


Activity Plans for Cross-curricular Learning
“Our Neighbourhood”

活動 1	尋覓社區
課節	3 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 閱讀地圖及平面圖 • 認識香港於亞洲之所在 • 認識荃灣於香港之所在 • 認識地圖上的簡單索引 • 認識地圖的格網座標 • 認識如何書寫地址
教學資源  Activity sheets	<ul style="list-style-type: none"> • 課本：《小學常識四下 B》第十一、十二、十四課 (新亞洲出版社有限公司) • 作業：《小學常識四下 B》第十一、十二、十四課 (新亞洲出版社有限公司) • 活動工作紙一、二、三
教學步驟	<ul style="list-style-type: none"> • 學生細閱香港地圖，認識香港的三個部份，即香港島、九龍半島和新界。 • 教師統計班中同學居住的區域，然後在地圖上找出他們居住的區域。 • 教師帶出荃灣於香港之所在。(課本第十一課) • 教師讓學生認識香港和鄰近國家於亞洲所在的位置，教師可利用地圖及簡圖幫助學生學習這些國家在香港的哪一方。(活動工作紙一) • 教師解釋香港四季氣候變化不大的原因。(課本第十四課) • 教師讓學生分享他們使用地圖的經驗，藉此帶出地圖其實是依照實物畫成的平面圖。跟著與學生討論地圖上的資料：地圖名稱、方位座標、圖例及比例尺等。 • 教師指導學生繪畫實物的頂部，並利用數張鳥瞰圖作解釋，使學生更了解平面圖及地圖是如何繪製而成。

	<ul style="list-style-type: none"> • 教師展示海濱花園平面圖，並向學生解說圖例的繪製。(課本第十二課) • 學生二人一組細閱圖例，然後在地圖適當位置繪上代表的標誌。(活動工作紙二) • 教師請學生用直線把平面圖上左右上下四邊的點連接起來，然後指導學生在各格線上寫上英文字母及數字；藉著找出某些建築物或設施的位置，學生認識格網座標的功用。 • 教師讓學生思考其他更容易找到目標地點的方法，繼而了解地址的作用。 • 教師解釋如何書寫地址，然後讓學生書寫自己的地址。(活動工作紙三)
備註	<ul style="list-style-type: none"> • 教師需對「鄰舍」的意義略作解釋：不單可指居住附近的地方，亦可指日常很多時接觸的社區，例如學校所在地、工作所在地等。 • 格網座標的英文字母和數字是要寫在格線正中，讀出座標時是要先橫讀，後縱讀。 • 中文地址書寫格式是先寫地區，跟著是街道、屋邨、座數、層數，最後是單位。而英文地址書寫格式剛好是相反。

Activity 2	Moving to Tsuen Wan
Number of lessons	4 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISb • KSa • KSb • KSc • KSf • ESb • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - stories • Vocabulary <ul style="list-style-type: none"> - furniture: <i>e.g. coffee table, wardrobe, bookshelf/shelves, cabinet</i> - objects: <i>e.g. photo album, curtains, mat, mattress</i> - others: <i>e.g. make friends, arrive, sort out, packing, share, load, unload, a removal truck, inside, own, excited, next door, welcome, fast asleep, living room, kitchen, bedroom, bathroom</i> • Language Focus <ul style="list-style-type: none"> - use 'wh-' questions to find out specific information about an event <i>e.g. <u>What</u> do you do in the living room?</i> - use 'wh-' questions to find out the reason <i>e.g. <u>Why</u> do you like Sophie?</i> - use connectives to give reason <i>e.g. I like Sophie <u>because</u> she is beautiful.</i> - use prepositions/prepositional phrases to indicate place <i>e.g. I have my meals <u>in</u> the living room.</i> - use adjectives to describe people <i>e.g. He is <u>hardworking</u>.</i> - use nouns to identify people <i>e.g. seven <u>spacemen</u></i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - locate specific information in response to simple instructions or questions

- discriminate between words with different initial consonant sounds, e.g. s as in Sam, p as in Peter, sp as in Spark etc.

