

**School-based Curriculum Development (Primary) Section
Education Bureau**
2025 “Learning in Action” Seminar (English Language Education)

**Stretching Student Potential: Designing Interactive and Enjoyable Tasks
with Authentic Contexts using e-Learning**

Presenters:

- Ms HO Tsz-ching, Renata (Senior Curriculum Development Officer, EDB)
- Ms AU Pik-yan, Koey (Vice English Panel Chairperson, Alliance Primary School, Whampoa)
- Ms SO Wing-fun, Helen (English Panel Chairperson, Yaumati Catholic Primary School)

Rundown

Curriculum Documents & Directions



Background of the Tryouts



**Experience Sharing by English Language Curriculum Leaders
(School Background, Unit Design, Learning and Teaching Materials, Students' Work)**



Reflection & Takeaways

Primary Education Curriculum Guide (2024)



The Updated Seven Learning Goals of Primary Education

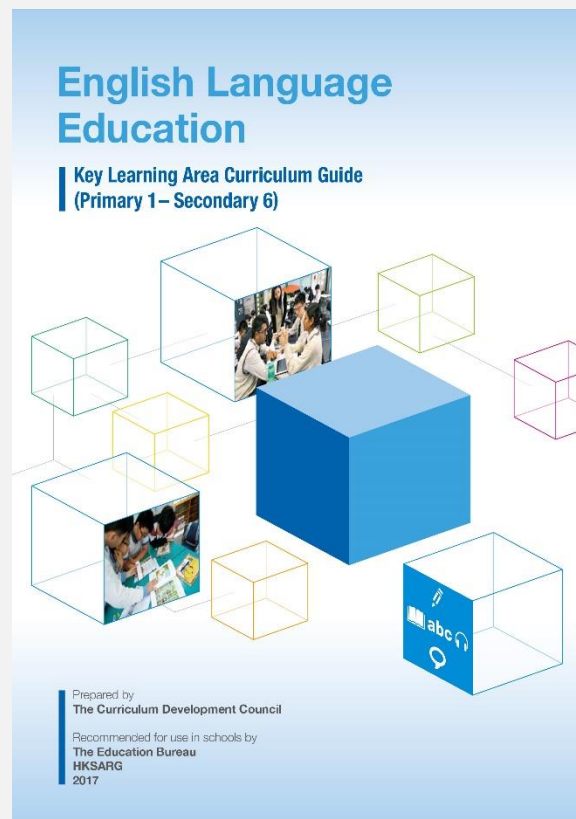
- Be **proactive** in biliterate and trilingual **communication**
- Develop **generic skills** and **inquiry thinking** holistically, and **learn** independently and **actively**

Primary Education Curriculum Guide (2024)

Education Bureau Circular No. 17/2024

Purpose of adopting e-learning

- Strengthening **interaction** and **motivation** with the use of e-platforms
- Making **effective use of learning time and lesson time** with the “**flipped classroom**” strategy
- Catering for **diverse students’ learning needs**
- Enhancing **learning and teaching effectiveness** (e.g. through utilising e-learning resources with different levels of learning tasks designed)
- Promoting **diversified modes of assessment**



ELE KLACG (P1-S6) (2017)



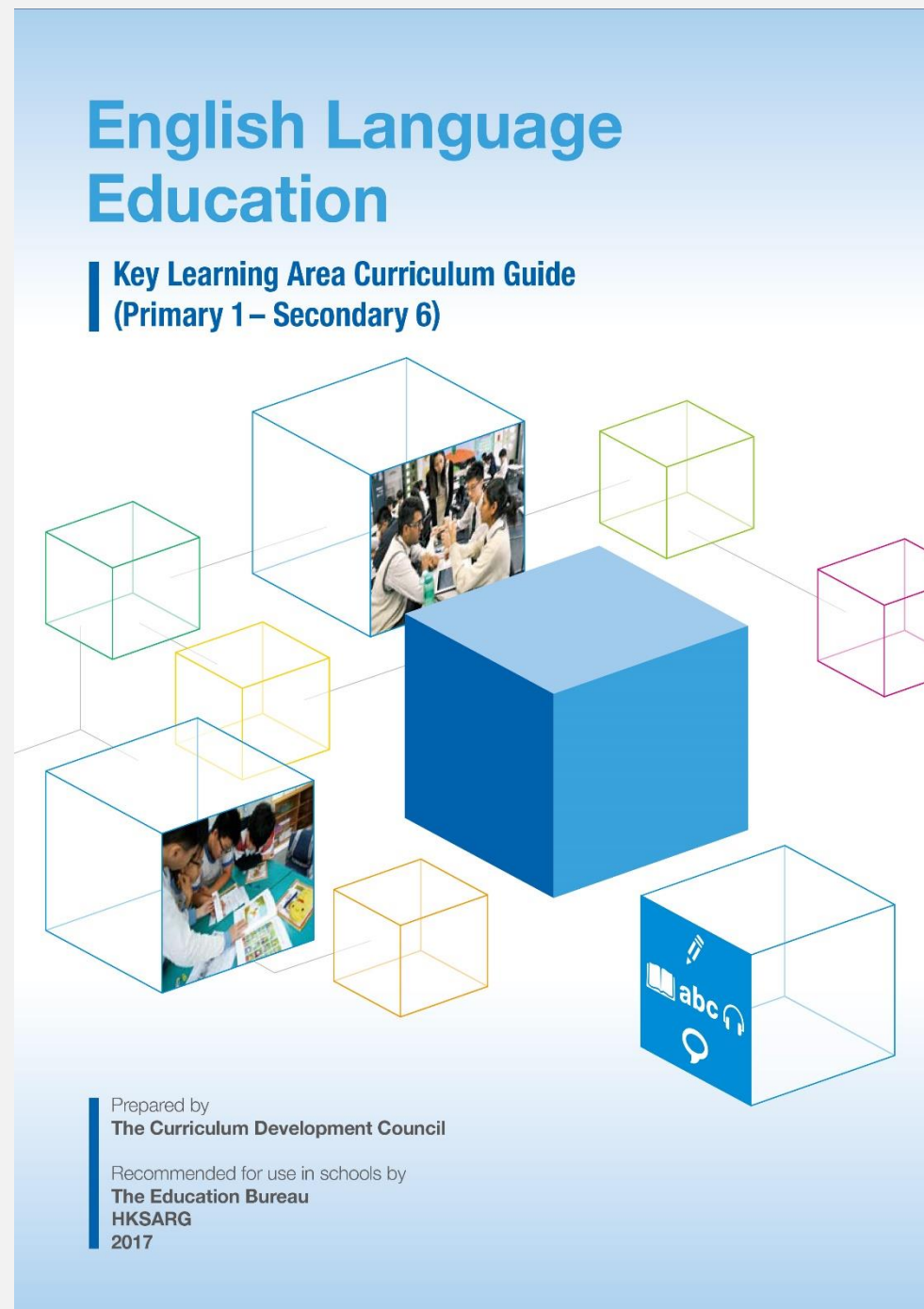
Primary Education Curriculum Guide (2024)

Education Bureau Circular No. 17/2024



Task-based Learning and Teaching

Every English learning task should have the following five features:

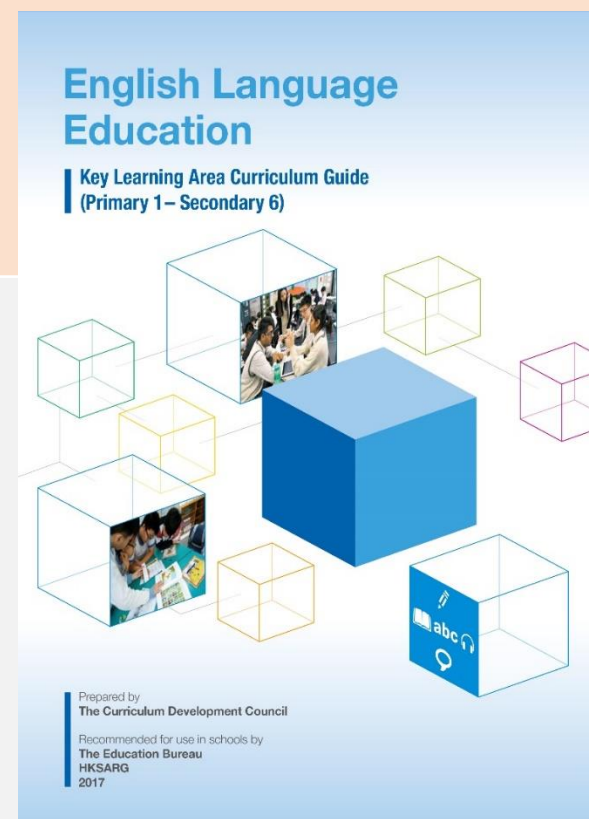


A task should

- **have a purpose** and involve students in using English to achieve the various purposes set out in the learning targets and objectives.
- **have a context** from which the **purpose for using English** emerges.
- involve students in **a mode of thinking and doing**.
- have a **process** which **requires students to draw upon their framework of knowledge and skills**.
- engage students in carrying out a **purposeful activity leading towards a product**.

