

## Unit Plan

### Topic: Youth issues

#### Background

The target group of this unit plan are students from a middle Band 1 school, in which English is used as the medium of instruction for subjects other than Chinese, Chinese History, Chinese Literature and Liberal Studies in Secondary Four. The students are supposed to have a good command of English. Nevertheless, as the school is located in the New Territories with students mainly from the grass-root families, the students seldom have the chance to use English outside school. Their exposure to English is limited to the school learning and activities. Thus many students lack confidence in speaking English. Even though they have the chance to learn social issues in Liberal Studies, they are just exposed to Chinese rather than English news and articles and engaged in presentations, discussions and writing in Chinese since Chinese is adopted as the medium of instruction in Liberal Studies lessons in senior secondary. Having such a learning environment, students' exposure to English is really not enough. No wonder they lack confidence in using the language, especially in presentation and discussions.

**Text book used:** Longman Elect New Senior Secondary Theme Book

**Target group:** SS1 students of an EMI Band 1 school

#### Objectives:

Students should be able to

- identify some teenage problems in Hong Kong,
- identify some causes, effects and solutions of the problems,
- analyse the structural and linguistic features of a presentation on a youth issue,
- plan, organize and give a presentation on a particular youth issue,
- provide and respond to feedback on their presentation,
- write a letter to the editorial discussing a youth issue and suggest solutions to it.

#### Text types:

An editorial, an article, a news report and a problem-solving essay

**English Skills to develop:** reading, listening, speaking and writing

#### Generic skills to develop:

Information technology skills

Problem-solving skills

Study skills

Critical thinking skills

Communication skills

Collaboration skills

Self-management skills

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**Multiple intelligences to develop:**

Verbal-linguistic  
Interpersonal  
Intrapersonal  
Bodily-kinesthetic

**Tasks:**

**Declarative knowledge:**

Vocabulary about different youth issues  
Structure of a presentation  
Language of a presentation  
Structure of a letter to the editor

**Reading:** jigsaw reading

**Speaking:** oral presentation

**Writing:** a letter to the editor

**Methods and Procedures**

Pre-reading

- Teacher asks students to brainstorm some youth issues in Hong Kong.
- Teacher introduces some youth issues in Hong Kong by using the powerpoint showing some pictures of youth issues.
- Students discuss in groups which issue they think are most widely discussed in Hong Kong.

Reading

Jigsaw reading

- Students are divided into 4 groups (10 in each group). Each group read one text about a youth issue. Then each one pairs up with another student who reads the same text and they work together to complete the mind map showing the causes and possible solutions of the issue they read. (Stronger and weaker learners are reading texts of the same content but different levels.)
- After that, students go into groups of 4 with members reading different texts. Then they take turns to present the causes and solutions of the issue. The other three group members jot notes on the mind-map sheet.

Post-reading

- Students check what they have written down with the partner they worked with before.
- Students work in pairs to work out the effects and solutions of all the four youth issues.

**Tasks**

**1. Oral presentation of a social issue**

- Students work in pairs to choose a youth issue in Hong Kong and brainstorm ideas and write on the mind map.

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- Students research the facts such as statistics and evidence for the problem and add the information to the mind map.
- Students work in pairs to complete the worksheet about the structure and language of a presentation.
- Teacher discusses the linguistic features and structure of a presentation with reference to the transcript of the presentation in the book.
- Students divide up their presentation and then write notes for the part of their own presentation on the note card.
- Students work together with another pair and take turns to give presentation to each other.
- After getting the feedback from their peers, students prepare their own notes for individual presentation of another youth issue.
- Students take turns to present the issue in groups of four.
- Students in the new group give feedback to one another by completing the peer assessment form.

2. *Writing a letter to the editor*

- Teacher introduces the structure and linguistic features of a letter to the editor (P.98 of the textbook)
- Students choose a youth issue they want to write about.
- Students brainstorm ideas by using the mind map.
- Students write the letter to the editor and complete the self-assessment form.
- Students ask one of their classmates to complete the peer-assessment form.
- Students modify their own letter.

**Assessment***Formative assessment*

## Self assessment

- Students complete the self-assessment form for their own letter to the editor.

## Peer assessment

- Students give feedback to the presentations of their other classmates by completing the peer assessment form.
- Students give feedback to the letter to the editor written by one of their classmates by completing the peer- assessment form

## Summative assessment

- Teacher marks students' letters to the editor according to the rubric of writing for the HKDSE.

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**Lesson plan for the reading and oral presentation****Level** : SS4**Topic** : Youth Issues**No. of lessons** : 4**Learning Objectives:**

Students should be able to

- identify some teenage problems in Hong Kong,
- identify some causes, effects and solutions of the problems,
- analyse the structural and linguistic features of a presentation on a youth issue,
- plan, organize and give a presentation on a particular youth issue, and
- provide and respond to feedback on their presentation

**Total No. of lessons:** 4**Procedure**

Lesson	Time	Learning activities/tasks	Teaching resources (with differentiated instructions)
1-2	2mins	<b>Lead in</b> <ul style="list-style-type: none"> <li>➤ Teacher asks students to brainstorm some youth issues in Hong Kong.</li> </ul>	
	13 mins	<b>Pre-reading</b> <ul style="list-style-type: none"> <li>➤ Teacher introduces some youth issues in Hong Kong by using the PowerPoint, showing some pictures and names of youth issues (declarative knowledge of names of some common youth issues)</li> <li>➤ Students discuss in groups which issue they think are most widely discussed and concerned about in Hong Kong.</li> <li>➤ Each group reports one issue which they think affects the interests of Hong Kong people most.</li> </ul>	PowerPoint slides
	20 mins	<b>Jigsaw reading</b> <ul style="list-style-type: none"> <li>➤ Students are divided into 4 groups (10 in each group). Each group reads one text about a youth issue. Then every student pairs up with another student who reads the same text and they work together to complete the mind map showing the</li> </ul>	Texts from the textbook and worksheet 1a for stronger learners  Simplified texts and

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		causes and possible solutions or effects of the issue they read. (Glossary of each text is given to help students understand the text. Weaker students will be given the simplified text.)	Worksheet 1b for weaker learners
	20 mins	➤ After that, students go into groups of 4 with members reading different texts. Then they take turns to present the causes and solutions or effects of the issue. The other three group members jot notes on the mind-map sheet.	Worksheet 1a for stronger learners and 1b for weaker learners
	10 mins	<b>Post-reading</b> ➤ After that, students check what they have written down with the partner they worked with before. ➤ Students work in pairs to work out the effects and solutions of all the four youth issues.	Worksheet 1a for stronger learners and for weaker learners Worksheet 2a for stronger learners and 2b for weaker learners
	10 mins	➤ Students work in pairs to choose a youth issue in Hong Kong and brainstorm ideas and write on the mind map. ➤ Home assignment Students research the facts such as statistics and evidence for the problem and add the information to the mind map at home.	Mind map (Worksheet 3a for stronger learners and 3b for weaker learners)
3 – 4	30 mins	<b>Pre-oral tasks</b> <i>Analyzing the structure and language of a presentation</i> ➤ Students read the transcript of a presentation on P.101 of the textbook ➤ Students work in pairs to complete the worksheet about the structure and language of a presentation. ➤ Teacher discusses the linguistic features and structure of a presentation with reference to the transcript of the presentation in the book.	Textbook P.101
	10 mins	<i>Writing notes and rehearsal</i> ➤ Students work in pairs. They divide up their presentation and then write notes for the part of their own presentation on the note card. ➤ Students rehearse the presentation in pairs	Note sheet (Worksheet 4a for stronger learners and 4b for weaker learners)
	15 mins	<b>Group presentation</b> ➤ Each pair works with another pair and take turns to give presentation to each other. ➤ Students give feedback to the other pair by completing the peer-assessment form	Peer-assessment form (Worksheet 6a for stronger learners and 6b for weaker learners)

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	25 mins	<b>Individual presentation</b> <ul style="list-style-type: none"><li>➤ Based on the feedback given, each student prepares his/her own speech by writing notes on the note sheet.</li><li>➤ Students take turns to present the issue they have chosen in groups of four so that they can learn from each other.</li><li>➤ Students in the new group give feedback to one another by completing the peer assessment form.</li></ul>	Note sheet (Worksheet 5a for stronger learners and 5b for weaker learners) Peer-assessment form (Worksheet 7a for stronger learners and 7b for weaker learners.)
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**Justification of the design of the unit and tasks to cater for learner diversity**

When making a unit plan for a differentiated classroom, what we have to take into account are different learning styles and learning needs of the students. In a middle Band 1 school, most students are positively motivated to learn English and are able to produce work of reasonably high quality provided that clear instructions and sufficient input are given. Thus, differentiated instructional strategies are adopted to cater for learner diversity. In this school, students are streamed inexplicitly by the classes they choose. In normal circumstances, the classes which offer science subjects and commercial subjects are more popular than the pure arts class. Hence, there are usually one or two classes with some less motivated and less able students. With this in mind, two sets of materials are prepared. The design of the learning activities is characterized by differentiated input and instructions giving to students with different English proficiency but same output, like completing the worksheet for the jigsaw reading by listing the causes and solutions to the youth issue, the group and individual presentation, will be produced by all students.

In this unit, the topic 'youth issues' is chosen as this topic is related to students' real life experience and it is easy to search for information on these issues. In addition, the topic aims to prepare students for the elective module of social issues. By starting with something that students are more familiar with, they will have the interest to investigate more social issues of Hong Kong.

