

[Introduction]

Differentiated Unit of Work

Introduction: To enhance the effectiveness of teaching and learning, the teaching materials, teaching approaches and mode of assessment have to be adapted according to the ability and interests of the learners. In this resource pack, students are required to write an itinerary to a friend based on some information about Hong Kong tourist spots given by the teachers. The reading materials and website are carefully chosen and adapted as well as the amount of vocabulary taught. The website is introduced to the more able class so as to extend their exposure to wider sources apart from their course books. They are encouraged to exercise their discretion in selecting the information they like. The final product is also differentiated between the more able students and the less able ones in terms of the length and format of the writing. In addition to writing an itinerary of their own choice, the more able students are also asked to make an oral presentation with powerpoint.

Module: Travelling

Theme: Tourist spots in HK

This topic is chosen as students are mostly interested in traveling. However as the original article in the Course Book (Longman Activate) is about a girl who shared her traveling experience in Korea in a format of a postcard, which is a bit remote to most of our students. Hence the article '*Jodie's holiday*' was chosen to replace it. The new article is more relevant to the Hong Kong context which helps students to comprehend the content more easily as they are more familiar with the local tourist spots.

Target Group: S.1 students of a middle banding CMI school. There is a big gap in English ability among students across the form. Students are streamed according to their English ability.

Number of lessons needed: 7-10

	Stronger L2 Learners	Weaker L2 Learners
Content	<ol style="list-style-type: none">1. Language skills to be developed: reading, writing and <u>speaking</u>2. Generic skills to be developed: collaboration skills, communication skills, <u>information technology skills, creativity</u>3. Vocabulary list covering <u>26 items</u>4. Sample itinerary and <u>reply letter framework</u>5. Article '<i>Jodie's holiday</i>'	<ol style="list-style-type: none">1. Language skills to be developed: reading and writing.2. Generic skills to be developed: collaboration skills, communication skills3. Vocabulary list covering <u>12 items</u>4. Sample itinerary5. Article '<i>Jodie's holiday</i>'6. Worksheet of an itinerary chart

	6. Worksheet of an itinerary chart	
Process	<p>1. Lesson 1 & 2 Motivation—a 3-minute video clipping ‘Welcome to HK’. http://www.youtube.com/watch?v=wgTVkf0VIfc is shown. Names of places and special local food are highlighted in the video. After the video, students are asked how much they know about these places. Teachers can build on what they have already known.</p> <p>2. Vocab input (tourists’ activities and places) through miming and matching.</p> <p>Lesson 3 & 4</p> <p>3. Go through the article. (Form groups of 3, each member focuses on two paragraphs)</p> <p>4. Revise the format of an informal letter.</p> <p>5. Revise the language features (<u>modal verbs</u>) used in giving suggestions.</p> <p>Lesson 5 & 6</p> <p>6. Demonstrate how to extract information from the website and write suggestions to the friend: http://www.discoverhongkong.com/promotions/family/eng/html/front/index.html#/attraction This mc mug website is chosen as the content is simple and concise enough for junior form students. There is a list of the top ten most popular tourist spots suggested on the website with highlights of</p>	<p>1. Lesson 1 & 2 Motivation—a 3-minute video clipping ‘Welcome to HK’. http://www.youtube.com/watch?v=wgTVkf0VIfc is shown.</p> <p>2. Vocab input (tourists’ activities and places) through miming and matching.</p> <p>Lesson 3 & 4</p> <p>3. Go through the article. (Form groups of 3, each member focuses on two paragraphs). The article is further simplified with shorter sentence structure and more commonly used words.</p> <p>Lesson 5</p> <p>4. Teach the format and language features (<u>imperatives</u>) used in writing an itinerary.</p> <p>Lesson 6-7</p> <p>5. Demonstrate how to extract information from the first two paragraphs of the article.</p> <p>6. Students have to select relevant information from the rest of the article to compile an itinerary.</p> <p>7. Students have to write short comments on the itinerary.</p>

