

### **Description of the topic**

The key approaches of school implementation are student-centered teaching and cooperative learning. By implementing student-centered teaching and cooperative learning, it will be an attractive topic for target students (Primary 6). In this task, we choose the topic ‘tourist attractions in Hong Kong’, which focuses on students’ reading and writing skills at the same time, aiming to cultivate students’ generic skills. By showing Hong Kong’s beautiful attractions and introducing the interesting places in Hong Kong to foreigners, not only can it develop students’ sense of belonging towards Hong Kong, but also make students feel proud of their culture.

In order to benefit our students in multiple areas, we have considered that innovative teaching must be one of the elements in our lesson. There are multiple areas included in innovative teaching, which can engage students’ participation in the class, providing authentic and contextualized learning, involving social interaction, enhancing students’ collaboration skills and critical thinking skills, etc.

Our target students are Primary 6 students, who have advanced language skills. They are able to construct long sentences in paragraphs in magazine articles. Apart from language skills, generic skills are playing an irreplaceable role in this lesson. Take communication skills as an example, our target students are able to understand points of view of peers and take their own stance, whether they agree or disagree, and keep a smooth conversation by exchanging ideas, giving reasons and explaining choices. With ample of active learners in the class, students are eager to learn about the topic and thus being able to master the communicative and cooperative skills during the tasks. By the end of this lesson, our students will be able to use appropriate nouns and adjectives to describe the attractions in Hong Kong and to write a simple magazine article to introduce one of the attractions in Hong Kong coherently and cohesively.

## Lesson plan

**Topic:** Welcome to Hong Kong

**Subject:** English Language

**Level:** Primary 6 (level: Medium to high)

**Time of lesson:** 70 minutes (a double lesson)

### Teaching objectives :

Upon completion of the lesson, students are able to

- **Reading:**
  - Identify appropriate specific nouns and adjectives for places in Hong Kong (e.g. Ocean Park, Cheung Chau Island, Stanley Market, The Peak, Cable car, Hong Kong Disneyland);
- **Writing:**
  - Use present tense and present perfect tense to tell and write simple sentences to introduce popular touristic attractions in Hong Kong (e.g. The Hong Kong Disneyland has been popular among children.); and
  - Present ideas clearly and coherently with appropriate reasoning collaboratively as a group (i.e. the production of magazine article).
  - Identify the genre (magazine article);
  - Describe the format of an article

### Teaching innovation adopted in the lesson, and the justifications:

- **Cooperative learning skill:**

the lesson follows the essential elements in cooperative learning:

  - Student Teams-Achievement Division (STAD): groups of learners with different levels of ability, work together to accomplish a shared learning goal, practicing their skills of listening, speaking, reading and writing;

- Positive interdependence:
  - students will be able to contribute to the article by
    - *using of collaborative skills:* students have to communicate with one another in discussion;
    - *group processing:* their group goal is to construct and create a magazine article.
    - *active participation:* taking part in the process and responsible for completing a part of the article
- **Critical thinking skill:**

the lesson follows the Bloom's taxonomy, allowing students to:

  - apply the learnt concept while constructing a draft of the article.
  - think critically with unique personal experiences and express through discussion

### **Teaching resources (see appendix):**

- Pictures of attractions in Hong Kong
- Sample of magazine article
- Textbook
- Electronic devices
- Peer assessment form
- Teacher assessment form

### **Vocabulary students already known:**

**Attractions:** Stanley Market, the Ocean Park, Cheung Chau Island, cable car, the Peak, Hong Kong Disneyland,...

**Adjectives:** beautiful, splendid, iconic, amazing, attractive, traditional,...

**Verb phrases:** look at ..., take photos of..., visit a museum, watch a show, ride on..., ....

<b>Purpose of teaching/Stage</b>	<b>Teaching sequence and activities</b>	<b>Resources</b>	<b>Time</b>
1. Lead-in activity  -To familiarise students with different attractions in Hong Kong	1. Teacher first shows some pictures of attractions <u>outside</u> Hong Kong, where she has been to. Teacher shares her experience and details of the places with the students. Teacher can ask if any students have been to the same places.  2. Teacher holds up some pictures showing attractions in Hong Kong and asks the class if they can recognise the places.  Teacher invites some students to share their experiences and ask about the details of the attraction. e.g. What do you think about the Disneyland? Will you recommend it to tourists coming to Hong Kong? Where have you visited before? How is your feeling after visiting?	Pictures of attractions in Hong Kong (Appendix 1)	10 minutes
2. Pre-task 1  - To give students a general idea on what elements are contained in magazine article; -To prepare	1. Each student is given a sample of magazine article (around 150 words) from the teacher. The class skims through the whole article, identifying the genre and specific features of the article.  2. Teacher divides students into groups of 3 to 4 in the class with reference to Student Teams-Achievement Division (STAD), fostering	Sample of magazine article (Appendix 2)	15 minutes

<p>students for the main task with a review of the genre (magazine article)</p>	<p>learning and comprehension of idea. The groups are asked to discuss about features of the article for 3 minutes, such as the exaggerated heading and the interrogative sentences. Each group is then asked to share one specific feature (about the format of the article) with the whole class.</p> <p>3. Teacher concludes the presentation of the groups and reviews the whole article with the class, for examples, magazines use a catchy title to get people interested and use opinion adverbs or phrases to express opinion.</p>		
<p>3. Pre-task 2 (Vocabulary learning and information search)</p> <p>-To give students practice in using the vocabulary items</p> <p>-To help students learn the use of online dictionary and resources</p>	<p>1. Teacher asks the students to finish the vocabulary-learning task in p.8-9 of the textbook with the use of electronic devices (ebook) and checks the answer with students.</p> <p>Teacher may need to review some vocabulary items if necessary.</p> <p>2. Teacher divides students into groups of 3 to 4 in the class with reference to STAD. Each group is assigned with a specific tourist attraction in Hong Kong. <u>Based on the scenario, the group has to organise the article and divide it into different parts (e.g. scenario introduction, personal experiences).</u></p> <p>Teacher raises questions to enhance students'</p>	<p>Textbook</p> <p>Electronic devices (ebook support and internet)</p>	<p>15 minutes</p>

	<p>brainstorming about the topic: <b>How</b> would you introduce Disneyland to your friend? <b>What</b> would you do with your friends inside Disneyland? <b>What</b> is your opinion towards Disneyland? <b>Why</b> did you choose Disneyland to introduce to your friend?</p> <p>3. With the support of electronic devices, each group is given time to search the materials online (i.e. pictures and specific details of the attraction). Each student can report to the group on their findings and select useful data for writing.</p>		
<p>4. Main task (Cooperative learning - produce magazine article)</p> <p>-To create a magazine article (learning outcome)</p>	<p>1. Teacher divides students into groups of 3 to 4 in the class. Each group can divide the article into different sections for every student. Using the materials from the internet or their own experiences, the class is given 15 minutes to finish the article in groups.</p> <p>*Students can choose to finish their article on the electronic devices or on paper.</p> <p>2. After writing up the article, teacher can invite each group to introduce their finished product with the whole class.</p> <p>Teacher collects all the magazine articles from the class and make them into a real magazine as a</p>	<p>Electronic devices</p> <p>Paper (for writing)</p> <p>Peer assessment form (appendix 3)</p> <p>Teacher assessment form (appendix 4)</p>	<p>30 minutes</p> <p>(5 minutes for students' sharing)</p>

	collective learning product of the class.		
	3. The articles are assessed based on peer assessment from the class (appendix 3) and assessment form from the teacher (appendix 4).		