



Activity Plans for Cross-curricular Learning

“Animals and Us”


Activity 1	Learning the names of animals
Number of lessons	3 (35 minutes each)
Focused Learning Targets and Objectives	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISe • KSb • ESb <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - stories • Vocabulary <ul style="list-style-type: none"> - animals (<i>a deer, a worm, <u>a bird</u>, <u>a cat</u>, an owl, a squirrel, <u>a rabbit</u>, <u>a turtle</u>, an ant, <u>a duck</u>, <u>a kangaroo</u>, <u>a horse</u>, <u>a mouse</u>, <u>a butterfly</u>, <u>a frog</u>, <u>a snake</u>, <u>an elephant</u>, <u>a parrot</u>, a goose, a peacock, a chicken, a leopard, <u>a monkey</u>, a penguin, <u>a pig</u>, <u>a dog</u>)</i> * The underlined words are the target items. • Language Focus <ul style="list-style-type: none"> - use nouns to identify animals, <i>e.g. a deer</i> - use indefinite articles to make general statements <i>e.g. It is <u>a</u> bird.</i> - ask “Wh-” questions to find out various kinds of specific information about an animal <i>e.g. <u>What</u> are they?</i> <i>They are birds.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - pronounce correctly words in connected speech by linking words together and using appropriate stress • Reading <ul style="list-style-type: none"> - follow left to right directionality, and recognize the beginning and end of sentences - recognize familiar words in new texts

	<ul style="list-style-type: none"> - predict the meaning of unfamiliar words by using context or picture cues - predict story, characters, topic of interest using picture cues and book cover <p>• Language Development Strategies</p> <ul style="list-style-type: none"> - develop reference skills by locating simple information in materials such as book cover - develop self-motivation and positive attitudes by participating actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English • Keeness to participate in activities leading to improvement of knowledge and skills in the language
<p style="text-align: center;">Resources</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Activity sheets</p> </div> <div style="text-align: center;">  <p>Other learning and teaching materials</p> </div> </div>	<ul style="list-style-type: none"> • Storybook: <i>My Best Friend</i> (Fisher-Price) • Picture cards and word cards of animals (for the matching game) • Activity Sheet 1 • Animal minibook
<p style="text-align: center;">Procedures</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Teacher introduces the book title and the writer of the book <i>My Best Friend</i> to help pupils develop basic book concepts. • Teacher builds up pupils’ interest in the book by encouraging them to: <ul style="list-style-type: none"> - describe the main character on the book cover; and - make predictions on what the book is about. • Teacher slowly reads the book showing the pictures as he or she goes along, and pupils listen and follow. • Teacher reads the book again inviting pupils to chime in. <p>Lesson 2</p> <ul style="list-style-type: none"> • Teacher tries to elicit animal names from pupils when: <ul style="list-style-type: none"> - re-reading the storybook with pupils; and - showing them pictures of animals when reading the story. • Teacher guides pupils to label the animal names page by page. <p>Lesson 3</p> <ul style="list-style-type: none"> • Teacher revises the sentence structure “It is a/an...” with pupils using the

	<p>learning wall.</p> <ul style="list-style-type: none"> • Teacher plays a bingo game with the pupils to revise the names of animals. (Activity Sheet 1) • As homework, pupils complete their own animal minbooks to revise the names of the animals.
<p>Remarks</p>	<ul style="list-style-type: none"> • It is important to inform pupils of the learning intention in each lesson (<i>e.g. to learn the names of animals</i>). • Before the lesson starts, teacher has to set up the visualizer and projector so that the storybook can be shown on the screen. • Teacher reminds pupils that they will categorize the animals they have learnt in the next General Studies lesson. • Teacher can encourage pupils to read the story again to their parents. • Teacher reminds pupils to bring coloured pencils for the next lesson at the end of Lesson 3. • While preparing the labels of animal names, teacher can arrange the names in the order they appear in the storybook. • Teacher displays storybooks related to animals in the classroom and encourages pupils to read them during recess or lunch break.