	<p>some local food that people must try.</p> <p>Lesson 7-8</p> <p>7. Each group has to design their own itinerary based on the information recommended in the website.</p> <p>8. Based on the information collected, each member writes his or her own letter to the friend.</p> <p>Lesson 9 & 10</p> <p>9. Group presentation of the itinerary they design.</p> <p>10. The best group is chosen by the students.</p>	
Product	<p>1. To write and present <u>an itinerary</u> in a group to the whole class orally. The students choose the best group.</p> <p>2. To write <u>a reply letter</u> suggesting some tourist spots to a friend from overseas who is going to spend 1 day in Hong Kong.</p>	

[Justification & Rationale]

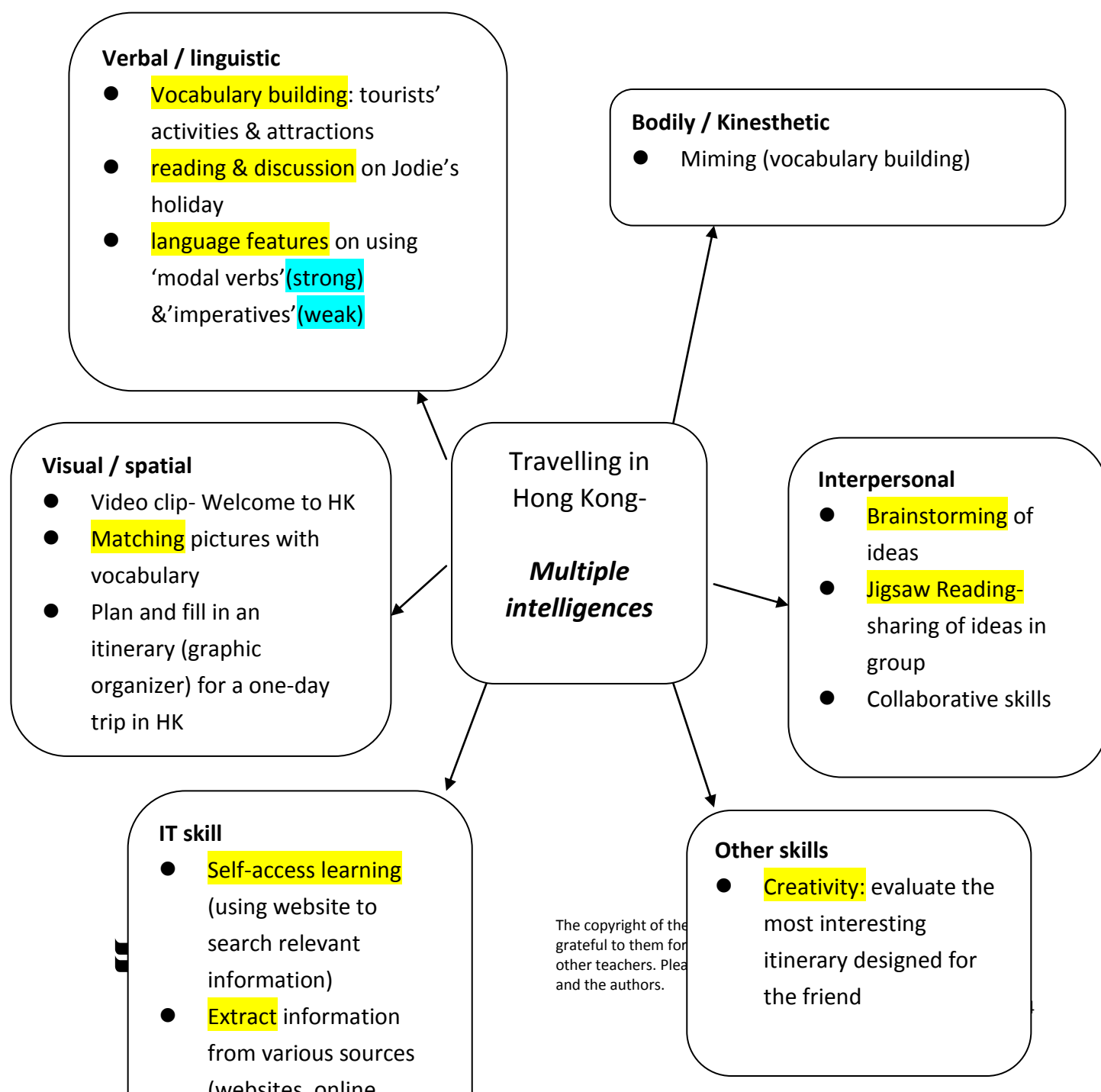
Catering for Learner Diversity in English Language

