

Project Title: Developing a self-directed English eLearning programme through the use of tablet

Project number: 2015/0276

Name of Organization/ school: Chi Lin Buddhist Secondary School

Project period: From 08/2016 to 07/2017

Lesson Plans

Year level: Secondary 4
Group: Higher ability group
No. of students: 13

Textbook:	<i>New Treasure Plus Book 2B</i>
Module:	Teenage life
Theme:	Unit 8 – Anti-drug campaign
Unit background information:	This unit introduces students to the problem of youth drug abuse, a topic that all students will be able to relate to and have an opinion on. In this unit, students will learn about the dangers of drugs. They will also be encouraged to think about why teenagers take drugs and what can be done to tackle the problem.

Measures to cater for learner diversity:

- ✧ Teacher tells students the objectives of the lesson to help them prepare for the learning content.
- ✧ Questions are set with a range of difficulty levels.
- ✧ Requirements set for students in the class activities vary from person to person.
- ✧ Teacher divides the class into mixed ability groups to enable students work collaboratively.
- ✧ Teacher shows examples and provides timely support for the students while they are doing class work.
- ✧ Students are able to use the tablets and eLearning tools to revise their previous learning content a number of times.

Lesson plan 1

Focus: Vocabulary building

Objectives: At the end of the lesson, students are able to:
 ☺ use words and phrases to talk about reasons for drug abuse, drug addiction and rehabilitation.

Procedures:

Time and tools	Teacher's activities	Students' activities	Clarification
8 minutes Textbook, PowerPoint	<ul style="list-style-type: none"> ✧ Students change groups. ✧ Tell students the objectives of the lesson. ✧ Check students' preparation work. 	<ul style="list-style-type: none"> ☺ Settle down. ☺ Get to know their lesson objectives. ☺ Show teacher their dictionary work on P.74-75. 	<ul style="list-style-type: none"> ☞ Check if students did look up the difficult words on P.74-75.
12 minutes PowerPoint, tablets, tablet app (Kahoot!)	<ul style="list-style-type: none"> ✧ Tell students the details of this activity. ✧ Hand out tablets. ✧ Start the game. ✧ Check students' scores. ✧ Explain the answers to students. ✧ Recap the activity. 	<ul style="list-style-type: none"> ☺ Listen to the teacher and learn the details of the activity. ☺ Get tablets and join the game. ☺ Use their tablets to answer the questions. ☺ Look at their scores. ☺ Learn words and phrases to talk about reasons for drug abuse, drug addiction and rehabilitation. ☺ Read aloud the words and phrases. ☺ Finish the exercise in their textbook. ☺ Tell what they have just done. 	<ul style="list-style-type: none"> ☞ Can they get the correct answers? ☞ Can they use words and phrases to talk about reasons for drug abuse, drug addiction and rehabilitation? ☞ Can they tell what they have just done so far?
8 minutes PowerPoint, tablets, tablet	<ul style="list-style-type: none"> ✧ Get students into groups of 2 or 3. ✧ Tell students the details of their second activity. 	<ul style="list-style-type: none"> ☺ Sit in groups. ☺ Listen to the teacher and learn the details of this activity. ☺ Use their tablets to listen to the 	<ul style="list-style-type: none"> ☞ Do they know what they need to do? ☞ Are they able to say

<p>app (Voice Memos)</p>	<p>✧ Recap the activity.</p>	<p>pronunciation of the words and phrases about reasons for drug abuse, drug addiction and rehabilitation</p> <p>☺ Record the words and phrases.</p> <p>☺ Share their recordings with their peers and check if there are pronunciation mistakes.</p> <p>☺ Tell what they have just done.</p>	<p>the reasons for drug abuse, drug addiction and rehabilitation?</p> <p>☞ Can they spot out the mistakes that their classmates made?</p> <p>☞ Can they tell what they have just done so far?</p>
<p>7 minutes</p> <p>PowerPoint</p>	<p>✧ Recap objectives. (If necessary, briefly go over the learning content again.)</p> <p>✧ Give students homework.</p>	<p>☺ Report what they have learnt.</p> <p>☺ Write down homework in their handbooks.</p> <p>☺ Start their homework if time is enough.</p>	<p>☞ Can they tell what have learnt in the lesson?</p>

Possible problems:

- ☞ If time is insufficient, leave the recording part for students as homework.
- ☞ If students are able to finish the planned content for this lesson, start the homework with them.

Lesson plan 2

Focus: Vocabulary building

Objectives: At the end of the lesson, students are able to:

- ☺ learn about the uses of suffixes;
- ☺ make nouns by adding suffixes *-ion/ -ment* to the end of some verbs.

