



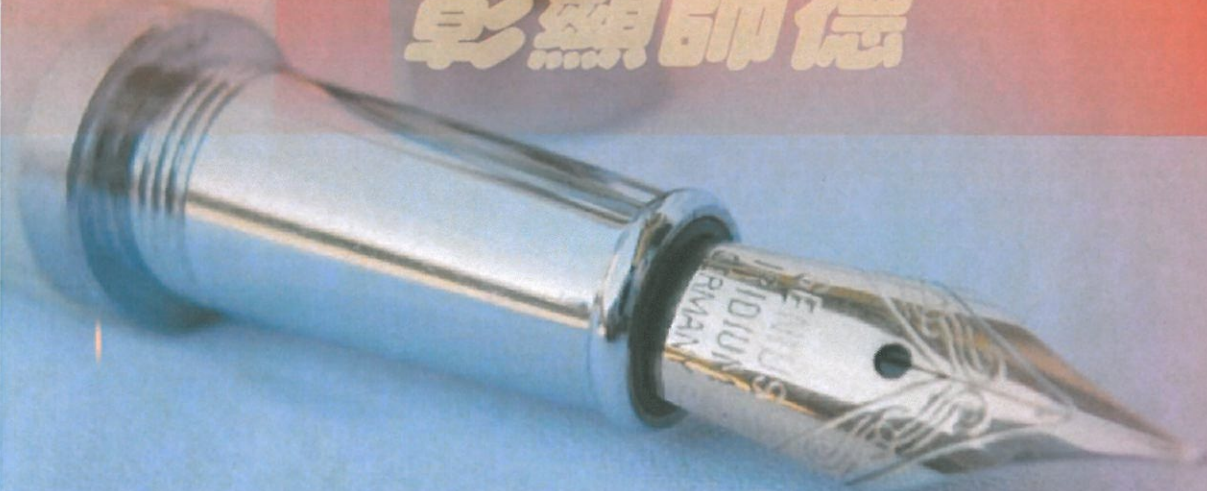
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追求卓越

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Rationale behind the design of the lesson

Introduction

When it comes to designing a cross-curricular lesson, many English teachers are scared and troubled, thinking that it must be something very time-consuming and ineffective. As the English Panel Head of the school, I would like to show my colleagues that integrating moral education into the English lessons is something feasible and effective, which enables students to use English in a realistic way.

I collaborated with the Values Education Department of my school. After teaching students the importance of family love in a class period, I designed an integrated-skills English lesson which was a continuation of the class period.

Stages of the lesson

In the lead-in stage, I made use of a PowerPoint document which was about a 9-year-old son longing to have dinner with his father and his father misunderstanding him. The son used the second conditional when asking the father to come home early, implying that it was unlikely to happen. By showing students a real example of the second conditional, I could draw students' attention to the form and function of the grammar item (i.e. using past tense for unreal or impossible situations).

In the presentation stage, I played the song 'Tears in Heaven' which was written by Eric Clapton whose commemorated the death of his 2-year-old son. Instead of asking students to tell me their feelings of the song (which at times could be very abstract), I asked them to think of a colour to describe the song. Students were then given a worksheet so that they could fill in the missing lyrics. Afterwards, they were asked to get into groups of 4 and discuss the answers and the literary meaning of the song, which allowed them to appreciate language art.

In the practice stage, students were asked to get into groups and given the following situational

task. ‘Last week, a fourteen-year-old girl tried to commit suicide and was sent to hospital. If you **were** the following people: A-her teacher; B-her parent; C-a social worker; and D-her friend, what **would** you **do** to prevent her from committing suicide again?’ Assigning specific roles to students could help them generate ideas more easily and be on-task. Students’ responses were then elicited and shared in class.

In the production stage, students were asked to write a poem on ‘_____ in Heaven’ and share it in pairs. This could extend their imagination as they could write about ‘Food in Heaven’ or ‘Laughter in Heaven’, and enable students to appreciate poetry. Moreover, this could facilitate their completion of the subsequent writing task. Students were asked to write a short composition of about 100 words on the topic ‘_____ in Heaven’ as a home assignment.

In the closure, students revised the form and function of the second conditional and were asked to hand in their compositions in the following lesson.

