





## Activity Plans for Cross-curricular Learning

### “It’s a Small World”

Activity 1	Getting to know George and Siu Ming
Number of lessons	2 (1 lesson of 55 minutes and 1 lesson of 30 minutes)
Focused Learning Targets and Objectives	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• ISa</li> <li>• ISb</li> <li>• KSa</li> <li>• KSb</li> </ul> <p><b>Language Forms and Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <b>Text Types</b> <ul style="list-style-type: none"> <li>- schedules</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>- Chinese, American, read English storybooks, watch TV, play in the park, go ice-skating, play table tennis, play video games, play yo-yo</li> </ul> </li> <li>• <b>Language Focus</b> <ul style="list-style-type: none"> <li>- use adverbs to express frequency <i>e.g. George <u>always</u> reads English books.</i></li> <li>- use the simple present tense to describe habitual actions <i>e.g. George sometimes <u>plays</u> in the park.</i></li> <li>- use connectives to link similar ideas <i>e.g. <u>Both</u> George <u>and</u> Siu Ming often watch TV.</i></li> <li>- use connectives to link contrasting ideas <i>e.g. George always reads English books <u>but</u> Siu Ming always plays video games.</i> <i>George never plays video games <u>but</u> Siu Ming always plays video games.</i></li> <li>- ask simple questions to obtain “yes/no” responses <i>e.g. Do you always play video games?</i> <i>Yes, I do. I always play video games. /</i> <i>No, I don’t. I sometimes play video games.</i></li> </ul> </li> </ul> <p><b>Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>- listen for specific information</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Reading</b> <ul style="list-style-type: none"> <li>- locate specific information in a short text in response to questions</li> </ul> </li>   <li>● <b>Speaking</b> <ul style="list-style-type: none"> <li>- open an interaction by eliciting a response by asking questions or providing information on a topic</li> <li>- maintain an interaction by replying and asking questions</li> </ul> </li>   <li>● <b>Writing</b> <ul style="list-style-type: none"> <li>- develop written texts by adding personal ideas and information when a model or framework is provided</li> </ul> </li>   <li>● <b>Language Development Strategies</b> <ul style="list-style-type: none"> <li>- develop thinking skills <ul style="list-style-type: none"> <li>➤ compare and connect ideas to find similarities and differences</li> <li>➤ make inferences from given information</li> </ul> </li> <li>- work with others <ul style="list-style-type: none"> <li>➤ ask questions to clarify information and seek correction</li> </ul> </li> </ul> </li> </ul>
<p style="text-align: center;"><b>Resources</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Activity sheets</p> </div> <div style="text-align: center;">  <p>Other learning and teaching materials</p> </div> </div>	<ul style="list-style-type: none"> <li>● Storybook: <i>This is Our House</i> by Michael Rosen (Candlewick Press)</li> <li>● An audio tape about George’s hobbies</li> <li>● Pictures of different activities (read English storybooks/ play in the park/ go ice-skating/ play table tennis/ play video games/ play yo-yo/ watch TV)</li> <li>● Activity Sheets 1-5</li> <li>● Cover of the project book</li> </ul>
<p style="text-align: center;"><b>Procedures</b></p>	<ul style="list-style-type: none"> <li>● With the help of pictures, teacher introduces George and Siu Ming to the class. George is the main character of the story <i>This is Our House</i>. He is an American boy. He comes from the USA and lives in Tin Shui Wai. Siu Ming is a Chinese boy. He is George’s classmate and he lives in Tin Shui Wai too.</li> <li>● Teacher tells pupils about George’s hobbies and asks pupils to tick the days that George does those activities on Activity Sheet 1.</li> <li>● Teacher displays George’s weekly activity schedule and teaches pupils how to use appropriate adverbs of frequency to talk about his hobbies.</li> <li>● Teacher introduces Siu Ming’s weekly activity schedule and asks pupils to use appropriate adverbs of frequency to talk about his hobbies. Pupils then complete Activity Sheet 2.</li> <li>● Pupils compare the two children’s hobbies to find out the similarities and</li> </ul>

	<p>differences, and complete Activity Sheet 3.</p> <p><i>e.g. Both George and Siu Ming sometimes play in the park.</i></p> <p><i>George always reads English storybooks but Siu Ming always watches TV.</i></p> <ul style="list-style-type: none"> <li>• Pupils complete a grid about the frequency of their own activities. They use appropriate adverbs of frequency to write about their hobbies on Activity Sheet 4.</li> <li>• Based on Activity Sheet 4, pupils work in pairs to find out how often their partner does those activities and complete Activity Sheet 5.</li> <li>• Teacher tells pupils that they are going to do a project “Knowing more about Tin Shui Wai” and they have to draw pictures about Tin Shui Wai for the cover page of the project.</li> </ul>
Remarks	<ul style="list-style-type: none"> <li>• This activity arouses pupils’ interest in reading about George in the storybook <i>This is Our House</i>.</li> <li>• Through knowing about George, pupils are aware of the fact that there are people from different countries living around us. This idea will be reiterated in Activity 2 (Hong Kong and its neighbouring cities) in G.S. lessons.</li> </ul>



活動 2	香港和她鄰近的國家
課節	2 (每節 55 分鐘)
學習重點	<ul style="list-style-type: none"> <li>• 認識元朗、天水圍的地理位置</li> <li>• 在地圖上找出香港、九龍半島、新界的地理位置</li> <li>• 閱讀世界地圖，找出香港在亞洲及世界的地理位置</li> <li>• 找出香港鄰近的國家，從而了解香港和鄰近國家的關係</li> <li>• 認識香港外籍居民的人口分佈與地理位置的關係</li> </ul>
<p>教學資源</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Activity sheets</p> </div> <div style="text-align: center;">  <p>Other learning and teaching materials</p> </div> </div>	<ul style="list-style-type: none"> <li>• 世界地圖、香港地圖</li> <li>• 二零零一年香港主要外籍居民國籍統計表 (資料來源：香港政府統計處，截至 2001 年年底)</li> <li>• 字卡(香港、九龍、新界、馬來西亞、印尼、印度、北京、韓國、日本、菲律賓、廣州、尼泊爾、巴基斯坦、越南、泰國)</li> <li>• 簡表(1)及(2)</li> <li>• 課本：《小學常識四下 B》 第十一課 (新亞洲出版社有限公司)</li> <li>• 課本：《小學常識四下 B》 末頁的香港地圖 (新亞洲出版社有限公司)</li> <li>• 作業：《小學常識四下 B》 第十一課 (新亞洲出版社有限公司)</li> <li>• 活動工作紙 1</li> </ul>
教學步驟	<ul style="list-style-type: none"> <li>• 教師指出 George 和他的家人從美國來到香港定居，他與班上大部分的同學一樣，正住在元朗區內的天水圍。</li> <li>• 著學生在課本最後一頁的香港地圖，圈出元朗及天水圍在香港的位置，從而帶出天水圍在新界元朗區。</li> <li>• 提問學生本港的三個主要地區，學生按常識說出正確答案後，教師將地區名稱字卡貼在黑板上，然後學生將各名稱填在課文第 6 頁香港地圖的適當位置上，令學生加</li> </ul>

