

TWGHS Li Chi Ho Primary School
New Magic 5B Unit 3: Weather in Hong Kong

Prior knowledge

- ♦ Four seasons
- ♦ Adjectives describing different weather conditions: hot, cold, cool, warm, sunny, cloudy, windy, rainy, snowy, foggy, dry and wet
- ♦ Text-types (e.g. e-mail, letter, diary, newsletter article)
- ♦ Language (e.g. present tense, past tense, future tense, the use of modal 'should', the connective 'if')
- ♦ Reading (locating specific information, identifying the main idea, making inference, pronoun referencing, guessing the meaning of an unfamiliar word by using context clues or pictorial clues)

Objectives:

- ♦ Identify different natural elements related to bad weather and different weather warning signals
- ♦ Be able to use the connective 'if' to express conditions and 'so that' to show purposes
- ♦ Recognize the content and language features of a weather report
- ♦ Be able to present a weather report through written and oral means

Vocabulary:

- ♦ different natural elements related to bad weather conditions: a landslip, lightning, a rainstorm, a shower, thunder, a thunderstorm, a typhoon, a flood, hail
- ♦ different weather warning signals used in Hong Kong: amber rainstorm warning, red rainstorm warning, black rainstorm warning, thunderstorm warning, typhoon signal No. 1/3/8/9/10, cold weather warning, very hot weather warning, yellow/red fire danger warning

Links for reference:

scorched Earth (1) –hot Christmas in HK

http://www.youtube.com/watch?v=jahwSUGSkTY&feature=Playlist&p=E3C91C001D5D77E4&playnext_from=PL&index=3

scorched Earth (2)-Global warming http://www.youtube.com/watch?v=zWD6_VNP6Fk&feature=related

weather machine <http://www.youtube.com/watch?v=1IRq972FtiQ&feature=related>

Lesson 1 – 2 out of 19 lessons

Tasks	Skills/ knowledge	Focuses	Teaching materials	No. of lessons	Remarks
1. Show the video clip of scorched Earth (1). 2. Revise the adjectives describing different weather conditions. 3. Ss discuss what the weather like in the four seasons in group of four and complete the Activity Sheet. 4. Teacher checks and discusses the answers of each group. 5. Show the weather family cartoons to learn more vocabulary items related to weather conditions. Finish ws15a. 6. Ask Ss to do ws15b and teacher illustrates how to use the context to select the appropriate answers.	Speaking Listening	-activate students' prior knowledge about different weather conditions - revise the adjectives describing different weather conditions	-Picture cards and word cards - Activity Sheet 1 (a mind map & a table) -S's Bk p. 22 – 23 - ws 15a(adj), 15b - online resources (see the links below)	2	
Links: scorched Earth (1) –hot Christmas in HK http://www.youtube.com/watch?v=jahwSUGSkTY&feature=PlayList&p=E3C91C001D5D77E4&playnext_from=PL&index=3 weather family cartoons http://www.hko.gov.hk/video/cartoon.htm weather report around the world http://learnenglishkids.britishcouncil.org/en/practise-listening/whats-the-weather game http://learnenglishkids.britishcouncil.org/en/practise-listening/weather-maze					

Lesson 3 – 7 out of 19 lessons

Tasks	Skills/ knowledge	Focuses	Teaching materials	No. of lessons	Remarks
5. Introduce different natural elements related to bad weather conditions. 6. Revise the word formation - word compounding. 7. Discuss the problems caused by different bad weather and introduce different weather warning signals 8. Ss work in group of four and identify particular signals that are issued in the four seasons. 9. Introduce the information shown in a weather report	Vocabulary building skills	- different natural elements related to bad weather conditions and different weather warning signals - word compounding : noun + noun (e.g. sun + light, land+slip, rain+storm, thunder+storm, sun + block)	- S's Bk P.25 - ppt - ws 16a (word compounding) - Task Bk P.16 - Activity sheet 2 (signals in different seasons) - Activity 3 (word cards and picture cards) - ws 16b (warning signals)	5	
Links: Different warnings http://www.youtube.com/hkweather#p/f/10/v5gqddWXkkc (3:34 - 5:02) Typhoon special http://www.youtube.com/watch?v=mRDl0pyIOgs&feature=more_related					