Procedures:

Time and tools	Teacher's activities	Students' activities	Clarification
8 minutes Textbook, PowerPoint	<ul style="list-style-type: none"> ✧ Students change groups. ✧ Tell students the objectives of the lesson. ✧ Go over the content covered in the previous lesson. ✧ Check students' preparation work. 	<ul style="list-style-type: none"> ☺ Settle down. ☺ Get to know their lesson objectives. ☺ Review the learning content of the previous lesson. ☺ Show teacher their dictionary work on P.75. 	<ul style="list-style-type: none"> ☞ Check if students did look up the difficult words on P.75.
12 minutes PowerPoint, tablets, tablet app (Kahoot!)	<ul style="list-style-type: none"> ✧ Tell students the details of this activity. ✧ Hand out tablets. ✧ Start the game. ✧ Check students' scores. ✧ Explain the answers to students. ✧ Recap the activity. 	<ul style="list-style-type: none"> ☺ Listen to the teacher and learn the details of the activity. ☺ Get tablets and join the game. ☺ Use their tablets to answer the questions. ☺ Look at their group scores. ☺ Learn how to use suffixes <i>-ion/ -ment</i> to form nouns. ☺ Complete the exercises in the textbook. ☺ Read aloud the words and sentences. ☺ Tell what they have just done. 	<ul style="list-style-type: none"> ☞ Can they get the correct answers? ☞ Can they use words and phrases to talk about reasons for drug abuse? ☞ Can they tell what they have just done so far?
8 minutes PowerPoint, tablets, tablet	<ul style="list-style-type: none"> ✧ Put students into pairs. ✧ Tell students the details of their second activity. 	<ul style="list-style-type: none"> ☺ Sit in pairs. ☺ Listen to the teacher and learn the details of the activity. ☺ Use their tablets to type as many other 	<ul style="list-style-type: none"> ☞ Do they know what they need to do? ☞ Are they able to think of

<p>app (Nearpod), Internet/ online dictionaries</p>	<p>✧ Recap the activity.</p>	<p>words using the suffixes <i>-ion/ -ment</i> as they can. If necessary, students can go to the Internet or online dictionaries for help. ☺ Share their word list with the class and check if there is any mistake. ☺ Tell what they have just done.</p>	<p>other words using the suffixes <i>-ion/ -ment</i>?</p> <p>☞ Can they spot out the mistakes that their classmates made? ☞ Can they tell what they have just done so far?</p>
<p>7 minutes PowerPoint</p>	<p>✧ Recap objectives. (If necessary, briefly go over the learning content again.) ✧ Give students homework.</p>	<p>☺ Report what they have learnt. ☺ Write down homework in their handbooks. ☺ Start their homework if time is enough.</p>	<p>☞ Can they tell what have learnt in the lesson?</p>

Possible problems:

- ☞ If time is insufficient, leave the word list making part to the next lesson.
- ☞ If students are able to finish the planned content for this lesson, start the homework with them.

Lesson plan 3

Focus: Reading

Objectives: At the end of the lesson, students are able to:
☺ answer comprehension questions and proofread some notes.

Procedures:

Time and tools	Teacher's activities	Students' activities	Clarification
8 minutes Textbook, PowerPoint	<ul style="list-style-type: none"> ✧ Students change groups. ✧ Tell students the objectives of the lesson. ✧ Go over the content covered in the previous lesson. ✧ Check students' preparation work. 	<ul style="list-style-type: none"> ☺ Settle down. ☺ Get to know their lesson objectives. ☺ Review the learning content of the previous lesson. ☺ Show teacher their dictionary work on P.70-71. 	<ul style="list-style-type: none"> ☞ Check if students did look up the difficult words on P.70-71.
15 minutes PowerPoint Tablets, Tablet app (Kahoot!)	<ul style="list-style-type: none"> ✧ Tell students the details of this activity. ✧ Put students into pairs. ✧ Hand out tablets. ✧ Start the game. ✧ Check the scores of each group. ✧ Explain the correct answers to students. ✧ Recap the activity. 	<ul style="list-style-type: none"> ☺ Listen to the teacher and learn the details of the activity. ☺ Sit in pairs. ☺ Read the comprehension articles again very quickly. ☺ Get tablets and join the game. ☺ Use their tablets to answer the questions. ☺ Look at their group scores. ☺ Discuss and ask teacher to clarify their unclear areas. ☺ Tell what they have just done. 	<ul style="list-style-type: none"> ☞ Do they know what they need to do? ☞ Can they get the correct answers? ☞ Can they explain the mistakes? ☞ Can they tell what they have just done so far?
7 minutes PowerPoint Tablets, Tablet app	<ul style="list-style-type: none"> ✧ Tell students the details of this activity. 	<ul style="list-style-type: none"> ☺ Listen to the teacher and learn the details of the activity. ☺ Log into the eLearning platform. ☺ Proofread notes based on the content of the comprehension articles. 	<ul style="list-style-type: none"> ☞ Can they cross out the mistakes and write the

