

Catering for Learner Diversity in English Language Learning

Resource Pack Design – Number the Stars

Introduction

Number the Stars is one of the class readers in our Secondary 3 curriculum. The same set of materials is now used in both the strong and weak classes but it is found that some of the students in the weak classes have difficulties understanding the book and find some tasks a bit too challenging. Therefore, with a view to mitigating the problem of learner diversity, part of the materials has been modified with the introduction of a variety of varied tasks and multiple intelligences.

Learning Objectives

This learning package includes three tasks, two of which are pre-reading tasks while one is a reading task. The two pre-reading tasks aim to arouse students' interest in and prepare students for reading the book *Number the Stars*, which is about WWII. The first pre-reading task requires students to listen to a song *No Bravery*, written and sung by James Blunt, who was a member of the British Army some years ago while the second task asks students to discuss the theme of some pictures on war and express their feelings after looking at them. Students are invited to look at war through different media. In carrying the tasks, flexible group is applied. Both tasks appeal to different learning styles and different types of multiple intelligences of our students.

As for the reading task, the students have to perform a readers' theatre after reading a very important chapter in the book. For stronger students, they are required to complete most part on their own. As for weaker students, more clues are provided for them so that their attention can be drawn to who said the dialogues and how those dialogues are said. Readers' theatre, which is seen as less intimidating than a play, can always motivate students in reading aloud and expressing their feelings through role play. With more support given, the weaker students will enjoy the activity and be able to gain a sense of achievement after completing the task. At the same time, their understanding of the characters and the plot of the story will be enhanced.

Table of Contents

PRE-READING TASKS		
	Version 1 (for strong classes)	Version 2 (for weak classes)
No. of lessons	2	2
Objectives	To arouse students' interest in and prepare students for reading the book	To arouse students' interest in and prepare students for reading the book
Learning Activities	<ol style="list-style-type: none"> 1. Students listen to a song and jot down key words 2. Students read the lyrics and find out what it is about 3. Each student look for a picture about war and write a short description of it 4. Students present their pictures in groups 	<ol style="list-style-type: none"> 1. Students listen to a song and circle what they hear 2. Students read the lyrics and find out what it is about 3. Students work in groups to describe different pictures prepared by the teacher
Learning Materials	<ul style="list-style-type: none"> • A song called No Bavary • Worksheets • Students' own pictures 	<ul style="list-style-type: none"> • A song called No Bavary • Worksheets (for individual and group work)
Language Skills	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Vocabulary 	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Vocabulary
Generic Skills	<ul style="list-style-type: none"> • Communication • Collaboration • Critical thinking 	<ul style="list-style-type: none"> • Communication • Collaboration • Critical thinking
Multiple Intelligences	<ul style="list-style-type: none"> • Visual-spatial • Musical • Intra-personal • Inter-personal • Verbal-linguistic 	<ul style="list-style-type: none"> • Visual-spatial • Musical • Intra-personal • Inter-personal • Verbal-linguistic

WHILE-READING TASKS (CHAPTER 5)		
	Version 1 (for strong classes)	Version 2 (for weak classes)
No. of lessons	4	4
Objectives	<ul style="list-style-type: none"> • To help students understand Chapter 5 • To acquire reporting/speaking verbs • To convey the ideas using their verbal and non-verbal cues 	<ul style="list-style-type: none"> • To help students understand Chapter 5 • To acquire reporting/speaking verbs • To convey the ideas using their verbal cues
Learning Activities	<ol style="list-style-type: none"> 1. Students look for reporting/speaking verbs in the book 2. Complete the dialogue about the chapter 3. Perform the dialogue using verb and non-verbal cues in front of the class 	<ol style="list-style-type: none"> 1. Students look for reporting/speaking verbs in the book 2. Perform reader's theatre with a given dialogue
Learning Materials	Worksheets	Worksheets
Language Skills	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Vocabulary 	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Vocabulary
Generic Skills	<ul style="list-style-type: none"> • Communication • Collaboration • Critical thinking 	<ul style="list-style-type: none"> • Communication • Collaboration • Critical thinking
Multiple Intelligences	<ul style="list-style-type: none"> • Visual-spatial • Auditory • Interpersonal • Kinesthetic • Verbal-linguistic 	<ul style="list-style-type: none"> • Visual-spatial • Auditory • Interpersonal • Verbal-linguistic

