

Introduction

Students are undergoing phenomenal physical, emotion, moral, social and intellectual changes during their adolescence. It is a critical time of their personal development. We as teachers should try to recognize these changes by adapting our curriculum and differentiating our activities in order to meet their specific needs, interests and learning styles so that we can invite their thoughtful participation. Through language arts teaching, we can tap into the power of their enthusiasm, tap into their own worlds, connect and understand them and help them grow to be positive, productive, effective and happy humans. Students have multi-dimensional opportunities to respond to literature under language arts teaching and therefore a student-and response-centred classroom and atmosphere (Cox, 1996) can be easily developed.

Rationale

Overview of the target students

They are Form 3 intermediate achievers in a band one school. The school has just changed from a CMI to an EMI school and it is located in the New Territories. Most students come from average to low socioeconomic background with busy working class parents. Students have a very diverse range of English abilities within a class. Some of them have an excellent command of English. On the contrary, the weaker ones have difficulty in creating a grammatically correct sentence, not to mention a coherent piece of writing. They are not confident in speaking English and they have inadequate exposure to English outside the English classroom. Luckily, their attitude towards learning English is positive and they are willing to participate in activities related to language arts as it can be reflected from their motivation and involvement in their drama lessons.

Unit plan

Level: F.3 – an intermediate class
Class size: 40
Topic: Teen problems (friendship)
No. of lessons: 6-9 lessons (depending on the ability of students)

Learning targets and objectives

By the end of the unit, students should be able to

- ~ develop creative and critical thinking
- ~ encourage the integration of the four language skills
- ~ foster the appreciation of language arts
- ~ apply and recycle vocabulary and target structure previously encountered
- ~ explore knowledge of the genres of different language arts

	The Strong Version (High achievers)	The Weak Version (Low achievers)
Learning materials	Worksheet 1A	Worksheet 1B
Learning procedures	<p>~ The song listening serves as a motivational activity</p> <p>~ Ss have to fill in the blanks without any hints as help</p> <p>~ Ss rank the song personally and share it with a partner, together they brainstorm the adjectives to describe the qualities of a good friend</p> <p>~ Adaptation: Participation & Output Only 2 participants are needed in the grouping and they are asked to elaborate which is a higher order thinking process</p>	<p>~ The song listening serves as a motivational activity</p> <p>~ Words with Chinese meaning as hints for the themes and adjectives of qualities are given to make the task easier</p> <p>~ Adaptation: Participation & Difficulty. More peer buddies are assigned since Ss work in groups of 3-4. More assistance is given (a word box to fill in the blanks in the song) and Chinese meanings are given.</p>
Multiple Intelligences to be	~ Musical, Intra-personal & Inter-personal intelligences	~ Musical, Intra-personal & Inter-personal intelligences

developed		
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Learning materials	Worksheet2A	Worksheet 2B
Learning procedures	~ Ss read a passage about friendship and complete comprehension questions individually	~ Ss are separated into 3 groups and do jigsaw reading ~ Ss summarise their part and do a group presentation ~ Adaptation: Input & level of support. More language input is given because a glossary of Chinese meanings for difficult words is provided at the end of the page. Instead of answering questions in writing, a verbal response is allowed
Multiple Intelligences to be developed		~ Verbal linguistics & Inter-personal intelligences
Learning materials	Worksheet 3A	Worksheet 3B
Learning procedures	~ 2 poems with different structures and features are given ~ Ss work in pairs to induce the rules by themselves ~ Ss create their own poem using the target language structure or patterns ~ Adaptation: Input & Difficulty & Output. No hints of the target language are given. Ss need to induce the rules. A complex sentence structure (relative clauses) is required in the output	~ Ss are shown 3 samples of acrostic poems with the features explicitly stated ~ Ss create their own acrostic poem ~ Adaptation: Input, Level of support, Difficulty & Output. The first letter of each line is highlighted and bold which explicitly shows the features of an acrostic poem. One kind of poem is shown with 3 samples available so that Ss will become more familiar with the features. Ss can recycle the adjectives they have learnt in WS 1B which shows that more assistance is provided
Multiple Intelligences to be	~ Musical, Intra-personal & Inter-personal intelligences	~ Musical, Intra-personal & Inter-personal intelligences

