

# **Professional Development Programme for**

## **Secondary Teachers of English**

### **Catering for Learner Diversity in**

#### **English Language Teaching**

# **Resource Pack**

**Ian, S. M.  
Chan, K. F  
Tse, S. Y. B.**

## Introduction

It is agreed that “Learner diversity” is one of the biggest concern in many classrooms in Hong Kong. There is no surprise that all three members in our group encounter different kinds of learners in our classrooms. Learners are different in many aspects. For example, their learning styles, motivation, attitudes, abilities and achievements in different intelligences. It is important for lessons to benefit as many students as possible. We also need to design materials that enable students achieve their best.

Our resource pack includes a unit plan on the NSS English Language Elective “Popular Culture”. It is common for teachers to ask students to write an advice column on certain teenage problems. While students are very familiar with the problems around teenagers, few of them know how to give advice with an appropriate tone and style. Support should be given to students so that they are able to write an advice letter.

As the final product is a writing task, only 1-2 intelligences would be required during the while writing process. Thus, when brainstorming ideas and providing language input for the students in the pre-writing process, various tasks are conducted to help learners who prefer a variety of intelligences. We also try to provide the students with different stimulants on the 5 senses as well as giving them an opportunity to think.

Group work is arranged according to the natures of the tasks to facilitate collaboration and cooperative learning. For example, in Pre-writing Session 2 part 1, homogeneous groups are

formed so that students of similar abilities are able to work together on the same task. Yet, for the while-writing task, less ready students are grouped with more ready students so that the weaker students are able to learn from their peers, while for the stronger students, they consolidate their own learning through sharing of ideas.

According to the CDC curriculum guide, lessons should be conducted to enhance generic skills, e.g. Problem solving skills. The unit plan does use a variety of materials to help students develop themselves in terms of knowledge and skills.

Although we try to make two sets of materials to meet the needs of learners with different abilities, we would like all students to reach some common goals and objectives. Therefore, only necessary modifications are made to the materials in certain tasks. This ensures that students are treated differently but fairly.

Finally, the resource pack only provides a framework suggesting how teachers can teach. Teachers should make adaptations according to the needs of their own students, as teachers should be the ones who understand the best about students' learning.

## Fact Sheet

Target Students: Senior Secondary, Intermediate to Lower Intermediate

Title: Popular Culture

## Objectives:

1. To write a letter of advice on friendship

2. To understand and use the grammar items and sentence patterns when giving suggestions in letters of advice (modal verbs, imperatives, 1<sup>st</sup> conditional sentences)
3. To be able to use the vocabulary and structure related to friendship
4. Identify students' problems and give appropriate advice

# Pre-writing Session 1

## Part 1: Think, pair, share

### Objectives:

- Ss will be able to formulate ideas about the qualities of 'right' friends
- Ss will be able to use modal verbs in their discussion, i.e. 'can', 'could', 'may', 'might', 'should', 'ought to', 'will', 'would' and 'must'.

### Procedures:

1. Teacher leads in the topic by showing a picture of friends and ask students what they think about the relationship of the people in the picture supported with reasons.



2. Teacher distributes worksheet A1 and puts students into pairs.
3. Teacher presents the form and the use of modal verbs on blackboard and checks how much students remember through asking them questions.
4. Students are given 3 minutes to write 4 sentences about what a right friend is using the modal verbs.

5. Students are given 3 minutes to discuss with their partner and rank the three most important things supported with reasons.
6. Afterwards, teacher draws some of the groups to share in front of the class and gives feedback.