Learning

Catering for Individual Differences

Multiple Intelligences

The design of the unit of work is categorized into different aspects of expertise according to Howard Gardner (Gardner & Hatch, 1989) as follow:



Curriculum Adaptation

Curriculum adaptation refers to “modifying or supplementing the curriculum to meet the needs of individual students”. (Hoover & Patton, 1997, p.21) In order to cater for different groups of L2 learners’ abilities, the unit of work is differentiated according to different aspects of adaptation:

- Quantity
- Time
- Level of support
- Input
- Difficulty
- Output
- Participation
- Alternate goals

Time: 10 lessons for stronger L2 students; 8 lessons for weaker L2 students

Level of support:

The learning materials includes the reading text and worksheets. The materials are differentiated according to its content and the teaching & learning styles. Weaker L2 students just need to read a simplified with limited number of vocabulary items. However, stronger L2 students have both core and extended learning parts. The major difference between both cohorts is that stronger students have more autonomy in choosing the inputs of learning, but instead there is more teacher guidance given to the weaker students.

	Stronger L2 Learners	Weaker L2 Learners
Content	<u>Extended</u> content	<u>Controlled</u> & <u>simplified</u> content

Teaching & Learning Styles	<u>Student-oriented</u>	<u>teacher-guided</u>
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Alternate goals:

For the weaker L2 learners, they are required to read and write an itinerary based on the reading text; but for the stronger students, they have to present the itinerary orally, and produce an informal letter writing individually with reference from other internet resources, which are more challenging.

Skills	Stronger L2 Learners	Weaker L2 Learners
Language Skill	<ul style="list-style-type: none"> • Reading • Writing • <u>Speaking</u> 	<ul style="list-style-type: none"> • Reading • Writing
Generic Skill	<ul style="list-style-type: none"> • Collaboration skills • Communication skills • <u>Information technology skills</u> • <u>Creativity</u> 	<ul style="list-style-type: none"> • Collaboration skills • Communication skills

Quantity, Input & Difficulty:

For the stronger L2 learners, they would definitely work on more challenging tasks to maintain their learning

interests. In addition, the language pattern and structure that they learn should be more complex, for instance, learning modal verbs is relatively more difficult than learning imperatives because students have to understand different tones of the modals. Besides the quantity and input of the learning materials, the level of difficulties on the content should also be altered to cater for learners' diversities.

Stronger L2 Learners	Weaker L2 Learners
<u>31</u> Vocabulary items	<u>10</u> Vocabulary items
Textbook article & <u>Internet website</u>	<u>Simplified</u> Textbook article
Sample itinerary and <u>reply letter</u>	Sample itinerary
<u>Modal verbs</u>	<u>Imperatives</u>

Participation, Output & Assessment:

There are more variations on the mode of assessment for differentiated ability learners. The stronger

who learners, who are usually more self-directed, can be assessed by groups or individual. However, the weaker L2 learners can collaborate with other group mates and contribute to the learning product to achieve success.

Stronger L2 Learners	Weaker L2 Learners	References
an itinerary (group)	an itinerary (group)	Gardner, H., & Hatch, T. (1989).
a reply letter (<u>individual</u>)		Multiple intelligences go

to school: Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), 4-9.

Hoover, J. & Patton, J. (1997). *Curriculum Adaptations for Students with learning and Behavior Problems*. Austin: Pro-ed.