developed		
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Learning materials	Worksheet 4A	Worksheet 4B
Learning procedures	~ Ss share their own poem ~ Ss vote for the best one ~ Adaptation: Quantity & Difficulty. Assessment criteria are categorized into different sections with a number of descriptors given. The descriptors are written in sentence level and a written overall comment or feedback is required	~ Ss share their own poem ~ Ss vote for the best one ~ Adaptation: Quantity & Difficulty. Simple phrases of descriptors are given and Ss are required to circle the scale only.
Multiple Intelligences to be developed	~ Verbal-linguistics & inter-personal intelligences	~ Visual-spatial & inter-personal intelligences
Learning materials	Worksheet 5A	Worksheet 5B
Learning procedures	~ Ss watch a film clip and read a script of Toy Story 1 ~ Ss complete character maps and a plot graph ~ Ss write an article about friendship ~ Adaptation: Input, Difficult & Output. It is a sandwiching of two media – viewing and reading. Some answers are not explicitly stated and therefore Ss have to infer them. The writing product is an formal article	~ Ss watch a film clip of Toy Story 1 ~ Ss complete a character web showing the adjectives and actions of the characters ~ Ss write a diary entry about an adventure with friends and feelings ~ Adaptation: Input, Difficulty & Output. Ss need to watch the film clip, only one medium. Simple words or phrases are needed in the character web. Ss can recycle the adjectives by referring to WS 1B. The writing product is a personal informal diary entry.
Multiple Intelligences to be developed	~ Verbal-linguistics, Visual-spatial & inter-personal intelligences	~ Visual-spatial & inter-personal intelligences

Worksheet for song appreciation (1A)

A. Listen to the song and fill in the blanks.

Shining friends

A little faith

(1) **brightens** a rainy day

(2) **life** is difficult you can go away

Don't (3) **hide** yourself in a corner

You have my place to (4) **stay**

Sorrow is gonna say goodbye

Opens up

You'll see the happy (5) **sunshine**

Keep going on with your (6) **dream**

Chasing tomorrow (7) **sunrise**

The (8) **spirit** can never die

Sun will (9) **shine**, my friend

Won't let you (10) **cry**, my dear

Seeing you shed a (11) **tear**, make my world (12) **disappear**

You'll never be alone in (13) **darkness**

See my (14) **smile**, my friend

We are with you, (15) **holding hands**

You have got to believe, you are my (16) **destiny**

We're meant to be your friends

That's what a (17) **friend** should be

B. Now rate the song using the following preference instrument and explain your preference.

1 = I didn't like it at all.

