**Planning a family day-trip to the Hong Kong Wetland Park**

**Lesson Plan**

**Texts:** An email, a leaflet “Hong Kong Wetland Park”, a web page “Learning at Wetlands”

**Module:** We love Hong Kong

**Unit:** Having fun in Hong Kong

**Key Stage:** 2

**Students’ Prior Knowledge:**

Students should have learnt about the following:

* Using the modal verb “can” to make suggestions
* Using photos and captions to give information
* writing an email

**Learning Objectives:**

By the end of the lessons, students will be able to:

1. develop **reading skills**:
   * make predictions about the content of the text from the title and illustrations of the leaflet
   * skim to obtain the main idea
   * understand the connection between different parts of a text
   * locate specific information by recognising text features and/or identifying key words
   * work out the meaning of words by using knowledge of word formation and/or contextual clues
   * locate details from more than one source of information, i.e. the email, the leaflet and the web page
2. recognise **the features of a leaflet and a web page**;
3. learn about **the use of wh- questions** to process the information texts and **the simple present tense** to introduce programmes/events; and
4. know more about nature (e.g. various kinds of animals, plants and their habitats) and the need to protect it.

**Post-reading Task:** Write a reply email

**Suggested number of lessons:** 5

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| **Lesson** | **Learning and teaching activities** | **Focus**  **( skills/ forms/ function)** | **Supporting materials** | **Learning objectives** |
| 1-2 | * Set the scene by introducing the context and check students’ prior knowledge about the theme/topic (with reference to their personal experience / reading texts in the textbook). * Distribute the e-mail from Sam. * Ask a few questions to check students’ understanding about the email   *e.g. When will Sam and his family come to HK? What will they do in HK? What are Sam and his family interested in? What does Sam want you to do to help him?*   * Tell the class that they have to do the following:   + *Read a leaflet and a web page about the Hong Kong Wetland Park to collect some information about the park.*   + *Complete a note sheet by writing down what Sam and his family are interested in, some basic information about the park and suggestions about the activities that Sam and his family can do in the park.*   + *Write the reply email to Sam.* | locate specific information by identifying key words | Email from Sam | 1 |
|  | **Reading a leaflet & a web page and recognising/understanding the text features**  **Leaflet**   * Distribute the folded leaflet “Hong Kong Wetland Park” and ask students to focus on the 1st page only. * Complete Q1 – 3 of **Part I** of Activity Sheet 1 with students. * Activate students’ personal experiences by asking the following questions: * Who will read this leaflet? *(Visitors/people who want to visit the park)* * Where can they get this leaflet? *(At the entrance of the park)* * Why do they read the leaflet (the purpose of a leaflet)? *(They want to know more about the park.)* * Ask students to complete Q4 of **Part I** of Activity Sheet 1 by thinking of some wh-questions that the leaflet can give answers to in pairs/groups. * Ask students to read the leaflet and complete Q1 and 2 of **Part II** of Activity Sheet 1 by writing down the headings of different sections in the leaflet and the wh-questions that the sections can give answers to. * Guide students to identify key words/features in different sections *(refer to Teacher’s Notes)*. * Draw students’ attention to the Section “Scenic Spots Nearby” and guide students to work out the meaning of the word “Nearby” by using knowledge of word formation and/or contextual clues *(refer to Teacher’s Notes)*. Ask students to find out what information the section tells the readers. * Consolidate the knowledge about the purpose and text features of a leaflet by asking students to complete **Part III** of Activity Sheet 1. | make predictions about the content of the leaflet by focusing on the title and illustrations  recognise the features of a leaflet (e.g. the headings of different sections, the photos/pictures and captions)  skim to obtain the main idea by identifying key words  work out the meaning of words by using knowledge of word formation and/or contextual clues | Leaflet “Hong Kong Wetland Park”  Activity Sheet 1  Leaflet “Hong Kong Wetland Park” (Teachers’ Notes) | 1, 2, 4 |
| 3-4 | **Web page**   * Distribute the web page “Learning at Wetlands”. * Draw students’ attention to the upper part of the web page (the header of the web page). Ask them to read it and complete **Part A** of Activity Sheet 2. * Highlight the concept of a **website** and different **web pages** *(refer to Teachers’ Notes)*. * Ask students to read the other part of the web page and Sam’s email and complete **Part B** of Activity Sheet 2. * Draw students’ attention to the name of the activity *“Know More” guided tour*. Guide them to work out the meaning of “guided tour” using knowledge of word formation and/or contextual clues (i.e. the base word “guide”, the clue “Our volunteer interpreter will guide you through our Wetland Reserve.”. * Draw students’ attention to the table in the middle of the web page and guide students to locate some details about the programmes/events by using key words and text features (e.g. the two columns, the headings “Theme”, “Date”, “Time”) (*refer to Teachers’ Notes)*.   *Suggested questions:*   * How many tours are there? *(two)* * What are the tours about? *(Wetland Reserve and birds)* * What other information can we find in the table? *(date, time, duration, language, gathering point, enrollment of the tour)* * Guide students to work out the meaning of “Duration”, “Gathering Point” and “Enrollment” with the help of the contextual clues in the table. * Draw students’ attention to the “Remarks” section at the bottom of the web page. Explain to them that the section is about some other important information (e.g. who can join the activities, how much visitors need to pay for the activities) for visitors. | recognise the features of a web page (e.g. the website address, the name of the website, the logo, the pictures/photos, the names of different web pages, the “Remarks” section)  work out the meaning of words by using knowledge of word formation and/or contextual clues  use the simple present tense to introduce programmes/events  locate specific information by identifying key words and/or using text features | Web page “Learning at Wetlands”  Email from Sam  Activity Sheet 2  Web page “Learning at Wetlands” (Teachers’ Notes) | 1, 2, 4 |
|  | **Completing the note sheet for Sam and his family’s day-trip to the park by using information from different sources of information**   * Ask students to read Sam’s email, the leaflet and the web page again and complete the note sheet using the information from the 3 sources. * When suggesting activities for Sam and his family, remind students to pay attention to when Sam and his family will visit Hong Kong (from Sam’s email) and what animals / plants they can see in the park during their visit (from “Wonders of Nature” of the leaflet). * Encourage students to browse the website of the Hong Kong Wetland Park to collect information about other activities that Sam and his family can do in the park. | understand the connection between different parts of a text  locate specific information by:   * recognising text features * identifying key words * locate details from more than one source of information | Email from Sam  Leaflet “Hong Kong Wetland Park”  Web page “Learning at Wetlands”  Note Sheet | 1, 2, 3, 5 |
| 5 | **Post-reading Task: Writing a reply email to Sam**  Write a reply email to Sam. Tell him some basic information about the Hong Kong Wetland Park and make some suggestions about the activities that he and his family can do there. | write a reply email  use the modal “can” to make suggestions | Task Sheet |  |