

English Language
S.3 Lesson Plan

Class:	S.3 (22 students)
Time :	8:40 – 10:00 a.m. (1 st Lesson: 8:40 a.m. - 9:20 a.m.) (2 nd Lesson: 9:20 a.m. - 10:00 a.m.)
Topic:	Innovative Ideas that help make our community better (Unit 3 Let's innovate)
Learning Objectives:	Students are able to: <ul style="list-style-type: none"> - recognise the close link between the elderly needs and innovative ideas - practise the use of four skills: Reading, Writing, Listening and Speaking - make use of the target vocabulary in their presentation - gather ideas for the follow-up writing task - acquire the language features and format of a product description
Language Focuses:	<ul style="list-style-type: none"> - Present tense is used to describe the functions of the product - If-conditionals (Types 0 & 1) to talk about how the product helps improve the life of the elderly
Students' Prior Knowledge:	Students: <ul style="list-style-type: none"> - read a passage on a new invention of two secondary school students (a self-cleaning door handle) and how the invention helped address the need of the community (<i>Textbook Unit 3 Text 2</i>) - chose a target group (Old people) and identified common problems the target group faced in their daily lives. Students also read a leaflet on Senior Citizen Home Safety Association's (SCHSA) Safety Phone & Personal Emergency Link Service
Pre-lesson preparation:	As a group, students: <ul style="list-style-type: none"> - choose one out of three items (a walking stick, a pair of shoes, and a wallet) that the elderly use very often - discuss and invent a new item based on the one they have chosen to help improve the daily lives of the elderly
e-Resources and other teaching materials:	<ul style="list-style-type: none"> - Online reading comprehension: Leaflet on Senior Citizen Home Safety Association's (SCHSA) Safety Phone & Personal Emergency Link Service
Self-directed Learning elements:	<ul style="list-style-type: none"> - Schoology (Learning Management System): Reading comprehension and sharing groups

Procedures:

Tasks	Time Allocation	Teaching Steps	Purpose
Lead in	3 mins	<ul style="list-style-type: none"> • Invite students to share how they feel about the effectiveness and user-friendliness of SCHSA’s Safety Phone & Personal Emergency Link Service 	<p><u>Speaking Task</u></p> <ul style="list-style-type: none"> • Elicit students’ prior knowledge about devices that help improve the lives of the elderly • Encourage sharing and peer support (stronger students leading weaker students) among the groups (Think → Pair → Share)
Teacher input	10 mins	<ul style="list-style-type: none"> • Show students a PowerPoint on the common problems faced by the elderly in their daily lives • Discuss with students the necessary qualities an invention for the elderly should have • Introduce vocabulary used to describe innovations 	<p><u>Reading and Listening Task</u></p> <ul style="list-style-type: none"> • Recall students’ memory of what they discussed before Chinese New Year • Set the assessment rubrics for the presentation task • Teach students the target vocabulary which will be used in the presentation and
Group Presentation	25 mins	<ul style="list-style-type: none"> • Give 3 minutes to students to discuss and prepare for the presentation • Invite each group to give a 2 to 3-minute presentation to introduce their invention • Invite other students to ask questions and give comments • Remind other students to evaluate others’ performance using the assessment rubrics 	<p><u>Listening and Speaking Task</u></p> <ul style="list-style-type: none"> • Allow students to practise their presentation skills and use the target vocabulary • Assign different duties to students based on students’ abilities to cater for learner diversity
Evaluation	15 mins	<ul style="list-style-type: none"> • Ask students to choose the best invention and explain why <p><i>(Shared teaching material: S.3 Peer evaluation rubrics) For higher ability group, teacher may ask students to provide assessment criteria)</i></p>	<p><u>Speaking Task</u></p> <ul style="list-style-type: none"> • Emphasise critical thinking and formative assessment • Provide instant feedback (Ss → Ss and T → Ss)
Preparation for the Writing task	20 mins	<ul style="list-style-type: none"> • Show students an excerpt of an introduction of a safety device for the elderly, focus and teach the format and language features of a short description on the functions and benefits of products <p><i>(Share teaching materials: S.3 Elderly Multipurpose Shopping Trolley with Seat; S.3 How to write a good product description)</i></p>	<p><u>Reading and Writing Task</u></p> <ul style="list-style-type: none"> • Remind students what they learnt before Chinese New Year and prepare them for the writing task