

Activity Plans for Cross-curricular Learning

“Me and You”

Activity 1	Shared reading the book <i>At school</i>
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 (<i>e.g. a puzzle, blocks, a train, a doll, a bicycle, a car, a plane, a horse, a robot, a ball, a yo-yo</i>) • Language Focus - use nouns to identify objects <i>e.g. a bicycle</i> 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 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.

Remarks	• It is important to inform pupils of the learning intention in each lesson as well as to leave time to recap the main points and provide feedback on pupils' performance and work. • Before the lesson starts, teacher has to set up the visualizer and projector so that the storybook can be shown on the screen. • At the end of the first lesson, teacher needs to divide pupils in groups and assign the roles to them by giving out the headbands. Teacher also needs to remind pupils to bring their own toys for lesson 2. • For the role-play, teacher can pick some higher ability pupils to demonstrate to the class. • Before the presentation, teacher must tell pupils the success criteria. Teacher will assess pupils based on accuracy, intonation, audibility and use of facial expressions. • A circular will be given to parents to inform them of their role and involvement in different activities in the Seed Project.
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活动 2	认识 Kipper
课节	1 (每节 30 分钟)
学习重点	• 培养与人相处的正确态度
教学资源	• 英文图书 <i>At school</i> (Oxford University Press) • 活动工作纸一
教学步骤	• 教师提问学生英文图书 <i>At school</i> 书中的内容： - 谁带 Kipper 上学去？（妈妈） - Kipper 最初喜欢上学吗？（不喜欢） - 同学们用什么逗 Kipper 开心？（玩具车、玩具熊） - 同学们在学校里做什么？（学习和游戏） - Kipper 懂得做什么？（煮食物） - 放学的时候，Kipper 愿意离开学校吗？（不愿意） • 教师着学生翻看在第一页 Kipper 的表情，然后作出讨论： - Kipper 的表情如何？ - 试想想，Kipper 为什么不愿上学呢？ • 教师着学生完成活动工作纸一。（堂课） • 教师提问学生有否遇过 Kipper 以上的问题，并一起找出他们最怕上学的原因。 • 教师请学生分享经验。 • 教师分享自己小时候的经验。 • 教师着学生讨论解决以上问题的方法。 • 教师作总结：大部份小一的小朋友最初都会害怕上学，其原因多与要面对陌生的环境有关，只要懂得怎样和别人相处，上学是很愉快的。
备注	• 教师提及学生英文课中所阅读的故事。 • 工作纸的答案并没有对错，只反映学生对上学的态度。 • 教师可多请不怕上学的学生分享经验。

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. <u>Good morning.</u> <u>How are you?</u></i> - use formulaic expressions to take leave <i>e.g. <u>Goodbye.</u></i> - use imperatives to give instructions <i>e.g. <u>Spell</u> your name please</i> - ask “Wh-” questions to find out a person’s identity <i>e.g. <u>What is your name?</u></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	• 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 • <i>New Welcome to English (Second Edition) Pre-task Language Practice (PLP)</i> Book 1A Unit 1 (Longman) • <i>New Welcome to English (Second Edition) Reading and Writing Skills (RWS)</i> 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.

活动 4	我的身体
课节	2 (每节 35 分钟)
学习重点	• 认识身体不同部分的功能，作为爱护身体的基础 • 懂得凭感官（眼、耳、口、鼻和皮肤）识别物料的特性 • 懂得保护自己的身体
教学资源	• 课本：《今日常识一上 A》第三课（教育出版社有限公司） • 作业：《今日常识一上 A》第三课（教育出版社有限公司） • 故事录音带：《哪样最重要？》 (《今日常识一上 A》第五课－辅助教材) • 高映片：「头形」、「双手」和「双脚」 • 不透明袋子 • 五件物品（纸巾、胶擦、水樽、电池、羽毛球）
教学步骤	课节一 • 教师提问学生身体各部份的名称。 • 教师把学生的答案写在黑板上。 • 教师展示「头形」高映片，着学生补上缺去的部份。 • 教师展示「双手」和「双脚」高映片，提问学生头和双脚是怎样连系一起的。(教师补充说明「躯干」和「四肢」这些词语) • 教师着学生完成课本第十四页。 • 教师作总结：头、双手和双脚与躯干相连。 • 教师着学生讨论一些用手和脚来做的事情。 • 学生阅读课本第十五页。 • 教师请学生多举一些有创意的例子，并鼓励学生多用双手和双脚做有意义的事情。 • 教师提问：你们认为身体哪一部份最重要？ • 学生聆听故事《哪样最重要？》（上半部份）。 • 教师着学生留心聆听，然后作出提问，启发他们的思考。

