TEACHER TRAINING PROGRAMME
"TECHNOLOGIES AND THE CLASSROOM"

Participants' lesson plans for SECONDARY CLASSES

25-29 June 2018, Palanga

VIKC VALSTYBĖS INSTITUCIJŲ KALBŲ CENTRAS
PUBLIC SERVICE LANGUAGE CENTRE

BRITISH COUNCIL

Authors: Ingrida Galkauskienė, Violeta Junkunienė, Jolanta Zutienė, Jūratė Budvydienė
Ilona Sėjūnienė

Lesson Plan: Vocabulary and Photography

Level: **A2/B1**

Anticipate Time: 1-1.5 hours

Goal: To have students use varied vocabulary to describe a photograph. (Note--this lesson would ideally be added to and stretched for several days--as the students develop sentences, they can then create paragraphs and extended writing.)

Objectives:
1. The students will generate vocabulary to describe an image.
2. The students will be able to organize vocabulary into multiple categories.
3. The students will create sentences that describe the image. (optional extension activity)

Materials:
1. Paper and pen/pencil
2. Image with multiple components (for this exercise, the picture will be of a table full of food)

Technology Connection/Needs:
1. Edmodo
2. Google Slides
3. Google Docs
4. Mobile device/laptop
(On the off chance that tech fails, large pieces of paper can be substituted.)

Procedures:
1. Opening Activity:
a. Using Edmodo, create a discussion with the students that answer the following question: What words do you associate with food? The students should add their answer to the poll.
b. This will be a starting vocabulary bank for the lesson activity, so be sure to have the students define any words they do not know.
2. Practice:
a. Display picture on the screen. Have the students write down as many words as they can to describe the image. They may use words from the vocabulary bank, but they need to add at least five additional words to their list.
b. In groups of two or three, combine the lists. One student should record their answers.
c. As a class, have the students call out any words they did not know so that the words can be defined for the whole class.
d. As a class, determine categories that the words can fall into. You can use the grammar labeling categories (nouns, adjectives, etc.) or other categories (feelings, colors, food type, actions, etc.). The students should record the categories individually.
e. Individually, have the students add at least five words to each category. While they are adding words, set up the Google Slides document with a different category on each slide.
f. Designate one group per category and have them add their group's words to the corresponding Google Slide.

g. If technology is making fools of us all, then alternatively you can have the students write the category words on large pieces of paper--distribute these papers around the classroom so that everyone can see the lists.

h. If there is time, for fun, see which group can create the longest sentence from the list of words. They may add articles (a, an, the) but nothing else.

i. If there is time, have the groups read the sentences out loud (or) record them on Google Slides.

j. If there is time, individually, have the students write at least five sentences about the image using the vocabulary list they have created. These will need to be added to a Google Docs document before the next class begins because the sentences will be used later in paragraph writing.

Assessment/Evaluation:

1. Assessment is based on the sentences they generate. Each student should create five sentences about the image.

2. Alternatively, you could create a vocabulary quiz using the words they generate. You could use PollEverywhere to have the students decide the words they would like to have on the quiz.

Resources:

Calhoun, Emily. (1999). Describing the picture-word inductive model. Teaching beginning reading and writing. Retrieved from http://www.ascd.org/publications/books/199025/chapters/Describing-the-Picture-Word-Inductive-Model.aspx

Ferlazzo, Larry. (2014). The picture word inductive model. Retrieved from https://www.teachingenglish.org.uk/blogs/larry-ferlazzo/larry-ferlazzo-picture-word-inductive-model

Topic: Life Values During War Times

Level: **B2**

Main Topic: Values of life

Expected Time: 1.5-2 hours (This plan could be split into two class periods, with the presentations being done in a separate class period.)

Objectives: The students can extend vocabulary, improve reading and speaking skills, and understand realities and values of life in Britain and in war zones.

Technologies: Google Slides, Google Docs, YouTube

Preparation: Before class, the teacher will need to set up a Google Doc and Google Slide and share it on Edmodo (or other learning platform).

Procedure:

1. Brainstorm the values--what things are important in your life? Students will create a list individually.   Then in groups of three, they rank the list in order. Each group will write their list on a shared Google Doc. (These groups could be the same for group work, or you could choose to switch groups.)

2. Class discussion: What are the top two or three values from their lists? Top responses can be recorded on the same shared Google Doc.