- **Speaking**

- use modelled phrases and sentences to communicate with teachers or other learners
- pronounce the sounds correctly

- **Reading**

- recognize familiar words in new texts
- predict the meaning of unfamiliar words by using context or picture cues
- predict story, characters, topic of interest using picture cues and book cover

- **Writing**



- use the basic conventions of written English
- develop written texts by:
 - adding personal ideas and information when a model or framework is provided
 - using appropriate linking words or phrases
- revise and edit short written texts by making changes to incorrect spelling, punctuation and grammar, and adding details if necessary in response to suggestions from the teacher

- **Language Development Strategies**

- develop thinking skills by solving problems in a given situation
- develop reference skills by locating simple information in materials such as book cover
- develop thinking skills by generating new ideas by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking
- develop self-motivation and positive attitudes by participating actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties

Attitudes

- Enjoyment of reading
- Confidence in using English
- Keenness to participate in activities leading to improvement of knowledge and skills in the language
- Appreciation of the beauty of the language



<p style="text-align: center;">Resources</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"> • Storybook: <i>Moving House</i> (Usborne Publishing Ltd) • Coursebook: <i>New Welcome to English 4B (Second Edition)</i>, Unit 7, p.37 (Longman) • <i>New Welcome to English 4B (Second Edition), Pre-task Language Practice (PLP)</i>, Unit 7, p.24 (Longman) • Activity Sheets: 1A, 1B, 2 and 3 • Samples of tongue twisters
<p style="text-align: center;">Procedures</p>	<ul style="list-style-type: none"> • Pupils look at the family photo of the Spark family. • Teacher introduces the Spark family members, Simon (father), Sally (mother), Sam (son), Sophie (daughter) and their pets, Peter (rabbit) and Patch (dog). • Teacher revises the initial letter sounds: s as in <u>S</u>am and p as in <u>P</u>eter with pupils. • Teacher encourages pupils to think of more words with the same letter sounds. • Teacher tells pupils that Sally is a friend of Miss Chow. She lives in Shenzhen because her husband works there. She is going to move to Hong Kong because her husband gets a new job here. Her children, Sam and Sophie, will study in Shak Chung Shan Memorial Catholic Primary School. • Then pupils study the book cover, the book spine and the inner cover page of the storybook <i>Moving House</i>. <ul style="list-style-type: none"> - Read the book title. - Find out the names of the author, the illustrator and the publisher of the storybook. - Study the book cover and predict the content of the storybook. • Teacher reads through the storybook. • Then pupils read through the storybook after the teacher. • Teacher asks pupils to describe the characters with the help of picture cues. • Pupils make a small book about the characters and the house in the storybook. (Activity Sheets 1A and 1B) • Teacher introduces the initial consonant blend sp as in <u>S</u>park when reading the story. • Teacher introduces some words starting with the initial consonant blend sp as in <u>S</u>park with some tongue twisters and picture cues, e.g. <i>A spider is swimming in the spoon.</i> • Pupils learn the target vocabulary through reading the tongue twisters.

	<ul style="list-style-type: none"> • Pupils finish Part A of Activity Sheet 2 in class and Part B at home. • After that pupils read the tongue twisters again. • If time allows, teacher helps pupils write some more tongue twisters in class. • Teacher introduces the different rooms in the house using the storybook, coursebook and pictures. Then pupils finish Part A of Activity Sheet 3 after learning the language pattern ‘What do you do in the _____ room?’ • Then teacher revises the items of furniture and objects with the pupils using the storybook and asks pupils to suggest where they are put at home. Pupils finish Part B of Activity Sheet 3. • After that, pupils decide to take an item of furniture or object with them when they are moving to a new house and give the reason(s) for their choice. Pupils finish Part C of Activity Sheet 3.
Remarks	<ul style="list-style-type: none"> • Teacher should decorate the noticeboard with some useful materials like a model house, a map of Hong Kong etc., and refer to these materials whenever necessary throughout the tryout. • Teacher reminds pupils to bring their dictionary or picture dictionary to school if they have one. • Teacher reminds pupils of the countries they have learnt in G.S. and explains that Shenzhen is north of Hong Kong with the help of a Hong Kong map. • Teacher asks pupils to write the page numbers on each page of the storybook and also their own small book. • In order to help pupils remember what they have learnt, teacher encourages them to write down any words or phrases relating to ‘Home’ and ‘Tsuen Wan’ in their notebook throughout the module. • Teacher encourages pupils to read the storybook <i>Moving House</i> on their own at home. • Teacher should explain the difference between ‘the Spark family’ and ‘the Sparks’.