(Nearpod)	<ul style="list-style-type: none"> ✧ Look at their answers and explain the tricky areas. ✧ Recap the activity. 	<ul style="list-style-type: none"> ☺ Share their answers with the class. ☺ Tell what they have just done. 	<p>correct words above them?</p> <p>☞ Can they tell what they have just done so far?</p>
<p>5 minutes</p> <p>PowerPoint</p>	<ul style="list-style-type: none"> ✧ Recap objectives. (If necessary, briefly go over the learning content again.) ✧ Give students homework. 	<ul style="list-style-type: none"> ☺ Report what they have learnt. ☺ Write down homework in their handbooks. ☺ Start their homework if time is enough. 	<p>☞ Can they tell what have learnt in the lesson?</p>

Possible problems:

- ☞ If time is insufficient, leave the answer sharing part to the next lesson.
- ☞ If students are able to finish the planned content for this lesson, start the homework with them.

Lesson plan 4

Focus: Grammar

Objectives: At the end of the lesson, students are able to:

- ☺ identify when we can use the simple present tense to talk about the future;
- ☺ use the simple present tense to talk about the future.

Procedures:

Time and tools	Teacher's activities	Students' activities	Clarification
8 minutes Textbook, PowerPoint	<ul style="list-style-type: none"> ✧ Students change groups. ✧ Tell students the objectives of the lesson. ✧ Check students' preparation work. 	<ul style="list-style-type: none"> ☺ Settle down. ☺ Get to know their lesson objectives. ☺ Show teacher their dictionary work on P.76. 	<ul style="list-style-type: none"> ☞ Check if students did look up the difficult words on P.76.
10 minutes PowerPoint, tablets, tablet app (Kahoot!)	<ul style="list-style-type: none"> ✧ Tell students the details of this activity. ✧ Hand out tablets. ✧ Start the game. ✧ Check students' scores. ✧ Go through the PowerPoint about using the simple present tense to talk about the future. ✧ Recap the activity. 	<ul style="list-style-type: none"> ☺ Listen to the teacher and learn the details of the activity. ☺ Get tablets and join the game. ☺ Use their tablets to answer the questions ☺ Check their scores. ☺ Learn when we can use the simple present tense to talk about the future and the rules. ☺ Tell what they have just done. 	<ul style="list-style-type: none"> ☞ Can they get the correct answers? ☞ Do they know when to use the simple present tense to talk about the future? Can they identify the rules? ☞ Can they tell what they have just done so far?
10 minutes PowerPoint, tablets, tablet app	<ul style="list-style-type: none"> ✧ Get students into groups of 3 or 4. ✧ Tell students the details of their second activity. 	<ul style="list-style-type: none"> ☺ Sit in groups. ☺ Listen to the teacher and learn the details of the activity. ☺ Discuss with their group mates. ☺ Use their tablets to make sentences about 	<ul style="list-style-type: none"> ☞ Can they say the school facilities? ☞ Are they able to talk

(Nearpod)	<ul style="list-style-type: none"> ✧ Recap the activity. 	<p>the future using the simple present tense.</p> <ul style="list-style-type: none"> ☺ Share their sentences with the class and check if there are mistakes in each other's sentences. ☺ Tell what they have just done. 	<p>about the future using the simple present tense?</p> <ul style="list-style-type: none"> ☞ Can they spot out the mistakes that their classmates made? ☞ Can they tell what they have just done so far?
7 minutes PowerPoint	<ul style="list-style-type: none"> ✧ Recap objectives. (If necessary, briefly go over the learning content again.) ✧ Give students homework. 	<ul style="list-style-type: none"> ☺ Report what they have learnt. ☺ Write down homework in their handbooks. ☺ Start their homework if time is enough. 	<ul style="list-style-type: none"> ☞ Can they tell what have learnt in the lesson?

Possible problems:

- ☞ If time is insufficient, leave the sentence checking part to the next lesson.
- ☞ If students are able to finish the planned content for this lesson, start the homework with them.

Lesson plan 5:

Focus: Listening

Objectives: At the end of the lesson, students are able to:
☺ take phone messages about the arrangements for an anti-drug concert.

