Activity Plans for Cross-curricular Learning "Me and You"

Activity 1	Shared reading the book At school
Number of lessons	2 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets ISe ESb
	Language Forms and Communicative Functions Text Types
	- stories
	 Vocabulary toys (e.g. a puzzle, blocks, a train, a doll, a bicycle, a car, a plane, a horse, a robot, a ball, a yo-yo)
	 Language Focus use nouns to identify objects e.g. a bicycle
	Skills and Strategies Speaking
	 pronounce correctly words in connected speech by linking words together and using appropriate stress use appropriate intonation in questions and statements
	 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 - work with others to complete a task
	Attitudes
	• Enjoyment of reading
	• Confidence in using English
	• Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources	 Storybook: <i>At school</i> (Oxford University Press) Picture cards of toys
Procedures	Lesson 1 • Teacher introduces the back title and the outher of the sternback to belo
	• Teacher introduces the book title and the author of the storybook to help pupils develop book concepts.
	 Teacher builds up pupils' interest in the book by asking pupils to:
	- describe Kipper 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 observe.Teacher draws pupils' attention to the use of punctuation marks and
	dramatizes the lines with appropriate intonation.
	 Teacher tries to elicit vocabulary items on toys from pupils and introduces some more with picture cards during the second reading.
	• Teacher share reads the book again with pupils.
	• Teacher gives out headbands and tells the class they are going to do a role-play in groups.
	Lesson 2
	• Teacher demonstrates the role-play with the help of pupils.
	• Teacher shares the success criteria for the role-play with pupils.
	• Teacher gives 5 to 10 minutes for pupils to prepare for the role-play in groups.
	• Teacher invites all the groups to present their play.
	• Teacher gives feedback on pupils' performance based on the success criteria.
	 Teacher chooses the winner.

活動 2	認識 Kipper
課節	1 (每節 30 分鐘)
學習重點	• 培養與人相處的正確態度
教學資源	 英文圖書 At school (Oxford University Press) 活動工作紙一
Activity sheets	
教學步驟	 教師提問學生英文圖書 At school 書中的內容: 誰帶 Kipper 上學去?(媽媽) Kipper 最初喜歡上學嗎?(不喜歡) 同學們用什麼逗 Kipper 開心?(玩具車、玩具熊) 同學們在學校裏做什麼?(學習和遊戲) Kipper 懂得做什麼?(煮食物) 放學的時候,Kipper 願意離開學校嗎?(不願意) 教師著學生翻看在第一頁 Kipper 的表情,然後作出討論: Kipper 的表情如何? 試想想,Kipper 爲什麼不願上學呢? 教師著學生完成活動工作紙一。(堂課) 教師諸學生介否遇過 Kipper 以上的問題,並一起找出 他們最怕上學的原因。 教師著學生討論解決以上問題的方法。 教師作總結:大部份小一的小朋友最初都會害怕上學,其 原因多與要面對陌生的環境有關,只要懂得怎樣和別人相 處,上學是很愉快的。
備註	 教師提及學生英文課中所閱讀的故事。 工作紙的答案並沒有對錯,只反映學生對上學的態度。