活動 2	動物的分類
課節	1 (35 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識不同類別的動物 • 認識不同動物的生活環境，如香港的動物園、農場和寵物店
教學資源	<ul style="list-style-type: none"> • 英文圖書 <i>My Best Friend</i> • 動物圖片 • 動物生活環境的圖片（森林、農場、寵物店） • 字卡（野生動物、家禽、家畜、寵物）
教學步驟	<p>課節一</p> <ul style="list-style-type: none"> • 教師著學生說出英文圖書 <i>My Best Friend</i> 中所提及的動物。 • 教師引導學生將動物分類及說出牠們不同的生活環境。 • 學生觀看有關香港的動物園、農場和寵物店的圖片，加深認識不同動物的生活環境。 • 教師作總結：動物可分為野生動物、家禽/家畜和寵物三種類別，牠們的生活環境各有不同。
備註	<ul style="list-style-type: none"> • 教師引導學生將英文圖書中提及的動物分類 • 有些動物可屬於多過一種類別，教師應靈活處理學生在分類活動時的答案 • 教師可鼓勵學生到動物園、農場和寵物店參觀及觀察動物的不同外貌和特徵

Activity 3	Describing the appearance and ability of animals
Number of lessons	8 (35 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISe • KSa • KSb • KSd • KSe • ESd <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - information books - riddles • Vocabulary <ul style="list-style-type: none"> - animals (<i>a cat, a hippo</i>) - colours (<i>grey, purple, orange, blue, red, yellow, white, black, brown, pink, green</i>) - adjectives to describe the animals (<i>cute, naughty, lazy, pretty, happy</i>) - body parts (<i>tails, wings</i>) - action verbs (<i>fly, swim, hop, walk, sing, run, jump, climb</i>) • Language Focus <ul style="list-style-type: none"> - use the simple present tense to talk about present states <i>e.g. It <u>is</u> strong.</i> - use adjectives to describe animals <i>e.g. It is <u>red</u>.</i> - use modals to talk about ability <i>e.g. It <u>can</u> fly.</i> - ask "Wh-" questions to find out various kinds of specific information <i>e.g. <u>What</u> colour is it?</i> - use nouns to identify objects <i>e.g. It has a <u>tail</u>.</i> - use connectives to link similar ideas and add information <i>e.g. It has a long tail <u>and</u> short legs.</i>

	<p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - locate specific information in response to simple instructions or questions • Reading <ul style="list-style-type: none"> - predict the meaning of unfamiliar words by using context or picture cues • Writing <ul style="list-style-type: none"> - write out a piece of work using neat and legible handwriting - gather and share information, ideas and language by using strategies such as brainstorming, listing and observing - adding personal ideas and information when a model or framework is provided - revise and edit short written texts by making changes to incorrect spelling, punctuation and grammar and adding details if necessary in response to suggestions from the teachers • Language Development Strategies <ul style="list-style-type: none"> - develop self-motivation and positive attitudes by participating actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties <p>Attitudes</p> <ul style="list-style-type: none"> • Keeness to participate in activities leading to improvement of knowledge and skills in the language • Appreciation of the beauty of the language
<p>Resources</p>  <p>Activity sheets</p>	<ul style="list-style-type: none"> • Storybook: <i>My Best Friend</i> (Fisher-Price) • Coursebook: <i>New Welcome to English (Second Edition)</i> 1A Unit 8, and 1B Units 6 and 8 • Some stuff toys of cartoon characters • Information books about animals • Activity Sheets 2 - 5 • Activity Sheet for the Visit to Kadoorie Farm (colour version)
<p>Procedures</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Teacher uses the picture cues in the storybook to demonstrate to the class how to describe an animal, e.g. <i>It is a snake. It is green.</i> • Teacher introduces colour words and the sentence structures “It is _____”

and “They are ____” with the help of picture cards and word cards.

