

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	Learning Targets • KSb • ESb Language Forms and Communicative Functions • Text Types - stories - posters • Language Focus - 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> Skills and Strategies • Reading - 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 - develop written texts by adding personal ideas and information when a model or framework is provided • Language Development Strategies - develop thinking skills ➤ identify values, attitudes and beliefs expressed in texts - develop reference skills ➤ locate simple information on websites - develop library skills ➤ obtain information from the different parts of a publication such as

	the book cover, title, table of contents and blurb Attitude • Enjoyment of reading
Resources	• Storybook: <i>The Berenstain Bears Forget Their Manners</i> (Random House) • Activity Sheet 1 • Activity Sheet 2 • 4 posters
Procedures	• 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)
Remarks	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.

活动 2	圈出真我个性
课节	3 (每节 30 分钟)
学习重点	• 认识自己在性格上的优点及缺点 • 学习改善自己的缺点
教学资源	• 课本：《小学常识四下 B》第十八课 (新亚洲出版社有限公司) • 《小学常识活动工作纸四下》第十八课 (新亚洲出版社有限公司) • 活动工作纸一 • 活动工作纸二
教学步骤	• 教师派发活动工作纸一，指导学生在活动工作纸(第一页)上以红笔圈出自己的优点，蓝笔圈出自己的缺点。① • 学生与他们的好友成为一组，然后各自在对方的工作纸(第二页)上圈出他们对彼此的看法。学生比较两页的差异，透过互相讨论，进一步了解自己。 • 教师指导学生用红笔在自己从没察觉的优点下划线，鼓励学生认识及发掘自己潜在的优点，并加以发挥。 • 学生邀请家人在《小学常识活动工作纸四下 B》第十八课对自己的优点及缺点作出评估。 • 学生因应自己和同学以及家人在活动工作纸上所圈出的缺点，提议需改善的地方及方法，订立自我改善的计划，并写在活动工作纸二。
备注	① 学生于英文科所用的图书 <i>The Berenstain Bears Forget Their Manners</i> 中，尝试认识故事里各人物的性格，而活动 2 则给予学生机会学习怎样自我评核，并作出改善。

Activity 3	Campaign Buttons
Number of lessons	1 (30 minutes)
Focused Learning Targets and Objectives	Learning Targets • ISa • ISb • ISc • KSa Language Forms and Communicative Functions • Text Types - captions • Vocabulary - adjectives to describe people <i>e.g. helpful</i> • Language Focus - use adjectives to describe people <i>e.g. Peter is <u>helpful</u>.</i> Skills and Strategies • Speaking - use modelled phrases and sentences to communicate with teachers or other learners • Writing - develop written texts by expressing own ideas and feelings • Language Development Strategies - 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 Sheet 3
Procedures	• Teacher revises the adjectives learnt in the extensive reading lessons. • Teacher introduces to pupils more adjectives to describe personality. • In pairs, pupils take turns to describe themselves to their partners, <i>e.g. “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)
Focused Learning Targets and Objectives	Learning Targets • ISa • ISb • KSa Language Forms and Communicative Functions • Text Types - charts • Vocabulary - indoor and outdoor activities <i>e.g. play badminton</i> • Language Focus - 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> Skills and Strategies • Listening - listen for specific information • Speaking - maintain an interaction by ➤ 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> • Writing - develop written texts by ➤ adding personal ideas and information when a model or framework

	is provided ➤ expressing own ideas and feelings • Language Development Strategies - 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	• Coursebook: <i>New Oxford On Target 4C</i> Unit 4 pp.15 & 16 (Oxford University Press) • Activity Sheet 4 • Activity Sheet 5
Procedures	• 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, <i>e.g.</i> “<i>Can you ride a bicycle?</i>” “<i>Yes, I can./ No, I can’t.</i>” “<i>What do you like to do (at the weekend)?</i>” “<i>I like to ride a bicycle.</i>” • 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.

