

Catering for Learner Diversity in English Language Learning**Unit Plan****Background****Catering for Learning Diversities**

Under the curriculum of the New Senior Secondary, teachers have to face learners' greater learning diversities. Students have different interests, motivations, aspirations, abilities, learning styles and achievements and intelligences. Teachers can cater for students' learning diversities with our curriculum planning, students' supports, and teaching and learning activities.

Topic: Youth Issue (1) Night drifting & (2) Sex Education

We have designed a unit plan to suit the needs of two groups of Secondary 4 learners who are studying in a Band Two school and a Band Three school.

Highlight:

- (1) Students will read one passage about 'Night drifting' and one passage about 'Sex Education'. The instruction modes will be different for high achievers and low achievers. For example, **Jigsaw reading activities, the mixed ability groupings, more students' supports and simplified texts are adopted.**
- (2) Next, they will have some oral activities about some teenagers' problems. Mind maps will be useful for organizing ideas for low achievers.
- (3) High achievers will write a letter to an editor. Low achievers will write a letter of advice with more language supports.

Target group: S4 students of a Band Two school and a Band Three school

Textbooks: Longman Elect New Senior Secondary Theme Book

Text types:

newspaper articles, newspaper column, a letter of an advice, a letter to the editor and mind maps

Detailed Unit Plan, objectives and teaching and learning activities

	Difficult Version Band Two School	Simplified Version Band Three School
Theme & No. of lesson(s)	1(Building up vocabulary)	1(Building up vocabulary)
Objectives:	<ol style="list-style-type: none"> 1. list eleven teenagers' problems 2. fill in WS 1 with the above eleven teenagers' problems 3. fill in WS 2 with the target vocabulary about Passage 1 (Fewer Glossary will be provided) 	<ol style="list-style-type: none"> 1. list eight teenagers' problems 2. fill in WS 1 with the above eleven teenagers' problems 3. fill in WS 2 with the target vocabulary about Passage 1 (Work in pairs. Each student will answer fewer questions) (More detailed Glossary will be provided-More students' support)
Teaching /Learning activities :	1. Teacher elicits students' previous knowledge about teenagers' problems using WS 1 (11 problems)	1. Teacher elicits students' previous knowledge about teenagers' problems using WS 1 (8 problems)

	2. Teacher will highlight some key vocabulary about the passage. On WS 2, a simple glossary table will be provided. After teaching the target vocabulary, students fill in WS 2 by applying the target vocabulary about the passage.	2. Teacher will highlight some key vocabulary about the passage. On WS 2, a detailed glossary table will be provided. After teaching the target vocabulary, students will <u>work in pairs</u> and fill in WS 2 by applying the target vocabulary about the passage. On WS 2, each student will answer fewer questions because he/her will work with a partner.
Materials	WS 1 and WS 2	WS1 and WS 2
Learning skill to be developed	Reading and learning vocabulary	Reading and learning vocabulary
Generic skill to be developed	Communication skill	Collaboration skill Communication skill
Multiple Intelligence to be developed	Verbal-linguistic	Verbal-linguistic

	Difficult Version Band Two School	Simplified Version Band Three School
Theme/ No. of lessons	2 (Reading Passage)	2 (Reading Passage)
Objectives:	1. Read Passage 1-‘Young night drifters in Hong Kong. (Difficult version) 2. Answer eight reading questions on WS3.	1. Read Passage 1-‘Young night drifters in Hong Kong. (Simplified version) 2. In a group of three, each student will only answer 2 to 3 questions only on WS3.
Teaching /Learning activities :	1. Students can still use their simple Glossary table on WS 2. 2. Next, each student will read Passage 1 individually. (Silent Reading) 3. They answer all <u>eight reading questions</u> on WS3. They will have to answer all questions in <u>complete sentences</u> .	1. Students can still use their detailed Glossary table on WS2. 2. Jigsaw reading will be adopted. In a group of three. Each student read the different parts of simplified Passage 1. 3. In a group of three, each students will only answer <u>2 to 3 questions</u> only on WS3 They have to jot down partners’ answers by <u>drawing pictures</u> or <u>short answers</u> .
Materials	WS 3 + Difficult Passage 1	WS3 + Simplified Passage 1
Learning skill to be developed	Reading and writing	Reading, writing and listening
Generic skills to be developed	Study skill and Problem-solving skill	Collaboration skill Communication skill Study skill
Multiple Intelligence to be developed	Verbal-linguistic	Verbal-linguistic Interpersonal

	Difficult Version Band Two School	Simplified Version Band Three School
Theme/ No. of lessons	2 (Discussion Task)	2 (Discussion Task)
Objectives:	1. Discuss teenagers' problems with the target vocabulary.	1. Discuss teenagers' problems with the target vocabulary.
Teaching /Learning activities :	<p>1. Students discuss teenagers' problems. (Causes, consequences and methods) WS 4</p> <p>Preparation Time : 10 minutes Discussion Time : 8 minutes</p> <p>2. After the discussion, they will write their partners' ideas on WS 5. The discussion ideas will be useful for their later writing task. (WS 5) (Language support: WS1 and WS2)</p>	<p>Preparation Time for the discussion : 15 minutes (Group Work for brainstorming ideas) WS 4</p> <p>1. Students need to do a mind map on WS 4 in five minutes individually</p> <p>2. Next, they share their ideas with three partners in five minutes. (Group Work)</p> <p>3. Later, each student revises his/her mind map in five minutes.</p> <p>Discussion Time : 8 minutes for 4 Students</p> <p>4. Finally, students have to discuss with their partners.</p> <p>5. After the discussion, they will write their partners' ideas on WS 5. The discussion ideas will be useful for their later writing task. (WS 5) (Language support: Vocabulary List, WS1 and WS2)</p>
Materials	<p>WS 4 and WS 5</p> <p>Previous reference : WS 1 and WS 2 Vocabulary support</p>	<p>WS4 (Mind map) + WS 5</p> <p>Previous reference : WS 1 and WS 2 Vocabulary support</p>
Learning skill to be developed	Speaking, writing and listening	Speaking, writing and listening
Generic skills to be developed	<p>Study skill</p> <p>Problem-solving skill</p> <p>Collaboration skill</p> <p>Communication skill</p>	<p>Collaboration skill</p> <p>Communication skill</p> <p>Study skill</p> <p>Problem-solving skill</p>
Multiple Intelligence to be developed	<p>Verbal-linguistic</p> <p>Interpersonal</p>	<p>Verbal-linguistic</p> <p>Interpersonal</p>

	Difficult Version Band Two School	Simplified Version Band Three School
Theme/ No. of lessons	2 (Writing Task)	2 (Writing Task)
Objectives:	1. Revise the format of a letter to the editor	1. Revise the format of a letter of advice WS 6

	<p>WS 6</p> <p>2. Write a letter to the editor (Teenagers' problems : Causes, consequences and methods) WS7</p>	<p>2. Write a letter of advice (A friend's teenage problems : Causes, effect and methods) WS7</p>
Teaching /Learning activities :	<p>1. Teacher revises the format of a letter to the editor. (WS6)</p> <p>2. With the language support (WS 1 and WS2) and their discussion, each student will write his/her letter to the editor of SCMP. (WS7)</p>	<p>1. Teacher revises the format of a letter of advice (WS6)</p> <p>2. With the language support (WS 1 and WS2), <u>their discussion on WS5</u> and a <u>comprehensive mind map</u>, each student will write his/her letter of advice. (WS7)</p>
Materials	<p>WS 6 +WS 7</p> <p>Previous support: WS 4 & WS 5 for ideas WS1 and WS 2 for vocab.</p>	<p>WS6 + WS 7</p> <p>Previous language support: WS 4-Mind map & WS 5 for ideas WS1 and WS 2 for vocab.</p>
Learning skill to be developed	Reading, writing and listening	Reading, writing and listening
Generic skills to be developed	Study skill, Problem-solving skill, analysis skill and selecting useful information	Study skill, Problem-solving skill, analysis skill and selecting useful information
Multiple Intelligence to be developed	Verbal-linguistic Interpersonal	Verbal-linguistic Interpersonal

	Difficult Version Band Two School	Simplified Version Band Three School
Theme & No. of lesson(s)	2 (Reading, Post-reading Vocabulary Building, Speaking – Group Interactions)	2 (Pre-reading Vocabulary Building and Reading)
Objectives:	<ol style="list-style-type: none"> 1. predict the meanings of words from a reading context 2. extract information from the reading text 3. write short paragraphs to express their own opinions 4. exchange ideas verbally with peers 5. make use of students' world knowledge to answer questions aiming at higher-order thinking 6. practise jigsaw reading with the use of authentic newspaper articles 	<ol style="list-style-type: none"> 1. practise dictionary skills for independent learning 2. create sentences using the words learnt previously 3. extract information from the reading text 4. exchange ideas verbally with peers 5. make use of students' world knowledge to answer questions aiming at higher-order thinking
Teaching /Learning activities :	<ol style="list-style-type: none"> 1. Students read the text and predict the meanings of the target vocabulary from the reading context. More support is given by giving extra sentences. 2. Students read the more difficult version of the text (newspaper column). The text is longer and more difficult lexically and syntactically. 3. Students answer the factual comprehension questions individually. 4. Students write short paragraphs to express their own opinions. 5. In groups of 3-4, students exchange their opinions verbally. 6. In groups of 3-4, students attempt the extended comprehension questions aiming at higher order thinking. 7. Students read the extended reading text (i.e. newspaper articles from the Standard) and share information in groups of 3-4. 8. Based on the information from the newspaper article, students discuss questions which prepare them for the proceeding writing task. 9. Group interactions skills are also practiced. 	<ol style="list-style-type: none"> 1. Students learn the target vocabulary with the use of dictionary. They should be aware of the parts of speech and how the words are used in sentences. 2. Students write sentences by applying the words learnt previously. 3. Students read the simplified version of the text (newspaper column). 4. In pairs, students answer the factual comprehension questions. 5. Students share their agreements or disagreements with their partners verbally. 6. Teachers elicit answers for the extended comprehension questions aiming at higher order thinking.
Materials	WS (p.1-8)	WS (p.21-23)

