



佛教黃允畋中學  
Buddhist Wong Wan Tin College

# 拓寬學生知識，從閱讀中學習

Broadening students' horizons, learning through reading

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明智顯悲

Enlighten with Wisdom; Manifest with Compassion



佛教黃允畝中學

關注事項

2021-2024年度

1

## 管理與組織

推動團隊學習，邁向學習型組織，發展質素學校

2

## 學與教

增強學生說寫表達能力，發展深度思維

3

## 學生成長

透過素質教育，讓學生能發揮個人潛能，並培養良好的品格

明智顯悲

Enlighten with Wisdom; Manifest with Compassion

# 增加閱讀課

## 「畋園讀書高」廣泛閱讀計劃

**READERS DOZEN**  
Issue 1 (English x Geography)

**Treasure Island**  
A Book Review  
Read all about it on pages p.7-8

**My Book Review**  
p.35

**Map Symbols – Geography Map Skills**  
p.11

**Learning English through Short Stories**  
Features of a short story p.7-8

Pirate Treasure  
Four Figure Grid Map

Name: \_\_\_\_\_ ( )  
Class: S. \_\_\_\_\_  
Teacher: \_\_\_\_\_ ( )

BWWTC

Buddhist Wong Wai Tin College  
English Language  
Readers Dozen  
Reading to Learn: Toward Reading across Curriculum (Science Education)

Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ ( ) Teacher: \_\_\_\_\_ ( )

**Text-type: News articles and Information pamphlets**

In this issue, you will read about subjects that you may not normally pay much attention to as a young person, but they are very important to our lives.

An inescapable aspect of life is money, which comes from one's work, which in turn depends on the economy. A good economy usually brings more jobs with higher incomes while a bad one could mean loss of jobs. That's why a rudimentary knowledge of how the economy works is always beneficial. A hot economic topic is the recent trade dispute between the U.S. and China, and you will learn a bit about it from a news article written with young people like you in mind.

Even more basic to life than money or the economy is food. But rarely do we think about where our food comes from. And the excerpt from an information pamphlet will shed light on how much our food supply actually depends on some insects (yes, those annoying bugs) and other animals.

**Trump Starts a Trade War**, a news article on the US-China trade war, written specifically for young readers.

**Why Bees Matter**, an informational pamphlet on the relationship between the animal world and food supply for humans.

**NEWS FOR KIDS**

**Before You Read**

1. Do you think it is important for you to learn about the economy? Why?
2. 'To take care of nature is to take care of ourselves.' Do you agree with this statement?

佛教黃允畋中學  
「畋園讀書高」廣泛閱讀計劃  
中一級第一期

姓名：\_\_\_\_\_ 班別：\_\_\_\_\_ 任教老師：\_\_\_\_\_

透過畋園讀書高廣泛閱讀計劃，學生能夠從閱讀中學習：提升語文能力；在理解和詮釋閱讀內容的過程中培養思維能力；按個人興趣和需要進行廣泛閱讀，培養多方面興趣，提升生活質素；培養開放的態度，接納不同的意見、觀點、價值觀和文化；及豐富生活知識，擴展對生命的了解，面對生命的挑戰。

本計畫匯聚各方力量，營建閱讀氛圍，推廣閱讀文化，期望透過富創意、有趣味和多元閱讀活動，培養學生的閱讀習慣，樂於閱讀，並從閱讀發展思維和發揮創意。





佛教黃允畋中學  
Buddhist Wong Wan Tin College

# 如何在中文科讓學生從閱讀中學習



明智顯悲  
Enlighten with Wisdom; Manifest with Compassion

## 中文主題月

中一級：以「自我」、「信念」為旗幟，勇挑責任，體驗成長

中二級：以「他人」為「學習」夥伴，溝通心靈，放飛夢想

中三級：以「情感」為紐帶，感悟世界

中四級：以「生活」、「文化」為材料，學會理性

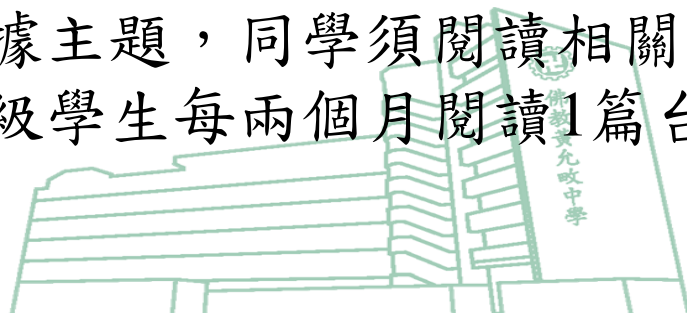
中五級：以「自然」為老師，尊重社會

中六級：以「事理」為由頭，引發聯想

# 閱讀馬拉松

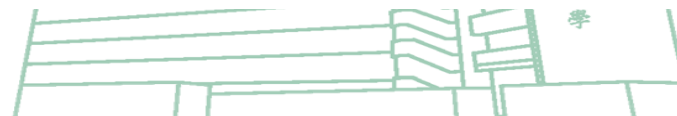
## 初中

- 一. 工具性文章(以體裁選篇)：**八種文類將按初中級本不同文類教學先後次序畫分，於9月至5月(除12月)共八個月分配閱讀。同學每月須閱讀該體裁文章5篇，一年共40篇。
- 二. 人文性文章(以主題選篇)：**中一至中三級各有主題，同學每月須閱讀該主題文章3篇，一年共24篇。
- 三. 寫作素材：**根據主題，同學須閱讀相關的寫作素材，每月2篇，一年共16篇。
- 四. 文學：**初中每級學生每兩個月閱讀1篇台灣及香港文學選篇，一年共4篇。



# 中四中文閱讀課

- 本課程除了著重於為學生日後寫作的鋪墊，「閱讀課」的目標及預期成果都不只是寫作。固然，閱讀為寫作的積儲，但是閱讀同時都成為學生個人成長的養分。為讀而讀，學生才可以延續師長的教導。
- 多讀外，也希望學生善讀，掌握閱讀不同文類、題材作品的方法技巧，故計畫除了關注以主題為縱向的人文性外，亦以橫向的體裁、閱讀策略工具性為輔。
  1. 以**知識**為主的篇章，或介紹、或說明，力求於真；
  2. 以**教訓**為主的篇章，寓情理於人、事、景、物，以求人生之善；
  3. 以**趣味**為主的篇章，或詞彩豐贍、或情節吸引，以求文章之美。
- 綜此，則閱讀的知識、情意、態度、方法都能兼顧了。



