

## TWGHs Mrs Wu York Yu Memorial College

### F1 2<sup>nd</sup> Term English & History: Cross-curricular Writing

#### ***Situation***

Your cousin, Chris who is living in the United States, will come to Hong Kong in summer. S/he would like to spend one day visiting the historical sites to learn more about local traditions and cultures.

Try to include the places introduced in the History lessons on Traditional rural life of Hong Kong, write an email to Chris in no less than 180 words, telling him/her the one-day itinerary and why you have chosen those places.

**Include at least 2 places covered in the History lessons**

- ☺ Kang Yung Shu Uk, Sha Tau Kok
- ☺ Kat Hing Wai, Kam Tin
- ☺ Lei Cheng Uk Han Tomb, Sham Shui Po
- ☺ Man Lun-fung Hall, San Tin
- ☺ San Wai, Fanling
- ☺ Sam Tung Uk Village, Tsuen Wan
- ☺ Tang Ancestral Hall, Ping Shan
- ☺ Yi Tai Study Hall, Kam Tin
- ☺ Yim Tin Tsai, Sai Kung
- ☺ any other places you find interesting([http://www.amo.gov.hk/en/monuments\\_nt.php](http://www.amo.gov.hk/en/monuments_nt.php))

**Include at least 5 features below in your writing and highlight them**

#### **Language features:**

1. **Contractions** can be used. e.g. can't, isn't, don't, I'm, you're
2. **Exclamations** can be used. e.g. Sigh! Silly me! No kidding!  
e.g. *I have failed my test. Sign! The lady is really strange. No kidding!*
3. **Informal expressions** can be used.  
e.g. you know, sort of + adj., kind of + adj., pretty + adj.  
e.g. *This short is sort of expensive. You know, I like helping people.*
4. **Tag questions** can be used. e.g. It's perfect, isn't it? He is crazy, isn't he?  
These movies are good, aren't they? You love it, don't you?
5. **Ask questions.**  
e.g. How are you? What do you think about it? Do you like this plan?
6. Use **brackets and dashes** to explain why  
e.g. I don't like the book (I find it too long).  
I don't like the book — I find it too long.

Name: \_\_\_\_\_ (      ) Group: \_\_\_\_\_

Date: \_\_\_\_\_

**Pre-writing in History lessons:**

My Choices	Facts from History lessons	Facts from other primary/secondary sources
e.g. Tung Wah Museum	e.g. <ul style="list-style-type: none"> <li>● It was established in 1911.</li> <li>● It was formerly the Main Hall Building of Kwong Wah Hospital.</li> <li>● In 1958, the old complex of the hospital underwent a thorough reconstruction.</li> <li>● In 1970, the Board of Directors renamed it “Tung Wah Museum”</li> </ul>	e.g. <u>1. Tung Wah News</u> <u>2. Books:</u> <ul style="list-style-type: none"> <li>● A compilation of the Tung Wah Group of Hospitals Archives</li> <li>● Tung Wah Group of Hospitals and the Chinese Community in Hong Kong 1870-1997</li> <li>● Publication of Research Project on the History of Tung Wah- A collection of commemorative works of Tung Wah in celebration of its 135th anniversary</li> </ul> <u>3. Websites</u> <a href="http://www.tungwah.org.hk/en/heritage/tw-museum">http://www.tungwah.org.hk/en/heritage/tw-museum</a>
1.	●	1. _____  2. _____  ...
2.	●	1. _____  2. _____  ...

Name: \_\_\_\_\_ (       ) Group: \_\_\_\_\_

Date: \_\_\_\_\_

## Format and content

Dear \_\_\_\_\_ <- Greeting

1<sup>st</sup> paragraph—Opening: How's your cousin doing? Why are you writing this email?

- Sentences for opening paragraph:

I'm excited/happy to hear that... That's fantastic news!

I hope you...

How are you doing?

Sorry I haven't written for a while because...

2<sup>nd</sup> paragraph—Body:

What is the first historical site that you suggest to your cousin (+ where it is + what's special about it)? (history lessons)

When and how will you go there with him/her? (V.B. 1B P.5,6)

What will/can you see and do there?

3<sup>rd</sup> paragraph—Body: THE SAME AS 2<sup>nd</sup> paragraph

- Useful phrases and sentences to talk about time, place, activity for body paragraphs:

**WHEN (Time):** on Sunday, on 20<sup>th</sup> May, at 10 a.m., in the afternoon...

**WHERE (Place):** in Sai Kung, on Lantau Island

**WHAT & WHY (Activities):**

We'll go to Tang Ancestral Hall to appreciate the places used for worship and celebrations of traditional festival and ceremonies. We can also enjoy the walled-village dish, pooh choi or 'big bowl feast'.

4<sup>th</sup> paragraph—Closing: What will you write to your cousin to end this reply politely?

Do you have any questions to ask him/her about his/her visit to Hong Kong?

