

## **Catering for Learner Diversity in English Language Learning**

### Introduction

In modern days of Hong Kong, everybody is entitled to equal opportunity for education. Under the recent scheme of inclusive education, students of various learning needs are admitted in this curriculum of the New Senior Secondary. These students showed variety of learner diversity in the aspects of their motivation, interest, aspirations, ability and learning preferences. Therefore, redesigning the learning materials to suit the learner diversity to address the various needs has become a teaching approach to enhance more effective teaching and learning. Tailoring and redesigning to cater for learner diversity is a concept and practice across the current curriculum, classroom teaching and learning nowadays.

### Our situation

Our school is a band two school and we usually stream the students into two levels, which are bright classes and weak classes. This time we choose a unit called “Making a Living” from Longman Activate JS3A to design a resource pack. The design of two sets of instructional materials will be based on learners’ diverse learning needs in terms of their interests, learning styles, aspirations, motivation and English proficiency.

### Catering for Learning Diversities

#### A. Content

Although the bright students and weak students are using the same textbook, we teachers will adapt the materials to cater for the learners’ needs as we know that one size doesn’t fit all. We will give more support to the low achievers. For example, they will get more clues when they do the pre-reading tasks and the activities will be designed more suitable for them so that they are interested in and capable of completing the tasks. The activities for the elite classes will be more demanding and challenging. Flexible groupings (mixed abilities) are also included when we have group work activities in order that students could help each other.

### B. Process

In the process, as the attention span for remedial students is shorter, we will adopt more bodily-kinesthetic intelligence to entertain them. Of course, other multiple intelligences such as verbal-linguistic, visual-spatial, interpersonal, intrapersonal will also be entertained. When we cover the reading passage, the teaching methods will be different in different classes to scaffold their reading levels. More factual or literal questions will be asked in weak classes, which require them to recall information after reading the passage. However, for strong classes, students are required to go beyond the information by asking them inferential questions, evaluation questions and appreciation questions.

### C. Product

For the product, we will have different assessments. For strong classes, they will have writing and speaking assessments whereas the weak classes just involve writing assessment as a final product.

	The Strong Version (S.3DE)	The Weak Version (S.3ABC)
<u>Section 1 – Pre-reading Stage</u>		
No. of lesson	1	
Objectives	Students will be able to: <ul style="list-style-type: none"> <li>- learn different types of jobs</li> <li>- write job descriptions</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>- learn different types of jobs</li> <li>- identify job descriptions</li> </ul>
Learning activities / tasks	Activity One <ul style="list-style-type: none"> <li>- students look at pictures of different jobs and label them in pairs without any clues (Appendix 1A)</li> </ul>	Activity One <ul style="list-style-type: none"> <li>- students look at pictures of different jobs with scrambled letters and label them in pairs (Appendix 1B)</li> </ul>
	Activity Two <ul style="list-style-type: none"> <li>- students work in groups to write job descriptions. Then they describe the job to another group and let them guess what the job is. (Appendix 2A and 2B)</li> </ul>	Activity Two <ul style="list-style-type: none"> <li>- the job descriptions are posted on the wall and one of the group mates is sent to read and remember it as much as (s)he can. Then (s)he returns to the group and says the descriptions aloud. The other group mates will match the jobs on the worksheet with his/her spoken descriptions (Appendix 3AB and 4AB)</li> </ul>

	<p>Activity Three</p> <ul style="list-style-type: none"> <li>- students share in groups what kind of jobs they would most like to do and why</li> </ul>	<p>Activity Three</p> <ul style="list-style-type: none"> <li>- students share in groups what kind of jobs they would most like to do and why.</li> </ul>
Learning materials	<ul style="list-style-type: none"> <li>- worksheet 1 P.2 (just pictures)</li> <li>- worksheet 2 (A table of different types of jobs + blank column)</li> </ul>	<ul style="list-style-type: none"> <li>- worksheet 1 (pictures + scrambled letters)</li> <li>- worksheet 2 (with different types of jobs) + job descriptions posted on the wall</li> </ul>
Language skills to be developed	<ul style="list-style-type: none"> <li>- reading</li> <li>- speaking</li> <li>- listening</li> <li>- writing</li> </ul>	<ul style="list-style-type: none"> <li>- reading</li> <li>- speaking</li> <li>- listening</li> </ul>
Generic skills to be developed	<ul style="list-style-type: none"> <li>- collaboration skills</li> <li>- communication skills</li> <li>- critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- collaboration skills</li> <li>- communication skills</li> <li>- critical thinking skills</li> </ul>
Multiple Intelligences to be developed	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>- Visual-spatial</li> <li>- Verbal-linguistic</li> <li>- Intrapersonal</li> </ul>	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>- Visual-spatial</li> <li>- Bodily-kinesthetic</li> <li>- Verbal-linguistic</li> <li>- Intrapersonal</li> </ul>

**Worksheet 1 (for bright class)**


What do the following people do for a living? Look at the photos and write the names of the jobs in the spaces provided.

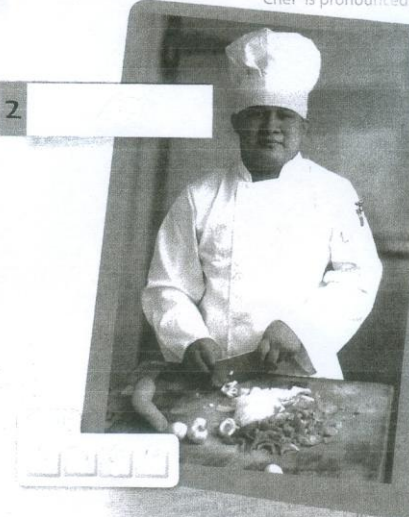
# 3 Making a living

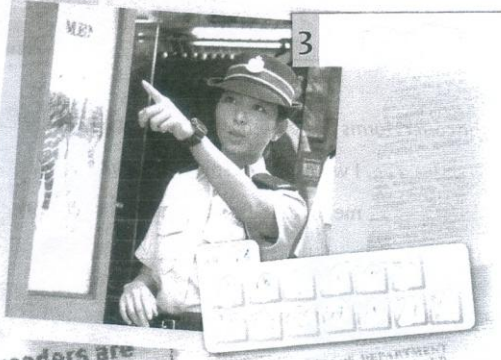
*Worksheet 1  
(for bright class)*


► What do the following people do for a living? Look at the photos and write the names of the jobs in the spaces provided. Use the clue cards to help you.