# 畋園讀書高廣泛閱讀計劃



# 課程設計

## 三線並行，緊扣學、教、評

每週5節  
所有學生

### 主課程

- 讀文教學，指定文言經典
- 文白兼備，美文共學共賞

每週1節  
(4班分6組)

### 增潤課程

- 拆解題目，切入學生難點
- 歸納方法，提升閱讀技巧

每週1節  
(4班)

### 閱讀課程

- 細讀文本，師生萃取精華
- 以讀帶寫，組句成段謀篇

提升能力一般學生的  
閱讀及寫作能力

# 課程設計

## 跨科協作，推動閱讀風氣

- 閱讀組——「畋園讀書高」廣泛閱讀計劃
- 中文科——協商選定主題及文章，多以人文、社會、文化為主題；在閱讀課程與學生細讀文本，並鼓勵延伸閱讀，拓寬閱讀面。



# 課程設計

## 讀寫為主，兼善文化情意

單元名稱	選篇	品德情意/ 價值觀教育	學習重點	結合主課程
單元一 取材與立意	1. 《書》梁實秋+小練筆1 2. 《催魂玲》、《等你在雨中》余光中 3. 《蝦子香》胡燕青	1. 堅毅	1. 文章立意的精神和原則 2. 選材、詳寫、略寫	單元一 理解要旨（記敘抒情） • 《雙層床》胡燕青 • 《給母親梳頭髮》林文月
單元二 細味人情—細讀與細寫	1. 《父與子》也斯+小練筆2 2. 《玉蘭花》龍應台+小練筆3 3. 《射鵰英雄傳》（第30回）	1. 關愛 2. 尊重他人 • 溫厚親情 • 人間有情 （社會上的弱勢社群）	1. 人物描寫：肖像、語言、行動、心理描寫 2. 人物形象	單元二 理清脈絡（人物描寫） • 《廉頗藺相如列傳》 • 《老王》楊絳
單元三 世故人生—思維與組織	1. 《談諫果》陶傑+小練筆4 2. 《講價》（節錄）梁實秋+小練筆5 3. 《請客》王力	1. 同理心（换位思想） 2. 尊重他人	1. 論證方法：舉例論證 2. 正反立論	單元五 見解與論證（見解論證） • 《敬業與樂業》梁啟超
單元四 細看風情—抒懷與感悟	1. 《深秋未圓湖》小思+小練筆6 2. 《共老》龍應台+小練筆7	1. 欣賞 2. 關愛 3. 珍惜 （身邊美好的事物 / 景物）	1. 借景抒情 2. 文章立意	單元四 情文並茂（借景抒情） • 《荷塘月色》朱自清 • 《店舖》西西

# 課程設計

建立常態，  
先自學後深思

每周一節

原則：

活潑的課堂 → 預習、討論、分享  
還學生「尚友古人」的閱讀樂

練筆：  
小段寫作  
(鞏固)

預習  
(自學)

討論／細讀  
(共學)



# 課堂活動

善用「學時」及科技，促進師生、生生互動

Slide 23 of 39

為甚麼作者後來會深深感到歉疚？

作者看了一本外國講論兒童的書籍。

明白到遊戲是兒童最正當的行為，玩具是兒童的天使。

二十年前毀掉弟弟親手做的風箏是一種精神虐殺。

玉蘭花預習

Questions Responses 99 Settings Total points: 5

《玉蘭花》預習—帶著問題來初讀

請同學閱讀《玉蘭花》後，認真完成以下測試，分數將計入平時分。

班別

1. 4A
2. 4B
3. 4C
4. 4D

學號 \*

1. 01
2. 02
3. 03

帶著問題來初讀

# 課堂前

- 所有學生須**預先閱讀文章**及**完成Google Form預習**（包括5道多項選擇題及一道開放題：「帶著問題來初讀」）
  - 從學生角度：**帶著問題來初讀**
  - 從教師角度：**帶著期望來初讀**（期望學生懂得提出問題）
- 強調自主學習——善用「學時」，學生能夠「有備而來」
- 學生的學習不再局限於課堂和學校內的時間



