

Rationale

Introduction

Teaching English in Hong Kong for some years, I observe that there is a great learning diversity in classroom. Catering for students' diverse learning needs is a very difficult task. For me, this is the most challenging area in teaching. Having completed this professional development course, I have gained a lot in understanding many kinds of learner diversity as well as learning different teaching approaches to help students to learn effectively.

I have designed a resource pack, based on a unit of the English Language textbook I am currently using, to cater for learning diversity. The textbook is the main teaching materials and the resource pack is for supplementary purpose. I will explain how I cater for learner diversity in this essay.

Learning styles

At the beginning of the school term, a questionnaire will be given to students to find out their preferred learning styles. If teachers know their student's learning styles, it is easier for teachers to design suitable teaching materials or using suitable teaching approaches that bring out the biggest learning outcomes.

In the resource pack, many pictures are used as clues to help students understand the tasks and get the meaning of the words. There are also a youtube video and a voice recording dialogue that help students to learn. Moreover, when reading the main text, students have to complete a graphic organizer to help them understand the text. Students with visual learning style may find these activities fun and interesting.

Flexible grouping

We arrange students to sit according to their ability. When they form into groups of four, there will be both stronger and weaker students within the group. Pair work is also encouraged. After discussion, so discussed. Sometimes, students will be asked to work individually. It can be completing a grammar exercise or reading comprehension.

Modification

There is a marked diversity of English standard we can find in a form. When teaching less able students, teacher's use of language in the classroom should be simplified by using simple sentences and easier vocabulary. Moreover, teachers should speak slower and repeat the instruction or explanation for several times using different language patterns. On the other hand, the reading texts, tasks and assessments for students should also be simplified. More scaffolding is needed to help students complete a task. Different assessment methods should be adopted. In the resource pack, there are two sets of learning materials. Set A is for more able students, while set B is for weaker learners. The modification aims to help weaker learners find learning English less intimidating.

Multiple intelligences

Students have got different intelligences. They will learn their best when the teaching approaches meet their intelligences. In the resource pack, there are some teaching activities, such as word search and A-Z list, which can be used to cater for linguistic intelligence. I also ask students to work in groups and in pairs. These activities that involve working with others are used to cater for interpersonal intelligence.

Helping students with special needs

Some students give up the English subject. They choose to sleep during lessons and they

fail to hand in their assignments. There are a number of reasons for this behavior. The biggest reasons are their English is really weak and they have no motivation to learn the language. For these cases, teachers have to provide individual attention to them and give extra lessons after school, nurturing them with the understanding of the importance of English as a valuable asset in the working life and a tool for studying.

Lesson plans

Unit: Making a living
Target group: S3
Time per lesson: 40 minutes

Lesson 1

- Objective:
- to activate Ss’ prior knowledge of the theme
 - to arouse Ss’ interest in learning the topic
 - to learn vocabulary of common jobs

Time	Procedure	Resources
10 minutes	Ss read the comics on the worksheet T goes over the comics with students	Supplementary workshee1
15 minutes	Ss work in pairs to complete a word search puzzle game	Supplementary worksheet 2

15 minutes	T checks answers with Ss T introduces common names of occupations Ss read aloud the names of jobs they have learned	Longman activate p. 42 - 43
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Lesson 2

Objective:

- To arouse Ss’ interest in learning this topic
- To learn some vocabulary related to jobs

Time	Procedure	Resources
20 minutes	Ss watch the advertisement about the best job in the world in Youtube Ss watch the advertisement again, this time they have to complete a table about the advertisement Ss watch the advertisement for the last time to complete any missing information on the table T goes over the table with Ss	http://www.youtube.com/watch?v=SI-rsong4xs Supplementary worksheet 3
20 minutes	Ss work in pairs to think of some strengths and qualities in order to get this job T chooses some Ss to report T lists some qualities and strengths for different jobs	

*Weaker student may use supplementary worksheet 3 set B

Lesson 3

Objective:

- To learn vocabulary of common jobs

Time	Procedure	Resources
20 minutes	Ss work in pairs to complete an A-Z list of careers. This is a competition. The pair gets the most number of the names correctly is the winner. T shows the model answer for the A-Z list of jobs	Supplementary worksheet 4
20 minutes	Ss complete workbook P.29 as class work.	Workbook JS 3A P.29