深認識香港島、九龍半島、新界的地理位置。

- 展示香港地圖，讓學生說出三個地區的特色，如香港島四面環海、九龍面積較小、新界區地方較空曠等。
- 教師總結本港三個主要地區的範圍。(見課文第 8 頁)
- 教師在印有香港地圖的高影片上，示範將座標畫在天水圍之上，以天水圍為基點，請學生列舉一些位於天水圍東、南、西、北面的地區，從而溫習四個主要方向。
- 教師指出天水圍是位於新界區的西北面，它的北面是中國大陸的城市，西面對著海灣。
- 教師在黑板上貼出簡表(1)，學生分組找出校內幾位老師居住的地區是位於天水圍的哪個方向，藉此重溫其餘四個方向（包括東北、東南、西南及西北）。(見課文第 4 頁)
- 教師利用地圖，在天水圍的位置用直線連接各教師的居住地區，讓學生知道教師住處的遠近。
- 教師展示世界地圖，請數位學生出來，嘗試找出香港的位置。教師可提示他們要找出香港的位置，必先找出其所屬國家的位置，這樣，學生可認識到香港在亞洲及世界的地理位置。
- 教師指出 George 在就讀的學校裏，結識了一些不同國籍的同學，他們來自世界不同的國家，如印度、法國、英國、意大利、瑞典、德國、美國、加拿大、菲律賓等。
- 以香港為基點，教師用貼紙作記號，顯示這些國家的地理位置，然後請學生說出她們位於香港的哪個方向。
- 利用地圖上亞洲的部分，讓學生認識本港在中國及亞洲的地理位置，然後以香港為基點，讓學生認識她鄰近的國家和地區(見課文第 5 頁)，教師在黑板貼上簡表(2)，留空「國家或城市名稱」，讓學生出來貼上字卡。
- 讓學生猜猜香港的人口除了中國人以外，還有哪些外籍居民。

	<ul style="list-style-type: none"> <li>• 教師出示「二零零一年香港主要外籍居民國籍統計表」，討論香港的人口分佈與地理位置的關係，帶出大部分在香港居住的外籍人士，都是來自香港鄰近的國家，而當中又以菲律賓人和印尼人居多，原因是有大量的菲律賓人和印尼人來港作家庭傭工。</li> <li>• 教師總結除了中國人外，還有不同國籍的人居住在香港。</li> <li>• 派發活動工作紙一，著學生利用「二零零一年香港主要外籍居民國籍統計表」的資料來完成工作紙 1。</li> <li>• 學生須回家完成作業四下第十一課。</li> </ul>
備註	<ul style="list-style-type: none"> <li>• 學生已在數學科認識八個方向的名稱。</li> <li>• 學生透過英文課堂閱讀的故事書 <i>This is Our House</i> 認識了 George 及他的同學，知道有不同國籍的人士住在本港。</li> <li>• 學生將在活動 6 及活動 8 再深入探討不同國籍人士的生活習慣及文化特色。</li> </ul>

Activity 3	Reading the storybook <i>This is Our House</i>
Number of lessons	4 (2 lessons of 55 minutes each and 2 lessons of 30 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• ISe</li> <li>• KSb</li> <li>• KSc</li> <li>• KSf</li> <li>• ESa</li> <li>• ESb</li> <li>• ESc</li> </ul> <p><b>Language Forms and Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <b>Text Types</b> <ul style="list-style-type: none"> <li>- stories</li> <li>- songs</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>- <i>belong, mine, fridge, twins, jumbo jet, everybody, straight hair, curly hair, fair skin, dark skin, ribbons, hair band, plait, selfish</i></li> </ul> </li> </ul> <p><b>Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>- listen for specific information</li> </ul> </li> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>- use appropriate intonation and stress in reading a storybook</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>- use knowledge of basic sound-symbol correspondences to work out how to read a word aloud</li> <li>- use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression</li> <li>- understand the connection between ideas by identifying linking words or phrases</li> <li>- predict the likely development of a topic by recognizing key words and making use of context</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>- develop written texts by expressing own ideas and feelings</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Language Development Strategies</b> <ul style="list-style-type: none"> <li>- develop thinking skills <ul style="list-style-type: none"> <li>➤ identify values, attitudes and beliefs expressed in texts</li> </ul> </li> <li>- develop library skills <ul style="list-style-type: none"> <li>➤ obtain information from the different parts of a publication such as the book cover, title</li> </ul> </li> <li>- develop information skills <ul style="list-style-type: none"> <li>➤ skim and scan through texts or listen to them to locate relevant information and ideas</li> </ul> </li> </ul> </li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>● Enjoyment of reading</li> <li>● Keeness to participate in activities leading to improvement of knowledge and skills in the language</li> </ul>
<p style="text-align: center;"><b>Resources</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Activity sheets</p> </div> <div style="text-align: center;">  <p>Other learning and teaching materials</p> </div> </div>	<ul style="list-style-type: none"> <li>● Storybook: <i>This is Our House</i> by Michael Rosen (Candlewick Press)</li> <li>● Enlarged song sheet: “This house is all for me”</li> <li>● Enlarged world map</li> <li>● Descriptions about the appearance of the characters in the story</li> <li>● Activity Sheets 6-11</li> </ul>
<p style="text-align: center;"><b>Procedures</b></p>	<p><b>Lesson 1 (30 minutes)</b></p> <ul style="list-style-type: none"> <li>● Teacher displays the big version of the storybook <i>This is Our House</i>.</li> <li>● Teacher helps pupils identify the book title, author’s name, illustrator’s name etc. to help them develop the book concepts.</li> <li>● Teacher draws pupils’ attention to the picture on the book cover and asks them what the story is about. Teacher points at George and says: <ul style="list-style-type: none"> <li>- Who is this boy? Do you remember his name? He has a friend called Siu Ming.</li> </ul> </li> <li>● Teacher shows pupils an enlarged picture of George and describes his appearance. (<i>He has red and straight hair. He has fair skin. He has a big nose and small eyes.</i>) Then teacher displays George’s picture and the description of his appearance in the classroom. This prepares pupils to do Activity Sheet 7.</li> <li>● Teacher points at the children on the book cover and says: <ul style="list-style-type: none"> <li>- Where is George now? (<i>in a playground/park</i>)</li> <li>- Who is also there? (<i>some children</i>)</li> <li>- What are they doing there? (<i>no fixed answers</i>)</li> <li>- Let’s read the story and find out what happens to these children in the playground.</li> </ul> </li> </ul>



- Teacher reads aloud the story once from pp.1-4.
- Teacher reads aloud pp.1-4 the second time, and pauses at appropriate places to explain the story and vocabulary with the help of gestures and picture cues.
- Teacher asks pupils to read aloud what George says with appropriate intonation and gestures (*This house is all for me! This house isn't for girls.*) when the children want to come in the house.
- Teacher turns the big book to p. 3 and says:
  - George says: “You can't come in the house?” Why? “Because you are ...” (*girls*)
  - What are the names of the two girls? (*Lindy and Marly*).
- Teacher reads aloud the story the third time and encourages pupils to chime in.
- Teacher asks pupils to listen to the song “This house is all for me” and fill in the lyrics on Activity Sheet 6. Then teacher checks the answers with pupils. Teacher displays the song lyrics and sings the song to the class.
- The whole class sings the song together once.
- Teacher divides the whole class into 3 groups and asks the whole class to read pp.1-4 together. Teacher reads the narrator's part and each of the 3 groups reads the parts of George, Lindy or Marly.
- Teacher encourages the pupils to read aloud pp.1-4 to their family and on their own at home as many times as possible.

