

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	Learning Targets • ISe • KSb • ESb Language Forms and Communicative Functions • Text Types - stories • Vocabulary - 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 - 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> Skills and Strategies • Speaking - pronounce correctly words in connected speech by linking words together and using appropriate stress • Reading - follow left to right directionality, and recognize the beginning and end of sentences - recognize familiar words in new texts

	- predict the meaning of unfamiliar words by using context or picture cues - predict story, characters, topic of interest using picture cues and book cover • Language Development Strategies - 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 Attitudes • Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources  Activity sheets  Other learning and teaching materials	• Storybook: <i>My Best Friend</i> (Fisher-Price) • Picture cards and word cards of animals (for the matching game) • Activity Sheet 1 • Animal minibook
Procedures	Lesson 1 • 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: - 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. Lesson 2 • Teacher tries to elicit animal names from pupils when: - 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. Lesson 3 • Teacher revises the sentence structure "It is a/an..." with pupils using the

	learning wall. • 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.
Remarks	• 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.

活动 2	动物的分类
课节	1 (35 分钟)
学习重点	• 认识不同类别的动物 • 认识不同动物的生活环境，如香港的动物园、农场和宠物店
教学资源	• 英文图书 <i>My Best Friend</i> • 动物图片 • 动物生活环境的图片（森林、农场、宠物店） • 字卡（野生动物、家禽、家畜、宠物）
教学步骤	课节一 • 教师着学生说出英文图书 <i>My Best Friend</i> 中所提及的动物。 • 教师引导学生将动物分类及说出牠们不同的生活环境。 • 学生观看有关香港的动物园、农场和宠物店的图片，加深认识不同动物的生活环境。 • 教师作总结：动物可分为野生动物、家禽/家畜和宠物三种类别，牠们的生活环境各有不同。
备注	• 教师引导学生将英文图书中提及的动物分类 • 有些动物可属于多过一种类别，教师应灵活处理学生在分类活动时的答案 • 教师可鼓励学生到动物园、农场和宠物店参观及观察动物的不同外貌和特征

Activity 3	Describing the appearance and ability of animals
Number of lessons	8 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ISe • KSa • KSb • KSd • KSe • ESd Language Forms and Communicative Functions • Text Types - information books - riddles • Vocabulary - 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 - 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>

	Skills and Strategies • Listening - locate specific information in response to simple instructions or questions • Reading - predict the meaning of unfamiliar words by using context or picture cues • Writing - 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 - 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 Attitudes • Keenness to participate in activities leading to improvement of knowledge and skills in the language • Appreciation of the beauty of the language
Resources 	• 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)
Procedures	Lesson 1 • Teacher uses the picture cues in the storybook to demonstrate to the class how to describe an animal, <i>e.g. 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

	Sheet 5) Lesson 8 • 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.
Remarks	• 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.

活动 4	参观嘉道理农场
课节	2 (每节 35 分钟)
学习重点	• 透过观察及接触大自然，认识动物的特征 • 细心观察周遭的环境 • 学习遵守规则
教学资源 	• 影片《公园乐》(香港教育城－影片库 / 小一下) • 告示牌图片 • 活动工作纸一 • 活动工作纸二 • 活动工作纸－参观嘉道理农场 • 嘉道理农场暨植物园网址 (http://www.kfbg.org.hk)
教学步骤	课节一 • 教师提问学生逛公园时应注意的事项。 • 学生观看影片《公园乐》。 • 教师着学生留心观看影带，然后讨论影片内容。 • 教师着学生完成活动工作纸一。(堂课) • 教师告诉学生他们将往嘉道理农场参观，然后展示一些农场告示牌图片，引导学生讨论农场的守则。 • 教师作总结：我们无论前往任何地方参观，都要遵守该处的规则。 课节二 (安排于参观嘉道理农场之后) • 教师与学生订正有关参观嘉道理农场的活动工作纸。 • 教师请学生分享参观嘉道理农场的经验、感受和所学到的东西。 • 学生完成活动工作纸二，并检讨参观时有否遵守规则。(堂课)

备注	• 教师可参考嘉道理农场暨植物园网上的资料及一些《十万个为什么？》等书籍，编订是次参观的参考资料，教师可在参观时向学生提问一些有关动物的有趣问题，以提高他们的学习兴趣及刺激思考。 • 学校可邀请家长协助照顾学生及介绍各种动物。 • 教师提醒学生往嘉道理农场参观时应注意的事项，并鼓励学生细心观察各种动物的外貌特征、饮食习惯及活动 • 教师提醒学生必须完成有关工作纸。（参观嘉道理农场） • 教师可鼓励学生日后参观嘉道理农场的其他地方。
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Activity 5a	Recognizing the sounds made by animals
Number of lessons	2 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ESa • ESc Language Forms and Communicative Functions • Text Types: - songs • Language Focus - use adjectives to describe animals, <i>e.g. a <u>naughty</u> cat</i> Skills and Strategies • Speaking - pronounce correctly words in connected speech by linking words together and using appropriate stress Attitudes • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language • Appreciation of the beauty of language
Resources	• Song: “What the animals say” • Picture cards and word cards of animals
Procedures	Lesson 1 • 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. Lesson 2 • 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.