3. Group work: (explain the group work task before they watch the video)

Watch the video. https://www.youtube.com/watch?v=749qwPhPrxo
Then, prepare for a brief presentation. The students will use mobile devices or tablets to research and record information. They can write the information on Google Docs. Each group will have four students with the following roles:
• Student A (summarizes think/write down the main idea of the video; use impersonal tone; passives)
• Student B (personalized seekers prepare to tell main points in 1st person as if they are the photographer; I have spent sixty years making photos of suffering in war zones…)
• Student C (cultural background info collectors--any cultural points mentioned in the video need to be explained so that everyone knows the context of the cultural points) [Note: You could assign them specific cultural points, but we find it helpful to leave it up to the students so that they research what interests them.]
• Student D (Vocabulary experts use Google Slides to collect from 5-10 new words, manage to explain in English or give a synonym).

4. After the research is done in the groups, each group presents what they have found
    to the class.
• Each student contributes to the presentation. Each speaker has a maximum of 2 minutes to prepare
• Students who are listening may ask the presenters questions about the presentations.

Evaluation/Assessment: Self-Evaluation Chart (Students could either complete this on paper or they could record on a Google Form.) This will help the student measure their strengths and weaknesses.

Sample Self-Evaluation Chart:

	I find this difficult	I need more practice	No problem
I understand the writer's intention and reasons for writing.			
I can summarize the main points of the text.			
I can talk about the cultural background of the text.			
I can tell main points of the text in 1st person.			
I have learnt from 5-10 new words and I can explain them in English.			

Note - Teachers should be precise about what they want to measure so that this corresponds with the given roles. This could easily be put in a Google Form so that all of the data is collected in one place. We would recommend that you share the link to the Google Form on something like Edmodo.

Resources: CNN. (27 May 2016). Don McCullen on war.
Retrieved from https://www.youtube.com/watch?v=749qwPhPrxo.

LESSON PLAN 2

Authors: Lina Fedorčenkienė, Viktorija Žilinskaitė-Vytienė, Miroslava Vartač Vartecka, Rima Norkienė, Giedrius Narkūnas, Rasa Paškevičienė.

Form: 9-10

Level: **B1**

Topic: Food

Aim: To develop speaking integrating listening, reading and writing skills.

Tools: Edmodo, Google forms, Google image search engine, Screencast-o-Matic tool, Breaking News English website: https://breakingnewsenglish.com/1805/180528-cockroach-milk-5.html

Warm up:

1. In pairs students create ONE slide on Google Slides containing the following images:
- In Google Images (using Tools filter) find a middle-sized photo of a COCKROACH in colour brown, animated type, and copy it onto the slide;
- Then, from the same source, upload a photo image of MILK in size 300x400 pixels, colour green;
- And, finally, find an animated image (in colour white) of NUTRITIONAL FACTS OF MILK of any size.

2. These images could illustrate today's topic, students brainstorm today's topic.

Activities:

Part 1
- Students complete a Google form https://goo.gl/forms/Grh8IJmo5DHeSOlK2, provided on Edmodo.
- A teacher provides the findings and students discuss the findings in groups.

Part 2
- Students do listen to the recording on
https://breakingnewsenglish.com/1805/180528-cockroach-milk-5l.html
- In small groups students do the sentence matching activity on
https://breakingnewsenglish.com/1805/180528-cockroach-milk-sq_5.htm
- In small groups students do 'No letter' activity on
https://breakingnewsenglish.com/1805/180528-cockroach-milk-rb_5.htm

Homework:
Students record a one minute talk on a chosen exotic dish using a Screencast-o-matic tool and post it on Edmodo.

Authors: Lina Fedorčenkienė, Viktorija Žilinskaitė-Vytienė, Miroslava Vartač Vartecka, Rima Norkienė, Giedrius Narkūnas, Rasa Paškevičienė.

Form: 12

Level: **B2**

Topic: Graphs

Aim: To develop speaking and analytical skills while describing graphs.

Tools: Edmodo, Google forms, Youtube, www.randomlists.com/team-generator, Screencast-o-matic.

Warm up:

In pairs/groups of 3 students watch an online commercial
https://www.youtube.com/watch?v=zv750BWrUhY and do the following tasks:
- Student A watches the first part of the commercial and tells what he sees to student B who sits with his back at the screen.
- Teacher asks the question on what the commercial is about and encourages students to make predictions.
- Students swap the roles and finish watching the commercial to check their predictions.