To cater to students' major learning needs, which is a lack of confidence in using English in presentation and group discussion, the task of oral presentation is chosen. It is for students can apply what they have learned from the presentations in their writing. In the pre-tasks, students are engaged in reading and sharing information. Various generic skills are developed in completing the tasks.

Information technology skills can be developed as students have to surf the Internet for information about the youth issue they are going to present. When brainstorming solutions to a youth issue and working out what to include in their presentation, problem-solving skills are involved. Moreover, students have to identify relevant information when they do their research about the youth issue they are going to present and give others feedback on their presentation, study skills are required. When students employ contextual clues to interpret the meaning of sentences and words, and give feedback to their partner on various aspects of their presentation, critical thinking skills are a must. As pair and group work is involved, there are collaboration skills as well as communication skills. Before the presentation, students have to plan and gather information and practice their presentation, which involves self-management skills. This also enhances learner's autonomy as they can take control of their own learning by researching as much information as they like.

In the design of the activities, students' different learning needs are put on the top of the priority. In the two sets of materials, we can see the differentiated input and instructions given to students of different levels. The set of worksheets in which fewer graphic clues are given are for high achievers, while the set in which more graphic clues are provided to help scaffold the structure of the text and the presentation script are for the average learners. For the jigsaw reading, the high achievers will use the texts from the

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text book while the average ones will use the simplified texts of the same content, which make comprehension of the texts manageable to them.

Graphic organizers, like mind maps and flow charts, are employed in the worksheets so that students can better comprehend the content of the texts they read. If students can visualize the events, it will be easier for them to organize the points. The visual clues could also guide students to brainstorm and structure the ideas. Obviously, the average learners will be given more graphic clues than the high achievers to facilitate comprehension and scaffold the presentation.

Even though students have different language proficiency, different students have different multiple intelligences. Thus, the activities and tasks designed aim at developing different multiple intelligences. Verbal-linguistic intelligence can be developed in researching a youth issue and making notes for the oral presentation. In the sharing of information from their own text in jigsaw reading, discussing points for oral presentation in pair and giving peer feedback on the presentation, students' interpersonal intelligence can be developed. However, engaging students in searching for information and preparing for their own individual presentation, intrapersonal intelligence is needed. Lastly, doing the jigsaw reading enables students to move around to share what they have got from the text, which is suitable for those learners with bodily-kinesthetic intelligence. They can learn more efficiently when body movement is allowed in lessons.

When doing the tasks, peer assessment is conducted to help students improve their presentation. Peer feedback provides students with valuable information, which can then be used by individuals to make their own self-assessment (Boud, 1995) and followed up with actions to improve their work. The evaluative feedback given by peers enables students to learn in a less threatening environment and they offer mutual help to each other. When completing the peer assessment form, they are actually reflecting on their own performance in the group presentation. Actually the questions on the checklist for peer assessment are set based on the structure and linguistic features of a presentation. Thus, this structured evaluative feedback is really beneficial to all learners. Meanwhile, the oral presentation paves a way for learners to employ what they have learned from the jigsaw reading and presentation in writing a letter to the editor discussing a youth issue in Hong Kong.

## References



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Boud, D. (1995). *Enhancing learning through self assessment* (London, Kogan Page).

Judith Dodge (2005). *Differentiation in action 2005* , Scholastic Teaching Resources.

**Text 1**  
editorial

Here's an editorial on  
teenage pregnancy.  
Patrick

**Sex education essential for our young**

In the past two weeks, three babies have been found abandoned in public places. While the public may accuse their mothers of being heartless, the incidents highlight a more serious problem: that of teenage pregnancy, as all the mothers concerned were under the age of eighteen.

In Chinese society, sex is often considered taboo and this attitude is not only prevalent in the family but also in the classroom. So while teenagers can adequately name the different parts of the male and female reproductive systems, their knowledge of birth control and attitude towards sexual relationships is comparatively poor.

So where do our young people learn about the subject? Unfortunately they rely on the media, which doesn't help. TV programmes like the hit Japanese drama *Mother at 14* often romanticise teenage parenthood, and they fail to address the financial and emotional problems that teen mothers frequently encounter.

The problem of teenage pregnancy should be addressed immediately. Schools and parents should work together to establish a dialogue with teenagers about safe and responsible sexual behaviour. With both parties working together, we can be sure that our young will grow up with the right knowledge and values. This should lead to fewer regrets and fewer tragedies.

Here's a blog entry and  
some comments about  
racial discrimination in



Text 3  
article

## Young night drifters in Hong Kong

*A home provides shelter, love and care. It is a place to return to at the end of a hectic and tiring day. However, some young people prefer hanging out in parks, playgrounds and 24-hour convenience stores at night. Why is this? Our reporter talked to a night drifter, a parent and a social worker. Read on to find out what they said.*

You can learn more about young night drifters from this magazine article.

Patrick



Chris, night drifter

5 **When did you start hanging out with your friends at night?**

When I was in Secondary 3.

**Why do you prefer staying out at night?**

I feel bored at home. My mum usually works night shifts and my dad sleeps whenever he's at home. If they're both at home together, they always  
10 quarrel. There's no one to talk to at home, but on the street I've got lots of friends. We chat a lot, and if I have any problems, I can talk to them.

**Don't you ever worry about getting into trouble?**

No, I don't. I know a lot of people think young night drifters must be juvenile delinquents, but they're wrong. Not all young night drifters are unruly. Most, like us, just sit around and chat.



Mrs Chan, parent

15 **Does your daughter often go out late at night?**

I'm not sure how often she goes out late because I'm not always at home. Last Chinese New Year, she left home on New Year's Eve and didn't come back for a week. She told me that she was staying at her friend's flat.

**Do you worry about her?**

20 Of course, but she always says she's fifteen and wants more freedom. She sometimes even switches off her mobile when I call her. Teenagers these days always say they want independence, but I think they abuse it.

**What are the causes of night drifting among young people?**

Many young people say they are bored at home and go out at night looking  
25 for excitement. Others go out to avoid family conflicts or to avoid over-controlling parents.

**How many night drifters are there and how old are they?**

We estimate that over 50,000 young people a year night drift at some time.  
The average age is twelve, but I've met one night drifter who was only six.  
30 Some night drifters are full-time students and some are unemployed.

**Do you think night drifters easily fall into bad ways?**

I think so. I've met a number of them who started out just chatting with friends, but ended up drinking, taking drugs and even getting involved in prostitution or triad activities. Peer influence is very strong among young people.



Gary, social worker

V B

For a list of words and phrases related to **Liberal Studies**, go to Appendix 1 of the Vocabulary Book, pp. 103–104.





Text 4 ▶  
news report**90% surge in teenagers arrested for drug offences**  
**Tougher police action promised to tackle substance abuse**Here's a news report  
on teenage drug abuse.

Patrick

KELY Support Group is another group that works with Hong Kong teenagers who have problems with drugs and other issues. To find out more, you can go to <http://www.kely.org/home.htm>.

The number of teenagers arrested for drug offences soared ninety percent in the first eight months of the year, it was revealed yesterday.

5 Commenting on the figures, the Secretary for Security explained that although the overall number of drug offenders had declined in the past three years, the number of youth offenders had risen. 'Hong Kong is a very liberal and open community,' he said. 'As in the western world, 10 young people here like to try new things and they like excitement.'

Seizures of cannabis and methamphetamine (ice) surged in the first eight months of the year, but 15 seizures of ketamine fell drastically from 412 kg to 60 kg. The security chief said the drop in ketamine hauls reflected the effectiveness of the cooperation between the relevant departments. He added that in addition to

20 improving law enforcement, the government would step up education with the aim of encouraging young people to distance themselves from drugs.

However, concern groups familiar with the 25 problem of teenage drug abuse blamed the government for being too passive in tackling the issue. David Cheung, supervisor of the Caritas Lok Heep Club and Wong Yiu Nam drug treatment centre, said that ketamine abuse had first emerged in 1999 and spread widely in the 30 following years. 'More teenagers are helping to distribute the drugs as they may think it is a way to earn money, or think it is just not a big deal.' The centre where Mr Cheung works has helped 35 drug abusers as young as thirteen. But he said there were cases which suggested that ten-year-olds could be abusing substances.

Source: Adapted from Joshua But, '90pc surge in teenagers arrested over drugs', *South China Morning Post*.<sup>1</sup>

**Jigsaw reading - Passage 4 (Longman Elect Theme Book P.90)**

**Text 5 ▶**  
 problem-solution essay

What do you think of the solutions proposed in this essay?

Patrick

You can find out about the youth employment services provided by the government at <http://www.yes.labour.gov.hk>.

## How to tackle youth unemployment in Hong Kong

International reports indicate that unemployment among young people is higher than the population average. The situation in Hong Kong is no exception. Here, the hardest hit group is young school leavers, who lack both the necessary skills and the experience to get a job. To improve the situation, more should be done to help young people in their search for work.

- 5 In the short term, employment opportunities for young people could be increased. One way to do this is to strengthen the development of various industries, such as catering, retail and tourism, which typically provide opportunities for young school leavers with limited education. Developing district-level enterprises is another effective way of increasing the job opportunities for young workers. Enterprises such as recycling businesses could be
- 10 especially beneficial to northern districts, where there is a high concentration of unemployed young workers.

In the long term, the government should aim to raise the level of education among young people. For example, young school leavers should be provided with more vocational training opportunities to equip them with job-specific knowledge and on-the-job experience, thus

15 enabling them to find a job more easily. Tertiary education should also be expanded. Of course, this should not be done at the expense of quality.