ELE KLA Curriculum Guide (2017) & Directions

Existing Strengths	Strategies for Development
Adopting a student-centred approach focusing on the four language skills	Adopting a student-centred approach that provides ample opportunities for purposeful, integrative and creative use of the language
Exposing students to rich learning experiences through implementing the Four Key Tasks: - IT for Interactive Learning	Leveraging e-learning through the effective use of IT tools to increase students' learning motivation and facilitate self-directed learning
Catering for learner diversity through developing learning tasks that suit the needs of both less able and more able students and providing different levels of support	Embracing learner diversity , including students with SEN and those who are gifted, through: <ul style="list-style-type: none"> adopting a whole-school approach and a greater variety of strategies such as a multisensory approach to learning and teaching making good use of IT tools, adaptive devices and e-learning resources



ELE KLACG (P1-S6) (2017)

Background of the Tryouts & Learning Community

- Promote **e-learning and blended learning**, develop **related effective learning and teaching strategies**, enhance **assessment literacy** and strengthen **curriculum leadership**
- Establish a platform of **knowledge co-construction**, sharing and transfer
- Organise, conceptualise and exchange **learning and teaching resources and pedagogy**
- Co-construct knowledge through **lesson planning meetings**, **peer lesson observation** and **experience sharing**



Alliance Primary School, Whampoa

Ms AU Pik-yan, Koey

About Alliance Primary School, Whampoa

Background information

No. of classes: 30 (5 classes each grade)

No. of students:

- Around 30 students per class (P.2 – P.6)
- Around 25 students per class (P.1)

Class streaming policy:

- Before 2023, P.4-6 students were allocated to different classes in accordance with their English ability (i.e., Class A had the highest ability in English).
- From 2023 onwards, P.4-6 students are distributed using a mixed-ability approach.

School English Language Curriculum

Primary 1-3

- Space Town
- School-based Grammar Booklets + Unit-based SDL
- Publisher Reading exercise

Primary 4-6

- Local textbook
- School-based Grammar + Composition Booklets

Overview of the Selected Unit

KS2 P.5

Unit	Language Focus	Text types
Police stories	<ul style="list-style-type: none">- Use the past continuous tense to talk about actions that continued for a period of time in the past- Use 'when' to link a longer action and a shorter action in the past	<ul style="list-style-type: none">- Stories- Newspaper articles

Extend Students' Learning

About the P5 students

- Highly proficient in speaking and writing in English
- Very active and used to work in groups

Building on these, we would like to

- connect the learning and teaching to **students' personal experience** and **extend** their learning about the topic of **detectives and crimes**;
- provide students with the opportunities to **apply the target language purposefully and meaningfully**; and
- engage students in **thinking from different perspectives**.

Learning tenses
is boring!

Why do we extend students' learning about the **topic of detectives and crimes?**

Authenticity & Connection to students' personal experience

- Different crimes occur around us and can be found in news articles.

Enhancing students' critical thinking skills through interesting yet challenging activities

- Students act as detectives to investigate crimes. They gather evidence and interview witnesses and suspects, and write reports.

Unit Design

KS2 P.5

Interactive and enjoyable

1. Conduct unit planning

- **Set learning objectives embodying:**
 - language forms and communicative functions;
 - language skills and language development strategies;
 - positive values and attitudes; and
 - generic skills.
- **Design and sequence learning tasks inside and outside the classroom**

2. Create a meaningful context

- **Explore the topic of crimes and roles of detectives**
- **Investigate a case about a missing watch at school as detectives**

Open class arrangement

3. Engage students in purposeful learning tasks

- Equip students with the target vocabulary, grammar and structures using the publisher materials (vocabulary input & grammar noticing)
- Read authentic reading materials such as news reports about different crimes and solve mystery riddles
- Brainstorm and conduct a research about the qualities a detective needs to possess (Share on Padlet)
- Consolidate understanding of the use of the target language and structure using Quizizz
- Work in groups to read materials about and investigate the case about Missing Medals and conduct presentations
- Reflect on how to form effective questions when conducting an interview
- Work in groups to investigate the case about Ms AU's missing watch at school; interview different suspects; write a case report for the suspect interviewed and conduct a presentation
- Read the case reports from different groups to identify any suspicious activities or irregularities, write a summary report and conduct a presentation

4. Conduct evaluation to inform future planning

- **Analyse student work and review learning and teaching effectiveness to determine if students have achieved the learning objectives**
- **Refine teaching strategies and pedagogical design**
- **Utilise the experience to reflect on the use of a variety of reading materials, design of learning tasks and co-planning practice in the panel**

Sharing ideas on Padlet

- What does a detective do?
- What qualities or personalities does a detective need to have?

What does a detective do? Please list at least 3 things they need to do to solve the case.

• search for evidence (they have to find the information on every piece of evidence like the words on it or the materials you can find there)

♡ 5

~Detectives employ a range of skills and techniques to **conduct their investigations**.
~They meticulously analyze crime scenes, gather and analyze forensic evidence, interview witnesses and suspects, and collaborate with other experts.

♡ 6

A detective needs to check the suspects, catch the criminals and spot the hidden clues.

♡ 2

solving crimes
Gathering evidence
Support legal proceedings

♡ 1

A detective specializes in **solving crimes and gathering evidence to support legal proceedings**.
Detectives play an important role in the criminal justice system, working closely with law enforcement agencies and other stakeholders to uncover the truth behind complex cases.

♡ 2

~A detective's basic job is to get hired to solve a case. They have to find evidence of the culprit and find some similarities between some clues. Sometimes, they have to get similar documents to reduce the time used for the investigation.
~Additionally, a detective can promote their jobs and get hired even more! Like renting billboards to make ads.

A detective specializes in **solving crimes and gathering evidence to support legal proceedings**. Working closely with law enforcement agencies and other stakeholders to uncover the truth behind complex cases.

♡ 1

They will check the suspects, try to spot something that could crack the case. They also tell the police about his clues. He tries to ask the people who saw the crime and ask them to describe them. They always try to check something unsuspicious to find some important clues

♡ 3

1. **Crime Scene Investigation:** Detectives are often the first responders to a crime scene. They meticulously examine and document the scene, looking for evidence such as **fingerprints**, **DNA**, or any other physical evidence that can help establish the facts of the case.
2. **Gathering Evidence:** Detectives collect and preserve evidence related to the crime. This includes not only physical evidence but also obtaining and analyzing **digital evidence** such as surveillance footage or computer records. They ensure the **chain of custody** is maintained to ensure the admissibility of evidence in court.
3. **Conducting Interviews and Interrogations:** Detectives interview **witnesses**, **victim**, and **suspects** to gather information and build a comprehensive understanding of the case. They use effective questioning techniques to elicit valuable information that can help solve the crime. In certain cases, detectives may also conduct interrogations to obtain confessions or additional evidence.
4. **Collaborating with Law Enforcement Agencies:** Detectives work closely with other law enforcement agencies, such as uniformed officers, forensic experts, and specialized units. Their expertise in gathering evidence, conducting interviews, and analyzing information is essential in building strong cases that can stand up in court and protect the rights of the accused and the victims.

- Students brainstorm and conduct a research about the qualities a detective needs to possess

~ A detective requires excellent patience, for example, they have to wait for the right time to catch the culprit/culprits
~A detective also requires basic scientific knowledge to figure out the backstory of the case (like Sherlock!)

~Let's not forget about a pair of eagle eyes! They have to spot the appearance of the involved suspects/victims.

~importantly, a special detective could have a few skills to help with the investigation. (Like playing instruments, mathematics, art...)

~A basic detective likely has quick wits for escaping dangerous situations.

Using Quizizz within and beyond the classroom

Case A1236 : A missing necklace

Case details:

Miss Ko went on a trip to Canada from 22/4 - 27/4. She told her helper not to come during. At 11:00 pm on 26/4, she found that the alarm went off through her alarm system installed on her phone. She thought that was a false alarm. After she went home, she found that her diamond necklace is missing. Only [redacted] was in Canada.

