Lesson Plan

Level:	Secondary One
Number of students:	30
Lesson length:	50 mins
Topic:	Countable and uncountable nouns
Learning objectives:	By the end of the lesson, students should be able to:

1. Talk about amounts using countable and uncountable nouns
2. Understand the way to ask about amounts using countable and uncountable nouns
3. Hold a dialogue to talk about what to buy for a trip

Time Allocation	Teaching Steps	Purpose	Materials
5 mins	• T invites Ss to name a few objects they find in the classroom, and asks Ss if they are countable or uncountable • T introduces the topic that Ss are going to learn to talk about amounts using countable and uncountable nouns. T tells Ss that they are going to watch a video.	• To arouse Ss' interest and recap what they might have learned before. • To familiarize Ss with the topic.	
5 mins	• T plays the video from 0:00 to 1:29. Then, T guides Ss to think of some countable and uncountable nouns and invites them to tell the class.	• To revisit some expressions Ss learned • To allow Ss to learn from peer contribution	Video
15 mins	• T plays the video from 1:30 to 2:39. Then, T distributes a worksheet which consists of names of countable and uncountable nouns. Ss are asked to work in pairs and take turns to take the role of Chris and Adrian in the dialogue for a trip in the video. Below is the dialogue in the worksheet: <table><tr><td>A:</td><td>We are going to a trip tomorrow. Do we need anything?</td></tr></table>	• To familiarize Ss with the dialogue they are going to practise • To practise what Ss have just learned	Video Worksheet

	B:	We need some \<countable noun>.		
	A:	How many \<countable noun> do we need?		
	B:	We need \<amount> \<countable noun>. We also need some \<uncountable noun>.		
	A:	How much \<uncountable noun> do we need?		
	B:	We need \<amount> \<uncountable noun>.		

	● T walks around and helps if necessary.	● To cater for learning diversity	
	● T invites one pair of Ss to demonstrate their dialogue, and gives comments.	● To allow Ss to learn from peer contribution	
5 mins	● T plays the video from 2:40 to 4:05 to introduce the ways to talk about amounts using countable and uncountable nouns. T pauses when Ss require more explanation.	● To explain the grammatical rules to Ss	Video
5 mins	● T plays the video from 4:06 to 4:36 which is the first question of the quiz. At 4:36, T pauses the video and invites Ss to respond. Alternatively, Menti (an online platform) can be used to record Ss' answers. T explains the answer of the question afterwards.	● To consolidate what Ss have learned in the lesson ● To promote collaborative learning	Video iPad
10 mins	● T plays the video from 4:37 to 5:43. At the same time, Ss answer the same set of questions on Kahoot! (an online platform) so that their response could be recorded. After completing all questions, T invites Ss to explain some of the answers.	● To consolidate what Ss have learned in the lesson ● To promote collaborative learning	Video iPad
5 mins	● T plays the video from 5:44 to 6:20 and recaps what Ss have learned in the lesson.	● To recap what Ss have learned in the lesson	Video

Self-evaluation Report

Introduction

Designing an attractive an interactive lesson is the main target of my teaching plan. Incorporating videos in a lesson, undoubtedly, will make it more attractive and interesting to students. However, video production is a very time-consuming process. No teacher is willing to spend hours and hours to produce a video for a lesson. They will go to YouTube instead of searching for videos which seem to be related to the topics they teach. This often leads to a failed lesson because the videos online are not suitable due to students' various backgrounds and learning motivations. In my opinion, the video played during the lesson should be attractive and tailor-made. The teaching and learning of the lesson should not be unidirectional but interactive as well. It is hoped that the teaching concepts and strategies that I incorporated in the teaching plan could help achieve this goal.

Teaching concepts and strategies

My lesson is attractive and interactive. An interesting video is produced to attract and motivate students to learn about the topics that I teach. Throughout the lesson, the video is also used to carry out interactive activities with students using some e-learning tools. I believe that video is not just for watching. It should allow students to participate in it with various activities throughout it.

The video I produced for the lesson is made by a cloud-based animated video creation platform called GoAnimate, which has been awarded the Best Business Solution Grand Award in Hong Kong ICT Awards 2017 organized by the Government of Hong Kong Special Administrative Region. This is a do-it-yourself animation platform which allows users to create professional and creative videos easily. It is an effective way to engage and motivate the audience, especially students, through a large number of templates provided by the platform. This is because all characters and scenes in the platform are cartoonized, and students love cartoons. The only thing teachers need is to think of a way to embed the topic they are going to teach in one of the templates supplied by the platform. The platform even supports automatic lip synchronization and text to speech output which help increase the authenticity of the exchanges of the

characters in the video. Teachers therefore could produce an attractive and interesting video which suits students' level easily. It is believed that this is something which should be promoted among teachers.

I believe that learning should not be unidirectional. Therefore, several tasks are designed in the video so that teacher and students could interact with one another. For instance, there is a quiz section in my video. Students are required to answer some questions based on what they have just learned from the video. A few e-learning tools could be incorporated at this stage, like Menti and Kahoot!. Thanks to these two platforms. Teacher can now instantly understand the problems of students through their performance in the quiz and explain the answers to them when necessary. It is a good way to cater for learning diversity and allow students to learn from peer contribution.

It is believed that students will be more concentrated throughout the lesson as they find the illustrations of the video attractive and interesting. According to the teaching plan, teacher pauses the video from time to time. This gives the teacher an opportunity to observe any potential issues and cater for students' learning diversity within the classroom. Also, several interactive activities are included like practising a dialogue, participating in a Q&A competition. These activities strongly motivate students to learn in the class and benefit students of different abilities.

Advantages over normal classroom teaching

One obvious advantage of incorporating a video in the lesson is that the lesson will become more attractive. It is based on an assumption that the video that the teacher produced is attractive. This is why I am recommending teachers to use the GoAnimate platform to create attractive and interesting video easily. Another advantage is that students will be more concentrated in the class because of the visual and audio stimuli. Students will have a higher motivation to learn during the lesson. Also, a video could visualize something which cannot be visualized during the lesson easily. Students could learn from a more authentic environment. For instance, one cannot demonstrate a "space travel" situation in a classroom. But with the help of a video, such situation could easily be demonstrated digitally.