As one government official has said, young people are our most valuable assets. It is hoped that with increasing job opportunities and improved education and training opportunities, many of them can join the workforce and contribute to Hong Kong's future development.

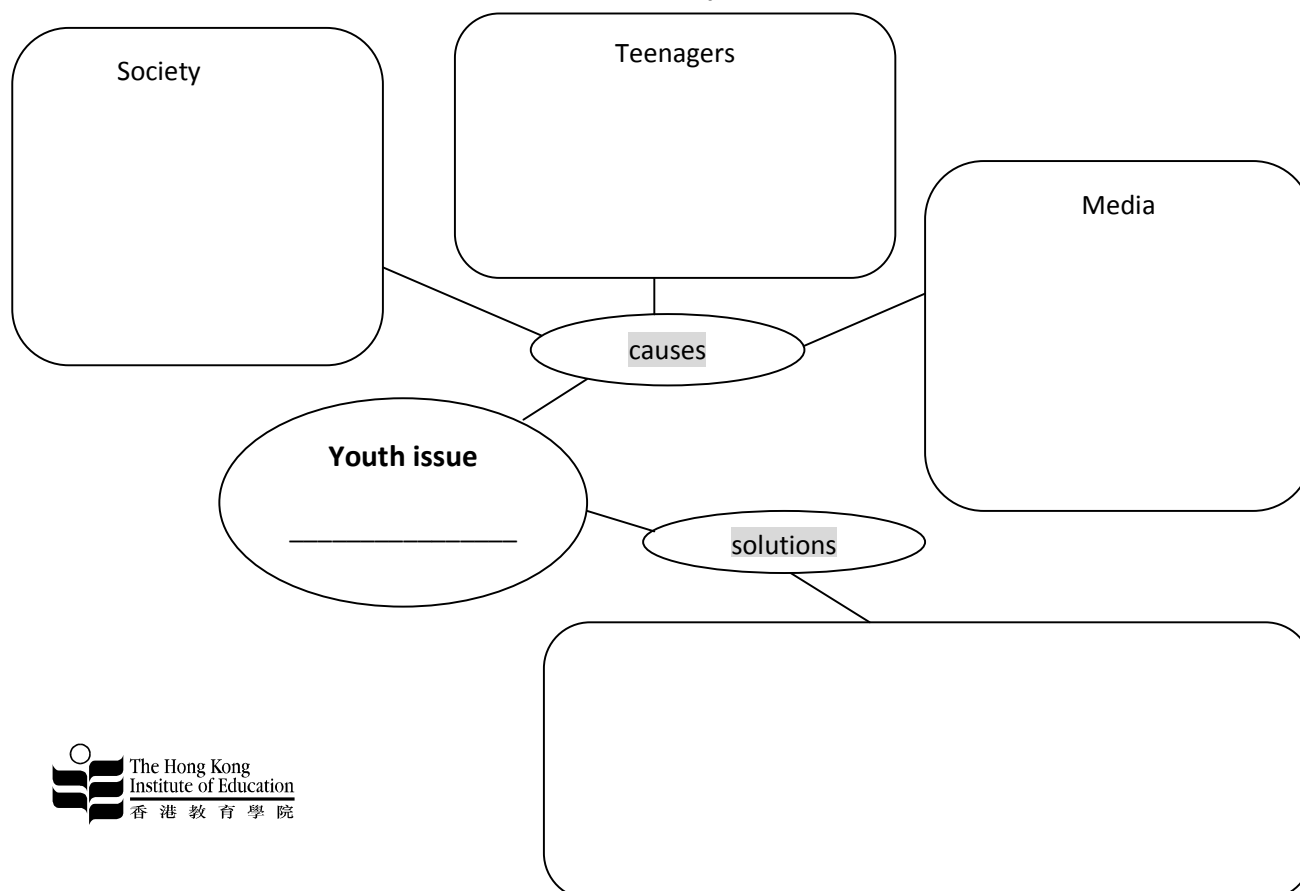


**Jigsaw reading – Passage 1**

Read the assigned text and complete the mind map with your partner.

**Sex Education essential for our young (P.88 Text 1)**

Glossary	Part of speech	Meaning and example
abandoned (line 1)	adj	left somewhere alone by the person looking after them e.g. I read a touching story about an abandoned
taboo (line4)	adj	that is avoided because it is considered offensive or embarrassing e.g. In some societies, divorce is taboo.
prevalent (line 4)	adj	something existing commonly e.g. Hunger and poverty are prevalent in many parts of the world.
romanticize (line 9)	v	to show things in a way that makes them seem better than they really are. e.g. It is easy to romanticize the past, but it is often wrong to do so.
addressed (line12)	v	having looked at a problem in order to solve it; addressed is the past participle of address e.g. The problem of drug abuse will be addressed at the next meeting.

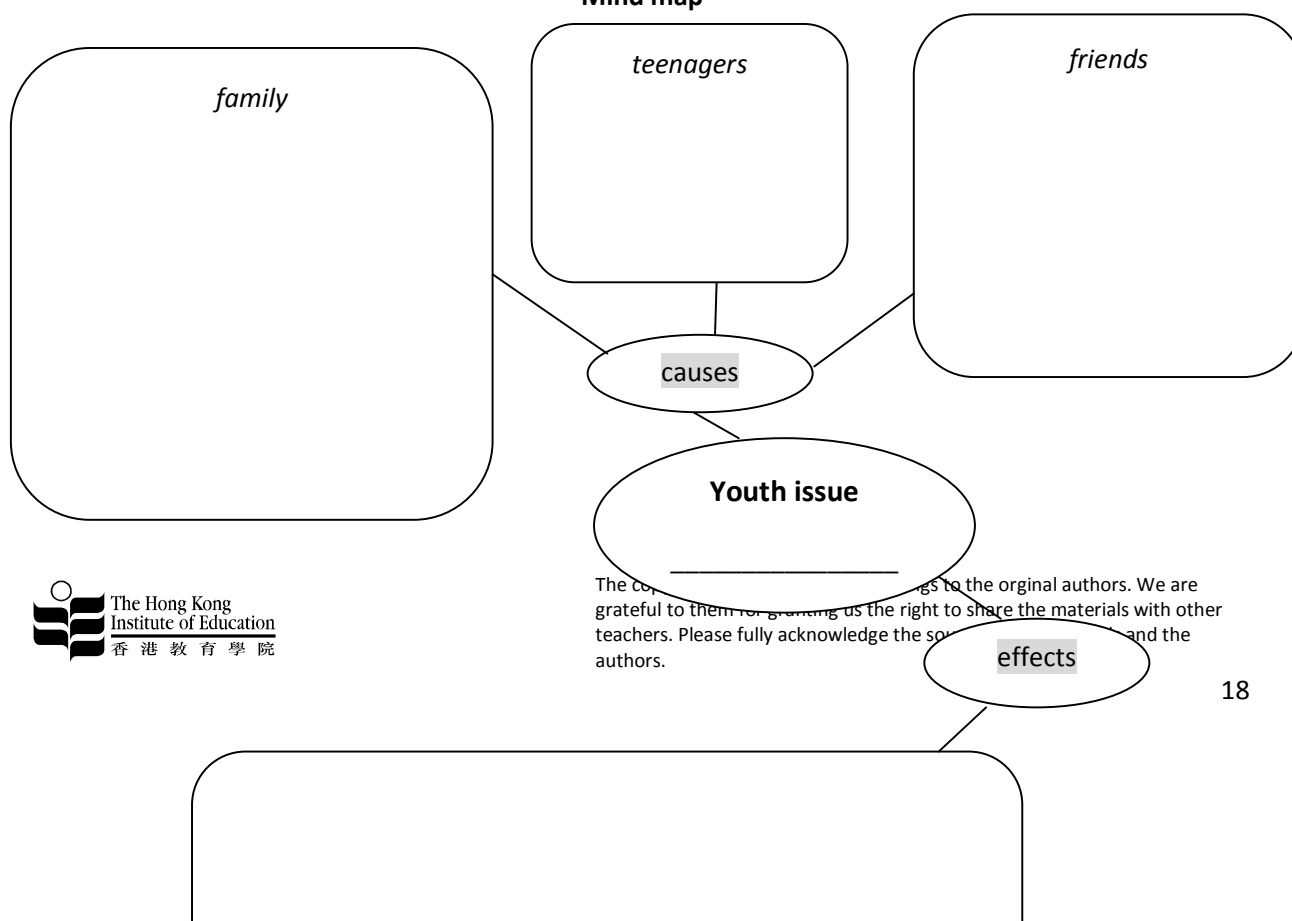
**Mind map**

**Jigsaw reading – Passage 2**

Read the assigned text and complete the mind map with your partner.

**Young night drifters in Hong Kong (P.89 Text 3)**

Glossary	Part of speech	Meaning and example
hectic (line 1)	adj	very busy or full of activity e.g. Things have been very hectic at school lately.
staying out (line 7)	ger phr	being away from home; the base form of staying is stay e.g. It would be better if you invited your friends home instead of staying out.
unruly (line 14)	adj	difficult to control or manage e.g. He struggled hard to control his unruly emotions.
over-controlling (line 26)	adj	being excessively strict about what should and should not be done e.g. As children grow older, they rebel against over-controlling parents.

