



香港中文大學  
The Chinese University of Hong Kong

Centre for Enhancing English Learning and Teaching  
Faculty of Education  
The Chinese University of Hong Kong

*Quality Education Fund Thematic Network (QTN)  
on English Language (Primary) 2015/16*

Sample lessons for sharing  
(e-Learning module)



# Table of Contents

Sample lesson	Project theme (e-Learning tools adopted)	Core Schools (e-Learning module)
1	Saving our Earth (Quizlet, Socrative and DesignPad)	Chinese YMCA Primary School
2	Healthy eating (Quizlet, Bubbl.us and Adobe Spark Video)	Fanling Public School
3	Getting around Hong Kong (Google Maps, Kahoot.it, PazteUp, Socrative, TED-Ed and TodaysMeet)	Shap Pat Heung Rural Committee Kung Yik She Primary School
4	Making things is fun (Quizlet and i-Movie)	Tsuen Wan Catholic Primary School

## Remarks:

- The above sample lessons are developed by the Core Schools (e-Learning module) with the professional support of the CUHK QTN project team during the course of the QTN 2015/16 project.
- For sharing purposes, the lesson plans as well as learning and teaching materials can be downloaded from the **QTN online platform of the Centre for Enhancing Learning and Teaching (CEELT)** (<http://uapp2.fed.cuhk.edu.hk/qtn/>) from 13 June to 15 July 2016.



# e-Learning Sample Lesson 1

## Project theme: Saving Our Earth

### e-Learning platform/tools adopted:

Edmodo, Quizlet, Socrative and DesignPad

**Suggested time:** 60-80 minutes

### Prior knowledge

- Students have learnt the vocabulary and phrases regarding the green issues.
- Students are aware of the problems that the Earth encounters nowadays.
- Students have discussed about what people “should” or “should not” do to save the Earth.

### Learning objectives

By the end of this lesson, students will be able to:

1. use infinitives and phrasal verbs to talk about actions;
2. use ‘If..., ...will...’ to talk about the cause and effect of two events;
3. use ‘will..’ to talk about the future;
4. use ‘should/should not’ to talk about obligations or give suggestions;
5. have ideas about the problems that the Earth faces and ways to solve the problems.

### Learning Outcomes

By the end of this lesson, students are expected to:

- A. search for, select and compile relevant information from the Internet;
- B. use the e-learning platform/tools to communicate and collaborate with their peers;
- C. use the resources from the e-learning platform for independent learning;
- D. present and express ideas using IT tools.

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p><u>(1) Motivation</u></p> <ul style="list-style-type: none"><li>• Teacher asks students to recall their learning in the previous lessons.</li><li>• Teacher plays the <i>Earth Day Recycling Song</i> to prepare students for the lesson (<a href="https://www.youtube.com/watch?v=AOvcW8I3RzE">https://www.youtube.com/watch?v=AOvcW8I3RzE</a>).</li><li>• The whole class sing the song twice.</li><li>• Teacher asks students about the messages conveyed in the video clip and summarises the ideas of saving the Earth such as the 3Rs (Reduce, Reuse and Recycle).</li><li>• Teacher relates the 3Rs to the green issues covered in the previous lessons and revisits with students upon the:<ul style="list-style-type: none"><li>➢ vocabulary regarding the ways to save the Earth.</li><li>➢ problems that the Earth faces nowadays.</li><li>➢ phrases about ways to help save the Earth.</li></ul></li></ul>	<p>Language forms</p> <ul style="list-style-type: none"><li>• Text types: songs</li></ul> <p>Speaking skills</p> <ul style="list-style-type: none"><li>• Practise the pronunciation of words regarding ways to save the Earth</li></ul> <p>Reading skills</p> <ul style="list-style-type: none"><li>• Identify details that support the gist or main ideas</li></ul> <p>Generic skills</p> <ul style="list-style-type: none"><li>• Communication skills</li><li>• Critical thinking skills</li><li>• Problem-solving skills</li></ul>	<p>Earth Day Recycling Song (Appendix 1A)</p>	<p>A</p>

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p><u>(2) Revision</u></p> <ul style="list-style-type: none"> <li>• Strengthening the vocabulary <ul style="list-style-type: none"> <li>➤ Students are asked to revise the vocabulary and phrases about ways to save the Earth in <i>Quizlet</i>.</li> </ul> </li> </ul>	<p>Vocabulary building</p>	<p>Vocabulary (Appendix 1B) <i>Quizlet</i> (Appendix 1C)</p>	<p>C</p>
<p><u>(3) Reading Comprehension</u></p> <ul style="list-style-type: none"> <li>• Teacher has asked students to read the text <i>The Earth needs your help</i> at home before the lesson.</li> <li>• In the lesson, students work on the comprehension questions, which include different question types to help develop their reading skills.</li> <li>• Teacher goes through the answers with students. Teacher explains if the accuracy rate is low.</li> <li>• For the open-ended questions, teacher invites students to share their answers voluntarily instead of disclosing the answers of all students. <ul style="list-style-type: none"> <li>➤ This is a way to encourage the less able students to attempt challenging questions in spite of their limited vocabulary or difficulties in expressing ideas in complete sentences (cater for learner diversity).</li> <li>➤ Teacher corrects students' grammatical mistakes, refines or enriches students' answers, and further elaborates if necessary.</li> </ul> </li> </ul>	<p>Language form</p> <ul style="list-style-type: none"> <li>• Text types: newsletter articles</li> </ul> <p>Reading skills</p> <ul style="list-style-type: none"> <li>• Scan the questions to locate specific information</li> <li>• Identify details that support the gist or main ideas</li> </ul> <p>Writing skills</p> <ul style="list-style-type: none"> <li>• Express own ideas using the words/ phrases together with the structures learnt in lessons</li> </ul> <p>Speaking skills</p> <ul style="list-style-type: none"> <li>• Present information, ideas and feelings clearly and coherently</li> </ul> <p>Generic skills</p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Critical thinking skills</li> </ul>	<p>A school newsletter article (Appendix 1D)  <i>Socratic</i> (Appendix 1E)</p>	<p>C &amp; D</p>
<p><u>(4) Introducing posters</u></p> <ul style="list-style-type: none"> <li>• Teacher asks students to brainstorm about the features of posters.</li> <li>• Teacher familiarises students with the layout and features of posters through the illustration of the sample posters.</li> <li>• Teacher highlights the key features of posters: <ul style="list-style-type: none"> <li>➤ an eye-catching title/slogan that shows the theme of the poster</li> <li>➤ suitable illustrations</li> <li>➤ a short message to be conveyed</li> <li>➤ tips related to the theme (optional)</li> </ul> </li> </ul>	<p>Language form</p> <ul style="list-style-type: none"> <li>• Text types: posters</li> </ul>	<p>A Sample Poster using <i>DesignPad</i> ( Appendix 1F)  Analysis of the layout &amp; features of Posters ( Appendix 1G)</p>	<p>A, C &amp; D</p>