Lesson 8 – 11 out of 19 lessons

<p>Read the main text:</p> <p>10. Read the weather report on P.24 (1st reading: locate specific information 2nd reading: introduce the format of a weather report 3rd reading: introduce the grammar features of a weather report)</p> <p>11. Watch a TV weather report and finish a listening task</p> <p>12. Read the interview on P.24.</p>	<p>Reading Listening and note-taking</p>	<ul style="list-style-type: none"> - Familiarise with the vocabulary related to weather conditions - Locate specific information - Familiarise with the format of a weather report 	<ul style="list-style-type: none"> - ws 17a (reading) - ws 17b (grammar features) - ws 18 (listening) - S's Bk P. 26 	<p>4</p>	
<p>Links:</p> <p>pearl weather report (winter) http://www.youtube.com/watch?v=rH9c5fO7fjM&feature=related</p> <p>pearl weather report (spring) http://www.youtube.com/watch?v=X4wJnY-P004&feature=related</p> <p>sesame weather report http://www.youtube.com/watch?v=ZkRLPwmLZNo&feature=related</p>					

Lesson 12 – 15 out of 19 lessons

<p>Grammar:</p> <p>13. Ss give advice according to different bad weather conditions with the use of the connective 'if'.</p> <p>14. Ss use 'so that' to state the purpose or aim of actions to be taken corresponding to different weather conditions.</p> <p>15. Ss work in group of four and play a board game. They take turns to draw a card. According to the cards the students draw, they tell different weather warning signals and give advice on proper actions to particular bad weather conditions. Then they can throw a dice and move forward according to the number shown on the dice. The fastest one reaches the destination will be the winner.</p>	<p>Speaking Writing</p>	<ul style="list-style-type: none"> - Familiarise with the vocabulary related to weather conditions and the usage of the connectives 'if' and 'so that'. - Locate specific information 	<ul style="list-style-type: none"> - S's Bk P. 26, 28, 29 - Ppt - Task Bk P.17 – 19 - Grammar Bk P. 10-11 - ws 19 (If ..., should ...) & (... so that ...) 	<p>4</p>	
<p>Link:</p> <p>Keep watch for No.8 announcement http://www.youtube.com/hkweather#p/f/16/Xky8YfU9ZFw</p> <p>Reference: http://afcd.gov.hk/english/country/cou_lea/hillfire.html to prevent the hill fires</p>					

Lesson 16 – 17 out of 19 lessons

Tasks	Skills/ knowledge	Focuses	Teaching materials	No. of lessons	Remarks
<p>Pre-writing Task:</p> <p>16. Ss work in group and put the sentence strips into the logical order to form a weather report.</p> <p>17. Teacher leads the class to discuss the content and the language features of a weather report.</p> <p>While writing:</p> <p>18. Ss are asked to write the first paragraph of a weather report.</p> <p>19. Ss work in pairs and read their partners' writing. Then they give appropriate feedback based on the rubric set.</p> <p>20. Ss finish the weather report at home.</p>	Writing	<ul style="list-style-type: none"> - Familiarise with the format of a weather report - identify the language features of a weather report - Construct a weather report with appropriate content and language features 	<p>-sentence strips</p> <p>-Activity sheet 4: a template of a weather report</p> <p>-ppt</p> <p>ws 20 (a written weather report with a checklist of the writing rubric)</p>	2	

1 lesson = 30 minutes

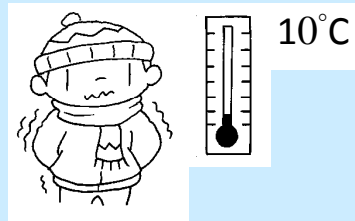
Lesson 18 – 19 out of 19 lessons

Tasks	Skills/ knowledge	Focuses	Teaching materials	No. of lessons	Remarks
<p>Post-writing:</p> <p>20. Ss work in groups of four. Each student takes turns to present their weather report orally in their groups. Meanwhile, the other group members are asked to give proper feedback to the presenter.</p> <p>21. Ss edit their scripts based on the feedback received. Some of them are asked to present their edited report to the class.</p>	<p>Writing</p> <p>Speaking</p>	<p>- Construct a weather report with appropriate structure, weather conditions, reminder and language features</p>	<p>-ws 20 (write a weather report)</p> <p>- peer assessment feedback form</p>	2	

**Adjectives describing
different weather
conditions**

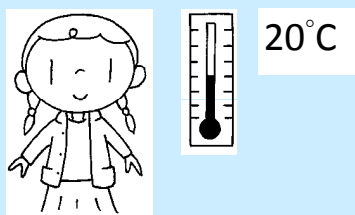


What is the weather like?