作者在茶餐廳會看見以下哪些人物？ \*

1 point

- 工廠技工及女工
- 帶著上學的孩子的母親
- 彪形大漢
- 電單車外賣員
- 買菜的主婦
- 孤獨的老人

故事中作者從一開始就知道自顧自看報的漢子就是兩歲小孩的爸爸。 \*

1 point

- 是
- 否

故事中的小孩不喜歡吃通心粉所以發脾氣。

1 point

- 正確
- 錯誤
- 無從判斷

試用一個最適切的詞彙形容文章中的爸爸。 \*

1 point

- 漠不關心
- 放任子女
- 外冷內熱
- 嗜睡成性

# 課堂上——初讀（文章初探）



初讀

了解  
整體內容

記事

寫人

抒情

說理

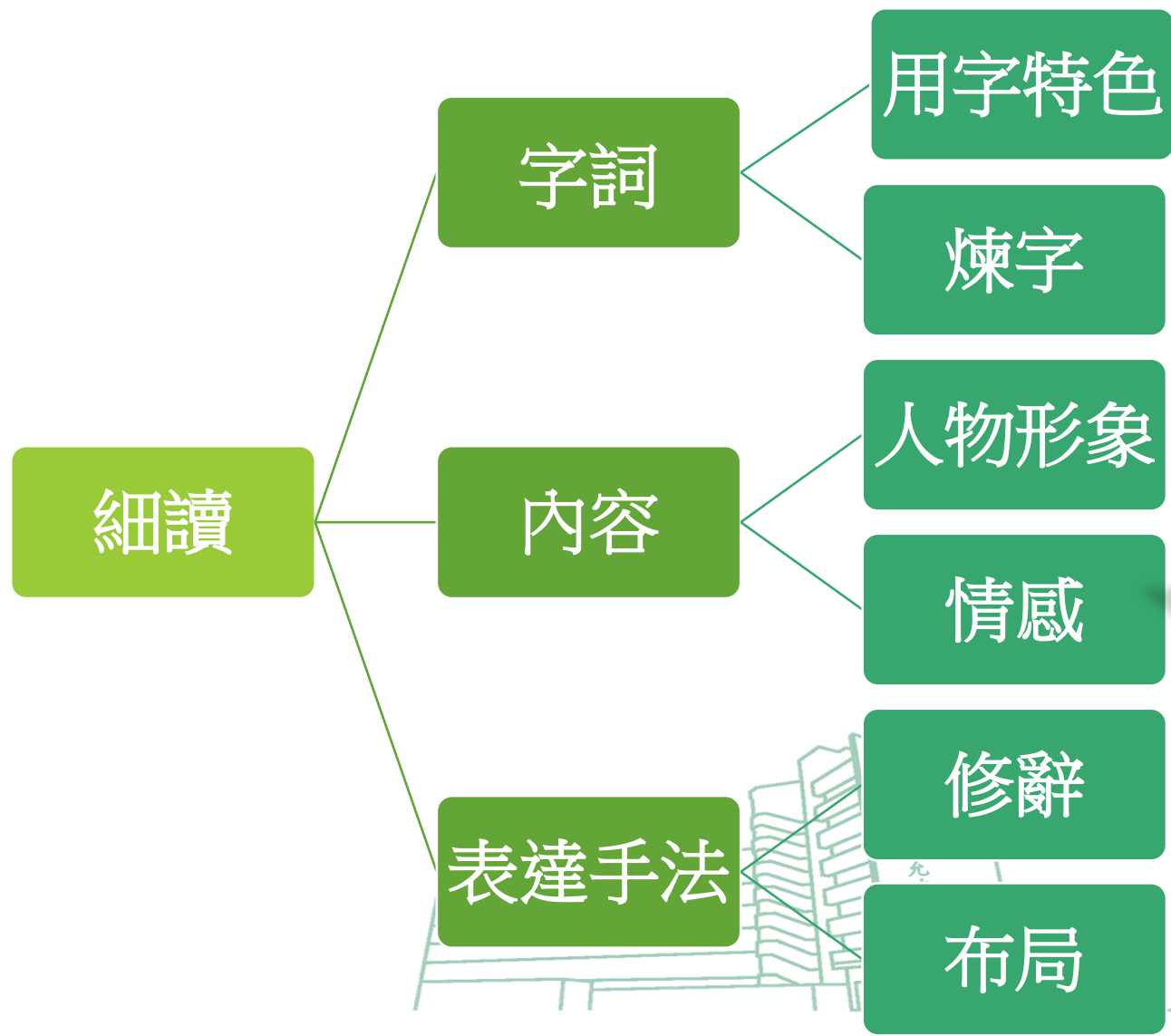
總覽全文

理順脈絡

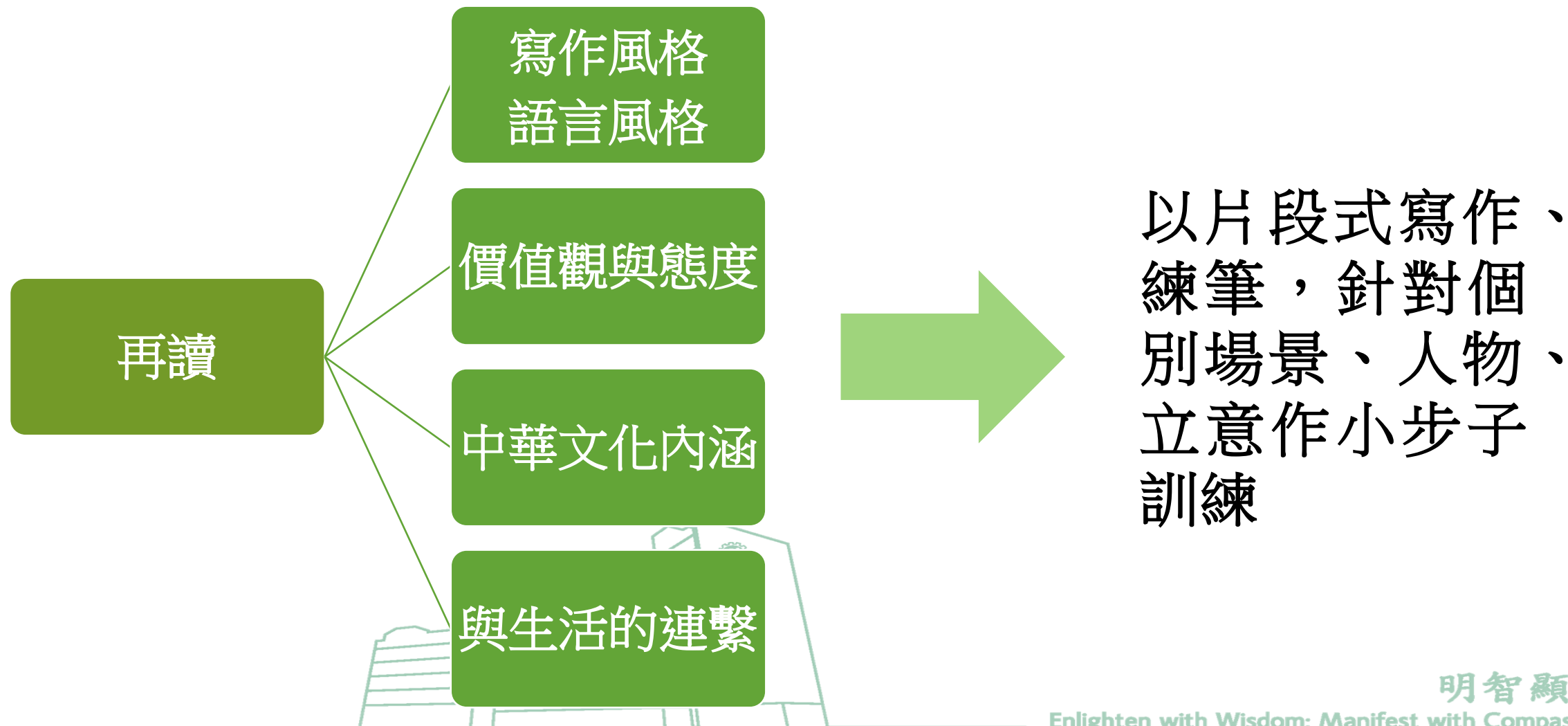
劃分結構



# 課堂上——細讀（仔細分析）



# 課堂上——再讀（延伸／深度思考）



# 課堂上——討論、分享（活的氣氛）



老師分享與父親的相處經歷  
（父與子）

單元二 細味人情—細讀與細寫

二、細寫：  
試寫一段200-250字的段落（包括標點符號），描寫你和家人/老師/朋友一個生活日常的情景（必須運用一項或多項人物描寫方法：肖像、語言、行動），以刻劃他/她的性格特點。