S.3 ENGLISH LANGUAGE – LANGUAGE ARTS PACKAGE NUMBER THE STARS (DIFFICULT VERSION)

PRE-READING TASKS

Task 1: Listening to a Song

Listen to the song and answer the following questions.

1. Listen to the song and write down some of the words that you hear.

2. According to the words you have circled and the way the singer sings the song, how would you describe the mood of the song? Circle your choices.

Romantic

Sad

Happy

Angry

Hopeless

Gentle Lighthearted (not serious)

Funny

Others: Please specify:

3. What do you think the song is about?

.....

.....

More information

This song was written by James Blunt

In the interview, he said, "... I guess it's always nice to be able to capture your life's experiences in a song and hold the emotion in that way. For me **this album is a diary.**"



4. Now listen to the song again with the lyrics and answer the following questions.

No Bravery

There are children standing here,
Arms outstretched into the sky,
Tears drying on their face.
He has been here.

5 Brothers lie in shallow graves.
Fathers lost without a trace.
A nation blind to their disgrace,
Since he's been here.

And I see no bravery,
10 No bravery in your eyes anymore.
Only sadness.

Houses burnt beyond repair.
The smell of death is in the air.
A woman weeping in despair says,
15 He has been here.
Tracer lighting up the sky.
It's another families' turn to die.
A child afraid to even cry out says,
He has been here.

20 And I see no bravery,
No bravery in your eyes anymore.
Only sadness.

There are children standing here,
Arms outstretched into the sky,
25 But no one asks the question why,
He has been here.
Old men kneel to accept their fate.
Wives and daughters cut and raped.
A generation drenched in hate.
30 Says, he has been here.

And I see no bravery,
No bravery in your eyes anymore.
Only sadness.

2. What can you *see*
in the song?

2. What can you *hear*
in the song?

3. What can you *smell*
in the song?

4. What has '*he*' done?

5. Who is '*he*? Why do you
think so? How does *he* feel?

Task 2: A Picture Tells A Million Words

What does this picture tell you about war? Why did the photographer shoot this picture? What was war like to the photographer? How do you feel when you look at it?



Look for a picture / photo which impresses you most about war on the internet or in the newspaper / magazine. Print it out or cut it out and paste the picture in the box below. Explain to your friends what you think the photographer wanted to tell us through the picture and why you are impressed by the picture.

Explanation:

Chapter 5 – WHO IS THE DARK- HAired ONE?

Pre-task: Vocabulary Building – Describing the way people speak

- A. It is possible to give an idea of the way someone speaks by using a **speaking verb**, plus an **adverb**. For example, 'He said proudly'. 'She spoke angrily'. This is most common in written style.

Some useful adverbs describing the way someone is feeling while they are speaking.

If someone feels angry : *angrily, crossly, furiously, bitterly*

If someone feels unhappy: *unhappily, gloomily, miserably, uneasily, sadly*

If someone feels happy: *happily, cheerfully, gladly, hopefully, eagerly*

If someone feels worried: *anxiously, nervously, desperately, hopelessly*

Other useful adverbs are *boldly, excitedly, gratefully, impatiently, passionately, reluctantly, shyly, sincerely*.

