

## **Introduction**

### **School Background**

St. Margaret's Co-educational English Secondary and Primary School (SMCESPS) is an EMI DSS through-train school with students from primary 1 to secondary 6. Students and teachers consist of a wide international spectrum of nationalities. Indeed, one of the selling points of SMCESPS is to offer the best systems of both the local and international systems.

Students are streamed according to ability for each subject. Thus, students may be Math group 2, English group 1, Chinese group 3, etc. Students have the opportunity to move up or down groups after the end of each term according to overall form rankings. As SMCESPS operates on a tri-term system, students are evaluated and aligned to different ability groups three times a year.

As a Y2K school, SMCESPS is still relatively young. Students from the old campus transferred to our new campus and consist mainly of students in the upper secondary forms. The English ability of these students is considerably lower than those who were trained in the school from primary 1. In terms of classifying a band to the school, S3 – S6 would be band 2 while S1 – S2, comprising mainly of through-train students from the primary section are strongly band 1. Student abilities from the S1 – S2 forms range from being native English speakers and high achieving local Chinese students to students who are less than willing to engage in English yet are still capable if given sufficient support and encouragement. As SMCESPS is a DSS school, students from other schools are still accepted admission (after an interview process). Thus, opportunities arise for learner differentiation.

### **Rationale:**

One of the 3 Major Concerns of SMCESPS is to realize a through-train school. Teachers and administrators strive to match skills introduced in the primary years to those refined in the secondary curriculum. As the Key Stage II Coordinator of English, one of my duties is to ensure a fluid transition from primary 5 to secondary 2. I have thus, tailored a centralized theme of comprehension skills to underlie the base curriculum of Stage II students.

## Catering for Learner Diversity in English Language Teaching

Having been introduced to higher order thinking in their primary years, students continue to develop their critical thinking skills by challenging media and text in the world today. Through examples, students have concluded the biased perspective of text. The theme, “text is not neutral”, has been exemplified through news reports, books, National Geographic episodes and online multimedia sources beginning from primary 5. As a result, students are comfortable in grasping text and peeling its layers in terms of literal, inferential and critical understanding. The skills practised in Stage II will serve students well in the NSS curriculum as they progress to Stage III in secondary 3 and beyond.

### Unit Plan

**Target Unit:** Occupations

**Target Subject:** The Best Job in the World

**Target Group**

<b>Top Stream (High Achievers)</b>	<b>Bottom Stream (Low Achievers)</b>
<ul style="list-style-type: none"> <li>○ composed almost exclusively of our “old” students who entered the school since primary 1.</li> <li>○ 1/3 of the class are Non-Chinese with English being the 1<sup>st</sup> language of these students.</li> <li>○ over 45% of the class are fluent oral English speakers</li> <li>○ a large and varied vocabulary foundation</li> <li>○ Chinese students still prefer to communicate with friends in Chinese but are fully capable and willing to speak English to teachers and their non-Chinese</li> </ul>	<ul style="list-style-type: none"> <li>○ composed of a combination of “old” students and new students entering the school.</li> <li>○ 100% of students are Chinese with English being their 2<sup>nd</sup> or 3<sup>rd</sup> language.</li> <li>○ learning motivation is comparatively low with discipline issues high.</li> <li>○ While the 4 skills of English usage is relatively low, it is still passable.</li> <li>○ a standard set of vocabulary</li> <li>○ Students prefer to communicate with friends in Chinese but will grudgingly use</li> </ul>

## Catering for Learner Diversity in English Language Teaching

peers both on and off campus.	English if strongly pushed by their teacher.
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Band 1 S1 students of an EMI DSS through-train school, top stream and bottom stream.

**Textbook Used:** \*Headway Pre-Intermediate

\* Book used up to the 2010-2011 academic year.

### Lesson Objectives:

At the end of the unit, students should be able to:

- ✓ realize that text is not neutral
- ✓ identify 3 levels of comprehension in text and media:

Literal	Inferential	Critical
<ul style="list-style-type: none"> <li>- the lowest level of comprehension</li> <li>- reading the lines (Tann, 1991)</li> <li>- surface layer</li> <li>- skin-deep</li> <li>- summary</li> <li>- face-value</li> <li>- not insightful</li> </ul>	<ul style="list-style-type: none"> <li>- shows deeper understanding</li> <li>- reading “between” the lines (Tann, 1991)</li> <li>- an understanding of the underlying themes</li> <li>- noticing clues</li> <li>- active and aware</li> <li>- bringing new information</li> <li>- global issues</li> </ul>	<ul style="list-style-type: none"> <li>- almost at the same level as the author</li> <li>- reading “beyond” the lines (Tann, 1991)</li> <li>- challenge the text, author</li> <li>- constructive criticism</li> <li>- active and aware</li> <li>- insightful</li> <li>- raise questions</li> </ul>

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- nothing new - what?	- what and why?	- reflection - bringing new information - global issues - what and why?
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- ✓ critique peer work
- ✓ discuss and debate global issues that affect students’ futures
- ✓ list and filter jobs and careers
- ✓ role-play a job interview session
- ✓ predict future events

Tann S.C. (1991). *Developing language in the primary classroom*. London: Cassell.

**Target English Skills:** listening, speaking, writing, reading

**Target Generic Skills:** critical thinking skills, problem-solving skills, communication skills, collaboration skills, discussing and debating skills

**Target Multiple Intelligences:** linguistic intelligence, inter/intrapersonal intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence

**Section 1 – Review of Different Comprehension Types**

	<b>Top Stream</b>	<b>Bottom Stream</b>
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## Catering for Learner Diversity in English Language Teaching

	(High Achievers)	(Low Achievers)
# of lessons	2	
Learning Objectives	<ul style="list-style-type: none"> <li>- to differentiate between the 3 types of text comprehension</li> <li>- to review past discussion topics</li> </ul>	<ul style="list-style-type: none"> <li>- to differentiate between the 3 types of text comprehension</li> <li>- to review past discussion topics</li> </ul>
Learning Activities / Tasks	<ul style="list-style-type: none"> <li>- Teacher (T) reviews debated topics with the class. Discussion is <b>student led</b>. T provides the topics with students (Ss) recounting past knowledge. They may even add and briefly debate new points.</li> <li>- For each topic, Ss analyze and categorize into 3 stages of comprehension: literal, inferential and critical</li> <li>- worksheets are given to <b>individual Ss</b> but they are free to discuss with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher (T) reviews debated topics with the class. Discussion is <b>teacher led</b>. T provides the topics with students (Ss) listing past knowledge in point form.</li> <li>- For each topic, Ss analyze and categorize into 3 stages of comprehension: literal, inferential and critical</li> <li>- worksheets are given to <b>groups of 3 Ss</b>.</li> </ul>
Target English Skills	<p><b><u>Listening</u></b> Ss listen to an overview of past debate topics in class. Major points are reviewed and points of contention are reintroduced to the class.</p> <p><b><u>Speaking</u></b> Ss engage in class discussion and briefly debate past topics.</p> <p><b><u>Writing</u></b> Ss complete WS's <b>individually</b> but are free to discuss points with their peers.</p>	<p><b><u>Listening</u></b> Ss listen to an overview of past debate topics in class. Major points are reviewed and points of contention are reintroduced to the class.</p> <p><b><u>Speaking</u></b> Ss engage in class discussion and briefly debate past topics.</p> <p><b><u>Writing</u></b> Ss complete WS's <b>in a group</b>.</p>
Differentiated Learning	<p><b><u>Level of Support</u></b></p> <p>T writes <b>major points</b> on the board with some introduction. Ss provide 'the meat' of the arguments. The T is the guide in the lesson. T steers class discussion to ensure relevance and</p>	<p><b><u>Level of Support</u></b></p> <p>T writes <b>simplified points</b> on the board with introduction. T elicits responses from Ss by providing hints and information. Ss are guided through the critical thinking process in analyzing</p>

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	<p>efficiency.</p> <p><u>Input</u></p> <p>Ss <b>work individually</b> but are allowed to discuss points with peers.</p> <p><u>Difficulty</u></p> <p>WS requires Ss to compare and contrast between <b>two lists</b>.</p> <p>Ss write <b>sentences</b> in the WS.</p>	<p>problems.</p> <p><u>Input</u></p> <p>Ss work in a <b>peer group of 3</b>.</p> <p><u>Difficulty</u></p> <p>Ss are given <b>one list</b> to analyze.</p> <p>Ss write <b>words</b> (cloze exercise) and <b>point form notes</b>.</p>
<b>Learning Materials</b>	Worksheet 0_HA	Worksheet 0_LA
<b>Assessment</b>	<p><u>Formative</u></p> <p>Content in the WS weighs more than language. Ss are expected to write in <b>complete sentences</b>. Grammatical mistakes are indicated in for Ss.</p>	<p><u>Formative</u></p> <p>Content in the WS weighs more than language. Ss are expected to complete sentences in <b>cloze format</b> and to <b>try</b> writing complete sentences for #3 of each category. Grammatical mistakes are indicated for Ss if they impede overall meaning.</p> <p>Observation of Ss group work.</p>

Linguistic Intelligence  
Logical-Mathematical Intelligence

### Example of Debate for High Achievers

**Debate:** A.) The Seven Wonders of the World are formed from a committee of respected citizens from around the world who discuss and voice their opinions of true works of Wonders.

