

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	Learning Targets • ISa • ISb • KSa • KSb Language Forms and Communicative Functions • Text Types - schedules • Vocabulary - Chinese, American, read English storybooks, watch TV, play in the park, go ice-skating, play table tennis, play video games, play yo-yo • Language Focus - use adverbs to express frequency <i>e.g. George <u>always</u> reads English books.</i> - use the simple present tense to describe habitual actions <i>e.g. George sometimes <u>plays</u> in the park.</i> - use connectives to link similar ideas <i>e.g. <u>Both</u> George <u>and</u> Siu Ming often watch TV.</i> - 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> - 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> Skills and Strategies • Listening - listen for specific information

	• Reading - locate specific information in a short text in response to questions • Speaking - open an interaction by eliciting a response by asking questions or providing information on a topic - maintain an interaction by replying and asking questions • Writing - develop written texts by adding personal ideas and information when a model or framework is provided • Language Development Strategies - develop thinking skills ➤ compare and connect ideas to find similarities and differences ➤ make inferences from given information - work with others ➤ ask questions to clarify information and seek correction
Resources	• Storybook: <i>This is Our House</i> by Michael Rosen (Candlewick Press) • An audio tape about George's hobbies • 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) • Activity Sheets 1-5 • Cover of the project book
Procedures	• 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. • Teacher tells pupils about George's hobbies and asks pupils to tick the days that George does those activities on Activity Sheet 1. • Teacher displays George's weekly activity schedule and teaches pupils how to use appropriate adverbs of frequency to talk about his hobbies. • 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. • Pupils compare the two children's hobbies to find out the similarities and

	differences, and complete Activity Sheet 3. <i>e.g. Both George and Siu Ming sometimes play in the park.</i> <i>George always reads English storybooks but Siu Ming always watches TV.</i> • 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. • Based on Activity Sheet 4, pupils work in pairs to find out how often their partner does those activities and complete Activity Sheet 5. • 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.
Remarks	• This activity arouses pupils’ interest in reading about George in the storybook <i>This is Our House</i>. • 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.

活动 2	香港的地理位置
课节	2 (每节 55 分钟)
学习重点	• 认识元朗、天水围的地理位置 • 在地图上找出香港、九龙半岛、新界的地理位置 • 阅读世界地图，找出香港在亚洲及世界的地理位置 • 找出香港邻近的城市，从而了解香港和邻近城市的关系 • 认识香港外籍居民的人口分布与地理位置的关系
教学资源	• 世界地图、香港地图 • 二零零一年香港主要外籍居民国籍统计表 (数据源：香港政府统计处，截至 2001 年年底) • 字卡(香港、九龙、新界、马来西亚、印度尼西亚、印度、北京、韩国、日本、菲律宾、广州、尼泊尔、巴基斯坦、越南、泰国) • 简表(1)及(2) • 课本：《小学常识四下 B》第十一课 (新亚洲出版社有限公司) • 课本：《小学常识四下 B》末页的香港地图 (新亚洲出版社有限公司) • 作业：《小学常识四下 B》 第十一课 (新亚洲出版社有限公司) • 活动工作纸 1
教学步骤	• 教师指出 George 和他的家人从美国来到香港定居，他与班上大部分的同学一样，正住在元朗区内的天水围。 • 着学生在课本最后一页的香港地图，圈出元朗及天水围在香港的位置，从而带出天水围在新界元朗区。 • 提问学生本港的三个主要地区，学生按常识说出正确答案后，教师将地区名称字卡贴在黑板上，然后学生将各名称填在课文第 6 页香港地图的适当位置上，令学生加

