

S.4 Lesson Plan
TWGHs Sun Hoi Directors ' College
English Language

Class:	S.4AB3 (21 students) <i>Students in this class are high-achievers in English Language in S.4. The lesson is designed for writing a film review through Tier 1 and Tier 2 learning activities with two self-directed learning activities before and after the lesson.</i>
Time :	10:15 a.m. - 11:35 a.m. (3rd Lesson: 10:15 a.m. - 10:55 a.m.) (4th Lesson: 10:55 a.m. - 11:35 a.m.)
Topic:	Film Review (<i>The situation below is an authentic one at school.</i>) <i>Mr. Varsalona, your school NET is planning for a Film Appreciation Activity for students at Sun Hoi. You are invited to suggest a film you think should be shown during the activity. Choose and review a film you have seen and explain why you think it should be selected. (Hint: You are welcome to discuss your choice and your thoughts with Mr. Varsalona before you write your review.)</i>
Learning Objectives:	<ol style="list-style-type: none"> 1. Students are able to identify the main features of a film. 2. Students are able to share the importance of discussing fully, fairly and objectively the features of a film in a film review. 3. Students are able to identify the importance of quotes/citing appropriately from the film to support the viewpoints in a film review. 4. Students are able to share the importance of researching for credible and reliable sources. 5. Students are able to explain the structure of a film review.
Language Focuses:	<ol style="list-style-type: none"> 1. Use of 3rd person point of view, stay out of 1st person 2. Use of present tense 3. Use of relative clause to keep the writing concise
Students' Prior Knowledge:	<ol style="list-style-type: none"> 1. Students have written reviews on non-print fiction for SBA Speaking examinations in the first term. 2. Most students are able to identify different movie genres. 3. Students wrote the review based on the examination questions set by teachers, including the discussion on the plot, their favourite character, messages of the film and creating a new ending to the film. 4. The majority of the film reviewers' work was filled with subjective opinions based on their personal experience and preference.

	<p>5. Students have demonstrated a perception that a film review is to comment the features positively.</p> <p>6. Students deemed to use 1st person to express their opinions.</p> <p>7. Past tense was used in the review to express their understanding of past events.</p> <p>8. To get students prepared for the coming topic on Film Review, they were asked to go through a film review online and finish an exercise via the following link: learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/film-review</p>
e-Resources and other teaching materials:	<ol style="list-style-type: none"> 1. Computer 2. Visualizer 3. Projector 4. iPads
Self-directed Learning elements:	<p>To enhance self-directed learning motivation among students, <i>flipped classroom</i> was done by students during the Chinese New Year Holiday. They were requested to:</p> <ul style="list-style-type: none"> • choose an English film to see during holiday for the upcoming writing task; and • finish an online survey on the film review examples.

Procedures:

Tasks	Time Allocation	Teaching Steps	Purpose
Lead in	10 mins	<p>Activity 1 <u>Fast writing</u> (Individual work/Group interaction)</p> <ul style="list-style-type: none"> • Students write about their choice of film, the film type and the reasons why they chose it in 3 min. • Students are to share their choice in groups 	<p><i>Speaking skills practice</i></p> <ul style="list-style-type: none"> • A warm-up exercise after a long holiday • Get students ready for discussing the topic • Engage students in the fast writing task
Teacher input	12 mins	<p>Activity 2 <u>Survey findings</u></p> <ul style="list-style-type: none"> • Discuss the holiday survey results with students <p><i>(Shared teaching material: S.4 PPT of survey result)</i></p> <ul style="list-style-type: none"> • Invite students to identify the features and language use in the film review examples 	<p><i>Reading and speaking skills practice</i></p> <ul style="list-style-type: none"> • Arouse students' interest in the writing task • Engage students in the identification of different features and language focuses in a film review

<p>Pair work/ Group Discussion</p>	<p>12 mins</p>	<p>Activity 3 <u>Finding features in a film review</u></p> <p>(Group Interaction)</p> <ul style="list-style-type: none"> • Students are put in groups of 3 and 4 • Students have to find out the different features in the film review provided to them • Students are to present their findings in class 	<p><i>Writing and speaking skills practice</i></p> <ul style="list-style-type: none"> • Improve students' awareness of the features to be included in a film review • Encourage students of different abilities to share their ideas freely and verbally • Catering for learner diversity through group work where students have to take up different roles such as taking notes, presenting finding and leading the discussion
	<p>14 mins</p>	<p>Activity 4 <u>Improving a film review by structure and quotes</u></p> <p>(Group Interaction - 14 min')</p> <ul style="list-style-type: none"> • Students have to read a film review • Students are to agree on a structure of film review • Students are to discuss the effectiveness of the use of quotes in the film review • Students are to share the importance of credible and reliable sources • Students share their views on quotes and sources in class <p><i>(Shared teaching material: S.4 Activity sheets (1))</i></p>	<p><i>Writing skills for a film review</i></p> <ul style="list-style-type: none"> • Engage students in reading and speaking • Consolidate students' understanding of the importance of a well-planned structure, citing from credible and reliable sources in a film review • Reinforce the importance of copyright and integrity in writing, e.g. SBA work • Enhance students' interactions in class
	<p>12 mins</p>	<p>Activity 5 <u>Comparison of 1st and 3rd person's Point Of View (POV) via a mini drama</u></p> <ul style="list-style-type: none"> • Students are to read two film reviews on the same movie using 1st and 3rd person POV • Two drama members in class are to deliver the review dramatically • Invite students to share their opinion on the difference between the two reviews to see which is more convincing 	<p><i>Reading, listening and drama skills practice</i></p> <ul style="list-style-type: none"> • Time to relax by taking students from page to stage • Catering students' diversity via a variety of activities • There are several drama members in class who are actually preparing for the Inter-house Drama Competition and it is good to offer them a chance to practise their skills in class

	10 mins	Activity 6 <u>Rewriting exercise on the use of relative clauses</u> <ul style="list-style-type: none"> • Students are shown two film review extracts • Students are to discover and discuss the advantages of the use of relative clause in film review • A rewriting exercise is to be done by individual students 	<i>Writing skills practice</i> <ul style="list-style-type: none"> • Engage students in appreciating the benefits of using relative clause in film review • Prepare students more readily for the writing task
Consolidation	10 mins	Q & A <ul style="list-style-type: none"> • Students are to share their understanding of: <ul style="list-style-type: none"> -key features for analyses and the structure of film reviews -use of quotes and relative clauses in film reviews -use of 3rd person POV in film reviews • Remind students to consult Mr. Varsalona for advice if necessary 	<i>Consolidation</i> <ul style="list-style-type: none"> • Consolidate students' understanding of the elements in the lessons
Self-directed Learning and Assignment		Remind students to share their choices with the NET during recesses or lunch break for a better chance to be selected for the next Film Appreciation Activity	<i>Enhancing students' self-directed learning motivation</i>