**Teacher Guided / Student Led Discussion:** Our society is based on human interactions and societal rules. Yes, people are by nature biased but we trust those who we have placed our faith in. If we do not have these pillars of trust in our society, we may descend to a totalitarian or even worse, an anarchic existence. The individuals who have been entrusted to collaborate and formulate a list of the Seven Wonders do so with their best intentions and so we must trust them.

B.) The Seven Wonders of the World list is formed by humans and since humans are biased and have hidden agendas, the Seven Wonders list is also biased and favour a certain number of stake-holders that would benefit from being included in the list.

**Teacher Guided / Student Led Discussion:** Are the Seven Wonders of the World truly an unbiased recognition of the triumphs of Mother Nature and of humankind? A Wikipedia search will reveal that Wonders of the World will vary according to who you ask. Why include this Wonder? Why not that Wonder instead? These lists are made by humans and humans, despite their best intentions, are biased. After all, a location named a Wonder of the World can look forward to millions of dollars in tourism and trade annually. The temptation to include a personal choice for Wonder of the World may be too great to ignore.

- 1 Seven Wonders of the Ancient World
- 2 Medieval World
- 3 Wonders of the modern world
  - 3.1 American Society of Civil Engineers
  - 3.2 New7Wonders Foundation
  - 3.3 USA Today's New Seven Wonders
  - 3.4 Seven Natural Wonders of the World
  - 3.5 Seven Wonders of the Underwater World
  - 3.6 Seven Wonders of the Industrial World
  - 3.7 Other lists of wonders of the world

Linguistic Intelligence  
 Logical-Mathematical Intelligence  
 Spatial Intelligence

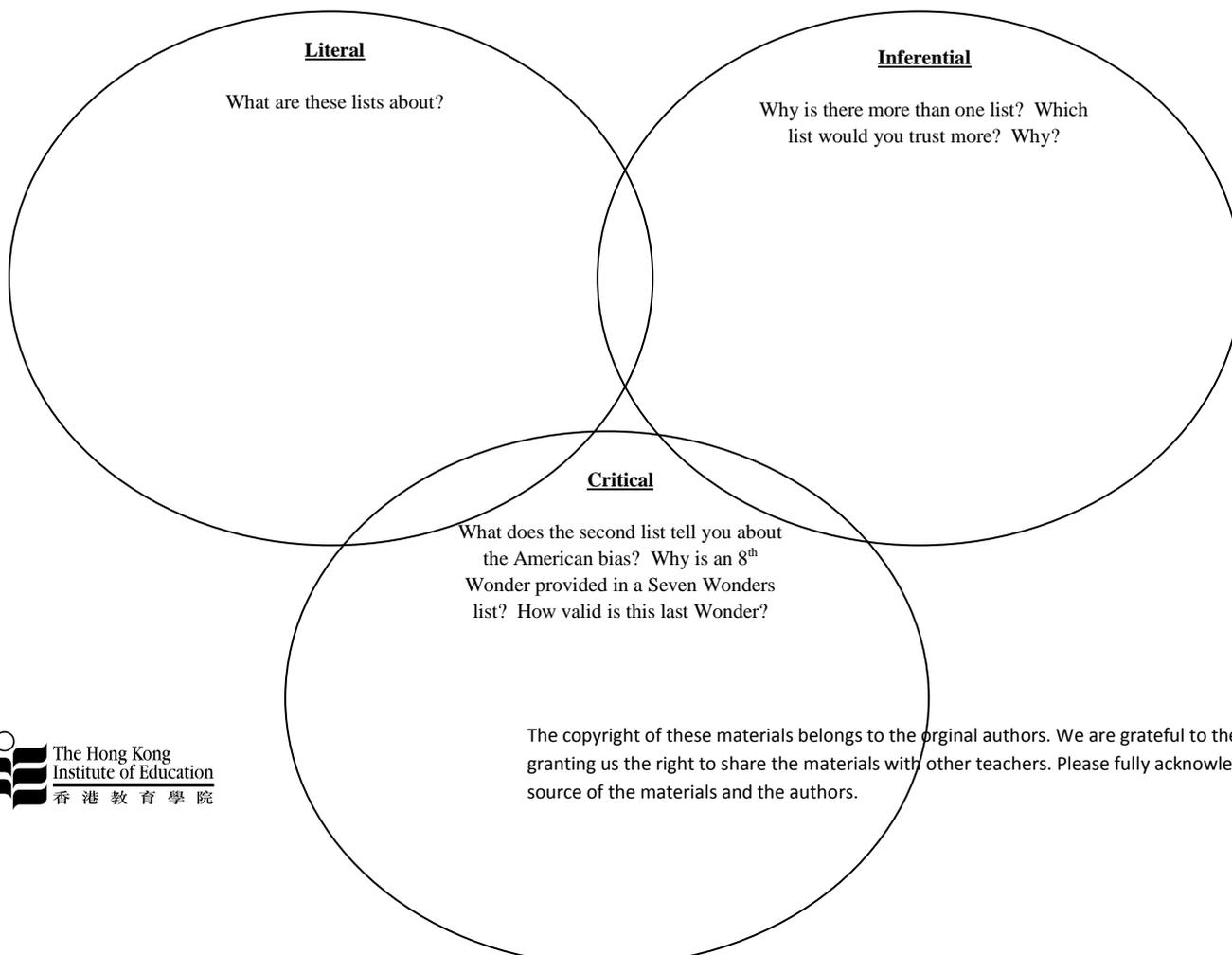
**Worksheet 0 HA**

**Instructions:** Compare the Seven Wonders list issued by a Swiss corporation in 2001: with a later list revealed by an American TV program:

Wonder	Date of construction	Location
Great Wall of China	5th century BCE – 16th century CE	China
Petra	c. 100 BCE	Jordan
Christ the Redeemer	Opened 12 October 1931	Brazil
Machu Picchu	c. 1450 CE	Peru
Chichen Itza	c. 600 CE	Mexico
Colosseum	Completed 80 CE	Italy
Taj Mahal	Completed c. 1648 CE	India
Great Pyramid of Giza (Honorary Candidate)	Completed c. 2560 BCE	Egypt

Analyze the two lists in terms of the 3 comprehension types: literal, inferential and critical.

Wonder	Location
Potala Palace	Lhasa, Tibet, China
Old City of Jerusalem	Jerusalem <sup>[n 1]</sup>
Polar ice caps	Polar regions
Papahānaumokuākea Marine National Monument	Hawaii, United States
Internet	Earth
Mayan ruins	Yucatán Peninsula, México
Great Migration of Serengeti and Masai Mara	Tanzania and Kenya
Grand Canyon (viewer-chosen eighth wonder)	Arizona, United States



**Example of Debate for Low Achievers**

Linguistic Intelligence

Logical-Mathematical Intelligence

**Debate:** A.) The Seven Wonders of the World are unbiased and fair.

**Teacher Guided / Teacher Led Discussion:** The Seven Wonders of the World was studied by a team of professionals to discover the best our planet has to offer. We place our trust in these people and their list because they are the leaders of our society.

B.) The Seven Wonders of the World list is biased and unfair to people. Locations included on the list may be based on a hidden agenda.

**Teacher Guided / Teacher Led Discussion:** There are many lists of the Seven Wonders of the World. Depending on who you ask, this list changes from source to source. Why this wonder and not that one? In reality, people make lists as it benefits them.