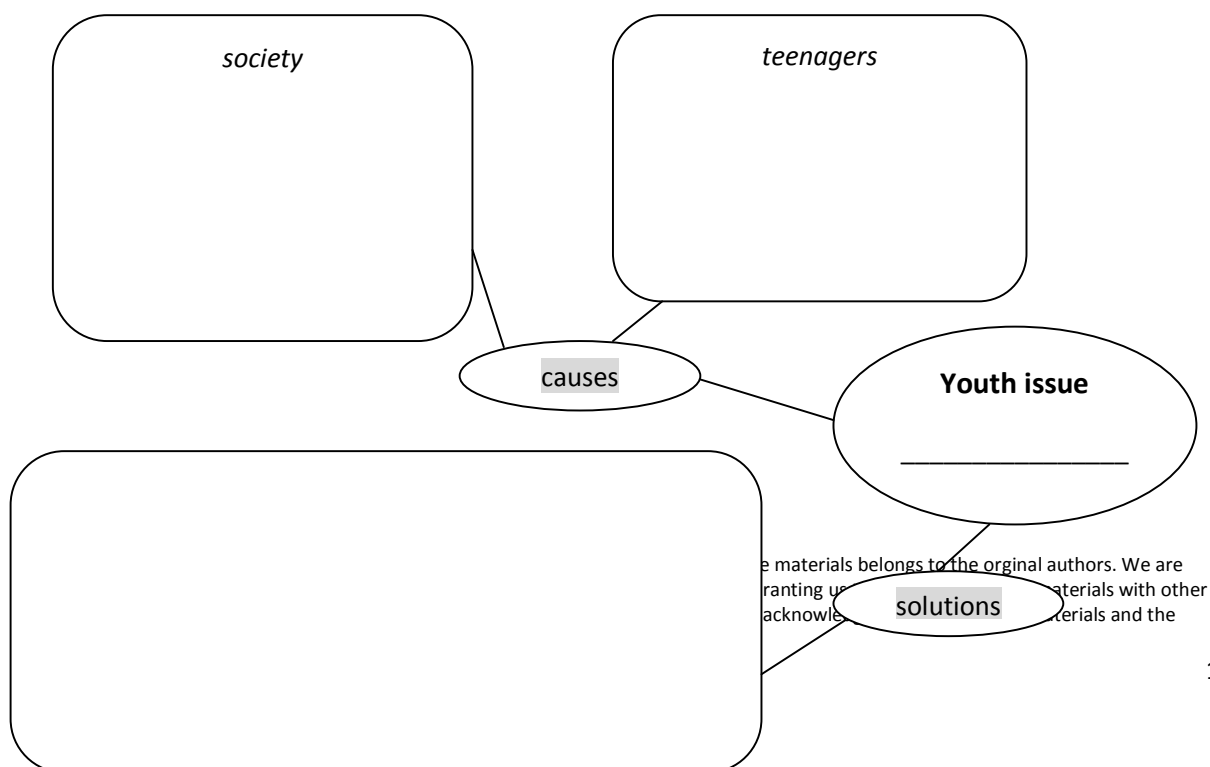
**Mind map**

**Jigsaw reading – Passage 3**

Read the assigned text and complete the mind map with your partner.

**90% surge in teenagers arrested for drug offences (P.90 Text 4)**

Glossary	Part of speech	Meaning and example
surge (title)	n	a sudden increase in the amount or number of something e.g. The recent surge in holiday-makers has put a strain on local hotels.
seizures (line 13)	n	when the police or government officers take away illegal goods, such as drugs; seizures is the plural form of seizure e.g. The police have made a number of seizures in recent weeks.
hauls (line 17)	n	a large amounts of illegal or stolen goods; hauls is the plural form of haul e.g. The hauls of weapons and ammunition were stored in large warehouses.
step up (line 21)	v phr	to increase the amount or frequency of something that is intended to achieve something e.g. We will step up the number of lessons so that you are fully prepared for the exam.
concern group (line 24)	n phr	people who work together to better the lives of those affected by a particular problem, condition or circumstance; groups is the plural form of group e.g. Local concern groups for the elderly have organized an exhibition this Sunday.

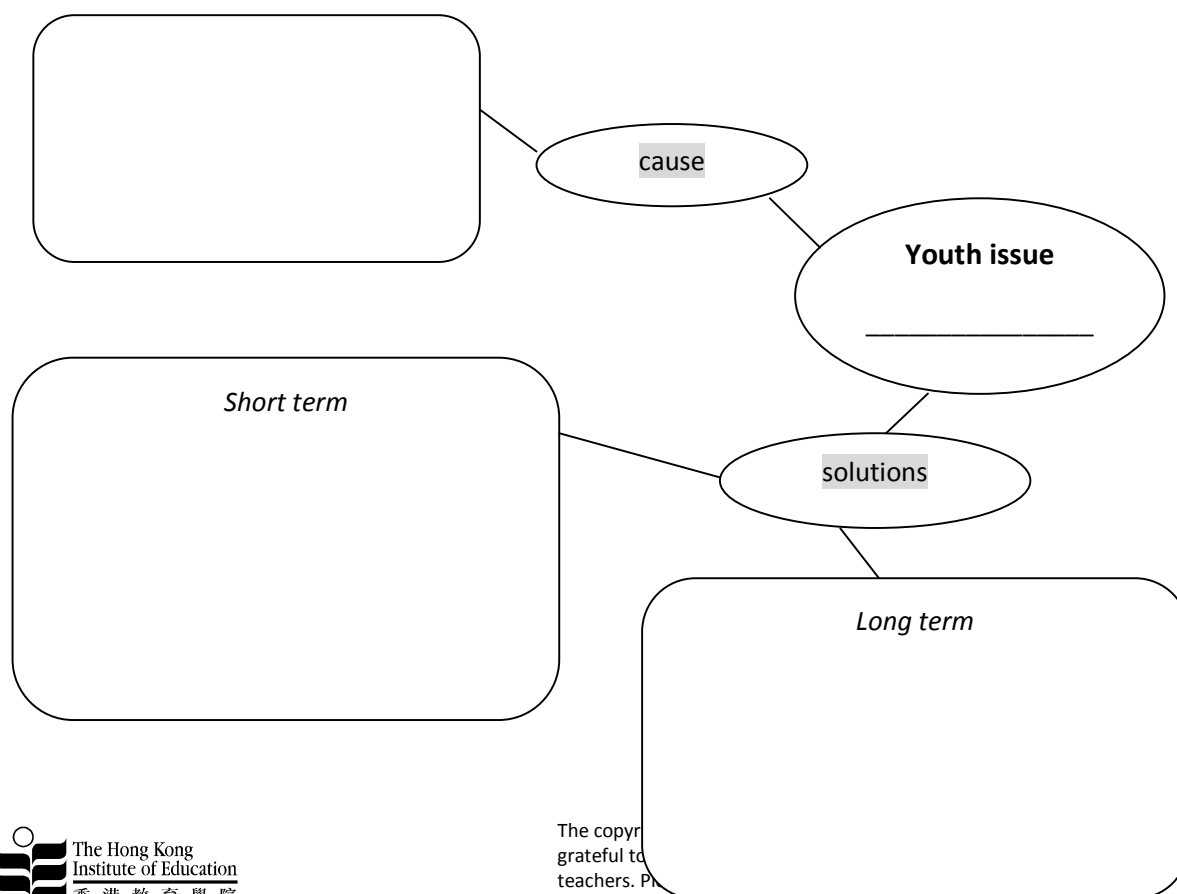
**Mind map**

**Jigsaw reading - Passage 4**

Read the assigned text and complete the mind map with your partner.