Learning skill to be developed	Vocabulary Building Reading Speaking	Vocabulary Building Reading
Generic skill to be developed	Communication skill Problem-solving skill Analysis skill	Study skill Collaboration skill Communication skill
Multiple Intelligence to be developed	Verbal-linguistic Interpersonal	Verbal-linguistic Interpersonal

	Difficult Version Band Two School	Simplified Version Band Three School
Theme & No. of lesson(s)	4 (Writing, reading and speaking)	4 (Writing and reading)
Objectives:	<ol style="list-style-type: none"> 1. learn writing letters to the editor in sentence, paragraph and whole text level 2. internalise the language and style for writing letters to the editor 3. analyse the main ideas of a newspaper article and extract information from the text 4. practice writing letters to the editor 	<ol style="list-style-type: none"> 1. analyse the problems in a personal letter 2. formulate advice using a mind map 3. draft the main ideas for the letter of advice 4. learn the language patterns for giving advice 5. practice writing personal letters to give advice
Teaching /Learning activities :	<ol style="list-style-type: none"> 1. Students learn to write the opening and closing paragraphs for letters to the editor. They also learn the expressions for giving their personal opinions, stating reasons and results, giving examples and suggestions. 2. Students learn to write topic sentences which help them to organize their letters. 3. Students practise developing paragraphs for argumentative essays. 4. Students learn coherence by looking at the cohesive devices in different paragraphs. 5. Students read relevant newspaper articles adapted from English Street and extract information for the assigned writing topic. 6. Students write their own letters to the editor. In pairs, students do peer editing before they submit their writing tasks. 7. As a post-writing task, a sample letter is read. In groups of 3-4, students evaluate the sample. They 	<ol style="list-style-type: none"> 1. With the teacher's guidance, students read the personal letter and analyze the problems in a mind map. 2. In pairs, students share their advice to solve the problems. 3. Teacher elicits students' advice and lists their ideas on board. 4. 10 minutes is given for students to think of sensible advice and the layout of their letters of advice. 5. Students learn the language patterns for giving opinions and making suggestions. 6. The layout and style of letters of advice are revised using the matching task. 7. Students write their own letters to the editor. In pairs, students do peer editing before they submit their writing tasks.

	have to point out the good practice and the areas for improvement.	
Materials	WS (p.9-20)	WS (p.24-28)
Learning skill to be developed	Writing Reading Speaking	Writing Reading
Generic skill to be developed	Communication skill Problem-solving skill Analysis skill	Communication skill Problem-solving skill Analysis skill
Multiple Intelligence to be developed	Verbal-linguistic Interpersonal	Verbal-linguistic Interpersonal visual

Reference List

1. Longman Elect New Senior Secondary Theme Book, Longman, John Potter, Sarah Rigby and Kitty Wong
2. Developing Skills Freeway Writing Level 2 Building on Basic Skills, Aristo Educational Press Ltd., JK Armstrong, L.Dutta, S.P. Choi and K.M. Leung.
3. Newspaper article adapted from The Student Standard on 19th Feb., 2008.
4. Newspaper article adapted from English Street on 13th May, 2010.

Topic : Youth Issue (Difficult version)

Night drifting

F. 5 English (Worksheet 1)












Name : _____

Class: _____

Do it on your own.

Let us know more teenagers' problems.

drug abuse	teenage pregnancy	gambling	shoplifting	alcohol addiction
youth depression	night drifting	playing online games	bullying	dating
smoking				

Topic : Youth Issue (Easy version)

Night drifting

F. 5 (Worksheet 1)









Name : _____

Class: _____

Work in pairs.

Let us know more about teenagers' problems!

drug abuse	teenage pregnancy	shoplifting	dating
youth depression	night drifting	playing online games	bullying

Topic : Youth Issue (Difficult version)

Night drifting

F. 5 English (Worksheet 2)

Name : _____

Class: _____

Pre-reading task :

Do the following task on your own.

Write the Chinese meanings of all the vocabulary.

Fill in the blanks with the target vocabulary.

Glossary

Words	Part of speech	Meaning	Example
1. drifters	Noun	- a person or thing that drifts . - a person who goes from place to place, job to job and etc.	It is easy to find night drifters on streets in Hong Kong because they want to stay away from their parents.
2. delinquents	Noun	- a person who is neglectful of a duty or obligation.	Juvenile delinquents cannot control their behaviour.
3. Unruly	Adj.	- difficult to manage	Sam always argues with his mum. He is an unruly child.
4. over-controlling	Adj.	- being excessively strict to someone's actions - control others	My mum likes to control my school life. She is an over-controlling mum.
5. independence	Noun	- freedom from the control, influence, support, aid, or the like, of others.	Helen wants independence. She wants to live with her best friend.
6. influence	Noun	- the action or process of producing effects on the actions, behavior, opinions, etc., of another or others.	<i>Her mother's influence made her stay.</i>

1. John loves his dad so much. Although he dad passed away, his _____ on John is still great.

2. Sally argues with her teachers. She is an _____ student in her school.

3. Teenagers always want _____. They like to live with their friends.

4. Teenagers like to go out with friends at night. Finally, they become night _____.

5. Juvenile _____ take part in some illegal triad activities.

6. My dad likes to control my elder brother. My brother argues with our _____ dad frequently.

Topic : Youth Issue (Easy version)

Night drifting

F. 5 English (Worksheet 2)

Name : _____

Class: _____

Pre-reading task :

1. Work in pairs. Do the following task with your partner.

2. Write the Chinese meanings of all the vocabulary.

3. Fill in the blanks with the target vocabulary.

Student A has to finish Q.1 to Q.5 only.

Student B has to finish Q.6 to Q.9only.

Glossary

Words	Part of speech	Meaning	Example
1. drifters	Noun	- a person or thing that drifts . - a person who goes from place to place, job to job and etc.	It is easy to find night drifters on streets in Hong Kong because they want to stay away from their parents.
2. delinquents	Noun	- a person who is neglectful of a duty or obligation.	Juvenile delinquents cannot control their behaviour.
3. Unruly	Adj.	- difficult to manage	Sam always argues with his mum. He is an unruly child.
4. over-controlling	Adj.	- being excessively strict to someone's actions - control others	My mum likes to control my school life. She is an over-controlling mum.
5. trouble	Noun	- difficulty/ problems	<i>It would be no trouble at all to advise you.</i>
6. independence	Noun	- freedom from the control, influence, support, aid, or the like, of others.	Helen wants independence. She wants to live with her best friend.
7. freedom	Noun	- the state of being free	In some developing countries, citizens don't have freedom.
8. abuse	Verb	- to use wrongly or improperly - to misuse it.	Teenagers like to abuse drugs.
9. influence	Noun	- the action or process of producing effects on the actions, behavior, opinions, etc., of another or others.	<i>Her mother's influence made her stay.</i>

Work in pairs.

Student A has to finish Q.1 to Q.5 only.

Student A has to tell Student B the following answers.

1. It is difficult to have _____ in China.
2. Peter will get into a _____ because he will be late for an important meeting.
3. John loves his dad so much. Although he dad passed away, his _____ on John is still great.
4. Sally argues with her teachers. She is an _____ student in her school.
5. Teenagers always want _____. They like to live with their friends.

Student B has to finish Q.6 to Q.9only.

Student B has to tell Student A the following answers.

6. Teenagers like to go out with friends at night. Finally, they become night _____.
7. John _____ drugs five years ago. Now, he has stopped this poor habit.
8. Juvenile _____ take part in some illegal triad activities.
9. My dad likes to control my elder brother. My brother argues with our _____ dad frequently.

Topic : Youth Issue (Difficult version)

Night drifting

F. 5 English (Worksheet 3)

Name : _____

Class: _____

Do it on your own!

Read Passage 1 – ‘Young night drifters in HK’.

Answer the following questions.