- Teacher checks pupils' understanding by playing a game with them. Pupils ask and answer questions about the colour of the animals. They also have to colour the animals according to the information provided by the partner. (Activity Sheet 2)
- Pupils write down the names of the animals and the colour words on the Activity Sheet for the Visit to Kadoorie Farm as homework.

Lessons 2 & 3

- Teacher introduces more vocabulary items on animals in the coursebook 1A Unit 8, *e.g. It is a hippo.*
- Teacher describes the appearance of animals using the picture cues in the coursebook, *e.g. It is big.*
- Pupils practise describing the animals in the storybook using the structures “It is ____” and “They are ____” and the adjectives they have learnt.
- Teacher revises vocabulary items on body parts using picture cues in the storybook, *e.g. It has a head.*
- Teacher asks pupils to describe the special features of some animals in the storybook using the sentence structures “It has ____” and “They have ____”.

Lesson 4

- Teacher uses the coursebook to discuss with the class the ability of the animals and introduces more action verbs with the help of picture cards and word cards.
- Pupils revise the sentence structures “It can ____” and “They can ____” by describing the abilities of some of the animals in the storybook.
- Pupils complete Activity Sheet 3 as homework to consolidate the vocabulary and sentence structures they have learnt.


Lessons 5 & 6

- Teacher discusses with pupils the animals that they saw at Kadoorie Farm.
- Teacher asks pupils to draw and write about an animal that they saw during the visit to Kadoorie Farm. (Activity Sheet 4)

Lesson 7

- Teacher plays a riddle game on animals with the pupils.
- To consolidate pupils' understanding of all the language structures and items in Activity 3, teacher asks each group to practise writing riddles based on teacher's models. Pupils then take turns to present their riddles for other groups to guess.
- Teacher asks pupils to write their own riddles as classwork. (Activity

	<p style="text-align: center;">Sheet 5)</p> <p>Lesson 8</p> <ul style="list-style-type: none"> • Teacher invites some pupils to share their riddles and asks others to solve them. • Teacher encourages other pupils to share their riddles with the class. • Teacher gives feedback on pupils' work and draws their attention to the common mistakes. • Pupils make corrections based on teacher's comments. • Teacher collects the riddles before the end of the lesson.
<p style="text-align: center;">Remarks</p>	<ul style="list-style-type: none"> • Teacher asks pupils to put down the date on the pages in the coursebook that are taught to remind pupils and parents that these pages have been covered. • Teacher reminds pupils of the special features of the animals that they have seen on the farm or learnt in G.S. lessons and encourages them to include these features when describing the animals. • When giving feedback, teacher highlights the common mistakes with coloured chalks. • Teacher sets up an animal corner in the library and encourages pupils to read information books on animals during recess or lunch break. • Teacher can display pupils' riddle cards on the noticeboard and encourage pupils to make guesses during recess or lunch break. • To avoid pupils getting confused about the structures, "It is _____" / "They are _____" and "It has _____" / "They have _____", it is better to arrange Lessons 2 and 3 on separate days. • To sustain pupils' interest, it is desirable not to have too many writing tasks on the same day. Therefore, it is better to arrange Lessons 6 and 7 on separate days.

