




Activity Plans for Cross-curricular Learning

“Knowing Me, Knowing You”

Activity 1	Reading the Storybook <i>The Berenstain Bears Forget Their Manners</i>
Number of lessons	4 (30 minutes each)
Focused Learning Targets and Objectives	<p>Learning Targets</p> <ul style="list-style-type: none"> • KSb • ESb <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - stories - posters • Language Focus <ul style="list-style-type: none"> - use adjectives to describe people <i>e.g. She is <u>kind</u>.</i> - use the simple present tense to express interests <i>e.g. He <u>likes</u> to play football.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - predict story and characters, using picture cues and book cover - use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression - re-read to establish and confirm meaning - skim a text to obtain a general impression and the main ideas • Writing <ul style="list-style-type: none"> - develop written texts by adding personal ideas and information when a model or framework is provided • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills <ul style="list-style-type: none"> ➤ identify values, attitudes and beliefs expressed in texts - develop reference skills <ul style="list-style-type: none"> ➤ locate simple information on websites - develop library skills <ul style="list-style-type: none"> ➤ obtain information from the different parts of a publication such as


	<p>the book cover, title, table of contents and blurb</p> <p>Attitude</p> <ul style="list-style-type: none"> • Enjoyment of reading
<p>Resources</p>  <p>Activity sheets</p>  <p>Other learning and teaching materials</p>	<ul style="list-style-type: none"> • Storybook: <i>The Berenstain Bears Forget Their Manners</i> (Random House) • Activity Sheet 1 • Activity Sheet 2 • 4 posters
<p>Procedures</p>	<ul style="list-style-type: none"> • Teacher introduces the book title, the author and the characters, the Bear family, to the pupils by drawing their attention to the book cover, pages a & b of the book <i>The Berenstain Bears Forget Their Manners</i>. • Teacher introduces various skills and strategies for extensive reading such as predicting, disregarding and guessing the meaning of unknown words with the help of pictorial and contextual clues, when going through the storybook with the pupils. • Teacher guides pupils to skim the story. • Pupils finish reading the story at home and complete the book report. (Activity Sheet 1) • Pupils, in groups, ask and tell each other which character they like/dislike, e.g. “Which bear do you like/dislike most?” “I like Sister Bear most.” • Teacher uses four posters of the characters to give pupils further information about their personalities and interests. The information is obtained from the website (http://www.berenstainbears.com). During Computer Studies lessons, teacher browses through this website with pupils and briefly introduces various activities and games presented there. More able pupils are encouraged to explore the materials on the website after class. • Pupils choose the character they like and write about him/her at home. (Activity Sheet 2)
<p>Remarks</p>	<p>During these four periods, pupils know about the members of the Bear family as well as their personalities and interests. This prepares pupils for the coming activities in which they have to talk about their own personalities and interests.</p>

活動 2	圈出真我個性
課節	3 (每節 30 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識自己在性格上的優點及缺點 • 學習改善自己的缺點
教學資源  Activity sheets	<ul style="list-style-type: none"> • 課本：《小學常識四下 B》第十八課 (新亞洲出版社有限公司) • 《小學常識活動工作紙四下》第十八課 (新亞洲出版社有限公司) • 活動工作紙一 • 活動工作紙二
教學步驟	<ul style="list-style-type: none"> • 教師派發活動工作紙一，指導學生在工作紙(第一頁)上以紅筆圈出自己的優點，藍筆圈出自己的缺點。① • 學生與他們的好友成爲一組，然後各自在對方的工作紙(第二頁)上圈出他們對彼此的看法。學生比較兩頁的差異，透過互相討論，進一步了解自己。 • 教師指導學生用紅筆在自己從沒察覺的優點下劃線，鼓勵學生認識及發掘自己潛在的優點，並加以發揮。 • 學生邀請家人在《小學常識活動工作紙四下 B》第十八課對自己的優點及缺點作出評估。 • 學生因應自己和同學以及家人在工作紙上所圈出的缺點，提議需改善的地方及方法，訂立自我改善的計劃，並寫在活動工作紙二。
備註	<p>① 學生於英文科所用的圖書 <i>The Berenstain Bears Forget Their Manners</i> 中，嘗試認識故事裏各人物的性格，而活動 2 則給予學生機會學習怎樣自我評核，並作出改善。</p>