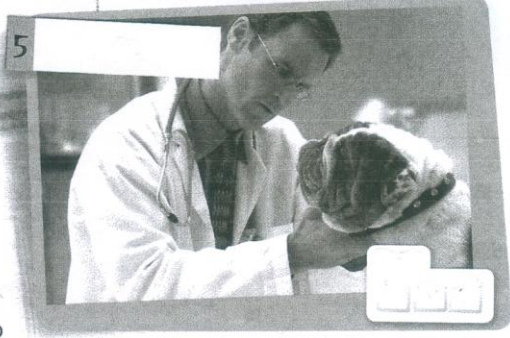
Note  
'Chef' is pronounced

1 

2 

3 

4 

5 

42 forty-two

*(1A)*





Note  
"Pilot" is pronounced /'paɪlət/.

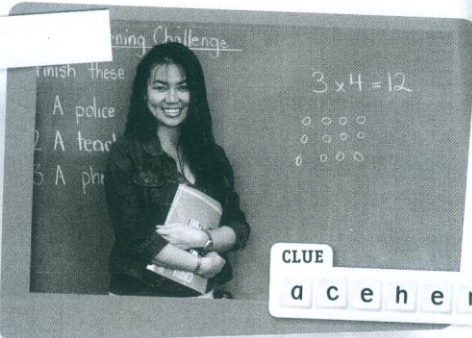
Worksheet 1  
(for weak class)

Unit 3

Common error  
Students often misspell 'waiter'  
/'weɪtə/ as 'waitor'.

6  CLUE  
t l o i p

7  CLUE  
a e i r t w

8  CLUE  
a c e h e r t

(1B)-P.2.

► Now work in pairs. Take turns to tell each other which of the jobs you would most like to have and why. You can begin your discussion like this.

I'd like to be a chef because I love food

Really? I'd like to be a ... because ...

forty-three 43

**Worksheet 1 (for weak class)**

What do the following people do for a living? Look at the photos and write the names of the jobs in the spaces provided. Use the clues to help you.



# 3 Making a living

*Worksheet 1  
(for weak class)*

What do the following people do for a living? Look at the photos and write the names of the jobs in the spaces provided. Use the clue cards to help you.

Note  
'Chef' is pronounced

1

CLUE  
c d o o r t

2

CLUE  
c e f h

3

CLUE  
c e i l o p  
c e f f i o r

4

CLUE  
f e i r f g i h e

ified Post readers are  
erial positions.

5

vet

CLUE  
t e v

42 forty-two

(1B)



The Hong Kong  
Institute of Education  
香港教育學院

10

**Worksheet 2 – for bright class (one group)**

Accountant	
Actor	
Architect	e.g. someone who designs buildings
Businessman	
Chef	
Dentist	
Hairdresser	
Lawyer	

(Appendix 2A)

**Worksheet 2 – for bright class (another group)**

Shop assistant	
Waitress	
Pilot	
Librarian	e.g. someone who works in a library
Nurse	
Video game tester	

Journalist	
Tree planter	

(Appendix 2B)

**Worksheet 2 – for weak class**

someone whose job is to keep or examine the financial records of a company or organization
someone, especially a man, whose job is to perform in plays and films
someone who designs buildings
someone who works in business, usually in a high position in a company
someone who is the main cook (= person who cooks) in a hotel or a restaurant
someone who examines and repairs teeth
someone whose job is to wash, cut, colour, etc people's hair
someone whose job is to understand the law and deal with legal situations

(Appendix 3A – posted on the wall; read and reported by 1 student)  
Lawyer, Businessman, Accountant, Architect, Hairdresser, Chef, Dentist, Actor

(appendix 4A – matching; done by 3 students)

someone who serves customers in a shop
a woman whose job is to bring the food to customers at their tables in a restaurant
a person who flies an aircraft
a person who works in a library
a person whose job is to care for people who are ill or injured, especially in a

hospital
a person who tests the video game
a person who writes news stories or articles for a newspaper or magazine
a person who plants the trees

(Appendix 3B – posted on the wall; read and reported by 1 student)

Librarian, Tree planter, Shop assistant, Pilot, Nurse, Journalist, Waitress,  
Video game tester.

(Appendix 4B – matching; done by 3 students)

Section 2 – Reading the Passage

While-reading stage

	Version for more able ones	Version for less able ones
No. of lesson	2	2
Objectives	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>- learn and understand adjectives that describe various jobs, some job requirement</li> <li>- pronounce the adjectives &amp; phrases</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>- learn and understand adjectives that describe various jobs, job requirement</li> <li>- pronounce the adjectives &amp; phrases</li> </ul>
Learning activities/ tasks	<ul style="list-style-type: none"> <li>- Students will listen to three paragraphs extracted from the passage.</li> <li>- Ss need to fill in the missing adjectives and some phrases about job duties</li> <li>- Ss work in pair to locate the answers from the passage</li> <li>- Ss find two classmates from other rolls and read aloud those paragraphs which just dictated</li> </ul>	<ul style="list-style-type: none"> <li>- Students will listen to sentences extracted from the passage.</li> <li>- Ss need to fill in the missing adjectives and some phrases about job duties</li> <li>- Ss work in pair to locate the answers from the passage</li> <li>- Ss find two classmates from other rolls and read aloud those sentences which just dictated</li> </ul>

Learning materials	Worksheets	Worksheets
Language skills to be developed	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Pronunciation</li> <li>- Spelling &amp; Read aloud</li> </ul>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Pronunciation</li> <li>- Spelling &amp; Read aloud</li> </ul>
Generic skills to be developed	<ul style="list-style-type: none"> <li>- Collaboration skills</li> <li>- Communication Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration skills</li> <li>- Communication Skills</li> </ul>
Multiple intelligence to be developed	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>- Verbal-linguistic</li> <li>- Bodily-kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>- Verbal-linguistic</li> <li>- Bodily-kinesthetic</li> </ul>