活動 4	參觀嘉道理農場
課節	2 (每節 35 分鐘)
學習重點	<ul style="list-style-type: none"> ● 透過觀察及接觸大自然，認識動物的特徵 ● 細心觀察周遭的環境 ● 學習遵守規則
教學資源  Activity sheets	<ul style="list-style-type: none"> ● 影片《公園樂》(香港教育城－影片庫／小一下) ● 告示牌圖片 ● 活動工作紙一 ● 活動工作紙二 ● 活動工作紙－參觀嘉道理農場 ● 嘉道理農場暨植物園網址 (http://www.kfbg.org.hk)
教學步驟	<p>課節一</p> <ul style="list-style-type: none"> ● 教師提問學生逛公園時應注意的事項。 ● 學生觀看影片《公園樂》。 ● 教師著學生留心觀看影帶，然後討論影片內容。 ● 教師著學生完成活動工作紙一。(堂課) ● 教師告訴學生他們將往嘉道理農場參觀，然後展示一些農場告示牌圖片，引導學生討論農場的守則。 ● 教師作總結：我們無論前往任何地方參觀，都要遵守該處的規則。 <p>課節二 (安排於參觀嘉道理農場之後)</p> <ul style="list-style-type: none"> ● 教師與學生訂正有關參觀嘉道理農場的活動工作紙。 ● 教師請學生分享參觀嘉道理農場的經驗、感受和所學到的東西。 ● 學生完成活動工作紙二，並檢討參觀時有否遵守規則。(堂課)

備註

- 教師可參考嘉道理農場暨植物園網上的資料及一些《十萬個為什麼？》等書籍，編訂是次參觀的參考資料，教師可在參觀時向學生提問一些有關動物的有趣問題，以提高他們的學習興趣及刺激思考。
- 學校可邀請家長協助照顧學生及介紹各種動物。
- 教師提醒學生往嘉道理農場參觀時應注意的事項，並鼓勵學生細心觀察各種動物的外貌特徵、飲食習慣及活動
- 教師提醒學生必須完成有關工作紙。(參觀嘉道理農場)
- 教師可鼓勵學生日後參觀嘉道理農場的其他地方。

Activity 5a	Recognizing the sounds made by animals
Number of lessons	2 (35 minutes each)
Focused Learning Targets and Objectives	<p>Learning Targets</p> <ul style="list-style-type: none"> • ESa • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types: <ul style="list-style-type: none"> - songs • Language Focus <ul style="list-style-type: none"> - use adjectives to describe animals, <i>e.g. a <u>naughty</u> cat</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - pronounce correctly words in connected speech by linking words together and using appropriate stress <p>Attitudes</p> <ul style="list-style-type: none"> • Confidence in using English • Keeness to participate in activities leading to improvement of knowledge and skills in the language • Appreciation of the beauty of language
Resources	<ul style="list-style-type: none"> • Song: “What the animals say” • Picture cards and word cards of animals
Procedures	<p>Lesson 1</p> <ul style="list-style-type: none"> • Teacher arouses pupils’ interest by asking them to listen to some animal sounds and then guess the animals that produce these sounds. • Teacher introduces the song “What the animals say” and teaches pupils the animal sounds. • Pupils sing the song on their own in groups. <p>Lesson 2</p> <ul style="list-style-type: none"> • Teacher introduces some more animal sounds with the help of picture cards and word cards. • Pupils substitute different animal sounds in the song “What the animals say” to make their own songs in groups.

	<ul style="list-style-type: none">• Teacher encourages pupils to include actions when singing the songs.• The groups take turns to sing their songs to the class.
Remarks	<ul style="list-style-type: none">• Teacher reminds pupils of the visit to Kadoorie Farm and helps them recall what they saw and heard there.• It is not necessary to ask pupils to spell the words on animal sounds.• When singing the songs, teacher can try different groupings to give variation and add fun to their activity.• Teacher encourages pupils to sing the song to their parents.

