

2007-08 P.5 Curriculum Planning

My Pals are Here!

Module 1 Growing Up II

(Week 6 – 7 Date: 24/9 – 5/10)

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| Module/Title | Unit 4 Special People |
| Text/Text Type for Reading | Biographies |
| Language Focus | <ul style="list-style-type: none">● Use reflexive pronouns to emphasize the doer or receiver of an action, and to show that the doer of an action is also the receiver of the same action● Use connectives to show sequence |
| Vocabulary | Words related to biography |
| Text Type/Writing | <ul style="list-style-type: none">● a biography of a famous or special person of students' preference |
| Information Literacy | Search information of a famous person to be included in the biography writing task |
| Listening/Speaking | <ul style="list-style-type: none">● Listening to an interview on p.55● Watching the ETV programmes, "Famous Persons of the Past" |

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| 6 | 14 - 15 | <p><u>Unit 4</u> <u>Reading passage “Special People”:</u> <u>Introduction:</u></p> <ol style="list-style-type: none"> 1. T brings photos of some famous persons like Sun Yat Sen, Princess Diana and Mother Teresa. 2. T: Who are they? 3. T: What do you know about them? 4. T: Why are these people so special that people still know them well nowadays? (They did great things.) <p><u>Pre-reading:</u></p> <ol style="list-style-type: none"> 5. T: What’s the title of the passage? (Special People) 6. T: Is it a story or an explanation text? What kind of writing is it? (A biography) 7. T asks Ss to quickly scan the 1st paragraph quickly 8. T: What famous person is this biography talking about? (Louis Pasteur) <p><u>Silent reading:</u></p> <ol style="list-style-type: none"> 9. T asks Ss to read silently themselves, while moving around monitoring their progress. 10. T reminds Ss to read and find out important things Louis did. 11. T asks some Ss to point where they are up to. 12. T asks some Ss to try to read out some unknown words. 13. T can ask smarter Ss to underline the topic sentence and main idea in each paragraph while waiting for the rest of the class. <p><u>Reading and discussion:</u></p> <ol style="list-style-type: none"> 14. T plays the living textbook during this stage, pausing after each slide and initiate discussion of details in each paragraph, asking questions to Ss. <p><u>1st paragraph:</u></p> <ol style="list-style-type: none"> 15. T: Can you see Mr Pasteur now? Is he a Hong-konger? (No, he was born | <p>MP p.44-46 PowerPoint or printout pictures of “Some famous people”</p> <p>Omit p.47-48</p> | <p>WB P. 31</p> |
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in France in 1822.)

16.T: What did he do? Was he a nurse? (taught in university; professor / scientist)

17.T: What is the main idea of this paragraph? (Louis Pasteur was a famous professor in France.)

18.T: Do you want to be a professor like him?

2nd paragraph:

19.T: What are liquids? Name me some examples of liquids. (soft drinks, water, correction fluid)

20.T: Find me another word that also means “found out”. (discovered)

21.T: How could Louis kill the microbes? (Heating the liquid)

22.T: How can we heat the liquid? (Boil or use fire)

23.T: Look at the bubble on the bottom left. “Pasteur” discovered that he could kill the microbes by heating the liquid.” Is this finding still useful today?

3rd paragraph:

24.T: Where could we find a large amount of bacteria? (everywhere, especially in hospitals)

25.T: What problems did microbes cause in hospitals? (the spread of diseases)

26.T: What could we do to kill the harmful bacteria? (heat the instruments and bandages before use)

27.T: What is the most common and important thing doctors and nurses have to do in hospital in Hong Kong? Why? (To heat the instruments and bandages / To clean their hands and arms; to kill the harmful bacteria)

4th paragraph:

28.T: What is the main idea of this paragraph? (Pasteur’s most important discovery)

29.T: What was Pasteur’s most important discovery? (vaccination)

30.T: What will happen if an animal is injected with the vaccine of a disease?

