

Writing -

Give advice to make your best friend stop taking drugs

Learning objectives:



- 1. Review some side effects and dangers of drugs;
- 2. Give advice to make your best friend stop taking drugs.

Before, at the Drug InfoCentre...

- read stories about some drug addicts:
- learnt the side effects and dangers of drugs.

Now let me test how much you can remember...

3 common drugs in HK?

Activity 1



Choose the **correct answer** as fast as you can!



4 questions, 20s @

Taking drugs can cause ...

- hallucination
- heart problems
- memory loss
- frequent urination



Recap

- What did we just do?

☞ We had a Kahoot! Quiz about the side effects and dangers of drugs.

☞ e.g. heart problems
Taking drugs can cause hallucination.

frequent urination

memory loss

Learning objectives:

- ☑ 1. Review some side effects and dangers of drugs;
- ☐ 2. Give advice to make your best friend stop taking drugs.





What would you do if your best friend is taking drugs?



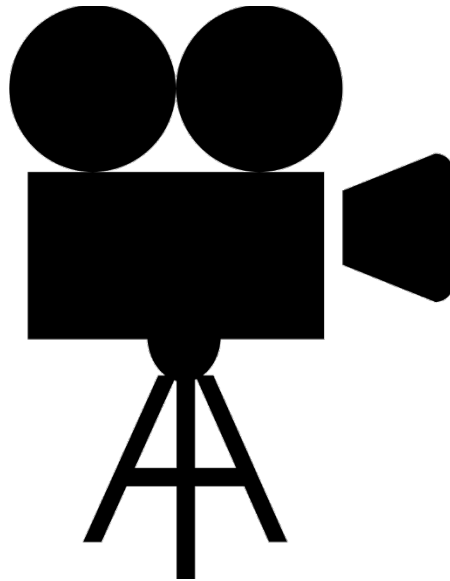


Activity 2

In your **group**, discuss your best friend's problem with your groupmates. Then, in about 50-80 words,

1. tell your best friend the **side effects and dangers** of taking drugs;
2. **give** him/ her some **advice on what to do**.

- After you have finished your draft, **record** your advice **in a video** and send it to your best friend.



Group 1

Hi, my dear friend!

My **parents** are **getting a divorce**. I'm very unhappy. Yesterday, a friend gave me some **ice**. He said it could make me feel happier. I started taking it. **Shall I take it again?** Can you give me some advice?

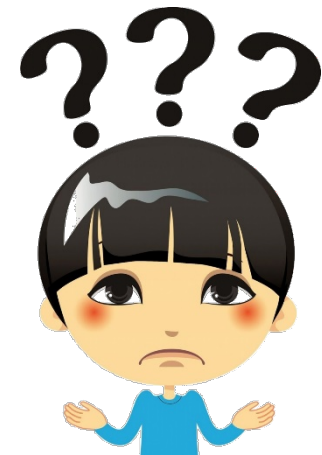


Anna

Group 2

Hi, my dear friend!

Our term 2 **exam** is coming. I'm very **stressful**. Yesterday, a friend gave me some **ketamine**. He said it could make me feel happier. I started taking it. **Shall I take it again?** Can you give me some advice?



Lily

Group 3

Hi, my dear friend!

I'm **being bullied** at school. I'm very unhappy. Yesterday, a friend gave me some **cocaine**. He said it could make me feel happier. I started taking it. **Shall I take it again?** Can you give me some advice?



Jimmy

e.g.

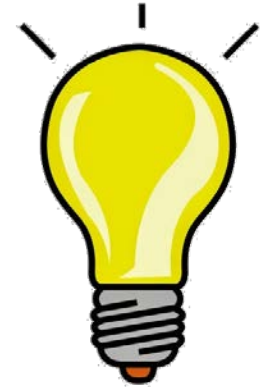
Hi, my dear friend!

I got **0 marks** in my **English test**. I'm very unhappy. Yesterday, a friend gave me some **heroin**. He said it could make me feel happier. I started taking it. **Shall I take it again?** Can you give me some advice?