活動 5b	動物的特性
課節	4 (每節 35 分鐘)
學習重點	<ul style="list-style-type: none"> • 欣賞不同種類動物的異同 • 初步認識生命過程 • 認識不同動物的適應能力
<p>教學資源</p>  <p>Activity sheets</p>	<ul style="list-style-type: none"> • 動物圖片 • 影片《動物的活動能力》 • 影片《動物的自然反應能力》 • 影片《動物經訓練後的反應能力》 • 雞蛋 • 動物的生長圖片 • 動物的繁殖圖片 • 雌性和雄性動物圖片 • 字卡（活動能力、自然反應能力、會生長、能生育下一代、經訓練後的反應能力） • 活動工作紙三
教學步驟	<p>課節一</p> <ul style="list-style-type: none"> • 教師請學生說說自己的外貌特徵。 • 教師帶出動物與人一樣擁有不同的外貌特徵。 • 教師可根據參觀農場時的經驗，讓學生說出不同動物的外貌特徵。 • 學生觀看動物圖片，然後找出動物的外貌特徵。 • 教師作總結：動物因要適應不同的生活環境而擁有不同的外貌特徵。 • 教師提問學生除了能跑、跳外，他們還能做什麼動作。 • 教師解釋這是人的活動能力。 • 學生觀看影片《動物的活動能力》。 • 教師與學生討論不同動物的活動能力。 • 教師作總結：動物由於擁有不同的外貌特徵，所以擁有

不同的活動能力。

課節二

- 教師提問學生若突然聽到一聲巨響，會作出什麼反應。
- 教師解釋何謂自然反應能力。
- 教師可根據參觀農場時的經驗，讓學生說出動物不同的反應能力。
- 學生觀看影片《動物的自然反應能力》。
- 教師講解有些動物經訓練後能做出指定動作。
- 學生觀看影片《動物經訓練後的反應能力》。
- 教師與學生討論不同動物的反應能力。
- 教師作總結：動物具有反應能力，能對外界事物作出反應。

課節三

- 教師展示一隻雞蛋，提問學生雞蛋是從何處來的。
- 教師講解何謂繁殖能力（能生育下一代）。
- 學生觀察圖片。
- 教師作總結：動物擁有繁殖能力，有些能生蛋，有些能生幼兒。
- 教師請學生猜想雞蛋怎樣變成一隻雞。
- 教師解釋生長即身體體積會隨著年紀的增加而長大，並解釋不同的成長階段。
- 教師講解動物與人一樣會生長（但需指出兩者的不同，如人的形態沒有變，但蝴蝶和青蛙的形態變化很大），並講解鴨的生長過程。
- 教師請學生排列其他動物的生長過程。
- 教師作總結：動物是會生長的，隨著時間的過去，體積和外貌都會轉變。
- 教師著學生完成活動工作紙三。（家課）

	<p>課節四</p> <ul style="list-style-type: none"> ● 教師講解何謂雄性和雌性。 ● 教師分別張貼雌性和雄性動物圖片於黑板上，然後請學生猜想誰屬雌雄。 ● 教師指出雌性和雄性動物的分別，並著學生猜想雌性和雄性動物外貌不同的原因。 ● 教師作總結：動物有雌性和雄性之分。一般來說，雄性的動物毛色較美麗（目的是要吸引異性），雌性的動物毛色則比較單調。
<p>備註</p>	<ul style="list-style-type: none"> ● 教師須預先準備高映機 ● 教師請學生回想往嘉道理農場參觀當日的情境 ● 教師可鼓勵學生平日多觀察動物的特性

活動 6a	動物與人的關係
課節	5 (每節 35 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識動物與人的關係 • 培養對待寵物的正確態度
教學資源	<ul style="list-style-type: none"> • 學校餐單 • 食物圖片 • 食物（燕窩、蜜糖、雞蛋、牛奶、朱古力、雪糕） • 由動物身體部份所製成的物品（牛骨梳、豬毛刷、毛筆、雞毛掃、潤膚膏、毬子、皮銀包、羽毛球） • 圖書《綿羊和毛衣》（教育工作室有限公司） • 寵物照片和用品 • 影片《愛護動物》《環保至 Top 星 3 – 聰明系列 – 保護自然環境》 • 瀕臨絕種的動物圖片 • 愛護動物協會、漁農自然護理處標誌 • 字卡（動物提供食物給我們、動物能替我們工作、動物身體的各部份能製成物品、動物可作寵物、愛護動物）
教學步驟	<p>課節一</p> <ul style="list-style-type: none"> • 教師請學生列舉平日喜歡吃的食物。 • 教師提問學生這些食物與動物的關係。 • 教師帶出動物與我們的食物的關係。 • 各學生獲分派學校餐單一張。 • 教師一邊讀出午餐飯款，一邊請學生圈出與動物有關的食物。 • 教師簡略講解每種食物的由來。 • 教師展示一些由動物間接提供的食物。 • 教師作總結：我們日常吃的食物中，大部份都是來自動物的，我們可直接食用牠們的肉或內臟，或間接食用動物提供的食物。