## Section 2 Attempting Reading Comprehension Questions

	Version for more able ones	Version for less able ones
No. of Lesson	2	2
Objectives	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>- locate the facts from the passage</li> <li>- work out the word meaning in particular situation</li> <li>- inferring ideas from hints given</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>- locate facts from the passage</li> <li>- identify true or false through basic understanding of passage</li> <li>- collect data</li> </ul>
Learning activities/tasks	<ul style="list-style-type: none"> <li>- Students divide in a group of four (who work on the same list of questions) trying to locate the answers to a list of questions assigned to them.</li> <li>- Ss then return to a group of four (each will have worked at different part of questions) to share their answers to the rest of comprehension questions.</li> <li>- Two students of each group will be swapped with another group to further confirm their answers and clarify any</li> </ul>	<ul style="list-style-type: none"> <li>- Students divide in a group of four (who work on the same list of questions) trying to locate the answers to a list of questions assigned to them.</li> <li>- Ss then return to a group of four (each will have worked at different part of</li> </ul>

	doubt	<p>questions) to share their answers to the rest of comprehension questions.</p> <ul style="list-style-type: none"> <li>- Two students of each group will be swapped with another group to further confirm their answers and clarify any doubt</li> </ul>
Learning materials	worksheets	Worksheets
Language skills to be developed	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> </ul>
Generic skills to be developed	<ul style="list-style-type: none"> <li>- Collaboration skills</li> <li>- Communication skills</li> <li>- Discussion skills</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration skills</li> <li>- Communication skills</li> <li>- Discussion skills</li> </ul>
Multiple Intelligences to be developed	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>- Verbal-linguistic</li> <li>- Bodily-kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>- Verbal-linguistic</li> <li>- Bodily-kinesthetic</li> </ul>



I chose to become a _____ after I had graduated from secondary school. A pastry chef needs to be _____, good at _____ and a team player. The average monthly salary is high for an _____ pastry chef.
Brian has to play the same video game _____ again for months. He has to work long hours to meet _____.
A video game tester is to write down any _____ they find in the video games. Game testers must have strong _____ skills and be able to work _____ (by themselves alone).

Worksheet 3 - Dictation for More Able students from Passage – Making a Living

Being a pastry chef is a very _____ job. I love seeing people _____ the pieces of art I have created. I take great _____ in it.
A chef has to _____, order _____ and test new recipes. To be a successful pastry chef, you need to be _____, good at _____ and a team player.
Brian Alcazar is the _____ of his friends. He gets paid to do play video games for eight hours a day, five days a week. He feels _____ at times. When deadlines are near, he has to _____ the clock to make sure the game is finished on time.
Video game testers must have _____ skills and be able to work _____.

Easier Version of Reading Passage adopted from  
Longman Activate JS3A Teacher Resource File for Unit 3 Making a living (p.1, p.2)

► You are doing a project on unusual jobs. Read the printout of a webpage about unusual jobs.

TEXT 1



## BEST JOB IN THE WORLD!

Ringo Chan works at the Four Seasons Hotel Hong Kong as a pastry chef. Read on about Ringo's job.

### Why did you become a pastry chef?

5 I love cooking and art. So I chose to become a pastry chef after I'd graduated from secondary school.

### Did you work at the Four Seasons Hotel Hong Kong as soon as you had finished studying?

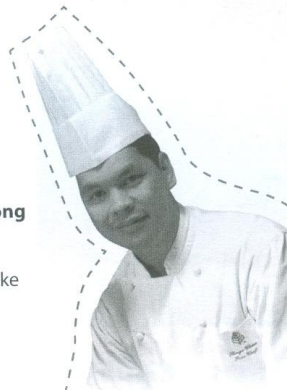
10 No, I'd worked at other hotels before I decided to take the job at the Four Seasons.

### You probably love to eat desserts, right?

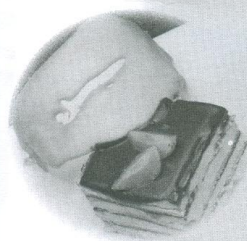
Not really. Actually I avoid eating desserts when I'm not at work.

### 15 What do you think is the best part of being a pastry chef?

I love seeing people enjoying the pieces of art I've created.



TEXT 2



## DID YOU KNOW?

- ★ Besides making desserts, a pastry chef has to plan menus, order ingredients and test new recipes.
- ★ A pastry chef needs to be creative, good at multitasking and a team player.
- ★ Pastry chefs work about fifty-five hours a week.
- ★ The average monthly salary is HK\$16,000 for a junior pastry chef and HK\$42,000 for an experienced pastry chef.

Page 1 of 2

**Source from:** Nelson [et. al.] (2010). *Longman activate JS3A (3<sup>rd</sup> ed.)*. Hong Kong : Longman. P.44-47.




TEXT 3

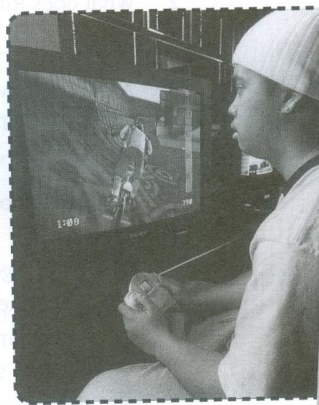
## VIDEO GAME TESTER

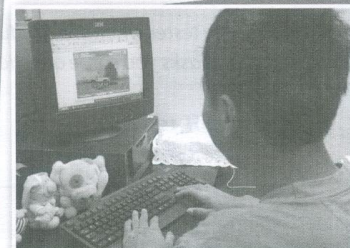
Glen Cove, New York, USA

Brian Alcazar gets paid to play video games all day! Why? Because Brian is a video game 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 deadlines. However, Brian still thinks he has the best job in the world!







TEXT 4

## 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 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.

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.

Page 2 of 2

Source from: Nelson [et. al.] (2010). *Longman activate JS3A (3<sup>rd</sup> ed.)*. Hong Kong :



## Comprehension

Use Text 1 and  
Text 2 to help  
you.

**A** There is a quiz on the webpage about the job of a pastry chef. Answer the questions in the quiz.

1 Why did Ringo decide to become a pastry chef?

\_\_\_\_\_

2 What does Ringo enjoy most about his job?

\_\_\_\_\_

3 Are the following statements true (T), false (F) or is the information not given (NG)? Tick (✓) the correct boxes.

	T	F	NG
a) It is important for a pastry chef to speak English fluently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) To be a good pastry chef, you need to work well with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) To become a pastry chef, you need to study at a cooking school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ringo's first job as a pastry chef was at the Four Seasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) A pastry chef needs to be creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use Text 3 and  
Text 4 to help  
you.