Activity 3	Campaign Buttons
Number of lessons	1 (30 minutes)
Focused Learning Targets and Objectives	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISa • ISb • ISc • KSa <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - captions • Vocabulary <ul style="list-style-type: none"> - adjectives to describe people <i>e.g. helpful</i> • Language Focus <ul style="list-style-type: none"> - use adjectives to describe people <i>e.g. Peter is <u>helpful</u>.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - use modelled phrases and sentences to communicate with teachers or other learners • Writing <ul style="list-style-type: none"> - develop written texts by expressing own ideas and feelings • Language Development Strategies <ul style="list-style-type: none"> - develop self-motivation and positive attitudes - participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties
Resources  Activity sheets	<ul style="list-style-type: none"> • Activity Sheet 3
Procedures	<ul style="list-style-type: none"> • Teacher revises the adjectives learnt in the extensive reading lessons. • Teacher introduces to pupils more adjectives to describe personality.

	<ul style="list-style-type: none"> • In pairs, pupils take turns to describe themselves to their partners, <i>e.g.</i> “<i>I am Peter. I am helpful.</i>” ① • In pairs, pupils take turns to describe their partners, <i>e.g.</i> “<i>You are Mary. You are friendly.</i>” ① • Pupils design a badge about the personalities of one of their friends. (Activity Sheet 3) • Pupils send their badges to their friends as gifts. Pupils are encouraged to wear their badges in school.
Remarks	① Pupils have had discussions on their own personalities in the previous G.S. lessons.



Activity 4	A Survey on Our Most Popular Activities
Number of lessons	4 (30 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISa • ISb • KSa <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - charts • Vocabulary <ul style="list-style-type: none"> - indoor and outdoor activities <i>e.g. play badminton</i> • Language Focus <ul style="list-style-type: none"> - use nouns to refer to objects <i>e.g. I like to play <u>volleyball</u>.</i> - ask “Wh-” questions to find out various kinds of specific information about a person <i>e.g. <u>What</u> do you like to do (at the weekend)?</i> - ask simple questions to obtain “yes/no” responses <i>e.g. Do you like to make models? / Can you swim?</i> - use the simple present tense to express interests <i>e.g. I <u>like</u> to ride a bicycle.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - listen for specific information • Speaking <ul style="list-style-type: none"> - maintain an interaction by <ul style="list-style-type: none"> ➤ providing information in response to factual or yes/no-questions ➤ asking questions and replying - close an interaction by using simple formulaic expressions <i>e.g. Thank you. / Good-bye.</i>

	<ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> - develop written texts by <ul style="list-style-type: none"> ➤ adding personal ideas and information when a model or framework is provided ➤ expressing own ideas and feelings • Language Development Strategies <ul style="list-style-type: none"> - develop self-motivation and positive attitudes - participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties
<p>Resources</p>  <p>Activity sheets</p>	<ul style="list-style-type: none"> • Coursebook: <i>New Oxford On Target 4C</i> Unit 4 pp.15 & 16 (Oxford University Press) • Activity Sheet 4 • Activity Sheet 5
<p>Procedures</p>	<ul style="list-style-type: none"> • Pupils study the names of various indoor and outdoor activities in Unit 4 of the coursebook. • In pairs, pupils ask and tell each other what they can do and what they like to do at the weekend, e.g. “Can you ride a bicycle?” “Yes, I can./ No, I can’t.” “What do you like to do (at the weekend)?” “I like to ride a bicycle.” • Pupils guess the most popular activities among Primary 4 pupils in the school. • Teacher revises the vocabulary about the abilities of the Bears by drawing pupils’ attention to the four posters displayed in the classroom. ① • Pupils write about their own abilities and favourite activities. (Activity Sheet 4) • In the school hall, pupils conduct a survey to find out the abilities and the favourite activities of their classmates. Each pupil gets 5 stickers from the teacher. Pupils ask each of the classmates they have interviewed for a sticker after asking all the questions. They record the information collected from their classmates on Activity Sheet 4. • Representatives from different classes compile the data collected regarding the most popular activities and present them in the covered playground of the school. Teacher discusses the results with the pupils. • At home, pupils write a poem about the personalities, abilities and hobbies of one of their classmates. (Activity Sheet 5)