**How to tackle youth unemployment in Hong Kong (P.90 Text 5)**

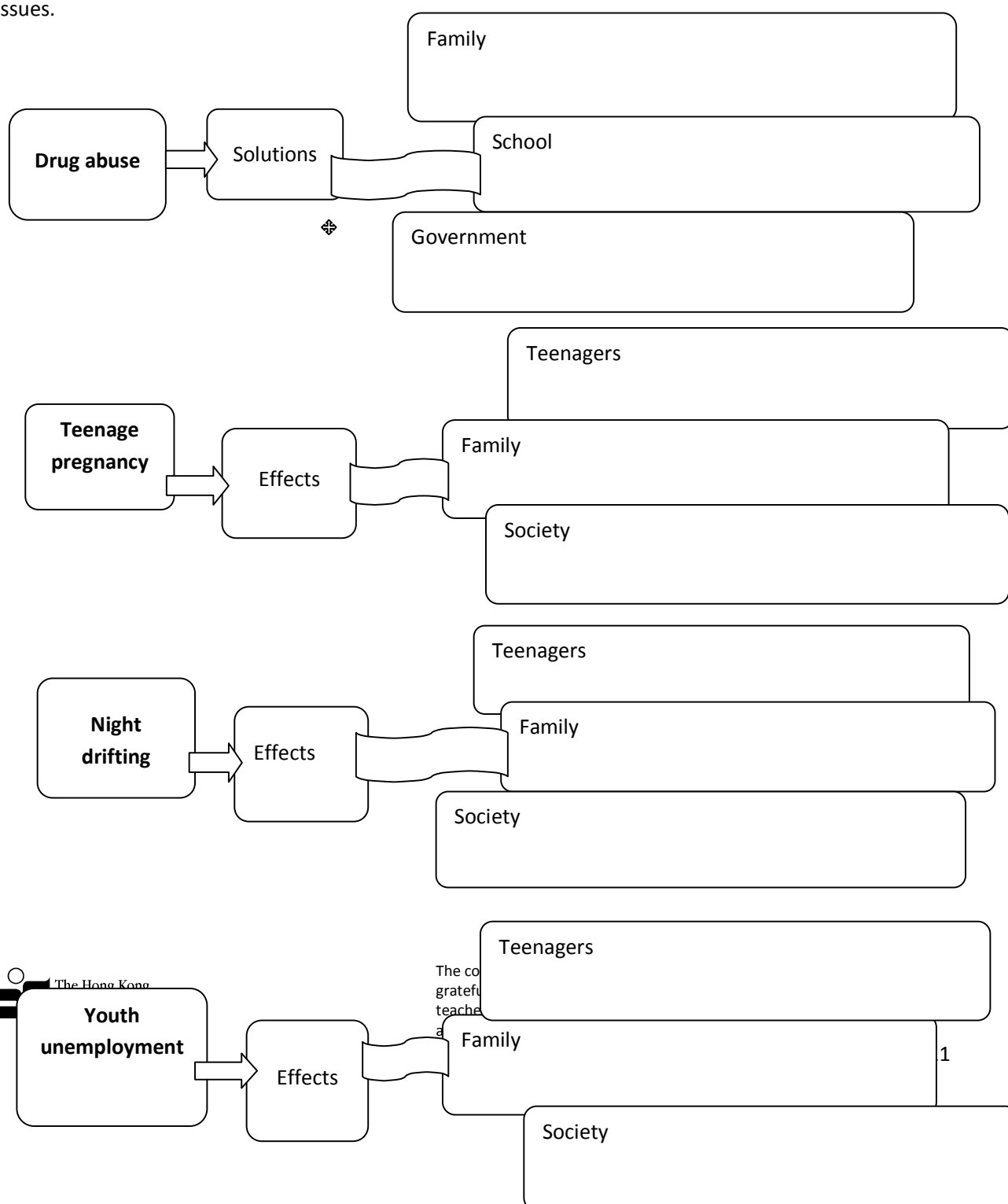
Glossary	Part of speech	Meaning and example
vocational training (line 13)	n phr	educational sessions that prepare someone for a job e.g. He learnt the important aspects of digital photography during his vocational training.
tertiary education (line 15)	n phr	education in colleges and universities e.g. The government has provided more funding for the development of tertiary education
asset (line 17)	n	people or things that are useful because they help to achieve or improve something; assets is the plural form of asset e.g. Justice and the rule of law are great assets to our society.

**Mind map**

## Youth Issues/ Worksheet 2a

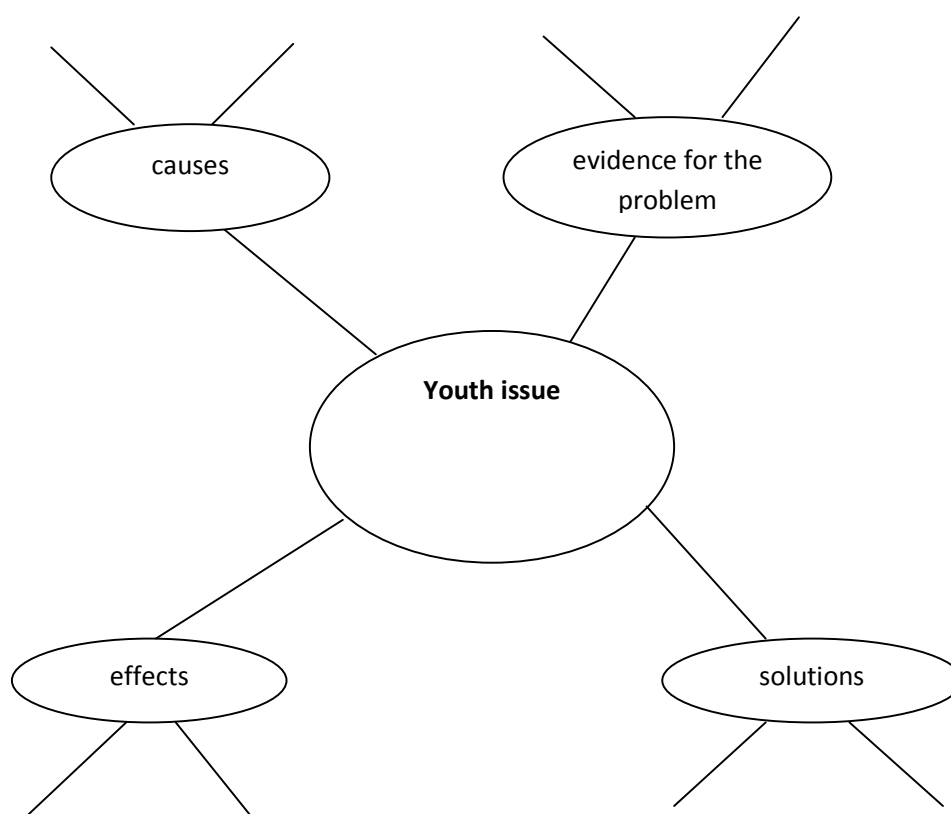
**Effects and Solutions to the youth issues**

Now please brainstorm some solutions to the drug abuse issue and some effects of the other three issues.



**Preparing a presentation**

- A) *Work in pairs. Choose a youth issue in Hong Kong that you want to raise people's awareness of. What do you know about the issue? Brainstorm ideas for the youth issue you are going to present. First, please write down the causes, effects and solutions in the mind map.*

**Mind map of a youth issue for oral presentation**

*B) Research some facts and other information about the issue and add it to the mind map.*

### Writing up notes for the group presentation

*A. You are going to give a four-minute presentation on the above topic. Decide with your partner who will give each part of the presentation. Then write notes for the presentation on the note sheet. Use your notes from the mind map to help you.*

### Note sheet for the group presentation

**Issue :**

**Introduction :**

**Body:**

**Conclusion:**

*B. Rehearse with your partner the presentation. Time your presentation as well. Check with each other whether you have enough eye contact.*

*C. Work together with another pair. Take turns to give your presentation to each other.*



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- D. After listening to the presentation, complete the peer assessment form and give feedback to each other.*

### Writing up notes for the individual presentation

- A. *You are going to give a two-minute individual presentation on a topic of your choice. Think of the information you want to include. Then write notes for the presentation on the note sheet.*

### Note sheet for the individual presentation

**Issue :**

**Introduction :**

**Body:**

**Conclusion:**

- B. *Rehearse the presentation. Refer to the peer assessment form for your previous presentation to make improvements in the presentation skills.*
- C. *Get into groups of four and take turns to present the issue to one another.*
- D. *After listening to each presentation, complete the peer assessment form and give feedback to one another.*

## Peer assessment form for group presentation

After listening to the presentation of your classmates, please give some feedback to them with the help of the following assessment form. Tick one box for 1-10 and answer questions 11.

	Well done	Satisfactory	Needs improvement
1. The presentation included the important details of a youth issue in Hong Kong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presentation was clearly structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The transition point in the presentation was clearly signalled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The speakers used persuasive language effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speakers made effectively use of pauses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The pronunciation is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The speakers used body language effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The intonation was natural.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The volume and pace was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The speakers collaborated well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How can the presentation be improved?			

### Peer assessment form for individual presentation

After listening to the presentation of your classmate, please give some feedback to him/her with the help of the following assessment form. Tick one box for 1-9 and answer questions 10.

	Well done	Satisfactory	Needs improvement
1. The presentation included the important details of a youth issue in Hong Kong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presentation was clearly structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The transition point in the presentation was clearly signalled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The speakers used persuasive language effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speakers made effectively use of pauses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The pronunciation is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The speakers used body language effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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So is there anything we can do to protect these vulnerable young people? Some argue that there isn't, because any initiatives would involve interfering in these countries' economies and cultural practices. However, can anyone with a conscience really accept this argument? [pause] I don't think so. To help these 218 million children around the world, we must stamp out child agricultural labour and we must keep lobbying governments to change their labour laws. To fail to do so would be to fail our young people.