- 1 Seven Wonders of the Ancient World
- 2 Medieval World
- 3 Wonders of the modern world
  - 3.1 American Society of Civil Engineers
  - 3.2 New7Wonders Foundation
  - 3.3 USA Today's New Seven Wonders
  - 3.4 Seven Natural Wonders of the World
  - 3.5 Seven Wonders of the Underwater World
  - 3.6 Seven Wonders of the Industrial World
  - 3.7 Other lists of wonders of the world

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 Spatial Intelligence

**Worksheet 0 LA**

**Instructions:** The Seven Wonders list on the right was written by an American TV program. Analyze this list within your group and write 3 points for each category: literal, inferential and critical comprehension.

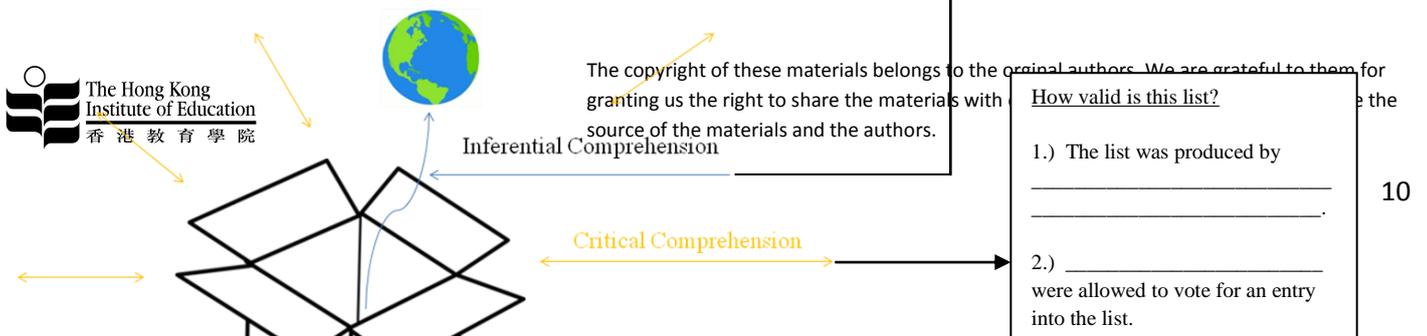
Wonder	Location
Potala Palace	Lhasa, Tibet, China
Old City of Jerusalem	Jerusalem <sup>[n 1]</sup>
Polar ice caps	Polar regions
Papahānaumokuākea Marine National Monument	Hawaii, United States
Internet	Earth
Mayan ruins	Yucatán Peninsula, México
Great Migration of Serengeti and Masai Mara	Tanzania and Kenya
Grand Canyon (viewer-chosen eighth wonder)	Arizona, United States

How is this list American biased?

1.) There are \_\_\_\_ locations in the US.

2.) The 8<sup>th</sup> Wonder is chosen by \_\_\_\_\_.

3.)



**Section 2 – Critical Thinking 1 – “The Best Job in the World”**

	<b>Top Stream (High Achievers)</b>	<b>Bottom Stream (Low Achievers)</b>
<b># of lessons</b>	1	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- to engage in analytical discussion</li> <li>- to think and respond critically</li> <li>- to practise comprehension skills reviewed in previous section</li> </ul>	<ul style="list-style-type: none"> <li>- to engage in analytical discussion</li> <li>- to think and respond critically</li> <li>- to practise comprehension skills reviewed in previous section</li> </ul>
<b>Learning Activities / Tasks</b>	- Ss watch the video, <a href="http://www.youtube.com/watch?v=BU">http://www.youtube.com/watch?v=BU</a>	- Ss watch the video, <a href="http://www.youtube.com/watch?v=BU">http://www.youtube.com/watch?v=BU</a>

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	<p><a href="#">Uz16sjaYA</a></p> <ul style="list-style-type: none"> <li>- T gives worldwide reaction to the offer made by Tourism Queensland.</li> <li>- Ss first engage in independent discussion and later T guided student discussion.</li> <li>- Ss complete WS 1_HA individually.</li> </ul>	<p><a href="#">Uz16sjaYA</a></p> <ul style="list-style-type: none"> <li>- T gives worldwide reaction to the offer made by Tourism Queensland.</li> <li>- Ss first engage in independent discussion and later T guided student discussion.</li> <li>- Ss complete WS 1_HA individually.</li> </ul>
<b>Target English Skills</b>	<p><b><u>Listening</u></b></p> <p>Ss watch a video on YouTube.</p> <p><b><u>Speaking</u></b></p> <p>After watching the YouTube video, Ss engage in class discussion with their peers.</p> <p><b><u>Writing</u></b></p> <p>Ss write in <b>complete sentences</b>.</p>	<p><b><u>Listening</u></b></p> <p>Ss watch a video on YouTube.</p> <p><b><u>Speaking</u></b></p> <p>After watching the YouTube video, Ss engage in class discussion with their peers.</p> <p><b><u>Writing</u></b></p> <p>Ss fill in blanks in <b>cloze format</b> and write in <b>point form</b>.</p>
<b>Differentiated Learning</b>	<p><b><u>Level of Support</u></b></p> <p>The discussion is divided into 2 parts. First, Ss state their literal analysis of the video. After the initial discussion, the T guides Ss to critical analysis in a similar <b>limited</b> nature to Section 1.</p> <p><b><u>Difficulty</u></b></p> <p>While hint questions in each comprehension section are provided for Ss, they are still expected to respond in <b>complete sentences</b>.</p>	<p><b><u>Level of Support</u></b></p> <p>The discussion is divided into 2 parts. First, Ss state their literal analysis of the video. After the initial discussion, the T guides Ss to critical analysis in a similar <b>extended</b> nature to Section 1.</p> <p><b><u>Difficulty</u></b></p> <p>The first 2 sections of the WS are in cloze format. The final section may be written in <b>point form</b>. All sections have hint questions.</p>
<b>Learning Materials</b>	WS 1_HA	WS 1_LA
<b>Assessment</b>	<p><b><u>Formative</u></b></p> <p>Observation of Ss group work.</p> <p>Content in the WS weighs more than language. Ss are expected to write in <b>complete sentences</b>. Grammatical</p>	<p><b><u>Formative</u></b></p> <p>Observation of Ss group work.</p> <p>Content in the WS weighs more than language. Ss are expected to write in <b>cloze format</b> and <b>point form</b>.</p>

Catering for Learner Diversity in English Language Teaching

	mistakes are indicated for Ss.	Grammatical mistakes are indicated for Ss if they impede overall meaning.
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**Discussion for High Achievers**

After watching <http://www.youtube.com/watch?v=BUUz16sjaYA>,

Linguistic Intelligence  
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### **Expected Independent Student Discussion**

- a dream job – “too good to be true”
- a need to sell oneself amongst thousands of applicants
- international audience
- sandy beaches, blue seas, fish, coral reef and nature
- the power of the media

### **Guided Student Discussion**

- this is a contest open to the world but applicants must “swim and speak English” → is English the world language then? On a per capita basis, isn't Putonghua?
- What is Queensland really doing this for?
- Is Tourism Queensland successful in its targeted goal?
- YouTube shows many online applicants who are white, English-speaking Caucasians. What does this tell you about the real, target audience.
- The winning applicant is Ben Southall, a blond haired, blue eyed Briton. What kind of image does he portray to the world? How

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would Tourism Queensland benefit from this image?

### Discussion for Low Achievers

After watching <http://www.youtube.com/watch?v=BUUz16sjaYA>,

Linguistic Intelligence

Logical-Mathematical Intelligence

#### **Expected Independent Student Discussion**

- a dream job – “too good to be true”
- a need to sell oneself amongst thousands of applicants
- large audience
- beautiful beaches, blue seas, fish, coral reef and nature

#### **Guided Student Discussion**

- The contest is open to anyone in the world so why is English so important? What kind of people in the world can speak English as a first language? Are these the type of people that Tourism Queensland really wants? Why?
- What is Queensland getting out of this?
- YouTube shows many online applicants who are white, English-

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speaking Caucasians. What does this tell you about the real, target audience.

- The winning applicant is Ben Southall, a blond haired, blue eyed Briton. What kind of image does he portray to the world?