*Weaker students may use supplementary worksheet 4 set B. (They will work in groups instead of pairs)

Lesson 4 & 5

Objective:

- To introduce the text-type – webpage
- To get students to read

Time	Procedure	Resources
80 minutes	T goes over the texts on Longman Activate P.45 with students Ss complete supplementary worksheet 5 Ss read aloud the texts. Ss complete the comprehension questions on Longman Activate JS3AP. 47	Longman activate JS3A P.45 Supplementary worksheet 5 Longman activate JS3A P.47

For weaker students, a more simplified version of the reading passages was given.
(Supplementary worksheet 5 set B)

Lesson 6

Objective:

- To learn the vocabulary and phrases describing people’s skills and strengths.

Time	Procedure	Resources
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40 minutes	<p>Ss work in pairs and decide the skills and strengths needed for the jobs listed on the worksheet.</p> <p>T chooses some Ss to report what they have discussed.</p> <p>T goes over the list of strengths and skills on the worksheet.</p> <p>Ss complete Longman Activate JS3A P. 49</p>	<p>Supplementary worksheet 6</p> <p>Longman Activate JS3A P.49</p>
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*Weaker students may use supplementary worksheet 6 set B.

Lesson 7

Objective:

- To understand the key features of letters of application

Time	Procedure	Resources
10 minutes	T goes over the sentences in the worksheet.	Supplementary worksheet 7
20 minutes	Ss work individually to arrange the sentences in the correct orders such that they become a letter of application	

10 minutes	T goes over the sample letter of application with Ss	Longman Activate JS3A P.54
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* Weaker students may use supplementary worksheet set B

Lesson 8

Objective:

- To write a letter of application

Time	Procedure	Resources
40 minutes	Ss write a letter of application	Writing task worksheet
10 minutes	Ss read their neighbors writing and give comments/feedbacks	

*Weaker students may use writing task worksheet set B.

Lesson 9

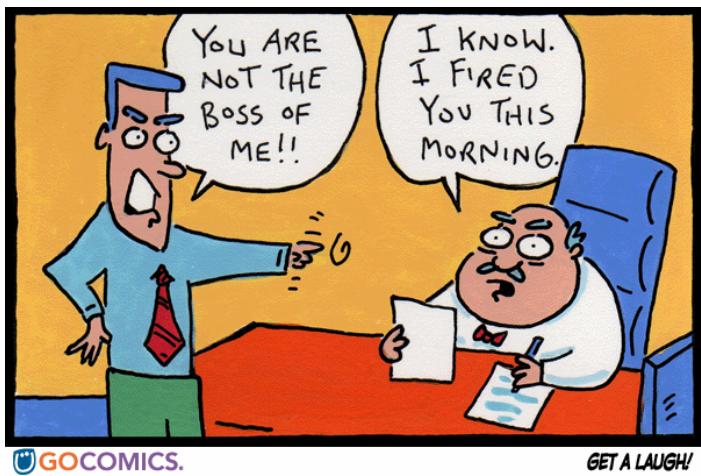
Objective:

- To practice listening to authentic conversation about jobs
- To learn some phrasal verbs

Time	Procedure	Resources
10 minutes	Ss listen to the conversation for 2 times	Supplementary worksheet 8
10 minutes	T explains the meaning of the conversation / vocabulary/phrases	
20 minutes	Ss work in pairs to practice reading the dialogue	

Supplementary worksheet 1

Read the following comics.





Try to search the following words.

Jobs

M E I Q K T T A Y R H H S D C N
B C N R K E O R O E D A R E S A
Q L E G A C A E H C L R E S J M
W L C C I T V N Z E I S W I J E
C E H V E N K A S P D G A G K C
R E J R L R E P C T M R L N I I
R O C K W Q E E O I X H Z E C L
V E S G C R Q P R O R V C R R O
S O G I S T N A T N U O C C A P
H G X O V F M M X I I D T Z I O
F P N C I R P N L S O R J C U Z
D W A I T R E S S T X N Y B O T
L G H G X E V P Y Y Z Z Z Q O D
D W B I H O X F U M Q Z H S X M
E A B U D V W I D S I E W C R S
Z U Q R E G A N A M R Q P I T G

- | | | |
|-------------|-----------|--------------|
| ACCOUNTANT | CLERK | DESIGNER |
| DOCTOR | ENGINEER | LAWER |
| MANAGER | POLICEMAN | RECEPTIONIST |
| SALESPERSON | SECRETARY | SUPERVISOR |
| TEACHER | WAITRESS | |

Supplementary worksheet 3 – Set A


Watch a Youtube video about the best job in the world.
<http://www.youtube.com/watch?v=SI-rsong4xs>

Complete the following table.