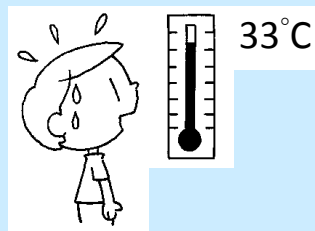
It is cold.

What is the weather like?



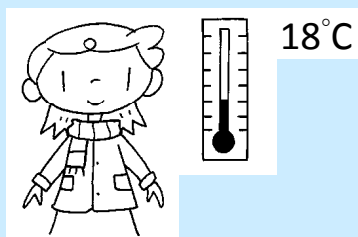
It is warm.

What is the weather like?



It is hot.

What is the weather like?



It is cool.

What is the weather like?



It is sunny.

What is the weather like?



It is rainy.

What is the weather like?



It is cloudy.

What is the weather like?



It is windy.

What is the weather like?



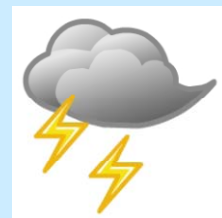
It is dry.

What is the weather like?

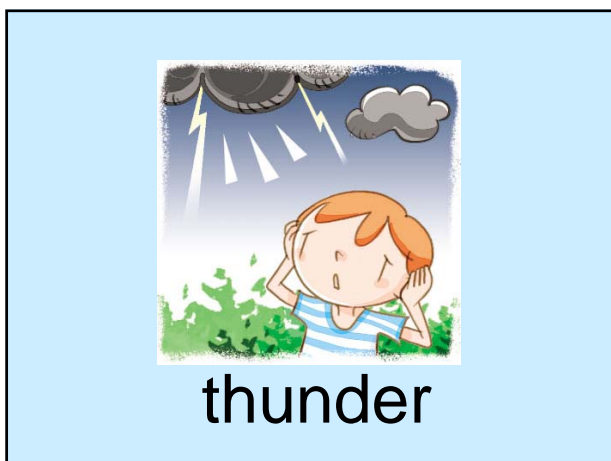


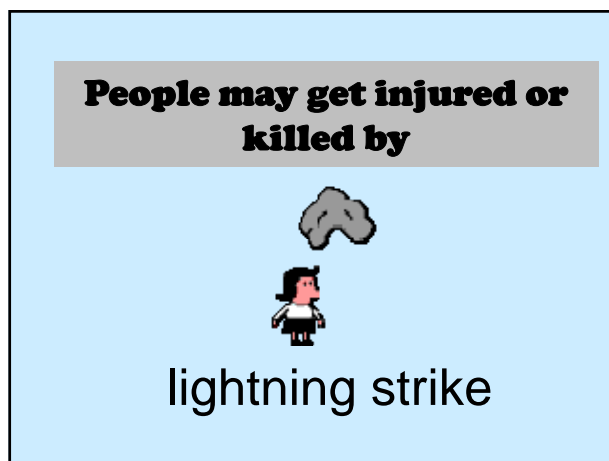
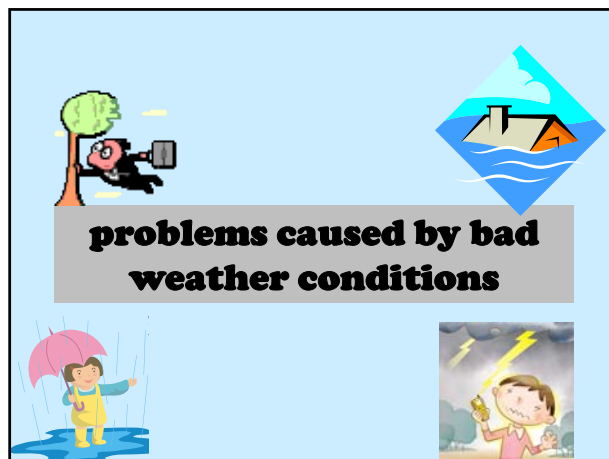
It is foggy.

What is the weather like?



It is stormy.





What organisation can tell us information about bad weather conditions?



Hong Kong Observatory issues different warning signals so that people take actions to protect themselves and their property.

Warnings



an amber rainstorm warning

Heavy rain has fallen or is expected to fall generally over Hong Kong, exceeding 30 millimetres in an hour, and is likely to continue.