7 6 9.5

未都反映

汗流浹背

道碎、不起眼

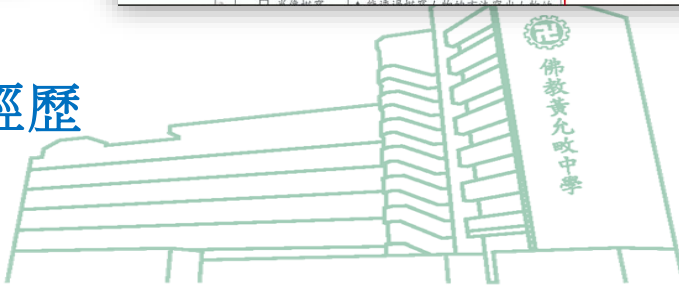
無比重要

評估：

評估項目	評估準則	評寫樂星
描寫人物的方法	能運用一項或多項描寫人物的方法	



藉其他同學作品打分互評，  
樂（學）在其中





# 課堂外——延伸學習

(提升能力一般學生的閱讀及寫作能力)

舉隅：《玉蘭花》——大城市小人物的觀察



輔以相關短片，供學生課後參考



明智顯悲

en with Wisdom; Manifest with Compassion

# 課堂外——延伸學習

## 廣度與深度：微型書展（與圖書館協作）

- 作家追蹤
  - 作者還有哪些著名作品？
- 比較閱讀
  - 主題：主題相關/相似的文章
  - 作家：文風相近



# 小結

- 恆常閱讀
- 輔以方法／規律解讀
- 篇幅短而精

建立閱  
讀常態

- 文體、作家、風格……
- 延伸閱讀作家相關文章

拓闊閱  
讀層面

- 從「片段」起步
- 吸收養份，轉化創造

模倣轉  
化創造

- 課堂氣氛→「活」
- 預習、討論、深思

自主思  
考領會

# Readers Dozen in English

BUDDHIST WONG WAN TIN COLLEGE

**READERS DOZEN**  
S2 English x Life & Society

**DON'T QUIT**

Contents:  
Don't Quit  
 • Listening p.2  
 • Vocabulary Check p.4  
 • Comprehension p.5  
 Don't Give Up  
 • Language Focus p.6  
 • Your Turn p.8

Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Teacher: Mr. Lam (25)

S2 ISSUE 2 | PAGE 5

BUDDHIST WONG WAN TIN COLLEGE

**READERS DOZEN**

**My Book Review** p.15  
**Treasure Island**  
A Book Review  
Read all about it on pages p.7-8

**Map Symbols – Geography Map Skills** p.11  
Pirate Treasure  
Four Figure Grid Map  
Learning English through Short Stories  
Features of a short story p.7-8

**S.2 Issue 1 (English x Geography)**

Name: \_\_\_\_\_ ( )  
Class: 2\_\_\_\_  
Teacher: Mr. Lam (25)

My Book Review /14

http://readingclub.com/2017/04/pirates-of-the-caribbean-dead-men-tell-no-lies-interactive-reading-activity/

Buddhist Wong Wan Tin College  
English Language  
Readers Dozen  
Reading to Learn: Toward Reading across Curriculum  
(Sports / Engineering)  
S5 Issue 1 [2022/23]

Name: \_\_\_\_\_ ( ) Class: 5\_\_\_\_ Teacher: \_\_\_\_\_ ( )

Siobhan Haughey, Hong Kong's first-ever Olympic medalist in swimming

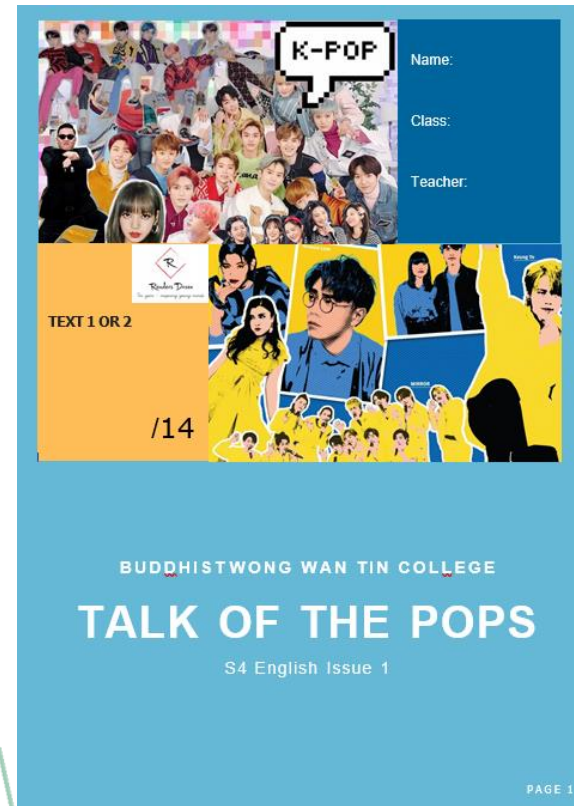
What does engineering have to do with ties in swimming races?