	• Teacher encourages pupils to include actions when singing the songs. • The groups take turns to sing their songs to the class.
Remarks	• 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.

活动 5b	动物的特性
课节	4 (每节 35 分钟)
学习重点	• 欣赏不同种类动物的异同 • 初步认识生命过程 • 认识不同动物的适应能力
教学资源 	• 动物图片 • 影片《动物的活动能力》 • 影片《动物的自然反应能力》 • 影片《动物经训练后的反应能力》 • 鸡蛋 • 动物的生长图片 • 动物的繁殖图片 • 雌性和雄性动物图片 • 字卡（活动能力、自然反应能力、会生长、能生育下一代、经训练后的反应能力） • 活动工作纸三
教学步骤	课节一 • 教师请学生说说自己的外貌特征。 • 教师带出动物与人一样拥有不同的外貌特征。 • 教师可根据参观农场时的经验，让学生说出不同动物的外貌特征。 • 学生观看动物图片，然后找出动物的外貌特征。 • 教师作总结：动物因要适应不同的生活环境而拥有不同的外貌特征。 • 教师提问学生除了能跑、跳外，他们还能做什么动作。 • 教师解释这是人的活动能力。 • 学生观看影片《动物的活动能力》。 • 教师与学生讨论不同动物的活动能力。 • 教师作总结：动物由于拥有不同的外貌特征，所以拥有

不同的活动能力。

课节二

- 教师提问学生若突然听到一声巨响，会作出什么反应。
- 教师解释何谓自然反应能力。
- 教师可根据参观农场时的经验，让学生说出动物不同的反应能力。
- 学生观看影片《动物的自然反应能力》。
- 教师讲解有些动物经训练后能做出指定动作。
- 学生观看影片《动物经训练后的反应能力》。
- 教师与学生讨论不同动物的反应能力。
- 教师作总结：动物具有反应能力，能对外界事物作出反应。

课节三

- 教师展示一只鸡蛋，提问学生鸡蛋是从何处来的。
- 教师讲解何谓繁殖能力（能生育下一代）。
- 学生观察图片。
- 教师作总结：动物拥有繁殖能力，有些能生蛋，有些能生幼儿。
- 教师请学生猜想鸡蛋怎样变成一只鸡。
- 教师解释生长即身体体积会随着年纪的增加而长大，并解释不同的成长阶段。
- 教师讲解动物与人一样会生长（但需指出两者的不同，如人的形态没有变，但蝴蝶和青蛙的形态变化很大），并讲解鸭的生长过程。
- 教师请学生排列其他动物的生长过程。
- 教师作总结：动物是会生长的，随着时间的过去，体积和外貌都会转变。
- 教师着学生完成活动工作纸三。（家课）

	课节四 • 教师讲解何谓雄性和雌性。 • 教师分别张贴雌性和雄性动物图片于黑板上，然后请学生猜想谁属雌雄。 • 教师指出雌性和雄性动物的分别，并着学生猜想雌性和雄性动物外貌不同的原因。 • 教师作总结：动物有雌性和雄性之分。一般来说，雄性的动物毛色较美丽（目的是要吸引异性），雌性的动物毛色则比较单调。
备注	• 教师须预先准备高映机 • 教师请学生回想往嘉道理农场参观当日的情境 • 教师可鼓励学生平日多观察动物的特性

活动 6a	动物与人的关系
课节	5 (每节 35 分钟)
学习重点	• 认识动物与人的关系 • 培养对待宠物的正确态度
教学资源	• 学校餐单 • 食物图片 • 食物（燕窝、蜜糖、鸡蛋、牛奶、朱古力、雪糕） • 由动物身体部份所制成的物品（牛骨梳、猪毛刷、毛笔、鸡毛撢子、润肤膏、毬子、皮银包、羽毛球） • 图书《绵羊和毛衣》（教育工作室有限公司） • 宠物照片和用品 • 影片《爱护动物》《环保至 Top 星 3 – 聪明系列 – 保护自然环境》 • 濒临绝种的动物图片 • 爱护动物协会、渔农自然护理处标志 • 字卡（动物提供食物给我们、动物能替我们工作、动物身体的各部份能制成物品、动物可作宠物、爱护动物）
教学步骤	课节一 • 教师请学生列举平日喜欢吃的食物。 • 教师提问学生这些食物与动物的关系。 • 教师带出动物与我们的食物的关系。 • 各学生获分派学校餐单一张。 • 教师一边读出午餐饭款，一边请学生圈出与动物有关的食物。 • 教师简略讲解每种食物的由来。 • 教师展示一些由动物间接提供的食物。 • 教师作总结：我们日常吃的食物中，大部份都是来自动物的，我们可直接食用牠们的肉或内脏，或间接食用动物提供的食物。