**B** Your friend Penny is interested in becoming a video game tester when she graduates from secondary school. She hears about your project and asks you some questions about the job. Answer her questions.

1 How long does it take to develop a video game?

\_\_\_\_\_

2 What do video game testers do besides playing video games?

\_\_\_\_\_

3 Does Brian ever get bored with his job? Why?

\_\_\_\_\_

\_\_\_\_\_

4 Does Brian like his job? How do you know?

\_\_\_\_\_

5 Is there a way to get started as a video game tester while I'm still a student?

\_\_\_\_\_

\_\_\_\_\_

**Source from:** Nelson [et. al.] (2010). *Longman activate JS3A (3<sup>rd</sup> ed.)*. Hong Kong : Longman. P.44-47.



Use Text 1, Text 2  
and Text 3 to  
help you.

- C** Your teacher asks you to create some data cards about different jobs for your project. Complete the data cards using the information from the webpage.

**Job:** \_\_\_\_\_

**What they do:** a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

**What qualities they should have:** Tick (✓) all that apply.

☐ can work  
independently

☐ creative

☐ good at  
multitasking

☐ good with numbers

☐ strong  
communication skills

☐ team player

**Salary:** a) junior: \_\_\_\_\_

b) experienced: \_\_\_\_\_

**Job:** \_\_\_\_\_

**What they do:** a) \_\_\_\_\_

b) \_\_\_\_\_

**What qualities they should have:** Tick (✓) all that apply.

☐ can work  
independently

☐ creative

☐ good at  
multitasking

☐ good with numbers

☐ strong communication  
skills

☐ team player

**Salary:** a) full-time: \_\_\_\_\_

b) hourly: \_\_\_\_\_

**Source from:** Nelson [et. al.] (2010). *Longman activate JS3A (3<sup>rd</sup> ed.)*. Hong Kong : Longman. P.44-47.

- You are doing a project on unusual jobs for your Social Studies class. Your teacher gives you a printout of a webpage about unusual jobs. Read the printout.

## TEXT 1



## BEST JOB IN THE WORLD!

Who has the best job in the world? A doctor? A pilot?  
Ringo Chan, who works at the Four Seasons Hotel Hong Kong, believes that he has the best job in the world.

5 Read on to see what Ringo has to say about being a pastry chef.

**Why did you become a pastry chef?**

I love cooking and art, and being a pastry chef involves both. That's why I chose to become a pastry chef after I'd  
10 graduated from secondary school.

**Did you start working at the Four Seasons Hotel Hong Kong as soon as you had finished studying?**

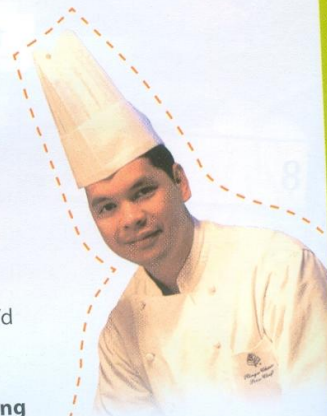
No, I'd worked at many different hotels for seventeen years before I decided to take the job at the Four Seasons.

15 **You probably taste desserts all day. Do you have a sweet tooth?**

Not really. Actually I avoid eating desserts when I'm not at work.

**Why do you think you have the best job in the world?**

Being a pastry chef is a very rewarding job. I love seeing people enjoying the pieces of art I've created. I take great satisfaction in it.



## TEXT 2

## DID YOU KNOW?

- ★ In addition to making desserts, a pastry chef has to plan menus, order ingredients and test new recipes.
- ★ To be a successful pastry chef, you need to be creative, good at multitasking and a team player.
- ★ Pastry chefs work an average of fifty-five hours a week.
- ★ The average monthly salary is HK\$16,000 for a junior pastry chef and HK\$42,000 for an experienced pastry chef.





Source from: Nelson [et. al.] (2010). *Longman activate JS3A (3<sup>rd</sup> ed.)*. Hong Kong : Longman. P.44-47.


TEXT 3

## VIDEO GAME TESTER

Glen Cove, New York, USA

Brian Alcazar is the envy of his friends. He plays video games for eight hours a day, five days a week — and he gets paid to do it! Why? Because Brian is a video game tester for an American video game developer.

As a video game tester, Brian has to play the same video game **over and over again** for 10 months. Does he ever get bored of playing video games? Sometimes. He also feels **exhausted** at times. When deadlines are near, he has to **work around the clock** to make sure that the game is finished on time. However, Brian told his friends 15 recently that he had never dreamt of having such a fun job. He still thinks he has the best job in the world!

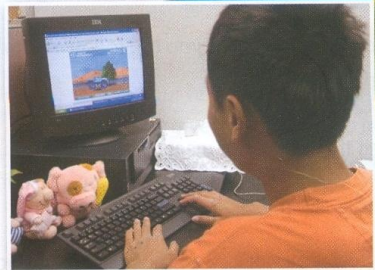


TEXT 4

## 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 discover during the 5 time they test the games. Some errors may take several paragraphs to describe so video game testers must have strong communication skills. They must also be able to **work independently** since they may need to play the same game by 10 themselves for eight hours or more at a time.

A full-time video game tester is usually paid HK\$10,000 to HK\$15,000 a month. Some video game companies offer part-time jobs to students, whose hourly rates range from HK\$60 to HK\$90.



Page 2 of 2

Source from: Nelson [et. al.] (2010). *Longman activate JS3A (3<sup>rd</sup> ed.)*. Hong Kong : Longman. P.44-47.





Use Text 1 to help you.

**A** Your teacher gives you a worksheet about the printout. Answer the questions. For multiple choice questions, write the correct letters in the boxes.

- 1 When did Ringo become a pastry chef?  
\_\_\_\_\_
- 2 How long had Ringo been working before he joined the Four Seasons Hotel Hong Kong?  
\_\_\_\_\_
- 3 If you have a 'sweet tooth' (line 15), you ...  
A always smile.  
B have a beautiful smile.  
C like sweet food. ☐  
D do not like eating savoury food.
- 4 When does Ringo eat desserts?  
\_\_\_\_\_
- 5 Which one of the following is NOT true about Ringo?  
A He is interested in art.  
B He thinks of himself as an artist.  
C He gets satisfaction out of watching his customers eat his pastries. ☐  
D He learnt how to cook pastries at the Four Seasons Hotel Hong Kong.