Remarks	① Pupils have learnt about the personalities, abilities and interests of the Bears in the extensive reading lessons.
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活動 5	我與你
課節	1 (30 分鐘)
學習重點	<ul style="list-style-type: none"> • 明白每個人的嗜好及能力是有差異的 • 學習如何面對自己的長處和短處 • 學會與別人溝通，尊重別人
教學資源  Activity sheets	<ul style="list-style-type: none"> • 課本：《小學常識四下 B》第十八課 (新亞洲出版社有限公司) • 作業：《小學常識四下 B》第十八課 (新亞洲出版社有限公司) • 活動工作紙三
教學步驟	<ul style="list-style-type: none"> • 教師派發活動工作紙三，著學生先完成第一部分，然後邀請一位好友完成第二部分，從而知道彼此的嗜好和專長。 • 學生找出自己與同學在嗜好及專長上相同的項目，然後填寫在第三部分；完成後，學生可找出人與人之間無論在性格或在嗜好及專長上，都有相同及相異的地方。①② • 教師引導學生討論調查的結果，使學生明白人與人之間確有相同及不相同的地方，學會取長補短；發掘個人優點，加以發揮；同時學會自我欣賞，和欣賞別人。③
備註	<p>① 透過這個活動及之前常識科活動「圈出真我個性」，英文科活動“Campaign Buttons”及“A Survey on Our Most Popular Activities”，學生加深對自己及別人的認識。</p> <p>② 在之前的英文科活動“A Survey on Our Most Popular Activities”，學生從互相訪問中，知道每個人的能力和嗜好有相同及不同的地方。</p> <p>③ 透過是次活動，學生加深對自己和同學的認識，老師加強學生在態度上的培養，令學生明白每個人的性格及嗜好專長均有所不同，他們不用為自己的缺點而感到自卑，反而藉着今次活動，學會接納別人的意見和取長補短。另外，</p>



	<p>老師亦讓學生知道每個人都有自己的長處和性格，應發揮所長，同時亦應開放自己，嘗試多欣賞別人，結交朋友，多學習別人的長處。</p>
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

Activity 6	Writing to a Pen Pal
Number of lessons	3 (30 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISc • KSa <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - letters • Language Focus <ul style="list-style-type: none"> - use formulaic expressions to begin and end a letter <i>e.g. Dear ... / Write soon.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - recognize format and language features in narrative and non-narrative texts - identify main ideas from a text with teacher support • Writing <ul style="list-style-type: none"> - gather and share information, ideas and language by using strategies such as brainstorming, listing and concept mapping - plan and organize information and ideas by: <ul style="list-style-type: none"> ➤ identifying purpose and audience for a writing task ➤ deciding on the sequence of content - develop written texts by expressing own ideas and feelings
<p>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"> • Letters from the Bears • Activity Sheet 6 • Activity Sheets 7(a) & 7(b)
Procedures	<ul style="list-style-type: none"> • Teacher introduces the term “pen pal” to pupils.① • Pupils receive letters from one of the Bears. (Teacher distributes randomly to each pupil a letter from one of the Bears) • Teacher introduces the format and the components of a letter. Pupils do Activity Sheet 6 to consolidate their learning. • With the help of a concept map, teacher guides pupils to brainstorm ideas



	<p>for writing a reply to the Bear. (Activity Sheet 7(a))</p> <ul style="list-style-type: none"> • Pupils write a reply to one of the Bears about their own personalities, abilities and hobbies. (Activity Sheet 7(b)) ② • During Computer Studies lessons, teacher demonstrates how to send an e-mail to the Bears. Pupils can make use of the letter they have drafted to send an e-mail to the Bears.
<p>Remarks</p>	<p>① During the previous G.S. lessons, pupils have learnt that everyone is unique and special. It is a good thing to know more friends and learn from them.</p> <p>② Pupils make use of what they have learnt about personalities, abilities and interests from the activities “Campaign Buttons” and “A Survey on Our Most Popular Activities” when writing the reply to the Bears.</p>