	•	教師可多請不怕上學的學生分享經驗。	
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Activity 3	Greeting Kipper
Number of lessons	2 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets ISa ESa
	Language Forms and Communicative Functions Text Types stories dialogues
	 Language Focus use formulaic expressions to greet people and respond to greetings <i>e.g. Good morning. How are you</i>? use formulaic expressions to take leave <i>e.g. Goodbye.</i> use imperatives to give instructions <i>e.g. Spell your name please</i> ask "Wh-" questions to find out a person's identity <i>e.g. What is your name</i>?
	 Skills and Strategies Speaking pronounce correctly words in connected speech by linking words together and using appropriate stress open an interaction by greeting someone politely introducing oneself briefly eliciting a response maintain an interaction by providing information in response to factual or yes/no questions close an interaction by using simple formulaic expressions
	 Reading predict the meaning of unfamiliar words by using context or picture cues 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 work with others to complete a task 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	 Storybook: <i>At school</i> (Oxford University Press) Coursebook: <i>New Welcome to English (Second Edition)</i> Book 1A Units 1 and 2 (Longman) A puppet of Kipper Songs: Greeting songs
	 Picture cards showing different times of the day New Welcome to English (Second Edition) Pre-task Language Practice (PLP) Book 1A Unit 1 (Longman) New Welcome to English (Second Edition) Reading and Writing Skills (RWS) Book 1A Unit 1 (Longman)
Procedures	 Lesson 1 Teacher acts as Kipper and greets the class with the help of the puppet. Teacher sings the song "Good morning to you" and introduces to pupils the greetings, e.g. "Hello", "Hi" and "Welcome". Teacher sings the song with pupils. Teacher substitutes the expression "Good morning" with "Good afternoon", "Good evening", "Good night", "Goodbye" and "Bye-bye" and explains the meaning of these expressions with the help of picture cards which show different times of the day. Teacher sings the song again with the pupils using different expressions of greetings. Pupils complete PLP Unit 1 as homework.
	 Lesson 2 Teacher introduces another song "Hello! How are you?" by: playing the tape of the song; reading the lyrics with pupils; and singing the song with pupils. Pupils, in groups, sing to one another. Teacher introduces the song "What's your name?" by:

	- playing the tape of the song;
	- reading the lyrics with pupils; and
	- singing the song with pupils.
	• Pupils sing the song in pairs.
	• Teacher introduces the expression "Spell your name, please?". Pupils
	practise in pairs and complete the form on p.8 of the coursebook.
	• Pupils complete RWS Unit 1 as homework.
	• Pupils are asked to sing the songs to their parents at home.
Remarks	• Teacher can tell pupils that Kipper is a new student of P1.
	• Throughout the activity, teacher acts as Kipper to interact with pupils.
	• As practice, teacher can ask pupils to sing the greeting songs from time to
	time throughout the tryout period.
	• The expressions on greetings should be displayed in the classroom to help
	create a language-rich environment and to remind pupils of these
	expressions.
	• Although the language items are taught in a different context, teacher
	should remind pupils of the part of the coursebook that has been covered
	during the lesson.
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活動 4	我的身體
課節	2 (每節 35 分鐘)
學習重點	 認識身體不同部分的功能,作為愛護身體的基礎 懂得憑感官(眼、耳、口、鼻和皮膚)識別物料的特性 懂得保護自己的身體
教學資源	 課本:《今日常識一上 A》第三課(教育出版社有限公司) 作業:《今日常識一上 A》第三課(教育出版社有限公司) 故事錄音帶:《哪樣最重要?》 (《今日常識一上 A》第五課一輔助教材) 高映片:「頭形」、「雙手」和「雙腳」 不透明袋子 五件物品(紙巾、膠擦、水樽、電池、羽毛球)
教學步驟	 課節一 教師提問學生身體各部份的名稱。 教師把學生的答案寫在黑板上。 教師展示「頭形」高映片,著學生補上缺去的部份。 教師展示「雙手」和「雙腳」高映片,提問學生頭、雙手和雙腳是怎樣連繫一起的。(教師補充說明「軀幹」和「四肢」這些詞語) 教師著學生完成課本第十四頁。 教師著學生討論一些用手和腳來做的事情。 教師著學生討論一些用手和腳來做的事情。 學生閱讀課本第十五頁。 教師請學生多舉一些有創意的例子,並鼓勵學生多用雙手和雙脚做有意義的事情。 教師提問:你們認爲身體哪一部份最重要? 學生聆聽故事《哪樣最重要?》(上半部份)。 教師著學生留心聆聽,然後作出提問,啓發他們的思考。