深认识香港岛、九龙半岛、新界的地理位置。

- 展示香港地图，让学生说出三个地区的特色，如香港岛四面环海、九龙面积较小、新界区地方较空旷等。
- 教师总结本港三个主要地区的范围。(见课文第 8 页)
- 教师在印有香港地图的高影片上，示范将坐标画在水围之上，以水围为基点，请学生列举一些位于水围东、南、西、北面的地区，从而温习四个主要方向。
- 教师指出水围是位于新界区的西北面，它的北面是中国大陆的城市，西面对着海湾。
- 教师在黑板上贴出简表(1)，学生分组找出校内几位老师居住的地区是位于水围的哪个方向，藉此重温其余四个方向（包括东北、东南、西南及西北）。(见课文第 4 页)
- 教师利用地图，在水围的位置用直线连接各教师的居住地区，让学生知道教师住处的远近。
- 教师展示世界地图，请数位学生出来，尝试找出香港的位置。教师可提示他们要找出香港的位置，必先找出其所属国家的位置，这样，学生可认识到香港在亚洲及世界的地理位置。
- 教师指出 George 在就读的学校里，结识了一些不同国籍的同学，他们来自世界不同的国家，如印度、法国、英国、意大利、瑞典、德国、美国、加拿大、菲律宾等。
- 以香港为基点，教师用贴纸作记号，显示这些国家的地理位置，然后请学生说出她们位于香港的哪个方向。
- 利用地图上亚洲的部分，让学生认识本港在中国及亚洲的地理位置，然后以香港为基点，让学生认识邻近的地区(见课文第 5 页)，教师在黑板贴上简表(2)，留空「国家或城市名称」，让学生出来贴上字卡。
- 让学生猜猜香港的人口除了中国人以外，还有哪些外籍居民。

	• 教师出示「二零零一年香港主要外籍居民国籍统计表」, 讨论香港的人口分布与地理位置的关系, 带出大部分在香港居住的外籍人士, 都是来自香港邻近的地区, 而当中又以菲律宾人和印度尼西亚人居多, 原因是有大量的菲律宾人和印度尼西亚人来港作家庭佣工。 • 教师总结除了中国人外, 还有不同国籍的人居住在香港。 • 派发活动工作纸一, 着学生利用「二零零一年香港主要外籍居民国籍统计表」的资料来完成工作纸 1。 • 学生须回家完成作业四下第十一课。
备注	• 学生已在数学科认识八个方向的名称。 • 学生透过英文课堂阅读的故事书 <i>This is Our House</i> 认识了 George 及他的同学, 知道有不同国籍的人士住在本港。 • 学生将在活动 6 及活动 8 再深入探讨不同国籍人士的生活习惯及文化特色。

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)
Focused Learning Targets and Objectives	Learning Targets • ISe • KSb • KSc • KSf • ESa • ESb • ESc Language Forms and Communicative Functions • Text Types - stories - songs • Vocabulary - <i>belong, mine, fridge, twins, jumbo jet, everybody, straight hair, curly hair, fair skin, dark skin, ribbons, hair band, plait, selfish</i> Skills and Strategies • Listening - listen for specific information • Speaking - use appropriate intonation and stress in reading a storybook • Reading - use knowledge of basic sound-symbol correspondences to work out how to read a word aloud - use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression - understand the connection between ideas by identifying linking words or phrases - predict the likely development of a topic by recognizing key words and making use of context • Writing - develop written texts by expressing own ideas and feelings

	• Language Development Strategies - develop thinking skills ➤ identify values, attitudes and beliefs expressed in texts - develop library skills ➤ obtain information from the different parts of a publication such as the book cover, title - develop information skills ➤ skim and scan through texts or listen to them to locate relevant information and ideas • Attitudes • Enjoyment of reading • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources	• Storybook: <i>This is Our House</i> by Michael Rosen (Candlewick Press) • Enlarged song sheet: “This house is all for me” • Enlarged world map • Descriptions about the appearance of the characters in the story • Activity Sheets 6-11
Procedures	Lesson 1 (30 minutes) • Teacher displays the big version of the storybook <i>This is Our House</i>. • Teacher helps pupils identify the book title, author’s name, illustrator’s name etc. to help them develop the book concepts. • 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: - Who is this boy? Do you remember his name? He has a friend called Siu Ming. • 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. • Teacher points at the children on the book cover and says: - Where is George now? (<i>in a playground/park</i>) - Who is also there? (<i>some children</i>) - What are they doing there? (<i>no fixed answers</i>) - Let’s read the story and find out what happens to these children in the playground.