### **Lesson 2 (55 minutes)**

- Teacher displays the song sheet and asks the whole class to sing together the song “This house is all for me”.
- Teacher reads aloud pp.1-4 and invites pupils to chime in.
- Teacher reads aloud the story from pp.5-12.
- Teacher reads aloud pp.5-12 the second time and explains the development of the story with the help of gestures and picture cues.
- Teacher asks the class to find out names of the other 6 children in the story (Lindy, Marly, Freddie, Charlene, Marlene and Luther). Teacher writes the names on the board.
- Teachers displays a world map and sticks the pictures of different characters on the world map to show where the children come from.
- Teacher reads aloud pp.5-12 the third time and encourages pupils to chime in. Teacher assigns different groups to read the parts of the narrator and different characters with support.
- Teacher introduces some more phrases to describe the appearances of the

children, e.g. straight hair, curly hair, fair skin, dark skin, hair band, plait.

- Teacher plays a guessing game with the pupils. Teacher reads aloud some descriptions and pupils match the descriptions with the children.
- Pupils complete Activity Sheet 7 as homework.
- Teacher asks pupils if they know any foreigners living in Tin Shui Wai.
- Pupils work in groups of five to collect pictures of people coming from different countries and write about them in their project books.
- Teacher introduces the short “i” sound by using the word “twins” on p.10 and asks pupils to find more words with short “i” sound from the story and other English books.
- Pupils put the words with short “i” sound on a word fridge.
- Pupils complete Activity Sheet 8 as homework.
- Teacher assigns some pupils to read the parts of different characters. Then the whole class read aloud pp.1-12 together.



### **Lesson 3 (55 minutes)**

- Teacher asks pupils questions to recap with them the content of pp.1-12 of the storybook.
- Teacher asks pupils to guess what happens when George doesn’t let Luther go in the house.
- Teacher reads aloud pp.13-18.
- Teacher reads aloud pp.13-18 the second time and explains the content of the story with the help of gestures and picture cues. Teacher asks pupils questions to help them understand the development of the story.
- Teacher reads pp.13-18 the third time. Teacher assigns different groups to read the parts of the different characters.
- Pupils do a matching activity to find out the excuses George has made for not letting other children go in. (Part A of Activity Sheet 9)
- Teacher discusses the following questions with the pupils:
  - Does George get along well with the other children? (*No*)
  - Why? (*Because he is impolite, unfriendly and selfish*)
  - What should George do?
- Pupils complete Activity Sheet 9 as homework.
- Pupils read pp.13-18. Some pupils read the parts of different characters and other pupils read the narrator’s part with teacher’s support.

### **Lesson 4 (30 minutes)**

- Teacher recaps with pupils the content of pp.13-18 by asking them some questions and asks pupils to predict the ending of the story.
- Teacher reads aloud pp.19-24.
- Teacher reads aloud pp.19-24 the second time and explains the content of

	<p>the story with the help of gestures and picture cues. Teacher asks pupils questions to help them understand the development of the story.</p> <ul style="list-style-type: none"> <li>• Teacher reads pp.19-24 the third time and encourages pupils to chime in.</li> <li>• Teacher reminds pupils of the song “This house is all for me” and asks them to rewrite the song lyrics and suggest a new title for the song based on the ending of the story. (Activity Sheet 10)</li> <li>• Teacher invites the whole class to sing the song together, using the new lyrics.</li> <li>• Pupils complete Activity Sheet 11 as classwork/homework.</li> <li>• Pupils guides pupils to read aloud pp.19-24 independently. Some pupils read the children’s parts and some pupils read the narrator’s part with teacher’s support.</li> </ul>
<p>Remarks</p>	<ul style="list-style-type: none"> <li>• Before this activity, teacher has told pupils George’s background.</li> <li>• G.S. Activity 2 (Hong Kong and its neighbouring countries) prepares pupils for Lesson 2. Pupils have learnt that some of the people living around us come from neighbouring countries in Asia.</li> <li>• Pupils understand the need to get along well with their friends through reading the story. They will also learn how to get along with others in Activity 4 (Getting along well with others) in G.S. lessons.</li> </ul>



活動 4	和睦共處
課節	2 (每節 55 分鐘) 及 1 (每節 30 分鐘)
學習重點	<ul style="list-style-type: none"> <li>• 明白與別人溝通的重要性</li> <li>• 學習與別人溝通的正確方法</li> <li>• 學習如何用不同的方法與別人和睦共處</li> </ul>
<p>教學資源</p>  <p>Activity sheets</p>  <p>Other learning and teaching materials</p>	<ul style="list-style-type: none"> <li>• 錄音帶《小明的煩惱》</li> <li>• 情境討論卡</li> <li>• 字卡(動作、表情、聲音、語言、圖畫、文字)</li> <li>• 課本：《小學常識四下 B》第十九課 (新亞洲出版社有限公司)</li> <li>• 作業：《小學常識四下 B》第十九課 (新亞洲出版社有限公司)</li> <li>• 活動工作紙 2</li> </ul>
教學步驟	<ul style="list-style-type: none"> <li>• 教師透過英文科故事書 <i>This is Our House</i> 中 George 與其他同學相處的情況，引導學生一起討論以下的問題： <ol style="list-style-type: none"> <li>(1) 小明拒絕其他同學進入玩具屋，你覺得他的同學開心嗎? (不開心)</li> <li>(2) 你怎麼知道? (透過他們的表情、說話)</li> <li>(3) 他們有甚麼反應? (找其他同學傾訴分享，然後結伴起來)</li> <li>(4) 後來 George 怎樣改變態度? (他不再拒絕其他同學，願意接受每個人進入他的屋內)</li> <li>(5) 你知道他為何會改變嗎? (他體會到被別人拒絕是很難受的，在群體中一起玩耍分享歡樂，總比自己孤獨一人為好，而且世上有許多不同的人，我們不應取笑或歧視別人，反而要互相尊重及接納，以禮貌及真誠相待)</li> <li>(6) 你喜歡故事的結局嗎? (學生自由回答)</li> </ol> </li> </ul>

(7) 爲甚麼? (學生自由回答)