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<ul style="list-style-type: none"> <li>Teacher introduces the e-learning tool, <i>DesignPad</i>, for making posters. Teacher illustrates by making one sample poster with ideas suggested by students.</li> </ul>			
<p>(5) <u>Designing posters – Saving our Earth</u></p> <ul style="list-style-type: none"> <li>Students start working on their posters with the theme <i>Saving our Earth</i>. During their individual work, they need to <ul style="list-style-type: none"> <li>➤ decide on a topic on saving the Earth.</li> <li>➤ create a title and/or a slogan for the poster.</li> <li>➤ enrich the content of the poster by including a short message, adding picture(s) and other items they think necessary. Extra features such as environmental friendly tips are appreciated.</li> </ul> </li> <li>Students make their own posters with the app <i>DesignPad</i>.</li> </ul>	<p>Language form</p> <ul style="list-style-type: none"> <li>Text types: posters</li> </ul> <p>Writing skills</p> <ul style="list-style-type: none"> <li>Present main and supporting ideas, and where appropriate with elaboration</li> </ul> <p>Generic skills</p> <ul style="list-style-type: none"> <li>Critical thinking skills</li> <li>Creativity</li> <li>Information technology skills <ul style="list-style-type: none"> <li>➤ Express ideas using e-learning tools</li> </ul> </li> </ul>	<p>Student's work using <i>DesignPad</i> (Appendix 1H)</p>	<p>A, C &amp; D</p>
<p>(6) <u>Publishing and Sharing</u></p> <ul style="list-style-type: none"> <li>Students save their work and share them on <i>Edmodo</i>.</li> <li>Students present their work by describing their posters and elaborating the messages they want to convey.</li> </ul>	<p>Speaking skills</p> <ul style="list-style-type: none"> <li>present information and ideas clearly and coherently</li> </ul>	<p><i>Edmodo</i></p>	<p>B &amp; D</p>
<p>(7) <u>Peer Assessment</u></p> <ul style="list-style-type: none"> <li>Students are required to read the posters of their classmates on <i>Edmodo</i> and give comments to at least <u>two</u> of the classmates' work. <ul style="list-style-type: none"> <li>➤ This can be classwork or homework.</li> <li>➤ The style and format of the peer assessment is free. Teacher may ask students to briefly give comments to a few classmates, or require them to write in detail/a short paragraph to comment on the work of a particular classmate.</li> </ul> </li> </ul>	<p>Writing skills</p> <ul style="list-style-type: none"> <li>Write comments on classmates' work</li> <li>Present main and supporting ideas</li> </ul> <p>Generic skills</p> <ul style="list-style-type: none"> <li>Critical thinking skills</li> </ul> <p>Values and attitudes</p> <ul style="list-style-type: none"> <li>Appreciate the work of peers</li> </ul>	<p><i>Edmodo</i></p>	<p>B &amp; D</p>

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p>(8) <u>Consolidation</u></p> <ul style="list-style-type: none"> <li>Teacher consolidates students' learning by browsing a few posters designed by the students, through which teacher elicits students' responses on the layout and features of posters.</li> </ul>	<p>Generic skills</p> <ul style="list-style-type: none"> <li>critical thinking skills</li> </ul>		D

## **Earth Day Recycling Song**

Reduce, Reuse, Recycle  
It's very easy to do  
It's simple to remember  
Recycle what you use!

Separate glass and paper  
Separate plastic and tin  
Then put them their places  
In the recycling bin!

**Theme: Saving our Earth**

**Vocabulary**



leave the taps on



fix a dripping tap



give out smoke



use public transport



cut down trees



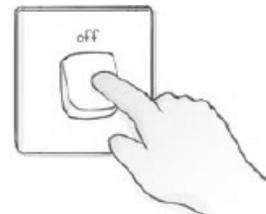
recycle paper



throw away cans



leave the lights on



turn off the lights



recycle plastic bottles



reuse plastic bags



bring your own shopping bag

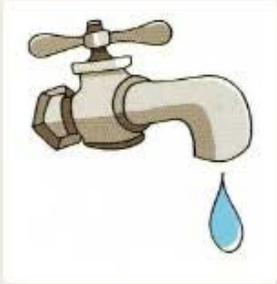
# Quizlet

← → ↻ <https://quizlet.com/141595405/scatter> ☆ ☰

**Quizlet**   Cards   Learn   Speller   Test   Scatter   Gravity    qtnceelt ▾

– Back to Saving our Earth

**0:18.4**  
Your Record **None**



fix a dripping tap



bring your own shopping bag



give out smoke



turn off the lights

use public transport



recycle plastic bottles



throw away cans



leave the taps on

Read the school newsletter article below.

## **The Earth needs your help!!!**

### **What are the problems?**

The Earth is facing many different problems now.

Nowadays, there is a shortage of natural resources in the world. This is because people do not help to protect the environment. For example, people cut down trees to make paper, people waste water by leaving the taps on when they brush their teeth and wash their face, and people leave the lights and air-conditioners on when they are away from home or office for a short time. If people keep wasting resources and energy, the Earth will run out of natural resources soon.

There are too many vehicles on the road, which give out smoke and pollute the air. It is also harmful to our health.

In some places, there is not enough clean water. People will not have clean water to drink or use if factories do not stop polluting the sea and the rivers.

Land pollution is another problem. Every day, people produce a lot of rubbish such as cans, plastic bags and plastic bottles. It is getting more difficult to find places for the rubbish.

### **How can we help?**

We can help by saving energy and natural resources. We should not waste paper. To help save water, we should use less water and fix dripping taps. We should not leave the taps on when we brush our teeth. We should turn off the lights and air-conditioners when we do not need them.

We can help to ease air pollution by reducing the traffic. If we use public transport, we can help to reduce smoke as well as air pollution.

Water pollution can be eased if factories stop polluting the water.

We can help to ease land pollution by reducing rubbish. We should recycle clothes, old books, toys and furniture. We can give them away to second-hand shops or charity shops. We should also reuse plastic bags, and bring our own shopping bags when we go shopping. Do not throw away plastic bottles, paper and cans. Remember to put them into the recycling bins!

Many people have already started to help save the Earth. Have you started yet?

## Socratic Questions

Read the questions below. Then answer the questions.

1. What is the text type of the reading text?
  - a. report
  - b. story
  - c. letter
  - d. newsletter
  
2. What is the theme of the article?
  - a. The Earth is facing many problems now.
  - b. There is a shortage of natural resources in the world.
  - c. We can help to save the Earth by saving energy, reducing rubbish and recycling things.
  - d. Many people have already started to help save the Earth.
  