- 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

	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.19-24 the third time and encourages pupils to chime in. • 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) • Teacher invites the whole class to sing the song together, using the new lyrics. • Pupils complete Activity Sheet 11 as classwork/homework. • 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.
Remarks	• Before this activity, teacher has told pupils George’s background. • G.S. Activity 2 prepares pupils for Lesson 2. Pupils have learnt that some of the people living around us come from neighbouring countries in Asia. • 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.

活动 4	和睦共处
课节	2 (每节 55 分钟)及 1 (每节 30 分钟)
学习重点	• 明白与别人沟通的重要性 • 学习与别人沟通的正确方法 • 学习如何用不同的方法与别人和睦共处
教学资源	• 录音带《<u>小明的烦恼</u>》 • 情境讨论卡 • 字卡(动作、表情、声音、语言、图画、文字) • 课本：《小学常识四下 B》第十九课 (新亚洲出版社有限公司) • 作业：《小学常识四下 B》第十九课 (新亚洲出版社有限公司) • 活动工作纸 2
教学步骤	• 教师透过英文科故事书 <i>This is Our House</i> 中 George 与其他同学相处的情况，引导学生一起讨论以下的问题： (1) <u>小明</u>拒绝其他同学进入玩具屋，你觉得他的同学开心吗? (不开心) (2) 你怎么知道? (透过他们的表情、说话) (3) 他们有甚么反应? (找其他同学倾诉分享，然后结伴起来) (4) 后来 George 怎样改变态度? (他不再拒绝其他同学，愿意接受每个人进入他的屋内) (5) 你知道他为何会改变吗? (他体会到被别人拒绝是很难受的，在群体中一起玩耍分享欢乐，总比自己孤独一人为好，而且世上有许多不同的人，我们不应取笑或歧视别人，反而要互相尊重及接纳，以礼貌及真诚相待) (6) 你喜欢故事的结局吗? (学生自由回答)

(7) 为甚么?(学生自由回答)

- 提问学生 George 在故事中曾用甚么方法与别人沟通(如说话、表情、动作、声音等), 再提问学生有没有其他方法。(文字、图画)
- 学生每提出一种沟通方法, 教师将沟通方法的字卡贴在黑板上, 并邀请学生列举、示范或做出更多的例子, 如示范一些常见传达讯息的动作(握手 – 友好; 挥手 – 再见); 做出各种表情来表达不同心情 (高兴、愤怒); 和示范表达不同情感的声音 (哭声 – 悲伤/不开心; 尖叫声 – 兴奋/惊慌); 和列举不同国家的语言或不同地方的方言(如英语、普通话、日语、潮州话、客家话等), 教师指出现时被世界各地公认的国际共通语言主要是英语, 并指出沟通是指将讯息由某一方传送至另一方。
- 提问学生 George 与其他同学沟通时的态度是否正确, 并请他们建议一些改善的方法。
- 学生完成课本第 41 页的「填写」部分, 以巩固他们对六种最基本与人沟通方法的认识。
- 教师引导学生讨论各种方法的优点和缺点。(可参考课文内容)
- 学生根据课本第 43 页图 10 至图 13 的提示, 说出要与别人沟通的原因, 并就每一项分享个人的经验。
- 教师播放录音带《小明的烦恼》, 学生聆听有关小明与新同学 George 在学校相处时发生的误会, 提示学生留心聆听并找出他们沟通时引起误会的原因以及化解误会的方法。
- 学生四至五人一组讨论录音带的内容, 然后指出正确的沟通方法及与别人和睦共处是很重要的(参考课文内容), 学生回家填写课本第 43 页的「经验报告」。
- 教师派发每组一张情境卡作讨论, 学生需提出一些与别人沟通的正确方法及态度, 并将讨论结果记录在活动工

	作纸 2 上，然后将讨论后的故事内容扮演一次。 • 各组学生轮流出来角色扮演，老师给予回馈。 • 学生回家完成作业第十九课。
备注	• 学生更深入讨论英文科故事书 <i>This is Our House</i> 中 George 的行为，明白与别人和睦共处的重要。