Activities:

Part 1
- Teacher puts students into groups of 3 using https://www.randomlists.com/team-generator.
- Groups are asked to make surveys on chosen topics using google forms containing 5 questions.
- Groups share the link of their surveys in Edmodo class (created prior by the teacher).
- Students do all the surveys individually employing their own mobile phones.

Part 2
- When the data is collected the students take the survey they have compiled in a group, analyze data and prepare a 3 min. group oral presentation using a Screencast-o-matic tool.
- Students upload their group recorded video files onto Edmodo platform.

Homework:
Students listen to all the recorded presentations and write one point to praise and one point to improve.

LESSON PLAN 4

Authors: Giedrė Kublickienė, Rūta Dadelienė, Agnė Vaivadaitė, Jūratė Jakubaitienė, Daiva Tvarijonienė, Indrė Benikienė

Topic: Book review

LESSON PLAN COVER PAGE

BRIEF DESCRIPTION OF LEARNERS (how many, age, level)	16 students of 11 class B2 level
THE AIM OF THE LESSON	To develop students reading skills through home reading practice and creative presentations
LEARNING OUTCOME	It is expected that after the lesson students will be able to describe a book using advanced vocabulary. It can be adopted to present a film, a trip, free time activities and etc.
TECHNOLOGIES USED	Edmodo, google forms, screen capture

LESSON PROCEDURE

TIME	TEACHER ACTIVITY	LEARNER ACTIVITY
5min	Greet the learners and do a warm up activity	Using Edmodo's quiz function students complete a matching exercise of the pre-taught vocabulary. E.g. a main person is a story – protagonist.
6min	Divide students in pairs; Give an assignment	Students get an access to a friend's video and attentively watch it as they will have some more activities based on the video. Students have to bring prepared videos made by using screen capture (a homework assignment). In videos students should provide answers to the given questions (see an appendix1)
10min	Give an assignment for students create a quiz using google forms tool.	Students create a quiz based on their own book and their presentation (5 questions) and share it on Edmodo E.g. What adjectives have I used while presenting the protagonist? etc.
10min	A teacher monitors the activity and students work.	Students answer his/ her classmate's quiz
8min	Teacher organizes the students into the groups of 4 and asks them to share personal impression of their classmate's book review (would they like to read the book and why yes/ not)	Students share their personal impressions
5min	Teacher gets a feedback and organizes reflection	One student of the group gives feedback, students participate in the activities
1min	Home assignment	Students upload their videos on Edmodo and vote for the best they like and give a short comment using vocabulary they learnt (pre-taught vocabulary)

BOOK REVIEW (APPENDIX 1)

Homework activity

Basic data about the book

Title:
Author:
Publisher:
Date of publication:
The number of pages:

1. Brief summary of the book:

What is the book about?

What can you say about the main character(s)?

2. Personal reaction

Did you like reading this book? What did you like or dislike the most?

Was it difficult or easy and why?

Was it interesting, boring and why?

3. Write 2 questions you will ask you friend after you finish your presentation.

4. Write three words you will teach your friend   _____

Use these words in a sentence.

LESSON PLAN 5

Authors: Giedrė Dubauskienė, Renata Urbonavičienė, Asta Kuktienė, Asta Augustinavičienė, Ada Bartulienė

Form: 8

Level: **B1**

Topic: Travel

Aim: TTo develop travel vocabulary through speaking activities using IT tools.

Tools: Google slides, Google forms, Quizlet tool, Edmodo.

Warm up: Individual brainstorming on travel vocabulary on Google slides.

Activities:

Part 1
- Students are introduced to new vocabulary regarding travel on Quizlet flashcards
https://quizlet.com/171916737/travel-flash-cards/
- Students play interactive vocabulary game on Quizlet live https://quizlet.com/171916737/live

Part 2
- In groups of 4 students prepare questionnaires regarding travel using Google forms and active vocabulary from part 1.
- Students share their forms and complete them.
- Using the data from Google forms, each group prepares mini presentations on the findings.
- Short presentations to the class.

Homework:
Write a short paragraph based on the Google form findings and post on Edmodo.

LESSON PLAN 6

Authors: Ada Bartuliene, Asta Kuktiene, Asta Augustinaviciene, Giedre Dubauskiene, Renata Urbonaviciene

Grade level: **Pre-Intermediate**

Duration: 45 minutes

Objectives:
- Students will have knowledge of different kinds of houses around the world.
- Vocabulary comprehension
- Use Edmodo and google search for completing tasks

Task 1: Warm - up. Students write as many words as possible related with home on slips of papers individually for 1 minute. After that a student, that has written the biggest amount of words, reads them to the class. If other students have the mentioned words on their slips of paper they cross them out. Then the other student who has the majority of the words left reads his list of words. The winner is the student who has the majority of words left.