活動 3	荃灣 — 昔日新市鎮
課節	1 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 了解荃灣成為新市鎮的原因 • 認識本港地勢的特徵 • 認識地勢對本港發展土地的影響
教學資源	<ul style="list-style-type: none"> • 課本：《小學常識四下 B》第十三課 (新亞洲出版社有限公司) • 作業：《小學常識四下 B》第十三課 (新亞洲出版社有限公司) • 教育電視節目：《香港的地理環境》 • 香港 1887、1946-1967、1968-1976 地圖各一張
教學步驟	<ul style="list-style-type: none"> • 教師着學生憑日常觀察，說說學校四周的環境，引導學生說出學校處於海旁，附近有很多住宅及工業大廈，以及往北方可看見全港最高的山：大帽山。 • 學生細閱課本第十三頁之香港地勢圖，並在圖上標示荃灣之所在。 • 教師說明高山山腳下的土地多是較平坦的地方，並引導學生推論荃灣正處於大帽山之山腳，所以可算是一片平地。 • 教師着學生再閱讀課本最後一頁的香港地圖，讓他們更清楚香港的地勢。 • 閱讀地圖時，教師引導學生說出香港地勢的四個特點： <ul style="list-style-type: none"> - 山多平地少 - 海岸線曲折 - 多海島 - 優良海港 • 學生觀看常識教育電視節目：《香港的地理環境》，並總括以上四個特點。 • 教師讓學生討論政府用何種方法來增加可用土地的面

	<p>積，從而帶出荃灣因處於大帽山山腳，並臨近海邊，原有可用土地不多，因此現今荃灣部份土地是填海得來。</p> <p>- 學生四人一組細閱香港從 1887-1976 年所繪製的三幅地圖，討論各地圖的不同之處，教師從而引導學生說出荃灣區的土地改變。</p> <ul style="list-style-type: none"> • 教師解釋自二次世界大戰及中華人民共和國成立後，內地大量難民湧入香港，令人口激增，於是不少農業用地都改變用途，建成高樓大廈供市民居住，土地不足時便移山填海，以求增加可用土地面積。因四十年代末工業在荃灣發展非常興旺，因此政府便於一九六四年宣佈荃灣繼觀塘後成爲另一新市鎮。
備註	<ul style="list-style-type: none"> • 荃灣區議會印製之《歷史文化今昔 – 荃灣二百年》可提供有關荃灣成爲新市鎮的參考資料。

Activity 4	Decorating the house
Number of lessons	3 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISb • ISd • ISe • KSa • KSb • ESa • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - poems - songs • Vocabulary <ul style="list-style-type: none"> - <i>floor, kitchen, ground, paints, crayons, muddle, save, trouble, tidy, untidy, scattered, room, armchair, sofa, shoe cabinet, mat, side table, TV bench</i> • Language Focus <ul style="list-style-type: none"> - use the introductory ‘there’ to express facts <i>e.g. <u>There</u> is a sofa, a floor lamp and a cupboard in the Sparks’ living room.</i> - use ‘wh-’ questions to find out place <i>e.g. <u>Where</u> is the sofa?</i> - use prepositions to indicate location <i>e.g. The sofa is <u>opposite</u> the window.</i> - use the future tense to talk about future events, actions and processes <i>e.g. She <u>will have</u> a new bookshelf.</i> - use ‘wh-’ questions to find out the reason <i>e.g. <u>Why</u> will Sophie have a new bookshelf?</i> - use connectives to give reason <i>e.g. Sophie will have a new bookshelf <u>because</u> she has a lot of books.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression - listen for specific information

	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - use modelled phrases and sentences to communicate with teachers or other learners • Reading <ul style="list-style-type: none"> - use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression - recognize recurrent patterns in language structure, such as organization of text types - read written language in meaningful chunks - understand the connection between ideas by identifying linking words or phrases - scan a text to locate specific information by using strategies such as looking at headings and repeated words • Writing <ul style="list-style-type: none"> - gather and share information, ideas and language by using strategies such as brainstorming, questioning - develop written texts <ul style="list-style-type: none"> ➤ by adding personal ideas and information when a model or framework is provided ➤ by expressing own ideas and feelings - write out a piece of work by presenting writing using appropriate layout and visual support including illustrations • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills by comparing and connecting ideas to find similarities and differences <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English • Keeness to participate in activities leading to improvement of knowledge and skills in the language • Appreciation of the beauty of the language
<p style="text-align: center;">Resources</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"> • Storybook: <i>Moving House</i> (Usborne Publishing Ltd) • Poem: ‘Muddle’ (Source: Resource Package <i>Let’s Experience and Appreciate Poetry Key Stage 1</i>) • Song: ‘A new home’ • Activity Sheets: 4A, 4B and 5 • Powerpoint 1 : Home design pictures and floor plans