2 = I didn't like it very much

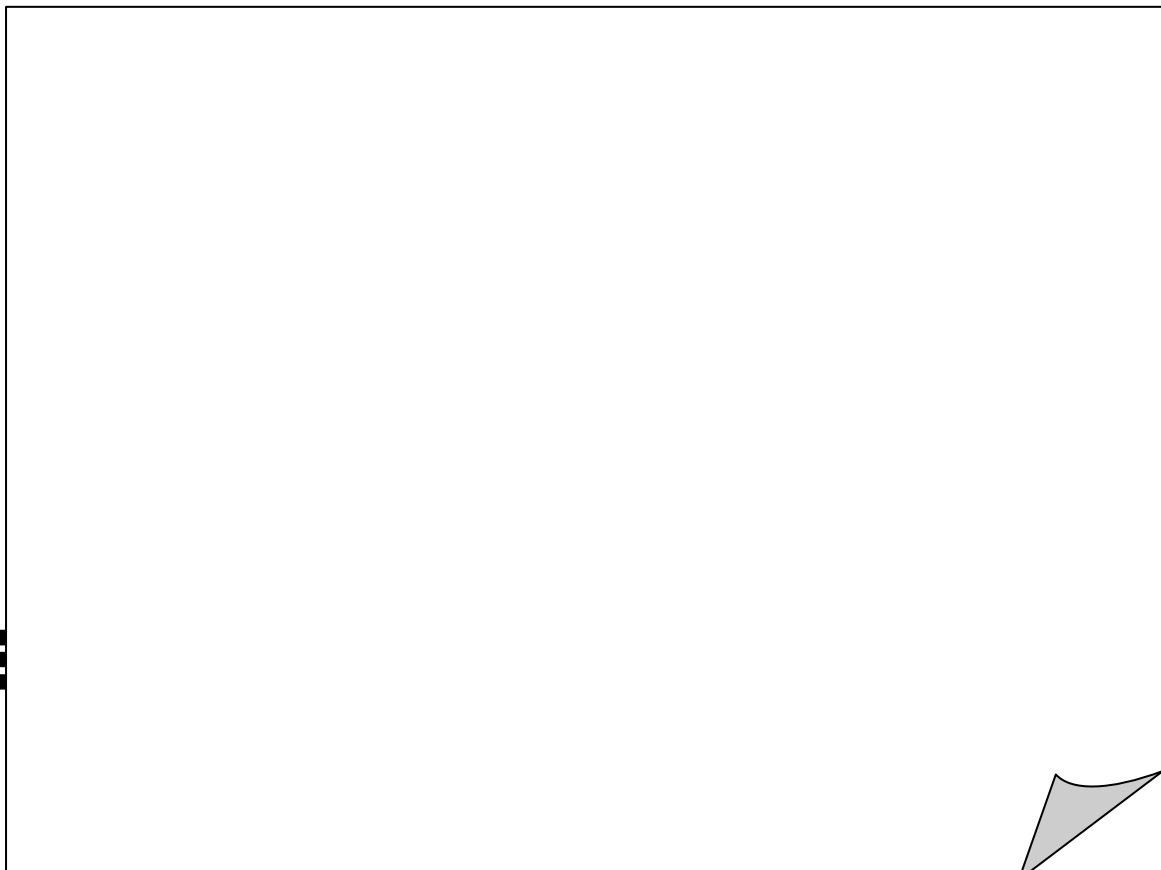
3 = It is OK

4 = It is good

5 = It is great!

(Source: Cox, C (1996) Teaching language arts: a student- and response-centred classroom. Boston: Allyn and Bacon)

C. Work in **pairs**. What is the theme of the song? From the song, what are the qualities of a good friend? **In your own opinion, what are the qualities of a good friend?** Brainstorm some adjectives used to describe the characteristics of a good friend **and elaborate your opinion.**



Worksheet for song appreciation (1B)

A. Listen to the song and fill in the blanks with the words in the boxes.

sunrise	smile	brightens	cry	shine	stay
holding hands	dream	sunshine	hide	disappear	life
destiny	spirit	tear	friend	darkness	

Shining friends

A little faith
(3) brightens a rainy day
(4) life is difficult you can go away
Don't (3) hide yourself in a corner
You have my place to (4) stay

Sorrow is gonna say goodbye
Opens up
You'll see the happy (5) sunshine
Keep going on with your (6) dream
Chasing tomorrow (7) sunrise
The (8) spirit can never die

Sun will (9) shine, my friend
Won't let you (10) cry, my dear
Seeing you shed a (11) tear, make my world (12) disappear

You'll never be alone in (13) **darkness**

See my (14) **smile**, my friend

We are with you, (15) **holding hands**

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(Source: Cox, C (1996) Teaching language arts: a student- and response-centred classroom. Boston: Allyn and Bacon)

C. Work in groups of 3-4. What is theme of the song? What are the qualities of a good friend? Brainstorm some adjectives used to describe the characteristics of a good friend.

a. **Circle** the theme of the song:

Love

Honesty

Generosity

Kindness

Friendship

b. **Circle** the adjectives and add on the list



Naughty clever confident reliable (可信賴的) patient

Dishonest loyal (忠誠的) imaginative (有想像力的) caring

Jealous (妒忌的) humorous (幽默的) hardworking energetic thoughtful

Worksheet for reading (2A)

(Source: Longman Target English Book 3A, unit 3)

Reading The Friendship Page


READING The Friendship Page

A A popular part of the 'Teen Times' magazine is 'The Friendship Page'. Read the page.

Common error

THE FRIENDSHIP PAGE

Have you got a friendship story? If you have, why not write a letter and share the story with our readers.



George
Aged 14

My best friend is called Jacky. Jacky and I ~~used to live~~ in the same building when we were at primary school. We could play together all the time. Now we live in different buildings but we're still good friends and spend a lot of time together.

Jacky is very intelligent and hard-working. He's also a loyal friend. When there is an argument in class, he's always on my side, even when my other friends leave me. Last week, the school bully tried to take my pencil case. Jacky and I managed to get the pencil case back. If we hadn't worked together, I would have lost my pencil case.

Note
'Bully' can also be used as a verb (e.g. 'Don't bully me, I'm not afraid of you.').

Jacky and I also have the same interests. We like listening to pop songs and learning the song lyrics. We also like playing the same computer games and reading the same comic books. Because we enjoy doing the same things, we always enjoy our time together.

Some friendship

'A friend to all is a friend to none.'


This is a very old proverb. It means that true friends are special. If one person has a lot of friends, he/she cannot be a good friend to all of them.

'A good friend is a person who walks in when the rest of the world walks out.'

This proverb means that you can always count on your friends during bad times. Good friends are always on your side and support you when others leave.

'A good friend is someone who dances with you in the sunlight and walks beside you in the shadows.'

This proverb means that you can rely on good friends to help you during the good times and the bad times.



Florence
Aged 14

My best friend is called Sally. She's cheerful and funny. She's also very popular and knows lots of people. It's nice to have a popular friend but she's often too busy to talk to me. She ~~used to be~~ a helpful and understanding friend but now I don't think I can count on her to help me anymore.