Suspects

Suspect 1: Neighbour - Josh

- 27 years old
- rich guy
- love pranking his friends

Suspect 2: Mia the Helper

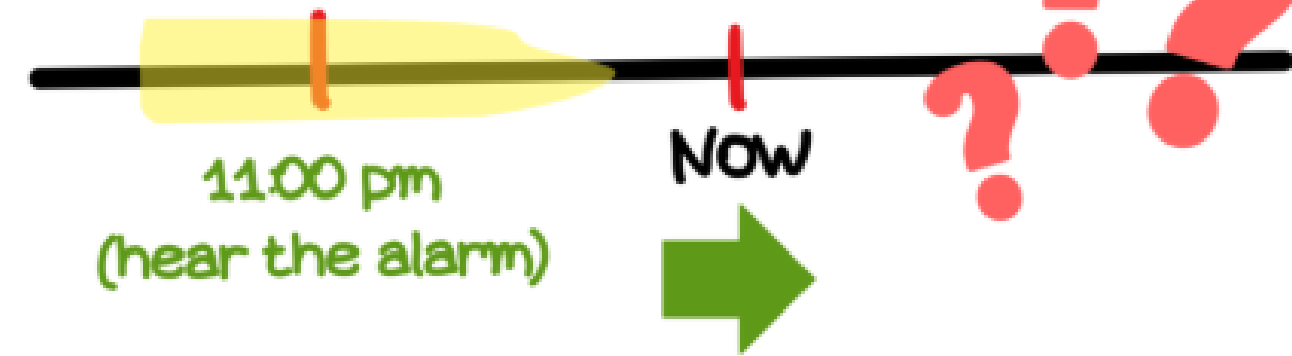
- 50 years old
- very neat person
- love jewellery

Suspect 3: Friend - David

- 30 years old
- not rich
- works as an office boy

Suspect 1: Josh

9:00 pm - this morning
(sleep)



Suspect 2: Mia the Helper

10:00pm - 11:00pm
(walk her dog)

10:00pm - 11:00pm
(listen to the new album of Taylor Swift)

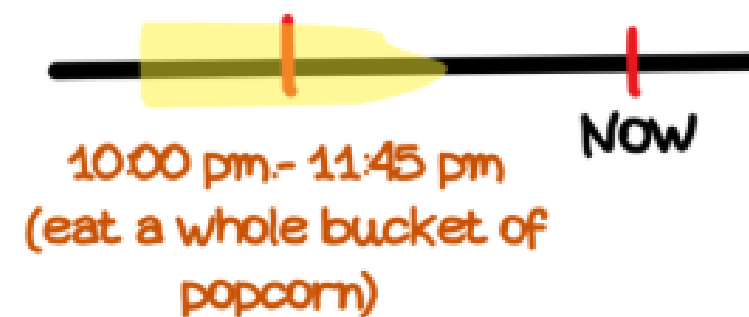


What was she doing? Write the answer in complete sentence.

Type your answer

Suspect 3: David

10:00 pm.- 11:45 pm
(watch Soul in the cinema)



- Guide students to discover the differences between "when" and "while" using the interactive features and functions of Quizizz

Enhancing students' questioning skills as detectives

- **Solve the case of Medals Mystery**
- 1. Students had limited information about the case**
- 2. They worked in groups to come up with the questions to solve the case. The teacher answered all of their questions.**
- 3. They discussed in groups to work out who the culprit was and did presentations.**

**Open class on 3 May 2024
(The Ultimate Path to Becoming a
Detective)**

Rationale:

- to not limit to the teaching of the text and structures only, instead, to create a **fun** and **authentic** task for them to apply what they had learnt adaptively
- to allow them to **work collaboratively**

Things they had learnt:

- **Different types of crimes**
- **The jobs and qualities of detectives**
- **The use of the Past Continuous Tense**
- **The difference between “when” and “while” as connectives**
- **How to ask questions to seek the right pieces of information**

Open Class 3rd May

Flow of the lesson (45 mins)

1. Logic Test (Lead-in)
2. Proofread (Tenses)
3. Solve a case (Main task)



A1237

A MISSING _____

LESSON WALK-THROUGH

OUR DETECTIVE JOURNEY...

- have been developing our critical thinking skills
- have been learning about how to describe something that was happening in the past for a period using the past continuous tense
- have been learning how to ask questions as detectives

RECAP ON THE JOBS AND QUALITIES OF A DETECTIVE

- **Observant**
- **Careful**
- **Rational**

-A good detective will need to find clues about the case.
-he or she will categorize the case such as :murderer, shoplifting, robbery, kidnapping or more .
-the detective will find suspicious people .

♡ 1

They will check the suspects,try to spot something that could crack the case.They also tell the police about his clues.He tries to ask the people who saw the crime and ask them to describe them.They always try to check something unsuspicious to find some important clues

♡ 3

What does detective do?

1. search for the people that related to the crime (ask people around there if they saw the crime happened)
2. see if there is any clues (don't let anybody go inside the crime scene & look if there is any footprint, thingerprint or blood)

-Detectives use their observation skills to solve crimes.

-They analyze the crime scene for any left behind clues.

-They give chances the suspect to admit to their crimes and not force them to admit it.

♡ 1

- well observation
- logical thinking
- Imagination

♡ 1

clever
patient
careful

♡ 1

PROOFREADING (USING AN E-PLATFORM)

friend Elsa. I ④ was chating with her ⑤ when my brother ⑥ went into the kitchen and ate my hot dog! I had to make another one so I was almost late. When I ⑦ arrived at school, the school bus ⑧ leaved. Luckily, my classmates saw me and stopped the driver.

chatting

was leaving

At the picnic, I ⑨ was drink some juice ⑩ when Eddy and Meg ⑪ bumped into me! The juice spilt all over my clothes! They were really sorry.

What a terrible day!

was drinking

friend Elsa. I ④ was chating with her ⑤ when my brother ⑥ went into the kitchen and ate my hot dog! I had to make another one so I was almost late. When I ⑦ arrived at school, the school bus ⑧ leaved. Luckily, my classmates saw me and stopped the driver.

(chattin)

(was leaving)

CASE BACKGROUND:

Miss Koey Au, a teacher at APSW, reported a missing watch. On 2nd May 2024, there were only 6 people in APSW after school at night. This happened within the school during a meeting in Room 601 attended by four guests (Ms R, Mr Y, Ms H, and Ms J), Mr. Ip (Miss Au's colleague) and Miss Au. No CCTV tapes can be extracted yet.

1. Crime Scene Investigation:

Detectives are often the first responders to a crime scene. They meticulously examine and document the scene, looking for evidence such as **fingerprints, footprints, DNA**, or any other physical evidence that can help establish the facts of the case.

2. Gathering Evidence:

Detectives collect and preserve evidence related to the crime. This includes not only physical evidence but also obtaining and analyzing **digital evidence**, such as surveillance

- interview **witnesses** and **suspects** and work closely with other detectives to gather as much evidence as possible, reconstruct what may have happened
 - attending **crime scenes** and investigating, interviewing suspects, offenders and witnesses, examining records
- Preparing case files, **writing reports**, and completing other required paperwork.
- gather **evidence** to solve crimes and find information, aiming to determine exactly what happened



1

What does a detective do?

MS R

MR Y

SUSPECTS
(ALL THE OBSERVERS
IN THE CLASS)

MS H

MS J

MR IP

INSTRUCTIONS FOR STUDENTS:

Do what a detective should do:

1. investigate crime scene and gather evidence
(Class Setting and the background information)
2. interview suspects in groups (the observers)
3. write a case report for every suspect
4. Upload the report onto Padlet and present
5. Summarise each group's report and finish the case report as homework

GROUPINGS:

You are going to work in groups:

Group 1-2 : Ms R

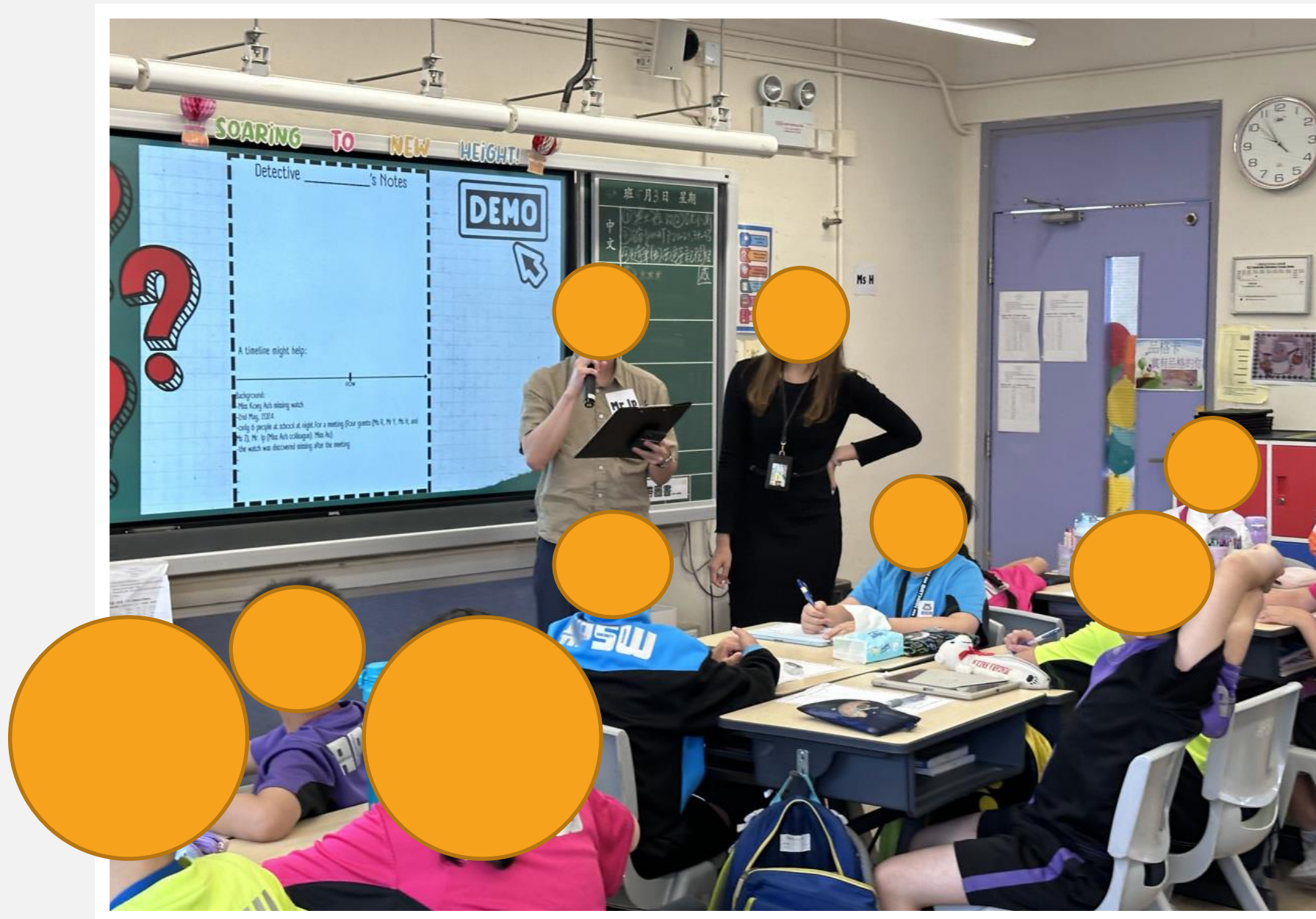
Group 3-4 : Mr Y

Group 5-6 : Ms H

Group 7-8 : Ms J

BEFORE THE TASK BEGAN,

5A had to work as a team to interview Mr Ip as a demonstration first.



Students came up with many useful questions.

1. INVESTIGATE CRIME SCENE

CASE BACKGROUND:
Miss Koey Au, a teacher at APSW, reported a missing watch. On 2nd May 2024, there were only 6 people in APSW after school at night. This happened within the school during a meeting in Room [REDACTED] attended by four guests (Ms R, Mr Y, Ms H, and Ms J), Mr. Ip (Miss Au's colleague) and Miss Au. No CCTV tapes can be extracted yet.

2. GATHER EVIDENCE



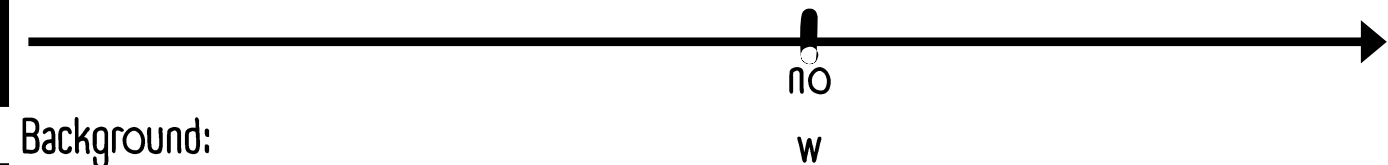
3. INTERVIEW WITNESSES AND SUSPECTS

- ALIBI
- ANY SPECIAL
INCIDENTS?
- USE YOUR
QUESTIONING SKILLS!

Detective _____'s Notes

**INDIVIDUAL
NOTE PAPER**

A timeline might
help:



Background:

- Miss Koey Au's missing watch
- 2nd May, 2024
- only 6 people at school at night for a meeting (four guests (Ms R, Mr Y, Ms H, and Ms J), Mr. Ip (Miss Au's colleague). Miss Au)
- the watch was discovered missing after the meeting

4. WRITE A REPORT FOR THE SUSPECT

Detective _____'s Notes

A timeline might help:

Background:

- Miss Koey Au's missing watch
- 2nd May, 2024
- only 6 people at school at night for a meeting (Four guests (Ms R, Mr Y, Ms H, and Ms J), Mr. Ip (Miss Au's colleague). Miss Au)
- the watch was discovered missing after the meeting

Alliance Primary School, Whampoa
A1237: The Missing Watch Ring Case

Group: _____ Date of the crime: _____

Name of the suspect: _____

Place of the crime happened: _____

Timeline:

Suspect's alibi: What did they say that they were doing?

Details to be added:


Summary:

We think _____ is
() not likely () somewhat likely () very likely
to be the thief because _____

GROUP DISCUSSION

Students uploaded
their work onto
Padlet.

Group 4

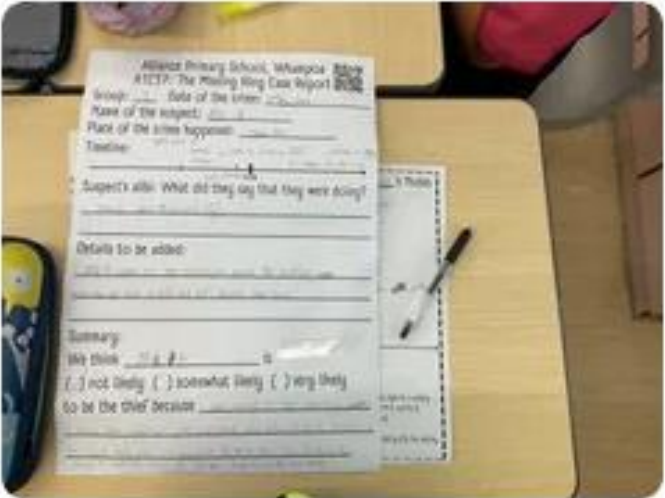


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Add comment

Group 2




2

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Add comment

Group 6

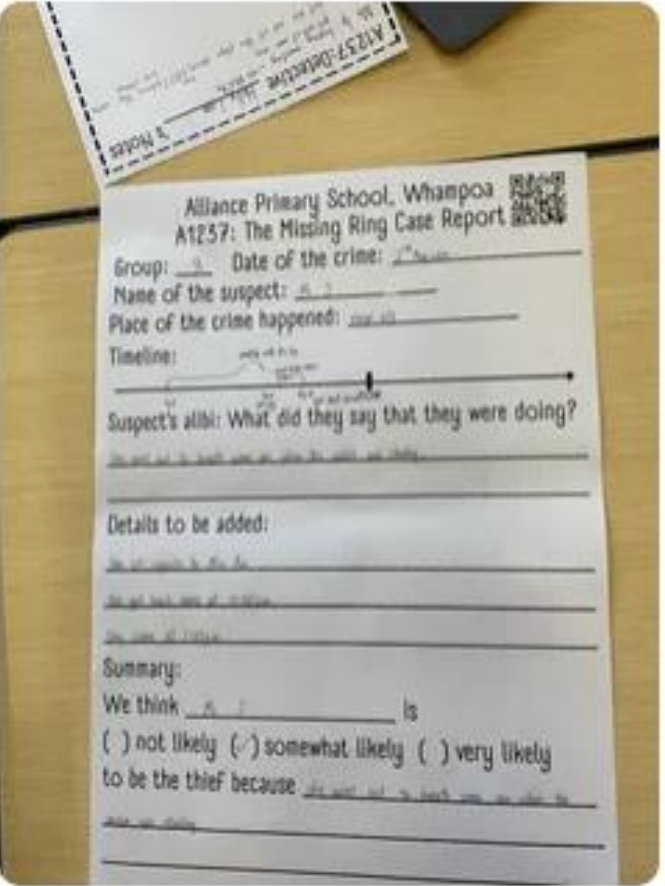


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Add comment

8



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Add comment

Thanks so much my detectives. You can check the clearer version!