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First pause: \_\_\_\_\_

Second pause: \_\_\_\_\_

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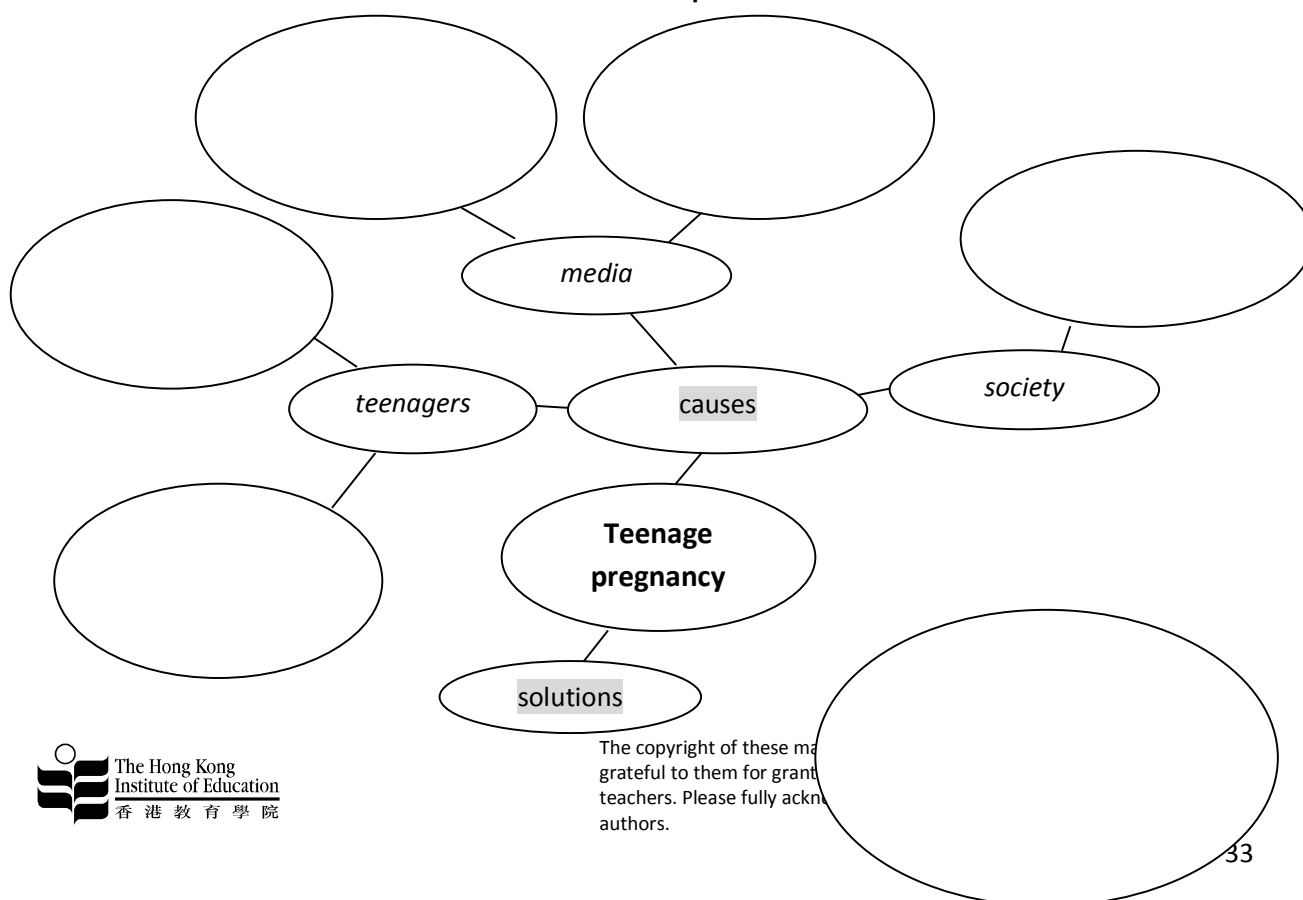


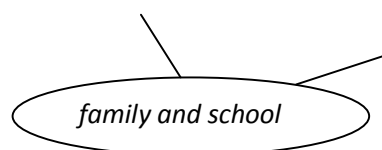
**Jigsaw reading - Passage 1**

Read the assigned text and complete the mind map with your partner.

**Sex education essential for our young**

Glossary	Part of speech	Meaning and example
abandoned (line 1)	adj	left somewhere alone by the person looking after them e.g. I read a touching story about an abandoned
taboo (line 4)	adj	that is avoided because it is considered offensive or embarrassing e.g. In some societies, divorce is taboo.
romanticize (line 8)	v	to show things in a way that makes them seem better than they really are. e.g. It is easy to romanticize the past, but it is often wrong to do so.
parenthood (line 8)	n	the state of being a parent e.g. The main responsibility of parenthood is to provide good care and love for them.
address (line 8)	v	having looked at a problem in order to solve it e.g. The problem of drug abuse will be addressed at the next meeting.
encounter (line 9)	v	to experience something that is unpleasant or difficult e.g. We encountered a number of difficulties in the first week of my job.

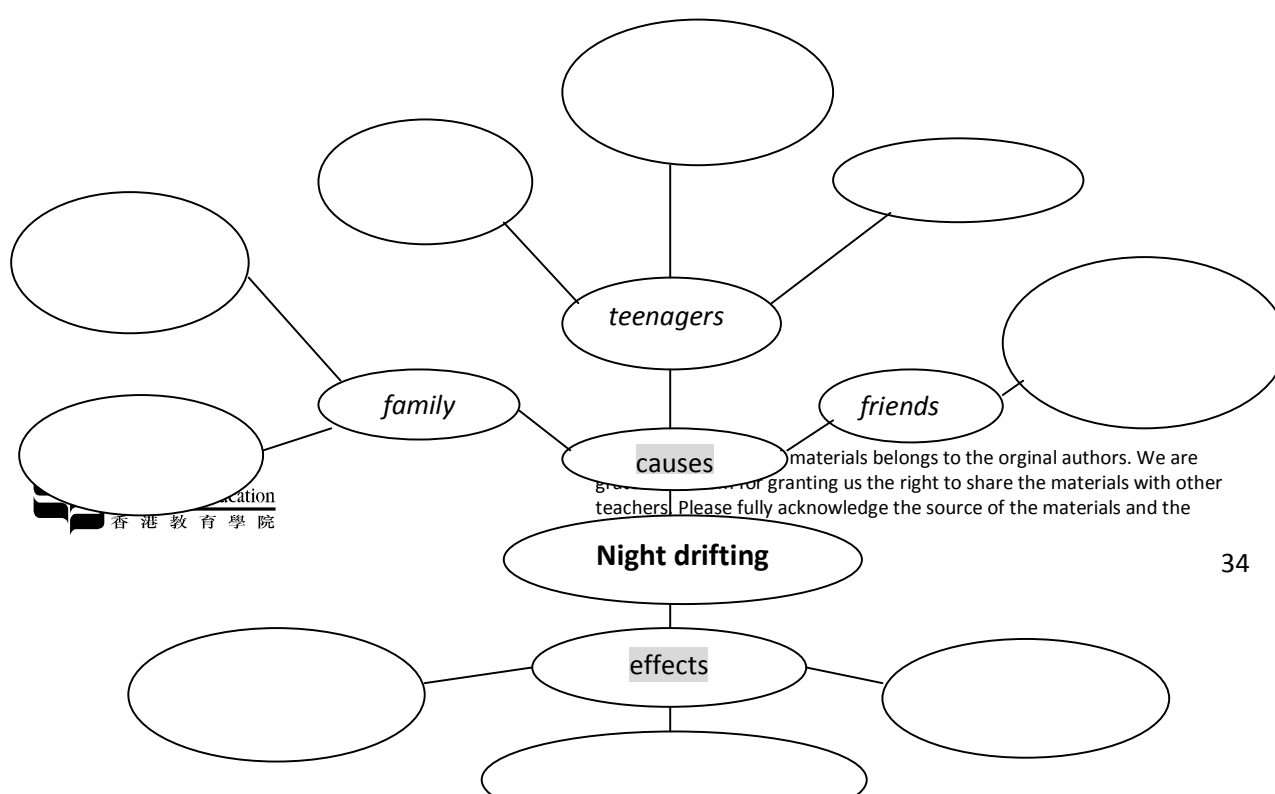
**Mind map**

**Jigsaw reading – Passage 2**

Read the assigned text and complete the mind map with your partner.

**Young night drifters in Hong Kong**

Glossary	Part of speech	Meaning and example
hanging out (line 1)	v phrase	spend a lot of time in a place; hang is the basic form of hanging e.g Teenagers like to hang out at shopping malls after school.
unruly (line12)	adj	difficult to control or manage e.g. He struggled hard to control his unruly emotions.
independence (line17)	n	the ability to live your life without being helped or influenced by other e.g. Adolescents always want independence and they do not want to be controlled by others.
abuse (line 18)	v	to use wrongly or improperly e.g. He abused his position as supervisor by giving jobs to his friends.

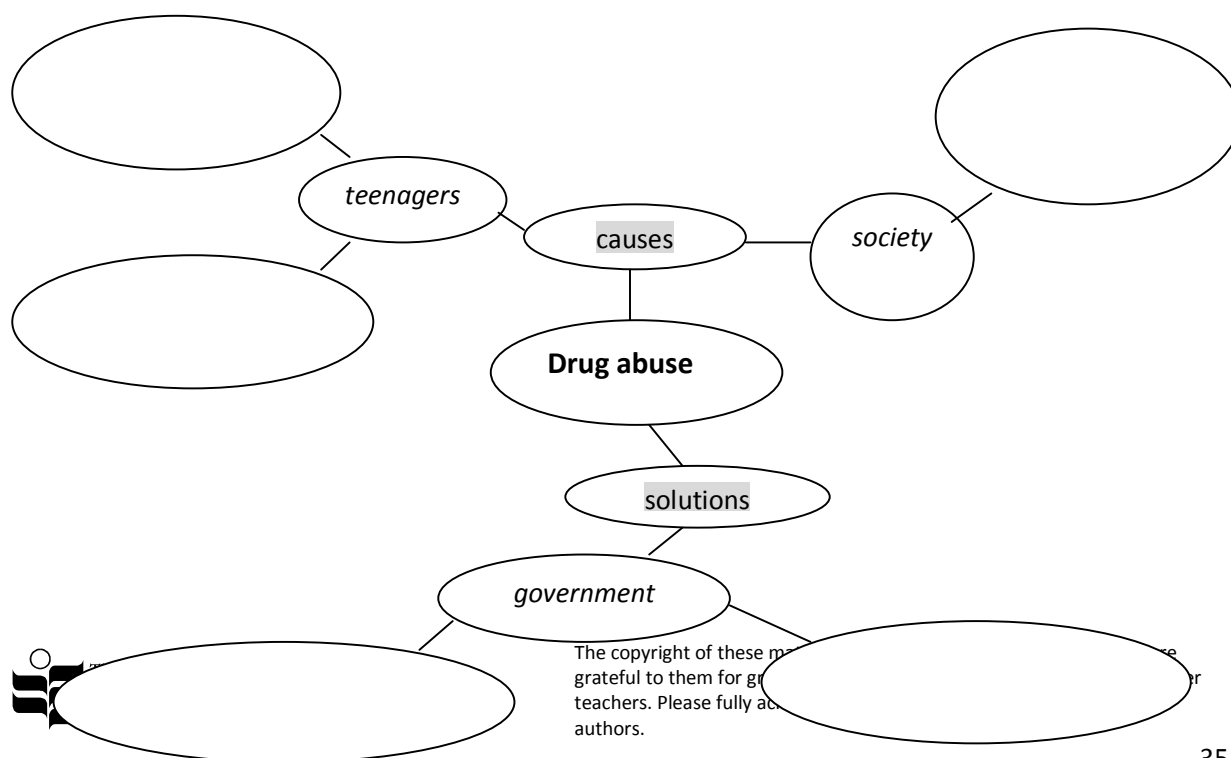
**Mind map**

**Jigsaw reading - Passage**

Read the assigned text and complete the mind map with your partner.