Position vacant(職位空缺) :	_____
Location (地點) :	_____
	Queensland Australia
Salary (薪水):	_____
	6-month contract
Responsibilities (職責):	1. _____
	2. _____
	3. _____
	4. _____
Who can apply?	_____
How to apply?	Submit _____ to islandreefjob.com



Work in pairs. Think of strengths (強項) or qualities (特質) one should have in order to get this job.



Supplementary worksheet 3 – Set B

Watch a Youtube video about the best job in the world.
<http://www.youtube.com/watch?v=SI-rsong4xs>

Complete the following table.

Position vacant(職位空缺) :	I _ _ _ _ _ C _ _ _ _ _
Location (地點) :	I _ _ _ _ _ o _ t _ _ G _ _ _ _ B _ _ _ _ _ R _ _ _ _ , Queensland Australia _____
Salary (薪水):	_____
	6-month contract
Responsibilities (職責):	1. C _ _ _ _ t _ _ p _ _ _ 2. F _ _ _ t _ _ f _ _ _ 3. C _ _ _ _ _ t _ _ m _ _ _ 4. W _ _ _ _ a w _ _ _ _ _ b _ _ _
Who can apply?	_____
How to apply?	Submit a 60-second _____ to islandreefjob.com



Work in pairs. Think of strengths (強項) or qualities (特質) one should have in order to get this job.

Examples: Good at swimming. Love nature.



Supplementary worksheet 4 – Set A

Make an A – Z list of careers

Work in pairs. Try to write down as many names of the jobs on the table.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		



Supplementary worksheet 4 – Set B

Make an A – Z list of careers

Work in groups of 4. Try to write down as many names of the jobs on the table.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X

Y	Z		
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Supplementary worksheet 5 – Set A

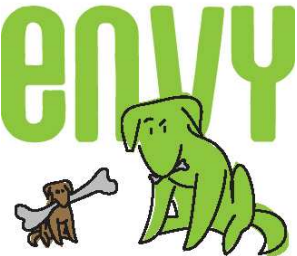


Unusual Job - Video Game Tester

A. While reading text 3 & 4 on page 45 of your Longman Activate 3A, complete the following graphic organizer.


Who	When
Where	What
Why	What is the job duty of a video game tester?

B. Vocabulary and phrases.




Envy (noun)

To be liked or wanted by a lot of people



Exhausted (adjective)

Very tired



Deadline (noun)

A time or day by which something must be done



To work around the clock (phrase)

All the time.



Error (noun)

A mistake



Communication (noun)

Exchange thoughts and ideas

C. Complete the following sentences using the above vocabulary.


1. The security guard worked _____ to ensure that the building was safe.
2. The _____ for making an application is next Friday.
3. There is very little _____ between mother and daughter.
4. I feel _____ after working for 9 hours non-stop.
5. The letter contains a number of typing _____.
6. Her hair is the _____ of the office.

Supplementary worksheet 5 – Set B

Simplified version of text 3 & 4


VIDEO GAME TESTER

Glen Cove, New York, USA



Brian Alcazar gets paid to play video games all day! Why? Because Brian is a video game
5 tester.

Brian has to play the same video game over and over again for months. Sometimes he gets bored. He also feels tired at times because he has to work long hours to meet
10 deadlines. However, Brian still thinks he has the best job in the world!





A DREAM JOB

A video game takes about three years to develop. For video game testers, their job is to write down any errors they find
5 during the time they test the video games. Video game testers must have strong communication skills to describe the errors clearly. They must also be able to work independently.

10 A full-time video game tester is usually paid HK\$10,000 to HK\$15,000 a month. Some video game companies give part-time jobs to students, and pay them from HK\$60 to HK\$90 an hour.