Procedures



- Teacher reads the storybook with pupils again.
- Teacher shows the last page of the storybook to pupils and asks them to identify the tidy and untidy rooms. Teacher tells pupils that there is always a muddle after moving.
- Teacher introduces the poem 'Muddle'.
- Teacher leaves out the prepositions in the poem.
- Pupils practise using prepositions to indicate the location of household items mentioned in the poem with reference to the picture cues.
- Teacher then invites pupils to help the Spark family to decorate their living room. They read some home design magazines and use them as reference.
- Then teacher shows some home design pictures and floor plans.
(Powerpoint 1)
- After that teacher studies the pictures and floor plans with pupils again and introduces more prepositions to indicate location, e.g. next to, by, on the left of, on the right of, opposite, in front of, between.
- Pupils, in pairs, complete the floor plan of the Sparks' living room through an information gap activity.
 - Pupil A gets Activity Sheet 4A and pupil B gets Activity Sheet 4B.
 - Pupil A studies the floor plan on p.2 of Activity Sheet 4A, completes Part A1 and tells his/her friend the furniture or objects in the Sparks' living room.
 - Pupil B looks at the furniture or objects on p.1 of Activity Sheet 4B and ticks the appropriate pictures that Pupil A tells him/her.
 - Pupil B finds out what is missing from the floor plan on p.2 of Activity Sheet 4B and asks Pupil A some questions to find out where the things are.
 - Pupil B draws symbols of the missing furniture or objects after listening to Pupil A's answers.
 - Finally they check their work together.
- After the decoration of the house, teacher introduces the song, 'A new home' written by Sophie. (Activity Sheet 5)
- Pupils first read the song lyrics and then sing the song.
- Teacher highlights the future tense used in the song. After that teacher shows the picture of Sophie and tells pupils that she will have a new bookshelf and a new curtain.
- Then teacher asks pupils to work in groups of four and think about what the other family members will have and write their ideas on 3 word cards (one for each family member).
- Teacher asks pupils to explain their ideas in class.
- Then teacher asks pupils to act as the Spark family and rewrite some lyrics to describe how they feel about their new house in class. (Activity Sheet 5)

Remarks	<ul style="list-style-type: none">• Teacher can use pp. 5 and 6 of the storybook to explain what a muddle is and tell pupils that there is always a muddle before or after moving house.• When the teacher studies the home design pictures and floor plans with the class, he/she writes down the prepositions to indicate location on the blackboard in order to provide support to pupils in the information gap activity.• Teacher must explain clearly how to do the information gap activity.• Teacher helps pupils apply what they have learnt in G.S. about drawing floor plans.
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
活動 5	「荃」線大搜查
課節	2 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識今日荃灣 • 認識有關荃灣區之古蹟、文娛、交通、居民生活、教育等事物
<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"> • 荃灣地圖 • 簡報二：「荃灣道路知多少」 • 活動工作紙四
教學步驟	<ul style="list-style-type: none"> • 學生討論荃灣成為新市鎮的原因。 • 學生透過一幅荃灣地圖(簡報二)，認識及了解荃灣區的各项設施。(活動工作紙四) • 為讓學生能親自觀察荃灣區不同的建設及道路，以便他們更了解荃灣過去及現在的發展，繼而展望未來，教師安排學生進行「荃灣遊」戶外學習。 • 學生透過參觀城門水塘、三棟屋博物館、天后宮、圓玄學院、荃灣大會堂及附近一帶，搜集有關資料，回校加以整理及討論，並作出匯報。 • 教師請學生提供所搜集資料，一起製作腦圖，以幫助學生建立對荃灣區事物的概念。 • 製作腦圖的要點可參考以下各項目： <ul style="list-style-type: none"> - 旅遊觀光 - 購物 - 交通 - 房屋 - 公共服務 - 食肆 • 教師着學生四人一組，每組自選一項目，然後作出調查，

	完成專題研習。
備註	<ul style="list-style-type: none">• 教師要細心指導學生閱讀地圖。• 腦圖可寫在大圖畫紙上，完成後張貼在壁報板上，供學生隨時參考。• 教師張貼有關荃灣歷史及其發展的問題於牆上，除可引發學生對荃灣的探究精神，亦是活動 8「舊日足跡」的教學重點。