## **Learning materials**

- Worksheet A1
- A picture of friends

## **Language skills to be developed**

- Writing
- Listening
- Speaking

## **Generic skills to be developed**

- Collaboration skills
- Communication skills

## **Multiple intelligences to be developed**

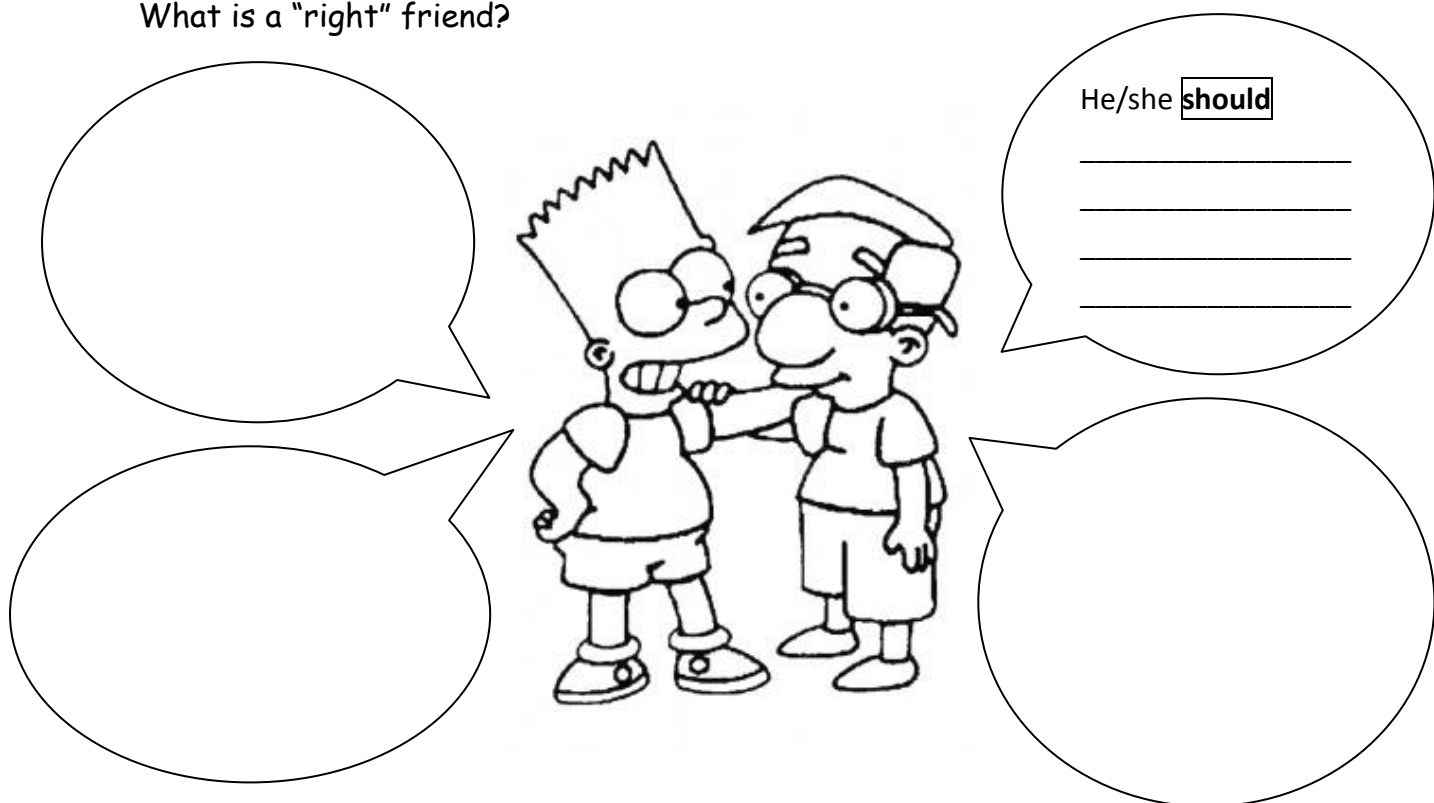
- Verbal-linguistic
- Interpersonal
- Visual

## Worksheet A1

Think, pair, share

*A friend is the most important asset for anyone in this world. It is said that we cannot choose our relatives but choosing a “right” friend is always in our hands.*

What is a “right” friend?



Tell your partner what you think a right friend is and why you think so. Then,

discuss with your partner which THREE qualities are the most important for a right friend and give reasons.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **Grammar Highlight: Modal verbs**

Common Modal Verbs and Basic Meanings

Can/ Could (= ability)

May / Might (= possibility)

Must (= certainty)

Ought to/ Should (= duty)

Will/ Would (= prediction)

## **Part 2: Song – listening and fill in the blank**

### **Objectives:**

- Ss will be able to write down the words that they hear in the song

### **Procedures:**

1. Teacher distributes worksheet A2.
2. Teacher plays the song twice.
3. Students fill in the blank while listening.
4. Teacher checks answer and explains the vocabulary.

### **Learning materials**

- Worksheet A2

### **Language skills to be developed**

- Listening

## Multiple intelligences to be developed

- Verbal-linguistic
- Musical

## Adjustments for less-ready students

- Less-ready students are provided with a list of words to choose from.

giving	brand	use	thriller	eat
tie	understand	jealousy	lead	charm
nails	live	faith	sore	bleeding
hound	push	helping	pull	thrive

### Worksheet A2 (Teacher version)

You are going to listen to a song, "If you really want to be my friend", sung by The Rolling Stones, an English rock band formed in London in 1962. In the song, the singer has some expectations toward a friend.

Listen and fill in the blanks.

If you really want to be my friend  
Let me live it up like I used to do  
If you really want to understand me  
There's some giving up we got to do

I know ev'rybody wants to be your man  
I don't want to tie you up, go ahead, you're free

And I never want to scar you with my brand  
We could live it up, just a you and me

If you really want to understand a man  
Let him off the lead sometimes, set him free  
If you really, really want to be my friend  
Give me the look of love, not jealousy

I know you think that life is a thriller  
You play the vamp, I play the killer  
Now baby, what's the use of fighting?  
By the last reel we'll be cryin', cryin', cryin'

If you really want to be my man

Get your nails out of my back

Stop using me

You know I really, really want to be your friend  
But just a little faith is all we need  
I don't want no dog eat dog world for you and me  
Get your nails out, stop bleeding me

You know, people tell me you are a vulture  
Say you're a sore in a cancer culture  
Ay, but you got a little charm around you  
I'll be there when they finally hound you  
Hound you, hound you

If you really want to be my friend  
And I really want to understand you baby  
If you really want to be my friend  
If you really want to understand me  
I really want to be your man  
I want to try to give you a helping hand

I really want to be your friend  
I want to push you when you're up  
And pull you when you're down

If you really want you to understand me

I'll tell you something, that love can't thrive on  
jealousy

I really want to understand you  
I really want to be your man  
Cause understanding is something ev'rybody  
needs  
I really want to be your friend  
And I love you, love you, yes, I do

## Worksheet A2 (Student version)

You are going to listen to a song, "If you really want to be my friend", sung by The Rolling Stones, an English rock band formed in London in 1962. In the song, the singer has some expectations toward a friend.

Listen and fill in the blanks.