活动 5	我与你
课节	1 (30 分钟)
学习重点	• 明白每个人的嗜好及能力是有差异的 • 学习如何面对自己的长处和短处 • 学会与别人沟通，尊重别人
教学资源	• 课本：《小学常识四下 B》第十八课 (新亚洲出版社有限公司) • 作业：《小学常识四下 B》第十八课 (新亚洲出版社有限公司) • 活动工作纸三
教学步骤	• 教师派发活动工作纸三，着学生先完成第一部分，然后邀请一位好友完成第二部分，从而知道彼此的嗜好和专长。 • 学生找出自己与同学在嗜好及专长上相同的项目，然后填写在第三部分；完成后，学生可找出人与人之间无论在性格或在嗜好及专长上，都有相同及相异的地方。①② • 教师引导学生讨论调查的结果，使学生明白人与人之间确有相同及不相同的地方，学会取长补短；发掘个人优点，加以发挥；同时学会自我欣赏，和欣赏别人。③
备注	① 透过这个活动及之前常识科活动「圈出真我个性」，英文科活动“Campaign Buttons”及“A Survey on Our Most Popular Activities”，学生加深对自己及别人的认识。 ② 在之前的英文科活动“A Survey on Our Most Popular Activities”，学生从互相访问中，知道每个人的能力和嗜好有相同及不同的地方。 ③ 透过是次活动，学生加深对自己和同学的认识，老师加强学生在态度上的培养，令学生明白每个人的性格及嗜好专长均有所不同，他们不用为自己的缺点而感到自卑，反而借着今次活动，学会接纳别人的意见和取长补短。另外，

	老师亦让学生知道每个人都有自己的长处和性格，应发挥所长，同时亦应开放自己，尝试多欣赏别人，结交朋友，多学习别人的长处。
--	---

Activity 6	Writing to a Pen Pal
Number of lessons	3 (30 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ISc • KSa Language Forms and Communicative Functions • Text Types - letters • Language Focus - use formulaic expressions to begin and end a letter <i>e.g. Dear ... / Write soon.</i> Skills and Strategies • Reading - recognize format and language features in narrative and non-narrative texts - identify main ideas from a text with teacher support • Writing - gather and share information, ideas and language by using strategies such as brainstorming, listing and concept mapping - plan and organize information and ideas by: ➤ identifying purpose and audience for a writing task ➤ deciding on the sequence of content - develop written texts by expressing own ideas and feelings
Resources	• Letters from the Bears • Activity Sheet 6 • Activity Sheets 7(a) & 7(b)
Procedures	• 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 for writing a reply to the Bear. (Activity Sheet 7(a))

	• 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.
Remarks	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. 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.

活动 7	你明白我吗？
课节	4 (每节 30 分钟)
学习重点	• 学习如何运用不同的方法与别人沟通 • 分辨各种沟通方法的特点和限制 • 选择适当的方法去表达自己的感受
教学资源	• 课本：《小学常识四下 B》第十八及十九课 (新亚洲出版社有限公司) • 活动工作纸四 • 图画
教学步骤	• 教师利用图画引导学生说出六种最基本与人沟通的方法，并讨论它们的特点。① • 教师以不同节日的活动（例如：拜年、互送圣诞卡），着学生分辨不同的沟通方法。 • 教师着学生提议如何以不同的沟通方法在机场欢迎到港的亲戚。 • 学生分组活动，商定哪一种沟通方法在表达同一讯息时，最能有效地把意思表达出来。(活动工作纸四) • 学生汇报及解释他们的选择，并指出该沟通方法的优点和限制。 • 透过一连串讨论，学生掌握如何选择适当的方法去表达自己的感受。
备注	① 学生已于多个英文科的活动中（例如：调查同学喜欢的活动、阅读及回复熊仔一族寄给各同学的书信、发放电子邮件及“Campaign Buttons”），认识及使用不同的沟通方法。

Activity 8	Designing a Calendar of Festivals
Number of lessons	5 (30 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ISc • KSa • KSb • KSd Language Forms and Communicative Functions • Text Types - captions - posters - letters - riddles • Vocabulary - 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 - 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>

	Skills and Strategies • Reading - 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 - develop written texts by: ➤ 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
Resources	• 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
Procedures	• 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
Remarks	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.

活动 9	我班的问候语
课节	2 (每节 30 分钟)
学习重点	设计一套统一的沟通方式，建立全班的团队精神
教学资源	- 活动工作纸五 - 字卡
教学步骤	- 教师与学生重温六种基本的沟通方法。 - 教师将学生分成数组，派发每组活动工作纸五及一张写有指令的字卡，并着每组选取一人作记录。 - 每组根据字卡上的意思设计一个动作，简单介绍该动作的含意，并记录下来作为传意的方法。^① - 每组所有组员一起演绎该动作，并派一代表出来简略地介绍动作的构思。 - 全班投票选出一组的设计成为班中的统一问候语，并将该些设计定为全班日后互相沟通的问候语，建立该班的团队精神。
备注	① 学生于常识科活动「你明白我吗？」学会了不同沟通方法的特点及限制，也曾尝试于英文科活动“Designing a Calendar of Festivals”中运用文字及图画去表达讯息。 学生懂得了选择适当的方法与别人沟通之后，便可透过是次活动，设计不同的表情及动作去表达我班的问候语；这既可以提供学生互相合作的机会，也可以藉此促进他们的友谊。

Activity 10	Singing the Song “I Listen with My Heart” and Writing My Own Song
Number of lessons	2 (30 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ESa • ESc Language Forms and Communicative Functions • Text Types - songs • Language Focus - 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> Skills and Strategies • Reading - recognize recurrent patterns in language structure, such as sentence structure and organization of text types • Writing - develop written texts by expressing own ideas and feelings
Resources	• The song “I Listen with My Heart” • Activity Sheet 10
Procedures	• 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	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.