Ken

e.g.



Hi, Ken!

I'm **sorry to hear** about your problem. But you **should not try** heroin **again**. Heroin is also called HK Money. Taking heroin is very dangerous. **It will cause** hallucination and memory loss.

You can seek help from your parents or teachers. I'm sure they will help you.

Don't take drugs, Ken. Quit drugs now! You can do it!

Now work in groups. You may need to go to ...

1. Drug InfoCentre
2. Cambridge Dictionary
3. Yahoo! Dictionary
4. Worksheet



YAHOO! 字典
雅虎香港

to search for useful information or look up words you don't know.

Don't forget to...

- ✓ check your **verb tense**;
- ✓ use a **friendly but firm** tone.





<http://www.online-stopwatch.com/full-screen-stopwatch/>



Recap

- What did we just do?
- ☞ We used **nearpod** to give **advice** to make our best friend stop taking drugs.

Learning objectives:

- ☑ 1. Review some side effects and dangers of drugs;
- ☑ 2. Give advice to make your best friend stop taking drugs.

Conclusion

- What did we **learn/do** today?
- Can you say some **key words/ phrases** we have covered in this lesson?

Next 2 lessons:



- Record your writing;
- Watch each group's video and give them advice on how to improve their videos;
- Read your classmates' advice;
- Edit your content and record your video again.

~I'll mark your second video~



1. i-Learner
2. Finish your writing with your groupmates.
3. Record your video after school today (if you can come).



Listen to take phone messages

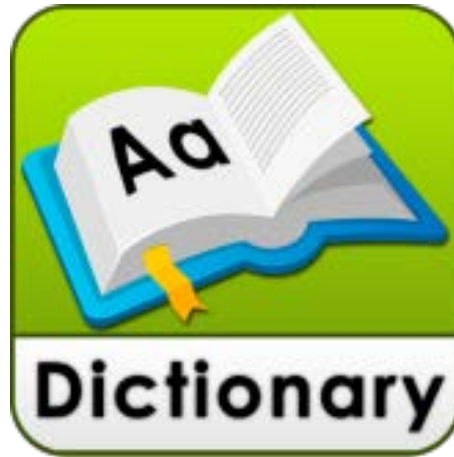
P. 82-83

Learning objectives:

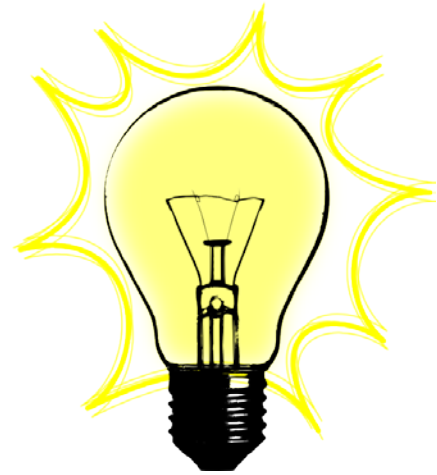


- 1. Underline the key words;
- 2. Listen to key information to complete phone messages.

Check P.82-83 - Preparation

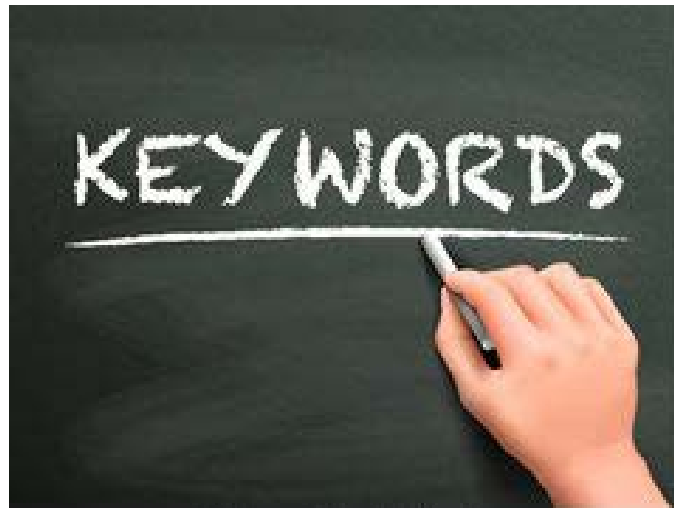


Activity 1



Sit in **pairs**.