• 教師請學生猜想故事的結局。
• 教師繼續播放故事下半部份,然後作總結:身體各部份均
有不同的功能,在彼此合作下,才能完成很多事情。
• 學生閱讀課文一,教師作總結。
課節二
• 教師預先把四至五件不同形狀、大小和質感的物品放進一
個不透明的袋子裡。
• 教師選出數位學生,讓他們輪流把一隻手放入袋子裡觸摸
物品約十秒鐘,然後猜想是什麼東西,並說出原因。
• 教師總結:在人體最外面的是皮膚。皮膚是感覺器官,而
手部的皮膚觸覺是很敏銳的,所以我們可以用手分辨東
西。眼、耳、口和鼻是其他的感覺器官。
• 教師與學生討論保護身體的方法。
• 學生閱讀課本第十八及十九頁。
• 學生閱讀課文二,教師作總結。
• 學生完成作業第三課。
 教師須預先準備高映機。
 教師多鼓勵學生發揮創意,想像手和腳能做的事情。

Activity 5	Appreciating the poem "Me and You"
Number of lessons	3 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets • KSb • KSf • ESa
	Language Forms and Communicative Functions Text Types poems
	• Vocabulary - body parts (e.g. head, nose, mouth, tongue, chin, eyes, ears, hair, legs, arms, thumbs)
	Language Focus use nouns to refer to objects a g Use get one none
	<i>e.g. I've got one <u>nose</u>.</i> - use connectives to link similar ideas
	<i>e.g. One mouth <u>and</u> one chin <u>and</u> so have you</i>
	 learn the initial letter sound h as in <u>h</u>ead
	 Skills and Strategies Listening discriminate between words with different initial or final sounds
	 Speaking pronounce correctly words in isolation pronounce correctly words in connected speech by linking words together and using appropriate stress
	 Reading identify key words in a sentence predict the meaning of unfamiliar words by using picture cues use knowledge of basic sound-symbol correspondences to work out how to read a word aloud
	 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 Activity sheets	 Poem: "Me and You" (taken from <i>Let's Experience and Appreciate Poetry Key Stage 1</i>) Sets of facial features and word cards Picture cards and word cards of the body parts Activity Sheet 1 <i>New Welcome to English (Second Edition) Pre-task Language Practice (PLP)</i> Book 1A Unit 2 (Longman) <i>New Welcome to English (Second Edition) Reading and Writing Skills (RWS)</i> Book 1A Unit 2 (Longman)
Procedures	 Lesson 1 Teacher reminds pupils that they have learnt about the body parts in G.S. lessons. Teacher introduces the poem "Me and You" by: reading the poem with actions and encouraging pupils to follow; and reading the poem with pupils. Teacher explains the vocabulary on body parts using the picture cards and word cards. Teacher plays a matching game to revise the words with pupils using the picture cards and word cards. Pupils complete PLP Unit 2 as homework.
	 Lesson 2 Teacher revises the initial letter sound "b" that pupils have learnt in previous units by asking them to find words about toys with this initial letter sound from the book or to suggest other words they know. Teacher introduces the initial letter sound h as in head by: writing the words "head" and "hair" on the board; asking pupils to recall words with the initial letter sound "h" that they have learnt; and asking pupils to look for words with the initial letter sound "h" from the book.
	 Lesson 3 Teacher asks pupils to practise the initial letter sound "h" by saying the tongue twister. e.g. Henry has a hat on his head. Henry holds a hen in his hand.

	 Henry has a hook in his hand Pupils consolidate the learning of the letter sounds "h" and "b" by completing Activity Sheet 1.
Remarks	 Teacher should draw on what pupils have learnt in G.S. lessons and explicitly remind them of the linkage between the things learnt in English and G.S. lessons. Picture cards and word cards can be displayed in the classroom to remind pupils of the vocabulary they have learnt.