Use Text 1 to help you.

**B** Your teacher wants you to practise using a dictionary. He gives you the following exercise to complete. Follow his instructions and complete the exercise.

Often a word has more than one meaning. What does the word 'take' mean in the following sentences? Look at the dictionary entry for 'take' below and decide which meaning corresponds to the meaning in each of the sentences. Write the correct numbers in the boxes provided.

- 1 'No, I'd worked at many different hotels for seventeen years before I decided to take the job at the Four Seasons.' (lines 13-14) ☐
- 2 'I take great satisfaction in it.' (line 19) ☐

**take** /teɪk/ v **1** to move or go with someone or something from one place to another: *Barney took us to the airport.* **2** to remove something from a place: *Someone has taken my pen from my desk.* **3** if something takes a particular amount of time, money, effort, etc., that amount of time, money, effort, etc. is needed for it to happen or succeed: *It took a few minutes for his eyes to adjust to the dark.* **4** to accept or choose something that is offered, suggested or given to you: *If you take my advice, you'll see a doctor.* **5** to have or experience a particular feeling: *You should take pride in your work.*

Source from: Nelson [et. al.] (2010). *Longman activate JS3A (3<sup>rd</sup> ed.)*. Hong Kong :



Use Text 3 to help you.

- C** Your classmate has read the section of the printout about Brian Alcazar, but he does not fully understand it. He sends you an email asking you some questions about it. Answer his questions using quotes from the article to support your answers.

**Email**

From: andrew\_chow@hotmail.com Date: 1st March 200\_

To: chris\_fung@yahoo.com

Subject: Brian Alcazar

Hi Chris

I have some questions about Brian Alcazar and his friends. Can you answer them for me?

- 1 Do Brian's friends like playing video games? Why do you think this?
- 2 Does Brian ever have to work overtime? Why do you think this?
- 3 Does Brian like his job? Why do you think this?

Use Text 2 and Text 4 to help you.

- D** Your teacher wants you to compare the job of a pastry chef with the job of a video game tester. He gives you a table to help you compare the jobs. Complete the table.

	Pastry chef	Video game tester
What they do	• • • •	• •
What qualities they should have	• • •	• •
What salary they earn	• •	• •

**Source from:** Nelson [et. al.] (2010). *Longman activate JS3A (3<sup>rd</sup> ed.)*. Hong Kong : Longman. P.44-47.



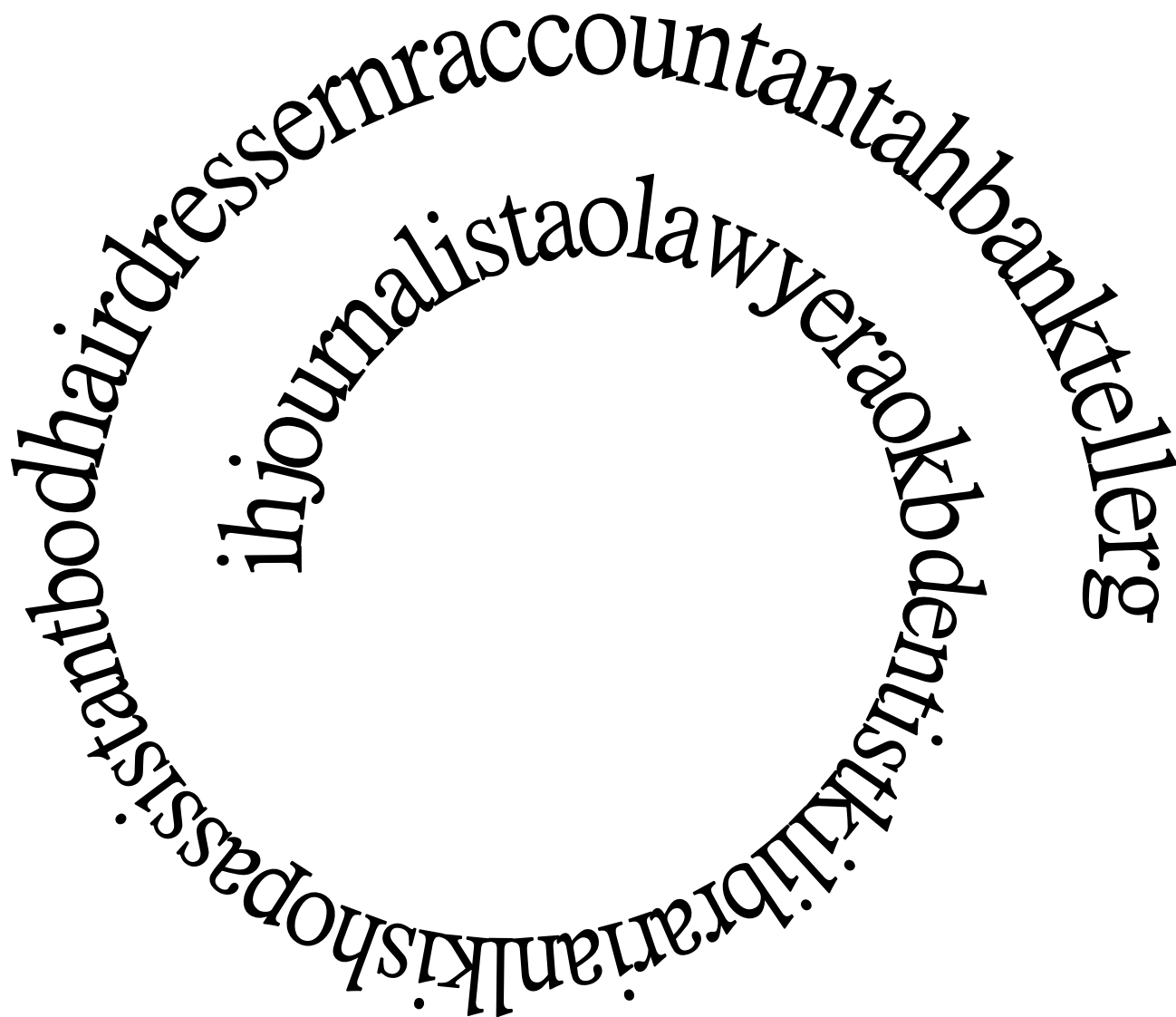
	The Weak Version (S.3ABC)	The Strong Version (S.3DE)
<u>Section 3 – Post-reading Stage</u>		
No. of lesson	3	
Objectives	Students will be able to: - learn how to write about their dream job	Students will be able to: - learn how to write about their dream job - present their writings in class
Learning activities / tasks	Activity One: Chained words - students identify names of different jobs (worksheet 4a)	Activity One: Bingo - students listen to job descriptions and identify the jobs (worksheet 4b)
	Activity Two: Bingo - students listen to job descriptions and identify the jobs (worksheet 4b)	Activity Two: Song appreciation - students listen to the song and respond to several guided questions (high order thinking) (worksheet 4c)
Learning materials	- 4a chained words - 4b bingo - 5a reading (policeman) - 6a scrambled words - 7 sample essay	- 4b bingo - 4c song appreciation - 5a reading (paparazzi) - 6a scrambled words - 7 sample essay
Language skills to be developed	- reading - listening - writing	- reading - speaking - listening - writing
Generic skills to be developed	- collaboration skills - communication skills	- collaboration skills - communication skills