Exercise 1

Read p.2–3 again, find out **at least three** examples of a **speaking verb + an adverb**:

- B. The verbs in the table below describe how loudly or quietly a person is speaking and also often, indicate mood.

verb	loudness	Most likely mood
whisper	soft	
murmur	soft	Romantic or complaining
mumble	Soft (and unclear)	Nervous or insecure
mutter	soft	Irritated
shout	loud	Angry or excited
scream	Loud (usually without words)	Frightened or excited
shriek	Loud and shrill	Frightened or amused
Stutter, stammer	neutral	Nervous or excited

- C. The following verbs all indicate something about how the speaker feels. What they usually indicate is given in the feeling column. (note: sb = somebody sth= something)

verb	patterns	feeling	verb	patterns	feeling
boast	of sth	Proud of oneself	complain	to sb about sth	Displeased
insist	on sth	Determined	confess	that...	Repentant
object	to ing	Unhappy	urge	sb to do sth	Encouraging
threaten	to do sth	Aggressive	beg	sb to do sth	Desperate
argue	with sb / about sth	Not in agreement	grumble	about sth	Displeased

Exercise 2

Fill in the verb which best fits the meaning of the sentences.

Example: 'I love you,' he murmured.

- 'It was I who broke the vase,' he _____.
- 'I am the cleverest person in the class,' the little boy _____.
- 'Look, there's a mouse over there!' he _____.
- 'I'll stop your pocket money if you don't behave,' she _____.
- 'I d-d-d-did it,' he _____.
- 'Please, please, help me,' he _____.
- 'This hotel is filthy,' she _____.
- 'Go on, Jim, try harder,' he _____.

Exercise 3

Read p.2-7 again and find out all the speaking / reporting verbs used. If you do not know the meaning, look up in the dictionary.

Speaking / Reporting verbs	Meaning	Speaking / Reporting verbs	Meaning

Activity – Reader’s Theatre

Based on p. 43 – p.48, complete the following dialogue. Take note of the way the characters speak. After completing the dialogue, allocate each member a role and practise reading aloud with the right feelings.

Who?	How?	What?
German soldier	Asked loudly	This is the Johansen apartment?
Papa		Our name is on the door, and I see you have a flashlight. What do you want? Is something wrong?
German soldier	Said angrily	I understand you are a friend of your neighbours the Rosens, Mrs Johansen.
Mama	Said quietly	Sophy Rosen is my friend, that is true. Please, could you speak more softly? My children are asleep.
German soldier		Then you will be so kind to tell me where the Rosens are.
		I assume they are at home, sleeping. It is four in the morning, after all.
		The Rosens’ apartment is empty. We are wondering if they might be visiting their good friends the Johansens.
		Well, as you see, you are mistaken. There is no one here but my family.
	Voice was harsh.	
		It seems we have no choice.
		Ellen, take your necklace off!
		I can’t get it open! I never take it off – I can’t even remember how to open it!

		Shhh, my daughters' bedroom. They are sound asleep.
		Hold still. This will hurt.
German Soldier		
		Your names?
		Quiet! Let her speak for herself. Your name?
		Now, you have seen that we are not hiding anything. May my children go back to bed?
German Soldier		
		Don't speak to my wife in such a way. Let go of my daughter or I will report you for such treatment.
		Kirsten Elisabeth. Annemarie. Lise Margrete.
		(The soldiers leave.)

S.3 ENGLISH LANGUAGE – LANGUAGE ARTS PACKAGE

NUMBER THE STARS (EASY VERSION)

PRE-READING TASKS

Task 1: Listening to a Song

Listen to the song and answer the following questions.

5. Listen to the song and circle the words that you hear.

mother	children	sleeping	glad
lost	tears	war	warm
disgrace	afraid	bravery	sadness
weeping	memory	love	raped
graves	despair	death	hate
smiling	sunlight	life	fate

6. According to the words you have circled and the way the singer sings the song, how would you describe the mood of the song? Circle your choices.

Romantic	Sad	Happy	Angry
Hopeless	Gentle Lighthearted	(not serious)	Funny
Others: Please specify:			

7. What do you think the song is about?

.....

.....