	• 教师请学生猜想故事的结局。 • 教师继续播放故事下半部份，然后作总结：身体各部份均有不同的功能，在彼此合作下，才能完成很多事情。 • 学生阅读课文一，教师作总结。 课节二 • 教师预先把四至五件不同形状、大小和质感的物品放进一个不透明的袋子里。 • 教师选出数位学生，让他们轮流把一只手放入袋子里触摸物品约十秒钟，然后猜想是什么东西，并说出原因。 • 教师总结：在人体最外面的是皮肤。皮肤是感觉器官，而手部的皮肤触觉是很敏锐的，所以我们可以用手分辨东西。眼、耳、口和鼻是其他的感觉器官。 • 教师与学生讨论保护身体的方法。 • 学生阅读课本第十八及十九页。 • 学生阅读课文二，教师作总结。 • 学生完成作业第三课。
备注	• 教师须预先准备高映机。 • 教师多鼓励学生发挥创意，想象手和脚能做的事情。

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 (<i>e.g. head, nose, mouth, tongue, chin, eyes, ears, hair, legs, arms, thumbs</i>) • Language Focus - use nouns to refer to objects <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	• 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) Book 1A Unit 2</i> (Longman) • <i>New Welcome to English (Second Edition) Reading and Writing Skills (RWS) Book 1A Unit 2</i> (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 <u>h</u>ead by: - writing the words “head” and “hair” on the board; - asking pupils to read aloud the words; - 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. • Pupils complete RWS Unit 2 as homework. Lesson 3 • Teacher asks pupils to practise the initial letter sound “h” by saying the tongue twister. <i>e.g. Henry has a hat on his head.</i> <i>Henry holds a hen in his hand.</i>

	<i>Henry has a hook in his hand</i> • 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.

活动 6a	我与你
课节	2 (每节 35 分钟)
学习重点	接受成长中的各种转变及成长与发育的个别差异
教学资源	- 课本：《今日常识一上 A》第五课（教育出版社有限公司） - 图片（十位小朋友） - 故事录音带：《甜甜的希望》 （《今日常识一上 A》第五课－辅助教材） - 高映片：《甜甜的希望》①、② （《今日常识一上 A》第五课－辅助教材）
教学步骤	课节一 - 教师选出一位同学，着他说出自己最要好的同学在体型和相貌上的三个特征，但不说出名字，让其他同学猜猜他指的是谁。 - 分组活动： - 每组分派一个信封 - 信封里有十位小朋友的图片 - 同学须把它们分类，并说出分类的方法 - 教师指出其他的方法。 - 教师着学生进行分组活动，各组组员需将自己的组别成员进行分类，然后由其他组别猜想分类的方法。 - 学生阅读第五课课文一，教师作总结。 课节二 - 教师提问学生是否满意自己的身形外貌。 - 学生聆听故事《甜甜的希望》。 - 教师播放故事录音带（上半部份），着学生细心聆听。 - 教师展示《甜甜的希望》①、②高映片，引导学生猜想甜甜的希望。

	• 教师向学生提问：「如果你是甜甜，你愿意吗？」从而启发他们的思考，把故事完成。 • 教师作总结：每人的外貌各有不同，大家应接受及欣赏自己，而且不要取笑别人。教师同时让学生明白「内在美」比「外在美」更重要。
备注	• 教师须预先准备实物投影机。 • 透过分组讨论，培养学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 <i>e.g. I've got one <u>big</u> head.</i> <i>I am <u>fat</u>.</i> 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.
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活动 7a	谁的本领大？
课节	2 (每节 35 分钟)
学习重点	识别如何透过个人努力或与人合作，满足自己与他人的需要
教学资源	- 课本：《今日常识一上 A》第五课（教育出版社有限公司） - 作业：《今日常识一上 A》第五课（教育出版社有限公司） - 图书：《乌鸦知道谁的本领大》（小树苗教育出版社） - 海报：「各展所长」 （《儿童人权教育教材－公民教育委员会》） - 不同人士图卡 - 活动工作纸二、三
教学步骤	课节一 - 教师邀请三位具不同能力的同学出来，提问班中同学认为谁的本领最大。 - 教师展示图书《乌鸦知道谁的本领大》。 - 教师介绍书中的三位主角。 - 教师先请同学形容三种动物的外貌特征和牠们的能力，然后猜想牠们谁的本领最大。 - 教师把统计写在黑板上。 - 教师讲述故事《乌鸦知道谁的本领大》（上半部份）。 - 教师着学生留心聆听，然后作出提问。 - 教师请学生猜想故事的结局。 - 教师讲述故事下半部份。 - 教师将故事的结局与同学们猜想的结局作比较，作出总结，并带出团结合作的重要。 - 教师举出一些在校内需要与人合作的例子（如在英文课中的角色扮演），着学生想想其他日常生活例子。