**WS 1 HA**

Linguistic Intelligence

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 SIG4 English – The Best Job in the World

Name: \_\_\_\_\_ ( )

**Instructions:** Analyze the winner, Ben Southall and the other online applicants.

<b>Literal Comprehension:</b>	What does Ben Southall look like? Describe his personality. What are the other applicants like?
-	
-	
-	
<b>Inferential Comprehension:</b>	What image do you think Tourism Queensland wants to promote? What can Ben Southall and the other applicants bring to Queensland, Australia that applicants from other (minority) nationalities cannot?
-	
-	
-	
<b>Critical Comprehension:</b>	Is English truly the world language? Since this competition is advertised worldwide, does this indicate to you that there is preferential treatment for English speakers to Tourism Queensland? Do you think minorities have a fair chance of being chosen the winner? Why or why not?
-	
-	

Linguistic Intelligence

St. Margaret's Co-educational English Secondary & Primary School  
 SIG1 English – The Best Job in the World

Name: \_\_\_\_\_ ( )

**Instructions:** Analyze the winner, Ben Southall and the other online applicants. Fill in the blanks in the Literal and Inferential Comprehension sections and write in point form in the Critical Comprehension section.

**WS**

**1 LA**

<b>Literal Comprehension:</b>	What does Ben Southall look like? Describe his personality. What are the other applicants like?
-	Ben has _____ hair and _____ eyes. He is _____.
-	Ben speaks _____ and his personality can be described as _____.
-	The other applicants are _____.
<b>Inferential Comprehension:</b>	What image do you think Tourism Queensland wants to promote? What can Ben Southall and the other applicants bring to Queensland, Australia that applicants from other (minority) nationalities cannot?
-	In the video, Tourism Queensland wants to promote _____ mainly for _____ people.
-	Ben Southall can offer _____ while people from other nationalities cannot.
<b>Critical Comprehension:</b>	Is English truly the world language? Since this competition is advertised worldwide, does this indicate to you that there is preferential treatment for English speakers to Tourism Queensland? Do you think minorities have a fair chance of being chosen the winner? Why or why not?
-	
-	
-	

... to them for knowledge the



**Section 3 – Critical Thinking 2 – “The Best Job in the World”**

	<b>Top Stream (High Achievers)</b>	<b>Bottom Stream (Low Achievers)</b>
<b># of lessons</b>	1	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- to learn about the state of worldwide financial and employment affairs during the time of the Tourism Queensland campaign in 2009.</li> <li>- to identify adjectives of feeling in response to different scenarios.</li> <li>- to analyze the target theme in the 3 areas of comprehension: literal, inferential, critical</li> </ul>	<ul style="list-style-type: none"> <li>- to learn about the state of worldwide financial and employment affairs during the time of the Tourism Queensland campaign in 2009.</li> <li>- to identify adjectives of feeling in response to different scenarios.</li> <li>- to analyze the target theme in the 3 areas of comprehension: literal, inferential, critical</li> </ul>
<b>Learning Activities / Tasks</b>	<ul style="list-style-type: none"> <li>- A short discussion of financial crises with notes of unemployment rates, recession and bank failures.</li> <li>- A comparison between a bleak future (financial reality in 2009) and an escape from this realized in Tourism Queensland’s contest.</li> </ul>	<ul style="list-style-type: none"> <li>- A comparison between a bleak future (financial reality in 2009) and an escape from this realized in Tourism Queensland’s contest.</li> <li>- WS 2_LA to be completed in groups of 3.</li> </ul>

## Catering for Learner Diversity in English Language Teaching

	- WS 2_HA to be completed in groups of 3.	
<b>Target English Skills</b>	<p><b><u>Listening</u></b> Ss listen to background information regarding issues such as unemployment (in Hong Kong and in the rest of the world), job prospects for university graduates, the 2009 financial crisis and the resulting consequences – layoffs, foreclosures, bankruptcies and the plummeting stock market.</p> <p><b><u>Speaking</u></b> A brief discussion of financial crises both past and present with emphasis on the sacrifices people must make during these hard times.</p> <p>Comparing 2 different ‘realities’ of life between the financial situation of the world and the fantastic offer from Tourism Queensland.</p> <p><b><u>Writing</u></b> WS 2_HA in <b>complete sentences</b>.</p>	<p><b><u>Listening</u></b> Ss listen to background information regarding issues such as unemployment (in Hong Kong and in the rest of the world), job prospects for university graduates, the 2009 financial crisis and the resulting consequences – layoffs, foreclosures, bankruptcies and the plummeting stock market.</p> <p><b><u>Speaking</u></b> Comparing 2 different ‘realities’ of life between the financial situation of the world and the fantastic offer from Tourism Queensland.</p> <p><b><u>Writing</u></b> WS 2_LA in <b>point form</b>.</p>
<b>Differentiated Learning</b>	<p><b><u>Level of Support</u></b></p> <p>In groups, Ss discuss and answer questions on WS 2_HA. Some hint questions are written in each section of the WS to guide students in their work.</p> <p>T may guide students in group discussions <b>if needed</b>. Overall, T should lead students in making their own conclusions for the WS.</p>	<p><b><u>Level of Support</u></b></p> <p>As WS 2_LA is considered a ‘core’ WS, the top and bottom stream expectations are very similar. <b>In addition</b> to the hint questions found in WS 2_HA, students are also guided by a series of Wh-questions when completing their WS.</p> <p>T may adopt a more <b>active approach</b> in guiding students in group discussions.</p>
<b>Learning Materials</b>	WS 2_HA	WS 2_LA
<b>Assessment</b>	<p><b><u>Formative</u></b></p> <p>Observation of Ss group work.</p> <p>Content in the WS weighs more than</p>	<p><b><u>Formative</u></b></p> <p>Observation of Ss group work.</p> <p>Content in the WS weighs more than</p>

	<p>language. Ss are expected to write in <b>complete sentences</b>. Grammatical mistakes are indicated for Ss.</p>	<p>language. Ss are expected to write in <b>point form</b> format. Grammatical mistakes are indicated for Ss if they impede overall meaning.</p>
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**WS 2 HA (front)**

Linguistic Intelligence  
Interpersonal Intelligence

St. Margaret's Co-educational English Secondary & Primary School

S1G4 English – The Best Job in Hong Kong

**Background**

- There was a serious financial crisis in 2009.
- Many young people were fighting for jobs.
- University graduates competed for minimum wage jobs.
- We were in a recession.

**"The Best Job in the World"**

- \$110,000 USD for 6 months of "work"
- only 1 opening available
- only requirement → write a weekly blog
- sun, fun and great sunshine



Adjectives of Feeling: hopelessness,

Adjectives of Feeling: fantastic,

→ them for  
knowledge the

### WS 2 HA (back)

**Literal Comprehension:** Describe the face-value of the offer. What is being advertised? What are the requirements? What are the duties of the job?

-

-

-

-

**Inferential Comprehension:** What is Queensland, Australia really doing this for? What do they want to promote?

-

-

-

-

**Critical Comprehension:** What is *really* being offered? 3 perspectives: Tourism Queensland / the world / the applicants

-

-

-

-

### WS 2 LA (front)

Linguistic Intelligence  
Interpersonal Intelligence

St. Margaret's Co-educational English Secondary & Primary School

SIG4 English – The Best Job in Hong Kong

**Background**

- There was a serious financial crisis in 2009.
- Many young people were fighting for jobs.
- University graduates competed for minimum wage jobs.
- We were in a recession.

**"The Best Job in the World"**

- \$110,000 USD for 6 months of "work"
- only 1 opening available
- only requirement → write a weekly blog
- sun, fun and great sunshine



→ them for  
knowledge the

**WS 2 LA (back)**

**Literal Comprehension:** Describe the face-value of the offer. What is being advertised? What are the requirements? What are the duties of the job?