活動 7	你明白我嗎？
課節	4 (每節 30 分鐘)
學習重點	<ul style="list-style-type: none"> • 學習如何運用不同的方法與別人溝通 • 分辨各種溝通方法的特點和限制 • 選擇適當的方法去表達自己的感受
教學資源  Activity sheets	<ul style="list-style-type: none"> • 課本：《小學常識四下 B》第十八及十九課 (新亞洲出版社有限公司) • 活動工作紙四 • 圖畫
教學步驟	<ul style="list-style-type: none"> • 教師利用圖畫引導學生說出六種最基本與人溝通的方法，並討論它們的特點。① • 教師以不同節日的活動（例如：拜年、互送聖誕卡），著學生分辨不同的溝通方法。 • 教師著學生提議如何以不同的溝通方法在機場歡迎到港的親戚。 • 學生分組活動，商定哪一種溝通方法在表達同一訊息時，最能有效地把意思表達出來。(活動工作紙四) • 學生匯報及解釋他們的選擇，並指出該溝通方法的優點和限制。 • 透過一連串討論，學生掌握如何選擇適當的方法去表達自己的感受。
備註	<p>① 學生已於多個英文科的活動中（例如：調查同學喜歡的活動、閱讀及回覆熊仔一族寄給各同學的書信、發放電子郵件及“Campaign Buttons”），認識及使用不同的溝通方法。</p>

Activity 8	Designing a Calendar of Festivals
Number of lessons	5 (30 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISc • KSa • KSb • KSd <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - captions - posters - letters - riddles • Vocabulary <ul style="list-style-type: none"> - festivals in Hong Kong <i>e.g. Chinese New Year, Easter</i> - events and items related to various festivals <i>e.g. red packets, fireworks, dragon dance</i> - months of the year <i>e.g. February</i> • Language Focus <ul style="list-style-type: none"> - use proper nouns to identify events <i>e.g. <u>Chinese New Year</u> is in February.</i> - use nouns to refer to months of the year <i>e.g. Easter is in <u>April</u>.</i> - use noun phrases to identify objects / activities <i>e.g. We eat <u>chocolate eggs</u> at Easter. / We see <u>dragon dances</u> at Chinese New Year.</i> - ask “Wh-” questions to find out specific information about a person or an event <i>e.g. <u>When</u> is Chinese New Year?</i> - use prepositions to indicate time <i>e.g. We visit our relatives and friends <u>on</u> the first day of Chinese New Year.</i>

	<p>Skills and Strategies</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - identify key words in a sentence - use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression • Writing <ul style="list-style-type: none"> - develop written texts by: <ul style="list-style-type: none"> ➤ using appropriate format, conventions and language features when writing non-narrative texts ➤ presenting main and supporting ideas ➤ presenting writing using appropriate layout and visual support including illustrations
<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"> • Coursebook: <i>New Oxford On Target 4C</i> Unit 3 (Oxford University Press) • Activity Sheet 8 • A poster featuring the Fishing Festival in the Bear Country • Activity Sheets 9(a) & 9(b) • A letter from the Bears • Riddles
<p style="text-align: center;">Procedures</p>	<ul style="list-style-type: none"> • Teacher uses Unit 3 of the coursebook to introduce to pupils the main festivals in Hong Kong and the activities people do during these festivals. ① • Pupils play a riddle game on the items (e.g. rice dumplings) related to the festivals and the activities people do during these festivals. (Activity Sheet 8) • Teacher introduces one of the festivals in the Bear Country using a poster. • Pupils design a calendar page featuring one of the festivals in Hong Kong, using pictures and captions. (Activity Sheet 9(a)) • Pupils read a letter from the Bears about the Fishing Festival in the Bear Country. They then write a reply to the Bears and attach the calendar page they have designed. (Activity Sheet 9(b)) ②
<p style="text-align: center;">Remarks</p>	<ul style="list-style-type: none"> ① Pupils have had discussions on some of the activities we do during festivals in the previous units of G.S. ② Pupils have learnt different ways of communication, including using pictures and words, from the previous G.S. lessons. In this lesson, they apply what they have learnt in a new context.


