

**Understanding and Interpreting the New Senior Secondary English Language  
Curriculum For English Teachers  
Action Plan**

**A Plan for a Module on Macau Tourism**

**Target Students**

The target students for this module are from a secondary school in Tuen Mun. The majority of the students for this school belong to band two. In other words, they are neither the top nor the bottom students in terms of their English level. In terms of their socio-economic status, they are from lower class to middle class families. As a result, most of them have never travelled far away from Hong Kong. Their travel experiences are mostly confined within the Pearl Delta. This is the reason why this module is designed based on Macau, which is a familiar destination for most of the students in this school.

**Strengths and Weaknesses**

As mentioned above, the students are not very good at English, especially in the aspect of verb tenses. In addition, they are not really confident in public speaking, probably due to lack of practice.

On the other hand, the students are familiar with internet surfing and reading blogs. In fact, many of them have kept their own blogs. As a result, they are all aware of the function and convention of blogging.

**Procedures and Learning Targets**

**Task 1 – Reading Articles Introducing Tourist Sites**

<b>Tasks</b>	<b>Learning Targets</b>	<b>Strands</b>
1) <b>Pre-reading Task</b> Teacher introduce the participle phrase structure using the reading materials on the Macau Tourism website. <a href="http://www.macautourism.gov.mo/en/discovering/sightseeing_detail.php?catid=54">http://www.macautourism.gov.mo/en/discovering/sightseeing_detail.php?catid=54</a>	To understand more complex texts	Knowledge
2) <b>Reading Task</b> Students read the articles of two of the tourist sites on the website.	To analyse unfamiliar topics	Knowledge
3) <b>Post-reading Task</b> Students finish the reading comprehension questions on the articles.	To interpret and use more extensive and complex information	Knowledge

### Task 2 – Reading Tourist Itinerary

<b>Tasks</b>	<b>Learning Targets</b>	<b>Strands</b>
4) <b>Pre-reading Task</b> Teacher introduces some vocabulary items used in the suggested itinerary from the Macau Tourism website. <a href="http://www.macautourism.gov.mo/en/discovering/walking_tour.php">http://www.macautourism.gov.mo/en/discovering/walking_tour.php</a>	To understand more complex texts	Knowledge
5) <b>Reading Task</b> With the help of a tourist map of Macau, students read some suggested travel itinerary from the Macau Tourism website.	To analyse unfamiliar topics	Knowledge
6) <b>Post-reading Task</b> Students finish the reading comprehension questions on the articles.	To interpret and use more extensive and complex information	Knowledge

### Task 3 – Designing Tourist Itinerary

<b>Tasks</b>	<b>Learning Targets</b>	<b>Strands</b>
7) <b>Pre-writing Task</b> Teacher introduces the format of itinerary <a href="http://www.macautourism.gov.mo/en/discovering/walking_tour.php">http://www.macautourism.gov.mo/en/discovering/walking_tour.php</a>	To communicate a range of more complex messages for different audiences and purposes	Interpersonal
8) <b>Writing Task</b> Students will work in groups of 4 to design a 2-day itinerary for travelling in Macau. They also need to explain their preferences.	To converse, discuss, compare, and justify their preferences	Interpersonal
9) <b>Post-writing Task</b> Each group present their itinerary in front of the whole class. They are encouraged to use visual aids such as maps, pictures, and tables.	To communicate a range of more complex messages, both oral and written, for different audiences and purposes	Interpersonal

### Task 4 – Reading Travel Blogs

<b>Tasks</b>	<b>Learning Targets</b>	<b>Strands</b>
10) <b>Pre-reading Task</b> Teacher introduces some vocabulary items used in the travel blogs to be studied. <a href="http://www.travelblog.org/Asia/Macau/Macau/blog-366515.html">http://www.travelblog.org/Asia/Macau/Macau/blog-366515.html</a>	To understand more complex texts	Knowledge
11) <b>Reading Task</b> Students read the two travel blogs written by different tourists on the website.	To analyse unfamiliar topics	Knowledge
12) <b>Post-reading Task</b> Students finish the reading comprehension questions on the blogs, with special focus on the writers' feelings, points of view and attitudes.	To interpret and use more extensive and complex information	Knowledge

### Task 5 – Writing a Travel Blog

<b>Tasks</b>	<b>Learning Targets</b>	<b>Strands</b>
<b>13) Pre-writing Task</b> Teacher introduces the format and register of a blog	To communicate a range of more complex messages for different audiences and purposes	Interpersonal
<b>14) Writing Task</b> Students will imagine that they have travelled to Macau according to the itinerary and imagine that they have actually experienced the real Macau. Then they have to write a blog entry giving an account on the imaginary trip.	To respond to events in imaginative text through written means.	Experience
<b>15) Post-writing Task</b> All students post their blog entries to a discussion board on the internet. Each of the students needs to comment on 3 blog entries written by other classmates.	To communicate a range of more complex messages, both oral and written, for different audiences and purposes	Interpersonal

#### **Assessment**

For the reading tasks, the assessment will be based on the performance in the reading comprehension questions. For the production tasks, there will be more sophisticated assessment criteria. Regarding the tourist itinerary, the assessment will be based on both the written part and the spoken part and the spoken part will take into consideration the spoken text as well as the visual aids being used. For the travel blog entry, special attention will be paid on the appropriate use of informal register. In addition to the students' actual work, extra credits will be given to the students who have left meaningful replies to others' entries.

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