If you really want to be my friend  
Let me \_\_\_\_\_ it up like I used to do  
If you really want to understand me

There's some \_\_\_\_\_ up we got to do

I know ev'rybody wants to be your man

I don't want to \_\_\_\_\_ you up, go ahead,  
you're free  
And I never want to scar you with my \_\_\_\_\_  
We could \_\_\_\_\_ it up, just a you and me

Say you're a \_\_\_\_\_ in a cancer culture  
Ay, but you got a little \_\_\_\_\_ around you  
I'll be there when they finally \_\_\_\_\_ you  
Hound you, hound you

If you really want to \_\_\_\_\_ a man  
Let him off the \_\_\_\_\_ sometimes, set him free  
If you really, really want to be my friend  
Give me the look of love, not \_\_\_\_\_

If you really want to be my friend  
And I really want to understand you baby  
If you really want to be my friend  
If you really want to understand me  
I really want to be your man  
I want to try to give you a \_\_\_\_\_ hand

I know you think that life is a \_\_\_\_\_  
You play the vamp, I play the killer  
Now baby, what's the \_\_\_\_\_ of fighting?  
By the last reel we'll be cryin', cryin', cryin'

I really want to be your friend  
I want to \_\_\_\_\_ you when you're up  
And \_\_\_\_\_ you when you're down  
If you really want you to understand me  
I'll tell you something, that love can't \_\_\_\_\_  
on jealousy

If you really want to be my man  
Get your \_\_\_\_\_ out of my back  
Stop using me

You know I really, really want to be your friend  
But just a little \_\_\_\_\_ is all we need  
I don't want no dog \_\_\_\_\_ dog world for you  
and me  
Get your nails out, stop \_\_\_\_\_ me

I really want to understand you  
I really want to be your man  
Cause understanding is something ev'rybody  
needs  
I really want to be your friend  
And I love you, love you, yes, I do

You know, people tell me you are a vulture

## Part 3: Song – Comprehension, Discussion and Grammar

### Objectives:

- Ss will be able to understand the main ideas of the song.
- Ss will be able to understand the forms and use of conditional sentences

## Procedures:

1. Teacher distributes worksheet A3.
2. In groups of four, students discuss questions like what the singer think a friend should and should not do and whether they agree and give reasons (Different groups work on different stanzas).
3. Students share their answer in front of the class.
4. Teacher gives feedback.
5. Students highlight all the conditional sentences in the song as in Worksheet A2 (Student version). Teacher explains the forms and meaning. Students practice through rewriting the lyrics and then share in front of the class.

## Learning materials

- Worksheet A2, A3

## Language skills to be developed

- Reading
- Speaking
- Writing
- Listening

## Multiple intelligences to be developed

- Verbal-linguistic
- Interpersonal skills

## Worksheet A3

1. What is the theme of the song? How do you know?

naughty clever understanding confident reliable patient  
dishonest loyal charming imaginative caring helpful  
jealous humorous hardworking energetic thoughtful  
truthful faithful loving inspiring peaceful happy

Dos	Don'ts	Agree/Disagree? Why?
E.g. Set him/her free	Tie him/her up	

5. Do you want to make friend with the singer? Why?

6. How many conditional sentences are there in the lyrics? Count only the complete ones with both main clause and if-clause and highlight them. \_\_\_\_\_

7. Rewrite the lyrics

If you really want to be my friend

If you really want to understand me

I know \_\_\_\_\_

I don't want to \_\_\_\_\_

And I never want to \_\_\_\_\_

We could \_\_\_\_\_

If you really want to \_\_\_\_\_

If you really, really want to be my friend

## Pre-writing Session 2

### Part 1: Running dictation on friendship proverbs

#### Objectives:

- Ss will be able to learn a variety of proverbs about friendship.
- Ss will be able to quote the proverbs on relevant situations.

#### Procedures:

8. Students are divided into groups 3 to 4 according to their abilities. (Groups of more-ready students and groups of less-ready students)
9. One group-mate is responsible for writing, and the others are responsible for running out to the blackboard, memorising the proverbs, running back and reading out the proverbs to the writer.
10. Each group will be given a piece of paper on which they have to write the answers.
11. A list of 10 proverbs about friendship is stuck on the blackboard.
12. For less-ready students, shorter proverbs (#1 to 5) are assigned to their group.
13. The running dictation loosely lasts for 7.5 minutes
14. After the dictation, Ss will be given another 5 minutes for writing down their groups' interpretation of the proverb.
15. Afterwards, T asks the Ss from each group to read aloud their proverbs and their meanings.
16. 5 marks for accuracy, 5 marks for being able to interpret the connotations of the proverbs.
17. Each group takes turn to read their answers aloud. Teacher judges their answers and

gives marks accordingly.

18. The group with the highest marks win.
19. Teacher gives out the list of friendship proverbs to all students.
20. Teacher reads aloud the proverbs and asks the students to repeat.

## Learning materials

- Worksheet B1 – a list of 10 proverbs about friendship
- Pieces of plain A4 white paper

## Language skills to be developed

- Reading
- Writing
- Listening
- Speaking

## Generic skills to be developed

- Collaboration skills
- Communication skills

## Multiple intelligences to be developed

- Interpersonal
- Bodily-kinesthetic
- Verbal-linguistic

## Worksheet B1: Running Dictation on Proverbs about friendship

1. “The best mirror is an old friend.”
2. “A good friend is my nearest relation.”
3. “The only unsinkable ship is friendship.”
4. “A hedge between keeps friendship green.”
5. “Books and friends should be few but good.”
6. “Friendship doubles your joy and divides your sorrow.”
7. “Friendship isn’t a big thing – it’s a million little things.”
8. “Only your real friends tell you when your face is dirty.”
9. “One who looks for a friend without faults will have none.”
10. “The best way to destroy an enemy is to make him/her a friend.”