活动 11	小编剧 I
课节	1 (30 分钟)
学习重点	学会与家人融洽相处，多作沟通，体会家庭生活中应有的责任和态度
教学资源	英文科图书 <i>The Berenstain Bears Forget Their Manners</i> (Random House)
教学步骤	- 教师利用英文科图书 <i>The Berenstain Bears Forget Their Manners</i> 中有关家庭纠纷的情境，给学生作为讨论内容。 - 学生分组讨论故事中主人翁的行为，指出问题所在并给予纠正。①② - 每组派组员出来扮演故事中的主人翁，将正确的待人及处事态度演绎出来，再由其他组别作出回应。
备注	① 学生在英文科活动 ‘Singing the Song “I Listen with My Heart” and Writing My Own Song’ 中，明白与人沟通不但要用眼去看对方的表情，用耳去聆听对方的说话，用口去说话，更还要用「心」去与别人沟通。学生从而了解与别人相处及沟通的态度。 ② 经过这次分组讨论，学生了解到即使与家人相处，都必须以礼相待，用「心」沟通，建立和谐的关系。

Activity 12	The Magic Words (1)
Number of lessons	1 (30 minutes)
Focused Learning Targets and Objectives	Learning Targets • ISe • KSd • ESb • ESc Language Forms and Communicative Functions • Text Types - conversations • Language Focus - use formulaic expressions to ➤ 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> Skills and Strategies • Speaking - use gestures and facial expression to convey meaning and intention - use modelled phrases and sentences to communicate with teachers or other pupils • Writing - develop written texts by expressing own ideas and feelings • Language Development Strategies - develop thinking skills ➤ distinguish between positive and negative values ➤ identify values, attitudes and beliefs expressed in texts
Resources	• Storybook: <i>The Berenstain Bears Forget Their Manners</i> (Random House) • Activity Sheet 11

Procedures	• 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.
Remarks	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. ② Pupils have carried out discussions on the importance of being polite in family situations in the previous G.S. lesson. 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.

活动 13	小编剧 II
课节	2 (每节 30 分钟)
学习重点	学习在团体生活中与别人相处的应有态度，从而建立和谐的人际关系
教学资源	情境卡
教学步骤	老师提供一些在群体生活中（例如在学校里、上课分组讨论时、公共场所里）常发生的问题，让学生分组讨论及演绎与人相处的应有态度。①②
备注	① 学生在英文科活动 ‘Singing the song “I Listen with My Heart” and Writing my Own Song’ 中，明白与人沟通不但要用眼去看对方的表情，用耳去聆听对方的说话，用口去说话，更还要用「心」去与别人沟通。学生从而了解与别人相处及沟通的态度。 ② 经过「小编剧 I & II」的分组讨论，学生了解要与人融洽相处，不论在家庭里，还是在学校里，甚至在日常生活中，都要以礼待人，紧记与人相处的应有态度。

Activity 14	The Magic Words (2)
Number of lessons	2 (30 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ISe • KSd • ESb • ESc Language Forms and Communicative Functions • Text Types - conversations • Language Focus - use formulaic expressions to: ➤ 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> Skills and Strategies • Speaking - use gestures and facial expression to convey meaning and intention - use modelled phrases and sentences to communicate with teachers or other pupils • Writing - develop written texts by expressing own ideas and feelings

	• Language Development Strategies - develop thinking skills ➤ distinguish between positive and negative values ➤ identify values, attitudes and beliefs expressed in texts
Resources	• Storybook: <i>The Berenstain Bears Forget Their Manners</i> (Random House) • Activity Sheet 12 • Picture Cards
Procedures	• 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
Remarks	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. ② In this task, pupils focus on the polite expressions they should use in various situations.

Activity 15	A Weekend Plan
Number of lessons	9 (30 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ISd • ISe • KSa • K Sb Language Forms and Communicative Functions • Text Types - letters - maps and legends - brochures • Vocabulary - 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 - 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

Resources	• 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)
Procedures	• 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
Remarks	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. 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. 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. ④ In this task, pupils apply their knowledge of different ways of communication to greet their new friends.