Activity 5	Exploring a nearby shopping centre
Number of lessons	2 (1 lesson of 55 minutes and 1 lesson of 30 minutes)
Focused Learning Targets and Objectives	Learning Targets • ISb • KSa • KSb Language Forms and Communicative Functions • Text Types - graphs • Vocabulary - <i>stationers, clothes shops, bakeries, Chinese restaurants, supermarkets, banks, clinics, games centres, facilities</i> • Language Focus - use nouns to identify places <i>e.g. I think there are too many <u>clinics</u>.</i> - use the simple present tense to express opinions <i>e.g. I <u>think</u> there are too many clinics.</i> - use the introductory ‘there’ to express facts <i>e.g. I think <u>there</u> are too many clinics.</i> - 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> - use prepositions to show possession <i>e.g. This house is <u>for</u> me.</i> Skills and Strategies • Listening - identify the main ideas • Speaking - maintain an interaction by asking and responding to others’ opinions • Writing - develop written texts by adding personal ideas and information when a

	model or framework is provided • Language Development Strategies - develop thinking skills - make inferences from given information
Resources	• A graph showing the number of different kinds of shops in Chung Fu Shopping Centre • Pictures of shops and facilities • A recording on what George thinks about the shopping centre • Storybook: <i>This is Our House</i> by Michael Rosen (Candlewick Press) • Activity Sheets 12-15
Procedures	• Teacher shows pictures of Chung Fu Shopping Centre and tells pupils that George always goes to this shopping centre. • Teacher revises names of some types of shops with pupils with the help of pictures. • 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. • Teacher introduces to the pupils a bar chart showing different types of shops in Chung Fu Shopping Centre. • Teacher plays a recording on what George thinks about the shopping centre. Pupils listen to the tape and complete part of Activity Sheet 13. • 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. • Teacher asks pupils what they think about the shops in Chung Fu Shopping Centre and tells them to do Activity Sheet 14 as homework. • 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>) • 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. • Teacher asks pupils to do Activity Sheet 15 at home. • 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. • 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

	Wai in the project book. • 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.
Remarks	• 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. • 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).

活动 6	元朗大搜查
课节	1.5 小时户外调查访问及 3 课节 (每节 30 分钟)
学习重点	• 到元朗及天水围作户外调查，访问外籍人士在香港生活的情况 • 到元朗区搜集不同国籍人士在香港生活和工作的情况 • 调查我们的饮食习惯如何受不同文化的影响 • 汇报搜集的数据及分享户外搜集数据的体验
教学资源	• 活动工作纸 3A – 3E • 活动工作纸 4
教学步骤	户外活动日前： • 在户外活动前一星期，教师集合全级学生到礼堂，向学生简介整个户外活动的目的、学习重点及各调查和访问的地点。 • 教师将全班学生分为第一、二、三、四及五组，说明户外活动时各组将会负责不同的任务，每组组员共同商议分工的情况。 • 各组负责教师须教导学生一些访问时应有的态度及礼貌，以及一般的应对，例如怎样开始及结束访问、送感谢卡、不明白时请对方重复等。 • 在教师指导下，学生在课堂上模拟一次访问、调查的过程。 户外活动当日： • 学生分组到元朗合益商业中心及宏发径和天水围天悦邨、翠湖居及嘉湖银座广场进行访问及调查。 • 各班的第一组会利用活动工作纸 3A，用 30 分钟访问天水围天悦邨的大厦管理员，调查大厦内有没有其他国籍的人士居住，从而知道有哪些外籍人士在我们的小区居