1. According to the passage, where do teenagers like to hang out at night?

2. When did Chris start hanging out at night?

3. According to the passage, list three reasons why Chris prefers staying out at night.
 - a. _____
 - b. _____
 - c. _____
4. Do Mrs. Chan and her daughter have the close relationship?
Quote a sentence to support your answer

5. What problems does Mrs. Chan’s daughter have?

6. What does her daughter want?

7. According to the passage, what are teenagers’ causes of night drifting.
 - a. _____
 - b. _____
 - c. _____
8. What bad or illegal activities do night drifters may try with their bad friends?
 - a. _____
 - b. _____
 - c. _____

Topic : Youth Issue (Easy version)
Night drifting
F. 5 English (Worksheet 3-For Student A)

Name : _____

Class: _____

While-reading task (**Jigsaw reading activity-Passage 1**)

1. Three students are in a group. (Students who are with the mixed abilities.)
2. **Students are going to read a passage called ‘Young Night drifters in Hong Kong.’**
3. Student A has to read Line 1 to Line 11 of the passage only. (Introduction +Chris’ case)
Student B has to read Line 12 to Line 17 of the passage only. (A mum’s interview)
Student C read Line 18 to Line 26 of the passage only. (A social worker’s (Gary) interview)
4. After reading the different parts of the passage, they have to answer their own questions.
Next, they report their answers to their partners.
Finally, student has to listen to their partners. Later, he or she has to answer all reading questions.

Student A’s own task

4. According to the passage, where do teenagers like to hang out at night?

5. When did Chris start hanging out at night?

6. List three reasons why Chris prefers staying out at night.
(You may write your answers or draw your pictures about the three reasons.)

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7. What problems does Mrs. Chan’s daughter have?

She stayed _____

5. What does her daughter want?

She wants _____ and _____.

Get answers from Student C now!

6. Draw three bad or illegal activities do night drifters may try with their bad friends?

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F. 5 English (Worksheet 3-For Student B)

Name : _____

Class: _____

While-reading task (**Jigsaw reading activity-Passage 1**)

1. Three students are in a group. (Students who are with the mixed abilities.)
2. **Students are going to read a passage called ‘Young Night drifters in Hong Kong.’**
3. Student A has to read Line 1 to Line 11 of the passage only. (Introduction +Chris’ case)

- Student B has to read Line 12 to Line 17 of the passage only. (A mum's interview)
Student C read Line 18 to Line 26 of the passage only. (A social worker's (Gary) interview)
4. After reading the different parts of the passage, they have to answer their own questions.
Next, they report their answers to their partners.
Finally, student has to listen to their partners. Later, he or she has to answer all reading questions.

Student B's own task

1. Do Mrs. Chan and her daughter have the close relationship?

Quote a sentence to support your answer

2. What problems does Mrs. Chan's daughter have ?

3. What does her daughter want?

Get answers from Student A now!

4. When did Chris start hanging out at night?

5. Draw three reasons why Chris prefers staying out at night.

6. Draw three bad or illegal activities do night drifters may try with their bad friends?

Topic : Youth Issue (Easy version)

Night drifting

F. 5 English (Worksheet 3-For Student C-Brighter Student)

Name : _____

Class: _____

While-reading task (Jigsaw reading activity-Passage 1)

1. Three students are in a group. (Students who are with the mixed abilities.)
2. **Students are going to read a passage called 'Young Night drifters in Hong Kong.'**
3. Student A has to read Line 1 to Line 11 of the passage only. (Introduction +Chris' case)
Student B has to read Line 12 to Line 17 of the passage only. (A mum's interview)
Student C read Line 18 to Line 26 of the passage only. (A social worker's (Gary) interview)
4. After reading the different parts of the passage, they have to answer their own questions.
Next, they report their answers to their partners.
Finally, student has to listen to their partners. Later, he or she has to answer all reading questions.

Student C's own task

1. According to the passage, what are teenagers' causes of night drifting.

- a. _____
b. _____

c. _____

2. What bad or illegal activities do night drifters may try with their bad friends?

a. _____

b. _____

c. _____

Get answers from Student A now !

3. When did Chris start hanging out at night ?

4. Draw three reasons why Chris prefers staying out at night.

5. What problems does Mrs. Chan's daughter have ?

She stayed _____

6. What does her daughter want?

She wants _____ and _____.

Topic : Youth Issue (Difficult version)

Night drifting

F. 5 English (Worksheet 4)

Name : _____

Class: _____

Discussion Activity

Refer to any useful vocabulary and information about teenagers' problems from your textbook.

Preparation Time : 10 minutes.

Discussion Time : 8 minutes for four students.

In a group of four.

Topic: Teenagers' problems in Hong Kong.

Discuss the following questions with your classmates.

You and your classmates are going to prepare an exhibition about teenagers' problems.

1. What teenagers' problems will be selected for this exhibition?

2. Will we illustrate any causes of teenagers' problems? What are they?

3. Any organizations and methods for helping those teenagers?

4. How will you present teenagers' problems in the exhibition?

(e.g. Photos, videos, PowerPoint, News, booklets and etc.)

5. Any important details?

Topic : Youth Issue (Difficult version)

Night drifting

F. 5 English (Worksheet 5)

Name : _____

Class: _____

Preparation for your writing

After the discussion, you may write down your partners' ideas about teenagers' problems.
You may write down your partners' ideas for your writing essay later. Refer to all the target vocabulary of your passage.

Individual Work

Point Form only.

(1) Teenagers' problems

(2) Causes for those problems

Family : _____

School : _____

Peers : _____

(3) Methods for helping those teenagers

1. _____

2. _____

3. _____

Topic : Youth Issue (Difficult version)
Night drifting
F. 5 English (Worksheet 6)

Name : _____

Class: _____

You have learnt how to write a letter to the editor already.
Let us look the format of a letter to the editor again!!

Revision

Letters – Formal Letter to the editor

Respond to an article/a letter/a news report in a newspaper/magazine/newscast

<u>Structure</u>	<u>Useful Expressions</u>
Greeting	To The Editor (or) Dear Sir/Madam,
Purpose of the letter	<u>Opening Paragraph</u> <ul style="list-style-type: none"> ● I am writing in response to the letter titled....by, dated... ● I find that part on ...extremely/particularly interesting. ● I strongly agree with the point on... ● I am afraid Mr X's arguments are weak/groundless. ● I would like to express my views on.... ● Mr X contradicts himself in saying that ...
Body	<u>Body</u> <ul style="list-style-type: none"> ● I appreciate Ms Y's effort to arouse the public's attention to teenage problems. ● Nevertheless, ... ● We should bear in mind that ● Moreover, ... ● For instance, ...
Conclusion	<u>Closing Paragraph</u> <ul style="list-style-type: none"> ● In conclusion, / To conclude, / To summarize, / All in all, ...
Close, sender's name and district	Yours faithfully,

Topic : Youth Issue (Difficult version)

Night drifting

F. 5 English (Worksheet 7)

Name : _____

Class: _____

Situation : In recent years, teenagers' problems are so serious in Hong Kong.

As a S5 student, you write a letter to the editor of SCMP for sharing your ideas about the problem of
'Night drifting' in Hong Kong.

1. How serious is the problem of 'Night drifting?
2. What are the causes of the problem of 'Night drifting'? (At least three causes)
3. What are the consequences of the problem ? (At least three causes)
(Academic consequences, Family problems, Social Problems and etc.)
4. Who can help those teenagers ?
(Family members, Teachers, Peers, The government, Social Workers and etc.)

Student's support : WS 4-WS5 (Discussion sheet and the mind map)

WS 1 & WS 2 (Vocab. about teenagers' problems & Passage 1)

Enjoy your writing now !!

Topic : Youth Issue (Easy version)