- Sentences for closing paragraph: I hope you ....

See you soon!/Write back soon!

Look forward to your reply!

I need to stop here because...

I can't wait to see you!

Closing-> \_\_\_\_\_

Signature-> \_\_\_\_\_

Name: \_\_\_\_\_ ( ) Group: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

- **Adjectives** to describe feelings and opinions

**Use at least 3 words below in your writing and highlight them**

Excited	Calm	Angry
Happy	Peaceful	Terrible
Thrilled	Sad	Awful
Nervous	Unhappy	Confused
Interested	Worried	
Curious	Strange	

e.g. I am excited to see you. My friends felt sad last night.

- **Adjectives** to describe opinions

**Use at least 3 words below in your writing and highlight them**

Exciting	Terrible	Excellent
Fun	Awful	Amazing
Funny	Confusing	Famous
Interesting	Rewarding	Convenient
Strange	Great	

e.g. It is convenient to visit Kadoorie Farm.

It is fun to visit Ng Tung Chai Waterfalls.

It was terrible to try the activities on offer in Kadoorie Farm yesterday.

It will be a rewarding trip to Cheung Chau.

It is a resort for pets.

- **Linking words you should use in a paragraph:**

**Use at least 3 linking words below and highlight them**

So	Since	Also
Therefore	When	Besides
But	While	
Because	If	

e.g. **When** I was cycling, I saw a lorry in front of me.

I sang for a pop group **so** I received \$100 as a reward.

- **Linking words you should use in a paragraph:**

**Use at least 3 linking words below and highlight them**

Next	in the morning	at lunchtime	First
Then	in the afternoon	at noon	Finally
After that	in the evening	at night	Lastly

**First**, we'll go to Sam Tung Uk Village in Tsuen Wan **in the morning**.

**Lastly**, we'll go to Tang Ancestral Hall to enjoy poon Choi.

## Language focus: Passive Voice

### Use of Passive

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.

**Example: My bike was stolen.**

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it.

Sometimes a statement in passive is more polite than active voice, as the following example shows:

**Example: A mistake was made.**

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

### Form of Passive

Subject + finite form of *to be* + Past Participle (3rd column of [irregular verbs](#))

**Example: A letter was written.**

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

### Examples of Passive

Tense		Subject	Verb	Object
Simple Present	<i>Active:</i>	Rita	writes	a letter.
	<i>Passive:</i>	A letter	is written	by Rita.
Simple Past	<i>Active:</i>	Rita	wrote	a letter.
	<i>Passive:</i>	A letter	was written	by Rita.
Future I	<i>Active:</i>	Rita	will write	a letter.
	<i>Passive:</i>	A letter	will be written	by Rita.
Future II	<i>Active:</i>	Rita	will have written	a letter.
	<i>Passive:</i>	A letter	will have been written	by Rita.

Name: \_\_\_\_\_ ( ) Group: \_\_\_\_\_ Date: \_\_\_\_\_

Present Progressive	Active:	Rita	is writing	a letter.
	Passive:	A letter	is being written	by Rita.
Past Progressive	Active:	Rita	was writing	a letter.
	Passive:	A letter	was being written	by Rita.
Present Perfect	Active:	Rita	has written	a letter.
	Passive:	A letter	has been written	by Rita.
Past Perfect	Active:	Rita	had written	a letter.
	Passive:	A letter	had been written	by Rita.
Conditional I	Active:	Rita	would write	a letter.
	Passive:	A letter	would be written	by Rita.
Conditional II	Active:	Rita	would have written	a letter.
	Passive:	A letter	would have been written	by Rita.
Modal Verbs	Active:	Rita	can write	a letter.
	Passive:	A letter	can be written	by Rita.

## Exercise

Rewrite the active sentences in passive voice and the passive sentences in active voice.

Active: Many people visit Washington.

Passive: \_\_\_\_\_

Active: James Hoban built the White House.

Passive: \_\_\_\_\_

Active: Pennsylvania Avenue connects the White House and the Capitol.

Passive: \_\_\_\_\_

Active: In the Capitol, workers are building a visitors center.

Passive: \_\_\_\_\_

Active: They will probably finish it in 2006.

Passive: \_\_\_\_\_

Name: \_\_\_\_\_ (     ) Group: \_\_\_\_\_

Date: \_\_\_\_\_

Answers:

Rewrite the active sentences in passive voice and the passive sentences in active voice.

Active: Many people visit Washington.

Passive: Washington is visited by many people. 

Active: James Hoban built the White House. 

Passive: The White House was built by James Hoban.

Active: Pennsylvania Avenue connects the White House and the Capitol. 

Passive: The White House and the Capitol are connected by Pennsylvania Avenue.

Active: In the Capitol, workers are building a visitors center.

Passive: In the Capitol, a visitors center is being built. 

Active: They will probably finish it in 2006.

Passive: It will probably be finished in 2006. 