## Part 2: Jumbled letter of advice

### Objectives:

- Students will be able to understand the structure of a letter of advice
- Students will be able to understand the purposes and functions of various parts/paragraphs

### Procedures

1. Students are divided into groups of 4
2. Each group is given a jumbled letter of advice
3. Students have to work together to arrange the paragraphs to form a logical letter of advice
4. Each group is given 3 minutes to finish their task
5. Teacher elicits a few groups' answers on the arrangement
6. Teacher reiterates the logic behind the structure of the letter of advice to students
7. Students are instructed to highlight the words (signpost words) which help them identify the consequence of the paragraphs, and the topic sentence in each paragraph
8. Teacher elicits a few groups' reasons for highlighting the words
9. Then, students have to underline the modals, conditional sentences and imperatives in the text
10. Each group is responsible for discussing the reasons for using one of the grammar items above (modals, conditional sentences and imperatives)
11. T elicits a few groups' answers
12. T summarises the usage of modals, conditional sentences and imperatives in a letter of advice

### Learning materials

- Worksheet B2 – a jumbled letter of advice put into an envelope

## Language skills to be developed

- Reading
- Writing
- Listening
- Speaking

## Generic skills to be developed

- Collaboration skills
- Communication skills
- Problem-solving skills

## Multiple intelligences to be developed

- Verbal-linguistic
- Logical-mathematical
- Visual-spatial
- Bodily-kinesthetic
- Interpersonal

## Worksheet B2

1. Arrange the paragraphs to form a logical letter of advice
2. Underline the topic sentence in each paragraph
3. Highlight the words that provide hints about the sequence
4. Circle the imperatives, conditional sentences, and modal verbs

Dear Disappointed Friend

It's not a good feeling when you're hurt by your best friend. I hope my advice can help you.

First, you should be honest with Tracy. You need to let her know that you don't want to be compared with her. If you don't tell her how you feel, she might think you don't mind. You should also let her know that you still treasure your friendship – if she's a real friend, she'll change her behavior towards you.

Second, don't compare yourself with her. Different people have different strengths and weaknesses. If you stop thinking about Tracy being better than you, you'll be able to focus on your own strengths.

In short, tell Tracy how you really feel and stop comparing yourself with her. I'm sure you and Tracy can go back to being real friends again.

Dear Disappointed Friend

It's not a good feeling when you're hurt by your best friend. I hope my advice can help you.

First, you should be honest with Tracy. You need to let her know that you don't want to be compared with her. If you don't tell her how you feel, she might think you don't mind. You should also let her know that you still treasure your friendship – if she's a real friend, she'll change her behavior towards you.

Second, don't compare yourself with her. Different people have different strengths and weaknesses. If you stop thinking about Tracy being better than you, you'll be able to focus on your own strengths.

In short, tell Tracy how you really feel and stop comparing yourself with her. I'm sure you and Tracy can go back to being real friends again.



## **Part 3: Discussion and Presentation of your best friends' and Tracy's qualities**

### **Objectives:**

- Students will be able to describe different people with different adjectives and expressions.
- Students will be able to use various vocabulary on describing friends' strengths and weaknesses. Such new words are hopefully applicable in the final writing task.
- Students will be able to justify their ideas with examples.

### **Procedures**

1. T requires students to read Sally's letter of advice on p.30 on the previous day
2. In Part 1, Ss had written down their best friends. They are now required to select the good qualities which make this person a good friend from the table.
3. Ss put down the good qualities in the spaces provided in the "Best Friend" mind map.
4. Next, they have to select the bad qualities which make Tracy (the friend who disappoints the writer who seeks advice) a bad friend from the table.
5. Ss put down the bad qualities in the spaces provided in the "Tracy" mind map.
6. After filling in the mind map, Ss share with their partner. They have to give reasons and examples to justify why such qualities are chosen.
7. After the pair-sharing, T selects 3 to 4 pairs to share with the whole class on their best friends' and Tracy's good and bad qualities.