住。

- 各班的第二组会利用活动工作纸 3B，用 30 分钟访问嘉湖山庄翠湖居管理员，调查大厦内有没有其他国籍的人士居住，从而知道有哪些外籍人士在我們的小区居住。
- 各班的第一、二组会较其他组别先返回学校，老师带领他们回课室整理资料。首先，各组集合其组员访问所得的数据，记录在一张大工作纸上，各组再轮流作口头汇报，然后同学把其他组别搜集到的资料补充在自己的活动工作纸上。
- 各班的第三组会到天水围银座商场，利用工作纸 3C，用 45 分钟找出商场内各食肆售卖的食物种类，看看有没有其他国家的食物在这些店内售卖，从而推论我们的饮食文化如何受外国文化影响。
- 各班的第四组会到元朗市，利用活动工作纸 3D，在宏发径作 15 分钟统计，一方面记录途经该处的人次，另一方面记录途经的外籍人士数目，看看有哪些外籍人士在我們的小区居住或工作。
- 各班的第五组会到元朗合益商业中心，利用活动工作纸 3E，用 30 分钟访问一些在元朗区工作的外籍人士，了解他们的生活习惯、在本港生活及工作的情况。
- 五组学生在礼堂集合，教师带领他们整理资料及分享活动所得的经验。

户外活动后：

- 班上各组同学会在课堂上轮流作口头汇报，其他同学一边聆听，一边将数据记录在活动工作纸 4 上。
- 最后，教师邀请学生分享是次户外学习的体验，并利用学生搜集到的资料，引导他们响应四个重点问题：
 - (1) 除了中国人外，还有哪些国籍的人士住在我們的小区？
 - (2) 他们有哪些地方和我们相似？
 - (3) 他们有哪些地方和我们不同？

	(4) 访问外籍人士的时候, 有没有遇到任何沟通上的困难? 如有, 怎样解决?
备注	教师提醒学生曾在以下活动中学到的东西： • 在活动 2 中, 学生知道有其他国籍人士居住在本港。 • 在活动 4 中, 学生知道用正确方法与别人沟通的重要性。 • 在活动 5 中, 学生认识到不同文化背景的人, 对小区设施有不同程度的需要及意见。

Activity 7	Learning how to make paper firecrackers
Number of lessons	2 (55 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ISa • KSb Language Forms and Communicative Functions • Text Types - instructions • Vocabulary - <i>firecrackers, roll, red packet, staple, yarn, ends, pair</i> • Language Focus - 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> - use nouns/ noun phrases to identify objects <i>e.g. First roll <u>a red packet</u>.</i> - use imperatives to give instructions <i>e.g. First <u>roll</u> a red packet.</i> 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 • Language Development Strategies - work with others - work cooperatively with others and treat others' suggestions positively to complete a task
Resources	• Picture showing people playing with firecrackers • Instructions on making paper firecrackers • Materials for making paper firecrackers (red packets, staplers, yarn)

	• Activity Sheets 16 & 17
Procedures	• Teacher asks pupils how they spent the Chinese New Year holidays. • Then teacher shows pupils a picture of people playing with firecrackers and asks them if they have seen or played with firecrackers. • 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. • 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. • Teacher demonstrates the procedures of making paper firecrackers. • Teacher teaches pupils the names of the materials for making paper firecrackers. • With the help of a set of pictures, teacher explains the steps of making paper firecrackers. • Pupils practise giving instructions on making paper firecrackers with the help of Activity Sheet 16. • Pupils do Activity Sheet 17 to further practise giving instructions on making paper firecrackers and the use of the connectives to sequence the steps. • 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). • 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.
Remarks	• This activity prepares pupils for the school visit in Activity 9 (Visiting non-Chinese-speaking pupils). • Through this activity, pupils learn how to appreciate the Chinese culture.