More information

This song was written by James Blunt

In the interview, he said, "... I guess it's always nice to be able to capture your life's experiences in a song and hold the emotion in that way. For me **this album is a diary.**"



8. Now listen to the song again with the lyrics and answer the following questions.

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A generation drenched in hate.
30 Says, he has been here.

And I see no bravery,
No bravery in your eyes anymore.
Only sadness.

1. What can you *see*
in the song?
e.g. tears (line 3)

2. What can you *hear*
in the song?

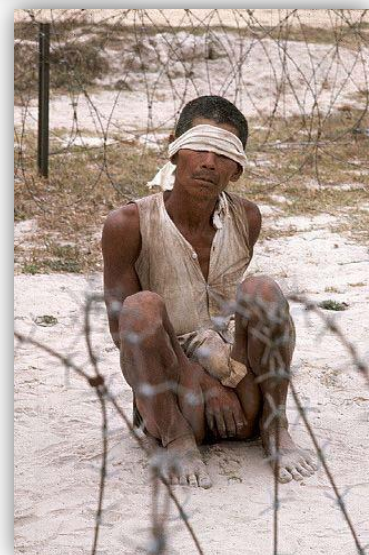
3. What can you *smell*
in the song?

4. What has '*he*' done?

5. Who is '*he*? Why do you
think so? How does *he* feel?

Task 2: A Picture Tells A Million Words

What do these pictures tell you? Why did the photographers shoot these pictures? What is war like? How do you feel when you look at these pictures? What do you think of?



Group 1

After looking at the picture, write down 1) what you think the message is behind it and 2) how you feel in spaces around the picture. Briefly explain what you have written down to your group mates.



Group 2

After looking at the picture, write down 1) what you think the message is behind it and 2) how you feel in the space around the picture. Briefly explain what you have written down to your group mates.



Group 3

After looking at the picture, write down 1) what you think the message is behind it and 2) how you feel in the space around the picture. Briefly explain what you have written down to your group mates.



