

**Class:** Secondary 2

**Date:** 27th April 2010

**No. of students:** 32

**Subject:** English Writing

**Duration:** 2:05 to 2:45

**Topic:** Writing a short story – A modern fairy/angel/heroine

**Previous learning:**

Students were taught vocabulary items about hi-tech gadgets, weapons and feelings.(Longman 2B Unit 5) To consolidate students' learning, a writing task on short story was designed to help explore their imagination and enhance their confidence in using English in writing and in speaking.

**Objectives:**

At the end of the lesson, student should be able to:

1. Use the vocabulary items they learnt in Unit 5 to write a short story entitled – A modern \_\_\_\_\_. (The given comic strips were extracted from Unit 5.)
2. Describe the characters, the setting and the plots.(they were instructed to use simple past tense)
3. Write a creative ending of the story.

**Materials and aids:**

1. A desktop computer
2. A mini-multimedia projector and portable screen
3. PowerPoint
4. Mind-map worksheet
5. Coloured paper for group discussion

**Lesson flow and sequence (content / activities):**

1. Motivation (5 mins)	<ul style="list-style-type: none"> <li>- to ask students to sit according to their project groups (6 groups)</li> <li>- to revise the taught vocabulary item on hi-tech gadgets and weapons</li> <li>- to introduce the important elements when writing a short story</li> <li>- to introduce the writing task – a short story on A modern _____</li> </ul>
2. Group discussion on elements in story writing ( 5 - 6 mins)	<ul style="list-style-type: none"> <li>- to show the PPT of the comic strips</li> <li>- to assign each group with a task for discussion concerning elements in</li> </ul>

	<p>writing this short story</p> <ul style="list-style-type: none"> <li>- each group will be given 5 mins for group discussion</li> <li>- 3 groups o characters</li> <li>- 1 group on setting</li> <li>- 2 groups on reasons for fighting</li> <li>- the teacher will walk around and give advice</li> </ul>
3. Reporting on setting, characters and plots of the story ( 7-8 mins)	<ul style="list-style-type: none"> <li>- each group will be given about 1 to 1.5 mins. to report</li> <li>- teacher will give feedback</li> </ul>
4. Explanation on the development of plots (5 mins)	<ul style="list-style-type: none"> <li>- student is invited to number the sequence of the comic strips</li> <li>- students are told to write the development of the plot by their own</li> </ul>
5. Brainstorming on the ending of the story ( 5 mins )	<ul style="list-style-type: none"> <li>- students' attention are drawn on the big 'question mark' that appears on the last frame</li> <li>- students are given coloured paper to write down the possible ending of the story</li> </ul>
6. Reporting on the ending (10 misn)	<ul style="list-style-type: none"> <li>- Group 1 to Group 6 will take turn to present their discussion</li> <li>- the group leader will stick their report on the blackboard</li> <li>- the group leader or a member will share the ending with the class</li> <li>- the teacher will give some feedback</li> </ul>
7. Individual writing (the second period)	<ul style="list-style-type: none"> <li>-students are asked to go back to their original seat to write their own story</li> <li>-students will be using the second period writing their own story</li> </ul>

**Post-lesson reflection:**

1. Student learning

1.1 With the help of the revision of the vocabulary items taught in Unit 5, most students were able to use words to describe hi-tech gadgets ,weapons and characters. They showed confidence in using English.

1.2 In the first and the second discussion of setting, plots, characters and possible ending respectively, students showed enthusiasm in learning. They were fully engaged in their discussion and were willing to converse in English. It was good that they frequently asked questions. In their oral presentation especially the ending of the story, they showed a high degree of creativity and confidence in using English.

2. Evaluation of the lesson

2.1 Students were able to follow instructions and finished the assigned task.

2.2 Some students were quite passive because they were unwilling to be video-tapped.

2.3 The teacher could spend some time teaching them more action verbs and lively adjectives to help enhance their writing skills.