Night drifting

F. 5 English (Worksheet 4)

Name : _____

Class: _____

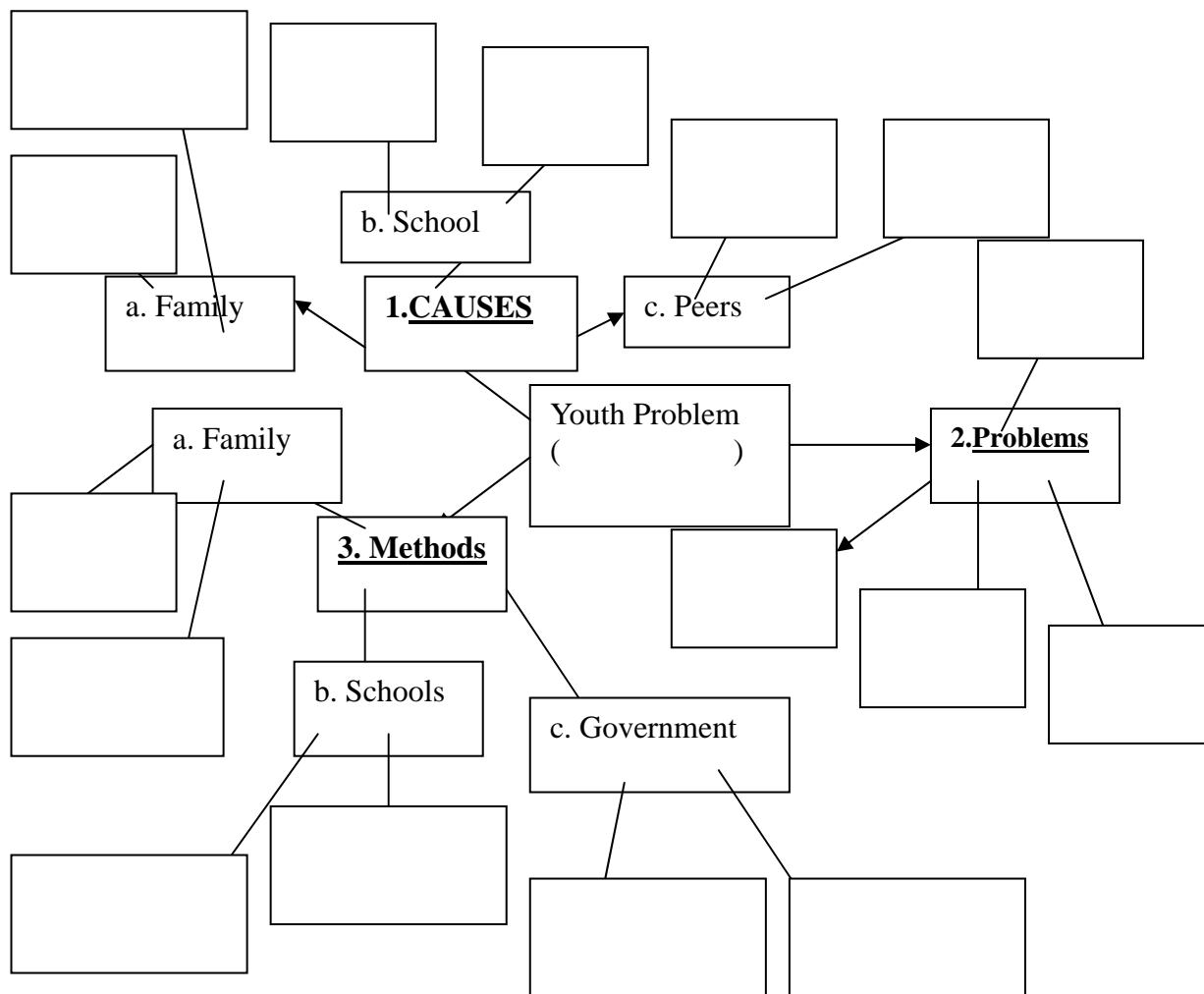
Discussion Activity

Refer to any useful vocabulary and information about teenagers' problems from your textbook.

1. Firstly, each student does the mind map in five minutes individually.
2. Next, all four students share your ideas in five minutes together.
3. Thirdly, each student does your mind map again in five minutes.
4. In a group of four, students discuss your ideas in eight minutes.

Preparation Time : 15 minutes.

Discussion Time : 8 minutes for four students.



Topic : Youth Issue (Easy version)

Night drifting

F. 5 English (Worksheet 5)

Name : _____

Class: _____

Preparation for your writing

After the discussion, you may write down your partners' ideas about teenagers' problems.

Look at your partners' mind maps, you may write down your partners' ideas for your writing essay later. Refer to all the target vocabulary of your passage.

Group Work (In a group of four)

Point Form only.

obey	over-controlling	freedom	independence	excitement	argue
jealous	career talk	drop-in center for night drifters	employ	provide service	
counselling service	social workers	drug-testing	control	supervise	misbehaviour

(5) Causes for those problems

Family : _____

School : _____

Peers : _____

(6) Methods for helping those teenagers

1. _____

2. _____

3. _____

Topic : Youth Issue (Easy version)

Night drifting

F. 5 English (Worksheet 6)

Name : _____

Class: _____

Look at the format of a letter of advice.

Letters – Informal
Letter of Advice
Offer advice to a friend

Structure	Useful Expressions
Greeting	Dear Robert,
Introduction	<u>Opening Paragraph</u> ● How are you? I'm really sorry to hear about the seemingly irresolvable problem you are currently facing.

	<p>But I'm sure we can figure out some solutions to that! Don't lose hope.</p> <ul style="list-style-type: none"> ● I'm terribly sorry to hear that ... ● Don't worry! ● I can help you out.
Body	<p><u>Body</u></p> <ul style="list-style-type: none"> ● You mentioned that ● Judging from what you've told me, I can see that.... ● However, ● Now, ● But I'm sure you... ● Of course, you need to ● In my opinion, you can ... ● You may try to ...
Closing paragraph	<p><u>Closing Paragraph</u></p> <ul style="list-style-type: none"> ● So much for my thoughts. I'm really looking forward to seeing you! ● Time to go to bed now. Write soon.
Close and signature	<ul style="list-style-type: none"> ● Love,

Topic : Youth Issue (Easy version)

Night drifting

F. 5 English (Worksheet 7)

Name : _____

Class: _____

Writing Task : (A letter of advice)

Situation: Your friend has one to two teenagers' problems. You are going to write a letter of advice for your friend.

(1) Describe your friend's problems

(2) Point out 2-3 causes of his/ her teenagers' problems

(Family members, School, Teachers, Classmates, Friends and etc.)

(3) Suggest 3 methods for helping your friends.

(Family members, School, Teachers, Classmates, Friends, Social Worker, the government and etc.)

Student's support : WS 4-WS5 (Discussion sheet and the mind map)

WS 1 & WS 2 (Vocab. about teenagers' problems & Passage 1)

Enjoy your writing now !!

Teachers' reference

Passage 1: Young night drifters in Hong Kong

Youth issue: Night drifting

A. Causes:

Family - family problems, parents may have night shifts, parents don't spend time with teenagers.

Teenagers - feel bored at home; want independence and freedom and look for excitement

Friends - lot of friends always chat with them

Teenagers : Poor academic performance ; No satisfaction from their schools.

B. Consequences :

Drinking /smoking/ bullying

Taking drugs

Getting involved in prostitution or triad activities

C. Methods for helping teenagers

1. Communication between parents and teenagers.
2. Communication between teachers and teenagers.
3. Teenagers are willing to talk to social workers.
4. Build more drop-in centers for night drifters
5. Employ more social workers.

Talkback - The Email Forum

There have been a number of tragedies in Hong Kong associated with teenage pregnancies. These tragedies in Hong Kong expose a failure in sex education. Just providing basic scientific facts in lessons is not enough.

Sex education should aim not only to let students learn about how their bodies work, but also to teach them proper concepts regarding sex. Teachers often get involved in sexual relationships out of curiosity. Teachers have to enable students to be aware of the consequences of their actions, and students must be properly educated about contraceptives.

Julie Cheng, Sham Shui Po

Anyone who argues that the responsibility of sex education should be in the hands of teachers has obviously never had the experience of standing in front of 35-plus teenagers and trying to have an intelligent conversation about sex.

Thanks to our sex-fuelled media, today's children and teenagers are bombarded with misconceptions about sex. Only the power of a loving family can counter this problem.

I am not saying that sex education in schools should stop. I am just advocating that the main responsibility for sex education should come from parents.

Teenage pregnancy is a problem that may never be completely stopped, but tragedies such as newborns being tossed from windows and parents claiming they knew nothing would never happen in a family that communicate with each other.

James Warren, Tsz Wan Shan

Source: Adapted from *Julie Cheng / James Warren, 'What do you think of sex education in Hong Kong?', Talkback The Email Forum, South China Morning Post*

Task

Read the text ‘Talkback - The Email Forum’, predict the meaning of the words on the left column and match their corresponding meanings on the right.

<u>Vocabulary</u>	<u>Meaning</u>	<u>Answer Key</u>
1. Forum	a. ideas which are wrong or untrue, but which people believe because they do not understand the subject properly	1c
2. Bombarded	b. publicly saying that something should be done	2f
3. misconceptions	c. a place, usually online, where people discuss a subject	3a
4. counteract	d. threw something	4e
5. advocating	e. to reduce or prevent the bad effect of something by doing something which has the opposite effect	5b
6. tossed	f. done too often or too much	6d

Hints:

If you find the task difficult, you can read the following example sentences to help predict the meanings.

1. This webpage provides a popular **forum** for discussing fashion news.
2. She was **bombarded** with questions about her new college.
3. There are many **misconceptions** about the ocean, as much of it is unexplored.
4. They gave me medicine to **counteract** the symptoms.
5. I am **advocating** the use of peaceful protest at tomorrow’s march.
6. The letter was **tossed** into the fire.

Task 1

Complete the note sheet about the two writers' responses to the Talkback question about sex education in Hong Kong.

What do you think about sex education in Hong Kong?

	Julie Cheng	James Warren
What does the writer say?	<ul style="list-style-type: none"> Schools should not provide only <u>basic scientific facts</u> in sex education lessons. Sex education should also aim to teach students proper concepts regarding sex, e.g. <u>awareness of the consequences of their actions</u> and the issue of <u>contraceptives</u>. 	<ul style="list-style-type: none"> Children and teenagers are exposed to <u>misconceptions about sex</u> from the media. <u>Parents</u>, rather than <u>teachers / schools</u>, should take the main responsibility for sex education. Good family communication can prevent tragedies associated with <u>teenage pregnancy</u>.
Do you agree? Why or why not?	(Student's own answers)	(Student's own answers)

Task 2

In groups of 3-4, share your opinions about the two writers' responses.

Extended Comprehension Questions

- According to Julie Cheng, why is sex education in Hong Kong a failure?
It only teaches students basic scientific facts, but nothing about the proper concepts regarding sex.
- What do you think James Warren does?
Probably a teacher.
- Who do you think has the responsibility to provide sex education to our young people?
(Student's own answer)

Extended Reading

Source: Newspaper article adapted from The Student Standard on 19 February 2008

Task 1

Jigsaw Reading

In groups of 3-4, read one section of the newspaper article and share the ideas from your section with your group mates.