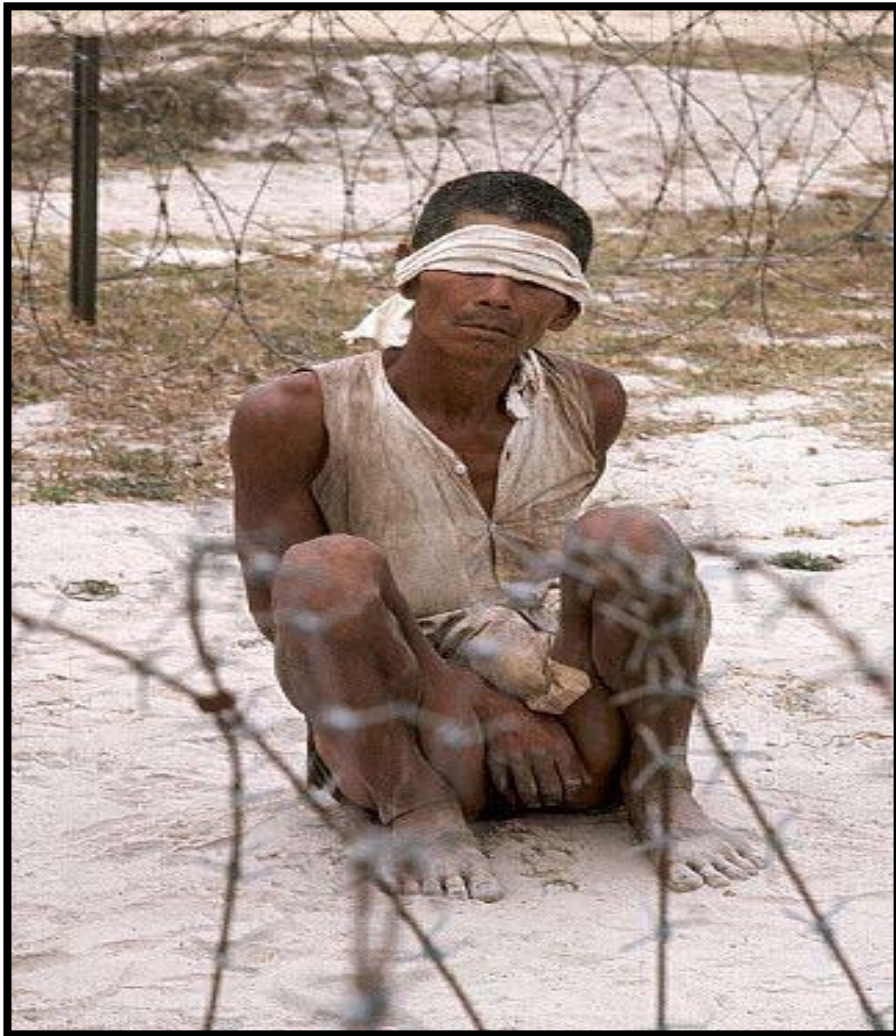
Group 4

After looking at the picture, write down 1) what you think the message is behind it and 2) how you feel in the space around the picture. Briefly explain what you have written down to your group mates.



Group 5

After looking at the picture, write down 1) what you think the message is behind it and 2) how you feel in the space around the picture. Briefly explain what you have written down to your group mates.



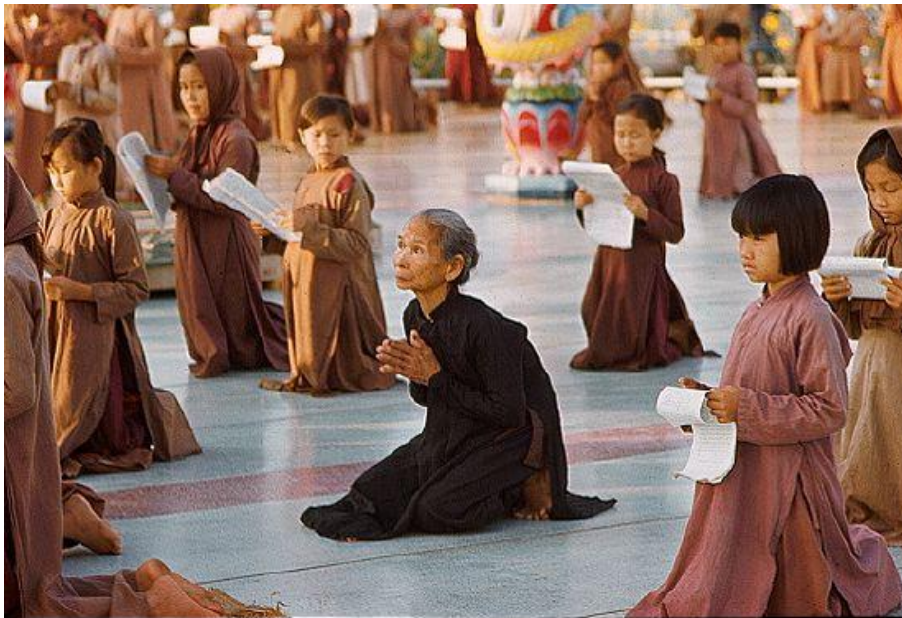
Group 6

After looking at the picture, write down 1) what you think the message is behind it and 2) how you feel in the space around the picture. Briefly explain what you have written down to your group mates.