Text 1 / 2  
Your turn /21



# The Reading Curriculum

- As a **separate subject**
- With its **own schemes of work** for all forms
- **Themes** aligned with the English Curriculum, e.g.
  - S4 – pop culture, teenage problems, travel
- **Bimonthly** issues
- Two main reading texts per issue
- Marrying **two subjects** (English + X),
  - e.g. X = P.E., science, music, geography, and so on.
- Incorporating all **four skills**
  - reading, listening
  - speaking, writing



# The Reading Curriculum

- **Junior** forms taught by Reading Team Teachers (every fortnight)
- **Senior** forms subsumed under regular English lessons (once a week)
- Not for exam purposes, but for
  - extensive reading
  - enjoyment of reading
  - supplementing the main curriculum
  - promoting cross-curriculum reading

BUDDHIST WONG WAN TIN COLLEGE

## BIOGRAPHY

**S2 ENGLISH + MUSIC**

Contents:

Biography - p.2-3

- Vocabulary Check - p.4
- Language Focus - p.4
- Your Turn - p.5

Music - p.6

- Disney Music - p.6-8
- Extra Reading - p.9
- Your Turn - p.10

Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Teacher: Dr Lam (25)

Your Turn /14

PAGE 1

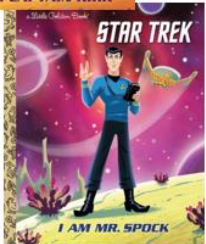
Buddhist Wong Wan Tin College  
Reading to Learn: Toward Reading across Curriculum  
English x Science

Readers Dozen S.4 Issue 4 2021-2022

Name: \_\_\_\_\_ ( ) Class: 4 \_\_\_\_\_ Teacher: \_\_\_\_\_ ( )

I am Captain Kirk  
I am Mr. Spock

A Guide to Space Tourism



Writing /12

Speaking /14





# Reading and Listening as Input

- A **Junior** Form Example
- S2 **English** + Life & Society
- Poem: Don't Quit
- <https://youtu.be/zNuWNki1Uik>



## READERS DOZEN

*S2 English x Life & Society*

When things go wrong as they sometimes \_\_\_\_\_,  
When the road you're trudging seems all uphill,  
When the funds are low but the debts are \_\_\_\_\_  
And you want to smile, but you have to sigh,  
When care is pressing you down a \_\_\_\_\_,  
Rest if you must, but don't you quit.

Life is strange with its twists and turns  
As every one of us sometimes \_\_\_\_\_  
And many failures turn about  
Or he might have won had he stuck it out;  
Don't give up though the pace seems \_\_\_\_\_—  
You may succeed with another blow.

Success is failure turned inside out—  
The silver tint of the clouds of doubt,  
And you never can tell how close you are,  
It may be near when it seems so \_\_\_\_\_;  
So stick to the fight when you're hardest hit—  
It's when things seem worst that you must not \_\_\_\_\_.




明智顯悲

Enlighten with Wisdom; Manifest with Compassion



# Vocabulary

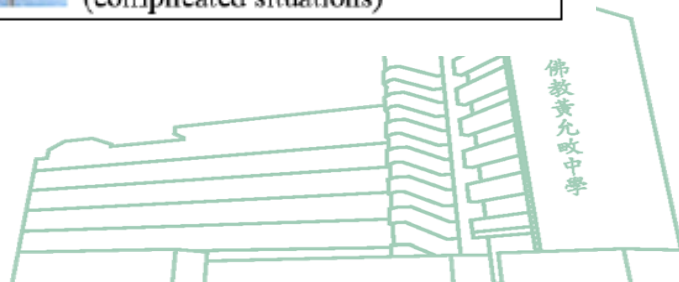
- ‘Teach words while working with the reading texts in which they are used. **Teach at the point of contact**; use **discussion** around texts to teach vocabulary’ (Grabe & Yamashita, 2022, p.281)

## Nouns

I. funds	a. a hard hit with a hand or weapon (noun)
II. debts	b. (a small amount of) <u>colour</u>
III. twists and turns	c. money
IV. pace	d. money you owed to (borrowed from) someone else
V. blow	e. not succeeding
VI. failure(s)	f. speed
VII. tint	g.  (complicated situations)

## Verbs

1. trudging (to trudge)	A. 
2. sigh	B. to happen/take place one after another
3. quit	C. went (go) on to the end of a difficult situation
4. (turn and) turn about	D. 
5. stuck (stick) it out	E. stop trying; give up
6. turn(ed) inside out	F. to have a feeling of not being certain/sure about something
7. doubt	G. walking (to walk) slowly with a lot of effort



# Don't give up

Life and Society

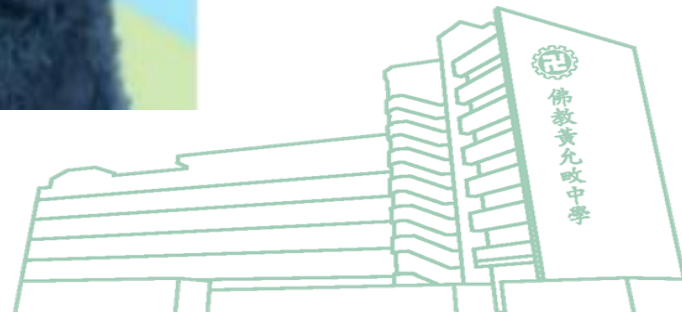
- <https://youtu.be/pWp6kkz-pnQ>



When you wanna do something that's new  
And it seem/seems really, really hard to do  
You feel/feels like quitting, you feel you're  
through  
Well I have/has some advice for you  
Don't/doesn't give up  
Keep on tryin'  
You're gonna make it  
I ain't lyin'  
Don't give up, don't ever quit  
Try and try and you can do it  
Don't give up, yeah

If you want to catch a ball  
But you're havin' no luck at all  
The ball hit/hits your head,  
it hits your nose  
It hit/hits your belly, your chin and  
toes  
Well, try and try and try again  
Keep on trying and soon then  
You'll put your hands out in the air  
You'll catch/catches that ball  
Yes this I swear/swears  
Don't give up  
Keep on going  
You're on a boat,  
So keep on rowing  
Don't give up, don't ever stop  
Try and try and you'll come out on top  
Don't give up

If you get/got yourself your  
rollerskates  
You put/puts them on  
And you feel great  
Stand/stands up,  
but then you fall/falls,  
don't think you can skate at all  
You get/gets back up,  
and then you trip/trips.  
You skip/skips and tip/tips,  
and slip/slips, and flip/flips  
You try and try and try some more  
Soon you're skating across the floor  
Don't give up, keep on moving,  
You're gonna get there,  
just keep on grooving  
Don't give up, don't pack it in  
Try and try, and you'll win  
Don't give up  
No no no no, don't give up (x2)  
No no no, don't give up  
No no, don't give up!