Warnings



a red rainstorm warning

Heavy rain has fallen or is expected to fall generally over Hong Kong, exceeding 50 millimetres in an hour, and is likely to continue.

Warnings



a black rainstorm warning

Very heavy rain has fallen or is expected to fall generally over Hong Kong, exceeding 70 millimetres in an hour, and is likely to continue.

Warnings



a cold weather warning

The temperature is low.

Warnings



a very hot weather warning

*The temperature is high.
(generally at or above 30°C)*

Warnings



a yellow fire danger warning

The fire risk is high.

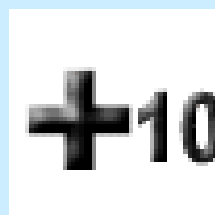
Warnings



a red fire danger warning

The fire risk is very high.

Warnings



typhoon signal number ten

Warnings



a thunderstorm warning

A thunderstorm is a storm with thunder and lightning and usually very heavy rain.

Warnings



a landslip warning

There is a high risk of many landslip as a result of heavy rain.

Warnings

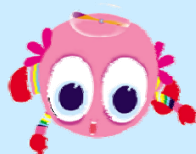


a special announcement
on flooding in the
Northern New Territories

*Floods will occur in the Northern
New Territories.*

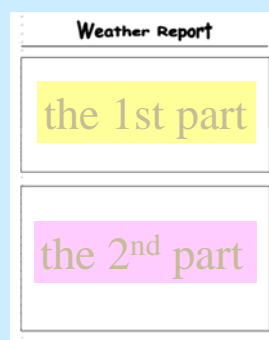
How do we know the information
about weather for today or
tomorrow ?

**We can watch the weather
report on TV or read the
weather report on the Internet.**



Parts of a weather report

There are **two** parts in a weather report.



Weather report

the 1st part

current weather conditions

warning signal issued

current temperature and relative
humidity

total rainfall

the 2nd part

tomorrow's weather conditions

tomorrow's temperature

tomorrow's UV index

reminders / advice

the current weather (issued at 7:00 p.m.)

current weather conditions

Today was very cool and sunny.

It was windy too.

warning signal issued

*The Hong Kong Observatory
issued the red fire danger warning.*

current temperature and
relative humidity

*The temperature at 6:00 pm was
25°C and the relative humidity was
55%.*

total rainfall

weather forecast for tomorrow


tomorrow weather conditions	It will be cool and windy tomorrow.
tomorrow temperature	The very dry weather condition will still affect Hong Kong.
tomorrow UV index	The temperature will be about 21°C - 25°C.
reminders	The UV Index will be high.
	If there is the red fire danger warning, you should prevent hill fires.
	If you have to work outside, you should put on sunblock so that you won't get sunburn.

What tenses are used in a weather report?

the current weather (issued at 7:00 p.m.)	Today <u>was</u> very cool and sunny. It <u>was</u> windy too. The Hong Kong Observatory <u>issued</u> the red fire danger warning. The temperature at 6:00 pm <u>was</u> 25°C and the relative humidity <u>was</u> 55%.	past tense
weather forecast for tomorrow	It <u>will be</u> cool and windy tomorrow. The very dry weather condition <u>will</u> still affect Hong Kong. The temperature <u>will be</u> about 21°C - 25°C. The UV Index <u>will be</u> high.	future tense
	If there is the red fire danger warning, you <u>should</u> prevent hill fires. If you have to work outside, you <u>should</u> put on sunblock so that you won't get sunburn.	to give advice
		to state a purpose

1 & 3 What **should** we do **if** there is a very hot weather warning?


If there is a very hot weather warning, we **should** rest in the shade **so that** we won't get sunburn.



2 & 4

2 & 4 What **should** we do **if** there is a black rainstorm warning?


If there is a black rainstorm warning, we **should** take shelter **so that** we won't get wet.



1 & 3

1 & 3 What **should** we do **if** there is a landslide warning?


If there is a landslide warning, we **should** stay away from the slope **so that** rocks and earth will not hurt us.



2 & 4

2 & 4 What **should** we do **if** there is typhoon signal No.8?

If there is typhoon signal No.8, we **should** stay indoors **so that** falling objects will not hit us.




1 & 3

1 & 3 What **should** we do **if** the UV Index is high?