	课节二 • 教师展示「各展所长」海报，并引导同学讨论才能的定义。 • 教师请同学试想想自己的才能，并鼓励同学多欣赏和学习别人。 • 教师作总结：人人都有不同的才能，每人应该尽量发挥自己的才能，并同时欣赏和学习别人。 • 教师讲解活动工作纸二，着学生与家人讨论，并写出各人的优点。（家课） • 教师举出一些学生常接触到的人和四位知名人士，然后着学生想想自己最欣赏哪一位和欣赏他的原因。 • 教师讲解活动工作纸三，着学生访问三位他们日常接触的人，并记录他们的才能和优点。（家课） • 教师示范怎样访问别人。 • 学生阅读第五课课文二，教师作总结。 • 学生完成作业第五课。
备注	• 教师须预先准备实物投影机。 • 透过讨论，培养学生的批判性思考能力。 • 透过亲子习作，让家长分享学生的学习经历。 • 透过访问，让学生体验全方位学习。 • 教师可于课后把活动工作纸二、三张贴于墙报板上。

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 (<i>e.g. count, touch, wash, brush, see, stand, walk, stand, climb, run, leap, skip, hop, hear, smell, read, cook, play football, dance, jump, sing</i>) • Language Focus - use modals to talk about ability <i>e.g. I <u>can</u> count to ten.</i> 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 language • appreciation of the beauty of language
Resources	• Poem: “I Can” (taken from <i>Let’s Experience and Appreciate Poetry Key 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. 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.
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活动 8	与人相处
课节	3 (每节 35 分钟)
学习重点	• 知道人与人之间的不同之处，并明白在群体中，尊重他人权利的重要性 • 掌握参与群体活动所需要的技巧 • 珍惜与家人、朋友及周遭的人的和谐关系
教学资源	• 影带：《没有朋友的小猪》(香港教育城－影片库 / 小二下) • 海报：「你喜欢和他们在一起吗？」 (《儿童人权教育教材－公民教育委员会》) • 情境卡 • 活动工作纸四、五、六 • 「我做不到」承诺书 • 奖状
教学步骤	课节一 • 教师提问学生平日喜欢和朋友干什么。 • 教师带出这些都是拥有朋友的好处。 • 教师总结：既然朋友能带给我们快乐，我们必须懂得怎样和朋友相处。 • 学生观看影带《没有朋友的小猪》(上半部份)。 • 教师着学生留心观看影带，然后讨论以下问题： - 小猪没有朋友的原因是什么？ - 怎样可以结识新朋友？ • 教师着学生完成活动工作纸四。(堂课) • 教师作总结。 • 教师续播放影带(下半部份)。 • 教师着学生完成活动工作纸五。(堂课) • 教师作总结。

	课节二 • 教师展示「你喜欢和他们在一起吗？」海报，讲述小文和蓉蓉的故事。 • 教师问学生是否喜欢与小文和蓉蓉做朋友及原因。 • 教师邀请个别同学说出他们的看法。 • 教师提出大家都不喜欢与小文和蓉蓉做朋友，因为他们都只顾自己，而不理会他人的感受。 • 学生分组讨论正确和别人相处的态度。 • 教师作总结：人与人之间相处，是要互相尊重和体谅的。 • 教师提醒同学自己反省平时有没有做类似小文和蓉蓉那样自私自利的行为。如果我们不希望别人以这种行为对待自己，我们也不应该这样对待其他人。 课节三 • 全班进行分组活动。教师按学生程度把全班分为若干组。同学根据情境卡上的情况进行角色扮演。 • 教师给予适当评语。 • 教师着学生自我检讨，并完成活动工作纸六。（堂课） • 教师请同学分享。 • 教师着学生填写「我做不到」承诺书，并鼓励学生于一周内履行自己的承诺。 • 教师提醒学生若他们成功履行承诺，一周后将获发奖状一张。
备注	• 透过讨论和反思，培养学生的批判性思考能力。 • 若学生交回「我做不到」承诺书并履行其内容，教师将于一周后颁发奖状一张以示鼓励。 • 教师鼓励学生继续履行承诺。

Activity 9	Sharing the album about themselves, their friend and monster
Number of lessons	2 (35 minutes each)
Focused Learning Targets and Objectives	Learning Targets • KSa • 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 <i>e.g. I have short <u>hair</u>.</i> - use adjectives to describe people and objects <i>e.g. I have <u>small</u> eyes.</i> <i>I am <u>thin</u>.</i> - use modals to talk about ability <i>e.g. I <u>can</u> cook.</i> 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)
Focused Learning Targets and Objectives	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. <u>Shake</u> 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	• 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. Lesson 2 • 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.