# Grammar Instruction

- ‘Instruction needs to give attention to **some amount of directed grammar teaching**, particularly at less-advanced levels’
- ‘Some subset of grammatical knowledge should be taught if it is appropriate for text comprehension.’
- ‘Grammatical knowledge, in some cases, can make a difference in reading comprehension with more difficult texts, **particularly if the grammatical form occurs multiple times and is required for comprehension.**’
- ‘In these situations, some subset of this knowledge should be taught, first directly from the text material itself, then through additional activities as appropriate.
- (Grabe & Yamashita, 2022, p.309)

When you wanna do something that's new  
And it seem/seems really, really hard to do  
You feel/feels like quitting, you feel you're  
through  
Well I have/has some advice for you  
Don't/doesn't give up  
Keep on tryin'  
You're gonna make it  
I ain't lyin'  
Don't give up, don't ever quit  
Try and try and you can do it  
Don't give up, yeah



# Speaking and Writing as Output

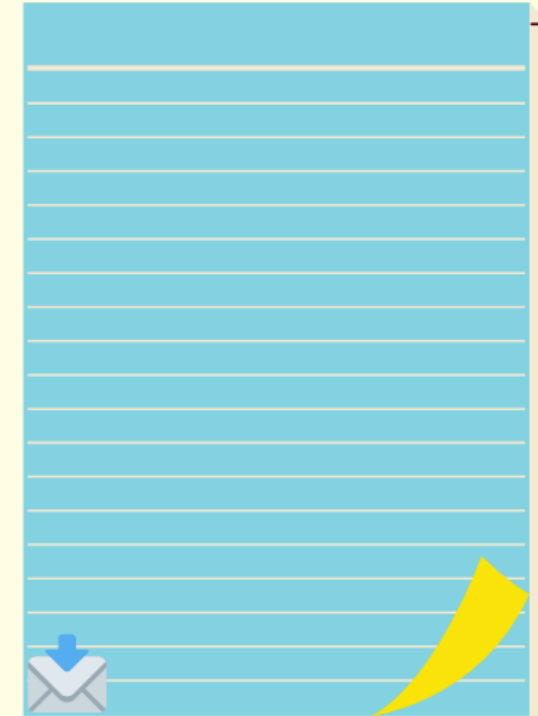
- ‘Based on the studies reviewed, **students with better reading abilities performed better on reading/writing tasks**. Implications from these studies suggest that teachers and curricula need to focus explicit attention on reading comprehension activities with the texts that students must use in reading/writing tasks.’ (Grabe & Yamashita, 2022, p.385)
- Discussion to brainstorm ideas
- Advice letter
  - Giving advice on not giving up

## B. Your Turn

Your best friend has just moved to a new school and is having a difficult time there. He/she is thinking about quitting and going back to the old school (i.e. your school). Write an email to him/her giving him/her advice and encouragement.

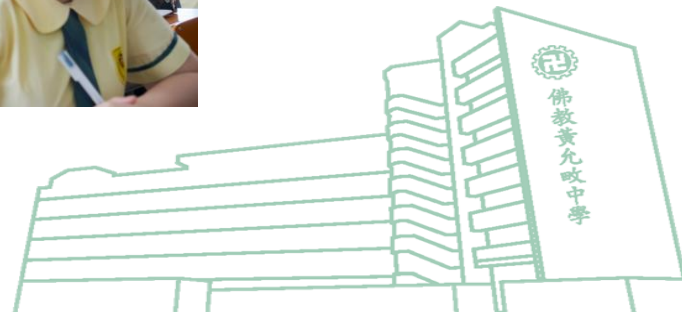
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Your best friend just moved to a new school and is having a difficult time there. He/she is thinking about quitting and going back to the old school (i.e. your school). Write an email to him/her giving him/her advice and encouragement.



# A Senior Form Example

- S5 English x Sports/Engineering



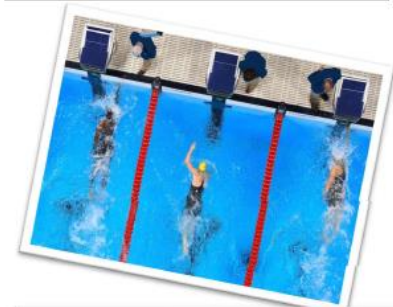
Buddhist Wong Wan Tin College  
English Language  
Readers Dozen  
Reading to Learn: Toward Reading across Curriculum  
(Sports / Engineering)  
S5 Issue 1 [2022/23]



Name: \_\_\_\_\_ ( ) Class: 5 \_\_\_\_\_ Teacher: \_\_\_\_\_ ( )

Siobhan Haughey, Hong Kong's first-ever Olympic medalist in swimming

What does engineering have to do with ties in swimming races?



Text 1 / 2  
Your turn

/21

# Preview

- ‘Introducing key vocabulary or introducing a key idea from the text before students are asked to read, and guide students in making relevant associations between the key idea and the main ideas of the texts.’ (Grabe & Yamashita, 2022, p.109)

## Before you read

Answer these questions.

1. Which sport do you prefer, running or swimming? Briefly explain your choice.

---



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2. In what ways can mathematics be useful to sports and athletes?

---



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## A. Preview

How much do you know your Hong Kong Olympians? Can you name the sporting events these athletes compete in? Use the pictograms in the bottom righthand corner to help you.



Siobhan  
Bernadette  
Haughey

Swimming



Tse Ying Suet



Grace Lau



Minnie Soo



Lee Wai-sze



Lee Lai-shan



Cheung Ka  
Long



Wong Kam-po



Stephanie  
Norton



明智顯悲

Enlighten with Wisdom; Manifest with Compassion

# Reading as Input

- Reading (English) – a text on Siobhan Haughey
- Reading (Sports/Engineering) – a text on what engineering has to do with ties in swimming races.

## B. Reading

### Siobhan Haughey, Hong Kong's first-ever Olympic medalist in swimming

Patrick Blennerhassett  
Aug. 8, 2021

Siobhan Haughey's historic Tokyo 2020, winning silver in the 100m and 200m freestyle, has vaulted the Hong Kong swimmer into the local celebrity stratosphere. Now back in Hong Kong in quarantine, the 23-year-old fully welcomes the isolated downtime after a "chaotic and crazy, but fun" experience, and a chance to exhale after a momentous time in the pool. The medals Haughey collected are a first for Hong Kong, two in one Games, and the University of Michigan graduate fully intends to share the experience with her fellow Hongkongers, who flooded malls shoulder to shoulder to watch her swim.