活動 6a	我與你
課節	2 (每節 35 分鐘)
學習重點	• 接受成長中的各種轉變及成長與發育的個別差異
教學資源	 課本:《今日常識一上 A》第五課(教育出版社有限公司) 圖片(十位小朋友) 故事錄音帶:《<u>甜甜</u>的希望》 (《今日常識一上 A》第五課-輔助教材) 高映片:《<u>甜甜</u>的希望》①、② (《今日常識一上 A》第五課-輔助教材)
教學步驟	 一、教師選出一位同學,著他說出自己最要好的同學在體型和相貌上的三個特徵,但不說出名字,讓其他同學猜猜他指的是誰。 分組活動: 每組分派一個信封 信封裡有十位小朋友的圖片 同學須把它們分類,並說出分類的方法 教師指出其他的方法。 教師著學生進行分組活動,各組組員需將自己的組別成員進行分類,然後由其他組別猜想分類的方法。 學生閱讀第五課課文一,教師作總結。 課節二 教師提問學生是否滿意自己的身形外貌。 學生聆聽故事《甜甜的希望》。
	 教師播放故事錄音帶(上半部份),著學生細心聆聽。 教師展示《<u>甜甜</u>的希望》①、②高映片,引導學生猜想甜 甜的四個希望。

	 教師向學生提問:「如果你是甜甜,你願意嗎?」從而啓發他們的思考,把故事完成。 教師作總結:每人的外貌各有不同,大家應接受及欣賞自己,而且不要取笑別人。教師同時讓學生明白「內在美」 比「外在美」更重要。
備註	教師須預先準備實物投影機。透過分組討論,培養學生的批判性思考能力。

Activity 6b	Describing Kipper and me
Number of lessons	4 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets • KSa • KSe • ESa • ESc Language Forms and Communicative Functions • Text Types - poems • Vocabulary - words to describe people and objects (<i>e.g. long, short, thin, fat, big, small, tall</i>)
	 Language Focus use adjectives to describe people and objects e.g. I've got one <u>big</u> head. I am <u>fat</u>. Skills and Strategies Writing develop written texts by adding personal ideas and information when a model or framework is provided revise 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	 Poem: "Me and You" (taken from <i>Let's Experience and Appreciate Poetry Key Stage 1</i>) Picture cards and word cards Activity Sheet 2 Kipper's album Pupils' albums

Procedures	Lesson 1
	• Teacher introduces another character Kate and asks pupils to compare Kate with Kipper.
	• Teacher introduces other vocabulary to describe people by using word
	cards to match with the cardboard figures.
	Lesson 2
	• Teacher and pupils work out a poem on Kipper based on the framework of the poem "Me and You".
	• Pupils write a poem about themselves by completing Activity Sheet 2.
	• Pupils are asked to present their work to the class.
	• Teacher collects pupils' work and posts it on the noticeboard.
	Lesson 3
	• Teacher distributes the albums to pupils.
	• Teacher gives instructions on how to complete the album by:
	- demonstrating how to design the book cover using Kipper's album as an example; and
	- demonstrating and guiding pupils in writing the descriptions about
	themselves and a classmate using Kipper's album as an example.
	• Teacher reminds pupils that it is not necessary for them to complete the whole album at one time.
	• Teacher explains how the album is to be marked.
	• Pupils are asked to complete the drawings on the cover, p.1 and p.3 of the
	album and the writing in Part A of p.2 and p.4 to describe themselves and
	their classmates during the lesson.
	• Teacher reminds pupils to check their work carefully before they hand it in.
	• Teacher collects the album for checking before the end of the lesson.
	Lesson 4
	• Teacher returns the album to pupils and gives feedback on their work.
	• Teacher asks pupils to make corrections.
	• As homework, pupils create their own monster on p.5 of the album and
	write about it in Part A of p.6.
	• Pupils are reminded to bring back their album for the next lesson.
Remarks	• Teacher should remind pupils that in the previous G.S. lessons, they have learnt that different people have different appearances.
	 Teacher should remind pupils "I'm" is the same as "I am". It is the same
	case with "I've" and "I have".
	 Teacher can collect Activity Sheet 2 from pupils and post their poems on

the noticeboard. Teacher can encourage pupils to read each other's work
during recess and lunch time. Teacher can encourage as many pupils to
present their work as possible.
• Pupils are encouraged to review and revise their own work before handing
it in to the teacher.
• When marking the album, teacher should point out pupils' mistakes by
putting an arrow beside the mistakes with a pencil. Teacher will return the
album to pupils during Activity 9 and give them time to do the corrections
in class.