活动 8	香港真精彩
课节	2 (一节 55 分钟及一节 30 分钟)
学习重点	• 认识香港是一个国际城市 • 认识香港的风俗习惯与中西文化的关系 • 认识互相了解及尊重不同文化背景、种族、国籍及宗教人士的重要性
教学资源	• 录音带《<u>小明的日记</u>》 • 课本：《小学常识四上 A》第五课 (新亚洲出版社有限公司) • 作业：《小学常识四上 A》第五课 (新亚洲出版社有限公司) • 常识科教育电视《共冶一炉》(生活环境 / 高小)
教学步骤	• 教师播放录音带《<u>小明的日记</u>》，让学生知道<u>小明</u>在星期天的生活情况；教师提醒学生须留意<u>小明</u>在衣着及饮食两方面如何受西方文化影响。 • 教师与学生一起讨论录音带的内容，让学生说出<u>小明的</u>生活如何受西方文化的影响（如<u>小明</u>会吃快餐、寿司、雪糕、沙律、三文治等食物；信仰—基督教；语言—「的士」；娱乐—日本动画《千与千寻》） • 教师说出香港是一个国际城市，我们的风俗习惯受着中西文化影响，当中包括饮食、宗教信仰、节日庆祝、日常用语、娱乐等等。教师利用课本第 18, 20 及 21 页的图片及活动内容，与学生讨论香港受中西文化影响的情况。 • 教师应引入学生户外学习的经验，加以解释及讨论。 • 学生分组从预先搜集的报刊资料中，找出更多有关本港生活被中西文化影响的资料，然后作分组报告。 • 教师利用课本第 21 页「想一想」的图片，指出不同国籍或宗教人士，有不同的文化及生活习惯，如日本人见面

	鞠躬行礼、回教徒会跪下崇拜、西方人见面时互相拥抱等 ;教师亦可指出即使他们是某国籍或文化背景的人士，他们也未必有这些行为，因为他们也受其他文化影响。 • 教师请学生列举其他不同文化背景的生活表现，如日本人脱鞋入屋、印度人用手拿食物进食、基督教徒先祈祷后进食。 • 教师提醒学生除了要欣赏中国本身的文化外，也要尊重外国人的文化，才能与他们融洽相处。 • 学生观看教育电视《共冶一炉》，透过节目内容，作整个活动的学习总结。 • 学生须回家完成作业。
备注	• 在活动 6 中，学生知道不同国籍人士有不同的生活习惯。 • 在活动 3 及 4 中，学生知道不同国籍及不同文化背景人士的需要，并学习与别人和睦共处的方法及态度。

Activity 9.1	Visiting non-Chinese-speaking pupils (Pre-visit activities)
Number of lessons	2 (55 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ISa • ISd • ISe Language Forms and Communicative Functions • Text Types - instructions - dialogues • Vocabulary - <i>libraries, parks, swimming pools, bus stops, Chinese, bands of paper</i> • Language Focus - use formulaic expressions to greet people and respond to greetings <i>e.g. Good morning.</i> <i>Hello, how are you?</i> - use formulaic expressions to introduce oneself <i>e.g. I'm Peter.</i> - use formulaic expressions to express and respond to thanks <i>e.g. Thank you.</i> <i>You're welcome.</i> - use formulaic expressions to ask for repetition or rephrasing <i>e.g. Pardon?</i> - ask "Wh" questions to find out a person's identity <i>e.g. <u>What</u> is your name?</i> - ask "How" questions to find out age <i>e.g. <u>How old</u> are you?</i> Skills and Strategies • Listening - listen for specific information • Speaking - connect ideas by using linking words or phrases, e.g. first, next - 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 • Writing - gather and share information, ideas and language by using strategies such as brainstorming, listing, questioning, and interviewing • Language Development Strategies - develop thinking skills ➤ find out, organize and classify information on familiar topics - plan, manage and evaluate own learning ➤ prepare for an upcoming task by practising the language elements and functions necessary for the task - develop self-motivation ➤ push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties - work with others ➤ work cooperatively with others and treat others' suggestions positively to complete a task Attitudes • Confidence in using English • Sensitivity towards language use in the process of communication • An awareness of English as an international language of communication
Resources	• An audiotape of a dialogue between George and Lipika • Project book "Tin Shui Wai is a Small World" done by the pupils • Instruction cards on making paper firecrackers • Materials for making paper firecrackers (red packets, yarns, staplers) • Activity Sheets 18 & 19

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

	- introducing Tin Shui Wai by using the project book - sharing food in the recess - making paper firecrackers together - singing the song “ It’s a Small World” ● Pupils work in groups of five to simulate the following tasks to prepare for the school visit: - talking to a non-Chinese-speaking pupil - introducing Tin Shui Wai to the pupil by presenting the project book - making paper firecrackers with the pupils
Remarks	● Pupils have learnt how to make paper firecrackers in Activity 7. ● Pupils have prepared the project book to introduce Tin Shui Wai to some non-Chinese-speaking pupils in Activity 5. ● 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.