Task 2

Speaking – Group Interactions

In groups of 3-4, discuss the following questions.

1. Why is sex considered taboo in Hong Kong?
2. How do the media contribute to the problem?
3. Is sex education in Hong Kong effective? Why (not)?
4. How do most schools and teachers do in conducting sex education?
5. How can we improve sex education in Hong Kong?

Personal Development & Interpersonal Relationships


Sex education

Surveys generally found schools should start sex education at early stage to teach students proper values towards sex

Writes: Fung Translator: Lou Yee

SEX is just as much a part of life as eating, and this fact is recognised in early Chinese literature and by great thinkers of our culture such as **Confucius** (孔子), who observed sex and eating are, after all, just part of human nature. Sex, of course, is also central to **procreation** (生殖) and the survival of the human race.

However, despite being one of the most advanced cities in the world in many respects, sex is still considered **taboo** (禁忌) here. Not only do many parents shy away from the subject, even teachers find it embarrassing to discuss. What has gone wrong with sex education in Hong Kong that makes it the subject of much criticisms?



030 Liberal Studies D1/C9

Easy information

IN this age of information explosion, information about sex is freely available on Internet for any adolescent who cares to search for it. A recent survey by the Hong Kong Women Teachers' Organisation (香港女教師協會) found more than 70 per cent of students under the age of 12 had been exposed to **indecent** (淫褻的) materials, and nearly 30 per cent of children under the age of 10 also had similar experiences. The sources of such materials were mostly **pornographic** (色情的) sites.

Chairperson of the organisation, Ms. Pauline Chow Lo-sai, is worried about the trend as web information may give wrong ideas to youngsters, which will cause bigger problems later in their life. The immediate introduction of sex education in all primary and secondary schools, she suggested, was the way to combat the problem.

Outdated material

IN fact, sex education is being provided in some primary and secondary schools in Hong Kong. However, its effectiveness has been questioned by experts. A telephone survey by the Chinese University of Hong Kong interviewed 821 persons 18 years of age or older to get their views about sex education in Hong Kong. The result shows the interviewees only gave a rating of 47.05 out of 100



points – meaning they found sex education not up to standard.

Professor Steven Ngai, who led the study, said sex education in Hong Kong lagged behind other developed regions, and the “Guidelines on Sex Education in Schools”, does not been in use for a decade, was outdated and inadequate to meet present day needs.

Scare tactics

PROFESSOR Dora Choi Po-king, Chinese University, pointed out primary and secondary schools in Hong Kong viewed instructions about safe sex as taboo. All they focused on were messages about how sexual conduct would lead to pregnancy and create **unwed mothers** (未婚媽媽), without any guidance on safe sex and **contraceptive** (避孕的) methods. Some would even engage “scare tactics” such as showing in class bloody footages of abortions to deter young people from sexual conduct.

Chairperson of the Hong Kong Sex Education Association (香港性教育會), Stani Lai, described Hong Kong's sexual education as “conservative” and teaches only the male and female anatomy while dodging the more important issues such as a proper attitude towards sex and the way to deal with sexual urges. Such a backward approach would deprive students the opportunity of establishing proper values towards sex.

Personal Development & Interpersonal Relationships

Schools play core role

THE CU survey also asked for views about introducing sex education in all schools. It found that 84.6 per cent of interviewees thought it would be important to provide sex education to children and youngsters, nearly 70 per cent thought sex education would help prevent premarital pregnancy, and 68 per cent wanted compulsory sex education for primary and secondary schools.

As for the timing of starting sex education, 40 per cent said primary school, 37.4 per cent said junior secondary school, while 12.5 per cent preferred kindergarten.



Sex education successful in Holland

SEX education should not be just about anatomical (生理結構上的) facts. It should also encompass emotional aspects, social relations, life planning, marriage, reproduction, family, ethics and spiritual (精神上的) issues. It is a core part of personal growth and interpersonal relationships.

Most academics, however, note that for best results, the knowledge being taught should be tailored to suit the level of understanding of different age groups.

It has been suggested the Government should follow the experience of other countries in starting providing practical (實用的) knowledge to youngsters from senior primary school years, such as the use of condoms (避孕套) and how girls could turn down sexual requests.

The starting age of sex education in Holland is the lowest among European countries, and the average age of first sexual experience of its youngsters, at 17.7, is also the lowest. However, the country also has the lowest rate of unwanted premarital (婚前的) pregnancy.

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Liberal Studies 05/09

Learning activities

Multi-perspective thinking

1. THE CU survey found interviewees generally supported introducing sex education in all primary and secondary schools. However, would there be any **downside** (弊端) to this?
2. WHAT do you think of sex education in Hong Kong? Why is the official "Guidelines on Sex Education in Schools" being criticised as "outdated" just 10 years after it was first published?



Suggested answers:

1. If Hong Kong follows Western countries in strengthening sex education, problems of uninvolved young mothers may be alleviated (減低). However, some schools and teachers may worry such a move may send a wrong message to young people that promiscuous (亂交) conducts and premarital sex are acceptable. Therefore, the issue must be tackled in a way sensitive to such worries. Sex education must also be conducted by experienced teachers or experts to achieve positive results.

2. Sex education in Hong Kong schools is confined mostly to anatomical aspects of the male and female body, and seldom touches on deeper issues of spiritual consideration or controversial aspects such as same sex relations. Meanwhile, issues such as contraception and premarital sex are considered taboo by some as they touch on sensitive moral debates and many teachers choose simply to avoid talking about them.

By Western standards, sex education in Hong Kong is conservative. The reality is that information and material related to sex are readily available on Internet to everybody, including secondary and primary school students who do not have the maturity or full capacity to discriminate (分辨) between useful and harmful kinds. It is time to review the guidelines that are over 10 years old to make them meet the needs for our younger generation to establish a set of proper values about sex.

Online references

HKEdCity Sex Education Section
http://www.hkedcity.net/world/index.ppt#world_01#05

Family Planning Association — Sexual Education Website
<http://www.famplan.org.hk/sexedu/index.asp>

Published in *The Student Standard* on 19 February, 2008

Liberal Studies 06/09

033

Letter to the Editor

Part B (Social Issues)

Write about 400 words on the following topic.

Many people think that sex education is important. Write a letter to the editor of the Hong Kong Post. Discuss why this topic is neglected in Hong Kong, the dangers of ignoring it, and how sex education can best be provided for young people. Do not write any address.

Letters to the editor

Useful Expressions

A. State the purpose

When voicing opinions on a subject

- I would like to draw reader's attention to the problem of school bullying recently.
- I feel extremely annoyed after hearing the voices that the government will cut the fund for tertiary education. I find it totally unacceptable.

Task

Read the writing topics below. Choose ONE topic and think of relevant opening and closing paragraphs for the topic.

In groups of 3, share your work with your group mates. You also have to listen to your group mates' ideas and comment on their work.

Topic 1

You have recently read an article in the *Student Post* in which the writer argued that the government was wasting too much money on buying new computers for schools. He suggested that the money could be used to improve learning in many other ways.

Write a letter to the editor giving your views on this issue.

Sign your letter S.Lee. Do NOT write an address.

Type of writing:

Argumentative writing (agree / disagree / neutral)

Opening:

I would like to respond to an article titled "Too much for New Computers" published in your newspaper yesterday.

Ending: (giving constructive suggestions)

- (1) I think the government should continue putting more resources in computer education in order that we, Hong Kong students, will not lag behind in the Information Age.
- (2) To conclude, instead of putting all the financial resources in buying new computers, the government can invest more resources on exploring teaching and learning software, training teachers on computer skills and promote self-learning on the Internet. Therefore, we can keep up with the fast-changing world.

Topic 2

Recently, you visited a zoo in China. You were horrified to see the terrible conditions in which the animals were kept and the way some of the visitors behaved. You have decided to write a letter to the editor of a magazine published by the Worldwide Fund for Nature.

Types of writing:

Descriptive writing (Problem → (Reason) → Solution)

Opening:

I would like to draw readers' attention to the poor treatment of the animals at ABC Zoo in Guangzhou.

Ending:

I hope the management personnel can take immediate actions to remedy the situation. Otherwise, the image of China will be adversely affected.

You have recently read a newspaper article about a government plan to spend millions of dollars on Artificial Intelligence (AI) technology. The money will be used to develop computerized buildings and vehicles, and robots which 'think' like humans and may even have emotions. You feel strongly about this technology and decide to write a letter to the editor of the newspaper explaining your views. You should say what you think might happen in the future as a result of developing AI technology.

Sign your letter C. Wong. Do not write an address.

Type of writing:

Argumentative writing (Agree / Disagree / Neutral)

Opening:

I am shocked to read an article in your newspaper yesterday about a government plan to spend millions of dollars on Artificial Intelligence (AI) technology. I find it totally unnecessary and dangerous to the society.

Ending:

In my opinion, the government should stem the plan immediately since it does more harm than good to the mankind.

B. Express support / opposition / opinions

1. Supporting

- I (support / am in favour of / get along with) P. So's view that ...
- I totally agree to A. Ng's view about ...
- P. So is quite right to say / state that ...

2. Opposing

- (I oppose / I am opposed to / I object to) P. So's view that ...
- I completely disagree to P. So's view that ...
- It is (ridiculous / absurd / irresponsible) to say that ...
- I see the point that exam results could affect your future greatly, but they do not mean everything.
- I'm afraid P. So is mistaken when he states that ...
- While I agree that ..., I don't agree that ...