課節二

- 教師提問學生身上所穿的外套是由什麼製成的。
- 教師展示一些由動物身體部份所製成的物品。
- 教師講述《綿羊和毛衣》的故事。
- 教師作總結：動物除了供給我們食物外，身體各部份還能製成各種物品。
- 教師請學生回家找尋一些與動物有關的用品/食品，然後於下一課節帶回來與同學分享。


課節三

- 教師讓學生分享所搜集與動物有關的用品/食品。
- 教師提問學生動物除了可供我們食物、身體部份可製成物品外，還有什麼其他用途。(耕田、拉車)
- 教師請學生列舉一些能替人們工作的動物。
- 教師引導學生討論其他替人們工作的動物。
- 學生觀看電腦簡報「為我們工作的動物」。
- 教師作總結：各種家禽和家畜對我們都重要。牠們除了提供我們食物外，身體部份能製成用品，有些更能為我們工作。
- 教師講解動物還能作為寵物。
- 教師請學生於下一課節帶一些寵物照片或用品回校。

課節四

- 教師提問學生家裡有否飼養小動物和飼養小動物的原因。
- 教師介紹自己飼養小動物的心得和樂趣。
- 教師作總結：有些動物還可作為寵物，供給人們觀賞和帶給人們快樂。
- 教師請有飼養寵物的學生介紹自己的寵物、分享飼養心得和樂趣。
- 教師請學生討論如何對待寵物。


	<p>課節五</p> <ul style="list-style-type: none"> • 教師與學生溫習動物對我們的功用，並指出動物對我們的重要性。 • 教師請學生說出一些對待野生動物和家禽、家畜應有的態度。 • 學生觀看影片《愛護動物》。 • 教師與學生討論影片內容。 • 教師展示一些瀕臨絕種動物的圖片及提醒學生應保護這些動物。 • 教師向學生介紹一些與保護動物工作有關的團體。 • 教師作總結：我們要愛護不同種類的動物。
<p>備註</p>	<ul style="list-style-type: none"> • 教師須預先準備實物投影機 • 教師應幫助學生聯想在英文課所學到相關的內容，包括動物與人的關係，詩歌及圖書 • 教師鼓勵學生實踐對動物應有的態度


Activity 6b	Animals and man
Number of lessons	3 (35 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • KSb • ESa <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - songs - poems • Language Focus <ul style="list-style-type: none"> - use nouns/ noun phrases to identify animals and objects, <i>e.g. a <u>blanket</u></i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - pronounce correctly words in connected speech by linking words together and using appropriate stress • Reading <ul style="list-style-type: none"> - recognize familiar words in new texts - identify key words in a sentence <p>Attitudes</p> <ul style="list-style-type: none"> • Confidence in using English • Keeness to participate in activities leading to improvement of knowledge and skills in the language • Appreciation of the beauty of language
<p>Resources</p>  <p>Other learning and teaching materials</p>	<ul style="list-style-type: none"> • Poem: “The farmer's song” (taken from the resource package <i>Let's Experience and Appreciate Poetry Key Stage 1</i>) • Storybook: <i>My Best Friend</i> (Fisher-Price) • Song: “Love your pets” • Animal minibook: categories of animals
<p>Procedures</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Teacher introduces the poem “The farmer's song” by: <ul style="list-style-type: none"> - reading the poem to pupils; - asking pupils to identify animal names and the uses of the farm animals