Jodie's Holiday (Stronger version)

Jodie has sent you a copy of her draft for the newspaper article and she wants you to comment on it.

Hi, everyone! Welcome to the new school year and the first issue of Voice. Did you have a nice summer holiday? I did. I visited my cousins in Hong Kong and had a lovely time.

On the first day, my cousins took me on a train to Shatin. We visited a temple on a hill and we had to climb about 400 steps (!) to get there. "You won't regret it," said my guides. Inside the temple, there were thousands of Buddha statues! I tried to count them but soon gave up. I know why they call it the Ten Thousand Buddhas Monastery.

The next day we took the bus and went "beach-hopping" on Repulse Bay. The beaches were beautiful. "You shouldn't come during the weekend. The beaches can get very crowded," warned my cousins. That evening, I was very tired. "I must get some rest. I'll stay in tomorrow," I said.

"But we're going to take you to the Peak," said my cousins. "You have to see the night view there." It really was amazing. In the evening, the city shone and sparkled like jewels under my feet. What a wonderful sight it was!

The next morning, we went to Kowloon Tong by MTR to do some shopping at Festival Walk. The mall was big and bright. There were so many shops there. The first three floors were for clothes and sportswear. On the fourth floor, there were cinemas and an ice-skating rink. The fifth floor sold electrical and computer goods. On the top floor were restaurants, a toy shop and a hair salon. We shopped and then went ice-skating. It was all great fun!

Later that afternoon, a mini bus took us to an outdoor fun fair in Hung Hom. "Welcome to the Chinese Fair," a girl in traditional Chinese costume said as she greeted us at the gate. "Here are some surprise gifts for you." She gave us each a Lucky Draw ticket. We soon forgot about them as there was so much to see. We watched someone making traditional Chinese paper cuts. There were also Lion Dance performances and Chinese opera singing. Special dishes from all over China were served at food counters. My cousin had some fried scorpions. "Try them. They're great!" they said as they waved the awful creatures at me. I was horrified and screamed out aloud. Then I heard a message from the loud speaker.

“Attention, please!” The winner of our Lucky Draw is Jodie Chan. Will Ms Chan come to the office to collect your prize – a free coupon for a scorpion meal?’

Jodie’s Holiday (Weaker version)

Jodie has sent you a copy of her draft for the newspaper article and she wants you to comment on it.

Hi, everyone! Welcome to the first issue of Voice. I had a good summer holiday. I visited my cousins in Hong Kong.

On the first day, my cousins took me to Shatin. We visited the Ten Thousand Buddhas Monastery and we had to climb 400 steps (!) to get there. “You won’t regret it,” said my guides. Inside the temple, there were thousands of Buddha statues!

The next day we went “beach-hopping” on Repulse Bay. The beaches were beautiful. “You shouldn’t come during the weekend. The beaches can get very crowded,” warned my cousins.

“But we’re going to take you to the Peak,” said my cousins. We saw the night view there. It really was amazing. In the evening, the city shone and sparkled. What a wonderful sight it was!

The next morning, we went shopping in Festival Walk in Kowloon Tong. The mall was big and bright. There were so many shops there for clothes, sportswear, electrical and computer goods. Also, there were cinemas, an ice-skating rink, restaurants, a toy shop and a hair salon. We shopped and then went ice-skating. It was all great fun!

Later that afternoon, we went to an outdoor fun fair in Hung Hom. “Welcome to the Chinese Fair,” a girl in traditional Chinese costume said as she greeted us at the gate. She gave us each a Lucky Draw ticket. We watched someone making traditional Chinese paper cuts. There were also Lion Dance performances and Chinese opera singing. There were special dishes from all over China at food counters. My cousin had some fired scorpions. I was horrified and screamed out aloud. Then I heard a message from the loud speaker. “Attention, please!” The winner of our Lucky Draw is Jodie Chan. Come to collect your prize – a free coupon for a scorpion meal!’