3. According to the article, what are the problems that the Earth is facing nowadays?
 

(1) air pollution	(2) light pollution
(3) land pollution	(4) water pollution
(5) running out of energy sources soon	

  - a. (1), (3) & (5)
  - b. (1), (2), (3) & (4)
  - c. (1), (3), (4) & (5)
  - d. All of the above
  
4. What does the phrase ‘a shortage of’ in line 3 mean?
  - a. short
  - b. long
  - c. not enough
  - d. too many
  
5. The following statements about people wasting resources and energy are correct except
  - a. People do not switch off the air-conditioners when they leave office for a short while.
  - b. People leave the lights on when they are working in the office.
  - c. People cut down trees to make paper.
  - d. People waste water by leaving the taps on when they wash their face.
  
6. Which of the following is true?
  - a. The air pollutes the vehicles and causes harmful effect to people.
  - b. The vehicles on the road give out smoke that is harmful to cars.
  - c. The smoke released by vehicles on the road is harmful to people.
  - d. The vehicles on the road cause traffic jam, which pollutes the air.
  
7. What does the word ‘harmful’ in line 10 mean?
  - a. good
  - b. bad
  - c. favourable
  - d. wonderful

8. Complete the sentence with a suitable word:  
People will have clean water to drink if factories stop \_\_\_\_\_ the sea and the rivers.

- a. dirtying
- b. polluted
- c. to dirtied
- d. pollute

9. The word 'ease' in line 21 can be replaced by the word

- a. save
- b. protect
- c. reuse
- d. reduce

10. How can we help to solve the problems that the Earth is facing?

- (1) drink less water
- (2) save energy
- (3) use public transport
- (4) sell second-hand things to charity shops
- (5) recycle paper
- (6) bring our own shopping bags

- a. (1), (2), (3) & (5)
- b. (2), (3), (5) & (6)
- c. (2), (3), (4), (5) & (6)
- d. All of the above

11. What else can people do to help save the Earth?

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12. After reading the article, what would you do to help save the Earth? Name two ways.

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## A Sample Poster

# Save our Earth

## Recycle paper to save trees!

**Love our Earth,  
Save the trees!**

Tips for you:

1. Use emails. Don't send out letters!
2. Use e-documents. Don't print out the files!



**Title** → **Save our Earth**

**Slogan** → **Recycle paper to save trees!**

**A short message** → **Love our Earth,  
Save the trees!**

**Tips (optional)** → **Tips for you:**  
1. Use emails. Don't send out letters!  
2. Use e-documents. Don't print out the files!

(Student work)

## Design a Poster – Save our Earth



## e-Learning Sample Lesson 2

### Project theme: Healthy eating

#### e- Learning tools/platform adopted:

Edmodo, Quizlet, Bubbl.us and Adobe Spark Video

**Suggested time:** 60 – 80 minutes

#### Prior knowledge:

- Students have learnt simple present tense to express thoughts and ideas.
- Students have learnt some general determiners ‘more, a lot of, a few, a little, less and fewer’ to show quantities.
- Students can differentiate countable and uncountable nouns.
- Students can use plural forms of countable nouns to refer to more than one object.

#### Learning objectives:

By the end of this lesson, students will be able to:

1. recognize the vocabulary items of different types of food using *Quizlet*;
2. categorize different food items using *Bubbl.us*;
3. write and present how to achieve healthy eating using *Adobe Spark Video*.

#### Learning Outcomes

By the end of this lesson, students are expected to:

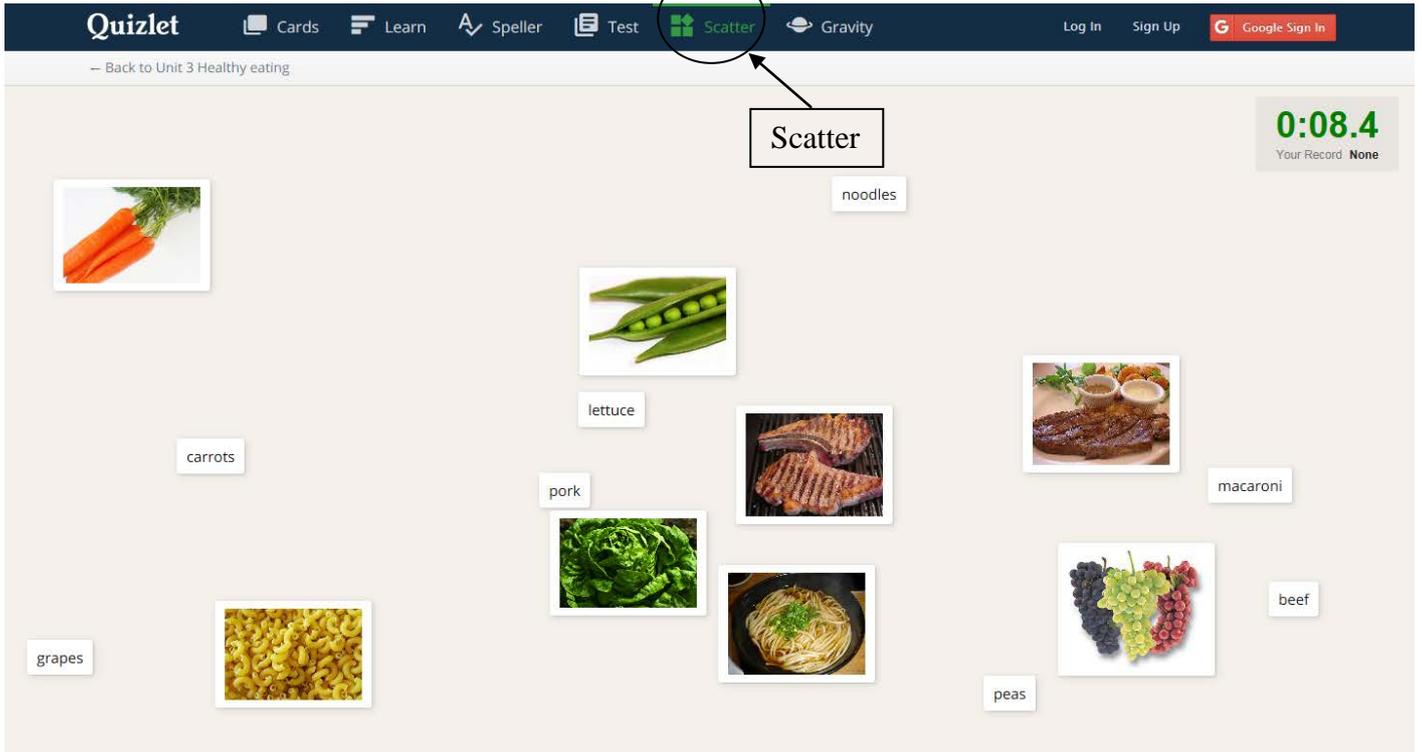
- A. search for, select and compile relevant information from the Internet;
- B. use the e-learning platform/tools to communicate and collaborate with their peers;
- C. use the resources from the e-learning platform for independent learning;
- D. present and express ideas using IT tools.