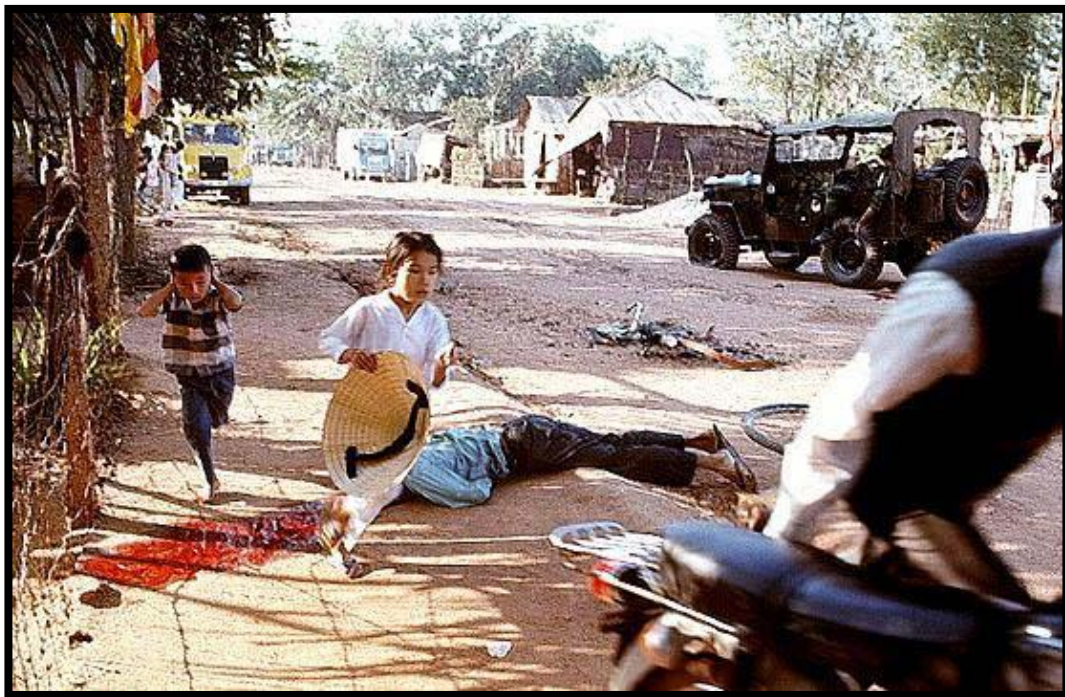
Group 7

After looking at the picture, write down 1) what you think the message is behind it and 2) how you feel in the space around the picture. Briefly explain what you have written down to your group mates.



Group 8

After looking at the picture, write down 1) what you think the message is behind it and 2) how you feel in the space around the picture. Briefly explain what you have written down to your group mates.



Chapter 5 – WHO IS THE DARK- HAired ONE?

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11. 'Look, there's a mouse over there!' he _____.
12. 'I'll stop your pocket money if you don't behave,' she _____.
13. 'I d-d-d-did it,' he _____.
14. 'Please, please, help me,' he _____.
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Mama	Said quietly	Sophy Rosen is my friend, that is true. Please, could you speak more softly? My children are asleep.
German soldier		Then you will be so kind to tell me where the Rosens are.
_____		I assume they are at home, sleeping. It is four in the morning, after all.
_____		The Rosens’ apartment is empty. We are wondering if they might be visiting their good friends the Johansens.
_____		Well, as you see, you are mistaken. There is no one here but my family.
_____	Voice was harsh.	You will not object if we look around.
_____	_____	It seems we have no choice.
_____	_____	Please don’t wake my children. There is no need to frighten little ones.
_____	_____	Ellen, take your necklace off!
_____	_____	I can’t get it open! I never take it off – I can’t even remember how to open it!
_____	_____	What is here?
_____	_____	Shhh, my daughters’ bedroom. They are sound asleep.
_____	_____	Hold still. This will hurt.
_____	_____	Get up! Come out here!

		Your names?
		Annemarie Johansen. And this is my sister –
		Quiet! Let her speak for herself. Your name?
		Lise. Lise Johansen.
		Now, you have seen that we are not hiding anything. May my children go back to bed?
		You have a blond child sleeping in the other room. And you have this blond daughter – Where did you get the dark-haired one? From a different father? From the milkman?
		Don't speak to my wife in such a way. Let go of my daughter or I will report you for such treatment.
		Or maybe you got her someplace else? From the Rosens?
		You will see each of my daughters, each with her name written on the photograph.
		Kirsten Elisabeth. Annemarie. Lise Margrete.