

Teaching Plan for Mother's Day Boundless English

Time	Double lesson (80 minutes)
Objectives	Encourage students' self-access online learning of English Inform students about Mother's Day using English Keep students motivated to visit the Boundless English board
Target language	Parts of the face (cheek, chin, eyebrows, hair, lips, nose) Past tense to tell stories & personal anecdotes

1-2 days before the lesson

1. Check that you can connect to the English Campus website.
2. Make sure that the Boundless English notice board has been put up in school.
3. Download and print ~15 copies of the 'Do You Know' section for students if it is hard to read on the screen in your classroom.

The Lesson (Double lesson – 80 minutes)

Time	Activities	Notes
5 mins	<p>Introduction Ask students: <i>What will you do for your Mum on Mother's Day?</i> <i>What will you give her?</i> <i>If I gave you \$1,000, what would you buy for her?</i></p>	You could teach the names of popular flowers such as roses and carnations.
3 mins	<p>Set up the projector and load the Mother's Day website. Put down the blinds, etc.</p>	
10 mins	<p>Show the class the 'English Campus' Mother's Day website. (http://ec.hkedcity.net/boundless)</p> <p>Ask students which section they would like to see. Ask one student to control the mouse. Others can put up their hand and say... e.g. <i>Click on Poems please.</i> <i>Scroll down please.</i> <i>Could you go back to the main page?</i> <i>Could you stop playing the video?</i> <i>Could you play it again?</i></p>	Students have already seen a few Festival pages. Let them choose what to see this time.
25 mins	<p>Mothers and Daughters</p> <p>Click on the 'Games' page.</p> <p>Put students into groups of 4. Get them to guess as a group. They must guess which child belongs to which mother by describing the similarities. They must give three reasons for their guess.</p> <p>e.g. <i>I think the fifth girl is the first mother's daughter. Their eyebrows are similar and they have the same cheeks. They both have a small chin as well.</i></p> <p>Give each group 10 minutes to prepare. Ask 2-3 groups to give their guesses for each mother. Check the answers at the end.</p>	<p>You could pre-teach parts of the face, such as <i>cheek, chin, eyebrows, hair, lips and nose.</i></p> <p>Keep the students in the same groups for the next activity.</p>
10 mins	<p>Do You Know Click on the 'Do You Know' page.</p> <p>Give students 5 minutes to think of the answers.</p> <p>Ask each group to give their guess with reasons for one 'fact'.</p>	You could download this page and print 1 copy per group

	<p>e.g. <i>I think Number 6 is true because I saw a cartoon, Happy Feet. The father did that in the film.</i></p> <p>Check the answers.</p>	
22 mins	<p>Do You Know (continued) Ask students to tell two stories about their mothers. One is true and one is false.</p> <p>You could give an example.</p> <p>1. <i>My mother was once in a traffic accident. She was riding in a 97A minibus to Cheung Sha Wan when a taxi hit it. She was not injured but the driver went to hospital.</i></p> <p>2. <i>My mother was eating Hainan chicken in a restaurant in Mong Kok. She found a cockroach under the chicken. She complained but the waitress told her it was garlic. 'Garlic doesn't have legs!' replied my mother.</i></p> <p><i>Which story is true?</i></p> <p>Each student must think and tell their group mates two stories. The group can ask questions if there is time. The group guesses at the end.</p> <p>The group can choose the best stories to tell the class if there is time.</p>	<p>Tell students that both stories must be believable and suitable to share with others. No immature ideas will be accepted.</p> <p>You could tell students that they must talk for at least 1 minute.</p> <p>Encourage them to make each story believable. Small details, such as the number of the minibus, make it more believable.</p> <p>Remind students that they should use the past tense for telling stories about past events.</p>
5 mins	<p>Homework Click on 'Video Clips' then 'More Video Clips'.</p> <p>Show 1-2 clips. The 'Divorce' clip is not too difficult.</p> <p>Keep the students in their groups of 4. They must choose a clip and write the dialogue for it as homework.</p> <p>Some parts are more difficult because the presenter has a strong accent. Encourage them to choose easier clips and allow some blanks for words they don't know.</p>	<p>Listening in groups is useful peer learning. Students will discuss and share vocabulary.</p> <p>Make sure each group sets a time and place to watch the clip so that they don't just get one student to do it!</p> <p>You could show the clips in class and ask groups to read out the dialogues. Ask all the group about the clip to check that they all watched it.</p>