Last week, I failed an important test. When I got the result, I was very

upset. In the past, I could talk to Sally whenever I felt upset, but now she always seems too busy. On this day, she only wanted to talk to the boys in our class about their test results. We ~~used to be~~ a special relationship but now we don't. Now she seems very uncaring. It's a shame.

My best friend is called Dagger. Dagger is a loyal and understanding friend. When I'm in a good mood, he loves to play with me. When I'm in a bad mood, he comes over and licks my hand. He always knows when I'm unhappy or angry about something and always makes me feel better.

Last year, Dagger saved my life. When I came home from school, I saw a thief in our flat. ~~I had known that the thief was there. I wouldn't have entered the flat.~~ The thief had a dagger and I was very scared. My dog jumped on the thief and took the dagger from his hand — that's why I call him Dagger now! (I used to call him Snowy.)

Dagger ~~was just~~ just a family pet but now he's my best friend. I know I can always rely on Dagger in good times and in bad times.



B Choose the best answer for each question below. Circle the letter.

1 In line 19, 'the song lyrics' means the ...

- A titles of songs.
- B tunes of songs. Note
- C words of songs. The tune of song refers to its melody.
- D names of pop singers.

2 A suitable title for the first letter would be ...

- A A friend for life.
- B My old neighbour.
- C I rarely see my friend.
- D My best friend's a bully.

3 In line 29, 'count on her' means ...

- A rely on her.
- B understand her.
- C talk to her about problems.
- D ask her for help with Maths.

4 A suitable title for the second letter would be ...

- A I can't cope with failure.
- B I'm losing my best friend.
- C My best friend is lying to me.
- D It's great having a popular friend.

5 Ted calls his best friend 'Dagger' because Dagger ...

- A attacks people.
- B is an unusual dog.
- C used to be called Snowy.
- D saved Ted by taking away a thief's weapon.

6 A suitable title for the third letter would be ...

- A Not just a pet.
- B It's great having a pet.
- C Our family pet is so brave.
- D My best friend loves dogs.

Worksheet for reading (2B)

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Used to live 曾經住	Loyal 忠心	Argument 爭吵	Bully 惡霸
Count on 依賴	Shame 羞恥	In a good mood 好心情	Dagger 短刀

Worksheet for poem appreciation (3A)

A. Read the poem A

'FRIENDS'

For my dear friend
Remember the past
Imagine the future
Every day we play and learn together
No matter how the weather is
Do your best to face it
Surely our friendship will last forever

(Source: Mok, A (2001). Task-based learning, Language arts and the media: A resource book for secondary English teachers. *Hong Kong: INSTEP, The University of Hong Kong.*)