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Group 7




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Add comment

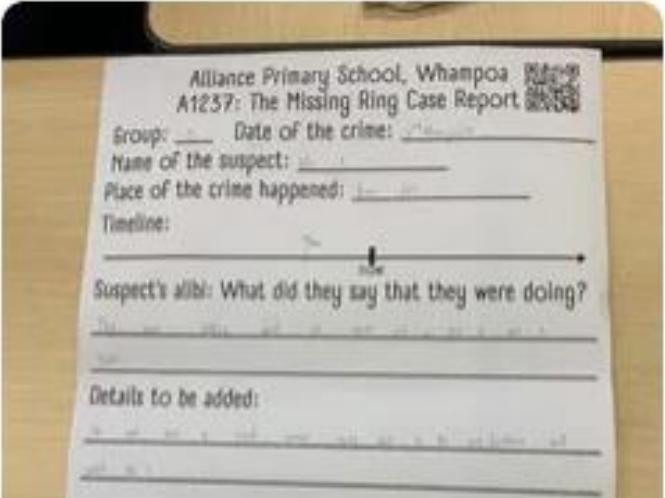
Group 5



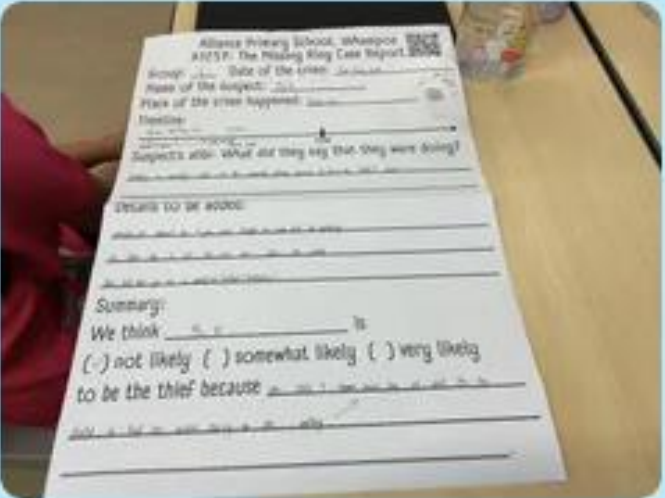
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Add comment

Group 3



Group1



Students' Groupwork

We think Miss H is

☐ not likely ☐ somewhat likely ☒ very likely

to be the thief because was a tiny bit late and she could've used

that time to steal the watch, also she said she was only listening and jettin

notes, after questioning further, we found out that everyone needed to talk about
something about the man

We think Mr Y is frame

☐ not likely ☐ somewhat likely ☒ very likely

to be the thief because he was lying about Miss R, we

asked Mr Ip and he said she never left her seat. We think Mr Y is trying

to frame Miss R to not to get caught red-handed. Also, we noticed his fingerprint is
big, the evidence
finger print w

STUDENTS' INTERVIEW AND DISCUSSION (VIDEO)

5. ANALYSE BY USING OTHER GROUPS' INFORMATION


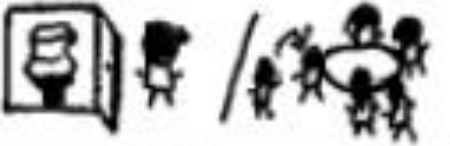


A1237: The Missing Ring Summary Report

Name of Detective: _____

Check the case reports done by your group mates. Find out what they were doing when the crime happened. You will know who the thief is.

Suspect	What did they say that they were doing?	Likely to be the thief? (Yes / No)
Ms R		
Mr Y		
Ms H		
Ms J		
Mr Ip	<i>Mr Ip was having a meeting when he got a call from his wife. He then talked to his wife for a bit. He remembers Miss Au mentioned her missing watch.</i>	

Conclusion:

Suspect	What did they say that they were doing?	Likely to be the thief? (Yes / No)
Ms R	<p>arrived at school at 7pm and went stright to the meeting room.(room 601) She sat opposite Miss Au. She didn't leave the room.(her seat)</p> <p>said meeting time is 7:00-10:00</p> <p>Looking at the evidence [Australia] She did not go on vacai.</p> 	(Yes/No)
Mr Y	<p>chatting about PE stuff. On 8:15pm he went to toilet (Ms R said that too.) said: Ms R was nervous going back to her seat (she never left according to Mr. Ip).</p> 	(Yes / No)
Ms H	<p>She was jotting notes and listening during the meeting. Ms H was the latest to the meeting. she said a female went out for a call but forgot who.</p> 	(Yes/No)
Ms J	<p>Went out of the room for some fresh air. (9:00) When went out room 607's door was lightly opened and light was funded on.</p> <p>said arrived home at 10:00</p> <p>but meeting ended at 10:00 according to Ms R</p> 	(Yes/No)
	Ms J was having a meeting when he got a call	

Suspect	What did they say that they were doing?	Likely to be the thief? (Yes / No)
Ms R	She was sitting on her seat the whole time. (sit opposite Miss Au) she arrived she went straight to the meeting room after	No
Mr Y	He was talking about P.5 stuff and on 8:15 he went to toilet. He said Ms R looked nervous after leaving her seat.	Yes
Ms H	She was a bit late to the meeting and she was listening and dropping notes the whole time.	No
Ms J	She went out to get some fresh air and the door of the meeting room is lightly open.	No

STUDENTS' SHARING

Reflections as an English Language Curriculum Leader at School

The Use of E-learning Tools

The Effectiveness of Co-planning

Planning for English Department

A. The Use of E-learning Tools

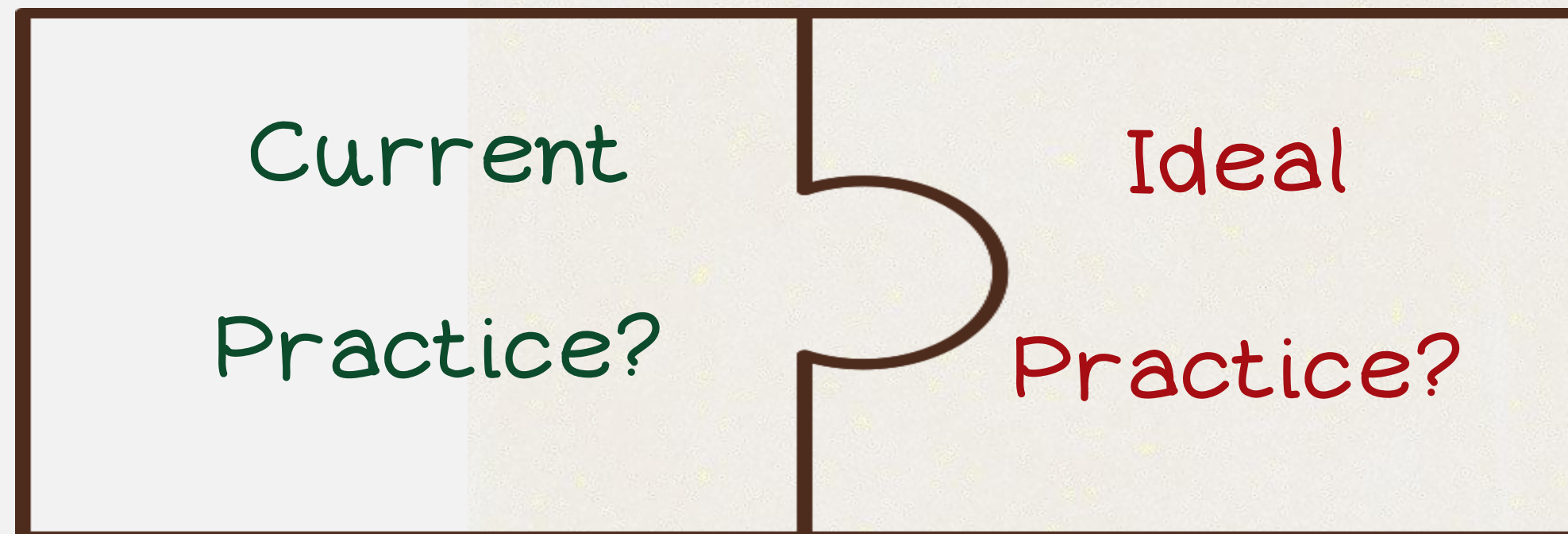
Before LC:

- Fulfill the requirement stated on documents
- Test their understanding on a topic (Grammar mostly)
- Use in class only

After LC:

- The use of e-learning tools is mainly for FACILITATING learning and teaching
- Design more for “pre” and “post” tasks
- Allow students to use e-learning tools outside the classroom, making them recognise the benefits of it except gaming

B. The Effectiveness of Co-planning



C. Planning for English Department

Keeping up with the
trend *(ALWAYS)*

E-tools and pedagogy

Co-planning process

Teaching flow and
flexibility

Creating English-rich
environment

Tuck shop, morning reading,
posters around the school...