TEXT

Adopted from Longman Activate JS3A Teacher’s Resource File

A. While reading the above texts, complete the following graphic organizer.


Who	When
What	Why
What is the job duty of a video game tester?	

B. Vocabulary




Deadline (noun)

A time or day by which something must be done



Error (noun)

A mistake



Communication (noun)

Exchange thoughts and ideas

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C. Complete the following sentences using the above vocabulary.

1. The for making an application is next Friday.
2. There is very little _____ between mother and daughter.
3. The letter contains a number of typing _____.

D. Complete the following data cards.

Jobs: _____	
What they do:	a) _____ b) _____
What qualities they should have: (please circle) can work independently creative good at multitasking good with numbers strong communication skills team player	
Salary:	a) full-time: _____ b) hourly: _____

Supplementary worksheet 6 – Set A

Skills and strengths

- a. I am a team player

b. I am able to meet tight deadlines.

c. I am able to work independently.

d. I am able to work under pressure.

e. I am computer-literate.

f. I am creative.

g. I am fluent in English and Putonghua.

h. I am friendly.
- i. I am good at dealing with money.

j. I am good at multitasking.

k. I am good with children.

l. I am self-motivated.

m. I have an analytical mind.

n. I have strong communication skills.

o. I have strong organizational skills.

What strengths or skills do these people have that will enable them to do the job well?
Write down the letters in the boxes. You may write down other strengths.



Shop Assistant




Accountant



Flight attendant




Journalist



Librarian



Kindergarden teacher



Waiter



Fireman



Fashion designer

Supplementary worksheet 6 – set B

A

B

C

D

E

F

G

H

I

J

K

L

M

N

Skills and strengths 技能及個人的質素

I am a team player. 我著重團隊精神。

I am able to meet tight deadlines. 我能夠於限期前完成工作。

I am able to work independently. 我能夠獨立工作。

I am able to work under pressure. 我能夠於壓力下工作。

I am computer-literate. 我懂得使用電腦。

I am creative. 我具有創意。

I am fluent in English and Putonghua. 我能說流利的英語及普通話。

I am good at dealing with money. 我擅長處理金錢。

I am good at multitasking. 我能夠同時處理多項不同的工作。

I am good with children. 我擅長跟小孩子相處。


I am self-motivated. 我是個自動自覺的人。

I have an analytical mind. 我具有分析能力。

I have strong communication skills. 我具有良好的溝通技巧。

I have strong organisational skills. 我具有良好的組織能力。

What strengths or skills do these people have that will enable them to do the job well?
Write down the letters in the boxes. You may write down other strengths.



Shop Assistant




Accountant



Flight attendant



Journalist



Librarian



Kindergarden teacher







Supplementary worksheet 7 – Set A

The following is a job advertisement looking for a shop assistant. Alex Tam wants to apply for the job and he has to write an application letter.

Kowloon Times, 2nd November 200_
SHOP ASSISTANT A local charity is looking for a part-time shop assistant who is:
1) in Secondary 3 or above; 2) fluent in English and Putonghua; 3) a team player; and 4) well organised.
If you are interested in applying for the position, send a letter of application to Ms Ko, Manager, Buying to Give, 231 Hart Street, Kowloon, Hong Kong.

Please work individually. Arrange the following sentences into an application letter for Alex Tam.

I am a secondary 3 student at Tai Po College.

I would be happy to attend an interview at any time that is convenient for you.

which was advertised in the Kowloon Times on 2nd November.

My responsibilities include organizing Putonghua-speaking activities for students in our school and helping younger students to learn Putonghua.

I am a team player as I enjoy working with people.

Flat B, 12 / F
Tai Wo Court
Tai Po
New Territories
4th November

I think I am suitable for the position of Shop Assistant because I am fluent in English and Putonghua.

I am writing to apply for the position of Shop Assistant,

If you are interested in my application,

I am also well organized.