Activity 6	Going around
Number of lessons	3 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISe • KSa • KSd <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - maps - forms • Vocabulary <ul style="list-style-type: none"> - <i>street, road, Sports Centre, public library, complex, plaza, superstore, north, east, south, west</i> • Language Focus <ul style="list-style-type: none"> - use connectives to give reason <i>e.g. Sophie will have a new bookshelf <u>because</u> she has a lot of books.</i> - use formulaic expressions to make and respond to suggestions <i>e.g. <u>Let's</u> go to the library. / <u>That's</u> a good idea.</i> - use prepositions to indicate location <i>e.g. It is <u>in</u> Tai Pa Street.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - listen for specific information - predict the likely development of a topic by recognizing key words, and making use of context and knowledge of the world • Reading <ul style="list-style-type: none"> - recognize recurrent patterns in language structure, such as organization of text types - scan a text to locate specific information by using strategies such as looking at headings and repeated words • Writing <ul style="list-style-type: none"> - gather and share information, ideas and language by using strategies such as brainstorming, listing, questioning, and interviewing • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills by recognizing and solving simple problems - develop information skills by skimming and scanning through texts or

	<p>listening to locate relevant information and ideas</p> <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English
<p>Resources</p>  <p>Activity sheets</p>  <p>Other learning and teaching materials</p>	<ul style="list-style-type: none"> • Storybook: <i>Moving House</i> (Usborne Publishing Ltd) • Powerpoint 3: Address • A map of Tsuen Wan • Activity Sheets: 6, 7, 8A and 8B
<p>Procedures</p>	<ul style="list-style-type: none"> • Teacher sings the song ‘A new home’ with the pupils again and asks pupils the things Sophie’s family members would like to have in their new home. • Teacher introduces the language pattern ‘Let’s ...’ to make suggestions on where to buy these things, e.g. Sophie wants to have a bookshelf. She will tell her mother ‘Let’s go to ...’. • Teacher studies a map of Tsuen Wan with pupils. Teacher must focus on some easy-to-recognize landmarks in order to help pupils understand how to read the map. Then pupils suggest where to shop. • Teacher lists the shops/places Sophie’s family need to visit. • Teacher then shows the addresses of a supermarket and a furniture shop on their websites respectively. • Teacher reminds pupils that Sophie loves to read, and Simon and Sam love sports. Teacher asks pupils to suggest places for them. • Teacher shows addresses of Tsuen Wan Public Library and Yeung Uk Road Sports Centre. (Powerpoint 3) • Pupils, in pairs, find out the locations of all the places from the map. <ul style="list-style-type: none"> - First pupils have to study the addresses of the places again. - Then they have to find out where the places are (e.g. name of the street). - After that they identify the landmarks so as to help them find out the exact locations. - Finally they write and colour the places where the Sparks want to go. (Activity Sheet 6) • After the activity, teacher reminds pupils that they cannot go anywhere without knowing the addresses. • Then teacher introduces how to write an address. (Activity Sheet 7) • Pupils learn how to fill in the application forms with names, date of birth, age, address, telephone number etc. (Activity Sheets 8A and 8B)

Remarks	<ul style="list-style-type: none">• Teacher reminds pupils of the map they have studied in G.S. and makes sure they remember the location of Sai Lau Kok Road, Tai Ho Road, Yeung Uk Road and Tai Pa Street so that they can easily find the places where the Sparks want to go.• Pupils do not need to fill in all the information in the Library Card Application Form or the Leisure Link Registration Form.
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Activity 7	Receiving a letter from Uncle Paul
Number of lessons	1 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISc • KSa <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - letters • Vocabulary <ul style="list-style-type: none"> - <i>busy, air-conditioner, weather, a rest</i> • Language Focus <ul style="list-style-type: none"> - use formulaic expressions to begin and end a letter <i>e.g. Dear _____, Yours, _____</i> - use the future tense to talk about future events, actions and processes <i>e.g. I <u>will stay</u> in Hong Kong for two days before going there.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - recognize recurrent patterns in language structure, such as organization of text types - scan a text to locate specific information by using strategies such as looking at headings and repeated words • Language Development Strategies <ul style="list-style-type: none"> - develop information skills by skimming and scanning through texts or listening to locate relevant information and ideas - focus on important information in reading materials through a variety of emphasis techniques such as underlining, starring or colour coding <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English
<p>Resources</p>  <p>Activity sheets</p>	<ul style="list-style-type: none"> • Storybook: <i>Moving House</i> (Usborne Publishing Ltd) • Activity Sheets: 9 and 10

<p>Procedures</p>	<ul style="list-style-type: none">• Teacher shows a letter and tells the pupils that it is a letter from Sam and Sophie’s uncle who works in Singapore. (Activity Sheet 9)• Teacher reads the letter with pupils. Uncle Paul tells Sam and Sophie that he will go on a holiday to Beijing in April and he will stay in Hong Kong for two days and visit them.• Teacher helps pupils identify the different parts of a letter and learn the format of a letter. (Activity Sheet 9)• Pupils identify the questions that Uncle Paul asked in the letter by underlining them and think about the answers before the next lesson.• Pupils act as the members of the Spark family and think of the things they will do to welcome Uncle Paul. (Activity Sheet 10)
<p>Remarks</p>	<ul style="list-style-type: none">• Teacher checks if pupils still remember the positions of Singapore and Beijing by using a map of Asia and reminds pupils that they have learnt their locations in the G.S. lessons.• Teacher reminds pupils that some of the people do not write the address in the letter when they think that it is an informal letter.