Task 2: Image search game. Students have to follow instructions and search for 10 images. For example: 1. Find an image of brown detached house which is medium size and labelled for reuse.

Task 3: Take a quiz on EDMODO Home sweet home
https://www.edmodo.com/home#/quiz/start/quiz_run_id/15351931

Example:
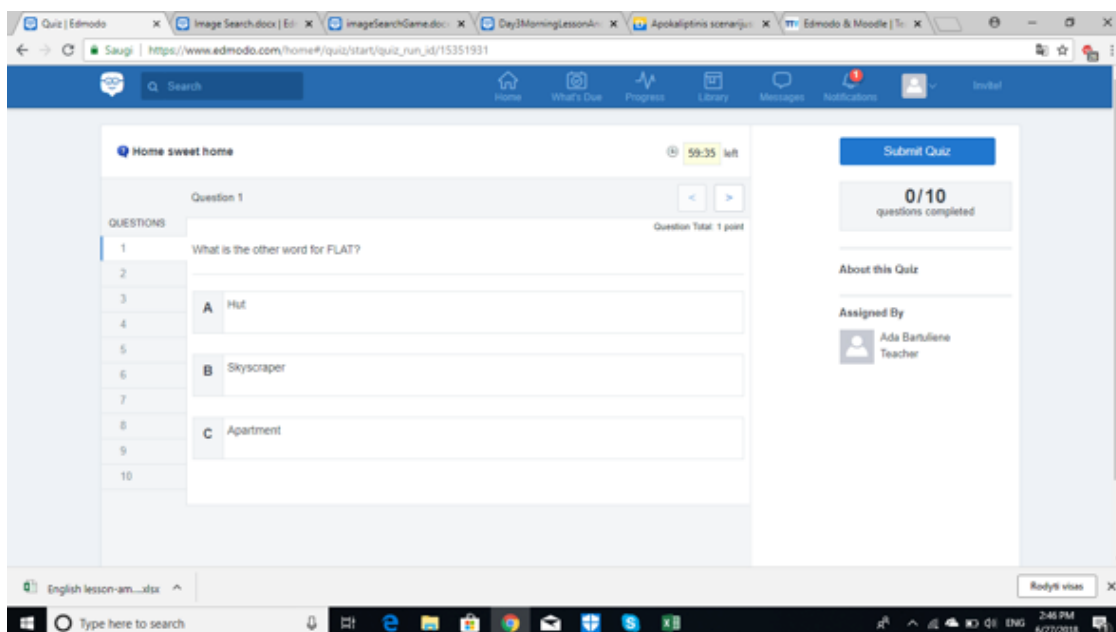
Feedback: Teacher provides individual feedback walking around the room during the lesson. Circulating among the students, the teacher will ask probing questions such as "What is a skyscraper? What is another word for a flat and etc.

Authors: Irma Martinaitienė, Daiva Goštautienė, Lina Stancevičienė, Jelena Grigorjeva , Inga Laurinėnienė, Vilija Špokienė
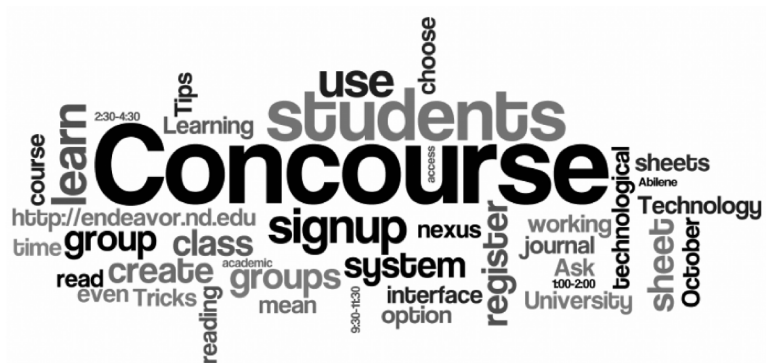
Lesson plan for **12th form**

Topic: Paragraph writing

Aim: To develop writing and speaking skills through video watching.

Tools: IWB, projector, Google forms, Internet, Jing, Edmodo.