### **Learning materials**

- Worksheet B3i for more-ready students
- Worksheet B3ii for less-ready students

## **Language skills to be developed**

- Reading
- Writing
- Listening
- Speaking

## **Generic skills to be developed**

- Collaboration skills
- Communication skills
- Critical-thinking skills

## **Multiple intelligences to be developed**

- Verbal-linguistic
- Logical-mathematical
- Interpersonal

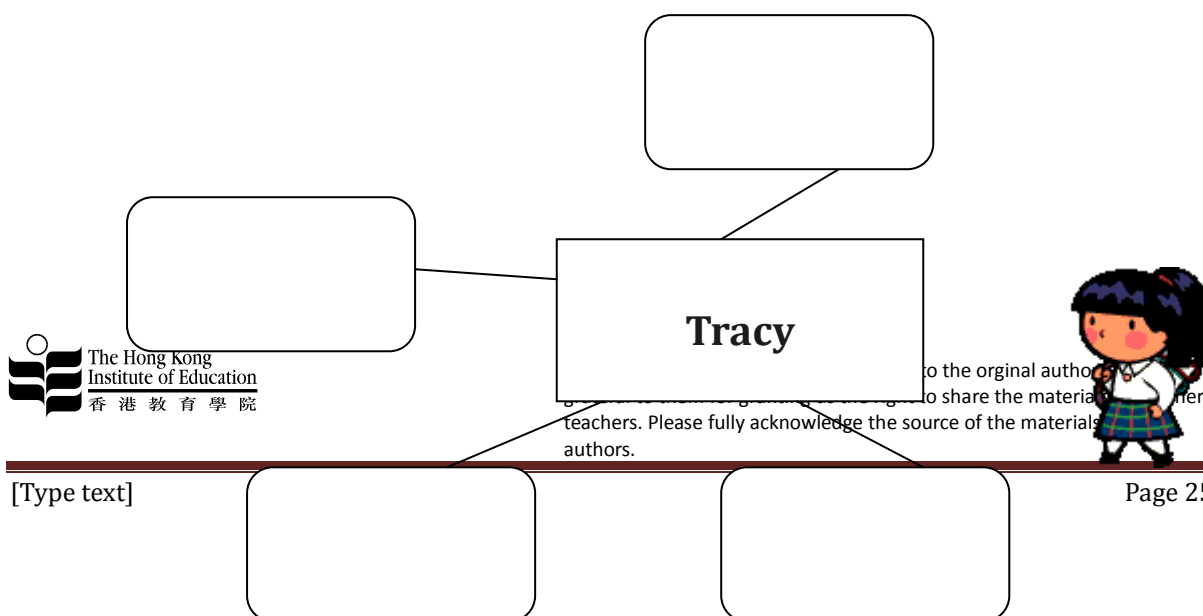
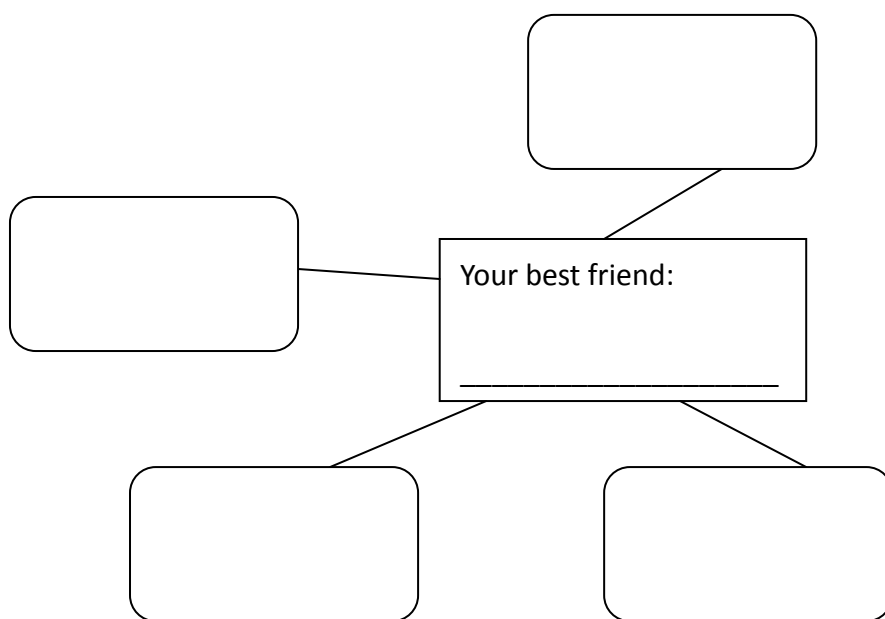
## **Adjustments for less-ready students**

- Groups with less-ready students are required to fill in 3 instead of 4 qualities in the mind-map
- Stronger and helpful students are assigned to lead the discussion groups

## Worksheet B3i

Look at the good and bad qualities of friends. Decide which qualities do your best friend and Tracy (the writer of the letter on the advice column) have. Then share your ideas with your partner. Give reasons and examples to support your choice of qualities. Next, share your ideas with the class. Use the mind maps to help you.