Activity 9.2	Visiting non-Chinese-speaking pupils (While-visit activities – “English Fun Day”)
Number of lessons	4 hours
Focused Learning Targets and Objectives	Learning Targets • ISa • ISe • KSa Language Forms and Communicative Functions • Text Types - instructions • Language Focus (To make friends with non-Chinese-speaking pupils and ask them about their daily activities) - use formulaic expressions to greet people and respond to greetings <i>e.g. Good morning.</i> <i>Hello, how are you?</i> - use formulaic expressions to introduce oneself <i>e.g. I’m Peter.</i> - use formulaic expressions to express and respond to thanks <i>e.g. Thank you.</i> <i>You’re welcome.</i> - use formulaic expressions to ask for repetition or rephrasing <i>e.g. Pardon?</i> - ask “Wh” questions to find out a person’s identity <i>e.g. <u>What</u> is your name?</i> - ask “Wh” questions to find out various kinds of specific information about a person <i>e.g. <u>What</u> do you like eating?</i> <i><u>What</u> do you like doing after school?</i> - ask “How” questions to find out age <i>e.g. <u>How old</u> are you?</i> - ask “How” questions to find out means <i>e.g. <u>How</u> do you go to school?</i> (To introduce Tin Shui Wai to the non-Chinese-speaking pupils) - use demonstratives to refer to places <i>e.g. <u>This</u> is Tin Shui Wai.</i> - use the introductory “there” to express facts

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

	• Writing - gather and share information, ideas and language by using strategies such as brainstorming, listing, questioning, and interviewing • Language Development Strategies - develop thinking skills ➤ find out, organize and classify information on familiar topics - develop self-motivation ➤ push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties - work with others ➤ work cooperatively with others and treat others' suggestions positively to complete a task Attitudes • Confidence in using English • Sensitivity towards language use in the process of communication • An awareness of English as an international language of communication • Respect for the different cultures of the English speaking world
Resources	• Activity Sheet 19 • Project book • Instruction cards on making paper firecrackers • Materials for making paper firecrackers
Procedures	• Pupils watch an Indian Dance performed by some non-Chinese-speaking pupils. • Pupils from both schools play a game called “Hello! Hello! Follow me!” together. • Our pupils introduce themselves and ask the non-Chinese-speaking pupils some questions about their hobbies. • Pupils introduce Tin Shui Wai to the non-Chinese-speaking pupils. • Pupils from both schools make paper firecrackers together.
Remarks	• After reading the storybook <i>This is Our House</i>, pupils may become curious about the non-Chinese-speaking pupils in Hong Kong. • 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).

	• Pupils have had the experience of communicating with some non-Chinese-speaking people in Activity 6 (Yuen Long Discovery). • 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). • Pupils have learnt how to make paper firecrackers in Activity 7 and would like to introduce it to the non-Chinese-speaking pupils.
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Activity 9.3 活动 9.3	Visiting non-Chinese-speaking pupils (Post-visit activities) 跟你做个好朋友	
Number of lessons 课节	3 lessons (55 minutes each)	1.5 课节 (每节 55 分钟)
Focused Learning Targets and Objectives 学习重点	<u>English</u> Learning Targets • KSa • ESd Language Forms and Communicative Functions • Text Types - conversations • Language Focus - use demonstratives to refer to people <i>e.g. <u>This</u> is Lipika.</i> - use adjectives to describe people <i>e.g. She is <u>tall</u>.</i> - use connectives to link similar ideas and information <i>e.g. She is tall <u>and</u> she has long hair.</i> - use the simple present tense to express facts <i>e.g. She <u>lives</u> in Kowloon.</i> - use adverbs to express frequency <i>e.g. She <u>always</u> goes shopping.</i> Skills and Strategies • Writing - gather and share information, ideas and language by using strategies such as brainstorming, listing, questioning, and	<u>常识</u> • 检讨及分享与外籍同学沟通的技巧及提出改善方法 • 认识及搜寻更多不同国家的资料