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| | <p>(it will not get the disease)</p> <p>31.T: Do children in Hong Kong take vaccination? (Yes, like tuberculosis vaccination)</p> <p><u>5th paragraph:</u></p> <p>32.T: What vaccine did Pasteur develop? (a vaccine for rabies)</p> <p>33.T: How can rabies be spread? (through an infected dog's bite)</p> <p>34.T: Why do you think Pasteur hesitated to give Joseph the vaccine that he developed? (because he had never tried the vaccine on human beings before and was not sure it would work)</p> <p>35.T: Was the rabies vaccination effective? How do you know? (yes, because the experiment on Joseph was a success and rabies could be cured)</p> <p>36.T: Look at line 2 in this paragraph, a "deadly disease". Is rabies a deadly disease today now? Why? (No, because we have rabies vaccination.)</p> <p>37.T: Do you know other deadly diseases? (cancer, AIDS, bird flu) Are there any vaccinations curing these diseases? (No, but scientists are developing.)</p> <p><u>6th paragraph:</u></p> <p>38.T: Who opened the Pasteur Institute? (The French government)</p> <p>39.T: Why was it opened? (To study diseases)</p> <p>40.T: When was it opened? (in 1888)</p> <p>41.T: In line 6, "Pasteur was its director". What does a director do? (To give orders, to take charge of the institute; someone like a boss)</p> <p>42.T: How old was Pasteur when he died? (66)</p> <p><u>7th paragraph:</u></p> <p>43.T: Why are Pasteur's discoveries still important today? (because they continue to save many lives around the world)</p> <p>44.T: Why was Louis Pasteur a special person? (Because he worked hard to save lives and to make life better for people)</p> <p>45.T: Can you think of other special people? What made them special?</p> <p>46.T asks Ss to finish P. 46 and checks the answers later.</p> | | |
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| | <p><u>Grammar: reflexive pronouns:</u></p> <p><u>Introduction:</u></p> <ol style="list-style-type: none"> 1. T brings some beautiful chops and a stamp to the classroom. 2. T: Today I bring some beautiful chops here myself. (T emphasizes it by repeating once) If you want to have some chops in your English textbook, you have to help yourselves. How can you help yourselves? Listen and do what I say, okay? 3. T: Who would like to have a chop? (T asks A to come out) T: Bring your textbook on my desk yourself. 4. T: Open the stamp yourself. Put the chop on the stamp yourself. Stamp the chop on anywhere in your book yourself. 5. T: A has got a nice chop. What did / does A do to get a chop on his book? (T asks a smart student B to try to summarize what he do) 6. B: (He may say something like ...) A puts a chop on the stamp. (And then finished) 7. T: A puts a chop on the stamp? Something is missing. (Elicit S to use himself) 8. Repeat 3 to 7 with other combinations and questions for themselves, herself ... <p><u>Consolidation:</u></p> <ol style="list-style-type: none"> 9. T reads and explains the meaning in the first speech bubble. While reading, T draws Ss' attention in the use of reflexive pronouns in the sentence. 10. T tells Ss that the sentence can not only help them to identify the doer of the action, but also to emphasize the doer of the action. 11. T reads the second speech bubble and explains to Ss that reflexive pronouns could also be used to show that the doer and the receiver are the same person. 12. T concludes the TWO aims of using reflexive pronouns: | <p>MP P. 49-50 Teacher's own chops and stamp</p> | <p>WB P. 36-37 GP P. 14-15</p> |
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16-17

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| | | <p>a. to emphasize the doer or receiver of an action</p> <p>b. to show that the doer of an action is also the receiver of the same action</p> <p>13.T reminds Ss that the reflexive pronoun used needs to depend on the identity of the person it is referring to and asks Ss to refer to the table on P. 50.</p> <p>14.T asks Ss to finish the task, Part A on P. 50.</p> <p>15.T checks answers with Ss.</p> <p>16.Then, T asks Ss to work in pairs and name something that they could do it by themselves and report to the class.</p> | | |
| 18 | | <p><u>Connectives to show sequence:</u></p> <p>1. T asks Ss, “What do you think special people do to achieve great things? What are their secrets?” (They do things steps by steps.)</p> <p>2. T tells Ss, “Successful people follow simple routines to achieve great goals.”</p> <p>3. T shows the pictures on P. 51 to show Ss how Pasteur discovered vaccines.</p> <p>4. T tells Ss that ‘first’ indicates the first step of a routine and ‘finally’ indicates the last step while the other connectives in between are interchangeable.</p> <p>5. T distributes drawing papers to Ss and asks them to write down steps involving different procedures, namely:</p> <ul style="list-style-type: none"> → preparing a birthday party → going to school → <p>6. T asks Ss to share their work with other groups.</p> <p>7. T asks Ss to finish the task on P. 51 and check the answers with them afterwards.</p> | MP P. 51, drawing paper, felt pens | WB P. 38 |

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| | 19 | <u>Listening:</u> 1. T tells Ss that Cathy wanted to write an article about a poet, Jessie Lam. T asks Ss to listen to their conversation and complete the interview for Cathy. 2. After listening, T checks answers with students. | MP P. 55 | |
| 7 | 20-21 | <u>The man behind the mouse:</u> <u>To understand the structure of a biography</u> 1. T asks Ss to name some special people. 2. T asks Ss if they know who the father of Mickey Mouse is. 3. T asks Ss to read an article about Walt Disney. 4. T goes through part B with Ss. | Booklet Part A & B | |
| | 22-23 | <u>J. K. Rowling – Harry Potter’s Mother</u> <u>To retrieve information and try to write in a form of timeline</u> 1. T asks Ss if they would know who wrote Harry Potter. (J. K. Rowling) 2. T asks Ss to read part C of the Booklet. 3. T goes through Part D with Ss. 4. T asks students to search information of a famous person they like for the next lesson. | Booklet Part C & D | |
| | 24-25 | <u>Students’ own writing:</u> 1. T tells Ss that they are going to write a biography of some famous persons. 2. T asks Ss to cut long slices of drawing paper and join them together using tape. Then T asks Ss to roll the paper on the can and try to write a few sentences describing that famous person. (Refer to the instructions in the booklet.) 3. Before handing in, T asks Ss to edit their partner’s work. | Booklet Part E, Cans, drawing paper | |