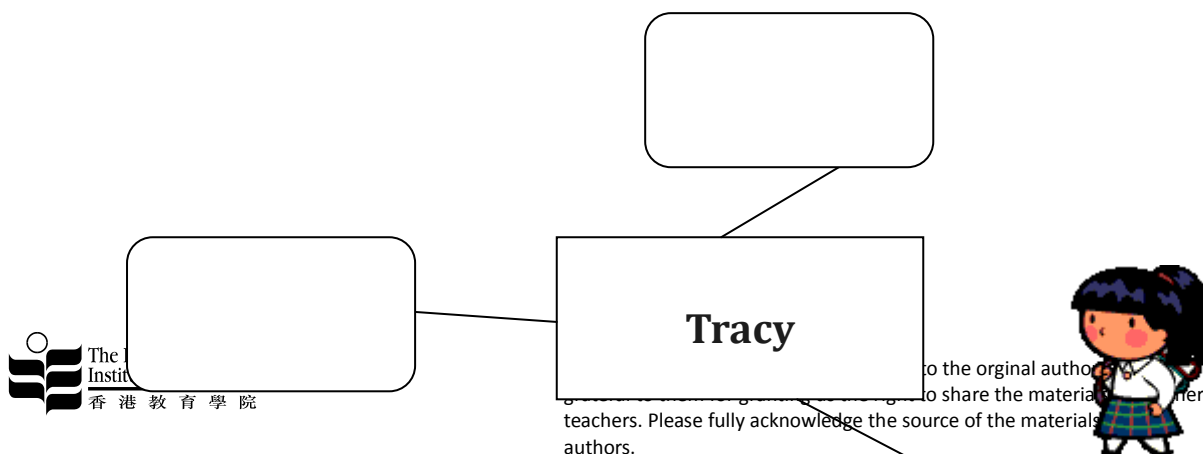
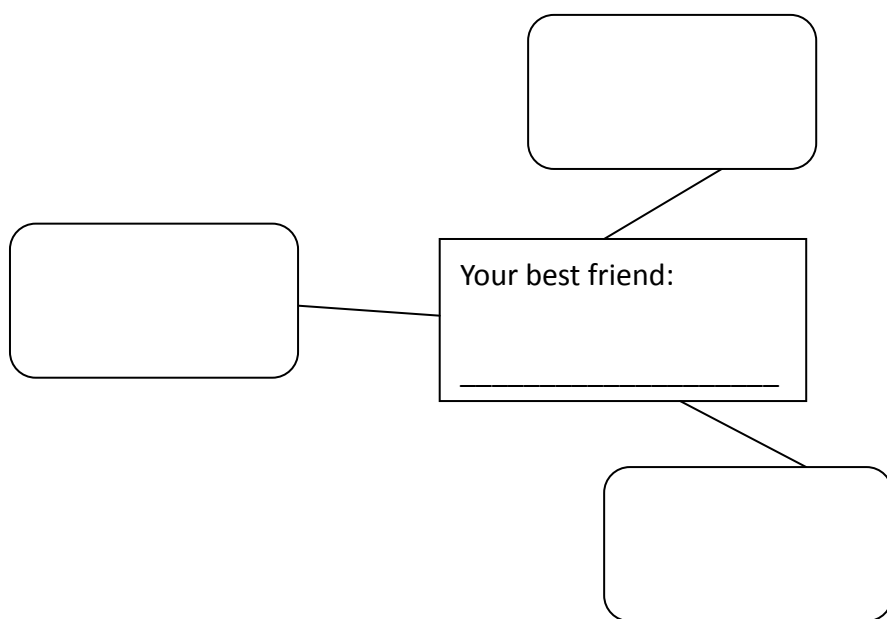
To describe friends	
Adjectives	Verb phrases
faithful, loyal, cheerful, caring, optimistic, easygoing, generous, understanding, patient, encouraging, supportive, considerate, truthful, unfaithful, critical, inconsiderate, disloyal, untruthful, jealous	be able to keep secret, be willing to listen, be willing to share, offer supportive advice, please somebody, offend somebody



## Worksheet B3ii

Look at the good and bad qualities of friends. Decide which qualities do your best friend and Tracy (the writer of the letter on the advice column) have. Then share your ideas with your partner. Give reasons and examples to support your choice of qualities. Next, share your ideas with the class. Use the mind maps to help you.

To describe friends	
Adjectives	Verb phrases
faithful, loyal, cheerful, caring, optimistic, easygoing, generous, understanding, patient, encouraging, supportive, considerate, truthful, unfaithful, critical, inconsiderate, disloyal, untruthful, jealous	be able to keep secret, be willing to listen, be willing to share, offer supportive advice, please somebody, offend somebody



# While Writing

## Part 1: Identifying the Task Situation

### Objectives:

- Ss will be able to identify some major problems related to friendship.
- Ss will be able to skim through the paragraphs of an advice-seeking letter and summarize the main ideas of each paragraph in the letter.

### Procedures:

1. T distributes worksheet C1 (C1i for more ready Ss; C1ii for less ready Ss) and worksheet C2 to the Ss.
2. T explains the situation by asking Ss some simple factual questions about the task.
3. T discusses with the Ss the main ideas of each paragraph on worksheet C1 (advice seeking letter).
4. After the T explains each paragraph, Ss work in pairs and discuss the answers of Q1-Q6 on worksheet C2 in their own words after discussing each paragraph.
5. 1-2 students are selected to stand up and answer each question (while their pair-mates can be asked to help in case of difficulties when answering the questions).

### Learning materials

- Worksheet C1i/C1ii: Advice seeking letter.
- Worksheet C2: Questions on the advice seeking letter.

### Language skills to be developed

- Reading
- Writing
- Listening
- Speaking (partial)



## **Generic skills to be developed**

- Communication skills
- Critical thinking skills
- Problem-solving skills

## **Multiple intelligences to be developed**

- Interpersonal (discussion)
- Verbal-linguistic (discussion)
- Visual Spatial (for less ready students)

## **Adjustments for less-ready students**

- Less-ready students are given a shorter advice seeking letter with basically the same content but with less vocabulary items and simpler sentence structures.
- During pair discussion, the more-ready students can guide the less-ready students. As the content is very similar and the discussion questions are the same, both types of students are still able to work together as they have the same goal on this part of the task.

## Worksheet C1i

You are Chris Wong, an editor of the advice column "Ask Sally". You have just received an advice seeking letter from a boy called Loner.