How to carry out
context-rich lessons

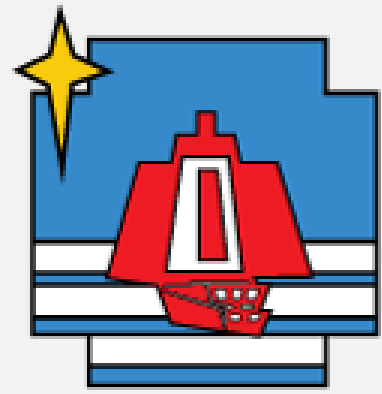
Connect the lessons with
the real world

Gaining insights of
English learning and
teaching

Expose myself and teammates
to seminars and workshops

Sharing-rich working
environment

Learning through
sharing and listening



Yaumati Catholic Primary School

Ms SO Wing-fun, Helen

About Yaumati Catholic Primary School

Background information

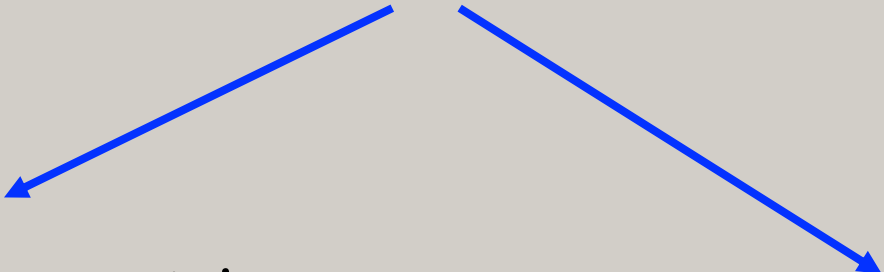
No. of classes: 30 (5 classes per level)

No. of students: around 33 students per class

Class streaming arrangement:

P.1-P.3: mixed ability

P.4-P.6: streamed by exam results



Classes with more able students

- Larger class size
- Graded materials

Classes with less able students

- Smaller class size
- Graded materials

School English Language Curriculum

Textbook:

Local textbook

School-based curriculum (Reading and Writing):

- Module Booklets (P.3-P.6)
- Reading and Writing Packages (P.5-P.6)
- Self-learning Kit

Overview of the Selected Unit

KS2 P.6

Unit	Language Focus	Text types
Special things in life	<ul style="list-style-type: none">- The use of second conditional- The use of 'unless'	<ul style="list-style-type: none">- Poems- Newspaper articles- Interviews

Extend Students' Learning

Building on these, we would like to

- connect the learning and teaching to **students' personal experience** and **extend** their learning about the topic of **zoo accidents**;
- provide students with the opportunities to **apply the target language purposefully and meaningfully**; and
- engage students in **thinking from different perspectives**.

About the P6 students

- Achieved better academic results
- Very active and eager to express their ideas
- Curious about learning a variety of topics

Why do we extend students' learning about the **topic of zoo accidents**?

Authenticity & Connection to students' personal experience

- Some students have the experience of visiting zoos or safari parks.

Enhancing students' critical thinking skills through interesting yet challenging activities

- Students can understand the duties, expectations and limitation of various parties such as zoo keepers, visitors and the government from the learning and teaching activities.

Unit Design

KS2 P.6

Interactive and enjoyable

1. Conduct unit planning

- **Set learning objectives embodying:**
 - language forms and communicative functions;
 - language skills and language development strategies;
 - positive values and attitudes; and
 - generic skills.

- **Design and sequence learning tasks inside and outside the classroom**

2. Create a meaningful context

- **Explore the topic of zoos and zoo accidents**
- **Propose ways to prevent zoo accidents and ensure the zoo safety from different perspectives**

Open class arrangement

3. Engage students in purposeful learning tasks

- Equip students with the target vocabulary, grammar and structures using the publisher materials (vocabulary input & grammar noticing)
- Read authentic materials such as foreign websites about zoo and safari parks, as well as zoo safety
- Brainstorm and explore the roles of different parties in running a zoo
- Read authentic reading materials such as newspaper articles about zoo accidents and animal escape
- Reflect on the accidents and brainstorm possible reasons behind their occurrence, taking into consideration the perspectives of the animals and various parties
- Work in groups to discuss the safety measures and possible strategies in preventing similar accidents happened from the perspective of the assigned role (i.e. government, zoo keepers & visitors)
- Conduct a presentation in groups using the ideas typed on Padlet and give feedback to peers

4. Conduct evaluation to inform future planning

- **Analyse student work and review learning and teaching effectiveness to determine if students have achieved the learning objectives**
- **Refine teaching strategies and pedagogical design**
- **Utilise the experience to reflect on the use of a variety of reading materials, design of learning tasks and co-planning practice in the panel**

Reading Authentic Materials (Zoo Website)

ZOO RULES:

Zoo rules are created for the safety and welfare of both our guests and the animals. Please obey all rules, guidelines and posted signs throughout Zoo property. The Zoo staff will remove anyone who violates the rules and guidelines. We reserve the right to inspect any item brought onto Zoo property.

1 RESPECT THE ANIMALS

Please treat the Zoo's animals with the respect they deserve. Animal World & Snake Farm Zoo is their home. **Do not** yell at or taunt the animals, **do not** bang on their enclosures and **do not** throw objects into their habitats. **We will remove you from the property the first time this rule is violated.**

2 RESPECT YOUR BOUNDARIES

Never cross any fence or barrier in the Zoo. Do not try to touch the animals— if an animal has teeth, it can bite; if an animal has claws, it can scratch. This is for the safety of both our visitors and our animals. **We will remove you from the property the first time this rule is violated.**

3 DO NOT FEED THE ANIMALS

The animals at Animal World & Snake Farm Zoo have veterinarian approved and formulated diets to ensure their health and wellbeing. Human food may make them sick. **We will remove you from the property the first time this rule is violated.**
Note: you may feed the animals that participate in the "Feed Your Friends" program with approved food purchased from the gift shop.

4 NO SMOKING

To decrease fire hazards and ensure the safety and health of the animals, guests and staff, no smoking is permitted in the Zoo.

5 NO PETS

All pets are prohibited from the Zoo to protect both the Zoo animals and your animals. **Do not** leave pets in your car while you are in the zoo or we will ask you to leave and return without them. Service animals are allowed in the zoo, though they are not permitted to enter the petting zoo.

6 CHILDREN MUST BE SUPERVISED AT ALL TIMES

We get it— kids are adventurous and like to wander! However, we want your kiddos to stay safe. Keep an eye on them and make sure they are supervised at all times.

Any individual under the age of 16 must be accompanied by an adult when visiting the Zoo. Read the website of Animal World & Snake Farm Zoo. Fill in the blanks with the information about the zoo rules. <https://www.awsfzoo.com/zoo-rules/>

7 DRESS CODE

Shirts and shoes must be worn at all times. Offensive or provocative items on clothing are prohibited.

8 BEVERAGES

You can bring water bottles and soft drinks. Straws are also not permitted inside the Zoo. Please make sure all straws are discarded before entering for your visit.

	Rules	Examples
1	Respect the animals	<ul style="list-style-type: none">Do not yell at the animalsDo not bang on their enclosuresDo not throw objects into their habitats.
2	Respect your boundaries	<ul style="list-style-type: none">Never cross any fence or barrier in the zoo.Do not touch the animals
3	Do not feed the animals	<ul style="list-style-type: none">Human food may make the animals sick.

4	No smoking	<ul style="list-style-type: none">To decrease the fire hazardsEnsure public health and safety
5	No pets	<ul style="list-style-type: none">Do not leave pets in your car.
6	Children must be supervised at all times	<ul style="list-style-type: none">Any individual under the age of 16 must be accompanied by an adult when visiting the zoo.
7	Appropriate dress code	<ul style="list-style-type: none">Shirts and shoes must be worn at all times.Offensive or provocative items on clothing is prohibited.

Source: <https://www.awsfzoo.com/zoo-rules/>

Locate specific information from the website about the zoo rules

Understanding the Meaning of Zoos and Different Roles in Running a Zoo

What are the differences?

Zoos

- Animals are kept in cages/enclosures
- Animals are kept in cages/enclosures
- Zookeepers take care of the animals e.g. feeding, cleaning the enclosures, etc.

Safari parks

- Larger than zoos → more spacious
- Wildlife habitats
- Tourists can tour around by coach

Game reserves

- Large piece of land
- Animals are allowed to roam free
- Animals are protected by **illegal** hunting
- Legal hunts are regulated by the government

To know more about the differences between zoos, safari parks and game reserves

To brainstorm the responsibilities of different parties

What are the roles and responsibilities of the parties ?

government

Keep the zoo/habitats clean

set up laws

set up rules for visitors

take care of the animals

provide regular check for animals

zookeepers

follow zoo rules

give subsidy (money)

import special species from other countries

set up rules for visitors

visitors

be nice to the animals

Brainstorming Different Roles in Running a Zoo

What are the roles of the following parties in running a zoo?

The Government

+



Import special species from other countries.



The government will find a place to build the zoo, and the guy who wants to build the zoo must ask the government if he do it.



Buy hot animals(like capybara) for the zoo to attract tourists.
Give money to the zoo for upgrading the facilities for the animals.
Give a huge place to the zoo to increase the zoo's mass that can get more animals in it.