- 提問學生 George 在故事中曾用甚麼方法與別人溝通(如說話、表情、動作、聲音等)，再提問學生有沒有其他方法。(文字、圖畫)
- 學生每提出一種溝通方法，教師將溝通方法的字卡貼在黑板上，並邀請學生列舉、示範或做出更多的例子，如示範一些常見傳達訊息的動作(握手 - 友好；揮手 - 再見)；做出各種表情來表達不同心情(高興、憤怒)；和示範表達不同情感的聲音(哭聲 - 悲傷/不開心；尖叫聲 - 興奮/驚慌)；和列舉不同國家的語言或不同地方的方言(如英語、普通話、日語、潮州話、客家話等)，教師指出現時被世界各地公認的國際共通語言主要是英語，並指出溝通是指將訊息由某一方傳送至另一方。
- 提問學生 George 與其他同學溝通時的態度是否正確，並請他們建議一些改善的方法。
- 學生完成課本第 41 頁的「填寫」部分，以鞏固他們對六種最基本與人溝通方法的認識。
- 教師引導學生討論各種方法的優點和缺點。(可參考課文內容)
- 學生根據課本第 43 頁圖 10 至圖 13 的提示，說出要與別人溝通的原因，並就每一項分享個人的經驗。
- 教師播放錄音帶《小明的煩惱》，學生聆聽有關小明與新同學 George 在學校相處時發生的誤會，提示學生留心聆聽並找出他們溝通時引起誤會的原因以及化解誤會的方法。
- 學生四至五人一組討論錄音帶的內容，然後指出正確的溝通方法及與別人和睦共處是很重要的(參考課文內容)，學生回家填寫課本第 43 頁的「經驗報告」。
- 教師派發每組一張情境卡作討論，學生需提出一些與別人溝通的正確方法及態度，並將討論結果記錄在活動工


	<p>作紙 2 上，然後將討論後的故事內容扮演一次。</p> <ul style="list-style-type: none"><li>• 各組學生輪流出來角色扮演，老師給予回饋。</li><li>• 學生回家完成作業第十九課。</li></ul>
備註	<ul style="list-style-type: none"><li>• 學生更深入討論英文科故事書 <i>This is Our House</i> 中 George 的行爲，明白與別人和睦共處的重要。</li></ul>

Activity 5	Exploring a nearby shopping centre
Number of lessons	2 (1 lesson of 55 minutes and 1 lesson of 30 minutes)
<p>Focused Learning Targets and Objectives</p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• ISb</li> <li>• KSa</li> <li>• KSb</li> </ul> <p><b>Language Forms and Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <b>Text Types</b> <ul style="list-style-type: none"> <li>- graphs</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>- <i>stationers, clothes shops, bakeries, Chinese restaurants, supermarkets, banks, clinics, games centres, facilities</i></li> </ul> </li> <li>• <b>Language Focus</b> <ul style="list-style-type: none"> <li>- use nouns to identify places <i>e.g. I think there are too many <u>clinics</u>.</i></li> <li>- use the simple present tense to express opinions <i>e.g. I <u>think</u> there are too many clinics.</i></li> <li>- use the introductory ‘there’ to express facts <i>e.g. I think <u>there</u> are too many clinics.</i></li> <li>- use adverbials to show quantities <i>e.g. I think there are <u>too many</u> Chinese restaurants.</i> <i>e.g. I think there are <u>not enough</u> games centres.</i></li> <li>- use prepositions to show possession <i>e.g. This house is <u>for</u> me.</i></li> </ul> </li> </ul> <p><b>Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>- identify the main ideas</li> </ul> </li> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>- maintain an interaction by asking and responding to others’ opinions</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>- develop written texts by adding personal ideas and information when a</li> </ul> </li> </ul>

	<p>model or framework is provided</p> <ul style="list-style-type: none"> <li>● <b>Language Development Strategies</b> <ul style="list-style-type: none"> <li>- develop thinking skills</li> <li>- make inferences from given information</li> </ul> </li> </ul>
<p><b>Resources</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Activity sheets</p> </div> <div style="text-align: center;">  <p>Other learning and teaching materials</p> </div> </div>	<ul style="list-style-type: none"> <li>● A graph showing the number of different kinds of shops in Chung Fu Shopping Centre</li> <li>● Pictures of shops and facilities</li> <li>● A recording on what George thinks about the shopping centre</li> <li>● Storybook: <i>This is Our House</i> by Michael Rosen (Candlewick Press)</li> <li>● Activity Sheets 12-15</li> </ul>
<p><b>Procedures</b></p>	<ul style="list-style-type: none"> <li>● Teacher shows pictures of Chung Fu Shopping Centre and tells pupils that George always goes to this shopping centre.</li> <li>● Teacher revises names of some types of shops with pupils with the help of pictures.</li> <li>● With the help of Activity Sheet 12, teacher helps pupils learn to use “too many”, “enough” and “not enough” to describe what they think about the number of each type of shops in the shopping centre.</li> <li>● Teacher introduces to the pupils a bar chart showing different types of shops in Chung Fu Shopping Centre.</li> <li>● Teacher plays a recording on what George thinks about the shopping centre. Pupils listen to the tape and complete part of Activity Sheet 13.</li> <li>● Teacher then tells pupils what he/she thinks about the shops in the shopping centre and explains why he/she thinks so. Pupils listen and complete Activity Sheet 13.</li> <li>● Teacher asks pupils what they think about the shops in Chung Fu Shopping Centre and tells them to do Activity Sheet 14 as homework.</li> <li>● Teacher refers to the storybook <i>This is Our House</i> and asks pupils whom the house is for in the story. (<i>This house is for everybody.</i>)</li> <li>● Teacher shows some pictures of facilities and asks pupils to use the sentence “This _____ is for everybody.” to describe the facilities. Teacher then introduces the vocabulary “facilities” to pupils.</li> <li>● Teacher asks pupils to do Activity Sheet 15 at home.</li> <li>● Teacher shows some pictures of the different facilities in Tin Shui Wai. Then teacher asks pupils to suggest what other facilities there are in Tin Shui Wai.</li> <li>● Teacher tells pupils that they have to work in groups of five to collect pictures and write about what they think about the facilities in Tin Shui</li> </ul>



	<p>Wai in the project book.</p> <ul style="list-style-type: none"><li>• Pupils also need to collect pictures and write about the food they can find in Tin Shui Wai, and to include them in the project book.</li></ul>
Remarks	<ul style="list-style-type: none"><li>• This activity and Activity 6 (Yuen Long Discovery) in G.S. help pupils understand that people with different cultural backgrounds may have the same or different views about the facilities in the community.</li><li>• Collecting pictures and writing about what they think about the facilities and food in Tin Shui Wai prepare pupils to introduce this community to the non-Chinese-speaking pupils in Activity 9 (Visiting non-Chinese-speaking pupils).</li></ul>

活動 6	元朗大搜查
課節	1.5 小時戶外調查訪問及 3 課節 (每節 30 分鐘)
學習重點	<ul style="list-style-type: none"> <li>• 到元朗及天水圍作戶外調查，訪問外籍人士在香港生活的情況</li> <li>• 到元朗區搜集不同國籍人士在香港生活和工作的情況</li> <li>• 調查我們的飲食習慣如何受不同文化的影響</li> <li>• 匯報搜集的資料及分享戶外搜集資料的體驗</li> </ul>
教學資源  Activity sheets	<ul style="list-style-type: none"> <li>• 活動工作紙 3A – 3E</li> <li>• 活動工作紙 4</li> </ul>
教學步驟	<p>戶外活動日前：</p> <ul style="list-style-type: none"> <li>• 在戶外活動前一星期，教師集合全級學生到禮堂，向學生簡介整個戶外活動的目的、學習重點及各調查和訪問的地點。</li> <li>• 教師將全班學生分為第一、二、三、四及五組，說明戶外活動時各組將會負責不同的任務，每組組員共同商議分工的情況。</li> <li>• 各組負責教師須教導學生一些訪問時應有的態度及禮貌，以及一般的應對，例如怎樣開始及結束訪問、送感謝卡、不明白時請對方重覆等。</li> <li>• 在教師指導下，學生在課堂上模擬一次訪問、調查的過程。</li> </ul> <p>戶外活動當日：</p> <ul style="list-style-type: none"> <li>• 學生分組到元朗合益商業中心及宏發徑和天水圍天悅村、翠湖居及嘉湖銀座廣場進行訪問及調查。</li> <li>• 各班的第一組會利用活動工作紙 3A，用 30 分鐘訪問天</li> </ul>