1. Expressing personal opinions

- I feel that ...
- It seems to me that ...
- I am of the opinion that ...
- In my view, ...

2. State reasons

Since	(cause)
Because	
Because of the fact that	
Owing to / Due to the fact that	

...(cause)..., ...(effect).

...(cause)...

cause	(effect)
result in	
be the reason for	
be responsible for	
be responsible for	
contribute to	...(effect)...

...(effect)...

Practice:

1. Owing to the fact that Hong Kong lacks of sex education, the local youngsters are ignorant about this knowledge.
2. Owing to insufficient sex education, the local youngsters are ignorant about this knowledge.
3. The lack of sex education results in the ignorance of the local youngsters.
4. The ignorance of the local youngsters results from the lack of sex education.

5. Giving examples

1. A good example / illustration of this is ...
2. This can be illustrated by ...
3. Take ... as an example, ...
4. ... is a perfect example.
5. Perhaps a more common example is ...
6. It is also a common story that ...

Practice:

1. The government should play an active role in conserving the environment. First, the government should impose stricter law to punish those who spit on the floor. Take discarding objects from a height as an example, the authorities may impose imprisonment on the criminals.
2. Second, talks and activities should be held to arouse public awareness. For instance, seminars can be arranged at secondary schools so as to instill the correct message to the young generation.

6. Making suggestions

1. I would suggest / recommend that the government should take prompt actions.
2. It is advisable for the authority to exercise stricter censorship over the indecent sections of local newspaper.
3. Definitely, the SAR government should tackle the problem without delay.
4. The authorities concerned should rectify the wrongs as soon as possible.
5. Why don't we shift our focus on cultivating a proper attitude towards the disabled?

7. Closing

(by reiterating your position or making appeal)

1. It is (high) time we reconsidered the problem.
2. Please give the newly-arrived immigrants a chance!
3. I think the authorities concerned should (look into / investigate) the matter without further delay.
4. The matter lies on whether you can acquire knowledge but not on whether you can get a lot of 'A's.
5. I hope that this letter will encourage the public to take an interest in the pollution problem.
6. Unless the Government does something soon, the health of Hong Kong people is likely to suffer.
7. May I call on the departments concerned to get involved and help reduce pollution?

Writing Topic Sentences

The paragraphs in the body of your letter should have a topic sentence. Topic sentences introduce the main idea in a paragraph. The rest of the paragraph, usually three or four sentences long, supports the topic sentence by giving examples and supporting information. These sentences which provide additional details are called 'supporting sentences'.

Task 1

Read these three paragraphs from a letter to a school magazine about allowing dogs on housing estates. Then underline the topic sentence in each paragraph.

Dogs are good friends. They make people feel happy and loved, especially older people. Dogs are also very loyal and helpful. For example, if my granddad drops something on the floor, his dog always picks it up. My granddad relies on his dog and would be very sad if he couldn't live with him.

Hong Kong is quite a safe city but there are still a lot of dangers here, for example, we often hear about fires or burglaries. Dogs can make your home safer and more secure. A dog will bark if there is a fire or if someone is trying to break into your home. This will alert neighbours that something is wrong and someone will investigate.

Dogs are good for your health. Doctors recommend walking for twenty minutes each day to stay fit and healthy. Dogs also need to have a walk every day so you can exercise your dog and yourself at the same time! You can make it more fun and harder work by throwing balls or sticks for your dog.

Task 2

Read the topic sentences below. Choose the best topic sentence for each of the three paragraphs from the following essay about school uniforms. Complete the paragraphs by writing the sentence in the space provided.

Topic sentences

1. School uniforms are also fair because everyone looks the same.
2. School uniforms are smart and comfortable.
3. A school uniform makes students proud of their school.
4. School uniforms are practical and convenient.
5. School uniforms are not supposed to be trendy or fashionable.
6. A school uniform gives students a sense of identity and of belonging to a community.

School uniforms are Practical and convenient.

They are made with hard-wearing materials so they are easy to take care of and they last a long time. They are convenient because you don't have to think about what to wear in the morning. If we didn't have a school uniform, people would spend a long time deciding what to wear each day.

School uniforms are also fair because everyone looks the same.

If you don't have a school uniform then students can use clothes to show off. Some students are richer than others and so they would wear trendy and fashionable clothes. This would make other students feel jealous or unhappy. In addition, some students who are very poor might be teased for wearing unfashionable clothes.

I also believe that everyone wants to feel like they belong somewhere.

A school uniform gives students a sense of identity and of belonging to a community.

If you see someone walking along the street wearing the same uniform as you, you immediately know that you have something in common. That makes it easier for people to talk to one another and make friends.

Task 3

Read the outlines for four paragraphs below. Write a topic sentence for each outline.

1. A paragraph which gives advice on how to write a good short story.

A good short essay must have an interesting opening paragraph, a few realistic characters and a surprising climax.

2. A paragraph which argues that homework is a good thing.

Homework is very useful because it teaches us to be disciplined and independent and it allows us to work at our own pace.

3. A paragraph which explains why Hong Kong is a good place for tourists.

Hong Kong is a very exciting, energetic and varied city, so it is an ideal place to visit on holiday.

4. A paragraph which describes what to wear for an interview.

First appearances are very important so it is essential to think carefully about what you are going to wear to an interview.

Paragraph Development for Argumentative Essay

1. **Citing**
2. **Stance**
3. **Reasoning**
4. **Concluding sentence:**
 - (i) Summarizing
 - (ii) Emphasizing
 - (iii) Making other suggestions

Task 1

No Teenage Love

In this question, S. Wong wrote a letter to the editor expressing three pieces of opinions. Try to discuss the point raised using the above four skills.

A. I wish to express my opinions on the behaviour of some teenage lovers in public. They often hold hands and even kiss in public places as if no one were present. You know, what they do is very embarrassing!

1. He says that teenagers have to behave themselves in public places.
2. I see the point that kissing in parks or on public transport may be embarrassing to the nearby people, but holding hands seems alright to me. It is an acceptable behaviour of young lovers.
3. In my opinion, the problem lies on whether young people should take romance, but not on what they do in other people's eyes.
4. Please do not impose such a strict moral standard on youngsters.

B. These teenage lovers, in my opinion, should concentrate on their studies instead of wasting time on love affairs.

1. I agree that students should concentrate on their studies,
 2. but does it mean study is the one-and-all thing?
 3. Besides knowledge from books and teachers, teenagers have to learn more about human relationship and interpersonal communication.
 4. Hence, studies are obviously not the only activity teenagers should take.
-
1. Is romance a waste of time as what S.Wong said?
 2. I don't think so. On the other hand, I regard it as a natural development for teenagers to encounter the opposite sex and communicate with each other appropriately.
 3. They have an opportunity to sense affection and a deep concern to other people. Also, they have to learn how to compromise with and how to reconcile to their partners.
 4. In other words, dating can serve a constructive purpose to the development of teenagers.

C. I suggest that parents should forbid their teenage children start dating before they reach 18.

1 and 2. It sounds ridiculous for Mr. Wong to say “parents should forbid their teenage children to start dating before they reach 18.”

3. First, it is not a matter we should forbid. Second, the more you forbid, the more eager they want it!

4. Why don't we shift our focus on how to cultivate a proper attitude towards romance?

Points to Note:

- This question requires candidate to write a reply. You should use the original letter as a foundation for the reply.
- It is not advised to copy large parts of the original letter. You can rephrase the original letter when referring to it.
- It is important to identify the points raised, reply to and expand on them.
- Begin and close the letter in a more formal way.

Text Development

You have recently read a newspaper article about a government plan to spend millions of dollars on Artificial Intelligence (AI) technology. The money will be used to develop computerized buildings and vehicles, and robots which 'think' like humans and may even have emotions. You feel strongly about this technology and decide to write a letter to the editor of the newspaper explaining your views. You should say what you think might happen in the future as a result of developing AI technology.
Sign your letter C. Wong. Do not write an address.

Task

Arrange the following 6 paragraphs into a coherent essay. Write the number (1-6) in the boxes provided.

With the help of AI technology, our life can be greatly improved. Computerized buildings and vehicles will make life easier and more convenient. After getting out of work, we can turn on the AI air conditioner at home on our way home, so we can instantly enjoy a comfortable and cool environment when we arrive home.

In conclusion, the development of AI technology can definitely bring us plenty of convenience, but we will need to take morality and responsibility into consideration when using this technology. Without prudent consideration, its shortcomings can outweigh its benefits material is for teaching purposes exclusively, and absolutely not for sale or whatsoever commercial purposes.

Despite the above advantages, AI technology will also give rise to the problem of morality. As the government plans to build robots that think like humans and even have emotions, we have to prudently consider our level of responsibility to our creation. Recently, I have watched Artificial Intelligence, a movie that describes a boy robot's emotional journey toward becoming a real human. In the movie, old robots are torn apart cruelly when they become useless to human beings. From my point of view, as AI robots also have emotions, their feelings can be hurt just like us. We cannot simply abandon or destroy them when we get tired of them. Therefore, scientists or buyers should think twice before creating or buying an AI robot.