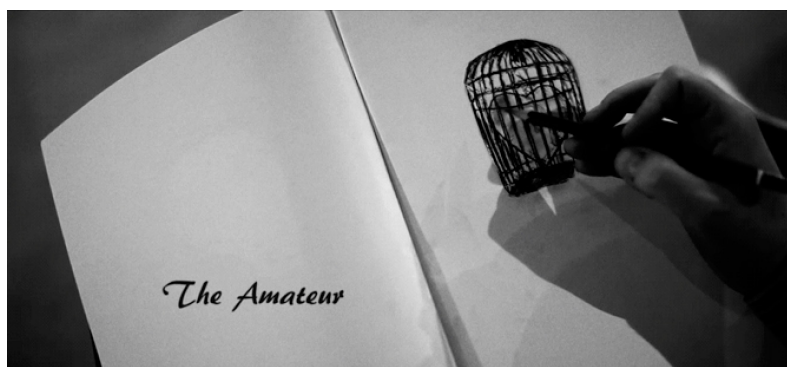Warm up (3-4 min): presentation of 8 new words using word cloud, students give definitions.

Body:
- Using the words given from warm up stage students try to develop the story line. (8 minutes)
- Video watching:
https://www.thefilmnetwork.co.uk/film/the-amateur
https://www.thefilmnetwork.co.uk/film/promise%20

- Edmodo quiz from the video to check the story understanding (4 minutes)
- Revision of writing a paragraph using google form (4 minutes)
- Writing a paragraph creating the ending to the story (50 words) (12minutes)
- Sharing on Edmodo (2 minutes)

Feedback: questionnaire presented on google form (2 minutes)

Homework: reading and voting for the best paragraph using Edmodo.
Evaluation is based on the votes.

Authors: Irma Martinaitienė, Daiva Goštautienė, Lina Stancevičienė, Jelena Grigorjeva, Inga Laurinėnienė, Vilija Špokienė

Level: **Intermediate - Upper Intermediate**

Time: 45 minutes

Topic: „CRITICAL THINKING IN THE CLASSROOM"

Aim: To introduce the concept of critical thinking, to encourage students to think critically.

INTRODUCTION (5 minutes): Critical thinking is one of the buzzing term you hear lots at the moment especially in relationship called 21st century skills. Critical thinking is appearing a lot in education, particularly in a language classroom.

Why is critical thinking important?

Obama's quote:

"Don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem-solving and critical thinking…"

It isn't enough only to understand and remember things, but you also have to analyze, evaluate and create. It isn't enough to underline the right answer.
problem-solving and critical thinking – there are things you need in the future.

Do you look similar to these students? It is true that technology removes most of the problems, we can google all the time. Students are taking the information from new technological devices. Do they use their brain?

Here are stages of critical thinking:

1) Gather information (from the Internet)
2) Reflect (analize)
3) Create
4) Presentation

A teacher often gets frustrated when her/his students don't express their opinions, when they don't think critically.

PRACTICAL PART:

Step 1
What is critical thinking? Write your answers in Edmodo as a brainstorming activity.
(Processing, analising data, judgement, opinions, interpreting)

Step 2
In previous lessons we talked about human brain. The opposite of human brain is artificial intelligence.

How do you understand the phrase 'artificial intelligence'? What does it mean?

Now you will watch a short video, which is presented in edmodo and think *do you agree with the speakers opinion. „What is technological singularity?"*

https://www.youtube.com/watch?v=gpKNAHz0zH8

Use
Work in groups. a Secretary / 2 Helpers / a Presenter
Write your answers using google slide and send to our edmodo group.

Step 3
In Edmodo: Read an article in BBC news and write a comment. In your comment write
Should there be strict regulations where and when drones can be flown? Why do you think so?

https://www.bbc.com/news/technology-43372494

Write your comments under the post.

REFLECTION: in **polleverywhere** tick in 2x2 matrics A: How did you understand the topic? B: How do you feel now?