活動 8	舊日足跡
課節	2 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識昔日荃灣 • 了解荃灣今昔轉變
教學資源  Activity sheets	<ul style="list-style-type: none"> • 荃灣地圖 • 活動工作紙五
教學步驟	<ul style="list-style-type: none"> • 教師運用不同的舊照片，與學生玩「齊來猜猜」遊戲。 <ul style="list-style-type: none"> - 展示某一位教師/學生小時候的照片，請學生猜猜相片中的人物是誰 - 展示一些現代的廚房用具和日用品，以及一些已被取代的舊日用品，讓學生作配對遊戲 • 教師透過遊戲讓學生明白「人」、「物」有過去的時光，而「荃灣」亦有過去的歲月，從而帶出荃灣的歷史。 • 教師分發有關荃灣歷史的資料予學生(四人一組)，著學生細閱，然後將資料組織及分析，用以解答課室牆上所張貼的問題。 • 教師可就各問題與學生進行討論，討論項目可包括： <ul style="list-style-type: none"> - 地名來源 - 早期居民： <ul style="list-style-type: none"> ➢ 從何而來 ➢ 姓氏 ➢ 生活 ➢ 居民組織 ➢ 建築 ➢ 教育 ➢ 宗教..... • 教師展示荃灣近數十年來舊及新的照片，與學生再玩「齊

	<p>來猜猜」遊戲，用以說明荃灣在二次大戰後的發展。</p> <ul style="list-style-type: none"> - 教師展示數張荃灣舊照片，與學生細閱照片中某些地點，讓他們猜猜這些舊日地點是屬於今天荃灣的哪一處，以及建築物的的外貌有何改變 • 透過觀察照片及討論，教師與學生歸納出荃灣近數十年在以下項目的改變： <ul style="list-style-type: none"> - 工業發展 - 人口湧進荃灣 - 成爲新市鎮 • 教師與學生總結荃灣歷史及其發展。(活動工作紙五)
備註	<ul style="list-style-type: none"> • 荃灣區議會印製之《歷史文化今昔 – 荃灣二百年》可提供有關荃灣成爲新市鎮的參考資料。 • 教師已於較早前張貼不少有關荃灣歷史及發展的問題於課室牆壁上。 • 在討論期間，教師要不時用學生於戶外學習時所見的例子作解說，讓學生建立更實在的概念。 • 可請學生猜估某些街道或地方名稱的來源，例如：咸田街、楊屋道、西樓角路、荃灣街市街、德士古道、青山公路、大涌道、城門水塘、菠蘿壩、海壩街等。

Activity 9	Writing a reply to Uncle Paul
Number of lessons	3 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISb • ISc • ISd • KSa • KSb • KSe • ESa • ESc <p>Forms and Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - letters - maps - poems - route directories • Vocabulary <ul style="list-style-type: none"> - <i>weather, humid</i> • Language Focus <ul style="list-style-type: none"> - use formulaic expressions to begin and end a letter <i>e.g. Dear _____, Yours, _____</i> - use 'wh-' questions to find out various kinds of specific information about a person, an object or event <i>e.g. <u>What</u> will the weather be in summer?</i> - use adjectives to describe weather <i>e.g. It will be <u>hot</u> and <u>wet</u>.</i> - use the future tense to talk about future events <i>e.g. I <u>will stay</u> in Hong Kong for two days before going there and I <u>will visit</u> you.</i> - use adjectives to describe people, animals, objects and conditions <i>e.g. <u>wide</u> roads</i> - use prepositions/prepositional phrases to indicate location <i>e.g. roads <u>next to</u> the museum</i> - use 'wh-' questions to find out the reason/purpose <i>e.g. <u>Why</u> do you take Uncle Paul to Sam Tung Uk Museum?</i> - use connectives to give reason <i>e.g. I will take him to the museum <u>because</u> he can see a lot of old pictures and things there.</i> - use prepositions/prepositional phrases to indicate means

e.g. We can go there on foot.