活動 7a	誰的本領大?
課節	2 (每節 35 分鐘)
學習重點	 識別如何透過個人努力或與人合作,滿足自己與他人的需要
教學資源 Mativity Sheets	 課本:《今日常識一上 A》第五課(教育出版社有限公司) 作業:《今日常識一上 A》第五課(教育出版社有限公司) 圖書:《烏鴉知道誰的本領大》(小樹苗教育出版社) 海報:「各展所長」 (《兒童人權教育教材-公民教育委員會》) 不同人士圖卡 活動工作紙二、三
教學步驟	 課節一 教師邀請三位具不同能力的同學出來,提問班中同學認為 誰的本領最大。 教師展示圖書《烏鴉知道誰的本領大》。 教師介紹書中的三位主角。 教師先請同學形容三種動物的外貌特徵和牠們的能力,然 後猜想牠們誰的本領最大。 教師把統計寫在黑板上。 教師講述故事《烏鴉知道誰的本領大》(上半部份)。 教師講學生留心聆聽,然後作出提問。 教師講學生福心聆聽,然後作出提問。 教師講學生猜想故事的結局。 教師講述故事下半部份。 教師將故事的結局與同學們猜想的結局作比較,作出總 結,並帶出團結合作的重要。 教師舉出一些在校內需要與人合作的例子(如在英文課中 的角色扮演),著學生想想其他日常生活例子。

	 親師 教師展示「各展所長」海報,並引導同學討論才能的定義。 教師請同學試想想自己的才能,並鼓勵同學多欣賞和學習 別人。
	 教師作總結:人人都有不同的才能,每人應該盡量發揮自己的才能,並同時欣賞和學習別人。
	 教師講解活動工作紙二,著學生與家人討論,並寫出各人的優點。(家課)
	 教師舉出一些學生常接觸到的人和四位知名人士,然後著 學生想想自己最欣賞哪一位和欣賞他的原因。
	 教師講解活動工作紙三,著學生訪問三位他們日常接觸的人,並記錄他們的才能和優點。(家課)
	教師示範怎樣訪問別人。學生閱讀第五課課文二,教師作總結。
	• 學生完成作業第五課。
備註	教師須預先準備實物投影機。透過討論,培養學生的批判性思考能力。
	 透過親子習作,讓家長分享學生的學習經歷。 透過訪問,讓學生體驗全方位學習。
	• 教師可於課後把活動工作紙二、三張貼於壁報板上。