UV Index
8

If the UV Index is high, we **should** put on sunblock **so that we won't** get sunburn.



2 & 4

What should we do if...?

Group 1: If there is a **very hot weather** warning...

Group 2: If there is a **red rainstorm** warning...

Group 3: If there is a **landslip** warning...

Group 4: If there is a **typhoon signal No. 8**...

Group 5: If **the UV Index** is high...

Peer assessment

Read the first part of your weather report.

3 → 4

1 → 2

Read the first part of your weather report.

3 ← 4

1 ← 2

Fill in the feedback form for your partner.

Write the weather report with the information given.

Weather Report:

Current weather: _____
Today: _____

Weather forecast for tomorrow and reminder: _____

Dear Friend, ✓
Please read my weather report and check whether I: ✓

Content: ✓
☐ wrote today's weather conditions ✓
☐ wrote the warning signal issued today ✓
☐ wrote the temperature at 6:00 p.m. ✓
☐ wrote the relative humidity ✓
☐ wrote the total rainfall recorded ✓

Language: ✓
☐ used the past tense ✓
☐ spelled all the words correctly ✓
☐ made some spelling mistakes ✓

Content: ✓
☐ wrote tomorrow's weather conditions ✓
☐ wrote tomorrow's temperature ✓
☐ wrote tomorrow's UV Index ✓

Language: ✓
☐ used the future tense ✓
☐ spelled all the words correctly ✓
☐ made some spelling mistakes ✓

1 & 3 Give feedback on your partner's weather report.

I read your weather report. You wrote _____, _____ and _____. But you did not write _____ and _____.

You used /did not use the past tense.

You spelled all the words correctly. / You made some spelling mistakes. I circled them.

2 & 4 Say 'Thank you for feedback.'

2 & 4

Give feedback on your partner's weather report.

I read your weather report.
You wrote ____, ____, and ____. But you did not write ____ and ____.

You used / did not use the past tense.

You spelled all the words correctly. / You made some spelling mistakes. I circled them.

1 & 3

Say 'Thank you for feedback.'

Weather report

the 1st part

current weather conditions

warning signal issued

current temperature and relative humidity

total rainfall

past tense

the 2nd part

tomorrow's weather conditions

tomorrow's temperature

tomorrow's UV index

reminders / advice

future tense

to give advice

to state a purpose

TWGHs Li Chi Ho Primary School
Lesson Plan

Level : Primary 5

Module : The magic of nature

Unit : New Magic 5A Unit 3: Weather in Hong Kong

Text Type: signs, weather reports

Lesson: 12th – 13th lessons (60 minutes) out of 19 lessons

Prior Knowledge: Pupils have learnt:

1. adjectives describing different weather conditions in the four seasons (e.g. sunny, cloudy, rainy, windy, stormy, foggy, warm, cold, hot, cool)
2. natural elements describing bad weather conditions (e.g. thunderstorm, rainstorm, lightning, thunder, typhoon, shower, hail)
3. different warning signals used in Hong Kong (e.g. landslip warning, rainstorm warning, typhoon signal, fire danger warning, thunderstorm warning)
4. the content and language features (i.e. the use of past and future tenses) of a weather report

Learning Objectives: Pupils are able to

use the connective ‘if’ to give advice on appropriate actions to take under bad weather conditions

Teaching materials: powerpoint, small picture cards

Assessment methods: Teacher’s observation of pupils’ response and participation; Teacher assesses the effectiveness of teaching and learning through the game and homework.

Organization of Lesson:

Time	Teaching Activities	Teaching principles and strategies	Materials
5’	Revision: 1. Pupils work in pairs and read the weather report and forecast. 2. Teacher tells the pupils to learn how to give advice to people under different weather conditions.	<ul style="list-style-type: none">- Pupil participation: half of the pupils (pair work) are participating at any one time.- Inform pupils the learning objective	P.24 of the Textbook
5’	Development 2. Teacher asks the pupils to read the TV interview on P.24 and tell the pupils to find out what advice the HK Observatory gives to the public.		P.24 of the Textbook