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p><u>(1) Motivation</u></p> <ul style="list-style-type: none"><li>• Teacher asks students to think of their favourite food items and decide whether it is healthy or unhealthy. Then, they need to post it on <i>Edmodo</i> using iPads. e.g. Chocolate is unhealthy. e.g. Vegetables are healthy.</li><li>• Teacher invites students to present their sentences and puts down the food items on the blackboard.</li><li>• Teacher asks students to read aloud those food items.</li></ul>	<p><u>Reading skills</u></p> <ul style="list-style-type: none"><li>• Recognize and spell simple vocabulary items</li></ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"><li>• Present information, ideas by using simple formulaic expression</li></ul> <p><u>Generic skills</u></p> <ul style="list-style-type: none"><li>• Communication skills</li><li>• Critical thinking skills</li></ul>	<p><i>Edmodo</i></p>	<p>B, C &amp; D</p>

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p><u>(2) Quizlet</u></p> <ul style="list-style-type: none"> <li>Teacher uses <i>Quizlet</i> to revise some learnt vocabulary items with students. Teacher asks students to follow the speaker to read aloud those words.</li> <li>Teacher posts a Quizlet link on <i>Edmodo</i> and asks students to click the link and play the game of ‘Scatter’ to match the names of food and vegetables with the correct pictures. (<a href="https://quizlet.com/_236ml7">https://quizlet.com/_236ml7</a>)</li> <li>Teacher asks students to capture the completion time and post it on <i>Edmodo</i> to see who the champion is.</li> </ul>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Read aloud vocabulary items</li> </ul> <p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>Recognize simple vocabulary items</li> </ul> <p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Information technology skills</li> </ul>	<p><i>Edmodo</i></p> <p><i>Quizlet</i> (Appendix 2A)</p>	<p>C</p>
<p><u>(3) Bubble.us</u></p> <ul style="list-style-type: none"> <li>Teacher asks students to form groups of four and assigns a leader in each group to use iPad to create an online mind map using <i>Bubble.us</i>.</li> <li>Teacher asks each group to come up with as many vocabulary items as possible and categorise them into the following five types of food (i.e. meat, vegetables, noodles, pasta and fruit) and then post the mind map on <i>Edmodo</i> for sharing.</li> <li>Students are encouraged to search for more information from the Internet.</li> <li>Teacher asks each group to present their mind maps after uploading.</li> </ul>	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>Recognize and spell simple vocabulary items</li> <li>Categorize different food items</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Read aloud vocabulary items</li> <li>Present information, ideas by using simple formulaic expression</li> </ul> <p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> <li>Critical thinking skills</li> <li>Information technology skills</li> </ul>	<p><i>Edmodo</i></p> <p><i>Bubble.us</i> (Appendix 2B)</p>	<p>A, B, C &amp; D</p>
<p><u>(3) Adobe Spark Video</u></p> <ul style="list-style-type: none"> <li>Teacher gives a worksheet to each student and asks them to think of six sentences with appropriate determiners using the sentence structures ‘You need to eat / drink....’ and ‘It’s good to eat / drink....’ to describe healthy eating.</li> <li>Teacher asks students to browse Google to find pictures related to their sentences and</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Express ideas using suitable determiners.</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information, ideas by using simple formulaic</li> </ul>	<p>Worksheet (Appendix 2C)</p> <p><i>Adobe Spark video</i> (Appendix 2D)</p>	<p>A, C &amp; D</p>

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p>save them in iPad photo album. The photos will be used for making videos later.</p> <ul style="list-style-type: none"> <li>Teacher asks students to open the app <i>Adobe Spark Video</i> to make a short video with subtitles and voice over. Students are free to choose the layout, theme and music to design their video.</li> <li>Teacher asks students to save the completed videos to photo albums and then upload the videos on <i>Edmodo</i>. Teacher chooses some good works to show to the class.</li> </ul>	<p>expression</p> <p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Creativity</li> <li>Information technology skills</li> </ul>		
<p><u>(4) Consolidation</u></p> <ul style="list-style-type: none"> <li>Teacher asks students to do peer evaluation at home. They can ‘like’ their classmates’ works and leave comments on the accuracy of sentence structures.</li> </ul>	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>Identify the language errors in sentences.</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Write simple sentences to comment on others’ works</li> </ul> <p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Self-study skills</li> </ul>	<i>Edmodo</i>	B, C & D

Quizlet



Word list

beef	broccoli	carrots	cherries	chicken
grapes	lettuce	longans	lychees	macaroni
noodles	peas	potatoes	pork	spaghetti
steak	tomatoes			

Buddle.us (Sample of student's work)

The screenshot displays the Buddle.us application interface. At the top, there are four icons: 'Add Bubble' (a yellow plus sign), 'Select Mode' (a blue arrow), 'Export' (a share icon), and 'Fit View' (a square with arrows). Below these icons is a large workspace containing a mind map. The central node is 'Food' (yellow). It branches into five categories: 'Fruit' (green), 'Pasta' (green), 'Meat' (green), 'Noodles' (green), and 'Vegetables' (green). Each category has associated items: 'Fruit' includes cherries and grapes; 'Pasta' includes macaroni and spaghetti; 'Meat' includes Beef and steak; 'Noodles' includes egg noodles and rice noodles; and 'Vegetables' includes lettuce and carrots. The right sidebar contains a 'Mind Maps' section with 'Mind Map' and 'Folder' buttons, and two 'New Mind Map' entries. Below this is a 'Sharing' button, a 'Rename' button, a progress indicator for '2 / 3 mind maps', and a 'Delete' button. The 'Contacts' section at the bottom of the sidebar has 'Find / Add' and 'Group' buttons, and a 'No contacts' message with 'Rename' and 'Delete' buttons. At the bottom of the workspace, there are navigation icons: a back arrow, a forward arrow, a help icon, and an 'Auto-Save On' indicator.

Name: \_\_\_\_\_ Class: \_\_\_\_\_( ) Date: \_\_\_\_\_

## Healthy eating

*Write three sentences using 'more / less / fewer' to describe healthy eating.*

e.g. You need to eat more meat.