B. Read another poem B

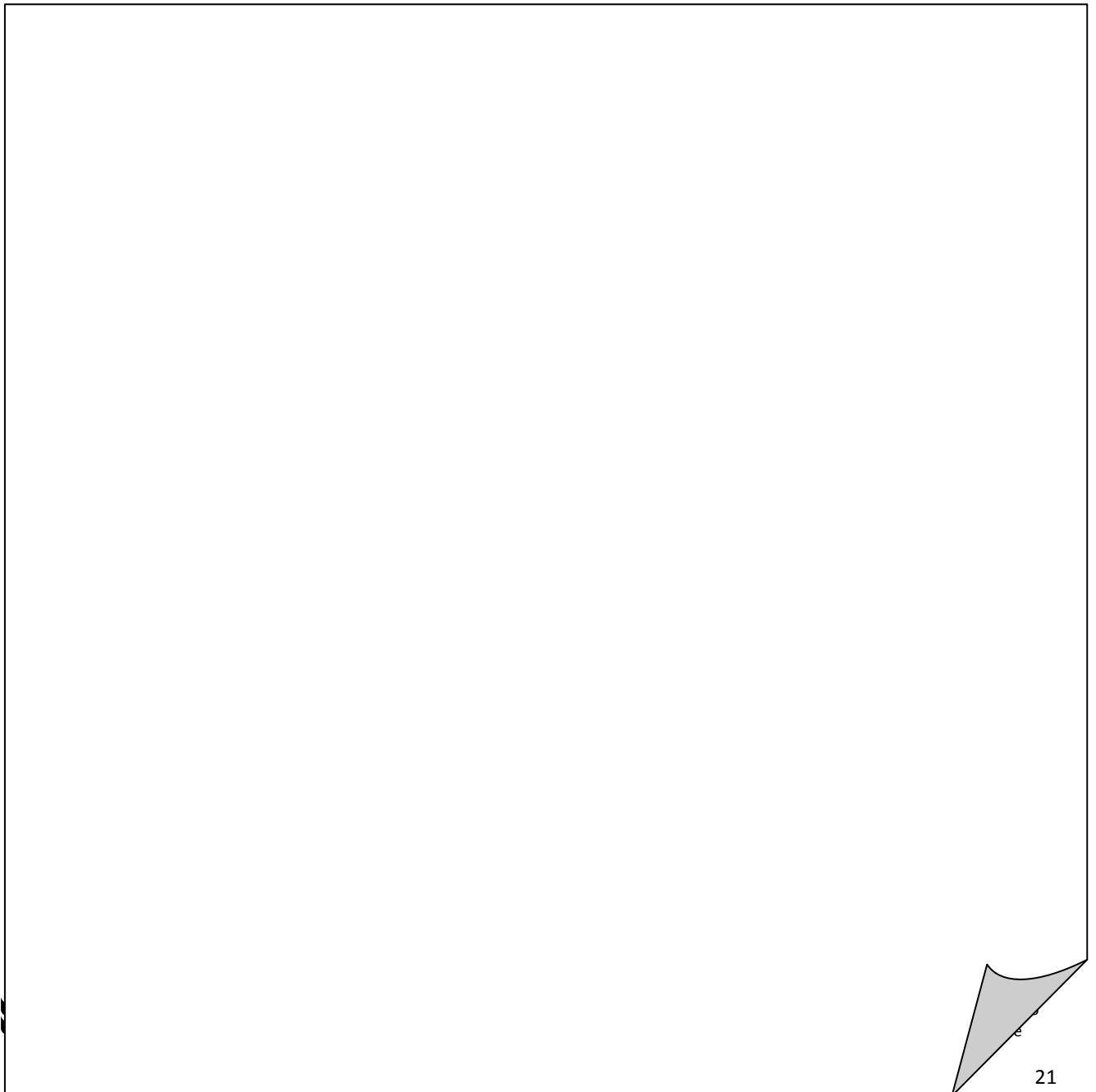
A friend is someone who is concerned with everything you do
A friend is someone who to call upon during good and bad times
A friend is someone who understands whatever you do
A friend is someone who tells you the truth about your self
A friend is someone who knows what you are going through at all times
A friend is someone who does not compete with you
A friend is someone who is genuinely happy for you when things go well
A friend is someone who tries to cheer you up when things don't go well
A friend is an extension of yourself without which you are not complete

Susan Polis Schutz

(Source: Boulder, Colo (1992). A best friend is forever: a collection of poems. *Blue Mountain Press*)

- C. Work in **pairs**. Discuss the features of poem A and poem B with your partner.

- D. You have learnt two different kinds of poems. Choose either one and create **your own**. You can decorate your own with pictures or colours. Share it **in groups of 3 or 4** and **vote** for the best one.



Worksheet for poem appreciation (3B)

A. Read the following acrostic poems

'FRIENDS'

For my dear friend
Remember the past
Imagine the future
Every day we play and learn together
No matter how the weather is
Do your best to face it
Surely our friendship will last forever

(Source: Mok, A (2001). Task-based learning, Language arts and the media: A resource book for secondary English teachers. *Hong Kong: INSTEP, The University of Hong Kong.*)

FRIENDS

Fun times
Returning hopefully again
Important to one another
Enjoying each other
New friends forever
Doing fun things together
Stay in touch!

(Source:

[http://www.google.com.hk/imgres?imgurl=http://global-connections.co.uk/Activity/G_lib/tc2_poe m.jpg&imgrefurl=http://davaodaily.com/wp-admin/acrostic-poems-for-kids&h=388&w=304&sz=27&tbnid=Sr96eA8Rm2OltM:&tbnh=123&tbnw=96&prev=/search%3Fq%3Dacrostic%2Bpoem%2Bfr iends%26tbn%3Disch%26tbo%3Du&zoom=1&q=acrostic+poem+friends&hl=zh-TW&usg=__afIQg8Hm0jBOlfslls_HQR2vCOY=&sa=X&ei=Rx74TeHqElquuQOv_M2CDA&ved=0CCgQ9QEwBg\)](http://www.google.com.hk/imgres?imgurl=http://global-connections.co.uk/Activity/G_lib/tc2_poe m.jpg&imgrefurl=http://davaodaily.com/wp-admin/acrostic-poems-for-kids&h=388&w=304&sz=27&tbnid=Sr96eA8Rm2OltM:&tbnh=123&tbnw=96&prev=/search%3Fq%3Dacrostic%2Bpoem%2Bfr iends%26tbn%3Disch%26tbo%3Du&zoom=1&q=acrostic+poem+friends&hl=zh-TW&usg=__afIQg8Hm0jBOlfslls_HQR2vCOY=&sa=X&ei=Rx74TeHqElquuQOv_M2CDA&ved=0CCgQ9QEwBg)

FRIENDSHIP

Friends are so important, we all need one or two;
Regardless of our income, or whatever job we do.
In hard times or in affluence, a friend is always there;
Every time, we know they'll come and help our trials to bear.
Never underestimate the value of a friend;
Don't take them for granted or your relationship will end.
Support your special confidant in every way you can;
Hearts sharing joy and pain – it's worked since time began.
It's wonderful to have a friend who's with you all your life;
Particularly when that friend is your husband or your wife.