	interviewing - develop written texts by ➤ adding personal ideas and information when a model or framework is provided ➤ writing paragraphs which present ideas logically ➤ writing a first draft - revise and edit drafts by using available sources such as dictionary ● Language Development Strategies - develop thinking skills - find out, organize and classify information on familiar topics Attitude ● Respect for the different cultures of the English-speaking world	
Resources 教学资源	● Activity Sheet 20	● 工作纸 5 ● 介绍不同国家的参考书
Procedures 步骤	● In class, teacher shows pictures taken during the visit. ● Pupils, in groups, share the photos of the non-Chinese-speaking pupils they talked to during the visit. ● Teacher guides the pupils to write about the appearance of a person. ● Teacher then guides the pupils to write about other information, e.g. the hobbies. ● Pupils write about the non-Chinese-speaking pupils individually in Activity Sheet 20 as homework. ● Pupils revise their work based on the	● 参观学校后，学生在堂上分享与外籍学生相处的经验，检察自己是否使用良好的方法与外籍学生沟通。 ● 学生在英文课堂已在小组中向其他同学介绍所认识到的外籍学生，教师提问关于这些外籍学生的国籍，从而引发同学对该些国家的兴趣。 ● 学生透过参考书及不同的网

	feedback received.	页分组搜集更多资料，更深入认识外籍学生所属的国家，然后记录在活动工作纸上。 • 学生在堂上分组汇报及介绍外籍学生所属的国家。
Remarks 备注	• Pupils have collected information about the new friend they made during the school visit. • Pupils have had the experience of communicating with some non-Chinese-speaking pupils during the visit. • Pupils are stimulated to find more information about the native countries of the new friend in G.S. lessons.	• 学生在参观学校的活动中，认识到不同国籍的学生，并在英文课堂分组向其他同学介绍所认识到的外籍学生，因而激发他们搜集更多有关不同国家的资料。

Activity 10 活动 10	Meeting different people in the small world 小小记者	
Number of lessons 课节	1 lesson (55 minutes)	1 课节 (55 分钟)
Focused Learning Targets and Objectives 学习重点	<u>English</u> Learning Targets • KSa • ESd Language Forms and Communicative Functions • Text Types - captions • Language Focus - use the simple present tense to express feelings and opinions <i>e.g. I <u>like</u> him very much.</i> - use the simple past tense to talk about past activities and states <i>e.g. We <u>ate</u> together.</i> Skills and Strategies • Writing - gather and share information, ideas and language by using strategies such as brainstorming, listing - develop written texts by ➢ expressing own ideas and feelings ➢ presenting main and supporting ideas • Language Development Strategies - develop thinking skills ➢ find out, organize and classify information on familiar topics	<u>常识</u> • 总结「四海一家」的学习经验及响应中心问题

	Attitude • Respect for the different cultures of the English speaking world	
Resources 教学资源	• Photos • Big coloured paper	• 照片 • 大画纸
Procedures 步骤	• In class, teacher shows pictures taken in the two activities “Yuen Long Discovery” and “English Fun Day”. • Pupils, in groups, choose two photos they like. • Teacher gives each group a big coloured paper. • Pupils stick the photos on the coloured paper. • Pupils then write captions for the photos.	• 教师与学生重温四个中心问题及三星期内印象深刻的片段。 • 教师将学生在「元朗大搜查」及 “English Fun Day”拍摄所得的照片张贴在黑板上。 • 学生分组轮流到黑板前选取照片，每个活动选两张照片。 • 学生将照片分别贴在大画纸的中间位置，然后写一些句子来形容有关相片及回应主题四个中心问题。 • 同样，学生在英文课堂上，利用所学过的句式及学习内容，在同一张画纸上写上一些句子来形容有关相片。 • 最后，教师请学生以新闻报导员的身份向同学报告他们所写下的东西及在「四海一家」所获得的经验。