水圍天悅邨的大廈管理員，調查大廈內有沒有其他國籍的人士居住，從而知道有哪些外籍人士在我們的社區居住。



- 各班的第二組會利用活動工作紙 3B，用 30 分鐘訪問嘉湖山莊翠湖居管理員，調查大廈內有沒有其他國籍的人士居住，從而知道有那些外籍人士在我們的社區居住。
- 各班的第一、二組會較其他組別先返回學校，老師帶領他們回課室整理資料。首先，各組集合其組員訪問所得的資料，記錄在一張大工作紙上，各組再輪流作口頭匯報，然後同學把其他組別搜集到的資料補充在自己的活動工作紙上。
- 各班的第三組會到天水圍銀座商場，利用工作紙 3C，用 45 分鐘找出商場內各食肆售賣的食物種類，看看有沒有其他國家的食物在這些店內售賣，從而推論我們的飲食文化如何受外國文化影響。
- 各班的第四組會到元朗市，利用活動工作紙 3D，在宏發徑作 15 分鐘統計，一方面記錄途經該處的人次，另一方面記錄途經的外籍人士數目，看看有那些外籍人士在我們的社區居住或工作。
- 各班的第五組會到元朗合益商業中心，利用活動工作紙 3E，用 30 分鐘訪問一些在元朗區工作的外籍人士，瞭解他們的生活習慣、在本港生活及工作的情況。
- 五組學生在禮堂集合，教師帶領他們整理資料及分享活動所得的經驗。


#### 戶外活動後：

- 班上各組同學會在課堂上輪流作口頭匯報，其他同學一邊聆聽，一邊將資料記錄在活動工作紙 4 上。
- 最後，教師邀請學生分享是次戶外學習的體驗，並利用學生搜集到的資料，引導他們回應四個重點問題：  
(1) 除了中國人外，還有哪些國籍的人士住在我們的社區？

	<p>(2) 他們有哪些地方和我們相似?</p> <p>(3) 他們有哪些地方和我們不同?</p> <p>(4) 訪問外籍人士的時候，有沒有遇到任何溝通上的困難? 如有，怎樣解決?</p>
備註	<p>教師提醒學生曾在以下活動中學到的東西：</p> <ul style="list-style-type: none"><li>• 在活動 2 中，學生知道有其他國籍人士居住在本港。</li><li>• 在活動 4 中，學生知道用正確方法與別人溝通的重要性。</li><li>• 在活動 5 中，學生認識到不同文化背景的人，對社區設施有不同程度的需要及意見。</li></ul>

Activity 7	Learning how to make paper firecrackers
Number of lessons	2 (55 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• ISa</li> <li>• KSb</li> </ul> <p><b>Language Forms and Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <b>Text Types</b> <ul style="list-style-type: none"> <li>- instructions</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>- <i>firecrackers, roll, red packet, staple, yarn, ends, pair</i></li> </ul> </li> <li>• <b>Language Focus</b> <ul style="list-style-type: none"> <li>- use connectives to express sequences <i>e.g. <u>First</u> roll a red packet.</i>  <i><u>Next</u> staple the two ends together.</i></li> <li>- use nouns/ noun phrases to identify objects <i>e.g. First roll <u>a red packet</u>.</i></li> <li>- use imperatives to give instructions <i>e.g. First <u>roll</u> a red packet.</i></li> </ul> </li> </ul> <p><b>Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>- locate specific information in response to simple instructions or questions</li> </ul> </li> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>- connect ideas by using linking words or phrases, e.g. first, next</li> </ul> </li> <li>• <b>Language Development Strategies</b> <ul style="list-style-type: none"> <li>- work with others</li> <li>- work cooperatively with others and treat others' suggestions positively to complete a task</li> </ul> </li> </ul>



<p style="text-align: center;"><b>Resources</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Activity sheets</p> </div> <div style="text-align: center;">  <p>Other learning and teaching materials</p> </div> </div>	<ul style="list-style-type: none"> <li>• Picture showing people playing with firecrackers</li> <li>• Instructions on making paper firecrackers</li> <li>• Materials for making paper firecrackers (red packets, staplers, yarn)</li> <li>• Activity Sheets 16 &amp; 17</li> </ul>
<p style="text-align: center;"><b>Procedures</b></p>	<ul style="list-style-type: none"> <li>• Teacher asks pupils how they spent the Chinese New Year holidays.</li> <li>• Then teacher shows pupils a picture of people playing with firecrackers and asks them if they have seen or played with firecrackers.</li> <li>• Then teacher asks and explains the use of firecrackers by Chinese on special occasions, e.g. Chinese New Year. Pupils learn how to appreciate the Chinese culture through the discussion.</li> <li>• Teacher tells the pupils that George wants to play with firecrackers but it is illegal in Hong Kong so he asks Siu Ming to teach him how to make paper firecrackers.</li> <li>• Teacher demonstrates the procedures of making paper firecrackers.</li> <li>• Teacher teaches pupils the names of the materials for making paper firecrackers.</li> <li>• With the help of a set of pictures, teacher explains the steps of making paper firecrackers.</li> <li>• Pupils practise giving instructions on making paper firecrackers with the help of Activity Sheet 16.</li> <li>• Pupils do Activity Sheet 17 to further practise giving instructions on making paper firecrackers and the use of the connectives to sequence the steps.</li> <li>• Teacher tells pupils that they will have to teach the non-Chinese-speaking pupils how to make paper firecrackers during the school visit (Activity 9).</li> <li>• Pupils work in groups of five and role-play how to give instructions on making paper firecrackers. One pupil gives instructions and the others demonstrate how to follow the steps to make paper firecrackers.</li> </ul>
<p style="text-align: center;"><b>Remarks</b></p>	<ul style="list-style-type: none"> <li>• This activity prepares pupils for the school visit in Activity 9 (Visiting non-Chinese-speaking pupils).</li> <li>• Through this activity, pupils learn how to appreciate the Chinese culture.</li> </ul>