Underline the **key words** in the message cards.



Recap



- What did we just do?

☞ We underlined some key words before we listen to the phone messages.

Learning objectives:

- ☑ 1. Underline the key words;
- ☐ 2. Listen to key information to complete phone messages.



Activity 2



Recap



- What did we just do?
- ☞ We listened to the phone messages and complete the messages cards.
- ☞ We learnt to listen for the key information.
 - e.g. ☞ the caller's name
 - ☞ the company he/she work for
 - ☞ the caller's phone number
 - ☞ the time you received the call
 - ☞ message (if any)

Learning objectives:

- ☑ 1. Underline the key words;
- ☑ 2. Listen to key information to complete phone messages.

Conclusion

- What did we **learn/do** today?
- Can you say some **key words/ phrases** we have covered in this lesson?

Tomorrow:

- Writing



1. i-Learner
2. Prepare for your writing



Read an email and a speech

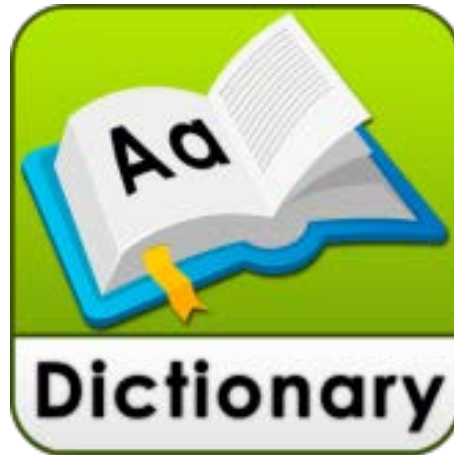
P. 70-73

Learning objectives:



- 1. Read an email and a speech to answer comprehension questions;
- 2. Proofread some notes.

Check P.70-71 - Preparation



Activity 1



Choose the correct answer as fast as you can!





Recap

- What did we just do?
 - ☞ We had a Kahoot! quiz to test how much we know after reading an email about an anti-drug campaign and a speech about drug abuse.

Learning objectives:

- 1. Read an email and a speech to answer comprehension questions;
- 2. Proofread some notes.



Activity 2







Recap

- What did we just do?

☞ We used **Nearpod** to **proofread** some notes in someone's diary.

Learning objectives:

- ☑ 1. Read an email and a speech to answer comprehension questions;
- ☑ 2. Proofread some notes.

Conclusion

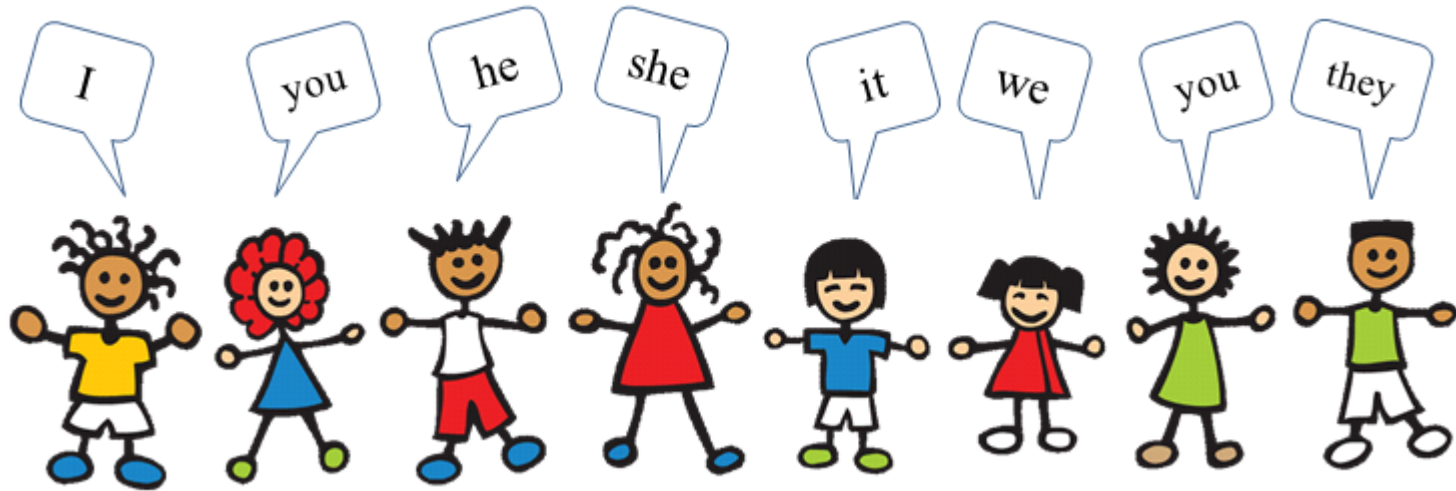
- What did we **learn/do** today?
- Can you say some **key words/ phrases** we have covered in this lesson?