Activity 7b	Talking about ability
Number of lessons	3 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets • KSa • KSb • ESa
	• ESc
	Language Forms and Communicative Functions Text Types poems
	• Vocabulary - action verbs (e.g. count, touch, wash, brush, see, stand, walk, stand, climb, run, leap, skip, hop, hear, smell, read, cook, play football, dance, jump, sing)
	 Language Focus use modals to talk about ability e.g. I can count to ten.
	 Skills and Strategies Speaking pronounce correctly words in connected speech by linking words together and using appropriate stress use appropriate intonation in questions and statements
	 Reading identify key words in a sentence predict the meaning of unfamiliar words by using context or picture cues
	 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 languageappreciation of the beauty of language
Resources	 Poem: "I Can" (taken from <i>Let's Experience and Appreciate Poetry Key</i> <i>Stage 1</i>) A picture of "Baby Kipper" Picture cards and word cards of action verbs Activity Sheets 3 and 4
Procedures	 Lesson 1 Teacher introduces "Baby Kipper" when he was small by: showing a picture of Kipper; and reading out a short description about Kipper's abilities. Teacher asks pupils what they could do when they were young. Pupils do Activity Sheet 3 as classwork and teacher checks answers with them. Pupils do Activity Sheet 3 as classwork and teacher checks answers with them. Teacher asks pupils what they classwork and teacher checks answers with them. Pupils do Activity Sheet 3 as classwork and teacher checks answers with them.
	 Lesson 2 Teacher then introduces the poem "I Can" by: reading it with actions; explaining the action verbs with the help of the picture cards and word cards; and reading the poem again and encouraging pupils to join in. Teacher discusses with pupils things they can do by: brainstorming; and using the picture cards. Pupils do Activity Sheet 4 as homework and teacher collects and displays their work in the classroom.
	 Lesson 3 Teacher hands out the album and gives feedback on pupils' work. Pupils do corrections on Part A in class. Pupils interview each other to find out their abilities. Teacher asks pupils to complete Part B of the album about themselves and their classmate in class. Teacher asks pupils to complete Part B of the album about the monster as homework and bring back the album to class in the next lesson. Teacher reminds pupils to show the completed album to their parents and ask them to help evaluate their work.
Remarks	Teacher should remind pupils that in the previous G.S. lessons, they have learnt that people have different abilities.

• Teacher prepares the visualizer for use during the lesson.
• Picture cards and word cards can be displayed in the classroom to remind
pupils of the vocabulary learnt.
• Pupils are encouraged to review and revise their own work before handing
it in to the teacher.
• Pupils are allowed to erase their mistakes when they do the corrections.
• Parents are also involved in pupils' learning when they help to evaluate
pupils' work.

活動 8	與人相處
課節	3 (每節 35 分鐘)
學習重點	 知道人與人之間的不同之處,並明白在群體中,尊重他人 權利的重要性 掌握參與群體活動所需要的技巧 珍惜與家人、朋友及周遭的人的和諧關係
教學資源 Activity sheets Activity Cother learning and teaching materials	 影帶:《沒有朋友的小豬》(香港教育城-影片庫/小二下) 海報:「你喜歡和他們在一起嗎?」 (《兒童人權教育教材-公民教育委員會》) 情境卡 活動工作紙四、五、六 「我做得到」承諾書 獎狀
教學步驟	 課節一 教師提問學生平日喜歡和朋友幹什麼。 教師帶出這些都是擁有朋友的好處。 教師總結:既然朋友能帶給我們快樂,我們必須懂得怎樣和朋友相處。 學生觀看影帶《沒有朋友的小豬》(上半部份)。 教師著學生留心觀看影帶,然後討論以下問題: 小豬沒有朋友的原因是什麼? 怎樣可以結識新朋友? 教師著學生完成活動工作紙四。(堂課) 教師不總結。 教師不總結。 教師不總結。 教師不總結。

	課節二
	 教師展示「你喜歡和他們在一起嗎?」海報,講述小文和 蓉蓉的故事。 教師問學生是否喜歡與小文和蓉蓉做朋友及原因。 教師邀請個別同學說出他們的看法。 教師提出大家都不喜歡與小文和蓉蓉做朋友,因爲他們都 只顧自己,而不理會他人的感受。 學生分組討論正確和別人相處的態度。 教師作總結:人與人之間相處,是要互相尊重和體諒的。 教師提醒同學自己反省平時有沒有做類似小文和蓉蓉那 樣自私自利的行為。如果我們不希望別人以這種行為對待 自己,我們也不應該這樣對待其他人。
	 課節三 全班進行分組活動。教師按學生程度把全班分為若干組。 同學根據情境卡上的情況進行角色扮演。 教師給予適當評語。 教師著學生自我檢討,並完成活動工作紙六。(堂課) 教師請同學分享。 教師諸學生填寫「我做得到」承諾書,並鼓勵學生於一週 內履行自己的承諾。 教師提醒學生若他們成功履行承諾,一週後將獲發獎狀一 張。
備註	 透過討論和反思,培養學生的批判性思考能力。 若學生交回「我做得到」承諾書並履行其內容,教師將於 一週後頒發獎狀一張以示鼓勵。 教師鼓勵學生繼續履行承諾。