**90% surge in teenagers arrested for drug offences**

Glossary	Part of speech	Meaning and example
urge (title)	n	a sudden increase in the amount or number of something e.g. The recent surge in holiday-makers has put a strain on local hotels.
tackle (title)	v	To make determined effort to deal with a difficult problem or situation e.g. The government is determined to tackle inflation.
concern group (line 14)	n phr	people who work together to better the lives of those affected by a particular problem, condition or circumstance; groups is the plural form of group e.g. Local concern groups for the elderly have organized an exhibition this Sunday.
no big deal (line 21)	n. phr	to say that something is not important or not a problem. e.g. If I don't win, it's no big deal.

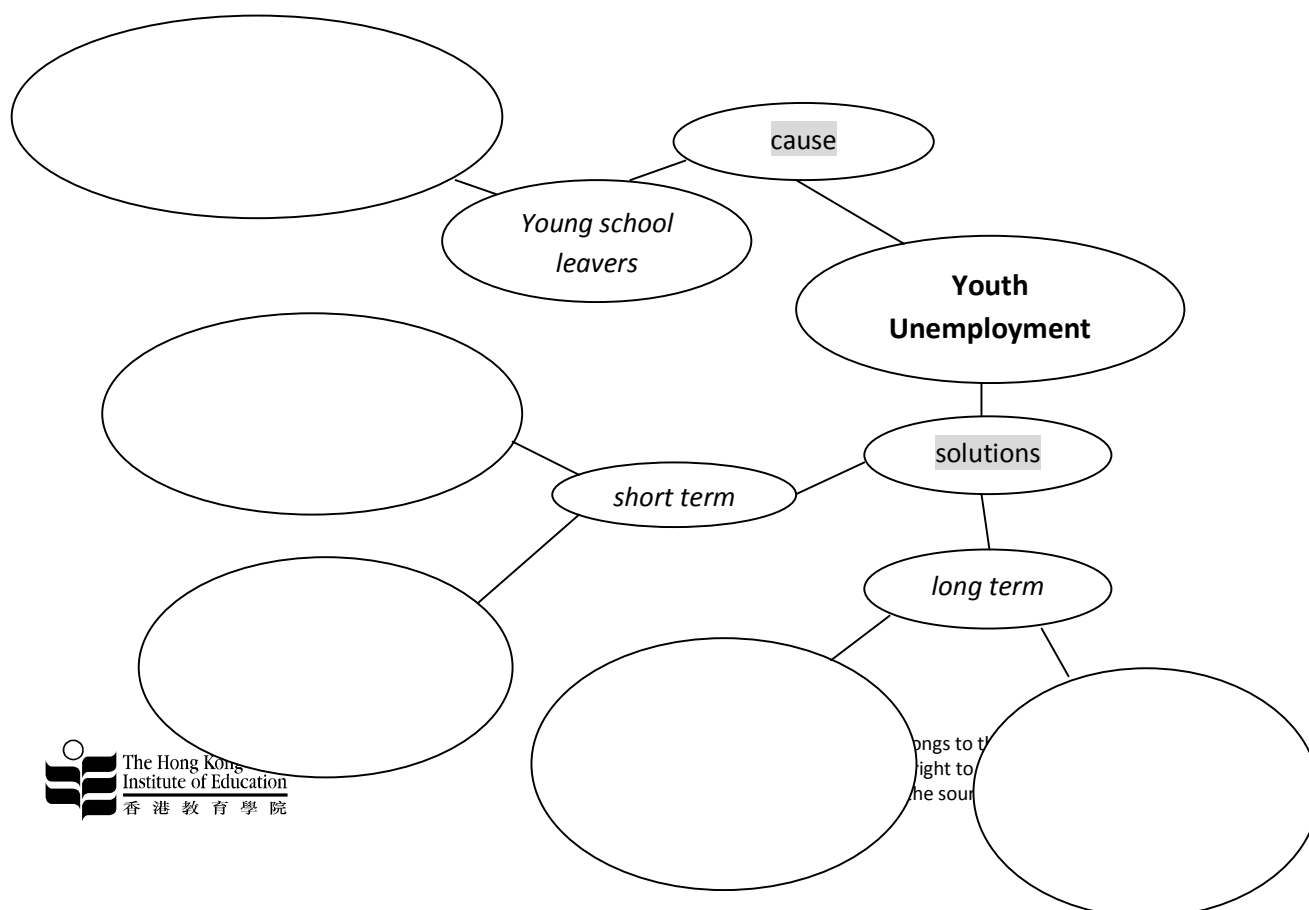
**Mind map**

**Jigsaw reading - Passage 4**

Read the assigned text and complete the mind map with your partner.

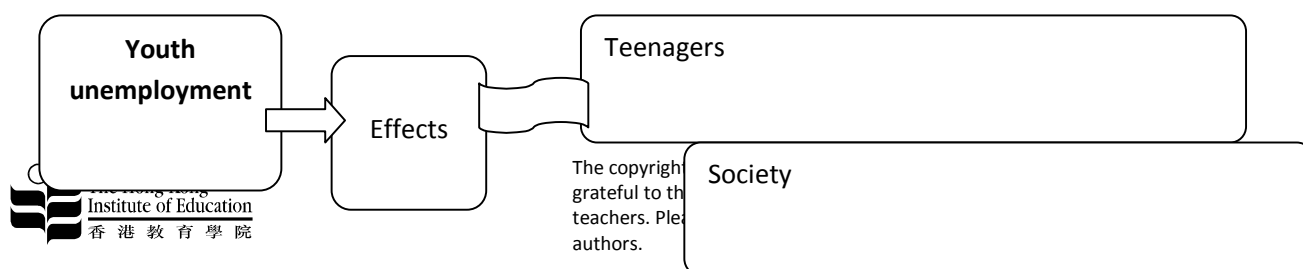
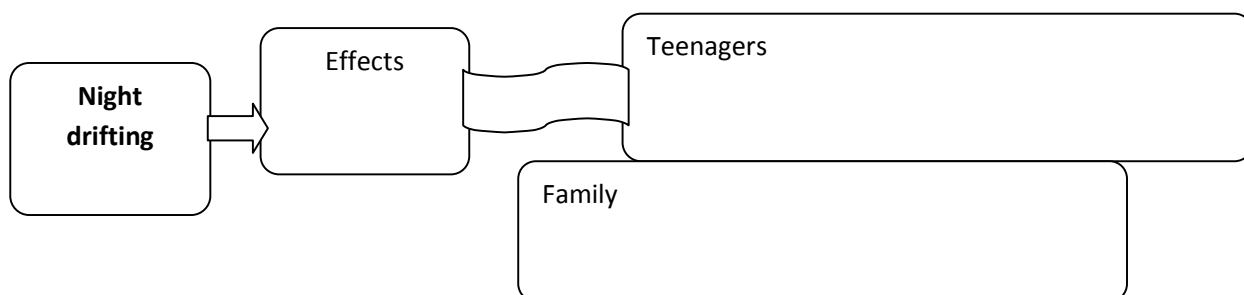
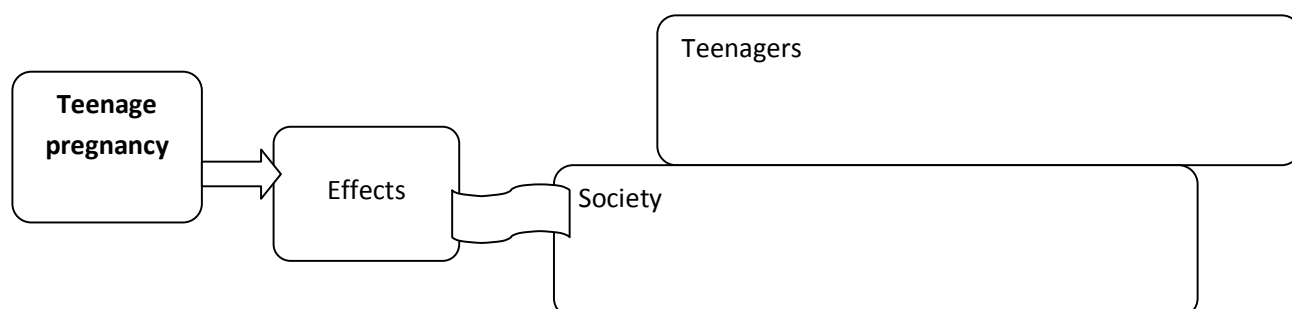
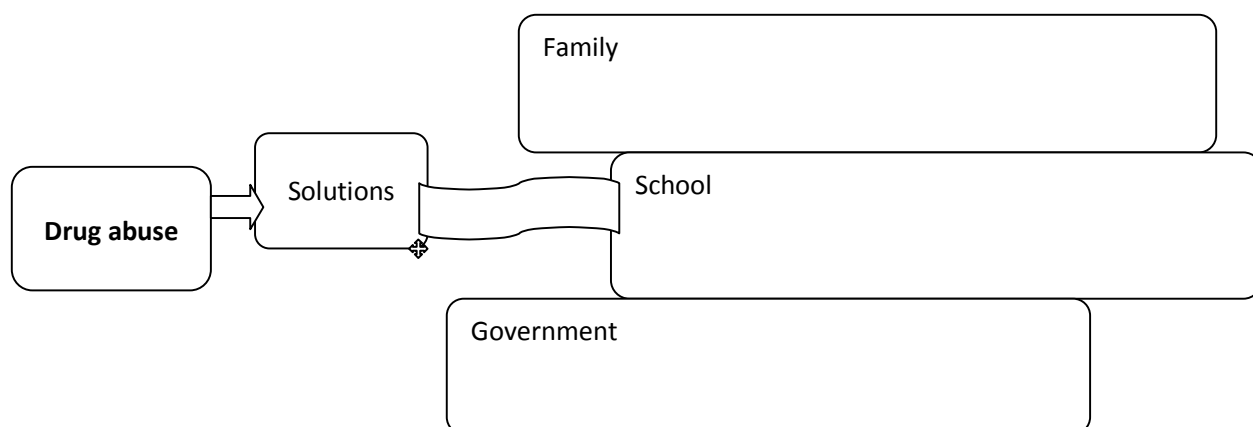
**How to tackle youth unemployment in Hong Kong****Text 5 (p.90)**