Dear Sally,

### My Friends Won't Talk to Me

1. I am one of those people who like a small group of friends. I don't understand what I have done to deserve this treatment. I feel like I'm losing my closeness with my best friends.
2. My three best friends are treating me almost as if I don't exist and only use me or seem to talk to me only when necessary. I haven't done anything to offend any of them and they just seem to be sticking together and not including me in anything. We used to talk together about everything. Now, three of them are always together and not really talking to me much. We used to spend a lot of our weekends together and now they are abandoning me all the time. I am also getting the impression that they are talking about me in a bad way behind my back and then try and exclude me from out of school plans. How do I get rid of the fear that I am feeling when I'm with them?
3. I spent a month with one of them on a camp in summer. I didn't see the other two for 13 weeks. Now we are back at school but we didn't talk much. They always hang out together and not include me when I haven't seen two of them for 3 months, so they make me feel like I have no friends.
4. For example, it was my birthday this last weekend. Three of them were seeing each other and they didn't think to invite me out. It made me feel left out and friendless, especially on my birthday!
5. When I ask if something is bothering them or what are they laughing at they always tell me to stop worrying and forget. I'm not an idiot and I can tell when something is wrong. Am I missing something? I make all the effort to be as nice as possible without being a pushover. I just feel like I'm invisible and losing my good friends. Please help me and tell me what to do!
6. I'm starting to feel like I have no friends. I don't know what to do as I don't want to lose them and start from fresh. I also want to feel like part of the 'group' again and not be an outsider! PLEASE HELP!

Loner, 14, Mong Kok

Adapted from <http://whatshallido.com>

## Worksheet C1ii

You are Chris Wong, an editor of the advice column "Ask Sally". You have just received an advice seeking letter from a boy called Loner.



Dear Sally,

### My Friends Won't Talk to Me

1. I am one of those people who like a small group of friends. **I feel like I'm losing my closeness with my best friends.**
2. **My three best friends are treating me almost like I am not here and talk to me only when necessary.** I haven't done anything bad to any of them, but they just stick together and not including me in anything. I also feel that they are talking about me in a bad way behind my back and then try and exclude me from out of school plans. How do I get rid of the fear that I am feeling when I'm with them?
3. **I spent a month with one of them on a camp in summer.** I didn't see the other two for 13 weeks. Now we are back at school but we didn't talk much. They always hang out together and not include me when I haven't seen two of them for 3 months.
4. For example, it was my birthday this last weekend. Three of them were seeing each other and they didn't invite me. **It made me feel left out and friendless, especially on my birthday!**
5. **When I ask if something is wrong or what are they laughing at they always tell me to stop worrying and forget.** But, I know that something is wrong. I tried my best to be nice but I just feel like I'm invisible and losing my good friends. Please help me and tell me what to do!
6. I'm starting to feel like I have no friends. I don't know what to do as **I don't want to lose them and start from fresh. I also want to feel like part of the 'group' again and not be an outsider! PLEASE HELP!**

Loner, 14, Mong Kok

Adapted from <http://whatshallido.com>

## Worksheet C2



Chris, before you write your letter of advice, you should identify the problem that Loner has. Think about what happened, how it happened and why it happened. Also, you have to understand Loner's needs in order to help him!

### Paragraph 1: Introduction to the problem

- What was Loner's problem?
- 

### Paragraph 2: Details of the problem

- What did the friends do?
- 

### Paragraph 3: A possible cause of the problem

- What happened during and after summer?
- 

### Paragraph 4: Examples of how the friends treat him

- What was the event that made Loner feel unhappy?
- 

### Paragraph 5: What the writer tried to do

- What did Loner do and what was the result?
- 

### Paragraph 6: Retell the problem and ask for help

- Does Loner want to have a good friendship with his friend? Why?

---

## Part 2: Brainstorming for the Advice Letter

### Objectives:

- Ss will be able to think critically on some common teenage friendship issues from different points of view.
- Ss will be able to suggest ways to solve some friendship problems.
- Ss will be able to express their ideas using modal verbs (could, should, may) when giving advice.

### Procedures:

1. T distributes worksheet C3.
2. Ss work in pairs and discuss the answers of Q1-Q6 on worksheet C3 in their own words.
3. 1-2 students are selected to stand up and answer each question (while their pair-mates can be asked to help in case of difficulties when answering the questions).

### Learning materials

- Worksheet C1i/C1ii: Advice seeking letter.
- Worksheet C3: Brainstorming questions on the advice letter.

### Language skills to be developed

- Reading
- Writing
- Listening
- Speaking (partial)

## **Generic skills to be developed**

- Communication skills
- Critical thinking skills
- Problem-solving skills

## **Multiple intelligences to be developed**

- Interpersonal (discussion)
- Verbal-linguistic (discussion)
- Visual Spatial (for less ready students)

## **Adjustments for less-ready students**

- Less-ready students are given a shorter advice seeking letter with basically the same content but with less vocabulary items and simpler sentence structures.
- During pair discussion, the more-ready students can guide the less-ready students. As the content is very similar and the discussion questions are the same, both types of students are still able to work together as they have the same goal on this part of the task.

### Worksheet C3



Chris, I've got some brainstorming questions for you. This may help you write your passage. Please answer them and think about what advice to give Loner!

1. Does Loner trust his friends? Why?

---

2. Do you think loner should trust his friends? Why?

---

3. What do you think might have happened in summer? Why did Loner's friends treat him differently after summer?

---

4. Do you think Loner worried too much? Do you think his friends were doing wrong?

---

5. Should Loner continue friendship with his 3 friends? Should he make some new friends? Why?

---

6. What is the most important thing that Loner should do now?

---

## Part 3: Writing the Advise Letter

### Objectives:

- Ss will be able to write a letter of advice on friendship.
- Ss will be able to use the grammar items and sentence patterns when giving suggestions in letters of advice (modal verbs, imperatives, 1<sup>st</sup> conditional sentences).
- Ss will be able to use the vocabulary and structure related to friendship when writing.
- Ss will be able to identify teenage problems and give appropriate advice.