Fantastic Material 1 version 2 (strong)

Write the tourist activities under the pictures.



1 _____



2 _____



3 _____



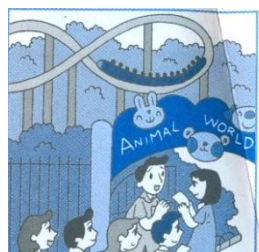
4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____

visit museums

watch fireworks

explore side streets

visit theme parks

take photos

sunbathe

go swimming

try local food

go on rides

go scuba diving

go sightseeing

buy souvenirs

watch parades

go on a boat trip

Fantastic Material 1 version 1 (weak)

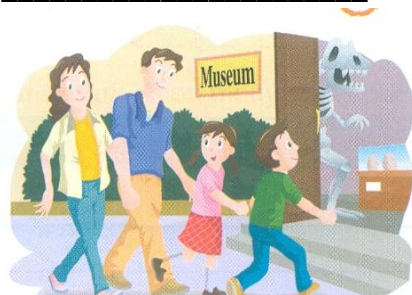
Write the tourist activities under the pictures.



1 _____



2 _____



3 _____



4 _____



5 _____

6 _____

go sightseeing

buy souvenirs

try local food

visit museums

take photos

sunbathe

Fantastic Material 2 version 2 (strong)

Match the place names with the pictures. Write the names under the pictures.



1 _____

2 _____

3 _____

4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

The Peak	Ocean Park	Disneyland	Tsimshatsui
Che Kung Temple	The Big Buddha	Ladies Market	Jumbo Seafood Restaurant
Festival Walk	Repulse Bay	Times Square	Tai O

Fantastic Material 2 version 1 (weak)

Match the place names with the pictures. Write the names under the pictures.

Match the place names with the pictures. Write the names under the pictures.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

Ladies Market

Ocean Park

Jumbo Seafood

Tsimshatsui

Restaurant

Festival Walk

Repulse Bay

Fantastic Material 3 version 2 (strong)

A) Language features of an itinerary.

Day	Places	Things to do	Things to eat	Things to buy
1	Sunshine City	Watch a film	Sushi at Itacho Sushi	Cartoon figures at Citistore
	Festival Walk	Go ice-skating	Dim sum at Festival China	Clothes and souvenirs

2	New Town Plaza	Take photos at Snoopy's World	Desserts at Moon Kei	Clothes and electrical appliances
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B) Read the article written by Jodie and complete her itinerary below.

Day	Places	Things to do	Things to eat	Things to buy
1		See thousands of Buddha statues		X
		See beautiful beaches	X	X
		-Visit Madame Tussauds Wax Museum	X	X
2		- -	X	- - -Electrical and computer goods -
		- -		

Fantastic Material 3 version 2 (weak)

A) Language features of an itinerary.

Day	Places	Things to do	Things to eat	Things to buy
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1	Sunshine City	Watch a film	Sushi at Itacho Sushi	Cartoon figures at Citistore
	Festival Walk	Go ice-skating	Dim sum at Festival China	Clothes and souvenirs
2	New Town Plaza	Take photos at Snoopy's World	Desserts at Moon Kei	Clothes and electrical appliances

B) Read the article written by Jodie and complete her itinerary below.

Day	Places	Things to do	Things to eat	Things to buy
1		See thousands of Buddha statues		X
		See beautiful beaches	X	X
		-Visit Madame Tussauds Wax Museum	X	X
2		- -	X	- - -Electrical and computer goods -
		- -		

Fantastic Material 4 version 2 (strong)

A) You are Chris. Your friend Joseph has written you a letter from Canada.

Read his letter.

Dear Chris,

How are you in Hong Kong? It's cold in Canada. I will go on a day trip to Hong Kong because I haven't been there before. Can you tell me some local tourist spots? If yes, where are they, what can I see and what may I do there?

I look forward to seeing you in Hong Kong.

Best wishes,
Joseph

B) Plan a one-day itinerary for Joseph, who is visiting Hong Kong from Canada.