What? →

Where? →

Who? →

-

**Inferential Comprehension:** What is Queensland, Australia really doing this for? What do they want to promote?

Why? →

-

-

-

**Critical Comprehension:** What is *really* being offered? 3 perspectives: Tourism Queensland / the world / the applicants

Who? →

What? →

When? →

Why? →

**Section 4 – Adapted Exercise 1 – “The Best Job in Hong Kong”**

## Catering for Learner Diversity in English Language Teaching

	<b>Top Stream (High Achievers)</b>	<b>Bottom Stream (Low Achievers)</b>
<b># of lessons</b>	2	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- to list jobs and occupations</li> <li>- to filter jobs to meet a set requirement</li> <li>- to localize and modify the target theme</li> <li>- to describe in <b>sentence format</b></li> <li>- to create a slogan</li> <li>- <b>to critique peer work</b> by using the 3 types of comprehension: literal, inferential and critical</li> </ul>	<ul style="list-style-type: none"> <li>- to list jobs and occupations</li> <li>- to filter jobs to meet a set requirement</li> <li>- to localize and modify the target theme</li> <li>- to describe in <b>point form format</b></li> <li>- to create a slogan</li> <li>- <b>to illustrate and label</b> the target job</li> </ul>
<b>Learning Activities / Tasks</b>	<ul style="list-style-type: none"> <li>- <b>Ss form</b> categories of occupations: health, clerical, military, entertainment, athletic, science, etc.</li> <li>- In groups, Ss list at least 5 jobs under each category.</li> <li>- Ss filter list of careers to a core set that meets the set requirement of being a glamorous, high profile job.</li> <li>- Ss complete WS 3_HA in a <b>group</b>.</li> <li>- Ss critique other groups in WS 3_HA2</li> </ul>	<ul style="list-style-type: none"> <li>- <b>T writes</b> common categories of occupations: health, service, entertainment, athletic, science, etc.</li> <li>- In groups, Ss list at least 5 jobs under each category.</li> <li>- Ss filter list of careers to a core set that meets the set requirement of being a glamorous, high profile job.</li> <li>- Ss complete WS 3_LA <b>individually</b>.</li> </ul>
<b>Target English Skills</b>	<p><b><u>Speaking</u></b></p> <p>Ss brainstorm categories of occupations <b>and</b> lists jobs under each category.</p> <p><b><u>Reading</u></b></p> <p>Ss read the report of their peers in preparation for critical analysis of peer paper.</p>	<p><b><u>Speaking</u></b></p> <p>Ss brainstorm jobs to fit in a number of set categories.</p> <p><b><u>Writing</u></b></p> <p>Ss complete WS 3_LA.</p>

## Catering for Learner Diversity in English Language Teaching

	<p><u>Writing</u></p> <p>Ss complete WS 3_HA and WS 3_HA2.</p>	
<b>Differentiated Learning</b>	<p><u>Quantity</u></p> <p>Ss provide both the occupational categories <b>and</b> the jobs under each category.</p> <p>Ss complete 2 WS: WS 3_HA <b>and</b> WS 3_HA2.</p> <p><u>Difficulty</u></p> <p>Ss write in <b>sentence format</b> for WS 3_HA.</p> <p>Ss complete WS 3_HA2 for an extra challenge.</p>	<p><u>Quantity</u></p> <p>Ss provide <b>only</b> the jobs under each T set occupational category.</p> <p>Ss complete 1 WS: WS 3_LA.</p> <p><u>Difficulty</u></p> <p>Ss draw and label a picture of their target job. Descriptions can be completed in <b>point form format</b>.</p>
<b>Learning Materials</b>	WS 3_HA and WS 3_HA2	WS 3_LA
<b>Assessment</b>	<p><u>Formative</u></p> <p>Observation of Ss group work.</p> <p>Content in the WS weighs more than language. Ss are expected to write in <b>complete sentences</b>. Grammatical mistakes are indicated for Ss.</p>	<p><u>Formative</u></p> <p>Content in the WS weighs more than language. Ss are expected to write in <b>point form</b> and to <b>draw and label</b> a picture of their job. Grammatical mistakes are indicated for Ss if they impede overall meaning.</p>

### WS 3 HA (front)

<div style="border: 1px solid red; padding: 2px;">Linguistic Intelligence</div> <div style="border: 1px solid red; padding: 2px;">Interpersonal Intelligence</div>	<b>St. Margaret's Co-educational English Secondary &amp; Primary School</b> <b>S1G4 English – The Best Job in Hong Kong</b>	
Group Members: _____		
<b>Instructions:</b> Think of the “best job” in Hong Kong.		
What kind of job might that be? Something in the entertainment industry? Government department? Tourism maybe?	1. The best job should be attractive to people 2. It should be glamorous 3. Think of something that is unique in Hong Kong 4. The job should promote the city of Hong Kong and its people in a beneficial way.	
<b>Job Title:</b> _____ <b>Pay:</b> \$ _____ HKD/month  <b>Job Requirements:</b>  Applicants should _____  Experience in _____	<b>Job Description:</b>  _____  _____  _____  _____	

Our slogan: “ \_\_\_\_\_ ”

### WS 3 HA2 (back)

St. Margaret's Co-educational English Secondary & Primary School  
 S1G4 English – The Best Job in Hong Kong

**Instructions:** After completing the worksheet on the front, exchange worksheets with other groups.  
 Critique their worksheets using the Literal / Inferential / Critical model.

Group \_\_\_\_\_'s Worksheet

Job Title: \_\_\_\_\_

Pay: \$ \_\_\_\_\_ HKD/month

Linguistic Intelligence  
 Interpersonal Intelligence

<b>Literal Description:</b> What is the job about? What are the requirements? What are the duties? _____ _____ _____ _____
<b>Inferential Description:</b> Are there any hidden purposes behind the job? What are they? What does the group really want to promote? _____ _____

s. We are grateful to them for  
 s. Please fully acknowledge the

**WS 3 LA**

Linguistic Intelligence  
Spatial Intelligence

**St. Margaret's Co-educational English Secondary & Primary School**

**S1G1 English – The Best Job in Hong Kong**

Name: \_\_\_\_\_ ( )

**Instructions:** Draw, label and briefly describe "The Best Job in Hong Kong".



**Job Description (point form)**

- 
- 
- 
- 
- 

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

**Pay:** S \_\_\_\_\_ **HKD/month**

**Job Requirements:** Applicants should be familiar with \_\_\_\_\_.

They should be comfortable \_\_\_\_\_.

**Section 5 – Adapted Exercise 2 – “The Best Job in Hong Kong”**

	<b>Top Stream (High Achievers)</b>	<b>Bottom Stream (Low Achievers)</b>
<b># of lessons</b>	1	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- to recognize and list adjectives beneficial to job-seekers.</li> <li>- to categorize job-related adjectives into functions of different body parts.</li> <li>- to watch online video of “The Best Job in the World” job applications and assess the effectiveness of these applicants.</li> </ul>	<ul style="list-style-type: none"> <li>- to recognize and list adjectives beneficial to job-seekers.</li> <li>- to categorize job-related adjectives into functions of different body parts.</li> <li>- to watch online video of “The Best Job in the World” job applications and assess the effectiveness of these applicants.</li> </ul>
<b>Learning Activities /</b>	- Ss list job-related adjectives on the	Ss list job-related adjectives on the

## Catering for Learner Diversity in English Language Teaching

<p><b>Tasks</b></p>	<p>board.</p> <ul style="list-style-type: none"> <li>- T asks Ss to categorize the adjectives into functions of different body parts.</li> <li>- Ss complete WS 4_HA individually.</li> <li>- Ss watch YouTube videos of online applicants.</li> <li>- Ss briefly discuss important criteria for assessing job applicants. T guides discussion in critical thinking for criteria related to “The Best Job in the World” theme. Comparisons are made to the actual winner, Ben Southall in WS 1_HA and the reasons to why he was chosen as the winner.</li> <li>- Ss assess the suitability of each online candidate.</li> </ul>	<p>board.</p> <ul style="list-style-type: none"> <li>- T asks Ss to categorize the adjectives into functions of different body parts.</li> <li>- Ss complete WS 4_HA individually.</li> <li>- Ss watch YouTube videos of online applicants.</li> <li>- Ss briefly discuss important criteria for assessing job applicants. T guides discussion in critical thinking for criteria related to “The Best Job in the World” theme. Comparisons are made to the actual winner, Ben Southall in WS 1_LA and the reasons to why he was chosen as the winner.</li> <li>- Ss assess the suitability of each online candidate</li> </ul>
<p><b>Target English Skills</b></p>	<p><b><u>Speaking</u></b></p> <p>Ss brainstorm adjectives useful in performing jobs well and categorize these adjectives into sections.</p> <p><b><u>Listening</u></b></p> <p>Ss watch applications of online applicants to “The Best Job in the World”.</p> <p><b><u>Writing</u></b></p> <p>Ss complete WS 4_HA.</p> <p>Ss complete WS 5_HA.</p>	<p><b><u>Speaking</u></b></p> <p>Ss brainstorm adjectives useful in performing jobs well and categorize these adjectives into sections.</p> <p><b><u>Listening</u></b></p> <p>Ss watch applications of online applicants to “The Best Job in the World”.</p> <p><b><u>Writing</u></b></p> <p>Ss complete WS 4_LA.</p> <p>Ss complete WS 5_LA</p>
<p><b>Differentiated Learning</b></p>	<p><b><u>Difficulty</u></b></p> <p><b>Ss provide</b> adjectives themselves in WS 4_HA.</p> <p>Ss discuss and compromise as a class to provide <b>2 additional criteria</b> for judging online applicants in WS 5_HA.</p>	<p><b><u>Difficulty</u></b></p> <p><b>Ss are provided</b> with a list of adjectives at the top of WS 4_LA to work from.</p> <p>Ss assess online applicants through <b>T provided criteria</b>.</p>