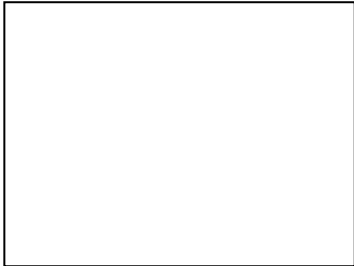
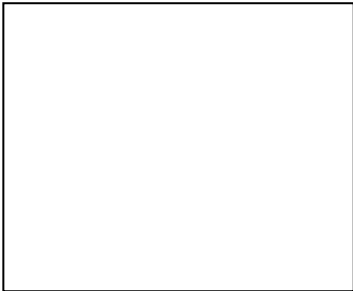
I am presently the president of the Putonghua Club.

Ms Ko
Manager
Buying to Give
231 Hart Street
Kowloon
Hong Kong

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Letter of application



Re: Application for the post of Shop Assistant

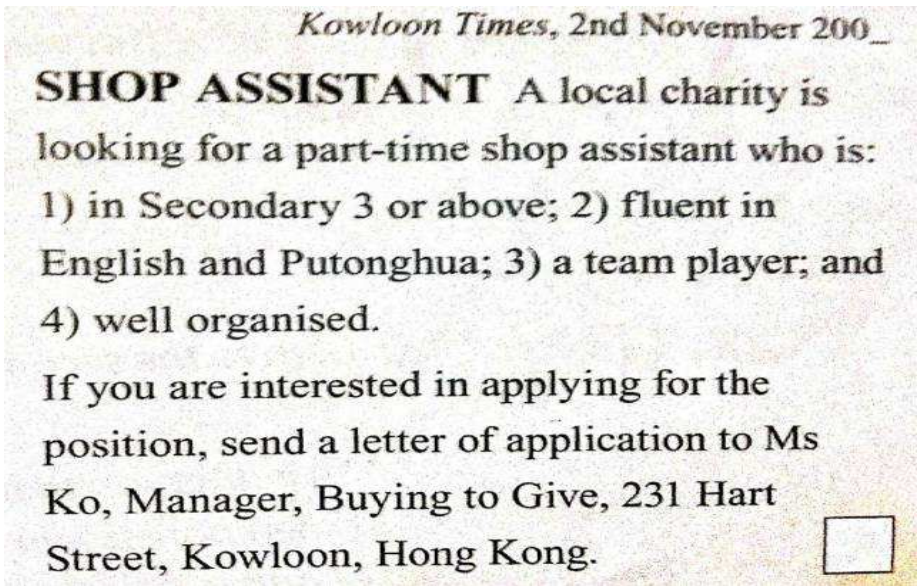
Yours sincerely

Alex Tam
The Hong Kong
Institute of Education
香港教育學院

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Supplementary worksheet 7 – Set B

The following is a job advertisement looking for a shop assistant. Alex Tam wants to apply for the job and he has to write an application letter.



Please work in pairs. Arrange the following sentences into an application letter for Alex Tam.

I am a secondary 3 student at Tai Po College.

If you are interested in my application, I would be happy to attend an interview at any time that is convenient for you.

My responsibilities include organizing Putonghua-speaking activities for students in our school and helping younger students to learn Putonghua.

I am a team player as I enjoy working with people.

Flat B, 12 / F
Tai Wo Court
Tai Po
New Territories
4th November

I think I am suitable for the position of Shop Assistant because I am fluent in English and Putonghua.

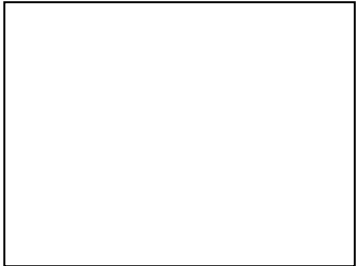
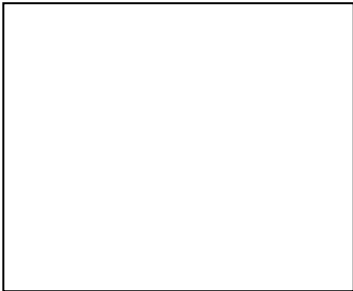
I am writing to apply for the position of Shop Assistant, which was advertised in the Kowloon Times on 2nd November.

I am also well organized.

I am presently the president of the Putonghua Club.

Ms Ko
Manager
Buying to Give
231 Hart Street
Kowloon
Hong Kong

Letter of application



Re: Application for the post of Shop Assistant

Yours sincerely

Alex Tam
 The Hong Kong
Institute of Education
香港教育學院

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Writing task - Set A

Hong Kong Daily News, 5th November 200_

VIDEO GAME TESTER

A local video game developer is looking for part-time video game testers who:

- enjoy playing video games
- are fluent in English and Cantonese
- are able to work independently
- are self-motivated

Send a letter of application to Tech Experts,
33 Baker Street, Hung Hom, Kowloon,
Hong Kong.