Tomorrow:

- P.76 (Grammar)



1. i-Learner
2. Dictation



Grammar -

Using the **simple present tense**
to talk about the future

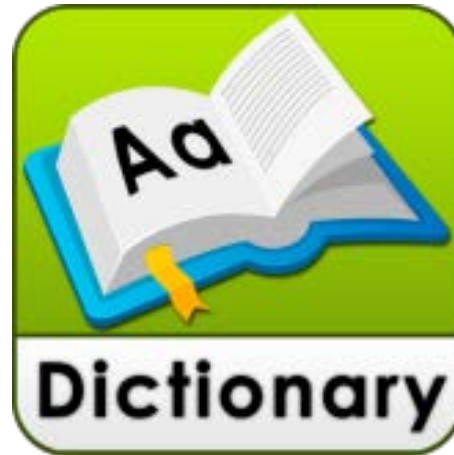
P. 76

Learning objectives:



- 1. Identify **when** we can use the simple present tense to talk about the future;
- 2. **Use** the simple present tense to talk about the future.

Check P.76 - Preparation



Before...

We learnt how to use *will* and
be going to talk about the
future.

e.g.

I *will* go to Japan next week.

She *is going to* watch a movie tonight.

Today...

- We'll learn how to use the simple present tense to talk about the future.



Activity 1



Choose the **correct answer** as fast as you can!



1. We use the simple present tense to talk about ...



definite future
arrangements that are
not likely to change.

e.g.

- After the welcome speech by our director Ms Mak, we **have** a concert with bands and singers performing songs with anti-drug messages.

2. We use the simple present tense to talk about ...



schedules and timetables.

We do not need to be the ones who make the plans.

e.g.

- The opening ceremony **starts** at 9 a.m. on 10 July.
- The closing ceremony **finishes** at 7.30 p.m.

Pay attention to **subject-verb agreement**:

e.g.

The **campfire gathering** begin at 7.30 p.m.

↑
third-person singular noun

✗

The campfire gathering **begins** at 7.30 p.m.

✓





Recap

- What did we just do?
 - ☞ We had a Kahoot! Quiz about using the simple present tense to talk about the future.
 - ☞ We use it to talk about:
 - ☺ definite future arrangements
 - that are not likely to change,
 - ☺ schedules and timetables.

Learning objectives:

- ☑ 1. Identify **when** we can use the simple present tense to talk about the future;
- ☐ 2. **Use** the simple present tense to talk about the future.





Activity 2

In **groups of 3 or 4**, use the simple present tense to make one or two sentences talking about the future.





<http://www.online-stopwatch.com/full-screen-stopwatch/>



Recap

- What did we just do?

☞ We used **nearpod** to make sentences to talk about the future by using the simple present tense.

Learning objectives:

- ☑ 1. Identify **when** we can use the simple present tense to talk about the future;
- ☑ 2. **Use** the simple present tense to talk about the future.

