

EdUHK Corpus-based ELT Lesson Design Competition

Lesson Topic/Title: Facts about Coronavirus - What kids need to know

Competition No. HK04

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Target Students: Secondary 3 students (lower-intermediate)

Corpus Used: Wordsift

Lesson Duration: 70 minutes /double lessons

Learning Objectives:

1. To expand students' subject-related words
2. To identify the key words by using Wordsift in order to get familiar with the reading passage
3. To guide students to utilise Wordsift to be the self-directed learning tool.

Duration	Procedures	Mode	Purpose	Materials
<p><i>Pre-reading stage</i></p> <p>5-10 mins</p>	<ol style="list-style-type: none"> 1. T shows a video about how COVID-19 affects people in Hong Kong. 2. Ss write down some words or phrases they hear or read frequently in daily life when it comes to Coronavirus in Hong Kong context on Padlet. 3. T will show the result to the class and ask Ss why those words come first. 	<p>T → Ss</p> <p>Ss → C</p>	<ol style="list-style-type: none"> 1. To activate Ss' schemata by arousing their interest and connecting to the hot topic nowadays. 	<ol style="list-style-type: none"> 1. iPads 2. Padlet - https://padlet.com/MissRavKwok/WordsCOVID19 3. Video - https://www.youtube.com/watch?v=7cgpMBRPj8o
<p>10 minutes</p>	<ol style="list-style-type: none"> 4. T distributes the reading passage to Ss. 5. Ss talk to neighbours or partners about what they have written down. 6. Ss work in pairs to highlight all the words which are similar to their response in the reading passage. 	<p>Ss → Ss</p>	<ol style="list-style-type: none"> 2. To remind Ss that keywords and key concepts are available in most reading passages. 	<ol style="list-style-type: none"> 1. Reading passage 2. https://docs.google.com/document/d/1UqFWjyZXj-uslCR1HTYXS9vNVINpaiShXnqFrC4bXZw/edit?usp=sharing

10 -15 minutes	<p>7. T introduces Wordsift to Ss and demonstrate by using the same passage.</p> <p>8. Ss try it with partners and find out what are the most frequently used keywords in the passage.</p> <p>9. Ss list the top 3 keywords shown on Wordsift and tell the class how many times did they appear in the text.</p>	<p>T→ Ss</p> <p>Ss→ C&T</p>	<p>3. To inform Ss that they can utilise technology in terms of being an independent reader/learner.</p>	
10-15 minutes	<p>10. Ss work in pairs and categorise the words in word cloud and put them into corresponding paragraphs.</p>	<p>Ss→ Ss</p>		
5-10 minutes	<p>11. T reviews the Ss' response and introduces the text structure of the passage.</p>	<p>T→ Ss</p>	<p>4. To explain the importance of subject/topic-related vocabulary building is important for reading.</p>	
10 minutes	<p>12. T checks students' understanding by putting the correct sub-headings to paragraphs.</p> <p>13. Ss can copy PPT slides to their Google drive and modify it.</p>	<p>T→ Ss</p> <p>Ss→ T</p>		<p>1. PPT Slides shared with Ss https://docs.google.com/presentation/d/1HUQG0-4x5wvs6dluVtFzOgDBm1eQ0mzs_f4b5H0Nk1PA/edit?usp=sharing</p>