活動 9	我班的問候語
課節	2 (每節 30 分鐘)
學習重點	<ul style="list-style-type: none"> • 設計一套統一的溝通方式，建立全班的團隊精神
<p>教學資源</p>  <p>Activity sheets</p>  <p>Other learning and teaching materials</p>	<ul style="list-style-type: none"> • 活動工作紙五 • 字卡
教學步驟	<ul style="list-style-type: none"> • 教師與學生重溫六種基本的溝通方法。 • 教師將學生分成數組，派發每組活動工作紙五及一張寫有指令的字卡，並著每組選取一人作記錄。 • 每組根據字卡上的意思設計一個動作，簡單介紹該動作的含意，並記錄下來作為傳意的方法。① • 每組所有組員一起演繹該動作，並派一代表出來簡略地介紹動作的構思。 • 全班投票選出一組的設計成為班中的統一問候語，並將該些設計定為全班日後互相溝通的問候語，建立該班的團隊精神。
備註	<p>① 學生於常識科活動「你明白我嗎？」學會了不同溝通方法的特點及限制，也曾嘗試於英文科活動“Designing a Calendar of Festivals”中運用文字及圖畫去表達訊息。學生學懂了選擇適當的方法與別人溝通之後，便可透過是次活動，設計不同的表情及動作去表達我班的問候語；這既可以提供學生互相合作的機會，也可以藉此促進他們的友誼。</p>


Activity 10	Singing the Song “I Listen with My Heart” and Writing My Own Song
Number of lessons	2 (30 minutes each)
<p>Focused Learning Targets and Objectives</p>	<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 prepositions to indicate means <i>e.g. I listen <u>with</u> my eyes. / I talk to you <u>with</u> my mouth.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - recognize recurrent patterns in language structure, such as sentence structure and organization of text types • Writing <ul style="list-style-type: none"> - develop written texts by expressing own ideas and feelings
<p>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"> • The song “I Listen with My Heart” • Activity Sheet 10
Procedures	<ul style="list-style-type: none"> • Teacher introduces the song “I Listen with My Heart” to pupils. • Pupils sing the song together and suggest some actions to go with the song. • Teacher explains how people listen with their eyes and hearts, how people talk with their hearts and how people care for others’ feelings. • Pupils write their own song, focusing on the prepositions learnt from the song and different ways of communication they have learnt. (Activity Sheet 10) ①

Remarks	<p>① Pupils have learnt various ways of communication. They have had discussions on the characteristics of each means of communication. They have also learnt that they have to apply all their senses to communicate with others effectively. In this task, pupils make use of the language items taught (i.e. prepositions) to write their own song to illustrate how they apply all their senses to communicate with others.</p>
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

活動 11	小編劇 I
課節	1 (30 分鐘)
學習重點	<ul style="list-style-type: none"> 學會與家人融洽相處，多作溝通，體會家庭生活中應有的責任和態度
教學資源	<ul style="list-style-type: none"> 英文科圖書 <i>The Berenstain Bears Forget Their Manners</i> (Random House)
教學步驟	<ul style="list-style-type: none"> 教師利用英文科圖書 <i>The Berenstain Bears Forget Their Manners</i> 中有關家庭糾紛的情境，給學生作為討論內容。 學生分組討論故事中主人翁的行為，指出問題所在並給予糾正。①② 每組派組員出來扮演故事中的主人翁，將正確的待人及處事態度演繹出來，再由其他組別作出回應。
備註	<p>① 學生在英文科活動 ‘Singing the Song “I Listen with My Heart” and Writing My Own Song’ 中，明白與人溝通不但要用眼去看對方的表情，用耳去聆聽對方的說話，用口去說話，更還要用「心」去與別人溝通。學生從而了解與別人相處及溝通的態度。</p> <p>② 經過這次分組討論，學生了解到即使與家人相處，都必須以禮相待，用「心」溝通，建立和諧的關係。</p>

Activity 12	The Magic Words (1)
Number of lessons	1 (30 minutes)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISe • KSd • ESb • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - conversations • Language Focus <ul style="list-style-type: none"> - use formulaic expressions to <ul style="list-style-type: none"> ➤ express and respond to thanks <i>e.g. Thank you. / You're welcome.</i> ➤ express and respond to apologies <i>e.g. I'm sorry. / That's all right.</i> ➤ get attention or interrupt in speech <i>e.g. Excuse me.</i> ➤ reply to requests <i>e.g. Here you are.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - use gestures and facial expression to convey meaning and intention - use modelled phrases and sentences to communicate with teachers or other pupils • Writing <ul style="list-style-type: none"> - develop written texts by expressing own ideas and feelings • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills <ul style="list-style-type: none"> ➤ distinguish between positive and negative values ➤ identify values, attitudes and beliefs expressed in texts