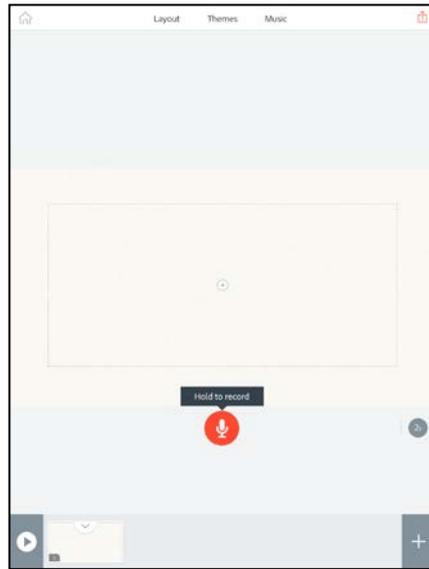
1. You need to eat \_\_\_\_\_.
2. You need to \_\_\_\_\_.
3. \_\_\_\_\_.

*Write three sentences using 'a lot of / a few / a little' to describe healthy eating.*

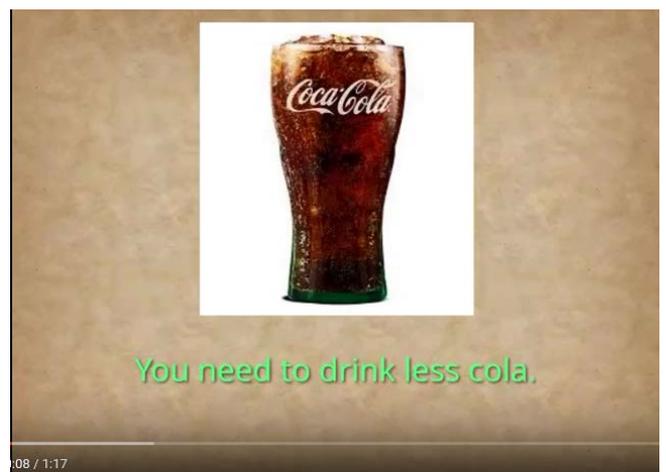
e.g. It's good to eat a lot of rice.

1. It's good to eat \_\_\_\_\_.
2. It's good to \_\_\_\_\_.
3. \_\_\_\_\_.

### Adobe Spark Video



### Samples of student's work



## e-Learning Sample Lesson 3

### Project theme: Getting around Hong Kong

#### e- Learning platform/tools adopted:

Edmodo, Google Maps, Kahoot.it, PazteUp, Socrative, TED-Ed, TodaysMeet

**Suggested time:** 60 – 80 minutes

#### Prior knowledge:

- Students have prior knowledge about different places in Hong Kong;
- Students have learnt good and bad points of different public transport;
- Students have learnt the sentence structures ‘It is (not/ far/ a long way...)’ and ‘It takes...’ to give details of various journeys around Hong Kong;
- Students have learnt to use the connectives ‘Although’, ‘so’ & ‘because’ to talk about the good and bad points, as well as preferences of public transport;
- Students have learnt the format and key features of the text type ‘leaflet’.

#### Learning objectives:

By the end of this lesson, students will be able to:

1. search for information and pictures using iPads;
2. share their work with their classmates using AirDrop;
3. search for specific information regarding point-to-point journeys using Google Maps;
4. create an e-leaflet using PazteUp;
5. give feedback and comment using TodaysMeet.

#### Learning Outcomes

By the end of this lesson, students are expected to:

- A. search for, select and compile relevant information from the Internet;
- B. use the e-learning platform/tools to communicate and collaborate with their peers;
- C. use the resources from the e-learning platform for independent learning;
- D. present and express ideas using IT tools.

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p><u>(1) Motivation</u></p> <ul style="list-style-type: none"><li>• Teacher revises the sentence patterns ‘Although...’, ‘...so...’, ‘...because...’, ‘It’s ...’ and ‘It takes...’ using <b>Kahoot.it</b> e.g. a. Although travelling by taxi is expensive, it’s comfortable. b. Travelling by taxi is comfortable, so I like travelling by taxi. c. I like travelling by minibus because I can always get a seat. d. It’s not far. It’s 1 kilometre. e. It takes 45 minutes.</li></ul>	<p>Language skills</p> <ul style="list-style-type: none"><li>• Make sentences with appropriate connectives and sentence structures</li></ul>	<p>Kahoot.it (Appendix 3A)</p>	<p>C</p>

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<ul style="list-style-type: none"> <li>Teacher asks students to watch a short video in TED-Ed, answer some comprehension questions and respond to the issues about ‘Different means of transportation in Hong Kong’. (available at: TED-Ed link uploaded to Edmodo <a href="http://ed.ted.com/on/21XOSCue">http://ed.ted.com/on/21XOSCue</a>)</li> <li>Teacher asks students to discuss ‘Can you think of any problems travelling by different means of transport?’ set in TED-Ed and express their opinions.</li> </ul>	<p>Listening skills</p> <ul style="list-style-type: none"> <li>Locate specific information in a spoken text</li> </ul> <p>Reading skills</p> <ul style="list-style-type: none"> <li>Locate information in response to questions</li> <li>Identify details that support the gist or main ideas</li> </ul> <p>Speaking skills</p> <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul>	<p>Video TED-Ed Edmodo (Appendix 3B)</p>	<p>C</p> <p>D</p>
<p><u>(2) Reading comprehension:</u> <u>Traffic Problems in Hong Kong</u></p> <ul style="list-style-type: none"> <li>Teacher requires students to think about the traffic in Hong Kong after watching the video clip. (<a href="https://www.youtube.com/watch?v=TTsYzJZbCUg">https://www.youtube.com/watch?v=TTsYzJZbCUg</a>)</li> <li>Teacher briefly goes through the news articles, which have been previously assigned as home reading for students, and requires students to do the quiz about the traffic problems in Hong Kong in Socrative.</li> <li>Teacher asks questions about the news articles, through which students learn more about the traffic problems in Hong Kong and will probably take into consideration the problems when they choose the best transport to get around Hong Kong.</li> </ul>	<p>Language form</p> <ul style="list-style-type: none"> <li>Text types: news articles</li> </ul> <p>Reading skills</p> <ul style="list-style-type: none"> <li>Scan a text to locate specific information</li> <li>Identify details that support the gist or main ideas</li> </ul> <p>Generic skills</p> <ul style="list-style-type: none"> <li>Critical thinking skills</li> <li>Communication skills</li> </ul>	<p>YouTube</p> <p>News articles (Appendix E3C)</p> <p>Socrative (Appendix 3D)</p>	<p>C</p> <p>A,C</p>
<p><u>(3) Searching for information online</u> <u>(Group work)</u></p> <ul style="list-style-type: none"> <li>Teacher asks students to imagine that they are one of the members of the Tourism Board and they are going to make e-leaflets about different tourist spots in Hong Kong.</li> <li>Each group will be assigned a tourist spot. Teacher demonstrates how to use Google Maps to</li> </ul>	<p>Language form</p> <ul style="list-style-type: none"> <li>Text types: e-leaflets</li> </ul>	<p>Google Maps</p>	<p>A,B,C,D</p>