Citizens gathered at a local mall to witness Haughey making history.

Haughey's lifelong dream turned into reality last Wednesday at the Tokyo Aquatic Centre when she swam a 1:53.92 (an Asian record) in her marquee event, the 200m freestyle. "When I touched the wall



A historic moment for Hong Kong's swimming

and realised I was second, and I had an Asian record, I was really happy, and really excited and really emotional.

## B. Reading

What does engineering have to do with ties in swimming races?



"Yes, you see it right. It's a 3-way tie for silver!"

Swimming races are timed electronically. The signal to start the race automatically starts the clock. As each swimmer touches the wall at the end of the race, a pressure pad records their time to within one hundredth of a second! Sounds perfect, right? Well, only if you're ready to accept ties, meaning more than one winner winning the race.

In 2016 Rio Olympics, three swimmers turned in identical times to share silver in the 100m butterfly, one of a few ties in that year's games. The current timing system is capable of measuring down to the millionth of a

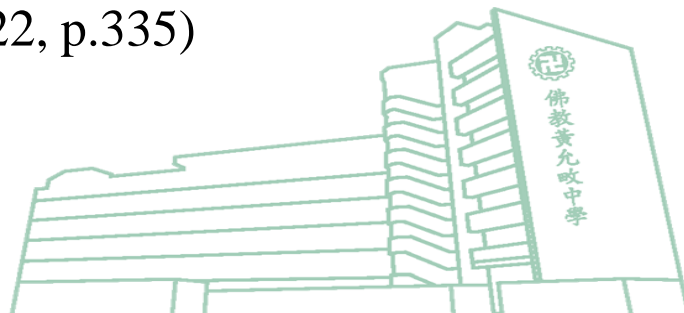


A relatively rare sight: One gold medalist (second from the right), three silver medalists.

second (1/1,000,000), so why doesn't FINA, the world swimming governing body, use it to break ties in the swimming pool?

# Comprehension

- ‘Teaching for **strategic reading** requires consistent **modeling, scaffolding, extensive practice**, and eventually **independent use of appropriate strategies** by students.’
- ‘An effective way to build multiple-strategies competency is **through discussions and practice that center on comprehension (and learning)** while students are reading informational texts.’
- ‘**Activating background knowledge, predicting, monitoring, summarizing, synthesizing, and applying new ideas and information** should be regular features of instruction.’
- (Grabe & Yamashita, 2022, p.335)



## C. Comprehension

Answer the following questions based on your understanding of the first text.

1. Why does Haughey *welcome* her quarantine back in Hong Kong?

---

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2. Which phrase in paragraph 2 tells us that Haughey’s main focus was on her 200m freestyle?

---

3. How did Haughey feel before her 100m freestyle race?

---

4. Close to half of the secondary school students in Hong Kong do not know how to swim. Is this statement **true** or **false**?



---

5. Every year, which age group do most victims of drowning tend to come from?

---

# Grammar

- Passive voice
- The use of ‘*while*’



## D. Language Focus

Below are some common usage or expressions from the text. Look at how they are used and complete the tasks as instructed.

### 1. Passive verb forms (be + past participle)

*Example:* ‘Swimming races are timed electronically.’

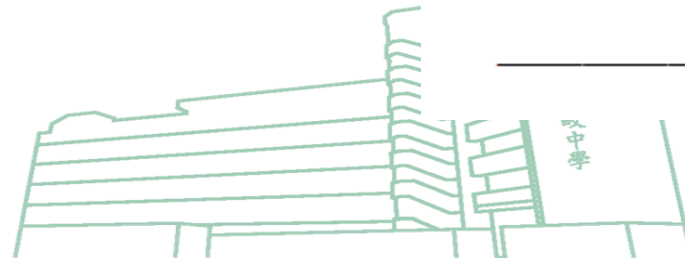
(i) Traditional mooncakes \_\_\_\_\_ (make) \_\_\_\_\_  
(manual).

(ii) Household trash \_\_\_\_\_ (collect) \_\_\_\_\_ (day).

### 2. *While* (similar to *Although*)

*Example:* ‘While we can time swimmers to a thousandth-of-a-second, we cannot guarantee that their lanes are of the exact same length.’

(i) While studying is important, \_\_\_\_\_  
\_\_\_\_\_



# Speaking before writing

- **Speaking** to brainstorm ideas before putting them to paper.



## E. Speaking

You and your friends are chatting about Olympic sport events that are fun to watch. Share among yourselves:

- your favourite Olympic sport event(s) to watch
- what makes a sport exciting to watch (e.g. individual versus team sports, keen competition with fairly even opponents, etc.)
- whether having Hong Kong athletes makes a sport event more enjoyable to watch
- anything you think is important



## E. Speaking

### Group Interaction

An excerpt of a news article:

A 65-tonne tower collapsed and killed three workers and injured six others at a construction site in Hong Kong last week. Some engineers suspected that poor workmanship in the welding at the base of the crane might have caused the tragic accident.



You and your friends were shocked by the above accident and are talking about whether the engineer(s) in charge of the safety standards of the tower crane should be held responsible for accident.

You may want to talk about:

- why engineers are needed to ensure safety
- why engineers must have a high degree of attention to detail and a high sense of responsibility
- whether you think you can be an engineer in future
- anything you think is important



# Writing as Output

## F. Writing

Write an email to Mr To, Head of extracurricular activities at your school, to suggest that the school organize a swimming team. Finish the letter below, giving reasons for your suggestion.

Dear Mr To,

My name is \_\_\_\_\_, a student from 5\_\_\_\_\_ . I am writing to

suggest that the school organize a swimming team.



## F. Writing

You may have never thought about studying to become an engineer. But imagine having a guaranteed path to becoming one, which one of the following fields would you be most interested in? State your favourite choice, and explain why.