(Source:

http://wangigirl.com/website/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=64&MMN_position=138:136)

- B. Work in **pairs**. Discuss the specific feature of an acrostic poem with your partner.

- C. You have learnt the acrostic poem. It's time to create **your own**. You can decorate your own with pictures or colours. Share it **in groups of 3 or 4** and **vote** for the best one.

F

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Peer Evaluation form for poem appreciation (4A)

Name of presenter: _____

Your name: _____

		Almost never	Not very often	Some of the time	Usually	Most of the time	Almost all of the time
Pronunciation & delivery	1. His/Her voice is loud enough						
	2. He/She can pronounce English sounds and words clearly						
	3. He/She can vary his/her intonation and talk at the right speed						
Communication strategies	4. He/She has friendly body language and makes eye contact						
	5. He/She can manage the timing of his/her presentation well						
Vocabulary & language patterns	6. He/She can use the right words to explain his/her ideas						
	7. He/She can use grammatically correct language						
	8. When he/she makes an error, he/she can correct it						
Ideas & organisation	9. He/She can speak without depending on his/her notes						
	10. His/Her ideas are relevant to the topic of the presentation						
	11. His/Her ideas are well organized and clearly linked together						
The thing I liked most about his/her presentation was							

Next time he/she can...

Peer Evaluation form for poem appreciation (4B)