<p>Resources</p>  <p>Activity sheets</p>	<ul style="list-style-type: none"> • Storybook: <i>The Berenstain Bears Forget Their Manners</i> (Random House) • Activity Sheet 11
<p>Procedures</p>	<ul style="list-style-type: none"> • Teacher revises some polite expressions in the storybook with the pupils. ① ② • In groups, pupils correct the wrong deeds of the characters in different scenes of the story by filling in speech bubbles and re-drawing the scenes. (Activity Sheet 11) ③ • Pupils present the scenes in the story they have modified. • In groups, pupils act out the new scenes.
<p>Remarks</p>	<p>① In Activity 10, ‘Singing the song “I Listen with My Heart” and Writing my Own Song’, pupils have learnt they have to care for others’ feelings when communicating with others.</p> <p>② Pupils have carried out discussions on the importance of being polite in family situations in the previous G.S. lesson.</p> <p>③ In this task, pupils have to apply the concept of ‘politeness’ learnt in the previous G.S. lesson by rewriting the scenes in the story.</p>

活動 13	小編劇 II
課節	2 (每節 30 分鐘)
學習重點	<ul style="list-style-type: none"> 學習在團體生活中與別人相處的應有態度，從而建立和諧的人際關係
教學資源  Other learning and teaching materials	<ul style="list-style-type: none"> 情境卡
教學步驟	<ul style="list-style-type: none"> 老師提供一些在群體生活中 (例如在學校裏、上課分組討論時、公共場所裏)常發生的問題，讓學生分組討論及演繹與人相處的應有態度。①②
備註	<p>① 學生在英文科活動 ‘Singing the song “I Listen with My Heart” and Writing my Own Song’ 中，明白與人溝通不但要用眼去看對方的表情，用耳去聆聽對方的說話，用口去說話，更還要用「心」去與別人溝通。學生從而了解與別人相處及溝通的態度。</p> <p>② 經過「小編劇 I & II」的分組討論，學生了解要與人融洽相處，不論在家庭裏，還是在學校裏，甚至在日常生活中，都要以禮待人，緊記與人相處的應有態度。</p>

Activity 14	The Magic Words (2)
Number of lessons	2 (30 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISe • KSd • ESb • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - conversations • Language Focus <ul style="list-style-type: none"> - use formulaic expressions to: <ul style="list-style-type: none"> ➤ express and respond to thanks <i>e.g. Thank you. / You're welcome.</i> ➤ express and respond to apologies <i>e.g. I'm sorry. / Excuse me./ That's all right.</i> ➤ get attention or interrupt in speech <i>e.g. Excuse me.</i> ➤ reply to requests <i>e.g. Here you are.</i> ➤ respond to suggestions <i>e.g. That's a good idea./ Yes, please. / No, thank you.</i> ➤ show agreement / disagreement <i>e.g. Yes, I agree. / No, I don't think so.</i> ➤ ask for repetition or rephrasing <i>e.g. Pardon?</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - use gestures and facial expression to convey meaning and intention - use modelled phrases and sentences to communicate with teachers or other pupils • Writing <ul style="list-style-type: none"> - develop written texts by expressing own ideas and feelings

	<ul style="list-style-type: none"> • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills <ul style="list-style-type: none"> ➤ distinguish between positive and negative values ➤ identify values, attitudes and beliefs expressed in texts
<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>The Berenstain Bears Forget Their Manners</i> (Random House) • Activity Sheet 12 • Picture Cards
<p style="text-align: center;">Procedures</p>	<ul style="list-style-type: none"> • Teacher provides some situations in school (e.g. interrupting others' speech, doing group discussion in class, borrowing items from classmates) for discussion. Pupils have to suggest some polite expressions to be used in these situations. (Activity Sheet 12) ①②
<p style="text-align: center;">Remarks</p>	<p>① In the previous G.S. lessons, pupils have had discussions on various situations they may encounter in daily life. They understand that they have to be polite to friends, family members and all people at all times.</p> <p>② In this task, pupils focus on the polite expressions they should use in various situations.</p>