	- critical thinking skills	- critical thinking skills
Multiple Intelligences to be developed	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>- Visual-spatial</li> <li>- Verbal-linguistic</li> <li>- Intrapersonal</li> </ul>	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>- Visual-spatial</li> <li>- Verbal-linguistic</li> <li>- Intrapersonal</li> </ul>

**Making for a living (Worksheet 4a)**

**Chained words**

Listen to your teacher reading aloud some job titles and circle the words you hear.



### Making for a living (Worksheet 4b)

*Complete the grid with the names of jobs in the box below.*

*Put only one job in each square below.*

*Your teacher is going to read aloud some descriptions of jobs.*

*If the job is in your grid, circle it.*

*The fastest person who has a line of three squares in a row  
(vertically, horizontally or diagonally) and yell "Bingo!" wins.*

Chef	Teacher	Librarian
Police Officer	Vet	Lawyer
Dentist	Hair-dresser	Accountant
Musician	Journalist	Video Game Tester
Pilot	Fire-fighter	Doctor


**Scripts for Teachers about the bingo on jobs:**

**Journalist:** Interviewing people is part of my job. I need to have strong communication skills and be fluent in English and Putonghua in order to do my job well.

**Hairdresser:** Salon is where I work. I have to be very creative in order to help people look good.

**Librarian:** I work in a very quiet place. I have to help people to look for information about different things and I spend a lot of time around books.

**Vet:** I make my “patients” feel better when they are sick. I have to be very careful and good at looking for details because my “patients” cannot speak.

**Accountant:** I always work under pressure. I need to be very careful all the time and be excellent with numbers

**Firefighter:** I must be a good team player because I need my coworkers’ help to save people from dangerous situations.

**Teacher:** I need to be patient and have good communication skills because my job is to explain things to people who do not always pay attention to me.

**Chef:** I’m good at multitasking. I have strong organizational skills because I have to plan menus, order ingredients and test new recipes.

**Dentist:** I help people to have clean and healthy teeth. I have to be very careful and skilful with hands.

**Video Game Tester:** Many teenagers would love to have my job because I’m paid to play games all day long.

### **Making a living (Worksheet 4c)**

#### **Qué Será, Será (Whatever Will Be, Will Be)**

*Lyrics by Ray Evans, music by Jay Livingston and sung by Doris Day*

When I was just a little girl  
I asked my mother  
What will I be?  
Will I be pretty?  
Will I be rich?  
Here's what she said to me:

*(Refrain)* Qué Será, Será  
Whatever will be, will be.  
The future's not ours to see.  
Qué Será, Será.  
What will be, will be.

When I grew up and fell in love  
I asked my sweetheart  
What lies ahead?  
Will we have rainbows  
Day after day?  
Here's what my sweetheart said:  
*(Refrain)*

Now I have children of my own.  
They ask their mother,  
What will I be?  
Will I be handsome?  
Will I be rich?  
I tell them tenderly:  
*(Refrain)*

#### **Glossary**

### Part 1: Making sense of the lyrics

1. Can you tell whether the speaker's children are boys or girls? Which words or phrases in the lyrics tell you?  
\_\_\_\_\_
2. Who does 'their mother' refer to?  
\_\_\_\_\_
3. Which one of the following sentences is true about the speaker in the song?
  - a. She is a young girl.
  - b. She cares about her sweetheart.
  - c. She cares about her future.
4. When the speaker asks, 'Will we have rainbows?' in Verse 3, she wants to know...
  - a. if the weather will be fine.
  - b. if their future together will be beautiful.
  - c. if there will be rainbows after the rain.
5. What is this song trying to tell you?  
We should / should not worry so much about the future. (*Delete as appropriate.*)

### Part 2: Discussion

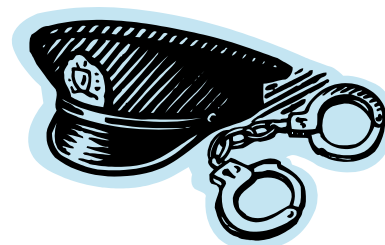
Do you agree with the songwriter's idea about the future? Why? Discuss your answer in group.



### Making a living (Worksheet 5a)

## Man for a crisis by Lilian Goh

SCMP Young Post      Wednesday, 05 October 2005



**Young Post:** Why did you become a policeman?

**Mr. Wong:** When I was in Form Four, I helped catch a man who stole a shirt from a boutique in Tsim Sha Tsui. I was at the scene so I chased after him. I ran several streets and eventually caught the thief.

After this incident, I started thinking about becoming a policeman. After I graduated from Form Five, I applied to join the police force.

I have served in different units over the past 10 years, such as patrol sub-unit, police tactical unit and miscellaneous enquiry sub-unit. Now I work in the Number Four Platoon of the New Territories South emergency unit.

**YP:** What are the duties of the emergency unit?

**W:** We patrol the streets every day and receive orders through walkie-talkies from the control centre. We are different from the patrol sub-unit because we usually deal with more serious cases, such as robberies and bomb investigations.

We also help to save people in serious accidents, for example, when a double-decker bus plunged off a flyover on Tuen Mun Road in 2003, killing 21 people.