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p>find the distance and duration of the journey, as well as information about public transport.</p> <ul style="list-style-type: none"> <li>Students are also required to do some online search on the tourist spots.</li> </ul>	<p>Generic skills</p> <ul style="list-style-type: none"> <li>Information technology skills <ul style="list-style-type: none"> <li>Select and determine information from a variety of sources</li> </ul> </li> </ul>		
<p><u>(4) Making an e-leaflet (Group work)</u></p> <ul style="list-style-type: none"> <li>Teacher teaches students how to make an e-leaflet about one tourist spot in Hong Kong using PazteUp.</li> <li>Teacher goes over required information and features of the e-leaflet.</li> <li>Teacher briefs students on task allocation for different members of the group.</li> <li>After making the e-leaflets, students use AirDrop/AirPlay to share and present their work.</li> </ul>	<p>Language form</p> <ul style="list-style-type: none"> <li>Text types: e-leaflets</li> </ul> <p>Writing skills</p> <ul style="list-style-type: none"> <li>Present main and supporting ideas</li> </ul> <p>Speaking skills</p> <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul> <p>Generic skills</p> <ul style="list-style-type: none"> <li>Collaboration skills</li> <li>Communication skills</li> <li>Information technology skills <ul style="list-style-type: none"> <li>Select and determine information from a variety of sources</li> </ul> </li> </ul>	<p>PazteUp</p> <p>Task sheets (Appendix 3E)</p>	<p>B,C,D</p>
<p><u>(5) Peer assessment (Consolidation)</u></p> <ul style="list-style-type: none"> <li>Teacher revises different sentence structures with students to enable them to make positive comments via Edmodo.</li> <li>Students are required to comment on peers' work via Todaysmeet.com.</li> </ul>	<p>Language skills</p> <ul style="list-style-type: none"> <li>Express opinions using appropriate structures</li> </ul>	<p>Edmodo TodaysMeet</p>	<p>B,C,D</p>



10. Which sentence is correct?

- A. Although travelling by taxi is fast but it's expensive.
- B. I hate travelling by MTR so it is crowded
- C. I enjoy looking at the view so I like travelling by ferry.
- D. Although travelling by minibus is fast, it is comfortable.



(Kahoot: <https://getkahoot.com/>)



(Kahoot.it: <https://kahoot.it/#/>)

**Different means of transportation in Hong Kong****Ted-Ed (<http://ed.ted.com/on/21XOSCuE>)**

1. According to Chris, why is the MTR the most convenient means of transport in Hong Kong?

It is because...

- A it is near everyone's home.
- B it connects every big spot in Hong Kong.
- C there are a lot of people taking it.
- D you can go anywhere with it

2. In what way is travelling by bus better than travelling by the MTR?

- A It is cheaper.
- B It is faster.
- C It can go further than the MTR stations.
- D There are more bus stops than MTR stations.

3. How many types of minibuses are there in Hong Kong?

- A Two
- B Three
- C Four
- D Five

4. Why does Chris say, 'Just remember to wear a seat belt if there is one provided?'

It is because he thinks that...

- A the seats are not comfortable.
- B there should be seat belts in minibuses.
- C minibuses are expensive.
- D minibuses are often very fast.

5. What are the good things about travelling by ferry?

- A You can get around the islands and see a great view.
- B It is cheap and fast.
- C It is cheap and convenient to get around Hong Kong.
- D It is comfortable and fast.

6. According to Chris, what is not good about travelling by bus?

## KYS Daily Post Junior Reporters Column

### Traffic Problems in Hong Kong



(<https://www.youtube.com/watch?v=TTsYzJZbCUg>)

#### **Public Transport can reduce traffic in Hong Kong**

*By Elin Cho 1 May 2016*

There is too much traffic in Hong Kong, especially in Mongkok and Central. It's getting worse, and it will cause more pollution.

I think people need to take more public transport to reduce traffic. Buses and the MTR are very convenient and the fees are not expensive. However, they are often crowded so some people prefer driving their own cars to taking the bus or the MTR.

Besides, I think there should be more MTR lines and stations in Hong Kong so that people can go to more places fast and conveniently.

If public transport is more convenient, faster and cheaper than now, people will use it instead of driving. This will certainly reduce traffic.

## **Parking in Hong Kong**

*By Rina Wan 1 May 2016*

It's very difficult to find a parking space everywhere in Hong Kong and parking is very expensive, too.

One day my father drove us downtown to Mongkok. It took us 30 minutes to find a parking space. The cost was \$40 for one hour. That's really expensive.

I think there should be more cheaper parking. People like to go downtown to shop, and we need cheaper public parking spaces.



**Reading comprehension: Traffic Problems in Hong Kong**  
(Socrative: <http://www.socrative.com/>)

1. The main problem of the first article is about...
  - A car parking space.
  - B traffic jam.
  - C pollution.
  - D driving.
  
2. Read line 2, “**It’s** getting worse...”. “**It’s**” refers to \_\_\_\_\_.
  - A Mongkok
  - B Central
  - C Traffic jam in Hong Kong
  - D Hong Kong
  
3. Which transport fees are cheap? ( You can choose more than 1 answer.)
  - A Bus
  - B MTR
  - C Minibus
  - D Taxi
  
4. According to Elin Cho, the most effective way to solve traffic problem in Hong Kong is ...
  - A to reduce taxi fees.
  - B to reduce bus fees.
  - C to encourage people to use more public transport.
  - D to build more exits and stations for MTR.
  
5. The second article tells you that ...
  - A cars are expensive.
  - B car parking spaces are inconvenient and expensive.
  - C cars are inconvenient.
  - D it is not easy to park a car.
  