10'	<p>3. Pupils work in pairs to talk about the advice given by the HK Observatory:</p> <p>Pupil A: If you're a student, you should ...</p> <p>Pupil B: If you're at work, you should ...</p> <p>Pupil A: If you're driving, you should ...</p> <p>Pupil B: If you can't go home immediately, you should ...</p>	- Pupil participation: half of the pupils (pair work) are participating at any one time.	powerpoint
5'	4. Teacher discusses the answers with the answers.		
10'	5. Teacher tells the students what people should do under different bad weather conditions with the use of the connective if.		
10'	6. Pupils work in group of four and take turns to draw a card. They tell different weather warning signals and give advice on proper actions to particular bad weather conditions.	- Group work: one quarter of the pupils are participating at any one time and the activity is in response to the learning objective.	
10'	<p>Consolidation</p> <p>1. Teacher states people should take proper actions to particular bad weather conditions. Then teacher asks individual pupils to give advice on particular warning signals issued.</p> <p>2. Pupils are asked to complete the homework.</p>	<p>- Learning objective: at the end of the lesson, the teacher reviews the learning key points with pupils.</p> <p>- Assessment for learning: evidence-completed Ws is collected to reflect the effectiveness of pupils' learning.</p>	Textbook: P.28 Task Book: P.17 Grammar Book: P. 10

Reflection:

Examples of teaching principles and strategies:

- Learning objectives: at the beginning of the lesson, teacher tells the pupils what they are going to learn in a simple way.
- Learning objective: at the end of the lesson, the teacher reviews the learning key points with pupils.
- Questioning techniques: recall pupils' previous knowledge about the topic content.
- Questioning techniques: there are sufficient open-ended questions to let pupils explore concepts and discussion.
- Questioning techniques: teacher activates pupils' schema by discussing with them what they can see in the picture.
- Questioning techniques: there is sufficient 'wait-for-answer time' (3-5 seconds) for pupils to respond.
- Questioning techniques: the teacher handles different answers effectively.
- Pupil participation: initial exploration of pupils' ideas is done through teacher-pupil interaction.
- Pupil participation: teacher invites more pupils to participate.
- Pupil participation: half of the pupils are participating at any one time. (pair work)
- Pupil participation: provide opportunity for pupils to share ideas and peer support.
- Pupil participation: teacher encourages pupil discussion to enhance interactions among them.
- Group work: develop mutual support among group members.
- Group work: each pupil is accountable to the group to make a contribution.
- Group work: one quarter of the pupils are participating at any one time.
- Group work: the activity is in response to the learning objectives.
- Group work: the group task provides pupils with opportunities for individual accountability and interdependence in the group.
- Group work: pupils are reminded about the rules.
- Assessment for learning: evidence is collected to reflect the effectiveness of pupils' learning.
- Assessment for learning: give opportunity for pupils to reflect on how well they worked in groups. (self-evaluation form)

TWGHs Li Chi Ho Primary School
2010 – 2011 Second Term Primary Five
General English Worksheet (16a)

Name: _____ (_____)

Grade: _____




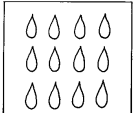


Class: P.5___ No: _____ Group: _____

Date: _____

Word compounding

A. Match the small words to form new words.

land	thunder	fall	block
rain	sun	storm	light
rain	sun	storm	slip

1.		rainstorm
2.		
3.		
4.	 20mm	
5.		
6.		

B. Rearranging the sentences below and circle compound words.

1. blocked / the landslip / because of / . / The road / is

2. a rainstorm / play outside / . / There / can't / we / so / is / ,

3. a thunderstorm / stay indoors / . / We / when / there is / should

4. yesterday / was / 100 mm / over / rainfall / . / The / total /over /of

5. health / is / good for / the / . / Sunlight / very /

6. sunblock / outdoor / when / . / Bring / activities / your / you / have

TWGHs Li Chi Ho Primary School
2010 – 2011 Second Term Primary Five
General English Worksheet (16a)

Name: _____ (_____)

Grade: _____




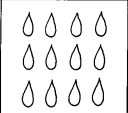


Class: P.5___ No: _____ Group: _____

Date: _____

Word compounding

Match the small words to form new words.

land	thunder	fall	block
rain	sun	storm	light
rain	sun	storm	slip

1.		rainstorm
2.		thunderstorm
3.		landslip
4.	 20mm	rainfall
5.		sunblock
6.		sunlight

B. Rearranging the sentences below and circle compound words.

1. blocked / the landslip / because of / . / The road / is

The road is blocked because of the landslip.

2. a rainstorm / play outside / . / There / can't / we / so / is / ,

There is a rainstorm so we can't play outside.

3. a thunderstorm / stay indoors / . / We / when / there is / should

We should stay indoors when there is a thunderstorm.