Closing remark

I consider this lesson an exemplary lesson in the sense that we can instill moral values into the youths’ minds subconsciously. Meanwhile, students can learn the target linguistic and grammar items required in the English syllabus. Apart from English language learning, the element of language art (songs & creative writing) is promoted in the lesson, students’ imagination has been extended and creativity is encouraged. Finally, the integration of the four skills (i.e. listening, speaking, reading, and writing) makes the lesson a lively and meaningful one, which can capture students’ attention and secure their active involvement.

Lesson Plan

Background Information

Class level: S.3

No. of Students: 38 boys and girls

Class time: 55 minutes, a single lesson

Seating arrangement: In pairs

Ss' previous knowledge: In the previous class period, Ss were taught the importance of having a good family relationship. Students have also learnt the second conditional (If I were ..., I would ...). However, mistakes concerning this sentence structure are often found in students' writings.

Teaching/learning objectives: In this lesson, the teacher will give students room to think about the importance of family love and consolidate their understanding of the second conditional.

Teaching materials/aids: PowerPoint document (see Appendix 1), handouts (see Appendices 2 – 4), computer and CD, chalk & board

No learning outcome

Stage	Procedure	Teacher	Students
I. Lead-in Stage Introducing the second conditional by giving Ss a PowerPoint presentation on family love (10 min)	T introduces the second conditional by giving Ss a PowerPoint presentation about family love.	Tell Ss T's relationship with his father. Tell Ss that T is going to give a PowerPoint presentation on family love (see Appendix 1). Draw Ss' attention to the form and function of second conditional. (Using past tense for unreal or impossible situations)	Ss listen. Ss watch the slide show. Ss listen.
II. Presentation Stage (10 min)	T introduces the song and teaches some vocabulary items to Ss.	Play the song 'Tears in Heaven' (see Appendix 2) once. Ask Ss to think of a colour to describe the song and give reasons for their choice. Give Ss the worksheet (see Appendix 3) and ask Ss to fill in the missing lyrics. Play the song again. Ask Ss to form groups of 4 and discuss the answers. Ask Ss to discuss the literary meaning of the song. Share T's view about the song with Ss. Teach Ss some of the linguistic items in the song such as the conditional sentences.	Ss listen. Ss answer. Ss listen. Ss discuss with their group members. Ss discuss in groups. Ss listen. Ss listen.

Stage	Procedure	Teacher	Students
<p>III. Practice Stage (15 min)</p>	<p>T gives Ss a situational task on conditional sentences (unreal) and elicit responses from Ss.</p>	<p>Ask Ss to get into groups of 4.</p> <p>Give Ss the following situational task (Appendix 4): ‘Last week, a fourteen-year-old girl tried to commit suicide and was sent to hospital. If you were the following people, what would you do to prevent her from committing suicide again?’</p> <p>Assign roles to students in each group: A: her teacher B: her parent C: a social worker D: her friend</p> <p>Give Ss 5 min to discuss what they would do if they were the above people.</p> <p>Elicit responses from Ss.</p>	<p>Ss form into groups of 4.</p> <p>Ss listen.</p> <p>Ss listen.</p> <p>Ss discuss with their partners.</p> <p>Ss answer.</p>
<p>IV. Production Stage 1 - Poem Writing (10 min)</p> <p>Production Stage 2 - Composition Writing as Home Assignment (5 min)</p>	<p>T asks Ss to write a poem on “_____ in Heaven”.</p> <p>T asks Ss to write a short composition on “_____ in Heaven”.</p>	<p>Ask Ss to write a poem on “_____ in Heaven”.</p> <p>Ask Ss to share their poems in pairs.</p> <p>Ask Ss what they would do if they were in the heaven.</p> <p>Write “_____ in Heaven” on the board and ask Ss to fill in a word that they have in mind.</p> <p>Ask Ss to write a short composition (about 100 words) and submit it in the following lesson.</p>	<p>Ss write their poems.</p> <p>Ss share their poems in pairs.</p> <p>Ss answer.</p> <p>Ss listen.</p>
<p>V. Closure (5 min)</p>	<p>T reviews what Ss have learned in the lesson.</p>	<p>Ask Ss which song they have listened to in the lesson.</p> <p>Ask Ss whether they like the song.</p> <p>Ask Ss the form and function of conditional sentences (unreal).</p> <p>Remind Ss to hand in the short composition in the following lesson.</p>	<p>Ss answer: “Tears in Heaven”.</p> <p>Ss answer.</p> <p>Ss listen.</p>