Rating Scale

- 5 Excellent
- 4 Good
- 3 Satisfactory
- 2 Limited
- 1 Needs improvement

Name of presenter: _____

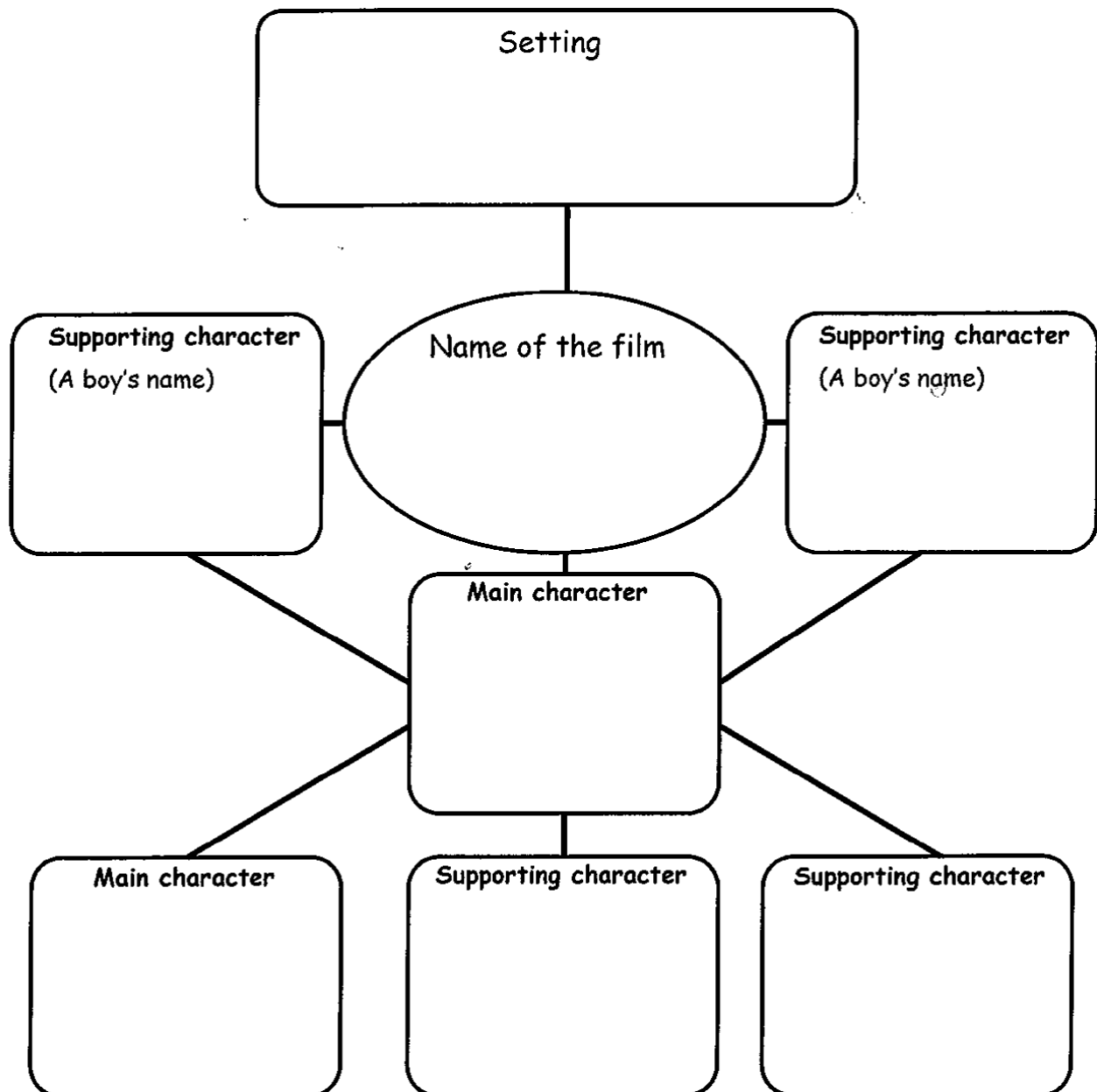
Your name: _____

Posture and eye contact	5	4	3	2	1
Volume is loud enough to be heard	5	4	3	2	1
Speaks clearly	5	4	3	2	1
Pauses	5	4	3	2	1
Prepared and rehearsed	5	4	3	2	1
Facial expressions and body language	5	4	3	2	1
Total	5	4	3	2	1

Worksheet for film watching (5A)

Toy Story 1 – Thinking about the characters

- A. You will watch a short part of the film. While watching, make a list of the characters you see in the film clip using the following chart.



- B. A character map – After watching the film clip, complete the following character map. Talk to your partner and compare your answers.

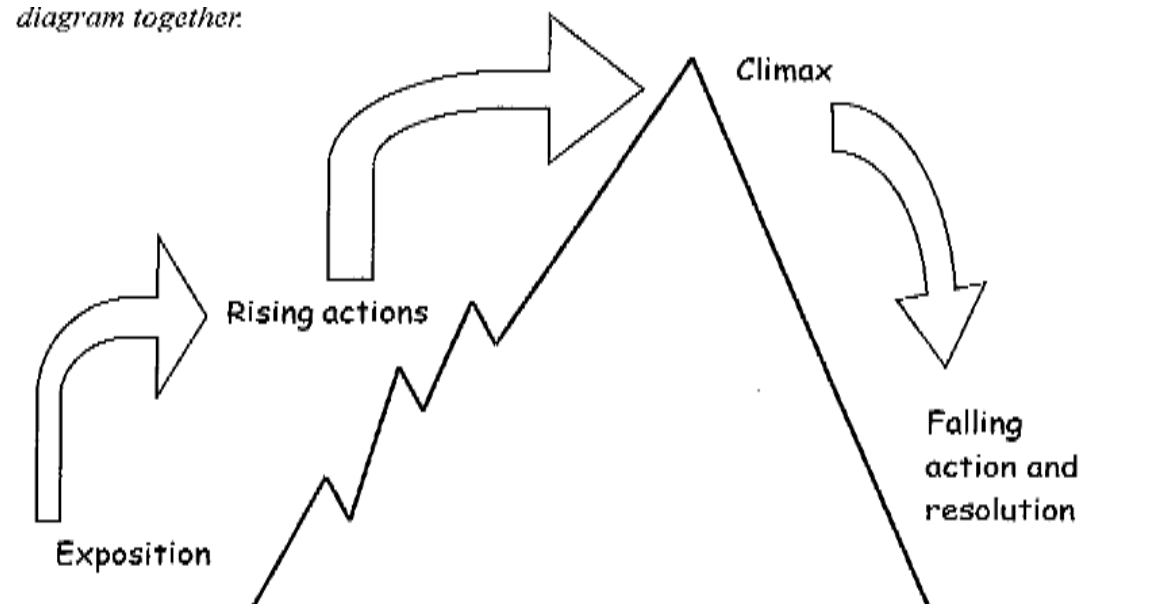
<i>What the character says and does?</i>	<i>How he looks?</i>
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Woody </div>	
<i>How others think about him?</i>	<i>How do I feel about him?</i>

<i>What the character says and does?</i>	<i>How he looks?</i>
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Buzz Lightyear </div>	
<i>How others think about him?</i>	<i>How do I feel about him?</i>

C. Woody and Buzz were trapped in Sid's room. They experienced a series of adventures. Work in

groups of 3 to 4 and summarise the film. Analyse the plot and fill in the following plot diagram together.

diagram together.