Activity 15	A Weekend Plan
Number of lessons	9 (30 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISd • ISe • KSa • KSb <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - letters - maps and legends - brochures • Vocabulary <ul style="list-style-type: none"> - points of the compass <i>e.g. North</i> - different regions of Hong Kong <i>e.g. Kowloon</i> - different places in Hong Kong <i>e.g. The Space Museum, Hong Kong International Airport</i> • Language Focus <ul style="list-style-type: none"> - use proper nouns to refer to places <i>e.g. We are going to visit <u>the Space Museum</u> in <u>Kowloon</u>.</i> - ask “Wh-” questions to find out place <i>e.g. <u>Where</u> will we go?</i> - ask “Wh-” questions to find out specific information about a person <i>e.g. <u>What</u> will you do tomorrow?</i> - ask “How” questions to find out means <i>e.g. <u>How</u> can we get to ...?</i> - ask “How” questions to find out the length of a period of time <i>e.g. <u>How long</u> will we stay?</i> - use prepositions to indicate positions / places / directions <i>e.g. Kowloon is north <u>of</u> Hong Kong Island.</i> - use prepositional phrases to indicate a period of time <i>e.g. I will swim <u>in the morning</u>.</i>

Skills and Strategies

- **Listening**

- identify details that support a main idea
- understand the speaker's intention, attitude and feelings through his/her choice and use of language, gesture and facial expression

- **Speaking**

- use modelled phrases and sentences to communicate with teachers or other pupils
- use appropriate intonation in questions and statements

- **Reading**



- locate specific information in a short text
- use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression
- recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation

- **Writing**

- gather and share information, ideas and language by using strategies such as brainstorming and listing
- develop written texts by
 - adding personal ideas and information when a model or framework is provided
 - presenting main and supporting ideas

- **Language Development Strategies**

- develop thinking skills
 - find out, organize and classify information on familiar topics
- develop information skills
 - skim and scan through texts to locate relevant information and ideas
- work with others
 - ask questions to clarify information and seek correction

<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"> • Coursebook: <i>New Oxford On Target 4C</i> Units 1 & 2 (Oxford University Press) • A letter from the Bear family • Map of Hong Kong • Brochure on interesting places to visit in Hong Kong (from Hong Kong Tourist Association) • Guidelines for a good weekend plan • Activity Sheets 13(a), 13(b) & 13(c) • Activity Sheets 14(a) & 14(b)
<p style="text-align: center;">Procedures</p>	<ul style="list-style-type: none"> • Pupils read a letter from the Bear family which requests them to suggest a weekend plan for their visit to Hong Kong. • Pupils study points of the compass, different regions of Hong Kong and the location of different places in Hong Kong with the help of a map. ① • Teacher introduces interesting places to visit in Hong Kong by talking about what to do there and what to bring with the help of a brochure. • In groups, pupils design a weekend plan for the Bears based on the guidelines given by the teacher. Each member in a group suggests and records some ideas for the weekend plan (Activity Sheet 13(a)).② • Pupils review their plans using a checklist (Activity Sheet 13(b)). Pupils edit their plans if necessary. • Pupils record their weekend plan (Activity Sheet 13(c)). • Pupils in each group write down their plans in the form of dialogues using cues in Activity Sheet 14(a). ③ • Based on the plan, each group works out the scripts for the presentation and role play of the three scenes (i.e. meeting the Bears at the airport, discussing the weekend plan and bidding farewell). (Activity Sheet 14(b)) ④
<p style="text-align: center;">Remarks</p>	<p>① Pupils have learnt to use compass to tell the directions in P.3 Maths lessons. They have also learnt the points of compass when studying the map of Hong Kong in previous units of G.S.</p> <p>② Pupils have learnt the proper ways of communication and polite expressions during the group discussions in the previous G.S. lessons. In this task, they apply this knowledge when they discuss the weekend plan.</p> <p>③ Pupils have designed various gestures for keeping the class discipline in Activity 9 in the G.S. lessons. During the discussion, teacher maintains the class discipline with the help of these gestures.</p> <p>④ In this task, pupils apply their knowledge of different ways of communication to greet their new friends.</p>