Authors: Ada Micpovilienė, Iveta Anužienė, Giedrė Akramienė, Ina Janulaitienė, Nijolė Koženiauskienė, Rita Samukienė (group 3)
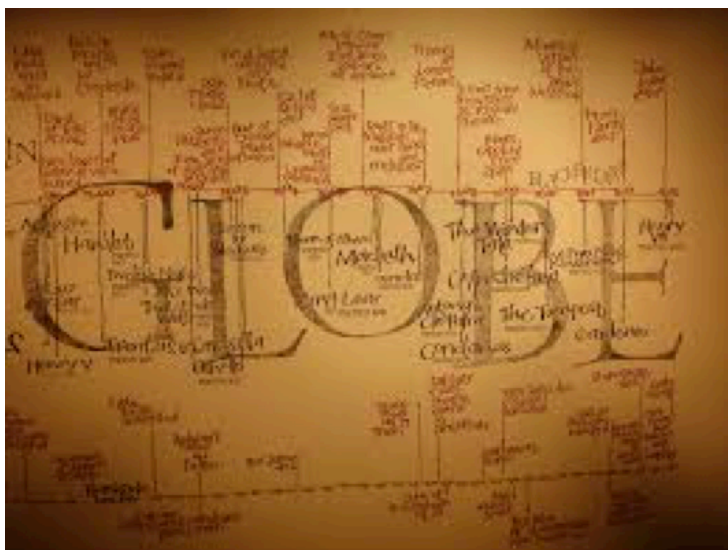
Level: **B2**

Time: 45 minutes

Topic: Shakespeare's Idioms

Aims:
- To introduce commonly used idioms found in Shakespeare's works
- To give students practice in listening, reading and understanding the idioms in everyday contexts

1. Warm-up
- Guess the topic
- Brainstorm on the topic

2.Listeting and note-taking
Watch the video and write down as many idioms as you can
https://drive.google.com/file/d/19eBzmQsagThHkQ0rVGfh-_H5LnBZy6k2/view

3. Work in groups. Compare your notes and make a list of idioms.

4.Do the quiz on the idioms on Socrative or
https://www.qzzr.com/c/quiz/164368/shakespeare-idioms

5.Read the situations and decide which idiom describes the situation best
https://www.teachingenglish.org.uk/sites/teacheng/files/Shakespeare_idioms_1_stories_for_Task_4.pdf

6.Homework. Learn the idioms using Quizlet idiom flashcards
https://quizlet.com/118752946/shakespeares-idioms-flash-cards/

Authors: Vida Vrubliauskienė, Dalia Balzerienė, Asta Virketytė, Ligita Erminaitė

Level: **Intermediate**

Aim: to expand vocabulary on travelling

1. WATCH THE VIDEO (the activities in pairs)

Students sit in front of each other (half of them are not watching the video while their partners are commenting on what they see)

We stop after a minute and start the discussion on what the video is about and what it is advertising. (1 min. Warm-up discussion)

https://www.youtube.com/watch?v=8A1J1ZMaysE

Comming up with some ideas on what the topic of the lesson might be about.

TOPIC OF THE LESSON – Conscious travelling

2. WORKING WITH THE TEXT (Working in pairs)

A) Listening to the text.

https://www.listenaminute.com/t/travelling.html

After listening ONCE, students are working on a Power Point slides writing in all information they have heard.

https://docs.google.com/presentation/d/1u1Bgpe9LFEtgU3lC_iWjuPZvA4RfEpalacFJ5kNiGOc/edit#slide=id.g3a39cbce71_0_55

B) In groups students try to fill in the gaps (1 min. Task)

Travelling gives you _____ you cannot find in your own country. You meet local people and get to _____. It's so exciting. I _____ and doing some research on the country or countries I want to visit. Sometimes I like to plan _____, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with _____ and no fixed plans. I _____ and guest houses. You get to meet and talk to different and interesting people _____. I also like to visit places that are _____. Being somewhere with thousands of other tourists? It's not my cup of tea.

C)   Students come back to the Power Point slides and finish filling them

3. WRITE ABOUT THE EXPERIENCE

Write about the experience you or your friend had while travelling. (app. 8-10 sentences using highlighted vocabulary)

Travelling gives you many **wonderful experiences** you cannot find in your own country. You meet local people and **get to understand** different cultures. It's so exciting. I love planning trips and doing some **research on** the country or countries I want to visit. Sometimes I like to plan everything **in advance**, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with no **hotel reservation** and no fixed plans. I **prefer staying** in hostels and guest houses. You get to meet and talk to different and interesting people and share information. I also like to visit places that are **off the beaten track**. Being somewhere with thousands of other tourists? It's **not my cup of tea**.

4. TRAVELLING EXPERIENCE

Students retell their own travelling experience to each other using active vocabulary.

5. QUIZ

Complete the Quiz
https://www.edmodo.com/home#/quiz/start/quiz_run_id/15353734