课节二

- 教师提问学生身上所穿的外套是由什么制成的。
- 教师展示一些由动物身体部份所制成的物品。
- 教师讲述《绵羊和毛衣》的故事。
- 教师作总结：动物除了供给我们食物外，身体各部份还能制成各种物品。
- 教师请学生回家找寻一些与动物有关的用品/食品，然后于下一课节带回来与同学分享。

课节三

- 教师让学生分享所搜集与动物有关的用品/食品。
- 教师提问学生动物除了可供我们食物、身体部份可制成物品外，还有什么其他用途。(耕田、拉车)
- 教师请学生列举一些能替人们工作的动物。
- 教师引导学生讨论其他替人们工作的动物。
- 学生观看计算机简报「为我们工作的动物」。
- 教师作总结：各种家禽和家畜对我们都重要。牠们除了提供我们食物外，身体部份能制成用品，有些更能为我们工作。
- 教师讲解动物还能作为宠物。
- 教师请学生于下一课节带一些宠物照片或用品回校。

课节四

- 教师提问学生家里有否饲养小动物和饲养小动物的原因。
- 教师介绍自己饲养小动物的心得和乐趣。
- 教师作总结：有些动物还可作为宠物，供给人们观赏和带给人们快乐。
- 教师请有饲养宠物的学生介绍自己的宠物、分享饲养心得和乐趣。
- 教师请学生讨论如何对待宠物。

	课节五 • 教师与学生温习动物对我们的功用, 并指出动物对我们的重要性。 • 教师请学生说出一些对待野生动物和家禽、家畜应有的态度。 • 学生观看影片《爱护动物》。 • 教师与学生讨论影片内容。 • 教师展示一些濒临绝种动物的图片及提醒学生应保护这些动物。 • 教师向学生介绍一些与保护动物工作有关的团体。 • 教师作总结：我们要爱护不同种类的动物。
备注	• 教师须预先准备实物投影机 • 教师应帮助学生联想在英文课所学到相关的内容, 包括动物与人的关系, 诗歌及图书 • 教师鼓励学生实践对动物应有的态度

Activity 6b	Animals and man
Number of lessons	3 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets • KSb • ESa Language Forms and Communicative Functions • Text Types - songs - poems • Language Focus - use nouns/ noun phrases to identify animals and objects, <i>e.g. a <u>blanket</u></i> Skills and Strategies • Speaking - pronounce correctly words in connected speech by linking words together and using appropriate stress • Reading - recognize familiar words in new texts - identify key words in a sentence Attitudes • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language • Appreciation of the beauty of language
Resources  Other learning and teaching materials	• 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
Procedures	Lesson 1 • Teacher introduces the poem “The farmer's song” by: - reading the poem to pupils; - asking pupils to identify animal names and the uses of the farm animals

	in the song; and - chanting the poem with pupils. • In groups, pupils practise the chant and take turns to present it to the class. Lesson 2 • 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: - 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. Lesson 3 • 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.
Remarks	• 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.

活动 7a	设计动物
课节	2 (每节 35 分钟)
学习重点	• 培养学生的创作能力
教学步骤	• 教师着学生回想在英文及常识堂学到有关动物的内容。 • 教师引导学生说出各种动物的外貌特征。 • 教师着学生运用他们的创作能力，设计一只有趣的动物。
备注	• 教师可鼓励学生把不同动物的外貌特征融入他们所设计的有趣动物。 • 教师告诉学生他们将会在英文课时描述这些有趣动物，并选出全班最有趣的动物。

Activity 7b	Writing about the funny animal
Number of lessons	2 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets • KSe • ESc Language Forms and Communicative Functions • Vocabulary - 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 - 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> Skills and Strategies • Reading - recognize familiar words in new texts • Writing - 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

	Attitudes • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources  Activity sheets	• Activity Sheet 6
Procedures	Lesson 1 • 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. Lesson 2 • 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.
Remarks	• 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)
Focused Learning Targets and Objectives	Learning Targets • ISb Language Forms and Communicative Functions • Language Focus - ask “Wh-” questions to find out about a specific person or object <i>e.g. <u>Which</u> animal do you like best?</i> Skills and Strategies • Listening - locate specific information in response to simple instructions or questions • Speaking - use modelled phrases and sentences to communicate with teachers or other learners Attitudes • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources  Activity sheets	• Activity Sheet 7
Procedures	Lesson 1 • 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: - 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

	on an enlarged piece of paper. • 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	• 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)
Focused Learning Targets and Objectives	Learning Targets • ESa • ESc Skills and Strategies • Listening - recognize language patterns and vocabulary items previously encountered in new spoken texts • Speaking - use modelled phrases and sentences to communicate with teachers or other learners Attitudes • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources  Other learning and teaching materials	• Group evaluation forms
Procedures	Lessons 1 & 2 • 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	• 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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