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	<p><u>Output</u></p> <p>Ss give a numeric weighting in WS 5_HA, <b>write brief notes</b> and give a total score for each online applicant.</p>	<p><u>Output</u></p> <p>Ss give a numeric weighting and <b>check marks</b> in WS 5_LA and give a total score for each online applicant.</p>
<b>Learning Materials</b>	<p>WS 4_HA</p> <p>WS 5_HA</p>	<p>WS 4_LA</p> <p>WS 5_LA</p>
<b>Assessment</b>	<p><u>Formative</u></p> <p>WS 4_HA marked for relevant content. Any reasonable answer is accepted.</p>	<p><u>Formative</u></p> <p>WS 4_LA marked for relevant content. Any reasonable answer is accepted.</p>

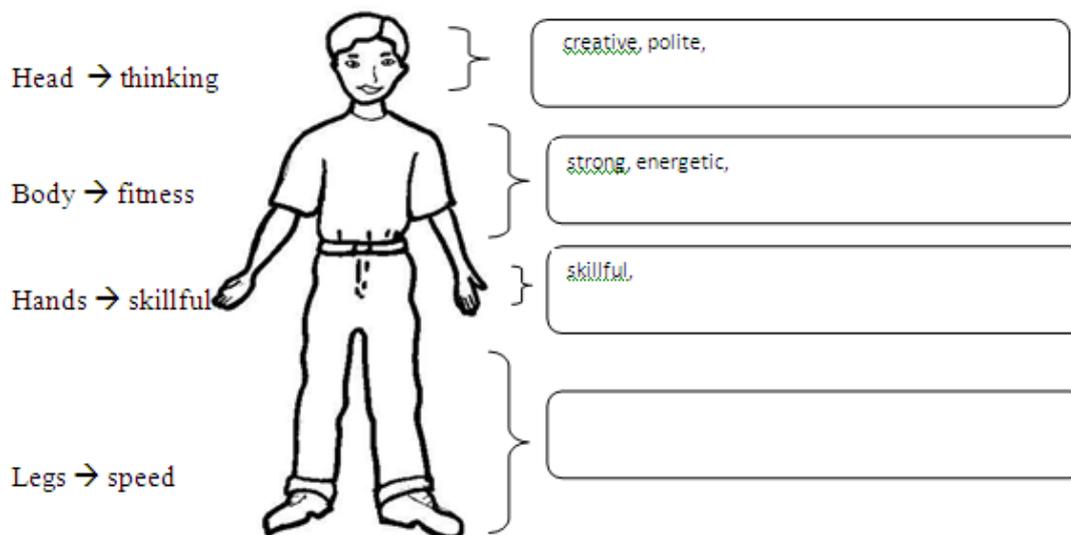
**SIG4 English – The Best Job in Hong Kong**

Name: \_\_\_\_\_ ( )

Linguistic Intelligence  
Spatial Intelligence

Instructions: Complete the diagram by writing job related adjectives

**WS 4 HA**



Out of all these qualities, I think being \_\_\_\_\_, \_\_\_\_\_  
are among the most important traits of being relevant to “The Best Job in Hong Kong” contest.



WS 4 LA

St. Margaret's Co-educational English Secondary & Primary School

SIG1 English – The Best Job in Hong Kong

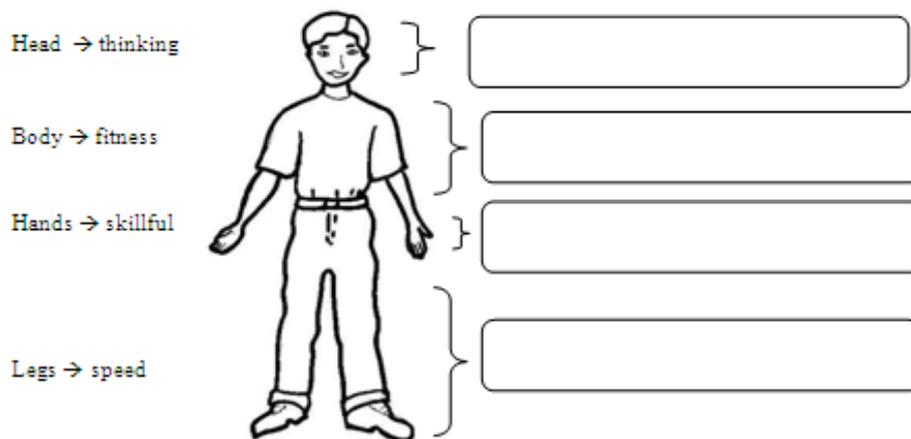
Name: \_\_\_\_\_ ( )

Linguistic Intelligence
Spatial Intelligence

**Instructions:** Complete the diagram by **matching** job-related adjectives to its associated body part.

Words may be used more than once.

<del>hard-working</del> , creative, sociable, well-organized, pro-active, good at languages, energetic, imaginative, physically fit, artistic, fast, nimble, agile
---



Out of all these qualities, I think being \_\_\_\_\_ among the most important traits of being relevant to "The Best Job in Hong Kong" contest.

**WS 5 HA**

**Instructions:** Watch the YouTube video of 3 online applicants to “The Best Job in the World”. Assess each applicant according to the table below.

**Applicant 1:** \_\_\_\_\_

**Brief Description:** What does the applicant look like? What is the applicant wearing?

Circle a score from 1 (worst) to 5 (best).

<b>Appearance</b>	1.....2.....3.....4.....5	<b>Sex Appeal</b>	1.....2.....3.....4.....5
<b>Posture</b>	1.....2.....3.....4.....5	_____	1.....2.....3.....4.....5
<b>Attitude</b>	1.....2.....3.....4.....5	_____	1.....2.....3.....4.....5

**Total Score:**  /10

**Applicant 2:** \_\_\_\_\_

**Brief Description:** What does the applicant look like? What is the applicant wearing?

Circle a score from 1 (worst) to 5 (best).

<b>Appearance</b>	1.....2.....3.....4.....5	<b>Sex Appeal</b>	1.....2.....3.....4.....5
<b>Posture</b>	1.....2.....3.....4.....5	_____	1.....2.....3.....4.....5
<b>Attitude</b>	1.....2.....3.....4.....5	_____	1.....2.....3.....4.....5

**Total Score:**  /10

**Applicant 3:** \_\_\_\_\_

**Brief Description:** What does the applicant look like? What is the applicant wearing?

Circle a score from 1 (worst) to 5 (best).

<b>Appearance</b>	1.....2.....3.....4.....5	<b>Sex Appeal</b>	1.....2.....3.....4.....5
-------------------	---------------------------	-------------------	---------------------------

Catering for Learner Diversity in English Language Teaching

Posture 1.....2.....3.....4.....5 \_\_\_\_\_ 1.....2.....3.....4.....5

Attitude 1.....2.....3.....4.....5 \_\_\_\_\_ 1.....2.....3.....4.....5

**Total Score:**  /10

Linguistic Intelligence  
Logical-Mathematical Intelligence

**WS 5 LA**

**Instructions:** Watch the YouTube video of 3 online applicants to “The Best Job in the World”. Assess each applicant according to the table below.

**Applicant 1:** \_\_\_\_\_

Circle a score from 1 (worst) to 5 (best).

Appearance 1.....2.....3.....4.....5      Sex Appeal 1.....2.....3.....4.....5

Posture 1.....2.....3.....4.....5      Confidence 1.....2.....3.....4.....5

Attitude 1.....2.....3.....4.....5      Unintangibles 1.....2.....3.....4.....5

**Total Score:**  /10

	YES	NO
Eye Contact		
Smile		

**Applicant 2:** \_\_\_\_\_

Circle a score from 1 (worst) to 5 (best).

