






# Lesson Plan



## Lesson 1

### Pre-lesson Tasks

1. Students form a group of 6 to 7 according to the transport they like most.
2. Each group collects and gathers information about a public transport in Hong Kong (the old and the modern ones) on the internet, via Google Map, or through observation).

### Procedure

Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
<b>Review features of different modes of public transport (10 minutes)</b>	<ol style="list-style-type: none"> <li>1. Students look at a picture of different types of transport and cartoon characters.</li> <li>2. Students answer questions requiring different degrees of higher-order thinking. Examples of questions: - What do you see in the picture? - Why is the character taking MTR? - Does the character like taking the transport? Why?</li> </ol>	Differentiated Questions	 	A picture which shows different characters taking different transports
<b>Advantages and disadvantages of a certain type of transport (10 minutes)</b>	<ol style="list-style-type: none"> <li>1. Students watch a video clip of the inside of a taxi and answer questions related to the video.</li> <li>2. Students discuss the good things they can find on the taxi with guidance from the teacher.</li> <li>3. Students form groups with heterogeneous abilities.</li> <li>4. Student find out the good and the undesirable features of the transport chosen.</li> <li>5. Students suggest new ideas to change or enhance the design of the transport.</li> <li>6. Students write or draw to illustrate their ideas.</li> </ol>	Group Discussion	  	A video which shows a certain type of transport

Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
<b>Sharing and questioning (10 minutes)</b>	<ol style="list-style-type: none"> <li>1. Students share their ideas with the class.</li> <li>2. Students play the game 'Challenge Time'.</li> <li>3. Each group writes questions or opinions to challenge other groups when a group is sharing. Students challenge other groups' ideas or state their opinions about the sharing.</li> </ol>	Peer Evaluation	 	Questions prepared by students
<b>Consolidation (5 minutes)</b>	Students' reflect on how daily observation brings them further information / ideas beyond the textbook.	Self-reflection with Teacher's Facilitation	