Let me start with the definition of AI technology. AI technology can be described as the attempt to build machines that think and act like humans that are able to learn and to use their knowledge to solve problems on their own.

I am writing to express my views towards the government's plan of developing Artificial Intelligence (AI) technology. Undoubtedly, AI technology will bring human beings great advantages and convenience; however, if used improperly, the consequences can be unimaginable. Therefore, I suggest the government to handle this technology with great caution and develop it for human's well-beings.

In addition, in the past, driving could be a big headache for people who didn't have a sense of direction. Now, the groundbreaking AI technology will be a great help to these people. With AI technology, you can "tell" the computer installed in the car your destination, then the computer system will automatically search for the shortest route to your destination. Also, the computer system will be able to inform you of any traffic congestion or accident and to suggest an alternative route to your destination.

Hints:

Organization

- Para 1. Opening: Introduce the topic → state the stance
- Para 2. Define the topic (in an objective way)
- Para 3. Discussion: Topic sentence → Advantage 1
- Para 4. Discussion: Advantage 2
- Para 5. Discussion: Transitional Sentence → Disadvantage (Problem and Results)
- Para 6. Conclusion: Reiterate

Extended Reading

Source: Newspaper article adapted from English Street on 13 May 2010

Task

Read the following text and underline the key ideas.

- A. Why sex education is neglected in Hong Kong
- B. The dangers of ignoring it
- C. How sex education can best be provided for young people

It's time to talk about teenage sex issues

Within a single month, there have been two reported cases of alleged infanticide. After giving birth at home, a 17-year-old girl decided to head out and meet her boyfriend to discuss what to do next. She covered the newborn baby with a towel and put it into a handbag. Afterwards, the baby was rushed to hospital only to be certified dead, possibly due to suffocation. The mother claimed she thought the baby was dead.

In the other case, a girl of the same age gave birth in the bathroom at her boyfriend's home. She used two black recyclable bags and another plastic bag to wrap the baby up. Then she disposed of it in a rubbish bin about 100 metres away from the building block. A cleaner later discovered the body of the dead infant.

Underage unmarried pregnancy is a serious issue in Hong Kong. Mother's Choice reported that among the unmarried mothers they counseled in 2009-2010, more than 30 percent were under 18. The youngest was only 13. The spate of such cases in Hong Kong calls for attention from the education sector and parents.

Despite being a cosmopolitan city, Hong Kong still seems to regard sex as a taboo subject. People often find facing such topics embarrassing. Effort spent on sex education is woefully inadequate. Many teachers are reluctant to even discuss sex-related topics, let alone teach the correct methods of contraception. Back home, parents are even more conservative. When asked questions like 'where do babies come from?' most parents just brush it off or change the subject. Few are able to pluck up the courage to really sit down and talk about these issues with their teenage children.

The best way to solve the problem is to face it. Deliberately not talking about sex just doesn't work. It does not miraculously make it go away. When teaching reproduction, for example, teachers usually skim over or skip sensitive parts like the act of sexual intercourse.

Teachers should be more open-minded, especially with other older students. They should make it clear that having sexual desires is not repugnant. Instead, it is perfectly fine at adolescence. They should explain in detail how hormones influence teens during puberty. This could send out a positive message to boys and girls that they are welcome to come forth when they have problems related to sex. Schools should also introduce the correct use of different contraceptive methods. Parents should understand that lovemaking is not necessarily the only way to show love. Parents can tell them about their own experiences to prove this. Parents should also let their children know that unsafe or underage sex could lead to irrevocable consequences. For example, it is a crime to have sex with a girl under 16, no matter if she is willing or not.

Parents should talk to their children as soon as they notice they are in relationships. Sometimes, a friendly chat is useful. Experts also suggest parents acknowledge teenagers' freedom of choice. This can make them feel respected and more likely to follow advice.

Tragedies are often fuelled by destructive inertia. We should stop them with constructive action. We

need to change our attitudes, and schools and parents should take the lead. Let's not wait until another teenage girl gives birth to a baby at home. Let's face it today.

(For Higher Achievers)

Writing

Post Writing Material

Sample Essay

Dear Editor,

A Chinese Taboo – Sex Education

Many people think that sex education is important. Indeed, it is. While people in western countries were very well informed since they were young, Chinese are comparatively ignorant in this respect. Even in Hong Kong, a self-proclaimed metropolis, there is no formal sex education up until now. Conservation of the Chinese should be a major contribution to this phenomenon.

Chinese are generally more reserved than their western counterparts in many aspects, sex being the most distinct case. It is an off-limited topic even to adults, sex being the most distinct case. The attitude is that sex is evil and should not be discussed publicly. Only people of the lower social ladder make jokes that carry sexual implications; decent and proper men should keep their mouth shut on this topic. Besides, they also harbor the idea that educating the young about sex is equivalent to encouraging them to do the forbidden. So sex education is still greatly suppressed in Hong Kong. Any suggestion of it is immediately rejected by a vocal group of moralists.

However, we do need to reconsider the situation. The danger of ignoring sex education is multifold, and its impact in Hong Kong is unveiled by the rising number of abortions, orphans and unmarried mothers in recent years. Firstly, adults who did not receive proper sex education in their teenage years can still be very ignorant when they are grown-ups. Their major source of information comes from pornographic magazines and films, which more often than not, contain exaggerated love-making scenes and incorrect information. These not only jeopardize their sex life, but also catch them in greater chance of various sexually transmitted diseases (STDs), the most well-known one being AIDS, which is deadly and can be passed to their offspring.

Another serious consequence of insufficient sex education is the creation of more unwanted children. Many teenage girls are unaware of the need for contraception during a sexual intercourse, and thus more unmarried mothers and orphans emerge. Being pregnant should be the happiest thing. Yet these girls will not find joy, but only pain, both mental and physical ones, throughout their pregnancy. Facing the dilemma between abortion and raising the child alone is never easy. Organizations like *Mothers' Choice* tries to help, but the scar could be life-long.

Not only the mother, but also the child will suffer. We all want ourselves to be born loved and welcomed, not abandoned and unwanted. These are often not the case of such children though. Growing up in an orphanage or adopted family, they often have to endure an unhappy childhood and have low self-esteem. Given its undesirable consequences, sex education is not something to be neglected.

Provided the conservative attitude of the general Chinese, it will not be an easy road to promote sex education. Still, we have to do it, slowly yet firmly. Monthly seminars and workshops on sex education can be organized in schools. The focus in each month can be different, from STDs to contraceptive devices, thus equipping students with a wide range of information. Boys and girls can opt to attend those seminars separately. This not only avoids any possible embarrassment, but also encourages them to ask personal questions.

We can also make use of the World Wide Web, which is of easy access to many young people now. The government can consider setting up an official web site containing correct sex information. So, teenagers can read what is correct and moral instead of obtaining exaggerated information from other sources. Using the Internet can further avoid any embarrassment, as the information is just one click away.

Yours faithfully,

Task

Before you read the passage, look up the meaning of the following words in a dictionary and write the parts of speech and either the English or Chinese meanings.

Word	Part of Speech (e.g. n, v, adj, adv)	Meaning (English or Chinese)
1. Forum		
2. tragedy		
3. pregnancy		
4. consequences		
5. contraceptives		
6. misconceptions		
7. responsibility		

Extended Task

Making Sentences

In pairs, write one complete sentence for each of the following words.

Word	Your Own Sentence
1. Forum	
2. tragedy	
3. pregnancy	
4. consequences	
5. contraceptives	
6. misconceptions	
7. responsibility	

Talkback - The Email Forum

There have been a number of tragedies in Hong Kong related to teenage pregnancies. Obviously, only teaching basic scientific facts in sex education lessons is not enough. Sex education should teach students proper concepts regarding sex. Teachers have to make students aware of the consequences of their actions, and teach them about contraceptives.

Julie Cheng, Sham Shui Po

Thanks to the media, today's children and teenagers are exposed to a lot of misconceptions about sex. Only a loving family can solve this problem. I am not saying sex education in schools should stop. I just think the main responsibility for sex education should come from parents. Teenage pregnancy is a problem that may never be solved. However, good family communication is a step in the right direction.

James Warren, Tsz Wan Shan

Source: Adapted from *Julie Cheng / James Warren, 'What do you think of sex education in Hong Kong?', Talkback The Email Forum, South China Morning Post*

Task 1

In pairs, complete the note sheet about the two writers' responses to the Talkback question about sex education in Hong Kong.

What do you think about sex education in Hong Kong?

	Julie Cheng	James Warren
What does the writer say?	<ul style="list-style-type: none"> Schools should not provide only <u>basic scientific facts</u> in sex education lessons. Sex education should also aim to teach students proper concepts regarding sex, e.g. being aware of the <u>consequences</u> of their actions and the issue of <u>contraceptives</u>. 	<ul style="list-style-type: none"> Children and teenagers are exposed to <u>misconceptions about sex</u> from the media. <u>Parents</u>, rather than teachers / schools, should take the main responsibility for sex education. Good family communication can prevent tragedies related to <u>teenage pregnancy</u>.

Task 2

In pairs, tell your partner your opinion on the following questions.

- Do you agree with Julie Cheng's ideas? Why or Why not?
- Do you agree with James Warren's ideas? Why or Why not?