Glossary	Part of speech	Meaning and example
strengthen (line 4)	v	to make something stronger e.g. Repairs are necessary to strengthen the bridge.
catering (line 6)	n	the work of providing food and drinks for meetings or social events e.g. Who did the catering for your son's wedding?
tertiary education (line 10)	n phr	education in colleges and universities e.g. The government has provided more funding for the development of tertiary education
contribute	v	To help something e.g. The prefects contribute to school discipline by patrolling during recess time.

**Mind map**

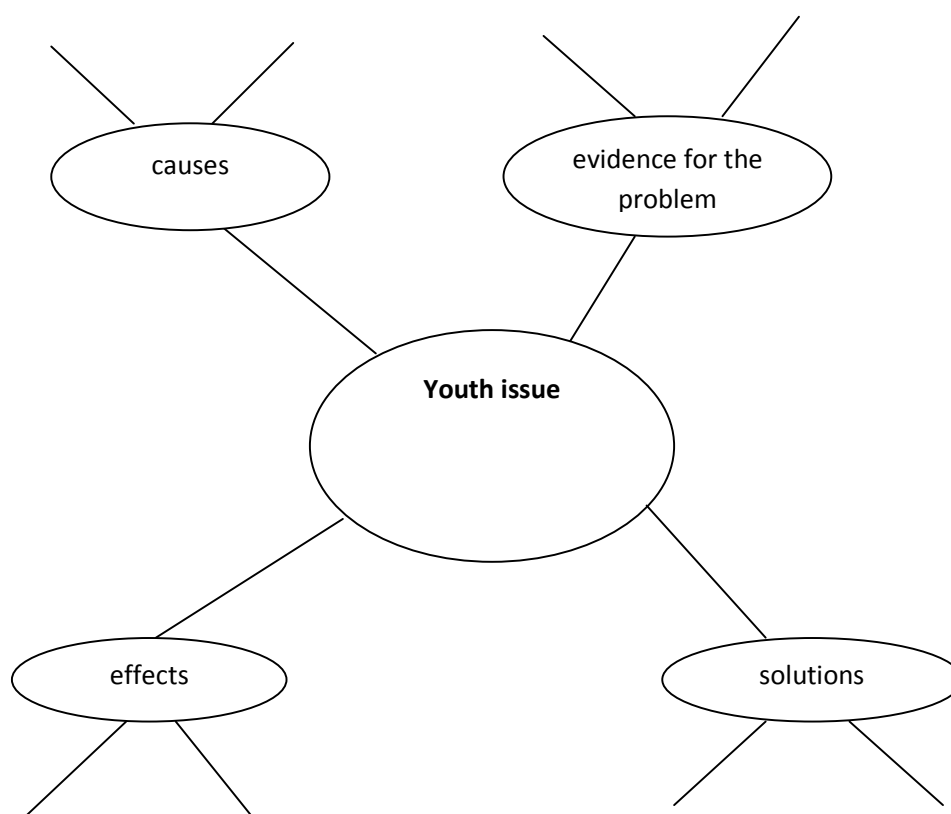
**Effects and Solutions to the issues**

Now please brainstorm some solutions to the drug abuse issue and some effects of the other three issues.



**Preparing a presentation**

- C) *Work in pairs. Choose a youth issue in Hong Kong that you want to raise people's awareness of. What do you know about the issue? Brainstorm ideas for the youth issue you are going to present. First, please write down the causes, effects and solutions in the mind map.*

**Mind map of a youth issue for oral presentation**

*D) Research some facts and other information about the issue and add it to the mind map.*

### Writing up notes for the group presentation

*E. You are going to give a four-minute presentation on the above topic. Decide with your partner who will give each part of the presentation. Then write notes for the presentation on the note sheet. Use your notes from the mind map to help you.*

### Note sheet for the group presentation

**Issue :**

**Greeting :**

**Introduction :**

*Evidence of the problem*

**Body:**

*Causes*

**Conclusion:**

*Solutions*

**Closing:**

*F. Rehearse with your partner the presentation. Time your presentation as well. Check with each other whether you have enough eye contact.*

*G. Work together with another pair. Take turns to give your presentation to each other.*



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- H. After listening to the presentation, complete the peer assessment form and give feedback to each other.*

### Writing up notes for the individual presentation

- A. *You are going to give a two-minute individual presentation on the issue you have just. Choose the information you want to present. Then write notes for the presentation on the note sheet. Use your notes from the mind map to help you.*

### Note sheet for the individual presentation

**Issue :**

**Greeting :**

**Introduction :**

*Evidence of the problem*

**Body:**

*Causes*

**Conclusion:**

*Solutions*

**Closing:**

- B. *Rehearse the presentation. Refer to the peer assessment form for your previous presentation to make improvements in the presentation skills.*

- C. *Get into groups of four and take turns to present the issue to one another.*

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- D. After listening to each presentation, complete the peer assessment form and give feedback to one another.*

## Peer assessment form for group presentation

After listening to the presentation of your classmates, please give some feedback to them with the help of the following assessment form. Tick one box for 1-10 and answer questions 11.

	Well done	Satisfactory	Needs improvement
1. The presentation included evidence, causes, effects and solutions to a youth issue in Hong Kong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presentation was clearly structured with a greeting, an introduction, a body, a conclusion and a closing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The transition point in the presentation was clearly signalled by using firstly, secondly, finally or other connectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The speakers used persuasive language effectively with shocking statements, rhetorical questions or emotive language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speakers made effectively use of pauses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9. The volume and pace was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The speakers collaborated well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How can the presentation be improved?			



### Peer assessment form for the individual presentation

After listening to the presentation of your classmate, please give some feedback to him/her with the help of the following assessment form. Tick one box for 1-9 and answer questions 10.

	Well done	Satisfactory	Needs improvement
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## Teacher's note

Jigsaw reading

Answers to mind-maps

### ***Passage 1: Sex education essential for our young***

**Youth issue:** teenage pregnancy

#### **Causes:**

- Society - sex is considered taboo
- Media - romanticize parenthood
- fail to address financial and emotional problems that teen mothers frequently encounter
- Teenagers - poor knowledge of birth control
- poor attitude towards sexual relationships

#### **Solutions:**

Family and school should establish a dialogue with teenagers about safe and responsible sexual behavior

### ***Passage 2: Young night drifters in Hong Kong***

**Youth issue:** Night drifting

#### **Causes:**

- Family - family conflicts (parents quarrel), parents having night shifts and sleeping all the time
- Teenagers - feel bored at home; want independence; look for excitement
- Friends - lot of friends always chat with them

#### **Effects:**

Drinking  
Taking drugs  
Getting involved in prostitution or triad activities

### ***Passage 3: 90% surge in teenagers arrested for drug offences***

**Youth issue:** Drug abuse

#### **Causes:**

- Society - a free and open society

Catering for Learner Diversity in English Language Teaching

- Teenagers - eager to try new things  
- like excitement

**Solutions:**

- Government - improve law enforcement  
increase drug education

***Passage 4: How to tackle youth unemployment in Hong Kong***

**Youth issue:** Youth unemployment

**Causes:**

- Teenagers - lack skills and experience

**Solutions:**

- Short term - strengthen the development of industries which typically provide opportunities for young school leavers with limited education  
- develop district-level enterprises  
Long term - raise the level of education among young people  
- expand tertiary education

**Structure and linguistic features of a presentation (Longman Elect Theme Book P.101)**



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First pause: to encourage listeners to think about the shocking statements he has just made  
Second pause: to encourage listeners to think about the answer to the rhetorical question

introduction

body

conclusion

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