Exposition (setting)	Rising actions	Climax	Falling action and resolution

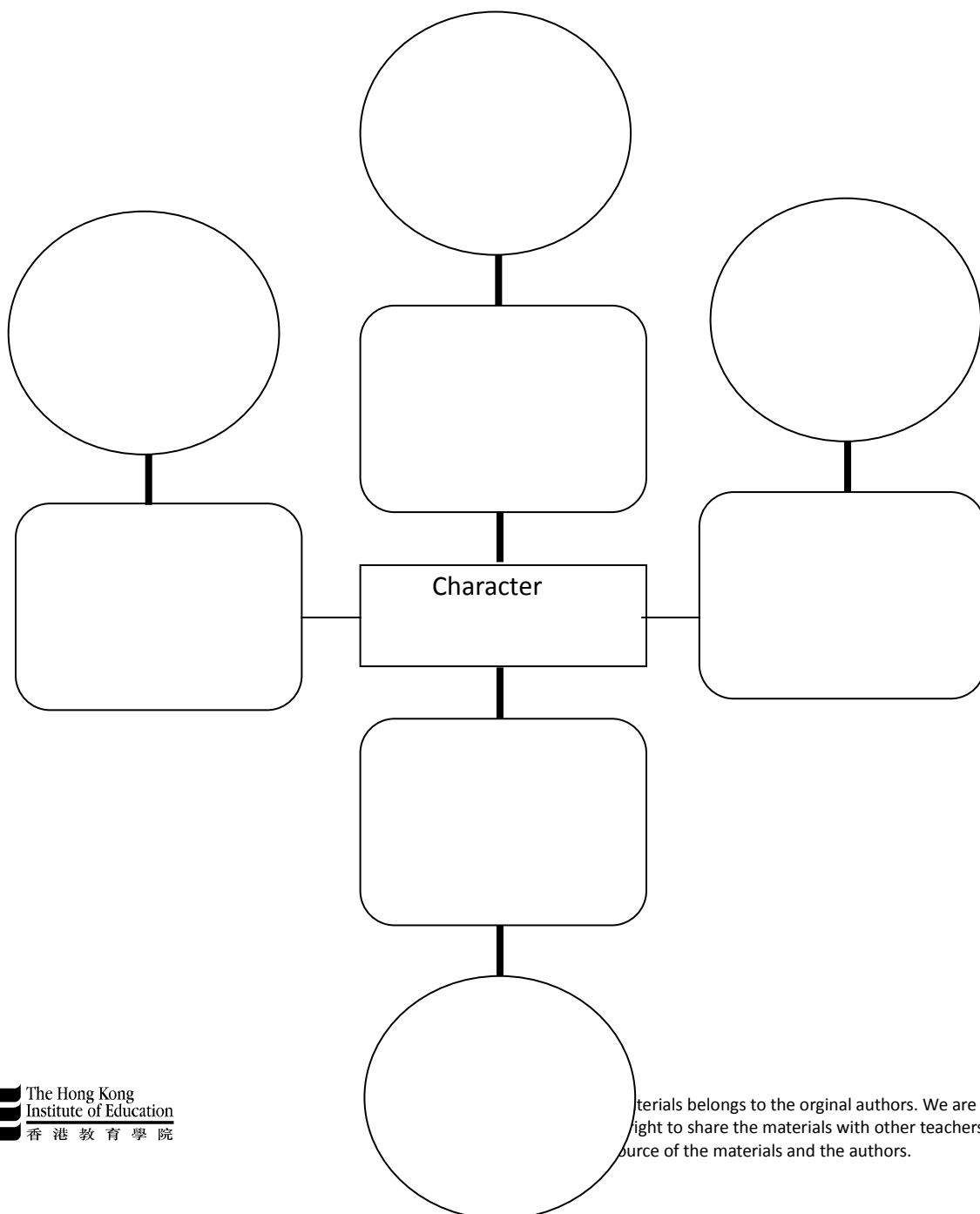
D. Write an essay about friendship and share it with your partner.

grateful to
ers. Please

Worksheet for film watching (5B)

Toy Story 1 – Character Web

- A. Choose a character from the story. Work in pairs and complete the character web by writing the action in the square and adjective in the circle. If you need help, you can refer it back to Worksheet 1B.



[illegible]

Reference

Cox, C. (1996). *Teaching language arts: a student- and response-centered classroom*. Boston: Allyn and Bacon.