活動 8	香港真精彩
課節	2 (一節 55 分鐘及一節 30 分鐘)
學習重點	<ul style="list-style-type: none"> <li>• 認識香港是一個華洋共處的國際城市</li> <li>• 認識香港的風俗習慣與中西文化的關係</li> <li>• 認識互相了解及尊重不同文化背景、種族、國籍及宗教人士的重要性</li> </ul>
<p>教學資源</p>  <p>Other learning and teaching materials</p>	<ul style="list-style-type: none"> <li>• 錄音帶《小明的日記》</li> <li>• 課本：《小學常識四上 A》第五課 (新亞洲出版社有限公司)</li> <li>• 作業：《小學常識四上 A》第五課 (新亞洲出版社有限公司)</li> <li>• 常識科教育電視《共治一爐》(生活環境 / 高小)</li> </ul>
教學步驟	<ul style="list-style-type: none"> <li>• 教師播放錄音帶《小明的日記》，讓學生知道小明在星期天的生活情況；教師提醒學生須留意小明在衣著及飲食兩方面如何受西方文化影響。</li> <li>• 教師與學生一起討論錄音帶的內容，讓學生說出小明的生活如何受西方文化的影響（如小明會吃快餐、壽司、雪糕、沙律、三文治等食物；信仰—基督教；語言—「的士」；娛樂—日本動畫《千與千尋》）</li> <li>• 教師說出香港是一個華洋共處的國際城市，我們的風俗習慣受著中西文化影響，當中包括飲食、宗教信仰、節日慶祝、日常用語、娛樂等等。教師利用課本第 18, 20 及 21 頁的圖片及活動內容，與學生討論香港受中西文化影響的情況。</li> <li>• 教師應引入學生戶外學習的經驗，加以解釋及討論。</li> <li>• 學生分組從預先蒐集的報刊資料中，找出更多有關本港生活被中西文化影響的資料，然後作分組報告。</li> <li>• 教師利用課本第 21 頁「想一想」的圖片，指出不同國籍</li> </ul>

	<p>或宗教人士，有不同的文化及生活習慣，如日本人見面鞠躬行禮、回教徒會跪下崇拜、西方人見面時互相擁抱等；教師亦可指出即使他們是某國籍或文化背景的人士，他們也未必有這些行爲，因爲他們也受其他文化影響。</p> <ul style="list-style-type: none"> <li>• 教師請學生列舉其他不同文化背景的生活表現，如日本人脫鞋入屋、印度人用手拿食物進食、基督教徒先祈禱後進食。</li> <li>• 教師提醒學生除了要欣賞中國本身的文化外，也要尊重外國人的文化，才能與他們融洽相處。</li> <li>• 學生觀看教育電視《共治一爐》，透過節目內容，作整個活動的學習總結。</li> <li>• 學生須回家完成作業。</li> </ul>
備註	<ul style="list-style-type: none"> <li>• 在活動 6 中，學生知道不同國籍人士有不同的生活習慣。</li> <li>• 在活動 3 及 4 中，學生知道不同國籍及不同文化背景人士的需要，並學習與別人和睦共處的方法及態度。</li> </ul>



Activity 9.1	Visiting non-Chinese-speaking pupils (Pre-visit activities)
Number of lessons	2 (55 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• ISa</li> <li>• ISd</li> <li>• ISe</li> </ul> <p><b>Language Forms and Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <b>Text Types</b> <ul style="list-style-type: none"> <li>- instructions</li> <li>- dialogues</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>- <i>libraries, parks, swimming pools, bus stops, Chinese, bands of paper</i></li> </ul> </li> <li>• <b>Language Focus</b> <ul style="list-style-type: none"> <li>- use formulaic expressions to greet people and respond to greetings <i>e.g. Good morning.</i> <i>Hello, how are you?</i></li> <li>- use formulaic expressions to introduce oneself <i>e.g. I'm Peter.</i></li> <li>- use formulaic expressions to express and respond to thanks <i>e.g. Thank you.</i> <i>You're welcome.</i></li> <li>- use formulaic expressions to ask for repetition or rephrasing <i>e.g. Pardon?</i></li> <li>- ask "Wh" questions to find out a person's identity <i>e.g. <u>What</u> is your name?</i></li> <li>- ask "How" questions to find out age <i>e.g. <u>How old</u> are you?</i></li> </ul> </li> </ul> <p><b>Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>- listen for specific information</li> </ul> </li> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>- connect ideas by using linking words or phrases, e.g. first, next</li> <li>- open an interaction by <ul style="list-style-type: none"> <li>➤ greeting someone in an appropriate manner</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ introducing oneself</li> <li>- maintain an interaction by <ul style="list-style-type: none"> <li>➤ eliciting a response by asking questions or providing information on a topic</li> <li>➤ asking and responding to others' opinions</li> <li>➤ verbalizing inability to understand, asking for slower repetition of utterance and spelling</li> </ul> </li> <li>- close an interaction by using appropriate formulaic expressions</li> </ul> <ul style="list-style-type: none"> <li>● <b>Writing</b> <ul style="list-style-type: none"> <li>- gather and share information, ideas and language by using strategies such as brainstorming, listing, questioning, and interviewing</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Language Development Strategies</b> <ul style="list-style-type: none"> <li>- develop thinking skills <ul style="list-style-type: none"> <li>➤ find out, organize and classify information on familiar topics</li> </ul> </li> <li>- plan, manage and evaluate own learning <ul style="list-style-type: none"> <li>➤ prepare for an upcoming task by practising the language elements and functions necessary for the task</li> </ul> </li> <li>- develop self-motivation <ul style="list-style-type: none"> <li>➤ push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties</li> </ul> </li> <li>- work with others <ul style="list-style-type: none"> <li>➤ work cooperatively with others and treat others' suggestions positively to complete a task</li> </ul> </li> </ul> </li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>● Confidence in using English</li> <li>● Sensitivity towards language use in the process of communication</li> <li>● An awareness of English as an international language of communication</li> </ul>
<p style="text-align: center;"><b>Resources</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Activity sheets</p> </div> <div style="text-align: center;">  <p>Other learning and teaching materials</p> </div> </div>	<ul style="list-style-type: none"> <li>● An audiotape of a dialogue between George and Lipika</li> <li>● Project book "Tin Shui Wai is a Small World" done by the pupils</li> <li>● Instruction cards on making paper firecrackers</li> <li>● Materials for making paper firecrackers (red packets, yarns, staplers)</li> <li>● Activity Sheets 18 &amp; 19</li> </ul>

## Procedures

### Lesson 1

(Making friends with non-Chinese-speaking pupils and asking them about their daily lives)

- Teacher tells pupils that George is doing a survey about children's hobbies. George meets Lipika, who is an Indian girl at school and he is now talking to her.
- Teacher plays a tape on the dialogue between George and Lipika.
- When pupils are listening to the tape, they complete Activity Sheet 18.
- Teacher checks the answers with the pupils.
- Pupils practise reading the dialogue between George and Lipika
- Teacher tells pupils that they will visit another school and talk to a non-Chinese-speaking pupil.
- Teacher teaches pupils how to engage in a conversation.
  - greetings
    - Hello. How are you?
    - I am \_\_\_\_\_. May I ask you some questions about your hobbies?
  - asking for information
    - What's your name?
    - How old are you?
    - Where do you live?
    - How many brothers and sisters do you have?
    - Do you always \_\_\_\_\_?
  - asking for clarification
    - How do you spell \_\_\_\_\_?
    - Pardon?
  - expressing thanks
    - Thank you for your help.
- Pupils work in groups of five to discuss how they will greet the non-Chinese-speaking pupils and the questions they will ask them and complete Activity Sheet 19.