Activity 9	Sharing the album about themselves, their friend and monster
Number of lessons	2 (35 minutes each)
Focused	Learning Targets
Learning Targets	• KSa
and Objectives	• KSb
	• KSe
	Language Forms and Communicative Functions
	• Vocabulary
	- body parts
	- words to describe people and objects
	- action verbs
	Language Focus
	- use nouns to refer to objects
	e.g. I have short <u>hair</u> .
	- use adjectives to describe people and objects
	e.g. I have <u>small</u> eyes.
	I am <u>thin</u> .
	- use modals to talk about ability
	e.g. I <u>can</u> cook.
	Skills and Strategies
	• Listening
	- identify main ideas
	• Speaking
	- use modelled phrases and sentences to communicate with teachers or other learners
	• Writing
	- 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
	Language Development Strategies
	- participate actively in tasks in an English classroom although there is the
	possibility of making mistakes or encountering difficulties
	Attitudes
	• Confidence in using English

	• Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources	 Picture cards and word cards of action verbs and body parts Kipper's album Pupils' albums
Procedures	 Lesson 1 Teacher shows pupils pictures of different monsters. Teacher reads out the description of a monster and asks pupils to guess the correct picture. Pupils are invited to present their monsters by: showing them on the visualizer; and reading out their description. Lesson 2 Pupils are invited to read out the description of their classmates they have written in their albums. Other pupils are asked to guess who is being described.
	 Before teacher collects the album, pupils are asked to read through their work again to spot and correct their own mistakes. Pupils are also asked to read through their peers' work and complete the peer evaluation. Teacher collects the album in the next lesson.
Remarks	 Pupils are encouraged to review and revise their own work before handing it in to the teacher. Peer evaluation is encouraged. Teacher will not give grades to the album. As a way of encouragement, teacher gives stamps or stickers instead. Teacher can also give some simple comments on pupils' work including their strengths and areas for improvement. Teacher uses a pencil to mark the album and puts an arrow beside the mistakes. Pupils have to correct the mistakes on their own. Teacher can display the albums in the classroom.

Activity 10	Singing a song
Number of lessons	2 (35 minutes each)
Number of lessons Focused Learning Targets and Objectives	2 (35 minutes each) Learning Targets • ESa • ESc Language Forms and Communicative Functions • Text types • songs • Vocabulary • body parts • action verbs • Language Focus • use imperatives to give instructions <i>e.g. Shake your heads</i> Skills and Strategies • Speaking • use modelled phrases and sentences to communicate with teachers or other learners • Reading • recognize familiar words in new texts • Writing
	 develop written texts by adding personal ideas and information when a model or framework is provided Attitudes Confidence in using English Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources Activity sheets Activity teaching materials	 Song: "Are you happy?" Picture and word cards of action verbs Activity Sheet 5

Procedures	Lesson 1
	• Teacher introduces the song "Are you happy?" by:
	- playing the tape of the song;
	 reading the lyrics of the song and asking pupils to follow; singing the song with actions; and singing two other versions of the song using the same approach. Teacher reminds pupils that each version of the song represents different language focuses that they have learnt in previous lessons.
	• In groups, pupils write the lyrics of the song using any of the three
	language focuses (formulaic expressions on greetings, vocabulary on body parts and action verbs).
	• The groups are then asked to sing their own song to the class.
	• They are encouraged to add some action while singing the song.
Remarks	Through singing and writing the song lyrics, teacher can help pupils
	consolidate the formulaic expressions, vocabulary on body parts and action
	verbs they have learnt.