Skills and Strategies

- **Speaking**

- use gestures and facial expressions to convey meaning and intention
- open an interaction by eliciting a response by asking questions or providing information on a topic
- maintain an interaction by asking and responding to others' opinions

- **Reading**

- recognize recurrent patterns in language structure, such as organization of text types
- understand the connection between ideas by identifying linking words or phrases, *e.g. because*
- scan a text to locate specific information by using strategies such as looking at headings and repeated words

- **Writing**


- gather and share information, ideas and language by using strategies such as brainstorming, listing, questioning, and interviewing
- plan and organize information and ideas by deciding on the sequence of content
- develop written texts by using appropriate linking words or phrases, *e.g. because*
- write paragraphs which present ideas logically
- revise and edit drafts by sharing work with teachers and classmates and responding positively to suggestions on ideas and use of language

- **Language Development Strategies**

- develop thinking skills by finding out, organizing and classifying information on familiar topics
- develop information skills by
 - skimming and scanning through texts or listening to locate relevant information and ideas
 - extracting relevant information and ideas and recording them by using strategies such as making simple notes as a study aid
- develop self-motivation by pushing oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties
- work cooperatively with others and treat others' suggestions positively to complete a task

Attitudes

- Enjoyment of reading
- Confidence in using English

<p>Resources</p> 	<ul style="list-style-type: none"> • Coursebook: <i>New Welcome to English 4B (Second Edition)</i>, Unit 9, p.50 (Longman) • <i>New Welcome to English 4B (Second Edition)</i>, <i>Pre-task Language Practice (PLP)</i>, Unit 9, p. 34 (Longman) • Letter from Uncle Paul (Activity Sheet 9) • A map of Tsuen Wan • Route directories of buses and minibuses • Activity Sheets: 11, 12 and 13
<p>Procedures</p>	<ul style="list-style-type: none"> • Pupils read Uncle Paul’s letter again and revise the format of writing a letter. • Pupils find out all the questions that Uncle Paul asked and prepare answers with the help of the teacher. (Activity Sheet 11) <ul style="list-style-type: none"> - Teacher refers to p. 50 of the coursebook for the answers to the question ‘How is the weather in Hong Kong?’. - Teacher discusses where pupils have been and what they have seen during the Tsuen Wan visit to help them prepare the answers to the question ‘Will you show me around your neighbourhood? Please tell me something about Tsuen Wan.’ • Then teacher introduces the poem ‘What’s in Tsuen Wan?’. • After reading the poem aloud, pupils work in pairs to rewrite part of the poem reflecting on what they think of Tsuen Wan. Then they present their work orally in front of the class. (Activity Sheet 12) • Then pupils, in pairs, discuss and suggest some places in the neighbourhood to show Uncle Paul when he comes to Hong Kong. Then they present one of their suggestions in class. • Teacher writes down pupils’ suggestions on the blackboard and discusses with them. • During the discussion, teacher asks pupils to give reasons for their suggestions. • Pupils have to think about the transport the Spark family will take during their visits to those places with the help of route directories. • After the discussion, teacher helps pupils to organize the information given and guide them to write the reply. (Activity Sheet 13)

Remarks	<ul style="list-style-type: none">• When teacher is brainstorming the places or things pupils have come across during their visit to Tsuen Wan and what they have learnt about Tsuen Wan in G.S., she can write down some key words to refresh pupils' memory.• Teacher reminds pupils to write down any key words or information about Tsuen Wan when they come across them in class, at home or on the Internet. Pupils will need to use them for the last task of this project.
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活動 10	何去何從
課節	1 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 了解荃灣舊區重建的原因 • 建議荃灣未來的展望
教學資源	<ul style="list-style-type: none"> • 荃灣地圖
教學步驟	<ul style="list-style-type: none"> • 教師展示數張荃灣舊區現正重建的相片。 • 教師提問學生為什麼荃灣部分的舊建築物要被拆卸，再蓋建新的建築物，藉此帶出荃灣自 1964 年成為新市鎮至今已差不多四十年，很多設施、建築已過時，已不能配合新城市規劃，所以要將荃灣區建設重新規劃，以配合未來發展。 • 在提問過程中，教師引導學生從以下方向思考「荃灣的重建」： <ul style="list-style-type: none"> - 居民生活 - 社區發展 - 交通發展 - 工業發展 - 教育發展等 • 由於荃灣從前是朝著工業新市鎮方向發展，所以建有很多工廠大廈，但香港近年的工業大部分已北移至大陸，很多工廠大廈已失去其作用，荃灣應何去何從？教師鼓勵學生提出意見。