**YP:** What was the most significant case you were involved in?

**W:** In 2003, an unemployed man attempted to commit suicide in his flat after a row with his wife. He cut the gas tube in the kitchen and threatened to blow himself up with a lighter.

It was a very dangerous situation because it could have caused an explosion and hurt a lot of people. We tried to persuade him not to do it and, when he was distracted, I rushed forward and grabbed the lighter. I was very happy that we saved his life and prevented a tragedy.

**YP:** Have you come across any challenges?

**W:** Yes. My grades were poor in secondary school. In the police force, we have to read a lot of English reports, and sometimes we have to communicate with our foreign commanders.

It was difficult for me at the beginning. I realised I had weaknesses, so I took some certificate courses after work to improve my skills and knowledge.

Although the education requirements of a policeman are not high, young people who are interested in joining the force should note that poor academic results could hinder their prospects.

**YP:** What was your happiest moment as a police constable?

**W:** When I won the Best Police Constable of Platoon award in 2002. I was in the police tactical unit and I was awarded a silver whistle, which is a great honour in the police force. The award was a recognition of my efforts and encouraged me to work harder.

I will be taking a test - which consists of a written exam and an interview - for the post of sergeant later this month. I hope I will succeed.

## Man for a crisis

Read the interview and answer the following questions.

Put ✓ in the appropriate boxes where necessary.



**Interviewee:** \_\_\_\_\_

**Current occupation:** \_\_\_\_\_

**Current ranking:** ☐ Inspector ☐ Sergeant ☐ Constable

**No. of working years:** \_\_\_\_\_

### Units served before

- |   |   |
|---|---|
| <input type="checkbox"/> Patrol sub-unit<br>sub-unit    | <input type="checkbox"/> Miscellaneous enquiry  |
| <input type="checkbox"/> Police tactical unit<br>Branch | <input type="checkbox"/> Police Public Relation |
| <input type="checkbox"/> Emergency unit                 | <input type="checkbox"/> Marine Region          |

### Duties of the emergency unit:

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### How does Mr. Wong feel about his occupation?

- |                                      |                                     |                                    |  |
|--------------------------------------|-------------------------------------|------------------------------------|--|
| <input type="checkbox"/> dangerous   | <input type="checkbox"/> happy      | <input type="checkbox"/> difficult | <input type="checkbox"/> challenging   |
| <input type="checkbox"/> encouraging | <input type="checkbox"/> honourable | <input type="checkbox"/> rewarding | <input type="checkbox"/> insignificant |

### What is Mr. Wong's opinion about the education requirements of a policeman?

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### What is Mr. Wong's future plan?

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### Making a living (Worksheet 5b)

#### The Life of a Paparazzi

Hi. I'm Steve. My job is a photographer of a popular magazine in Hong Kong. Some people called us 'Paparazzi'. It refers to people who hang out on the streets and in public places waiting for an opportunity to photograph a star. Many people don't like us because we work like private detectives. We use various tactics to get a shot of the celebrities. The celebrities and public figures blamed us for shadowing them in their public and private activities relentlessly. Yet, I think we are helping them in general by increasing their visibility. In addition, I can earn large sums of money if I shoot some valuable pictures and sell them to some top magazines and newspapers for publication.



Some people once asked me if I liked my job. Well, I quite like it sometimes as I get excitement when hunting some pop stars. I'm interested in knowing about their private life. I've taken some competitive photos of Faye Wong, Jackie Chan and Twins before.

I remembered once I was sent by my agency to get a snap of Stephy Tang and Teresa Fu. I was so excited because I am a crazy fan of them. At midnight, I climbed to the rooftop of a house next to their building in order to get a good picture of them. Though it rained heavily on that night and I got all wet, I was agitated as I managed to take about ten photos of them.

Sometimes my life is boring when I have to wait for a star to appear but I've no idea how long it is going to be. I usually packed my lunch as I can't leave my spot in case I miss her. Sometimes my legs are aching but there's no where to sit with a good view. What is my future prospect? I seldom think about this.

I know not many people like to join our business because they found it annoying and are afraid that they will be sued by the celebrity. I just hope that I can earn enough money one day to leave my job and pursue my dream.

### Paparazzi and Private Detectives

A. Read the passage and fill in the table.



Profile of a paparazzo	
a) job nature:	
b) tactics used:	
c) salary expected:	
d) people hunted before:	
e) future prospect:	

B. What is the view of the public and Steve on Paparazzi?

Views from the public	They don't like them because
Views from Steve	He thinks that paparazzi are helpful because

C. What are the pros and cons of being a Paparazzo?

Pros	- feeling excited - -
Cons	- feeling boring sometimes - -

D. What do private detectives do?

---



---

E. What is private detectives' expertise? Name a few tools that they use.

---

---

F. Would you like to be a paparazzo or a private detective? Why?

---

---

Weaker class (jumble sentences):

**Making a living (Worksheet 6a)**

D.

Journalists need to be able to work independently and have strong communication skills.

B.

They also need to have courage and good general knowledge.

C.

I think this job suits me because I am an outgoing person and I like helping people.

A.

I will study hard to make my dream come true.

Brighter class (jumble sentences):

**Making a living (Worksheet 6b)**

A.

I want to be a journalist in the future because it is an important job.

F.

Journalists gather news for us so that we know what is happening in the world.

C.

They interview people and look at things that happen around them carefully.

G.

Then, they report the news on the radio or television or write articles about them in newspapers and magazines.

B.

I like this job for two reasons.

E.

First, journalists help us to care more about the people and things around us.

D.

Also, journalists help us to learn from the mistakes other people made so that we don't make the same mistakes.



**Same set of sample essay (weak class: given in advance/brighter class: after writing as a reference)**

### **Making a living (Worksheet 7)**

#### **A. Looking at the main ideas**

The following is the article your teacher read to you last lesson. Read it again and put the main ideas in the mind map on P. 2.