6. Read lines 6-7, “People like to go downtown to **shop...**”. The word “shop” is a noun.
  - A True
  - B False

7. How much is it to park in Mongkok for 3 hours?

- A \$80
- B \$120
- C \$100
- D \$160

8. What would you do to help reduce traffic in Hong Kong?



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<p style="text-align: center;"><b><u>Tasks for Student A</u></b></p> <p><b>1. PatzeUp FRONT COVER Design</b> <b>2. Front cover: Sentences + Presentation</b></p> <p>“What is the name of the tourist spot?” The tourist spot is called_____.</p> <p>“What can you find there?” I can find _____./ There are/ is _____.</p>	<p style="text-align: center;"><b><u>Tasks for Student B</u></b></p> <p><b>1. PatzeUp BACK COVER Design</b> <b>2. Back cover: Sentences + Presentation</b></p> <p>“Which way is the best for you?” The best way for you is to travel by _____.</p> <p>“ How long does it take to travel from here to _____?” It takes_____.</p>
<p style="text-align: center;"><b><u>Tasks for Student C</u></b></p> <p><b>1. Pictures of the tourist spot</b> <b>2. Front cover: Sentences + Presentation</b></p> <p>“What can you do there?” You can _____ there.</p> <p>“How do you feel about this tourist spot?” I think _____ is _____.</p>	<p style="text-align: center;"><b><u>Tasks for Student D</u></b></p> <p><b>1. Google Maps (Capture Screen)</b> <b>2. Back cover: Sentences + Presentation</b></p> <p>“How far is it to travel from here to _____” It is a long way/ not far. It is about _____ km.</p> <p>“Why is this way the best for you?” This way is the best for you because_____. Although travelling by _____ is _____, it is _____.</p>

## e-Learning Sample Lesson 4

**Project theme: Making things is fun**

**e-Learning platform/tools adopted:**

Edmodo, Quizlet and iMovie

**Suggested time:** 60-80 minutes

### Prior knowledge

- Students have learnt the food names and action verbs for cooking.
- Students have learnt the adverbs of sequence in recipes.
- Students have done the reading comprehension *How to make Milo cookies* in TED-Ed (Appendix 4A);
- Students have divided into groups, decided the flavor (e.g. orange/mango/vanilla essence, or cocoa/green tea powder, etc.) and extra ingredients (e.g. raisins, nuts, peanuts, other dried fruit, etc.) for their groups;
- Students have finished the recipes for their own groups (Appendix 4B);
- Teacher has prepared the utensils for cooking and students have brought back the ingredients;
- Group members are assigned roles for different tasks, e.g. giving instructions, cooking and video-taking.

### Learning objectives

By the end of this lesson, students will be able to:

1. give instructions clearly;
2. make cookies following the instructions of peers;
3. produce iMovies showing the steps of making cookies with collaborative efforts;
4. comment on peers' work.

### Learning Outcomes

By the end of this lesson, students are expected to:

- A. search for, select and compile relevant information from the Internet;
- B. use the e-learning platform/tools to communicate and collaborate with their peers;
- C. use the resources from the e-learning platform for independent learning;
- D. present and express ideas using IT tools.

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"><li>• Teacher asks students to recall their learning in the previous lessons.</li><li>• <i>Quizlet</i><ul style="list-style-type: none"><li>➢ Teacher revises the food names, action verbs for cooking and adverbs of sequence in recipes with students</li><li>➢ Teacher checks the understanding of students and elaborates when necessary</li></ul></li></ul> <p><a href="https://quizlet.com/2cqgry">https://quizlet.com/2cqgry</a></p>	Vocabulary building	<i>Quizlet</i> (Appendix 4C)	C & D
<p>(2) <u>Preparation for cooking</u> (Group work)</p> <ul style="list-style-type: none"><li>• Students take out the recipes they prepared in the previous lesson.</li></ul>	Language forms <ul style="list-style-type: none"><li>• Text types: recipes</li></ul>	Student Work (Appendix 4D)	C

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<ul style="list-style-type: none"> <li>In each group, all members go over the recipe and check the ingredients for the cooking.</li> </ul>	Generic skills <ul style="list-style-type: none"> <li>Communication skills</li> <li>Critical thinking skills</li> </ul>		
<u>(3) Making cookies and Producing iMovies</u> <ul style="list-style-type: none"> <li>Groups start making their own cookies.</li> <li>Groups produce their video clips telling the steps of making cookies.               <ul style="list-style-type: none"> <li>➤ Group members are responsible for different roles:                   <ul style="list-style-type: none"> <li> Reading out the instructions for making cookies</li> <li> Making cookies</li> <li> Video-taking</li> </ul> </li> </ul> </li> </ul>	Language forms <ul style="list-style-type: none"> <li>Text types: recipes</li> </ul> Speaking skills <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul> Listening skills  Generic skills <ul style="list-style-type: none"> <li>Critical thinking skills</li> <li>Communication skills</li> <li>Collaboration skills</li> </ul>	<i>iMovie</i> (Appendix 4E)	B, C & D
<u>(4) Uploading and Sharing</u> <ul style="list-style-type: none"> <li>After finishing the cooking, group members sit together and edit their iMovies.</li> <li>Students save their work and share them on <i>Edmodo</i>.</li> </ul>	Generic skills <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul>	<i>Edmodo</i>	B & D
<u>(5) Trying the cookies</u> <ul style="list-style-type: none"> <li>Students go to different groups to try their cookies and write feedback on the 'Peer Assessment Form'.</li> <li>After trying the cookies, group members have to sit together and vote for the 'Best Cookie' in <i>Poll (Edmodo)</i>.</li> </ul>	Generic skills <ul style="list-style-type: none"> <li>Critical thinking skills</li> <li>Communication skills</li> <li>Collaboration skills</li> </ul> Values and attitudes <ul style="list-style-type: none"> <li>Appreciate the work of peers</li> </ul>	iPads  Peer Assessment Form (Appendix 4F)  <i>Poll @ Edmodo</i> (Appendix 4G)	B
<u>(6) Peer Assessment</u> <ul style="list-style-type: none"> <li>➤ Teacher selects one of the iMovies for illustration.</li> <li>➤ Teacher goes through the assessment criteria and practises marking with students so that students know how to assess others' work.</li> <li>➤ Assignment               <ul style="list-style-type: none"> <li> Students have to watch the iMovie of all groups at home and fill in the 'Peer Assessment Form' (Individual Assessor) and write brief comments.</li> </ul> </li> </ul>	Writing skills <ul style="list-style-type: none"> <li>Write comments on classmates' work</li> <li>Present main and supporting ideas</li> </ul> Speaking skills <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul>	<i>Edmodo</i>  Peer Assessment Form – Individual Assessor (Appendix 4H)	B & D

Learning and teaching activities	Focus (forms/ skills/functions)	Supporting materials	Learning Outcome(s)
<p>➤ In the next lesson,</p> <ul style="list-style-type: none"> <li>✚ Group members have to sit together to rate the iMovie of each group. They have to agree on the scores and give comments. After that, they have to vote for the ‘Best iMovie’ in <i>Poll (Edmodo)</i>.</li> <li>✚ After the vote, group members will be asked to comment on the performance of other groups.</li> <li>✚ Teacher gives the prize to ‘The Best iMovie’ and appreciates the efforts and attitudes of students.</li> </ul>	<p>Generic skills</p> <ul style="list-style-type: none"> <li>• Critical thinking skills</li> </ul> <p>Values and attitudes</p> <ul style="list-style-type: none"> <li>• Appreciate the work of peers</li> </ul>		
<p><u>(7) Award and consolidation</u></p> <ul style="list-style-type: none"> <li>• Teacher gives the prize to ‘The Best Cookie’.</li> <li>• Teacher shows appreciation for students’ positive feedback on peers’ work.</li> <li>• Teacher consolidates students’ learning by revisiting the features of a recipe and the adverbs of sequence.</li> </ul>	<p>Values and attitudes</p> <ul style="list-style-type: none"> <li>• Appreciate the work of peers</li> </ul>		D

# TED-Ed

## Reading Comprehension

ed.ted.com/on/QHKBTon2/review\_open#question-2

# HOW TO MAKE MILO COOKIES

LESSON CREATED BY **SUET WONG** USING **TED Ed**  
VIDEO FROM **SimpleCookingChannel** YOUTUBE CHANNEL

### Let's Begin...

Watch the video and choose the correct answers.