### Lesson 2

(Preparing for the visit and simulating making friends with the non-Chinese-speaking pupils)

- Teacher reminds pupils that they will visit a school in another district the next day and recaps with them the procedures of the visit:
  - watching an Indian Dance
  - playing the game "Hello! Hello! Follow me!"
  - asking 1 or 2 non-Chinese-speaking pupils about their hobbies

	<ul style="list-style-type: none"> <li>- introducing Tin Shui Wai by using the project book</li> <li>- sharing food in the recess</li> <li>- making paper firecrackers together</li> <li>- singing the song “ It’s a Small World”</li> <li>● Pupils work in groups of five to simulate the following tasks to prepare for the school visit: <ul style="list-style-type: none"> <li>- talking to a non-Chinese-speaking pupil</li> <li>- introducing Tin Shui Wai to the pupil by presenting the project book</li> <li>- making paper firecrackers with the pupils</li> </ul> </li> </ul>
Remarks	<ul style="list-style-type: none"> <li>● Pupils have learnt how to make paper firecrackers in Activity 7.</li> <li>● Pupils have prepared the project book to introduce Tin Shui Wai to some non-Chinese-speaking pupils in Activity 5.</li> <li>● Pupils have learnt how to communicate with different people with appropriate attitudes in Activity 4 (Getting along well with others) and Activity 8 (Wonderful Hong Kong) in G.S. lessons.</li> </ul>

Activity 9.2	Visiting non-Chinese-speaking pupils (While-visit activities – “English Fun Day”)
Number of lessons	4 hours
<p>Focused Learning Targets and Objectives</p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• ISa</li> <li>• ISe</li> <li>• KSa</li> </ul> <p><b>Language Forms and Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <b>Text Types</b> <ul style="list-style-type: none"> <li>- instructions</li> </ul> </li> <li>• <b>Language Focus</b> <p>(To make friends with non-Chinese-speaking pupils and ask them about their daily activities)</p> <ul style="list-style-type: none"> <li>- use formulaic expressions to greet people and respond to greetings <i>e.g. Good morning.</i> <i>Hello, how are you?</i></li> <li>- use formulaic expressions to introduce oneself <i>e.g. I'm Peter.</i></li> <li>- use formulaic expressions to express and respond to thanks <i>e.g. Thank you.</i> <i>You're welcome.</i></li> <li>- use formulaic expressions to ask for repetition or rephrasing <i>e.g. Pardon?</i></li> <li>- ask “Wh” questions to find out a person’s identity <i>e.g. What is your name?</i></li> <li>- ask “Wh” questions to find out various kinds of specific information about a person <i>e.g. What do you like eating?</i> <i>What do you like doing after school?</i></li> <li>- ask “How” questions to find out age <i>e.g. How old are you?</i></li> <li>- ask “How” questions to find out means <i>e.g. How do you go to school?</i></li> </ul> <p>(To introduce Tin Shui Wai to the non-Chinese-speaking pupils)</p> <ul style="list-style-type: none"> <li>- use demonstratives to refer to places <i>e.g. This is Tin Shui Wai.</i></li> <li>- use the introductory “there” to express facts</li> </ul> </li> </ul>

e.g. *There are many Chinese restaurants in Tin Shui Wai.*

- use the general determiners to show quantities

e.g. *There are some stationers.*

e.g. *There are not enough libraries, parks and swimming pools.*

- use the simple present tense to talk about present states

e.g. *Many people live in Tin Shui Wai*

- use the personal pronouns to identify people

e.g. *Most of them are Chinese.*

- use proper nouns to refer to people

e.g. *Some are not Chinese.*

- use adverbs to express frequency

e.g. *We sometimes eat sandwiches and hamburgers.*

(To make paper firecrackers)

- use connectives to express sequence

e.g. *First roll a red packet.*

*Next staple the two ends together.*

- use nouns/ noun phrases to identify objects

e.g. *First roll a red packet.*

- use imperatives to give instructions

e.g. *First roll a red packet.*

### **Skills and Strategies**

- **Listening**

- locate specific information in response to simple instructions or questions

- **Speaking**



- connect ideas by using linking words or phrases, e.g. first, next, at last
- open an interaction by
  - greeting someone in an appropriate manner
  - introducing oneself
- maintain an interaction by
  - eliciting a response by asking questions or providing information on a topic
  - asking and responding to others' opinions
  - verbalizing inability to understand, asking for slower repetition of utterance and spelling
- close an interaction by using appropriate formulaic expressions

	<ul style="list-style-type: none"> <li>● <b>Writing</b> <ul style="list-style-type: none"> <li>- gather and share information, ideas and language by using strategies such as brainstorming, listing, questioning, and interviewing</li> </ul> </li> <li>● <b>Language Development Strategies</b> <ul style="list-style-type: none"> <li>- develop thinking skills <ul style="list-style-type: none"> <li>➤ find out, organize and classify information on familiar topics</li> </ul> </li> <li>- develop self-motivation <ul style="list-style-type: none"> <li>➤ push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties</li> </ul> </li> <li>- work with others <ul style="list-style-type: none"> <li>➤ work cooperatively with others and treat others' suggestions positively to complete a task</li> </ul> </li> </ul> </li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>● Confidence in using English</li> <li>● Sensitivity towards language use in the process of communication</li> <li>● An awareness of English as an international language of communication</li> <li>● Respect for the different cultures of the English speaking world</li> </ul>
Resources	<ul style="list-style-type: none"> <li>● Activity Sheet 19</li> <li>● Project book</li> <li>● Instruction cards on making paper firecrackers</li> <li>● Materials for making paper firecrackers</li> </ul>
Procedures	<ul style="list-style-type: none"> <li>● Pupils watch an Indian Dance performed by some non-Chinese-speaking pupils.</li> <li>● Pupils from both schools play a game called “Hello! Hello! Follow me!” together.</li> <li>● Our pupils introduce themselves and ask the non-Chinese-speaking pupils some questions about their hobbies.</li> <li>● Pupils introduce Tin Shui Wai to the non-Chinese-speaking pupils.</li> <li>● Pupils from both schools make paper firecrackers together.</li> </ul>
Remarks	<ul style="list-style-type: none"> <li>● After reading the storybook <i>This is Our House</i>, pupils may become curious about the non-Chinese-speaking pupils in Hong Kong.</li> <li>● Pupils have learnt that there are non-Chinese-speaking people from nearby countries in Activity 2 (Hong Kong and its neighbouring cities) and Activity 8 (Wonderful Hong Kong).</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• Pupils have had the experience of communicating with some non-Chinese-speaking people in Activity 6 (Yuen Long Discovery).</li><li>• Pupils have learnt about the appropriate attitudes and skills to get along with other people in Activity 4 (Getting along well with others) and Activity 8 (Wonderful Hong Kong).</li><li>• Pupils have learnt how to make paper firecrackers in Activity 7 and would like to introduce it to the non-Chinese-speaking pupils.</li></ul> |
|--|---|