4. yesterday / was / 100 mm / over / rainfall / . / The / total / over / of

The total rainfall of yesterday was over 100 mm.

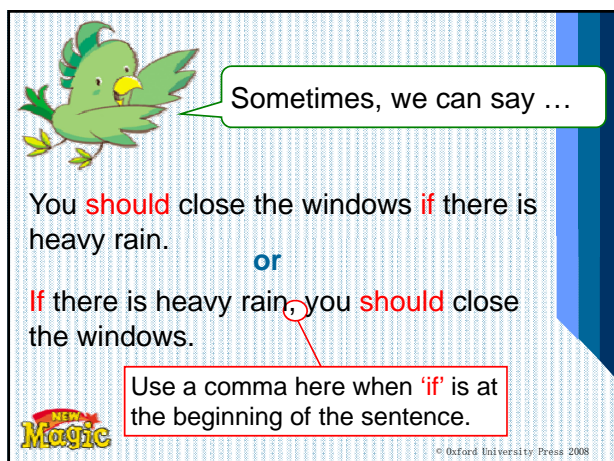
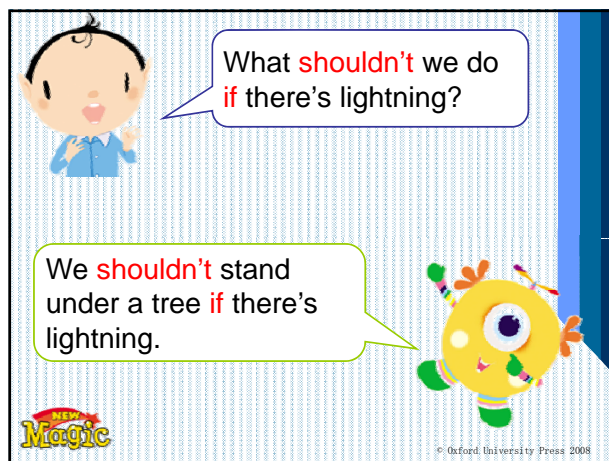
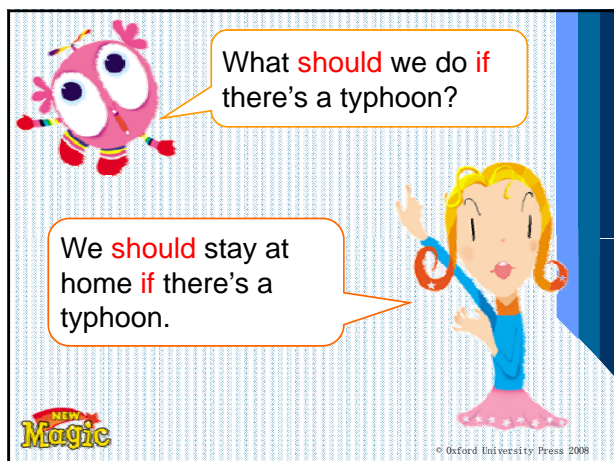
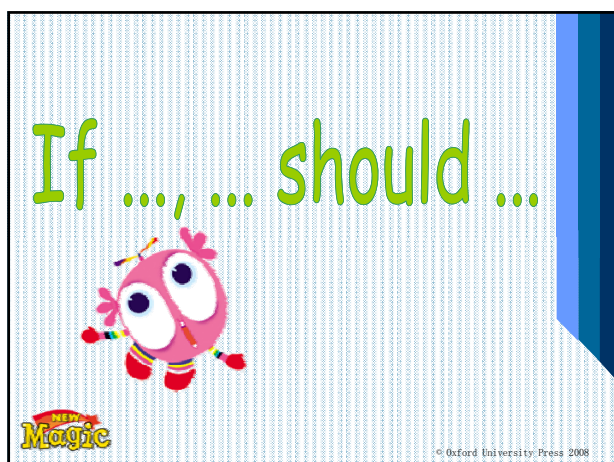
5. health / is / good for / the / . / Sunlight / very /