1 2 3 4 5 6 7

2. Chuck in \_\_\_\_\_ g of butter

- A 123
- B 124
- C 125
- D 126



Watch  
Think  
Discuss

## TED-Ed Questions

### THINK

1. Add one cup of \_\_\_\_\_.  
a. salt  
b. sugar  
c. flour  
d. milk
2. Chunk in \_\_\_\_\_ of butter.  
a. 123g  
b. 124g  
c. 125g  
d. 126g
3. Add \_\_\_\_\_ egg(s).  
a. 1  
b. 2  
c. 3  
d. 4
4. Add a quarter of a cup or half a cup of \_\_\_\_\_.  
a. Cocoa  
b. Milo  
c. M & M  
d. Miso
5. Add a cup of flour and a cup of desiccated \_\_\_\_\_.  
a. mango  
b. banana  
c. apple  
d. coconut
6. Heat the oven to \_\_\_\_\_ Degree Celsius.  
a. 170  
b. 180  
c. 330  
d. 350
7. Bake in the oven for \_\_\_\_\_ minutes.  
a. 10-13  
b. 10-14  
c. 10-15  
d. 10-20

### DISCUSS

Talk with your group members and decide the flavor and extra ingredients of your cookies.

## Writing a recipe

### A. Classwork

Watch the video clip *How to make Milo cookies* in TED Ed and then finish the worksheet below.

### Making Milo Cookies

#### Ingredients:

125g butter

1/2 – 1 teaspoon vanilla extract

1 cup sugar

1/4 – 1/2 cup Milo

1 egg

1 cup coconut powder

#### Steps:

1. First, put 1 cup of sugar in the mixing bowl and chuck in 125g butter. Mix them together until it's creamed.
2. Pour 1/2 or 1 teaspoon of vanilla essence and add 1 egg.
3. Pour 1/4 or 1/2 cup of Milo powder. Mix them well.
4. Add 1 cup of flour, 1 cup of coconut powder. Stir the mixture and make the dough.
5. Roll the dough into balls and make the shape.
6. Put the cookies on a baking tray.
7. Bake for 10-15 minutes at 180°C.
8. Remove and serve. Let it cool.
9. Enjoy!!!

Adapted from [http://ed.ted.com/on/QHKBTtoN2/review\\_open#question-4](http://ed.ted.com/on/QHKBTtoN2/review_open#question-4)



# Quizlet

https://quizlet.com/142322542/making-cookies-flash-cards/

<p>butter</p> 	<p>flour</p> 	<p>oven</p> 	<p>rolling pin</p> 
<p>tray</p> 	<p>beat the eggs</p> 	<p>break the eggs</p> 	<p>dough</p> 
<p>cutter</p> 	<p>utensils</p> 	<p>mixer</p> 	<p>vanilla essence</p> 
<p>mix</p> 	<p>stir</p> 	<p>sieve the flour</p> 	<p>mixing bowl</p> 

( Student Work )

Group: 2

Date: 28<sup>th</sup> January, 2016

Writing a recipe

A. Group work

Work with your group members. Design your own recipe and put the *Adverbs of Sequence* in your steps. You may use different flavor (e.g. orange/mango/vanilla essence, or cocoa/green tea powder, etc.) and extra ingredients (e.g. raisins, nuts, peanuts, other dried fruit, etc.) for your group recipe. You will make the cookies next lesson.

<u>Making Chocolate Chip Cookies</u>	
Ingredients =	
150g butter	1 teaspoon vanilla extract
1 cup sugar	50g cocoa powder
1 egg	200g chocolate chips
225g flour	
Steps =	
First, put the butter and sugar into the mixing bowl. Stir until <del>cream</del> . <i>creamy</i>	
Next, add egg and vanilla extract, Beat the mixture.	
Pour the flour, Cocoa powder and chocolate chips. Mix well and make the dough.	
After that, roll the dough and make the shape with cutters.	
Then put the cookies on <sup>a</sup> baking tray.	
<del>Bake</del> Bake for 10-15 minutes at 180°C.	
Finally remove the cookies from the oven. Let them cool.	
Enjoy!	



# iMovie



**Peer Assessment for Group \_\_\_\_\_**

**(1) Score for ‘The Best Cookie’:**

Criteria	Score			Peer Comments
	☹	☺	😊	
1. Food display				
1.1. nice	1	2	3	
1.2. creative	1	2	3	
2. Taste (Yummy)	1	2	3	
3. Healthy (low oil, low salt)	1	2	3	
<b>Total</b>				

**(2) Score for ‘The Best iMovie’:**

Criteria	Score			Peer Comments
	☹	☺	😊	
1. Content	1	2	3	
2. Delivery of Speech				
2.1. Fluency	1	2	3	
2.2. Clarity	1	2	3	
2.3. Intonation	1	2	3	
3. iMovie				
3.1. Nice shots	1	2	3	
3.2. Creativity	1	2	3	
<b>Total</b>				

**Feedback from: Group \_\_\_\_\_**

## Edmodo

### Group Posts

Filter posts by ▾

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The Best Cookie is made by

**Group 1** | vote(s)  
\_\_\_\_\_

**Group 2** | vote(s)  
\_\_\_\_\_

**Group 3** | vote(s)  
\_\_\_\_\_

**Group 4** | vote(s)  
\_\_\_\_\_

**Group 5** | vote(s)  
\_\_\_\_\_

**Group 6** | vote(s)  
\_\_\_\_\_

Total Votes: 0 ([Refresh](#))

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**Peer Assessment for Group \_\_\_\_\_ ( by Individual Assessor )**

**Score for ‘The Best iMovie’:**

Criteria	Score			Peer Comments
	☹	☺	😊	
1. Content	1	2	3	
2. Delivery of Speech				
2.1. Fluency	1	2	3	
2.2. Clarity	1	2	3	
2.3. Intonation	1	2	3	
3. iMovie				
3.1. Nice shots	1	2	3	
3.2. Creativity	1	2	3	
Total				

**Feedback from:** \_\_\_\_\_ **@ Group** \_\_\_\_\_