Visitors

+



1. Research the zoo website before visiting.
2. Respect the animals at all times.
3. Do not disturb animals in the zoo.
4. Do not throw anything into their enclosure.



Follow zoo rules



Follow the rules that the government .
Be kind to the animals.

Zookeepers

+



Keep the zoo /habitats clean
Set up rules for visitors
Take care of the animals
Provide regular check ups



Zookeepers should take care the animals and be nice to them and when they are old enough they can kill them and eat them



Keep the zoo clean
Set up the rules for the visitors
Provide regular checks up
Take care of the animals

Work in groups to discuss the roles of different parties in running a zoo on Padlet

Read others' work on Padlet and have a class discussion

Reading Authentic Materials (News Articles)

myNEWS Latest China Economy HK Asia Business Tech Lifestyle People & Culture World Opinion Video Sport PostMag Style - All

Hong Kong environmental issues *Hong Kong / Health & Environment*

Hongkongers urged to report sightings of missing 1.5-metre monitor lizard 'Aberdeen' after it escaped from Kadoorie Farm and Botanic Garden

Aberdeen went missing from conservation and education centre last Thursday after escaping from a temporary enclosure

'He is not aggressive but should not be trapped or cornered as he is strong and will try to escape,' Kadoorie Farm and Botanic Garden says


Reading Time: 2 minutes Why you can trust SCMP

- Discuss a piece of local news about the escape of lizard from Kadoorie Farm
- Engage students in thinking from various perspectives

Source: <https://www.scmp.com/news/hong-kong/health-environment/article/3231511/hongkongers-urged-report-sightings-missing-15-metre-monitor-lizard-aberdeen-after-it-escaped>

Lizard Escape from Kadoorie Farm

'He is not aggressive but should not be trapped or cornered as he is strong and will try to escape.' Kadoorie Farm said on its Facebook Page.



Reading Authentic Materials (News Articles)

Hongkongers urged to report sightings of missing 1.5-metre monitor lizard ‘Aberdeen’ and Botanic Garden

- Aberdeen went missing from the Botanic Garden after escaping from a temporary enclosure.
- ‘He is not aggressive but should be kept in a secure enclosure. We will try to escape,’ Kadoorie Farm said.

This story has been made freely available to support SCMP’s journalism.

Hongkongers have been asked to report sightings of the missing 1.5-metre monitor lizard, named Aberdeen, which escaped from the Kadoorie Farm and Botanic Garden on Thursday last. The 4.9-foot-long lizard, named Aberdeen, had been an exhibit at the Kadoorie Farm and Botanic Garden. He had been seen how lizards roamed wild in Hong Kong.

“He is not aggressive but should be kept in a secure enclosure. We will try to escape. Any sightings should be reported to the Kadoorie Farm and Botanic Garden,” Kadoorie Farm said on its website page.

How to be safe while visiting a zoo or other wildlife facility

Hundreds of people visit zoos each year, many for the first time.

Such facilities are important for conserving species and educating the public about wildlife.

In addition to the fun and education, zoos are also a reality whenever people share the same space with non-domesticated animals.

([Read what makes a good zoo—and how to decide which ones to visit.](#))

“You go to a zoo to touch your child’s heart, to teach their mind about these magnificent creatures,” says [Jack Hanna](#), director emeritus of the Columbus Zoo and Aquarium in Ohio. “But these are animals that are capable of doing what they do in nature.”

Fortunately, experts say there are ways to ensure you and your family’s safety the next time you head to the zoo or a similar facility.

Source: <https://www.nationalgeographic.com/animals/article/zoos-safety-accidents-attacks-wildlife>

Dallas Zoo to increase security and offers a reward for information leading to several animals

The Dallas Zoo’s Police Department to increase security measures following incidents involving several animals and a visitor.

The zoo discovered one of our [lappet-faced](#) vultures and CEO Gregg Hudson said during a press conference.

“The vultures” were found, which indicated the animals were in the enclosure.

Located here at the zoo, the [clouded](#) leopard was found, the suspicious nature of this animal’s behavior was noted.

Since the incident, the zoo has expanded security measures and its overnight security presence, it has increased the number of staff and it has limited the abilities of some of the animals, Hudson said.

The zoo is offering a \$10,000 reward for information leading to the suspect.

- Expose students to different news articles about zoo accidents and the animal escape from the zoo

Source: <https://www.scmp.com/news/hong-kong/health-environment/article/3231511/hongkongers-urged-report-sightings-missing-15-metre-monitor-lizard-aberdeen-after-it-escaped>

Source: <https://edition.cnn.com/2023/01/24/us/dallas-zoo-vulture-death/index.html#:~:text=The%20Dallas%20Zoo%20announced%20it,and%20Wildlife%20on%20the%20investigations>

Reading Authentic Materials (News Articles)

Rhino kills zookeeper at Austrian zoo and seriously injures her husband

A rhino has attacked a married couple working as zookeepers in Austria, killing the woman and seriously injuring the man as he attempted to save her.

The attack happened at the Hellbrunn Zoo in the western Austrian city of Salzburg on Tuesday (local time), authorities said.

Zoo director Sabine Grebner told reporters that the female zookeeper was assigned that day to put insect repellent on the rhino's body because it was very sensitive to insect bites. Jeti, the rhino, attacked her. Her husband tried to chase the rhino away from his wife.

The woman suffered severe chest trauma while her husband had a fractured leg and was taken to the hospital. The exact circumstances of how the attack occurred are yet to be determined.

'Maybe there was some kind of irritation,' Zoo director Sabine Grebner said. "We are deeply upset and shocked. I hope the Government and the zoo will do something, and same as the visitors.'

All safety regulations will be re-evaluated, she said, adding that there had been no previous incidents at the rhino enclosure, which was set up nearly 30 years ago.

She said all the rhinos respond to handling, come from outside into the rhino house when they are called by their names, and veterinarians can take their blood without anaesthesia, APA reported.

Police are investigating the attack. The zoo will remain closed on Tuesday and Wednesday.



- Students complete the post-reading worksheet and upload their work to Padlet

Name: _____ () Class: _____

Read the news article and answer the questions in COMPLETE SENTENCES.

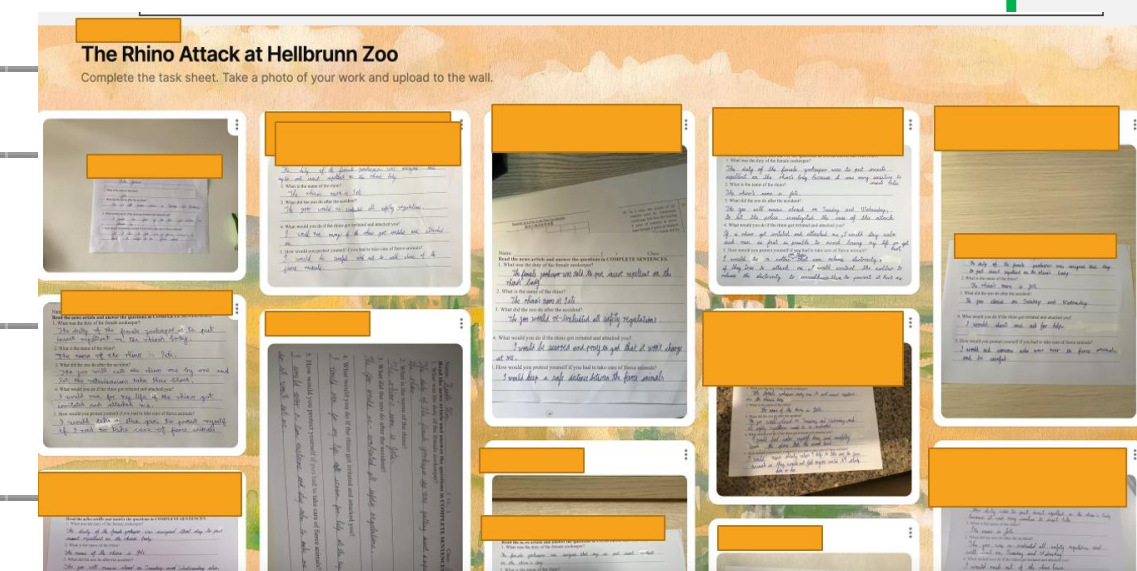
1. What was the duty of the female zookeeper?

2. What is the name of the rhino?

3. What did the zoo do after the accident?

4. What would you do if the rhino got irritated and attacked you?

5. How would you protect yourself if you had to take care of fierce animals?



Open Class on 17 April 2024

Objectives:

- Students will be able to use second conditional sentences to talk about unlikely or unreal situations.
- Students will be able to give reasons to support their ideas while thinking from different perspectives.