Places	Things to do	Things to eat	Things to buy

C) Look at the language features of an reply letter making suggestions

Dear Joseph,

Thank you for your letter. It is nice to hear you are coming to Hong Kong. I have planned some activities and places to visit for you. See if you like them.

In the morning, you can ...

In the afternoon, I suggest you should ...

In the evening, you must not miss ...

What do you think of my plan? I look forward to seeing you in Hong Kong.
Write back soon.

Best wishes,
Chris

D) Reply to Joseph's letter and describe the itinerary you have planned
for him.

S.1 Assessment Rubrics for Informal Letter Writing

Criteria	8	6-7	4-5	2-3	0-1	Points
Content <i>(Ideas)</i> <i>(Sentence Fluency)</i> <i>(Tone)</i> <i>(Word Choice)</i>	~Well-chosen ideas blend information smoothly into the letter. Details are clear, accurate, and interesting. ~Sentences are smooth and especially suited to the situation ~Consistently uses informal tone ~Word choice is especially effective, precise, and very fitting for the genre and the writer.	~Ideas blend information into the letter. Details are mostly clear, accurate, and interesting. ~The sentences work for the most part. They are suited to most of the situations and voice. ~Mostly uses informal tone ~Most of the word choices are effective. In a few places they are vague or not a good fit.	~Information is relevant and suitable for the letter. Details are understandable. ~The sentences work generally. They are effective without always being suited to a letter. ~Usually uses informal tone ~Word choices are suitable. In some places they are vague or not a good fit	~Information is hard to find or roughly blended into the letter. Some details may be vague, inaccurate, or generally known. ~Sentences sometimes are repetitive, choppy, or unsuited to a letter. ~ Sometimes uses informal tone ~Most of the words are common, vague, or not a good fit for the genre or the writer.	~Entries don't contain any new information or are not consistent with the genre. Details are vague or inaccurate. ~Sentences are so choppy or lengthy that they are hard to read and don't sound like a letter. ~Seldom or never uses informal tone ~Some of the word choices are distracting or unclear so that they detract from the	/8

<i>(Creativity)</i>	~Writing had many creative details that made the reader want to learn more.	~Writing had a number of examples of creative ideas. Adequate ideas and information developed	~Writing had some examples of creative ideas. Some ideas given to development of ideas	~Writing had a few examples of creative ideas. Little thought given to development of ideas	letter. ~Writing had no example of creative ideas. Irrelevant ideas given	
Grammar	~All necessary capitals, punctuation marks are used. ~All grammar rules are followed. ~All words are spelled correctly.	~Most of the necessary capitals, punctuation marks are used. ~Most grammar rules are followed. ~Most words are spelled correctly.	~Some necessary capitals, punctuation marks are used. ~Some grammar rules are followed. ~Some words are spelled correctly.	~A few necessary capitals, punctuation marks are used. ~A few grammar rules are followed. ~A few words are spelled correctly.	~Almost none of the necessary capitals, punctuation marks are used. ~Few grammar rules are followed correctly. ~Many words are spelled incorrectly.	/8
Organization			~The entry has a perfect logical sense to its organization ~A good salutation, body, closing and	~The entry mostly made sense. In some places order seemed random or unclear, but for the most part a reader could follow the	~The beginnings are uninteresting or confusing. ~The order of ideas doesn't make sense	

			signature ~ Clear margins, spacing, paragraphing, sequencing are properly placed on the page.	ideas. ~Some of the essential components (e.g. salutation, body, closing and signature) are presented in the letter. ~The use of spacing, paragraphing & sequencing is acceptable	or are hard to follow. ~No closing and signature. ~Poor use of spacing, paragraphing & sequencing.	/4
<p>* 0 mark for those scripts which are blank or totally incomprehensible/irrelevant.</p> <p>* Failure in <u>content</u> if the word limit is far below the required word limit (S2 100~120 words)</p>						<p>Total:</p> <p>/20</p>