

LPF Reading Exemplar

Coming to Hong Kong

Task Description

In this reading activity, students read Emily's email to Cherry about her visit to Hong Kong for a holiday. They also read the discussion between Cherry and Charlie on making plans for Emily's visit. Students then responded to the related questions.

Preparation

Before the reading activity, the teacher introduced the topic by eliciting students' personal experience and prior knowledge of sending email messages for communication. The teacher also guided students to predict possible places for a visit in Hong Kong by asking them the following questions:

- Do you send email messages to your friends?
- What are the messages usually about?
- Where in Hong Kong would you take your friend to for a holiday? Why?

Learning Outcomes – ATMs 2-3

ATM 2

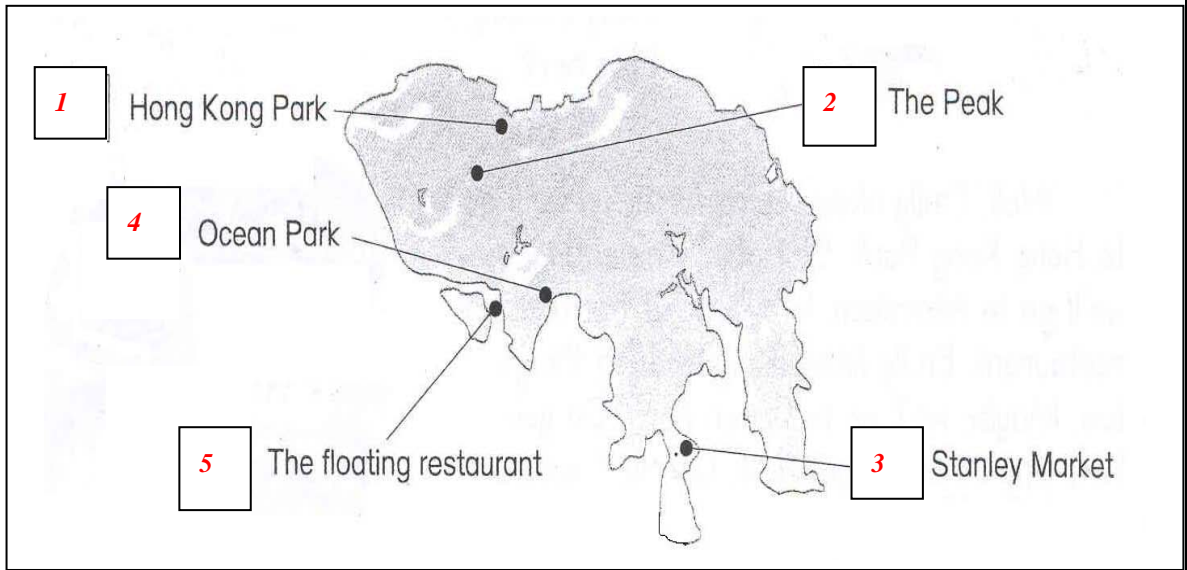
Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate

ATM 3

Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate

Questions	When students respond to the questions appropriately, they can:								
<p>1. a) Read the sentence ‘Can’t wait to see you.’ What does ‘you’ refer to?</p> <p style="text-align: center;"><u><i>It refers to Cherry.</i></u></p> <p>b) What does the sentence tell about Emily’s feelings? Why does she have such feelings?</p> <p style="text-align: center;"><u><i>She feels excited because she is coming to Hong Kong for a holiday.</i></u></p>	<p>ATM 2</p> <ul style="list-style-type: none"> follow ideas by understanding the use of simple cohesive devices, e.g. the personal pronoun ‘you’ to refer to Cherry in Emily’s email to Cherry <p>ATM 3</p> <ul style="list-style-type: none"> work out the meaning of the expression ‘Can’t wait to see you.’ by using semantic clues showing Emily’s excitement over the trip, e.g. ‘Great news!’, ‘I am going to come to Hong Kong for a holiday.’ 								
<p>2. Where will Cherry go with Emily? What will they do there? Fill in the grid with suitable words.</p> <table border="1" data-bbox="263 1541 940 1787" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Places to visit</th> <th>Things to do</th> </tr> </thead> <tbody> <tr> <td><u><i>Hong Kong Park</i></u></td> <td><u><i>seeing birds</i></u></td> </tr> <tr> <td><u><i>Aberdeen</i></u></td> <td><u><i>eating (at the floating restaurant)</i></u></td> </tr> <tr> <td><u><i>Ocean Park</i></u></td> <td><u><i>doing exciting things</i></u></td> </tr> </tbody> </table>	Places to visit	Things to do	<u><i>Hong Kong Park</i></u>	<u><i>seeing birds</i></u>	<u><i>Aberdeen</i></u>	<u><i>eating (at the floating restaurant)</i></u>	<u><i>Ocean Park</i></u>	<u><i>doing exciting things</i></u>	<p>ATM 2</p> <ul style="list-style-type: none"> process simple sentences by identifying key words, e.g. ‘Emily likes’, ‘so we’ll go to’, ‘Maybe we’ll go to’ follow ideas by understanding the use of simple cohesive devices, e.g. the connectives ‘also’ and ‘too’ to link ideas
Places to visit	Things to do								
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3. Number the places according to Charlie's suggestions.



L2

- follow ideas by understanding the use of simple cohesive devices, e.g. the connectives 'first', 'Next', 'Then' and 'After that' to show sequence

4. Do you think Cherry will take Charlie's suggestions?
Why or why not?

No, because he suggests too many places to go for one day.

ATM 3

- infer Cherry's decision by using clues in close proximity, e.g. 'Oh, Charlie! That's too much for one day!'

5. a) What new places did Charlie add to Cherry's suggestions?

Charlie added the Peak and Stanley (Market).

b) Are the places Charlie suggested good? Why?

Yes. Emily can eat good food in restaurants at the Peak and Stanley Market. OR

No. Emily cannot see birds or do exciting things at the Peak or Stanley Market.
(Accept any reasonable answers.)

5a)

ATM 2

- process simple sentences by identifying meaningful chunks, e.g. 'Next go to the Peak.', 'Then go to Stanley and see the open market.'

5b)

ATM 3

- identify the main idea about what Emily likes to do and see and supporting details explicitly stated in the text, e.g. '... Emily likes seeing birds...', 'She also likes eating.', '... doing exciting things...', '... eat at the floating restaurant...', '... go to Stanley and see the open market.'

Extract from **Longman Welcome to English 4B** (pp. 19-20)

Read

Where will Cherry take Emily? Read and find out.



Cherry's pen friend Emily was coming to Hong Kong. Cherry was making plans for her visit. 'Emily will arrive this Sunday,' she told Charlie. 'I want to show her some of the wonderful places there are in Hong Kong.'

'That's great,' said Charlie. 'There are so many exciting things to do. Where will you take her?'

'Well, Emily likes seeing birds, so we'll go to Hong Kong Park. She also likes eating, so we'll go to Aberdeen. We'll eat at the floating restaurant. Emily likes doing exciting things too. Maybe we'll go to Ocean Park. Do you have any other suggestions, Charlie?' asked Cherry.

'Mmm ... I have a good idea,' said Charlie.



What will Charlie suggest to Cherry?

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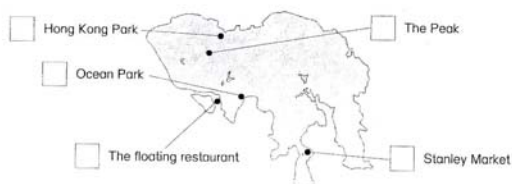
(Materials adapted from **Longman Welcome to English 4B** with the permission of **Longman Hong Kong Education**)



'On Monday, first go to Hong Kong Park. Next go to the Peak. Then go to Stanley and see the open market. After that go to Ocean Park. Then eat at the floating restaurant in Aberdeen. Then on Tuesday ...' said Charlie.

'Oh, Charlie! That's too much for one day!' said Cherry.

Number the places according to Charlie's suggestions.



Do Charlie's suggestions make sense? Why? Why not?

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(Materials adapted from **Longman Welcome to English 4B** with the permission of **Longman Hong Kong Education**)