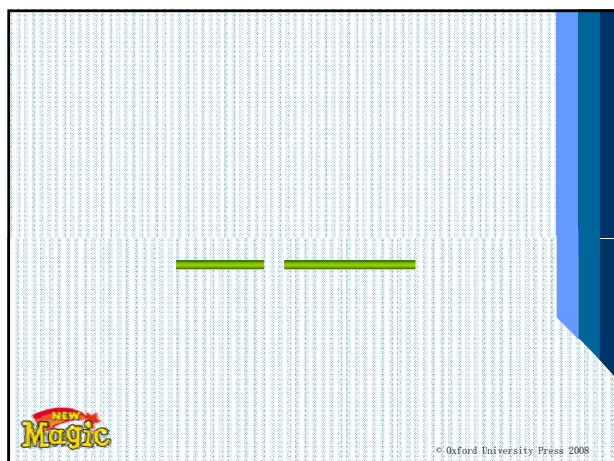
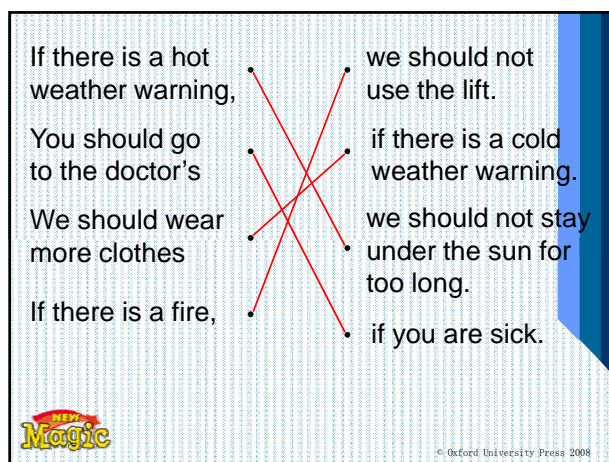
Sunlight is very good for the health.

6. sunblock / outdoor / when / . / Bring / activities / your / you / have

Bring your sunblock when you have outdoor activities.

(Note: Encourage the more-able students to identify more compound words other than the ones shown on Page 1.)





Give advice for the bad weather conditions



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We use 'If ..., ... should ...' to give advice.

We use '... so that ...' to state the purpose (why one take the action).



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What **should** we do **if** there's a very hot weather warning?



If there is a very hot weather warning, we **should** rest in the shade **so that** we won't get sunburn.



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What **should** we do **if** there's a very hot weather warning?



If there is a very hot weather warning, we **should** drink plenty of water **so that** we won't get sick.



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What **should** we do **if** the weather is rainy?

If the weather is rainy, we **should** take an umbrella to school or to work **so that** we won't get wet.



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What **should** we do **if** there is a thunderstorm warning when we are swimming?




If there's a thunderstorm warning when we are swimming, we **should** get out of the water **so that** we won't get lightning strike.





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What **should** we do **if** there's a black rainstorm warning?




Black 黑

If there is a black rainstorm warning, we **should** take shelter **so that** we **won't get wet**.





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What **should** we do **if** there is a landslide warning?




If there is a landslide warning, we **should** stay away from the slope **so that** rocks and earth **will not hurt us**.



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What **should** we do **if** there is typhoon signal No.8?




NE 東北

If there is typhoon signal No.8, we **should** stay indoors **so that** falling objects **will not hit us**.

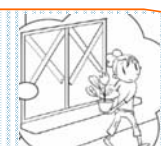

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What **should** we do **if** there is typhoon signal No.8?



NE 東北

If there is typhoon signal No.8, we **should** take clothes and plants inside **so that** the strong wind **won't blow them away**.

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What **should** we do **if** there is a cold weather warning?




冷 COLD

If there is a cold weather warning, we **should** put on thick coats **so that** we **will keep warm**.






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What **should** we do **if** there is a red fire danger warning?




紅 Red

If there is a red fire danger warning, we **should** prevent hill fires **so that** we **will save the woods**.





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What **should** we do **if** the UV Index is high?

UV Index




8

If the UV Index is high, we **should** put on sunblock **so that we won't get sunburn.**

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Sometimes, we can say ...

You **should** close the windows **if** there is heavy rain.

or

If there is heavy rain, you **should** close the windows.

Use a comma here when 'if' is at the beginning of the sentence.



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What	should	we do	if	there is a fire?
We	should	stay calm	if	there is a fire.
If	there is a fire,	we	should	stay calm.



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It's your turn!

Are you ready?





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If there is a hot weather warning,

You should go to the doctor's

We should wear more clothes

If there is a fire,




we should not use the lift.


if there is a cold weather warning.

we should not stay under the sun for too long.

if you are sick.



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