- *Purposeful and meaningful task
- *Have a context from which the purpose for using English emerges
- *Involve students in a mode of thinking

Open Class on 17 April 2024

(Follow up on the Pre-lesson Task on Padlet)

4. What would you do if the rhino got irritated and attacked you?

If a rhino got irritated and attacked me, I would stay calm and **run** as fast as possible to avoid **losing** my life or get hurt.

5. How would you protect yourself if you had to take care of **run** animals? **losing**

~~answer on responding your own way for the~~
~~attach after the accident.~~
4. What would you do if the rhino got irritated and attacked you?

and If the rhino got irritated and attacked me, I would stay still, **not to run**, it is because rhino's vision is bad, it may miss you.

5. How would you protect yourself if you had to take care of fierce animals?

I would prepare all of the personal protective equipment **prevent** injuries, if I had to take care of fierce animals. **and**

- Analyse students' work uploaded on Padlet with the class and recap the usage of second conditional

Open Class on 17 April 2024 (Lead in)

Lead in to the potential danger of visiting the zoo



- Engage students in the discussion on the possible events or things that trigger irritation



something that makes you feel angry or annoyed

'Maybe there was some kind of irritation. We are deeply upset and shocked. I hope the Government and the zoo will do something, and same as the visitors.'
the zoo director said.

- A variety of student responses were received. For example, some suggested that the weather and poor zoo conditions could be possible reasons for the irritation, while others pointed to visitors' misbehavior as a trigger.

Open Class on 17 April 2024 (Main Task)

How can we prevent the accidents at Hellbrunn Zoo?

government

zookeepers

visitors

Discuss and type your ideas on Padlet.

Guidelines for discussion

Government

Consider the following situations. Answer all **FOUR** questions on Padlet.

1. If the zoo was too small and packed, ...
2. If the animal species were not enough, ...

What would you do to ensure zoo safety if you were the government?

(Suggest **TWO** ways to prevent the accidents from happening and **give reasons** to your ideas.)

3. If we were the government, ...
4. If we were the government, ...

- Students were assigned different roles, and they had to discuss the safety measures according to those roles with their group mates.

Open Class on 17 April 2024 (Main Task)

Safety Measures of Hellbrunn Zoo

Follow the guidelines and answer No. 1-4 according to your roles. Remember to give reasons for your ideas.

Government

4. If we were the government, we would provide more cash for the zoo so that they can build more luxury items in facilities to produce comfort for animals to reduce the stress that the animals have. Such luxury items can range from small to big or less to a lot based off of the animal in the cage's size or danger level. That way, accidents like the one that happened at Hellbrunn Zoo would never happen again.

♡ 2

💬 6

Zookeepers

If the zookeepers forgot to lock the doors of the enclosures, they would escape at night and injure innocent people on the street.

♡ 1

💬 7

👤 Anonymous 1mo
Good organisation of ideas

👤 [Redacted] 1mo
Some animals might adapt to their living environment (aka the zoo) and know they won't get fed by their owners (aka the zookeepers) and would die from starvation. Some animals have the sense of danger or as we call it, knowing the future.

Visitors

If the visitors shouted at the animals for attention, we would tell the zookeepers about this problem and hope they would solve the problem.

♡ 0

💬 1

👤 [Redacted] 1mo
I can also said that you should not take pictures at the animals.

💬 Add comment

If the visitors climbed up the fences for a selfie, the visitors






- During the discussion, students posted their ideas on Padlet. After that, they read the ideas of other groups and gave them comments.

Open Class on 17 April 2024 (Peer Evaluation and Feedback)

Presentation

Group _____ Name: _____

Checklist for presentation

			
Accurate use of second conditional sentences			
Able to give logical reasons to support the ideas			
Good <u>organisation</u> of ideas			
Loud and clear presentation			

Comments (if necessary)

1. Write your classmates' names

2. ✓ appropriate boxes

3. Write comments in point form

- After discussion, students conducted presentations in groups. They also needed to comment on other groups using the checklist.

**Open Class on 17 April 2024
(Students' Presentation)**

Students' Sharing and Views

- Do you enjoy the lesson on 17 April?
- How did e-learning platform help you learn effectively?
- What was the most interesting part in the lesson?

Reflection

Strengths

Effective use of resources

- Adequate reading input and authentic materials:
Various pieces of information and news articles were given to students to facilitate their understanding of how different parties affect zoo safety.
- Purposes of using e-learning platforms:
E-learning platforms (e.g. Google Classroom and Padlet) were used to share ideas and foster interaction among students

Room for improvement

Use of resources

- Use of e-learning tools and whiteboard to engage students in brainstorming and organising ideas
- Highlighting the language features of second conditional from students' answers/input

Reflection and Takeaways

As the curriculum leaders and English teachers,
we always have to

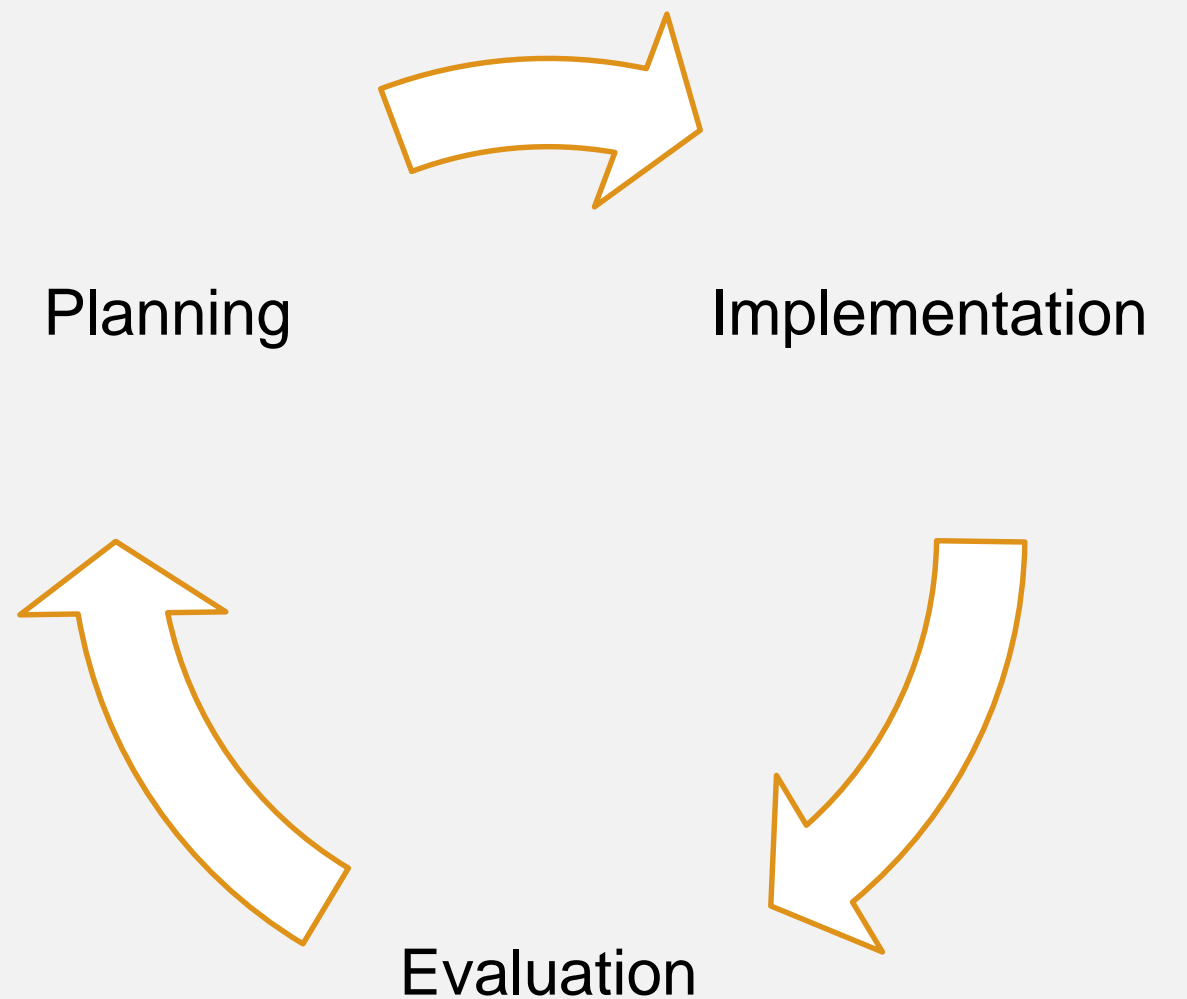
arouse and sustain students' learning motivation,

adopt a student-centred approach,

design tasks with clear purposes and contexts,

provide students with more exposure to a variety of reading materials, and

design tasks that engage students to draw upon their framework of
knowledge and skills.



WE DO NOT LEARN FROM EXPERIENCE, WE
LEARN FROM REFLECTING ON EXPERIENCE.

JOHN DEWEY

THANK YOU!