<p>Activity 9.3 活動 9.3</p>	<p>Visiting non-Chinese-speaking pupils (Post-visit activities) 跟你做個好朋友</p>	
<p>Number of lessons 課節</p>	<p>3 lessons (55 minutes each)</p>	<p>1.5 課節 (每節 55 分鐘)</p>
<p>Focused Learning Targets and Objectives 學習重點</p>	<p style="text-align: center;"><b><u>English</u></b></p> <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>● KSa</li> <li>● ESd</li> </ul> <p><b>Language Forms and Communicative Functions</b></p> <ul style="list-style-type: none"> <li>● <b>Text Types</b> <ul style="list-style-type: none"> <li>- conversations</li> </ul> </li> <li>● <b>Language Focus</b> <ul style="list-style-type: none"> <li>- use demonstratives to refer to people <i>e.g. <u>This</u> is Lipika.</i></li> <li>- use adjectives to describe people <i>e.g. She is <u>tall</u>.</i></li> <li>- use connectives to link similar ideas and information <i>e.g. She is tall <u>and</u> she has long hair.</i></li> <li>- use the simple present tense to express facts <i>e.g. She <u>lives</u> in Kowloon.</i></li> <li>- use adverbs to express frequency <i>e.g. She <u>always</u> goes shopping.</i></li> </ul> </li> </ul> <p><b>Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>● <b>Writing</b> <ul style="list-style-type: none"> <li>- gather and share information, ideas and language by using strategies such as brainstorming, listing, questioning, and</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>常識</u></b></p> <ul style="list-style-type: none"> <li>● 檢討及分享與外籍同學溝通的技巧及提出改善方法</li> <li>● 認識及搜尋更多不同國家的資料</li> </ul>

	<p>interviewing</p> <ul style="list-style-type: none"> <li>- develop written texts by <ul style="list-style-type: none"> <li>➢ adding personal ideas and information when a model or framework is provided</li> <li>➢ writing paragraphs which present ideas logically</li> <li>➢ writing a first draft</li> </ul> </li> <li>- revise and edit drafts by using available sources such as dictionary</li> </ul> <p>● <b>Language Development Strategies</b></p> <ul style="list-style-type: none"> <li>- develop thinking skills</li> <li>- find out, organize and classify information on familiar topics</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>● Respect for the different cultures of the English-speaking world</li> </ul>	
<p>Resources 教學資源</p>	<ul style="list-style-type: none"> <li>● Activity Sheet 20</li> </ul>  <p>Activity sheets</p>	<ul style="list-style-type: none"> <li>● 工作紙 5</li> <li>● 介紹不同國家的參考書</li> </ul>  <p>Activity sheets</p>
<p>Procedures 步驟</p>	<ul style="list-style-type: none"> <li>● In class, teacher shows pictures taken during the visit.</li> <li>● Pupils, in groups, share the photos of the non-Chinese-speaking pupils they talked to during the visit.</li> <li>● Teacher guides the pupils to write about the appearance of a person.</li> <li>● Teacher then guides the pupils to write about other information, e.g. the hobbies.</li> <li>● Pupils write about the non-Chinese-speaking pupils individually in Activity Sheet 20 as</li> </ul>	<ul style="list-style-type: none"> <li>● 參觀學校後，學生在堂上分享與外籍學生相處的經驗，檢察自己是否使用良好的方法與外籍學生溝通。</li> <li>● 學生在英文課堂已在小組中向其他同學介紹所認識到的外籍學生，教師提問關於這些外籍學生的國籍，從而引發同學對該些國家的興趣。</li> </ul>

	<p>homework.</p> <ul style="list-style-type: none"> <li>• Pupils revise their work based on the feedback received.</li> </ul>	<ul style="list-style-type: none"> <li>• 學生透過參考書及不同的網頁分組搜集更多資料，更深入認識外籍學生所屬的國家，然後記錄在活動工作紙上。</li> <li>• 學生在堂上分組匯報及介紹外籍學生所屬的國家。</li> </ul>
<p>Remarks 備註</p>	<ul style="list-style-type: none"> <li>• Pupils have collected information about the new friend they made during the school visit.</li> <li>• Pupils have had the experience of communicating with some non-Chinese-speaking pupils during the visit.</li> <li>• Pupils are stimulated to find more information about the native countries of the new friend in G.S. lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• 學生在參觀學校的活動中，認識到不同國籍的學生，並在英文課堂分組向其他同學介紹所認識到的外籍學生，因而激發他們搜集更多有關不同國家的資料。</li> </ul>

<p>Activity 10 活動 10</p>	<p>Meeting different people in the small world 小小記者</p>	
<p>Number of lessons 課節</p>	<p>1 lesson (55 minutes)</p>	<p>1 課節 (55 分鐘)</p>
<p>Focused Learning Targets and Objectives 學習重點</p>	<p style="text-align: center;"><b><u>English</u></b></p> <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• KSa</li> <li>• ESd</li> </ul> <p><b>Language Forms and Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <b>Text Types</b> <ul style="list-style-type: none"> <li>- captions</li> </ul> </li> <li>• <b>Language Focus</b> <ul style="list-style-type: none"> <li>- use the simple present tense to express feelings and opinions <i>e.g. I <u>like</u> him very much.</i></li> <li>- use the simple past tense to talk about past activities and states <i>e.g. We <u>ate</u> together.</i></li> </ul> </li> </ul> <p><b>Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>- gather and share information, ideas and language by using strategies such as brainstorming, listing</li> <li>- develop written texts by <ul style="list-style-type: none"> <li>➢ expressing own ideas and feelings</li> <li>➢ presenting main and supporting ideas</li> </ul> </li> </ul> </li> <li>• <b>Language Development Strategies</b> <ul style="list-style-type: none"> <li>- develop thinking skills <ul style="list-style-type: none"> <li>➢ find out, organize and classify information on familiar topics</li> </ul> </li> </ul> </li> </ul>	<p style="text-align: center;"><b>常識</b></p> <ul style="list-style-type: none"> <li>• 總結「四海一家」的學習經驗及回應中心問題</li> </ul>

	<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Respect for the different cultures of the English speaking world</li> </ul>	
<p><b>Resources</b> 教學資源</p>	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Big coloured paper</li> </ul>	<ul style="list-style-type: none"> <li>• 照片</li> <li>• 大畫紙</li> </ul>
<p><b>Procedures</b> 步驟</p>	<ul style="list-style-type: none"> <li>• In class, teacher shows pictures taken in the two activities “Yuen Long Discovery” and “English Fun Day”.</li> <li>• Pupils, in groups, choose two photos they like.</li> <li>• Teacher gives each group a big coloured paper.</li> <li>• Pupils stick the photos on the coloured paper.</li> <li>• Pupils then write captions for the photos.</li> </ul>	<ul style="list-style-type: none"> <li>• 教師與學生重溫四個中心問題及三星期內印象深刻的片段。</li> <li>• 教師將學生在「元朗大搜查」及“English Fun Day”拍攝所得的照片張貼在黑板上。</li> <li>• 學生分組輪流到黑板前選取照片，每個活動選兩張照片。</li> <li>• 學生將照片分別貼在大畫紙的中間位置，然後寫一些句子來形容有關相片及回應主題四個中心問題。</li> <li>• 同樣，學生在英文課堂上，利用所學過的句式及學習內容，在同一張畫紙上寫上一些句子來形容有關相片。</li> <li>• 最後，教師請學生以新聞報導員的身份向同學報告他們所寫下的東西及在「四海一家」所獲得的經驗。</li> </ul>