#### My dream job

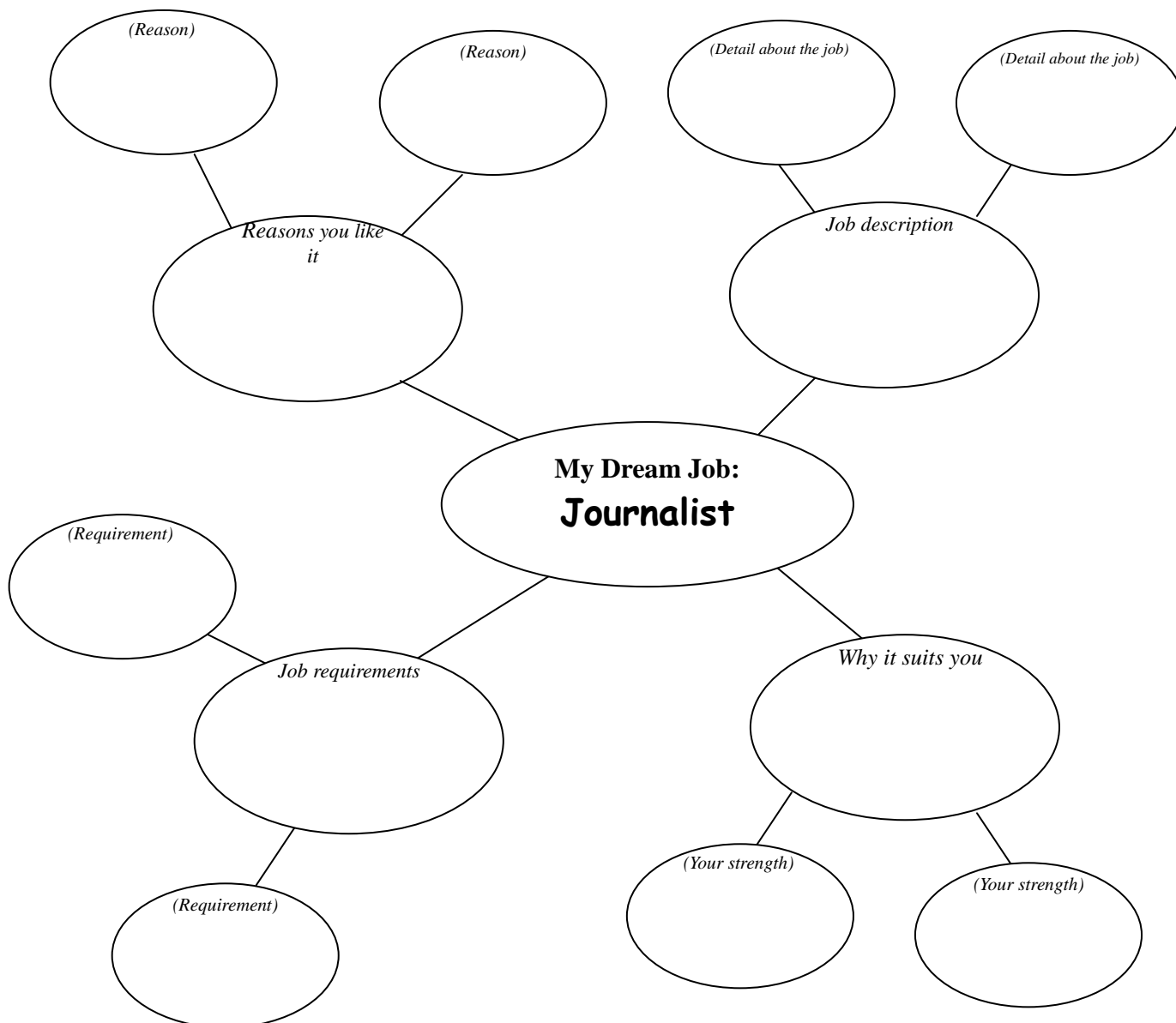
I want to be a journalist in the future because it is an important job.

Journalists gather news for us so that we know what is happening in the world. They interview people and look at things that happen around them carefully. Then, they report the news on the radio or television or write articles about them in newspapers and magazines.

I like this job for two reasons. First, journalists help us to care more about the people and things around us. Also, journalists help us to learn from the mistakes other people made so that we don't make the same mistakes.

Journalists need to be able to work independently and have strong communication skills. They also need to have courage and good general knowledge.

I think this job suits me because I am an outgoing person and I like helping people. I will study hard to make my dream come true.



**Peer-evaluation checklist for the writing task**

Read your partner's article and put a 'tick' in the right box.

	Needs improvement	Satisfactory	Well Done
<b>Content</b>			
- Content is relevant to the theme			
- Details are given about the topic (e.g. nature, salary, special abilities, past experience, etc.)			
<b>Organization</b>			
- The article is divided into appropriate paragraphs			
- Ideas are elaborated logically			
- The article demonstrates cohesion through for example, the use of appropriate connectives			
<b>Language</b>			
- Use of tense is appropriate			
- Meaning is clear			
- Use of words is appropriate			
- Spelling is correct			
- Subject-Verb agreement is appropriate			
<b>Features</b>			
- Simple features (e.g. description is used)			
<b><u>Comments</u></b>			
Which area should your partner improve?			
<input type="checkbox"/> Content		<input type="checkbox"/> Grammar	

Feedback given by \_\_\_\_\_

**Self-evaluation checklist for the writing task**



Read check your article carefully by using the criteria given below. Put a tick in the right box.

	<b>Needs improvement</b>	<b>Satisfactory</b>	<b>Well Done</b>
<b>Content</b>			
- Content is relevant to the theme			
- Details are given about the topic (e.g. nature, salary, special abilities, past experience, etc.)			
<b>Organization</b>			
- The article is divided into appropriate paragraphs			
- Ideas are elaborated logically			
- The article demonstrates cohesion through for example, the use of appropriate connectives			
<b>Language</b>			
- Use of tense is appropriate			
- Meaning is clear			
- Use of words is appropriate			
- Spelling is correct			
- Subject-Verb agreement is appropriate			
<b>Features</b>			
- Simple features (e.g.			

description is used)			
<b>Comments</b> Which area should I improve?  <input type="checkbox"/> Content <input type="checkbox"/> Grammar			

**Teacher Evaluation Form**  
**Feedback sheet for the writing task**

	Needs improvement	Satisfactory	Well Done
<b>Content</b>			
- Content is relevant to the theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Details are given about the topic (e.g. nature, salary, special abilities, past experience, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
- The article is divided into appropriate paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Ideas are elaborated logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- The article demonstrates cohesion through for example, the use of appropriate connectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language</b>			
- Expression is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Use of tense is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Meaning is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Use of words is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Spelling is correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Subject-Verb Agreement is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Features</b>			

- Simple features (e.g. description is used)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Word limit is followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Comments</u></b>			