You are Chris Wong. You are interested in applying for the above job. Write an application letter to apply for the job.

You may use the following writing plan to help you write the letter.

Greeting

Opening paragraph

Which job are you applying for?

How did you find out the job?

Second paragraph

Which secondary school do you go to?

Which class are you in?

Have you got any relevant experience in school (e.g. school clubs / groups)?

Third paragraph

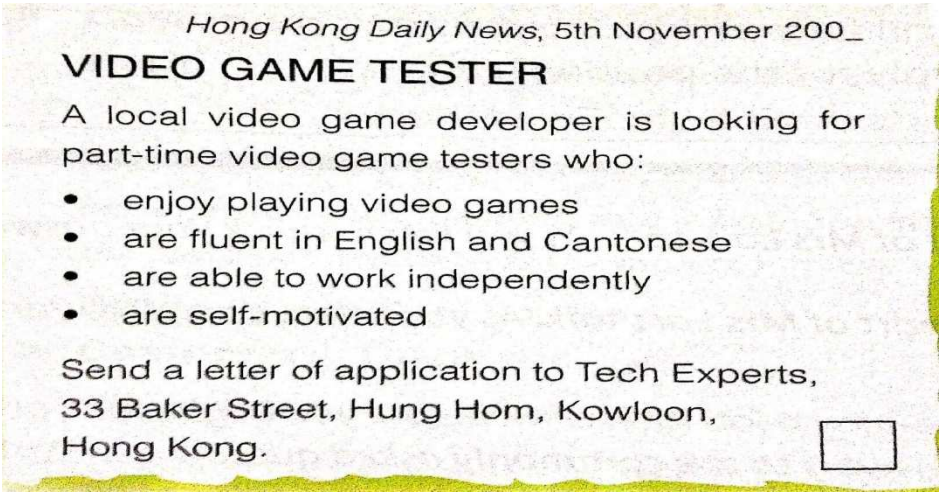
Why would you be suitable for the job?

Final paragraph

Request for an interview

Closing

Writing task - Set B



You are Chris Wong. You are interested in applying for the above job. Write an application letter to apply for the job.

You may use the following writing guide to write your letter.

Addressing a person

Dear Mr/Mrs/Miss ...

Opening paragraph

I'm writing to apply for the position of ... , which was advertised in the ... on

Second paragraph (Education and positions of responsibility)

I'm a Secondary ... student at
I am presently My responsibilities include

Third paragraph (Reasons for applying)

I feel I am suitable for the position because

Final paragraph (Requesting for an interview)

If you are interested in my application, ...

Closing

Yours sincerely

Your Signature

Your name

Supplementary Worksheet 8

Listen to the conversation.

<http://www.bbc.co.uk/worldservice/learningenglish/specials/funky/ramfiles/prog5conversation1.ram>

VICKI : Do you have a glittering career? Is it all you even dreamed it would be? Well-paid, nice office, company car?

MATT : How are you getting on at work?

VICKI : How well are things going for you at work?

VICKI : Maybe you've been lucky enough to land a dream job in your ideal company.

MATT : You've got your dream job. Mind you, it was difficult to **get in**.

VICKI : It was difficult to get employed by that company.

MATT : But you got through the interviews and tests.

VICKI : Yes you managed to pass the tests and were successful in the interviews, and...

MATT : you **got in**!

VICKI : So...Matt, how are you getting on at work?

MATT : How am I getting on? Oh, fine. In fact, I've just been promoted.

VICKI : Oh, so you've got a more important job now - that's great. You really are heading for the top!

VICKI : A word of warning though! Once you've been promoted you may find you have to work harder and harder, and work longer and longer hours.... before you know it the job can **take over** your life!

MATT : Actually, you could be right, I think this job is **taking over** my life!

Phrasal verbs

1. **To get in.** It's really difficult to get in to Oxford University.
2. **To take over.** I started playing badminton as a hobby but it's completely taken over

my life now - I play every day.