### Procedures:

1. T distributes Worksheet C5 Writing Checklist, goes through the items on the checklist quickly (Grammar, Content). T reminds Ss of the important areas to notice when writing.
2. T asks Ss to write a letter of advice individually.
3. T reminds Ss to refer to Worksheet B2 for the structure; and Worksheet C1-C3 for the content of the passage.
4. T puts Worksheet C4 (Visual Writing Guide) onto the teacher's desk, asks Ss to get a copy if they want more support.
5. Ss write individually (no. of words: 250 for less-ready Ss; 350 for more-ready Ss). T ready to answer Ss' questions

### Learning materials

- Worksheet B2
- Worksheet C1i/C1ii: Advice seeking letter.
- Worksheet C2: Questions on the advice seeking letter.
- Worksheet C3: Brainstorming questions on the advice letter.
- Worksheet C4: Visual Writing Guide (less-ready Ss).
- Worksheet C5: Writing Checklist.

### Language skills to be developed

- Reading

- Writing

## **Generic skills to be developed**

- Communication skills
- Critical thinking skills
- Problem-solving skills
- Creativity (creative and useful suggestions)

## **Multiple intelligences to be developed**

- Verbal/ Linguistic
- Visual Spatial (for visual learners or less ready Ss)

## **Adjustments for less-ready students**

- The required number of words for less-ready Ss is less than that of the more-ready Ss. The task requirement is the same, but more words for more-ready Ss means they can write with more depth and from different perspectives.
- Visual Writing guide is provided for visual learners and less ready Ss. Learners with high motivation can also take a copy of the writing guide. Yet, not all Ss are encouraged to be scaffolded heavily as this hinders creativity.

## Worksheet C4



### Visual Writing Guide of the Advice Letter for Loner

Dear Loner,

#### **Introduction - Identify the problem**

- What do you think might have happened in summer?
- Why did Loner's friends treat him differently after summer?
- Do you think his friends were doing wrong?
- Do you think Loner worried too much?

#### **Advice 1 + Reasons**

- Do you think loner should trust his friends? Why?

#### **Advice 2 + Reasons**

- Should Loner continue friendship with his 3 friends? Why?
- Should he make some new friends? Why?

#### **Closing - Encourage Loner to do the right thing**

- What is the most important thing that Loner should do now?
- Tell Loner to act NOW for good relationships with friends
- Tips about how to be a good friend.

Sally

## Worksheet C5



### Writing Checklist

Content and Organization	
	Provides support to person in need
	Offers specific suggestions for actions to solve the problem
	Gives reasons to explain these suggestions as a good idea
	Refers the person in need to a professional in some instances
Language and Style	
	Begins with "Dear nickname"
	Use imperatives and suitable modal verbs when giving reasons
	Use conditional sentences to tell the results of taking certain actions
	Use warm and likeable tone

# Post Writing

## Part 1 Reviewing the Advise Letter

### Objectives:

- Students are able to identify the important areas of an advise letter (language, content, tone etc)
- Students are able to reflect on their own learning and find out their strengths and weaknesses (more-ready Ss)

### Procedures:

1. T distributes the writing paper.
2. T distributes the writing checklist / reflection form (worksheet C5 for less-ready Ss, worksheet C6 for more-ready Ss).
3. T explains items quickly and asks Ss to look at their own passages according to the different categories.
4. Ss fill in the checklist/ reflection form.

### Learning materials

- Ss own writing passages.
- Worksheet C5/C6: Writing Checklist (less-ready Ss)/ Reflection form (more-ready Ss).

### Language skills to be developed

- Reading
- Writing
- Listening

### Generic skills to be developed

- Critical thinking skills
- Problem-solving skills

## Multiple intelligences to be developed

- Intrapersonal (more-ready Ss)
- Verbal-linguistic

## Adjustments for less-ready students

- Less-ready Ss are given the checklist instead of the reflection form. What they need is to know the requirement of the writing passage. According to Bloom's taxonomy, evaluating is a high level domain. It is demanding if we require less-ready Ss to identify their own strengths and weaknesses in detail.

## Worksheet C6



### Writing Checklist

Content and Organization		
	What was good	What to improve
Provides support to person in need		
Offers specific suggestions for actions to solve the problem		
Gives reasons to explain these suggestions as a good idea		
Refers the person in need to a professional in some instances		
Language and Style		
	What was good	What to improve
Begins with "Dear nickname"		
Use imperatives and suitable modal verbs when giving reasons		
Use conditional sentences to tell the results of taking certain actions		

Use warm and likeable tone		
----------------------------	--	--

## Adjustment in the While-writing and Post-writing tasks

	More Ready Students	Less Ready Students
Varying Content	More details, more vocabulary items on the incoming letter	Less details, less vocabulary items on the incoming letter
Varying Process	Brainstorming questions about the problems of Loner, Writing Checklist	Brainstorming questions, Writing Checklist and a visual writing guide to show the paragraph structure
Varying Product	350 words (similar content, more in-depth)	250 words (similar content, less in-depth)
Assessment	Same	Same
Post Writing	Checklist with reflections	Checklist