Procedures:

Time and tools	Teacher's activities	Students' activities	Clarification
8 minutes Textbook, PowerPoint	<ul style="list-style-type: none"> ✧ Students change groups. ✧ Tell students the objectives of the lesson. ✧ Check students' preparation work. 	<ul style="list-style-type: none"> ☺ Settle down. ☺ Get to know their lesson objectives. ☺ Show teacher their dictionary work on P.82-83. 	<ul style="list-style-type: none"> ☞ Check if students did look up the difficult words on P.82-83.
6 minutes Textbook, PowerPoint	<ul style="list-style-type: none"> ✧ Tell students the details of this activity. ✧ Recap the activity. 	<ul style="list-style-type: none"> ☺ Listen to the teacher and learn the details of the activity. ☺ Sit in pairs. ☺ Discuss and underline the key words in the message cards. ☺ Share the key words with the class. ☺ Tell what they have just done. 	<ul style="list-style-type: none"> ☞ Can they spot out the key words? ☞ Can they tell what they have just done so far?
18 minutes Textbook, PowerPoint, tablets, recording	<ul style="list-style-type: none"> ✧ Tell students the details of this activity. ✧ Hand out tablets. ✧ Walk around to check how they are doing. ✧ Give students the correct answers. ✧ Draw their attention on listening to 	<ul style="list-style-type: none"> ☺ Listen to the teacher and learn the details of the activity. ☺ Get tablets. ☺ Listen to the recording. ☺ Go over the listening content a few more times if necessary. ☺ Complete the phone messages. ☺ Compare their answers with their partners. 	<ul style="list-style-type: none"> ☞ Can they get the correct answers?

	<p>the key information.</p> <p>✧ Recap the activity.</p>	<p>☺ Tell what they have just done.</p>	<p>☞ Can they tell what they have just done so far?</p>
<p>3 minutes</p> <p>PowerPoint</p>	<p>✧ Recap objectives. (If necessary, briefly go over the learning content again.)</p> <p>✧ Give students homework.</p>	<p>☺ Report what they have learnt.</p> <p>☺ Write down homework in their handbooks.</p> <p>☺ Start their homework if time is enough.</p>	<p>☞ Can they tell what have learnt in the lesson?</p>

Possible problems:

- ☞ If time is insufficient, leave key information part to the next lesson.
- ☞ If students are able to finish the planned content for this lesson, start the homework with them.

Lesson plan 6:

Focus: Writing

Objectives: At the end of the lesson, students are able to:
☺ get basic ideas of giving advice to make a friend stop taking drugs.

Procedures:

Time and tools	Teacher's activities	Students' activities	Clarification
5 minutes PowerPoint	<ul style="list-style-type: none"> ✧ Students change groups. ✧ Tell students the objectives of the lesson. 	<ul style="list-style-type: none"> ☺ Settle down. ☺ Get to know their lesson objectives. 	
6 minutes Textbook, PowerPoint, tablets, tablet app (Kahoot!)	<ul style="list-style-type: none"> ✧ Review the pictures of the visit to Hong Kong Drug InfoCentre. ✧ Tell students the details of this activity. ✧ Start the game. ✧ Read the phrases with the students. ✧ Recap the activity. 	<ul style="list-style-type: none"> ☺ Listen to the teacher and learn the details of the activity. ☺ Get tablets. ☺ Answer the questions as fast as they can. ☺ Review some side effects and dangers of drugs. ☺ Look at the scores. ☺ Read aloud the phrases. ☺ Tell what they have just done. 	<ul style="list-style-type: none"> ☞ Can they get the correct answers? ☞ Are they able to read the phrases correctly? ☞ Can they tell what they have just done so far?
20 minutes Textbook, PowerPoint, tablets, online dictionaries, websites, worksheets, tablet app	<ul style="list-style-type: none"> ✧ Tell students the details of this activity. ✧ Give each group a different situation. ✧ Show students an example. 	<ul style="list-style-type: none"> ☺ Listen to the teacher and learn the details of the activity. ☺ Sit in groups of 4 or 5. ☺ Discuss the friend's problem with their group mates. ☺ Decide their roles and responsibilities in the task. 	<ul style="list-style-type: none"> ☞ Can they identify the friend's problem? ☞ Can they assign roles and responsibilities for

(Nearpod)	<ul style="list-style-type: none"> ✧ Walk around to check how they are doing and provide help if necessary. ✧ Recap the activity. 	<ul style="list-style-type: none"> ☺ Work collaboratively to finish the writing task. ☺ Type their writing. ☺ Proofread their writing. ☺ Start recording their writing content if time is enough. ☺ Tell what they have just done. 	<p>each other?</p> <ul style="list-style-type: none"> ☞ Are they able to work collaboratively? ☞ Do they know how to record videos? ☞ Can they report what they have just done so far?
4 minutes PowerPoint	<ul style="list-style-type: none"> ✧ Recap objectives. (If necessary, briefly go over the learning content again.) ✧ Give students homework. 	<ul style="list-style-type: none"> ☺ Report what they have learnt. ☺ Write down homework in their handbooks. ☺ Start their homework if time is enough. 	<ul style="list-style-type: none"> ☞ Can they tell what have done and learnt in the lesson?

Possible problems:

- ☞ If time is insufficient, ask students to finish their writing after the lesson.
- ☞ If students are able to record their writing, share their video with the class.