Extended Comprehension Questions

- According to Julie Cheng, why do most teenagers get involved in sexual relationships?
Because of curiosity / Because teenagers are immature.
- According to James Warren, are the media a reliable source of sex education? Why or why not?
No, because the information they provide is often wrong or untrue.
- According to James Warren, how can teenagers gain a better understanding of sex?
By communicating with parents.

Letter of Advice

You are in charge of the advice column of your school newspaper. One day you receive the following letter.

14th June, 2011

Dear Nicky,

I am 15 and I am in love. I only want to be with the one I love. Holding hands is fantastic. There is nothing else in the world.

Why can't anyone understand this? Our parents are always scolding us and now talking about separating us. They think that dating will affect our studies. I have stopped talking to them. The old cannot understand the young.

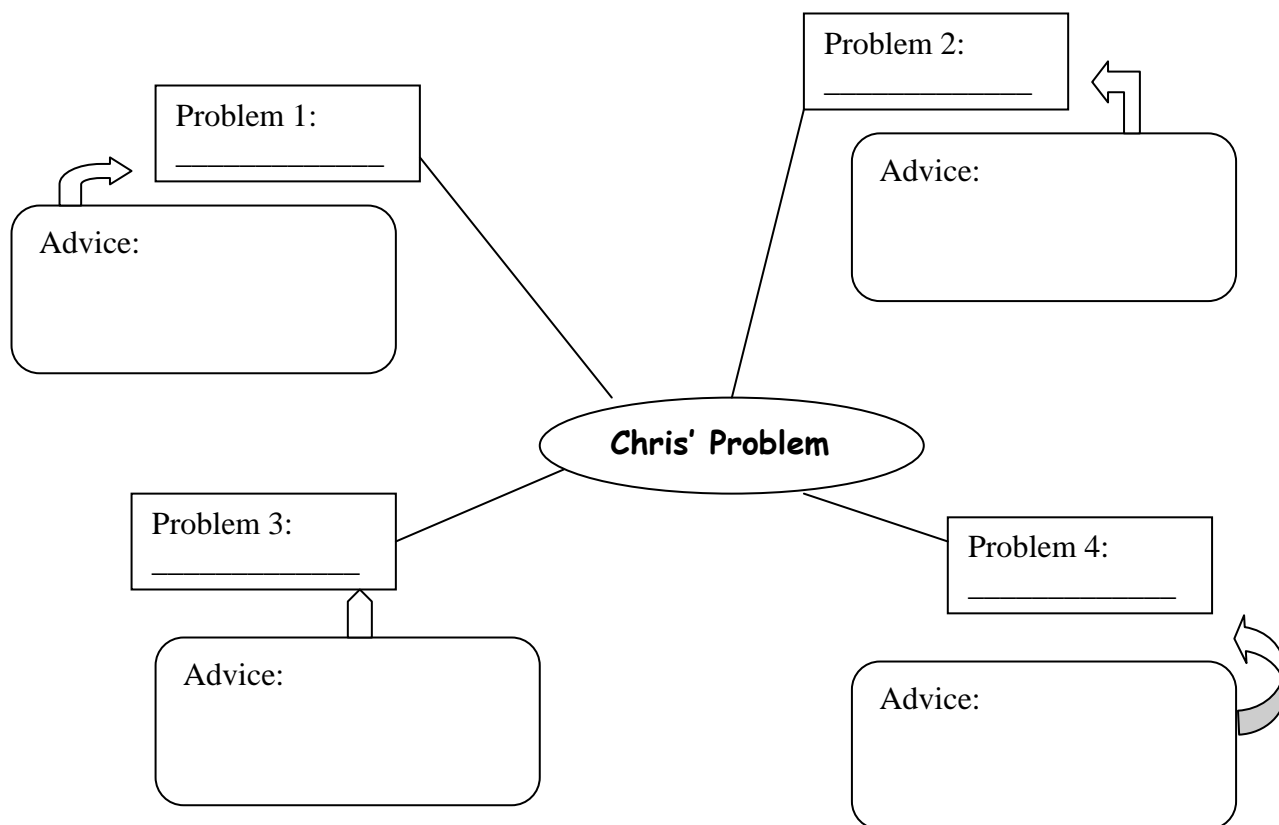
We are thinking of running away together. What do you think I should do? Please help me!

Chris



Write a response to the letter, offering **sympathy** and **advice**. Sign your name *Nicky*. You need not to write any address.

Brain-storming using mind-map:



Paragraph:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Writing

Personal Letter (Letter of Advice)

Teacher's Notes

Problem 1:

Addicted to love

- puppy love is somehow fun
- but most cannot get marry
- will take up most time → affect studies
- too young to handle problems

BUT: If you two can manage time well, study together

Problem 2:

Generation gap: Parents don't understand us and scold us.

- talk to them / find social worker → improve understanding and communication
- understand their worries
- reassure them that you won't waste much time on dating

Problem 3:

Dating affects studies?

- take time to maintain relationship → talk on phone too much → go out too much → less time on studies
- cannot concentrate → some may drop out of school

Problem 4:

Run away?

- NO → cannot be financially independent
- parents may worry

My general advice:

Guarantee exam results won't be worse

Study together

Make a long-term study plan

Draw a common goal

Writing

Personal Letter (Letter of Advice)

Useful Expressions

Offer sympathy:

1. **I'm sorry to hear about your problem.**
2. **I'm sorry to hear you're troubled.**
3. **I think you have a very difficult problem, but I hope I can help you.**

Give opinion:

4. **I think you should** _____.
5. **I don't think you should** _____.
6. **In my opinion, you ought to** _____.
7. **I'm sure** _____ **if** _____.
8. **As far as I can tell,** _____.
9. **The best idea is to** _____.

Make suggestions:

10. **You could try** _____.
11. **You should try to** _____.
12. **You shouldn't** _____.
13. **You must** _____.
14. **You mustn't** _____.
15. **You ought to** _____.
16. **I suggest you** _____.
17. **I'd advise you to** _____.
18. **My advice would be to** _____.
19. **If I were you, I'd** _____.
20. **Why don't you try** _____?

Express hope:

21. **I hope that this advice is helpful.**
22. **I hope you solve the problem soon.**
23. **Hopefully, things will get better soon.**

Express interest in the outcome:

24. **Please write and tell me how you get on.**
25. **Please get back to me and tell me what happened.**
26. **Let me know how things turn out.**

Writing

Personal Letter (Letter of Advice)

Sample (Letter of Advice)

Task

Read the following letter of advice. Choose one of the phrases/sentences from the list below to complete each blank in the letter. Write the letters in the spaces provided. You can use each letter once only.

Flat E, 12/F Jasmine Court 134 Temple Road Wong Tai Sin Kowloon 12th April 200_	
Dear Pat	
Thanks for your letter. (1) I know how hard it can be to revise for exams. However, (2) worry too much.	1 <u>G</u>
(3) They understand that students have trouble studying and revising. They also know that it's not unusual for even clever students to panic at exam time. They will be able to give you some advice and support. (4) make things even worse.	2 <u>F</u>
If you still have problems studying after you have spoken to a teacher then (5). I'm sure that they'd stop putting so much pressure on you if they realised how upset you are. (6) Tutors can often help you to find better ways to study.	3 <u>A</u>
(7) Sharing your questions with people who are studying the same thing can often make the task of learning easier.	4 <u>I</u>
(8) to come to the library with you to revise. However,	5 <u>H</u>
(9) you do some work, and not just chat!	6 <u>C</u>
(10) Please write and tell me how you get on.	7 <u>J</u>
Best wishes	8 <u>B</u>
<i>Chris</i>	9 <u>E</u>
	10 <u>D</u>

- A If I were you, I would talk to one of your teachers soon.
- B My advice would be to ask some of your friends
- C You ought to ask your parents to get you a tutor.
- D I hope that this advice is helpful.
- E you must make sure that
- F in my opinion, you shouldn't
- G I'm sorry to hear that you have been having trouble studying.
- H you could try talking to your parents
- I If you don't talk to a teacher soon you will
- J Another suggestion is to study with your classmates.

Passage 1 Source : (Longman Elect Theme Book P.89) (Difficult Version)

Teen Mag Issue 25

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.



Gary, social worker

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.

V B

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

Jigsaw reading : Passage 1 (Longman Elect Theme Book P.89) (Easy version)

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 ?

In Secondary 3.

Why do you prefer staying out at night ?

I feel bored. My parents have to work in China so often. I always argue with them. However, I've got lots of friends on the street.

Don't you ever worry about getting into trouble?

11. No, I don't. Most night drifters just sit around and chat. We aren't juvenile delinquents !



Mrs Chan, parent

Does your daughter often go out late at night?

My daughter doesn't like to talk to me. Last Chinese New Year, she stayed at her friend's flat for a week.

Do you worry about her?

16. Of course ! She is a teenager. She wants more freedom and independence. However, I think that they abuse it.

What are the causes of night drifting among young people?

19. Young people are bored at home. They go out for excitement. They want to stay away from over-controlling parents.

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

Last year, over 50,000 teenagers night drifted at some time. The average age is twelve. Some are full-time students. Some are unemployed.

Do you think night drifters easily fall into bad ways?

25. Yes ! They may have some bad habits, such as taking drugs and drinking wine. They are even involved in prostitution or triad activities. Peer influence is strong.



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.