Appearance 1.....2.....3.....4.....5      Sex Appeal 1.....2.....3.....4.....5

Posture 1.....2.....3.....4.....5      Confidence 1.....2.....3.....4.....5

Attitude 1.....2.....3.....4.....5      Unintangibles 1.....2.....3.....4.....5

	YES	NO
Eye Contact		
Smile		

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**Total Score:            /10**

**Applicant 3:** \_\_\_\_\_

Circle a score from 1 (worst) to 5 (best).

	YES	NO
Eye Contact		
Smile		

**Appearance**    1.....2.....3.....4.....5      **Sex Appeal**    1.....2.....3.....4.....5

**Posture**        1.....2.....3.....4.....5      **Confidence**    1.....2.....3.....4.....5

**Attitude**      1.....2.....3.....4.....5      **Unintangibles** 1.....2.....3.....4.....5

**Total Score:**  /10

Linguistic Intelligence  
Logical-Mathematical Intelligence

**Section 6 – Adapted Exercise 3 – “The Best Job in Hong Kong”**

	<b>Top Stream (High Achievers)</b>	<b>Bottom Stream (Low Achievers)</b>
<b># of lessons</b>	3 – 4	
<b>Learning Objectives</b>	- role-play either an employer of Tourism Hong Kong or an applicant to “The Best Job in Hong Kong” - collaborate with or against peers according to the role-play requirements - to apply some of the assessment criteria from WS 5_HA into current exercise	- role-play either an employer of Tourism Hong Kong or an applicant to “The Best Job in Hong Kong” - collaborate with or against peers according to the role-play requirements - to apply some of the assessment criteria from WS 5_LA into current exercise
<b>Learning Activities / Tasks</b>	- Ss act in the character of their role-play card.	- Ss act in the character of their role-play card.

## Catering for Learner Diversity in English Language Teaching

	<ul style="list-style-type: none"> <li>- Ss form 2 separate groups of *discussions: the employer (working collaboratively with hidden agendas) and the applicants (suspicious of one another).</li> <li>- T leads separate groups in *critical planning: for the employer's group – criteria for ideal candidate and for the applicant's group – trying to discover the hidden agendas of the employers and to adapt one's role-play card to suit employers' needs.</li> <li>* Employers and employees form separate groups at opposing ends of the classroom. They do not share information.</li> <li>- Ss use either HA (employer) role-cards or HA (applicant) role-cards.</li> <li>- In concluding the activity, Ss share with each other the 'hidden agenda' employers were hiding from the applicants.</li> <li>- Brief discussion is held whether the 'hidden agenda' was fair for all applicants.</li> <li>- Ss who have acted their role well may be invited to role-play in front of the class after the activity has ended.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss form 2 separate groups of *discussions: the employer (working collaboratively with hidden agendas) and the applicants (suspicious of one another).</li> <li>- T leads separate groups in *critical planning: for the employer's group – criteria for ideal candidate and for the applicant's group – trying to discover the hidden agendas of the employers and to adapt one's role-play card to suit employers' needs.</li> <li>* Employers and employees form separate groups at opposing ends of the classroom. They do not share information.</li> <li>- Ss use either LA (employer) role-cards or LA (applicant) role-cards.</li> <li>- In concluding the activity, Ss share with each other the 'hidden agenda' employers were hiding from the applicants.</li> <li>- Brief discussion is held whether the 'hidden agenda' was fair for all applicants.</li> </ul>
<p><b>Target English Skills</b></p>	<p><b><u>Speaking</u></b></p> <p>Ss role-play either the role of an employer to Tourism Hong Kong or an applicant to "The Best Job in Hong Kong".</p> <p><b><u>Listening</u></b></p> <p>Ss listen to peers of the same group prepare and plan.</p>	<p><b><u>Speaking</u></b></p> <p>Ss role-play either the role of an employer to Tourism Hong Kong or an applicant to "The Best Job in Hong Kong".</p> <p><b><u>Listening</u></b></p> <p>Ss listen to peers of the same group prepare and plan.</p>

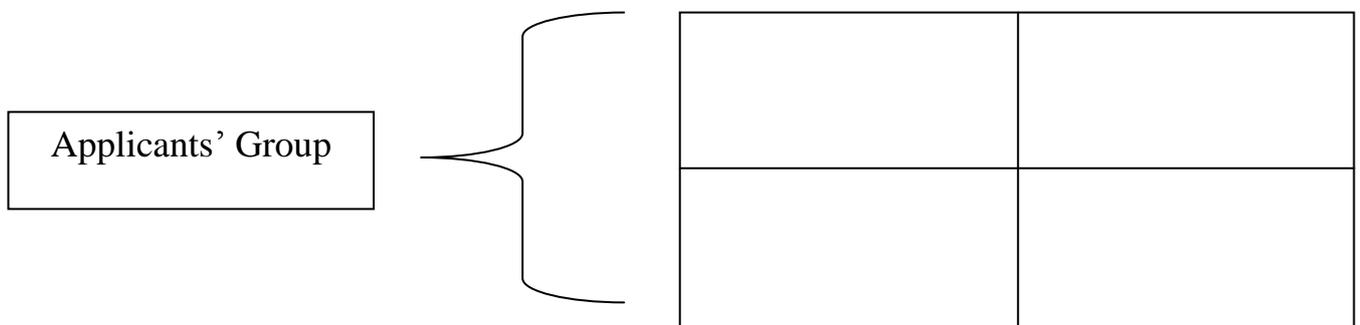
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	<p><u>Writing</u></p> <p>WS 5_HA is reused for employers to assess applicants.</p>	<p><u>Writing</u></p> <p>WS 5_LA is reused for employers to assess applicants.</p>
<p><b>Differentiated Learning</b></p>	<p><u>Difficulty</u></p> <p>Employer role-play cards are <b>abstractly described</b> and require <b>more imagination</b> from the student.</p> <p><u>Level of Support</u></p> <p>T guides students to a <b>limited extent</b>. Allowance is made for student <b>independent</b> critical thinking</p> <p><u>Time</u></p> <p>Ss are given <b>less time to prepare</b> and <b>more time to present</b> their role-plays in the allotted <b>3 days</b> of activity time.</p> <p><u>Input</u></p> <p>Employer role-play cards are typed in <b>12-pt</b> plain text</p>	<p><u>Difficulty</u></p> <p>Employer role-play cards are <b>concretely described</b> and require <b>less imagination</b> from the student.</p> <p><u>Level of Support</u></p> <p>T guides students to a <b>greater extent</b>. Allowance is made for student <b>guided</b> critical thinking.</p> <p><u>Time</u></p> <p>Ss are given <b>more time to prepare</b> their role-plays in the allotted <b>4 days</b> of activity time.</p> <p><u>Input</u></p> <p>Employer role-play cards are typed in <b>14-pt</b> plain text with some bolded text.</p>
<p><b>Learning Materials</b></p>	<p>HA (employer) role-cards</p> <p>HA (applicant) role-cards</p>	<p>LA (employer) role-cards</p> <p>LA (applicant) role-cards</p>
<p><b>Assessment</b></p>	<p><u>Formative</u></p> <p>T observes Ss role-playing.</p>	<p><u>Formative</u></p> <p>T observes Ss role-playing.</p>