- i) Civil engineering (buildings, roads, bridges, tunnels, etc.)
- ii) Automotive engineering (cars)
- iii) Aviation engineering (airplanes)

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# Grabe & Yamashita (2022)

*Table 19.2 Sixteen curriculum principles for reading instruction*

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## Core reading curriculum principles

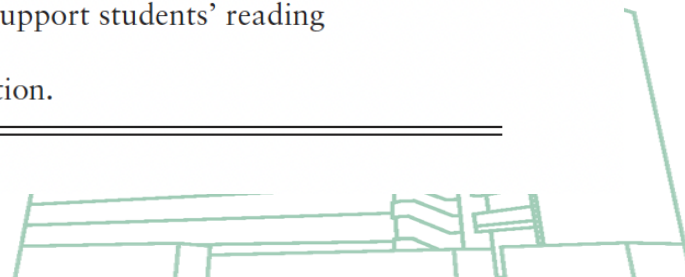
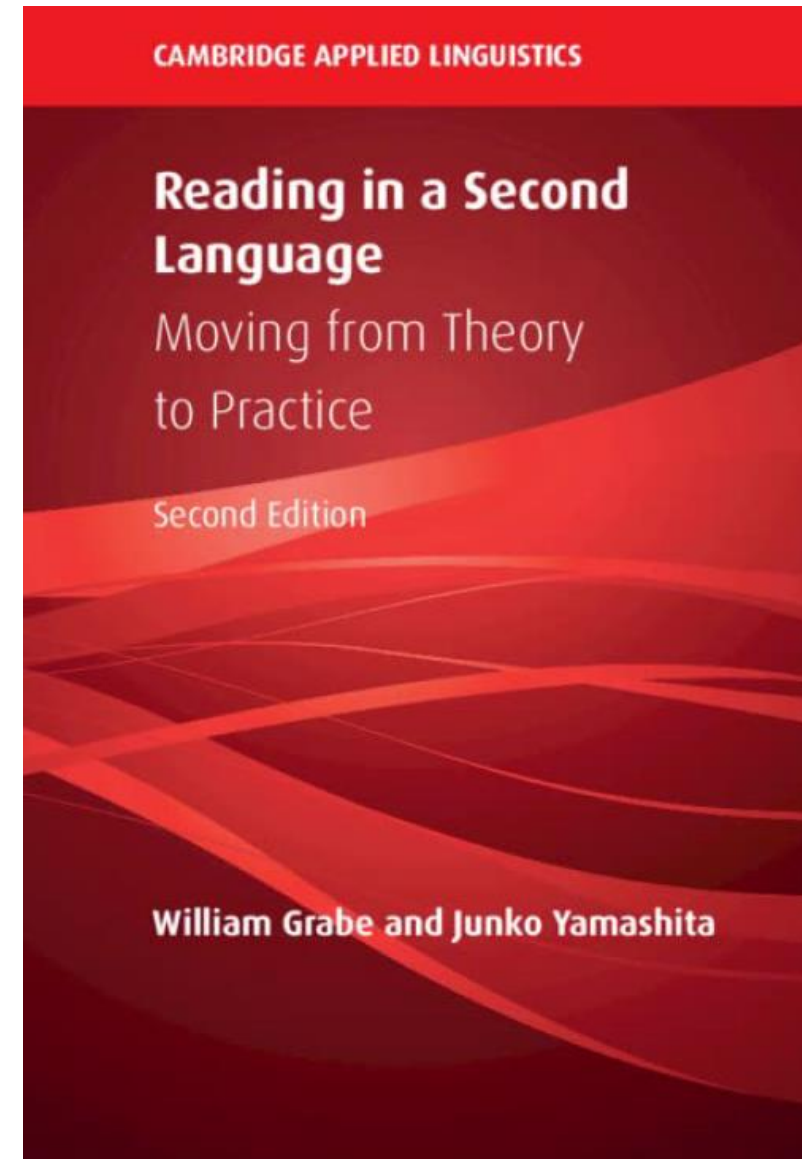
1. Require student to read a lot and read often.
2. Ask students to read and reread for well-defined purposes.
3. Incorporate deliberate practice into reading curricula.
4. Promote discussion among students around text comprehension.
5. Build student motivation for reading.

## Reading-skills development principles

6. Make a strong commitment to vocabulary teaching and learning.
7. Teach (rather than test) main idea comprehension.
8. Raise students' discourse-structure awareness.
9. Train students to become strategic readers.
10. Promote text reading fluency.

## Instructional design principles

11. Develop lessons that are structured around prereading, during-reading, and postreading activities.
  12. Select and adapt texts based on students' proficiency levels, current and future reading needs, and topic interests.
  13. Address students' digital literacy needs.
  14. Connect reading to writing to prepare students for academic tasks.
  15. Promote assessment for learning to support students' reading development.
  16. Integrate content and reading instruction.
- 
- 



# Core Reading Curriculum Principles

- Require students to **read a lot and read often**.
- Ask students to read and reread **for well-defined purposes**.
- Incorporate **deliberate practice** into reading curricula.
- Promote **discussion** among students around text comprehension.
- Build student **motivation** for reading.



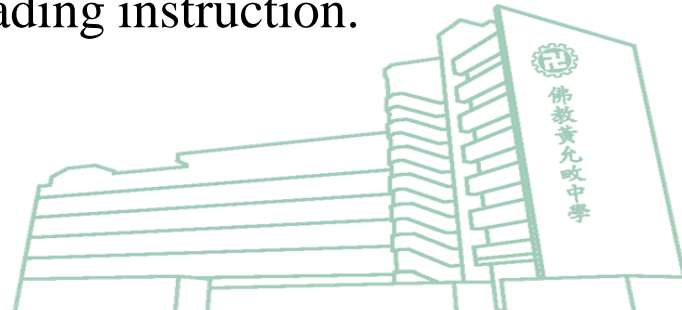
# Reading-skills development principles

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- Teach (rather than test) **main idea comprehension**.
- Raise students' **discourse-structure awareness**.
- Train students to become **strategic readers**.
- Promote **text reading fluency**.



# Instructional design principles

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- **Select and adapt texts based on students' proficiency levels, current and future reading needs, and topic interests.**
- Address students' **digital literacy needs.**
- **Connect reading to writing** to prepare students for academic tasks.
- Promote **assessment for learning** to support students' reading development.
- Integrate **content** and reading instruction.



# Conclusion

- Reading programmes in **both Chinese and English**
- Part of the school **curriculum**
- **Carefully chosen texts** to motivate students
- A **diverse range** of texts and text types
- Promotion of **cross-curricular reading**
- **Broadening students' horizons**
- Learning about **content** and language