	<p>in the song; and</p> <ul style="list-style-type: none"> - chanting the poem with pupils. • In groups, pupils practise the chant and take turns to present it to the class. <p>Lesson 2</p> <ul style="list-style-type: none"> • Teacher reminds pupils of the storybook <i>My Best Friend</i> and asks them about the things that the owner does with the puppy. • Using the storybook as an example, teacher reminds pupils how they should treat their pets. • Teacher introduces the song “Love your pets” by: <ul style="list-style-type: none"> - singing the song to pupils; - reading the lyrics of the song to pupils and asking them to follow; and - singing the song with them. • In groups, pupils practise singing the song and take turns to present it to the class. <p>Lesson 3</p> <ul style="list-style-type: none"> • Teacher reminds pupils of the classification activity that they have done in the G.S. lesson. • Teacher demonstrates how to classify the animals in the minibooks that pupils have prepared. • As homework, pupils classify the animals into different categories and compile their own minibooks.
<p>Remarks</p>	<ul style="list-style-type: none"> • Teacher reminds pupils of the categories of animals and the close relationships between animals and man that they have learnt in G.S. lessons. For example, animals provide food and materials for making other useful things in our daily life. Animals also help us in many other ways, <i>e.g. police dogs, guide dogs.</i> • Teacher also reminds pupils of the storybook <i>My Best Friend</i> and tells them that people like to keep animals as their pets. Teacher may also ask pupils to recall the things that the owner likes to do with his pet. • When singing the song, teacher can try different groupings and introduce fun to the activity. • Teacher encourages pupils to chant the poem and sing the song to their parents.


活動 7a	設計動物
課節	2 (每節 35 分鐘)
學習重點	<ul style="list-style-type: none"> ● 培養學生的創作能力
教學步驟	<ul style="list-style-type: none"> ● 教師著學生回想在英文及常識堂學到有關動物的內容。 ● 教師引導學生說出各種動物的外貌特徵。 ● 教師著學生運用他們的創作能力，設計一隻有趣的動物。
備註	<ul style="list-style-type: none"> ● 教師可鼓勵學生把不同動物的外貌特徵融入他們所設計的有趣動物。 ● 教師告訴學生他們將會在英文課時描述這些有趣動物，並選出全班最有趣的動物。

Activity 7b	Writing about the funny animal
Number of lessons	2 (35 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • KSe • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> - animals (<i>a cat, a hippo</i>) - colours (<i>grey, purple, orange, blue, red, yellow, white, black, brown, blue, pink, green</i>) - adjectives to describe the animals (<i>cute, naughty, lazy, pretty, happy</i>) - body parts (<i>tails, wings</i>) - action verbs (<i>fly, swim, hop, walk, sing, run, jump, climb</i>) • Language Focus <ul style="list-style-type: none"> - use the simple present tense to talk about present states <i>e.g. It <u>is</u> strong.</i> - use adjectives to describe animals <i>e.g. It is <u>red</u>.</i> - use modals to talk about ability <i>e.g. It <u>can</u> fly.</i> - ask "Wh-" questions to find out various kinds of specific information <i>e.g. <u>What</u> colour is it?</i> - use nouns to identify objects <i>e.g. It has a <u>tail</u>.</i> - use connectives to link similar ideas and add information <i>e.g. It has a long tail <u>and</u> short legs.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - recognize familiar words in new texts • Writing <ul style="list-style-type: none"> - develop written texts by adding personal ideas and information when a model or framework is provided - revise and edit short written texts by making changes to incorrect spelling, punctuation and grammar and adding details if necessary in response to suggestions from the teacher