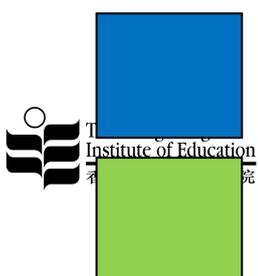
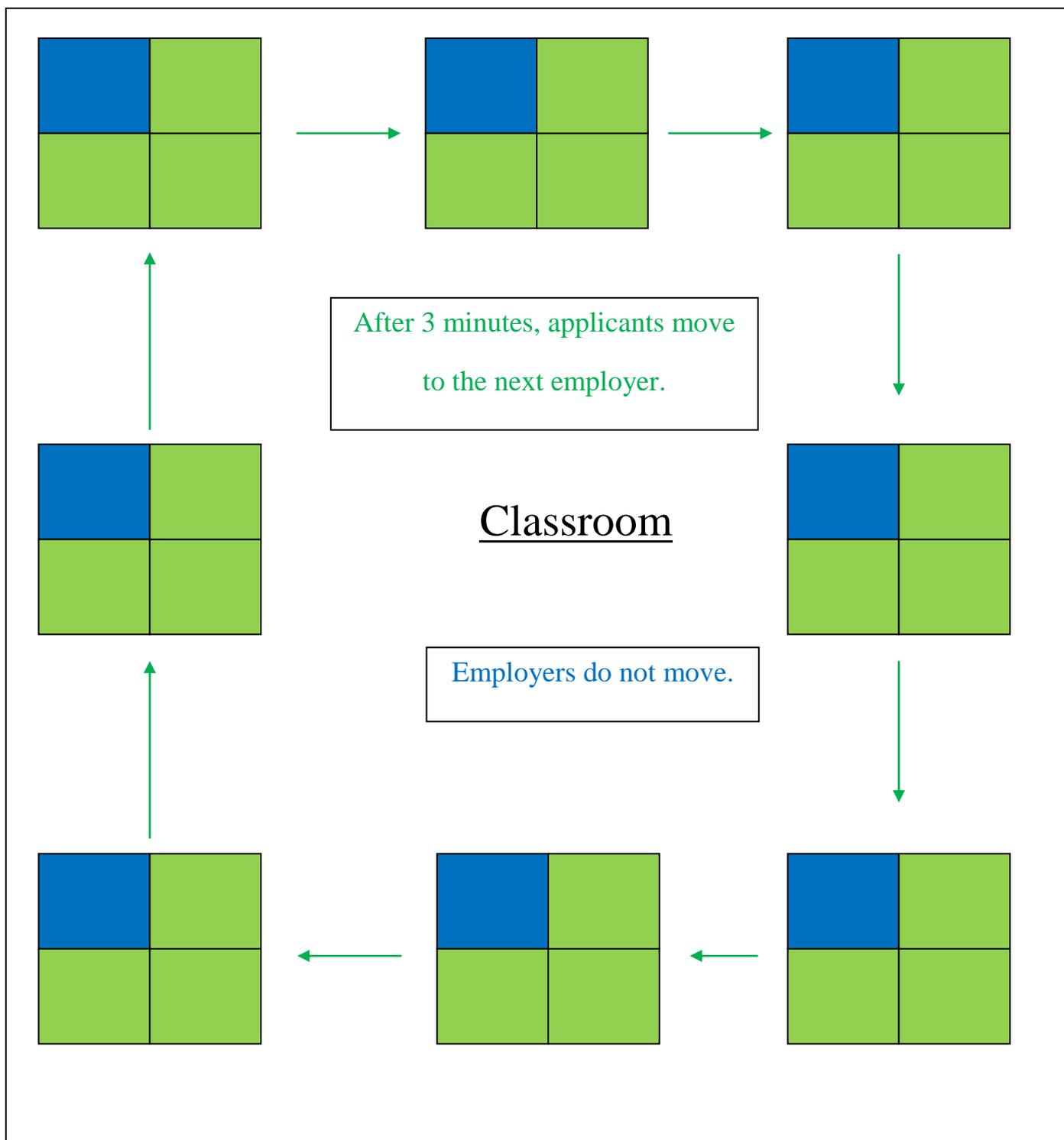
**Seating Plan of Discussion Groups**


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## Classroom



### Seating Plan of Role-Playing Activity



→ Employer

→ Applicant

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**Examples of HA (Employer) Role-Cards**

\* All employers work for different branches of Tourism Hong Kong.

The underlying theme of all employers, therefore, should be to find applicants who are beneficial to the image of Hong Kong.

Employers are **not allowed** to use any of the words written on their role-card.

Employers are **not allowed** to show their cards to anybody.

- Linguistic Intelligence
- Bodily-Kinesthetic Intelligence
- Musical Intelligence
- Interpersonal Intelligence

☆ Jacky Chan Kung-Phooey Co. ☆

Needed: action star; sing Canto-pop  
dynamic personality, **STRONG CHINESE BACKGROUND**

YOU: are silly, do not listen to others

 Architectural aces 

Needed: hard-working nerd,  
good with numbers, **STRONG CHINESE BACKGROUND**

YOU: keep on interrupting others

☾ Lan Kwai Fong Nightlife

Needed: party animal, someone with tons of contacts, **STRONG CHINESE BACKGROUND**

YOU: are mute

☯ The Old Hong Kong ☯

Needed: experienced scholar in local history, stable background, **STRONG CHINESE BACKGROUND**

YOU: are very lonely, try to flirt with applicants

☺ HK Disneyland ☺

Needed: someone good with kids, can make people laugh, **STRONG CHINESE BACKGROUND**

YOU: are a cartoon character – think and talk like him/her

☀ Hiking Heroes ☀

Needed: a tan Hercules, tall, likeable personality

**STRONG CHINESE BACKGROUND**

YOU: stare at the applicant and speak mysteriously

Employers' Discussion: Without saying any of the words on the role-play cards directly, employers discuss the ideal applicants for their jobs. Besides the common requirement for all the role-play cards, employers discuss the need to promote Hong Kong as a city of tourism.

### Examples of HA/LA (Applicant) Role-Cards

\* All applicants apply for “The Best Job in Hong Kong” with the (false) assumption that there can only be a few, if not one winning entry.

Applicants, when planning, therefore guard their role-card from one another carefully while trying to learn from each other.

Applicants are **not allowed** to use any of the words written on their role-card.

Applicants are **not allowed** to show their cards to anybody.

Linguistic Intelligence  
Bodily-Kinesthetic Intelligence  
Musical Intelligence  
Interpersonal Intelligence

YOU:

- are 40 years old, born in America when you were young and studied martial arts until now
- are a black belt in martial arts and have won many trophies in competitions
- can sing Chinese karaoke very well

YOU:

- are 20 years old, born in Hong Kong and have lived here all your life.
- love Bruce Lee, have watched and memorized all his films but have never taken any formal martial arts training
- love listening to Leon Lai and Faye Wong

YOU:

- can't stop dancing
- know a lot of people (many of the applicants are your friends and you call out to them)
- were born in Malaysia but have lived in Hong Kong for over 10 years

YOU:

- have over 300 friends on your Facebook
- love Chinese opera and often find yourself singing it out loud without even knowing it
- were born in China and can speak Cantonese and Putonghua

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YOU:

- are very strong but very vain and love yourself; you think you are the most handsome / beautiful person alive
- are arrogant and unfriendly to other people
- were born in Hong Kong and have lived here all your life

YOU:

- are strong but humble
- are friendly and make friends easily
- are born in England and have never been to Hong Kong

Applicants' Discussion: Without saying any of the words on the role-play cards directly, applicants discuss the qualities they believe the employers are seeking. Applicants have some idea on expectations since “The Best Job in Hong Kong” is based on “The Best Job in the World”.

**Examples of LA (Employer) Role-Cards**

\* All employers work for different branches of Tourism Hong Kong.

The underlying theme of all employers, therefore, should be to find applicants who are beneficial to the image of Hong Kong.

Employers are **not allowed** to use any of the words written on their role-card.

Employers are **not allowed** to show their cards to anybody.

- Linguistic Intelligence
- Bodily-Kinesthetic Intelligence
- Musical Intelligence
- Interpersonal Intelligence

☆ Jacky Chan Kung-Phooey Co. ☆

**Needed:** knows martial arts, strong, good singer of Chinese pop songs

**STRONG CHINESE BACKGROUND**

**YOU:** are silly, do not listen to others

 Architectural aces 

**Needed:** hard-working, loves calculating things, good at maths

**STRONG CHINESE BACKGROUND**

**YOU:** keep on interrupting others

☾ Lan Kwai Fong Nightlife

**Needed:** loud, energetic, not shy

**STRONG CHINESE BACKGROUND**

**YOU:** do not say anything

☯ The Old Hong Kong ☯

**Needed:** wise old man/woman

**STRONG CHINESE BACKGROUND**

**YOU:** are very lonely, try to get a boy/girlfriend in one of the applicants



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Catering for Learner Diversity in English Language Teaching

	HK Disneyland	
<b>Needed:</b> good with children, funny		
<b>STRONG CHINESE BACKGROUND</b>		
<b>YOU:</b> are a cartoon character – think and talk like him/her		

	Hiking Heroes	
<b>Needed:</b> strong, friendly		
<b>STRONG CHINESE BACKGROUND</b>		
<b>YOU:</b> stare at the applicant and speak slowly		

Employers' Discussion: Without saying any of the words on the role-play cards directly, employers discuss the ideal applicants for their jobs. Besides the common requirement for all the role-play cards, employers discuss the need to promote Hong Kong as a city of tourism.