備註	<ul style="list-style-type: none">• 荃灣區議會印製之《歷史文化今昔 — 荃灣二百年》可提供有關荃灣成為新市鎮的參考資料。• 近期有報導曾提及有人建議將一些工廠大廈改建，以配合創意工業，如錄音室、藝術工作間、志願機構辦公室等。• 學生提出有關荃灣展望之意見，並沒有對錯之分，重點是學生能運用其思考能力及發揮創意。
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Activity 11	Joining 'We Love Tsuen Wan Campaign'
Number of lessons	2 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISb • ISd • KSa • KSb • KSe • ESb • ESc <p>Forms and Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - booklets • Vocabulary <ul style="list-style-type: none"> - <i>tour passport, scenic spots, food and drinks, recreation, shopping, campaign, itinerary</i> • Language Focus <ul style="list-style-type: none"> - use the simple present tense to talk about present states - use the simple past tense to talk about past activities and states <i>e.g. Sam Tung Uk Museum <u>was</u> an old house of a Chan family. It <u>is</u> now a museum.</i> - use imperatives to give directions <i>e.g. <u>Take</u> a 5-minute walk from the MTR Station.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - use gestures and facial expression to convey meaning and intention - open an interaction by eliciting a response by asking questions or providing information on a topic - maintain an interaction by asking and responding to others' opinions • Reading <ul style="list-style-type: none"> - recognize recurrent patterns in language structure, such as organization of text types - skim a text to obtain a general impression and the main ideas • Writing <ul style="list-style-type: none"> - gather and share information, ideas and language by using strategies such as brainstorming, questioning, and interviewing - plan and organize information and ideas by identifying purpose and audience for a writing task

	<ul style="list-style-type: none"> - write a first draft - use a range of revision techniques to improve the content of a piece of writing such as combining ideas, rearranging the order of ideas, adding or deleting details, substituting words or phrases with more appropriate ones - share work with teachers and classmates and respond positively to suggestions on ideas and use of language - write out a piece of work by presenting writing using appropriate layout and visual support including illustrations <p>• Language Development Strategies</p> <ul style="list-style-type: none"> - develop thinking skills by comparing and connecting ideas to find similarities and differences - develop reference skills by using directories for purposes such as locating places, services and addresses - develop information skills by skimming and scanning through texts or listening to locate relevant information and ideas - develop self-motivation by pushing oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English
Resources	<ul style="list-style-type: none"> • A map of Tsuen Wan • Route directories of buses and minibuses • A large sheet of paper for making a mind map • Sample of a travel guide • Pictures and photos of Tsuen Wan
Procedures	<ul style="list-style-type: none"> • Teacher tells pupils that the school is going to hold a ‘We Love Tsuen Wan Campaign’ and invite them to join it. In the campaign, they have to design a travel guide to promote Tsuen Wan to other people. • Then teacher shows a map of Tsuen Wan to pupils and helps them recall the names of the places that they have visited during the outing or their free time. • Pupils suggest the names of places in Tsuen Wan and teacher writes them on the blackboard. • Teacher helps pupils to draw a mind map using the words that have been written on the blackboard. <ul style="list-style-type: none"> - Pupils work in groups of four and look at the words on the blackboard carefully. - They have to sort the names of places into five categories like scenic

	<p>spots, food and drinks, recreation, shopping and others.</p> <ul style="list-style-type: none"> - Then each group is assigned one category and is given some word cards. Each group writes down the names of the places of that particular category on the cards. - After writing, the groups with the same category will go together and check the word cards. They discard the repeated cards. - Each large group sends out a representative or two to write the names of the places on the mind map under the different categories. <ul style="list-style-type: none"> • Teacher helps pupils to talk about some of the places on the mind map, e.g. what the places are like and how people can go there. • Pupils work in groups of four and choose four places that they think are the best for visiting. Then they collect information about these places, e.g. photos, pictures. • After that they have to make a travel guide about the places they have chosen. • They have to design the cover and the contents page of their tour passport. Then they stick photos or draw pictures, and describe the places chosen and how they can go there on the inner pages.
<p>Remarks</p>	<ul style="list-style-type: none"> • Teacher must clearly explain the meaning of the five categories: scenic spots, food and drinks, recreation, shopping and others, otherwise pupils do not know how to sort the names of the places. • Teacher helps pupils to grasp the idea of making a travel guide by showing them a sample. • Teacher must offer help to pupils when they are describing the places and how they can go there. • Teacher elicits from pupils what they have learnt in G.S. about Tsuen Wan.