	<p>Attitudes</p> <ul style="list-style-type: none"> • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
<p>Resources</p>  <p>Activity sheets</p>	<ul style="list-style-type: none"> • Activity Sheet 6
<p>Procedures</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Teacher shares with pupils some funny animals and demonstrates how they could write about them. • Pupils write about the favourite funny animal they have created in the Art & Craft lesson using the sentence structures and vocabulary that they have learnt in the previous lessons. (Activity Sheet 6) • Teacher reminds pupils to name the animal. • Teacher collects pupils' writing before the end of the lesson. <p>Lesson 2</p> <ul style="list-style-type: none"> • Teacher returns the writing about the funny animal to the pupils. • Teacher invites pupils to share their writing and to comment on each other's work. • Teacher reminds pupils of the common mistakes. • Teacher allows time for pupils to improve their work. • Teacher collects pupils' work before the end of the lesson.
<p>Remarks</p>	<ul style="list-style-type: none"> • To allow time for the teacher to identify the common mistakes, it is better to have Lessons 1 and 2 on separate days.

Activity 8	The funniest animal of the group
Number of lessons	1 (35 minutes)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISb <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Language Focus <ul style="list-style-type: none"> - ask “Wh-” questions to find out about a specific person or object <i>e.g. <u>Which</u> animal do you like best?</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - locate specific information in response to simple instructions or questions • Speaking <ul style="list-style-type: none"> - use modelled phrases and sentences to communicate with teachers or other learners <p>Attitudes</p> <ul style="list-style-type: none"> • Confidence in using English • Keeness to participate in activities leading to improvement of knowledge and skills in the language
<p>Resources</p>  <p>Activity sheets</p>	<ul style="list-style-type: none"> • Activity Sheet 7
<p>Procedures</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Teacher tells the class they are going to conduct a survey on the funniest animal. • Teacher gives instructions on how to conduct the survey. • Pupils show their funny animals to the group members. • Pupils, in groups of 5, conduct the survey to find out the funniest animal of the group. (Activity Sheet 7) • Teacher asks each group of pupils to: <ul style="list-style-type: none"> - do corrections on the writing about the funniest animal in groups; and - practise reading aloud the description to prepare for the presentation. • Each group copies the description about the funniest animal of the group

	<p>on an enlarged piece of paper.</p> <ul style="list-style-type: none">• Teacher can encourage pupils to add some actions when they present their animals.• Teacher collects the writing about the funniest animal of the groups before the end of the lesson.
Remarks	<ul style="list-style-type: none">• Teacher will need to give very clear instructions for conducting the survey as pupils have little experience in this.

Activity 9	Animal show
Number of lessons	2 (35 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ESa • ESc <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - recognize language patterns and vocabulary items previously encountered in new spoken texts • Speaking <ul style="list-style-type: none"> - use modelled phrases and sentences to communicate with teachers or other learners <p>Attitudes</p> <ul style="list-style-type: none"> • Confidence in using English • Keeness to participate in activities leading to improvement of knowledge and skills in the language
<p>Resources</p>  <p>Other learning and teaching materials</p>	<ul style="list-style-type: none"> • Group evaluation forms
Procedures	<p>Lessons 1 & 2</p> <ul style="list-style-type: none"> • Teacher gives time for pupils to get ready for their presentation. • Teacher explains the success criteria for the presentation to the pupils and points out that they have to apply these criteria in assessing the performance of other groups. • Teacher also explains how they should use the evaluation form which each group has to complete. • Teacher invites pupils to come out and perform in groups. • Teacher gives time for pupils to evaluate the performance of each group. • After each presentation, teacher gives feedback to each group with reference to the success criteria. • Teacher asks group leaders to report the results of their group. • Teacher announces the winner.

Remarks	<ul style="list-style-type: none">• The success criteria for the presentation include clarity of speech, creative ideas and artwork.• Teacher displays the funniest animal on the noticeboard.• To allow sufficient time for the groups to prepare for the presentation, it is better to conduct Activity 8 and Activity 9 on separate days.
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