Conclusion

- What did we **learn/do** today?
- Can you say some **key words/ phrases** we have covered in this lesson?

Tomorrow:

- Check your answers on P.76
- Grammar book: P.28-29



1. i-Learner
2. Dictation on 25/5
3. Finish P.76
4. Grammar: P.28-29 (meaning)



Vocabulary building (1) -
Reasons for drug abuse and
words related to drug addiction
and rehabilitation

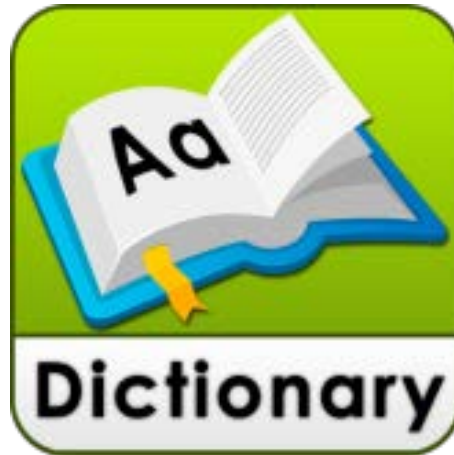
P. 74-75

Learning objectives:



- 1. Learn words and phrases to talk about **reasons** for **drug abuse**, **drug addiction** and **rehabilitation**.

Check P.74-75 - Preparation



Activity 1



Choose the **correct answer** as fast as you can!





Recap

- What did we just do?

☞ We had a Kahoot! Quiz about reasons for drug abuse.

☞ e.g.:

◆ curiosity

◆ peer pressure

Activity 2







Recap

- What did we just do?

☞ We used **Voice Memos** to record phrases about reasons for drug abuse, drug addiction and rehabilitation.

Conclusion

- What did we **learn/do** today?
- Can you say some **key words/ phrases** we have covered in this lesson?

Tomorrow:

- P.75 (Suffixes)



1. i-Learner
2. Finish *Vocabulary and Writing book*
(P.27, 29)
3. P.75 (meaning)



Vocabulary building (2) - Suffixes: -ion/ -ment

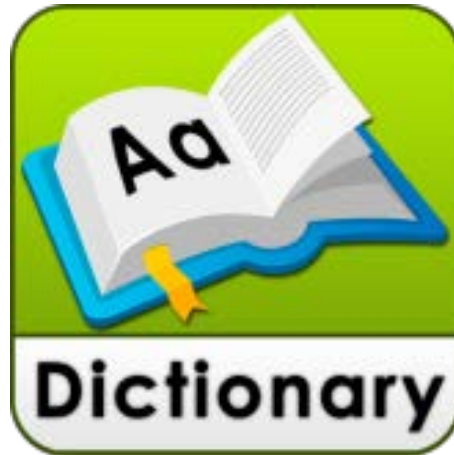
P. 75

Learning objectives:



- 1. Learn the **uses** of suffixes.
- 2. **Make nouns** by adding suffixes **-ion/ -ment** to the end of some verbs.

Check P.75 - Preparation



Activity 1



Choose the **correct answer** as fast as you can!





Recap

- What did we just do?

☞ We had a Kahoot! Quiz about suffixes

-ion and -ment.

☞ Sometimes, we need to remove the final letter of the root word before adding the suffix.

e.g. celebratee + *ion* = celebration

Learning objectives:

- ☑ 1. Learn the **uses** of suffixes.
- ☐ 2. **Make nouns** by adding suffixes **-ion/ -ment** to the end of some verbs.



Activity 2



e.g. addiction
correction

...

advertisement
basement

...





Recap

- What did we just do?

☞ We used **Nearpod** to make a word list using suffixes -ion, and -ment.

Conclusion

- What did we **learn/do** today?
- Can you say some **key words/ phrases** we have covered in this lesson?

Tomorrow:

- Reading P.70-73



1. i-Learner
2. Finish *Vocabulary and Writing book* (P.31)
3. P.70-71 (meaning)