000+ p.43-44) - WP (2)</p>	<ol style="list-style-type: none"> 1. PPT 14 2. Song 3. Word cards:
22	<p>Focus: <u>Revise different WH questions - What, Why, How</u></p> <p>Daily Conversation: <u>I lost my _____. Can you help me?</u></p> <p>HFW: <u>play, your, you</u></p> <p>Song: I Love Summer (1’05)</p> <p>Phonics: <u>ug</u></p> <p>Shared Reading: Buzzy’s Big Beach Book Book Cover > Picture Walk + Prediction > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT: What is the title of the book? What does he like to do? Why does Buzzy feel bad? What do Buzzy and his daddy do? How does Buzzy feel?</p>	<p>- R.A. (3000+ p.43-44)</p>	<ol style="list-style-type: none"> 1. PPT 15 2. Song 3. Word cards:
23	<p>Focus: 1. <u>Recognise some more vocabulary about the beach</u> 2. <u>Revise the WH questions - What, How _____</u></p> <p>Daily Conversation: <u>I lost my _____. Can you help me?</u></p> <p>HFW: <u>like, and, feel</u></p> <p>Song: I Love Summer (1’05)</p> <p>Phonics: <u>ug</u></p> <p>Shared Reading: Sandcastle Book Cover > Picture Walk + Prediction > Reading aloud > Comprehension</p> <p>Skills: <u>Locate the title, locate specific information</u></p> <p>Questions to be asked and showed on PPT: What does he like to do? What makes the castle pretty? What is pink and pointy? What is inside the shell? How does Kipper feel?</p>	<p>- R.A. (3000+ p.43-44) - R.P. p.25-26</p>	<ol style="list-style-type: none"> 1. PPT 16 2. Song 3. Word cards:

24-25	<p>Focus: 1. <u>Revise the activities at the beach and adjectives about feelings</u> 2. <u>Write about what to do at the beach and how they feel</u></p> <p>HFW: <u>with, on, to</u></p> <p>Speaking Practice: Ss share in class what they like to do with their family at the beach on Sundays.</p> <p>Writing Assessment: On Sundays, I like to go to the beach with my ____. I like to _____. I feel _____. He / She likes to _____. He / She feels _____.</p>	<p>- R.A. (3000+p.45-46) - GE Booklet p.13</p>	<p>1. PPT 17 2. Song 3. Word cards:</p>
26	<p>Grammar Assessment</p>	E7	
27	<p>Focus: 1. <u>Revise the activities in the park and adjectives about feelings</u> 2. <u>Introduce the sentence pattern,</u> <u>‘On Sundays, I like to go to the park with my ____.</u> <u>I like to _____. I feel _____.’</u> <u>He / She likes to _____. He / She feels _____.’</u></p> <p>HFW: <u>with, on, to</u></p> <p>Speaking Practice: Ss share in class what they like to do with their family in the park on Sundays.</p> <p>Writing Assessment: Ss write about what they like to do on Sundays with their family using the target sentences on the GE Booklet. On Sundays, I like to go to the park with my ____. I like to _____. I feel _____. He / She likes to _____. He / She feels _____.</p>	E8	1. PPT18

Benchmark book list

Reading Periods	Book Titles	Topics related / Grammar related		List the grammar items e.g. __likes to __.
		TR	GR	
1st week (20/5-26/5)	1. On the Playground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I will go on the swings/ bars/ slide/ rings/ merry-go-round/ tires/ ropes.
	2. At the Park	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Went to the park/ Sat on the swing/ Sat on a seesaw
	3. Magnet Fishing Game	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I have a pole/ string/ magnet/ clip/ fish/ box.
	4. Day Camp	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	It is ... (time). We like to read/ swim/ play/ ride/ eat/ paint/ dance/ sing.
2nd week (27/5-2/6)	5. Playing Sports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	He/ She likes baseball/ soccer/ football/ tennis/ hockey/ golf/ skiing/ basketball.
	6. Playing It Safe	<input checked="" type="checkbox"/>	<input type="checkbox"/>	He plays it safe... They play it safe... He wears his helmet and his pads when he skates. They are playing it safe when they ride in the boat. They wear their seat belts when they go in the car.
	7. Little Cat Goes Fast	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Little Cat wants to go fast. Little Cat rides with her mom/ dad. "Is this fast?" Little Cat wants to go on this ride.
	8. Life at the Beach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I see a snail/ clam/ crab/ fish/ seal/ bird/ beach.
3rd week (3/6-9/6)	9. Fun at the Beach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We see the beach/ fish/ clams/ birds/ crabs/ seals/ people.
	10. My Beach Bag	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I will put the things in our beach bag. My family will use many things. I will count the things in the bag.
	11. Fun in the Sun	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	We have fun in the sun at the beach. We have fun in the sun in the park.
	12. Going to the Beach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	We can surf in the Ocean. We can make a sandcastle.
4th week (10/6-16/6)	13. Clean Beaches	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I like to go to/ ride on... We like to go/ eat... Trash is not good for the (sea animals). We will make/ put/ pick up...
	14. Patterns at the Beach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We can see patterns at the beach. We see chairs/sails/ toys. The chairs/ sails make a pattern. The pattern is big, little, big, little. Look at the shells/ sandals/ ice cream. They make a pattern.
	15. Stripes at the Beach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Look at the chair. The chairs have stripes. Look at the sandals. The sandals have stripes.
5th week (17/6-23/6)	16. Painting Shapes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I will paint a square/ rectangle. A square/ rectangle has four sides. A triangle has three sides.
	17. Doing Jobs Together	<input type="checkbox"/>	<input checked="" type="checkbox"/>	My family works together at home. We do it faster by working together.
	18. Doing My Job	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I have jobs to do. It is my job to ...
	19. Families Work and Play Together	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Families work together in many ways. Families have fun together, too. Families work and play together. Pam's family makes dinner. Everyone helps. She helps her grandmother and grandfather plant flowers. Ben and his family wash the car together.

Difficult teaching points	Suggestions
<p data-bbox="71 163 671 248">-Students found it difficult to distinguish ‘We’ and ‘They’.</p> <p data-bbox="71 259 671 344">-The questions in the grammar assessment are too long and complicated.</p>	<ul data-bbox="715 163 1501 344" style="list-style-type: none"><li data-bbox="715 163 1501 248">- It is suggested that Teacher can use role-play to show the difference between ‘We’ and ‘They’.<li data-bbox="715 259 1501 344">- It is suggested to revise the grammar assessment to make the sentences shorter and easier for students.