NOTES

學生版 · 原創銜接教材

A Plastic-Free Lunch

小五英文 · 用資料支持環保建議

姓名 Name: _____ 班別 Class: _____ 日期 Date: _____
建議時間 55 分鐘（含筆記）| 閱讀 16 + 語境運用 12 + 寫作 12 = 40分
學生版：筆記、閱讀、語境運用及寫作練習；教師答案另檔提供。

Learning goals 學習目標

1. 分辨文章中的問題、證據、建議與限制。
2. 分清可數／不可數名詞及數量詞。
3. 按讀者和目的寫80至100字建議電郵。

Useful words 主題詞彙

reusable 可重用的	**container** 容器
waste 廢物；浪費	**reduce** 減少
survey 調查	**rinse** 沖洗

Language in use 語境中的文法

重點	規則及例句
可數名詞	有單複數，可直接數 *one bottle; three bottles; many bottles*
不可數名詞	通常不用a / an或複數-s *water, food, rice, rubbish; some water*
提問數量	How many + 可數複數；How much + 不可數 *How many cups? How much water?*
一些／任何	some多用於肯定句；any常用於否定／一般問句 *There are some boxes. We do not need any bags.*
少量但仍然有	a few + 可數複數；a little + 不可數 *a few containers; a little rice*。少量不等於沒有。

Echo reading tip
作建議時，先寫行動，再接because及證據。數據只能支持相應結論，唔好由一班推斷全校一定相同。

本教材按年級培養通往DSE的閱讀及寫作能力，並非完整DSE程度試卷；文法部分屬校本能力鞏固。

READ

Less rubbish, one lunch at a time

A. Reading 閱讀理解 | 16 marks | Questions on page 3

Read the report. Answer using the information given; do not add facts that the report does not provide.

[1] Our Primary 5 Green Team checked the rubbish left after lunch on Monday. In one class of 30 pupils, we counted 24 plastic forks and 18 plastic drink bottles. We could count the forks and bottles, but some food was mixed with other rubbish, so we did not measure its weight. The check showed us a problem, but it did not tell us how much food the class wasted.

[2] We suggested a plastic-free lunch day. Pupils could bring a reusable fork, a lunch container and a water bottle. These things cost money at first, so we asked families to use items they already owned instead of buying new ones. The canteen also agreed not to hand out plastic forks automatically. Pupils who forgot their forks could still ask for one.

[3] Clean containers can be used many times, but they need care. After lunch, pupils should empty their containers and take them home to wash. A quick rinse at school is not a full clean. The team will repeat the rubbish check next Monday. If we find fewer plastic items, we will know our first step has helped. We will need a separate check to learn more about food waste.

Before answering 作答前整理

Underline key facts. Circle any conditions or changes of view.
先標記證據；答案要能返回文本核對。

Evidence notes / reading annotations (not marked):

READ

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Reading questions

A. Reading 閱讀理解 | 16 marks

A1. How many pupils were in the class, and how many plastic bottles were counted? **(2)**

A2. Why could the team not say how much food was wasted? **(2)**

A3. What does "These things" in paragraph 2 refer to? Name all three. **(2)**

A4. Why did the team ask families to use items they already owned? **(2)**

A5. Can a pupil who forgets a fork still get one? Support your answer. **(2)**

A6. Which verb in paragraph 1 means "find out the weight of something"? **(2)**

A7. True or false? A quick rinse at school is enough to clean a container fully. Give evidence. **(2)**

A8. What result next Monday would support the claim that the plan reduced plastic rubbish? **(2)**

USE

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Language in context

B. 語境運用 | 12 marks

B1-B8: Circle the correct answer. B9-B10: Rewrite the sentence with the underlined error corrected.

B1. How (many / much) plastic forks did we find? **(1)**

B2. How (many / much) water is in the bottle? **(1)**

B3. There is (a few / a little) rice left in my lunch box. **(1)**

B4. I have (a few / a little) clean forks in my bag. **(1)**

B5. We do not need (some / any) new plastic bags. **(1)**

B6. There are (some / any) reusable boxes on the shelf. **(1)**

B7. Pupils left too (many / much) food on their plates. **(1)**

B8. Our class used fewer plastic (bottle / bottles) this week. **(1)**

B9. There are too <u>much</u> plastic cups in the bin. **(2)**

B10. Please put a little <u>rices</u> in my lunch box. **(2)**

Check your work 完成後檢查

Read each full sentence again. Check the subject, verb form and punctuation.
把答案放回句子再讀一次，檢查主語、動詞和標點。

WRITE

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An email to the Green Team

C. Writing 寫作 | 12 marks

Write an 80-100-word email to the Green Team. Suggest two ways to reduce plastic rubbish at lunch. Use at least one fact from the report. Sign your email "Alex".

Include the following:

1. Explain why a change is needed, using a fact from the report.
2. Give two practical actions and explain how they help.
3. Mention one possible difficulty and a fair solution.
4. Use a suitable greeting and ending.

Plan first 先想清楚

Problem + evidence: _____

Action 1 + action 2: _____

Difficulty + solution: _____

Dear Green Team, | I suggest ... because ... | Another idea is ... | Some pupils may ... | Best wishes,

Your writing:

Self-check: task points / complete sentences / verb forms / capitals and punctuation

字數為練習目標，評分以內容、語言及組織為準；不按字數機械扣分。